

**THE STUDY OF
EDUCATORS' ATTITUDES TOWARDS TEENAGE PREGNANCY**

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DECLARATION

I, NKoloyakhe Difference Mpanza, hereby declare that the work on “**Educators’ Attitudes Towards Teenage Pregnancy**” is my own work, both in conception and in execution and that all sources that I have used or quoted have been acknowledged by means of complete references. I further declare that this dissertation has never been submitted at any institution for any purpose, academic or otherwise.

ND MPANZA

DATE

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DEDICATION

This study is dedicated to my wife Choice; my sons Khayelihle and Sifeziwe and my only daughter Zesande.

ABSTRACT

The purpose of this study was to investigate the nature of educators' attitudes towards teenage pregnancy in Secondary Schools of the Lower Tugela Circuit of KwaZulu-Natal. Subjects were educators (N=97) from twenty secondary schools. These educators were of different ages; races; religious affiliation, educational levels teaching experience and gender.

The study, further, investigated the relationship (if any) that exist between their attitudes towards teenage pregnancy and various educators' characteristics such as age, gender, race, religious affiliation, educational level and their teaching experience.

The study was conducted in response to the KZN Circular Number 116 of 2000 which seem to give more rights to pregnant learners .

The findings indicated that educators have positive attitudes and are sympathetic towards pregnant teenagers, but displayed reservations about the level of skills they have with regard to helping teenagers in the times of emergency (like delivery) in the classroom.

The study formulated some recommendations that the researcher hope (believe) will strengthen the relationship between educators and pregnant teenagers in schools.

TABLE OF CONTENTS

CHAPTER ONE

1.0 OVERVIEW OF THE STUDY

1.1	Introduction	1
1.2	Motivation for the study to be undertaken	1
1.3	Statement of the problem	6
1.4	Purpose of study	6
1.5	Formulation of hypothesis	7
1.6	Definition of terms	7
1.6.1	Educator	7
1.6.2	Attitudes	8
1.6.3	Teenage pregnancy	8
1.6.4	Secondary school learner	8
1.7	Summary	8

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1	Introduction	9
2.2	Attitude formation	9
2.3	Public perspectives on teenage pregnancy	11
2.4	Issues around the consequences of teenage pregnancy and teenage parenting	12
2.5	Attitude measurement	13
2.6	The nature of attitudes of educators towards teenage pregnancy	14
2.7	Educators' attitudes in relation to age	15
2.8	Educators' attitudes in relation to gender	16
2.9	Educators' attitudes in relation to educational level	17
2.10	Educators' attitudes in relation to teaching experience	18

2.11	Educators' attitudes in relation to religious affiliation	19
2.12	Educators' attitudes in relation to race	20
2.13	Summary	20

CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1	Introduction	22
3.2	Aims of study	22
3.3	Research design	22
3.4	Description of the population	23
3.5	Sampling design	24
3.6	Research instrument	24
3.7	Scoring of the instrument	26
3.8	Pilot study	27
3.9	Reliability and validity of the research instrument	27
3.10	Procedure for administration of research instrument	28
3.11	Method of data analysis	28
3.12	Summary	29

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1	Introduction	30
4.2	Study sample	30
4.3	Data analysis	34
4.4	Presentation and interpretation of data	35
4.4.1	The nature of educators' attitudes towards teenage pregnancy	35
4.4.2	The relationship between educators' attitudes towards teenage pregnancy	

and various educators' characteristics 37

4.4.2.1 The relationship between the variable of age and the educators' attitude towards teenage pregnancy 37

4.4.2.2 The relationship between the variable of race and the educators' attitude towards teenage pregnancy 39

4.4.2.3 The relationship between the variable of gender and the educators' attitude towards teenage pregnancy 40

4.4.2.4 The relationship between the variable of teaching experience and the educators' attitude towards teenage pregnancy 42

4.4.2.5 The relationship between the variable of religious affiliation and the educators' attitude towards teenage pregnancy 44

4.4.2.6 The relationship between the variable of educational level and the educators' attitude towards teenage pregnancy 46

4.5 Discussion 48

4.6 Summary 48

CHAPTER FIVE

5.0 SUMMARY, FINDINGS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

5.1 Introduction 49

5.2 Discussion of findings 50

5.2.1	Findings with regard to aim number one	51
5.2.2	Findings with regard to aim number two	52
5.3	Recommendations	53
5.3.1	Recommendations directed to educators.	53
5.3.2	Recommendations directed to the Department of Education	54
5.4	Limitations of the study	56
5.5	Avenues for future research	57
5.6	Summary	58
REFERENCES		59
APPENDICES		68

LIST OF TABLES

	PAGE	
4.1	Frequency of subjects by gender	31
4.2	Frequency distribution of subjects by age groups	31
4.3	Frequency distribution of subjects by racial group	32
4.4	Frequency distribution of subjects by their teaching experience	32
4.5	Frequency distribution of subjects by their religious affiliation	33
4.6	Frequency distribution of subjects by their educational level (qualification)	34
4.7	Frequency distribution of subjects with regard to their attitudes towards teenage pregnancy	36
4.8	Distribution of subjects' attitudes with regard to the variable age	38
4.9	Distribution of subjects' attitudes with regard to the variable of race	39
4.10	A 2x2 contingency table of respondents' frequency with regard to a variable of gender and attitudes	41
4.11	Frequency distribution of subjects' attitude with regard to the variable of teaching experience	43
4.12	Frequency distribution of subjects' attitudes with regard to the variable of religious affiliation	45
4.13	Frequency distribution of the respondents' educational level with regard to their attitudes towards teenage pregnancy	47

LIST OF GRAPHS

	PAGE
4.1 Frequency (in %) of educators' with regard to their attitudes towards teenage pregnancy	36
4.2 Frequency of respondents per race group with regard to their attitudes towards teenage pregnancy	40
4.2 Frequency of respondents according to gender with regard to their attitudes towards teenage pregnancy	42

LIST OF APPENDICES

	PAGE
A. Biographical data of respondents	68
B. Final scale	74
C. Permission to conduct research : KZN Provincial directorate : Research	80
D. Permission to conduct research : Lower Tugela Circuit	85
E. Permission to conduct research : Schools	86
F. Request to educators to complete questionnaire	87
G. Map showing the area where the study was conducted	88
H. Crosstabs	89

CHAPTER ONE

1.0 OVERVIEW OF THE STUDY

1.1 Introduction

Teenage pregnancy is a very sensitive issue that parents do not wish to discuss openly. Educators in schools are faced with a great task of playing different roles. They have to look after learners in all respect. The problem of teenage pregnancy is rapidly escalating and is becoming more complicated. Secondary school was mostly affected but the problem has taken its toll even in primary schools. Educators have to be midwives and nurses, using the skills they were never trained in. This chapter introduces the study on how educators view the problem of teenage pregnancy in secondary schools.

1.2 Motivation for the study to be undertaken

Most people consider teenage pregnancy as a disaster. In many societies and traditions, teenage childbearing has become normative. Teenage pregnancies are increasing in numbers each year and are emerging as a social problem. Furthermore, teenage pregnancies are occurring at younger ages. Although this trend is noticeable all over the world (Weideman,1996), the problem seems to be greater in developing countries.

The age at which sexual activity commences is falling and there is an increasing proportion of learners who are sexually active while at school. Nash (2002:151) cites New Zealand as having the second highest rate of teenage pregnancy among developed countries. According to Bell (1990:168), economically developed English speaking countries have the highest rate of teenage births. A survey by Medical Research Council reports that children as young as 14 years are engaged in sexual activity (41%), seventy percent of those have had more than one sexual partner and only 29% of teenagers are practicing safe sex (Ferguson,2004:90).

Teenagers generally deny the risk of falling pregnant. Comments like “it won’t happen to me” or “I know what I am doing” prove this denial(Luker,1996). Some literature reveal that some boys actually engage in premature sexual activity to prove their manhood by fathering a child out of wedlock (Dallimore,2002).

Teenage pregnancies are on the increase despite preventative measures and problems associated with illegitimate pregnancies and the HIV/AIDS pandemic. The circumstances of both the pregnant teenager and her family have changed dramatically. It is assumed that when a teenager has a baby, this will destroy her chances of getting education and may damage her health (Macleod, 1999). Young people are not considered able to maintain a secure and happy marriage. There is a concern for the health of the baby, and for the dependency burden on families and social welfare.

Although Hoffman and Hoffman (Musick, 1999 :119) put nine values of having children, the researcher believes that there can be no advantages to teenage pregnancies nowadays. The values by Hoffman and Hoffman include teenagers gaining adult status and social identity, need for moral improvement (becoming less selfish and learning to share), expansion of the self when someone dies, affection, creativity, power and influence on the baby, stimulation and fun, comparing one’s child with children of others, economic utility, that is, contribution to family income through state’s child grant.

Medical risks and long lasting emotional problems are associated with teenage pregnancy. The researcher is of the opinion that the choice of what to do when pregnancy is confirmed is too serious a matter for the level of maturity of most teenagers. The girl faces confusing advice from many people regarding child rearing practices and this undermines confidence in her and her ability to cope. The teenager finds herself in a dilemma, having to take a decision that will affect her for the rest of her life. The decision can be one of abortion, adoption of a child by other families, marrying the father of the child, keeping the baby as a single parent, or foster parenting. Making a choice is too abstract for her stage of development and age.

When dealing with teenage pregnancies, attention is focused on girls, disregarding boys as if they do not experience unplanned fatherhood as a problem. Boys also need to be considered in this problem. They need to be involved in decisions regarding the baby. They, too, have to adapt to the role of fatherhood. In one research (Masuku,1998), boys seem to be fading out of the problem. What do parents and educators say about this fading away of boys?

The problem of teenage pregnancy is escalating despite the availability of preventative measures and the scare of HIV/AIDS pandemic. Why is that the case? Various research conducted to investigate the perpetual increase of teenage pregnancies despite problems and constraints they cause, cite a number of reasons as compounding the problem. For instance, Brits (1989:64) points out the lack of information concerning sexuality and birth control measures, depression due to peer pressure, lack of commitment, fear of rejection and longing for affection as some of the reasons for teenagers to fall pregnant.

Families have considerable influence on their children's sexual pathways. The family's attitudes towards sexual behavior and child bearing could be expected to be important to teenagers. Freedman and Rickels (1999) discovered that teenagers who gave birth believe that their families supported early child bearing and teenagers who avoided early child bearing believe that their families are against it. Furthermore, these researchers found that black parents were more likely than white parents to approve of contraception because they were concerned about the problem of possible offspring and were eager to prevent pregnancy. White parents were less likely to approve contraception and were concerned with the morality of sexual behavior than with its outcome. Parents as primary educators have attitudes and perceptions about teenage pregnancies that have positive or adverse effects for their children.

Research has found that adolescents who report a sense of connection to parent, family and school are more likely than their peers to delay having sexual intercourse. Their parents disapprove of them having sex and using contraception. These parents believe in moral aspect of parenting (Resnick, 1997).

When a teenage girl becomes pregnant, her physical, social and educational developments are significantly altered. An unwanted child has consequences for the mother's socio-economic status, her health and her family development. The teenage girl's secondary and tertiary education may be limited. Less than 1% of teenage mothers complete a college degree (McWhirter; McWhirter; McWhirter & McWhirter,1998:141).

The researcher is of the opinion that school educator attitudes, also have a bearing on teenage pregnancy. It is the purpose of this study to investigate the nature of such attitudes as well. In a study by Masuku (1998:1) educators revealed that they had a negative attitude towards teenage pregnancy. Educators believed that the school was not for mothers or pregnant girls but is for learners. Teenage pregnancy is associated with low achievement scores and low vocational aspiration. Teenage mothers are at risk of dropping out of school. Educators believe that when pregnant school girls absent themselves from school to attend ante-natal clinics, this occasional disruption of schooling may lead, in the long run, to under achievement . This will lower the school's pass rate, which is not good for educators and the school as a whole (Masuku, 1998:2). In one study, teachers believed that schools should be well equipped to cater for pregnant girls. This must include the provision of school nurses who are skilled in taking care of emergency situations. The lack of training in dealing with these issues in the classroom creates a negative attitude in educators.

The stigma which accompanies pregnancy in school girls is still existing. Some educators still believe that pregnant girls should continue to leave school. "Within the black community, it is quite a stigma for a girl to fall pregnant. Our view is that a pregnant girl will not learn much with children taunting her", one educator explains (Davidow,1998:8).

In some schools counseling and support for young mothers and mothers to be is offered. This shows positive attitude by school towards those learners who fall pregnant. In a study on teenage pregnancy and school dropout by Davidow (1998:12), pregnant girls are mocked and ill-treated by educators to the extent that they would leave school without the knowledge of the headmaster.

The South African Schools Act (1996:2A-10) does not discriminate against pregnant learners regardless of their marital status. At present most schools turn a blind eye on pregnant learners. The school does not want to play an active role in dealing with learners pregnancy or parenthood. Some schools, however, still force pregnant learners to leave school, which is against the Schools Act. Are educators treating pregnant learners in a humane way? Research has shown that child care facilities within the school are needed in order to keep teenage mothers in schools but there is a strong opposition from communities and educators to school involvement in child care (Pagelow, 1984).

To many people, especially 40 years and over, the idea of pregnant teenagers walking openly down the school corridors, not to mention the existence of high school day care centers, is something that does not exist in their imagination. The researcher is interested in finding out what the educators, in the South African context, say about this issue.

In the South African education system the establishment of day care centers in high schools is still to be seen. How will educators in such schools react, that is another issue. Educators in schools are seen by others as the ones that will object to the idea of day care centers even if it might be legislated.

One headmaster was cited by Davidow (2003:8) expressing her feeling that pregnant students should continue to leave school. The researcher is interested in finding out the nature of attitudes of educators with regard to the issue of teenage pregnancy in schools.

Having teenage pregnancy viewed as a problem in local schools, pregnant girls often have nowhere to run for support and care. They are made to feel like outcasts at schools and home. The Pretoria Hospital School offers teenage mothers a refuge and a classroom (Msomi, 1999). How will teachers and parents in the community perceive the establishment of such schools within their community? The researcher believes that parents and educators attitudes will be influenced by certain educators' characteristics such as gender, religious affiliation, age and educational level, race and teaching experience of educator.

1.3 Statement of the problem

Despite the effort by the South African Schools Act (1996:2A-10) to prevent the expulsion of pregnant school girls, the dropout rate resulting from pregnancy is still very high among girls. Mogotlane (1993:11) views this as temporary while with other girls it may be permanent. This may be the result of the lack of facilities within the schools for pregnant girls and teenage mothers and the lack of provision thereof by the Schools Act. Educators might be the cause of such high drop out rate among pregnant teenagers. Masuku (1998:2) believes that negative attitude of learners (boys and girls) is a major force that drives pregnant girls out of school. However, Masuku did not look at educators' attitudes and how they treat pregnant girls within the school. This might be a factor that surpasses other causes. There are questions that raise the concern of the researcher.

1.3.1 What is the nature of attitudes of educators towards teenage pregnancy?

1.3.2 Are the attitudes towards teenage pregnancy influenced by certain educators' characteristics?

1.4 Purpose of study

1.4.1 To determine the nature of attitudes of educators towards teenage pregnancy.

1.4.2 To examine the relationship, if any, between attitudes towards teenage pregnancy and the following educators characteristics.

1.4.2.1 Age

1.4.2.2 Gender

1.4.2.3 Educational level

1.4.2.4 Teaching experience

1.4.2.5 Religious affiliation

1.4.2.6 Race

1.5 Formulation of hypothesis

The following hypotheses will be tested in this study. The hypotheses are designed to fulfil the aims of the study.

Hypothesis 1

There is no significant difference in educators' attitudes towards teenage pregnancy.

Hypothesis 2

Educators' age, gender, educational level, teaching experience, religious affiliation and race have no significant influence on their attitudes towards teenage pregnancy.

1.6 Definition of terms

1.6.1 Educator

For the purpose of this study the term will mean a teacher within the school situation who is teaching secondary school learners.

1.6.2 Attitudes

Attitudes will mean evaluated beliefs which predispose the individual to respond in a preferential way, that is, to react positively or negatively to some object, phenomena, person, situation, institution or event.

1.6.3 Teenage pregnancy

A teenager is any person who is between thirteen and nineteen years old. In this study, teenager will mean a teenage girl. Pregnancy is a process between conception and childbirth. In this study, teenage pregnancy will mean when a teenage schoolgirl falls pregnant while she is still at school.

1.6.4 Secondary school learner

This term will refer to any learner who is enrolled at a school that caters for grade seven to grade twelve level of education.

1.7 Summary

The researcher explains what motivated him to undertake the study. The problem was stated clearly and the aims of this study were pointed out. The terms to be used in the study were operationally defined. The research hypotheses were clearly formulated and are in line with the purpose of the study. The next chapter review existing literature on teenage pregnancy and attitudes

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

There are different attitudes that are adopted by different people with regard to teenage pregnancy. These attitudes are somehow related to different causal factors. Most literature on attitudes describes certain individual characteristics as linked to the attitudes that are being displayed. Such characteristics include among others, age of a person religion affiliation, educational level, gender, ethnic group or race and work experience. This study is trying to examine the relationship, if any, between attitudes toward teenage pregnancy and certain educators' characteristics. This chapter aims at reviewing literature on attitudes and specifically on attitudes towards teenage pregnancy.

2.2 Attitude formation

In the formation of attitudes, personality and socialisation are two important variables. Personality, in terms of introversion or extroversion, is said to create a disposition favourable or unfavourable to the acceptance of attitudes. Membership to a group (that is, socialisation) can be influential in determining the attitudes of individual. Socialising influence at work also play a role in the formation of attitudes. It is widely acknowledged that, during training, professional people develop attitudes towards the practice of their chosen vocation that colour their vision and affect their approach to the reality of the work situation.

The nature of the attitudes may vary according to the extent to which it is more cognitive or more emotional, which is reflected in the behavioural component, through which the attitude becomes perceptible. According to Bergh and Theron,(1999:186), some attitudes are relatively stable and difficult to change.

These are central attitudes and they form part of individual's personality structure and are related to individual's self concept. Other attitudes are regarded as peripheral attitudes, as they are temporary and subject to change.

Attitudes may be based on beliefs. The cognitive aspect of an attitude is related to individual's value system, that is, the internal frame of reference which diverts his/her behaviour. An individual with a humanistic value system, for example, will have a favourable attitude towards democracy and related beliefs on social and political issues. In the work situation this value system may affect his/her attitude towards co-workers and subordinates in that these attitudes will be based on beliefs upholding human dignity, liberty, equality and solidarity (Bergh & Theron, 1999:187).

Different researchers define attitudes in different ways. Nkosi (1988) defines attitude as acting favourably or unfavourably towards an object. Hawkins and Allen (1991:88) see attitude as a way of thinking or a settled opinion. Ntombi (Majova, 2002) defines attitude as the individual's tendency to react positively or negatively to some person, object, situation, institution or event. Govender (2002:7) views attitude as a settled opinion or a way of thinking or a feeling directed towards something.

Attitude, according to McKenna (2000 : 253) helps individuals to adopt a stable view of the world in which they live. Attitudes facilitate the organisation of diverse thoughts into a coherent pattern, thus reducing the uncertainty and allows individuals to operate without the discomfort of having to evaluate all stimuli in order to make correct responses. An insight into the attitudes of others helps us to understand and interact with them.

Attitudes determine the meaning of facts and situations. An individual may protect his/her attitude by rationalizing about facts that conflict with the attitude (Bergh & Theron 1999:187). The research that shows that males ascribe male manager's success to intelligence and competence while ascribing success of female managers to luck and favourable circumstances illustrate this point.

Attitudes become substantiated by the organisation of facts. A supervisor with a negative attitude towards older workers will associate them as unfavourable although they may be just as productive as younger, less sociable workers.

Attitudes select facts. An individual perceives and communicates facts which confirm his/her attitudes and ignore facts that do not (Bergh & Theron 1999: 188). Attitudes defend the self. They affirm and protect self-esteem and protect the individuals from acknowledging undesirable realities in themselves. Individuals may deny undesirable aspects of themselves such as lack of commitment to work demands that require independent effort to update knowledge, by holding the attitude that the major function of the boss is to provide knowledge and support.

Attitude express the self in that they can express the individual's central values and incorporate self concepts e.g. an individual who value justice may express this aspect of his/her self by supporting the causes mechanisms that in corporate democratic principles.

2.3 Public perspectives on teenage pregnancy

The public (adults) look at the issue of teenage pregnancy from different perspectives. Parents do not communicate with their children on issues of sex and the use of contraceptives. They might be aware that their children are undergoing change and are engaging in sexual activities but they prefer not to know what they are doing. This is, according to Greathead(1998), associated with parents' view that talking about sex and contraceptive objectively confirms or encourage sexual activity on teenagers. This is running away from their responsibilities. Teenage pregnancy is normally wrong and the effects of the costs and it's aftermath should be communicated to teenagers. One parent, in a study conducted by Kaya (1994), believes that causes of premarital pregnancies and massive problems many teenage mothers face in trying to further the life changes of their children must not be hidden.

Some parents have noticed that condemnation and resentment of unmarried mothers have little effect on teenage pregnancy rate. This has very little effect on the decision by young people to be sexually active.

Should teenage mothers be assisted in raising their children? This question has raised eyebrows in many people all over the world. Logically the introduction of state child grant got mixed reaction from the public. There are those who believe that when teenagers get pregnant; the state will support by offering free medical or health care. When the baby is born, he/she becomes entitled to R170.00 grant. Once the baby is a year or older the teenager plans another pregnancy in order to increase the income. Eventually we find teenagers with 3 or 4 very weak, unhealthy babies within a short period of time. Those people believe that state child grant promotes teenage pregnancy. Perverse incentive incites teenagers to get pregnant and get paid for that.

Other public members believe that when secondary schools offer day care centres (facility), teenage mothers are increasingly likely to graduate at a rate approaching that of non pregnant teenagers. The public is divided into two mutually exclusive categories on whether to prevent sexual activity on teenagers or to provide contraceptives. The former group focuses on helping young people to say NO to sex (Luker,1996). This is viewed by the public as having very little effect on the use of contraceptives. The latter group focuses on contraceptive use and skills. This is viewed by the public as ineffective in teaching young people to avoid sex. There should be consensus between these two methods and results must be seen to assist in bringing down the rate of pregnancy on teenagers.

2.4 Issues around the consequences of teenage pregnancy and teenage parenting

Pregnancy leads to loss of time to learn in two ways. Firstly, the pregnant teenager absents herself from school because she has to attend antenatal clinic. Secondly pregnancy in teenagers is associated with morning sickness which may lead to teenager absenting herself from school or being in class physically but mentally and absent.

Once the baby is born, the teenage mother needs more time parenting the baby. This responsibility is also carried out during the night; which leaves the teenager with less time to study and do homework. There will be limited time to sleep. The teenager will fail to concentrate in the classroom because she is drowsy and exhausted. Poor performance in school subjects leads to failure and a year is wasted.(Mogotlane, 1993:11)

2.5 Attitude measurement

Attitude measurement is the measurement of the cognitive component of an attitude. McKenna (2000:269) sees attitude as multifaceted, therefore it is preferable to use an attitude scale composed of many questions. He believes that attitudes cannot be directly observed but can be measured indirectly. Burns defines attitude scale as involving the application of standardized questionnaires to enable individuals to be placed on a dimension indicating the degree of favourability towards the object in question. The assignment to a position on a dimension is based on individual's agreement or disagreement with a number of statements relevant to the attitude object (Burns, 2000:555).

Among the widely used techniques are Thurstone scale, Likert scale and the Osgood's semantic differential scale. In Thurstone scale, the researcher selects a large number of statements covering a full range of attitudes towards the object topic in question. Then a number of individuals is asked to judge the degree to which each statement expresses a positive or negative attitude towards the object.

In Likert type scale the individual is not only asked to indicate agreement or disagreement, but also to signify how strongly he/she agrees or disagrees with a number of statements relevant to the attitude being measured. This is normally done on a 5 point scale or 7 point scale. The Osgood's semantic differential has three major rating factors (dimensions of judgement). An evaluative factor rate the object on a good-to-bad dimension.

The potency factor involves the rating of strong –to-weak dimension. The activity factor is concerned with the active –to- passive dimension (Burns 2000:561).

2.6 The nature of attitudes of educators towards teenage pregnancy

This study aims to find out what the nature of educators is with regard to teenage pregnancy components, that is, the cognitive feelings and action tendency. The cognitive component incorporate beliefs, perceptions and expectations of an individual about the attitude object. This may be negative or positive stereotype. The affective (feeling) component is pleasing or displeasing emotions about an object.

Action tendency deals with the behaviour readiness of an individual in connection with the object of the attitude. If the attitude is hostile, it presupposes an action to punish, injure or destroy the object. If the attitude is favourable it presupposes the action of helping, nursing, protecting; supporting the object of an attitude. Nzimande (1970 : 24) believes that these components of attitude have direction (that is, favourable or unfavourable) and the strength (intensity, that is, strongly hostile or strongly favourable).

Educators tend to polarise, falling into two opposite extremes. There is no neutrality in their attitude. Negative attitude of educators is shown by the stigma which accompany pregnancy in schools (Davidow, 1998 : 8). The study by Davidow (1998:12) shows that pregnant girls are mocked and ill-treated by educators to the extent that they would leave school without the knowledge of the principal. In her interview with educators, Masuku (1998: 2) educators cited the lack of training and equipment to help pregnant girls creates a negative attitude.

Educators, on the other side , show support and help the pregnant teenagers. In one study the teachers believes that the school should be equipped to cater for pregnant teenager.

The provision of a school nurse was recommended by educators. This shows willingness to help but lack of skills and training is a buffer.

2.7 Educators' attitudes in relation to age

Although there is very little literature on attitudes towards teenage pregnancy in relation to age, other studies on attitudes show the relationship existing between age of a person and the nature of attitude displayed. Majova (2002: 18) in her study confirmed that the knowledge about sex education increases with age. She believes that age influences the attitude of a person. This is confirmed by Sayers (Greenwald, Brock & Ostrom 1968) who believes that attitudes are less positive with age, deterioration is more marked for girls than boys. In a study on sex education, the null hypothesis that age does not influence attitudes on sex education was rejected. Learners grouped according to their age differed in their attitude towards sex education (Majova,2002:34-35).

The findings of the study by Du Toit (Govender, 2002:19) confirmed the influence of age on attitudes. Du Toit comments on the deep seated intolerance many pupils possess. He believes that they were taught at very young age to hate each other. Govender (2002 : 19) believes that as the child grows older, attitudes become more consistent across all domains (i.e., affective, cognitive and behavioural), and as a result, racial responses tend to be more consistent, clear and fixed as one gets older. Other researchers have different views on the relationship between age and attitudes. They believe that age of respondent does not influence his or her attitudes towards an issue. Ntsholo (2002 : 35) in his study on learners' attitude towards Mathematics, find that learners do not differ significantly among themselves in their attitude towards Mathematics. The attitude is more or less the same in all ages. In another study, Govender (2002 : 58) concluded that age does not have any influence on the learners attitudes towards school segregation. It was discovered in the study that older learners still find it hard to come into terms with change.

In his study, Nkosi (1998) found no relation between age and nurses attitude towards new nursing diploma. In this study the researcher will be trying to establish if age of respondent has any influence on the nature of attitude the respondent have.

2.8 Educators' attitudes in relation to gender

Gender is one of the educators' characteristics, which might influence their attitudes. There is much literature that deals with the existence or non existence of the relationship between respondent's gender and the attitude displayed. Studies conducted by such researchers as Govender (2002); Ntsholo (2002) Medical Research Council (2002); Majova (2002) show the significant relationship between gender and attitudes.

Mallam (Ntsoko, 2002) finds that girls attending all girls high school have a highly positive attitude towards Mathematics than those females attending mixed schools. He further concluded in his findings that having a male educator should discourage females from studying Mathematics. Ntsholo (2002 : 35) believes that biasness of educator exists due to gender type roles. In her study she discovered that males and females differ in their attitude towards Mathematics. The study by the Medical research Council (2002) showed gender as a predictor of condom use, with more males than females reporting having used condoms.

Males and females were found to differ in their attitudes towards sex education in a study conducted by Majova (2002). Majova concluded that gender influences secondary school learners' attitude towards sex education (Majova, 2002 : 35). Zama (1991) found that 60% of the sample respondent angrily and were shocked by teenage pregnancy. Males were angered most by teenage pregnancy.

Gender stereotype plays a very important role in attitude function. It is common for males to insist that a woman bear full responsibility for contraception. This is what Newbeck (1986) called institutional sexism.

It is not true that basic biological and psychological differences between sexes require each to play such a sex delineating roles in social life. Sex roles vary from society to society and those roles differences that do exist are learned. Newbeck (1986 : 287-294) stated that most boys and girls find it easier to live up to their parents expectations. Many parents are becoming conscious of the negative impact of sex role stereotype. Boys' attitudes are therefore influenced by these sex role stereotypes.

Sibaya (1984 : 69) did not find any relationship between sex and perception in his study. He concluded that helping behaviour was independent of the sex. Other researchers confirmed this belief in their studies. Govender (2002 : 60) confirmed the null hypothesis which said there is no significant relationship between gender of respondent and the attitude towards school desegregation.

In another study, Ntsholo (2002 : 38) found that learners did not differ in their attitudes towards the use of calculator.

Nkosi (1988) failed to establish relationship between gender of respondents and their attitudes towards new nursing diploma. In their study of 207 Black teenagers, Banks and Wilson (Makhanya, 1993) found that 49,3% of boys compared to 26,6% of girls indicated that the birth control is the responsibility of the girls only. It becomes clear from the studies that are discussed that the role of gender in respondents' attitudes cannot be ignored.

2.9 Educators' attitudes in relation to educational level

Among the issues, which occur in the study of the attitude, is the relationship between attitudes and the level of education of an individual. Dressel and Hehmann (Nene, 1969 : 10) observed that senior students no longer accepted specific tenets or dogma of their particular church after being subjected to the influence of university education. This observation suggests that college education affected the attitude of the students towards education and religion. These findings demonstrated the fact that the exposure to college education had a broadening effect on the attitudes and items of students.

In her study on attitudes of parents towards teenage pregnancy, Zama (1991) found that educated parents send their teenage daughters back to school after child birth. Parents with less education maintain that teenage mothers should remain at home or go to work.

Dallimore (2002:3) found that adolescents who have low educational aspirations and do not do well at school are also more likely to become sexually active at an earlier age. In most studies on relationship between factors of education and ethnic prejudice, it is noticed that there is a tendency of a decrease in ethnic prejudice when the educational level of an individual becomes higher (Nzimande, 1970:26). Is this the case in the way highly qualified educators view teenage pregnancy?

Are highly educated educators positive in their attitude with regard to learners who fall pregnant at schools, when compared with less qualified educators? This study is trying to find that relationship, if it exists, and its extent.

2.10 Educators' attitudes in relation to teaching experience

Gokar (1998 : 47) maintained that the number of years that a teacher was teaching was also related to the attitude towards parents. Gokar found that teachers who were longer in the profession appear to be more conservative in their attitude towards parental involvement. In his interview with a first year teacher at one school, who was just out of college, the teacher said "...parents are teachers and teachers are parents. We need to look at parents as partners in our profession. They (parents) have a right to be involved in the running of the school..." (Gokar, 1998 : 47). This study proved that the years of teaching experience do influence the attitudes of individual/or group towards an object.

Nkosi (1988) discovered that work experience influenced the nurses' attitudes towards new nursing diploma. Normally it is expected that people who have been in the business for quite some time are not easily changed. Changes within the society are not easily accepted by the more experienced at work. Do we expect to find the same attitude with regard to educators view in teenage pregnancy? This is what this study hoped to find out.

2.11 Educators' attitudes in relation to religious affiliation

Rule (2004: 5) maintains that the attitude towards sexual relationship between adults of same sex is influenced by religion . Muslims and Christians showed negative attitude towards such relationship. Sibaya (1984 : 60) did not find any relationship between perception and religious affiliation of respondent. Nkosi (1988) found the relationship between black nurse's attitude towards new comprehensive nursing diploma and religious affiliation of respondents. Nurses' attitudes were found to be influenced by their religious affiliation.

Dallimore (2002 : 3) found in her study that youth who attended church frequently and who placed high value on religion in their lives were found to hold less permissive attitude and were less likely to be sexually active.

However contrary to the other component indicators of adolescents risk taking behaviour, Dallimore (2002) did not believe that adherence to religious beliefs will be a *strong determinant of condom use*. She found that “despite high level of Christianisation of many Southern African countries, this has not impacted upon high levels of acceptance of sexually permissiveness. If adolescent hold strongly to the tenets of faith, then adolescents unless married, would not be engaging in sexual intercourse, and as a result only those who consider religion not to be important will be engaged in premarital sexual activity” Dallimore (2002:3).

The Shembe religion is found to have favourable attitude towards teenage pregnancy. Young girls are encouraged to avail themselves for marriage with the elders. Their attitude towards teenage pregnancy within the school situation is still to be established.

The practice by those who follow the Shembe religion is totally different from the Christian view to teenage sexuality. Religions affiliation cannot be ignored when discussing attitudes and behaviour.

2.12 Educators’ attitudes in relation to race

Gokar (1998 : 56) had this to say about race and educators attitudes “Racial composition of staff in schools continue to influence the interaction between teachers and parents. Teachers who belong to a particular race group still staff school with a similar composition of pupils to which the teacher belongs. Race also influences their attitudes towards objects/issues. Legacy of previous separate different departments still exist...”(Gokar 1998:56). In his study on public attitudes towards moral values, Rule (2004 : 4) found that the attitudes towards abortion did not vary significantly with regard to race.

Dallimore (2002 : 10) believed that it is expected that race will be a significant determinant of one's likelihood of using a condom at last intercourse, with African respondents being least likely to have used one. Whether the race of respondent influences his/her attitude towards an issue or object or not researchers need to investigate. We cannot assume that race has nothing to do with attitude formation without establishing that from previous literature.

2.13 Summary

This chapter highlighted different views which have been brought by a number of researchers on attitudes and various educator characteristics that may have influence on attitudes.

Different views of the public on teenage pregnancy confirmed that there are disadvantages of teenage pregnancy even though teenagers may find some advantages of it. Attitude in relation to characteristics like, age, gender, religious affiliation, race, level of education and work experience was discussed. These views showed that there are very few, if any, parents who are happy when their teenagers fall pregnant.

Every parent is dreaming of seeing his/her girl developing normally until she gets married before engaging in sex and child bearing, but parents are not playing their role in accompanying the teenagers to the ultimate goal of adulthood. One wonders if this journey to proper adulthood can occur without parents playing their role.

The next chapter will deal with research design and methodology, the collection of data and sampling design.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to discuss the methodology followed to collect and analyse data for the purpose of testing the hypotheses mentioned in chapter one of this study. The rationale for the use of a specific methodology will also be discussed.

3.2 Aims of study

The study aimed to determine the nature of attitudes of educators towards teenage pregnancy. The study further aims to examine the relationship if any, between attitudes of educators, towards teenage pregnancy and educators' characteristics like age, gender, religious affiliation, educational level, teaching experience and race of educators.

3.3 Research design

The study follows a quantitative research paradigm and is descriptive in nature. This study aims at precisely measuring and reporting the characteristics of the phenomenon under investigation. In descriptive research there is no random assignment of participants into groups. Participants in this study were already members of various level of variables (Huysamen, 1994 : 97). Descriptive approach will provide clarification and description of accurate information about educators' attitudes that will permit generalization. This approach is suitable because it tests factual hypotheses (Bless & Higson-Smith, 2000:63). Neuman (2002 : 22) states that much of social research is descriptive in nature. Descriptive approach is seen by Govender (2002 : 40) as an accurate quantitative account of a phenomenon rather than discovering the cause of it. It answers the question how and who, not why.

According to Majova (2002 : 21), in descriptive research there is no manipulation of subjects. The researcher measures things as they are. Descriptive study provides answers to the research question. Majova (2002 : 22) believes that this approach is suitable in cases where time and resources are limited.

Descriptive study provides an accurate profile of a group and presents a picture of the specific details of a situation, status of events, social setting or relationship (Ntsholo, 2002: 23-24). The researcher began with a well defined subject and conducted research to describe it accurately. In describing the subject, the researcher found out how many members of a population have specific attribute or how often certain events occur. In descriptive study; the researcher establishes the boundaries of research problem. The results of this study will therefore indicate the percentage of educators who hold positive or negative attitudes towards teenage pregnancy.

The study will be conducted in a small area, hence it cannot be called a survey. This study will describe the nature of attitudes educators within the Lower Tugela Circuit have towards teenage pregnancy. The researcher will attempt, to find out if educators' characteristics have any influence on the attitudes educators have.

3.4 Description of the population

The study was conducted in the Province of KwaZulu-Natal in one of the four educational regions, namely, Ethekewini Region.

The study concentrated on the Secondary Schools in the Lower Tugela Circuit which is under the Ilembe District. Lower Tugela circuit has five wards. These wards are KwaDukuza North, KwaDukuza South, Umhlali, Mandeni and Gingindlovu. From the total of thirty nine (39) Secondary Schools in the Lower Tugela Circuit, the researcher used twenty (20) Secondary Schools from KwaDukuza North, KwaDukuza South and Umhlali Ward.

The researcher chose these wards because of their accessibility. Schools in these wards cater for educator characteristics like gender; race; religious affiliation, and so on.

3.5 Sampling design

In this study the researcher uses stratified random sampling. This type of sampling ensures representativeness in terms of all the characteristics. Males and females are included in a sample in the same proportion as they exist in the population. The population consists of 492 Secondary School educators. Forty three percent (212) educators are male educators and 280 female educators make 57% of the population.

A sample of 123 educators was selected from the population. This is 25% of the entire population. In this sample 53 respondents are male educators (i.e 43%) and 70 respondents (57%) are female educators.

Staff list of each school was obtained. Random sample of each cluster (males and females) was done by putting all the names of male educators in a box. Fifty three names were randomly selected from that box. The same was done with female educators in that seventy names were selected from a box containing two hundred and eighty two female educators. A total of 53 male educators and 70 female educators formed a representative sample of 123 educators.

3.6 Research instrument

In this study, the researcher used questionnaire as a method of collecting data. Vadum and Rankin (1998:1) described questionnaire as a method of systematically collecting data from people about their behaviour, attitudes and beliefs. Van Heerden (1999:68) employed questionnaires in issues of attitudes, behaviour and identity among black and white pupils in desegregated South African Schools.

Delano; Kay and Philliber (1999); Makanya (1993); Masuku (1998) and Sibaya (1993) preferred questionnaire because it has an advantage that the researcher can reach large number of respondents at the same time. Researchers in attitude and/or perception studies preferred to use questionnaire for its time saving effect (Nene, 1969; Nkosi, 1988; Nxumalo, 1997; Gokar, 1998; Mgwaba, 2002; Govender, 2002; Mkhathshwa, 2002).

According to Sibaya (1992:71), the questionnaire serves two purposes. Firstly, it translates the research objectives into specific questions, the answer to which will provide the data necessary to test the hypotheses or to explore the area set by research objectives. The second purpose is to motivate the respondent to communicate the required information.

The researcher used close -ended questionnaire. This has an advantage in that it eliminated irrelevant responses and allowed respondents to focus on most important issues at hand and saved time. The questionnaire is quick, efficient and relatively easy to administer. Anonymity is ensured when a questionnaire is used as a research instrument.

A questionnaire is not simply thrown together. A poorly designed questionnaire can invalidate any research result. A well designed data collecting technique can boost its reliability and validity (Schumacher & Mallain, 1993 : 42).

Dane(Luthuli, 2003:56) believes that "...the length of questions, the number of response options as well as the format and wording of questions are determined by the aims of the research study; the size of the research sample, the method of data collection and the method of data analysis..." (Luthuli, 2003 : 56). The researcher has considered all these prerequisites when planning and designing a questionnaire. Questionnaire was planned in such a way that the aims of study are fulfilled.

A large number of statements relating to the object of study were formulated, forming positive and negative statements.

A Likert-type scale was formulated. The positive and negative statements were interspersed among themselves to avoid the occurrence of a pair of positive and negative statement in a sequence which would influence the ideation of the respondents. Sibaya (1984) used this method successfully in his study. A Likert type scale to which subjects respond on a 5-point scale ranging from strongly agree to strongly disagree was used.

Likert-type scale enables the researcher to measure the direction and the intensity of respondent's attitudes. Likert-type scale, in this study, has an advantage in that it is easy to prepare and is based on empirical data regarding subject's responses rather than subjective opinion of the judges. Burns (2000:560) prefers Likert-type scale because it produces more homogenous scales and increases the probability that a unitary attitude is being measured and therefore the validity and reliability are reasonably high. This is true with this study.

3.7 Scoring of the instrument

The primary data is in the form of responses to one of the five categories (i.e. SA - Strongly Agree; A - agree; A - Agree; U - uncertain; D - disagree and SD - Strongly Disagree). Each respondent had to categorise the response he/she made in relation to each statement. The positively worded statements are coded as follows: SA = 5 ; A = 4; U = 3; D = 2; SD = 1

These scores were reversed for negatively worded statements. Scores of the responses to each of the five categories were calculated (secondary data) by scanning the number of responses to each response category of the completed questionnaire. The highest anticipated score was $50 \times 5 = 250$ and the lowest score was $50 \times 1 = 50$. The cut off point was calculated by dividing the highest possible score (250) by 2. The cut off point, therefore, was $250/2 = 125$.

The score equal to or above the cut off score indicates a positive attitude and a score below the cut off score indicates a negative attitude. Ntsholo (2002); and Govender (2002); Sibaya (1984); Majova (2002) used this method of scoring successfully with their studies.

3.8 Pilot study

Experienced researches recommend that before the researcher can administer research instrument in the field, it is essential that a preliminary trial of the research measures be undertaken in order to evaluate the validity and relevance of the research instrument (Shezi, 1994).

Pilot work may bring to light the vulnerability in the procedure of the administration of the research instrument. This includes among other things, poor wording, incomprehensibility of instruction, ambiguity, questions sensitive to respondents.

In this study pilot work was conducted using a group of 15 subjects who are part of the intended test population, but who were not going to be part of the main investigation.

3.9 Reliability and validity of the research instrument

All social researchers want their measures to be reliable and valid in order to establish the truthfulness, credibility and believability in their research study (Newman, 2000 : 164). Reliability means consistency of scores obtained by same person with same test on different occasions as determined over a period of time. Validity describes that the instrument measures what it is supposed to measure.

For this study, the face validity was established. The instrument was checked by experts in the field of study. These are "people whose opinion matters..." (Govender, 2002 : 48) used the face validity method because of limited time in her study.

McMillan and Schumacher (Majova, 2002) describe face validity as the judgment that items in a research instrument appear to be relevant.

3.10 Procedure for administration of research instrument

Permission was requested and granted by the Circuit Manager of Lower Tugela Circuit; Director of Ilembe District and Ward Managers. Request to administer questionnaires was sent to all principals of secondary schools sampled for the study. The researcher personally visited principals of the targeted schools to distribute letters of request as well as questionnaires to educators.

The request to conduct research was granted by the Department of Education and by principals. Principals were willing to help to distribute questionnaires to respective educators. They also agreed to collect responses for educators and kept them until the researcher came to collect them three days later.

This allowed respondents to complete questionnaires at their own spare time (O'Connor, 2002). The purpose of study was explained and need for complete honesty was reinforced.

3.11 Method of data analysis

In this study, quantitative method of data analysis was used. Firstly biographical information was assigned numerical values since these responses *did not have a quantitative relationship*. Data was analysed using chi-square. Bless & Kathuria (1993 : 186) applied chi-square to analyze data recorded in mutually exclusive categories, for example, gender, religious affiliation of respondents and so on. This inferential statistical tool is suitable when dealing with a nominal data.

Heiman (1996) stated that in the chi-square "... we are categorizing subjects along one variable having two or more categories, counting the frequency of subjects belonging to each category, each subject is measured once and can be in one and only category, category membership is independent, the fact that a particular subject falls in one category does not influence the probability of any other subjects' falling into any category, and the computations are based on all the responses of all the subjects in the study, and the expected frequency in any category should equal at least 5..."(Heiman,1996:456).

A chi-square one sample test and for K - independent samples was used to test hypotheses and overall significant difference among categories. A chi-square is the most frequently used non-parametric statistical test of significance. It tells us the extent to which the observed set of frequencies differ from the frequencies that were expected (Ntsholo, 2002). Since the sample was small; normality (that is, normal distribution) could not be assumed, and data was categorical a chi-square was suitable.

In this study, chi-square was suitable because data are in the form of frequencies, the samples used are representative of the population, each observation is independent of every other observations and the researcher was testing the correspondence between hypothesized and observed distribution of frequency counts (Grimm, 1993 : 450-451). Sibaya (1984); Nkosi (1988); Heiman (1996); Govender (2002); Ntsholo (2004); and Majova (2002) used chi-square to analyze data in their studies on attitudes and perceptions.

3.12 Summary

This chapter gave a detailed description of the research methodology that was used in this study. The rationale and theoretical support for the methodology and tools used was explained. The next chapter presents analyses and interprets data.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This study investigated educator's attitudes towards teenage pregnancy. Aims of the study were identified and hypotheses generated. In order to investigate the aims, a questionnaire (a 5-point Likert type scale) was used as a research instrument. This instrument was completed by secondary school educators in the Lower Tugela Circuit. The total possible score of 250 was divided by 2 and a cut off point of 125 was reached. The score equal to or greater than 125 was regarded as a positive attitude and anything less than a cut off point was taken as a negative attitude.

Data was organised into frequency tables. The mean and chi square tests were conducted to test the hypotheses. This chapter presents, analyses and interprets data.

4.2 Demographic statistics

A sample of one hundred and twenty three educators was requested to complete a questionnaire. Of the 123 educators requested, a total of 97 educators responded to questionnaire and returned it to the researcher. The questionnaires returned made about 79 percent of the planned sample. This was sufficient to make a representative sample of 20% of the total population of 492 educators. A breakdown of the study sample was as follows:

Table 4.1 **Frequency of subjects by gender**

Gender		
	Frequency	Percentage
Male	46	47%
Female	51	53%
Total	N = 97	100%

Male respondents made 47% of the final study sample. There were 51 female educators making 53 percent of the final study sample. This is proportional to the percentages of males and female educators in the population.

Table 4.2 **Frequency distribution of subjects by age groups**

Age		
	Frequency	Percentage
20-29 Yrs	14	14%
30-39 Yrs	49	51%
40-49 Yrs	16	16%
50 and above	18	19%
Total	N = 97	100%

Most educators in the study sample fell within 30-39 years age range. They make 51% of the sample. Only 14 percent of the sample are between 20-29 years of age. Respondents of various age were well distributed in the final study sample.

Table 4.3 **Frequency distribution of subjects by racial group**

Race		
	Frequency	Percentage
Indian	41	42%
Black	54	56%
Coloured	1	1%
White	1	1%
Total	N = 97	100%

Black (African) educators form the majority (i.e. 56%) in the final sample. In the area of this study Indian educators made 42 percent of the sample. There were very few White and Coloured educators. These races made only one percent (1%) respectively.

Table 4.4 **Frequency distribution of subjects by their teaching experience**

Teaching Experience		
	Frequency	Percentage
Less than 5 yrs	23	24%
6-10 Yrs	18	18.5%
11-15 Yrs	20	21%
16-20 Yrs	08	08%
21-25 Yrs	10	10%
26 and Above	18	18.5%
Total	N = 97	100%

Subjects were well distributed with regard to their teaching experience in the final study sample. Twenty four percent of respondents had less than five years of teaching experience.

Few respondents (8 educators) had teaching experience between 16 to 20 years of teaching. The same number of respondents (18 educators) has teaching experience falling within 6-10 years and 26 and above range.

Table 4.5 **Frequency distribution of subjects by their religious affiliation**

Religious Affiliation		
	Frequency	Percentage
African Belief System	7	7.2%
Christianity	45	46.4%
Hinduism	29	30%
Islamic	9	9.3%
Jehova's Witness	3	3.1%
Shembe	1	1%
Other (Specify)	3	3.1%
Total	N = 97	100%

Forty five respondents (46.4%) are affiliated to Christianity. The respondents who are Hindus made 30% of the final study sample. Three respondents did not specify the religion they belong to. The area where this study was conducted has different religions and these religions are well represented in a final study sample.

Table 4.6 **Frequency distribution of subjects by their educational level (qualification)**

Educational Level		
	Frequency	Percentage
Matric	2	2.1%
Matric + Teachers' Certificate	2	2.1%
Matric + Teachers' Diploma	45	46.4%
Matric + Degree	11	11%
Matric + Degree + Diploma	23	24%
Matric + Senior Degree	2	2.1%
Matric + Senior Degree + Diploma	12	12.4%
Total	N =12 97	100%

The majority of respondents had matric certificate and a Teachers' Diploma. They made 46,4% of the total study sample. Two out of 97 educators had Matriculation Certificate only as their highest qualification. In a sample of 97 educators, 48 of them have university degree (i.e. 49.4% of the final study sample).

4.3 Data Analysis

According to Terre Blanche and Durrheim (1999), descriptive analysis aims to describe data by investigating the distribution of scores on each variable and whether scores on different variables are related. This helps the researcher to gain initial impression of data that was collected and to determine whether relationships exist between variables.

Hypotheses were tested by using a chi-square test. Terre Blance & Durrheim (1999) describes a chi square as the estimate of the degree to which the observed frequencies differ from the expected frequencies if two variables are independent. The researcher used chi square test since the data obtained was categorical. This data was recorded in mutually exclusive categories. This statistical tool is suitable when dealing with a nominal data. Since data collected was in the form of frequencies, a chi square one sample test; chi square k –independent sample and a chi square for two independent samples tests, were used. Data was analysed using a Statistical Programme for the Social Sciences (SPSS).

According to Newman (2000:339) “...the scientific community has informally agreed to use alpha = 0,05 and as rule of thumb for most purposes. Being 95% confident of the results is the acceptable standard for explaining the social world”.

4.4 Presentation and Interpretation of Data

The valence of attitudes in the study sample is presented in this section.

4.4.1 The nature of attitudes of educators towards teenage pregnancy

Reiteration of hypothesis number one.

“There is no significant difference in educators’ attitudes towards teenage pregnancy”.

To test this hypothesis a chi square (χ^2) - one sample test was used since the data collected was categorical. Using a significant level of alpha = 0,05 and degree of freedom (df) of = 1, a χ^2 value of 12,629 was obtained. A χ^2 of 12,629 at df = 1 can occur by chance between 0 and 5 times in a hundred.

Since observed χ^2 value is larger than the previously set level of significance (i.e. 3,841), it is significant at our chosen level of significant which is 0,05. We therefore reject our null hypothesis and conclude that there is a significant difference in the educators' attitudes towards teenage pregnancy.

Interpretation

Hypothesis number one has been rejected since $p < 0,05$.

Table 4.7 **Frequency distribution of subjects with regard to their attitudes towards teenage pregnancy**

Negative	%	Positive	%
31	32%	66	68%

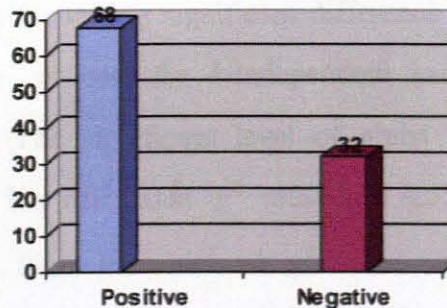


Fig . 4.1 **Graph showing the % frequency of educators with regard to their attitudes towards teenage pregnancy.**

Sixty eight percent of educators were found to have positive attitude towards teenage pregnancy. Thirty two percent displayed negative attitudes (see figure 4.1). This showed that there is a significant difference in educators' attitudes towards teenage pregnancy. This finding is supported by studies mentioned in chapter one of this study.

4.4.2 The relationship between educators' attitudes towards teenage pregnancy and various educators' characteristics

Reiteration of hypothesis number two

“Educators' age, gender, educational level, teaching experience, religious affiliation and race have no significant influence on their attitudes towards teenage pregnancy”.

4.4.2.1 The relationship between the variable of age and the educators' attitudes towards teenage pregnancy

A statistical test suitable for testing significant difference among three or more unrelated groups is the χ^2 test for k -independent samples. This test was conducted using SPSS. The significant level of alpha =0,05 and degree of freedom of 3 was used. The calculated χ^2 value was 4,556 while the tabled or critical value was 7,815. Since the observed χ^2 value was less than the tabled critical value, we conclude that age has no significant influence on the educators' attitudes towards teenage pregnancy. We therefore uphold the hypothesis with regard to age since $p > 0,05$.

Interpretation

In hypothesis number two, age was found to have no influence on the nature of attitudes of educators towards teenage pregnancy.

Table 4.8 Distribution of subject attitudes with regard to the variable of Age

AGE	ATTITUDE		
	Negative	Positive	Total
20-29 Yrs	7	7	14
30-39 Yrs	17	32	49
40-49 Yrs	4	12	16
50 and above	3	15	18
Total	31	66	97

Except for the 20-29 years age bracket which showed a 50:50 distribution with regard to educators' attitudes, all other age brackets show that most respondents display a positive attitude towards teenage pregnancy (see table 4.8).

This finding is supported by studies conducted by Nkosi (1988); Ntsholo (2002) and Govender (2002). The findings are opposed to the finding by Du Toit (Govender, 2002 : 19) who confirmed the influence of age on attitudes. Majova (2002) confirmed the relationship between age and attitude. In his study, Majova (2002) discovered that learners grouped according to their age differed significantly in their attitudes towards sexuality education.

4.4.2.2 The relationship between the variable of race and the educators' attitudes towards teenage pregnancy

A chi square test (χ^2) for k independent samples was used to test for this part of hypothesis. Data was in mutually exclusive categories.

A (χ^2) value of 14,813 was obtained. A (χ^2) value of 14,813 at $df = 2$ was greater than a chosen level of significance i.e.alpha = 0,05. Since $p < 0,05$ a null hypothesis was rejected. We concluded that the variable of race had an influence in the nature of attitudes of educators towards teenage pregnancy.

Interpretation

In hypothesis number two, race was found to have an influence in the nature of attitudes of educators towards teenage pregnancy (see Graph 4.2).

Table 4.9 **Distribution of subjects' attitudes with regard to the variable of race**

Race	Attitude		
	Negative	Positive	Total
Indian	5	36	41
Black	26	28	54
Coloured	0	1	1
White	0	1	1
Total	31	66	97

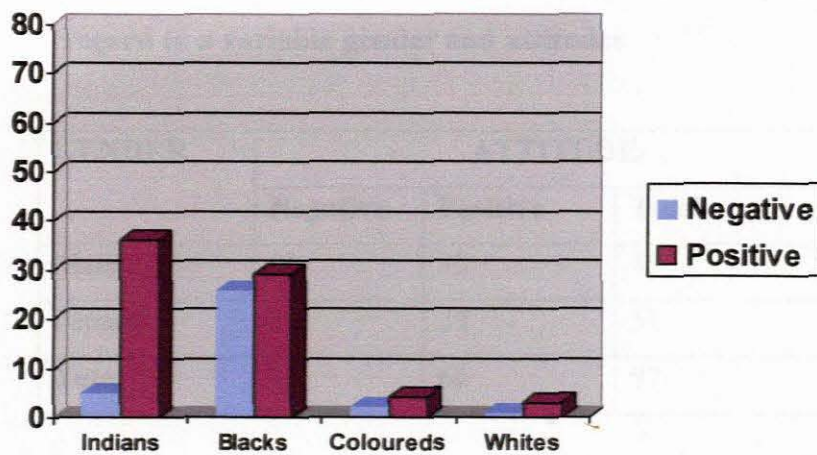


Fig. 4.2 **Graph showing frequency of respondents per race group with regard to their attitudes towards teenage pregnancy**

There were very few Indians compared to Blacks, who showed negative attitudes towards teenage pregnancy. This finding is supported by research conducted by Gokar (1998) and Dallimore (2002). Gokar (1995 : 56) found that “... racial composition of staff in schools continued to influence the interaction between parents and teachers...”

In the study on public attitudes towards moral values, Rule (2004 : 4) found that the attitudes towards abortion did not vary significantly with regard to race. His findings disagreed with the findings of this study.

4.4.2.3 The relationship between the variable of gender and the educators’ attitudes towards teenage pregnancy.

To test relationship between the variable of gender and educators’ attitudes, a (χ^2) for two independent samples was conducted.

The use of 2 x 2 contingency table was of great value since the data collected were categorical. Respondents fell in either one or the other category (see Table 4.10).

Table 4.10 A 2 x 2 contingency table of respondents' frequency with regard to a variable gender and attitudes

GENDER	ATTITUDE		
	Negative	Positive	Total
Male	13	33	46
Female	18	33	51
Total	31	66	97

A χ^2 value of 0,550 was obtained. A (χ^2) of 0,550 at $df = 1$ is less than the critical value of 3,841 when the chosen level of significance is $\alpha = 0,05$. We uphold the null hypothesis and conclude that there is no influence that gender has on educators' attitude towards teenage pregnancy. Since $p < 0,05$, the observed (χ^2) value is significant.

Interpretation

Gender did not influence educators' attitude towards teenage pregnancy (see fig. 4.2).

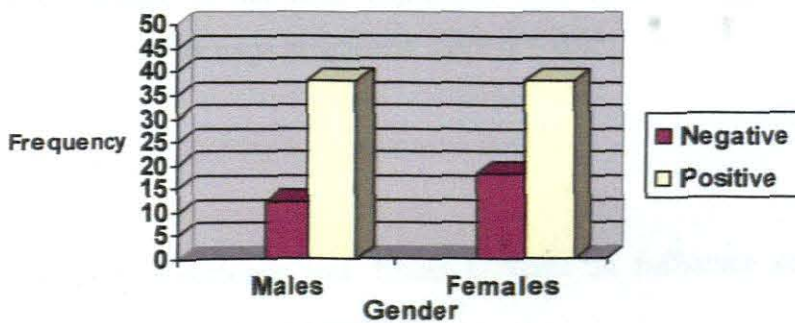


Fig 4.3 Graph showing frequency of respondents according to gender with regard to attitudes towards teenage pregnancy

Although the graph shows more females than males with negative attitudes towards teenage pregnancy, the variable of gender seems to be evenly distributed. Equal number of males and females showed positive attitude.

These findings are supported by the study conducted by Sibaya (1984), who failed to establish the relationship between gender and perception in his study. Nkosi (1988) found no relationship between gender of respondents and respondents attitudes towards new nursing diploma. Govender (2002) confirmed the null hypothesis which said there is no significant relationship between gender of respondents and the attitudes towards school desegregation.

4.4.2.4 The relationship between the variable of teaching experience and educators' attitudes towards teenage pregnancy

A test suitable for the significance of the difference among three or more unrelated groups was used. This test is a χ^2 test for k -independent samples. A χ^2 value of 12,195 at $df = 5$ was obtained at a significant level of $\alpha = 0,05$.

Since the χ^2 value of 12,195 is larger than the previously set level of significance (critical value of 11,070), the null hypothesis is rejected. It is therefore significant at our chosen level of significant which is 0,05. We conclude that the variable of teaching experience has an influence on the educators' attitudes towards teenage pregnancy since $p < 0,05$.

Interpretation

The teaching experience was found to have an influence on the educators' attitudes towards teenage pregnancy.

Table 4.11 **Frequently distribution of subjects' attitudes with regard to the variable of teaching experience**

	ATTITUDE		
	Negative	Positive	Total
Less than 5 years	13	10	23
6-10 years	4	14	18
11-15 years	8	12	20
16 – 20 years	2	6	8
21- 25 years	2	8	10
26 and above	2	16	18
Total	31	66	97

Out of twenty three educators with a teaching experience of less than 5 years, thirteen educators (57%) have a negative attitude while 10 educators (43%) have positive attitude towards teenage pregnancy. Looking at the 18 educators with teaching experience of 26 years and above, only 2 educators (11%) have negative attitude while 16 educators 8% displayed a positive attitudes towards teenage pregnancy.

The findings are supported by Gokar (1998) in his study. Gokar (1998:47) maintained that the number of years that an educator has taught had influence on his/her attitude towards parents' involvement. Gokar further found that educators who have stayed longer in the profession appeared to be more conservative in their attitude towards parental involvement. Nkosi (1988) also confirmed the relationship between work experience and nurses attitudes towards a new nursing diploma.

4.4.2.5 The relationship between the variable of religious affiliation and educators' attitudes towards teenage pregnancy

To test for the relationship between the variable of religious affiliation and educators attitudes towards teenage pregnancy, a chi square test for k – independent variable was used. A χ^2 value of 16,392 at $df = 6$ was obtained. A chi square value of 16,392 is greater than a critical value of 12,3% at a level of significant of $\alpha = 0,05$. The χ^2 value of 16,392 falls within a rejection region. Since $p < 0,05$, we decide to reject the null hypothesis. The conclusion was that religious affiliation had an influence on educators' attitudes towards teenage pregnancy.

Interpretation

It was evident in the analysis above that educators' attitudes towards teenage pregnancy were influenced by educators' religious affiliation

Table 4.12 Frequency distribution of educators' attitudes with regard to the variable of religious affiliation

RELIGIOUS AFFILIATION	ATTITUDE		
	Negative	Positive	Total
African Belief System	1	6	7
Christianity	21	24	45
Hinduism	5	24	29
Islamic	0	9	9
Jehova's Witness	2	1	3
Shembe	1	0	1
Other (Specify)	1	2	3
Total	31	66	97

Educators who are affiliated to Islamic religion showed positive attitudes (100% of respondents have positive attitudes) towards teenage pregnancy. Sixty six percent of educators affiliated to Jehova's Witness displayed negative attitudes (see table 4.12).

The relationship between religious affiliation and attitudes was confirmed to be existing by Rule (2004) in his study. Rule found that attitude towards sex relations between adults of the same sex was influenced by religion such as Islamic and Christianity .

Dallimore (2002 : 3) found, in her study, "...that youth who attended church frequently and who placed high value on religion in their lives were found to hold less permissive attitude and were less likely to be sexually active..." These studies confirm the findings of the study on educators' attitudes and its relationship with religious affiliation.

Contrary to the above studies, Sibaya (1984) did not find any relationship between perception and religious affiliation of respondents.

4.4.2.6 The relationship between the variable of educational level and educators' attitudes towards teenage pregnancy

The relationship between educational level and educators' attitudes was tested using a χ^2 test for k independent samples. Using a degree of freedom $df = 6$ at a significant level of $\alpha = 0,05$ a () value of 9,037 was obtained. This χ^2 value was less than a tabled or critical value of 12,592. We uphold the null hypothesis since $p > 0,05$. The conclusion was that educational level of educator did not have any influence on their attitudes towards teenage pregnancy.

Interpretation

The hypothesis that educational level of educators has no influence on their attitudes towards teenage pregnancy has been confirmed.

Table 4.13 **Frequency distribution of respondents' educational level with regard to of their attitudes towards teenage pregnancy**

Educational Level	Attitude		
	Negative	Positive	Total
Matric	0	2	2
Matric + Teachers' Certificate	0	2	2
Matric + Teachers' Diploma	20	25	45
Matric + Degree	4	7	11
Matric + Degree + Diploma	4	19	23
Matric + Senior Degree	1	1	2
Matric + Senior Degree + Diploma	2	10	12
Total	31	66	97

The existing literature on the relationship between the variable of educational level and attitudes revealed the opposite of what was found in this study. Zama (1991) found that educated parents send their teenage daughters back to school after child birth. Parents with less education maintained that teenage mothers should remain at home or go to work.

Table 4.13 reveals that positive and negative attitudes are distributed all over different levels of education, although very low level of education showed only positive attitude. The researcher believes that this might be caused by very low frequency with regard to educators with matric only or with matric + teachers certificate. Those educators are very scarce to find.

4.5 Discussion

The study was intended to find answers to the following questions:-

- i) What is the nature of educators' attitudes towards teenage pregnancy?
- ii) Are the educators' attitudes towards teenage pregnancy influenced by certain educators' characteristics such as age, gender, educational level, teaching experience, religious affiliation and race?

With regard to the first research question, this study revealed that educators' attitudes differ with regard to teenage pregnancy. It was observed that 31 educators showed negative attitude towards teenage pregnancy (32%) and 66 educators (68%) have positive attitude.

Addressing the second research question, the study revealed that variables such as age; gender and educational level did not have any influence on educators' attitudes towards teenage pregnancy. Statistical tests were performed to confirm the findings.

The variables of race, teaching experience and religious affiliation of respondents (educators) were found to have influenced the educators' attitudes towards teenage pregnancy. Relevant statistical tests were performed and the findings were confirmed.

4.6 Summary

This chapter presented the distribution of the final study sample. Data was presented, analysed and interpreted. The next chapter will discuss the findings and limitations of the study. Recommendations with regard to the findings will be presented.

CHAPTER FIVE

5.0 SUMMARY, FINDINGS, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY

5.1 Introduction

This chapter presents summary, findings and recommendations of this study. It further looks at limitations of the study and avenues for future research

The problem of teenage pregnancy in schools has reached a crisis stage. Despite the effort by the South African Schools Act (1996: 2A – 10) to prevent the expulsion of pregnant teenagers from school this is still happening in most schools. The drop out rate resulting from pregnancy is still very high among girls. Dropping out of school is a result of a number of factors. Partly, it is caused by the stigmatisation by fellow learners. Part of the problem (cause) is the attitude displayed by educators towards pregnant learners.

The lack of facilities for pregnant girls within the schools and provision thereof by the South African Schools Act create a problem in so far as taking care of pregnant learners in schools. Masuku (1998 : 2) believe that negative attitudes of learners (both boys and girls) is a major force that drives pregnant girls out of school.

This study aimed at finding out the nature of educators' attitudes towards teenage pregnancy. The researcher attempted to find out whether educators' attitudes are positive, resulting in a supportive nature towards pregnant learners or negative, with no care and sympathy shown by educators when they see a pregnant learner at school.

The study further aimed at finding out the relationship, if any, between educators' attitudes towards teenage pregnancy and certain educators' characteristics such as age, gender, race, teaching experience, religious affiliation and their educational level. The researcher wanted to find out whether these characteristics played a role in shaping educators' attitudes.

Two hypotheses were formulated and these were:

- i) There is no significant difference in educators' attitudes towards teenage pregnancy.
- ii) Educators' age, gender, educational level, teaching experience, religious affiliation and race have no significant influence on their attitudes towards teenage pregnancy.

The problem that prompted a researcher to undertake this study was stated in chapter one. The researcher presented a background to the study and led to the statement of the research questions. Chapter two presented the review of literature on attitudes, attitude formation and attitudes in relation to various educators' characteristics. In chapter three sampling was done and the research instrument was designed and utilized to collect data. Chapter four presented, analyzed, interpreted and discussed data. It is in this chapter that the main findings of the study will be presented.

5.2 Discussion of findings

The researcher concurs with Sibaya (1984:75) that the responses to a questionnaire based on statistical model cannot be accepted without a twinge of doubt. It is essential that responses to statement pertaining to belief component, feeling component and the action tendency ought to be analysed separately.

This, according to Sibaya (1984), will show clearly whether a respondent's beliefs are independent of his feelings and action tendency.

This study revealed that there is a need for the translation of highly idealistic aims into social practice. Sibaya believes that "...yes or no responses to statements may not reveal deeply entrenched feelings or likelihood that an individual will be characterised by prosocial or altruistic behaviour in the future..."(Sibaya,1984: 75).

5.2.1 Findings with regard to aim number one

Reiteration of aim number one.

"To determine the nature of attitudes of educators towards teenage pregnancy".

With regard to aim number one, the researcher found that most educators (68%) have a positive attitude towards teenage pregnancy. Thirty two percent displayed negative attitude.

Although the majority of respondents displayed positive attitudes, the lack of skills in dealing with pregnant learners posed a problem for educators. This means that learners at schools are placed in hands of 'unskilled midwives' educators who do not know what to do in times of emergency when the teenage girl goes to labour. When they try to help, they might cause death of both baby and mother due to lack of skills. When they don't help, they are negligent in their action and they are charged by the Department of Education. Secondly, educators complained about the lack of facilities conducive for pregnant learners in schools. This threatens the life of a pregnant learner at school thus depriving the teenager a democratic right to attend school even if she is pregnant.

Educators were not comfortable with highly pregnant learners attending school. The delayed response by ambulance services creates a problem and is sometimes fatal.

5.2.2 Findings with regard to aim number two

Reiteration of aim number two.

“To examine the relationship, if any, between educators’ attitudes towards teenage pregnancy and the following educators’ characteristics:

- age,
- religious affiliation,
- educational level,
- gender,
- teaching experience, and
- race.

With this aim the researcher wanted to find out if these characteristics have any influence on educators’ attitudes towards teenage pregnancy.

The variable of educators’ race, teaching experience and religious affiliation were found to have influence on educator’s attitudes towards teenage pregnancy. With the variable of race it became obvious that the cultural background played an important role. The cultural norms and values influenced educators in shaping their attitudes. Religion shapes one’s attitude. A person who affiliated in a certain religion will behave and act in accordance with the moral standards of a particular religion.

There was no significant influence of variable of age, gender and educational level of respondents in this study. This was supported by studies conducted by Majova (2002), Gokar(1998) and Medical Research Council(2002) but opposed by Du Toit (in Govender, 2002), Ntsholo (2002) and Nkosi (1988) in their studies.

5.3 Recommendations

Based on the findings of this study, the researcher came up with a number of recommendations that will benefit and strengthen the relationship between educators and pregnant teenagers.

5.3.1 Recommendations directed to educators

The positive attitudes that educators display towards teenage pregnancy need to be translated into constructive co-operation between educators and pregnant teenagers. Mutual trust should be evident in both sides. Learners need to be taught to disclose as soon as possible that they are pregnant. This will allow educators enough time to plan different ways of support. This is not possible when learners do not trust educators. If learners feel that they will be expelled from school because of their state, they will have no trust in any educator.

It was also noted from the findings that although 68% of respondents showed positive attitude, 32% still find it difficult to help pregnant learners. It is recommended that as educators act in *loco parentis*, they need to develop a “parent-like” attitude. Intervention by professionals like educational psychologists might help in trying to change their attitudes towards pregnant teenagers.

Educators are continuously upgrading their qualifications. Since they are faced with the problem of teenage pregnancy, educators need to develop skills that meet the needs of learners, especially pregnant teenagers. This will equip them with skills to handle the problem in many different ways.

Educators must lead by example in so far as their sexual behaviour is concerned. Learners emulate what their role models do. The behaviour of an educator will be copied by the learners who hold him/her in high esteem.

Educators should teach the learner holistically. Subjects like life skills or life orientation must be taken seriously. Prevention of deviant (sexual) behaviour is better than solving a problem of teenage pregnancy.

Educators need to acknowledge that their attitudes, dedication, self discipline and conduct within the teaching profession determine the quality of education and hence of the society they produce. They need to be sensitive to the feelings of others in all situations. No one should be treated as an outcast. Educators need to strive to interact with learners in a manner that the values and respect for human rights are demonstrated.

5.3.2 Recommendations directed at the Department of Education

The absence of capacity building programmes minimises the productive involvement of educators. This gap in skills education translates into poor utilization of support relationship between educators and pregnant teenagers. Educators need to be skilled with elementary midwifery course. This can be made possible by the working together of the Department of Education with the Department of Health. Workshops of this nature may minimise the dangers of helping highly pregnant learners within the school.

It is further recommended that the school nurse be available in each ward. When the school within a ward has an emergency delivery (labour), the school nurse would be available as soon as possible.

The department of education should provide facilities for pregnant teenagers in each school. There are still schools without a first aid kit. If learners are allowed to attend school while they are pregnant, the environment at school should be conducive for them. A sick bay/room should be provided and another post be created for someone to take care of pregnant teenager. This is because in some schools the rate of pregnancy is almost two to three teenagers per class.

When learners are allowed back to school after the delivery, it is recommended that a day care centre be provided in each school. Learners will come to school daily and a nurse will attend to the babies while the teenagers are attending their classes. This is done in schools in United States of America.

In South Africa, we have very few Hospital schools. The Government must increase the number of such schools as well as special schools for pregnant learners. Teenagers will be well cared for during pregnancy and even after delivery.

The department of education should have a clear policy on teenage pregnancy. This policy, once formulated, must be disseminated through all schools. Educators are not aware of their responsibilities when they encounter the problem of teenage pregnancy in schools. When parents are called to school about this issue, they don't come. Those who come have no solution, but want their children to attend school. Some schools have experienced the problem of emergency delivery within the class. An educator in one school in Lower Tugela Circuit was charged with negligence because as she was trying to help, the baby died. A policy will help educators know what to do in such situations.

The Department of Education need to workshop parents (through the School Governing Bodies) about this problem. When one exercises his/her constitutional rights, one needs to know that there are responsibilities that go with the rights. When parents insist that pregnant teenagers must attend school they should know that they are pushing their responsibility to educators.

The moral values of the society are instilled at home. When those morals are breached, it is the parents who need to take care of that. When a pregnant teenager goes to school, what precautions did the parents take with regard to emergencies? When parents expect quality education for their children, they must make sure that their children are in a right state to receive such education. Pregnancy has a lot of complications and disturbances which leads to absenteeism and early leave by learners. The education is suffering during pregnancy.

Programmes at ward, circuit, district and even at Provincial level should be planned by the department of education. These programmes will assist educators, parents and even learners in dealing with the problems caused by the escalating rate of teenage pregnancy. Networking among nearby schools, sharing the problems and solutions can create options for such schools in dealing with the problem of teenage pregnancy.

5.4 Limitations of the study

The study on educators' attitudes towards teenage pregnancy worked within five limitations.

- Request to address the staff at schools was denied by some principals. They only allowed the researcher to leave questionnaires and collect them later.
- There were few respondents in White and Coloured communities. This is in line with their proportion in the area where the study was conducted.
- The sample was restricted to schools in Lower Tugela Circuit of KwaZulu-Natal in the Republic of South Africa. The area of focus was too small.

- Time and financial constraints limited the study to three wards of the Lower Tugela Circuit.
- The return rate of questionnaires limited the sample of 97 (i.e. 20%) compared to 123 (25,5%) that was anticipated. Those educators who were willing to help as respondents cannot be coerced.

In spite of the limitations mentioned above, this study has high quality applicability. The researcher has chosen a researchable topic and variables introduced lend themselves to measurement analysis and meaningful interpretations.

5.5 Avenues for future research

- Since this study was limited to a small area i.e. Lower Tugela Circuit, there is a need for it to be conducted at provincial or even at National Level.
- Avenues have been opened for the study of the parents' attitudes towards teenage pregnancy.
- One also needs to conduct a study on learners' attitudes towards teenage pregnancy.

5.6 Summary

The study on educators' attitudes towards teenage pregnancy has made an attempt at determining the nature of attitudes of educators, whether positive or negative, towards teenage pregnancy.

The need to research and analyse the educators' attitudes arose from the assumptions that there is no significant difference in educators attitude towards teenage pregnancy. This study further assumed that educators' characteristics have no significant influence on their attitude towards teenage pregnancy. Findings and recommendations were discussed in the last chapter.

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APPENDIX A

BIOGRAPHICAL DATA OF RESPONDENTS

Respondent Number	Age	Race	Gender	Teaching Experience	Religious Affiliation	Educational Level	Total Score	
	1 = 20-29 Yrs 2 = 30-39 Yrs 3 = 40-49 Yrs 4 = 50 and Above	1= Indian 2= Black 3= Coloured 4= White	1 = Male 2= Female	1 = Less than 5Yrs 2 = 6 - 10Yrs 3 = 11 - 15 Yrs 4 = 16 – 20 Yrs4 5 = 21 - 25 Yrs 6 = 26 and Above	1 = African belief system 2 = Christianity 3 = Hinduism 4 = Islamic 5 = Jehovas' Witness 6 = Shembe 7 = Other	1 = Matric 2 = Matric + Teachers Certificate 3 = Matric + Teachers Diploma 4 = Matric + Degree = 4 5 = Matric + Degree + Diploma 6 = Matric + Senior Degree 7 = Matric + Senior Degree + Diploma	250	A= Above 125 Or B = Below 125
1.	3	2	1	4	1	6	158	A
2.	4	2	2	5	6	7	136	A

3.	2	2	2	3	6	6	105	B
4.	1	2	1	1	2	3	110	B
5.	2	2	1	2	1	3	171	A
6.	3	2	2	4	2	6	173	A
7.	1	2	2	1	2	4	113	B
8.	1	2	2	1	2	3	111	B
9.	2	2	1	3	6	3	89	B
10.	2	2	2	3	2	5	105	B
11.	2	2	1	3	2	3	104	B
12.	2	2	1	3	2	3	98	B
13.	3	2	2	1	2	3	121	B
14.	2	2	1	1	2	5	131	A
15.	2	2	1	1	2	3	167	A
16.	1	2	1	1	1	4	119	B
17.	2	2	2	1	7	3	107	B
18.	1	2	2	2	2	3	114	B
19.	2	2	1	2	2	3	99	B
20.	2	2	2	1	2	3	124	B
21.	1	2	2	3	2	3	123	B
22.	2	2	1	3	2	4	195	A
23.	2	2	2	1	2	3	109	B
24.	3	1	1	5	3	3	131	A

25.	4	1	1	6	3	5	161	A
26.	4	1	1	6	3	3	165	A
27.	4	1	1	5	3	5	124	B
28.	4	1	2	6	3	7	190	A
29.	3	1	2	3	4	3	178	A
30.	2	1	2	1	4	3	164	A
31.	2	1	2	1	4	1	165	A
32.	4	1	2	6	3	4	118	B
33.	3	1	2	6	2	5	134	A
34.	2	1	2	2	4	3	161	A
35.	4	1	2	6	4	3	161	A
36.	2	1	2	4	4	1	215	A
37.	4	1	1	6	3	5	174	A
38.	4	1	1	6	3	7	122	B
39.	4	1	1	6	4	3	127	A
40.	1	1	1	2	3	3	156	A
41.	1	1	2	2	2	4	205	A
42.	2	1	1	4	3	7	165	A
43.	2	2	2	3	3	3	143	A
44.	2	2	2	2	3	5	152	A
45.	2	1	1	3	2	5	143	A
46.	2	2	2	2	3	4	149	A

47.	2	2	2	2	2	3	139	A
48.	2	1	1	4	3	5	190	A
49.	1	1	1	2	2	4	165	A
50.	3	1	1	5	3	5	165	A
51.	4	1	1	6	3	5	186	A
52.	2	1	1	3	3	4	161	A
53.	2	1	2	4	2	2	144	A
54.	1	1	2	2	3	3	197	A
55.	3	1	1	5	3	3	171	A
56.	1	4	2	1	2	4	155	A
57.	3	1	1	6	3	3	130	A
58.	3	1	2	5	3	5	124	B
59.	4	1	2	6	3	7	132	A
60.	2	1	2	2	3	7	115	B
61.	2	2	2	1	2	5	153	A
62.	2	2	2	3	2	7	168	A
63.	2	2	2	1	2	3	190	A
64.	2	2	2	2	1	3	131	A
65.	3	2	1	4	2	3	87	B
66.	2	2	2	3	2	4	122	B
67.	3	2	1	4	2	3	96	B
68.	2	2	1	3	9	3	80	B

69.	2	2	2	3	2	7	144	A
70.	2	2	2	1	2	5	112	B
71.	3	1	1	5	3	5	166	A
72.	2	2	1	3	1	3	126	A
73.	2	2	2	2	2	5	128	A
74.	3	1	1	6	3	5	189	A
75.	2	1	1	3	3	5	162	A
76.	2	2	2	2	2	3	154	A
77.	4	1	1	6	3	5	125	A
78.	4	1	1	6	3	7	164	A
79.	3	2	2	5	2	7	133	A
80.	2	1	2	3	4	5	209	A
81.	3	1	2	5	4	3	164	A
82.	4	1	1	6	3	5	157	A
83.	1	2	2	1	2	3	86	B
84.	2	2	1	1	2	3	132	A
85.	2	2	2	3	2	7	105	B
86.	2	2	1	1	2	3	124	B
87.	2	2	1	1	2	3	58	N
88.	2	2	2	1	9	3	135	A
89.	1	2	2	1	9	3	134	A
90.	2	2	1	2	2	3	128	A

91.	2	2	1	2	2	3	123	B
92.	2	2	1	3	1	4	175	A
93.	4	2	1	6	2	7	142	A
94.	2	2	2	2	2	3	89	B
95.	4	2	1	6	1	2	139	A
96.	2	2	2	1	2	3	122	B
97.	4	3	2	5	2	5	167	A
							13677	

APPENDIX B

THE FINAL SCALE

SECTION A: BIOGRAPHICAL DATA

Mark your option with an (X) in a space provided

Age

20 – 29	<input type="checkbox"/>
---------	--------------------------

30 – 39	<input type="checkbox"/>
---------	--------------------------

40 – 49	<input type="checkbox"/>
---------	--------------------------

50 and above	<input type="checkbox"/>
--------------	--------------------------

Race

Indian	<input type="checkbox"/>
Black	<input type="checkbox"/>
Coloured	<input type="checkbox"/>
White	<input type="checkbox"/>
Other (Specify)	<input type="checkbox"/>

Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Teaching Experience

Not more than 5 years	<input type="checkbox"/>
6 – 10 years	<input type="checkbox"/>
11 – 15 years	<input type="checkbox"/>
16 – 20 years	<input type="checkbox"/>
21 – 25 years	<input type="checkbox"/>
26 and above	<input type="checkbox"/>

Religious Affiliation

African Belief System	
Christianity	
Hinduism	
Islamic	
Jewish	
Jehova's Witness	
Shembe	
Buddhism	
Other (Specify)	

Educational Level

Matric only	
Matric + Teachers' Certificate	
Matric + Teachers' Diploma	
Matric + Degree	
Matric + Degree + Diploma	
Matric + Senior Degree	
Matric + Senior Degree + Diploma	

SECTION B

In this section, each statement is followed by five (5) options

Strongly Agree Agree Uncertain Disagree Strongly Disagree
SA A U D SD

Kindly respond to each statement by making a cross (X) on the option you choose, e.g.

SA	A	U	D	SD
----	---	---	---	----

1. I feel that pregnant teenagers do not need support from educators at school.

SA	A	U	D	SD
----	---	---	---	----

2. I do not mind being a class teacher of a pregnant learner (teenager).

SA	A	U	D	SD
----	---	---	---	----

3. I think a pregnant learner should not be allowed to come to school (attend classes).

SA	A	U	D	SD
----	---	---	---	----

4. A pregnant learner's academic performance is not affected by her pregnancy.

SA	A	U	D	SD
----	---	---	---	----

5. There is no chance for a pregnant learner to pass her exams.

SA	A	U	D	SD
----	---	---	---	----

6. I do not have a problem teaching a pregnant teenager.

SA	A	U	D	SD
----	---	---	---	----

7. I do not feel sad when a pregnant teenager is forced to leave school.

SA	A	U	D	SD
----	---	---	---	----

8. The presence of a pregnant learner (teenager) does not affect other learners in a class.

SA	A	U	D	SD
----	---	---	---	----

9. Pregnant teenagers cannot cope with their school work.

SA	A	U	D	SD
----	---	---	---	----

10. A pregnant learner should not immediately come back to school after delivery of the baby.

SA	A	U	D	SD
----	---	---	---	----

11. I will not contribute my money to an institution caring for pregnant teenagers or teenage mothers.

SA	A	U	D	SD
----	---	---	---	----

12. I would not offer assistance to pregnant teenager in my school.

SA	A	U	D	SD
----	---	---	---	----

13. Teenagers fall pregnant by their own choice.

SA	A	U	D	SD
----	---	---	---	----

14. When pregnant teenagers are assisted, they learn a lesson and never repeat the mistake of falling pregnant.

SA	A	U	D	SD
----	---	---	---	----

15. Pregnant teenagers should not have preferential treatment over other learners at school.

SA	A	U	D	SD
----	---	---	---	----

16. There is no need of a mini-clinic and a nurse for pregnant learners in each school.

SA	A	U	D	SD
----	---	---	---	----

17. The presence of a daycare centre in each school will not promote teenage pregnancy.

SA	A	U	D	SD
----	---	---	---	----

18. Pregnant teenagers should not be treated as outcasts at school.

SA	A	U	D	SD
----	---	---	---	----

19. Pregnant teenagers should be left on their own without help so that they can learn a lesson about pregnancy.

SA	A	U	D	SD
----	---	---	---	----

20. The school is not for pregnant learners.

SA	A	U	D	SD
----	---	---	---	----

21. I am not responsible for taking care of pregnant teenagers.

SA	A	U	D	SD
----	---	---	---	----

22. Pregnant teenagers do not cause a decrease in matric pass rate in our school.

SA	A	U	D	SD
----	---	---	---	----

23. I feel that pregnant teenagers need support from educators at school.

SA	A	U	D	SD
----	---	---	---	----

24. I do mind being a class teacher of a pregnant learner.

SA	A	U	D	SD
----	---	---	---	----

25. I think pregnant learners should be allowed to attend classes.

SA	A	U	D	SD
----	---	---	---	----

26. The academic performance of a pregnant learner is negatively affected by her pregnancy.

SA	A	U	D	SD
----	---	---	---	----

27. Given a chance, pregnant learners pass their exams.

SA	A	U	D	SD
----	---	---	---	----

28. It is difficult to teach in a class where there is a pregnant teenager.

SA	A	U	D	SD
----	---	---	---	----

29. I feel sad to see a pregnant teenager forced to leave school.

SA	A	U	D	SD
----	---	---	---	----

30. Pregnant teenagers affect other learners in a class.

SA	A	U	D	SD
----	---	---	---	----

31. Given a chance, pregnant teenagers cope very well with their school work.

SA	A	U	D	SD
----	---	---	---	----

32. A pregnant teenager should immediately come back to school after delivery of the baby.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
33. I would contribute money to an institution caring for pregnant teenagers or teenage mothers.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
34. I would offer my services to pregnant teenagers in my school.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
35. Teenagers fall pregnant by mistake.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
36. If pregnant teenagers are assisted anyhow, they will not learn a lesson and hence fall pregnant again.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
37. Pregnant teenagers should have preferential treatment over other learners at school.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
38. It will be of great help if, in each school, there is a mini-clinic and a nurse for pregnant learners.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
39. The presence of a day care centre in each school will promote teenage pregnancy.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
40. The child support grant should be increased to help teenage mothers to care for their babies.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
41. Teenagers fall pregnant because the state supports their babies by means of child support grant.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
42. Pregnant teenagers should be treated as outcasts at school.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
43. Everything possible should be done to make the life of a pregnant teenager a happy one.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|
44. I would allow my child to attend school during her pregnancy.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
|----|---|---|---|----|

45. When my teenager falls pregnant, I want her to stay at home until the baby is old enough.

SA	A	U	D	SD
----	---	---	---	----

46. If a daycare centre is developed at school, teenage mothers will have more time to concentrate on their school work.

SA	A	U	D	SD
----	---	---	---	----

47. Even pregnant learners have a right to attend school .

SA	A	U	D	SD
----	---	---	---	----

48. Learners, whether pregnant or not, are my responsibility.

SA	A	U	D	SD
----	---	---	---	----

49. Pregnant learners cause a decrease in matric pass rate in our school.

SA	A	U	D	SD
----	---	---	---	----

50. The government should reduce child support grant and increase teachers' salaries.

SA	A	U	D	SD
----	---	---	---	----

Thank you for your time.

APPENDIX C

P.O. Box 2176
ESIKHAWINI
3887
25 October 2005
0836130393

Attention: Mr Gordon Gumede/
Mr S. Alwa

Sub-Directorate
Research
KZN Department of Education
P.M.Burg
3200

Dear Sir/Madam

Request: Permission to conduct Research

I am an educator at Tshelenkosi Secondary School. I am doing a Masters Degree in Education (Research Methodology) at the University of Zululand. I have to undertake research for a dissertation.

My topic looks at "Educators' Attitudes towards Teenage Pregnancy". My study focuses on secondary schools.

I hereby request permission from you to administer questionnaires to some of educators in Lower Tugela Secondary Schools. This will help me complete my dissertation.

Thank you for your co-operation

Yours faithfully

.....
N.D. MPANZA



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

Tel: 033 341 8610

Fax: 033 341 8612

Private Bag X9137
Pietermaritzburg
3200

228 Pietermaritz Street
Pietermaritzburg, 3201

INHLOKOHOVISI

PIETERMARITZBURG

HEAD OFFICE

Enquiries:
Imibuzo: Sibusiso Aitwar
Navrae:

Reference:
inkomba: 0078/05
Verwysing:

Date:
Usuku: 24 November 2005
Datum:

To: **Mr N. D. Mpanza**
P. O. Box 2176
ESIKHAWINI
3887

RE: APPROVAL TO CONDUCT RESEARCH

Please be informed that your application to conduct research has been approved with the following terms and conditions:

That as a researcher, you must present a copy of the written permission from the Department to the Head of the Institution concerned before any research may be undertaken at a departmental institution bearing in mind that the institution **is not obliged to participate** if the research is not a departmental project.

Research should not be conducted during official contact time, as **education programmes should not be interrupted**, except in exceptional cases with special approval of the KZND_oE.

The research is not to be conducted during the fourth school term, except in cases where the KZND_oE deem it necessary to undertake research at schools during that period.

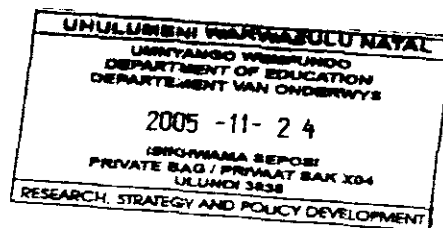
Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.


SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education





PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATALI
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

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Navrae:

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Inkomba: 0078/05
Verwysing:

Date:
Usuku: 24 November 2005
Datum:

To: **Mr N. D. Mpanza**
P. O. Box 2176
ESIKHAWINI
3887

RE: APPROVAL TO CONDUCT RESEARCH

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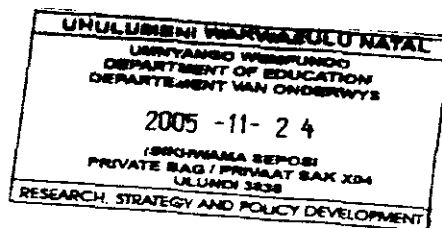
Should you wish to extend the period of research after approval has been granted, an application for extension must be directed to the Director: Research, Strategy Development and EMIS.

The research will be limited to the schools or institutions for which approval has been granted.

A copy of the completed report, dissertation or thesis must be provided to the RSPDE Directorate.

Lastly, you must sign the attached declaration that, you are aware of the procedures and will abide by the same.


SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education





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Imibuzo: Sibusiso Alwar

Navrae:

Reference:

Inkomba: 0078/05

Verwysing:

Date:

Usuku: 24 November 2005

Datum:

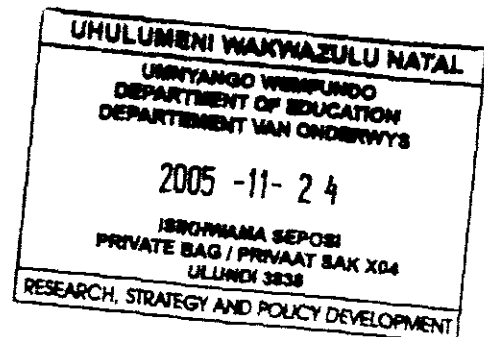
RE: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

This is to serve as a notice that **Mr N. D. Mpanza** has been granted permission to conduct research with the following terms and conditions:

- That as a researcher, he/she must present a copy of the written permission from Department to the Head of the Institution concerned before any research may be undertaken departmental institution.
- Attached is the list of schools she/he has been granted permission to conduct research however, it must be noted that the schools are not obligated to participate in the research not a KZNDoe project.
- **Mr N. D. Mpanza** has been granted special permission to conduct his/her research during official contact times, as it is believed that their presence would not interrupt education programmes. Should education programmes be interrupted, he/she must, therefore, continue his/her research during nonofficial contact times.
- No school is expected to participate in the research during the fourth school term, as this is the critical period for schools to focus on their exams.


SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education





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PIETERMARITZBURG

HEAD OF

Enquiries:

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Date:

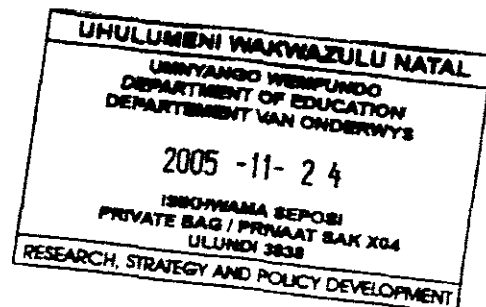
Usuku: 24 November 2005

Datum:

School/s where Research will be conducted:

1. Qoqulwazi Secondary
2. Shakaskraal Secondary
3. Nonhlevu secondary
4. Groutville Secondary
5. Glenhills Secondary
6. Stanger Secondary
7. Stanger High
8. Stanger Manor Secondary
9. Stanger south Secondary
10. M. L. Sultan Secondary
11. Tshelenkosi Secondary
12. Zakariya Muslim School
13. Banguni Secondary
14. Imbuyiselo Secondary
15. Shekembula secondary
16. Darnal Secondary
17. Lethithemba Secondary
18. New Guilderland Intermediate
19. Nyakana Intermediate
20. Stanger Intermediate

SUPERINTENDENT GENERAL
KwaZulu Natal Department of Education

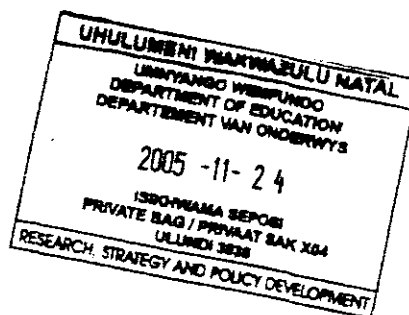


Declaration and Understanding

I the undersigned declare that I acknowledge that I have read and understood the abovementioned terms and conditions and agree to abide by them. The Research, Strategy, Policy Development and EMIS Directorate reserve the right to withdraw my approval should I be found not to abide by the terms and conditions. I undertake to bid myself to the RSPDE directorate, to submit a copy of the completed report, dissertation or thesis as per terms and conditions.

Name (print): _____

Date: _____ Signature of applicant: _____



APPENDIX D

P.O. Box 2176
ESIKHAWINI
3887
22 August 2005
0836130393

The Circuit Manager
Lower Tugela Circuit
Ethekwini Region

Dear Sir/Madam

Request: Permission to conduct Research

I am an educator at Tshelenkosi Secondary School. I am doing a Masters Degree in Education (Research Methodology) at the University of Zululand. I have to undertake research for a dissertation.

My topic looks at "Educators' Attitudes towards Teenage Pregnancy". My study focuses on secondary schools.

I hereby request permission from you to administer questionnaires to some of educators in Lower Tugela Secondary Schools. This will help me complete my dissertation.

Thank you for your co-operation

Yours faithfully

.....
N.D. MPANZA

APPENDIX E

P.O. Box 2176
ESIKHAWINI
3887

25 October 2005
0836130393

The Principal

----- Secondary/High School
Lower Tugela Circuit
KWADUKUZA

Sir/Madam

REQUEST: PERMISSION TO CONDUCT RESEARCH

I am an educator at Tshelenkosi Secondary School. I am currently doing a Masters Degree in Education (Research Methodology) at the University of Zululand.

My topic looks at “Educators’ Attitude Towards Teenage Pregnancy” and the study focuses on Secondary Schools of Lower Tugela Circuit.

I kindly request your permission to administer questionnaires to ----- (-- female and -- male) educators in your school. This will help me complete my dissertation.

Thank you for your co-operation

Yours faithfully

.....
N.D. MPANZA

APPENDIX F

STUDY OF EDUCATORS' ATTITUDES TOWARDS TEENAGE PREGNANCY

My name is Nkoloyakhe Difference Mpanza and I am an educator at Tshelenkosi Secondary School. I am currently studying part-time for a Masters Degree in Education (Research Methodology) at the University of Zululand. My topic looks at the Attitudes of Educators Towards Teenage Pregnancy in Secondary Schools in the Lower Tugela Circuit of KwaZulu Natal

As you are aware, "a learner who falls pregnant may not become subject to any disciplinary action. The Bill of Rights in the constitution makes it clear that the state may not unfairly discriminate against a person on the grounds of pregnancy. A girl of school going age and who has given birth to a baby is obliged to return to school.." (KZN Circular No. 116 of 2000).

I would appreciate it if you could complete the attached questionnaire and return it to me as soon as possible.

I understand that this requires some of your valuable time, nevertheless your contribution to this study is highly valued. I hope you view this study as an opportunity to voice out your thoughts and opinions on the vital issue of teenage pregnancy in schools.

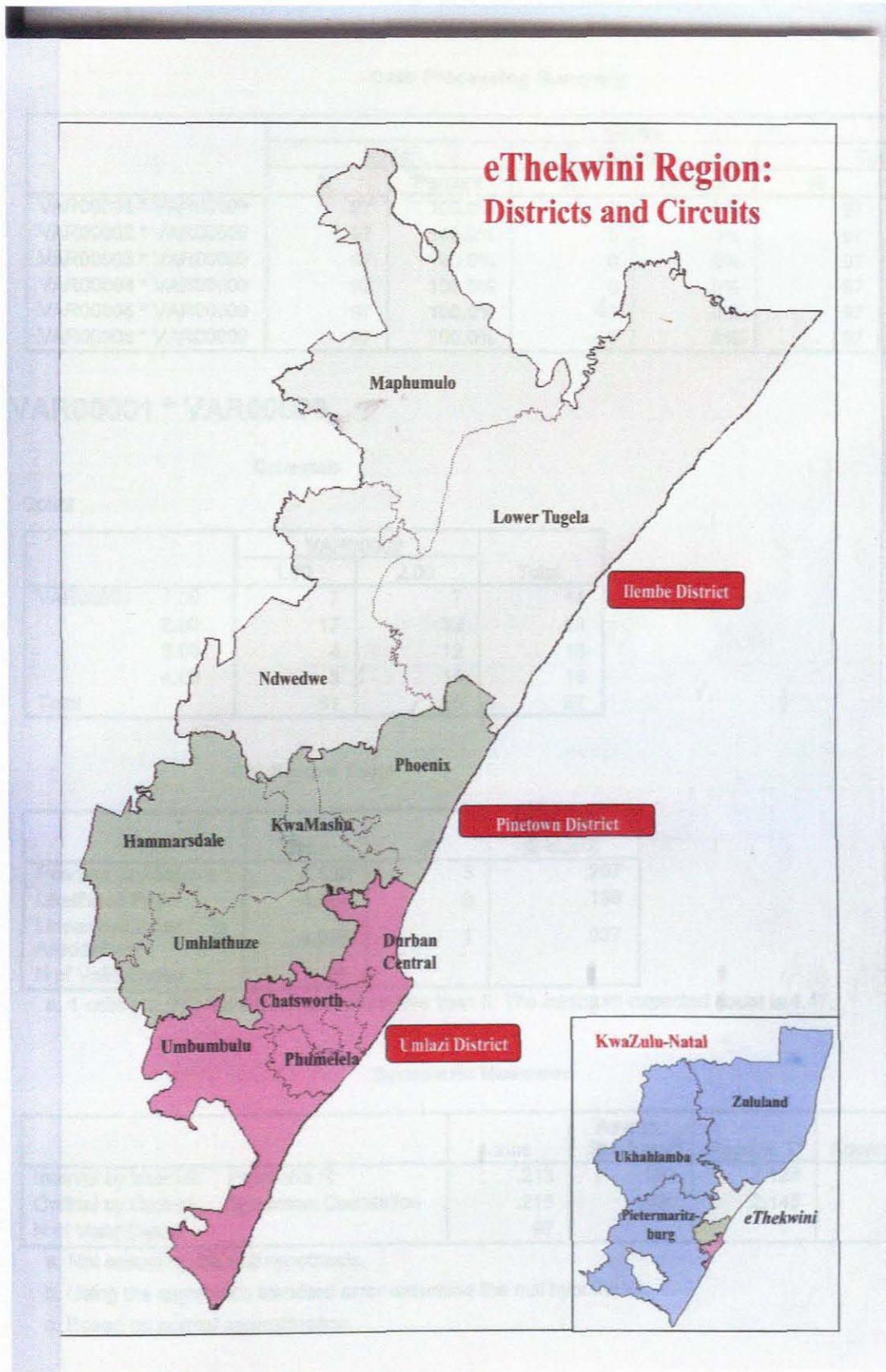
Your co-operation will be highly appreciated.

Please feel free to contact me should you require clarification on my research.

N.D. Mpanza
Tshelenkosi Secondary School

083 613 0393

APPENDIX G



APPENDIX H

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
VAR00001 * VAR00009	97	100.0%	0	.0%	97	100.0%
VAR00002 * VAR00009	97	100.0%	0	.0%	97	100.0%
VAR00003 * VAR00009	97	100.0%	0	.0%	97	100.0%
VAR00004 * VAR00009	97	100.0%	0	.0%	97	100.0%
VAR00005 * VAR00009	97	100.0%	0	.0%	97	100.0%
VAR00006 * VAR00009	97	100.0%	0	.0%	97	100.0%

VAR00001 * VAR00009

Crosstab

Count

		VAR00009		Total
		1.00	2.00	
VAR00001	1.00	7	7	14
	2.00	17	32	49
	3.00	4	12	16
	4.00	3	15	18
Total		31	66	97

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.556 ^a	3	.207
Likelihood Ratio	4.667	3	.198
Linear-by-Linear Association	4.369	1	.037
N of Valid Cases	97		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.47.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.213	.093	2.128	.036 ^c
Ordinal by Ordinal	Spearman Correlation	.215	.095	2.145	.035 ^c
N of Valid Cases		97			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

VAR00002 * VAR00009

Crosstab

Count

		VAR00009		Total
		1.00	2.00	
VAR00002	1.00	5	36	41
	2.00	26	28	54
	3.00	0	1	1
	4.00	0	1	1
Total		31	66	97

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.813 ^a	3	.002
Likelihood Ratio	16.361	3	.001
Linear-by-Linear Association	7.466	1	.006
N of Valid Cases	97		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .32.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.279	.096	-2.831	.006 ^c
Ordinal by Ordinal	Spearman Correlation	-.334	.087	-3.455	.001 ^c
N of Valid Cases		97			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

VAR00003 * VAR00009

Crosstab

Count

		VAR00009		Total
		1.00	2.00	
VAR00003	1.00	13	33	46
	2.00	18	33	51
Total		31	66	97

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.550 ^b	1	.458		
Continuity Correction ^a	.274	1	.600		
Likelihood Ratio	.552	1	.457		
Fisher's Exact Test				.517	.301
Linear-by-Linear Association	.545	1	.461		
N of Valid Cases	97				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.70.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.075	.101	-.736	.463 ^c
Ordinal by Ordinal	Spearman Correlation	-.075	.101	-.736	.463 ^c
N of Valid Cases		97			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

VAR00004 * VAR00009

Crosstab

Count

		VAR00009		Total
		1.00	2.00	
VAR00004	1.00	13	10	23
	2.00	4	14	18
	3.00	8	12	20
	4.00	2	6	8
	5.00	2	8	10
	6.00	2	16	18
Total		31	66	97

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.195 ^a	5	.032
Likelihood Ratio	12.507	5	.028
Linear-by-Linear Association	8.109	1	.004
N of Valid Cases	97		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.56.

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval Pearson's R	.291	.089	2.961	.004 ^c
Ordinal by Ordinal Spearman Correlation	.293	.093	2.985	.004 ^c
N of Valid Cases	97			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

VAR00005 * VAR00009

Crosstab

Count

		VAR00009		Total
		1.00	2.00	
VAR00005	1.00	1	6	7
	2.00	21	24	45
	3.00	5	24	29
	4.00	0	9	9
	6.00	2	1	3
	7.00	1	0	1
	9.00	1	2	3
Total		31	66	97

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.392 ^a	6	.012
Likelihood Ratio	19.327	6	.004
Linear-by-Linear Association	.017	1	.896
N of Valid Cases	97		

a. 9 cells (64.3%) have expected count less than 5. The minimum expected count is .32.

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval Pearson's R	.013	.109	.130	.897 ^c
Ordinal by Ordinal Spearman Correlation	.149	.100	1.467	.146 ^c
N of Valid Cases	97			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

VAR00006 * VAR00009

Crosstab

Count

		VAR00009		Total
		1.00	2.00	
VAR00006	1.00	0	2	2
	2.00	0	2	2
	3.00	20	25	45
	4.00	4	7	11
	5.00	4	19	23
	6.00	1	1	2
	7.00	2	10	12
Total		31	66	97

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.037 ^a	6	.171
Likelihood Ratio	10.465	6	.106
Linear-by-Linear Association	2.423	1	.120
N of Valid Cases	97		

a. 8 cells (57.1%) have expected count less than 5. The minimum expected count is .64.

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	.159	.092	1.568	.120 ^c
Ordinal by Ordinal	Spearman Correlation	.171	.094	1.691	.094 ^c
N of Valid Cases		97			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

>Error # 7001

>There is no license for SPSS for Windows.

>This command not executed.

>Specific symptom number: 18

End of job: 0 command lines 1 errors 0 warnings 1 seconds