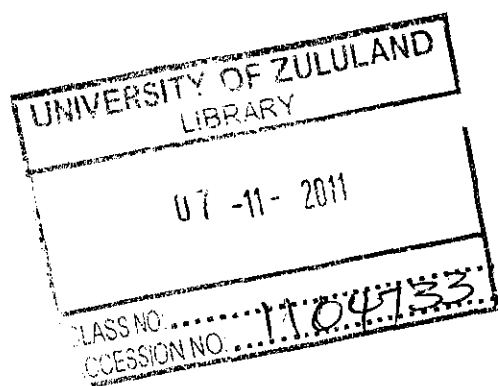


**TEACHERS' PERCEPTIONS OF TEENAGE PREGNANCY IN
SELECTED SCHOOLS IN LESOTHO.**

M'AMOHLAKOANA ROSALIA MOLIKO



2010

**TEACHERS' PERCEPTIONS OF TEENAGE PREGNANCY IN SELECTED
SCHOOLS IN LESOTHO.**

BY

'M'AMOHLAKOANA ROSALIA MOLIKO

MA (RESEARCH PSYCHOLOGY), BED HONS, FDE, ACP, PTC 111

A dissertation submitted to the Faculty of Education in fulfillment or partial fulfillment of the requirement for the degree of Masters of Education in the Department of Educational Psychology and Special Education at the University of Zululand.

SUPERVISOR : DR JD ADAMS

CO-SUPERVISOR : MISS SP ZULU

DATE : 21-05-2010

ACKNOWLEDGEMENT

- It is my pleasure to place on record my heartfelt thanks to all the people who have been an inspiration to me and offered a great source of assistance throughout this project.
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DECLARATION

I, 'M'amohlakoana Rosalia Moliko declare that "Teachers' perceptions of teenage pregnancy in selected schools in Lesotho" is my own work. All sources that I employed and quoted have been indicated are acknowledged by completed references.

Mr Moliko

Signature
M. R. MOLIKO

03/09/10

DATE

DEDICATION

To my late beloved husband and my late father this piece of work is a dedication to both of you.

ABSTRACT

ABSTRACT

Teenage pregnancy in high schools is one of the major concerns among education stakeholders in Lesotho. This observation warrants an investigation into how teachers perceive this phenomenon. The study sought among other things to identify factors teachers perceive to be contributing to teenage pregnancy, including the consequences. A descriptive research design was used and purposive sampling was employed to identify participating schools and participants from the Qacha's Nek district of Lesotho. A purposive sample was deemed appropriate for this study. Data was collected by means of a questionnaire and was analyzed qualitatively and quantitatively. The results of this study indicate that teachers have negative perceptions towards teenage pregnancy. The findings of this study also reveal that factors such as gender, age, grade level and teaching experience influence perceptions of teachers towards teenage pregnancy. The study also reveals factors that teachers conceive of as causes of teenage pregnancy, including the consequences of teenage pregnancy.

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CHAPTER ONE

Overview of the study

1.1 Introduction

Teenage pregnancy in high schools is one of the major concerns amongst education stakeholders in Lesotho. Central to this concern is the view that teenagers engage in sexual activities with only a vague understanding of the consequences thereof. One aspect of this is that more often than not, teenagers begin their sexual relations without the use of contraceptions or any form of protection. As Eggleston, Jackson and Hardee (1999) state that sexual activities among adolescents begin at an early age, and this practice is done without the application of contraceptives, thus increasing the rate of pregnancy. In the same vein, Garenne, Tollman and Kahn (2000) are of the view that sexual activities are increasing among adolescents due to ignorance. The main reason is that parents claim that they do not feel free to discuss sex related issues with their children (Marta & Resnick, 1977 as cited in Plotnik, 2005:406). Teenagers who are poor and socially disadvantaged see little future for themselves other than early relationships and are therefore more likely to get pregnant (Lamb, 2001; Chelisa, 2002; Burman, 1992).

According to Yoy and Dryfoos (1994), students who are not engaged in school activities, but hang around the street corners even during the school day are more prone to early pregnancy. As a result, earlier sexual activities take place without the use of contraception. McWhirter and Hawley (1993) as cited in Singh (2002) assert that closely linked to teenage pregnancy is the increasing incidence of HIV/AIDS and other sexually transmitted diseases.

Studies by Quinlivan and Evans (2000), Makatjane (2002), Nolan (2003) and Morrison and Greenstone (2003) argue that there are factors that contribute to teenage pregnancy such as poverty, peer pressure, drug abuse, sexual abuse, absence of sexuality education and parental style. Other studies (Vexler & Suellentrop, 2006; Condon & Corkindale,

2000; Fergusson & Woodward, 1999; Corcoran, 1998) identify teenage pregnancy as having negative consequences like, drop out, abortion and alienation. According to Mpanza (2006) and Majova (2002) gender, age, classes (grade levels) and experience of teaching have an influence on attitudes and perceptions of teachers towards teenage pregnancy.

Different countries have policies regarding teenage pregnancy. In the case of Lesotho, as early as 1995 the Lesotho Policy (Education Act No: 10 of 1995) stipulated that when a girl is discovered to be pregnant she must be expelled from school. This punishment was unfair because it was solely against girls while their male counterparts were not, and this signals gender bias. Chelisa (2002) claims that school heads and teachers showed a strong bias against pregnant girls. It is obvious that their eyes were on pregnant mothers only and forgot comprehensively that school teenage fathers were also accountable for the problem.

In Chelisa's (2002) view, expulsion policies symbolise direct violence against pregnant mothers. In South Africa, the South African Schools' Act No. 84 of 1996 has ruled against the expulsion of pregnant girls from schools (Masuku, 1998). In Lesotho, there has been a subsequent revision of the earlier laws. The Lesotho Education Act (2000) indicates that a girl is free to attend school until postnatal. Furthermore, girls are free to continue with their studies after delivery.

To respond to the above problem of teenage pregnancy, the Education Stakeholders of Lesotho introduced several educative programmes in order to reduce teenage pregnancy. Singh (2002) researched teenage pregnancy in order to find out why, in the context of all information present today on sex, teenagers still fall pregnant and the reasons why they engage in activities that predispose them to teenage pregnancy. The findings suggest that the absence of sex education results into ignorance, which often leads adolescents into situations they do not expect or intend getting into (Singh, 2002). Similarly, Rafiri (2003) also researched teenage pregnancy and discloses that parents and family members are reluctant to discuss sexual matters with young people. Despite several attempts made by,

for instance, institutions such as the non government organisations (NGOs), the Department of Education and researchers, the problem of teenage pregnancy still persists. With an attempt to secure possible solutions for these problems, research on teenage pregnancy is beginning to gain impetus. thus an investigation into teachers' perceptions about teenage pregnancy is embarked upon in this study.

1.2. Motivation for the study

It is envisaged that on the basis of the findings of this study, the government will be made aware of the challenges that face educators regarding teenage pregnancy. The findings of the study will assist the Ministry of Education of Lesotho in ensuring that educational programmes such as sexuality education are included in the curriculum as part of life skills training. Such measures are important, for they enable individuals to adapt to, and deal effectively with the demands and challenges of life (Moya, 2002). Within the context of this study such measures and life skills will enable teenagers to make informed decisions, resist negative pressures and above all, learn to avoid risky behaviours and thus lessen the rate of teenage pregnancy. Besides the point referred to above, it is further hoped that teachers will be made to realise the need to be involved in teaching about sexual issues and this will reduce the problem of teenage pregnancy and school drop-out. Currently, life skills education is included in the curriculum since last year in March 2009 but this project was already started.

1.3. Statement of the problem

The continuous cycle of pregnancy among teenagers in Lesotho has been a concern among stakeholders, including educators. This problem is persisting (Treffers, 2003; Makatjane, 2002) particularly in high schools. What is of concern to the researcher is how teachers perceive this phenomenon. Studies that focus on teachers' perceptions of teenage pregnancy are limited. Most studies (Chigona & Chetty, 2007; Masuku, 1998; Fredericks, 2007; Mpanza, 2006; Masemola, 2007) focus on how teachers treat pregnant teenagers and teen mothers in schools. Other studies (Macleod, 1999; Condon & Corkindale, 2002; Vexler & Suellentrop, 2006; Fergusson & Woodward, 1999; Corcoran,

1998) focus on the negative consequences of teenage pregnancy. Such information is pertinent to this study as it sheds light about how teachers perceive teenage pregnancy. This study is therefore going to fill this gap. The objectives are to examine teachers' perceptions of teenage pregnancy as it affects the academic performance of learners, their health, social, personal development and most importantly, their career plans.

The researcher has identified that in every academic year, there is a number of drop-outs in some high schools of Lesotho. It has been observed that one of the causes of the drop-out rate is that of teenage pregnancy. This condition affects learners emotionally and socially (Plotnik, 2005; Condon & Corkindale, 2002). A report by the Ministry of Education in Lesotho (2007) indicates that the number of drop outs due to pregnancy has increased. Statistics in this report reveal that the percentage of pregnant girls who dropped out of school in 2006 was 18% and this increased to 22% in 2007. Lesotho Planned Parent Association (LPPA, s.a.) reports that according to the Department of Health's statistics of 2006, the incidence of teenage pregnancies stood at 27%. This increased to 31% by 2007. This is alarming. The statistics exclude teenagers who suffer miscarriages and resort to abortion (LPPA, s.a.). It is against this background that the researcher resolved to investigate teachers' perceptions towards this progressing problem of 'teenage pregnancy', particularly in the district of Qacha's Nek in Lesotho.

1.4. Objectives of the study

The study was aimed at achieving the following objectives:

- 1.4.1** To report on the perceptions teachers have towards teenage pregnancy.
- 1.4.2** To establish whether or not gender, age, teaching experience and classes (grade levels) influence teachers' perceptions towards teenage pregnancy.
- 1.4.3** To establish factors that teachers perceive to be contributing to teenage pregnancy.
- 1.4.4** To identify factors that teachers consider to be the consequences of teenage pregnancy.

1.5 Research questions

In order to address the above four research objectives, the following corresponding four research questions were formulated:

1.5.1 How do teachers perceive teenage pregnancy?

1.5.2 Which factors influence teachers' perceptions towards teenage pregnancy?

1.5.3 Which factors do teachers perceive to be contributing to teenage pregnancy?

1.5.4 Which factors are considered to be the consequences of teenage pregnancy?

1.6 Hypotheses

Considering the first two objectives stated above the following hypotheses were formulated.

1.6.1 Teachers have negative perceptions towards teenage pregnancy.

1.6.2 There is no relationship between teachers' perceptions towards teenage pregnancy and variables such as gender, age, classes (grade levels) and years of teaching experience.

Research questions 1.5.3 and 1.5.4 are analysed qualitatively. So, there has been no need to formulate corresponding research hypotheses.

1.7 Operational definitions of terms

In order to contextualise the study, the following terms will be explained operationally.

1.7.1 Teachers

The term is used to describe a female or male whose responsibility is to educate learners who are in form A to E in a formal school setting in Lesotho. The term teacher in this study is employed interchangeably with the term educator.

1.7.2 Teenage

In this study the term is used to describe high school learners who become pregnant at an early age. According to Makatjane (2002) teenage refers to age between 13 and 19.

1.7.3 Perception

The term in this study refers to teachers' opinions and beliefs about teenage pregnancy. According to the Cambridge advanced learner's dictionary (2003:920) "perception is a belief or opinion, often held by many people and based on appearances".

1.7.4 Pregnancy

The term in this study refers to a condition of having a child developing in a womb while still attending school. According to Rafiri (2003:26) "pregnancy is the state of being pregnant, the period from conception to birth when a woman carries a developing fetus in her uterus".

1.8. Literature review

Literature on teenage pregnancy was reviewed. This included literature on the perceptions teachers have towards teenage pregnancy and the variables that have an influence on teachers' perceptions towards teenage pregnancy. These include gender, age, years of teaching experience and classes (grade level); factors that teachers perceive to be contributing to teenage pregnancy and the factors that teachers consider to be consequences of teenage pregnancy.

1.9 Research methodology

Methodology refers to the methods or techniques that were used to collect, and analyse data. There are quite a number of methods and instruments often employed in gathering and analysing data when conducting research. In this regard, research methodology

comprises research design, sampling methods, data collection and data analysis. These are discussed hereunder.

1.9.1 Research design

The concept of research design is understood diversely by various scholars. While Nieuwenhuis (2007: 270), for example, defines research design as “a vision and a plan that plots how the research is to be carried out”, Bertram (2004: 57), on the other hand, describes research design as “the plan of how the researcher will systematically collect and analyse the data that is needed to answer the research question”. Although the above understandings diverge in terms of how they define research, they present one thing in common: a plan with direction and purpose. This plan assists the researcher to find certain methods to be employed for data collection in advance, so as to serve as appropriate means of providing solutions to unresolved social problems.

Cohen, Manion and Morrison (2007) identify various styles of research, and these comprise, amongst others, life history, experimental research, participatory research, descriptive research, case studies and ethnographical research. A quantitative descriptive research method was used in order to find out how teachers describe or perceive teenage pregnancy. According to Salkind (2006) and Ary, Jacobs and Razavich (1996) quantitative descriptive research method concerns itself with the current status of events. Further, quantitative descriptive research method describes existing achievement, attitudes and other characteristics of a group of subjects (Shaughnessy, Zechmeister & Zechmeister, 2006). It is on the basis of this interpretation that the researcher preferred the descriptive research method because she sought in-depth information about teachers’ perceptions on the occurrence of teenage pregnancy in schools of Qacha’s Nek district. This means that the researcher wished to know the current beliefs or opinions teachers have towards teenage pregnancy. Studies such as Corcoran (1998), Chigona and Chetty (2007) and Mpanza (2006) employed quantitative descriptive research methods on perceptions of teachers towards teenage pregnancy whereas Singh (2002) used a case

study when investigating teenage pregnancy among young mothers in grade twelve. The researcher is of the view that the descriptive research method is appropriate in this study.

1.9.2 The Sampling design

The researcher preferred to use purposive sampling in this study. Purposive sampling is a technique which involves selecting a sample on the basis of the knowledge one has about the population, its elements and also on the basis the research aims (Bertram, 2004). In the context of this study, teachers are fully knowledgeable about the required information due to their experience in the field, as well as their roles in schools. While Chigona and Chetty (2007) also used purposive sampling on a study of how teen mothers coped with schooling and how much support was rendered to them, Singh (2002) on the other hand, employed Snowball sampling technique when conducting a research on teenage pregnancy.

The informants were teachers from Qacha's Nek district. The sample consisted of three high schools out of eight schools. These schools were chosen because they were only high schools with the high rate of teenage pregnancy.

1.9.3 Methods of data collection

Data were collected by means of a questionnaire. A questionnaire enabled the researcher to collect data from a large number of participants, quickly and inexpensively. Another advantage of using a questionnaire is that it is perceived to be less intrusive than telephone or face to face surveys and hence, participants responded truthfully to sensitive questions (Cohen et al., 2007). Thus the researcher opted for it too. Farrant (1997) defines a questionnaire as a set of carefully constructed questions designed to provide systematic information in a particular subject. Lammers and Badia (2005) argue that a questionnaire is more than simply a list of questions or forms to be completed. The questionnaire consisted of closed and open-ended questions. Open-ended questions assisted the researcher to gather more information from the teachers. Likewise, Mpanza (2006) employed a questionnaire which consisted of closed and open-ended questions when

conducting a study on attitudes of educators towards teenage pregnancy. Singh (2002) and Nolan (2003) also used questionnaires and individual semi-structured interviews when investigating teenage pregnancy. A three point Likert type scale was used.

A pilot study was conducted amongst twenty educators in Qacha's Nek district of Lesotho. Recent studies, Bertram (2004) and Cohen, Manion and Morrison (2007), reveal that a pilot study is conducted in order to test the validity and reliability of the questionnaire.

1.9.4 Data analysis

In this study data are analysed quantitatively and qualitatively. Two hypotheses are analysed by using a computer programme called Statistical Package for Social Sciences (SPSS). A chi-square was employed to calculate information about the observed and expected frequencies related to closed-ended questions. The other two objectives are analysed qualitatively by using themes, frequencies and percentages. Similarly, Masuku (1998) applied qualitative methods where quotes and interpretation were used.

1.10 Ethical issues

A researcher requires ethical justification which proves that there will be no harm done to the participants during the process. Some researchers (Bertram, 2004; Cohen et al., 2007) attest to the fact that there should be no harm to the respondents. Besides this, the participants should know the purpose of the study and guarantees of confidentiality and non traceability in the research should be given. In addition to the above, research participants must be made aware of the fact that their involvement in the research is voluntary and that they may withdraw whenever they feel like doing so (Bertram, 2004; Cohen et al., 2007). The researcher ensured that these requirements were adhered to.

1.11 Plan of the study

Chapter One

Chapter one entails background of the study and introduction, motivation of the study, statement of the problem and research questions, objectives, operational definition of terms, research methodology, a short brief on literature review and overview of chapters.

Chapter Two

Chapter two focuses on the review of related literature on teenage pregnancy. This includes the perceptions teachers have towards teenage pregnancy and the variables that have an influence on teachers' perceptions towards teenage pregnancy such as gender, age, years of teaching experience and classes. In addition to this, the factors that teachers perceive to be contributing to teenage pregnancy and factors that educators consider to be consequences of teenage pregnancy will be dealt with.

Chapter Three

Chapter three deals with the methodology used in order to achieve the objectives of the study and the fundamental reason for employing them.

Chapter Four

Chapter four deals with the analysis of the data and the findings related to the perceptions of teachers on teenage pregnancy.

Chapter Five

In this chapter, data collected is discussed. This chapter also provides a concluding section and recommendations towards alleviating teenage pregnancy.

CHAPTER TWO

Literature review

2.1 Introduction

It has been noted that educationally, teenage pregnancy is a problematic issue amongst teenagers in many African countries. Some studies (Condon & Corkindale, 2002; Fergusson & Woodward, 1999) have been conducted on teenage pregnancy and these reveal that teenage pregnancy has negative consequences. According to Condon and Corkindale (2002) teenage pregnancy affects the way a teenage mother feels about being a parent and an ability to become a mother and even her self-esteem as a person. It is at this stage where teenage mothers are emotionally and socially affected.

This chapter concerns itself with reviewing literature related to the teachers' perceptions about teenage pregnancy. This includes information on the perceptions teachers have towards teenage pregnancy and to identify if variables such as gender, age, teaching experience and classes have an influence on teachers' perceptions towards teenage pregnancy. In addition to this the factors that teachers perceive to be contributing to teenage pregnancy and factors that teachers consider to be consequences of teenage pregnancy will be discussed hereunder.

2.2 The perceptions teachers have towards teenage pregnancy

Teachers have different perceptions towards teenage pregnancy (positive or negative perceptions). It has already been indicated that, studies that focus on teachers' perceptions of teenage pregnancy are limited. Most studies (Chigona & Chetty, 2007; Masuku, 1998; Fredericks, 2007; Mpanza, 2006; Masemola, 2007) focus on how teachers treat pregnant teenagers and teen mothers in schools. Other studies (Macleod, 1999; Condon & Corkindale, 2002; Vexler & Suellentrop, 2006; Fergusson & Woodward, 1999; Corcoran, 1998) focus on the negative consequences of teenage pregnancy. Such

information is pertinent to this study as it sheds light about how teachers perceive teenage pregnancy.

Some teachers feel sympathetic for teenagers who become pregnant at an early age. Teachers as parents are touched because they know that pregnant teenagers suffer a lot. This is confirmed by a teacher quoted in a study by Ferguson (2001) entitled *The controversy over teen pregnancy*, in which she states that teenage pregnancy is definitely a touchy issue. What worries the teacher is that the stigma arising from pregnancy only affects the mother whereas for many young men it is a mark of honor.

Other teachers have different feelings about teenage pregnancy. Teachers are sad and are not willing to help pregnant teenagers. They (teachers) believe that their job is to teach and not to engage in midwifery and that the school is for students not pregnant teenagers. According to Masuku (1998) as cited in Mpanza (2006), *The study of educators' attitudes towards teenage pregnancy*, teachers support this by indicating that the school is for learners not for pregnant girls or mothers. Furthermore, teenage pregnancy is associated with low achievement scores and low vocational aspiration. This behaviour entices teachers to feel bad about teenage pregnancy as they disclose that it lowers the schools' pass rate. Teachers quoted in a study by Masemola (2007), *Teenage pregnancy becomes a trend*, reveal that it is difficult to teach when one constantly has to be aware of the needs of pregnant pupils. Teachers continue to state that they are reluctant to deal with pregnancy because they are not trained for midwifery.

Jones (1988) as cited in Chigona & Chetty (2007), opines that teachers give less attention to some pregnant teenagers in class and argue that pregnant teenagers hamper them in covering the curriculum. On this basis, if a pregnant teenager fails to come to school for some couple of days, when she comes back, one principal of the school cited by Chigona and Chetty (2007:8) commented that "It's her own business". All he says to her is that 'Listen we have done a lot the past week when you were not here, so ask other learners what we have done and try to do your best' ...Nothing is put in place."

A teacher quoted in a study by Ventura, Mosher, Curtin, Abma and Henshaw (2001), *Trends in pregnancy Rates for the United States*, reveals that many students are cavalier about their pregnancy. The study disclosed that a pregnant student decided to give the child up for adoption and continued with her life. She became pregnant again, by the same young man. She told everyone that if she could find friends, teachers or anybody, she will again give a child up for adoption. This is supported by Masemola (2007), who revealed that a principal mentioned that there are six pregnant girls in one class only. What concerned him most is that the girls did not seem perturbed about their condition.

In another study by Ferguson (2001), a teacher disclosed that when she ended her last school year within the last month of school she learned that not one, but two of her students were pregnant. The teacher was scared and the situation saddened her to think of what was going to happen to these girls as they had a long and difficult road ahead of them.

Mark (2001), in his study disclosed that teachers are sad about teenagers who engage in sex at an early age. According to teachers this occurs because teenagers are impressionable, as a result they fall pregnant. Furthermore, teachers indicate that teenagers do not take care of themselves by regarding protective measures, as a result pregnancy occurs. One teacher argues that she is 18 years old, still a virgin and proud of it. What makes her sick is to see the young girls getting pregnant and have to care for their children on their own. The teacher points out that there is a fifth grader in her class who has a baby. The girl is ten years old, meaning that, her son will start school before she even graduates. Another teacher claimed that pregnancy bothered him a lot and the question he raised was: is it right that teenagers get pregnant and have children that become their parents or the state's responsibility? Furthermore, is it right that teenagers get abortions as if nothing had happened? It is obvious that teenage pregnancy bothers teachers to a large extent.

A teacher claimed that she is really worried and concerned about a failure of pregnant teenagers in her class. The teacher explains that it is depressing because pregnant

teenagers do not perform well, she tries to assist one of them but her examination grades are low and she is missing work. The teacher keeps on interpreting that once the pregnant teenager delivered, she is going to have even less time to devote herself to education. The worried teacher is debating whether it is wise to call a conference with the counselor and parents or he should keep on pushing the issue. The worse part of this issue is that the girl does not stay with her mother (O' Malley, 2000-2008).

Teachers quoted by O' Malley (2000-2008) spoke out that they are unhappy about the occurrence of teenage pregnancy in schools because most of the teenagers do not finish their studies and are deserted by their boyfriends and families. Furthermore, teachers also disclose that there are a lot of kids as young as thirteen on the streets that already have one to two years old babies. Teachers indicated that they were scared to think of this situation and wonder how old the girls were when they (girls) had these babies.

The perceptions of teachers according to literature appear to be comprehensively negative. Teachers seemed to be sad, unhappy, and angry for existing continuous teenage pregnancy. Hence, teachers prefer not to assist pregnant teenagers in schools.

2.3. Variables that influence teachers' perceptions towards teenage pregnancy

Studies (Chigona & chetty, 2007; Masemola, 2007; Alldred, David & Smith, 2003) reveal that teachers have a negative perception towards teenage pregnancy. Factors leading to this negative perception are: poor attendance in school by learners, lack of confidence to teach sex education, curriculum and lack of knowledge by teachers. The researcher would like to figure out how factors such as, among others; age, gender, classes, and experience influence perceptions of teachers towards teenage pregnancy. The discussion that follows advances these factors.

2.3.1 Teachers' perceptions in relation to Age

A study by Mpanza (2006) on *The study of educators' attitudes towards teenage pregnancy* reveals that there is an existing relationship between the age of a person and

the nature of perception displayed. Majova (2002) as cited in Mpanza (2006) confirms that age influences the perceptions of a person and knowledge of *pregnancy* increases with age. The findings of the study done by Du Toit (Govender, 2002) as cited in Mpanza (2006), show the influence of age on perceptions. The researcher in this study will try to establish if age of respondents has influence on the nature of perceptions the respondents have (Mpanza, 2006).

2.3.2. Teachers' perceptions in relation to gender

Gender influences perceptions of a person. Some researchers (Govender, 2002; Ntsholo, 2002; Medical Research Council, 2002; Majova, 2002; as cited in Mpanza, 2006) indicate the significant relationship between gender and perceptions. Zama (1991) and Majova (2002) as cited in Mpanza (2006) discovered that 60% of the participants responded angrily and male teachers were angered by teenage pregnancy because gender stereotype play an extremely significant role in perceptions. To support the issue, one headmaster quoted by Davidow (2003) as cited in Mpanza (2006) postulates that pregnant students should continue to leave school.

2.3.3. Teachers' perceptions in relation to experience

According to Gokar (1998) as cited in Mpanza (2006) and Govender (2002) the number of years that a teacher is teaching is also related to the perceptions towards *teenage pregnancy*. Furthermore, it has been identified that teachers who are longer in the profession appear to be more conservative in their perceptions towards *teenage pregnancy*. A study by Nkosi (1988) as cited in Mpanza (2006) reveals that it is expected that people who have been in the business for quite some time are not easily changed as changes within the society are not easily accepted by the more experienced at work. The question is whether the researcher expects to unearth similar perceptions regarding teachers' views on 'teenage' pregnancy.

2.3.4. Teachers' perceptions in relation to classes (grade levels)

A study by Majova (2002) about *Learners' attitudes towards sex education* reveals that *teachers* grouped according to their classes differ in their attitudes towards sex education. If that is the case, are teachers at higher classes have positive perceptions with regard to learners who fall pregnant at schools, when compared with educators at lower *classes* (Mpanza, 2006)? This study is going to find out if that relationship exists and its extent.

According to the above literature review, variables such as gender, age, teaching experience and classes (grade level) have an influence on the perceptions of teachers towards teenage pregnancy.

2.4. Factors teachers perceive to contribute to teenage pregnancy.

2.4.1 Parental style.

A study done by Masemola (2007) on *Teenage pregnancy becomes a trend*, reveals that one of the factors teachers perceive to be contributing to teenage pregnancy is parental style. The study discloses that teachers discovered that parents play a major role in their children's upbringing, but it is unfortunate that they (parents) work long hours and do not spend time with their children to discuss sex related issues. For that matter, teachers indicate that parents become responsible for their children's downfall because of ignorance. This is affirmed by Macleod (1999) that most of the pregnancies in schools occur due to reproductive ignorance, risk-taking behaviour and dysfunctional family patterns. The main reason is that children's parents claim that they do not feel free to discuss sex related issues with their children. It is therefore noted that both parents and teenagers are fully ignorant when it comes to sex related topics.

Based on the above claim, Marta and Resnick (1977) as cited in Plotnik (2005) state that the style of parenting influences whether and how often adolescents engage in risky behaviours. They further argue that the better the communication is between the

adolescent and the parent, the less likely the adolescent will engage in risky behaviours. It is therefore different parenting styles that have significant different effects on the cognitive, social and personality development of adolescents. In this regard, teenagers remain ignorant in terms of how to avoid teenage pregnancy because they have been ignored by parents.

The United State Department of Education (1992) reveals that people should be careful about the messages sent to young people. It is further revealed that unwarranted pessimism about one's generation, reinforced by negative and false publicity can damage the confidence young people have in themselves and their future. It has been observed by the researcher that some parents are too rebellious, authoritative and restrictive when trying to bring teenagers of high integrity. Carroll (2005) on the other hand, indicates that some parents lack support and interest. This means that if parents use the above kind of leadership, children get lost to such an extent that they fail to understand what their parents really anticipate from them. Due to this predicament, the United States Department of Education (1992) discloses that to avoid confusion suggestions made by parents should be made very carefully in a way that is acceptable to the teenagers.

Some parents would inhibit their daughters neither to play with their peers nor participate in any school activities or church, whereas this inhibition perpetuates teenage pregnancy. Plotnik (2005), for example, opines that isolating the child from friends or siblings, and verbally expressing dislike or disappointment are examples of forms of punishment, which contribute to the high rate of pregnancy. Preston-Whyte and Zondi (1998) assert that even if parents are strict with their children and control their activities after schools, it is feasible to persuade a friend whose home is near their school and whose parents are out all day, to let them use a room to meet in at break. The fact is that when these teenagers meet, their boy friends ensure that sexual intercourse amongst other things is done because they might not get another opportunity. The argument by Preston-Whyte and Zondi (1998) illustrates that teenagers who are under house arrest employ any opportunity profitable to engage in sex and the result is unplanned pregnancy.

A study conducted by Preston-Whyte and Zondi (1998) on *The agenda of black teenage mothers in Durban*, reveals a girl who contends that her parents are strict, she creeps out of the house when they are asleep, she pretends she is visiting the toilet which is out at the back. Often her mother is out in the afternoon and there are also some bushes on the side of where her boyfriend lives. Fortunately, his mother works as a full time domestic worker in Durban and does not come home till late, so they play mom and dad for that little opportunity. This affirms that teenage pregnancy will result because teenagers intend to use the little opportunity they possess.

Many teenagers at high schools have the highest probability of being pregnant especially if they are away from their parents. This evidence backs up that, parents' rules, standards, and codes of conduct influence how a teenager develops a sense of independence and achievement (Plotnik, 2005). This is affirmed by Kohlberg's theory as cited in Plotnik (2005) when he asserts that moral reasoning and cognitive development are influenced by the kinds of rules parents use. This clarifies that rules applied by parents either positively or negatively, obviously play a major role in the development of a child.

Plotnik (2005) contends that social learning theorists would say that not only do parents shape the behaviours of their children directly, but that children adopt values and behaviours similar to their parents through imitative learning. Parents are children's role models, and thus children from drunkards become drunkards, those from prostitutes have the probability of being prostitutes too because they learn through imitating. For more clarification Nolan (2003) and Treffers (2003) argue that, a girl is also likely to become a teenage parent if her mother or older sister gave birth while she was a teenager.

These views are supported by Vander Zanden (2003) who assumes that human cognitive development is too varied in its mechanism, routes, and rates to be accurately portrayed by an inflexible stage theory. The study proceeds to disclose that many students see their parents using drugs and as a consequence they begin taking mood-changing drugs themselves. It is therefore difficult for parents of this class to discuss sex issues with their children because they will be ashamed to tell their children what they are actually not

practising. Children adopt values and behaviours similar to their parents by observing and coping (Plotnik, 2005). Based on this matter, it is hard for teachers to manage this behaviour as it is rooted in the family. Therefore, it is obvious that parental style has an impact on teenage pregnancy.

2.4.2. Absence of sexuality education

Teachers perceive the absence of sexuality education to be one of the factors which contribute to teenage pregnancy. This is supported by Firestone (1994) who investigated the content and context of sexuality education. Some teachers quoted by Firestone (1994) state that they do not teach sex education but they can attend questions from children about it. Others claim that they have to follow certain rules to present some of the topics based on sex education like birth control. In this regard, they are afraid to teach sex education as in many cases parental permission is needed.

On the other hand, Good (1993) discovered that as far as sex education is concerned, teachers regard pressure from parents, the community or the school administration as the major problem they face in providing sex education. This clarifies that teachers are not free to teach sex education unless the community and parents disclose that interest. Teachers thus perceive the absence of sexuality education in schools as a factor which influences teenage pregnancy.

Evans (1998) conducted a study on sexual health education. The study reveals that many teachers report that they do not like topics such as sexual orientation, oral and sex masturbation. This negative action of the teachers disadvantages teenagers from knowing about sex related issues. These views are supported by a girl quoted by Preston-Whyte and Zondi (1998:65), when she stipulates that she lacks knowledge concerning sex related issues and tells that “[I] knew something about babies [I am] largely ignorant of full mechanics of sex”.

Eggleston, Jackson and Hardee (1999) assert that little or no knowledge about sex can play a major role in increasing the level of teenage pregnancy in schools. This suggests

that it is very easy for girls to fall pregnant if they are not knowledgeable about its consequences. Thus, Treffers (2003) and UNICEF (2001) indicate that teenagers who lack knowledge or access to conventional methods of preventing pregnancy may be too embarrassed or frightened to question such information.

Kindlon, Thompson and Ballantine (1999) investigated *The disciplined mind: What all students should understand*. They reveal that explicit sex education and the provision of condoms to young girls simply encourages them to become sexually active. Teachers seem to be providing many reasons for not providing sexuality education. Most of the reasons provided seem to point to discomfort attitudes, fears and limitations regarding handling this subject. The best solution for this problem is for schools and parents to actively practice sex education rather than sex ignorance so as to avoid bad consequences, such as 'teenage pregnancy' (MBlackman, 2008).

2.4.3. Culture

Culture which does not tolerate discussion on sex amongst teenagers, teachers and parents, contributes to a high rate of teenage pregnancy. Rafiri (2003) conducted a study on *The factors of teenage pregnancy among adolescents*. The study disclosed that parents and family members are reluctant to discuss sexual matters with young people. This tendency causes teenagers to feel uncomfortable to discuss sex related issues with parents and teachers.

Bang (1989) as cited in Rafiri (2003) argues that young people and especially young girls are reported as having consistent poor knowledge about sex and reproduction due to culture. Despite what has been discussed, the culture of other countries permits premarital sex. In this case, Dryburg (2002) investigated *Teenage pregnancy: Health indicators*. The study unearths that in Sub-Sahara Africa, early pregnancy is often seen as a blessing because it is a proof of the young women's fertility. Preston-Whyte and Zondi (1998) attest to this by stating that African men will not marry a woman until she has demonstrated her ability to bear a child. This is the reason why Preston-Whyte and Zondi (1998) state that a number of girls reported that their lovers had opened marriage

negotiations after a baby was conceived or born. Based on studies, the researcher realises that it is hard to control teenage pregnancy in schools due to other culture that deprives teenagers information about sex-related issues and cultures that compel girls to prove fertility. One can confidently conclude that culture does contribute to teenage pregnancy directly or indirectly.

2.4.4. Sexual abuse

A study by Nolan (2003) on *Teenage pregnancy* reveals that a girl who had been abused by her stepfather for three years fell pregnant. When she reported that she was pregnant the stepfather told her to have an abortion or he would throw her out of the house. Another typical example of sexual abuse that results to teenage pregnancy is extracted from a study by Friezen (1996). In this study a teacher tells a story about having to report suspected abuse of one of her students by a live-in boy friend of the girl's mother while the mother was away. Upon the mother's return the teacher was verbally abused with threats that she messed up with her family.

Besides these views, a study conducted by Gutierrez and King (1993) on *Nutrition during teenage pregnancy* discovered that, 56% of teenagers aged 16-19 years reported experiencing domestic violence at the hands of their partners. Similarly, Treffers (2003), for example, found that in Washington, 70% of teenage mothers had been beaten by their boyfriends, 51% had experienced attempts of birth control sabotage, and 21% experienced school or work sabotage. The researcher assumes that boyfriends beat their counterparts to be engaged into unprotected sex, but when they are pregnant, they abandon them.

East and Jacobson (2001) and Pena, Sanchez and Solano (2003) disclose that, eight out of ten teenage fathers do not marry the mothers of their children. In other words, a study by Gutierrez and King (1993) discovered that the majority of teenage mothers are not married to the fathers of their children. The reality is that teachers are parents and they have an experience of these situations from the communities, friends and above all,

within their own families. Teachers therefore feel sympathetic for these pregnant teenagers.

2.4.5 Pressure on teenagers

Nolan (2003) conducted a study on *Need to Know Teenage Pregnancy* and discloses that media and peer pressures are enormous. This suggests that television, magazines and newspapers are full of stories and pictures on sex and there are lots of sex talks amongst teenagers. Teenagers admire different behaviours while watching television and reading magazines and it is for this matter that they imitate some of these behaviours from the peers portrayed in the media. It has been noted that teenagers regard information from the media, television and peers as the most significant source and because of that information some fall into unwed pregnancy.

Therese (2000) on the other hand discovered that, 76% of girls and 58% of boys reported that teenage females had sexual intercourse in response to their boyfriend's lust. It is obvious that teenagers consider peers' information significant and they (teenagers) want to satisfy those peers. This is affirmed by a teacher quoted by Masemola (2007), who reveals that teenage pregnancy still persists in schools because girls think that being pregnant is fashionable, and thus teenagers have sex to impress their friends. The teacher also indicates that if one girl in a group of friends gets pregnant, others do follow as if it is a competition. A girl quoted by Preston-Whyte and Zondi (1998) discloses that peers laugh at them and say that they are old fashioned not to sleep with a boy. This evidence proves that most teenagers become pregnant because they want to please their friends and to avoid being ridiculed by other peers.

LPPA (s.a.) postulates that, teenage pregnancy is influenced by myths and misconceptions delivered by peers to their school mates. These myths and misconceptions, amongst others, are that, one cannot become pregnant for the first time one engages in sex; if teenagers do not have sex they will be sick; one who has sex standing cannot be pregnant and if the girl denies to have sexual intercourse with a boy

who is already sexually aroused, that boy will become ill and die (Lamb, 2001). Nolan (2003:6) discovered that teenagers do believe in misconceptions and myths such as “It will never happen to me; It was my first time; I didn’t think you could catch the first time”. Against this interpretation, a study by Lamb (2001: 31) on *Early marriage and motherhood in Sub-Sahara Africa* declares that myths are not true, facts are; “...you can get pregnant if you have sex standing up, it is easy to get pregnant the first time you have sex ...”

Although a study by Lamb (2001) tries to argue that myths are not true, some teenagers still believe in them because information is from their peers. For example, teenagers still believe that they are not going to conceive for the first time they have unprotected sex with their boy friends yet they have seen unplanned pregnancy occurring to friends.

2.4.6 Poverty

Teenagers who are poor and socially disadvantaged belittle themselves and view themselves as inferior to others thus they find themselves engaged in early relationships and are therefore more likely to fall pregnant (Lamb, 2001; Agi, 1998). Ampersand (2005) investigated *For many poor black girls, teen pregnancy is a rational-choice* and discovers that teenage pregnancy leads to poverty, which combined with the absence of a father (that is teenage pregnancy tends to lead to single parenthood and low education tends lead to teenage pregnancy). Low expectations and economic pressure have greatly contributed to the high rate of teenage pregnancy. In this case, some learners who are financially poor have low expectations in life. As a result, they believe that their dreams might not be fulfilled because they cannot afford to pay their school fees (Agi, 1998).

East and Jacobson (2001) in their study on *The younger siblings of teenage mothers*, reveal that, two thirds of births to teenage girls in the United States are fathered by adult men aged twenty and above. The reason the authors provide is that adult men know teenagers’ needs because of some certain reasons, for example, some are breadwinners because parents died due to the HIV/AIDS pandemic. Due to this raised problem,

teenagers begin to engage into sexual intercourse with adults who provide them with money. This is supported by a teenager who was quoted by Asare, Abane and Kyereme (2004) when she reveals that her first sex partner was a 'sugar daddy' (that is an adult who gives the young person gifts, money or other items in exchange for sex).

Morrison and Greenstein (2003) and Eggleton et al. (1999) disclose that poor students see no advantage in delaying pregnancy since they do not expect that the circumstance will improve at a later time. In this regard, Annie (1998) stipulates that teenage mothers are less likely to graduate from high school and more likely than peers who delay childbearing to live in poverty and to rely on government welfare. A study by Morrison and Greenstein (2003: 5) about *Human-rights* reveals that "it is easier to refuse an offer of chicken and chips only if you have breakfast and you know that you will have a good meal after school. If you are poor and had no breakfast the temptation is much greater".

A study (Agi, 1998) on *Issues in brief: Lawmakers Grapple with parents role in teen access to reproductive health care* discovered that girls with low basic needs from poverty stricken families are five to seven times more likely to become mothers during their teenage years. The main reason of teenage pregnancy is poverty. Hence it is effortless for teenagers from poor families to conceive. A study by Treffers (2003) on *Teenage pregnancy, a world problem*, reveals that poverty is associated with increased rates of teenage pregnancy. Teachers also testified to this assertion.

2.4.7. Family structure

Research (Treffers, 2003) reveals that lack of parental care and supervision due to working parents and single parents result to teenage pregnancy and early childbearing. Most parents that are working are nuclear families and their children know exactly the time to return home. In the absence of the family, children make arrangements to meet their boy-friends. This is supported by Preston-Whyte and Zondi (1998) in their study where they reveal that a certain girl used to invite her boy friend while her parents were

at work. On that day they would play mom and dad. This proves that the absence of parents at home plays a major role and also contributes to teenage pregnancy.

Sometimes the absence of a father in the family contributes to the high rate of teenage pregnancy. According to Therese (2000) girls whose fathers left the family earlier in their lives have the highest rate of early sexual activity and teenage pregnancy. Therese (2000) continues to point out that girls whose fathers left them at a younger age have a lower rate of pregnancy, with lowest rates found in girls whose fathers are present throughout their childhood. The researcher realises that children from single parents are likely to have sexual intercourse earlier than those from two parents.

2.4.8. Drug-abuse and alcohol

The use of alcohol and drugs is common among adolescents and teachers perceive it as a factor that contributes to teenage pregnancy. The main reason is that most people believe that alcohol and drugs are convenient solutions to tension. Nolan (2003) points out that teenagers turn to drugs, whether legal or illegal as a way of solving their problems. There seem to be a strong relationship between alcohol abuse and teenage pregnancy.

The researcher has observed that teenagers never celebrate or enjoy a party without alcohol and drugs. Unfortunately after these activities, teenagers indulge in unprotected sex with casual partners. This is how teenagers get pregnant because their minds are not functioning effectively during that period and they cannot recall exactly what happened. A teenager quoted by Nolan (2003) revealed that she was stoned and she did not know where she was or what she was doing. They had sex in the back of the car. The next day she just knew that she was pregnant. The researcher does agree with the teenager quoted by Nolan (2003) in the sense that teenagers regard alcohol, drugs such as dagga and cigarette as the first priority during recreation times. Unfortunately teenage pregnancy emerges as the result of drug abuse and alcohol. This study hoped to find out from the educators' views, if drug-abuse and alcohol contribute towards teenage pregnancy.

2.4.9. Baby bonus

There have been claims that the Baby bonus particularly encourages teenage girls to have children (Quinlivan & Evans 2000). The claim is confirmed by Sarafino and Armstrong (2000) when they point out that girls who are economically deprived are likely to consider childbearing as other means of making money.

To confirm the above views, a study by Quinliva and Evans (2000) states that in 2007, the statistics of teenage pregnancy birth rate in Australia was increased up to 2.2% due to Baby bonus. Besides Australia, South Africa also distributes Baby bonus because babies of three years of age get massive support from the government. The government pays R240.00 per month for each child of which teenagers' children are embraced. The researcher is strongly against this situation because the money could be used to enhance the economy of the country and create jobs for South Africans including these teenagers.

Mindful of all these and in spite of the non-existence of Baby bonus in Lesotho, a high rate of teenage pregnancy still exist in huge numbers, quite a number which is alarming indeed (LPPA, s.a). It is really shocking, because Lesotho is extremely a tiny developing country which comprises of few job opportunities. The crucial question is will teachers reveal similar perceptions as revealed in studies by Quinliva and Evans (2000) and Sarafino and Armstrong (2000)? This is what this study intended to find out from the teachers' point of view.

2.4.10. Sexual exploitation by teachers

Sex influences attitudes of teachers in schools and its consequence limits teenagers' future prospects. Asare, Abane and Kyereme (2004) investigated *Adolescent sexual and reproductive health in Ghana* and discover that twelve percent of teenagers had sex with teachers and six percent of them reported that they were forced. Collins (1998) and Schwartz (1999) as cited in Carroll (2005: 35) on the other hand specify that, "...sexuality is based on power which has been primarily in the hands of [educators]

because male sexuality consistently views sex as an act that involves only a penis in a vagina”.

To confirm this, Asare et al. (2004) reveal that some of the educators force teenagers to have sex with them even though they (teenagers) are not eager to do so. This means that some educators do not regard the burden they bring into teenagers’ family, as the end result of all these is teenage pregnancy. It is comprehensible to everyone that they do not even think of the teenagers’ future, but to gratify their needs, as Collins (1998) and Schwartz (1999) as cited in Carroll (2005) have indicated. It is therefore evident that at this point sexual exploitation by teachers is a factor which contributes to teenage pregnancy. This is so because in many instances teenagers are expelled from school when it is learned that they are pregnant, limiting their future prospects (Education Act No: 10 of 1995). This situation hurts because while teenagers are driven out, teachers are still proceeding with their life which is unfair. Due to this, some teachers and parents feel pity for these teenagers who are misused and taken for granted by educators.

Studies (Morrison & Greenstein, 2003; Schwartz, 1999; as cited in Carroll, 2005) reveal that sexual exploitation by male teachers contribute much on teenage pregnancy. According to Roberk (2007) sexual exploitation by teachers does not affect male teachers and girls only but even female teachers and male students.

The researcher’s point of view is that, it is disheartening to find that teachers who are expected to act in-loco parentis are the ones who see girl-friends, concubines or sexual outlet in children they are supposed to protect. It is a shame that some teachers contribute to the high rate of teenage pregnancy. One would expect that these teachers would engage in sex with their equals.

2.4.11. Rape

It has been noted (Search, 1998) that rape is a problematic issue amongst teenagers worldwide. Few cases of rape are reported to the police because of the negative

consequences to the future life of rape victims. A study by Search (1998) on *The last taboo, sexual abuse of children*, discovered that male teachers enjoy having sex with teenagers because they (teachers) think that young girls are free from diseases as they are still virgins. As a consequence, girls fall pregnant or might get sexually transmitted diseases or AIDS.

A study by LPPA (s.a.) on *Myths and misconception about sex and sexuality among youth* discovered that rape may lead to unwanted pregnancy and sexually transmitted diseases (STD) including HIV/AIDS. Qacha's Nek police's Report of August - October 2006 reveals that twenty rape cases of teenagers were reported in the department. In 2007 the numbers of victims were increased to thirty rape cases. Many of these rape cases brought unwanted pregnancy to teenagers that lead to abortion, death and the spread of HIV and AIDS.

2.4.12. Poor academic performance

Poor academic performance contributes to teenage pregnancy. In many cases some teenagers do not perform well in school. Often the cause of poor performance largely occurs in the stage of puberty where teenagers do not have full control of their hormones, as a result, they find it difficult even to ask questions in classrooms even if they do not understand the content of the subject, more especially at the secondary level. They assume that they might be embarrassed in the presence of their boyfriends. As a result, their performance deteriorates and they find themselves ineffective in class. Due to poor academic performance, some of the teenagers lose interest and prefer to stay at home loitering and doing other things that result in other cases such as teenage pregnancy. Teenagers who loiter on the streets corners are more prone to teenage pregnancy (Yoy & Dryfoos, 1994). Treffers (2003) and UNICEF (2001) on the other hand state that many teenagers are likely to fail to graduate from secondary school because they were held back when they scored lower on standardized tests.

These findings provide evidence that poor academic performance causes teenage pregnancy.

2.4.13. The rights issue

In many instances, teenage pregnancy occurs due to the rights' issue. Teenagers do whatever they want just to please themselves and their friends. These, amongst others, are: teenagers make appointments with their boyfriends during the break time and engage in sexual activities; they do not attend afternoon classes; they attend schools irregularly and they come to school late without giving excuses. Unfortunately, nobody is going to ask them because of the rights issue. According to the children's right constitutional court of South Africa (2003), section 28 of the Bill of rights, a child's interests are the most important consideration in any matter concerning the child. Due to this fact, teenagers take an advantage of doing anything they like at any time as it has been stated earlier and someone has to respect their decision. Unfortunately, teenage pregnancy occurs. This rights issue causes tension to teachers to an extent that they avoid teenagers when they are in trouble or are in need. This is affirmed by head teachers quoted by Chigona and Chetty (2007) who disclose that when pregnant teenagers are dosing during the class, teachers ignore them. In that way, rights also results in teenage pregnancy.

According to literature, factors that teachers perceive to be contributing towards teenage pregnancy are many. The following are considered to be common ones according to the literature studied; parental style, absence of sexuality education, peer pressure, poverty and sexual abuse.

2.5 Factors that teachers consider to be consequences of teenage pregnancy

There are risks attached to being pregnant at any age, but risks are greater at the end of reproductive life (Lamb, 2001; Plotnik, 2005). The most direct consequences of early pregnancy are related to childbearing. The birth of the child impacts on the mother and the child, and ultimately the father, other family members, the community and often

lifetime consequences (Condon & Corkindale, 2002). Thus factors which teachers consider to be consequences of teenage pregnancy are of importance in this discussion. Amongst others are; physical complications and ill health related issues, dropping out of school, alienation, abortion, lack of support from teachers to learners and poor attendance in school.

2.5.1. Physical complications and health related issues

Pregnant teenagers are at a health risk due to biological immaturity (Quinlivan & Evans, 2000). For instance, pregnant teenagers get miscarriages, premature birth and high blood pressure. One would expect to see pregnant teenagers attending clinics as soon as possible to avoid the above pointed issues but that is not the case. The bottom line is that they hide their pregnancy and as a result they have complications. To support this, pregnant teenagers are likely to have a baby of low birth weight and birth defects (Quinlivan & Evans, 2000; Condon & Corkindale, 2002; Fergusson & Woodward, 1999). The reality is that the younger the youth the higher the risk of death of the mother and her baby. The researcher maintains that pregnant teenagers hide their pregnancy and do not visit clinics. As a result, teenagers get premature birth and babies of low birth weight as it has been indicated earlier. For that matter, the Government of Lesotho through the ministry of health spends a lot of money by supplying these babies with food. This proves that it is very important for pregnant teenagers to go to clinics in order to avoid negative consequences before and after birth.

2.5.2. Drop out from schools

Studies (Quinlivan & Evans, 2000; Condon & Corkindale, 2002; Annie, 1998; O' Malley, 2000-2008) on the outcomes of teenage pregnancy discovered that there are a number of factors which teachers consider to be the consequences of teenage pregnancy. Their studies reveal that most pregnant teenagers do not complete their education. Due to lack of educational qualifications, teenagers are left unemployed but if coincidentally they succeed to get jobs they are poorly paid and insecure.

These studies disclose that the situation itself affects teenage mothers because they become fully dependent on welfare money. As a result of this they experience emotional stress which results in living in poor housing, adequate health care and basic necessities of life (Condon & Corkindale, 2002). It has been noted that a pregnant girl does not finish her studies due to untimely pregnancy and this has got negative consequences.

In Lesotho, some teenage mothers work as domestic workers, clerks and in the industries, like Thetsane or at the station area where they earn as much as R1000.00 per month. This money is insufficient for survival as teenage mothers have to cater for their children too. Teenagers resort to small business enterprise like selling local beer, while others indulge in drug-abuse and alcohol which lead them to the second pregnancy.

Queensland Health (2004) investigated Health determinants and young people and discovered that lack of support from the father makes teenage mothers much more prone to long-term parental stress as it has been indicated. This responsibility should be equally heavy for both the teenage father and the teenage mother. In Lesotho, this responsibility is greater in girls than in boys. As some of the boys lie and deny being the father but unfortunately, girls cannot lie that they are pregnant.

2.5.3. Alienation

Pregnant teenagers experience alienation from their parents and friends which signals negative consequences. Besides this isolation from parents and friends, their boyfriends abandon them during pregnancy. For that matter, pregnant teenagers become desperate with various issues like loneliness and financial dependence and thus pregnant teenagers become involved in unhealthy relationships (Queensland Health, 2004; Condon & Corkindale, 2002; Quinlivan & Evans, 2000). Pregnant teenagers experience high risk of depression due to a number of factors, these, amongst others are: a lack of support, financial pressures, isolation from peers and family and societal attitudes.

2.5.4. Abortion

Nolan (2003) states that some of the boys become angry when they are informed about their girlfriend's pregnancy and they believe and feel that their girlfriends have cheated on them. They refuse to speak to their girlfriends and therefore the relationship comes to an end because both partners feel angry and distressed. Some of the boys force their counterparts to do abortion without thinking of the consequences (Lamb, 2001). Likewise, when a teenager is pregnant and abandoned by her boyfriend she prefers to get abortion surreptitiously, hoping to get the stigma away. This is an extremely tragic decision. Thus LPPA (s.a.) opines that many teenagers take the option of getting an abortion away from a health professional where it is feasible to a back street provider or it is self induced with sharp instruments or concoctions which are swallowed.

Considering the methods teenagers resort to when they become pregnant, one can say that abortion is dreadful because it can kill, cause chronic infection and infertility. Alan Guttmacher Institution (1999d) as cited in Carroll (2005) emphasizes that deaths from unsafe abortion practices are highest among pregnant teenagers in Africa. For example, 680 deaths per 100,000 abortions. LPPA (s.a.) on the other hand, reveals that childbirth complications, abortion as well as premature births among pregnant teenagers are very high. This evidences that teenagers who become pregnant are at high risk in relation to the above raised issues.

Abortion in Lesotho is still illegal. Due to this fact, many teenagers commit murder, by dumping a child into a toilet, dam or street immediately after delivery. Some people have seen or heard about teenagers who had deserted their children or killed them or committed suicide in order to overcome the difficulties they are facing.

2.5.5 Lack of support from teachers.

Many teachers do not support pregnant teenagers. It has been noted that when teenagers are pregnant they attend schools irregularly. During their absence, teachers keep on

teaching and when they come back to school they discover that many topics have already been covered. One would assume that teachers would bear with these pregnant teenagers by providing them with remedial education. Unfortunately, teachers show negative perceptions towards teenage pregnancy. The school headmasters quoted by Chigona and Chetty (2007) reveal that they do not have to bother themselves about how to assist pregnant teenagers because they chose to be pregnant. One principal further stated that, if a pregnant teenager comes to school after a couple of days, he just tells her to ask other learners what had been done during her absence. It is obvious that teenage pregnancy causes tension to teachers as far as pass rate is concerned, hence they do not support it.

Teenage pregnancy is a tiring issue and teachers consider it as a private matter that should affect the concerned people only. Many activities are done in school and teachers treat learners the same. For instance, when it is time for gardening, everybody goes there and does the job regardless of their condition. Some teachers regard the teenage pregnancy situation as a private matter and none of their concern and concede that they should treat pregnant teenagers like any other learners (Olivier, 1996; Mark 2001; Fredericks, 2006). This lack of support by teachers signals the fact that teachers do not condone teenage pregnancy because it does not only affect the pregnant teenager but teachers and classmates as well.

2.5.6. Poor attendance in school

It is believed that poor attendance in schools is regarded as one of the major consequences of teenage pregnancy. Due to immature pregnancy, teenagers encounter problems which prohibit them from attending school regularly. During the prenatal period, they have to attend clinics monthly and sometimes they become sick and have to stay away from the school for a period of time. Apart from that, pregnant teenagers are moody and they go to school when they like. Another reason is that other children taunt them and they become demotivated to attend school regularly (Ferguson, 2001; O' Malley, 2000-2008; Annie, 1998). Theron and Dunn (2006) in their study on *Coping strategies for adolescent birth mothers who return to school following adoption*, reveal

that teenage pregnancy may be associated with a syndrome of failure to remain in school since teenage pregnancy is disruptive when it comes to school attendance. The headmasters quoted by Chigona and Chetty (2007) stated that pregnant teenagers miss some classes due to the absence of motivation. As a result the pass rate becomes low at the matric level. Another principal disclosed that if a pregnant teenager comes back to school and gives an apology for being away, he will not tell her what had been done as it is none of his business. In that way, poor attendance in school is considered to be a consequence of teenage pregnancy.

2.6. Summary

It has emerged from the preceding review of literature that teachers have negative perceptions towards teenage pregnancy. Variables that could influence perceptions of teachers towards teenage pregnancy have been provided such as age, gender, classes (grade level) and experience. Factors that teachers perceive to be contributing to teenage pregnancy were discussed, such as poverty, parental style, absence of sexuality education, peer pressure, culture, sexual abuse and drug and alcohol, family structure, Baby bonus, sexual exploitation by teachers and rape. Lastly, regarding factors that teachers consider to be consequences of teenage pregnancy, factors like drop out from schools, alienation, abortion, physical complications and health related issues, lack of support from teachers to learners and poor attendance in school were identified. In the next chapter, the methodology will be discussed.

CHAPTER THREE

Research Methodology

3.1 Introduction

In the preceding chapter, literature review was discussed. It was all about factors that teachers perceive to be contributing towards teenage pregnancy and its consequences. Through literature review, studies by Condon and Corkindale (2002) and Fergusson and Woodward (1999) which have been conducted on teenage pregnancy reveal that teenage pregnancy has negative consequences. Teenage pregnancy has an associated stigma in many African societies (Cordon & Corkindale, 2002; Ferguson, 2001; Mpanza, 2006). Some authors (Chigona & Chetty, 2007; Masuku, 1998; Daviclow, 1998; as cited in Mpanza, 2006) reveal that teachers claim that pregnant teenagers become drowsy during school lessons, attend school irregularly and other children laugh at them. It was thus the researcher's intention to undertake this study in order to find out how teachers of Qacha's Nek district perceive teenage pregnancy. The researcher also intended to report on the perceptions teachers have towards teenage pregnancy and to establish if variables such as gender, age, years of teaching experience and classes (grade level) have an influence on teachers' perceptions towards teenage pregnancy and to identify factors that teachers consider to be the consequences of teenage pregnancy.

This chapter will focus on the research design, sampling designing, method of data collection and method of data analysis.

3.2 Objectives of the study

The study aims to answer the following questions

3.2.1. How do teachers perceive teenage pregnancy?

3.2.2 Which factors influence teachers' perceptions towards teenage pregnancy?

3.2.3. Which factors do teachers perceive to be contributing to teenage pregnancy?

3.2.4. Which factors are considered to be the consequences of teenage pregnancy?

3.3 Hypotheses

Considering the literature described in chapter two and the primary goal of the research, the researcher formulated two hypotheses. One hypothesis relates to the teachers' perception towards teenage pregnancy and the other one relates to the factors that influence perceptions of teachers towards teenage pregnancy.

3.3.1 Hypothesis number one

“There is no difference in perceptions towards teenage pregnancy by teachers”.

The manner in which learners conduct themselves invokes certain perceptions in teachers. It is hypothesized that results from the analysis will correlate with teachers. Researchers (O' Malley, 2000-2008; Mark 2001; Chigona & Chetty, 2007; Mpanza, 2006; Masemola, 2007; Venture, Mosher, Curtin, Abma & Henshaw, 2001; Ferguson, 2001) have alluded to the fact that educators perceive teenage pregnancy negatively.

3.3.2 Hypothesis number two

“There is no relationship between teachers' perceptions towards teenage pregnancy and variables such as, age, gender, grade classes and years of teaching experience”.

Aspects like gender, age, classes (grade level) and experience are related to teachers' perceptions towards teenage pregnancy. It is hypothesised that a link between these aspects and perception can be expected.

3.4. Research design

Research design is a coherent sequence of the study. It plans how the study should be carried out in order to respond to research questions, test a hypothesis as well as describe a situation. In addition, it is a guideline and instruction considered in order to reach research goals (Jackson, 2008). Research design according to Bertram (2004) is the plan of how the researcher will systematically collect and analyse the data that is needed to answer research questions. In other words research design is a plan of activity with direction and purpose. There are different types of research designs, these are the experimental and non- experimental designs.

Of the types of non-experimental designs that exist, the researcher aligns herself with quantitative descriptive research method due to its advantages which suit the requirements of this study. Researchers such as Salkind (2006) and Ary, Jacobs and Razavich (1996) reveal that descriptive research method concerns itself with the current status of events. Other researchers (Shaughnessy, Zechmeister & Zechmeister, 2006) argue that quantitative descriptive research method describes existing achievement, attitudes and other characteristics of a group of subjects. In this investigation, the researcher aimed to provide information from teachers' perspectives about the current situation of teenage pregnancy in the Qacha's Nek district of Lesotho. Quantitative descriptive research method enabled high school teachers to describe and interpret this phenomenon sufficiently.

Similarly, Nts'ihlele (2004) employed a quantitative descriptive research method when conducting a study on the opinions of teachers towards teenage pregnancy. Other studies (Corcoran, 1998; Chigona & Chetty, 2007; Mpanza, 2008) also used quantitative descriptive research method on perceptions of teachers towards teenage pregnancy. It was apparent that quantitative descriptive research method was apt for providing information about perceptions of teachers towards teenage pregnancy because it concerned itself with the recent status of the phenomenon under study.

3.5. Sampling design

As far as the objectives of the study were concerned it was identified that purposive sampling was appropriate for this descriptive research method. As its name suggest, the sample had been chosen for a specific purpose (Cohen et al, 2007). The researcher preferred to employ purposive sampling because it entailed collecting data from specific respondents who have rich and in-depth information about the phenomenon under study. In this study, high school teachers at Qacha's Nek district were the main target group to provide current and pertinent information on how they perceived teenage pregnancy. The reason was that teachers were familiar with the situation due to their roles and experiences in the field and that teenage pregnancy was exposed to them as it occurred frequently in schools. A study by Nts'ihlele (2004) on the opinions of teachers towards teenage pregnancy employed purposive sampling. Chigona and Chetty (2007) in their study on special consideration to teen mothers as learners used purposive sampling also. The researcher preferred to employ purposive sampling because teachers would have perceptions about teenage pregnancy and insight on how this problem could be alleviated.

The district of Qacha's Nek is in the rural area. Some of the schools are situated in town and others are at suburbs. There were eight high schools in Qacha's Nek district. The sample consisted of three of these high schools. These schools were chosen because they were only high schools with the high rate of teenage pregnancy. In this case, the sample of the study was sixty seven (67) teachers from three participating schools including females and males. Their ages ranged between twenty (20) and fifty (50) years. The study included both principals and deputies.

The study intended to establish how high school teachers of Qacha's Nek district perceive teenage pregnancy and to report on the perceptions teachers have towards teenage pregnancy and what the consequences of this phenomenon were. It was believed that this study would give valid answers to the research questions.

3.6 The method of data collection

The high school teachers of Qacha's Nek district were recognised as vital sources for valid information on teenage pregnancy. In the field of research there are various tools which can be used to collect data.

The researcher used a questionnaire due to some of its advantages. Some authors (Coombes, 2001; Bertram, 2004; Cohen, et al., 2007; Farrant, 1997) consider using a questionnaire more advantageous as compared to other data collecting tools. According to these researchers, a questionnaire is a hasty method used to gather information from people regarding their behaviours, attitudes, opinions and beliefs. They further argue that a questionnaire is employed to collect data from a large number of participants, quickly and inexpensively. It also provides greater uniformity across measurement situations than an interview does. Finally, the authors conclude that a questionnaire allows anonymity and therefore the respondents give their feelings, perceptions or opinions freely. These strengths of a questionnaire enticed the researcher to opt for it.

Likewise, researchers (Nts'ihlele, 2004; Singh, 2002; Nolan, 2003; Mpanza, 2006; Chigona & Chetty, 2007) in the field of teenage pregnancy employed a questionnaire as an instrument to collect data. The questionnaire enabled the researcher to obtain information on the perceptions teachers have towards teenage pregnancy, variables that have an influence on teachers' perceptions towards teenage pregnancy and how teachers perceive teenage pregnancy and the consequences of this phenomenon as well. To achieve all these, the researcher ensured that items catered for the research objectives.

3.6.1 Questionnaire construction

The questionnaire consisted of closed-ended and open-ended questions. The questionnaire was sub-divided into two sections. Section A covered the biographical information and the chi-square was used in order to determine the association between teachers' perceptions and variables such as gender, age, classes (grade levels) and

teaching experience. Section B, a three point Likert Scale which consisted of seventeen items was used to measure teachers' perceptions towards teenage pregnancy. Four items of the factors were considered by the teachers to be the consequences of teenage pregnancy. Thirteen items which aimed at identifying factors that contribute to teenage pregnancy and one open-ended question to cater for aspects which the closed-ended questions failed to cover were included. The researcher aimed at giving teachers an opportunity to express their views deeply by providing and clarifying information on this phenomenon.

Nts'ihlele (2004) and Mpanza (2006) in their questionnaires also employed open-ended questions for qualitative data. In many instances, most researchers favoured an open-ended questionnaire because it permits respondents to answer in detail. According to Coombes (2001) open-ended questions are used to permit greater freedom to express opinions without being influenced by a ready-made answer.

To complete this questionnaire, teachers were supposed to state their responses in three ways, namely, Agree, Not sure and Disagree. The rating scale gave instructions to assign a value of A, NS and D to the provided characteristics by placing a cross (X) where appropriate. The total score for each respondent was obtained by adding the values of all the individual items.

The researcher chose to employ a three point Likert Scale response format. The main reason was that a three point Likert Scale response format is an easy method of developing attitudes and perceptions scales in research projects (Borg & Gall, 1989 as cited in Govender, 2002). Furthermore, this technique was suited to the research as it elicited equivalent data from a large number of participants. Govender (2002), Nts'ihlele (2004) and Singh (2002) also employed a Likert Scale in their different studies on opinions and attitudes of teachers towards teenage pregnancy. Nts'ihlele (2004) employed a three-point Likert scale, Agree, Unsure and Disagree. Govender (2002) and Singh (2002) used a five point Likert-type scale, Strongly agree, Agree, Unsure, Strongly disagree and Disagree.

3.6.2 Validity and Reliability

Recent studies by Neuman (2006), Coombes (2003) and Cohen et al., (2007) state that reliability and validity are central issues in all measurements. This means that measures of the study should be reliable and valid so as to assist in establishing the truthfulness, credibility, or believability of the findings.

According to Coombes (2001), Clark-Carter (2004), Bertram (2004), Cohen et al. (2007) and Van Rensburg, Landman and Bondestein (1994) as cited in Ngcobo (2003) the reliability concept relates to consistency and dependability, that is, consistency of obtaining the same relative answer when measuring the phenomena. A reliable measuring instrument refers to the one that produces the same result if repeated under similar conditions. On the other hand validity refers to the content of the study (Ngcobo, 2003).

In order to prove validity and reliability of the questionnaire, a pilot study was conducted amongst twenty educators in Lesotho. Clark-Carter (2004), Bertram (2004) and Coombes (2001) indicate that the pilot study should be conducted on a small number of people from a targeted population. Of the twenty administered questionnaires, only sixteen questionnaires were completed. The returned questionnaires were examined adequately and items were analysed, employing a computer programme for data analysis. Based on guidelines provided by Cohen et al (2007), the internal consistency index among items in the pilot study yielded an alpha co-efficients of between 0.62-0.80. It is, therefore, concluded that the items of the questionnaire can be deemed reliable.

3.7. Method of data analysis

It has already been indicated that, the instrument in this study is a three point scale which was scored as follows: 3=Agree, 2=Disagree and 1=Not sure. This means that the highest score (3) denotes factors that teachers conceive of as causes of teenage pregnancy, including the consequences of teenage pregnancy whereas (2) indicates responses of

teachers who comprehensively disagree with these factors as far as teenage pregnancy is concerned. The lowest score (1) denotes the opposite.

Data analysis was done by means of qualitative and quantitative methods. Qualitative method was employed because it focused on interactive processes and construct social reality and event (Cohen et al., 2007). On the other hand, quantitative measured objective facts and also focused on variables in the project (Cohen et al., 2007). Findings were analysed manually and the computerized programme called Statistical Package for Social Sciences (SPSS) was used to capture data. Frequencies were employed to analyse biographical data. A chi-square of one sample and two samples test was used to calculate information about the observed and expected frequencies related to close-ended questions. The relationship between the variables of perceptions and gender, age, years of teaching experience and classes (grade level) were analysed by means of contingency tables with Pearson chi-square. The degrees of freedom varied from one to seven. The level of alpha was 0.05 and was chosen for all the analysed data. The qualitative findings were analysed into meaningful themes and organised according to the frequency of appearance. Data were coded and indexed then interpretation followed. However, constant comparison of different opinions was made (Cresswell, 2003).

3.8. Procedures for conducting the empirical study

The researcher wrote a letter to request permission from the Senior Education of Qacha's Nek district, which was the area where the research sample would be selected from. After the Senior Education granted permission, the researcher visited the principals of the selected schools in order to administer the questionnaire to the teachers. Informed consent was obtained from the participants prior to conducting the study.

The researcher interpreted the purpose of the study to the respondents and the procedures to be followed when answering the questions. The questionnaire was administered amongst sixty seven (67) respondents and was collected after three days. Out of six seven (67) administered questionnaires, fifty (50) were completed.

However, 'trial run' (a pilot study) was done prior to the final run of the questionnaire in order to find out the validity and reliability of the instrument and resolve identified problem areas on time. Piloted questionnaires were excluded from the final study.

3.9 Summary

In this chapter, the research method was discussed. The research design, the sampling design, the description of a questionnaire as research instrument was provided and method of data analysis.

In the following chapter, data that were obtained from the completed questionnaire is analysed and interpreted.

CHAPTER FOUR

Presentation and analysis of data

4.1 Introduction

In the previous chapter the methodology used in this study was sketched out and the research design was clearly discussed. This chapter provides detailed field work procedures for the pilot study and the final study. Analysis and explanation of the findings are done. Descriptive statistics together with inferential statistics were employed in this study to sum up the biographical data of the participants and the teachers' responses on how they perceive teenage pregnancy. Descriptive statistics was also employed to summarise data on the perceptions teachers have towards teenage pregnancy and the variables that have an influence on teachers' perceptions towards teenage pregnancy. Finally, factors that teachers consider to be the consequences of teenage pregnancy were also addressed.

4.2 The pilot study sample

The reason for conducting the pilot study was to validate the questionnaire regarding items that teachers perceive to contribute towards teenage pregnancy as well as factors teachers consider to be the consequences of teenage pregnancy. The pilot study was conducted in Lesotho amongst twenty teachers. Teachers who participated in the pilot study were excluded in the final study.

4.3 Administration of the research instrument in the pilot study

Table 4.1 Distribution of subjects in the pilot study (n=16)

GENDER

Age in years	Males	%	Females	%	Total	%
31 – 40	1	2%	10	20%	11	22%
41 – 50	1	2%	3	6%	4	8%
50 and above	-	0%	1	2%	1	2%
TOTAL	2	4%	14	28%	16	32%

The questionnaire was administered by the researcher amongst teachers of three high schools in Qacha's Nek district of Lesotho. The returned completed questionnaires were screened and four incomplete questionnaires were discarded. Sixteen completed questionnaires were identified and employed as a yardstick for purifying the questionnaires for administration to the final study sample.

4.4 The final study sample

The final sample of the study was chosen from some high schools of Qacha's Nek district in Lesotho. The fundamental reason for this choice was that the researcher wished to gather a detailed data from high school teachers of Qacha's Nek district about teenage pregnancy in their schools.

4.5 Administration of the research instrument in the final study sample

Table 4.2 Distribution of subjects in the final study (n=50)

CRITERIA LEVEL					
Gender		Males 16		Females 34	
Age in years	Below 25 8	26 – 30 8	31 - 40 20	41 -50 10	50 and above 4
Classes	Form A 10	Form B 11	Form C 13	Form D 8	Form E 8
Experience of teaching	1 – 10 yrs 19	11 – 20 yrs 21	21 – 30 yrs 9	31 – 40 yrs 1	

Table 4.2 reveals the distribution of the respondents in the final study in terms of teachers' perceptions towards teenage pregnancy. It also indicates the total number of participants

in relation to four variables.

4.6 Conceptualization of questions and formulation of hypothesis

From objectives stated in chapter one, the following questions were formulated:

- (i) How do teachers perceive teenage pregnancy?
- (ii) Which factors influence teachers' perceptions towards teenage pregnancy?
- (iii) Which factors do teachers perceive to be contributing to teenage pregnancy?
- (iv) Which factors are considered to be the consequences of teenage pregnancy?

The following hypotheses were also formulated from the objectives stipulated in chapter one.

- (i) There is no difference in perceptions towards teenage pregnancy by teachers.
- (ii) There is no relationship between teachers' perceptions towards teenage pregnancy and variables such as gender, age classes (grade level) and years of teaching experience.

4.7 Results of the final study

Two questions were answered and two hypotheses were tested in this study.

A total score was acquired from each respondent by adding all the scores of the individual items. It has already been indicated that there were seventeen items altogether. Thirteen items for factors that teachers perceive to be contributing towards teenage pregnancy and four items that are considered to be the consequences. The mean of the scores was obtained by summing up the total scores of the respondents and dividing the sum by the number of the participants for both the responses for the factors teachers perceive to be contributing towards teenage pregnancy as well as the factors teachers

considered to be the consequences of teenage pregnancy. To acquire a total score for each question all the scores of the items were added up. A general mean score was obtained by summing up the total scores for the questions and dividing the sum of the questions. The total score for all the questions was two thousand and two. The general mean score was forty. The scores gave the researcher information concerning negative and positive perceptions. The scores above forty indicated negative while the scores below forty indicated positive perceptions.

4.8 Testing hypotheses

In order to test the hypotheses stated in chapter three, null hypotheses were formulated.

4.8.1 Testing hypothesis number one

Hypothesis number one is reiterated hereunder to the effect that,

“There is no difference in perceptions towards teenage pregnancy by teachers”.

This hypothesis sought to establish the perceptions teachers display towards teenage pregnancy. To test this hypothesis a chi-square was used. Table 4.3 shows the results.

Table 4.3. Teachers' perception towards teenage pregnancy

Perceptions (n=50)		
Positive	Negative	Total
20	30	50
$\chi^2=0.03$	df = 1	p < 0.05

A chi-square value of 0.03 at df 1 was obtained which exceed the tabled value at 0.05 level of significance. It is statistically significant at the chosen level of significance. The

results reveal that teachers of the three high schools in Qacha's Nek hold negative perceptions towards teenage pregnancy. Therefore, we do not support the null hypothesis (Ho). The hypothesis that teachers hold negative perceptions towards teenage pregnancy has been confirmed. It is not surprising that most teachers will not take kindly to teenagers who are pregnant. About sixty percent (60%) of teachers participated in this study were negative towards teenage pregnancy while forty percent (40%) were positive. These findings are in line with previous researchers (Corcoran, 1998; Condon & Corkindale, 2002; Vexler & Suellentrop, 2006).

4.8.2 Testing hypothesis number two

Hypothesis number two is also reiterated hereunder to the effect that,

“There is no relationship between teachers' perceptions towards teenage pregnancy and variables such as gender, age, classes (grade level) and years of teaching experience”.

A chi-square test was employed to test this hypothesis. This test was used to all variables indicated in this hypothesis.

The following Tables (4.4, 4.5, 4.6 and 4.7) reveal the results of the hypothesis tested regarding this aim.

Table 4.4 Gender and perceptions (n=50)

(n=50)		
	Female	Male
Negative	17	11
Positive	18	4
Total	35	15

$$\chi^2=0.106$$

$$df = 1$$

$$p > 0.05$$

A chi-square value of 0.106 at $df = 1$ was obtained for Table 4.4. The P calculated value is greater than the tabled value which is 0.05. Therefore, the results are statistically significant, meaning that there is a relationship between the perceptions and gender. From the findings, the null hypothesis (H_0) that “there is no difference between males and females” is not supported. The alternative hypothesis (H_1) is upheld. This study revealed that out of fifteen males, seventy three percent (73%) were negative and twenty seven percent (27%) were positive. On the other hand, forty nine percent (49%) females were also negative towards this pandemic while fifty one (51%) of them were positive. These findings are supported by previous studies such as Majova (2002), Corcoran (1998) and Mpanza (2006). With regard to the use of diverse terms but having the same meaning, these authors’ interpretation indicates that males and females differ with respect to their attitudes and perceptions towards teenage pregnancy.

Table 4.5. Age and teachers’ perception

Age (n=50)							
Perceptions	Below 25	26- 30	31-40	41-50	50 and Above	Total	
Positive	5	4	10	2	1	22	
Negative	3	4	10	8	3	28	
Total	8	8	20	10	4	50	

$$\chi^2=.349$$

$$df=4$$

$$p>0.05$$

To test the hypothesis that age does not have an influence on teachers’ perceptions towards teenage pregnancy, a chi-square test was used. Table 4.5 indicates that a chi-square value of 0.349 was obtained at $df 4$. It is statistically significant at the chosen level of significance which is 0.05. The results imply that age has an influence on teachers’ perception towards teenage pregnancy. The null hypothesis that age does not have an influence on teachers’ perceptions towards teenage pregnancy is not confirmed whereas the alternative hypothesis (H_1) is upheld. The findings showed that fifty six percent (56%)

of teachers are negative while forty four percent (44%) of them are positive. These results correspond with previous findings of authors such as Hyder and De Lamater (1977) as cited in Majova (2002), Mpanza (2006) and Corcoran (1998). Even though the authors interpret their findings in different terms, they all have one thing in common and that is, the issue regarding age tends to differ in terms of the differing attitudes and perceptions teachers hold towards teenage pregnancy.

Table 4.6 Classes and teachers' perceptions (n=50)

Response Options (n=50)		
Classes	Negative	Positive
Form A	4	2
Form B	1	0
Form C	1	2
Form E	6	3
Form A-C	7	5
Form B-C	3	0
Form C-E	2	1
Form D-E	4	9
TOTAL	28	22

$$\chi^2=.334$$

$$df=7$$

$$p>0.05$$

Table 4.6 reveals that teachers grouped according to their classes (grade level) have different perceptions towards teenage pregnancy. The outcome of the analysis p calculated $\chi^2= 0.334$ at 0.05 is level of significance at $df =7$ reflects this. The results are statistically significant. Therefore, the null hypothesis (Ho) that there is no relationship between teachers' perceptions on teenage pregnancy and the classes is not supported and

4.9 Responses to questions

4.9.1 Responses to question number three

“Which factors do teachers perceive to be contributing towards teenage pregnancy?”

Frequencies and percentages were employed for the testing of question number three.

Findings on factors teachers perceive to contributing towards teenage pregnancy.

Table 4.8 Frequency distribution on factors teachers perceive to contribute towards teenage pregnancy

ITEMS		Agree	Not sure	Disagree	TOTAL
		A	NS	DS	TOTAL
1 Parental style contributes to teenage pregnancy	N	28	9	13	50
	%	56%	18%	26%	100 %
2. Many teenagers fall pregnant due to poverty.	N	36	6	8	50
	%	72%	12 %	16%	100%
3. Teenagers who are engaged into sex related issues are more likely to fall pregnant at an early stage.	N	43	4	3	50
	%	86%	8%	6%	100%
4. Culture is one of the factors which contributes to teenage pregnancy.	N	27	14	9	50
	%	54%	28 %	18%	100%
5. Teenagers who perform poorly academically resort to sexual relationships and become pregnant.	N	19	12	18	50
	%	38%	24%	36%	100%
6. Absence of sex education in schools contributes to teenage pregnancy.	N	37	8	5	50
	%	76	16%	10 %	100 %
7. Family structure contributes to the high rate of pregnancy in schools.	N	18	22	10	50
	%	36%	44 %	20 %	100 %
8. Peer pressure is one of the major causes of teenage pregnancy.	N	45	3	2	50
	%	90%	6%	4%	100 %
9. Teenagers who are engaged in drug abuse are more likely to fall pregnant.	N	44	5	1	50
	%	88%	10 %	2 %	100 %
10. Baby bonus contributes to teenage pregnancy.	N	26	21	3	50
	%	52%	42 %	6%	100 %
11. Most teenagers fall pregnant because of the use of alcohol.	N	37	8	5	50
	%	74%	16 %	10 %	100 %

12. Sexual abuse contributes to teenage pregnancy.	N	39	6	5	50
	%	78%	12%	10%	100 %
13. In many instances teenage pregnancy occurs due to rape.	N	17	20	23	50
	%	34%	40%	46 %	100 %

Table 4.8 reveals that numerous respondents agree that the above mentioned factors contribute to teenage pregnancy as evidenced by the figures. Out of thirteen items, ten are above fifty percent 50%. For instance, about 90% of the respondents consider peer pressure as the main cause of teenage pregnancy. The respondents 88% also believe that teenagers who are engaged in drug abuse are more likely to fall pregnant. On the other hand, respondents 86% regard sex related issues as one of the factors that contribute to teenage pregnancy. Seventy eight percent 78% of the respondents also specify that sexual abuse contributes to teenage pregnancy. Item number 6 and 11 obtained the same percentage 74%. The respondents elucidate that the absence of sex education in schools and the use of alcohol by teenagers contribute towards teenage pregnancy. About 72% of the participants agree that teenage pregnancy occurs due to poverty while 56% of the respondents consider parental style as a contributory factor in teenage pregnancy. The respondents 54% indicated that culture contributes to teenage pregnancy. Lastly, 52% of the respondents believe that Baby bonus also contributes to teenage pregnancy. The majority of the respondents, 46% disagreed that teenage pregnancy occurs due to rape. All the items will be discussed in detail later.

4.9.2 Responses to question number four

“Which factors are considered to be the consequences of teenage pregnancy?”

Frequencies and percentages were also employed for testing question four.

Findings on factors teachers consider to be the consequences of teenage pregnancy.

Table 4.9 Frequency distribution on factors teachers consider to be the consequences of teenage pregnancy

ITEMS		Agree	Not sure	Disagree	TOTAL
		A	NS	D	TOTAL
1 Drop out rate from schools is one of the effects of teenage pregnancy.	N	38	8	4	50
	%	76%	16 %	8 %	100 %
2 Teenage pregnancy leads to alienation.	N	18	28	4	50
	%	36%	56 %	8 %	100 %
3. Ill health related issues are the Consequence of teenage pregnancy.	N	13	23	14	50
	%	26%	46%	28%	100 %
4. Abortion is the major consequence of teenage pregnancy.	N	32	9	9	50
	%	64%	18%	18 %	100 %

Table 4.9 shows that the majority of the teachers 76% do believe that the drop out rate is one of the consequences of teenage pregnancy as well as abortion with 64% by the respondents. About 36% of the respondents agree that teenage pregnancy leads to alienation and the majority 56% were not sure about this issue. Twenty six percent 26% of the respondents also maintain that ill health is the consequence of teenage pregnancy. Based on Table 4.8 there are still some respondents who have different opinions in that they disagree that the above mentioned consequences are bad effects of teenage pregnancy. Others are uncertain about these subjects.

4.10 Open-ended questions concerning teachers' perceptions of teenage pregnancy

This section included open-ended questions on teachers' perceptions of teenage pregnancy from the teachers' point of view. From open-ended questions, the following themes were identified:

4.10.1 Sex exploitation by teachers

According to the teachers' point of view, some male educators in schools are engaged in love affairs with learners they teach. As a consequence, learners fall pregnant which is unfair because it is only learners who suffer most. Teachers proceeded to show that some educators do take advantage of the different circumstances that surround the learners, for example, love affairs with learners who are vulnerable. These teachers buy learners cell phones to bribe them (learners) and have sex with them (teachers). These findings are supported by authors such as Morrison and Greenstone (2003:159) who indicate that, "it is easier to refuse an offer of chicken and chips if one had breakfast and know exactly that he or she will have fine meal after school". Unfortunately, if someone is poor and has had no breakfast, the temptation is much greater. The reality is that teachers know about learners' interests, even those who are desperately in need. It is thus extremely easy for learners to fall into temptation.

Even though the majority of the teachers believe that some educators contribute to teenage pregnancy, they also revealed that this is a rare case in their country (Lesotho). They stated that this behaviour occurs due to a number of unqualified young male teachers who lack professional ethics and sometimes use drugs. This means that sometimes young male teachers are compelled by drugs to misbehave.

4.10.2 HIV/AIDS and related consequences

The teachers' point of view is that teenage pregnancy destroys children's future. Teenage pregnancy has painful consequences to the family and to the child, like dying after delivery due to the HIV/AIDS pandemic which causes many orphans in the country. This means that elders are compelled to bring up their grandchildren who are orphans due to the HIV/AIDS pandemic.

4.10.3 Expulsion of pregnant mothers

Even though there is an Educational Act (2000) which is against the expulsion of pregnant girls from schools, some teachers still have different feelings about teenage pregnancy. One teacher clarified this by specifying that pregnant girls should not be allowed to go to school for some reasons, these amongst others being that they need special attention at school and that sometimes they are moody. Furthermore, teachers stated that boys who impregnate girls should also be expelled like girls. It is truism that teachers are bitter about pregnancy in schools but the fact is that teenagers' ages should be carefully considered. The reason behind being that, some teenagers get pregnant at an early stage because they are innocent about sex related issues as their parents consider values and culture. On the other hand, other teenagers get pregnant because of their culture. Based on this issue, Kohlberg's theory as cited in Plotnik (2005) indicates that when working with teenagers' values and ethics, be of the stage that they are at and work with their values not yours.

4.10.4 Sympathy towards the born child and mother

Against these views, one teacher revealed that pregnancy and education are East and West sides (i.e. **they are different**). The unborn baby should be given a chance to be clothed, loved and secured. So, the mother must not get a double punishment by not attending school whereas she is already depressed due to her condition. Some teachers indicate that teenagers have rights and they should be treated accordingly in schools, regarding their health and the safety of an unborn baby. The current findings are supported by Mpanza (2006). The author's findings indicate that schools should be well equipped to cater for pregnant girls.

4.10.5 Alleviation of teenage pregnancy

Teachers argued for sex education as a solution to the reduction of teenage pregnancy. One teacher from school C revealed that, "*children need to be taught about sex as to*

know how to control themselves and especially at schools because some parents often avoid such topics at home because it is a taboo in African culture". One teacher stated that, "Many teens fall pregnant at early age, so it is the ripe time".

To make it more effective, a teacher indicates that, maybe sex education could be incorporated in different syllabi not just in science subjects. It is for this reason that a teacher exposes that the *"Teaching of sex education will help the teenagers on how to handle their behaviours accordingly as some of them fall pregnant due to lack of knowledge. Teenagers must be taught the causes and influences of being pregnant and ways of preventing this"*.

To prove this, Singh (2002) reveals that the absence of sex education in schools results in ignorance, which often leads adolescents into situations which they do not expect or intend to find themselves into.

Teachers also claim that it is essential to teach teenagers sex education in schools because there is wide media exposure on it. Teenagers watch pornography so there is nothing to hide for them. For that matter, a teacher proceeds to say that it is wise to let teenagers know the real truth which assists them to avoid myths and misconceptions especially from their peers who are too influential. Even though some teachers are willing to teach sex education other teachers point out that parents should strongly play their role in this issue and be open to their children about sex life. Kohlberg's theory as cited in Plotnik (2005) attests to the fact that, parents must rely on physical guidance. Furthermore, guidance of behaviour is necessarily external and physically oriented.

An attempt to iron out the problem of teenage pregnancy, teachers indicated that children should be taught from the adolescent stage about the causes and effects of pregnancy. Most teachers speak out that they have to offer life skills and this topic has to be touched once or twice a week. Teachers also elucidate that teenagers should be given a chance to give their point of view as far as teenage pregnancy is concerned. Furthermore, teachers

claim that counseling sessions should be conducted to help teenagers who are victims of this problem.

Above all, teachers stipulated that teenagers should learn to be assertive when faced with relationships. Such assertiveness will assist teenagers to avoid risky behaviour like early sexual activities which result in unwanted pregnancy.

Abstinence is recommended by teachers and they reveal that if teenagers love their partners, they should wait until they marry each other. Teachers point out that unless parents go back to their African tradition with regard to the bringing up of children they will never overcome this problem. Parents should stop copying everything from Europeans. According to some teachers' belief, African tradition is the solution in relation to teenage pregnancy. For example, the Basotho used to discourage sex before marriage through virginity testing.

Teachers suggested that meetings should be held for students to address them on teenage pregnancy issues and parents should contribute to it and should not make it a burden of teachers only. A teacher also indicates that this is an essential support which is required from each school. The present findings are supported by teachers quoted in Ferguson (2001) when arguing that their school provides support and structure for pregnant teenagers' lives when they need it the most. Finally Bloem (2000) states that teachers need to be knowledgeable regarding the problems teenagers face, including teenage pregnancy.

4.11 Summary

In this chapter, the findings of the study were presented. Analyzed data comprised of the perceptions teachers have towards teenage pregnancy and variables that have an influence on teachers' perceptions towards teenage pregnancy such as gender, age, years of teaching experience and classes. In addition to this the factors that teachers perceive to be contributing to teenage pregnancy and factors that teachers considered to be the

consequences of teenage pregnancy were discussed. Lastly, additional information concerning teachers' perceptions towards teenage pregnancy was also discussed and themes such as, sex exploitation by teachers, HIV/AIDS and related consequences, expulsion of pregnant mothers, sympathy towards the born child and mother and the alleviation of teenage pregnancy were identified.

In the next chapter discussions, implications of the findings, recommendations, limitations and avenues for future research will be discussed.

CHAPTER FIVE

Discussion of the results, implication of findings, recommendations, limitations and avenues

5.1 Introduction

The intention of the study was to investigate teachers' perceptions towards teenage pregnancy in three high schools of Qacha's Nek district in Lesotho. The objectives were: to report on the perceptions teachers have towards teenage pregnancy; to establish whether or not gender, age, teaching experience and classes (grade levels) influence teachers' perceptions towards teenage pregnancy; how teachers perceive teenage pregnancy including factors that teachers consider to be the consequences of teenage pregnancy. The findings of the study were interpreted by means of quantitative and qualitative data acquired. Finally, what teachers wished to see happening so as to alleviate teenage pregnancy pandemic in future was discussed. The purpose of the study was to respond to the following questions:

- i) How do teachers perceive teenage pregnancy?
- ii) Which factors influence teachers' perceptions towards teenage pregnancy?
- iii) Which factors do teachers perceive to be contributing to teenage pregnancy?
- iv) Which factors are considered to be the consequences of teenage pregnancy?

5.2 Findings with regard to objective number one: The perceptions teachers have towards teenage pregnancy.

The study intended to report on the perceptions teachers have towards teenage pregnancy. The findings are that most teachers display negative perceptions towards teenage pregnancy. This negative perception exists due to certain reasons that teachers revealed. Firstly, most teachers complained that pregnant teenagers need special attention when they are pregnant. For instance, sometimes teenagers become ill while they are still in

school and they need to be taken to the clinic. Teachers indicated that it is not possible for them to attend to pregnant teenagers while other learners are also expecting to be taught. These findings are in line with previous results such as Masemola (2007), where teachers revealed that it was difficult to teach when one constantly has to be aware of the needs of pregnant pupils. The worse part of this situation is that teachers complained that they were not trained for midwifery but teaching. Recent results are also supported by Masemola's (2007) study in which he states that teachers are reluctant to deal with pregnancy because they are not trained for midwifery.

According to teachers point of view pregnant girls and their male counterparts should be expelled from school because other learners will do the same if they (pregnant teenagers) could be allowed to proceed with their studies during that period.

Another reason which is disclosed by teachers is that often pregnant teenagers are moody to such an extent that they attend school irregularly without giving a formal report as to why they were absent. During their absence teachers proceed to teach other learners. Teachers state that they will not cope with pregnant teenagers because they hinder them to cover the curriculum. Current results correspond with preceding findings (Jones 1988 as cited in Chigona and Chetty 2007). The study indicates that teachers give less attention to some pregnant teenagers in class; they (teachers) are unable to finish the scope of the work as planned per term if they dwell mostly on pregnant teenagers.

To show that teachers are tired of the continuous cycle of teenage pregnancy, some of them reveal that they cannot teach sex education due to their culture and denominational values. The main reason which was raised by these teachers is that teenagers are cavalier about their condition. For that matter, people should go back to their African tradition towards bringing up children or else they will never overcome teenage pregnancy. For instance, to apply virginity testing as one of African traditions that was used to discourage sex before marriage is recommended. In this way teenage pregnancy will be lessened.

The argument of these teachers is valid and the researcher subscribes to it. The researcher supports the idea that when one looks at the issue of teenage pregnancy one must consider the pregnancy of two people- a boy and a girl. Whatever rules have to be applied must cater for both boys and girls.

5.3. Findings with regard to objective number two: Variables that influence teachers' perceptions towards teenage pregnancy

The study aimed to establish whether or not gender, age, classes (grade levels) and teaching experience influence teachers' perceptions towards teenage pregnancy. As far as gender is concerned, the findings disclose that females and males differ in their perception towards teenage pregnancy. These findings are in line with Majova's (2002) assertion that males show negative attitudes towards teenage pregnancy. Concerning the variable of age, the findings show that age has an influence on teachers' perceptions towards teenage pregnancy. The results are supported by Greenwald, Brock and Storm (1968) as cited in Majova (2002). These writers indicate that age influences the attitude and perception of a person. The older the teacher the more negative she or he is towards teenage pregnancy.

With regard to the variable of classes, teachers have negative perceptions towards teenage pregnancy specifically teachers of form A-C. The reason is that children from form A-C are from primary schools and they are still at puberty stage. It is at this stage where the majority of children are engaged in sexual activities with a vague understanding of the consequences thereof. This is attested to by Eggleston, Jackson and Hardee's (1999) assertion that sexual activities among adolescents begin at an early age, and this practice is done without the application of contraceptives, and tends to lead to the increasing rate of pregnancy. Hence, teachers are tired of this situation in their classes.

The results indicate that all variables such as gender, age, classes and teaching experience have an influence on teachers' perceptions towards teenage pregnancy.

5.4. Findings with regard to objective number three: Factors that teachers perceive to contribute to teenage pregnancy.

5.4.1 Parental style contributes to teenage pregnancy.

The researcher found that 56% of the respondents claim that parental style is a factor that contributes to teenage pregnancy. Parents' ignorance plays a major role in relation to teenage pregnancy. For example, parents never study their teen' as they change biologically when they grow. As a result, teenagers eat lots of proteins and their (teenagers) bodies become huge and easily fertile. Some parents are drug abusers and so their love is directed to beer and not their children. They never have time to talk to their children since they go to 'shebeens' in the morning and come back at night. Unfortunately parents are children's role models, and thus children from drunkards become drunkards, those from prostitutes have the probability of being prostitutes too because they learn through imitating (Kohlberg's as cited in Plotnik, 2005). Similarly, Vander Zanden (2003) reveals that many students see their parents using drugs and as a consequence they begin taking mood-changing drugs themselves. These findings are also supported by previous results established by Masemola (2007). The researcher is of the view that parents play a major role in their children's upbringing and that they (parents) work long hours and do not spend time with their children to discuss sex related issues. For that matter, parents become irresponsible towards their children's downfall which is also an indication of lack of awareness. Twenty six percent (26%) of the respondents do not believe that parents' style has an influence towards teenage pregnancy and 18% of the participants are not sure whether parents' style contributes to teenage pregnancy or not.

5.4.2. Many teenagers fall pregnant due to poverty.

About 72% of the respondents indicate poverty as a contributory factor to teenage pregnancy. Financial problems and difficulties compel teenagers to misbehave entirely and end up having unplanned pregnancies. The findings of some studies (Morrison & Greenstone, 2003) strongly affirm that it is easier to refuse an offer of chicken and chips

if one had breakfast and know exactly that he or she will have fine meal after school. Unfortunately, if one is poor and had no breakfast the temptation is much greater. Although the majority of the teachers' responses concur that many teenagers fall pregnant due to poverty, 16% of the respondents are still negative and 12% of them are also not sure about this matter.

5.4.3. Teenagers who are engaged into sex related issues are more likely to fall pregnant at an early stage.

The findings reveal that 86% teachers believe that teenagers who are engaged into sex related issues are more likely to fall pregnant. In many instances teachers realised that the majority of pregnant teenagers knew about sex related issues through peers and televisions. This issue is also supported by Kohlberg's theory as cited in Plotnik (2005) when indicating that teenagers learn most from people with whom they identify, such as parents and peers. Teachers believe that this type of knowledge encourages them to experiment with sex. The present findings are in line with the preceding results investigated by Kindlon, Thompson and Ballantine (1999). These studies reveal that providing condoms to young girls simply encourages them to become sexually active. Apart from that, 28% of the participants are not sure about this matter yet.

5.4.4. Culture is one of the factors which contribute to teenage pregnancy.

The results indicate that 54% of the respondents perceive culture as one of the factors which contribute to teenage pregnancy. In many cases, young teenagers become mothers at an early age due to their culture which forces them to bear a child before getting married. The findings of previous studies Preston-Whyte and Zondi (1998) discovered that some and not all African men will not marry a woman until she has demonstrated her ability to bear a child. This is the reason why Preston-Whyte and Zondi (1998) state that a number of girls reported that their lovers had opened marriage negotiations after a baby was conceived or born. Some of the participants 18% disagree that culture contributes to teenage pregnancy whereas 28% of the respondents is not certain about this matter.

5.4.5. Teenagers who perform poorly academically are engaged into sexual relationships and become teenage pregnant.

The findings disclose that 38% of the teachers consider poor academic achievement as one of the factors which contributes towards teenage pregnancy. Teenagers who held back and score of low marks on standardized test are more likely to drop out and are engaged into sexual intercourse and as a result, they get pregnant. The recent findings also show that the majority of teachers, 36% do not regard poor academic achievement as a consequence of teenage pregnancy. These findings underpin preceding findings by (Masuku, 1998; as cited in Mpanza, 2006; Chigona & Chetty 2007). The findings reveal that educators believed that when pregnant school teenagers absent themselves from school to attend clinics, this disruption of schooling led to under achievement.

5.4.6. Absence of sex education in schools contributes to teenage pregnancy.

Out of fifty respondents, 74% perceive the absence of sex education in schools as one of the contributing factors in teenage pregnancy. In Lesotho many teachers in schools do not teach sex education due to the schools' curriculum. This practice encourages teenagers to fall easily into risky behavior due to ignorance of sex education. The current results correspond with the previous findings of various studies (Firestone, 1994; Eggleston, Jackson & Hardee, 1999; Evans, 1998; Makatjane, 2002; Angela, 2008). These researchers argue that little or no knowledge about sex plays a major role in increasing the level of teenage pregnancy in schools. On the other hand, some teachers claim that they do not teach sex education but they can attend to questions from children about it. Even though most teachers believe that the absence of sex education in schools contributes to teenage pregnancy, others 10% deny this fact and 16% of them revealed that they were not quiet sure about the issue.

5.4.7. Family structure contributes to high rate of pregnancy in schools.

The findings from the present study reveal that 36% of the respondents perceive the family structure as one of the contributing factors to teenage pregnancy. Family disputes and divorces make teenagers not to be secured mentally, physical and spiritually. They make a wide range of disturbances in teenage behavior. The previous findings by Therese (2000) found that girls whose fathers left the family earlier in their lives had the highest rate of early sexual activity and teenage pregnancy. The study states that girls whose fathers left them at a younger age had a lower rate, with lowest rates found in girls whose fathers are present throughout their childhood. It seems that a number of teachers, 44% are uncertain whether the family structure has an influence on teenage pregnancy or not but 20% of them have negative perceptions on this issue.

5.4.8. Peer pressure is one of the major causes of teenage pregnancy.

Numerous teachers have similar consideration of the most contributing factors on teenage pregnancy. The findings show that 90% respondents reveal that peer pressure is one of the major causes of teenage pregnancy. Many boys and girls enter puberty before completing their primary school education. Hence, they are forced to learn about sex and sexuality from their peers. Often the information obtained from these sources is unreliable and incomplete, meaning that it is full of myths and misconceptions. Only 2% of the teachers disagree on this. The present findings correspond with the previous results of literature (Masemola, 2007; LPPA, s.a; Majova, 2002) which reveal that peers serve as models. Furthermore, teenage pregnancy is influenced by myths and misconceptions delivered by peers to their school mates. As a result, girls think that being pregnant is fashionable, and thus teenagers have sex to impress their friends.

5.4.9. Teenagers who are engaged with drug abuse are more likely to fall pregnant.

The results indicate that 88% of the respondents noted that drug abuse is another factor which contributes to teenage pregnancy. Drug abuse is a great problem in Lesotho.

Youngsters smoke dagga and cigarette in street corners. As a result, girls find themselves engaged in unprotected sexual activities and fall pregnant. The present findings match with the previous results investigated by Nolan (2003). Nolan (2003) stipulates that teenagers turn to drugs whether legal or illegal as a way of solving their problems. Furthermore, the study reveals that there is a strong relationship between drug abuse and teenage pregnancy. Besides that 10% of the teachers are not sure about this situation whereas 2% of them do not agree that teenagers who are engaged with drug abuse are more likely to fall pregnant. It is obvious that the majority of teachers believe that drug abuse contributes to teenage pregnancy.

5.4.10. Baby bonus contributes to teenage pregnancy.

Fifty two percent of the respondents consider Baby bonus as a contributory factor of teenage pregnancy. The respondents believe that the income that teen mothers get for their kids entices them to get pregnant at an early stage. The respondents, 42% claim that they are not quiet sure about this issue as it does not occur in Lesotho. Even though the majority of the respondents are not sure about this issue, the previous findings by some researchers (Quinlivan & Evans, 2000; Sarafino & Armstrong, 2000) show that there have been claims that child support grant particularly encourages teenage girls to have children. Quinlivan and Evans (2000) also state that statistics of teenage pregnancy birth rate in Australia increased up to 2.2% due to Baby bonus. However, 6% of the participants disagree with this opinion.

5.4.11. Most of teenagers fall pregnant because of the use of alcohol.

About 74% of the respondents agree that most teenagers fall pregnant because of the use of alcohol. Since teenagers are not fully developed, alcohol affects their minds easily and modifies their behaviors and actions negatively. Teenagers find themselves engaged in sexual activities even those who are not intending to misbehave. These findings are supported by previous results found by Nolan (2003:8) about a teenager who drinks alcohol as she reiterates that “I was stoned. I didn’t know where I was or what I was doing. We had sex in the back of the car. The next day I just knew I was pregnant”. Apart

from that, 10% of the teachers do not believe that teenagers who engage in sex related issues are more likely to fall pregnant at an early stage and 16% of other teachers are not quite sure.

5.4.12. Sexual abuse contributes to teenage pregnancy.

Apart from drug abuse, it has been discussed that 78% respondents accept that sexual abuse is perceived as a contributing factor to teenage pregnancy. In many instances, stepfathers and other relatives abuse teenagers and as a result they (teenagers) fall pregnant unintentionally. The results found by Nolan (2003) are in line with the current findings. Nolan (2003) reveals that a girl had been abused by her stepfather for three years. The girl fell pregnant and the stepfather hit her when she told him that she was pregnant. He said that the girl had to have an abortion or he would throw her out of the house. Ten percent of the respondents disagree that sexual abuse is contributing to teenage pregnancy and 12% is unaware of this.

5.4.13. In many instances teenage pregnancy occurs due to rape.

Thirty four percent of the respondents perceive rape as a contributing factor in teenage pregnancy. In many instances males rape teenagers because they (males) believe that they will be cured of AIDS after having sex with someone who is free from diseases. The recent findings are supported by Search (1998) who maintains that male teachers enjoy having sex with teenagers because they (teachers) think that young girls are free from diseases as they are still virgins. As a consequence, girls get pregnant. Twenty percent (20%) of the participants is not confident concerning this subject.

5.5 Findings with regard to objective number four: Consequences of teenage pregnancy.

5.5.1. Drop out rate from schools is one of the effects of teenage pregnancy.

Seventy six percent (76%) of the respondents maintain that the drop out rate from schools is one of the effects of teenage pregnancy. The respondents indicate that many pregnant girls disappear from the schools immediately when they discover that they are pregnant. These perceptions of the respondents are confirmed by Mpanza (2006) and Vexler and Suellentrop (2006) when they reveal that teenage pregnancy has become one of the causes of the high drop out rate. A few of the respondents 8% do not agree that the drop out rate is resulting from pregnancy. However, 16% of the educators are not quiet sure about this.

5.5.2. Alienation has negative consequences on teenage pregnancy.

Thirty six percent of the respondents indicate that alienation is a consequence of teenage pregnancy. When teenagers are pregnant, many people who are expected to be close to them abandon them (teenagers) and as a result they become depressed. Eight percent of the respondents are in total disagreeing on this subject. The results of this study correspond with the findings of Queensland Health (2004) which reveal that teenage mothers experience alienation from their parents and friends, which signals negative consequences. Besides isolation from parents and friends, their boyfriends abandon them before and during pregnancy. Even though some teachers have positive ideas, 28% of the teachers are not sure about this.

5.5.3. Ill health related issue is the consequence on teenage pregnancy.

The respondents, 46% indicate that they are uncertain about this issue. The findings show that 26% respondents regard health related issues as consequences of teenage pregnancy. The reality is that most pregnant teenagers hide their pregnancy and as a consequence they do not attend clinics to check their health. Thus they get miscarriages or have babies with low birth weight. These findings are in line with prior results found by recent studies (Quinlivan & Evans 2000; Condon & Corkindon, 2002) in which it is revealed that

pregnant teenagers are likely to have a baby of low birth weight and birth defects. This is a truism that the younger the youth, the higher the risk of death of the mother and her baby.

5.5.4. Abortion is the major consequence on teenage pregnancy.

The highest percentage of respondents is 64% which indicates that teachers understand extremely well that abortion is the consequence of teenage pregnancy. It is because of certain reasons that pregnant teenagers abort. For instance, when teenagers are pregnant their boy friends do not want to be informed about it and desert them. For that matter, pregnant teenagers prefer to make abortion because they cannot afford to raise kids alone. The findings established by Nolan (2003) reveal that some of the boys become angry when they are informed about their girlfriend's pregnancy. On the other hand, 18% respondents are entirely disagreeing with the fact that abortion is the major consequence of teenage pregnancy.

5.6 Findings emanating from open-ended questions regarding teachers' perceptions towards teenage pregnancy

Some teachers do believe that other male educators contribute to teenage pregnancy. They state that this occurs due to unqualified teachers who lack professional ethics and use drugs. Apart from that, teachers argue that teenagers are cavalier about their pregnancy. As a consequence, teenagers give children up for adoption.

Teachers indicated that most of the pregnant teenagers die after delivery due to the AIDS pandemic and this AIDS epidemic causes many orphans in the country. As a result, grandparents are bound to bring up these orphans.

Teachers also stated that pregnant girls and their male counterparts should be expelled from school. However, some of the teachers are against expulsion of pregnant teenagers. They argue that pregnant teenagers should not be given double punishment because they

are already depressed. The teachers also revealed that teenagers have rights regarding their health and unborn baby which should be considered by schools. Furthermore, teenagers should be given the opportunity to express their views on teenage pregnancy.

Teachers suggested some ways of alleviating teenage pregnancy like counseling sessions, which will assist teenagers who are victims of this problem. Furthermore, teachers encouraged the use of condoms and teenagers to abstain from sex.

Educators prefer that sex education should be included in the curriculum. This, according to them, will give teenagers the opportunity to learn about risky behaviour because there is no such education at home as parents are not free to discuss this topic. This matches the findings of authors such as Marta and Resnick (1977) as cited in Plotnik (2005) in which they disclose that parents claim that they do not feel free to discuss sex related issues with children. Some teachers elucidate that parents should be open about sex life at home as this should not be a burden of teachers only. The rationale behind this is that, the development and exercise of moral self-sanctions are rooted in human relations and the way in which they are structured by the larger society (Kohlberg's theory as cited in Plotnik, 2005). However, other teachers point out that, they cannot teach sex education due to their culture and denominational values.

5.7 Implication of the findings

The research findings reveal that teachers have negative perceptions towards teenage pregnancy. The implication of the findings is that, the government has to make sure that teachers are provided with training and workshops pertaining to sex education.

The results indicate that pregnant teenagers need special attention in school. This implies that pregnant teenagers should stay at home under the supervision of the parents until postnatal. The reason is that in most cases pregnant teenagers are not sure about their time of delivery and they might find themselves giving delivery in the presence of other learners which is totally wrong.

The findings show that all pregnant teenagers including their male counterparts must be expelled from school immediately once the situation has been discovered. This implies that the time for expulsion should be stipulated which will give both pregnant teenagers and their male counterparts access of going back to school after serving a punishment because the community is still expecting much from them. They have to get quality education which will help them to get good jobs in order to bring up the child. One teacher of the recent study indicated that pregnant teenagers should not get a double punishment by permanently staying at home because they are already depressed. However, it is suggested that when teenagers go back to school, they must find for themselves what was taught without any inconvenience to the teachers. It is assumed that this practice will lower the rate of teenage pregnancy in schools.

The findings indicate that sex education is a plausible solution to deal with teenage pregnancy in schools. This implies that the Ministry of Education in Lesotho should provide teachers with workshops about sex education. The government should supply essential materials for the education mainly for the benefit of learners.

The results also indicate that variables such as gender, age, class and teaching experience have an influence on teachers' perceptions towards teenage pregnancy. The findings also show that males and females differ in perceptions towards teenage pregnancy. This implies that male and female teachers should attend workshops as well as training for sex education regardless of gender. This might assist teachers to have a positive impact on pregnant teenagers.

Apart from that, it has been shown that age has an influence on teachers' perceptions towards teenage pregnancy. The implication is that different age groups of teachers should be considered when investigating a study of this nature because they have opposing views about teenage pregnancy. The findings also reveal that a relationship exists between the classes and teachers' perceptions towards teenage pregnancy. It means that the classes have influence on teachers' perception towards teenage pregnancy. The

results show that there is a relationship between teaching experience and teachers' perceptions towards teenage pregnancy. This implies that all teachers should have training and workshops about sex education regardless of teaching experience as it has already been indicated earlier on. This will assist them to deal with pregnant teenagers in schools.

When looking at how educators perceive and teach teenagers who are pregnant, issues such as gender, age, teaching experience and class should be taken into consideration. These issues indeed have an influence on teachers' perception towards teenage pregnancy.

It was noted in this study that the following factors are perceived to be contributing to teenage pregnancy. The percentages represent the respondents' level of agreement with some of the variables: peer pressure 90%, drug abuse 88%, sexual abuse 78%, absence of sexuality education 74%, poverty 72%, parental style 56% and lastly baby bonus 52%. Research on teenage pregnancy anchors similar responses to factors teachers perceive as contributing to teenage pregnancy (Firestone, 1994; Kindlon, Thompson & Ballantine, 1999; Egglestone, Jackson & Hardee, 1999; Quinlivan & Evans, 2000; Makatjane, 2002; Nolan, 2003; Morrison & Greenstone, 2003; Masemola, 2007; Angela, 2008). It is therefore implied that the government must equip learners with reading materials such as books, videos and newspapers which will educate them on the aforementioned variables. It is further implied that teachers must be well trained in order to be knowledgeable on how to use these materials.

The findings disclose factors which teachers conceive to be consequences of teenage pregnancy. Seventy six percent of them identified the drop out rate as a consequence of teenage pregnancy, followed by abortion 64%. These findings do not deviate from those of (Mpanza, 2006; Vexler & Suellentrop, 2006; Nolan, 2003; Condon & Corkindale, 2000; Fergusson & Woodward, 1999; Corcoran, 1998) regarding the drop out rate and those regarding abortion. The implication of these findings is that the Ministry of Education must implement programs that support teachers in handling teenagers who

become pregnant in schools. It will be crucial that the Ministry of Education attends to some of the consequences of teenage pregnancy by introducing sex education as it has already been stated and equip teachers with skills and materials to handle it.

5.8 Limitation of the study

Although this research study has achieved a great deal, there remains areas which need further attention.

- The first area of limitation is that it involved high school teachers only whereas teenage pregnancy is a problem that cuts across primary schools and tertiary institutions.
- It was a limitation because the sample size included only high school teachers of Qacha's Nek district in Lesotho. For practical reasons, it was not possible to travel around the country at the time investigation was undertaken, Qacha's Nek district was the only area which was known by the researcher about the problem of teenage pregnancy.
- The study is also limited because a questionnaire was only employed as an instrument to collect data, whereas individual interviews could have been conducted as a follow up. But it was not feasible for practical reasons.
- It was a limitation to use a questionnaire as an instrument to collect data because the respondents misinterpret questions.

- **5.9 Avenues for future research**

This study has achieved its objectives and the following areas have opened up for future research:

- Since the study was conducted in Qacha's Nek district, it is advisable to undertake one in other districts of Lesotho to find out if there will be a difference between information teachers have provided and those other districts.
- It will be necessary to conduct a study which will involve students and parents to find out their perceptions on teenage pregnancy.
- The population of the study was drawn from high school teachers of Qacha's Nek district only, it will be necessary to involve primary school teachers in order to establish if they have different perceptions towards teenage pregnancy when compared to high school teachers.

5.10 Conclusion

A number of factors were identified which were seen to be related to teenage pregnancy. In terms of perceptions that teachers display, it was revealed that they hold a negative perception. In terms of factors contributing to teenage pregnancy, the salient factors that emerge from the teachers' responses included peer pressure, drug abuse, sexual abuse, poverty, among others. A high drop out rate, alienation, lack of support from teachers to learners, physical complications and health related issues, poor attendance in school and abortion were consequences of this phenomenon from the point of view of teachers.

Literature attests to the fact that teenage pregnancy is a cause for concern and needs to be tackled head on. Reflecting on what teachers provided as additional information, including quantitative results, one must conclude that the findings imply that the government must implement programmes that support teachers in handling teenagers who become pregnant at school. In deploying teachers, issues such as gender, age, experience and classes should be taken into consideration. These issues have a bearing on the failure and success of teachers' efforts to overcome the "teenage pregnancy pandemic".

The findings also imply that sexuality education should be included in the school curriculum and in this way teenage pregnancy will be reduced.

The study had limitations which were spelt out. Besides these limitations, the study has managed to report that teachers do not take kindly on teenagers who become pregnant while still at school. The study has added knowledge in the field of teenage pregnancy regarding factors that affect educators' perceptions towards teenage pregnancy as there was dearth of information in this area.

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ANNEXURE A: A letter to request the permission to conduct the study

University of Zululand

Private Bag X1001

Kwa-Dlangezwa

3886

Senior Education Officer

Qacha's Nek-600

Lesotho

Dear sir/madam

re: Permission to conduct research to your schools

I am a masters student at the University of Zululand. I am currently engaged in a research project about **“Teachers’ perceptions of teenage pregnancy in selected schools in Lesotho”** in the Department of Educational Psychology and Special Education.

May I be allowed to administer a questionnaire to teachers in some high schools in Qacha's Nek district. I would be very grateful if you could assist by allowing me access to your schools. This research will bring next insight about how the teachers perceive teenage pregnancy. It will also add to the already existing knowledge of teachers' perceptions towards teenage pregnancy in the country.

Your contribution is of the utmost importance and will be highly appreciated.

Yours faithfully

M. R. Moliko

Masters Education Psychology

Student no: 200813777

Supervisor: Dr J.D. Adams

Senior Lecture: Department of Educational Psychology and Special Education

ANNEXURE B: AN APPROVED LETTER FROM EDUCATION OFFICER



LESOTHO

**MINISTRY OF EDUCATION & TRAINING
P.O. BOX 23
QACHA'S NEK 600**

14th August 2008

The Principal

.....

.....

Qacha's Nek

Dear Sir/Madam

RE: Permission to undertake research in schools in Qacha's Nek

This note serves to confirm that *Mabahlakwana Maliko* is a student at University of Zululand. She is furthering her studies at Master's level. Data collection is one of her study's prerequisites hence data collection in our schools. Please accord her with all necessary information that she needs

Thanking you in advance for rendering her the service she requires.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. T. Ralibakha'.

L. T. Ralibakha

Senior Education Officer

ANNEXURE C: QUESTIONNAIRE

TEACHER' PERCEPTIONS OF TEENAGE PREGNANCY IN SELECTED SCHOOLS IN LESOTHO.

QUESTIONNAIRE FOR TEACHERS

1. You are requested to assign symbols to reflect how you perceive teenage pregnancy in your school. The instructions on how to indicate your level of agreement on each item accompany this questionnaire.
2. Please rate every statement.
3. You are also requested to provide additional information in accordance with the instructions accompanying this questionnaire.
4. Your information will be confidential, therefore do not write your name or the name of your academic institution in this questionnaire.

Thank you for your co-operation.

'M'amohlakoana Rosalia Moliko (Student)
Department of Educational Psychology and Special Education
University of Zululand
Private Bag X1001
KWA-DLANGEZWA
3886

Please turn on the next page.

SECTION A

A. BIOGRAPHICAL INFORMATION

Please indicate your answer by placing a cross (X) in the appropriate space or box provide.

1. Gender.

1	2
Female	Male

2. Age.

1	2	3	4	5
Below 25	26-30	31-40	41-50	50 and above

3. Your experience in teaching.

1	2	3	4	5
1-10 year	11-20 year	21-30years	31-40years	40 and above

4. Classes

Form A	Form B	Form C	Form D	Form E

SECTION B

INSTRUCTIONS

THIS IS A QUESTIONNAIRE ON YOUR PERCEPTIONS TOWARDS TEENAGE PREGNANCY.

Please indicate your degree of agreement by placing a cross (X) in the box next to each statement.

KEY: A - AGREE
 NS - NOT SURE
 D - DISAGREE

STATEMENTS	A	NS	D
1. Parental style contributes to teenage pregnancy.			
2. Many teenagers fall pregnant due to poverty.			
3. Teenagers who are engaged into sex related issues are more likely to fall pregnant at an early stage.			
4. Culture is one of the factors which contributes to teenage pregnancy.			
5. Teenagers who perform poorly academically resort to sexual relationships and become pregnant.			
6. Absence of sex education in schools contributes to teenage pregnancy.			
7. Family structure contributes to the high rate of pregnancy in schools.			
8. Peer pressure is one of the major causes of teenage pregnancy.			
9. Teenagers who are engaged in drug abuse are more likely to fall pregnant.			
10. Baby bonus contributes to teenage pregnancy			
11. Most teenagers fall pregnant because of the use of Alcohol.			
12 Sexual abuse contributes to teenage pregnancy.			
13. In many instances teenage pregnancy occurs due to			

ANNEXURE D: PARTICIPANTS PARTICULARS AND RESPONSES

Re=Respondents

Re No	Gender	Age	grade level	Teaching experience	Total Score	P=PERCEPTIONS P=POSITIVE N=NEGATIVE
1	F	31-40	Form C	11-20 yrs	47	N
2	F	31-40	A-C	11-20 yrs	42	N
3	F	31-40	D-E	1-10 yrs	33	P
4	M	41-50	C	41-50 yrs	37	P
5	F	31-40	E	11-20 yrs	51	N
6	F	31-40	E	11-20 yrs	38	P
7	F	31-40	C-E	11-20 yrs	41	N
8	F	50 & above	E	31-40 yrs	43	N
9	M	31-40	D-E	11-20 yrs	45	N
10	F	41-50	C-E	11-20 yrs	51	N
11	F	31-40	A	1-10 yrs	35	P
12	F	31-40	A	1-10 yrs	40	N
13	F	31-40	E	1-10 yrs	36	P
14	F	41-50	E	11-20 yrs	45	N
15	F	31-40	A	1-10 yrs	35	P
16	F	41-50	E	11-20 yrs	41	N
17	M	50 & above	E	31-40 yrs	44	N
18	F	26-30	C	21-30 yrs	38	P
19	F	Below 25	A-C	21-30 yrs	37	P
20	F	50 & above	D-E	21-30 yrs	31	P
21	M	50 & above	D-E	21-30 yrs	46	N
22	M	41-50	D-E	21-30 yrs	39	P
23	F	41-50	A-C	21-30 yrs	42	N

24	F	41-50	C	21-30 yrs	44	N
25	M	31-40	B-C	11-20 yrs	40	N
26	F	31-40	A-C	11-20 yrs	37	P
27	F	31-40	D-E	11-20 yrs	39	P
28	F	31-40	D-E	11-20 yrs	34	P
29	F	31-40	C-E	11-20 yrs	35	P
30	F	31-40	B	11-20 yrs	44	N
31	F	31-40	A-C	11-20 yrs	45	N
32	M	41-50	E	11-20 yrs	46	N
33	F	41-50	B-C	11-20 yrs	42	N
34	F	41-50	A	11-20 yrs	42	N
35	F	31-40	A	1-10 yrs	42	N
36	F	31-40	E	1-10 yrs	37	P
37	F	Below 25	A-C	1-10 yrs	36	P
38	F	Below 25	A-C	1-10 yrs	38	P
39	F	Below 25	A-C	1-10 yrs	45	N
40	F	Below 25	D-E	1-10 yrs	36	P
41	F	26-30	D-E	1-10 yrs	36	P
42	F	26-30	A-C	1-10 yrs	27	P
43	M	26-30	A-C	1-10 yrs	40	N
44	M	26-30	D-E	1-10 yrs	42	N
45	M	Below 25	D-E	11-20 yrs	36	P
46	M	26-30	D-E	1-10 yrs	34	P
47	M	26-30	D-E	11-20 yrs	42	N
48	M	26-30	A-C	1-10 yrs	44	N
49	M	Below 25	A-C	1-10 yrs	43	N
50	M	Below 25	A	1-10 yrs	44	N

R = Responses**T = TOTAL
A=AVERAGE**

R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	T
1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	3	47
2	3	1	3	3	3	3	1	3	3	3	3	3	1	3	2	1	3	42
3	1	3	3	3	2	1	2	3	1	1	3	3	2	1	1	1	2	33
4	3	3	3	1	1	3	1	3	1	3	3	3	1	3	1	3	1	37
5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
6	2	3	3	2	2	3	2	3	3	3	1	3	1	3	1	2	1	38
7	1	3	3	1	3	3	1	3	3	1	3	3	3	3	1	3	3	41
8	3	3	3	3	1	3	1	3	3	3	3	3	3	3	1	1	3	43
9	3	3	3	3	2	3	2	3	3	3	3	3	2	3	1	2	3	45
10	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
11	1	3	3	1	3	1	1	3	3	1	3	3	3	3	1	1	1	35
12	2	3	1	1	3	3	3	3	3	3	3	3	1	3	3	1	1	40
13	1	3	3	3	1	3	1	1	3	3	3	3	3	2	1	1	1	36
14	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	1	3	45
15	2	3	1	1	3	3	3	3	3	3	3	3	1	3	1	1	1	35
16	3	2	3	3	1	2	3	3	3	3	3	3	3	3	3	1	2	41
17	3	3	3	2	3	3	3	3	3	3	3	3	2	3	3	1	3	44
18	2	2	3	1	1	3	1	3	3	1	3	3	2	3	3	3	3	38
19	3	1	3	2	2	3	1	3	3	1	3	3	2	3	1	1	2	37
20	2	1	3	1	1	1	2	3	3	3	2	2	2	1	1	2	3	31
21	3	3	3	2	3	2	1	3	3	3	3	3	2	3	3	3	3	46
22	3	2	3	3	2	2	1	3	3	1	1	3	2	3	1	3	3	39
23	1	2	3	3	2	3	1	3	3	1	3	3	2	3	3	3	3	42
24	3	3	3	3	3	3	3	3	3	1	3	3	2	3	1	1	3	44
25	3	3	3	1	1	3	1	3	3	1	3	3	2	3	1	3	3	40
26	2	3	2	1	2	3	1	3	3	1	3	3	2	3	1	3	3	37
27	1	3	3	3	1	3	3	3	3	1	3	3	2	3	1	1	2	39
28	2	3	3	3	2	1	3	3	3	1	1	1	2	2	1	1	2	34

29	2	2	2	3	1	3	1	3	1	1	3	2	2	3	1	2	3	35	P
30	2	3	3	3	3	3	1	3	3	3	3	2	2	3	3	1	3	44	N
31	3	3	3	2	2	3	2	3	3	3	2	3	2	3	2	3	3	45	N
32	3	3	3	3	2	3	1	3	3	3	3	3	3	3	3	1	3	46	N
33	3	2	3	2	2	3	3	3	3	1	3	2	1	3	3	2	3	42	N
34	3	3	3	3	2	2	2	3	3	3	3	3	1	3	1	2	2	42	N
35	1	3	3	2	1	2	1	3	3	1	3	1	3	3	3	3	3	41	N
36	1	3	1	1	3	3	3	3	3	1	3	1	2	3	1	2	3	37	P
37	2	3	1	3	1	3	3	3	3	1	3	2	2	3	1	1	1	36	P
38	3	3	3	1	2	3	1	3	3	2	3	3	2	1	1	1	3	38	P
39	3	2	2	3	2	3	3	3	3	3	3	3	3	3	1	2	3	45	N
40	3	1	3	1	2	3	3	3	3	2	1	1	3	3	1	2	3	36	P
41	3	3	3	1	3	3	1	3	3	1	3	3	2	1	1	1	1	36	P
42	1	3	3	3	3	1	1	3	1	1	1	1	1	1	1	1	1	27	P
43	3	3	3	1	2	3	2	3	3	1	3	3	2	2	1	2	3	40	N
44	2	3	3	2	3	3	1	3	3	1	3	3	2	2	3	2	3	42	N
45	3	3	3	3	2	1	1	2	3	3	1	2	1	1	3	1	3	36	P
46	2	1	3	2	1	1	3	3	3	2	2	1	1	1	3	2	3	34	P
47	3	3	3	3	3	3	3	1	2	3	1	3	3	3	2	1	1	42	N
48	3	1	3	3	2	1	2	3	3	3	2	3	3	3	3	3	3	44	N
49	2	3	3	3	3	3	2	3	1	3	2	3	3	1	3	3	2	43	N
50	3	2	3	3	3	3	2	1	3	3	2	3	3	2	3	3	3	44	N
Total	56	59	63	54	50	57	45	64	62	46	54	52	49	53	45	42	58	909	

$$\sum X/n: 909 \div 17 = 53.47$$

$$\sum X/n : 909 \div 50 = 18.18$$

R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	A	A	A	A	A	A	A	A	A	A	A	A	A	A	NS	NS	A
2	A	NS	A	A	A	A	NS	A	A	A	A	A	NS	A	D	NS	A
3	NS	A	A	A	D	NS	D	A	NS	NS	A	A	D	NS	NS	NS	D
4	A	A	A	NS	NS	A	NS	A	NS	A	A	A	NS	A	NS	A	NS
5	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
6	D	A	A	D	D	A	D	A	A	A	D	A	D	A	D	NS	A
7	NS	A	A	NS	A	A	NS	A	A	NS	A	A	A	A	NS	A	A
8	A	A	A	A	NS	A	NS	A	A	A	A	A	A	A	NS	NS	A
9	A	A	A	A	D	A	D	A	A	A	A	A	D	A	NS	D	A
10	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
11	NS	A	A	NS	A	NS	NS	A	A	NS	A	A	A	A	NS	NS	NS
12	D	A	NS	NS	A	A	A	A	A	A	A	A	NS	A	A	NS	NS
13	NS	A	A	A	NS	A	NS	NS	A	A	A	A	A	D	NS	NS	NS
14	A	A	A	A	A	A	A	D	A	A	A	A	A	A	A	NS	A
15	D	A	NS	NS	A	A	A	A	A	A	A	A	A	NS	A	NS	NS
16	A	D	A	A	NS	D	A	A	A	A	A	A	A	A	A	NS	D
17	A	A	A	D	A	A	A	A	A	A	A	A	D	A	A	NS	A
18	D	D	A	NS	NS	A	NS	A	A	NS	A	A	D	A	A	A	A
19	A	NS	A	D	D	A	NS	A	A	NS	A	A	D	A	NS	NS	D
20	D	NS	A	NS	NS	NS	D	A	A	A	D	D	D	NS	NS	D	A
21	A	A	A	D	A	D	NS	A	A	A	A	A	D	A	A	A	A
22	A	D	A	A	D	D	NS	A	A	NS	NS	A	D	A	NS	A	A
23	NS	D	A	A	D	A	NS	A	A	NS	A	A	D	A	A	A	A

24	A	A	A	A	A	A	A	A	A	NS	A	A	D	A	NS	NS	A
25	A	A	A	NS	NS	A	NS	A	A	NS	A	A	D	A	NS	A	A
26	D	A	D	NS	D	A	NS	A	A	NS	A	A	D	A	NS	A	A
27	NS	A	A	A	NS	A	A	A	A	NS	A	A	D	A	NS	NS	A
28	D	A	A	A	D	NS	A	A	A	NS	NS	NS	D	D	NS	NS	D
29	D	D	D	A	NS	A	NS	A	NS	NS	A	D	D	A	NS	D	A
30	2	A	A	A	A	A	NS	A	A	A	A	D	D	A	A	NS	A
31	A	A	A	D	D	A	D	A	A	A	D	A	D	A	D	A	A
32	A	A	A	A	D	A	NS	A	A	A	A	A	A	A	A	NS	A
33	A	D	A	D	D	A	A	A	A	NS	A	D	NS	A	A	D	A
34	A	A	A	A	D	D	D	A	A	A	A	A	NS	A	NS	D	D
35	NS	A	A	D	NS	D	NS	A	A	NS	A	NS	A	A	A	A	A
36	NS	A	NS	NS	A	A	A	A	A	NS	A	NS	D	A	NS	D	A
37	D	A	NS	A	NS	A	A	A	A	NS	A	D	D	A	NS	NS	NS
38	A	A	A	NS	D	A	NS	A	A	D	A	A	D	NS	NS	NS	A
39	A	D	D	A	D	A	A	A	A	A	A	A	A	A	NS	D	A
40	A	NS	A	NS	D	A	A	A	A	D	NS	NS	A	A	NS	D	A
41	A	A	A	NS	A	A	NS	A	A	NS	A	A	D	NS	NS	NS	NS
42	NS	A	A	A	A	NS	NS	A	NS	NS	NS	NS	NS	NS	NS	NS	NS
43	A	A	A	NS	D	A	D	A	A	NS	A	A	D	D	NS	D	A
44	D	A	A	D	A	A	NS	A	A	NS	A	A	D	D	A	D	A
45	A	A	A	A	D	NS	NS	D	A	A	NS	D	NS	NS	A	NS	A
46	D	NS	A	D	NS	NS	A	A	A	D	D	NS	NS	NS	A	D	A
47	A	A	A	A	A	A	A	NS	D	A	NS	A	A	A	D	NS	NS

48 A NS A A D NS D A A A A A A A A A A A A
49 D A A A A D A NS A A D A A NS A A A D
50 A D A A A D NS A A A A D A A A D