



**The experiences of single teenage mothers in raising their children at
Mtubatuba Local Municipality**

By

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DECLARATION

I, the undersigned, **Nkosingiphile Rowena Lembede (20054959)**, hereby declare that the work contained in this master's dissertation is my own work, except where due acknowledgement is made in the references. This dissertation has not been previously submitted to any university or institution of higher learning for any qualification or certificate.

Signed

Date

DEDICATION

This dissertation is dedicated to my child Kwandiswa and my family, whom I derive my inspiration from

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I wish to express my deepest gratitude to:

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- To my supervisor, Prof Priscilla Gutura, for her expert advice in my work, her encouragement, supervision and for everything she taught me. It has been a long and difficult journey but through her patience and continuous guidance, I succeeded.
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ABSTRACT

Teenage pregnancy despite being a well-documented subject remains a major worldwide health problem, affecting many countries. The risks and realities around this issue remains known, continue to be researched and documented however the rate in most regions continue growing. This study was conducted to explore the experiences of single teenage mothers in raising their children at Mtubatuba Local Municipality. It sought to explore their challenges, to establish the significance of the child support grant in helping them support their children, and to examine the support that they received from their families. The study adopted a qualitative research approach using an exploratory design. Data was collected by means of in-depth interviews from 11 participants aged between the ages of 16-22 and data saturation was reached. Purposive and snowball sampling was used and collected data was analysed through thematic analysis.

Findings of this study revealed several challenges that were endured by teenage mothers which were: financial burden of raising children, neglect from the fathers of the children, feeling of being trapped and unable to socialise due to motherhood, disturbance with schoolwork, with some even dropping out of school. The existence of the child support grant was seen to be very important in helping mothers to meet the costs of food and other necessities of their children and themselves. As significant as it was, it was seen to be insufficient as it did not meet all the basic needs of children. Findings of this study further revealed that teenage mothers were able to mitigate most challenges with the help of support received from their families which included financial support, physical care of the children and provision of guidance on how to take care of their children.

Considering these findings, it was recommended that the establishment of empowerment programmes along with support initiatives depending on each mother's needs would be beneficial. This would enable them to be effective in their parental roles thus also allowing them to continue with their education and remain empowered.

Key words: Experiences, teenage mother, raising, children, child support grant

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ACRONYMS AND ABBREVIATIONS

CSDA	Centre for Social Development in Africa
CSG	Child Support Grant
DBE	Department of Basic Education
IDP	Integrated Development Plan
KZN	KwaZulu-Natal
LM	Local municipalities
MEC	Member of the Executive Council
PSH	Partners in Sexual Health
SASSA	South African Social Security Agency
Stats SA	Statistics South Africa
STI	Sexually Transmitted Infections

CHAPTER 1

GENERAL ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This chapter introduces the whole study by describing its background and defining the key concepts. It further discusses research problems, aims and objectives, the research questions, along with the intended contribution to the body of knowledge. The chapter highlights how the dissertation is structured.

1.2 BACKGROUND OF THE STUDY

Reports indicate every year that thousands of teenagers in South Africa fall pregnant with many others dying from complications associated with childbirth (Baxter & Moodley, 2015: 948). Teenagers fall pregnant at unacceptably high rates in South Africa, and this trend is becoming a public health crisis (Jonas, Crutzen, Van den Borne, Sewpaul & Reddy, 2016: 1).

As teenage pregnancy in South Africa increases exponentially amongst school-going pupils, it leads to school dropout as the focus of mothers is redirected to childcare for their babies (Thobejane, 2015: 273). By definition, the term teenage pregnancy refers to the pregnancy of a woman between the ages of 13 -19. The term in everyday speech usually refers to pregnancy of a person who has not reached legal adulthood (Sibanda & Mudhovozi, 2012: 231). The rate of teenage pregnancy is difficult to calculate because it is hard to determine the actual number of pregnancies that end up in miscarriage, stillbirth or abortion which are not necessarily reported (Barron, Subedar, Letsoko, Makua & Pillay, 2022: 225).

According to World Health Organization (2022), the global rate has decreased however there are enormous differences in levels between and within countries. In the United States of America, teenage pregnancy first emerged as a social issue in 1970s and slightly later in South Africa. The high rate seen in most countries, is according to Aluga and Okolie (2021: 426), as a result of tenacious unresolved social issues. Adolescent pregnancy tends to be higher among the less educated and those with low economic status (World Health Organisation, 2022). As teenagers grow, they become curious about sexual topics, which in turn leads them to experiment with sexual

behaviour. However, a lack of sex education results in teenage pregnancy (Mesatywa, Chikungwa & Kabasa, 2013: 89).

In South Africa, 30% of 19-year-olds are reported to have given birth many of whom have not yet even completed their secondary education in that period (Baxter & Moodley, 2015: 948). Teenagers who fall pregnant experience extreme consequences such as the disruption of their education with no intention of returning to school. This limits their future career prospects and has the potential to place them on the low socioeconomic scale (Stoner, Rucinski & Pettifor, 2019: 559).

Teenage pregnancy has become an international crisis engulfing not only developed countries but developing countries too, pushing them to pursue resolutions to provide teenage mothers with a better future and their babies with efficient care (Taylor, Jinabhai, Dlamini, Sathiparsad, Eggers & De Vries, 2014: 845). Research has shown that there is an extremely high rate of teenage pregnancy in South Africa. Data from Stats SA (2020: n.p.) show that, in 2020, about 33 899 mothers who were of the ages of 17 years and below had given birth. In the same period, over 600 youngsters between the ages of 10–13 also gave birth (this is inclusive of late birth registrations).

The trend of teenage pregnancy in South Africa is consistent with the worldwide pregnancy rate (Jonas et al., 2016:1). Globally, approximately 16 million girls between the ages of 15 and 19 become mothers each year (Jochim, Cluver & Meinck, 2021: 1.) World Health Organization (2022) asserts that annually, an estimated 21 million girls aged 15 to 19 fall pregnant among middle-income countries. Pregnancy of adolescent girls and young women is extremely common in South Africa. In South Africa, teenage pregnancy is also both a cause and consequence of school dropout. A third of teenagers have had their first child before the age of 20 years, and roughly two thirds of births among teenage mothers are reported unplanned ,undesired and untimed (Stoner, Rucinski & Pettifor, 2019 : 559) .

Louw & Louw (2014: 314) assert that westernisation and urbanisation along with the decline in parental control and supervision have caused traditional African practices to disappear, resulting in issues like teenage pregnancy because, in most traditional black ethnic groups, sexual intercourse with children was forbidden. Parents and grandparents tend to have high expectations for their young ones, believing that their quality of life would be elevated by education just like it is for any parent.

Louw & Louw (2014: 319) suggest that many teenagers that find themselves being mothers either believed they were too young to become pregnant, that they have sexual intercourse too irregularly to become pregnant or that they could only fall pregnant during menstruation which, to the researcher, indicates a lack of knowledge. Most parents have difficulty coming to terms with the fact that their teenage daughters may be sexually active, however the truth remains that majority of South African teenagers are, and a larger number of them are already sexually active before the age of 20 (World Health Organization, 2021).

In South Africa reports indicate that early introduction to sex is a major contributory factor to diseases among the youth (Muchiri & Odimegwu, 2019). The teenage stage is a critical stage of growth. At this stage, a teenager endures many physical, intellectual and personality changes. Pairing these changes with the responsibility of parenting can be too much for any teenager to deal with. Most adolescent mothers are not mature or physically, emotionally, socially, economically and educationally ready to deal with the responsibility of parenting. Furthermore, the emotional, psychological and social needs of pregnant teenage mothers can be greater than that of other women (World Health Organization, 2018: n.p.).

One of the most significant responsibilities that a teenage mother has is that of being able to financially support her child. The teenagers who fall pregnant run the risk of dropping out of school which in turn can result in lack of qualifications, leading to high risk of future unemployment. While many teenage mothers may not work, they may rely on friends, family or the support of the father of the child to pay the bills related to their child. However, some mothers only utilize welfare services to wage for the upbringing of their children (Boehlke, 2015: n.p.). In South Africa, there is the provision of the child support grant.

Teenage pregnancy has health risks associated with it in that teenagers may struggle to carry their babies to full term due to the small size of their pelvic area, thus resulting in premature delivery. Other risks include sexually transmitted infections (STIs) and HIV (Mesatywa, Chikungwa & Kabasa, 2013: 89). Further, health risks associated with teenage pregnancy include teenage mothers facing higher risks of eclampsia, puerperal end metritis, and systemic infections than woman aged 20–24 years.

Health problems are known to cause a higher likelihood of school dropout, increased risk of depression, not being married, low levels of education or non-completion, high risk of rapid repeat pregnancies and weak parental relationships (De Lannoy, Swartz, Lake & Smith, 2015: 69). Researchers have found that there are increased obstetric risks associated with teenage pregnancy. Foetal malformation, maternal anaemia, preterm birth, vaginal and urinary infections, hypertensive disorders and other conditions like hepatitis B and HIV are other consequences of teenage pregnancy. All these added conditions bring a serious burden on the healthcare system translating to great costs and morbidity and mortality (Ursache, Lozneau, Bujor, Christofor, Popescu, Gireada, Mandici, Găină, Grigore & Matasariu, 2023: 1).

As one of its responsibilities, the Department of Social Development aims to promote healthy families and strengthen them. This is done through family preservation services offered to families as well as parenting programmes. The department has a responsibility to offer such services not only for correct and responsible parenting but also to ensure that families are healthy.

Interventions to reduce teenage pregnancy like sex education and ensuring access to sexual health services are measures also implemented in other countries; however, the rate remains high (Aluga & Okolie, 2021: 426). In South Africa, efforts have also been made to reduce teenage pregnancies. The South African media and the leadership of KwaZulu-Natal Province in South Africa have also not been silent on the issue of teenage motherhood. The former premier of KwaZulu-Natal, Mr Senzo Mchunu, led a campaign alongside Health MEC Dr S bongiseni Dhlomo at Mtubatuba, aimed at addressing the issue “blessers” (a colloquial term for those often referred to as sugar daddies) (Times Live, 2016:n.p.). The narrative behind this action was that they had found alarming statistics of 1 777 births by teenagers under 18 years out of the total number of pregnancies 13 106 in the financial year 2015/2016 and believed that sugar daddies were the major perpetrators. The term as described by the (Luke: 6) refers to sugar daddies as men that provide money or other favours in exchange for sex to younger women.

Generally, a lot of effort and attention is given to teenage pregnancy and its causes but very little focus is given to the adolescent mother after she has given birth. It is for this reason that the researcher’s interest in this issue was sparked. Further, in view of

these astonishing statistics and details, there was an urge to investigate the issue further. The aim of this research was to determine the experiences of teenage mothers in raising their children particularly at Mtubatuba Local Municipality region.

1.3 DEFINITION OF KEY CONCEPTS

The key concepts in this study are defined as follows:

1.3.1 Teenage Mother

A teenage mother is by definition a female parent of a child who is between 13 and 19 years of age (Deuter, Bradber & Turnbull, 2015: 978 &1554). For this study, female parents aged up to 22 who became mothers during their teenage years were included to also participate, provided they were adolescents during the time of giving birth. They had become mothers when they were still between the ages of 13 and 19.

1.3.2 Single Parent

A single parent is defined as when one out of two people who are responsible for upbringing and nurturing a child is not available and the work meant for two people is now only being carried out by the one (Bago, 2022: 216). In this study, a single parent refers to mothers who are raising their children without the physical presence of the other parent (the father).

1.3.3 Experiences

Experiences are instances of personally encountering or undergoing things (Webster, 2017: n.p.). In the context of this study, it explains the journey or process that teenage mothers go through when raising their children.

1.3.4 Raising

Raising is, by definition, the act of caring for a child or young animal until it can care for itself (Deuter, Bradber & Turnbull, 2015: 1229). In this study, it means the act of caring, providing, nurturing, and upbringing of a child or children.

1.3.5 Child

The Children's Act 38 of 2005 describes a child as an individual below the age of 18 years. In the context of this study, the definition provided by the Children's Act was

adopted. Children of teenage mothers are referred to as children in this study; adolescent mothers are, in some instances, also referred to as children.

1.4 PROBLEM STATEMENT

The teenage stage is a significant developmental milestone where the teenager transitions from being a child into young adulthood. There are certain changes associated with this growth which include cognitive ability, mental wellbeing, environmental factors, social abilities, hormonal fluctuations and brain structure and function. It is a time of heightened sensitivity to both negative and positive experiences (Sisk & Gee, 2022: 286). Coupling this phase of growth with the responsibility of parenting may be challenging.

The percentage of single parent families has tripled in the past 50 years and is larger among African and Latino families when compared to the general population (Bago, 2022: 216). Single parenting or being a single mother can be one of the toughest roles that any teenager can endure as opposed to parenting by both parents. Being a single teenage mother basically means that you are without a partner to help share the child-raising duties with and you assume this responsibility as a child also.

It is an undisputed fact that in South Africa, particularly Kwa-Zulu Natal, that the rate of teenage motherhood is extremely high. Jolly (2014: n.p.) reported that KwaZulu-Natal (KZN) had the third highest number of teenage pregnancies in South Africa. Out of the nine districts that make up KwaZulu-Natal, UMkhanyakude district has been leading with an astounding 11.3%. UMkhanyakude District is made up of the following local municipalities (LM): Mtubatuba LM, Jozini LM, Big-Five Hlabisa LM and Mhlabuyalingana LM. Mtubatuba was the researcher's area of focus as it has many teenage mothers. These high percentages are disturbing, because at this stage, one has a view that the teenagers' focus should be solely on their education or the launching of one's career. The next question one would ask would be; how are these teenagers raising their children and with whom because they are still children themselves and unmarried?

Most studies in relation to teenage motherhood either focus broadly on their sexual and reproductive health with little content on their experiences as adolescent mothers. Few studies in South Africa have tried to establish the perceptions of teenage mothers

on their experiences and the consequences of motherhood. This gap is what motivated the researcher to investigate how the single teenage mothers in Mtubatuba pull through in their journey of raising their children. The researcher intended to do this by exploring their experiences, especially since no such study has been done particularly in Mtubatuba region. Furthermore, the researcher wanted to understand how teenage mothers strike a balance between being parents, focusing on their developmental growth and paying attention to their academic work at school. Therefore, the research question for this study is to determine, “What are the experiences of single teenage mothers in raising their children?”

1.5 AIM AND OBJECTIVES OF THE STUDY

The aim of this research was to explore and describe the experiences of single teenage mothers in raising their children. The objectives were:

- To explore the challenges experienced by single teenage mothers in raising their children
- To establish the significance of the child support grant in helping teenage mothers support their children
- To examine the forms of family support received by single teenage mothers

1.6 RESEARCH QUESTIONS

The study was conducted to answer the following research questions:

- What are the challenges faced by teenage mothers in raising their children?
- How helpful is the child support grant in raising their children?
- What form of support is received by the single teenage mothers in the family with raising their children?

1.7 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

A study of this nature could help in raising awareness to other teenagers on issues relating to teenage motherhood, their challenges and experiences. It could further reveal additional information on the use of the CSG by teenage mothers, its impact and whether it is efficient and serves its intended purpose. The vision of the Department of Basic Education (DBE) is to have a well-educated and highly skilled

citizenry. This vision should be inclusive of adolescent mothers. The results of this study may assist the DBE to determine how successful it is in implementing its vision.

The researcher also believes that this study may provoke debates among policymakers on issues relating to teenage parenting or motherhood. The government planning unit or other relevant departments may use the findings of this study when establishing programmes aimed at improving the lives of adolescent mothers. Furthermore, it could assist the Department of Social Development professionals to evaluate their role in offering parenting programmes and services to parents who require this service and to help child protection agencies. Social service professionals could also consider developing appropriate programmes to address teenage parenting, pregnancy and the consequences.

1.8 KNOWLEDGE DISSEMINATION

This dissertation will be made available in the University of Zululand library for other academics to use. Articles extracted from this study will be published within relevant academic journals. A presentation of this investigation will also be made at a social work conference.

1.9 CHAPTER OUTLINE

Below is the layout of the study.

Chapter 1: General Orientation of the Study

This chapter outlined the background of the research. Key concepts are also defined here. Furthermore, the chapter highlighted the problem statement, identified the aim and objectives, the study's research questions, the intended contribution to the body of knowledge and gave information on how knowledge would be disseminated.

Chapter 2: Literature Review

Chapter 2 provides a detailed theoretical framework for the study by exploring available literature related to the experiences of single teenage mothers in raising their children. This chapter not only provides the South African perspective on teenage motherhood, but also compares this with the international trends and developments

Chapter 3: Research Methodology

Chapter 3 describes in detail the research methods used including the research approach and design. It further provides the ethical considerations of the study.

Chapter 4: Presentation and Discussion of Findings

Chapter 4 focuses on presenting the findings of this study in line with the themes and sub-themes that emerged and a discussion thereof.

Chapter 5: Summary of Findings, Conclusions and Recommendations

Chapter 5 summarises the results of the study and draws conclusions from the major findings of the study. Recommendations are also presented in this chapter.

1.10 CHAPTER SUMMARY

This chapter gave an overview of this whole study. The contextual basis of the study was provided, concepts were defined and the problem statement that led to this study being researched was provided. It explained the study's aims and objectives and research questions along with the intended contribution to the body of knowledge. The next chapter reviews literature relevant to this study and looks at the theoretical perspective that best explains the experiences of teenage mothers in raising their children.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

A literature review is important in that it contributes to a clear view of the nature and meaning of the problem being researched (Fouchè & Delport, 2011: 134). It enables the researcher to learn more about the history, origin and scope of the research problem and to assist the researcher to establish the familiarity with knowledge of theories (Fouchè & Delport, 2011: 135). This chapter reviewed literature on teenage motherhood by looking at the South African legislation relating to teenage motherhood; teenage pregnancy and its causes; the teenage mother and education; the financial implications of teenage parenting and family support. The chapter further discusses the theoretical framework that guided this study, namely the family systems theory as well as the Bronfenbrenner's ecological systems theory.

2.2 SOUTH AFRICAN POLICIES AND LEGISLATION RELATING TO TEENAGE MOTHERHOOD

Acts and policies or any legislative framework give a guideline on what is acceptable in society, how certain functions are to be performed, by whom and when. Without law, there would be chaos. Law brings protection to victims and brings punishment to those that contravene it. If a society does not have any set of laws governing it or controlling how people operate in their lives, then there would be disorder (Tiwari, 2018: n.p). Relevant to this study, various South African laws are explained.

2.2.1 The Constitution of the Republic of South Africa, Act No. 108 of 1996

The South African Constitution (1996) protects the human rights of all citizens including those of children. Section 27 (1) (a) stipulates that children have a right to receive health care services encompassing the right to reproductive health care. The Constitution further protects their right to education. For children who are either pregnant or mothers, they have the right to basic education regardless of their pregnancy and post-pregnancy position. Another right enshrined in the Constitution is the right to physical and psychosocial integrity.

The right for all to have access to justifiable social security, including if they cannot provide for themselves and their children or dependants is also protected as per Section 27 (1)(c) of the Constitution. According to Mokoena (2016: 77), this provides an unbiased and just legal foundation for the framework of social assistance. It also serves as a constitutional guarantee to every qualifying individual to receive social assistance.

2.2.2 The South African Children's Act No. 38 of 2005 (As amended by the Children's Amendment Act, No. 41 of 2007)

This Children's Act sets out the framework for providing services necessary for the care and protection of children. It permits children over 12 years of age to access health care services, like HIV testing, contraceptives and termination of pregnancy services without parental consent. It also gives a clear definition of a child as well as measures to care and protect the child. The Act allows for "contraceptives including condoms to be provided to children without parental consent or consent by the caregiver if that child is at least 12 years of age" (The South African Children's Act No. 38 of 2005).

Willan (2013:1); Hoffman-Wanderrerr, Carmody, Chai & Rohrs (2013:n.p.) argue that the Children's Act, the Sexual Offences Act and the Termination of Pregnancy Act are conflicting and contradictory. The inconsistencies and misunderstandings emanate from the view that by law, children have access to contraceptives as early as 12 years of age and can abort pregnancies at this stage; however, they are only allowed to engage in sex at 16 years. This confusion provides justification for healthcare providers not to supply contraceptives or termination of pregnancy services.

2.2.3 The South African Schools Act No. 84 of 1996 (as amended)

According to this Act, teenagers can stay in school although pregnant and go back post-delivery of their babies. Despite the policy being supportive and enabling, implementation of this policy is problematic for teenage girls who remain in school while pregnant and return after birth (Willan, 2013:1). The implementation of this policy can be hindered by educators' personal views on morality issues of teenagers and their opinions on them becoming parents while still in school.

2.2.4 The Social Assistance Act No. 13 of 2004

The Social Assistance Act No. 13 of 2004 along with its regulations makes provision for the administration and management of social grants. It defines who is eligible for grants, as well as the minimum requirements. Relevant to this study is the CSG. This is a social grant that is paid to any primary caregiver of a child for all children below the age of 18.

2.2.5 The White Paper on Families in SA, 2013

The vision of the White Paper was to have “well-functioning families which were loving, peaceful, safe, stable, and economically self-sustaining, that also provide care and physical, emotional, psychological, financial, spiritual, and intellectual support for their members” (Department of Public Service and Administration (DPSA), 2013). One of the strategic priorities established by the DPSA was to develop programmes that would promote a healthy family life, strengthen families and preserve families. The DPSA does this through early intervention services, statutory intervention and through reunification and aftercare. Despite the South African law environment creating a progressive space for teenage mothers, their protection and the promotion of their rights, there seems to be a challenge with implementation of this White Paper. As much as this is so, it cannot be denied that solutions around this issue need to be found.

2.3 CAUSES OF TEENAGE PREGNANCY

Research in South Africa shows that there is a high rate of teenage pregnancy. According to Stats SA (2021: n.p.), in South Africa, approximately 35 000 teenage mothers were recorded in the year 2020 (including late birth registration). Of these, 33 899 were children aged 17 years and younger and over 600 of them were between 10 and 13 years of age. Literature presents mixed views on the causal factors of teenage pregnancy.

Shame about use of contraceptives, fear of parental reaction to contraceptive use and not trusting contraceptives are some of the reasons assumed to contribute to pregnancy among teenagers (Mwaba, 2000:30). According to Louw & Louw (2014: 318), teenage pregnancy is usually caused by high-risk sexual behaviour, neglect or poor control by parents, family dysfunction, insufficient sexual knowledge, non-use of

contraceptives along with a general degeneration in the significance of societal values on sex. Many believe that they are still undeveloped to become pregnant. While some believe that they have sexual intercourse too irregularly to become pregnant, others think they can only fall pregnant during menstruation, or that they will only fall pregnant when they so wish (Louw & Louw, 2014: 319).

Teenage pregnancy is not only troubling South Africa as a developing country. In developed countries, high rates of teenage pregnancies are also reported. International research reports similar findings, for example, in the United Kingdom and the United State of America. The lowest rates are in Japan and South Korea (Honig, 2012: 181).

Teenage pregnancy is seen to be common in both low- and high-income countries and has similar outcomes like spreading the cycle of poverty along with premature school dropout especially in Sub-Saharan Africa (Jonas et al., 2016: 1). In the United States of America, teenage pregnancy was among the highest recorded at about 24% of the high-income countries (Jonas et al., 2016: 1). This gives a clear indication of how rife teenage pregnancy is, not only in South Africa but globally.

2.3.1 Lack of Knowledge and Understanding on Pregnancy

Lack of education and knowledge on safe sex coupled with irresponsible behaviour arising from complex teenage psychology whether it is from parents, the school or otherwise also contribute to teenage pregnancy. Teenagers are uneducated when it comes to the different methods of contraception and are not empowered to deal with peers pressuring them to have sex prematurely (Langham, 2015: n.p.; Mesatywa, Chikungwa & Kabasa, 2013: 89; Sibanda & Mudhovozi, 2012:321).

Ignorance of teenagers about contraception use is another element causing teenagers to fall pregnant, as some lack the understanding of the association between menstruation, coitus, fertility and conception (Mwaba, 2000: 30). On the causes of teenage pregnancy, De Lannoy et al. (2015: 67) postulated that teenagers fall pregnant because they want to keep a partner who may demand that they prove their love, womanhood and fertility by becoming pregnant (Munakampe, Zulu & Michelo, 2018: 1).

The family plays a central and potent role in the sexual socialisation of children. Information communicated or no communication between a parent and child has the potential to shape sexual management and risk behaviours in that child (Diiorio, Pluhar & Belcher, 2003: 7) The absence of parental attentiveness and authority along with poor communication amongst parents and their children on sexual matters has also been seen to result in teenage parenthood (Williams & Chideya, 2013: 209).

Children learn appropriate behaviours and societal expectations at home. They are therefore in a better position to impart any form of knowledge including sexual knowledge to their daughters in order for them to make informed decisions about sexual activities (Mudhovozi, Ramarumo & Sodi, and 2012: 119). This is a challenge for black parents as there is a natural stigma attached to discussing sex with children. Not having a platform to deliberate on sexual matters with high levels of stigma around sexuality leads to a knowledge gap and access to contraceptives which are other elements believed to increase this risk. This is a challenge for black parents as there is a natural stigma attached to discussing sex with children. Not having a platform to deliberate on sexual matters with high levels of stigma around sexuality leads to a knowledge gap and access to contraceptives which are other elements believed to increase this risk (Panday, Makiwane, Ranchord & Letsoalo, 2009:6). Mchunu et al. (2012: 426) found that, in some instances, teenagers became pregnant merely to prove their adulthood.

2.3.2 Gender Inequality

Gender-based violence and gender inequalities are some of the other causes of teenage pregnancy (De Lannoy et al., 2015: 67). Other elements include the issue of men being the ultimate decision makers on issues of sex, particularly under circumstances where there is an imbalance of power in those relations. This frequently results in unsafe sex or in some cases young woman who are underprivileged having to make 'exchanges' between their health and economic security. Such conditions ordinarily diminish a young girl's capacity to convey her own views and wishes on sex. Some fall pregnant due to the inability to refuse or resist coerced sex while others do so because they are unable to obtain contraceptives, including emergency contraceptives (Wable, 2019: n.p.) .

2.3.3 Drug and Alcohol Abuse

The use of substances, including alcohol and illegal drugs, is another factor that leads to irresponsible sexual engagement causing pregnancy (Langham, 2015: n.p.). According to Mesatywa, Chikungwa & Kabasa (2013: 89), alcohol and substance use coupled with unrestricted relations with the opposite sex can be the catalyst for lust and passion in youngsters, thus resulting in teenage pregnancy. Sibanda & Mudhovozi (2012:321) support this narrative by adding that a teenager who is intoxicated is likely to have sex even when not ready since the intoxication reduces inhibitions and awkwardness. Even the White Paper for Families seconds this notion. According to the White Paper for Families (2013), gang activities, coercion and substance abuse contribute to teenage pregnancy.

2.3.4 Poverty

Poverty is highlighted as one of the contributory factors of teenage pregnancy (De Lannoy et al, 2015; Makiwane 2010: 193; Panday, Makiwane, Ranchord & Letsoalo, 2009:6). Teenagers may turn to sexual activity to escape from their social problems and engage in sex as a way to achieve instant gratification (Bezuidenhout, 2004 in Chideya and Williams, 2013: 209). Tanga, Oyeleke & Gutura (2015: 236) suggest that poverty, easy accessibility to the CSG and lack of CSG are other factors possibly leading to increased birth rate.

Aluga & Okolie (2021: 426) believe that addressing poverty and low education accomplishment amongst deprived areas, can concurrently also be an address on teenage pregnancy.

As a result of living in a marginalised community, poverty can cause desolation and desperation which could result in making wrong choices, making a teenager contemplate childbearing as an escape from reality (Aluga & Okolie, 2021: 426). Poverty seems to be a critical driver of pregnancy amongst young girls in South Africa. This places them at an increased risk of early pregnancy; not only that, it further results in their dropping out of school early because of economic barriers thus creating a possible continuous cycle of poverty within that household or society.

2.3.5 Peer Pressure

The teenager's strong need to fit in can result in their engaging in early sexual behaviours and identification with the sexual attitudes that they view as being representative of their admired idols (Chideya & Williams, 2013: 209).

Other studies have reported similar findings. According to Langham (2015: n.p.), peer pressure is a significant cause of teenage pregnancy. Panday et al. (2009:7-8) suggest that the response to these drivers of pregnancy requires a holistic approach, stating that it needs to address basic aspects that disempower teenage girls from being in control of their sexual choices.

2.3.6 Absent Parents and the Parenting Style

Research has found that absent parents, lack of parental guidance and support, along with social exclusion, are factors leading to teenage pregnancy (Tanga, Oyeleke & Gutura, 2015: 236). The reality is that teenage sexual relations is the norm all around the world and has brought about high levels of adolescent pregnancy (Sibanda & Mudhovozi, 2012: 321).

There is an old narrative on single parents by Roberts (1994:5-7) suggesting that role overload may have a significant impact on certain families because mothers must let some things go, stating that children of single parents are highly likely to become victims of child abuse and teenage parenting than children of two parents. Louw & Louw (2014: 318) on the other hand assert that poor parental control and inadequate sexuality education often results in teenage pregnancy. One cannot but wonder if how children are raised or taught has an impact on their becoming pregnant at the teenage phase. It is therefore important to understand the diverse parenting styles and how they may influence teenage pregnancy. There may be significant associations between teenage pregnancy and aspects such as parental separation or disconnect (Aluga & Okolie, 2021: 426).

Aluga & Okolie (2021: 426) postulate that a girl child born of a single parent, adolescent parent or a parent with low scholastic and financial standing may be at an increased risk of also being pregnant in their teenage years thus repeating the cycle.

According to Papalia & Feldman (2011: 301), the parents' style of parenting has an impact in the children's capability to deal with their environment. Papalia & Feldman (2011: 301) say that there are three parenting styles: (1) authoritarian parenting in which parents use firm measures with a lot of control. Parents with this parenting style are detached from their children and their children are inclined to be withdrawn, unhappy and untrusting; (2) the permissive style of parenting on the other hand which emphasises assertiveness and self-regulation. Permissive parents who assert fewer demands and to a great extent allow their children to monitor their own activities. These parents are open with children on rule choices and rarely punish them. They are warm, non-controlling or permissive and not demanding; (3) authoritative parenting which is different from authoritarian parenting. Authoritative parenting blends a caring tone with structure and consistent limit-setting (Theresya, Latifah & Hernawati, 2018: 28).

According to Papalia & Feldman (2011: 301), authoritative parenting gives emphasis to children's independence but also ensures social restraints. These parents possess assurance in their children's capacity to self-regulate, and they support their child's independent choices, views and traits. They are affectionate and lenient but also require decent behaviour and are firm in upholding standards. Such parents enforce punishment within the context of a warm, loving association. Children of such parents feel secure in the knowledge that they are loved but have a reciprocal responsibility to behave according to the norms and standards of the family.

Papalia & Feldman (2011: 301) report of a parenting style called the neglectful or unresolved parenting style, which describes parents who are dismissive and neglectful. Parents exercising this parenting style provide little or no affection, love or support. They do not respond to their children's needs beyond the basic needs. This lack of love and affection may result to children resorting to source it from other relationships including relationships from the opposite sex.

2.3.7 Sexual Molestation at Early Stages

Aluga & Okolie (2021: 426) suggest that teenage girls who experience sexual assault at a young age could become drawn to sexual activities during their teenage years.

2.4 EFFECTS OF PREGNANCY AND PARENTING ON THE TEENAGE MOTHER

Pregnancy in teenagers has been linked with economic insufficiency due to different education and employment goals amongst young women (Aluga & Okolie, 2021: 426).

In South Africa, teenagers are at a risk of dying because of complications of hypertension in pregnancy along with the risk of early childbirth and giving birth to babies who with a low birth weight (Baxter & Moodley, 2015: 948). Social and economic disadvantages along with a lifetime of poverty and school dropout has been strongly associated with teenage pregnancy or motherhood (Makiwane, 2010: 193). Also, in South Africa as it is in various parts of the world, there is a shame associated with childbearing out of wedlock on cultural and moral grounds (Makiwane, 2010: 193).

There is a general view by Louw (2014: 74) that mothers younger than 20 or older than 35 run a greater risk of giving birth to children with psychological and physical defects, than mothers between these ages. Teenage childbearing is a social problem, apart from its association with physical threats to both the mother and her child; there are several other disadvantages that tend to be strongly associated with it, like the societal and financial factors (Makiwane, 2010: 193). It not only poses health risks to the teenager and to her child but obstetric effects for young mothers tend to be poor than for adult mothers. Research indicates that complications in the teenage group include hypertension, anaemia and giving birth prematurely (Mwaba, 2000: 30).

Apart from experiencing societal disapproval, during pregnancy, teenage mothers face obstacles in accessing health care services like inconvenient locations, long queues and the shortage of funds to pay for other amenities or transportation (Baxter & Moodley, 2015: 948). Teenage pregnancy negatively impacts the teenagers' opportunities for education; they often drop out of school and only a few return after birth (Baxter & Moodley, 2015: 948), thus essentially interrupting and often leading to the termination of their schooling (Timaeus & Moultrie, 2015: 143). It is important that they receive the required support from teachers to enable them to complete their studies.

Apart from insufficiency experienced by teenage mothers of not being capable to afford to take their babies to crèche or to hire a babysitter so that they can study and do their homework, some come from families where the house is just too small and

family members share limited space. This situation can be strenuous for the adolescent mother who is bringing an added family member into the family (Chigona & Chetty 2007: 1). Another issue is that the unborn child is directly dependent on the mother for all its nutritional needs. This means that she must follow a healthy and balanced diet that contains proteins, vitamins, minerals and other nutrients (Louw, 2014: 75). Regular nutritious food requires money, and with the financial position of most households in South Africa, this can be hard to attain.

Teenage parents face many of the same challenges as any other parent but, at this stage, teenagers are also undergoing major developmental changes and face stressors that are not experienced in the same way as the other parents; for example, social stigma and judgemental attitudes (Robertson, 2010: n.p.). According to Sibanda & Mudhovozi (2012:321), anger, emotional distress and isolation are the most common psychological effects of teenage motherhood. This is because of the changes they must make in their lives.

Other consequences of teenage pregnancy include risk factors for the teenage mother; one such risk factor is amplified exposure to HIV/AIDS. Although HIV is one of the inadvertent consequences of unsafe sex, pregnancy remains the other factor (Mchunu, Peltzer, Tutshana & Seutlwadi, 2013: 24). Addressing this matter requires support and proper counselling, without which they will be overwhelmed and eventually even stop attending school as they will be failing to cope with the situation (Chigona & Chetty, 2007: 1).

2.5 THE EFFECTS OF TEENAGE PARENTING ON THEIR CHILDREN

Single teenage motherhood has greatly been linked with the risk of several negative social and emotive consequences for the child. It is the detriments related with single parenting that cause this implication, and not single parenthood (Sibanda & Mudhovozi, 2012: 321). Numerous aspects impact how children develop in single-parent families according to Sibanda & Mudhovozi (2012: 321). These include the age of parents, educational level and occupation, financial position and the family's support system. Families where both parents are involved in the child's life provide a more stable environment for children as opposed to single-parent households since two parents can support one another in rearing children (Roman, 2011: 577).

Children born of teenage mothers face challenging disadvantages during their lifespan. Some endure mental health problems; others experience extreme poverty, bad health, less schooling while others simply grow up with the absence of a male role model or father figure. The lack of a father figure in the home brings about a series of problems. Many children suffer from various social stressors accompanied by low self-worth that comes with the disadvantage of living with a single parent (Devereux, Salvanes & Aizer 2018: n.p).

Waltohar (2001: n.p.) postulates that girl children growing up deprived of having their fathers in the home or being raised by them tend to end in their engaging in sexual relations prematurely. This author believes that they want to substitute the love and affection not received from their father. They tend to develop an element of dependency on their male partners to substitute for the absence of their own fathers. They tend to struggle with relating to other male figures having an incorrect impression of how a relationship should be (Waltohar, 2001: n.p.). Male children are, however, not affected in the same way as females by the absence of a father. It is essential for boy children to have male role models in their lives to acquire knowledge on how best they can become a man. Boy children without good role models usually opt to follow bad, unsavoury characters to mould them (Waltohar, 2001: n.p.).

According to Pogarsky, Thornberry & Lizotte (2006: 332), boys born to women who began childbearing before the age of 19 are at a higher risk of substance use, unemployment, and association with gangs and are themselves likely to start parenting before they have turned 19 years of age. Some children of the teenage mothers die and suffer from malnutrition (Mwaba, 2000: 30). Starting a family is generally costly as the infants they bring into the world also have needs that must be satisfied for them to grow. This involves all the basic needs of the child from birth. It is even worse for those who start a family unprepared or because of irresponsible sexual behaviour.

As reviewed above, the reality is that teenage pregnancy affects not only the mother but also her child. The researcher believes that the solution to this ordeal is education, empowerment and liberation for the young children as they grow up. Education is a powerful tool in that it can provide the foundation for lifelong learning and economic opportunities.

2.6 THE IMPACT OF TEENAGE MOTHERHOOD ON TEENAGER'S EDUCATION

Pregnancy of teenagers is one of the key hindrances to the educational success of girls and is reaching crisis proportions in some South African schools (Chigoba & Chetty, 2007: 1). During quarter 3 of 2021, over 36 000 babies were delivered by girls between the ages of 10 and 19 years. This increased rate in this period was associated with the worldwide pandemic of COVID-19 where there were multiple lockdowns which resulted in students being away from school (O'Regan, 2021: n.p.).

The South African government promotes progressive policies that encourage pregnant students to continue schooling and for them to return after giving birth (Timaeus & Moutrie, 2015: 143). However, the implementation of this policy varies with each school. Certain schools ignore this by expelling pregnant girls, while others debar them from returning to school in the year in which they gave birth, in line with 2007 policy by government which was declared unconstitutional in July 2013. This policy was intended to balance the interests of the mother with those of her infant (Timaeus & Moutrie, 2015: 143).

In most families, every parent looks forward to their child's matric results and choice of career, and some even go to the extent of directing their children's career choices. For example, some even go as far as naming their children doctors at a very young age. This is a clear indication that no parent wants their child to fail but rather to prosper, succeed or excel in their lives.

Becoming a teenage mother at a young age can have certain challenges. Not only do they need understanding of the wellbeing of their babies, but they need to also worry about continuing of their own education. Sibanda & Mudhovozi (2012:321) argue that completion of schooling and partaking in activities after childbirth presents immense inconvenience to both the mother and child. The young mothers are likely to receive help and be able to do those activities that they so wish; however feelings of guilt and of not fitting in with the other young people of their age group makes school unpleasant. Willan (2013:1) suggests that only a third of South Africa's pregnant teenagers remain at school after childbirth and return as teenage mothers.

Grant and Hallman (2008: 369) highlight that the younger the teenager, the more likely she is to be at risk of not returning to school as compared to the older teenagers.

These authors state that teenagers that conceive or give birth while in Grade 12 are the ones that end up completing school and the younger ones in lower grades stay away from school and are less likely to return. Timaeus & Moutrie (2015: 143) agree with this view, stating that the failure of many young South African women to matriculate is due to their becoming mothers while they are still at school.

Teenage motherhood interferes with the young mother's educational endeavours, thus leading to fewer job opportunities for them (Mchunu, Peltzer, Tutshana & Seutlwadi, 2012: 426). South Africa is presently experiencing a very high rate of unemployment and this high rate intensifies competition, resulting in even greater difficulty for the uneducated (Nkani & Bhana, 2016:1).

At the end of December 2020, the unemployment rate had risen to 32.5%, the highest rate since 2008 (SASSA, 2021). The results of the quarterly labour force survey for Quarter 3 of year 2021 showed an enormous decrease in employment. There was a drop in employment of 660 000 persons in the third quarter resulting in 14.3 million being unemployed compared to a drop of 83 000 in Quarter 2 of 2021 (StatsSA, 2021).

The rate of unemployment amongst women was recorded at 37.3% for Quarter 3 of 2021 compared to 32.9% among men in line with the official definition of unemployment. These results show that jobs in the formal South African labour market are decreasing rapidly and that the preference is to employ men rather than women (StatsSA, 2021). Considering the unemployment rate, extreme poverty and income uncertainty, having an educational qualification may provide better possibilities than having no qualification at all (Nkani & Bhana, 2016: 1).

Teenagers have the same needs and rights as any other child. Amongst many other rights, they also have the right to education. If a male teenage child becomes a parent, he can successfully complete his education without any stigma attached to him, without any alienation; in fact even the shame attached to teenage parenting is not an issue for him. With radical economic transformation being the most currently talked about issue in South Africa, it is crucial not to overlook the role of gender inequality and its impact on women. "In 2020, South Africa's female population amounted to approximately 30.09 million, while the male population to approximately 29.22 million inhabitants" (Statista.com, 2021, n.p.). Without the total emancipation of women in this

country, it will be challenging since they too need to be given an equal opportunity to contribute to the economy of this country.

The South African government made a pronouncement of free education for all persons whose parents' combined per annum income is R350 000 or less (Vallie, 2018). This pronouncement had long been a cry from South African students. It makes way for those students without funds to also access tertiary education, giving no reason for any not to be uneducated.

Generally, when proper support is afforded to any person, it yields positive results. This can also be so for parents who give support to their children for successfully achieving in school. Some authors say that the parenting style of parents affects children's motivation or school successes, suggesting that certain parenting styles may have a direct influence on a child's education. For example, Papalia & Feldman (2011: 354) say that children of authoritative parents are high achievers, curious and interested in learning while children of authoritarian parents who supervised their children closely and depended on inherent motivation tended to have lower achievement. Children of permissive parents who do not care how their children perform in school also tend to be low achievers.

This notion is not entirely true, however, as other factors like the socioeconomic status of the family, support at school and at home may also have a great influence especially in the rural parts of this country. This notion of the researcher is seconded by Chigona & Chetty (2007:1) who say that teenage mothers who have been deprived of support for them to complete their schooling will be impacted by poverty.

Papalia, Olds & Feldman (2006: 312-313) believe that students whose parents are closely involved in their school lives and monitor their school progress do best in school. They further recommend authoritative parenting, citing that this style of parenting yields positive results in children's school progress, as children of such parents are curious and interested in learning. This is opposed to the other two styles of parenting: authoritarian parenting that uses extrinsic motivation and permissive parenting with parents who do not seem to care how their children do in school.

According to Willan (2013:1), when school-going children become parents, they drop out of school due to the pressure they experience, which includes the stigma that

comes with early motherhood, lack of needed support from the family, friends, as well as from the school and discrimination from their peers. Our society demands qualifications for jobs that can support a family. This, therefore, makes the completion of high school and pursuing of post-secondary education even more significant. Grandparents and parents tend to have high expectations for their children, for them to have the ability to advance their chances and improve their quality of life through education. The current situation in South Africa shows that young women are increasingly becoming parents at a very young age when they should be in school pursuing their education before they even begin to entertain the thought of being a parent (Tanga, Oyeleke & Gutura, 2015: 236).

For many years, researchers have been arguing that pregnant teenagers fail to complete their education are unable to obtain employment to provide for their babies and babies born of teenage mothers are in jeopardy of neglect (Burman & Preston-Whyte, 1995:314). This notion is consistent with Sibanda & Mudhovozi's (2012: 321) research findings suggesting that single teenage mothers are more likely to rely on social security grants, occupy low-income housing, drop out of school and not further their education to the level of college or university level thus making them unlikely to find stable and well-paid employment opportunities.

The policy environment in South Africa has been supportive of teenage mothers wishing to go back to school. The Government of South Africa promotes policies that enable pregnant girls to remain in school in order to continue with education even though pregnant and allows them to return to school after childbirth. In line with a 2007 government policy, young mothers were not permitted to return to school in the year of their child's birth – this was intended at balancing the interest of the mother and that of the child. This policy was however ruled out as unconstitutional in 2013 because it conflicted with the right of the mother to education as enshrined in the Constitution of South Africa (Nkani & Bhana, 2016:1).

Nkani & Bhana (2016:1) believe that completion of school is important to the young mothers, as it provides greater probabilities for more career opportunities. Education is seen to be the greatest foundation or indicator for personal development of young people also broadly understood to be an effective route out of poverty. It is unfortunate that some young mothers located in extremely deep poverty still face great challenges

connected with their economic and social inequalities coupled with difficulties associated with motherhood and the demands that come with schooling (Nkani & Bhana, 2016:1).

2.6.1 School Dropout

School dropout is not a new phenomenon and is certainly not an issue affecting only South Africans. Some thirty years ago, Noller & Callan (1991:87) stated that the reason why teenagers leave school was their rush to get a job because having a job represented psychological and economic independence. This narrative, however, does not apply in the South African context today because of the rate of unemployment and the difficulty in finding employment. The DBE drafted a National Policy on the Prevention and Management of Learner Pregnancy in Schools. Some of the many factors that this policy intended to address were the learner's social context within which high pregnancy rates occur, approaches for reducing unintended and unwanted pregnancies and the stigma and discrimination associated with the phenomenon, management of pre- and post-natal care, along with the retention and reenrolment of affected learners in schools.

De Lannoy et al. (2015: 69) indicates that, amongst many other reasons for school dropout, teen motherhood is a huge contributory factor. What should be noted by teenage mothers is the importance of completion of schooling is not only for the mother, but also for her child's wellbeing. Papalia, Olds & Feldman (2006: 385) blamed the dropout rate and poor performance of children on their parents, suggesting that rural parents in particular who were suffering economic hardship developed emotional problems. They stated that depressed parents were more likely to fight with each other, to be anxious, to maltreat or neglect their children and even became less affectionate and less responsive to them which could lead to school dropout.

Based on the above understanding, this may result in children losing self-esteem, being ostracised and showing poor performance in school. This suggests that these girls are likely to seek attention and comfort outside the home, for example, from peers or older male associates, thus leading to teenage pregnancy. Such children may struggle when choosing to return to school post-delivery of their babies.

2.6.2 Teenagers Returning to School

Adolescent mothers struggle to continue with their studies post childbirth. However, some authors believe that these young mothers have an even greater enthusiasm for education with the intent to excel and make a better future not only for themselves but also for their children. The success of this, however, depends greatly on the support from loved ones as well as the school (Mackenzie, 2016, n.p.).

Some authors postulate that finishing school and managing schoolwork at school and at home is a problem for teen mothers who return to school. They have lower concentration levels, high absenteeism rates, repeat grades and drop out of school (Sibanda & Mudhovozi, 2012: 321).

The socioeconomic conditions of households in poverty have a great impact on how and whether the family supports the teenage mother. If the socioeconomic position of the teenage mother is poor, this puts a strain on the teenager's capacity to provide and sustain childcare and this places a huge burden on the family, thus making the teen's parents hostile rather than supportive. This creates difficulties for teenage mothers who return to school (Nkani & Bhana, 2016:1).

Support by teachers at school is important. When school-going students become parents, this new responsibility can be even more overwhelming for teenage mothers who lack any form of understanding and support from teachers at school. Even those children described as the gifted children cannot survive without support from teachers at school. Papalia & Feldman (2011: 361) describe gifted children as those with a high general intelligence as shown by a high IQ score of 130 or higher.

2.6.3 Support from Teachers

According to Chigona & Chetty (2008:261), some teenage mothers opt to continue with their education because they see academic qualifications as a ticket to participating in the labour market. However, the learning environment for teenage mothers is not socially welcoming. Some teachers at schools are not willing to assist with lessons missed by the teenage mother. They consider the teenager's situation a private matter which is none of their business. Others do not want to understand the situation of the teenage mothers. They expect them to perform like any other student in their respective classes; however, it may be contended that they lack support from

homes, schools and community for them to be able to complete their schooling successfully. Instead of getting support, they get pressure. Because of the lack of support, from school and from home, it may be concluded that it is unlikely that the teenage mothers would successfully complete their schooling (Chigona & Chetty, 2008: 261).

2.7 FINANCIAL IMPLICATIONS FOR TEENAGE PARENTING

Post-apartheid and into the new South Africa, however poverty still remains at its highest levels. To help mitigate this burden, the government offers social grants, free education and free public healthcare (DeLannoy, Swartz, Lake & Smith, 2015). Teenage pregnancy is problematic in society. It puts a burden on the financial status of families as the babies need to be taken care of, and because the mothers are still young and unemployed. It is for this reason that they rely on financial support from government (Tanga & Gutura, 2013: 190). This notion agrees with that of Sibanda & Mudhovozi (2012: 321) who found that teenage mothers who were dependent on government CSG, were also unemployed, dependent on their parents and other family members to financially and physically (e.g. babysitting) take care of their children.

A family's socioeconomic position is founded on family income and the educational and occupational ranking of the elders in that household (Papalia & Feldman, 2011:14). One of the most significant responsibilities that an adolescent mother has is that of being able to financially support her child. While many teenage mothers may not work, they may use friends, family or the support of the father to pay the bills related to their child. Some teen mothers only have welfare services to pay for raising their children (Boehlke, 2015: n.p.). Finding out the significance of the CSG and whether it is sufficient is important to this study particularly in Mtubatuba where the statistics of teenage mothers are mounting.

The major reason for poverty in a nation is the lack of or insufficiency of income. Many people are still unskilled and some are unemployed (DSD, 2013:22). This situation places a burden on families. A large number of people remain unemployed with some not just unemployed but also unemployable. It is for this reason that the number of people dependent on social grants continues to grow. There is a myth that teenage mothers fall pregnant simply to obtain the CSG, and to use the grant for their own benefit and not that of the child. This leads us to look at the CSG and its significance.

Instituted in 1998 and valued at R100, the CSG in South Africa has become the single major programme for reducing child destitution. It was responding to the right enshrined in the South African Constitution (Chapter 2: Bill of Rights, 28.1c), which specifies the right of every child to basic nutrition, shelter, basic health care services and social services. This grant is the replacement of the State Maintenance Grant, which was initially intended for white people but later extended to other racial groups (Makiwane, 2010: 193).

With the CSG valued at R450 in 2021, in the period of April 2020 and as part of the South African government's way to reduce the economic impact of COVID-19 on the citizens, social grant top-ups were introduced by the president of South Africa where CSG beneficiaries also benefited. An amount of R300 top-up was paid per child for the month of May only and R500 per caregiver from June to October 2020 (SASSA, 2021).

The distinction between the Old State Maintenance Grant and the CSG is that the latter is for the entire poor children from every type of family (Makiwane, 2010: 193). It was the end of apartheid in South Africa that brought with it the need to transform this element of the social assistance system for more poorer people (Case, Hosegood & Lund 2005: 467). The programme initially purposefully excluded African women, and later when it was extended to Africans residing in certain parts of the country, continued to largely exclude those residing outside of urban areas (Case et al., 2005: 467).

In its introduction, the CSG followed a recommendation made by the Lund committee on the reform of the child maintenance system (Patel, 2012:106). It was driven by the necessity to rectify racial inequality in maintenance grants as they were available only to specific race groups and excluded African children and women. The notion was that there existed a male breadwinner in the family and that state support be provided if earning capacity of the breadwinner was interrupted (Patel, 2012:106).

Child poverty is one of the major problems in South Africa and often degenerates into delays in cognitive development, child starvation, malnutrition and mortality (Tanga & Gutura, 2013: 190). Unemployment levels have a direct influence on the demand for social assistance and particularly the CSG along with social relief of distress (SASSA, 2021).

To mitigate child poverty, the South African government introduced the CSG. The CSG is one of the largest cash transfer programmes in South Africa, effective in improving child outcomes like learning outcomes, child growth and nutrition for children (Zembe-Mkabile, Doherty, Sanders, Jackson, Chopra, Swanevelde, Lombard & Surender, 2012: 1).

Beneficiaries of social grants for the 2020/2021 financial year were mostly women at 74%, youth 32% and people with disabilities 2.3% (SASSA, 2021). D'Agostino, Scarlato & Napolitano (2018: 430) suggest that the CSG has demonstrated effectiveness in growing total food expenditure thus also improving childhood nutrition. Even though this is so, these authors add that the amount of this grant is not high enough to make a significant change in the dietary habits of very poor beneficiaries and to guarantee a nutritionally varied food basket and balanced diet.

The CSG is paid out by the South African Social Security (SASSA) under the directive of the Department of Social Development and is meant for South African citizens or permanent residents (Brynard, 2009: 312). The Social Assistance Act of 2004 and the regulations to the Act provide the legal framework for the administration of seven grants. There is the CSG, the older person's grant, disability grant, grant-in-aid, care dependency grant, war veterans' grant and foster child grant. Over and above these grants, SASSA also issues social relief of distress which provides instant short-term assistance to people in dire need of financial assistance and is provided to people in the form of vouchers, food parcels or money for a three-month period. Regardless of this, not all households with a child in the eligible age range receive the CSG, since they must also meet an eligibility requirement based on income means test scores (D'Agostino et al., 2018: 430).

Like any other grant, the CSG is means tested. It is paid to a primary caregiver of a child who meets the criteria in terms of Section 6 of the Social Assistance Act (No.13 of 2004). It has requirements to be met by prospective recipients, which are:

- South African citizenship of primary caregivers, permanent residents or refugees;
- Both applicant and child must live in South Africa
- The applicant must also be the primary caregiver of the child or children where applicant and spouse also satisfy the requirements of the means test (SASSA, 2021).

Evidence of school enrolment and attendance is not a determination for receiving the CSG but is there to support and identify children who are not in school (SASSA, 2021). In a case where there is no parent, any other caregiver of the child can be a recipient by providing proof that they are indeed the child's primary caregiver through an affidavit from a police official, a social worker's report, and an affidavit from the biological parent or a letter from the principal of the school attended by the child. Recipients of this grant are not meant to earn more than R42 000 per year (R3 500 per month) if single, and if married, the combined amount of income should not be above R84 000 per year (R7 000 per month) (SASSA, 2017; 2021).

According to DeLannoy et al. (2015: 69), there has been two changes in the eligibility criteria, one associated with age while the other with income threshold. Initially, the CSG was only applicable to children aged 0-6 years and was later extended to children up to the age of 14. Since January 2012, children up to the age of 18 years are now eligible for the CSG. Although the CSG is intended for all children, for administrative, technical and logistic reasons not all children benefit. In certain instances, caregivers lack the required documents for the children, such as birth certificates and national identity documents for themselves preventing them from accessing the grant (Makiwane, 2010: 193).

Besides the DSD being responsible for authority and policy control, there are other government departments that contribute significantly to the success of the CSG and are crucial in the roll out of it. These departments are Home Affairs, Health, Education and the Department of Justice and Constitutional Development (Brynard, 2009: 312). One of the causes for the low rate of access amongst caregivers under 20 years is that following birth, it takes them time to acquire the necessary documentation for application (Woolard, Buthelezi & Bertsher, 2012:1).

Evidence exists that grants, including the CSG, are being consumed on food, education and basic amenities (DeLannoy et al. 2015: 69). In a study by Mesatywa, Chikungwa & Kabasa (2013: 26), participants who were in receipt of a CSG indicated that, even though it is not enough to fully meet the basic needs of their children, it was very helpful. South Africa has a well-developed social welfare system and a large proportion of social spending that goes towards social grants. Social grants exist to

advance the standards of living and redistribute wealth to create a more equitable society (Kelly, 2016: n.p.).

Section 27 in the Bill of Rights in the South African Constitution recognises the socioeconomic privileges of citizens, including the right to social security. The government is obligated to progressively recognise these rights, meaning that “the state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of the right” (Kelly, 2016: n.p.).

Beneficiaries of the CSG seem to increase exponentially each year in South Africa (SASSA, 2021). In the financial period of 2018/19, the country recorded 60 611 568 beneficiaries of CSG, 70 651 231 in 2019/20 a total of 85 590 843 beneficiaries in the year 2021 (SASSA, 2021).

In support, Tanga & Gutura (2013: 190) indicate the importance of the CSG in ensuring food security, buying of school uniforms and paying of school fees for children, stating that it raises a woman’s bargaining power in the household and pays for day-care or crèches for the child enabling the mother to go to work or school. Tanga, Oyeleke & Gutura (2015: 236), however, give a different view in their study where they found that the CSG received by mothers on behalf of the children with the aim of meeting the basic needs of the child, sometimes ends up being diverted into other uses. The authors found that the CSG is viewed by its beneficiaries as an income incentive and encourages women, especially teenagers, to have more children. The DSD disputes this notion describing it as an assumption and not fact. Further Gutura & Tanga (2016:35) concludes that the percentage of non-beneficiaries of the CSG is higher than that of beneficiaries, suggesting that if the reason for teenage pregnancy was to access the child support grant, there would be more beneficiaries than non-beneficiaries.

Makiwane (2010: 193) suggests that there is no apparent association between the CSG and the trend in teenage pregnancy. Ramphele (2015: n.p.) also denounces the myth that CSG increase teenage pregnancy, indicating that a piece by Africa Check proved this claim to be untrue. This author reports that a Centre for Social Development in Africa (CSDA) report, shows that grant money is mainly used for food and some basic non-food items such as school fees and school uniforms. He goes on

to say that such myths persist because from the look of things, it sounds like these people are getting money from doing absolutely nothing.

Tanga & Gutura (2013:190) found that beneficiaries of the CSG were from the poorest households. These authors hold the view that this grant reduces poverty significantly. They also suggest that even though it is significantly small evidence of saving and investment existed.

According to Zembe-Mkabile, Doherty, Sanders, Jackson, Chopra, Swanevelde, Lombard & Surender (2012:1), most recipients of the CSG are single parents. This grant plays very significant role in the lives of their children. It allows a single mother to even place her young child in a crèche or day-care centre while she is working or at school (Williams, 2007:1).

Research also points out that the CSG is a reliable source of income which acts as a substitute for the lack of fathers' commitment to the welfare of their children, as very few young fathers are present in the lives of their children. Mothers perceive that men as fathers assume that the CSG replace their responsibility for alimony; hence, they do not need to be active in the lives of their children. In households where fathers are employed, they do not bring money home, they did not buy groceries nor take care of their children's medical needs, and their funds only serviced their own needs. When confronted by wives, they often tell them to make use of the CSG to take care of the children (Tanga & Gutura, 2013: 190).

Davis (2013: n.p.) quotes Africa Centre for Immigration and Society researcher Marlise Richer who said, "research has constantly found an association between social grants and positive childhood development". According to Davis (2013: n.p.) there is a connection between the receipt of social grants and decreased risky sexual behaviour among adolescents, suggesting that they would be less likely to have irresponsible and transactional sex or be involved with older partners for financial gain . Tanga, Oyeleke & Gutura (2015: 236) support this notion with the view that the CSG is one of the government's most successful social protection interventions as it not only benefits its intended beneficiary which is the child but also the whole family.

Cash transfers may improve livelihoods and standard of life significantly; however, the structural and contextual factors that cause and reproduce poverty remain unchanged (Hajdu, Granlund, Neves, Hochfeld, & Amuakwa-Mensah, 2020: 1).

Solomon (2013: n.p) suggests that it is a story that is told as fact that South African teenagers are falling pregnant to cash in on CSGs. This author denounces this as a pervasive urban myth. The recent claim by a Provincial Education Minister that schoolgirls are falling pregnant during the December holidays because they have “nothing to do” or that teenagers are not having sex because of the department’s winter schools programme, is also a myth.

An impact assessment of the CSG established that children enrolled on the child support grant at birth remain in school longer and are less likely to endure ill-health compared to the ones only receiving this financial assistance later in childhood. Substantial evidence exists that show that grants are greatly utilised on food, education and basic goods and services, as revealed by the department of social development 2012 impact assessment report. This evidence demonstrates that the grant not only aids to realise children’s rights to social assistance, but also improves their access to food, education and basic services (Solomon, 2013: n.p.).

South Africa faces ever-increasing food prices particularly of wheat and maize. This will result in severe problems for the rural poor as most of them are net buyers of staple foods (Tanga, Oyeleke & Gutura, 2015: 236). StatSA (2016) points out the challenge that faces South Africa, which is the issue of drought that forces South Africa to import maize to make up for the shortfall as well as the weakness of the Rand which drives up the prices of other imports such as wheat. Concern is growing over food inflation and household’s dependency on grain-based products (maize, rice, wheat). Those already struggling to pay for food are likely to be affected the most.

It is unfortunate that the government does not follow up whether the CSG reaches its intended beneficiaries. To supplement this inadequacy, some beneficiaries establish income-generating projects like poultry, bead-weaving and stokvels with the aim of creating income to improve the wellbeing of children and their families (Tanga & Gutura, 2013:190).

Since termination of the CSG usually occurs when a child reaches the age of 18, the questions that follow are: what then happens to teenagers that give birth while they still benefiting from the grant itself? And do their parents or caregivers continue receiving the grant on their behalf even though they now have children of their own? (Mokoena, 2012: 77).

The state acknowledges sound judgement and understanding of the choices and consequences of children who are 16 years and above. Since teenagers above the age of 16 are capable of doing what any mother could do, if they then decide to have children then the law should let them become their children's primary caregivers and also be able to receive the grant on behalf of their children (Mokoena, 2012: 77). However, this is not so: anyone below 18 years of age cannot register for CSG whether or not they are mothers.

The CSG like many other social grants is of great importance and serves as one of the country's most important poverty reduction instruments (Patel, 2012:106). However, there is also the view that it remains insufficient to meet all the needs of children; thus, in certain cases, it helps if they receive additional support either financially or otherwise. The next section explores the different kinds of support that teenage mother is likely to receive from family and the benefits.

2.8 FAMILY SUPPORT FOR TEENAGE MOTHERS

The teenage stage is a critical stage of development because, at this stage, teenagers encounter a variety of developmental changes from physical to emotional. Family relationships have always been known to change at this stage. Some of the changes involving the teenager attempting to separate from parents/guardian and move towards independence while beginning to want more privacy, basically becoming withdrawn from parents/caregiver. The process of socialisation begins with the context of the family.

In order to understand family support for teenage mothers, it is important to first understand what a family is, along with the type of each family. To understand an adolescent mother in her family, one would have to take into consideration the structure of that family, the atmosphere of that family, the culture of that family, the values, the socioeconomic status of that family, the kind of society in which this family

exists, and the factors influencing that community, for example, the societal trends. Also, in understanding the support that teenagers receive at home, there are factors that are important to note and understand. These factors are how the family functions, relationships within the family, and the emotional bonds between parents or guardian and the children.

The way in which each family handles problems is imperative to note as it will not change when one of the members, in this case a teenager, becomes a mother. According to the White Paper on Families in South Africa (DSD, 2013), a family is a societal group with blood relations, adoption, foster care, or the ties of marriage (civil, customary or religious), civil union or cohabiting, and further extends beyond a physical residence.

A nuclear family is defined by Papalia & Feldman (2011: 11) as a family unit generally containing one or two parents and their children, whether biological, adopted or stepchildren. Papalia et al. (2006: 13) define a nuclear family as a two-generational kinship, economic, and household unit consisting of one or two parents and their biological children, adopted children or stepchildren. The increased rate of teenage parenting has impacted the idea of the nuclear family for children born of teenage mothers. There is also a granny-headed family, foster-care family and the extended family.

The extended family is defined by Papalia & Feldman (2011:11) as the multi-generational kinship network of grandparents, aunts, uncles, cousins, children and other relatives, sometimes living together in an extended-family household. For most households in South Africa especially in the rural parts of the country such as Mtubatuba region, this is a norm. In the olden days, particularly in the rural areas, whenever a child fell pregnant, she would be chased from home as a way of punishing her. This brought and instilled an element of fear, such that teenage parenting was not as rife as it is today.

Family support, childcare and balancing this with school demands, is probably the most challenging aspect of being an adolescent mother. With the existing high rate of teenage pregnancy in South Africa, especially amongst black people, the majority of parents still condemn it for cultural and economic reasons. In most instances, the

babies of adolescent mothers becomes the burden of the family, and this places further pressure on the household budget (Nkani & Bhana, 2016:1).

Family support is indisputably important for any family member. It is even more important for teenagers, who during the time of their growth, have a variety of developmental needs to be met for normal development to occur. Papalia et al. (2006:407) suggest that teenagers during their time of growth are, at this point, in search of identity – personal, sexual and occupational. They become physically mature, dealing sometimes with conflicting needs and emotions as they prepare to separate from the parental nest. Coupling this with the stress of bringing another member into the family could be overwhelming for the teenage mother.

The view shared some 30 years ago by Noller & Callan (1991: 6) seems to be the same today that raising a teenager is not only difficult and stressful, but also teenagers deal with a lot of peer pressure and want independence and autonomy while still living at home. According to Feldhahn (2018 n.p.), teenagers will do anything to get freedom even if it means deceiving themselves or the next person as to what reality is.

One of the most significant issues that arises when looking at the issue of teenage motherhood is the element of support that they receive from family. Becoming a parent at any age in one's life is a life-altering experience whether you are a teenager or not. Motherhood uniformly places a demand on one's life that was non-existent prior to the birth of a child. Most parents do not want to face the fact that their teenage daughters might be sexually active, however the reality is that 29% of South African teens are, and the majority of them have had sex before the age of 15, according to a national survey by Love Life on South African youth (Health 24, 2011).

According to Dowshen (2012: n.p.), parents who have just learnt that their teen is having a baby, experience a wide range of emotions, from shock and disappointment to grief and worry about the future. Some parents feel a sense of guilt, thinking that if they had done more to protect their child such would not have transpired. Some are embarrassed by their teen's pregnancy and concerned of the reaction of family, friends and neighbours; others are content with the news of a soon to be grandchild-especially if the teen is older and in an established relationship. Willan (2013: 1) believes some fathers and the paternal side of the family greatly support the teenage mothers, not just with childcare but also with emotional support.

It is believed that teenage pregnancy is accompanied by ridicule, but ridicule is not only experienced by the teenage mother. The family is also likely to face ridicule, gossip and different forms of stigmatisation. Because of this, the reaction of the family may range from understanding to exclusion of the teenager. While accepting parents may be in a better position to resolve the matter at hand, the approach of uncompromising, authoritative and unhappy parents may cause an ostracised mother to resort to deviant behaviour to cope with her circumstance. This may put strain even on the baby because parenting skills of young mothers, especially single ones, are of poorer quality than those of older mothers because of lack of experience and the stressfulness of the role of parenting (Sibanda & Mudhovozi, 2012: 321).

Communication is an important aspect in any family life. It impacts the quality of the relationship that people in that family have and promotes healthy family functioning. In relation to this study, good communication may mean that teenagers are able to confide in their parents or guardians and look to them as a source of information. For one to understand a phenomenon, and one's surrounding fully, it is important to bring the theoretical perspective into context.

2.9 THEORETICAL FRAMEWORK

A theory is a statement supported by evidence collected through scientific techniques to explain a particular phenomenon (Tropeano, 2015: n.p.). Louw et al. (2014: 16) assert that the intention of theory is to summarise and explain the presently known facts, to predict future behaviour and stimulate new research. A theory further makes sense out of facts and gives facts their meaning. The chosen theoretical frameworks to help in understanding teenage mothers and their experiences in raising their children are the ecological systems theory along with the family systems theory. This theory views the teenager in her environment and the impact that environment may have on her (Kerr, 2016, n.p.). Human beings are generally social beings; the family and one's societal influences are the immediate explanation of this context.

2.9.1 Bronfenbrenner's Ecological Systems Theory

An American psychologist, Urie Bronfenbrenner, established the ecological systems theory to clarify how the intrinsic qualities of children and their environment interact in order to influence their upbringing and development. According to this theory, children

find themselves self-entangled in different ecosystems from the highly intimate home environment, moving on to the school system and the most extensive system which is society and culture (Kerr, 2016: n.p.).

Every individual exists in a continually changing world of experiences in which they are the centre. In the context of this study, to understand the experiences of the teenage mother in full context, be it her education or family circumstances, one will have to have knowledge of the diverse systems in which she lives in as well as her interaction between the people in her environment (Kerr, 2016: n.p.).

Bronfenbrenner (1979, 1995 in Louw et al., 2014: 29) divides the environment into four levels. The first level, which is the microsystem, consists of a child and the persons and institutions in the child's immediate environment such as the family members and school. The second level which is the mesosystem represents shared interactions between the various microsystems (such as the home, school and neighbourhood) suggesting that what happens in one microsystem is likely to influence the other microsystems. In this study, this means, for example, that academic progress of a teenage mothers is related not only to her classroom experience at school but also the home environment, e.g., the academic encouragement she receives at home (Louw et al., 2014: 29). The exosystem comprises the social settings which the child may not experience directly but which will influence the child; for example, the media, the availability of health care and social welfare institutions, friends, advice, help and support to the parents. A breakdown in the exosystem can have negative consequences for that child (Bronfenbrenner 1979, 1995 in Louw et al., 2014: 29).

The last level, which is the macrosystem, involves, for example, the cultures and subcultures, each with its own value system and ideologies in which the microsystem, mesosystem and exosystem are embedded and has an indirect but important influence on the child. For example, the members of the various cultural groups in South Africa share a common identity, heritage and values of their specific culture. These cultural groups live in a larger context as South Africans and in South Africa, all cultures share a common government whose policies impact various facets of development (Louw et al., 2014: 30).

The macrosystem evolves over time. What is true about a particular culture yesterday or today may not be true in the future; thus, each successive generation of children

develops in a unique macrosystem especially due to the influence of socio-historical occurrences and changes. Therefore, Bronfenbrenner is of the view that the child's surroundings do not remain unchanged; in fact they continually change not only regarding the child's social environment (for example, the existence of a new member in a family, re-entry at school after delivery of baby) but also regarding the physiological changes related to the child's developmental process (Louw et al., 2014: 30).

For this study, the family environment and school influence the way the teenage mother interacts with others. According to this theory, families, couples and organisational members are directly involved in resolving a problem even if it is an individual issue (Staff, 2014: n.p.). Even for individual issues, families, organisations, societies and other systems are fundamentally involved and must be considered when attempting to understand and assist the individual. All systems are interrelated parts constituting an ordered whole and each subsystem influences other parts of the whole. In family systems theory, teenage mothers cannot be evaluated in isolation, but in the context of their families, as their family operates as a unit (Tropiano, 2015: n.p.).

Family members react as an organised whole. For one to understand the teenage mother's experiences, her education status (whether or not she is schooling and why), her socioeconomic status as well as her challenges, focus will have to be on the wholeness of the individuals involved. By focusing only on one or two of these aspects, one may not be furnished with the complete picture of the real situation. The success of the teenage mother will be greatly influenced by the environment she is in and the one she originates from. If few or no resources were provided to the teenage mother as a child, she may really struggle.

A good example is looking at the school as an organised structure or system composed of interrelated parts in the same way a family is a system. Like a family, the school is made up of subsystems that operate according to a set of rules and through affiliation. It has particular style of communication and problem-solving between members.

2.9.2 Family Systems Theory

The family systems theory is an approach developed by psychiatrist, Murray Bowen. He revealed how families solve problems based on family connectedness. This theory suggests that it is helpful to take a holistic perspective. It looks at the total picture as much as possible. This theory further suggests that there are enough differences in the way parts and wholes are composed and function, that it is important to study them. According to Bowen (1978: 200), this theory emanates from his observations of mothers and schizophrenic patients, and later observations of the entire family. In his observation, he found that the problems of schizophrenic children were not individual problems, nor were they mother and patient problems as commonly believed. In relation to teenage mothers, and this study's theoretical perspective, bringing an infant into the home through birth means that there will now be change in the structure of the family, role changes and added demands for certain needs. The teenager's family is affected, in that the parents, siblings and other relatives must now support this child financially by assisting when resources run out, physically when the teenage mother is not around or in other ways.

In the context of this study, this theory further suggests that teenage mothers and their experiences cannot be understood or evaluated in isolation, but a true understanding can be deduced if we look at the whole family as a system and its impact on the teenager. Any change in the system affects the whole system. The teenager in becoming a mother (starting her new family) brings about change in her family. If the family cannot adapt to change the family is negatively affected. Whatever the change in the family situation, rearrangement of the total system is needed. This can pose problems and challenges for every single member (Allen, 2016: n.p.).

In relation to this study, this means that teenage mothers must not be evaluated in isolation but in the context of their family as a family operates as a unit. A family is not just a collection of individuals. All family members have a stake in maintaining the delicate balance in their relationship patterns. The action of one member affects all others, and that member in turn is bound to be affected by the reaction of others. When individuals live together in an intimate environment, such as a family, they set limits for the others. There is a variety of behaviour that is acceptable and a certain amount of deviation that is tolerated. When individual behaviour threatens to disrupt the limits

that have been agreed upon, members respond by trying to re-establish the limits and to preserve the stability of the family system (Allen, 2016: n.p.).

A big family comprising of grandparents, parents and children whose ages are from birth to 18 is evidently very dissimilar structurally from a family consisting of a mother and two children. Each of these families will be organised differently, too. In trying to understand more about these families, it is important to look at various characteristics within each family. Those characteristics will be external and internal family boundaries, family rules, family role organisation, power distribution among family members and the communication process. The external boundaries of a family are that indiscernible line that separates what is inside the family and what is outside the family. Inside, the boundary defines the whole family while the outside boundary defines systems such as schools, churches or other families and outside individuals. Some boundaries are not physical like fencing and walls (Allen, 2016: n.p.) but social and psychological.

The reaction of the parents/guardian of the teenage mother regarding the birth of her child, is bound to affect not just her, her circumstances, her education and her future but the whole family. This will be because it is the nature of the family; that its members are intensely connected emotionally. Families profoundly affect their members' thoughts, feelings and actions such that it even seems that people are living in the same "emotional skin" (Kerr, 2016: n.p.).

People solicit each other's attention, approval and support and react to each other's needs, expectations, and displeasures. The connection and susceptibility makes the functioning of family members interdependent. A change in one person's functioning, is undoubtedly followed by reciprocal changes in the functioning of others. The emotional interdependence seemingly changes to promote the cohesiveness and cooperation families require to protect, shelter and feed their members. Heightened tensions such as those caused by dropping out of school or teenage pregnancy which affects the financial position of the family can impact unity and teamwork and can lead to problems. When family members become apprehensive, the anxiety can intensify stress amongst members. As anxiety goes intensifies, the emotional connectedness of family members becomes more stressful than comforting. Eventually one or more members may feel overwhelmed, isolated or out of control (Kerr, 2016: n.p.).

One cannot understand a family by simply describing individual members. All family members are tied together in ways that render individual explanations unviable, meaning that a being is observed as part of his or her total life position, which is only observable when the entire system is studied (Dunlap, 2017: 234). One member can and will one way or another affect change in the other members; for example, when there is an addition to the members of the family, the structure changes, thus also calling for role change. The structure and size of the family can have influence on whether the family can effectively care and provide for everyone in it. The addition of a member, for instance, requires additional resources for provision and the inability to provide may result in tensions and stress.

2.10 CONCLUSION

The main purpose of this chapter was to review literature in relation to the circumstances in the life of the teenage mother and those surrounding her life, to fully understand her experiences. Reviewed literature revealed that teenage parenting has negative consequences in the life of the teenage mother and that of her child. Teenage motherhood not only imposes a threat to her education, but it also threatens the socioeconomic status of her family. It was seen that according to the theoretical perspectives, changes experienced by the teenager are bound to have an impact not only on her but that of the whole family and her child.

From the reviewed literature, it was also evident that teenagers fall pregnant for a range of reasons. The researcher noted that there is a gap in understanding the aftermath of pregnancy and motherhood. Most literature either focuses on why teenagers fall pregnant, the statistics, how children of teenage mothers turn out, while little or no literature takes a closer look at their experiences in totality. The next chapter clarifies research methodology that was used in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section discusses in detail the research methodology employed in this research. It gives information on the study location, the research design and approach, population along with the sample for the study. It will describe data collection, data quality and data analysis. Ethical issues taken into consideration are also discussed in this chapter. The study was conducted to answer the following research questions:

- What are the challenges faced by single teenage mothers in raising their children?
- How helpful is the child support grant in assisting single teenage mothers to raise their children?
- How are the forms of family support being received by the single teenage mothers with raising their children?

3.2 STUDY LOCATION

The study was conducted in Mtubatuba Local Municipality. Mtubatuba is one amongst four LM that form UMkhanyakude District Municipality. It is located in the northern - east province of KwaZulu-Natal. It is part of the southern end of UMkhanyakude District, with the N2 road almost separating it into Mtubatuba east and Mtubatuba west. Mtubatuba local municipality is also bounded to the south by Umfolozi river, which separates the municipality with Umfolozi local municipality (under uThungulu District municipality) further south. Most of the residents of this area are poor and unemployed (Mtubatuba Local Municipality, 2015).

Mtubatuba community has varied service providers such as government departments, shops, banks, schools, clinics, a library and more. Based on the 2011 census, this municipal area had a total population of 175 425 and 34905 households, covering an area of about 1 970 km. The latest community survey shows a population of 202 176 (Mtubatuba Local Municipality, 2019). The Integrated Development Plan (Mtubatuba Local Municipality, 2015) indicated that 51% of the households within Mtubatuba Municipality are not economically active suggesting that they rely on the government for their livelihood. Even though most of the residents of this area are poor and

unemployed (Mtubatuba Local Municipality, 2015), for income generation, some make crafts which they sell to their communities and tourists who visit the area. This is more evident in the Ward 4 community which is closer to the tourist's attraction of St Lucia.

Mtubatuba Local Municipality is a mixture of rural and semirural areas comprising of 19 wards with 19 ward councillors. Targeted wards for this study were Wards 3, 5 and 18. For representative purposes, Ward 5 in Mtubatuba was included as it consists of coloured, Indian and white populations who are English-speaking. These wards consist of the following areas:

- Ward 3 – Khula village, Commercial Forestry, South African National Battalion Defence Force, 121
- Ward 5 – Mtubatuba CBD & Suburb, Nordale, Sugar Mill, Riverview and
- Ward 18 – Emahulini, Gunjaneni, Bhekumusa, Paradise, Somkhele, Tholokuhle, Ekhutuleni and Myeki area.

As indicated in the statistics from the 2011 census, about 32% of people in Mtubatuba Municipality were employed, while the unemployed accounted for 10%; 51% were indicated as economically inactive, while 6% were work seekers. Only 1% were indicated as children below the age of 15 years which suggests that there little child labour within the municipality (Mtubatuba Local Municipality, 2015).

It can be deduced from the above figures that in this particular region, there is a certain level of inadequacy or neediness based on the view that this population has an unemployment rate of 68% meaning that poverty rates are high (IDP, 2016/2017). This could have impacted the rate of teenage parenthood in this area as researchers believe that teenagers tend to turn to sexual activities as a way of forgetting their problems (Bezuidenhout, 2004, in Chideya & Williams, 2013: 209).

Based on the researcher's experience of the area, it is also worth noting that, Mtubatuba is dominated by very high numbers of teenagers who fall pregnant (observation by the researcher). This research aimed to explore the experiences of these teenage mothers in raising their children.

3.3 RESEARCH APPROACH

This research used a qualitative approach. The qualitative approach enables understanding rather than explanation, with the subjective exploration of reality from the viewpoint of an insider compared to that of an outsider as it is in the quantitative paradigm (Fouchè & Schurink, 2011: 308). This approach, according to Hennink, Hunter and Bailey (2011: 8), allows one to scrutinise people's experiences in detail by using in-depth interviews. Qualitative research utilises non-random approaches of participant recruitment (Hennink et al., 2011:9). Biddix (2016: n.p.) also notes that in qualitative research design, data collection includes interview, observation, and or archival (content) data.

Qualitative research focuses on the why and how of a behaviour, involving non-numerical (verbal or pictorial) descriptions of participants' subjective understanding, feelings or beliefs about their experiences (Papalia & Feldman, 2011:39). The advantage of qualitative research is that it attempts to provide an in-depth understanding of what people experience (Louw et al., 2014: 38). The research questions are general and broad, seeking to understand participants' experiences with the phenomenon under investigation. The size of a sample is small and is purposively selected from persons with the most understanding and experience of the studied phenomenon (Patton, 2014 in Ivankova, Creswell & Plano Clark, 2016: 309).

Ayres (2018: n.p.) provides different advantages of qualitative approach which include the following:

- The evaluation of subject material with greater detail;
- Research framework can be fluid and founded on incoming or available information;
- It is based on human experiences and observations ;
- Gathered data has a predictive quality to it;
- Data complexities can be incorporated into generated conclusions ;
- Qualitative research is an open-ended process, creativity becomes a desirable quality;
- Qualitative research can create industry-specific insights;
- Smaller sample sizes are used in order to save on costs; and

- It provides more content for creative and marketing items and finally attitude explanations become possible in qualitative research.

One other strength of this approach is that data is richer in meaning and detail than quantified data (Babbie, 2011: 24). Qualitative research makes protecting subjects' privacy particularly important (Babbie, 2011: 416). Furthermore, this approach permits in-depth understanding and is flexible (Babbie, 2011: 320).

According to Ayres (2018:n.p.), the disadvantages on the other hand are that the quality of the data is highly subjective (meaning that it can result to information that is biased or incorrect because of its dependence on researcher subjectivism); data rigidity is more difficult to assess and demonstrate; mining data gathered by qualitative research can be time-consuming because of the massive number of details. Other disadvantages in qualitative research are that research that is qualitative generates results that are valuable nonetheless tough to present graphically; and data gleaned through qualitative research is not always accepted by the scientific community specifically because of the subjective nature of data collected. It generally has more validity but less reliability, and involves confronting numerous ethical issues that arise from the researcher's direct contact with participants (Babbie, 2011: 323-324).

To overcome the disadvantages, the research project was conducted in an ethically correct manner. In the initial contact with participants, the researcher explained who she was and why she was conducting the study. This was also in order to gain cooperation from everyone involved in the project. Reasons for the study were clarified indicating the manner in which the researcher would honour ethical guidelines (Strydom, 2011: 123). The researcher was competent, truthful and sufficiently skilled to conduct this study (Walliman, 2006 cited in Strydom, 2011: 123). There were precautionary measures established to help eliminate the potential for bias, so the data collected could be regarded as having integrity. Replicating results can be very difficult in a qualitative study, as unseen data can disappear during the research process, researchers in qualitative research must possess industry-related expertise and it is not statistically representative.

The qualitative approach is not a suitable means for arriving at statistical descriptions of a large population (Babbie, 2011: 320). In as much as this is so, it is worth noting that some topics are amenable to the qualitative approach (Babbie, 2011:25). This

means that in relation to this study's topic, the qualitative approach was the most appropriate choice.

3.4 RESEARCH DESIGN

Research design refers to worked out formulas suitable for addressing the specific research goal (Fouchè & Schurink, 2011: 307). It includes a set of decisions concerning the topic being studied, in which population, with what research methods and for which intention (Babbie, 2011: 93). This research was exploratory in nature. Exploratory studies are usually conducted to fulfil the researcher's curiosity and need for greater understanding, to exam the viability of undertaking a more intensive study and to cultivate the methods to be employed in any subsequent study (Babbie, 2011: 67). The goal for this particular study was to explore and describe the experiences of teenage mothers in raising their children. This approach is utilised when a researcher studies a new interest or when the subject of study is itself relatively new. What teenage mothers experience at Mtubatuba was not known by the researcher, and the researcher chose this approach to satisfy her curiosity and desire for better understanding.

Due to little insight into the experiences of single teenage mothers, the study sought to explore the phenomenon so that it led to a deeper insight. There is limited literature on the parenting element of teenage mothers and most studies focus broadly on sexual and reproductive health and rights of teenagers often with little or no focus on the critical voice of the teenage mother and her experiences. This study intends bridging this gap by exploring the experiences of the single teenage mothers.

The research design employed in the study was a case study design. According to Fouchè & Schurink (2011: 321) case study research involves a detailed investigation of a complex entity or process. The exploration of the case happens through, in-depth data collection techniques, comprising of various sources of information that are rich in context. These may include interviews, documents, observations or archival records (Fouchè & Schurink, 2011: 321). There are different types of case studies asserted by (Niewenhuis, 2016: 82) categorised as those that are factual (descriptive), interpretive and evaluative.

According to Creswell et al. (2016: 82), the different types of case studies are explanatory case studies, exploratory case studies, descriptive case studies, multiple-case (collective) studies, intrinsic case study and instrumental case study. This study used an exploratory case study because it explored a situations where the phenomenon being evaluated had no clear, single set of outcomes (Niewenhuis, 2016: 82). This case study, it served the purpose of greatly facilitating the researcher's gaining of knowledge on the social issue of teenage motherhood (Fouchè & Schurink, 2011: 322). Focus was also on furthering the understanding of this phenomenon (Fouchè & Schurink, 2011: 321).

3.5 RESEARCH METHODS

In this section, the researcher provides a detailed explanation on the study population and sampling method that was utilised in the study. In addition, the data collection and data analysis methods for the study are discussed.

3.5.1 Sampling

Researchers are almost unable to study all the members of the population that interests them, hence the need for sampling. The population of a study is that cluster of people about whom we want to draw conclusions while sampling is the selection of a smaller group within the population chosen to represent the entire population under study (Babbie, 2011: 91).

This study used two kinds of non-probability sampling techniques, namely, purposive and snowball sampling to select participants. Purposive sampling was appropriate, as it requires the selection of a sample based on one's own knowledge of the population and on the researcher's judgement about which people will most likely be able to provide information on the phenomenon under study (Babbie, 2011:179). It is defined by Hennink et al. (2011: 83) as the deliberate selection of people with specific characteristics or experience of the study topic who can provide detailed understanding of the research issues.

For this study, the researcher identified teenage mothers who met the criteria and invited them to be interviewed individually with the aim that the information they provided would be informative and relevant to the study's objectives (Nieuwenhuis, 2016: 82). They were then requested to suggest others that also meet the same criteria

(this is called snowball sampling). This procedure was implemented by collecting data from a few members of the target population that the researcher could locate, and then asked those individuals to provide the information desired to trace other members of that population whom they happened to know (Trochim, 2006: n.p.).

Snowball sampling technique is what some consider as an accidental sampling technique; however, it is a non-probability sampling method, used where each person interviewed is asked to suggest additional people for interviewing (Babbie, 2011:180). This sampling procedure was appropriate as teenage mothers were difficult to locate (Babbie, 2011:180). Eleven teenage mothers between the ages of 16 and 22 were successfully sampled until data saturation was reached.

Saturation according to Hennink et al. (2011:83) is a point at which information that the researcher collects starts to duplicate itself. Upon reaching data saturation, further data collection becomes redundant because the intention of recruitment is to pursue variation and context of participant experiences rather than a large number of participants with those experiences. Therefore, the number of participants in a qualitative study is effectively guided by the diversity of the information gained.

For this study, the selection criteria for participants included the following:

- Teenage mothers between the ages of 13 - 22 years however the researcher managed to find and interview those between 16-22 years.
- Participants had to be residing in either one of the three targeted wards which were Wards 3, 5 and 18
- They had to be English- or Zulu-speaking or have understanding of either one of the languages.

3.5.2 Data Collection

Data collection looks at how data is collected, whether it is collected through an experiment or a survey, whether field research is done, or whether the focus is on re-analysing the statistics already collected by others (Babbie, 2011: 95). In this study, data was collected personally by the researcher through in-depth face-to-face interviews lasting about one and a half hours. According to Creswell and Creswell (2018: 188), face-to-face interviews involve using unstructured open-ended questions that are few in number and are intended to elicit views and thoughts from the

participants. The benefit of this type of data collection method is that the researcher is able to control the line of questioning. The interview process is in-depth and may be described as a conversation with a purpose. The researcher's purpose was to gain insight into the experiences of the teenage mothers (Hennink et al., 2011: 108).

Gaining access to the area was not a problem as the researcher was authorised by the municipal leadership who also linked the researcher with ward counsellors for information. The researcher had previously written a letter to the municipal manager of Mtubatuba requesting permission to conduct the study. In the letter the purpose of the study was clearly outlined. A response also in a form of a letter was obtained by the researcher (Annexure B).

After the Ethics Committee at the University of Zululand permitted the researcher to collect data (Annexure A), teenage mothers were approached and interviewed at their homes. The researcher was given access into the homes of teenage mothers by the parents or guardians for the purpose of conducting the interview process. These venues were suitable, and participants felt comfortable as the interviews took place in the comfort of their homes. This also enabled the researcher to effectively get insight into the socio-cultural context of teenage mothers' lives because interviews were conducted in the participants' homes (Hennink et al., 2011: 108). The purpose of the study and its nature was first explained to the parents and guardians so that they could decide if their teenagers could participate in the study. Parents and guardians consented for those below the age of 18 (See Annexure E1 and E2). Participants over the age of 18 could sign consent forms (Annexure D1 and D2) themselves confirming agreement to the interview.

All interviews were audio recorded with the consent of each of the participants. Creswell and Creswell (2018: 189) suggest that before the researcher enters the field, they need to have planned their approach to data recording. Researchers record information from interviews by making handwritten notes, audio recording, or video recording.

The intent of the research was explained to participants before interviews began along with its implications and benefits. Participants expressed themselves in both verbal and nonverbal cues. The researcher was able to note and interpret nonverbal cues. The researcher was also able to record these observations which explained what was

not said. One participant even cried while narrating her story, explaining the difficulty that she faced through being a teenage mother. The advantage of observation is that the researcher has first-hand experience with the participant, can record information as it occurs, and unusual aspects can also be noted during observation allowing the researcher to explore topics that may be uncomfortable to discuss (Creswell & Creswell, 2018: 188).

Even though interviews were recorded, it was important for the researcher to take notes in the event that recording equipment failed (Creswell & Creswell, 2018: 189). Of course, one cannot hope to observe and record everything, so, the idea was to record the most pertinent observations. The researcher made notes of her observations as soon as possible after each interview, as some observations were not possible to write down during the interview as the researcher had to stop and give comfort to some participants (Babbie, 2011: 317).

It was essential for the researcher to use interviews in that they enabled the researcher to build rapport, which Babbie (2011:311) defines as an open and trusting relationship between the interviewer and interviewee. It was also important in order to connect and be able to clarify the assumptions that participants might have had and for them to openly express their views. The instrument used to collect data was a semi-structured interview schedule which contained a set of questions asked during the interview process (See Annexure F). The questions in the interview guide were compiled to address the study's research questions.

Basic individual interviewing is an open interview which enables the participants to express themselves. The benefit of interviewing in qualitative design is that it is flexible, iterative, and continuous. It enables the researcher to probe in order to get answers in more depth. In-depth interviews may be described as a conversation with a purpose, where the researcher aims to gain insight into a phenomenon using a semi-structured interview guide. The interviewer and interviewee not only ask and respond to questions, but they also react to each other's (perceived) appearances, identities and personalities (Hennink et al., 2011: 108).

Participants were interviewed in IsiZulu and English for those comfortable with mixing the two, depending on which language they preferred. The researcher could fluently communicate in both English and IsiZulu. The interviews took approximately 30-45

minutes each depending on the participant. All interviews were audio recorded with a digital recorder with the participants' consent. This allowed for a more comprehensive record instead of simply taking notes during the interview (Greef, 2011: 359). A digital recorder was used to ensure that information collected was accurate and allowing the researcher to fully pay attention to the interview process. Key notes were also taken during the course of each interview session.

3.8 DATA ANALYSIS

After the collected data is transcribed and put in an acceptable form, it is then ready for the researcher to interpret and draw conclusions that reveal the interest, ideas and theories that initiated the inquiry (Babbie, 2011: 92). According to Schurink, Fouchè & De Vos (2011: 397), data analysis encompasses reducing the volume of raw information, selecting significance from trivia, recognising patterns and constructing a framework for communicating the core of what the information reveals. It is the process of bringing order, structure and meaning to the mass of collected information.

This was done through organising and preparing the data for analysis, transcribing, reading through all the data, coding of all the data, generating a description and themes and then presenting the description and themes (Creswell & Creswell, 2018: 190). For this study, audio recorded discussions were transcribed and translated from both Zulu into English for the purpose of analysis.

This study used thematic analysis as a way of analysing data. This was done by selecting the most relevant patterns that emerged and summarising them into themes and sub-themes. The researcher incorporated Creswell's data analysis spiral process as described by Schurink et al. (2011: 403). The reason for this process is that in data analysis, the researcher enters with data made up of text and exits with a narrative. The steps that were followed in this study are described below.

3.8.1 Planning for Recording the Data

According to Schurink et al. (2011: 403), it is essential that the researcher plans for the recording of data in a manner that is systematic and appropriate not only to the setting but also to the research participants. Before data collection commences, the researcher should ensure that methods for recording observations, interactions and

interviews do not interfere with the process, for example when taking notes or using an audio recorder and other mechanical devices.

In this study, data was collected in a space identified by the participants within their home and an audio recorder was used. The importance of audio recording was clarified and permission to use it was sought before each interview commenced, allowing those who disagreed also to do this freely. They were asked not to mention their names during the interview, as a way of ensuring their confidentiality while creating a safe environment for them to freely express their views (Schurink, et al., 2011: 403). Data was organised for analysis by transcribing the interviews, typing field notes and arranging data accordingly.

3.8.2 Data Collection and Preliminary Analyses

According to Schurink et al. (2011: 405), data analysis in qualitative inquiry has two purposes. The first one involves data analysis in the field during data collection, while the second, identified as the office approach, can be conducted between visits to the field, prior to as well as after completion of data collection. For this study, the first approach of data analysis was used during the data collection process at the teenage mothers' homes while the second approach was used between visits to the homes and upon the completion of data collection. The researcher took notes of nonverbal cues observed during data collection; these notes assisted the researcher to fully analyze the overall interview. The researcher was able to use this twofold approach because, during the course of data collection, ideas about directions for analysis arose, patterns took shape, possible themes came to mind, and hunches emerged. The researcher was, however, cautious of focusing too much on analysis while data collection was still in progress because it could have interfered with the openness of the whole inquiry (Schurink et al., 2011: 405-407).

3.8.3 Managing the Data

This is the step that Schurink et al. (2011: 408) say happens away from the site, also referred to as the intensive data analysis phase. In this step, the researcher organises their data into file folders, index cards or computer files and even converts their files to appropriate text units. The researcher listened to all the audio recordings and transcribed them verbatim. A backup copy of all the audio recordings was saved in

different files and places, making it easier for the researcher to access them. This ensured that collected data was not lost and it allowed the researcher to go back to the recordings for clarity. Schurink et al. (2011: 408) say that it is sensible to make backup copies of all one's data as you can never analyse data you cannot find.

3.8.4 Reading and Writing Memos

After conversion of the data, the researcher is generally expected to write memos in the margins of the transcripts and to read the transcript in its entirety several times in order to get a full sense of the interview as a whole before breaking it into parts. This was possible because, during data collection, the researcher recorded as much as possible to answer the research questions (Schurink et al., 2011: 409). The repeated reading of all the transcribed data enabled the researcher not only to get a sense of the information but also to reflect on its overall meaning.

3.8.5 Generating Categories and Coding the Data

In this step, the researcher searches through the data for patterns and writes down words and phrases to represent these topics and patterns, named coding categories (Schurink et al., 2011: 410). Coding has a significant purpose. The researcher discovers patterns among the data that point to a theoretical understanding (Babbie, 2011: 398). It is also in this step where the researcher reduces data collected into small manageable set of themes and sub-themes (Schurink et al., 2011: 410). The researcher transformed the raw data into a standardised form suitable for analysis (Babbie, 2011:333).

3.8.6 Testing Emergent Understanding and Searching for Alternative Explanations

It is worth noting how important things not in the data can be for analysis. Kreuger and Neuman, (2006:453) describes seven such kinds of evidence. These include events that did not happen which the researcher had expected to happen; an event of which the population is unaware; events the participants want to hide in an attempt to protect themselves or others; overlooked commonplace events; a researcher's preconceived notions; unconscious non-reporting and conscious non-reporting (Schurink et al., 2011: 415-416).

3.8.7 Interpreting and Developing Typologies

According to Schurink et al. (2011: 416), interpretation involves making sense of the data. This may be through interpretation based on hunches, insight and intuition, interpretation within a social science construct or idea or a combination of personal views and a social science construct or idea. Developing typologies, on the other hand, refers to making conceptual linkages between seemingly different phenomena.

3.8.8 Presenting the Data

This is the final stage of the spiral. In this phase, the researcher presents the data or packages what was found in text in narrative, tabular or diagrammatic form. Schurink et al. (2011: 418-419) suggest that a visual image of the information may be created through presenting it in a form of a table or a matrix. For this study, data were presented in a narrative way. Tables were used to present some of the data. The tables used were specifically for biographical information of the participants and illustration of the themes and sub-themes which emerged. The use of tables was to organise the information and to make the information clearer. Findings are presented according to themes and sub-themes that emerged, supported by direct quotations from participants and discussed according to literature and theoretical frames.

3.9 DATA QUALITY

Trustworthiness of a research study is important for evaluating the worthiness of the study (Cohen, 2006: n.p.). The quality of data is determined by factors such as correctness, completeness, reliability, relevance and how up to date it is (Rouse, 2018: n.p.). Trustworthiness is also the establishment that the researcher's findings are credible, transferable, dependable and conformable (Olivia, 2018: n.p.). These are also the four specific strategies explained by Schurink et al. (2011: 419-422) that best describe trustworthiness in qualitative research.

3.9.1 Credibility

Credibility is defined as the confidence of the qualitative researcher in the truth of the study's results, boiling down to the question of "how do you know that your findings are accurate and true"? (Olivia, 2018: n.p.). The goal of credibility, also referred to as authenticity is to demonstrate that the investigation was conducted in a manner that

ensures that respondents have been accurately identified and described. An in-depth description showing the complexities of variables and interactions should be so embedded in the data derived from the setting that it cannot help but be valid. Within the parameters of that setting, population and theoretical framework, the research will be valid (Schurink et al., 2011: 419).

For this study, the researcher used an audio digital recorder to record the interviews thus providing a good record. Schurink et al. (2011: 420) outlined the strategies for increasing credibility as the following:

3.9.1.1 Prolonged engagement

Prolonged engagement as a strategy for increasing credibility involves the researcher investing all the time needed in the interview process, allowing the participants to freely convey their views and for the researcher to effectively explore study questions (Schurink et al., 2011: 420). This was also enhanced by the development of rapport between the researcher and the participants.

3.9.1.2 Member checking

During subsequent interviews, participants were asked to verify whether the researcher's interpretation of what had been shared was correct (Niewenhuis, 2016: 82). During informal participation with participants, the researcher asked them to verify the data gathered and to ascertain whether the interpretation was correct (Creswell et al., 2016: 123)

3.9.1.3 Triangulation of different methods

Triangulation involves gathering information from as many diverse sources as feasible (Terre Blanche, Durrheim & Painter, 2006: 287). For this study, the researcher ensured the writing of field notes and interview transcripts as source documents to ensure credibility. Recording observations was important in this research where the researcher used the "observer as participant" type of observation, which Creswell et al (2016: 123) describe as one where the researcher may look at the pattern of behaviour to understand the assumptions of participants and to make sense of it.

3.9.2 Transferability

Transferability is understood to be the degree to which the findings of the research can be transferred from a specific situation or case to another (Schurink et al., 2011: 420). According to Olivia (2018: n.p.), transferability shows that the findings are relevant, applicable to similar populations and similar phenomena.

Qualitative researchers can employ thick descriptions to demonstrate that the research study's findings can be applicable to other contexts, circumstances and situations. For this study, transferability was ensured through the establishment of a very detailed explanation of the research methodology used, possibly enabling other researchers to apply this in similar studies (Schurink et al., 2011: 420).

3.9.3 Dependability

Olivia (2018: n.p) refers to dependability as the degree to which the research could be replicated by other researchers and that the findings would be congruous. Basically, this suggests that if another individual had the intention of replicating the study, sufficient information would be available from the research report and would obtain similar results. For this study, dependability was established through an inquiry audit, where the researcher examined the audio recordings, interview notes, and interpretations and could confirm that the data was consistent and that the methods could be repeated. The documenting of the research process leads to credibility as any other person can see how the researcher arrived at certain decisions, how analysis was done and how the researcher arrived at the findings (Nieuwenhuis, 2016: 124).

3.9.4 Conformability

Conformability is the extent of impartiality in the results of a study, meaning that results are shaped by participants and not any possible bias, motivation or personal interest of the researcher (Nieuwenhuis, 2016: 125). This involves ensuring that the researcher bias does not distort the interpretation of what was said by participants in order fit a certain narrative. To demonstrate conformability, the researcher provided an audit trail, highlighting each step in the data analysis that was made in order to establish a rationale for the decisions made. This helped establish that the study's findings accurately portrayed the participants' responses (Olivia, 2018: n.p.).

3.10 PILOT STUDY

A pilot study is a small, preparatory study intended to explore whether significant aspects of the main study will be practical or attainable. It must answer the question: "Can the full-scale study be conducted in the way that has been planned or should some components be altered?" (Cadete, 2017: n.p.). In this study, two participants were involved in the pilot study. They were purposively selected. By conducting a pilot study, the intention of the researcher was to evaluate the feasibility of the crucial components of the full-scale study (Cadete, 2017: n.p.). A pilot study further enabled the researcher to assess feedback given by participants, to test if the questions on the interview schedule were clear, valid and whether they answered the research questions. Furthermore, the researcher could ascertain whether the relevant data could be obtained from the participants (Strydom & Delpont, 2011: 395). Modifications were then made to the interview schedule with a view to quality interviewing during the main investigation (Denzin & Lincoln 1994 in Strydom & Delpont, 2011: 394).

As a result of the pilot study, the researcher was also able to deduce that data could not only be collected from teenage mothers aged between 13 to 19 years but also those that were older and up to the age of 22. Two mothers who had fallen pregnant while they were teenagers were involved in the pilot study. The intention was to interview mothers aged between 13 and 19; however, due to the struggle to find such persons, the age limit was altered to 22. The participants were, however, limited to women who had become mothers while they were between the ages of 13 and 19. The reason for altering the age was that, during the pilot study, the researcher could only find mothers who were no longer teenagers as per definition. One mother was aged 22 and another aged 24. This then led the researcher to alter the targeted age from 13 to 22.

3.11 ETHICAL CONSIDERATIONS

Ethical considerations are very important in any research study. They were carefully considered for this research process, as a result of the delicate nature of the study, the age of participants and as required by the faculty ethics committee. Strydom (2011:114) defines ethics as a set of moral principles that regulate the decisions and actions of the researcher in relation to respondents. Social research often requires people to reveal personal information about themselves, information that may not be

known to their friends and associates, and revealing such information to a stranger requires ethical elements to be considered (Babbie, 2011: 478).

Research ethics are important in that they serve as guidelines that researchers have to follow to protect the rights of participants in the research study (Louw et al., 2014: 48). It was necessary for this study to have standards to adhere to that addressed the avoidance of physical and psychological harm, obtaining consent from participants and that of the parent or guardian, privacy confidentiality and anonymity.

3.11.1 Seeking Permission

Permission to conduct research was sought from all participants and relevant authorities. It entailed provision of information about the study objectives, how the data would be used, who would have access to the data, how the researcher would ensure the anonymity, privacy and confidentiality of participants and how harm would be minimised on participants (Hennink et al., 2011:61).

The following permissions were sought and granted:

- The university's Ethics Committee and compliance with the university's Policy on Research Ethics (Annexure A: Ethical Clearance Certificate).
- Municipal Leadership of Mtubatuba Local Municipality, which provided written permission as the gate keepers of the area, and in order for successful data collection in identified wards/communities (Annexure B).
- Due to the South African Children's Act No. 38 of 2005 and its definition of a child as a person under the age of 18 years, permission also needed to be sought from the Department of Social Development as a government department responsible for the care and protection of children (Annexure C: Permission Letter).
- Further permission was obtained from every parent/guardian of the participant before collecting data (Annexures E1 and E2).

3.11.2 Voluntary Participation

Participation should at all times be voluntary, and no one should be coerced to participate in a project. If permission is not requested, results will be contaminated as participants will act differently if they know what is being studied (Rubin & Babbie, 2005 in Strydom, 2011:116). For this study, participation of teenage mothers was

voluntary. The researcher requested permission from participants and the decision for them to participate or not to participate was theirs. Their choice not to participate was respected.

3.11.3 Informed Consent

Papalia, Olds & Feldman (2006: 51) clarify that informed consent is when participants voluntarily approve to be in a study, are competent to give consent, are fully conscious of the risks as well as the potential benefits and are not being exploited. Participants were given an opportunity to ask questions related to the study before giving their consent. They were also furnished with adequate information about the study, in a way that was understandable to them, to make a voluntary decision to participate in the study or not. Information regarding the duration of the interview, its purpose, the activities that would take place, the possible emotional harm it might cause and the credibility of the researcher as well as the disclosure of confidential information was discussed and guaranteed to participants, allowing them to decide whether or not they wished to participate.

All participants taking part in the study were required to give written consent (Annexure D1 (English) and D2 (isiZulu): Informed Consent Form). In the study, teenage mothers older than 18 years of age were given the freedom to consent for themselves, even though verbal permission was still obtained from the elders. According to Louw et al. (2014: 49), informed consent should be acquired in writing from the child's parents or from adults who have responsibility for that child. Papalia & Feldman (2011: 51) go on to say that children cannot provide meaningful, voluntary consent because they cannot fully understand what is involved. The acceptable procedure therefore when children under age 18 are involved, is to ask the parent or legal guardians and sometimes school personnel to give consent. This was done in this study. At least one parent or guardian was required to give consent for the participants younger than 18 years.

3.11.4 Avoidance of Harm Debriefing

Irrespective of whether they volunteer for the research or not, there is a likelihood that participants can experience psychological harm during the course of the research. Social studies can constrain participants to face facets of themselves that they typically would not ordinarily consider, and this can happen even when the information is not

revealed directly to the researcher (Babbie, 2011: 480). According to Babbie (2011: 479), research should never injure the people being studied, regardless of whether their participation is voluntary or not. This includes embarrassing participants or endangering their lives, friendships, jobs and so forth.

Having the teenage mothers reveal their very private and personal information may make them feel uncomfortable. The researcher noted that interviewing teenage mothers on this topic might run the risk of injuring them in one way or another since teenage parenting may in itself be viewed by some as an immoral act, and sometimes probing questions may injure a fragile self-esteem; however, any research conducted, according to Babbie (2011: 480), runs the risk of injuring other people in some way.

In this study, participants based their voluntary participation on a full understanding of the possible risks involved (Babbie, 2011: 480). It was for this reason that they were required to sign or have their parent or guardian sign the informed consent form indicating that they were aware of the risks but chose to participate anyway (Babbie, 2011: 480). The researcher was, however, not excused from the responsibility of not bringing any harm to participants as informed consent is not the means of achieving that end (Babbie, 2011: 480). In principle, researchers should minimise any physical harm to participants; however, harm can be apparent in other forms, such as mental harm in the form of shame, embarrassment or social harm in terms of how an individual is viewed or treated by others in their community (Hennink et al., 2011:61).

Participants were informed beforehand of the possible emotional discomfort this research might cause, enabling them to decide to discontinue with the research if they wished. The researcher screened the maturity of the younger participants and their vulnerability. The researcher did not ignore any signs of discomfort displayed by participants and would have discontinued the research should the participants have appeared to be uncomfortable and wished to discontinue even after they had given consent to participate. An example is one participant who cried while narrating her story during the interview of her late sister who was instrumental in supporting all her needs and that of her child during pregnancy and after birth. During this process, the researcher had to stop, give attention and comfort to the situation but importantly so, this participant was asked if she was still comfortable and willing to continue and she consented. Participants in this study were informed that they could withhold their

response to questions that made them feel comfortable; however, all participants responded to all interview questions.

In qualitative research, it is sometimes difficult to know the direction that the interview will take. While many researchers are mostly focused on minimising harm to participants, it is easy to overlook the benefit for participants in participating in the study. Many study participants enjoy participating in that it provides an opportunity for them to talk about their own lives, experiences and opinions on the research issue. This greater self-awareness may be beneficial in that it prompts participants to consider solutions to the problems that have been indicated in the interview (Hennink et al., 2011: 61). This is why it was necessary to have debriefing sessions with participants immediately after each interview process. Through debriefing, problems generated by the research experience, like emotional pain emanating from sharing these experiences, were addressed (Babbie, 2001 in Strydom, 2011: 122). This process was done through discussing participants' feelings about the interview and making sure that they were not left with bad feelings about themselves based on their performance in the interview process (Babbie, 2011: 486-487; Strydom, 2011: 122). Participants were informed that if they needed any further counselling; a social worker would be available for them to go for further counselling.

3.11.5 Privacy, Confidentiality and Anonymity

Confidentiality refers to nondisclosure and secrecy of information given to the researcher. In qualitative research, it is challenging to ensure complete confidentiality because researchers report the study findings and in qualitative research citations from participants are often used in these reports. What can be assured is anonymity in as much as all identifiable information is removed from the interview transcripts or quotations used from them, so that no individual participant can be recognised from the documents. Although complete confidentiality cannot be ensured as noted above, the researcher can restrict who listens to the audio recordings of interviews, so that only members of the research team or those transcribing the interviews have access to the recordings, as indicated to the participants. For this research, data was shared with the research supervisor and will be safely secured at the Department of Social work for the period of five years. It was important to inform participants about these

procedures to indicate how confidentiality of the data will be provided (Hennink et al., 2011: 61).

Anonymity was guaranteed by ensuring that neither the researcher nor the readers of the findings could identify a given response with a given participant (Babbie, 2011:482). The names of participants were not mentioned anywhere in the report. Pseudonyms were used in presenting data, where participants were referred as Participant A, B, C, D, E, F, G, H, I, J, and K. The researcher explained that the research was only intended for academic purposes and information obtained would be used only for academic purposes.

3.11.6 Deception of Participants

Deception refers to misleading participants, deliberately falsifying facts, retaining significant information from participants or offering misinformation to ensure the participation of subjects when they would otherwise perhaps have refused (Strydom 2011: 118-119). For this study, participants were given full information regarding the research, its purpose, their role in the research and the nature of the study, allowing them to decline or to continue if they wish.

3.11.7 Actions and Competence of the Researcher

The researcher was capable, truthful and possessed skill to conduct this study (Walliman, 2006 in Strydom, 2011: 123). The research project was run in an ethically correct manner. Self -presentation in the initial contact with participants was done. This was also in order to gain cooperation from everyone involved in the project, where reasons for the study were clarified, indicating the manner in which the researcher would honour ethical guidelines (Strydom, 2011: 123). Sources were effectively acknowledged when work of other authors was used, including internet sources (Strydom, 2011: 123).

3.11.8 Publication and Release of Findings

The findings of the study were presented to the reading public in written form otherwise even a highly scientific investigation would mean very little and would not be viewed

as research (Strydom, 2011: 126). An article on the findings of this study will be written and presented in social work seminars.

3.12 CONCLUSION

This chapter provided an illustration of the utilised research method. The next chapter focuses on presenting and discussing the findings.

CHAPTER 4

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 INTRODUCTION

Chapter 3 provided a comprehensive explanation of the research methodology used in this study. This chapter focuses on the presentation, analysis and discussion of findings. The information presented in this chapter was obtained from interviews conducted with 11 teenage mothers. This research was conducted to answer the following research questions:

- What are the challenges faced by single teenage mothers in raising their children?
- How helpful is the CSG in assisting single teenage mothers to raise their children?
- What is the family support being received by the single teenage mothers with raising their children?

The findings are presented according to the themes and sub-themes that emerged. Information of the participants' biographical data will be presented first, followed by a presentation and discussion of the themes and sub-themes that emerged. In this chapter tables are also used.

4.2 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

This section focuses on the biographical information of the participants as shown in Table 4.1 below. For the sake of confidentiality, the names of participants have been withheld and they are referred to as Participant A, B, C, D, E, F, G, H, I, J and K.

4.2.1 Age of Participants and Marital Status

Eleven mothers were interviewed. As indicated in Table 4.1, during the time of the interview, five participants were aged 17, one was aged 18, one was aged 20 and two were aged 22. These results reveal that the majority of mothers interviewed were aged 17 at the time of the interview. The results agree with a narrative by Jewkes et al. (2009:675) who suggests that most South African teenagers are already sexually active by the age of 17. All the participants had never married; they were all single.

Table 4.1: Biographical information of participants

	Age during interview	Age when became a mother	No of children	Household composition	Age of the fathers when they impregnated the participants	Employment status
A	17	16	1	Mother, stepfather	26	Employed
B	17	16	1	Mother, father, brother, sister	21	Self-employed
C	19	16	1	Mother, my siblings	22	Unemployed
D	17	16	1	Mother, brother, 3 cousins	21	Unemployed- internship
E	18	15	1	Mother, sister, 2 brothers, 3 children (my brother's child, mine and my sisters)	19	Unemployed internship
F	17	16	1	Mother, 3 sisters, 1 brother	18	Unemployed- studying
G	17	16 17	2	Maternal grandmother, great grandmother, mother, maternal uncle	22	Employed
H	20	19	1	Granny, both parents died	21	Unemployed- studying
I	22	19	1	Mother and 4 siblings	26	Unemployed
J	22	18	2	Mother, stepfather and siblings	20	Unemployed
K	16	15	1	Mother, both grandparents, aunt and uncle, cousin	17	Unemployed- studying

4.2.2 Age When the Participants Became Mothers

The question of age when the participants became mothers was asked to establish whether participants interviewed fell within the targeted age group. The second column on Table 4.1 illustrates the age when the participants assumed their parental role or the age when they became teenage mothers. The table shows that six mothers were 16 years of age, two were 15 years, two were 19 and one was 18. These results reveal that all interviewed participants had assumed the parental role when they were teenagers in the actual definition of the term, with a majority of them being 16 years of age. The figures in this study agree with the statistics of the WHO (2018:n.p.) which indicated that many girls aged between 15 and 19 years give birth each year in developing regions. Seeing that the majority of the teenage mothers in this study were aged 16, it can also be deduced that the sexual relations between them and their partners may not have been within the definition of statutory rape.

4.2.3 Number of Children

In terms of the number of children that teenage mothers had, the results presented in Table 4.1 show that only two mothers had two children while the other nine had just one. The findings of this study show different results from a study by Johnstone & de Jager (2013:59), who, in their research of teenagers aged 17–19, found that all the participants had repeat pregnancies. In their study, teenagers had given birth to either two or three children. However, for this study there was a relatively small number (two) who had more than one child compared to those that had just one child.

4.2.4 Race

All interviewed participants were black Africans. According to the Mtubatuba Local Municipality (2015: 72), Mtubatuba region is predominantly rural in nature with only three wards containing coloured, white and Indian populations. Ward 5 of Mtubatuba region as one of the targeted wards for this study is one of the wards that, although dominated by black Africans, has a small representation of white, coloured and Indian people. This ward, according to the Mtubatuba Local Municipality (2015: 15), is the least populated ward with about 3 798 people.

4.2.5 Household Composition

All interviewed participants resided with family. Details regarding the composition of their households were asked to determine if family was available to give support in order to make proper justifications in relation to family support received. As presented in Table 4.1, from the 11 teenage mothers who were interviewed, eight of them were themselves from single-parent homes headed by mothers, two had stepfathers in the home, one had a biological father, and the other father was deceased.

In sum, these figures reveal that the majority of the teenage mothers in this study were from single-parent households, headed by mothers. This finding best explains what Patel (2012:106) suggests, in that there is an increasing trend of households made up of single parents. This finding is in agreement with findings by Waltohar (2001: n.p.) which suggests that females who grow up without fathers in the home usually want to make up for the affection they did not receive in their childhood years by having premarital sex. In South Africa, and in this particular study, children are often raised in single-parent families. This narrative can best be understood and explained through Bronbrenner's ecological theory, suggesting that this repeated cycle of single parenthood, may be as a result of the interactive systems in which the teenage mother is embedded (Louw et al., 2014: 29).

4.3 DETAILS OF THE REPUTED FATHERS AS REPORTED BY MOTHERS

The question in relation to the men that impregnated the participants in this case referred to as the reputed fathers, was asked to determine the age when they impregnated the teenagers, their employment status and if their whereabouts were known. The researcher enquired this information from the participants to ascertain if the fathers were in a position to give support to the teenage mothers (be it financially or otherwise), the age gap between them and the mothers and whether or not they may have been coerced into engaging in sexual relations with them for any reason .

This section shows the age of fathers when the teenage mothers fell pregnant. Two fathers were recorded as aged 26, while three were 21, two were aged 22, one was 17, one 18, one 19 and one 20. From this analysis, only three fathers were themselves teenagers; the rest were adults. It is clear from this finding that the fathers were older than the teenagers; however, not old enough to constitute them as "sugar daddies"

who are usually older men. The teenagers in this study did not engage in sexual relations for money, gifts or material gain. Furthermore, the major factor that leads to teenage pregnancy is the exploitation of teenagers by older men thus leading to pregnancy (Pogoy, Verzosa, Coming and Agustino, 2014: 157) but for these participants, this was not the case.

In this study, teenage mothers expressed that even though small amounts of money may have been received from partners, they valued the affection they received more. This was also confirmed in research conducted by Johnstone & de Jager (2013: 59) who found that teenage mothers fell pregnant after expressions of love and care towards them by their male partners. To confirm this finding, this is what was expressed by some of the respondents:

I thought we were going to get married together. We were so in love; he is the one that broke my virginity. Even when I fell pregnant, his family came and paid damages; then he later cheated on me then we broke up and went our separate ways (Participant I).

The narrative that sugar daddies were the ones impregnating teenagers in Mtubatuba was found to be untrue among the participants in the study as most of the reputed fathers were not as old as sugar daddies are presumed to be and were not rich.

All the respondents in the study had knowledge of the whereabouts of the fathers of their children and whether they were employed or not. Seven fathers were unemployed and only four were employed or had a regular income. From the seven that were unemployed, four were students and included those still doing internships. The understanding by Skobi & Makofane (2017:224) that older men give young girls money or buy them expensive items in exchange for unprotected sex may not be entirely true, as in this study, some mothers were impregnated by fathers who were not employed but studying.

When participants were narrating their stories, some made mention of the different reasons for falling pregnant. One indicated that it happened during the period when she was still strongly immersed in the use of marijuana; as a result, the father denied paternity of the child. Most seemed to blame the teenage stage, acknowledged that the stage itself came with certain behavioural problems such that they recalled that all

they wanted was to do things their way that they listened to no one, especially not their parents. Others revealed that they were unaware that they would fall pregnant in that very instance even though they knew that engaging in sexual relations without protection led to pregnancy.

These are some of the views by mothers in giving their reasons for falling pregnant.

For me when I think of it now, I can say it was pressure from my partner. He was to go to college, and he made mention that he wanted a child, and he wants to be sure what he will be working towards, when he gets a job, since he didn't have a child (Participant B).

It was our choice as a couple and no influences from anyone or anything (Participant D).

"Yi stage" it was the teenage phase. During that period, when I think about it, I did not have any care in the world. No one could tell me anything. My mother warned me left right and centre, but I didn't listen (Participant E).

Honestly, I was also shocked that I had fallen pregnant. Yes, I did engage sexually with my partner, but I did not know I would fall pregnant that instant. (Participant J).

Evidence in this study refutes the narrative that teenagers are impregnated by "sugar daddies". It, in fact, shows that lack of comprehensive knowledge on sex education, pressure from partners, the teenage stage, substance use and peer pressure were the reasons for falling pregnant.

4.4 THEMES AND SUB-THEMES FOR THE STUDY

The intention of this study was to explore the experiences of single teenage mothers in raising their children. Interviews were audio recorded and transcribed. These transcripts were then read many times and three main themes emerged during the analysis of the data, namely: challenges of teenage motherhood; the impact of the CSG in helping teenage mothers raise their children; and family support received by teenage mothers. Table 4.3 shows the themes and sub-themes that emerged.

Table 4.2: Themes and sub-themes

Themes	Sub-themes
Challenges of teenage motherhood	Neglect and change in the relationship with the father of the child
	Financial burden of raising a child
	Inability to socialise
	Disturbance with schoolwork
	Dropping out of school
The impact of the CSG in helping teenage mothers raise their children	Used to buy food and other necessities of the child
	Insufficiency of the grant
	Not in receipt of a CSG
Family support received by teenage mothers	Physical care for the children
	Guidance on how to take care of the children
	Financial support

4.5 THEME 1: CHALLENGES OF TEENAGE MOTHERHOOD

On the question of the challenges that teenage mothers experienced in raising their children, the following sub-themes emerged: neglect and change in the relationship with the father of the child; financial burden of raising a child; inability to socialise; dropping out of school and disturbance with schoolwork. Based on the sub-themes that emerged, it appears that teenage parenting is indeed challenging and is bound to cause psychological distress because these challenges are related and affect a person who is literally a child themselves at the same time. The sub-themes are explained in detail in the following section.

4.5.1 Sub-Theme 1: Neglect and Change in the Relationship with the Father of the Child

Teenage motherhood was seen to bring about a distance in the relationship between teenage mothers and their partners. In the interviews with the participants, seven expressed that there was neglect and change in the relationship between them and the father of their children. Some participants expressed that this change happened during their pregnancy, while others experienced it after birth. This change, according to participants, emanated from a range of reasons, with two explaining that it was due

to the fathers denying paternity of their children while five complained that the fathers began to cheat on them with new partners.

As a result of this, participants felt that the fathers of their children neglected them, and their relationships basically changed from what they were before. Statements by some of the teenage mothers that confirm this finding are indicated below:

Our relationship just changed. Everything was fine, but when I was 6 months pregnant, I found that he was dating someone else, and they would even post pictures of them together on Facebook. We also now used to have physical fights (Participant A).

He just changed; he denied paternity for my child when he was told about my baby. I see he now slowly wants to draw close to us; I am not sure whether people have been telling him that the child looks just like him and he now wants to all of a sudden come back (Participant C).

Things just changed, he got himself a new lover and he would show her off in the neighbourhood even having the guts to pass with her around my home in order for me to see, let alone that he denied paternity for my child (Participant H).

Teenage parenting is also challenging in that fathers of the children or even their families may go to the extent of denying paternity, especially if that father is viewed as not old enough to be impregnating anyone. A statement by Participant E supports this:

Everyone in the family agreed paternity except for the paternal grandmother who claimed her child was too young to impregnate a woman (Participant E).

According to Baxter & Moodley (2015: 948), as a result of pregnancy, teenagers encounter instability in their relationships with partners along with stress. Nkani and Bhana (2016:1) postulate that teenage motherhood brings about relationship dynamics with mothers no longer in relationships with their babies' fathers.

Another view also agreeing with this finding is that of Sibanda & Mudhovozi (2012: 321) suggesting that single teenage parenting has multitude undesirable effects on teenage mothers, stating that it brought about psychological distress, affected relationships with significant others, their education and resulted in economic

dependence on government grants and parents and possibly resulted in mothers developing resentment towards the partners who impregnated them.

It is pertinent to note that some authors, however, have an explanation for this view. They say after birth, women experience changes affecting their sexual and intimate lives because of motherhood. They experience extreme fatigue, lifestyle change and body image issues, suggesting that these may result in changes in one's relationship with an intimate partner (Woolhouse, McDonald & Brown, 2012: 185).

The results of this study are congruous with other findings that have also established that teenage mothers may experience relationship difficulties such as ostracism, isolation and rejection (Mwaba, 2000: 30). However, contradicting this view is Macleod (1999:1) who suggests that very few partners are negative about childbearing when it comes to the relationship with their partners.

According to Woolhouse, McDonald & Brown (2012: 185), after childbirth mothers lose spontaneity and lose time together with partners as a couple and time for oneself. One may argue that these changes could put strain on a relationship; however, the researcher believes that they do not necessarily justify the reason for the relationship change; hence the researcher believes fathers are the ones in a better position to give a clear understanding of their reasons for detachment from the teenage mothers.

4.5.2 Sub-Theme 2: Financial Burden of Raising a Child

The second sub-theme that emerged under the challenges experienced by teenage mothers revealed that participants experienced a financial burden in raising a child. This burden was worsened by the fact that the teenage mothers had not even started earning any income when the child was born. Insufficient income can make parenting a very difficult task, considering all the basic needs required to be met. It is even worse for those that are single parents who are not receiving any form of assistance from the fathers of their children. Absent fathers cause a great financial burden for teenage mothers.

Of the 11 participants interviewed, seven expressed that they were financially supporting their children without the father's contribution. For some, this was because the fathers were unemployed, while others were supported but inconsistently. The fathers who were employed could have contributed but they did not. The participants

highlighted that they may have not been earning much due to the nature of their jobs; however, that slight contribution could have been worthwhile for the participants. This information is attested in the following quotes:

My challenge is having the father of the child supporting the child only when it suits him, and only when he feels like it. Everything is left on me (Participant G).

After the death of my sister who was the one that helped me out, even with hiring a nanny for my child, and was a breadwinner at home, things became very difficult at home particularly since my mother is unemployed. When there was a trip to attend at school, and my child needed something, this would mean that I won't go. At the moment, with my NSFAS money, I have to reserve some of it for my child (Participant I).

My challenge is that the fathers of my children do not support me financially (Participant J).

I now have to deal with the struggle alone for Pampers and milk (Participant K).

The study found that one father who was doing an internship was amongst the fathers that was supporting his child financially, through his stipend money. This suggests that very little change has happened since the problem of the deficiency of imbursement of maintenance was put on the agenda by the Lund committee in 1997 (Patel, 2012:106). Patel (2012:106) states that 61% of fathers in all the households who were not current partners of the women interviewed, did not pay maintenance for their children. This then suggests that the financial burden of raising a child remained solely that of the mother.

4.5.3 Sub-Theme 3: Inability to Socialise

Participants in the study expressed that having a child for them was challenging because they could no longer socialised like before. This meant that parenting by the teenagers represented an increase in responsibilities; hence, their social life changed or they experienced social alienation. Six mothers all made similar comments about their inability to socialise how they used to. While five said nothing around this issue, the six that mentioned it indicated that that they had to miss certain functions or events

because of this new responsibility, one stating that all she ever did was to stay at home and look after her child. These are the statements by the teenage mothers:

I can no longer be happy like other children, I can't go out freely, because I now have to think that my mother caring for my child back home, every time I am away, I need to quickly return back because of the child(Participant C).

"Ukubopheka", the feeling of being stuck, I can't go where I want to go freely. I no longer even participate in sports like I used to, I used to be a very active netball player. I used to even hate being a mother at first because I couldn't do what I wanted to do whenever I wanted to, its better now though I am used to it, and I enjoy it (Participant D).

There are places I used to go to that I no longer go to. There are functions and events that I can no longer attend like I used to (Participant H).

I am just stuck here, I can't go anywhere, and I have to always care for the child (Participant J).

According to Sibanda & Mudhovozi (2012: 321) partaking in other pursuits after childbirth becomes a burden for single teenage mothers. This narrative was found to be correlate with the findings of this study. Research by Mangeli, Rayyani, Cheraghi & Tirgari (2017: 165) also found that after childbirth, most teenage mothers lost the opportunity to socialise. Childcare deprives them of fun with friends and peers and they feel imprisoned and unable to fulfil their self-desires (Mangeli et al., 2017: 165).

It is evident from the participants' responses that their social lives were disrupted due to teenage motherhood. This role of caregiving seemed to be one that was a heavy penalty for participants. Most of the participants mentioned that before the caregiving role, their social lives were normal.

4.5.4 Sub-Theme 4: Disturbance with Schoolwork

One of the results of this study was that the teenage mothers continued with their studies after delivery of their babies. This analysis, however, showed that regardless of the challenges they endured because of parenting, they still continued with schooling. As seen on Table 4.3, six participants continued with their high school level

education with only one in higher education. From these six, three were in Grade 10, two in Grade 8 and one was in Grade 12. This is illustrated by the following quotes:

I am currently doing Grade 12. I failed Grade 12 then I repeated it. I was doing Grade 10 when I had my child (Participant C).

I just passed Grade 10, will be doing grade 11 next year (Participant F).

For my first child I was doing Grade 8, I repeated Grade 8 and I am now going to do Grade 9 (Participant G).

In addition, only one participant had reached higher education level.

I got pregnant at Grade 11 and delivered my child at Grade 12. Currently, I am in tertiary doing my final year in industrial sociology and labour at UNIZULU (Participant I).

All the teenage mothers in this study appeared to value education as they continued despite all the challenges expressed. Their comments support what was said by Nkani & Bhana (2016:1). These authors found in their study that teenage mothers valued education, further indicating that they even hoped to complete their schooling to proceed to tertiary institution.

However, one of the challenges experienced by teenage mothers was the disturbances in their schoolwork because of parenting. They found it hard to balance the parental responsibility with schooling and consequently suffered failure in school. Eight of the 11 participants who were interviewed voiced that for them teenage motherhood had completely disrupted their schooling, and this was a major challenge that they experienced.

Their responses on this issue suggested that performing both roles was demanding and tough. It was because of parenting that three participants had even dropped out of school while the rest indicated that they continued although performing both roles was tough, and it brought a lot of pressure. They further indicated that they could not concentrate in class and a lot of their schoolwork was disrupted. When expressing this view, four mothers indicated how disturbing it was for them to know that they must bunk school to take their child to the clinic due to sickness and that they could not

even remain at school to attend extra classes like other children. This implied that they were missing out on other work gained by others.

Some participants further revealed that they could not study in the afternoons at home, stating that if their children were not crying the whole night, they are disturbing them when they try to study. This suggests that those who continued with their education found difficulty in continuing with education due to the pressure associated with the roles of both parenting and schooling. This is what some of the participants said:

Having a child really inconvenienced me. This year I should in fact be doing Grade 11. I had to care for the child, bath the child, do this and that, at the same time I was still experiencing pains from the delivery. I wanted to also leave my child when at least 3 months old and not younger (Participant A).

When I have to go study at school in the afternoon classes, I have to allocate time and come back quicker than the others because I left a child back home. When my child was younger, it was worse because I had to attend to my crying baby at night while I still have to wake up for school the next morning. Another issue is skipping school, so that I take my child to the clinic when sick (Participant F).

When I want to go study, I can't go sometimes, because I have to attend to the child especially when it's exam time. I don't attend school when my child is sick, I have to bunk school to take her to the clinic. I don't enjoy being a mother. I can't even focus on school tasks like I used to (Participant H).

My challenge is the disturbances with school; as a result, I failed but I was able to go back and finish Grade 12. Had I not had a child, I would be far in life, even the results I got for matric; I probably would have got better results (Participant J).

Sibanda & Mudhovozi (2012: 321) found that concentration in class for teenage mothers was minimal, absenteeism from school and failure was quite common thus causing a threat for school dropouts. In defining inclusive education, the Education White Paper No. 6 of 2001 acknowledges that all children and youth can learn and that they need support. The researcher found that teenage mothers received support at home, but this support was not in relation to their education, nor did they mention

receiving support at school which is why they explained their struggle with balancing both responsibilities.

It is imperative to involve parents in tackling difficulties that children are experiencing in school, to enable them to support their children, to explain the curriculum to parents so that they are informed of and can assist or find help for their children or basically just to know what the challenges are (Du Plessis, Conley & Du Plessis, 2007: 122).

Perhaps the view by Du Plessis et al. (2007: 16) is a solution, as it suggests that learners need to receive the necessary support in the form of extra attention, and assistance in the form of less homework while using the facilities at school.

One assumption by the researcher, which was similar to the findings of Shefer, Bhana & Morrel (2013: 1) was that teenage mothers at school experienced shame, rejection and were often publicly shamed in class. This was not evident in this study, which may be due to the increasing number of teenagers becoming mothers at school such that, to them, it is no longer shameful, and others also do not see it as such.

4.5.5 Sub-Theme 5: Dropping out of School

Today's societies require individuals who can think critically, who are able to solve problems and who can learn in a rapidly changing environment (Du Plessis et al., 2007: 35). With learners dropping out of school, it may be difficult to attain this. As indicated earlier, dropping out of school was raised when the question around the education of participants was asked.

Based on the responses of respondents in this study, only three mothers had dropped out. Two dropped out at Grade ten and one at Grade eleven after she had just passed it. This evidence suggests that as much as teenage mothers want to continue with studying, some drop out. The causes of the dropout ranged from mothers continuously repeating a grade to others experiencing the pressure of performing both roles leading to the decision to leave one and continue with the other.

Sibanda & Mudhovozi (2012: 321) assert that teenage mothers mainly drop out before completing Grade 12 and wind-up being employed at unskilled low-income vacancies. This notion is seconded by one of the participants who said:

I dropped out in Grade 10. I am working in St. Lucia at the moment, I do wish to go back sometimes as I always wanted to be a social worker or traffic officer (Participant B).

Some other participants said:

I dropped out at Grade 11, after I had passed it. However, I intend going back (Participant D).

I got my child while doing Grade 9 in December, I went back in January to do Grade 10 but I dropped out at Grade 10 due to failing too many times (Participant E).

Sibanda & Mudhovozi (2012: 321) suggested that single teenage mothers are more likely to discontinue schooling and not further studies at university or college level, and it is unlikely that they will obtain solid lucrative employment. According to Johnstone & de Jager (2013: 59), school dropout for teenagers often happens when they fall pregnant the second time. This narrative of these authors was found to be different from the current study as participants dropped out merely because of the pressures and difficulties associated with coupling parenting with schooling and not because they had a second child.

Their dropping out of school can be justified to some extent by a view from Du Plessis et al. (2007: 16) who said that educators in schools should know that learners with problems at home need special attention and support and that they need to take special care to attract and hold the attention of these learners in the classroom because when no support is received, they are bound to fail. A view by Pogoy et al. (2014: 157) suggests that students with unsatisfactory performance lack enthusiasm to return to school and that they would do better looking after their children instead of going back to school. Pogoy et al. (2014: 157) further state that minors who have no motivation in life or career goals recognise parenting as the easiest achievable goal.

Louw and Louw (2014: 400) assert that life for single parents is tough with many stressors but some teenage mothers are resolute about obtaining an education (Nkani & Bhana, 2016:1) in the hope that one day the unemployment situation may change.

It is understood from the findings of this investigation that the family and school system are interconnected and have an influence on each other particularly because of the role conflict where there is a conflict between simultaneously being a mother and a scholar. The task of motherhood creates a conflict between childcare and meeting the expectations of school, which often leads to school dropout (Mangeli, Rayyani, Cheraghi & Tirgari, 2017: 165).

4.6 THEME 2: THE IMPACT OF THE CSG IN HELPING TEENAGE MOTHERS IN RAISING CHILDREN

According to Section 7 (1) (c) of the South African Constitution (1996), everyone has the right to access social security, including proper social assistance if they are incapable of providing for themselves and their dependants. This provides a fair and just constitutional guarantee for everyone to receive social assistance, one of which is the CSG (Mokoena, 2016: 77). One of the objectives this inquiry was to explore the effect of CSG in helping teenage mothers raise their children. From this theme, two sub-themes emerged, one showing that the CSG was helpful as it enabled mothers to purchase food and other necessities for their children and the other revealing that some of the participants were not in receipt of the CSG despite being eligible.

This finding refutes the misconception that young mothers only use the CSG for their own expenses.

4.6.1 Sub-Theme 1: Buying of Food and Other Necessities for the Child

A child is dependent on the mother for food and other basic needs. This means that it is important that provision is made for the child's survival. From the 11 participants that were interviewed, only seven mothers were in receipt of the CSG.

When the question of how the CSG was helping in raising the children was asked, it emerged that CSG had a significant impact. The participants used the funds to purchase food, formula and diapers for their children. Others expressed that they also could purchase certain medication for their children with this grant. Some did say that they used some of the money for cosmetics, though. This finding resonates with the views by other authors who stated that CSG positively correlated with improved child nutrition status and used to buy food (D'Agostino, Scarlato & Napolitano, 2018: 430; Zembe-Mkabile et al., 2012: 1).

Below are some of the responses by the teenage mothers showing this finding:

I use it for medication when my child is sick, I also purchase food and pampers for my child. The paternal family also helps in the provision for my child's needs (Participant D).

It's not enough, I buy food (cereal, school fees for the 1st child and, transport money) but I am also employed as a tour guide (Participant J).

The findings of this study confirm the notion that CSG ensures food security, buying of school uniforms and paying of school fees for children (Tanga & Gutura, 2013: 190). Zembe-Mkabile et al. (2012: 1) validate this narrative stating that CSG is importance as it reaches 80% of its intended beneficiaries, accounts for 40% of the household income within impoverished families while 80% is utilised for clothing, food and educational costs (Zembe-Mkabile et al., 2012: 1).

There is a view by Tanga, Oyeleke and Gutura (2015: 236) that suggests that the CSG received by mothers which is intended to ensure that basic needs of the child are met, ends up being diverted into other uses. In support of this view, one mother indicated that her CSG paid for her transport costs to school. According to this participant, her child consumed the same food as everyone at home and her family added by contributing towards the rest of her child's necessities. This participant was quoted saying:

I use it for my transport to school. My child eats the food that we all eat, and my mother and sister also help me out with other things for the child (Participant C).

In a study by Patel (2012:106), 85% of families studied had earnings of less than R2 500 monthly with the CSG making up as much as 79% of the household's income. This, therefore, suggested that this grant helps poverty-stricken households with children. 65% of respondents indicated that they would not be able to survive if the grant was discontinued.

4.6.2 Sub-Theme 2: Insufficiency of the Grant

Nevertheless, all the participants that received this CSG indicated that it was insufficient and was unable to cover all their child's needs. This grant is also one of the country's significant poverty reduction mechanisms (Patel, 2012:106).

The CSG does not contribute towards poverty alleviation. The money from this grant is too little to cover all the basic needs of a child especially since the expenses of a child go along with their developmental stages; for example, new-born babies are expensive and need special care in terms of medication, food, nappies and clothing (Malatjie & Malatji, 2021: 2289).

Opinions by some of the mothers seconded this view when they said:

It's not enough, I buy food and cosmetics and I am unable to buy clothes (Participant E).

That CSG is not enough, when I buy the big tin of milk and Pampers, I can't afford to buy anything else (Participant H).

I buy food with the money. It's really better than nothing. I also use some of my NSFAS money, and the father of my child also contributes with his stipend money (Participant I).

As significant as the CSG is, evidence show that it is insufficient and cannot sustain all the needs of its beneficiaries on a monthly basis (Tanga & Gutura, 2013:190).

4.6.3 Sub-Theme 3: Not in Receipt of CSG

According to Tanga, Oyeleke and Gutura (2015: 236), the CSG is a pull factor in the increased birth rate because of its easy accessibility. This suggests that some people fall pregnant because the CSG is a motivation to get pregnant. The results of this study revealed otherwise, showing that some mothers were not even in receipt of the grant while others used it to help provide for the basic requirements of their children.

It was also clear that the existence of the CSG was significant but not the driving force behind the teenagers' pregnancies. As noted in this study, the CSG had a great impact for teenage mothers in raising their children, some mothers were not in receipt of it. Four participants in the study were not receiving the CSG. When they were asked to indicate the reasons behind non-receipt, one mother had no reason at all for non-receipt, and another one mentioned that she could not register because her caregiver was still receiving it on her behalf. The participants said:

There is no reason for non-registration of CSG. Yes, an ID is available and birth certificate of the child exists (Participant F).

I still need to go and register my child. At the moment, I am utilising the CSG grant that is received on my behalf. With it, I am able to buy Pampers and milk (Participant K).

One other participant mentioned that she was not in receipt of the CSG due to the unavailability of the birth certificate for her child. Section (1) (a) of the South African Constitution (1996) clearly states that every child has the right to a name and nationality from birth, but for the children to enjoy this right the responsibility lies with the parents who must ensure that they register the child's birth with the Department of Home Affairs and then further register for the CSG. The two participants with children without birth certificates indicated that:

I am still young; my child doesn't have a birth certificate yet. I forgot the proof of birth letter at Hlabisa hospital. Tomorrow I'll try and go get it (Participant A).

My child was previously living with the paternal family, Monday my mother and I plan to go and register the child for CSG. I stole the child because they were refusing to give me my child and only wanted me to be the one to visit the child. The birth certificate and the child's clothes are still remaining at the paternal home of the child. The paternal grandparents did not register the child for CSG, as they were both working (Participant B).

This finding reveals that while CSG is significant in most households, others are not in receipt of it for a variety of reasons. Zembe-Mkabile et al. (2012: 1) revealed the different reasons for mothers not receiving CSG, mentioning the unavailability of a birth certificate for their child and identity document for themselves.

A similar sentiment was echoed in a study by Patel (2012:106), where a significant number of caregivers who cared for children were not receiving a CSG due to lack of documents, and because they did not know how to apply for the grant. This suggests that family would have a mounting responsibility to assist with care and provision for the needs. This, in turn, affects the whole family as a system, as explained in the family systems theory.

The most common factors in not receiving the CSG is that the baby does not have a birth certificate, the mother does not have an identity document or they do not qualify because the family has a high financial status (Zembe-Mkabile et al., 2012: 1; Woolard, Buthelezi & Bertsher, 2012: 1). Despite this, an interim grant is provided by SASSA to applicants who are able to furnish proof of delays in obtaining necessary documentation. Temporary grants ensure that the rights of needy, deserving children whose health and development compromised by lack of access to the CSG are protected (Zembe-Mkabile et al., 2012: 1).

Considering this finding, it is clear that there are measures required to improve access and knowledge for the CSG (Zembe-Mkabile et al., 2012: 1). A narrative justifying this view was also expressed by Participant A: who stated that she was not in receipt of the grant because she was using the CSG grant that was currently being received on her behalf. This suggests the need for clarity and awareness on this issue of CSG.

4.7 THEME 3: FAMILY SUPPORT RECEIVED BY TEENAGE MOTHERS

The outcome of this research showed that most participants received support from family. This is contradictory to a study by Mangeli et al. (2017: 165) conducted in Kerman Iran where challenges were experienced by teenage mothers on issues like childcare, economic hardships, education and numerous issues that they possess along with their children. The participants in that study received insufficient support from family when they needed it. As a result, this role occasioned emotional distress of terror and agony, regret and frustration, depression and guilt as well as shame (Mangeli et al., 2017: 165).

In this study, all the participants interviewed expressed that they lived with family and the majority got support from their families. This support came from siblings, mothers, foster parents, grandmothers, fathers of the children as well as from the paternal families of their children. The families played a significant role in assisting them raise their children, not only with physically caring for their children or with support and guidance but also financially, to assist in the provision of basic requirements of their children. An overwhelming response by participants indicated that they found this support played a significant role in minimising stress that came along with parenting. The various forms of support mentioned by participants are discussed below.

4.7.1 Sub-Theme 1: Physical Care for Children

The problems of teenage motherhood can extend beyond the need to afford the daily expenses of a child to the need for physically caring for that child. This is even more difficult for those who need to balance this responsibility with schooling. This section presents an analysis of the responses that were received from participants in relation to family support. Eight participants specified that the greatest support they received from family was support with physically caring for their children. Of those that received this kind of support, four said it came from their biological mothers, two expressed that it came from their maternal grandmothers, one was from the paternal grandmother of the baby, and another was from the sibling (brother). In trying to show how important support from family was for them, the participants expressed the following:

Whenever my child got sick and any other thing concerning the child, my mother stopped selling at school to take care of my child while I go to school (Participant A).

The paternal grandmother of the baby is really supportive, assisting me by looking after my child while I go to school since my own mother is self-employed and doesn't have time. She has to make and sell amagwinya nophaya (Participant B).

My mother is very helpful, she cares for my child when I go study in the afternoons, I come back my child has eaten and bathed (Participant F).

The participants' stories are congruent with studies that have revealed that support from parents is a strategy for aiding single-parent teenage mothers to manage with the difficulties they encounter when raising their children (Sibanda & Mudhovozi, 2012: 231).

Mesatywa, Chikungwa & Kabasa (2013: 89) found that communities are tolerant of teenagers falling pregnant, they do not discriminate against them or isolate them, and communities are formed by families.

The positive aspect of families is their interdependence. In this study, participants were seen to have a certain degree of interdependence on their families. The family systems theory best narrates this view of how the interdependence promotes cohesiveness

and cooperation that families need in order to protect, shelter and feed their members (Kerr, 2000: n.p.). This was also seen to be true in this study.

4.7.2 Sub-Theme 2: Guidance on How to Take Care of the Children

Still on the question of support for teenage mothers, it also emerged from the responses that were received that families assisted greatly with providing guidance to the participants. This guidance was related to how they would raise their children, since they themselves were children at the time.

From the 11 that were interviewed, five expressed that they received guidance from their biological mothers, three received it from their maternal grandmothers, two from their siblings (sisters) and only one indicated no one in the family but said that friends assisted. Some participants mentioned the following:

My mother teaches me between that which is morally right and wrong and guides me on how to raise or bring up my child (Participant D).

My mother listens to me, and supports me, she shows and teaches me everything about how a child is raised and what to do when my child is sick. She is very helpful. (Participant E).

My maternal grandmother is very helpful with information on how to raise my child, she teaches me what to do when my child is sick, and also helps with the financial needs of the child. She has also been helpful to look after my child so that I go back to school, and when my child was 6 months, we took her to crèche (Participant H).

My late sister was the one that helped me by teaching and guiding me on how a child is raised and cared for (Participant I).

Teenage mothers lacked adequate information and skill for the effective execution of the maternal role hence relied on others. Similarly, Mangeli et al. (2017: 165) found that teenage mothers had a knowledge deficit, and their information was not enough in terms of childcare, prenatal care, breastfeeding, and caring for children; hence, much help was sourced from family.

Findings further revealed that participants were given guidance and support on sex-related matters. The findings showed that this guidance provided was not provided before the pregnancy. This finding supports previous findings by Pogoy et al. (2014: 157) who say that parents avoid talking about sex with their young ones, even discouraging them from having informative discussions about sex. The researcher believes that if parents provided guidance and support on sex-related matters, the same way they give guidance and support on motherhood, the problem of teenage motherhood would be minimised. In support of this view is what is called the parent effect model, as defined by Louw & Louw (2014: 264) and assumes that influences only run one way, from parent to child.

One other aspect was that when asked about parental guidance in relation to teenage pregnancy and sex prior to their pregnancy, participants stated that information and guidance regarding sex and pregnancy was never received from anyone in the family and some further stating that they were not aware that they would fall pregnant since they had irregular or non-frequent sex.

4.7.3 Sub-Theme 3: Financial Support

As it is a known fact that for some basic needs of any person to be met, finances are crucial. In this study, financial support was raised as another significant element of support. As it is known, children have other needs: other than food, children need clothing and medication. Participants in this study indicated how financially demanding it was to raise a child, and how helpful their families were in assisting whenever they could.

Participants also expressed that some of their children's basic needs were effectively met through financial support received from family. Financial support received helped them make provision for basic needs, and some necessities of their babies. Such were most basic needs like food, Pampers, medication and clothing for the children. Of the interviewed participants, 10 indicated this kind of support as their greatest support received from family. Of the 10 that received it, four expressed that they got help from the paternal family, four from their siblings who were employed, two from the maternal grandmother, two from their biological mothers and only one mentioned she got financial support from the father of her child.

The results of the study showed that teenage mothers received support from their families, admitting that financial support was an important element in the success of their parental responsibility.

The paternal family, especially the grandmother support's my child financially as most members are employed in that family. The father of the child is still studying. My mother also assists me with guidance and all kinds of support including financial support as she is also the breadwinner in our own family. My one brother that is employed, helps to buy porridge every now and then, while my other brother helps to care and carry my child when I am busy with something (Participant D).

It appears that nearly all the teenage mothers received family support. Even though the disappointment due to pregnancy may have been overwhelming for them all, they still came around and remained supportive.

Although this kind of support may be provided and available to teenage mothers, it can change with passage in time especially when resources start becoming scarce and social problems start emanating such as overcrowding and absence of privacy amongst family members. This can lead to amplified conflicts within the family setting, because a family is an interconnected system (MacDonald et al., 2009: 45). Despite this view, a conclusion can still be drawn that the spirit of ubuntu that resonates with the African culture exists, as the participants mentioned that without support, they would not have coped. Furthermore, the family's acceptance of the situation and support given to participants can in part also be explained from the perspective of the South African concept of Ubuntu meaning humanity.

The theoretical framework underpinning this finding emphasises the ties that exist in a family as a unit, and the role played by each member of a family and their significance. Different members of the family played different roles in supporting the teenage mother. Family, particularly the extended family with its strong kinship ties in this study was seen, to cushion disruptive social effects of teenage motherhood (Boult & Cunningham, 1992:303).

Based on all the consequences surrounding teenage motherhood in this study, one can assume that teenage mothers are emotionally supported by their families.

According to Sheeber, Hops, Alpert, Davis & Andrews (1997: 333), depression amongst teenagers is mostly related to the level of support in the family environment.

Families played a significant role in helping participants raise their children. They provide structure and guidance. In other countries, research has shown that teenage mothers do not receive financial support from their families when they greatly need it (Mangeli et al., 2017: 165).

4.8 CONCLUSION

This chapter presented the findings on teenage mothers and their experiences in raising their children. Themes and sub-themes that emerged were presented and discussed in detail. The broad picture that emerges from this chapter is that teenage parenting is challenging and is an inconvenience to the teenager. It disrupts their education and brings a financial burden but with family support, they were sometimes able to continue with their education and successfully bring up their children. Support from the family was seen to be significant in enabling participants to manage their parental responsibilities and help raise their children. They were able to return to school, provided for the needs of their children, be properly guided on how to raise their children, and assisted with physical caring of their children. The researcher has noted that although the rate of sexual assault is very high in South Africa, none of the teenage mothers interviewed indicated sexual abuse. The next chapter summarises the findings, draws conclusions and makes recommendations.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter five presents a summary of findings, gives conclusions and makes recommendations. It further gives limitations to this study along with the implications of the findings for social work practice and offers suggestions for further research. The overall conclusion of this study is also given at the end of the chapter.

5.2 LIMITATIONS OF THE STUDY

The current study had the following limitations:

- Initially the researcher struggled to obtain teenage mothers aged between thirteen and nineteen during the pilot study, however as the process continued this limitation was resolved and the age limit was altered to 22. Thus allowing the inclusion of participants that became mothers in their adolescent stage.
- One other limitation was that the study did not consider the number of children that teenage mothers may have had; as a result, the researcher could not determine whether analysis should be based on the one child or both.
- Like most qualitative studies, the sample could not generalise results to the broader society, its generalizability was just limited to participants who were sampled in only three wards at Mtubatuba.
- All participants in this study were black Africans, the study did not cover other races of teenage mothers, as intended.

5.3 SUMMARY OF THE FINDINGS

This study explored the experiences of single teenage mothers in raising their children. A total of 11 participants were interviewed and they were of the ages of sixteen to twenty-two. Relevant quotations were extracted from interviews and cited; results summarized in relation to the objectives of this study which were:

- To explore the challenges experienced by single teenage in raising their children
- To establish the significance of the CSG in helping teenage mothers raise their children

- To examine family support received by single teenage mothers in raising their children

5.2.1 Objective 1: Exploring the Challenges Experienced by Single Teenage Mothers in Raising Their Children

After transcribing and analysing the data on challenges, it became clear from the findings that there are several challenges experienced by teenage mothers in raising their children. The findings are discussed in Section 4.5 of Chapter 4. All participants experienced challenges with teenage motherhood. The majority experienced neglect by fathers expressing that teenage motherhood came with changes in the relationship with their partners. While for some, this change happened during the pregnancy period, for others it happened after birth of their children. They even deny paternity of their children showing disregard for their feelings.

Fathers were seen to be financially non-supportive towards their children such that mothers felt a burden in raising them. For some, this was due to being unemployed while for others it was due to schooling. Most participants expressed total non-receipt of financial support from fathers, and those that received it indicated inconsistency. One mother even mentioning that the father only supports when it suits him thus leaving the responsibility solemnly with her.

This study also found that teenage motherhood made teenage mothers unable to socialise. As explained in Chapter 4, Section 4.5.3 the increased responsibility that came with parenting, made mothers fail to even attend functions and events. They felt confined and stuck because of motherhood, stating that all they ever did was stay at home and look after their children. If they did go out, they were to quickly return home to relieve their parents from the caregiving responsibility of their children. This element shows a reflection of being responsible parents because even though, this appeared to be a challenge, they still came back for ensure their parental duties.

Other findings from the study revealed that mothers experienced disturbance with schoolwork because of teenage motherhood. This finding is explained in detail in Chapter 4, Section 4.5.4. It includes the loss of concentration in class resulting to destructive work, bunking school every time to attend health needs of children, inability

to attend extra classes after school while others remained and the inability to study even at home because children wanted their attention and cried throughout the night.

For adults' mothers who are older and employed, they are given maternity leave. This is time off or a period of absence from work given to the mother before and after the birth of her child. This allows the mother as a parent to raise, nurture and bond with her new-born thus also allowing them to navigate their way into parenthood. Teenage mothers on the other hand struggled immensely because, apart from the disturbance they endured with their education because of parenthood, schools unfortunately could not wait for them to return or catered for needs special only for them

These results show how strenuous it was being a student and a parent at the same time. Results further showed that teenage motherhood brought disturbances and was challenging for their educational journey. Although teenage mothers continued with schooling after childbirth, evidence shows that it seemed to have been extremely challenging to perform the parental responsibility simultaneously with schooling and as a result, some dropped out.

The results of this study may have revealed that teenage mothers continue with schooling post-delivery of their children however, the question that remains is with regards to the level of their academic performance, and whether they eventually complete their studies?

In this study, majority of mothers had returned to school, however another significant finding was that the increase in responsibility made it hard for some to cope, such that some dropped out of school. Their returning to school did not necessarily mean completion, especially since they expressed difficulties in balancing motherhood with schooling. The unimaginable question is, do they reach and complete grade 12, enabling them to further their studies or obtain a job? Overall findings in this study did not show this narrative, hence it remains an area worth investigating.

The act by mothers to continue with their studies however suggests that they valued education, although this was dependent on the support they received from family. In relation to education, the researcher can basically express the view that successfully coping with the demands of teenage motherhood simultaneously with schooling was dependant on each teenager's determination and will.

5.2.2 Objective 2: To Establish the Significance of the Child Support Grant in Helping Teenage Mothers Support Their Children at Mtubatuba Local Municipality

This objective was met in the study and the findings are discussed in Section 4.6 of Chapter 4. Acquiring the basic needs for a child requires financial resources and this is the responsibility of the parents. With teenage mothers being unemployed due to studying, and some dropping out from school, the CSG became one of their sources of income.

Contrary to the known myths that the CSG for children is not used for the benefit of the children, this study demonstrated otherwise, showing that the CSG was very useful in helping mothers raise children, but another significant finding was that the CSG did not only benefit the children of teenage mothers but the mothers themselves.

Findings in this study suggests that this grant played a very crucial role in the rearing of children but was also insufficient to meet all the needs of children. Teenage mothers were seen to have limited financial capacity available to cover all the cost of living for their children, therefore the grant was seen to be well utilised to purchase food, formula, cosmetics, diapers, medication and other necessities for children.

Its major use was food, formula and diapers for children. The results further showed that if mothers purchased food and cosmetics for children, they were unable to buy clothes. If they purchased milk and diapers, they would not be able to purchase anything else thus concluding that it is insufficient.

The cost of living is high and as a result it was seen to be challenging for teenage mothers to maintain all their babies' basic needs due to the insufficiency of the grant. This financial gap was however compensated by the teenage mother's family through their support, while for others it was the paternal family of their children.

This study disagrees with the known myth that CSG encourages young mothers to have children. As contributory factors to them being mothers, they mentioned various factors amongst which included the use of substances, the dynamics that comes with the teenage stage and lack of information. There was no mention of the CSG as a contributory factor to their motherhood status.

As it is generally known that South Africa is also poverty stricken, social grants in this case the CSG was seen to be essential in trying to try curb it. Although most participants were in receipt of the CSG, some despite eligibility were not in receipt of the grant. Reasons for non-receipt was reported as the unavailability of the birth certificates for children, with one mentioned that her caregiver was still receiving it on her behalf for her. This barrier to access to the grant meant that, the financial burden on the mother was intensified.

Overall, this study revealed that the CSG reaches its targeted recipients and is an important financial tool in most teenage mothers' households used essentially for food, diapers, formula and other essentials for children. Given the responses, findings of this study further showed that there is no association between the CSG, and teenage motherhood based on the challenges expressed that come with teenage motherhood. It also showed no relationship between the CSG and the act of teenage parenting, based on the following: majority of the participants utilised the grant for essentials of children, for those that received it.

5.2.3 Objective 3: To Examine Family Support Received by Single Teenage Mothers in Raising Their Children

As far as exploring the support for teenage mothers, this objective was met, and the findings are discussed in Section 4.7 of Chapter 4. Results revealed that the family remained central, playing an integral role in the provision of support and helping teenage mothers cope with the responsibility of being teenage parents.

As a result of the increased responsibility following childbirth, teenage mothers were faced with multiple challenges therefore needing support which in this study they got from family. The findings also showed the significance of family support to teenage mothers, their children and to the parenting practice. Findings further revealed that support from partners was desired but not received.

Families of teenage mothers were perceived to be sympathetic to their situation. They gave support with physical care of children, successful provision for the basic needs of their children and support with guidance on how to raise their children.

The support came from both the maternal and paternal family side of the children of teenage mothers. Teenage parenting had brought a huge burden to teenage mothers,

a burden that was never there prior their motherhood role. The results in this study imply that teenagers received full support from their families in their experience of raising their children and this may best explain why it was possible for some to return to school.

This support received came from mothers, sisters and ultimately the extended family. Teenage mothers would not succeed in their parental role and duty had it not been for the support of family, especially since evidence in this study showed, the lack of support by the reputed fathers of their children. They encountered a lot of challenges in their experiences of raising their children from providing care and support, to the provision of needs for children along with the responsibility of rearing the child, with fathers fleeing from the instant knowledge that there is to be a baby. In as much as teenage mothers received support from family in their experience of raising these children, the responsibility of being a parent, and a scholar at the same time remained with them and was challenging thus calling for the need for assistance with physical care for their babies in order for focus to fully be transferred to education.

Teenage mothers needed support with physical care of children while they attended school. The ironic part from this finding is that physical care for children was provided however some dropped out and still experienced disturbance with school because of parenting, thus therefore questioning whether support provided was sufficient or whether it was as a result of role overload. Most of the participants also reported that the availability of the support by the family was found to minimise some problems experienced.

5.4 CONCLUSIONS

The study explored the experiences of teenage mothers in raising their children at Mtubatuba Local Municipality. Data was collected through in-depth interviews from teenage mothers of this region. Based on the findings, it was clear that fathers do not take responsibility in helping mothers raise the children. This study demonstrated that teenage motherhood is stressful as mothers were seen to experience neglect from their partners, endured the sudden financial burden of raising another human being, felt trapped and unable to socialise, along with the disturbances with their schooling.

The researcher in this study notes that these challenges expressed by teenage mothers are of a nature that could possibly constitute psychological effects on them like the emergence of stress and depression. Being neglected by the father of your child, feeling trapped and unable to socialise can on its own constitute loneliness, and have impact on their self-esteem. Despite these challenges raised, they appeared to be very interested to raise their children as they were all continuing with this responsibility in spite of it all.

It was also clear from the results that family support is a significant feature in any household and situation, particularly in the life of a teenage mother. For teenage mothers to be successful, they in one way or another needed to get some form of support. Because of it, some were able to cope with the parental responsibility and even successfully continue with their studies.

It is easier when one parent does not reside with their child to easily stop making financial contributions towards the upbringing of the child; however, it can put strain on mothers who has to witness every shortage of milk, Pampers, the need for medical care and other basic necessities for children, thus making mothers significant role players in the upbringing of children. Them being unemployed and not having means of bringing in income exacerbates the significant role that family members play in a family along with the importance of the CSG.

Initiatives by government to make provision for this child is important and safeguards the rights of these children. This study has shown that some children are deprived of this right and at such a very crucial stage of their growth. Results of the study, with regards to the CSG, can therefore be comparable to that of Gutura & Tanga (2014: 105) & Tanga & Gutura (2013: 190) who suggest that this grant is significant and is mostly used for essentials such as food and other necessities of children however remains insufficient.

This study showed a reflection of the strength that South Africans possess, along with the values that they embody. The spirit of caring, support and giving was seen amongst families. Even though this was so, it remained clear that the new responsibility itself was demanding to the mothers. Although family was reported to have been supportive, there seems to be limitations to this support because teenage mothers complained of skipping school to take their children to the clinic.

Based on the reviewed literature along with the participants' responses in the study findings, it can be concluded that fathers neglect their responsibility towards their partners and that of their children. They also do not financially support their children. Overall, one can conclude that with motherhood coming with increased responsibility and bringing forth disturbance to the mother's education, it could be articulated as a contributory factor to their school dropout.

Generally, in a traditional situation, teenagers grow up, complete their education, furthers their studies in a higher institution of learning and at some point, obtains employment. If she is lucky, she may even obtain a marriage partner before resuming the parental responsibility. In the world today, the teenage mother struggles with the need to complete her schooling while having the parental responsibilities; this thus results in them even limiting their ability to care effectively for those children.

The National Senior Certificate is an important requirement for further education and most executive careers. Obtaining it requires a great deal of hard work and focus from any student. The reality is that because of parenting, teenage parents lose out on so much of the work at school, and if they choose to return to school would require double effort if they are to succeed. The educational aspect investigated in this study showed that teenage mothers found it hard to balance motherhood and school. Amongst the many challenges they experienced, juggling both responsibilities was seen to be very challenging as a result some even dropped out. It was through the support received from the maternal and paternal family of their children that, they were able to obtain stability with this new role and its new demands, were able to meet the most basic needs of the children, were assisted with the physical care for their children and as a result they successfully returned to school.

The responsibility of having a child coupled with schooling for teenagers can be concluded as very challenging however if motivated and committed to education they continue with schooling despite these challenges.

The policies in South Africa are very progressive in encouraging pregnant children to remain in schools while pregnant and to return after delivery. The challenge is that the school welcomes them once they are in schools; no effort is made that not only motivates but forces them to return to school and encourages dropouts to return to schools. As much as the results of this study had a dominant number of children that

returned to school, there were also relatively those that chose not to return or that dropped out. This element cannot be ignored as it sends out the message that teenage mothers do drop out or do not return to school post-delivery of their children.

In this study, there was nothing constructive reported about teenage parenting as expressed. In addition, without the support they received from their families, teenage mothers would struggle with bringing up their children, making provision and raising their children effectively. These participants portrayed regret for this experience and appeared unprepared for this huge responsibility. Basically, the life of a teenage mother was revealed as stressful.

5.5 IMPLICATIONS FOR SOCIAL WORK PRACTICE

Children are the future of our society, for them to grow up well, healthy and with good value base, they require proper guidance and upbringing. Adults within families are the ones generally known to provide guidance and support as elders, as it was also seen in this study. Social work practitioners need to provide family-based support to families, aimed at strengthening families in their supportive role as they are the sole providers of support. Social workers are to be advocates for guardians and parents through equipping and empowering communities with information on how to raise children and teenagers and collaborate with other stake holders to ensure communities are equipped with information on teenage pregnancy and parenting. This can be done as a preventative measure, early intervention and through providing therapy.

Social workers need to also intensify caution through awareness campaigns and educational talks specific to children themselves and teenagers on the difficulties surrounding teenage motherhood.

We are living in the world of technology, and many teenagers of today have access to at least one technological device (phone). Social workers can need to facilitate dialogues around issues of teenage parenting, utilize social media, podcasts discussions and any other technological platform to disseminate information and have open engagements around this issue.

Children within schools endure a variety of challenges. Each school should employ a designated social work practitioner, placed and based within schools for easy access

for learners. These officials will in amongst other duties offer continuous psychosocial support to them and can also best benefit pregnant teenagers before and post-delivery. Social work practitioners should intensify the awareness campaigns on teenage pregnancy to help raise awareness on this matter. They can facilitate continuous training and development of children and teenagers within schools.

Social workers should advocate for the support or formation of child-based care forums, to protect and ensure the right of teenage mothers and that of their children as enshrined in the Constitution are safeguarded and ensured. This includes and not limited to the right to education, and social security.

5.6 RECOMMENDATIONS

This study recommends the following:

- The current study found that teenage mothers experience a variety of challenges that include neglect and change in the relationship with the father of their children, the financial burden of raising a child, inability to socialise and disturbance at school. These challenges suggest possible stress and anxiety for the mothers during pregnancy and after delivery. As a result of this, the researcher recommends the existence or establishment of support groups and empowerment programmes specifically for teenage mothers for during pregnancy and after delivery. These support groups or programmes should assist them with coping with fathers leaving them, to cope with the financial burden of raising their children and financial empowerment, also helping in raising awareness in communities using their experiences to minimise the increase of teenage pregnancy and motherhood in the area.
- Law or policy should be developed, forcing fathers to co-parent with the other parent, to ease the burden from just one parent.
- Another recommendation is the establishment of free and safe childcare facilities (even for after care) for teenage mothers. They could assist those who wish to focus on their studies without disturbances and still maintain a healthy social life so that they will be emotionally and psychologically healthy and fit to raise their children.

- For teenage mothers that drop out, it is recommended that schools encourage a supportive environment for pregnant teenagers and those returning to school after delivery. When teenage mothers feel supported, it may bring forth positive results, just like it was seen with family support.
- Reviewed literature for this study basically revealed that teenage parenting is a national problem, there is therefore a need to develop programmes that will empower teenage mothers to cope in their experience of raising their children.
- More efforts should be exerted into raising awareness into the quick application of the CSG by potential beneficiaries, as it has been seen to be a significantly huge contributing ploy for children's wellbeing.

5.8 CONCLUSION OF THE STUDY

The study was conducted to determine the experiences of teenage mothers in raising in Mtubatuba Local Municipality. The purpose was to establish the challenges that they face, to determine how helpful is the CSG in raising their children and to investigate the support they receive from family in helping them raise their children. The researcher can conclude that the study's aim was achieved through the findings, which revealed several the challenges faced by teenage mothers, was able to give a view of the role of CSG in raising their children as well as the kind of support that they receive. These finding are also comparable with the reviewed literature. Reviewed literature revealed findings like that of this study in that single parenting was a great inconvenience to the mother, as expressed by Sibanda and Mudhovozi (2012:321) who in their study also found the same, also adding that continuing with schooling and participating in other activities after childbirth became extremely challenging.

Another finding like that of this study is by Nkani & Bhana(2016:1) who held a view that in most cases, families are burdened with the responsibilities of babies of teenage mothers. Participants in this study also revealed a similar finding showing that family assisted greatly with physical care for their children, although in this study it was not expressed as a burden but an element of support.

The findings of this study were able to establish concepts like that of other authors in relation to the CSG. It showed the significance of the grant as a helpful and reliable source of income, and although seen not to enough to meet all the basic needs of

children in totality, it was however utilised for food and necessities of children (DeLannoy et al, 2015: 69; Mesatywa, Chikungwa & Kabasa, 2013: 26; Tanga & Gutura, 2013: 190).

This study thus concludes that teenage motherhood has negative challenges, which could possibly bring forth emotional distress and isolation similarly as found by Sibanda & Mudhovozi (2012:321), affecting even their academic life. The effects of teenage parenting are of a great inconvenience to the teenage mother.

The narrative given by this study gives a clear indication that teenage motherhood is difficult and challenging, giving more reason for the need to raise awareness on the issue. Elements like education are essential for further and higher education, however being a good and proper parent is equally essential. As a result, further studies should also investigate the quality parenting of teenage mothers to their children.

5.7 SUGGESTIONS FOR FUTURE STUDIES

- There is a necessity for further research to be conducted on teenage motherhood as an area that continues to grow in the country. The personal challenges of teenage mothers as expressed in this study and its impact on their parental role is what gives the researcher belief that it needs more focus. Mothers need to be mentally, emotionally and psychologically healthy for them to be effective in their parenting. Being a teenage mother with little or no education as well with a low economic income and experiencing the challenge of being neglected by your partner may on its own present the teenage mothers with stress and other psychological challenges that may need to be further investigated. Our society has become depressed, violent and aggressive. Louw & Louw (2014: 264) suggest that the behaviour, parenting style, mood, emotions and circumstances of parents may have major influences on the development of the child. It is therefore important for other studies to investigate the impact of the parental role of teenage mothers and how it affects their children. The researcher recommends that future research could also involve the parents or caregivers in interviews for in-depth information and to determine their experiences and perspective in providing support.
- Future studies should also focus and investigate if teenage mothers proceed with their education and obtain employment after finishing school or even go on to complete grade twelve. For example, the findings of this study showed teenage mothers continuing with schooling, however one could not determine if they were able to finish thus possibly increasing the number of unemployable people in South Africa.
- Further research should focus on finding out the impact of awareness or the provision of education by Government Departments or any other organization on teenage pregnancy and whether it is effective in order to determine the gaps.
- Future research should get the perspectives of fathers to give ample understanding of the reasons for the relationship change thus also empowering young girls with this information.

5.8 IMPLICATION FOR SOCIAL POLICIES

- Relevant Departments should relook at the existing policies and implementation strategies aimed at providing psychosocial support. Policy focusing solemnly on teenage mothers should be developed, thus allowing the implementation of programs directly, intended and linked strictly to teenage mothers instead of the general public. Large amounts of people require psychosocial support, special dedication of services and resources to teenagers would definitely be beneficial.
- Policy should be developed enabling the employment of school social workers for easy access of psychosocial support for young teenage mothers in schools.
- Relevant Department should relook at existing policy on child care and protection, if possible adapt the existing policy to make inclusion that empowers and enforces strict co-parenting rules by both parents to help ease the burden solemnly on the mother.

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ANNEXURE A: ETHICAL CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION
Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2017/386				
Project Title	The experiences of single teenage mothers in raising their children at Mtubatuba Local Municipality				
Principal Researcher/ Investigator	NR Lembede				
Supervisor and Co-supervisor	Dr P Gutura				
Department	Social Work				
Faculty	Art				
Type of Risk	Medium risk – Data Collection from people				
Nature of Project	Honours/4 th Year	Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.


- Special conditions:
- (1) This certificate is valid for 2 years from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 July 2018]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
12 July 2017

<p>CHAIRPERSON UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE (UZREC) REG NO: UZREC 171110-30</p> <p>12-07-2017</p> <p>RESEARCH & INNOVATION OFFICE</p>
--

ANNEXURE B: PERMISSION FROM MTUBATUBA LOCAL MUNICIPALITY

	<p>social development Department Social Development PROVINCE OF KWAZULU-NATAL</p>	
FAX	: (035) 551 1855	KWA-MSANE SERVICE OFFICE
Telephone/ Ucingo /Telefoon	: (035) 551 1850	Lot 1318, Belshaza Street,
Enquiries /Imibuzo / Navrae	: VR Xakatha	Private Bag X 009
E-mail	: vuys.shakatha@kzmsocdev.gov.za	Mtubatuba, 3935

06 December 2016

Ms Nkosingiphile Rowena Lembede

Student Number: 20054959

P.O. Box 592

Mtubatuba

3935

Dear Ms Lembede


PERMISSION TO CONDUCT RESEARCH AT WARD 3,5 AND 18 IN MTUBATUBA

This communication serves to acknowledge your request for permission to conduct research involving teenage mothers at Ward 3,5 and 18 under Mtubatuba Municipality.

Permission to conduct this study, **The experiences of single teenage mothers in raising their children in Mtubatuba**, has been granted, however you are required to ensure the confidentiality of participant information.

We hope the information gathered will be shared and be useful to Mtubatuba in uplifting the lives of its communities.

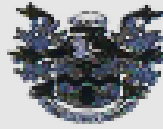
Yours Sincerely



Ms. V.R Xakatha

PROVINCE OF KWAZULU-NATAL
KWA-MSANE SERVICE OFFICE
06-12-2016
PRIVATE BAG X 009
MTUBATUBA, 3935

MTUBATUBA



UMASIPALA . MUNICIPALITY . MUNISIPALITEIT

52 Mtubatuba 3935

Tel (035) 550 0069

Fax (035) 5500060

Inquiries: Office of the Acting Municipal Manager

01 December 2016

Ms Nkosinophile Rowena Lembede
Student Number: 20054059
P. O. Box 592
Mtubatuba
3935

Dear Ms Lembede

PERMISSION TO CONDUCT RESEARCH AT WARD 3,5 AND 18 IN MTUBATUBA

This communication serves to acknowledge your request for permission to conduct research involving teenage mothers at ward 3,5 and 18 under Mtubatuba Municipality.

Permission to conduct this study, *"The experiences of single teenage mothers in raising their children in Mtubatuba"*, has been granted. However, you are required to ensure the confidentiality of participants information.

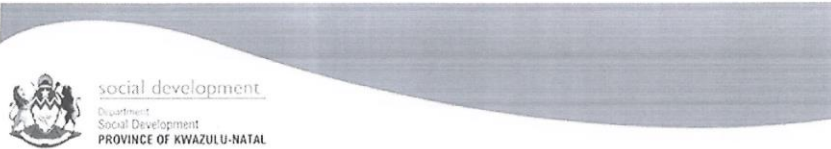
We hope the information gathered will be shared and be useful to Mtubatuba Municipality in uplifting the lives of its communities.

Yours sincerely

A handwritten signature in black ink, appearing to read 'N. H. M. Dladla', written over a dotted line.

Mrs N. H. M. Dladla
ACTING MUNICIPAL MANAGER

ANNEXURE C: PERMISSION LETTER FROM DEPARTMENT OF SOCIAL DEVELOPMENT



FAX	: (035) 551 1855	KWA-MSANE SERVICE OFFICE
Telephone/ Ucingo /Telefoon	: (035) 551 1850	Lot 1318, Belsheza Street,
Enquiries /Imibuzo / Navrae	: VR Xakatha	Private Bag X 009
E-mail	: vuyo.xhakatha@kznsocdev.gov.za	Mtubatuba, 3935

06 December 2016

Ms Nkosingiphile Rowena Lembede

Student Number: 20054959

P.O. Box 592

Mtubatuba

3935

Dear Ms Lembede

PERMISSION TO CONDUCT RESEARCH AT WARD 3,5 AND 18 IN MTUBATUBA

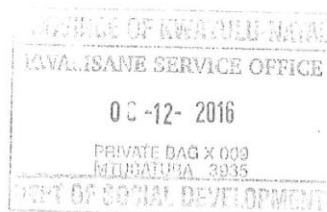
This communication serves to acknowledge your request for permission to conduct research involving teenage mothers at Ward 3,5 and 18 under Mtubatuba Municipality.

Permission to conduct this study, **The experiences of single teenage mothers in raising their children in Mtubatuba**, has been granted, however you are required to ensure the confidentiality of participant information.

We hope the information gathered will be shared and be useful to Mtubatuba in uplifting the lives of its communities.

Yours Sincerely

Ms V.R Xakatha



MTUBATUBA



UMASIPALA . MUNICIPALITY . MUNISIPALITEIT

52 Mtubatuba 3935

Tel (035) 550 0069

Fax (035) 5500060

Enquiries: Office of the Acting Municipal Manager

01 December 2016

Ms Nkosingiphile Rowena Lembede
Student Number: 20054959
P. O. Box 592
Mtubatuba
3935

Dear Ms Lembede

PERMISSION TO CONDUCT RESEARCH AT WARD 3,5 AND 18 IN MTUBATUBA

This communication serves to acknowledge your request for permission to conduct research involving teenage mothers at ward 3,5 and 18 under Mtubatuba Municipality.

Permission to conduct this study, "The experiences of single teenage mothers in raising their children in Mtubatuba", has been granted. However, you are required to ensure the confidentiality of participants information.

We hope the information gathered will be shared and be useful to Mtubatuba Municipality in uplifting the lives of its communities.

Yours sincerely

A handwritten signature in black ink, appearing to read 'N. H. M. Dladla', written over a dotted line.

Mrs N. H. M. Dladla
ACTING MUNICIPAL MANAGER

ANNEXURE D1: INFORMED CONSENT DECLARATION (ENGLISH)

(Participation)

Project Title: **THE EXPERIENCES OF SINGLE TEENAGE MOTHERS IN RAISING THEIR CHILDREN AT MTUBATUBA LOCAL MUNICIPALITY.**

Nkosingiphile Rowena Lembede from the **Department of Social Work; University of Zululand** has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is only for academic purposes
2. The University of Zululand has given ethical clearance to this research project, and I have seen/may request to see the clearance certificate.
3. By participating in this research project, I will be contributing towards helping raise awareness in the community on issues involving teenage motherhood.
4. I will participate in the project by agreeing to be interviewed.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research.
7. I am aware that there may be risks associated with my participation in the study:
 - a. Expressing my views on the matter may elicit feelings of discomfort.
 - b. The researcher will allow a moment of debriefing after the interview; where I will talk about how I felt expressing my views on the subject matter
 - c. there is however a limited chance of the risk materialising

8. I am aware that the researcher intends publishing the research results in the form of articles in journals however, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will /will not receive my feedback of the results obtained during the interview,
Recorded on the tape recorder
10. Any further questions that I might have concerning the research or my participation will be answered by the researcher Miss N.R Lembede, on 035-838 1180 or 0711092280.
11. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration shall be /shall not be given to me.

I have read the above information / confirm that the above informed has been explained to me in a language that I understand, and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

Participants signature

.....

Date

ANNEXURE D2: IFOMU YOKUZIBOPHEZELA

(kobambe iqhaza)

Isihlokosocwaningo: **INDLELA OMAMA ABANGABANTWANA ABASAKHULA
ABAKHULISA NGAYO ABANTWANA BABO NGAPHANSI KUKAMASIPALA
WASEMTUBATUBA**

Nkosingiphile Rowena Lembede ovela ku Mnyango wezobuciko e **Unyuvesi yakwa Zulu** ube nesicelo semvume yokuzimbandakanya kulolucwaningo olulotshiwe ngenhla.

Imvelaphi kanye nenhloso yalolucwaningo, nalolu lwazi nophawu lokwamukela ukuzibophezela ngichazeliwe ngalo ngolimi lwami engilizwayo.

Ngityaqonda ukuthi:

1. Inhloso yalolucwaningo ukucwaningela ezemfundo noma ukufundisa
2. Inyuvesi yakwaZulu inikeze ngemvume kubenzi balolu cwaningo ukuba benze loluhlelo futhi ngiyibonile leyomvume/ngingacela ukubona isitifiketi semvume.
3. Ngokubamba iqhaza kulolucwaningo ngizobe ngilekelela ukuqwashisa umphakathi ngeyndaba ezithinta ukukhulelwa komama abangabantwana phecelezi ama teenager.
4. Ngizobamba iqhaza kulolucwaningo ngokuvuma ukuba yinhlenye yenhlolovo.
5. Ngizimbandakanya kulolucwaningo ngokwemvume yami, uma ngingasafisi ukuqhubeka ngingashiya ngaphandle kokuba nento ezongivimba.
6. Mina angizikunxephezela ngokuzimbandakanya kwami kulolucwaningo, kodwa izindleko eziphume kwelami iphakethe zizokhokhelwa. **(uma kukhona isinxephezelo nikeza imininingwane).**
7. Ngityaqonda ukuthi kunganomthelela ongemuhle ngokuzimbandakanya kwami kulolucwaningo:
 - a. Ukukhuluma kwami ngaloludaba kungangiphazamisa ngokomoya.

b. Umcwangingi uzobuyekeza imizwa yami emva kw- nhlobo, lapho ngoyovuleleka khona ngiveze umuzwa engibe nawo ngokukhuluma ngaloludaba.

c. Mancane amathuba okuba loludaba lungiphazamise.

8. Ngiyaqonda ukuthi umcwangingi unezinhloso zokushicilela imiphumela yalolucwaningo ezincwadini zocwaningo, kodwa uyoqinisekisa ukuthi imininingwane yami iba yimfihlo ngokuthi: igama lami nobutho bami bubeyimfihlo, futhi kungavezwa kunoma yimuphi umuntu obengeyona inxenye yalolucwaningo.
9. Angeke ngayamukela imiphumela/ngizoyamukela imiphumela yokukhuluma kwami eqoshwe kwisqopha mazwi ngesikhathi socwaningo.
10. Yonke imibuzo ephathelene nalolucwaningo noma mayelana nokuzibandakanya kwami kwalolucwaningo iyophendulwa ngu Nkosingiphile Rowena Lembede ku 0711092280 noma ku-035-8381180.
11. Ngokushicilela kwami kuleliphepha, angiqubuli ubuthi noma amalungelo ezomthetho.
12. Lombiko owuphawu lokwamukela ukuzibophezela kwami ngizowudinga/angizukuwudinga.

Mina ngikufundile lokhu okubhalwe ngenhla/ngiyavuma ukuthi ngiyakuqonda okuqokethwe nokubhaliwe lapha. Ngiyibuzile yonke imibuzo engifuna ukuyibuza, futhi

yaphendulwa ngendlela engigculisayo. Ngiyayiqonda kahle ukuba kulundelekile ini kimi kulolucwaningo.

Angiphoqwanga nakancane ukubamba iqhaza kulolicwaningo.

.....

Isishicilelo kobambe iqhaza

usuku

ANNEXURE E1: PARENTAL CONSENT (ENGLISH)

Project Title: **THE EXPERIENCES OF SINGLE TEENAGE MOTHERS IN RAISING THEIR CHILDREN AT MTUBATUBA LOCAL MUNICIPALITY.**

Introduction

The intention of this form is to provide you as the parent or caregiver with information in order to make a determination of whether or not your child may participate in this research study. The researcher will give full information of the study, its nature and the purpose. Please feel free to ask any questions that you might have before deciding whether or not to give permission for your child to participate. Should you decide to grant the researcher permission for your child to participate, you will be required to sign this form. This form will be used to record your permission. If you agree please take note of the following:

1. Your child will be asked to participate in an interview process detailing her experiences in raising her child as a teenage mother.
2. The interview may take about an hour to 30 minutes and will be conducted by the researcher Nkosingiphile Rowena Lembede.
3. The University of Zululand has given ethical clearance to this research project, and I have seen/may request to see the clearance certificate.
4. My child's participation is granted permission by me as the parent/caregiver and is voluntary. Should she at any stage wish to withdraw from participating further, she may do so without any negative consequences.
5. Your child will not be compensated for participating in the research.
6. Possible risks associated with participating in the study could be feelings of discomfort. Should such happen, the researcher will allow a moment of debriefing after the interview process, however the intervention provided is not necessarily equivalent to the standard method of treatment.
7. The child will not receive any direct benefit from participating in the study however benefit will be in the society through raising awareness on issues of teenage motherhood.
8. I am aware that the researcher intends publishing the research results in the form of articles in journals however, confidentially and anonymity of records will

be maintained and that the name and identity of my child will not be revealed to anyone who has not been involved in the conduct of the research.

9. My child will /will not receive feedback of the results obtained during the interview,

Recorded on the tape recorder

10. Any further questions that my child might have concerning the research or her participation will be answered by the researcher Miss N.R Lembede, on 035-838 1180 or 0711092280.

11. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration shall be /shall not be given to me.

I have read the above information / confirm that the above informed has been explained to me in a language that I understand, and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of my child during the research.

I have not been pressurised in any way and I voluntarily agree for my child to participate in the above-mentioned project.

.....

.....

Parent/ Caregiver's signature

Date

ANNEXURE E2: IFOMU YOKUZIBOPHEZELA KOMZALI NOMA UMBHEKI WOMNTWANA (ISIZULU)

Isihlokosocwaningo: INDLELA OMAMA ABANGABANTWANA ABASAKHULA ABAKHULISA NGAYO ABANTWANA BABO NGAPHANSI KUKAMASIPALA WASEMTUBATUBA

Inhloso yaleliphepha wukunikeza wena njengomzali noma umbheki womntwana incazelo ngalolucwaningo ukuze ukhone ukunquma noma ukunganqumi ukuba umntwana wakho azimbandakanye. Umcwaningi uzochaza ngemvelaphi kanye nenhloso yocwaningo, Ukhlulekile ukubuza nanoma yimuphi umbuzo ongafisa ukuwubuza ngaphambi kokuba unqume noma unganqumi ukuba umntwana wakho abeyinxenye kulolucwaningo. Uma ugunyaza ukuba umntwana wakho abe yinxenye yalolucwaningo, ulindeleke ukuzibophezela ngokubhala kuleliphepha. Uma ugunyaza ukuba umntwana abe yinxenye yalolucwaningo qonda lokhu okulandelayo:

1. Untwana wakho uzoba yinxenye yenhlolovo lapho ezobe echaza ngendlela akhulisa ngayo umntwana wakhe njengomama osamncane.
2. Inhlolovo ingathatha lhora elilodwa noma yengezwe ngemzuzu engamahora amathathu, iholwa wumncwaningi uNkosingiphile Rowena Lembede.
3. Umcwaningi ugunyaziwe yinyuvesi yakwa Zulu ukube nesicelo semvume yokuzimbandakanya kulolucwaningo olulotshiwe ngenhla.
4. Umntwana uzimbandakanya kulolucwaningo ngokwemvume yami njengomzali, uma engasafisi ukuqhubeka angashiya ngaphandle kokuba nento ezomuvimba.
5. Asilindele sinxephezelo ngokuzimbandakanya kulolucwaningo.
6. Ngokuvuma ukuba umntwana abe yinxenye yalolucwaningo ngiyaqonda kungaqubula imizwa engemnandi, kodwa umcwaningi uyobuyekeza imizwa yomntwana emva kwenhlolovo, lapho umntwana eyovuleleka khona ngemizwa yakhe ngokukhuluma ngaloludaba.
7. Ngiyaqonda ukuthi ngokubamba iqhaza komntwana kulolucwaningo ngizobe ngilekelela ukuqwashisa umphakathi ngeyndaba ezithinta ukukhulelwa komama abasabancane nendlela abakhulisa ngayo abantwana babo futhi asikho isinxephezelo engisilindele.

8. Ngiyaqonda ukuthi umcwaningi unezinhloso zokushicilela imiphumela yalolucwaningo ezincwadini zocwaningo, kodwa uyoqinisekisa ukuthi imininingwane yami iba yimfihlo ngokuthi: igama lami nobutho bami bubeyimfihlo, futhi kungavezwa kunoma yimuphi umuntu obengeyona inxenye yalolucwaningo.
9. Angeke ngayamukela imiphumela/ngizoyamukela imiphumela yokukhuluma kwami eqoshwe kwisqopha mazwi ngesikhathi socwaningo.
10. Yonke imibuzo ephathelene nalolucwaningo noma mayelana nokuzimbandakanya komntwana kulolucwaningo iyophendulwa ngu Nkosingiphile Rowena Lembede ku 0711092280 noma ku-035-8381180.
11. Ngokushicilela kwami kuleliphepha, angiqubuli ubuthi noma amalungelo ezomthetho.
12. Lombiko owuphawu lokwamukela ukuzibophezela kwami ngizowudinga/angizukuwudinga.

Ngikufundile lokhu okubhalwe ngenhla/ngiyavuma futhi ngiyakuqonda okuqukethwe nokubhaliwe lapha. Ngiyibuzile yonke imibuzo engifisa ukuyibuza, futhi yaphendulwa ngendlela engigculisayo. Ngiyakuqonda konke okulindeleke kumntwana wami ngalolucwaningo.

Angiphoqwanga nakancane ukuba umntwana wami abambe iqhaza kulolucwaningo.

.....

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Isishicilelo somzali/ umbheki womntwana

usuku

ANNEXURE F: INTERVIEW GUIDE FOR SINGLE TEENAGE MOTHERS

SECTION ONE: BIOGRAPHICAL DATA

- 1.1 How old are you?
- 1.2 The issue of race
- 1.3 Marital status of the teenage mother
- 1.4 Reputed father's age
- 1.5 How many children do you have?
- 1.6 How old were you when you had your first child?
- 1.7 Who do you live with?

SECTION TWO: SOCIAL ASPECTS

- 2.1 Is the father of your child providing financial support for the child? If yes how often?
- 2.2 What are the challenges you experience as a single teenage mother?
- 2.3 With whom do you share challenges in the family?
- 2.4 Did becoming a mother affect your family relationships?
- 2.5 Has anyone taught you anything about parenting? If yes who and what did they teach you? If not, how do you do it?
- 2.6 Who provides child minding services?
- 2.7 Who assists you with parenting skills?
- 2.8 How do the people that live with you assist you as a single teenage mother?

SECTION 3: FINANCIAL ASPECTS

- 3.1 Who or what is your source of financial support?
- 3.2 Do you receive a child support grant?

3.3 If the answer to 3.2 is yes, specify how helpful is it in raising the child or children?
If no is the answer to 3.2, why not?

3.4 Is the father of your child or any member of his family contributing financially towards the needs of your child? If yes, how often, if not why not?

3.5 Are you in any form of employment? If yes, with whom do you leave your child?

SECTION 4: EDUCATIONAL ASPECTS

4.1 What level of education were you in when you first became a parent and what level are you in now?

4.2 How was your performance at school before becoming a mother and how is it now?

4.3 Did you have any disturbances at school due to motherhood?

4.4 What is your highest educational attainment?

Thank you so much for your time, I appreciate your honesty.

ANNEXURE G: DECLARATION OF PROFESSIONAL EDITING



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11 March 2022

Declaration of professional editing

**The experiences of single teenage mothers in raising their children at Mtubatuba Local
Municipality**

By

Nkosingiphile Rowena Lembede

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency and referencing style. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 300 Masters and Doctoral theses, as well as articles, books and reports.

As the copy editor, I am not responsible for detecting, or removing, passages in the document that closely resemble other texts and could thus be viewed as plagiarism. I am not accountable for any changes made to this document by the author or any other party subsequent to the date of this declaration. The academic content is the sole responsibility of the student.

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A handwritten signature in black ink that reads "Baumgardt".

Dr J Baumgardt

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