

**THE ROLE OF SOCIOECONOMIC FACTORS IN THE SUCCESSFUL  
COMPLETION OF MATRIC EDUCATION AMONG YOUNG MOTHERS IN THE  
SOUTPANSBERG EAST CIRCUIT, LIMPOPO PROVINCE, SOUTH AFRICA**

by

**HATUUGARI LIVINGSTONE**

Submitted in accordance with requirements for the degree of

**MASTER OF ARTS**

**IN SOCIOLOGY**

at the

**University of South Africa**

**Supervisor: Prof NC Mazibuko**

**AUGUST 2019**

## DECLARATION

Student number: 44896891

I, Hatuugari Livingstone, declare that *The role of socioeconomic factors in the successful completion of matric education among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

30 AUGUST 2019

DATE

## **ACKNOWLEDGEMENTS**

I wish to extend my sincere gratitude and appreciation to my supervisor, Prof NC Mazibuko for her tireless guidance and support.

Special thanks also go to the Co-ordinators for Masters and Doctorial students in Polokwane Regional, particularly, Lekganyane Cathy who assisted during the workshops and collecting library materials.

Special gratitude to my former student Simali Sedzani, who translated my questionnaire from English language to Tshivenda vernacular language.

Special thanks to Ms Suwisa Muchengwa Lecturer at UNISA Department of Statistics who analysed my data using SPSS. She was recommended to me by the Department of Higher Degrees Committee during application for ethical clearance.

Special mention must also be made of my colleague, Mr Nemaqavhane Robert, who assisted with various resources in carrying out the research.

I also extend my gratitude to Dr Kaburise P. who edited my work.

Above all, thanks to Almighty God who gave me perseverance and determination.

## **DEDICATION**

This study is dedicated to my wife Winnet, son Tienvimbo Alphah, daughters, Nokutenda Omega, Redemption Amen and Amazing Behold, my parents, and all the young mothers in the Soutpansberg East Circuit who participated in the study.

## ABSTRACT

This dissertation was carried out to try to describe the role of socio-economic factors in the successful completion of schooling up to matriculation level (matric), among young mothers in the Soutpansberg East Circuit in Limpopo Province, South Africa. The researcher used the social capital theoretical framework. A questionnaire was administered to 128 young mothers, aged 18 and above, after a pilot survey had been carried out. The data was captured, exported and analysed. The data was then exported to the latest model of the Statistical Package for the Social Sciences (SPSS) version 25 where it was analysed. The research used independent T-test analysis, analysis of variance (ANOVA) and correlation analysis. The independent T- test was used to determine if the views of young mothers differed by the number of children, form of support from father, school policy and presence of educators as counsellors. A one-way analysis of variance (ANOVA) was done to determine whether the views on the role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa differed by age, grade, type of family and who takes care of the child.

The findings showed that there were several socioeconomic factors that assisted young mothers to complete matric, among them were, family supports, child support grants, intra-school environment and policies. They provided critical support to the young mother in different forms among others taking care of children while they were at school, financial support, encouragement. The study also found other that schools in the Soutpansberg East Circuit also provided a significant amount of support to young mothers. The study also found a general trend of absentee fatherhood in the caring of children. The study found out that there was a complicated interplay of different socioeconomic factors to the completion of matric among the young mothers. The researcher, therefore, concluded that socio-economic factors are critical for the successful completion of schooling up to matric level in the Soutpansberg East Circuit. The study found out the need for more empirical study in the role of socioeconomic factors to the complication of matric among young mothers.

**KEY TERMS:** young mothers, socioeconomic factors, Soutpansberg East Circuit, matric, role, intra-school policies, social capital, child support grant (CSG)

## **LIST OF ABBREVIATIONS**

CSG- Child Support Grant

NSC- National Senior Certificate

SEC- Soutpansberg East Circuit

## Table of Contents

<b>DECLARATION</b> .....	i
<b>ACKNOWLEDGEMENTS</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ABSTRACT</b> .....	iv
List of abbreviations.....	v
<b>Table of Contents</b> .....	vi
List of Figures .....	xii
LIST OF TABLES.....	xiii
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>ORIENTATION TO THE STUDY</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Research problem .....	1
1.3 Statement of the problem .....	2
1.4 The rationale of the study.....	2
1.5 The significance of the study .....	2
1.6 The purpose of the study.....	3
1.7 Assumptions and limitations of the study .....	4
1.8 The objectives of the study.....	4
1.9 Research questions .....	5
1.10 Research hypothesis, variables and indicators .....	5
1.11 Key concepts in the study .....	6
1.12. Overview of the study.....	7
1.13 Summary .....	8
<b>CHAPTER TWO</b> .....	<b>9</b>
<b>CRITICAL LITERATURE REVIEW</b> .....	<b>9</b>
2.1 Introduction .....	9
2.2 Child support grant and schooling .....	9
2.3 Policies, school practices and schooling .....	11
2.4 The role of the family.....	16
2.5 The role of the fathers of the children in the schooling of young mothers.....	18
2.6 The role of peers of young mothers in schooling .....	20
2.7 Summary .....	22

<b>CHAPTER THREE</b> .....	<b>23</b>
<b>THEORETICAL FRAMEWORK</b> .....	<b>23</b>
3.1 Introduction .....	23
3.2 Coleman’s ‘Social capital’ theory .....	23
3.3 Social capital and the family .....	25
3.4 Social capital and the peers .....	26
3.5 Social capital and the school.....	27
3.6 Social capital and child support grants .....	28
3.7 Summary .....	28
<b>CHAPTER FOUR</b> .....	<b>30</b>
<b>RESEARCH METHODOLOGY</b> .....	<b>30</b>
4.1 Introduction .....	30
4.2 Research design .....	30
4.3 Validity and reliability of the research design.....	31
4.4 Location of the study .....	32
4.5 Study population.....	32
4.6 Inclusion and exclusion criteria.....	32
4.7 Sampling procedure and recruitment.....	33
4.8 Data collection methods and procedures.....	34
4.9 Data analysis .....	35
4.10 Reflexivity.....	44
4.11 Ethical considerations .....	44
<b>4.11.1 ANONYMITY</b> .....	<b>45</b>
<b>4.11.2 RESPECT OF RIGHTS AND DIGNITY OF THE RESPONDENTS</b> .....	<b>45</b>
<b>4.11.3 INFORMED CONSENT</b> .....	<b>45</b>
<b>4.11.4 BENEFICIATION AND AVOIDANCE OF HARM</b> .....	<b>46</b>
4.12 Ethical clearance .....	46
4.13 Respect of confidentiality .....	46
4.14 Limitations of the study .....	47
4.15 Summary .....	47
<b>CHAPTER FIVE</b> .....	<b>49</b>
<b>PRESENTATION OF RESEARCH FINDINGS</b> .....	<b>49</b>
<b>5.1 Introduction</b> .....	<b>49</b>
<b>5.2 RELIABILITY</b> .....	<b>49</b>
Table 5.1: Cronbach alpha reliability results for the constructs .....	50
<b>5.3 SOCIO-DEMOGRAPHICS CHARACTERISTICS OF RESPONDENTS</b> .....	<b>50</b>

Table 5.2: Socio-demographic characteristics of the young mothers .....	51
<b>5.4 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT FROM FATHER .....</b>	<b>55</b>
<b>5.4.1 FORM OF SUPPORT RECEIVED FROM FATHER.....</b>	<b>55</b>
Table 5.3: Form of support received from father .....	55
<b>5.4.2 DESCRIPTIVE STATISTICS ON SOURCE OF FAMILY INCOME.....</b>	<b>57</b>
Table 5.4: Source of family income.....	57
<b>5.4.3 DESCRIPTIVE STATISTICS ON KIND OF TREATMENT RECEIVED FROM FATHER .....</b>	<b>58</b>
Table 5.5: The level of agreement on kind of treatment received .....	58
5.5 Descriptive statistics on child support grant.....	59
<b>5.5.1 DESCRIPTIVE STATISTICS ON EXPENDITURE FROM CHILD SUPPORT.....</b>	<b>60</b>
Table 5.6: Utilisation of child support grant .....	60
<b>5.5.2 DESCRIPTIVE STATISTICS ON UTILISATION OF CSG BY YOUNG MOTHERS ....</b>	<b>61</b>
Table 5.7: The extent of utilisation of CSG by young mothers .....	61
5.6 SUMMARY.....	63
<b>CHAPTER 6.....</b>	<b>64</b>
<b>STATISTICS ON IMPACT OF CSG ON THE SUCCESSFUL COMPLETION OF MATRIC AMONG YOUNG MOTHERS .....</b>	<b>64</b>
6.1 Introduction .....	64
Table 6.1: The extent of impact of CSG on the successful completion of matric.....	64
<b>6.2 DESCRIPTIVE STATISTICS ON THE ROLE OF GOVERNMENT IN CSG .....</b>	<b>66</b>
Table 6.2: The extent of the role of the government in CSG.....	67
<b>6.3 DESCRIPTIVE STATISTICS ON FACTORS HINDERING THE SUCCESSFUL COMPLETION OF MATRIC.....</b>	<b>68</b>
Table 6.3: The level of effectiveness of factors hindering the successful .....	69
<b>6.4 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT RECEIVED FROM FAMILY ..</b>	<b>70</b>
Table 6.4: The extent on the form of support received from family.....	71
6.5 SUMMARY.....	73
<b>CHAPTER 7.....</b>	<b>74</b>
<b>STATISTICS ON THE IMPACT OF SCHOOL ENVIRONMENT AND POLICIES FOR LEARNERS SUPPORT, ON THE COMPLETION OF MATRIC AMONG YOUNG MOTHERS .....</b>	<b>74</b>
7.1 Introduction .....	74
7.2 Descriptive statistics on form of support received from educators .....	75
Table 7.1: The extent of support received from educators.....	76
7.3 Descriptive statistics on form of support received from other learners .....	78
Table 7.2: The extent of support received from other learners .....	78
7.4 Descriptive statistics on form of support received from other young mothers.....	79

<b>TABLE 7.3: THE LEVEL OF EXTENT ON FORM OF SUPPORT RECEIVED FROM OTHER YOUNG MOTHERS.....</b>	<b>80</b>
Table 7.4: Treatment received from other young mothers.....	81
7.5 SUMMARY.....	81
<b>CHAPTER 8.....</b>	<b>83</b>
<b>EXPLORATORY FACTOR ANALYSIS TO DETERMINE HIGHLY CORRELATED ITEMS ON THE SUCCESSFUL COMPLETION OF MATRIC AMONG YOUNG MOTHERS .....</b>	<b>83</b>
8.1 Introduction .....	83
8.2.1 Exploratory factor analysis on treatment received from father of child.....	83
Table 8.1: Two factor rotated structure on kind of treatment received from .....	84
8.2.2 Exploratory factor analysis on utilisation of CSG by young mothers.....	85
Table 8.2: Three factor rotated structure on utilisation of CSG by young mothers .....	86
8.2.3 Exploratory factor analysis on impact of CSG on the successful completion of matric by young mothers.....	88
Table 8.3: Three factor rotated structure on impact of CSG on the successful.....	88
8.2.4 Exploratory factor analysis on role of the government in CSG.....	90
Table 8.4: One factor rotated structure on role of government in CSG.....	91
8.2.5 Exploratory factor analysis on factors hindering the successful completion of matric....	91
Table 8.5: One factor rotated structure on factors hindering the successful .....	91
8.2.6 Exploratory factor analysis on form of support received .....	92
Table 8.6: Four factor rotated structure on form of support received .....	93
<b>8.3 COMPARATIVE ANALYSIS TO DETERMINE DIFFERENCES IN MEAN SCORES ACROSS CATEGORIES OF SOCIO-DEMOGRAPHIC VARIABLES USING INDEPENDENT T-TESTS .....</b>	<b>95</b>
<b>8.3.1 INDEPENDENT T-TEST FOR DETERMINING DIFFERENCE IN MEAN SCORES BY NUMBER OF CHILDREN .....</b>	<b>96</b>
Table 8.7: Independent t-test to determine difference in mean score by number of children .....	97
<b>8.3.2 INDEPENDENT T-TEST FOR DETERMINING DIFFERENCE IN MEAN SCORES BY FORM OF SUPPORT FROM FATHER .....</b>	<b>100</b>
Table 8.8: Independent t-test to determine difference in mean score by form of support received from father.....	101
<b>8.3.3 INDEPENDENT T-TEST FOR DETERMINING DIFFERENCE IN MEAN SCORES BY EXISTENCE OF WRITTEN SCHOOL POLICY.....</b>	<b>107</b>
Table 8.9: Independent t-test to determine difference in mean score by existence of written school policy.....	108
<b>8.3.4 INDEPENDENT T-TEST FOR DETERMINING DIFFERENCE IN MEAN SCORES BY PRESENCE OF EDUCATORS AS COUNSELLORS .....</b>	<b>111</b>
Table 8. 10 : Independent t-test to determine difference in mean score by presence of educators as counsellors .....	112

<b>8.4: COMPARATIVE ANALYSIS TO DETERMINE DIFFERENCES IN MEAN SCORES ACROSS CATEGORIES OF SOCIO-DEMOGRAPHIC VARIABLES USING ANOVA ..</b>	<b>117</b>
<b>8.4.1 ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY AGE.....</b>	<b>117</b>
Table 8.11: ANOVA test to determine difference in mean score by age.....	118
Table 8.12: Robust tests of equality of means by age .....	119
TABLE 8.13: SCHEFFE’S HOMOGENEOUS GROUP FOR ROLE OF THE GOVERNMENT IN CSG BY .....	120
<b>8.4.3 ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY GRADE .....</b>	<b>121</b>
Table 8.14: ANOVA test to determine difference in mean score by grade .....	122
Table 8.15: Robust tests of equality of means by grade.....	123
<b>8.4.4 ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY TYPE OF FAMILY .....</b>	<b>124</b>
Table 8.16: ANOVA test to determine difference in mean score b type of family .....	125
Table 8.17: Scheffe homogeneous group for form of support from educators by .....	127
<b>8.4.5 ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY CHILD CAREGIVER .....</b>	<b>128</b>
Table 8.18: ANOVA test to determine difference in mean score by child caregiver .....	129
Table 8.19: Robust tests of equality of means by child caregiver .....	130
Table 8.20: Scheffe homogeneous group for role of the government in CSG by age .....	131
TABLE 8.21: SCHEFFE HOMOGENEOUS GROUP FOR FORM OF SUPPORT FROM OTHER YOUNG .....	133
8.5 RELATIONSHIPS BETWEEN THE CONSTRUCTS .....	134
Table 8.22: Pearson correlation coefficients of the constructs .....	134
8.6 SUMMARY .....	138
<b>CHAPTER 9.....</b>	<b>139</b>
<b>FINDINGS, RECOMMENDATIONS AND CONCLUSION .....</b>	<b>139</b>
9.1 INTRODUCTION .....	139
9.2 SUMMARY OF FINDINGS IN RELATION TO OBJECTIVES .....	139
9.2.1 TO CAPTURE THE USE OF CSG BY YOUNG MOTHERS IN THE SEC, LIMPOPO PROVINCE, SOUTH AFRICA.....	139
9.2.2 TO DESCRIBE THE ROLE OF THE FAMILY TO THE YOUNG MOTHERS’ FINISHING OF MATRIC EDUCATION.....	140
9.2.3 TO DESCRIBE THE IMPACT OF CSG ON THE SUCCESSFUL COMPLETION OF MATRIC AMONG YOUNG MOTHERS IN THE SEC, LIMPOPO PROVINCE, SOUTH AFRICA.....	140
9.2.4 TO DESCRIBE THE ROLE OF FATHERS AND PEERS TO THE YOUNG MOTHERS IN FINISHING OF HIGH SCHOOL IN THE SEC, LIMPOPO PROVINCE, SOUTH AFRICA .....	141
9.3 ORIGINAL CONTRIBUTIONS TO KNOWLEDGE .....	143
9.4 SUGGESTIONS FOR FURTHER RESEARCH .....	144
9.5 CONCLUSIONS .....	145
REFERENCES .....	148

<b>APPENDICES.....</b>	<b>160</b>
APPENDIX A1 :Questionnaire for young mothers are currently in the school .....	160
APPENDIX A2: Dzimbudziso kha vho- mme vhatuku vhane vha kha di dzhena tshikolo	173
APPENDIX B: Participant information sheet and consent form .....	183
APPENDIX C: UNISA Clearance Certificate.....	<b>Error! Bookmark not defined.</b>
APPENDIX D: Letter requesting for permission to carry out study in SCHOOLS.....	189
APPENDIX E: Permission granted by department of education.....	190

## LIST OF FIGURES

Figure 6. 1: Level of extent of contribution to completion of high school.....	72
Figure 7. 1: The number of times a grade was repeated .....	74
Figure 7. 2: Level of extent of contribution to completion of high school due to school support .....	79
Figure 8. 1: Confidence interval error bars for type of treatment received from father of child by form of support from father of the child.....	104
Figure 8. 2: Confidence interval error bars showing role of the government in CSG, by form of support from father of the child .....	105
Figure 8. 3: Confidence interval error bars for form of support from family by form of support from the father of the child .....	106
Figure 8. 4: Confidence interval error bars for the form of support from educators by form of support from the father of the child.....	107
Figure 8. 5: Confidence interval error bars for the utilisation of CSG by young mothers, by existence of written school policy .....	110
Figure 8. 6: Confidence interval error bars for the utilisation of CSG by presence of educators as counsellors .....	115
Figure 8. 7: Confidence interval error bars for factors hindering the successful completion of matric by the presence of educators as counsellors .....	116
Figure 8. 8: Confidence interval error bars for role of the government in CSG by age.....	121
Figure 8. 9: Confidence interval error bars for form of support from educators by family type .....	1287
Figure 8. 10: Confidence interval error bars for form of support from other learners by child caregiver .....	1321
Figure 8. 11: Confidence interval error bars for form of support from other young mothers by child caregiver.....	133

## LIST OF TABLES

Table 5.1: Cronbach alpha reliability results for the constructs .....	50
Table 5.2: Socio-demographic characteristics of the young mothers .....	51
Table 5.3: Form of support received from father .....	55
Table 5.4: Source of family income.....	57
Table 5.5: The level of agreement on kind of treatment received .....	58
Table 5.6: Utilisation of child support grant .....	60
Table 5.7: The extent of utilisation of CSG by young mothers .....	61
Table 6.1: The extent of impact of CSG on the successful completion of matric.....	64
Table 6.2: The extent of the role of the government in CSG.....	67
Table 6.3: The level of effectiveness of factors hindering the successful .....	69
Table 6.4: The extent on the form of support received from family.....	71
Table 7.1: The extent of support received from educators.....	76
Table 7.2: The extent of support received from other learners .....	78
Table 7.3: The level of extent on form of support received from other young mothers .....	<b>80</b>
Table 7.4: Treatment received from other young mothers.....	81
Table 8.1: Two factor rotated structure on kind of treatment received from .....	84
Table 8.2: Three factor rotated structure on utilisation of CSG by young mothers .....	865
Table 8.3: Three factor rotated structure on impact of CSG on the successful.....	88
Table 8.4: One factor rotated structure on role of government in CSG .....	910
Table 8.5: One factor rotated structure on factors hindering the successful .....	91
Table 8.6: Four factor rotated structure on form of support received .....	932
Table 8.7: Independent t-test to determine difference in mean score by number of children .....	97
Table 8.8: Independent t-test to determine difference in mean score by form of support received from father.....	101
Table 8.9: Independent t-test to determine difference in mean score by existence of written school policy.....	108
Table 8.10 : Independent t-test to determine difference in mean score by presence of educators as counsellors .....	112
Table 8.11: ANOVA test to determine difference in mean score by age.....	118
Table 8.12: Robust tests of equality of means by age .....	119
Table 8.13: Scheffe's homogeneous group for role of the government in CSG by .....	120
Table 8.14: ANOVA test to determine difference in mean score by grade .....	122
Table 8.15: Robust tests of equality of means by grade.....	123
Table 8.16: ANOVA test to determine difference in mean score b type of family .....	125

Table 8.17: Scheffe homogeneous group for form of support from educators by .....	127
Table 8.18: ANOVA test to determine difference in mean score by child caregiver .....	1298
Table 8.19: Robust tests of equality of means by child caregiver .....	130
Table 8.20: Scheffe homogeneous group for role of the government in CSG by age .....	131
Table 8.21: Scheffe homogeneous group for form of support from other young .....	1332
Table 8.22: Pearson correlation coefficients of the constructs .....	134

## CHAPTER ONE

### ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION

In South Africa there is a link between teen childbearing and failure to finish high school (Gustafsson&Worku2013), despite recent policies designed to keep young mothers in school (Bhana, Morrell, Shefer & Ngabaza 2010; Ngabaza & Shefer2013). Chigona and Chetty (2008) found that although many girls who become mothers before completing high school consider education as very important, they may not be able to complete school, if the support given is insufficient. Their findings revealed that young mothers failed to complete secondary school because they could not get support from their families, the school or the community. Rafiq, Fatima, Sohail, Saleem and Khan (2013) claim that parental involvement in secondary school education plays a very critical role, along with social and economic factors.

In recent years, cash assistance, such as child support grants have been used as policy instruments to address social issues in developing countries, such as South Africa. South Africa has the largest cash assistance programmes or grants in Africa (Zembe-Mkabile, Surrender, Sanders, Jackson & Doherty 2015). These grants' performance has high salience within South Africa and internationally. In Zembe-Mkabile *et al.* (2015)'s analysis, the child support grant was selected as South Africa's policy for addressing child poverty in the mid-1990s. The Child Support Grant (CSG) was unusual in that it provided cash to a primary caregiver, rather than in kind, and the benefit was unconditional (Case, Hosegood, & Lund, 2005). Adato and Bassett (2009) noted that significant evidence has revealed that the CSG increases school attendance, with limited evidence suggesting its less impact on achievements in education. This study investigated whether socio-economic factors, such as the child support grant played any role in assisting young mothers to successfully complete their matric level schooling in the Soutpansberg East Circuit (SEC), Limpopo Province, South Africa.

#### 1.2 RESEARCH PROBLEM

The importance attached to obtaining one's 'matric', or one's Grade 12 National Senior Certificate (NSC), is deeply rooted in the South African psyche (Gustafsson 2011). It

is, thus, not surprising that getting everyone to successfully complete secondary schooling, is often put forward as one of the national development goals (Gustafsson 2011). Too early parenting is likely to impact negatively on young mothers who are still learners at high schools (Jordan, Patel, & Hochfeld 2014). This is so because young mothers who, among various other challenges, are also faced with a lack of financial support to complete their high school education. There is considerable interest in whether the child support grant affects the recipient's school attendance and performance (Case, Hosegood, & Lund 2005), hence, this study sought to reveal the role of socio-economic factors on the completion of matric, among young mothers in the SEC in Limpopo.

### **1.3 STATEMENT OF THE PROBLEM**

This study was based on the viewpoint that successful completion of matric by young mothers is imperative for them to exercise their right to education and thus improve their lives. A study by Makiwane (2010) argued that only one third of young mothers return to school after having given birth for the welfare of the child remains the major duty of the mother, with fathers being less directly involved (Jordan *et al.* 2014; Morrell, Bhana, & Shefer, 2012). The study also investigated the extent and magnitude of the involvement of fathers in the welfare of their children's lives.

### **1.4 THE RATIONALE OF THE STUDY**

The study was worth undertaking as it will increase empirical evidence and trigger further research in order to create an awareness of the role of socio-economic factors in the successful completion of matric. Sanfilippo *et al.* (2012) claim that there is still very limited evidence that is conclusive in terms of whether cash assistance results in improvement of final educational outcomes. As noted earlier, it is a problem for learners who have to juggle their school work with the diverse challenges of being a parent (Morrel, Bhana&Shefer 2012). On-going research, data disaggregation and monitoring and evaluation are needed to better understand intervention programmes' design and implementation for maximum impact on children's education (UNICEF 2009). The study was, thus, worthwhile to increase empirical evidence on how to improve the livelihood of young mothers.

### **1.5 THE SIGNIFICANCE OF THE STUDY**

To understand the significance of the study, it is imperative to briefly describe the background for Soutpansberg East Circuit which is located in Makhado Municipality, Vhembe District, Limpopo. It is made up of 24 secondary schools and several primary

schools. There are several villages in which nineteen secondary school are situated in deep rural farming area. Makhado Municipality Integrated Development Plan (IDP) 2018-2019 cited that the area has very high poverty rate and low literate levels compared to rest of Limpopo province. According to the 2011 Household Survey historical impact of apartheid in South Africa left a legacy of disparity in educational outcomes among different races and gender. The survey found out that provinces with the highest people without education were Limpopo (13.9%), Mpumalanga (11.7%) and North West (11.3%). In terms of the survey found large racial disparities in matric attainment with only 44% Black and Coloured youth aged 23-24 had attained matric compared to 83% Indian and 88% White youth. In 2010 and 2011 Limpopo had the highest number of students who became pregnant in South Africa. It also noted that the number of females without education has decreased since 2002 across the country. These figures provide an insight that the number of female dropouts has also decreased. This trend was reiterated by a significant number of principals in a Vhembe District Principal's Meeting in 2018. They commented that although learner pregnancy is still significantly high the number of young mother who continue with school or return to school after giving birth has improved. Given trend, the study responds to factors which assist young parent remain in school until the attain matric. The study answers such as, 'What factors keeps young mothers in SEC schools? What role do these socio-economic factors play to the completion of matric education?'

The findings will assist the government of South Africa and its development partners to review, plan, design and implement sustainable programmes and existing social policies to ensure that they are sensitive to the needs of the young mothers, so that they are able to successfully complete matric and pursue some careers. The findings will, thus, help to bridge this knowledge gap and help to create awareness on the role of socio-economic factors, such as child support grants, in the successful completion of matric by young mothers. The next section focuses on the purpose of the study.

#### **1.6 THE PURPOSE OF THE STUDY**

The purpose of this study was to investigate the role of socio-economic factors, such as family support, intra-school practices and policies, CSG, among others, in the successful completion of matric among pregnant learners and young mothers in the SEC, Limpopo Province, South Africa, with the specific focus of creating an awareness among the communities.

## **1.7 ASSUMPTIONS AND LIMITATIONS OF THE STUDY**

The study assumed that there is a relationship between socio-economic factors, such as CSG, intra-school policies, family support and the successful completion of matric among young mothers in the SEC, Limpopo Province, South Africa. The researcher had time constraints in conducting research while also being employed on a full-time basis. This was managed by designing a programme of action. The study was also constrained by limited financial resources to conduct a more extensive research. The research focused only on the role of socio-economic factors on the completion of matric, among young mothers in secondary schools, in the Soutpansberg East Circuit. To cater for the different languages of the participants, the researcher decided to design the same questionnaire in the different vernacular languages as well as use simple English. This enabled the respondents to choose the language that they were most comfortable with. The generalisability of the study to all young mothers in South Africa is limited because the study was based on a small area whose context may differ from other communities in South Africa. The other dilemma was simultaneously exercising the role of a researcher and educator, as the researcher's personal values, belief systems and perceptions may have influenced the interpretation. The researcher attempted to merge these different roles to reduce the dilemma of the dual relationships. The researcher also administered the questionnaires through the Life Orientation educators in the schools.

## **1.8 THE OBJECTIVES OF THE STUDY**

The study focused on the following key objectives:

- To capture the use of CSG by young mothers in the SEC, Limpopo Province, South Africa;
- To describe the role played by the family of the young mothers, in finishing their matric education;
- To describe the impact of CSG on the successful completion of matric, among young mothers in the SEC, Limpopo Province, South Africa;
- To describe the role played by the child's fathers in young mothers finishing of high school in the SEC, Limpopo Province, South Africa;
- To describe the role played by the peers of young mothers finishing of high school in the SEC, Limpopo Province, South Africa; and

- To describe the role played by intra-school practices and policies in the completion of matric, among young mothers in the SEC.

### 1.9 RESEARCH QUESTIONS

- What is the context within which CGS is used by young mothers in the SEC, Limpopo Province, South Africa?
- What is the role played by the family of the young mothers finishing of matric education in the SEC, Limpopo Province, South Africa?
- What is the role played by the babies' fathers in the young mothers finishing of high school in the SEC, Limpopo Province, South Africa?
- What is the role played by their peers in the young mothers finishing of high school in the SEC, Limpopo Province, South Africa?
- What is the role played by intra-school practices and policies in the completion of matric among young mothers in the SEC?

### 1.10 RESEARCH HYPOTHESIS, VARIABLES AND INDICATORS

<b>Hypothesis</b>	<b>Independent variables</b>	<b>Dependent variables</b>	<b>Indicators</b>
1.10.1 CSG helps young mothers to successfully complete matric in the SEC.	Receiving a CSG	Successful completion of matric	<ul style="list-style-type: none"> <li>• Meeting promotional requirements to the next Grade</li> <li>• School Quarterly/Termly schedules</li> <li>• Results analysis per Term</li> <li>• Passing matric</li> </ul>
1.10.2 Fathers assist young mothers to complete matric in the SEC.	Assistance by fathers	Successful completion of matric	<ul style="list-style-type: none"> <li>• Passing matric.</li> <li>• Financial support</li> <li>• Attending consultation days</li> <li>• Buying school uniforms, stationery</li> </ul>
1.10.3 Lack of support forces young mothers to drop out of school after they become pregnant.	Lack of support	Failure to finish Grade 12	<ul style="list-style-type: none"> <li>• Lack of money</li> <li>• Lack of counselling</li> </ul>

1.10.3 Young mothers' peers assist them to successfully complete matric.	Assistance by young mothers' peers	Completion of matric	<ul style="list-style-type: none"> <li>• Assisting young mothers with homework</li> <li>• Forming study groups</li> </ul>
1.10.4 Intra-school practices facilitate a learning environment conducive to successful completion of matric among young mothers in the SEC.	Intra-school practices	Successful completion of matric	<ul style="list-style-type: none"> <li>• Internal policies regarding young parents</li> <li>• Programmes to support young mothers</li> <li>• Passing matric</li> </ul>

### 1.11 KEY CONCEPTS IN THE STUDY

**Child Support Grant (CSG):** “Amount of money paid to the primary caregiver, who must be 16 years or older and be a South African citizen or permanent resident, of a child to provide for the child’s basic needs” (South African Department of Social Development 2008). The age limit for the recipient has been extended to 18 years, with future plans to take it further to 21 years. A cash transfer is paid to the caregiver of a child under 18 years who qualifies, based on a means test (Patel 2012).

**Young mothers:** These are young women aged at least 18 years receiving a CSG, and falling within the quantified teenage childbearing population. The latter refers to the teenage-specific fertility rate (Makiwane 2010). These learners are enrolled in the 24 secondary schools in the SEC.

**Matric:** This is an equivalent of the National Senior Certificate attained by meeting all the requirements of Further Education and Training (FET), whose exit level is Grade 12 in South Africa (Department of Basic Education 2013). In this study ‘matric’, therefore, means the level at which a successful learner will obtain a Grade 12 National Senior Certificate (NSC).

**Intra-school practices:** These are engendered behaviours and policy practices that may differ from school to school and which may influence the academic performance of young mothers (Morrell *et al.* 2012).

## 1.12. OVERVIEW OF THE STUDY

The study is structured into chapters. Chapter 1 focuses on the introduction and orientation of the study. The background, the purpose, significance, aims and objectives of the study are also covered. The researcher also outlines the assumptions and limitations of the study with suggestions explored on how these limitations can be addressed.

Chapter 2 reviews critical literature related to the role played by socio-economic factors, such as child support grant, the family, the young fathers, intra-school practices and policies, on the successful completion of secondary school education among young mothers. It highlights the role of these factors from recent studies and also identifies the knowledge gaps in these studies, hence, showing how this study will contribute in the covering the identified gaps.

Chapter 3 covers the theoretical framework for the study. It critically discusses Coleman's social capital theory with relevance to role of socio-economic factors in the completion of matric, among young mothers. The theory is discussed at global, continental, South African levels, then focussing on the local context. The theoretical gaps are identified followed by a critical examination of how the study will contribute in covering the knowledge gaps and limitations of the social capital theory.

The methodology for the study is described in Chapter 4. The research design and data collection methods are described and justified in this chapter. The chapter also describes the population and sampling technique that was used in collection of data as well as the pilot study used to pre-test the questionnaire. It also covers the inclusion and exclusion criteria, how the study will ensure validity and reliability, data presentation, analysis as well as interpretation. Ethical considerations observed during the conducting of the study are also outlined.

In Chapters 5 there is the presentation of the descriptive statistical findings on various socio-economic factors involved in the successful completion of matric among young mothers in the SEC. The statistics on the impact of CSG on the successful completion of matric among young mothers in the SEC are discussed in Chapter 6, while Chapter 7 focuses on the statistics on the impact of school environment and policy for learner support, on the completion of matric among young mothers in the SEC. Chapter 8 focuses on exploratory-factor analysis to determine highly-correlated items impacting on the successful completion of matric, among young mothers in the SEC. The

Chapter also focuses on a comparative analysis to determine the differences in the mean scores across categories of socio-demographic variables using independent t-tests.

In Chapter 9, a summary of findings in relation to the objectives, suggestions for further research and conclusion are covered.

### **1.13 SUMMARY**

This chapter focused on the orientation of the study. This involved, briefly, focusing on the background, a statement of the research problem, significance, purpose, objectives and assumptions of the study. In the background to the study, most of the evidence cited supports a positive correlation between receiving a child support grant and school attendance but paid little attention to the relationship between the grant and the successful completion of high school education. The study, it is anticipated will contribute immensely to the creation of community awareness regarding the impact of socio-economic factors such as CSG, family support, and intra-school practices on the successful completion of matric. The findings should also inform policy makers regarding comprehensive child protection policies aimed at empowering young mothers. It was also envisaged that socio-economic factors such as the child support grant, the family and the intra-school policy would be identified as having a positive correlation with the completion of matric, based on the evidence available in the schools. Based on the available evidence, the current school practices are assumed to have a negative impact on academic performance. This Chapter also outlined the structure of the study, from Chapters 1 to 9. The next chapter focuses on a review of literature relevant to the research topic.

## CHAPTER TWO

### CRITICAL LITERATURE REVIEW

#### 2.1 INTRODUCTION

This section reviews literature related to the role that socio-economic factors such as child support grant (CSG), intra-school policies, family support, young fathers and peer support, play in the successful completion of matric education among young mothers. This will help to establish knowledge gaps and show how this study can contribute to the existing body of knowledge on the subject. This will form the basis to evaluate the role of socioeconomic factors in the successful completion of matric, among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa. The study will, therefore, establish whether improved socio-economic conditions can ease the burden of raising a child and assist young mothers to successfully complete their matric education.

#### 2.2 CHILD SUPPORT GRANT AND SCHOOLING

In 1998, the South African government introduced CSG to replace the State Maintenance Grant (SMG), which initially targeted only whites, although, it was later extended to other racial groups (Makiwane 2010). The major difference between the CSG and the SMG is that the former caters for all children from poor families, especially, in rural areas (Makiwane 2010). This is supported by Potts (2013) who points out that beneficiaries of social grants shot up from 2 889 444 in April 1997 to 13 114 033 in April 2009. The amount started at R70.00 per month (Makiwane 2010) and now stands at R380.00, with over 11 million children beneficiaries. Currently, it is abruptly terminated in the month the child turns 18, without considering the status of the child's education (Republic of South Africa Department of Social Development, South Africa Social Security Authority & UNICEF 2012). The Department of Social Development is attempting to extend the age limit to 21 years. According to Surrender (in Potts 2013), the welfare system has caused much debate and dialogue on the notion of dependence syndrome of beneficiaries and whether the system is sustainable at all. The study intended to answer several questions on the whether CSG has a negative or a positive impact on the successful completion of matric education among young mothers in the SEC: *Is CSG capable of keeping young mothers in school so that they can successfully complete their matric? What do the*

*young mothers spend the grant on? Are the findings in SEC on consistent or inconsistent with findings elsewhere?*

Makiwane (2010) notes that poverty may be a result of exclusion from educational facilities and social support. This is supported by Roelenland & Sabates-Wheeler (2012) who note that child poverty is widely recognised as having far-reaching, short-term and long-term adverse impacts, in terms of income, education, health and other areas of wellbeing. These two sources concur on the negative impact that poverty is likely to have on the future of the mother and the child. Studies have shown that children growing up in a poor or low-income family are more likely to receive poorer health care, to obtain lower educational outcomes and to reach lower levels of attainment (Roelenland & Sabates-Wheeler 2012). Samson, Heinrich, Williams, Kaniki, Muzondo, Quene, and Van Niekerk (2008) argue that various forms of social assistance help to break poverty traps and support investment in children's health, nutrition and education and that helps to stop the inter-generational transmission of poverty. The study sought to response to such questions as: To what extent studies cited in this paragraph consistent or inconsistent with findings in the SEC?

Early parenthood is likely to impede improvement in educational, economic and social status (Jordan, Patel & Hochfeld 2014). Makiwane (2010) also comes up with a similar notion, that early parenting interrupts women's educational achievements and their prospects of employment. The two sources, therefore, agree on the negative impact that early parenting is likely to have on the education of young parents. Are these two sources also consistent or inconsistent with young mothers in the SEC?

Jordan, Patel and Hochfield (2014) have proved that CSG plays a crucial role in improving the wellbeing of children, for instance in respect of access to nutrition, clothing and school attendance, however, Sanfilippo, De Neubourg and Martorano (2012) note that there is still limited conclusive evidence to explain whether cash support has a positive correlation with educational performance and skills. These studies have made significant contributions regarding the impact of CSG on school enrolment, but with little focus on whether grants aid the successful completion of high school education. Guthrie and Motala (2012) note that the South African CSG amounts are too low and not adequate to meet the basic needs of the children. This is also supported by Blank and Handa (2008) who mention that five countries in East and Southern Africa (ESA), South Africa included, disburse cash supports equal to 20 percent less than the so-called poverty line. It, therefore, remains to be determined

whether CSGs have a positive or a negative correlation with successful completion of matric education among young mothers in the SEC. The researcher also considers cautiously, the status of school enrolment in this discussion as it does not necessarily mean successful completion of matric education, which in this case is measured by obtaining a National Senior Certificate. The next section focuses on whether school policies and practices assist pregnant and young mothers in finishing school.

### **2.3 POLICIES, SCHOOL PRACTICES AND SCHOOLING**

Willan (2013) points out that South Africa is a signatory of a multitude of international and continental agreements, among them the United Nations Convention on the Rights of the Child (UNCRC), the UN Convention on the Elimination of All Forms of Discrimination Against Women and Girls (CEDAW) (1979), the Fourth World Conference on Women in Beijing (1994), the Millennium Goals 3, 5 and 6 (MDGs), the African Charter, among others. South Africa is expected to develop policies and guidelines to ensure young pregnant and parent learners have access to education for further human capital development. Article 26 of the United Nations Declaration of Human Rights (UDHR) provides that every child has a right to education. The United Nations Education, Scientific and Cultural Organisation (UNESCO) further called education a human right without any form discrimination in the Convention against Discrimination in Education(1960) insisting that state parties should take measures to eradicate discriminations in educational institutions. The International Covenant on Economic, Social and Cultural Rights (ICESCR), in Article 13 provides that states are expected to recognize the right of everyone to education, to ensure the full development of the human personality and the sense of its dignity and strengthen the respect of human rights and fundamental freedoms. The United Nations Convention on the Rights of the Child (UNCRC) in Article 28 compels all state parties to make secondary education available and accessible to every child. In addition, South Africa as a signatory of CEDAW is expected to take actions to ensure equality and access to education. In Article 10 (f) CEDAW promulgates that states take appropriate measures to reduce female student dropout rates and the organisation of programmes for girls and women who have left school prematurely.

The African Charter (1990) to which South Africa is a signatory, drafted from the international law, such as the UNCRC, ratifies that all the African governments and state parties should work together to promote education as a human right (Article

17(1)), eliminate every form of discrimination against women and also ensure the rights of women and the child as stated in the international declarations and conventions (Article 18(3)). These international instruments regard education as a human right and the eradication of all forms of discrimination as a priority. The African Charter on the Rights and Welfare of the Child, affirmed in Article 11(6) states that parties shall take all appropriate measures to ensure that girls who become pregnant before completing education are able to continue with their education (Wekeza 2014). The Protocol to the African Charter and Peoples Rights on the Rights of Women in Africa '[p]romote the enrolment and retention of girls in schools and other training institutions and the organisation of programmes for women who leave school prematurely' (Article 12(2)(c)).

As a member of the regional organisation, Southern Africa Development Community (SADC), South Africa, is mandated in Articles 11 and 14 of SADC Protocol on Gender and Development, to make policies, laws and special programmes to ensure girls have equal access to education. The Protocol, in Article 14 compels the states to enforce these laws by 2015 so as to promote equal access to and retention in primary, secondary and vocational training. In essence, these laws are meant to ensure that pregnant and parent learners are retained in school so that they can finish their education. States, thus, are required to develop, implement and monitor policies and national guidelines to enforce these international provisions. It, however, remains to be seen, whether schools in the SEC are complying with these international conventions and guidelines to assist young mothers to complete high school.

In line with international law, the Constitution of South Africa mandates that every child has the right to education. The South African Children's Act (2005) (as amended by the Children's Amendment Act, No. 41 of 2007), which was enacted on 1 April 2010, is among the important laws promulgated since the advent of democracy. The South African Schools Act (SASA) (Act No. 84 of 1996) promulgated that all children have the right to education and it is deemed illegal to discriminate or exclude a pregnant or parenting learners (Bhana *et al.* 2008). In 1996, a Gender Equity Task Team (GETT) was entrusted with investigating and advising the Department of Education (DOE) on issues that included, identifying and correcting gender imbalances in key areas like enrolment, dropouts, subject choice, career paths and performance. It also focused on addressing sexism in curricula textbooks and teaching, including looking into affirmative action strategies for increasing the representation of women in professional

leadership. Gender mainstreaming in all policies was equally underlined (Wolpe, 2005). South Africa has been commended for coming up with home-grown policies that are aligned to its international and continental commitments, but it has also been heavily criticised for making little progress when it comes to the implementation thereof. The question is whether schools in the SEC are implementing these policies to assist young mothers to successfully finish high school.

The DOE (2007) guidelines on measures for the prevention and management of learner pregnancy provide that the learner may leave school up to two years and that 'no learners should be re-admitted in the same way as they left school, due to pregnancy'. This requirement is contrary to SASA legal principle that guides the treatment of pregnant and parent learners in school particularly supporting them so that there are minimal disruptions to their schooling. Shefer and Fouten (2012) noted that implementations of legal policies and guidelines differ from school to school due to the attitudes of the individual principals, teachers and the broader community. Do schools in the SEC implement policy guidelines similarly? What suggestions can be related to policy changes as revealed in findings in the SEC?

Clowes, D'Amant and Nkani (2012) pointed out that SASA is silent on how schools should implement the law and respond to the challenges of learner parenting, and there are very few support mechanisms that exist in schools for young mothers. The law has been unevenly implemented, resulting in different intra-school practices. This is also supported by Dufur, Parcel and Zito (2010) who noted that institutions, such as schools have unequal consequential outcomes to children's academic achievements, depending on different schools' contexts and application of educational policy. In some cases, teachers end up patronising the young mothers, which is likely to impact negatively on their self-esteem and their confidence in school work. Such a situation also leaves the burden squarely on the young mothers' shoulders and is likely to impact, negatively, their academic performance. Willan (2013) noted that some of these policies have also changed the mind-sets of some principals and teachers in schools. Bhana, Shefer and Morrell (2012) attribute this lack of support and inconsistencies to unclear policies and guidelines and lack of resources in schools to deal with pregnancy and parenthood. They further noted that some individual school policies and practices exploit the unclear aspects of the legal frameworks on pregnancy and parenting in school to the disadvantage of young mothers. Do policies have a positive or a negative impact on intra-school practices in SEC?

Shefer, Bhana, Morell, Manzini and Masuku (2012) posit that parenting while in school disrupts the educational process among girls through losing a lot of school work. These findings show that there are very limited intervention strategies to assist young mothers recover missing contact times as a result of the disruptions caused by parenting. This study in the SEC seeks to determine whether schools have programmes to assist young mothers to recover lost time. Do schools in SEC have programmes to assist young mothers to recover lost time? If any, to what extent do such programmes assist young mothers to complete matric education? A study by Wekeza (2014) in Secondary schools in Bungoma District, Kenya, found out that some schools had not yet developed re-admission policies for student mothers. The different practices in schools on how pregnant and learner parents are treated could be attributed to what, arguably, is contradictory legal frameworks. This research will determine whether schools in the SEC have policies to manage pregnancy and young parents in their contexts and will also seek to find out if these policies assist young mothers to complete matric education. The next paragraph provides an insight into some of the findings from studies carried out in South Africa on school practices and responses to pregnant learners and young mothers in schools.

Ndlovu (2008) reported that a principal in Kwa-Zulu Natal (KZN) expelled thirteen pregnant learners barely a year after the DOE guidelines on managing pregnancy in schools. This type of behaviour is perpetuated by the lack of knowledge among the different stakeholders (parents, guardians, learners, teachers and principals) on handling pregnant and learner parents in schools (Runhare & Vandeyar 2011, Mutshaeni Manwadu & Mashau 2015). This was also revealed in a study by Matlala, Nolte & Temane (2014) on the experiences of educators in secondary schools in Limpopo Province in South Africa, where they found that educators expressed concern over lack of skills and resources to deal with pregnant learners. Interviews during the research indicated that educators were aware of the policy that pregnant and parenting learners were supposed to continue with schooling but raised the need for training to be able to handle these learners in the schools. One of the respondents indicated that although they may allow learners to continue with schooling as per the law, some pregnant learners leave school and never come back. There are no mechanisms in place to track these learners so only those who wish to continue with their education are the ones who return. A long break of up to two years results in the loss of academic time

and young mothers fail to arrange any catch-up programme despite the desire of educators to help them (Bhana *et al.*, 2010). It remains to be seen how the young mothers and schools, as respondents in this study are responding to these policies in the SEC. This research will seek to find out if young mothers have adequate support to complete their secondary schooling in the SEC. The study will also investigate if young mothers are aware of their rights to education.

Barmao-Kiptanui, Kindiki and Lelan (2015) posit that a pregnant learner or parent learner is faced with three possibilities: expulsion, re-entry and continuation. Expulsion policy violates the human rights of the young mothers and robs the country of a possible resource and although the re-entry policy gives them an opportunity to come back to school, it is discriminatory as the young fathers are not asked to leave school and help young mothers with the caring of the baby. In Kenya, Re-entry Guidelines (1994) have been developed to provide procedures to be followed for young women to re-join school after the child has been weaned; these guidelines show a lack of support for the young mothers. According to the United Nations Education, Scientific and Cultural Organisation (UNESCO 2014), in 2012, the Forum of African Women Educationalists (FAWE) analysed re-entry policies in Malawi, Mozambique, Namibia, Swaziland, Zambia and Zimbabwe, and highlighted the main challenges for their implementation as the lack of training for teachers on how to apply the policies, or scant action plans, support mechanisms or resources in schools for the implementation (such as difficulties in arranging activities, in allowing adolescent mothers to breastfeed) and lack of monitoring mechanisms. While the continuation policy allows the young mothers to continue with school and is sensitive to human rights, it overlooks the significance of the support and comfort needed for them. (Barmao-Kiptanui, Kindiki and Lelan, 2015).

In a study in schools in Cape Town on challenges faced by teen mothers who dropped out of school and then decided to return aged at about 20 years, Chigona and Chetty (2008), found out that young mothers received very little support from educators who did not treat them as special learners but rather treated them the same as other learners. For example, when they missed lessons while attending to their babies or children, they were not helped to catch-up with the other learners. They were not provided with counselling by educators and were sometimes misunderstood. Molapo, Adams, Zulu, & Mabusela (2014) in a study in Lesotho schools, in the Leribe District, reported such challenges as humiliation, absence of attention, hostility, condemnation,

threats of termination, less encouragement, insensitivity and lack of support from teachers. To what extent are the above cited studies similar or different with practices in SEC? How do school in SEC treat young mothers when they return to school? The assumption here is that if the young mothers get a lot of support and are treated as learners with special needs, they will be able to complete their schooling.

As one of the school principals in the Soutpansberg West Circuit, the researcher observed, during meetings, that there are different practices undertaken to address the societal issue of learner pregnancy and parenting in schools. Some of the local practices include a recommendation that parents or guardians of pregnant learners should accompany them to school, daily, until they give birth. This study will seek to find out whether other schools in SEC adopt similar practices.

#### **2.4 THE ROLE OF THE FAMILY**

The family remain one the most significant institution in the socialisation of the child. Chohan (2010) notes that family support is very critical for students to return to school after giving birth. The young mothers did not only get financial support from their families but also emotional help that protected them from a harsh, rejecting world. Panday, Makiwane, Ranchod, & Letsoalo (2009) argue that early childbearing needs a strong familial support for the girl to return to school. A study by Grant and Hallman (2008) revealed that the availability of an adult caregiver in the home was a strong factor in determining whether girls in South Africa would return to school after giving birth. When girls are solely responsible for childcare, they were less likely to return to school as the family assists with balancing school work and child care (Panday *et al.*, 2009). Rafiq, Fatima, Sohail, Saleem and Khan (2013) note that the involvement of parents and family in school responsibilities is very critical and more beneficial than the support the child gets at school. They further assert that research findings have confirmed that continuous parental involvement in the child's education can improve academic achievements. To what extent do families in the SEC support of young mothers trying to finish matric education?

A study in Kwa-Zulu Natal secondary schools by Shefer, Bhana, Morrell, Manzini and Masuku (2012) on experiences of pregnant learners, showed that families have mixed reactions when they receive news that their children were pregnant. In this study, some of the learners faced rejection; others got support from extended family relatives. Similarly, in a study in Tanzania by Assey (2012) on an analysis of the expulsion of

pregnant learners from schools, he found out that pregnant and new mothers going to schools were rejected by their families. These reactions are indications as to whether the families would provide support or not. Findings from a study in Nigeria showed that parents associate adolescent pregnancy with their child's failure in education, employment and life opportunities (Agunbiade 2009). Additionally, girls from poor families are likely to be forced to dropout due to lack of resources to support the mother and child. Rejection by families or schools shows lack of knowledge of policy guidelines regarding learners who become pregnant in schools and the role of the family in supporting the child. Some participants in Agunbiade's 2009 study, however, reported being getting support from their parents, although some parents complained that it was expensive to support the baby. Swartz, Bhana, Richter and Versfeld (2013) observe that most of the support young mothers get comes from their families instead of the family of the father of the child. How do families in SEC react to young mothers? Is the reaction consistent or inconsistent with findings in the studies cited above?

Maternal grandmothers have been found to provide significant support, especially in black African communities to young mothers in South Africa; this helps young mothers to return to school after giving birth (Shefer, Bhana *et al.*, 2012). This study will investigate if parents assist young mothers in the SEC, to cope with their school work through financial support or through babysitting services.

Several studies conducted in different contexts have revealed that a student's academic achievements are related to the socio-economic status of the family (Shoukat, Haider, Khan Munir & Ahmed 2013). Considine & Zappala (2002) reiterate that children from low income families have poor learning outcomes, low literacy levels, low retention rate, problems with behaviour, difficulties in their studies and mostly display negative attitude towards studies and school. Children from families with high socio-economic status (SES) have been found to possess the ability to further their studies (Monserud & Elder 2011). Young mothers from high socio-economic status, hence, are more likely to complete their high school and further their studies. It remains to be seen whether this support is available for young mothers in the SEC, as this study seeks to determine the consistency or inconsistency of family support for learners in the SEC who become parents. The next section focuses on the role of young fathers in supporting their girlfriends who have become mothers.

## 2.5 THE ROLE OF THE FATHERS OF THE CHILDREN IN THE SCHOOLING OF YOUNG MOTHERS

There are limited studies on the young fathers' perceptions to fatherhood and the overall responsibility to decisions made, after the pregnancy outcome (UNESCO 2014). In the guidelines to manage learenrs' pregnancy in school, by the DOE (2007) in South Africa, it is the responsbilty of the girl's mother and the boy's father to look after the child (Mutshaeni, Manwadu & Mashau 2015).

Richter, Desmond, Hosegood, Madhavan, Makiwane, Makusha, Morrell and Swartz (2012), at a conference, in Cape Town, South Africa, in a paper, entitled - 'Towards Carnegie III', they noted that the definition of ,father' and his role has changed overtime, and from culture to culture. They indicated that traditionally, the concept, father, was linked to one who provides, makes decision for the family and provided disciplines and the 'new father'concept has extended this definition to also include the one who is a caregiver; in this study, the role of the father will refer to a biological father who should provide and care for his child. Do fathers of the children provide support to young mothers? If any, what form of support?

There are contrasting views and findings, in the limited studies reviewed, on the role fathers play in supporting young mothers. Swartz, Bhana, Richter and Versfeld (2013) note that there is limited documented research evidence on obstacles to fathering. A recent study in Cape Town and Durban in South Africa by Swartz & Bhana (2009) called *Tata study*, showed that young fathers are interested in supporting their children and have a strong sense of responsibility but they are faced with many challenges in fulfilling their parenting roles. Similarly, Dewey and Morrell (2012) found that young fathers want to offer financial support to their children as they note that in South Africa, one of the reasons why fathers fail to provide for their children is that they do not have financial and material resources. Do young fathers in the SEC provide any form of support in looking after their children, to the young mothers? Are the findings in SEC consistent or inconsistent with studies elsewhere?

Young fathers raised a concern that responsibility is equated to financial ability, hence, if the young father is not able to provide financial support, he is deemed to have failed to support, as support, such as contact time and guidance is not valued. Ward, Makusha and Bray (2015) also found similar results and noted that in South Africa, many young fathers do not live with their children and are not in a socially-recognized

relationship with the child's mother's family. They added that young mothers' family perceive teen fathers who cannot provide financial support as 'irresponsible' despite the challenges these fathers face in their desire to support the child; fathers, thus, play a very minimal role in their child's education. In contrast, evidence by Shefer and Fouten (2012) on the gendered sharing of care work in Kwa-Zulu Natal, among young parents, indicated that some young fathers provide financial support for their children. Do the findings in these highlighted studies correlate with the role of fathers in the SEC?

A typical trend in South Africa is for fathers to have little or no involvement in their children's lives, if the relationship between them and the mothers breaks down (Jordan, Patel & Hochfeld 2014). Richter, Desmond, Hosegood, Madhavan, Makiwane, Makusha, Morrell and Swartz (2012) reiterated that South Africa has one of highest father-absence in the world, with children and young mothers' support coming from maternal uncles, grandparents and older brothers, all assuming the role of social fathers and providing for these children's livelihood and education. Do the fathers in SEC resemble these studies?

The 2012 Draft White Paper on Families in South Africa also raised similar serious concerns about fathers who do not play active roles in supporting their children and it has gone on to highlight seven core principles to strengthen families and promote responsible parenting. SASA is challenged for being conspicuous towards female parents, and negating the role of young fathers in the wellbeing of their children. The bias towards the girl child by SASA, contributes to more responsibility being taken by the young mothers (Bhana *et al.* 2008). In South Africa, findings in Mpumalanga Province revealed that 50% of the young fathers do not support their children. The trend was found to be racially skewed, with African fathers being shadowy figures, with very little involvement in their children's daily lives; only 40% of the African children live with their fathers (Morrell, Bhana & Shefer 2012). In another province, KwaZulu-Natal, a study found that 50% of the fathers have no contact with their children. There is also a high rate of maintenance default in South Africa; fathers do not pay maintenance even when they are instructed to do so by a court order. In response to the high rate of non-compliance, the Maintenance Act made non-payment a criminal offence (Chapter 6, 31(1)) (Devey & Morrell 2012). These studies point to a negative father social-capital in the finishing of high school, by young mothers. Do the fathers in SEC show a lack of assistance to young mothers in their completion of matric?

The studies cited above were carried out in different settings with a significant number of them reporting limited involvement of fathers into the welfare of the children and in supporting the education of the young mothers. Swartz, Bhana, Richter and Versfeld (2013) cited a recent study whose findings show that young fathers have an interest in playing an active parent roles and sharing responsibility so as to support the young mothers and children but acknowledge several obstacles, such as financial constraints due to poor background. Are the young fathers in SEC able to offer support to the young mothers to enable them to complete high school?

## **2.6 THE ROLE OF PEERS OF YOUNG MOTHERS IN SCHOOLING**

Increased interaction with peer-role models in the school and outside has been found to have a profound effect on decisions made by young people since such interactions influence mothers' behaviour, norms, perceptions and attitudes (Panday, Makiwane, Ranchod, & Letsoalo 2009). Similarly, Mathwasa and Okeke (2016) note that the quality and nature of the relationships that children have with their peers, neighbours, extended family and other subsystems contribute to shaping their academic development. Gemeay, Ahmed and Al-Mahmoud (2015) in their studies on the effect of parent and peer attachment on the academic performance of late adolescent nursing students in Egyptian and Saudi Arabian contexts, found that peer attachment had greater influence, on academic achievement, in Egypt than in Saudi Arabia. They also affirmed that peer and parental support enhance self-esteem, well-being, empathy, core beliefs, relational development and academic development, hence, revealing the significance of peer sub-system's influence in learning. This notion is supported by prior research which affirmed that young people who are surrounded by peers, who value education are likely to have good educational outcomes (Hango & Le Bourdais, 2015) and that the impact of peer social support is not universal. What role do peer support play towards the completion of matric education among young mothers in the SEC, as in the cited studies?

The Department of Education in South Africa has developed guidelines for peer education to be used across the country but its use has been criticised for being fragmented and unevenly applied. Peer education is a strategy used to address social problems wherein young people assist each as they understand each other better; similarly, young mothers and pregnant learners may benefit from peer education. This

study will find out if young mothers in the SEC get support from their peers and if they have any peer groups at all.

Dewey and Morrell (2012), in their study on the attitudes of peers to young parents in schools in South Africa, found that 84% of the peers supported young mothers to complete school. This showed a significant contrast when compared to a similar study on the promulgation of South Africa Schools Act (No. 84 of 1996) (SASA). Before this, the SASA showed strong resistance to young mothers continuing with school after falling pregnant. Dewey and Morrell (2012) also argue that there is a significant impact of SASA in changing the attitude of young mothers' peers in schools. These findings, therefore, suggest that young parents may get support from their peers to complete secondary education.

On the experiences of teen mothers in South African schools, Chigona and Chetty (2007) revealed that while boys responded aggressively, girls did not want to associate with young mothers, thus, young mothers are alienated from their peers in the schools. In another study, in schools in Cape Town, on challenges faced by teen mothers who dropped out of school and then decided to return aged about 20 years, Chigona and Chetty (2008) made similar findings, that, in addition to negative treatment and discrimination, young mothers are subjected to a lot of pressures by their peers and parents and that these mothers get very little support from their peers. Similarly, Shefer *et al.*, (2012), in South African schools of Kwa-Zulu Natal found that some pregnant learners were stigmatised by their very close peers when they discovered their pregnancy by shunning them and regarding them as 'loose'. Another study by Smith - Battle (2013) report that stigma and discrimination against pregnant and parent learners are common; these learners reported challenging situations at school, such as teasing and bullying from fellow students. These reactions and experiences in these studies are indicative of the lack of support the young mothers are faced with, despite the availability of government policies. In Lesotho, Molapo, Adams, Zulu and Mabusela (2014) found that young mothers who miss school due to commitments with their children do not get support from classmates who feel that it is not their duty to teach them or assist them. Are there any similarities or difference in the form of support provided to young mothers by the peers in different schools in the SEC?

## **2.7 SUMMARY**

The chapter reviewed relevant literature on some of the socio-economic factors that affect educational achievements. It was also noted that only a limited number of girls return to school after falling pregnant, therefore, it becomes critical to find out the impact of socio-economic factors such as CSGs, intra-school policies and practices, and the role of peers and fathers on learners' completion of their matric education in the SEC. It is critical to assess the role that various support initiatives, like the CSG play in the successful completion of matric education, considering that some studies reveal that many young mothers view CSGs as important. The next chapter focuses on the theoretical framework for the study.

## CHAPTER THREE

### THEORETICAL FRAMEWORK

#### 3.1 INTRODUCTION

This section focuses on the theoretical framework of the study - the role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit (SEC). The social capital theory, related studies that have been carried out and their theoretical underpinnings in other countries, including South Africa, will be discussed. Theoretical gaps and how the study will address them will also be considered and the chapter will conclude with a summary.

#### 3.2 COLEMAN'S 'SOCIAL CAPITAL' THEORY

This study is mainly guided by Coleman's (1988) social capital theory. The concept *social capital* was first introduced into literature by Pierre Bourdieu (1986), who viewed it as the aggregate of the actual or potential resources which are linked to possession of a long-lasting network of less institutionalised relationships of mutual acquaintance and recognition. His definition focused on people's membership in social groups that have cultural and financial wealth. If a person belongs to group with more wealth he or she can accrue benefits – financial, social or cultural as a result of having that access (Ahn 2011). In other words, if one belongs to a family that values education he or she will likely be committed and eventually succeed in academic work. Bourdieu used several concepts that include social capital, human capital and cultural capital. Belcher, Peckuonis and Deforge (2011) note that social capital has been extensively researched as 'the building blocks that individuals and communities utilize to leverage system resources'. In this regard, it is hypothesized that family support, parent relations with children, parental involvement in young mother's academic work and schools' supportive environment have positive effects on young mothers' successful completion of school. In SEC study, a young mother who belongs to a school or peers, or family that is supportive may draw benefits from the group which may assist her to complete her matric.

The concept *social capital* was later used by Coleman (1988) with more focus on the sociology of education (Zabihi 2011). According to Hasan and Bagde (2013), Coleman

(1988) argues that individuals are embedded in a network of interpersonal relations with friends, co-workers, and school peers who have precious skills, information and other assets (resources) which individuals can use to move forward. Individuals derive benefits, that is, advice, information or social support through their network of relationships, (Ahn 2011). In the school system, students' peers (classmates and friends) make up their most significant relationships which impact their academic performance. This study seeks to establish if young mothers in Soutpansberg East Circuit can access valuable relations and resources from their families, schools, peers and young fathers.

Coleman (1988) argues that the social capital provided by the school is necessary because the achievement of learners is a result of the mutual interaction between the qualities that the learner brings from home and what the school offers. My study, therefore, seeks to find out the role of socio-economic factors such as CSGs, intra-school practices, and family and community networks in the academic achievement of young mothers. These school policies are examples of social capital (social relations and social structure) that can weaken or motivate the success of young mothers. Poor families that have high academic aspirations and support for their children, provide strong social capital that motivates them to be resilient against all odds in their quest to achieve academic success.

The arguments presented in Bourdieu's and Coleman's studies were followed by many empirical studies, in and outside the USA. These studies contributed to the growth of empirical research on social capital and has resulted in a large body of research on the impact of social capital on educational outcomes. Byun, Meece, Irvin and Hutchins (2012) note that recent studies have elaborated on Coleman's notion of social capital by identifying different levels of social capital, such as family, school, church, and different features of social capital such as structural and process components. Nieman (2006:165) elaborates on two main levels of social capital, namely, bonding and bridging. The former exists among close relationships such as among family members, intimate friends and the neighbourhood. The latter occurs between people who are not well known to one another, such as learners attending school together, or residents of the same village. Social capital's effect on students' academic success can be beneficial for educators, parents and community leaders influencing them to develop strategies and plans for better educational success (Acar 2011).

Nieman (2006) notes that social capital has been described as the “glue” that holds people together in groups and societies, through sharing experiences, ideas, ideals, beliefs and practices; similarly, Putnam (2000) views it as “grease” that lubricates the wheels. According to Putnam (2000), strong bonds that people have with other individuals and organisations help to maintain certain characteristics, such as tolerations, empathy, reciprocal respect and eagerness to be in dialogue with other community members. He adds that associational and relational networks serve as channels of flow of information amongst people and these facilitate the pursuit of individual and collective interests (Acar 2011). The ‘glue’ and ‘grease’ metaphors by Nieman and Putman depict social capital’s imperative role in bringing togetherness and smooth social relations among people by assisting them to form good relations. The distinguishing feature in social capital is the importance of the role played by a network of relationships with social structures. Social capital theory, then, explains the mechanisms and processes by which bonds between children and other actors, such as their parents or their teachers, produce good academic achievements (Dufur, Parcel, & Troutman 2013). Social capital is the quality and depth of relationships among people in a family or community.

My study adopts this theory because it enables the researcher to identify and describe a wide range of social and economic resources that might affect young mothers’ educational outcomes.

### **3.3 SOCIAL CAPITAL AND THE FAMILY**

The concept of family capital is borrowed from social capital which refers to ‘resources embedded within a person’s social network that influence decisions and outcomes by shaping a person’s identity while delineating opportunities and obstacles within ones’ social world’ Coleman 1988). Coleman (1988) views the family as the first important provider for social capital to the child, in the creation of human capital. Healthy relationships between young mothers and their families and the community act as building blocks in the success of children in their academic performance and resources for the child are increased by a supportive home and school environment.

Wusu and Isiugo-Abanihe(2006) cited by Mokomane (2012) note that in Africa and other parts of the world, the extended family members, such as the mothers-in-law, or sisters in-law, from either the wife’s or husband’s family assist with childcare from

birth and lessens the burden for the nursing mother. Families provide financial, human and social capital (Halpern 2005). Clearly, these two scholars agree that the link between the home and the school is important to the academic success of the child and in this instance, of the young mothers.

In Bangladesh, Shahidul, Karimand and Mustari (2015) studied students and parents in 12 secondary schools and found that parental social capital has a strong influence on children's educational aspirations and academic achievements. Similarly, Dufur, Parcel and Zito (2010) found that parental involvement in school work improves a child's achievement in Mathematics. The researcher assumes that young mothers who have good relationships and are supported by their families are likely to complete their matric studies, successfully.

Haghighatian (2010) also found out that there is a positive correlation between family social capital and academic achievement among boys and girls high schools, in the city of Isfahan, in Iran, however, since SEC is predominantly rural, results of my study may be different but my study hopes to get similar results on the role of social capital.

### **3.4 SOCIAL CAPITAL AND THE PEERS**

The impact of social capital in educational outcomes or achievements has also been widely researched in other countries. Hasan and Bagde (2013) found that peers had a profound effect on the academic performance of students and that specific skills and knowledge possessed by a student's peers had tangible effects on academic performance. Similarly, Huang, Damean, & Cairns, (2015), in Norway and Romania secondary schools discovered strong relationship between social capital and school success in the two countries although there were substantial differences in the impact of home and peer asset in both countries. In Norway, parental relations having a strong influence on student achievement was mostly attributed to parents' higher educational attainment. In Romania, because of the lower level of economic development, peer relations were found to have more impact on educational achievement than parents who gave little return towards educational achievement. The results also highlight diversity in the impact of social capital in different contexts - nationally, locally and individually. In the view of the above, it is envisaged that the implications of social capital in South Africa are similar to Romania as both are developing countries. The results should provide interesting evidence as to whether there would be similarities

or differences in the impact of peers' social capital in schools in the SEC, on the academic achievement of young mothers.

On the role of social capital and ethnicity on medical students' achievement, Vaughan, Sanders, Crossley, O'Neil and Wass (2014) revealed that poorly-connected students failed to perform well, as they not only lacked a sense of belonging but missed getting necessary resources through social networks with their peers and tutors. It is also envisaged that poorly-connected young mothers in the SEC are not only less likely to develop a sense of belonging but may also fail to benefit from the resources that the groups have.

### **3.5 SOCIAL CAPITAL AND THE SCHOOL**

According to Acar (2011), social capital in a school may be in the form of disciplinary and academic climate, cultural norms and values that motivate students to achieve higher goals. Acar adds that different levels of academic success can also be attributed to the quality of networks and connections the school has with the students' families. An educator who supports and guides learners provides social capital that makes students succeed. Furthermore, Acar observes that educational policies should take into consideration the need for higher social capital and address them accordingly to ensure educational success. Sil (2007), cited by Acar (2011), claims that school partnerships with parents are more important for students' success than other social factors.

A few studies in South Africa had similar findings with studies in other parts of the world. Nieman (2006) notes a study carried out among women in Tsunyanane, a poor, remote, rural area in South Africa, which proved that supporting and sustaining networks are critical in promoting health and wellbeing during illness. The presence of social support has been linked to various positive results, especially in education. The assumption is that young mothers who have extensive support from their parents and the school environment are likely to achieve better academic results. This supports the findings by Chigona and Chetty (2008), that teen mothers in South Africa fail to complete matric education due to lack of school, home and community support, thus, schools that develop close relationships with the young mothers' families are likely to succeed in helping them to achieve good results. Byun *et al.*, (2012) note that various studies have found that strong bonds between parents and schools enhance

educational outcomes. Similarly, Parcel and Dufur (2001), point out that, just as family social capital can enhance children's learning outcomes, the school environment reflects the bonds and interactive styles embedded in the schools, which can also enhance learning. It remains to be seen if young mothers' social networks and relations at home, school and with friends have an impact on their finishing of high school in the SEC. It is probable that young mothers who are supported by their schools are more likely to finish their high school successfully.

### **3.6 SOCIAL CAPITAL AND CHILD SUPPORT GRANTS**

Social protection can help promote empowerment and security by improving risk management, facilitating higher return on investments by poor people. There is strong evidence that CSG could lead to increased household consumption and investment in education (Kabeer, Piza & Taylor 2012). The provisions of CSG and gender-sensitive school policies are examples of purposeful intervention (support) to reduce obstacles that obstruct young mothers from successfully completing matric education. These interventions enable human capital development, expand the capabilities of poor and vulnerable individuals, and help to break the inter-generational transmission of poverty.

Midgley (1995) argues that the key strategy in promoting social development is meeting people's basic needs. This is derived from the Basic Needs Approach (BNA), coined by the International Labour Organization, in which countries agreed to develop interventions to deal with the challenges of poverty and deprivation (Midgley 1995). The South African social security system is aimed at reducing poverty among the most vulnerable in society, particularly women and children. The child support grant is intended to enable its recipients to meet their basic needs and thus improve their quality of life. It is also envisaged that the child support grant has other positive outcomes that may enable recipient mothers to complete matric, thus, falls within the realm of the basic-needs approach in social development as it is targeted at those who are very needy.

### **3.7 SUMMARY**

Education is a tool for empowering women and successful completion of high school is viewed as an important step towards that empowerment. Social capital theory has

many definitions and is diverse in its application. This study utilises Coleman's understanding of social capital theory because it considers the support needed by young mothers to enhance their completion of high school. Coleman's social capital theory has been used, in education, on academic achievement, in several studies, with positive outcomes. As discussed under the review of the literature, young mothers face multiple challenges; they need a lot of social and economic support. These are vital socio-economic factors that assist young mothers to complete their matric education. The discussions in the chapter focused on the relevance of CSGs and whether it contribute to the successful completion of matric education by young mothers, in the Soutpansberg East Circuit. The following chapter focuses on the research methodology employed for the study.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

The previous chapter focused on the theoretical framework that underpins the study. This chapter focuses on the research design, data collection methods, sampling technique, data analysis and ethical considerations. A quantitative research design was used to describe the usefulness of socio-economic factors such as CSG, family support, the role of peers and fathers and their contribution to the successful completion of matric among young mothers in the SEC.

#### **4.2 RESEARCH DESIGN**

Polit and Beck (2012) write that a research design is the plan for addressing a research question, including specifications for enhancing the study's integrity. This means a research design should be planned to address specific research questions so as to produce valid and reliable results. In this case, the research design should be able to find out, as clearly as possible, the role played by socio-economic factors in the completion of matric education, among young mothers in the SEC.

A descriptive quantitative research design was followed, because the hypothesis, research questions, objectives and the variables in the study are suitable for such research design (Creswell 2014). If the research questions were probing ('why?') then an explanatory research design would be ideal. This design assisted to describe the role of socio-economic factors (variables) such as CSG, intra-school policies and practices, peers, family and fathers on the completion of matric among young mothers in the SEC, thus, the researcher chose quantitative research design because it was suitable for the research questions for the study. If the research questions probed are 'why' or 'what and how' the researcher would have considered an explanatory research or mixed research approach. This design was selected to ensure that the study results are reflective of a larger population, thus ensuring external validity of the findings on the role of socioeconomic factors in the completion of matric education among young mothers in the SEC.

#### 4.3 VALIDITY AND RELIABILITY OF THE RESEARCH DESIGN

A descriptive research design was used to enhance the validity and reliability of the findings (Weimar, Kruger & Mitchel 2007). Validity of a research design refers to the ability of the research design to establish a relationship between independent and dependent variables with high degree of certainty measured through separate but related dimensions- internal validity, construct validity and external validity. Internal validity refers to the ability of the research design to exclude all the possible hypothesis that can explain changes in the dependent variable. It is the ability of a research design to exclude possible extraneous factors that can explain the relationships. On the contrary, external validity explains the extent to which the results of the study can be generalised to the rest of the population and new settings (Creswell 2014). External validity considers two factors: representativeness of the sample and simulation of the study to the reality (Bless, Higson-Smith & Kagee 2006). The sample size of 128 of this study was considered representative of the target population so that the results on the role of socio-economic factors to the successful finishing of high school among young mothers in SEC can be generalised to the target population. At the same time the researcher should not attempt to influence the results, therefore, in view of the two dimensions of research design validity, the study in SEC was more inclined to external validity as the sample representativeness was prioritised so that the results and inferences can be generalised to the whole population. Thomas (2013) warned that if the sample does not represent the whole population, it means there is a lack of evidence to generalise results to whole population. Ways of ensuring validity in this study included distributions of questionnaire using Life Orientation educators and also observing ethical consideration in social research. To ensure internal validity, to a limited extent, the researcher specified dependent and independent variables that the study focused on and also articulated the research questions and the hypotheses for the study.

With regards to ensuring construct validity, the operationalized concepts and variables were clearly identified. The study attempted to quantify the role played by socio-economic factors, such as CSG, family support, the role of peers and fathers on the successful completion of matric among young mothers. This approach was considered the most suitable as the population is too large to observe, hence, individuals were

used as units of analysis (Babbie 2010). The next section focuses on the description of the study area.

Cohen, Manion and Morrison cited by Mathipa and Gumbo (2015) note reliability as a synonym for consistency and replicability over time, instruments, groups of respondents and getting the same or similar results; thus, a good research design is one that facilitates obtaining credible and precise data. The researcher achieved this by standardising questionnaires for each of the three categories of respondents. Questionnaires were also pre-tested for meaning, clarity and completeness. It is imperative to note that validity and reliability complement each other.

#### **4.4 LOCATION OF THE STUDY**

The SEC is located in a rural community in Limpopo Province in Vhembe District, South Africa, and the study was undertaken in this area to determine the role of socioeconomic factors such as CSGs, intra-school policies and practices, families, peers and fathers on the successful completion of matric by young mothers. One location is made up of four secondary schools, in the urban area (Makhado Town) which provides service to the surrounding farms and villages in the peri-urban area and a rural area where the remaining twenty secondary schools are found.

#### **4.5 STUDY POPULATION**

According to Bless, Higson- Smith and Kagee (2006), a study population is also called the 'target population' from which the sample is selected and to which the results are generalised. The respondents of the study consist of young mothers who are 18 years or older currently in schools in the Soutpansberg East Circuit. The population provided an insight into socio-economic factors that assist young mothers to complete school.

#### **4.6 INCLUSION AND EXCLUSION CRITERIA**

The inclusion and exclusion criteria were based on 256 young mothers who are in Grade 12 in the SEC. The criteria was used to ensure a more comprehensive understanding of the various factors that might contribute to the successful finishing of high school among young mothers. In this regard it is possible to identify what factors contribute to the successful completion of matric education, or in a broader comprehensive perspective, the contextual factors that contribute to the finishing, as well as the non-completion of matric education in SEC. This assisted the researcher

to make more informed inferences, conclusions and recommendations. This would be unlikely if the researcher had only focused on young mothers in the schools, or those who dropped out of school or those who completed matric because comparison would be only achieved by comparing individual responses.

#### **4.7 SAMPLING PROCEDURE AND RECRUITMENT**

The researcher wrote a letter to the Department of Education to apply for permission to conduct a study on investigating the association of socio-economic factors, such as CSG, peer support, the role of fathers, and the successful completion of matric among young mothers in the SEC. The researcher also applied for ethical clearance from the University of South Africa, Department of Sociology. The clearance was issued considering the benefit of the study to research and that the study would not violate a research's professional standards and rights of the participants.

A stratified random sampling method was used to ensure proportional representation and to give each young mother in the 24 secondary schools an equal chance of selection (Creswell 2014). The first strata was made up of 256 young mothers in the 24 secondary schools. The second strata was made up of young mother who were 18 years and above in each secondary school. The researcher weighted the number of young mothers so that the school that had highest number of young mother had the largest representation in the sample. According to Bouma, Ling and Wilkinson (2012), stratified random sampling is basically a type of quota sampling whereby respondents of each 'quota group' within a stratum, are selected randomly. In agreement with Babbie (2010), this approach leads to the creation of homogenous groups (strata) that would assist in catering for the heterogeneity of the group of young mothers. Thomas (2013) added that stratifying a sample improves representativeness of the sample is made, hence, can represent more refined characteristics. It also made the results representative of young mothers in the SEC.

The first sampling frame (stratum) was made up of all the 256 young mothers aged 18 years and above, in the Soutpansberg East Circuit, who were currently in school although they had children. The respondents were randomly selected based on proportional representation of the pregnant and young mothers in each school; this reduces sampling error and biased results. A sampling interval was calculated for each

by dividing the sampling frame for young mothers in by the sample size. This is the standard difference between members selected in the sample (Babbie 2011).

#### **4.8 DATA COLLECTION METHODS AND PROCEDURES**

A closed-ended questionnaire was used with an ordinal scale attached through ranking of responses (To a very large extent = 1, To a large extent=2, To some extent = 3, To a little extent= 4, and Not to any extent at all =5(Appendix A1 ); this enabled computation using the ranking of responses (Maree 2014) on the role played by socio-economic factors, such as CSGs in the successful completion of matric among young mothers in the 24 high schools in the SEC (Appendix A1). Questionnaires were chosen because they are less time consuming to complete and are also less expensive to administer (Bless, Higson- Smith & Kagee 2006). The nature of the research questions were in line with the objectives, which were to describe the role of socio-economic factors in the successful finishing of high school.

A questionnaire is a versatile research tool that can be used with different research designs (Thomas 2013). To ensure depth and clarity on the role of socio-economic factors in the successful completion of matric among young mothers, each category had its own questionnaire. The questionnaire was also enhanced by considering the broad variables in the study and socio-economic factors, such as CSG, family support, and intra-school practices. Closed questionnaires provide greater uniformity in the responses as compared to open-ended questionnaires; this enabled the data to be compared. The questionnaires were also translated into a vernacular language (Tshivenda) (Appendix A2) to cater for possible language barriers. Sensitive questions are easily answered in questionnaires, and coding and statistical analyses are easier than in qualitative research, however, closed questions limit the respondents to the questions and answers provided. In addition, with this instrument, it is also difficult to check whether the respondents have understood the questions (Bless, Higson- Smith & Kagee 2006). This limiting aspect, however, was lessened through pre-testing of the questionnaires, using a small sample of 5 to 10 young mothers. The researcher included important points cited during the pre-testing while ambiguous questions were corrected. An additional category, "Other" was added for the respondents to give additional responses or answers (Maree 2014). As indicated under the validity and reliability subtopics, questionnaires were pretested to enhance reliability to ensure that

the instruments can be used to conduct the study again and get the same results. It means that if the same questions are given to the same young mothers at different intervals, similar results will be obtained (test-retest reliability); or if the same questionnaires are given to young mothers in different localities (inter-rater reliability) the same results will be obtained (Thomas 2013). The other advantage of a questionnaire is that it is less expensive to administer and are convenient for the respondents to complete in their own time (Babbie 2010). To assure confidentiality and informed consent, a cover letter was attached before the list of questions, on the questionnaire (Maree 2014).

The questionnaires were hand-delivered and administered to young mothers by the Life Orientation educators in the 24 secondary schools in the Soutpansberg East Circuit. These schools are in Black rural areas of Limpopo Province under Soutpansberg East Circuit. The researcher requested for permission from the Department of Basic Education to conduct training for the educators on how to administer the questionnaire in the three categories of young mothers in the SEC. The purpose for the workshop was to induct the educators in their professional conduct as research assistants; how to conduct sampling on behalf of the researcher; how to administer the questionnaires and how to check for their from the three categories of young mothers. In the workshop, the researcher, therefore trained them on professional conduct as research assistants so that they conduct themselves ethically. Emphasis was made on how to seek consent from the young mothers and to consider ethical issues such as confidentiality and anonymity, among others. To ensure anonymity, the respondents did not write down their names (Kruger 2012). They were also requested to complete confidentiality forms. Checking for completeness was included in the training to reduce the number of incomplete questionnaire in the data analysis stage when organising data (cleaning). It was also meant to ensure high respond rate. In households of young mothers who had completed Grade 12 or dropped out of school due to pregnancy, social workers were used to distribute and collect the questionnaires from the respondents.

#### **4.9 DATA ANALYSIS**

The researcher used the descriptive quantitative data analysis format called univariate analysis, which makes use of single variable analysis for the purpose of description

(Babbie 2010:426) of factors that contribute to the successful completion of matric among young mothers. The following steps were followed in the analysis of data that were collected from young mothers in the 24 Secondary schools in the Soutpansberg East Circuit.

### **Stage1 – Organising (cleaning data)**

The first stage in the analysis involved organising the data from three categories of questionnaires, checking for incompleteness and accuracy, and leaving out data that were meaningless (Creswell 2014). Fink (2013) uses the concept 'data management' which involves organising data into variables and naming and coding them so that they can be analysed in the database. The researcher also decided on how to handle missing data. In this regard the researcher managed to check the percentage on missing data and their likely impact on the results of the study. According to Hair, Black, Babin and Anderson (2019) missing data under 10% for an individual or observation can generally be ignored except if the missing data occurs in a specific non-random fashion. All cases with more than ten percent missing data were removed from the analysis.

### **Stage 2 – Data entry**

Unique identifiers were attached to each questionnaire while open-ended questions were coded, so as to present them as simple themes (a limited set of attributes) for ease of understanding (Mathipa & Gumbo 2015). A spreadsheet was constructed addressing all the questions in the questionnaires. The main task at this stage was to quantify the data and convert it into computer-readable form so that the calculations can be done in stage 3. Similarly, Fink (2013) noted that this constitutes entering survey's responses into spreadsheets for subsequent conversion into a database. This was done so that next step for descriptive statistical analysis can be performed. If this is not done properly errors in measurement are increased which impact on the external validity of the results. The data was then exported to the latest model of the Statistical Package for the Social Sciences (SPSS) version 25 where it was analysed.

### **Stage 3 – Reliability and validity of data**

The internal consistency of the instrument, that is, its reliability was assessed using a common used test of internal reliability called Cronbach alpha. Cronbach alpha is

defined as a statistic used to measure the consistency of responses across a set of questions (scale items) designed to measure a particular concept (scale) (Saunders, Lewis & Thornhill, 2016). According to Bryman and Bell (2015), Cronbach alpha varies between 1 (perfect internal validity) and 0 (no internal validity). It was interpreted using the guidelines proposed by Manerikar and Manerikar where the rule of thumb is that if reliability was  $\geq .9$  then it was excellent (high-stakes testing),  $\geq .7$  it was good (low-stakes testing),  $\geq .6$  it was acceptable,  $\geq .5$  it was poor and  $< .5$  it was unacceptable.

Exploratory factor analysis (EFA) was used to assess the validity of the instrument. Factor analysis is a technique that attempts to identify a small number of underlying variables or factors that cannot be measured directly but that explain the observed correlations among measured variables (Dugard, Todman & Staines, 2010). It was used to group together variables that are correlated with one another but largely independent of other subsets of variables (Tabachnick & Fidell, 2014). The exploratory factor analysis was done using principal component analysis with a varimax rotation.

The number of factors were determined using the latent root criterion which is a commonly used method. The latent root criterion is one of the stopping rules to determine how many factors to retain in the analysis where all factors with eigenvalues (latent roots) greater than 1 are retained (Hair, Black, Babin & Anderson, 2018). Factors with eigenvalue less than one were considered insignificant. Items in a factor were retained if the factor loadings of  $\pm .50$  or greater were obtained and according to Hair, Black, Babin and Anderson (2019) factor loadings of  $\pm .50$  or greater are considered to be practically significant.

The appropriateness of factor analysis was assessed using the Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and the Bartlett Test of Sphericity. The KMO is a measure of sampling adequacy index that reaches one when all variables are totally predicted by other variables which ranges from 0 to 1 where it is one when each variable is perfectly predicted without error by the other variables (Hair, Black, Babin & Anderson, 2019). Bartlett's test of sphericity is a test which tests for the presence of correlations between variables (Tabachnick & Fidell, 2014; Hair, Black, Babin & Anderson, 2019). The Bartlett's test was used to test the significance in relationships of factors and it is a statistical test that measures whether the correlations among the variables are too low for the factor model to be appropriate and it tests the null

hypothesis that there is lack of sufficient correlation (Hair, Black, Babin & Anderson, 2019; Dugard, Todman & Staines, 2010). For factor analysis to be performed the Bartlett test should have a significant p-value to indicate that there is sufficient correlation and the KMO should have a value more than .5.

The communality is the proportion of variance accounted for by a factor in a factor solution (Dugard, Todman & Staines, 2010). According to Hair, Black, Babin and Anderson (2019) the communalities should be above .5 or most of the variables should have communalities above .6. In terms of total variance explained, Pallant (2013), said in practice a robust solution should account for at least 50% of the variance..

#### **Stage 4 –Descriptive analysis**

The researcher conducted univariate analysis, for the purpose of description. Descriptive statistics involves methods of organising, picturing, and summarising information from samples or populations in a convenient and informative way and there are two types of descriptive statistics which are graphical techniques and numerical techniques (Brase & Brase, 2015; Keller, 2018). According to Keller (2018), graphical techniques allow statistics practitioners to present data in ways that make it easy for the reader to extract useful information and numerical techniques are used to summarise the data. For categorical data, frequency distributions and percentages were calculated to get the basic descriptive statistics. Frequency tables were constructed. The collected data were then presented in the form of tables and graphs to have a pictorial aspect (Fink 2013; Mathipa & Gumbo 2015) of the role that socio-economic factors play in the successful completion of matric among young mothers. In this regard the researcher was able to compare and establish relationships between variables in the tables and graphs. In those questions with ordinal scales, means was used to present the analysed data: *strongly agree* (SA) was weighted at 1; *agree* at 2; *undecided* at a mean score of 3; *disagree* at 4, and *strongly disagree* at 5. The use of means makes it easier to interpret the findings in order to establish relationships between variables such as CSG and completion of matric, among young mothers in the Soutpansberg East Circuit (Morrell, Bhana & Shefer 2012). The researcher agrees with Chireshe (2011) that data presentation enables a researcher to get meaning of data, make connection between research questions and answers to the questions,

relationships between variables, to interpret data easily and to show what the study had found out. For scale items, means and standard deviations were obtained.

The mean is an average computed by summing the values of several observations and dividing by the number of observations (Babbie, 2017). The mean was used to show the value that represent the center of the distribution and it was used to determine whether the young mothers were in agreement on certain issues with a value of at least 3.5 indicating agreement. The level of variability across scores was determined using the standard deviation. The standard deviation is based on the difference between each data value and the mean of the data set. The standard deviation is the square root of the average squared deviation from the mean and is defined as the average distance of each score in a distribution from the mean (Salkind, 2018). According to Babbie (2017), a higher standard deviation means that the data are more dispersed and a lower standard deviation means that they are more bunched together. The interpretation of the standard deviation was done using the empirical rule. According to Brase and Brase (2015), the empirical rule states that “approximately 68% of the data values will lie within one standard deviation on each side of the mean ( $\bar{x} \pm s$ ); approximately 95% of the data values will lie within two standard deviations on each side of the mean ( $\bar{x} \pm 2s$ ) and approximately 99.7% (or almost all) of the data values will lie within three standard deviations on each

### **Stage 5– Inferential analysis**

Mathipa and Gumbo (2015) assert that inferential statistics are calculations that use the law of probability to make inferences about a research population, based a representative sample. The purpose at this stage was to test the research questions and hypotheses in the study (Creswell 2014). The researcher used the independent t-test, analysis of variance (ANOVA) and correlation analysis. The latest model of the Statistical Package for the Social Sciences (SPSS) was used to analyse the data and make inferences. The researcher used the chi-square test, which enabled the establishment of relationships between the variables. The researcher tested whether socioeconomic factors play an important role in the completion of matric among young mothers in the SEC, thus, Inferential analysis was done so that the results can be interpreted and conclusions be drawn (Mathipa & Gumbo 2015). The inferential statistics tests were done at the 5% level of significance using the p-value approach.

The level of significance is probability of committing a type I error which is probability of rejecting the null hypothesis when in actual fact it is true. The p-value of a test is the probability of observing a test statistic at least as extreme as the one computed given that the null hypothesis is true (Keller, 2018). The test was significant if the p-value less than .05 and a p-value of less than .01 would indicate a highly significant test.

- **Independent T-test**

The independent t- test was used to determine if the views of young mothers differed by the number of children, form of support from father, school policy and presence of educators as counsellors. Two samples are independent if the measured values of the items observed in one population do not affect the measured values of the items observed in the other population (Davis, Pecar & Santana, 2014). An independent t- test is a parametric procedure for testing two sample means from independent samples (Heiman, 2015). It has three assumptions which are that the observations within each sample must be independent, the two populations from which the samples are selected must be normal and the two populations from which the samples are selected must have equal variances (Gravetter & Wallnau, 2017). The first assumption was met since the observations were randomly selected using a probability sampling technique in this case stratified random sampling. The central limit theorem was used to achieve normality and according to Keller (2018), the central limit theorem postulates that “the sampling distribution of the mean of a random sample drawn from any population is approximately normal for a sufficiently large sample size. The larger the sample size, the more closely the sampling distribution of  $\bar{x}$  will resemble a normal distribution”. The third assumption was assessed using the Levene’s test of homogeneity of equality of variance. If the test was significant (p-value less than .05) then statistics under equal variances not assumed were discussed and if the test was not significant (p-value more than .05), statistics under equal variances assumed were discussed. The hypothesis to be tested was:

H<sub>0</sub>: The means are equal ( $\mu_1 = \mu_2$ )      against

H<sub>1</sub>: The means differ ( $\mu_1 \neq \mu_2$ )

The effect size was used to describe a significant relationship. The effect size estimates the degree to which the phenomenon being studied (e.g. correlation or

difference in means) exists in the population (Hair *et al.*, 2019). The effect size for an independent t-test, denoted by  $\eta^2$  (eta-squared) is defined as:

$$\eta^2 = \frac{t^2}{t^2 + (N_1 + N_2 - 2)}$$

where:

$t^2$  = t-value squared;

$N_1$  = Sample size for first group, and

$N_2$  = Sample size for second group

The interpretation of the effect size was performed using the guidelines proposed by Cohen (1988) which states that an effect size of .01 = small effect; .06 = moderate effect and .14 = large effect.

The test allowed the researcher to determine whether the view on the role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa differed for (1) those with one children from those with more than one child; (2) whether those who received support from the father of child have different views from those who do not have support; (3) whether those who knew about the written school policy for pregnant learners and young mothers differed from those who do not and (4) whether those with educators assigned to assist or counsel young parents in the school have different views with those who do not have.

- **Analysis of variance (ANOVA)**

A one-way analysis of variance (ANOVA) was done to determine whether the views on the role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa differed by age, grade, type of family and who takes care of the child. The assumptions of ANOVA were examined and are similar to those of the independent t-tests. In the case where the variances were not equal, Welch robust test of equality of means was used to determine whether there were mean differences and in the case where the means were different, Games-Howell test was used as a post-hoc test. In the case where the assumption of equality of variance was not violated, the F-test was used and the Scheffe post-hoc analysis was used to determine where the differences exist. The constructs used in the independent t-test were also the ones used in ANOVA.

According to Hair, Black, Babin and Anderson (2019), ANOVA is a statistical technique used to determine whether samples from two or more groups come from populations with equal means. ANOVA evaluates the differences among means relative to the dispersion (Tabachnick & Fidell 2014). According to Levine, Szabat and Stephan (2015), the total variation is partitioned into variation that is due to differences among groups and variation that is due to difference within the groups where the within group variation measure random variation and the among group variation measures difference from group to group. The F-test was used to evaluate the differences among the variances and the F-test is the ratio of between-groups variance to within-group variances (Jackson, 2014). The null hypothesis to be tested was

Ho: The means are equal

H1: At least one of the pairs of means is different

The one-way analysis of variance was done in two stages where the first stage was to determine whether the means were equal and the second part was if differences exist, to determine which groups differ. The F-test was used to assess mean differences in the case where there were equal variances across groups and the Welch F test was used when the assumption of equal variances was violated. The Welch robust test of equality of means is an alternative to the traditional analysis of variance (ANOVA) and it offers some serious benefits. If the traditional F test was used and there were significant differences, then the Scheffe post hoc test was used to determine where difference lie and if the variances were not equal, the Games-Howell test was used as a post hoc test.

The post hoc test (posttests) are statistical test of mean difference performed after the statistical tests for main difference has been performed (Hair, Black, Babin & Anderson, 2019).

The effects size for ANOVA when variances are is denoted by the Greek letter eta squared,  $\eta^2$  and according to Jackson (2014), eta squared ( $\eta^2$ ), is given by:

$$\eta^2 = \frac{SS_{Between}}{SS_{Total}}$$

where  $SS_{Between}$  is the sum of squares between groups and  $SS_{Total}$  is the sum of squares for total (Jackson, 2014). According to Jackson (2014),  $SS_{Between}$  reflects the

differences between the means from the various levels of an independent variable while and  $SS_{Total}$  reflects the total differences between all scores in the experiment.

The effect size when the Welch F test was used, was calculated using the adjusted omega squared, that is, omega-squared ( $\omega^2$ ) given by:

$$\omega^2 = \frac{df_{bet}(F - 1)}{df_{bet}(F - 1) + N_T}$$

where  $df_{bet}$  is the degrees of freedom for factor A, that is, the number of levels of factor A – 1,  $F$  is the Welch F test statistic and  $N_T$  is the total number of subjects (Keppel & Wickens, 2004).

The guidelines proposed by Cohen(1988) for interpreting eta-squared,  $\eta^2$  and omega-squared ( $\omega^2$ ) are that an effect size of .01 = small effect; .06 = moderate effect and .14 = large effect.

- **Correlation analysis**

Pearson's correlation coefficient ( $r$ ) was used to determine the degree of the relationship between constructs. According to Salkind (2018), the correlation coefficient is an index of the strength of the relationship between two variables and the value ranges from +1 to -1 and can be positive or negative. The correlation analysis aimed to determine how the constructs are related. The guideline proposed by Cohen (1988) were used to interpret the correlation where if  $r = .10 - .29$  then there is a low effect (low correlation);  $r = .30 - .49$  has a medium effect (moderate correlation) and  $r = .50 - .99$  has a large effect (strong correlation).

## **Stage 6: Interpretation of results**

Interpretation is aimed at determining the level of significance of the findings (Babbie 2010; Mathipa & Gumbo 2015). The results were presented in the form of tables or figures and the results from the statistical tests were interpreted. The researcher agree with Babbie (2010) and Mathipa & Gumbo (2015) that researchers do not merely describe the characteristics of the sample of a population but the primary goal is to interpret the sample's findings as the basis for inferences about the general population. The researcher attach meaning to the data, make fair and careful judgments as well as assessing the implications of the results. At this stage the

researcher drew conclusions from the results based on the research questions, hypotheses and the broader meaning of the findings (Mathipa & Gumbo 2015). The researcher considered similarities and differences between responses of young mothers in schools, those who had completed in the past two years and those who had dropped out of school, in order to find the role of socioeconomic factors in the completion of school among young mothers. To accept or reject the results, the researcher used the SPSS to test the level of significance.

#### **4.10 REFLEXIVITY**

This is defined as active acknowledgement by me, as a researcher, that my actions and decisions will inevitably impact upon the meaning and context of the experiences under investigation (Lietz, Furman & Furman 2006). Reflexivity, therefore, involves deconstructing who we are and the ways in which our beliefs, experiences and identity intersect with those of the participants. The researcher's values, beliefs, culture and experiences constantly influence the actions and interactions with the environment in which the study is conducted (Orderson 2011). The researcher has a threefold relationship with the researched in one of the schools –as an educator, school principal and researcher. To overcome this challenge, the researcher carried out the study using schools in another circuit- SEC, where he is not working. In addition, all the questionnaires were distributed and collected via the respective Life Orientation educators and social workers. Life Orientation educators and social workers received training on how to conduct questionnaire administration unobtrusively without their attitude, beliefs and values influencing the results since if this could not be done, the assistants might influence the responses of the young mothers. Reflexivity was also enhanced by observation of the ethical considerations discussed in the following section.

#### **4.11 ETHICAL CONSIDERATIONS**

The study received ethical clearance or approval from the Higher Degrees Committee of the Department of Sociology at University of South Africa. The study methodology was also guided by ethical considerations such as anonymity, respect for the rights and dignity of the respondents, informed consent, and the principle of non-harm. Strict attention was taken so that the respondents were not compromised in any way.

#### **4.11.1 Anonymity**

Anonymity was observed whereby respondents were requested not to write their names or for any responses that might lead to their identification (Babbie 2010). Similarly, Mathipa & Gumbo (2015), assert that the principle of anonymity is so that individual participants should not be identifiable in the research documentation, thus, this principle is closely linked to confidentiality. This was done to ensure that the respondent give their responses freely without being afraid of being identified, thus ensuring the receiving of unbiased data. Even during the presentation and analysis of data, the researcher used unique identifiers (numbers) for the questionnaires so that the data is never linked to the name of the participant (Bless, Higson- Smith & Kagee 2006). In the study on the role of socioeconomic factors to the successful completion of matric education, the implication of this is that there should be no information which can be linked to the identification of young mothers in all the research documentation.

#### **4.11.2 Respect of rights and dignity of the respondents**

The rights of the respondents are more important than the researcher's purpose of the study or the need to know (Bouma, Ling & Wilkinson 2012). In other words the respondents' dignity and wellbeing were prioritised. Similarly, Bless, Higson- Smith & Kagee (2006), asserted that all participants have legal and human rights which no research project should violated under any circumstances. In the light of this, the rights of the young mothers who took part in this study were respected and they were treated with dignity.

#### **4.11.3 Informed consent**

The researcher respected the ethical requirements whereby the criterion of sampling will be based on the willingness of young mothers to participate in the study, with emphasis being placed on voluntary participation (Mathipa &Gumbo 2015). Bouma, Ling and Wilkinson (2012) added that respondents must be fully informed about the purpose of the study and the intended results before they sign the consent form (Appendix B). They added that respondents should not be deceived or coerced to participate in the study. In order to cater for the ethical concerns in dealing with minors below 16, the study only focused on young mothers in the SEC who are above 18 years. They were not deceived into participating in the research (Babbie 2010).

#### **4.11.4 Beneficiation and avoidance of harm**

This ethical principle, beneficitation or avoidance of harm are centred on the positive effect that research will have on the participants and the society in general, while it is weighed against the potential risk (Mathipa & Gumbo 2015:97). The researcher took this into consideration that the study will help to create awareness on the role of socio-economic factors that contribute to the successful completion of matric education among young mothers in the SEC. Debriefing can also be used to explain to the participants to avoid long-lasting harm to those who may feel exposed to harm (Babbie 2010:66). The researcher had no intention of causing any harm to the respondents, instead the study contributed to the available research and covered some of the gaps in the existing body of knowledge.

#### **4.12 ETHICAL CLEARANCE**

Ethical clearance is an important prerequisite for entering a field of data (Mathipa & Gumbo 2015). This means the researcher was only able seek consent from young mothers and to collect data after obtaining the necessary ethical clearance. This was in compliance with recent regulatory trend where by ethics in social science research are closely monitored to protect research participants from harm and other unethical practices (Powel & Ross 2014). Approval, hence, was requested from the Department of Education at Vhembe District to gain access to the schools in the Soutpansberg East Circuit. The researcher also applied for approval from the Department of Social Development to access household data on recipients of CSG for young mothers. This was achieved by first applying for approval and submitting the study's proposal to the Head of the Research Unit.

#### **4.13 RESPECT OF CONFIDENTIALITY**

The researcher entered into an agreement with the respondents as part of getting informed consent from those who have access to raw data, on how the data will be kept privately, how they would be protected from harm and also the limitations on confidentiality. Confidentiality agreements is sometimes called 'secrecy or nondisclosure agreements' entered into by the research and participants that certain information that can lead to the identification of the respondents (such as in this study, the name of the school, village) should be left out (Mathipa & Gumbo 2015:37). The researcher also signed confidentiality forms to assure the respondents that no

information shall be disclosed without their consent and the data was also kept in lockable cupboards only accessed by the researcher (Bless, Higson-Smith & Kagee 2006).

As indicated earlier on, under data collection procedures, the researcher also requested for permission from the Department of Basic Education to use Life Orientation educators as research assistants. Training was conducted to equip them with research skills so that they conduct themselves professionally thus avoiding harm to the respondents. This also assisted in demystifying their perceptions and attitudes to pregnant and young parents in the schools which contributed to the getting of results that are more objective.

#### **4.14 LIMITATIONS OF THE STUDY**

The study has several limitations. Firstly, lack of financial resources did not enable the researcher to carry out a wider research. The researcher reasoned that as a self-sponsored research, the most suitable research design would be a descriptive quantitative research, using questionnaires. It could be argued that using other research design such as longitudinal studies, more time and financial resources would have been needed for the study. Secondly, translation of phrases from English to Tshivenda resulted in some connotation being lost in the process. It is always difficult to find the exact words for translations across languages, hence, some meanings during an empirical research maybe lost. The researcher used a specialist for translations in order to reduce the extent of this limitation.

#### **4.15 SUMMARY**

The chapter focused on the research design for the study, providing the general plan on how the study was conducted. The selection of the descriptive quantitative research design was also justified. The type of the research design was explained as being the most suitable for this topic and the research questions. The chapter also covered the sampling technique and procedures, the study population, inclusion and exclusion criteria, research tools and procedures, data analysis, ethical considerations and reflexivity. The researcher had to apply for ethical clearance from the Higher Degrees Committee in the Department of Sociology. Ethical issues, such as informed consent, confidentiality, anonymity and principle of beneficitation which were considered critical

in this study were explained. The next chapter focuses on the presentation and analysis of the data that were collected. The researcher analysed the findings of the study on the role of socio-economic factors in the completion of matric, among young mothers in the Soutpansberg East Circuit. The next chapter will focus on the presentation of the descriptive statistics for the data that were collected from the respondents.

## CHAPTER FIVE

### PRESENTATION OF RESEARCH FINDINGS

#### 5.1 Introduction

The chapter presents the findings based on the data from the empirical investigation. The purpose of the study was to investigate the role of socio-economic factors such as family support, intra-school practices and policies, CSG, among others, in the successful completion of matric among pregnant learners and young mothers in the SEC, Limpopo Province, South Africa, with a specific focus of creating an awareness among the communities. The study had five specific objectives. The first objective was to capture the use of CSG by young mothers in the SEC, Limpopo Province, South Africa; secondly, to describe the role the family plays in the young mothers' finishing of matric education; thirdly, to describe the impact of CSG on the successful completion of matric among young mothers in the SEC, Limpopo Province, South Africa; fourthly, to describe the role the fathers and peers to the young mothers play in them finishing high school in the SEC, Limpopo Province, South Africa and lastly to describe the role of intra-school practices and policies in the completion of matric, among young mothers in the SEC.

The chapter presents the reliability of the constructs by measuring its internal consistency using Cronbach alpha followed by a description of the socio-characteristics of the young mothers who participated in the study.

#### 5.2 RELIABILITY

Cronbach alpha was used to measure the internal consistency of the measurement scales. As mentioned in the methodology section, the guidelines provided by Manerikar and Manerikar (2015) were used to determine the level of reliability were if it is  $\geq .9$  then its excellent (high-stakes testing),  $\geq .7$  it is good (low-stakes testing),  $\geq .6$  it is acceptable,  $\geq .5$  it is poor and  $< .5$  it is unacceptable. According to Hair, Black, Babin and Anderson (2019:161), the general agreed-upon lower limit for Cronbach's alpha is .7, although it may decrease to .60 in exploratory research. The results of the Cronbach alpha are shown in Table 5.1.

**TABLE 5.1: CRONBACH ALPHA RELIABILITY RESULTS FOR THE CONSTRUCTS**

<b>Construct</b>	<b>No. of items</b>	<b>Cronbach's alpha</b>	<b>Acceptable level</b>
Type of treatment received from father	9	.898	Good
Utilisation of CSG by young mothers	12	.708	Good
Impact of CSG on the successful completion of matric among young mothers	12	.835	Good
Role of the government in CSG	5	.657	Acceptable
Factors hindering the successful completion of matric	9	.923	Excellent
Form of support	25	.776	Good
<b>Total</b>	<b>72</b>	<b>.838</b>	<b>Good</b>

The reliabilities of all the constructs were more than .7 except the construct ‘role of the government in CSG’ which had a reliability of .657 which is acceptable as proposed by Hair *et al.*, (2019), however, according to the recommendations by Manerikar and Manerikar (2015), the other reliabilities are at an acceptable level. The overall reliability of the instrument was .838 which is good and it can be concluded that the instrument was reliable and the data collected were appropriate for further analysis.

### **5.3 SOCIO-DEMOGRAPHICS CHARACTERISTICS OF RESPONDENTS**

A total of 118 young mothers who were undertaking matric studies participated in the study. The young mothers indicated their age, race, grade, number of children, family type, the person responsible for taking care of their children and whether they get any support from the fathers of the children. The characteristics of the socio demographics of the young mothers are shown in Table 5.2.

**TABLE 5.2: SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE YOUNG MOTHERS**

Variable	Category	Frequency	%
Age	18 - 19 years	46	39.0%
	20 – 21 years	33	28.0%
	22 – 23 years	25	21.2%
	24 – 25 years	14	11.9%
	<b>Total</b>	<b>118</b>	<b>100</b> <b>.0%</b>
Race	Black African	108	91.5%
	White	3	2.5%
	Coloured	7	5.9%
	<b>Total</b>	<b>118</b>	<b>100</b> <b>.0%</b>
Grade	10	30	25.4%
	11	41	34.7%
	12	47	39.8%
	<b>Total</b>	<b>118</b>	<b>100</b> <b>.0%</b>
Number of children	One child	91	77.1%
	Two children	23	19.5%
	Three or more children	4	3.4%
	<b>Total</b>	<b>118</b>	<b>100</b> <b>.0%</b>
Family type	Nuclear family (father, mother and siblings)	51	43.2%
	Single parent (family headed by either father or mother)	50	42.4%
	Child-headed (there are no parents; the family is headed by participant or another sibling)	16	13.6%
	Blended family (Step family - families with mixed parents: one or both parents)	1	.8%

Variable	Category	Frequency	%
	remarried, bringing children from the previous relationship)		
	<b>Total</b>	<b>118</b>	<b>100.0%</b>
Child caregiver	Mother	42	35.6%
	Sibling	29	24.6%
	Community Creche	26	22.0%
	Grandmother	20	16.9%
	Babysitter	1	.8%
	<b>Total</b>	<b>118</b>	<b>100.0%</b>
Form of support received from father	Yes	31	26.3%
	No	87	73.7%
	<b>Total</b>	<b>118</b>	<b>100.0%</b>

Looking at Table 5.2, the highest proportion of young mothers are aged between 18 - 19 years with a proportion of 39% (n=46), followed by those aged 20 - 21 years with a composition of 28% (n=33) and 21.2%, (n=25) were aged 22 - 23 years while about 11.9% (n=14) were aged between 24 – 25 years. It can be noted that the majority of the respondents, that is, 67% were aged 21 years and below. The age range of the respondents were similar to Morrell and Dewey (2012)'s age observations that pregnancy and young parenting delay completion of high school educations. This supported the findings by the 1998 DHS findings which Dewey and Morrel (2012) cited in their quantitative survey; that early pregnancy and parenting is more likely to delay finishing of school among learners who have children than those who do not have children. This could be attributed to such factors as dropping out of school and returning after giving birth; those who may have more children may drop out of school several times. It has also been observed that some of the young mothers fail to meet promotional requirements due to loss of school contact time resulting in poor end-of-year results forcing them to repeat grades.

The majority of the respondents were black Africans with a proportion of 91.5% (n=108) while 5.9% (n=7) were coloureds and 2.5% (n=3) were whites. It was noted that the problem of young mothers parenting is extremely common among the black African population compared with other racial groups in the SEC. This variable was significant to quantitatively reveal that young mothers in schools is a common factor among black Africans in the study. This assisted to understand the results on the role the black African population's play in supporting young mothers complete matric education.

In terms of grades, 25.4% (n=30) were in Grade 10, 34.7% (n=41) were in Grade 11 and 39.8% (n=12) were in Grade 12. In view of these percentages, a significant number of respondents were in Grade 11 and 12, that is 74.6%. Grade 12 has the highest number of young mothers in the SEC. The literature reviewed in the study has limited information on racial parities in the studies that were cited, hence comparisons were difficult to make. This was a possible indicator of the impact of having a child has on the completion of high school education as young mothers struggle to balance school work and caring for the child(en).

The majority of the respondents, 77.1% (n=91), had one child, 19.5% (n=23) had two children and 3.4% (n=4) had three or more children. It can be noted that the majority of the young mothers had only one child and it was also noted that studies cited in the literature review were silent on the usual number of children young mothers had. Young mothers who have two children were more likely to have dropped out of school and returned after giving birth as some schools might be following the outdated guidelines (2007) on management of young mothers in schools, which stipulate that young mothers are supposed to break from school for a year to look after the baby before they return to school.

The respondents were asked to indicate the type of family they have. About 43.2% (n=51) had a nuclear family (father, mother and siblings), 42.4% (n=50) had single parent (family headed by father or mother), while 13.6% (n=16) had a child-headed (there are no parents; the family is headed by the young mother or another sibling) while .8% (n=1) had blended family (step family - families with mixed parents: one or both parents remarried, bringing children from the previous relationships). Most of the families, thus are either a nuclear family or a single parent ones.

In terms of the people who took care of the children, 35.6% (n=42) indicated that it was their mother, 24.6% (n=29) indicated that it was their sibling, 22% (n=26) that it was the community crèche while 16.9% (n=20) indicated that it was their grandmother and only one respondent indicated that it was the baby sitter. It can be noted that mothers of the young mothers and their siblings played a very significant role in the care of the children (60.2%). The findings also affirmed the significant role of grandmothers in child care, in black African families, as noted by Shefer, Bhana *et al.*, (2012) as this helps young mothers to return to school after giving birth. The findings also supported the point by Chohan (2010), on the importance of family support in assisting the young mothers to go back to school after giving birth. The results contradicted the findings in a study in Tanzania by Assey (2012) which noted that young mothers are rejected by families and schools which force them to drop out of school. It was noted that young mothers in SEC were supported by their families in child care and this was found to be critical in keeping young mothers in schools. Close to 73.7% (n=87) of the young mothers are not receiving any form of support from the father of the child while only 26.3% (n=31) indicated that they do receive some support from the father of the child; thus, the majority of the young mothers are not receiving any support from the father of the child. This supports the concerns raised in the 2012 Draft White Paper about families in South Africa, that fathers do not play active roles in supporting their children. Findings by Jordan, Patel & Hochfield (2014), that a typical trend in South Africa are that of little or no involvement of fathers in their children's lives if the relationship between them and the mother breaks down. The findings in SEC, thus confirmed that the absence of the father of child's support, negatively impact on the successful completion of matric education among young mothers. These results, however are not conclusive due to lack of evidence from studies on the role fathers play in supporting young mothers and obstacles to fathering as noted by Swartz, Bhana, Richter & Versfeld (2013). These results also agreed with the finding of Swartz, Bhana, Richter & Versfeld (2013), that young mothers mostly get support from the family of the mother instead of the family of the father of the child. It can be concluded that the family of the young mother contributed more to the successful completion of matric education than the family of the father of the child. The next section focuses on the form of support from the father of the child.

## 5.4 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT FROM FATHER

The respondents were asked to indicate the form of support they received from the father of child, the source of the family income and the kind of treatment they received from the father of the child. The constructs are discussed in the following subsections using frequencies, proportions, means and standard deviations. In the case where means were used, the item with the lowest mean was on top.

### 5.4.1 Form of support received from father

Only 31 young mothers indicated that they received some form of support from the father of the child. The respondents were asked to indicate from 12 items which of them they received support from. The information is shown in Table 5.3.

**TABLE 5.3: FORM OF SUPPORT RECEIVED FROM FATHER**

Support	Level of acknowledgement		Rank
	Yes	No	
Q8a) Buying food	87.1% (27)	12.9% (4)	1
Q8b) Buying clothing and uniforms	80.6% (25)	19.4% (6)	2
Q8j) Transportation expenses to attend baby clinic	71.0% (22)	29.0% (9)	3
Q8k) Transportation expenses for me to attend school	61.3% (19)	38.7% (12)	4
Q8i) Payment of educational fees (school fees, supplies and related costs and etc)	51.6% (16)	48.4% (15)	5
Q8l) Assistance in payment of rent, water and electricity accounts	48.4% (15)	51.6% (16)	6
Q8c) Medical aid	45.2% (14)	54.8% (17)	7

Q8g) Assisting me with home work	45.2 % (14)	54.8% (17)	7
Q8h) Collecting my school academic progress report quarterly	41.9% (13)	58.1% (18)	9
Q8d) Counselling, when I have problems	35.5% (11)	64.5% (20)	10
Q8f) Attending consultation days at school	35.5% (11)	64.5% (20)	10
Q8e) Paying maintenance	25.8% (8)	74.2% (23)	12

About 87.1% indicated that the support they received from the father of child was for buying food; 80.6% indicated that it was for buying clothing and uniforms, 71% was supported with money for transportation expense to attend baby clinic, 61.3% indicated that it was transportation expenses for them to attend school while 51.6% indicated that it was payment of educational fees (school fees, supplies and related costs among others). Close to 50% indicated that it was assistance in payment of rent, water and electricity accounts (48.4%) while 45.2% indicated that it was for medical aid and the same proportion reported that it was assistance them with homework.

Only 41.9% indicated that they were supported in the collecting of quarterly school academic progress report, 35.5% in counselling when they have problems and the same proportion when attending consultation days at school. It can be noted that between 35% to 46% of the assistance offered, seem to be involved with matters relating to the academic life of the young mother. Only 25.8% indicated that the father of the child paid maintenance. These findings affirmed the lack of payment of maintenance by fathers as noted by Dewey & Morrel (2012), of the high rate of maintenance default in South Africa. Thus, the findings in SEC also point to a negative involvement, of the father of the child, in the completion of matric among the young mothers. It can be perceived that this lack of a fathers' social capital increases the financial burden on the young mothers in the SEC which may negatively impact on their completion of matric education.

### 5.4.2 Descriptive statistics on source of family income

The respondents were asked to indicate the source of family income and the information is presented in Table 5.4.

**TABLE 5.4: SOURCE OF FAMILY INCOME**

Support	Level of acknowledgement		Rank
	Yes	No	
Q9a) Child support grant	99.1% (114)	.9% (1)	1
Q9b) Funds from my parents	87.1% (54)	12.9% (8)	2
Q9c) Maintenance from the father of the child	68.6% (24)	31.4% (11)	3
Q9e) Income from employment of household members	57.1% (12)	42.9% (9)	4
Q9d) From buying and selling products	38.1% (8)	61.9% (13)	5

From Table 5.4, almost every young mother who participated in the research, that is, about 99.1% (n=114) is receiving child support grant. Out of the sixty two who responded to whether they obtained funds from parents, 87.1% (n=54) indicated that they do so. Out of 35 young mothers, 68.6% (n=24) indicated that they received maintenance from the father of the child. Only 21 young mothers responded to whether they have income from the employment of a house-hold member and only 57.1% (n=12) indicated in the positive. About 21 young mothers answered the question on whether they were buying or selling products and 38.1% (n=8) indicated they were getting some income through buying and selling of products. Only one person indicated that she was not getting the child support grant. It was noted that child support is a major source of income for young mothers in the SEC.

### 5.4.3 Descriptive statistics on kind of treatment received from father

The young mothers were asked to indicate the kind of treatment they were receiving from the father of the child. There were nine items measured on a Likert scale that ranged from 1 (strongly agree) to 5 (strongly disagree). Thus a low mean (less than 2.5) meant that the respondent was in agreement that they were receiving that kind of treatment. The information is shown in Table 5.5.

**TABLE 5.5: THE LEVEL OF AGREEMENT ON KIND OF TREATMENT RECEIVED**

Statement	Level of agreement					Mean	SD
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Q10f) Does not pay my transport cost to school	38.5% (45)	23.1% (27)	11.1% (13)	18.8% (22)	8.5% (10)	2.36	1.38
Q10g) Does not pay my school fees	31.4% (37)	30.5% (36)	11.9% (14)	16.9% (20)	9.3% (11)	2.42	1.34
Q10h) Did/does not pay maintenance	30.5% (36)	23.7% (28)	18.6% (22)	20.3% (24)	6.8% (8)	2.49	1.30
Q10i) Does not support me in school work	28.8% (34)	28.8% (34)	11.9% (14)	22.9% (27)	7.6% (9)	2.52	1.33
Q10d) Does not provide me with food	22.9% (27)	31.4% (37)	16.1% (19)	21.2% (25)	8.5% (10)	2.61	1.28
Q10e) Does not buy clothes and uniforms	22.9% (27)	33.1% (39)	11.0% (13)	19.5% (23)	13.6% (16)	2.68	1.38

Statement	Level of agreement					Mean	SD
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree		
Q10b) Does not phone me	17.8% (21)	37.3% (44)	10.2% (12)	22.9% (27)	11.9% (14)	2.74	1.32
Q10a) Blamed me for having a child/children	26.5% (31)	17.1% (20)	17.1% (20)	28.2% (33)	11.1% (13)	2.80	1.39
Q10c) Chased me away from home	16.1% (19)	16.9% (20)	23.7% (28)	29.7% (35)	13.6% (16)	3.08	1.29

About 51.6% of the young mothers who responded to the survey agreed that the father of the child do not pay their transport cost to school with a mean of 2.36 ( $M = 2.36, SD = 1.38$ ). Close to 62% agreed that the father of the child does not pay their school fees with a mean of 2.42 ( $M = 2.42, SD = 1.34$ ); about 31.4% agreed that the fathers do not pay maintenance ( $M = 2.49, SD = 1.30$ ); about 57.6% agreed that the fathers do not support them in school ( $M = 2.52, SD = 1.33$ ) while 54.3% agreed that the fathers of the children do not provide them with food and the mean was 2.61 ( $M = 2.61, SD = 1.28$ ). Close to 56% agreed that they do not buy them clothes and uniforms ( $M = 2.68, SD = 1.38$ ) and 55.1% agreed that they do not phone them ( $M = 2.74, SD = 1.32$ ). Close to 40% disagreed that the father blamed them for having the child or chased them from home. Using the empirical rule, 68.26% of the respondents had ratings between 2 and 4 ( $\pm 1$  standard deviation from the mean). Looking at Table 5.5, the majority of the fathers of the child are not participating in issues involving money like paying transport to school, paying school fees or paying maintenance. This trend is noted by Dewey & Morrel (2012), on the point of absenteeism of fathers in the financial welfare of their children, in South Africa.

##### 5.5 DESCRIPTIVE STATISTICS ON CHILD SUPPORT GRANT

About 95.8% ( $n=113$ ) indicated that they were recipients of a child support grant while 4.2% ( $n=5$ ) were not. The respondents were asked earlier to indicate their source of family income and in this case 99.1% ( $n=114$ ) indicated that they their source of

income was the child support grant. This means that there is one respondent who has a sibling or relative receiving the child support grant instead. The results of the study agreed with the findings by Jordan, Patel and Hochfield (2014) which noted that CSG played a pivotal role in improving the wellbeing of the child since it provided benefits, such as access to nutrition, clothing and school attendance, therefore, child support grant was regarded as a major source of income by young mothers in the SEC.

### 5.5.1 Descriptive statistics on expenditure from child support

The respondents were asked to indicate seven items on which they spend the money on a rank, with 1 indicating the most and 7 indicating the least. The rankings are shown in Table 5.6.

**TABLE 5.6: UTILISATION OF CHILD SUPPORT GRANT**

Item	Min	Max	Mean	Std dev
Q12a) Buy food	1	3	1.53	.78
Q12c) Buy clothes	1	5	2.62	1.08
Q12b) Transport to school	1	6	2.88	1.11
Q12d) Buy uniforms	1	6	3.89	1.21
Q12e) Buy stationery	1	6	4.97	1.20
Q12f) Pay transport to visit clinic for medical care	1	6	5.13	1.27

Buying food had rankings from 1 to 3 with a mean of 1.53 ( $M = 1.53, SD = .78$ ). It was followed by buying of clothes with a mean of 2.62 ( $M = 2.62, SD = 1.08$ ) and then transport to school with a mean of 2.88 ( $M = 2.88, SD = 1.11$ ). The grant is least used in buying uniforms with a mean of 3.89 ( $M = 3.89, SD = 1.21$ ), buying stationery with a mean of 4.97 ( $M = 4.97, SD = 1.20$ ) and paying transport to visit clinic for medical care with a mean of 5.13 ( $M = 5.13, SD = 1.27$ ). This shows that most of the child support grant goes into buying food, buying clothes and transport to school for the young mother. It can be argued that the ranking shows that CGS contributed to

the successful completion of matric education among young mothers in the SEC. Its contribution is linked to meeting of the basic needs of the young mother and the child.

### 5.5.2 Descriptive statistics on utilisation of CSG by young mothers

Twelve scale items were used to measure utilisation of child support grant (CSG) from a five point Likert scale ranging from 1 (to a very large extent) to 5 (not to any extent at all). A low mean (below 2.5) meant that the CSG was not being utilised on that issue. The frequencies, proportions and means are shown in Table 5.7 below.

**TABLE 5.7: THE EXTENT OF UTILISATION OF CSG BY YOUNG MOTHERS**

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q13d) Buying clothes for the child.	39.8% (47)	21.2% (25)	16.1% (19)	6.8% (8)	16.1% (19)	2.38	1.47
Q13b) Purchasing more food for the family so the child can eat well.	28.2% (33)	23.1% (27)	13.7% (16)	14.5% (17)	20.5% (24)	2.76	1.51
Q13c) Buying better clothes for the family.	25.4% (30)	20.3% (24)	16.1% (19)	11.0% (13)	27.1% (32)	2.94	1.56
Q13f) Buying toys for the child.	18.6% (22)	22.0% (26)	10.2% (12)	16.9% (20)	32.2% (38)	3.22	1.55
Q13i) Transportation expenses to attend baby clinic.	14.4% (17)	16.9% (20)	17.8% (21)	16.1% (19)	34.7% (41)	3.40	1.47

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q13a) Acquiring a bigger house or place, so there is room for the child.	24.6% (29)	5.1% (6)	7.6% (9)	17.8% (21)	44.9% (53)	3.53	1.66
Q13e) Paying for a baby sitter.	18.8% (22)	6.8% (8)	12.0% (14)	12.0% (14)	50.4% (59)	3.68	1.59
Q13k) Payment of educational fees (school fees, supplies and related costs like school uniforms and etc).	10.2% (12)	6.8% (8)	10.2% (12)	17.8% (21)	55.1% (65)	4.01	1.36
Q13h) Paying for my education fees and related expenses (books and etc).	9.3% (11)	6.8% (8)	11.0% (13)	11.9% (14)	61.0% (72)	4.08	1.36
Q13l) Payment of medical aid.	8.5% (10)	8.5% (10)	5.1% (6)	11.1% (13)	66.7% (78)	4.19	1.35
Q13j) Transportation expenses for me to attend school.	4.2% (5)	8.5% (10)	7.6% (9)	21.2% (25)	58.5% (69)	4.21	1.16
Q13g) Paying an extra person to clean the house.	3.4% (4)	4.3% (5)	12.0% (14)	8.5% (10)	71.8% (84)	4.41	1.08

In terms of averages, only the item “*buying clothes for the child*” had respondents agreeing to the issue with an average of 2.38 which is close to two ( $M = 2.38, SD = 1.47$ ). In terms of proportion, 61% indicated that the child support grant was being utilised to a large extent to buying clothes for the child. About 51.3% indicated that it was being used to a large extent to purchase more food for the family so that the child can eat well with a mean of 2.76 ( $M = 2.76, SD = 1.51$ ). The majority of the respondents, however indicated that the grant was not being utilised at all in (a) - paying an extra person to clean the house with a proportion of 71.8% and mean 4.41 ( $M = 4.41, SD = 1.08$ ); (b) - for transportation expenses to attend school with a proportion of 58.5% ( $M = 4.21, SD = 1.16$ ), (c) – for payment of medical aid with a proportion of 66.7% ( $M = 4.19, SD = 1.35$ ) (d) – paying for their educational fees and related expenses like books with a proportion of 61% ( $M = 4.08, SD = 1.36$ ) (e) - payment of educational fees with a proportion of 55.1% ( $M = 4.01, SD = 1.36$ ) and (f) – paying for a baby sitter with a proportion of 50.4% and a mean of 3.68 ( $M = 3.68, SD = 1.59$ ). It can be concluded that the utilisation of the grant is mostly on buying clothes for the baby and purchasing food for the household, thus, utilisation of CSG is mainly for meeting basic needs such as clothes for the child and food for the household. It can be argued that the limited use of CSG to cover other needs of the young mother and the child can be attributed to the CSG being insufficient to cover all the needs. If their argument can be pursued, then the findings by Guthrie, and Motala (2012) that the CSG is still too low and not adequate to cover the basic needs of the children holds water, however, this argument can be inconclusive due to a lack of evidence on studies focusing on the impact of CSG on educational achievements as noted by Sanfilippo, De Neubourg and Martorano (2012) that most of studies focus on the impact of CSG on school attendance.

## **5.6 SUMMARY**

This chapter focused on the descriptive statistics of the demographic characteristics of the respondents. It also focused on the descriptive statistics on the support received from the father of the child. The descriptive statistics on the utilisation of CSG was another major aspect of focus in the chapter. Other sources of family income were also presented to have a clear picture on how the grant was the social capital for the young mothers in the SEC.

## CHAPTER 6

### STATISTICS ON IMPACT OF CSG ON THE SUCCESSFUL COMPLETION OF MATRIC AMONG YOUNG MOTHERS

#### 6.1 INTRODUCTION

There were 12 items measuring the impact of CSG on the successful completion of matric among the young mothers. The construct was measured on a five-point scale ranging from 1 (to a very large extent) to 5 (not to any extent at all), thus a low mean (below 2.5) indicates that there was an impact on the issue. The results are tabulated in Table 6.1

**TABLE 6.1: THE EXTENT OF IMPACT OF CSG ON THE SUCCESSFUL COMPLETION OF MATRIC among young mothers**

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q14i) The CSG grant has improved the health of my child by ensuring that growth of child is monitored through clinic visits.	27.1% (32)	23.7% (28)	12.7% (15)	12.7% (15)	23.7% (28)	2.8 2	1.5 5
Q14l) The grant has assisted in preventing me from immoral sexual behaviours.	30.5% (36)	16.9% (20)	11.0% (13)	8.5% (10)	33.1% (39)	2.9 7	1.6 8
Q14g) CSG assistance makes me happier.	28.0% (33)	15.3% (18)	16.9% (20)	10.2% (12)	29.7% (35)	2.9 8	1.6 1
Q14a) The child support grant (CSG) is able to meet the needs of young	28.0% (33)	18.6% (22)	13.6% (16)	5.1% (6)	34.7% (41)	3.0 0	1.6 6

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
mothers to be able to complete their matric successfully.							
Q14e) CSG enables me to spend more time looking after the child.	17.8% (21)	20.3% (24)	14.4% (17)	22.0% (26)	25.4% (30)	3.1 7	1.4 6
Q14d) The CSG promotes my right to education.	14.4% (17)	27.1% (32)	8.5% (10)	26.3% (31)	23.7% (28)	3.1 8	1.4 3
Q14b) The CSG grant plays a very important role in promoting academic performance.	20.3% (24)	15.3% (18)	22.9% (27)	8.5% (10)	33.1% (39)	3.1 9	1.5 4
Q14k) The grant has enabled me to avoid use of drugs.	25.4% (30)	13.6% (16)	13.6% (16)	8.5% (10)	39.0% (46)	3.2 2	1.6 7
Q14c) Young mothers are able to attend school regularly thanks to the CSG.	9.3% (11)	28.0% (33)	19.5% (23)	14.4% (17)	28.8% (34)	3.2 5	1.3 8
Q14j) The grant has enabled me not to miss school days..	17.8% (21)	19.5% (23)	19.5% (23)	6.8% (8)	36.4% (43)	3.2 5	1.5 5
Q14f) CSG assist me in contributing to household expenses.	17.8% (21)	17.8% (21)	16.1% (19)	9.3% (11)	39.0% (46)	3.3 4	1.5 7

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q14h) CSG have enabled me to send child to day-care centres.	16.9% (20)	13.6% (16)	17.8% (21)	13.6% (16)	38.1% (45)	3.4 2	1.5 2

Looking at Table 6.1 , all the constructs had means greater than 2.8. About 50.8% of the young mothers indicated that the CSG grant has improved the health of their child by ensuring that the growth of the child is monitored through clinic visits, to a large extent with a mean of 2.82 ( $M = 2.82, SD = 1.55$ ). About 51.7% indicated that the CSG has enabled them to send the child to day-care centre, not to any extent at all with a mean of 3.42 ( $M = 3.34, SD = 1.57$ ). About 46.6% indicated that the CSG has enabled them to meet their needs to complete matric, to a large extent with a mean of 3.0 ( $M=3.00, SD=1.66$ ) In all the items the means were close to 3 indicating that the young mothers responded that the impact was to some extent. The standard deviations were close to 1.5 indicating larger variability across responses. Looking at the means one can conclude that CSG is impacting to some extent.

## 6.2 DESCRIPTIVE STATISTICS ON THE ROLE OF GOVERNMENT IN CSG

The role of the government in CSG was assessed using six items measured on a five point Likert scale ranging from 1 (to a very large extent) to 5 (not to any extent at all). Thus a low mean (below 2.5) indicating that the government played a role in CSG. The item “CSG is received by person in need” had low reliability and was removed from the analysis. Thus the dimension was measured by five items and the results are tabulated in Table 5.9.

**TABLE 6.2: THE EXTENT OF THE ROLE OF THE GOVERNMENT IN CSG**

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q15a) The government should increase the CSG to assist children to complete their matric.	52.1% (61)	20.5% (24)	10.3% (12)	2.6% (3)	14.5% (17)	2.07	1.43
Q15b) Government should put mechanisms in place to check proper use of CSG.	24.6% (29)	28.0% (33)	16.9% (20)	11.9% (14)	18.6% (22)	2.72	1.44
Q15c) There should be yearly visits from government officials.	25.4% (30)	23.7% (28)	17.8% (21)	12.7% (15)	20.3% (24)	2.79	1.47
Q15e) CSG is received by person in need.	19.2% (51)	30.9% (82)	17.0% (45)	22.6% (60)	10.2% (27)	2.81	1.54
Q15d) CSG encourages pregnancy.	23.7% (28)	32.2% (38)	8.5% (10)	10.2% (12)	25.4% (30)	3.55	1.52
Q15f) GSG requirements has loop holes.	9.3% (11)	5.9% (7)	16.1% (19)	12.7% (15)	55.9% (66)	4.00	1.35

The item “*the government should increase the CSG to assist children to complete their matric*” had a mean of 2.07 ( $M = 2.07, SD = 1.43$ ), which is close to 2 and a proportion of 72.6% indicating that the majority of the young mothers were agreeing that it should occur to a large extent. The standard deviation was 1.43 indicating that the majority of the participants’ ratings were between 1 and 3 ( $\pm 1$  standard deviations from the

mean). The item “*government should put mechanisms in place to check proper use of CSG*” ( $M = 2.72, SD = 1.44$ ) had 52.6% which indicated that the role of the government should be, to a large extent. The item “*there should be yearly visits from government officials*” with mean 2.79 ( $M = 2.79, SD = 1.37$ ) and proportion close to 50% is in agreement that the role should be to a large extent, while the item “*CSG encourages pregnancy*” had a proportion of 55.9% indicating that the role should be to a large extent with a mean of 3.55 ( $M = 3.55, SD = 1.52$ ). However, 55.9% indicated that CSG requirement has loop holes not to any extent at all with a mean of 4.00 ( $M = 4.00, SD = 1.35$ ). Thus, the two items that the CSG encourages pregnancy and that CSG requirements have loop holes had majority agreeing that the role is not to any extent at all. It can be concluded that generally young mothers in SEC agreed that to a large extent the amount needs to be increased to enable young mothers to complete matric. This can be interpreted as an indication that the amount is too low to meet mothers’ needs. The findings supports Blank and Hunter (2008)’s findings in five countries in East and Southern Africa, South Africa included, that cash supports are 20 percent less than the so-called poverty line. These findings agree with the concerns raised by Guthrie and Motala (2012) that CSGs are too low to and not adequate to meet the basic needs of the children, however, the findings regarding the amount still being insufficient should not be misinterpreted to indicate that CSG is not important in the completion of matric education because as indicated in the results in Table 5.10 on the level of effectiveness of factors hindering successful completion of matric, cancelling of CSG is associated with poor results and reduced school attendance. At the same time, when recipients of CSG were asked as to what extent CSG contributes to the successful completion of matric, 55.6% respondent that it contributed to a greater extent (Figure 5.1). This means CSG is important to completion of matric and good results although it is insufficient.

### **6.3 DESCRIPTIVE STATISTICS ON FACTORS HINDERING THE SUCCESSFUL COMPLETION OF MATRIC**

The factors hindering the successful completion of matric were assessed with nine items measured on a Likert scale that ranges from 1 (extremely effective) to 5 (not effective at all). A mean less than 2.5 meant effectiveness. Table 5.10 shows the factors hindering the successful completion of matric.

**TABLE 6.3: THE LEVEL OF EFFECTIVENESS OF FACTORS HINDERING THE SUCCESSFUL completion of matric**

Statement	Level of effectiveness					Mean	SD
	Extremely effective	Very effective	Moderately effective	Slightly effective	Not effective at all		
Q16a) Absenteeism from school will be high	36.4% (43)	31.4% (37)	11.9% (14)	-	20.3% (24)	2.36	1.48
Q16i) Fail to achieve my career aspirations	39.8% (47)	12.7% (15)	16.9% (20)	6.8% (8)	23.7% (28)	2.62	1.62
Q16b) No money to buy food	16.9% (20)	29.7% (35)	24.6% (29)	11.0% (13)	17.8% (21)	2.83	1.34
Q16f) Poor results in the final examinations	24.6% (29)	25.4% (30)	11.0% (13)	13.6% (16)	25.4% (30)	2.9	1.55
Q16c) Forced to drop out of school	21.2% (25)	22.9% (27)	18.6% (22)	13.6% (16)	23.7% (28)	2.96	1.48
Q16e) No money to buy additional stationery	21.2% (25)	22.0% (26)	22.9% (27)	7.6% (9)	26.3% (31)	2.96	1.49
Q16g) May miss a Test and/or Examination due to absence	24.6% (29)	19.5% (23)	19.5% (23)	5.9% (7)	30.5% (36)	2.98	1.57
Q16d) No money to buy uniforms	18.6% (22)	25.4% (30)	19.5% (23)	11.0% (13)	25.4% (30)	2.99	1.47
Q16h) Fail to pass Grade 12 at the end of the year	17.8% (21)	28.8% (34)	16.1% (19)	11.0% (13)	26.3% (31)	2.99	1.48

Looking at Table 6.3, the item “*absenteeism from school will be high*” was rated the most effective with a proportion of 67.8% and an average of 2.36 ( $M = 2.36, SD = 1.48$ ). About 52.5% of the young mothers indicated that failing to achieve one’s career

aspirations will be one factor hindering successful completion of matric, if CSG is cancelled with a mean of 2.62 ( $M = 2.62, SD = 1.62$ ). The issue “*poor results in the final examinations*” had a proportion of 50% indicating that it is a factor that can hinder successful completion of matric. All the other factors had means close to three indicating that the issues were somewhat effective in hindering successful completion of matric if CSG is cancelled. It can be noted that if CSG is cancelled, the young mothers will be absent from school, hence, failing to achieve career aspirations and obtaining poor results in the final examination. The findings of the study are in line, to some extent, with the evidence provided by Adato and Basset (2009), who found that CSG increased school attendance; however, results in a later study contradicted with findings in the SEC with limited evidence suggesting that the role of CSG in academic achievement as the issue “*poor results in the final examinations*” had a proportion of 50% that cancellation inhibits the completion of matric. It is significant to note that CSG plays a critical role in keeping young mothers in the school system in the SEC as cancellation of it was likely to escalate absenteeism (67.8%). The next section focuses on the findings of descriptive statistics on the form of support received from the family by young mothers in the SEC.

#### **6.4 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT RECEIVED FROM FAMILY**

The young mothers were asked what form of support they obtained from their families. There were six items assessing the form of support, measured on a five-point Likert scale ranging from 1 (to a very large extent) and 5 (not to any extent at all). The results are presented in Table 6.4

**TABLE 6.4: THE EXTENT ON THE FORM OF SUPPORT RECEIVED FROM FAMILY**

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q17a) Taking care of the child	54.2% (64)	19.5% (23)	11.9% (14)	5.1% (6)	9.3% (11)	1.96	1.31
Q17e) Assistance with medical care for child	30.5% (36)	34.7% (41)	11.9% (14)	4.2% (5)	18.6% (22)	2.46	1.44
Q17f) Assistance with medical care for me	38.1% (45)	18.6% (22)	14.4% (17)	9.3% (11)	19.5% (23)	2.53	1.55
Q17b) Counselling support	26.3% (31)	28.0% (33)	16.9% (20)	11.0% (13)	17.8% (21)	2.66	1.43
Q17d) Assistance with school work	26.3% (31)	24.6% (29)	17.8% (21)	18.6% (22)	12.7% (15)	2.67	1.38
Q17c) Financial support	30.5% (36)	19.5% (23)	20.3% (24)	10.2% (12)	19.5% (23)	2.69	1.49
Q17a) Taking care of the child	24.2% (64)	33.6% (89)	23.0% (61)	13.6% (36)	5.7% (15)	1.96	1.31

The items “*taking care of the child*” and “*assistance with medical care for child*” were the one the respondents indicated that the form of support occur to a large extent, with means of 1.96 ( $M = 1.96, SD = 1.31$ ) and 2.46 ( $M = 2.46, SD = 1.44$ ) and proportions of 73.7% and 65.2% respectively. The other items had levels of extent of more than 50% and these are assistance with medical for respondents (56.7%), counselling support (54.3%), assistance with work (50.9%) and financial support (50%). It can be noted that the young mothers are receiving some form of support from the family especially in taking care of the child and assistance with medical care

for child. These results support findings by Grant and Hallman (2006) which showed that the availability of adult caregiver is very important determining factor as to whether a girl returns to school after giving birth, in South Africa. The findings in SEC are also consistent with comments by Panday, Makiwane, Ranchod and Letsoalo (2009), that a strong familial support is crucial for the girl to return to school after giving birth as the family is there to help her balance school work and child care. These findings contradicted a study in Tanzania by Assey (2012), on the expulsion of pregnant learners in schools, in which he found that new mothers were rejected by their families.

The results in SEC also showed the relevance of Coleman’s social capital theory to the completion of matric, among young mothers. This supports the notion put forward by Ahn (2011), that if one belongs to a family that has more financial, social and cultural capital and value education, he or she is likely to be committed and eventually succeed in academic work.

The young mothers were asked if they were the recipients of a child support grant and to what extent it contributed to the completion of high school by the young mother. The information is shown in Figure 6.1.

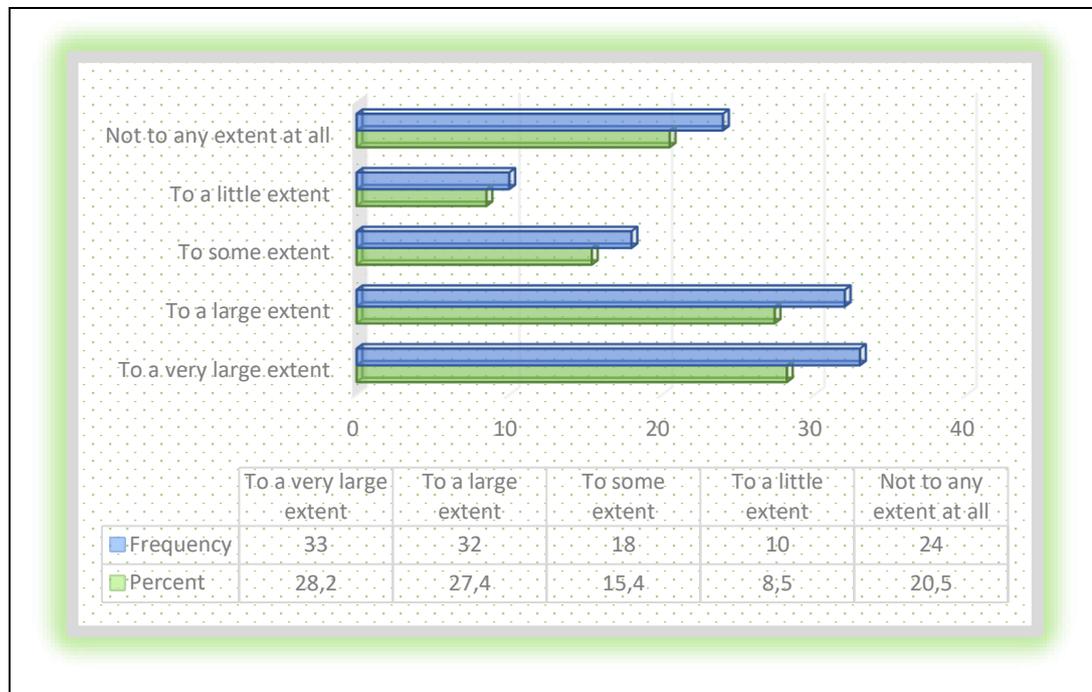


Figure 6. 1: Level of extent of contribution to completion of high school

About 55.6% (n=65) indicated that the CSG contributed to the completion of high school by the young mother, while 15.4% (n=18) indicated that it contributed to some extent. It can be concluded that CSG plays a role in the completion of high school.

Findings by Jordan, Patel and Hochfield (2014) on the relevance of CSG in improving the wellbeing of children, in respect of nutrition, clothing and school attendance are confirmed by these findings in SEC.

#### **6.5 SUMMARY**

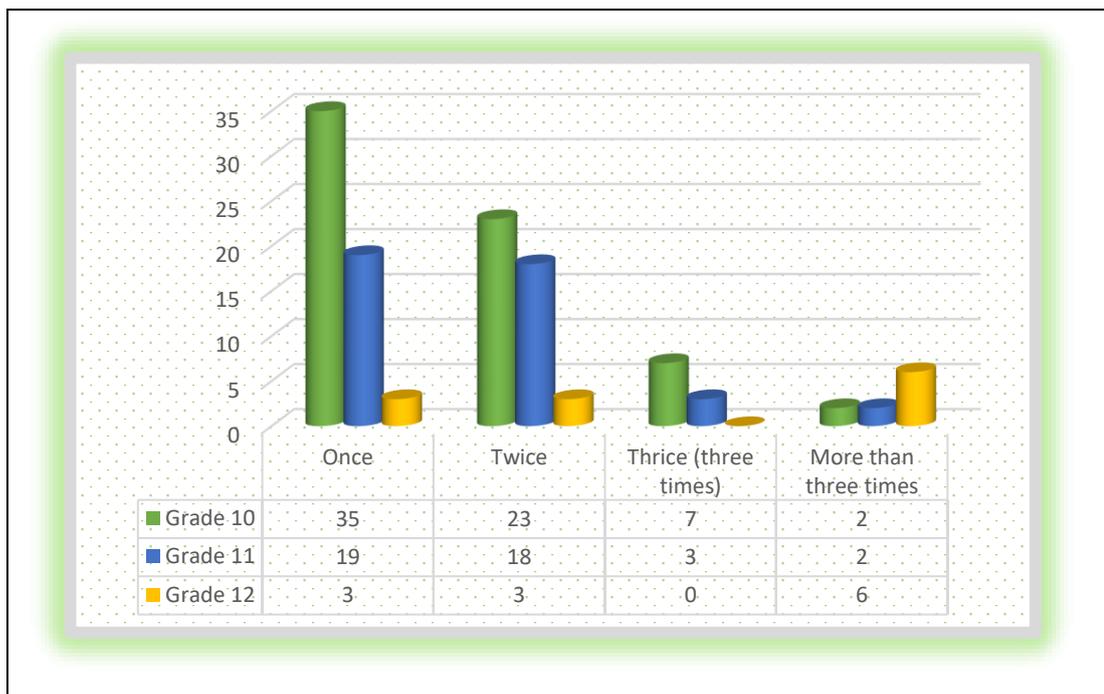
In relation to the extent to which CSG impacts on the completion of matric by measuring 12 items on the Likert scale from 1 to 5, the results are summarized in Table 6.1. Results indicated that CSG is used to improve the health of the child to a large extent with a mean of 2.82 ( $M=2.82$ ,  $SD=1.55$ ). A significant number (51.7%) indicated that CSG did not enable them to employ a baby sitter. In all the other items the means were close to 3 indicating that young mothers indicated that the impact was to some extent. The standard deviation was close to 1.5 indicating a large variability across the respondents. With regard to role of the government, a large proportion (72.6%) of the young mothers indicated that government should increase the amount, indicating the critical role CSG played in their life, thus, it can be argued that it contributed directly or indirectly to the completion of matric. The role of CSG was correlated with factors hindering completion of matric. The next chapter focuses on the statistical impact of the school environment and policies for learner support, on the completion of matric, among young mothers.

## CHAPTER 7

### STATISTICS ON THE IMPACT OF SCHOOL ENVIRONMENT AND POLICIES FOR LEARNERS SUPPORT, ON THE COMPLETION OF MATRIC AMONG YOUNG MOTHERS

#### 7.1 INTRODUCTION

About 81.4% (n=96) indicated that they have repeated a grade since they gave birth while 18.6% (n=22) have not. Of those who had repeated, 59.4% (n=57) have repeated one, 31.3% (n=30) have repeated twice, 7.3% (n=7) have repeated thrice and 2.1% (n=2) have repeated more than three times. In terms of the grades they had repeated, some of them who had repeated more than twice, were recipients of a child support grant while 4.2% (n=5) were not.



**Figure 7. 1: The number of times a grade was repeated**

Of the 67 respondents who repeated Grade 10, 52.2% repeated it once, 34.3% repeated it twice, 10.5% repeated it thrice and 3% repeated it more than three times. Of the 42 respondents who repeated Grade 11, 45.2% repeated it once, 42.9% repeated it twice, 7.1% repeated it thrice and 2.1% repeated it more than three times. Of the 6 young mothers who repeated Grade 11, half of them repeated it once, while half repeated it twice. Most of the young mother repeated Grade 10 as well as Grade 11.

Only 16.2% (n=19) of the young mothers were aware that the school has a written policy for pregnant learners, while 83.8% (n=98) were not. This confirms findings by Wekeza(2014) in Secondary Schools in Bungoma District in Kenya that some schools had not yet developed re-admission policies for student mothers in schools, hence, lack of awareness of the availability of the policy could be due to its unavailability. Of those who knew about the policy, about 68.4% of the young mothers indicated that the policy was helpful to schooling. The majority of the respondents, that is, 77.8% (n=91) indicated that they are given support when they miss school to attend to their child while 22.2% (n=26) indicated that they were not supported. This supports findings by Parcel and Dufur (2001), that, just as family social capital can enhance children's learning outcomes, the school environment reflects the bonds and interactive styles embedded in the schools which can also enhance learning. About 65.8% (n=77) acknowledged that there were educators assigned to them to assist or counsel them as young parents, while 34.2% (n=40) indicated that they did not have such counsellors. It was evident that although school may not have written policies on handling of young mothers in schools, the findings in SEC revealed that schools are providing a significant amount of support to young mothers. This contradicts a report from Kwa-Zulu Natal in South Africa in which one principal expelled thirteen pregnant learners, barely a year after the Department of Education in South Africa (DOE) passed guidelines on the handling of pregnant and learners with children in schools (Ndlovu 2008). The availability of support in SEC could also be attributed to creation of awareness, with time.

## **7.2 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT RECEIVED FROM EDUCATORS**

The seventy-seven young mothers who indicated that they have educators who counsel them, were asked to indicate the level of support they get. There were five items assessing the level of support measured on a five point Likert scale ranging from 1 (to a very large extent) to 5 (not to any extent at all) and the results are tabulated in Table 5.12 below.

**TABLE 7.1: THE EXTENT OF SUPPORT RECEIVED FROM EDUCATORS**

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q26e) Given opportunity to write missed formal tasks/Common assessment tasks (CASS)	35.1% (27)	35.1% (27)	18.2% (14)	3.9% (3)	7.8% (6)	2.14	1.18
Q26d) Multiple opportunities in assignments, projects	27.3% (21)	37.7% (29)	20.8% (16)	9.1% (7)	5.2% (4)	2.27	1.12
Q26c) Extra-lessons	16.9% (13)	37.7% (29)	22.1% (17)	13.0% (10)	10.4% (8)	2.62	1.21
Q26a) Counselling	19.5% (15)	32.5% (25)	14.3% (11)	16.9% (13)	16.9% (13)	2.79	1.39
Q26b) Financial assistance	5.2% (4)	14.3% (11)	19.5% (15)	22.1% (17)	39.0% (30)	3.75	1.26
Q26d) Multiple opportunities in assignments, projects	24.2% (64)	33.6% (89)	23.0% (61)	13.6% (36)	5.7% (15)	2.27	1.12

About 70.2% of the young mothers were in agreement that the support they received, to a large extent, was that they were given an opportunity to write missed formal tasks/common assessment tasks (CASS) with a mean of 2.14 ( $M = 2.14, SD = 1.18$ ) and 65% indicated that they had multiple opportunities to write assignments and projects with a mean of 2.27 ( $M = 2.27, SD = 1.12$ ). The respondents, however indicated that, to some extent, they had extra-lessons with a mean of 2.62 ( $M = 2.62, SD = 1.21$ ) and counselling with a mean of 2.79 ( $M = 2.79, SD = 1.39$ ). About 61.1% of the respondents indicated that they were not given any

financial assistance and this is supported with a mean of 3.75 ( $M = 3.75, SD = 1.26$ ) which is close to four. All means were close to 1 and most young mothers gave ratings from 2 to 4. The findings in SEC contradicted those of Chigona and Chetty (2007) on schools in Cape Town, where the young mothers who dropped out of school and then decided to return to school aged about 20 years, received very little support from educators. They were not assisted with catch-up programmes if they missed lessons attending to their babies. They were also not provided with counselling by educators. The study also contradicted findings by Molapo, Adams, Zulu and Mabusela in Leribe District (2014) where challenges such as discrimination, humiliation, absence of attention, hostility, condemnation, less encouragement and lack of support among educators were reported. It is also noted that of the three possibilities for parent learner - expulsion, re-entry and continuation - noted by Barmao-Kaptanui, Kindiki and Lelan (2015), young mother in SEC have the option of continuation as a support they get from educators. As noted earlier on, the young mothers in SEC confirmed that they got a significant support from educators. Morrel and Dewey (2012), concluded that the profound difference in the treatment of young mothers in schools, compared with earlier studies in which they were discriminated against in schools, can be attributed to the creation of awareness on gender-equality policy and empowerment of women in South Africa. This conclusion can also be acceptable in the situation with SEC.

It can also be concluded that support provided by the schools in SEC is consistent with the relevance of the Coleman (1988)'s social capital theory, which argues that social capital provided by the school is crucial, as achievement of the learners is a result of mutual interaction between the qualities that a child brings from home and what the school offers.

Only 2.5% ( $n=3$ ) of the young mothers indicated that their school have facilities for babies of young mothers while 97.5% ( $n=115$ ) indicated that they did not have. In terms of support from other learners, 67.5% ( $n=79$ ) agreed that they are supported while 32.5% ( $n=38$ ) indicated that they do not have support from other learners. As noted earlier on, some families provide care facilities for babies while young mothers attend school.

### 7.3 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT RECEIVED FROM OTHER LEARNERS

Of the seventy-nine who received learner support, there were asked to indicate the level of support they obtained from the other learners. There were seven items measuring the level of support and the results are shown in Table 5.13.

**TABLE 7.2: THE EXTENT OF SUPPORT RECEIVED FROM OTHER LEARNERS**

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q29c) Encouragement	24.1% (19)	31.6% (25)	25.3% (20)	11.4% (9)	7.6% (6)	2.47	1.20
Q29d) Assistance with school work	29.1% (23)	21.5% (17)	20.3% (16)	20.3% (16)	8.9% (7)	2.58	1.34
Q29g) Counselling	17.7% (14)	22.8% (18)	17.7% (14)	25.3% (20)	16.5% (13)	3.00	1.37
Q29b) Spiritual	7.6% (6)	13.9% (11)	31.6% (25)	24.1% (19)	22.8% (18)	3.41	1.20
Q29e) Food	7.6% (6)	20.3% (16)	15.2% (12)	35.4% (28)	21.5% (17)	3.43	1.25
Q29f) Stationery	11.4% (9)	10.1% (8)	19.0% (15)	41.8% (33)	17.7% (14)	3.44	1.23
Q29a) Financial	5.1% (4)	15.2% (12)	19.0% (15)	15.2% (12)	45.6% (36)	3.81	1.30

About 55.7% of the young mothers indicated that they received encouragement from the other learners with a mean of 2.47 ( $M = 2.47, SD = 1.20$ ) and 50.5% indicated that they received assistance in their school work with a mean of 2.58 ( $M = 2.58, SD = 1.34$ ). More than 50% of the respondents indicated that they did not receive either, food support (56.9%), stationary support (59.5%) or financial support (60.8%). Financial support had a mean of 3.81 ( $M = 3.81, SD = 1.30$ ) which was close to four. It can be noted that the young mothers are not receiving financial support from other

learners, a trend which was also observed with the teachers. The relevance of Coleman’s social capital theory is also evident among young mothers and their fellow students as well as among educators and the family. It can be concluded that lack of financial support among educators and other learners could be viewed as a factor hindering successful completion of matric among mothers in SEC.

The young mothers were asked the extent to which the support they get from school contributed to their completion of high school. All the young mothers indicated their response as shown in Figure 7.2

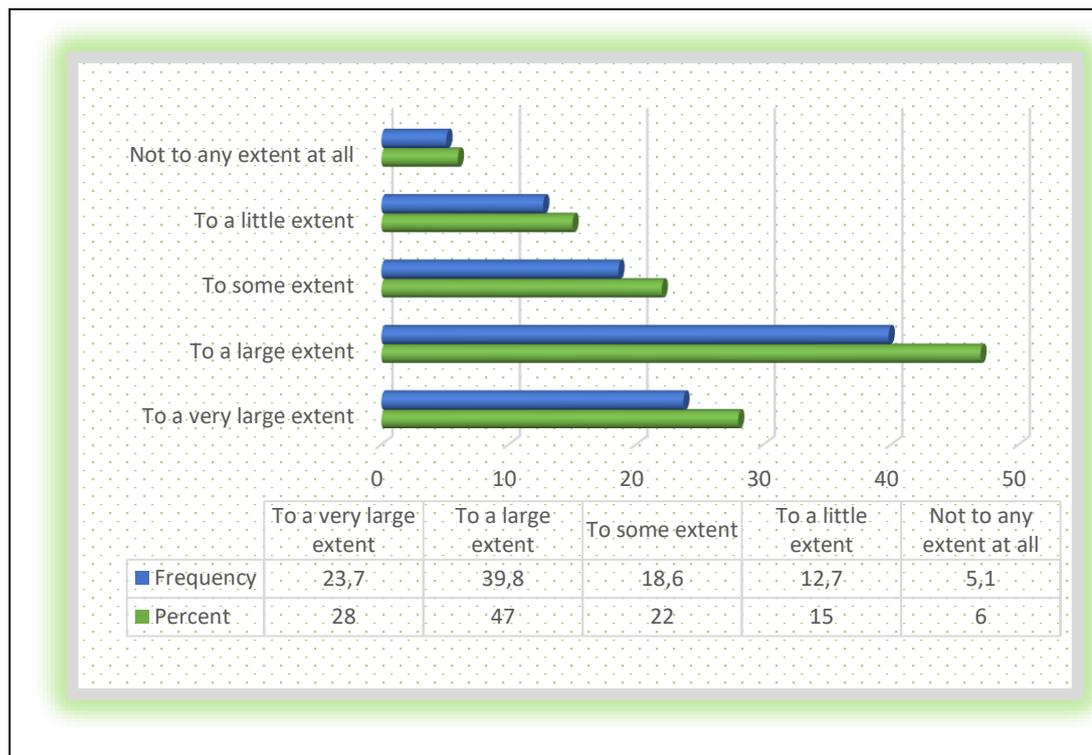


Figure 7. 2: Level of extent of contribution to completion of high school due to school support

Looking at Figure 7.2, about 61.5% (n=75) indicated that the school support contributed to the completion of high school, as a young mother, to a large extent.

#### 7.4 DESCRIPTIVE STATISTICS ON FORM OF SUPPORT RECEIVED FROM OTHER YOUNG MOTHERS

About 83.9% (n=99) indicated that they got support from other mother while 16.1% (n=19) did not receive such support. Of the 99 who received support, they indicated the form of support they received. This was measured on a five point Likert scale ranging from 1 (to a very large extent) to 5 (to a large extent) and the results are presented in the Table 7.3 below:

TABLE 7.3: THE LEVEL OF EXTENT ON FORM OF SUPPORT RECEIVED FROM OTHER YOUNG MOTHERS

Statement	Level of extent					Mean	SD
	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all		
Q32c) Encouragement	23.2% (23)	35.4% (35)	15.2% (15)	18.2% (18)	8.1% (8)	2.53	1.26
Q32d) Assistance with school work	12.1% (12)	30.3% (30)	26.3% (26)	16.2% (16)	15.2% (15)	2.92	1.25
Q32g) Counselling	21.2% (21)	19.2% (19)	17.2% (17)	22.2% (22)	20.2% (20)	3.01	1.45
Q32b) Spiritual	6.1% (6)	24.2% (24)	23.2% (23)	27.3% (27)	19.2% (19)	3.29	1.21
Q32e) Food	15.2% (15)	13.1% (13)	22.2% (22)	17.2% (17)	32.3% (32)	3.38	1.44
Q32f) Stationery	7.1% (7)	12.1% (12)	23.2% (23)	36.4% (36)	21.2% (21)	3.53	1.16
Q32a) Financial	5.1% (5)	20.2% (20)	12.1% (12)	16.2% (16)	46.5% (46)	3.79	1.35

About 58.6% indicated that they received encouragement from the other young mothers, with a mean of 2.53 ( $M = 2.53, SD = 1.26$ ). Assistance with school work, counselling, spiritual support and food were given to some extent. About 57.6% of the young mothers indicated that they are not assisted with stationery, with a mean of 3.53 ( $M = 3.53, SD = 1.16$ ) and 62.7% indicated that they did not receive financial support from other young mothers with a mean of 3.79 ( $M = 3.79, SD = 1.35$ ). The availability of young mothers' peer support confirmed similar finding by Dewey and Morrel (2012), on the attitude of peers to young parents, in which they found that 84% of peers to young mothers in schools in South Africa, supported them to complete school. Contrary, Chigona and Chetty (2008), in their study in schools in Cape Town,

discovered out that young mothers were subjected to a lot of pressure by their peers and parents. Another study in Kwa-Zulu Natal by Shefer *et al.*, (2012), showed that pregnant mothers were stigmatised by their close peers.

The nineteen young mothers who indicated that they did not receive any form of support were asked about the treatment they received. The information is given in Table 7.4

**TABLE 7.4: TREATMENT RECEIVED FROM OTHER YOUNG MOTHERS**

Treatment	Frequency	%	Rank
Laughed at me	6	31.6%	1
Treated me badly	6	31.6%	2
Want me to drop-out of school	3	15.8%	3
Stupid	2	10.5%	4
As if I am the only young mother	2	10.5%	4
Careless	1	5.3%	6
Treat me as if the child is not mine	1	5.3%	6
Shout at me	1	5.3%	6
Mock me	1	5.3%	6

The young mothers indicated that they were laughed at, treated badly, told they were stupid, others wanted them to drop out of school, told they were careless, treated as if the child was not theirs, was shouted at and mocked. The researcher can conclude that these reactions are not uncommon because Shefer *et al.*, (2012)'s study in schools in Kwa-Zulu Natal, found out that young mothers were stigmatised by their peers; Smith-Battle (2013) made similar findings. Although young mothers mothers cannot be treated the same but the general observation is that they receive some support from their peers in the schools in SEC. The researcher could not find out the extent of the impact as the closed-ended questionnaire used in the study did not have provision for probing to find out the extent of this factor's impact on the successful completion of matric among the young mothers.

## 7.5 SUMMARY

Chapter 7 focused on statistics on the impact of school environment and policies for learners' support, on the successful completion of matric among young mothers. Descriptive statistics on the role of educators in supporting the young mothers was

provided; 65% of the young mothers indicated that they received some form of support from their educators. About 70.2% of the young mothers were in agreement that the support they received, to a large extent, was that they were given opportunity to write missed formal tasks/common assessment tasks (CASS) with a mean of 2.14 ( $M=2.14, SD=1.18$ ); 65% indicated that they had multiple opportunities to write missed assignments and projects with a mean of 2.27 ( $M=2.27, SD=1.12$ ). The respondents indicated that, to some extent, they had extra-lessons with a mean of 2.62 ( $M=2.62, SD=1.21$ ) and counselling with a mean of 2.79 ( $M=2.79, SD=1.39$ ). In terms of the support received from their peers and other young mothers, 75 % and 83.9 % respectively indicated they got some support. A significant percentage of young mothers indicated that the support they got in their school assisted them to successfully complete their matric education, despite the absence of written school policies on young mothers in schools.

## CHAPTER 8

### EXPLORATORY FACTOR ANALYSIS TO DETERMINE HIGHLY CORRELATED ITEMS ON THE SUCCESSFUL COMPLETION OF MATRIC AMONG YOUNG MOTHERS

#### 8.1 INTRODUCTION

This chapter presents the validity of the constructs using exploratory factor analysis followed by statistical inference using independent t-tests, ANOVAs and correlation analysis. Independent t-tests were used to determine whether the views of the young mothers, in terms of the role of socio-economic factors in the successful completion of matric young mothers differed by race (black Africans or non-black Africans), number of children (one child or two or more children), form of support from father of child (yes or no), school policy (yes or no) and availability of educators for counselling young mothers (yes or no). The one-way analysis of variance was done to determine whether the views of the young mothers differed by age, grade, type of family and babysitter. The extent of the relationship between constructs then follows by determining how the constructs are related. The chapter then ends with a summary of the findings. The results of the investigation are discussed in the following sections. The exploratory factor analysis was done on the constructs type of treatment received from father, utilisation of CSG by young mothers, impact of CSG on the successful completion of matric among young mothers, role of the government in CSG, factors hindering successful completion of matric and forms of support. The aim was to determine which items in a construct were highly correlated to each other.

#### 8.2.1 EXPLORATORY FACTOR ANALYSIS ON TREATMENT RECEIVED FROM FATHER OF CHILD

The exploratory factor resulted in KMO statistic of .885, which is more than .5 and thus the correlations were adequate for factor analysis. The Bartlett's Test of sphericity was used to quantify the degree of inter-correlations among the variables and a p-value of less than .001 was obtained which is highly significant ( $p < .001$ ). In this case the null hypothesis of lack of sufficient correlation between variables was rejected. There is a significant correlation of items within constructs. The factor extraction resulted in a two factor solution as shown in Table 8.1

**TABLE 8.1: TWO FACTOR ROTATED STRUCTURE ON KIND OF TREATMENT RECEIVED FROM FATHER**

<b>Item</b>	<b>Factor 1</b>	<b>Factor 2</b>
Q10g) Does not pay my school fees	.833	
Q10h) Did/does not pay maintenance	.784	
Q10e) Does not buy clothes and uniforms	.755	
Q10f) Does not pay my transport cost to school	.733	
Q10d) Does not provide me with food	.703	
Q10i) Does not support me in school work	.682	
Q10b) Does not phone me		.904
Q10a) Blamed me for having a child/children		.833
Q10c) Chased me away from home		.651
<b><i>Eigen values</i></b>	<b>3.696</b>	<b>2.388</b>
<b><i>Percentage variance explained</i></b>	<b>41.072</b>	<b>26.530</b>
<b><i>KMO measure of sampling adequacy</i></b>	<b>.885</b>	
<b><i>Level of significance:</i></b>	<b><i>p&lt;.001</i></b>	

The first factor had an eigenvalue of 3.696 and it explained 41.07% of the total variation.

The items loading onto the first factor in order of their magnitude of impact on factor 1. are “does not pay my school fees”, “did/does not pay my maintenance”, “does not buy clothes and uniforms”, “does not pay my transport cost to school”, “does not provide me with food” and “does not support me in school work” were among the most significant items related to factor 1. These items, except one, tend to refer to financial

support. The issues relating to financial support have loadings from .703 to .833. All the top five items refer to financial support and thus factor 1 can be classified as, **financial support**.

The second factor had an eigenvalue of 2.388 and it explains 26.53% of the total variation. The items “*does not phone me*”, “*blamed me for having a child/children*” and “*chased me away from home*” were the significant items of this factor. The factor loadings ranged from .651 to .904. The second factor can be classified as, **social support** because it relates to how young mothers’ relationships that existed between the young mother and father of the child had broken down. This factors accounted for 67.6% of the total variance. In practice a robust solution should account for at least 50% of the variance, thus in this case the solution was robust. This related to the lack of social capital as portrayed in the study by Chigona & Chetty (2007) that young mothers do not receive adequate support from the fathers.

### 8.2.2 EXPLORATORY FACTOR ANALYSIS ON UTILISATION OF CSG BY YOUNG MOTHERS

There were twelve items measuring the utilisation of CSG by young mothers. The first factor solution resulted in four factors and the fourth factor had only one item “*paying for a babysitter*” with a factor loading of .933. It was then removed from the analysis since it was not highly correlated to any other items and was considered to be an outlier. The analysis was rerun and the construct resulted in a KMO of .744 with a Bartlett Test of Sphericity that gave a chi-square of 455.123 with a p-value of less than .001. It can be noted that the KMO was above .5 and the Bartlett’s Test of Sphericity was significant and thus the data was appropriate for a factor analysis to be performed. The majority of the communalities were above .6 as proposed by Hair *et al.*, (2019) and none was below .3 (Pallant, 2013). The three factor solution is shown in Table 8.2.

**TABLE 8.2: THREE FACTOR ROTATED STRUCTURE ON UTILISATION OF CSG BY YOUNG MOTHERS**

<b>Item</b>	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>
Q13g) Paying an extra person to clean the house	.826		
Q13l) Payment of medical aid	.803		
Q13h) Paying for my education fees and related expenses (books and etc.)	.759		
Q13k) Payment of educational fees (school fees, supplies and related costs like school uniforms and etc.)	.667		
Q13j) Transportation expenses for me to attend school	.518		
Q13f) Buying toys for the child		.816	
Q13i) Transportation expenses to attend baby clinic		.753	
Q13d) Buying clothes for the child		.711	
Q13a) Acquiring a bigger house or place, so there is room for the child		-.591	
Q13c) Buying better clothes for the family			.898
Q13b) Purchasing more food for the family so the child can eat well			.864
<b><i>Eigen values</i></b>	<b>2.746</b>	<b>2.439</b>	<b>1.926</b>
<b><i>Percentage variance explained</i></b>	<b>24.961</b>	<b>22.176</b>	<b>17.505</b>

<b>KMO measure of sampling adequacy</b>	<b>.744</b>
<b>Level of significance:</b>	<b>p&lt;.001</b>

The first factor had an eigenvalue of 2.746 and it explained 24.96% of the total variation. The factor was composed of four items which had factor loadings from .518 to .826. The items were “*paying an extra person to clean the house*”, “*payment of medical aid*”, “*paying for my education fees and related expenses (books and etc.)*”, “*payment of educational fees (school fees, supplies and related costs like school uniforms and etc.)*”, and “*transportation expenses for me to attend school*”. The factor can be named **financial support** because of its relationship with financial issues.

The second factor had an eigenvalue of 2.439 and it explained 22.18% of the total variation. The factor loadings ranged from -.591 to .816. The items were “*buying toys for the child*”, “*transportation expenses to attend baby clinic*”, “*buying clothes for the child*” and “*acquiring a bigger house or place, so there is room for the child*”. The last item was negatively correlated to the other items. The factor was also classified as **financial support** since the factor’s reference to use of money to pay for school transport, buying clothes and toys for the child which refers to financial aspects.

The third factor had two items which had an eigenvalue of 1.926 and it explained 17.51% of the variation. The factor loadings ranged from .864 to .898. The factors were “*buying better clothes for the family*” and “*purchasing more food for the family so the child can eat well*”. The factor was also classified as **financial support** because of its reference to buying clothes and food for the family and the child to eat well. These factors had levels of extent of more than 45%.

In all the factors accounted for 64.6% of the total variance and thus the solution was robust since it accounted for at least 50% of the total variance. As indicated earlier on, this factor agrees with notions regarding the use of child support grant to improve the welfare of the child as noted by Samson *et al.*, (2008). This implies that CSG enhances the mothers’ financial support to reduce poverty, thus, promoting the wellbeing of the young mothers.

### 8.2.3 EXPLORATORY FACTOR ANALYSIS ON IMPACT OF CSG ON THE SUCCESSFUL COMPLETION OF MATRIC BY YOUNG MOTHERS

Initially the construct had twelve items but one item were removed from the analysis due to cross loading. The item that was removed was “*CSG enables me to spend more time looking after the child*”. The principal component analysis with varimax rotation yielded only one factor with a KMO measure of .812 and a Bartlett test of Sphericity that had a significant p-value of less than .001. Thus there was sufficient correlation between variables; the KMO (Kaiser-Meyer-Olkin) measure of sampling indicated that the correlations are adequate for factor analysis. The majority of the item had communalities above .6. A three factor solution was obtained as shown in Table 8.3.

**TABLE 8.3: THREE FACTOR ROTATED STRUCTURE ON IMPACT OF CSG ON THE SUCCESSFUL completion of matric by young mothers**

Item	Factor 1	Factor 2	Factor 3
Q14b) The CSG grant plays a very important role in promoting academic performance	.875		
Q14a) The child support grant (CSG) is able to meet the needs of young mothers to be able to complete their matric successfully	.835		
Q14c) Young mothers are able to attend school regularly thanks to the CSG	.792		
Q14d) The CSG promotes my right to education	.791		
Q14g) CSG assistance makes me happier		.726	

Q14i) The CSG grant has improved the health of my child by ensuring that growth of child is monitored through clinic visits		.678	
Q14f) CSG assist me in contributing to household expenses		.672	
Q14h) CSG have enabled me to send my child to day-care centres		.598	
Q14j) The grant has enabled me not to miss school days		.542	
Q14l) The grant has assisted in preventing me from immoral sexual behaviours			.851
Q14k) The grant has enabled me to avoid use of drugs			.791
<b>Eigen values</b>	<b>3.228</b>	<b>2.282</b>	<b>1.763</b>
<b>Percentage variance explained</b>	<b>29.343</b>	<b>20.743</b>	<b>16.025</b>
<b>KMO measure of sampling adequacy</b>	<b>.812</b>		
<b>Level of significance:</b>	<b>p&lt;.001</b>		

The first factor had an eigenvalue of 3.226 and explained 29.34% of the total variation. There were four items which were “*the CSG grant plays a very important role in promoting academic performance*”, “*the child support grant (CSG) is able to meet the needs of young mothers to be able to complete their matric successfully*”, “*Young mothers are able to attend school regularly thanks to the CSG*”, and “*the CSG promotes my right to education*”; these had factor loadings ranging from .791 to .875. The factor was named “social support”. All the variables in the factor solution had levels of extent below 50%.

The second factor had an eigenvalue of 2.282 and it explained 20.7% of the total variation. There were five items in the factor and the items “*CSG assistance makes me happier*”, “*The CSG grant has improved the health of my child by ensuring that growth of child is monitored through clinic visits*”, “*CSG assist me in contributing to household expenses*”, “*CSG have enabled me to send my child to day-care centres*” and “*the grant has enabled me not to miss school days*” with factor loadings ranging from .542 to .726. The factor was classified as **socio-economic support** because it refers to social and economic aspect of the young mothers and child’s welfare which provide the young mothers with opportunities to attend school.

The third factor had two items with an eigenvalue of 1.763 and it explained 16% of the total variation. The items in the factors were “*the grant has assisted in preventing me from immoral sexual behaviours*” and “*the grant has enabled me to avoid use of drugs*” with factor loadings of .851 and .791. Thus, the factor was named “**prevention of immoral behaviour**” since the availability of CSG prevented the young mothers from immoral sexual behaviour and using of drugs; participating were the most significant items of this factor. The prevention of moral behaviour provides the young mothers with opportunity to engage in constructive behaviour such as attending school. In all, the factor solution explained 66.1% of the total variation and thus the solution was robust.

#### **8.2.4 EXPLORATORY FACTOR ANALYSIS ON ROLE OF THE GOVERNMENT IN CSG**

Three items were dropped from the analysis. The items were “the government should increase the CSG to assist children to complete their matric”, “CSG is received by person in need” and “GSG requirements has loop holes”. The factors were dropped due to low reliability and low communalities, below .3. The principal component analysis with a varimax rotation resulted in a one factor solution with an eigenvalue of 1.961 and a KMO measures of sampling adequacy of .621, indicating that the correlations were adequate for factor analysis. The Bartlett’s test had a p-value less than .001 leading to the rejection of the null hypothesis of lack of sufficient correlation between variables. The data was appropriate for factor analysis.

The majority of the communalities were above .6. The factor accounted for 65.4% of the variance and thus it was a robust solution. Table 8.4 gives the factor solution.

**TABLE 8.4: ONE FACTOR ROTATED STRUCTURE ON ROLE OF GOVERNMENT IN CSG**

<b>Item</b>	<b>Factor 1</b>
Q15c) There should be yearly visits from government officials	.872
Q15b) Government should put mechanisms in place to check proper use of CSG	.863
Q15d) CSG encourages pregnancy	.675
<b><i>Eigen values</i></b>	<b>1.961</b>
<b><i>Percentage variance explained</i></b>	<b>65.379</b>
<b><i>KMO measure of sampling adequacy</i></b>	<b>.621</b>
<b><i>Level of significance:</i></b>	<b><i>p&lt;.001</i></b>

The factor was named “*role of the government in CSG*”. All aspects had level of extent above 50%.

**8.2.5 EXPLORATORY FACTOR ANALYSIS ON FACTORS HINDERING THE SUCCESSFUL COMPLETION OF MATRIC**

There were nine items to determine factors hindering the successful completion of matric. The factor solution using principal component analysis with a varimax rotation resulted in a one factor solution which accounted for 62.3% of the variation with an eigenvalue of 5.609. The Bartlett’s Test of Sphericity had a p-value of less than .001 leading to the rejection of the null hypothesis of lack of sufficient correlation between variables. The KMO measure of sampling adequacy was .901 indicating that the correlations are adequate for factor analysis. All communalities were above .5. The factor solution is shown in Table 8.5.

**TABLE 8.5: ONE FACTOR ROTATED STRUCTURE ON FACTORS HINDERING THE SUCCESSFUL COMPLETION OF MATRIC**

<b>Item</b>	<b>Factor 1</b>
Q16a) Absenteeism from school will be high	.890

Q16g) May miss a Test and/or Examination due to absence	.830
Q16i) Fail to achieve my career aspirations	.812
Q16c) Forced to drop out of school	.808
Q16b) No money to buy food	.797
Q16d) No money to buy uniforms	.765
Q16h) Fail to pass Grade 12 at the end of the year	.738
Q16f) Poor results in the final examinations	.738
Q16e) No money to buy additional stationery	.711
<b><i>Eigen values</i></b>	<b>5.609</b>
<b><i>Percentage variance explained</i></b>	<b>62.319</b>
<b><i>KMO measure of sampling adequacy</i></b>	<b>.901</b>
<b><i>Level of significance:</i></b>	<b><i>p&lt;.001</i></b>

The factor loadings ranged from .711 to .890. The factor was named “**factors hindering successful completion of matric**”. All the items were highly correlated with each other and thus one can say that the items in the construct were measuring the same construct. The factors hindering matric negatively impact young mothers’ ability to complete matric.

#### 8.2.6 EXPLORATORY FACTOR ANALYSIS ON FORM OF SUPPORT RECEIVED

There were twenty-five items measuring forms of support - support from family (six items), support from educators (five items), support from other learners (seven items) and support from other young mothers (seven items). Seven items were dropped from the analysis due to low communalities and cross loadings; the factors dropped were “Q26a) counselling”, “Q26b) financial assistance”, “Q29d) Assistance with school work”, “Q29e) Food”, “Q29f) Stationery” and “Q29g) Counselling”; thus there were 18 factors left for the analysis. The principal component analysis using a varimax rotation resulted in four factors. The Kaiser-Meyer-Olkin was .598 and the Bartlett’s Test of Sphericity reached statistical significance supporting the factorability of the correlation

matrix as evidenced by a p-value of less than .001. The solution is shown in Table 8.6.

**TABLE 8.6: FOUR FACTOR ROTATED STRUCTURE ON FORM OF SUPPORT RECEIVED**

Item	Factor 1	Factor 2	Factor 3	Factor 4
Q17b) Counselling support	.778			
Q17e) Assistance with medical care for child	.710			
Q17f) Assistance with medical care for me	.697			
Q17c) Financial support	.674			
Q17a) Taking care of the child	.668			
Q17d) Assistance with school work	.570			
Q32a) Financial		.662		
Q26c) Extra – lessons		.650		
Q29a) Financial		.624		
Q32b) Spiritual		.605		
Q32c) Encouragement		.602		
Q32d) Assistance with school work			.754	
Q32f) Stationery			.740	
Q32g) Counselling			.716	
Q29c) Encouragement			.548	

Q26d) Multiple opportunities in assignments, projects				.799
Q26e) Given opportunity to write missed formal tasks/Common assessment tasks (CASS)				.723
Q32e) Food				.504
<b>Eigen values</b>	<b>3.159</b>	<b>2.498</b>	<b>2.372</b>	<b>2.246</b>
<b>Percentage variance explained</b>	<b>17.550</b>	<b>13.876</b>	<b>13.177</b>	<b>12.478</b>
<b>KMO measure of sampling adequacy</b>	<b>.598</b>			
<b>Level of significance:</b>	<b>p&lt;.001</b>			

The first factor had an eigenvalue of 3.159 and it accounted for 17.6% of the total variation. The factor had six items with factor loadings ranging from .57 to .778. The factors were all from the construct on form of support from family with the items “*counselling support*” and “*assistance with medical care for child*”. The factor was named “*family support*”.

The second factor had an eigenvalue of 2.498 with 13.9% of the total variation explained. The items were “Q32a) *Financial*”, “Q26c) *Extra - lessons*”, “Q29a) *Financial*”, “Q32b) *Spiritual*”, and “Q32c) *Encouragement*” in their order of significance. Looking at the factors loading highly on the factor, it can be classified as “**support from learners (including other learners and young mothers)**”.

The third factor had an eigenvalue of 2.372 with 13.2% of the total variation explained. The items were “Q32d) *Assistance with school work*”, “Q32f) *Stationery*”, “Q32g) *Counselling*” and “Q29c) *Encouragement*” with factor loadings of .754, .740, .716 and .548 respectively. The factor can be classified as “*support from young mothers*”.

The fourth factor had three items with an eigenvalue of 2.246 and it explained 12.5% of the total variation. The items were “Q26d) *Multiple opportunities in assignments,*

projects”, “Q26e) Given opportunity to write missed formal tasks/common assessment tasks (CASS)” and “Q32e) Food” with factor loadings of .799, .723, and .504 respectively. Form of support from educators had items loaded highly on this factor thus possibly indicating the impacts on these items. The fourth factor can be classified as “support from educators”. As noted by Shefer *et al.*, (2012) on experiences of young mothers in schools, there were mixed reactions by educators in the school as others indicated that they were ill-treated by educators while others said that counsellors were supportive.

### **8.3 COMPARATIVE ANALYSIS TO DETERMINE DIFFERENCES IN MEAN SCORES ACROSS CATEGORIES OF SOCIO-DEMOGRAPHIC VARIABLES USING INDEPENDENT T-TESTS**

An independent t-test was carried out on the role of socio-economic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa by determining if the views of young mothers differed by the number of children, form of support from father, school policy and presence of educators as counsellors. The assumptions of the t-test were examined. The observations were randomly selected and were independent from each other and thus independence was achieved. The normality was achieved by applying the central limit theorem. The assumption on equality of variances was tested using Levene’s test of homogeneity of variances. In the case where the variances were not equal, statistics under equal variances assumed were discussed and in the case where the variances were equal, statistics under equal variances assumed were discussed. The independent t-tests were carried out on the following composite variables which were created by finding averages of items in a construct.

- Type of treatment received from father;
- Utilisation of CSG by young mothers;
- Impact of CSG on the successful completion of matric among young mothers;
- Role of the government in CSG;
- Factors hindering the successful completion of matric;
- Form of support from family;
- Form of support from educators;
- Form of support from other learners; and

- Form of support from other young mothers.

The test was done at the 5% level of significance and a p-value of less than .05 lead to the rejection of the null hypothesis of equal means and a test was considered highly significant if the p-value was less than .01. If the p-value was more than .05 then there is homogeneity across groups. The tests are presented in the next subsections.

### **8.3.1 Independent t-test for determining difference in mean scores by number of children**

The number of children was grouped into two categories which were, having one child and having two or more children. The Levene's test of homogeneity of variance resulted in all the constructs having p-values more than .05 indicating that the variances were equal across groups and statistics under equal variances assumed will be discussed for all the constructs. The independent t-test resulted in all p-values having p-values of more than .05 as shown in Table 8.7.

**TABLE 8.7: INDEPENDENT T-TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY NUMBER OF CHILDREN**

Group Statistics					Levene's Test for Equality of Variances		T-test for Equality of Means		
Indicator	Gender	N	Mean	SD	F	Sig	Equal Variances	t-value	Sig (2 –tailed p-score)
Q10. Type of treatment received from father of child	One child	91	2.637	.96543	1.160	.284	Assumed	.107	.915
	Two or more children	27	2.613	1.091			Not	.101	.920
Q13. Utilisation of CSG by young mothers	One child	91	3.527	.724	.561	.455	Assumed	-1.220	.225
	Two or more children	27	3.713	.586			Not	-1.367	.177
Q14. Impact of CSG on the successful	One child	91	3.082	.945	1.541	.217	Assumed	-1.443	.152

completion of matric among young mothers	Two or more children	27	3.374	.832			Not	-1.545	.129
Q15. Role of the government in CSG	One child	91	3.010	.946	.163	.687	Assumed	-.413	.680
	Two or more children	27	3.096	.957			Not	-.411	.683
Q16. Factors hindering the successful completion of matric	One child	91	2.923	1.225	3.286	.072	Assumed	1.348	.180
	Two or more children	27	2.576	.980			Not	1.520	.134
Q17. Form of support from family	One child	91	2.517	1.045	.290	.591	Assumed	.419	.676
	Two or more children	27	2.420	1.082			Not	.411	.683
Q26. Form of support from educators	One child	56	2.654	.806	.000	.989	Assumed	-1.137	.259

	Two or more children	21	2.886	.776			Not	-1.157	.255
Q29. Form of support from other learners	One child	62	3.152	.621	.169	.682	Assumed	-.291	.771
	Two or more children	17	3.202	.621			Not	-.292	.773
Q32. Form of support from other young mothers	One child	75	3.173	.842	.749	.389	Assumed	-.726	.470
	Two or more children	24	3.310	.644			Not	-.833	.409

There was no difference in mean scores on all constructs since all the p-values were greater than .05. The constructs were interpreted in a similar manner regardless of number of children the young mother has, thus the number of children the young mother has was not a determinant factor in distinguishing the role of socio-economic factors in the successful completion of matric schooling. The researcher did not have an objective to determine the influence of the factor of the number of children on the completion of matric. As indicated this variable did not impact the outcome of the study as the interpretation was similar, regardless of the number of children.

### **8.3.2 Independent t-test for determining difference in mean scores by form of support from father**

The young mothers were asked if they received any form of support from the father. The response was either a “yes” or “no”. The Levene’s test of homogeneity of variance resulted in the constructs “*role of the government in CSG*”, “*factors hindering the successful completion of matric*”, “*form of support from family*” and “*form of support from other learners*” having p-values less than .05 thus violating the assumption of equal variances. In this case statistics under equal variances not assumed will be discussed. The independent t-test of equality of means resulted in difference in means from the type of treatment received from father of child, role of the government in CSG, form of support from family and the form of support from educators. The results are shown in Table 8.8.

**TABLE 8.8: INDEPENDENT T-TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY FORM OF SUPPORT RECEIVED FROM FATHER**

Group Statistics					Levene's Test for Equality of Variances		T-test for Equality of Means		
Indicator	Gender	N	Mean	SD	F	Sig	Equal Variances	t-value	Sig (2 –tailed p-score)
Q10. Type of treatment received from father of child	No	87	2.490	.954	.086	.770	Assumed	-2.668	.009
	Yes	31	3.029	1.000			Not	-2.609	.012
Q13. Utilisation of CSG by young mothers	No	87	3.575	.701	.186	.667	Assumed	.147	.884
	Yes	31	3.554	.697			Not	.147	.884
Q14. Impact of CSG on the successful	No	87	3.172	.962	2.563	.112	Assumed	.459	.647
	Yes	31	3.083	.822			Not	.495	.623

completion of matric among young mothers									
Q15. Role of the government in CSG	No	87	3.190	.960	5.555	.020	Assumed	3.203	.002
	Yes	31	2.581	.747			Not	3.604	.001
Q16. Factors hindering the successful completion of matric	No	87	2.851	1.254	4.978	.028	Assumed	.106	.916
	Yes	31	2.824	.955			Not	.120	.905
Q17. Form of support from family	No	87	2.623	1.124	7.879	.006	Assumed	2.262	.026
	Yes	31	2.134	.702			Not	2.798	.006
Q26. Form of support from educators	No	56	2.604	.803	.137	.712	Assumed	-2.074	.041
	Yes	21	3.019	.724			Not	-2.176	.036
Q29. Form of support from other learners	No	56	3.156	.679	4.065	.047	Assumed	-.159	.874
	Yes	23	3.180	.448			Not	-.188	.851
Q32. Form of support from other young mothers	No	73	3.247	.840	2.707	.103	Assumed	.839	.403
	Yes	26	3.093	.668			Not	.936	.354

There was no difference in mean scores on utilisation of CSG by young mothers, impact of CSG on the successful completion of matric among young mothers, factors hindering the successful completion of matric, form of support from other learners and form of support from other young mothers. The constructs were interpreted in a similar way by whether one received support from the father of the child or not. The constructs, type of treatment received from father of child, role of the government in CSG, form of support from family and the form of support from educators were interpreted differently by whether one received father of the child support or not, thus, findings are also similar with discussions made in the sections on the impact of each of the variable in their respective sections. It is also imperative to note the variables complement each other in supporting the young mothers to complete matric.

The construct on type of treatment received from father of the child had a p-value of .009 ( $t(116) = 2.668, p = .009$ ) which was less than .05 and thus the means were significantly different from each other. The mean score and standard deviation for those who received father of child support were ( $M = 3.03, SD = 1.00$ ) while for those who did not receive support were ( $M = 2.49, SD = .95$ ). The magnitude of the difference in the means (mean difference =  $-.54, 95\% CI: -.94$  to  $-.14$ ) was of a moderate effect (eta-squared = .06), thus 6% of the variability in type of treatment received is accounted for by whether one received the father of child's support or not. It can be noted that those who received support had a higher mean than those who did not and this is depicted in the confidence interval error bars shown in Figure 8.1 below.

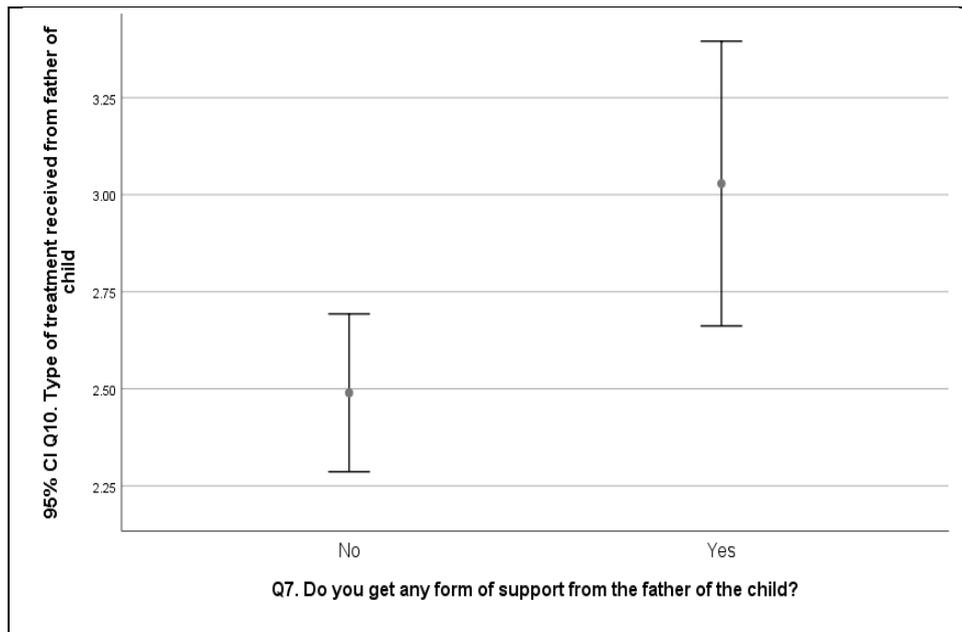
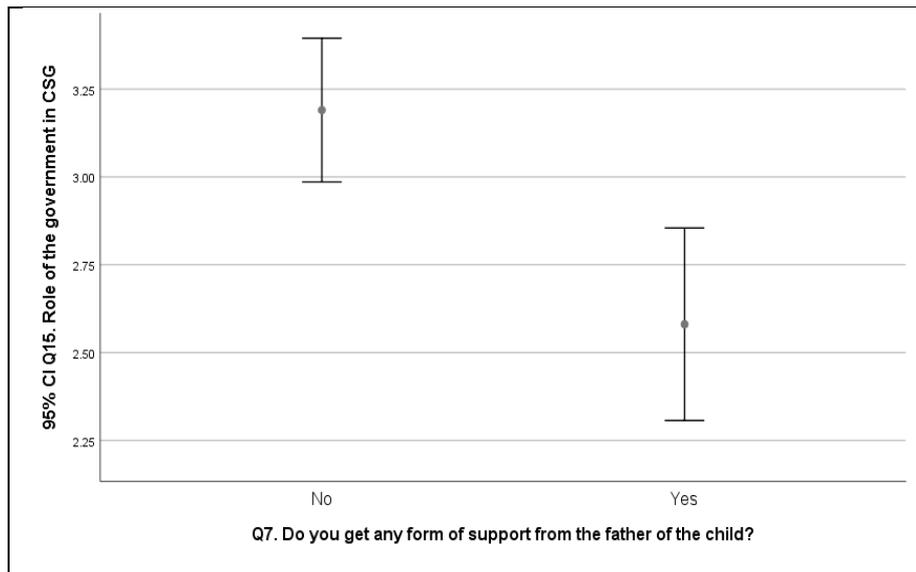


Figure 8. 1: **Confidence interval error bars for type of treatment received from father of child by form of support from father of the child**

Looking at Figure 8.1, those who did not receive support had a lower mean, close to two indicating that the fathers treated them badly by blaming them, not phoning them, chasing them away, not providing food, not buying them clothes, not paying for their transport to school, not paying fees and maintenance and not supporting their school work, thus young mothers who do not receive support from father of child were treated badly. Those who received support had a mean closer to 3 indicating that they neither agreed nor disagreed, It can be concluded that the bad treatment was likely to have negative impact on the successful completion of matric among the affected mothers. On the other hand, those who received good treatment from the father of the child were likely to complete matric successfully.

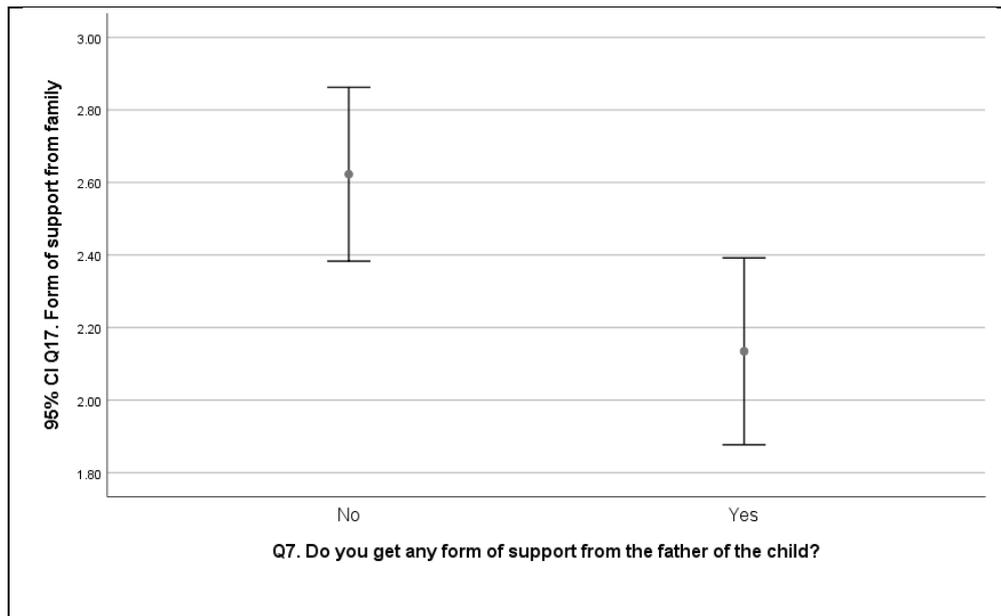
In terms of the role of the government in CSG, the independent t-test gave a t-value of 3.604 and a p-value of .001, that is, ( $t(67.53) = 3.604, p = .001$ ) leading to the difference in means. The mean score and standard deviation for those who do not have support from father of child were ( $M = 2.58, SD = .75$ ) and for those without father of child support were ( $M = 3.19, SD = .96$ ). The magnitude of the difference in the means (mean difference = .61, 95% CI: .17 to .27) was of a large effect with eta-squared = .16. The amount of variability in role of government in CSG, explained by whether one received father of the child's support was 16%. Those who did not receive support had a higher mean as shown in Figure 8.2 below.



**Figure 8. 2: Confidence interval error bars showing role of the government in CSG, by form of support from father of the child**

All means were close to three, however, the level of extent was less in those who did not receive support from the father of child; thus those who did not receive the father of the child support tend to see the role of the government in CSG as having less impact than those who received support from the father of the child. It can be concluded that the government role can be viewed negatively as it failed to enforce payment of maintenance by fathers who default court orders as also noted by Dewey and Morrel (2012) who indicated that maintenance default is very high in South Africa. The results similarly confirm negative social capital among fathers of the children, indicating their low involvement in the welfare of the children. This is likely to impact negatively on chance of young mothers' completion of matric.

In term of support from family, the test was significant with a t-value of 2.798 and a p-value of .006 ( $t(85.045) = 2.798, p = .006$ ) suggesting difference in means. The mean score and standard deviation for those who had support from the father of the child were ( $M= 2.13, SD = .70$ ) and for those without the father of the child support were ( $M= 2.62, SD = 1.12$ ). The magnitude of the difference in the means (mean difference = .49, 95% CI: .06 to .92) was of a moderate effect with  $\eta^2 = .08$ . About 8% of the variability in support from the family is accounted for by whether one received father's support or not. The difference was also supported by non-overlapping of the error bars as shown in Figure 8.3 below.



**Figure 8. 3: Confidence interval error bars for form of support from family by form of support from the father of the child**

Looking at the means, those who received the father of child support had a mean close to two, indicating that they were assisted by their families. The families assisted them in taking care of the child, counselling, financial support, assistance with school work, medical care for the child and the mother. Those who did not receive the father of the child support were assisted to some extent. It can be argued that family support was very critical in completion of matric among the young mothers. This supports the findings by Richter *et al.*, (2012), that South Africa has one of the highest father absence in the life of the child in the world, with children and young mothers' support coming from their social fathers, such as grandparents, maternal uncles, older siblings who provide needs for children's livelihood and education. This is also supported by Morrel, Bhana and Shefer (2012) who noted that only 40% of African children live with their fathers.

The construct on form of support received from educators had a p-value of .041 ( $t(116) = 2.074, p = .041$ ) leading to the difference in means. The mean score and standard deviation for those who have access to land were ( $M = 3.02, SD = .72$ ) while for those who did not have access to land were ( $M = 2.60, SD = .80$ ). The magnitude of the difference in the means (mean difference =  $-.42, 95\% CI: -.81$  to  $-.02$ ) was a small effect,  $\eta^2 = .04$ , thus 4% of the variability in the form of support from educators is accounted for by whether one received support from father of child or not. The confidence interval error bars is shown in Figure 8.4 below.

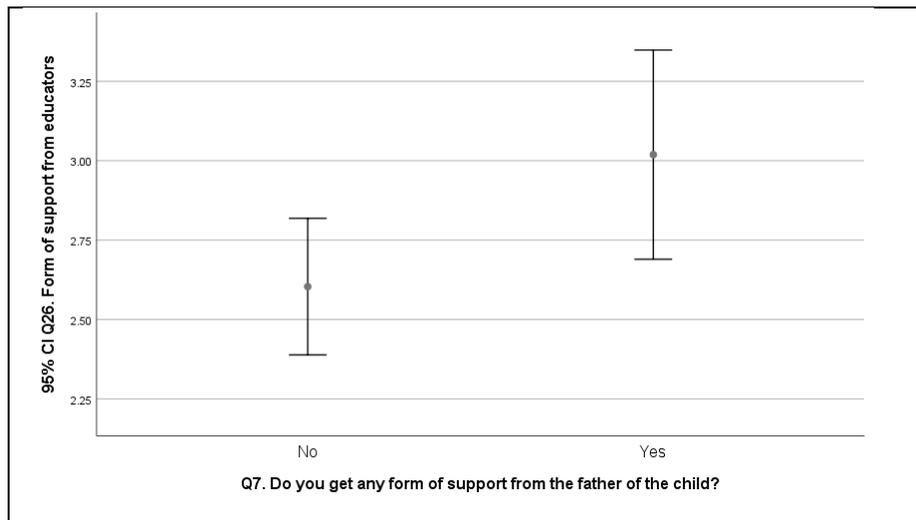


Figure 8. 4: **Confidence interval error bars for the form of support from educators by form of support from the father of the child**

All the means were close to three, however those who received support from father indicated that the level of extent of support from educators was less than those who did not receive the father of the child support. This might be attributed to the fact that those without their father’s support tend to confide in their educators and hence the educators tend to be more father-absence conscious were identified as social fathers. This trend was not explored in the literature reviewed, hence, there is limited evidence to reach a conclusion; this variable may need further exploration in future studies.

### 8.3.3 Independent t-test for determining difference in mean scores by existence of written school policy

The young mothers were asked if the school have a written school policy for pregnant learners and young mothers. The response was either a “yes” or “no”. The assumption on equality of variances was violated on the construct “*form of support from family*” with a p-value of .034. In this case statistics under equal variances not assumed were discussed. The test of equality of means showed that there was a difference in means in utilization of CSG by young mothers, with a p-value of .018 as shown in Table 8.9 below.

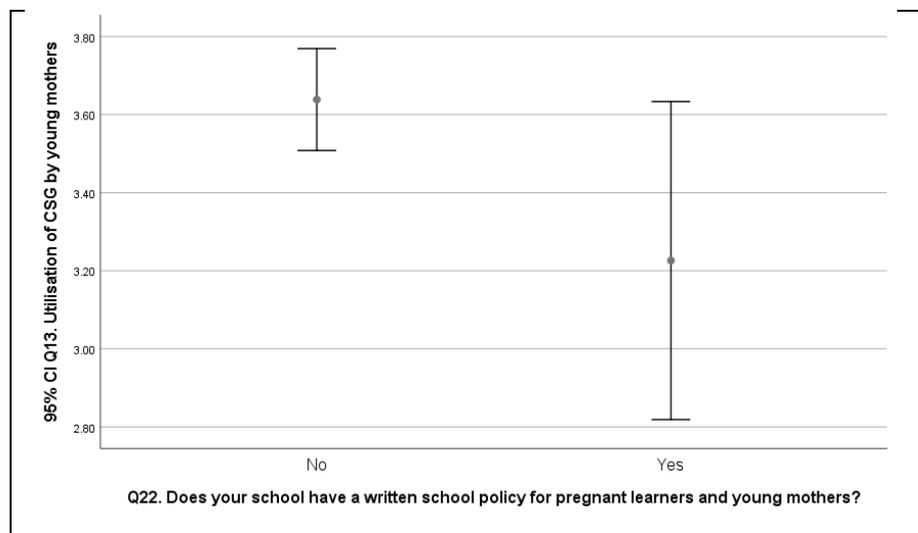
**TABLE 8.9: INDEPENDENT T-TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY EXISTENCE OF WRITTEN SCHOOL POLICY**

Group Statistics					Levene's Test for Equality of Variances		T-test for Equality of Means		
Indicator	Gender	N	Mean	SD	F	Sig	Equal Variances	t-value	Sig (2 –tailed p-score)
Q10. Type of treatment received from father of child	No	98	2.548	.952	1.227	.270	Assumed	-1.886	.062
	Yes	19	3.012	1.121			Not	-1.689	.105
Q13. Utilisation of CSG by young mothers	No	98	3.639	.651	1.255	.265	Assumed	2.401	.018
	Yes	19	3.226	.845			Not	2.014	.056
Q14. Impact of CSG on the successful	No	98	3.113	.936	.052	.820	Assumed	-.984	.327
	Yes	19	3.342	.892			Not	-1.016	.319

completion of matric among young mothers									
Q15. Role of the government in CSG	No	98	3.069	.914	.114	.737	Assumed	1.475	.143
	Yes	19	2.726	.994			Not	1.393	.176
Q16. Factors hindering the successful completion of matric	No	98	2.764	1.127	2.237	.138	Assumed	-1.290	.200
	Yes	19	3.1404	1.343			Not	-1.145	.264
Q17. Form of support from family	No	98	2.4048	.943	4.611	.034	Assumed	-1.641	.104
	Yes	19	2.8246	1.366			Not	-1.282	.214
Q26. Form of support from educators	No	68	2.6706	.766	1.218	.273	Assumed	-1.405	.164
	Yes	9	3.0667	1.000			Not	-1.145	.281
Q29. Form of support from other learners	No	65	3.1275	.627	.010	.921	Assumed	-1.095	.277
	Yes	14	3.3265	.567			Not	-1.169	.256
Q32. Form of support from other young mothers	No	83	3.1910	.774	.582	.448	Assumed	-.433	.666
	Yes	16	3.2857	.938			Not	-.380	.708

There was no difference in mean scores on type of treatment received from the father of the child, impact of CSG on the successful completion of matric among young mothers, role of the government in CSG, factors hindering the successful completion of matric, form of support from family, form of support from other learners, form of support from other educators and form of support from other young mothers. The constructs were interpreted in a similar way by whether the school has a written policy for pregnant learners and young mothers or not. The construct on utilisation of CSG by young mothers were interpreted differently by whether the school has a written policy for pregnant learners and young mothers or not.

In terms of utilisation of CSG by young mothers, it had a t-value of 2.401 with a p-value of  $(t(115) = 2.401, p = .018)$  leading to the rejection of equality of means. The mean score and standard deviation for those who have a written school policy were  $(M= 3.22, SD = .85)$  and those without a school written policy were  $(M= 3.64, SD = .65)$ . The magnitude of the difference in the means (mean difference = .41, 95% CI: .07 to .75) was of a small effect  $\eta^2 = .05$ . Thus 5% of the variability in utilisation of CSG by young mothers is accounted for by an awareness of a written school policy. The confidence interval error bars is shown in Figure 8.5 below.



**Figure 8. 5: Confidence interval error bars for the utilisation of CSG by young mothers, by existence of written school policy**

Those who are not aware of the written school policies had a mean of 3.64 which is close to four indicating that they rated the utilisation of CSG by young mothers as the issues occurring, to a little extent, while those aware of written school policies indicated that the issues occurred, to some extent.

It can also be concluded that availability of written school policies or not does not have impact on completion of matric among the young mothers in SEC. It is possible for policy to be there while it is not being implemented, thus, one can argue that the fact that a significant number of young mothers get support in their schools, apparently show that schools in SEC gave support to young mothers so they can have access to education.

#### **8.3.4 Independent t-test for determining difference in mean scores by presence of educators as counsellors**

The respondents were asked whether there are educators who are assigned to assist or counsel young parents in the school. The response was a “yes” or “no”. The Levene’s test on homogeneity of variance showed that the constructs’ impact of CSG on the successful completion of matric among young mothers, factors hindering the successful completion of matric and form of support from family, had p-values less than .05 indicating differences in variances across groups. The statistics under equal variances not assumed, were discussed. Looking at Table 8.10 on the test of equality of means, all p-values were more than .05 except for the utilisation of CSG by young mothers and factors hindering the successful completion of matric.

**TABLE 8. 10 : INDEPENDENT T-TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY PRESENCE OF EDUCATORS AS COUNSELLORS**

Group Statistics					Levene's Test for Equality of Variances		T-test for Equality of Means		
Indicator	Gender	N	Mean	SD	F	Sig	Equal Variances	t-value	Sig (2 –tailed p-score)
Q10. Type of treatment received from father of child	No	40	2.858	1.078	1.599	.209	Assumed	1.815	.072
	Yes	77	2.510	.933			Not	1.734	.087
Q13. Utilisation of CSG by young mothers	No	40	3.787	.688	.150	.700	Assumed	2.413	.017
	Yes	77	3.465	.680			Not	2.404	.019
Q14. Impact of CSG on the successful completion of matric among young mothers	No	40	3.404	1.094	5.132	.025	Assumed	2.165	.032
	Yes	77	3.018	.807			Not	1.969	.053

Q15. Role of the government in CSG	No	40	3.155	.932	1.486	.225	Assumed	1.134	.259
	Yes	77	2.947	.943			Not	1.138	.258
Q16. Factors hindering the successful completion of matric	No	40	3.428	1.435	31.16 3	.000	Assumed	4.307	.000
	Yes	77	2.514	.858			Not	3.698	.001
Q17. Form of support from family	No	40	2.742	1.260	9.194	.003	Assumed	1.871	.064
	Yes	77	2.362	.911			Not	1.692	.096
Q29. Form of support from other learners	No	19	3.241	.539	.383	.538	Assumed	.628	.532
	Yes	60	3.138	.643			Not	.688	.496
Q32. Form of support from other young mothers	No	29	3.389	.896	1.395	.241	Assumed	1.578	.118
	Yes	69	3.114	.739			Not	1.459	.152

There was no difference in mean scores on type of treatment received from the father of the child, impact of CSG on the successful completion of matric among young mothers, role of the government in CSG, form of support from family, form of support from other learners, form of support from other educators and form of support from other young mothers. The constructs were interpreted in a similar way by whether there are educators who are assigned to assist or counsel the young mothers or not. The construct on the utilisation of CSG by young mothers and factors hindering the successful completion of matric were interpreted differently by whether there were educators who were assigned to assist or counsel the young mothers or not.

The construct on the utilisation of CSG by young mothers had the p-value of .017 ( $t(115) = 2.413, p = .017$ ) leading to the difference in means. The mean score and standard deviation for those who have educators assigned to assist or counsel them were ( $M = 3.47, SD = .68$ ) and those who did not have educators assigned to assist or counsel them were ( $M = 3.79, SD = .69$ ). The magnitude of the difference in the means (mean difference = .32, 95% *CI*: .06 to .58) was of a small effect  $\eta^2 = .05$ . About 5% of the variation in utilisation of CSG by young mothers was explained by whether educators are assigned to assist or counsel them. The confidence interval error bars is shown in Figure 8.6 below.

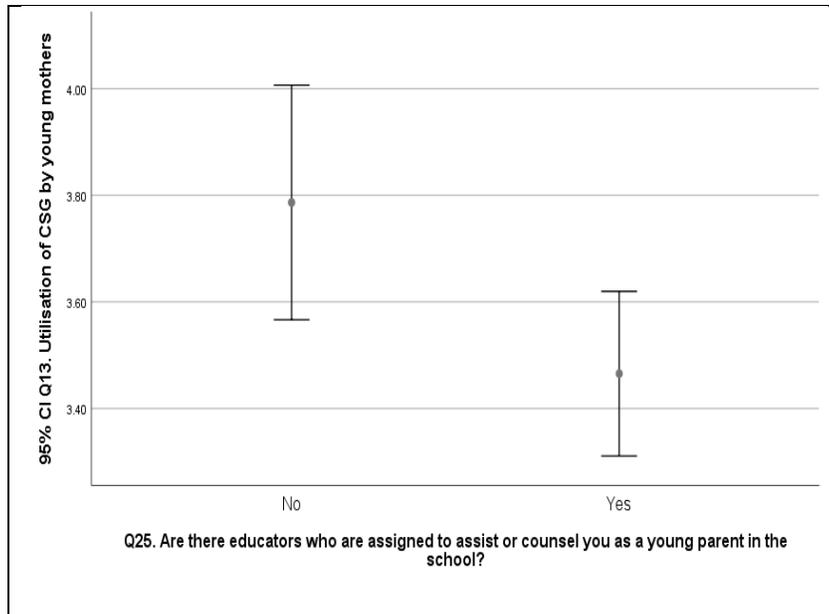
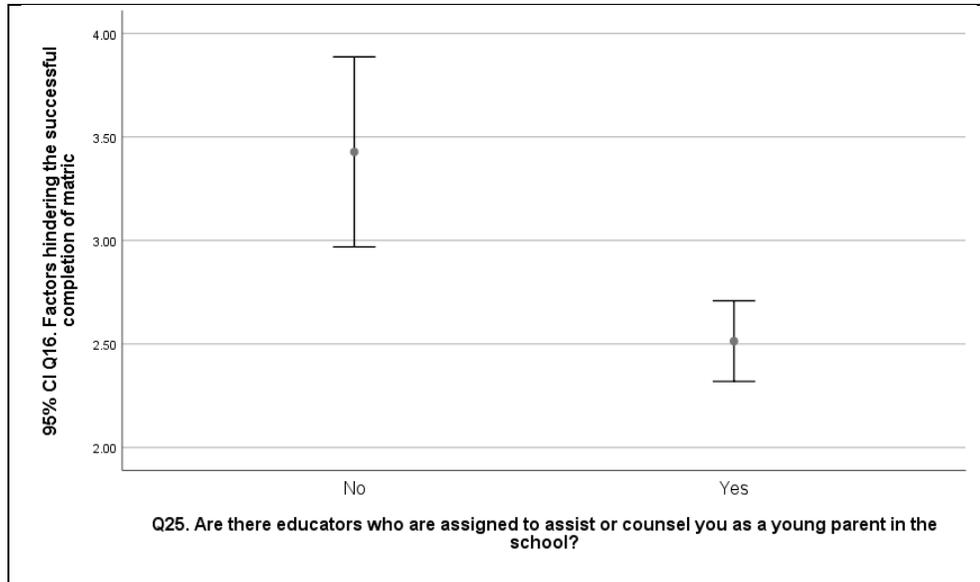


Figure 8. 6: **Confidence interval error bars for the utilisation of CSG by presence of educators as counsellors**

The confidence interval error bars are not overlapping much, showing that there is a difference in means. Looking at Figure 8.6, those who did not have educators assigned to assist or counsel them had a mean closer to four while those who did had a mean close to three; thus, those without educators assigned to them indicated that the utilisation of CSG by young mothers occurred, to a little extent, while those with educators indicated that it occurred, to some extent. One can argue that educators who counselled young mother could have advised them on how to make use of CSG effectively, however, because a closed-ended questionnaire was used to collect data the form of counselling provided by the educators could not be explored in depth.

In terms of factors hindering the successful completion of matric, the test of equality of means gave a t-value of 3.698 with a p-value of .001 ( $t(53.882) = 3.698, p = .001$ ) leading to the difference in means. The mean score and standard deviation for those who had educators assigned to assist or counsel them were ( $M = 2.51, SD = .86$ ) and for those who did not have educators assigned to assist or counsel them were ( $M = 3.43, SD = 1.44$ ). The magnitude of the difference in the means (mean difference = .91, 95% CI: .42 to 1.41) was of a large effect,  $\eta^2 = .20$ . About 20% of the variability in factors hindering the successful completion of matric is being accounted for by whether

mothers had educators assigned to assist or counsel them. The confidence interval error bars are shown in Figure 8.7 below.



**Figure 8. 7: Confidence interval error bars for factors hindering the successful completion of matric by the presence of educators as counsellors**

There was no overlap between the confidence intervals, suggesting that there was difference in the means; the means were all close to three. Those without educators assigned to them indicated that factors hindering the successful completion of matric occurred, to a lesser extent, than those with educators assigned to assist them. It can be concluded that assigning educators to counsel young mothers is assisting young mothers to complete matric. As noted earlier on, in a study carried in schools in Cape Town in South Africa by Chigona and Chetty (2008) young mothers were faced with a multitude of challenges, such as receiving little support from educators who did not treat them as special learners. Learners who missed lessons when attending to their babies or children were not helped with a catch-up plan. Similar findings were noted by Molapo, Adams, Zulu and Mabusela (2014) in their study in Leribe District in Lesotho where they reported challenges such as humiliation, absence of attention, hostility, condemnation, threats of termination, less encouragement and insensitivity as well as lack of support from teachers. It can be concluded that these factors can have a negative impact, hence, hindering completion of matric. This is because the school environment becomes

unconducive to the teaching and learning process for the young mothers who should receive special treatment through the assigning of educators to assist them.

#### **8.4: COMPARATIVE ANALYSIS TO DETERMINE DIFFERENCES IN MEAN SCORES ACROSS CATEGORIES OF SOCIO-DEMOGRAPHIC VARIABLES USING ANOVA**

One-way analysis of variance (ANOVA) was done to determine the role of socio-economic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa by determining if the views of young mothers differed by age, grade, type of family and who takes care of the child. The assumptions of ANOVA were examined and were similar to those of the independent t-tests. In the case where the variances were not equal, Welch robust test of equality of means was used to determine whether there were mean differences and in the case where the means were different, Games-Howell test was used as a post-hoc test. In the case where the assumption of equality of variance was not violated, the F-test was used and the Scheffe post-hoc analysis was used to determine where the differences exist. The constructs used in the independent t-test were also the ones used in ANOVA. The test was done at the 5% level of significance and the means were different if the p-value was less than .05 and highly significant if it was less than .01. P-values of more than .05 homogeneity, cross groups in rating of the constructs. The ANOVA tests are presented in the next subsections.

##### **8.4.1 ANOVA test to determine difference in mean score by age**

Age was classified into four categories which were: 18 – 19 years, 20 – 21 years, 22 – 23 years and 24 – 25 years. The construct on factors hindering the successful completion of matric was the only one where the assumption of equality of variance was violated. The p-value was .008 and in this case the Welch robust test for equality of means was used. In terms of the test for equality of means, the means were different on the construct's role of government in CSG as evidenced by a p-value of less than .001, as seen in Table 8.11

**TABLE 8.11: ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY AGE**

		Sum of squares	Df	Mean square	F	Sig .
Q10. Type of treatment received from father of child	Between Groups	3.477	3	1.159	1.186	.318
	Within Groups	111.367	114	.977		
	<b>Total</b>	<b>114.844</b>	<b>117</b>			
Q13. Utilisation of CSG by young mothers	Between Groups	.936	3	.312	.637	.593
	Within Groups	55.856	114	.490		
	<b>Total</b>	<b>56.792</b>	<b>117</b>			
Q14. Impact of CSG on the successful completion of matric among young mothers	Between Groups	1.440	3	.480	.555	.646
	Within Groups	98.641	114	.865		
	<b>Total</b>	<b>100.081</b>	<b>117</b>			
Q15. Role of the government in CSG	Between Groups	17.582	3	5.861	7.685	.000
	Within Groups	86.933	114	.763		
	<b>Total</b>	<b>104.516</b>	<b>117</b>			
Q16. Factors hindering the successful completion of matric	Between Groups	7.276	3	2.425	1.780	.155
	Within Groups	155.298	114	1.362		
	<b>Total</b>	<b>162.574</b>	<b>117</b>			
Q17. Form of support from family	Between Groups	8.356	3	2.785	2.633	.053
	Within Groups	120.584	114	1.058		
	<b>Total</b>	<b>128.941</b>	<b>117</b>			
Q26. Form of support from educators	Between Groups	3.247	3	1.082	1.743	.166

		Sum of squares	Df	Mean square	F	Sig.
	Within Groups	45.341	73	.621		
	<b>Total</b>	<b>48.588</b>	<b>76</b>			
Q29. Form of support from other learners	Between Groups	1.270	3	.423	1.113	.349
	Within Groups	28.515	75	.380		
	<b>Total</b>	<b>29.785</b>	<b>78</b>			
Q32. Form of support from other young mothers	Between Groups	1.059	3	.353	.547	.651
	Within Groups	61.317	95	.645		
	<b>Total</b>	<b>62.376</b>	<b>98</b>			

In terms of the construct “*factors hindering the successful completion of matric*” the variances were not equal and the Welch robust test of equality of means confirmed that there was no difference in mean scores according to age group, as shown in Table 8.12.

**TABLE 8.12: ROBUST TESTS OF EQUALITY OF MEANS BY AGE**

		Statistic <sup>a</sup>	df1	df2	Sig.
Q16. Factors hindering the successful completion of matric	Welch	2.095	3	46.264	.114
	Brown-Forsythe	1.814	3	88.871	.150

Looking at the results of the one-way ANOVA and the Welch tests, it can be concluded that there was no difference in mean scores by age group for type of treatment received from the father of the child, utilisation of CSG by young mothers, impact of CSG on the successful completion of matric among young mothers, factors hindering the successful completion of matric, form of support from family, form of support from educators, form of support from other learners and form of support from other young mothers. The ratings

of the constructs were independent of age, however, the ratings on role of the government in CSG was affected by age.

The ANOVA tests results for the role of the government in CSG had an F-value of 7.685 with a p-value less than .001 ( $F(3,114) = 7.685, p < .001$ ) and thus the mean scores were significantly different across age groups. A large effect on the size of .17 was obtained as proposed by Cohen (1988). About 17% of the variability in role of government in CSG was accounted for by age groups. The Scheffe post-hoc test resulted in two homogeneous groups as shown in Table 8.13.

**TABLE 8.13: SCHEFFE’S HOMOGENEOUS GROUP FOR ROLE OF THE GOVERNMENT IN CSG BY AGE**

<b>Scheffe<sup>a,b</sup></b>			
<b>Q1. What is your age?</b>	<b>N</b>	<b>Subset for alpha = 0.05</b>	
		<b>1</b>	<b>2</b>
22 - 23 years	25	2.4000	
24 - 25 years	14	2.7286	2.7286
18 - 19 years	46		3.1728
20 - 21 years	33		3.4364
Sig.		.631	.050

The major difference was between those aged 22 – 23 years and those aged 18 – 19 years and 20 – 21 years. Those aged 22 – 23 years had the lowest mean of 2.40 ( $M = 2.40, SD = .89$ ) indicating that they responded that it occurred, to a large extent. The mean for those aged 18 - 19 years was 3.17 ( $M = 3.17, SD = .92$ ) and those aged 20 – 21 years was 3.44 ( $M = 3.44, SD = .82$ ) indicating that they responded on what the role of the government was in CSG, to some extent. The confidence interval error bars are shown in Figure 8.8.

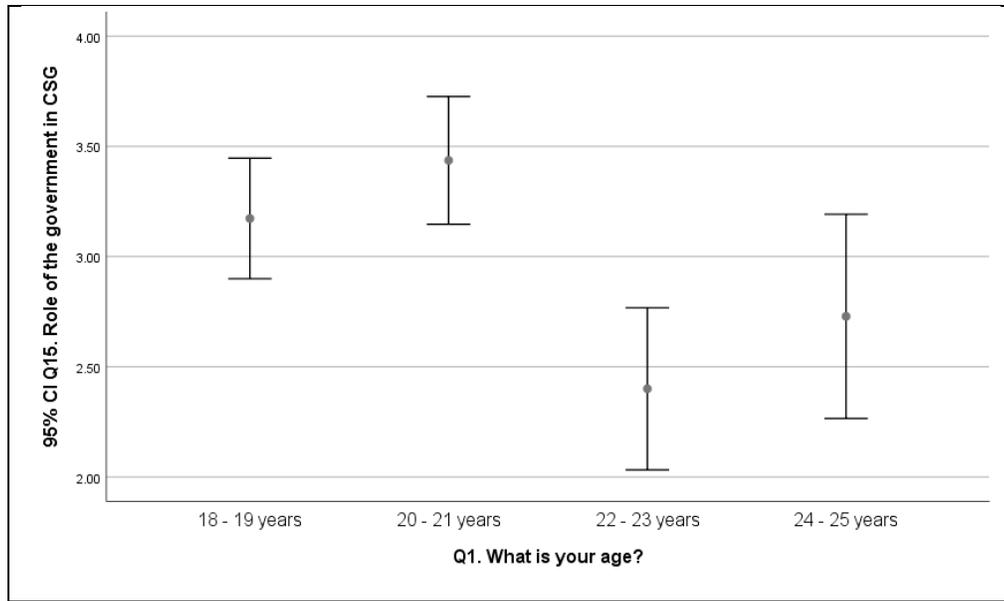


Figure 8. 8: **Confidence interval error bars for role of the government in CSG by age**

The older-age groups tend to indicate that the role of the government in CSG was, to a large extent, while the younger-age groups tend to indicate that it occurred to some extent. It can be attributed that some of those who are older might have had more than one child and are now knowledgeable on how the CSG works and thus are well informed on how it works. The number of children has also a significant impact on the total amount obtained from CSG. For instance, at the time of data collection in SEC, the amount was R380-00 per child which meant those who had three children had R1160 income from CSG per month when all the children are registered. According to Makiwane (2010), the amount started at R70-00 and has increased gradually over the years, thus, those young mothers with many children were more aware of how the system of CSG works and the role the government is playing in their wellbeing together with their children. Those young mothers with many children were more experienced and are able to understand the likely impact, if CSG was cancelled, on their completion of matric compared with those who had only one child.

#### 8.4.3 ANOVA test to determine difference in mean score by grade

There were three grades which were Grade 10, Grade 11 and Grade 12. The Levene test of homogeneity of variances showed that there was difference in variances across grades on the constructs on impact of CSG on the successful completion of matric among young mothers and factors hindering the successful completion of matric with p-values of .023

and less than .001. In this case the Welch Robust test of equality of means will be used. Looking at Table 8.14, the ANOVA tests showed that there were no difference in means in all the constructs.

**TABLE 8.14: ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY GRADE**

		Sum of squares	Df	Mean square	F	Sig .
Q10. Type of treatment received from father of child	Between Groups	1.432	2	.716	.726	.486
	Within Groups	113.412	115	.986		
	<b>Total</b>	<b>114.844</b>	<b>117</b>			
Q13. Utilisation of CSG by young mothers	Between Groups	.865	2	.432	.889	.414
	Within Groups	55.927	115	.486		
	<b>Total</b>	<b>56.792</b>	<b>117</b>			
Q14. Impact of CSG on the successful completion of matric among young mothers	Between Groups	1.030	2	.515	.598	.552
	Within Groups	99.051	115	.861		
	<b>Total</b>	<b>100.081</b>	<b>117</b>			
Q15. Role of the government in CSG	Between Groups	2.719	2	1.359	1.536	.220
	Within Groups	101.797	115	.885		
	<b>Total</b>	<b>104.516</b>	<b>117</b>			
Q16. Factors hindering the successful completion of matric	Between Groups	.288	2	.144	.102	.903
	Within Groups	162.286	115	1.411		
	<b>Total</b>	<b>162.574</b>	<b>117</b>			
Q17. Form of support from family	Between Groups	2.297	2	1.148	1.043	.356
	Within Groups	126.644	115	1.101		
	<b>Total</b>	<b>128.941</b>	<b>117</b>			
Q26. Form of support from educators	Between Groups	1.556	2	.778	1.224	.300

		Sum of squares	Df	Mean square	F	Sig.
	Within Groups	47.032	74	.636		
	<b>Total</b>	<b>48.588</b>	<b>76</b>			
Q29. Form of support from other learners	Between Groups	.357	2	.179	.461	.632
	Within Groups	29.428	76	.387		
	<b>Total</b>	<b>29.785</b>	<b>78</b>			
Q32. Form of support from other young mothers	Between Groups	2.835	2	1.418	2.286	.107
	Within Groups	59.541	96	.620		
	<b>Total</b>	<b>62.376</b>	<b>98</b>			

The constructs “*impact of CSG on the successful completion of matric among young mothers*” and “*factors hindering the successful completion of matric*” had variances that were not equal and the Welch robust test of equality of means in Table 8.15 indicated that there was no difference in mean scores, according to grade.

**TABLE 8.15: ROBUST TESTS OF EQUALITY OF MEANS BY GRADE**

		Statistic <sup>a</sup>	df <sub>1</sub>	df <sub>2</sub>	Sig.
Q14. Impact of CSG on the successful completion of matric among young mothers	Welch	.592	2	74.800	.556
	Brown-Forsythe	.645	2	113.922	.526
Q16. Factors hindering the successful completion of matric	Welch	.118	2	75.975	.889
	Brown-Forsythe	.112	2	108.893	.894

Thus looking at the results of the one-way ANOVA and the Welch tests, it can be concluded that there was no difference in mean scores by age group for type of treatment

received from father of child, utilisation of CSG by young mothers, impact of CSG on the successful completion of matric among young mothers, role of the government in CSG, factors hindering the successful completion of matric, form of support from family, form of support from educators, form of support from other learners and form of support from other young mothers. The ratings of the constructs were independent of grade, thus, the grade of the young mother was independent of the ratings. The results on age reveal similar findings by Morrel and Dewey (2010), which show that the disadvantage that pregnancy and early parenthood impose on young mothers can be depicted in the delay in the completion of high school education.

#### **8.4.4 ANOVA test to determine difference in mean score by type of family**

Type of family had four categories initially, but the category on blended family (step family - families with mixed parents: one or both parents remarried, bringing children of the previous relationships) had only 1 person and was removed from the analysis; thus type of family had three categories which were - nuclear family, single parent and child-headed. The Levene's test of homogeneity of variance showed that all constructs had equal variances. Looking at Table 8.16, the means were different on the construct, form of support from educators.

**TABLE 8.16: ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE B TYPE OF FAMILY**

		Sum of squares	Df	Mean square	F	Sig.
Q10. Type of treatment received from father of child	Between Groups	4.179	2	2.090	2.154	.121
	Within Groups	110.597	114	.970		
	<b>Total</b>	<b>114.777</b>	<b>116</b>			
Q13. Utilisation of CSG by young mothers	Between Groups	.682	2	.341	.700	.499
	Within Groups	55.522	114	.487		
	<b>Total</b>	<b>56.203</b>	<b>116</b>			
Q14. Impact of CSG on the successful completion of matric among young mothers	Between Groups	1.367	2	.683	.791	.456
	Within Groups	98.444	114	.864		
	<b>Total</b>	<b>99.811</b>	<b>116</b>			
Q15. Role of the government in CSG	Between Groups	4.236	2	2.118	2.434	.092
	Within Groups	99.210	114	.870		
	<b>Total</b>	<b>103.446</b>	<b>116</b>			
Q16. Factors hindering the successful completion of matric	Between Groups	3.308	2	1.654	1.194	.307
	Within Groups	157.917	114	1.385		
	<b>Total</b>	<b>161.225</b>	<b>116</b>			
Q17. Form of support from family	Between Groups	5.974	2	2.987	2.785	.066
	Within Groups	122.276	114	1.073		
	<b>Total</b>	<b>128.250</b>	<b>116</b>			
Q26. Form of support from educators	Between Groups	4.079	2	2.039	3.436	.037

		Sum of squares	Df	Mean square	F	Sig.
	Within Groups	43.321	73	.593		
	<b>Total</b>	<b>47.399</b>	<b>75</b>			
Q29. Form of support from other learners	Between Groups	1.086	2	.543	1.424	.247
	Within Groups	28.604	75	.381		
	<b>Total</b>	<b>29.690</b>	<b>77</b>			
Q32. Form of support from other young mothers	Between Groups	1.192	2	.596	.926	.400
	Within Groups	61.135	95	.644		
	<b>Total</b>	<b>62.327</b>	<b>97</b>			

There was no difference in mean scores by type of family for the constructs - type of treatment received from father of child, utilisation of CSG by young mothers, role of the government in CSG, impact of CSG on the successful completion of matric among young mothers, factors hindering the successful completion of matric, form of support from family, form of support from other learners and form of support from other young mothers. The ratings of the constructs were independent of type of family, however, the ratings on form of support from educators was affected by type of family. It could be concluded that where the family support was weak, young mothers acknowledged the support from their educators that could be in the form counselling. Educators acted as *loco parentis* in addressing the needs of the young mothers who appreciated the role played by the educators in the absence of family support, such as in child-headed families.

The one-way analysis of variance tests results for form of support from educators showed a statistical significance difference ( $F(2, 73) = 3.436, p = .037$ ), since  $.037 < .05$ , the means were significantly different across categories of types of family. The effect size, calculated using eta squared, was .09 which is considered of moderate effect (Cohen, 1988), thus, 9% of the variability in form of support from educators is accounted for by

family type. The Scheffe post-hoc test resulted in two homogeneous group as shown in Table 8.17.

**TABLE 8.17: SCHEFFE HOMOGENEOUS GROUP FOR FORM OF SUPPORT FROM EDUCATORS BY family type**

<b>Scheffe<sup>a,b</sup></b>			
<b>Q5. What is your family type?</b>	<b>N</b>	<b>Subset for alpha = 0.05</b>	
		<b>1</b>	<b>2</b>
Child-headed (there are no parents; the family is headed by you or another sibling)	10	2.2200	
Single parent (family headed by father or mother)	33	2.6303	2.6303
Nuclear family (father, mother and siblings)	33		2.9212
Sig.		.272	.517

The child-headed households had the lowest mean of 2.2. ( $M = 2.22$ ,  $SD = .43$ ) which was significantly different from those in nuclear families who had a mean of 2.92 ( $M = 2.92$ ,  $SD = .80$ ) which was the highest. This is also supported by the non-overlapping of the groups as shown in Figure 8.9 below.

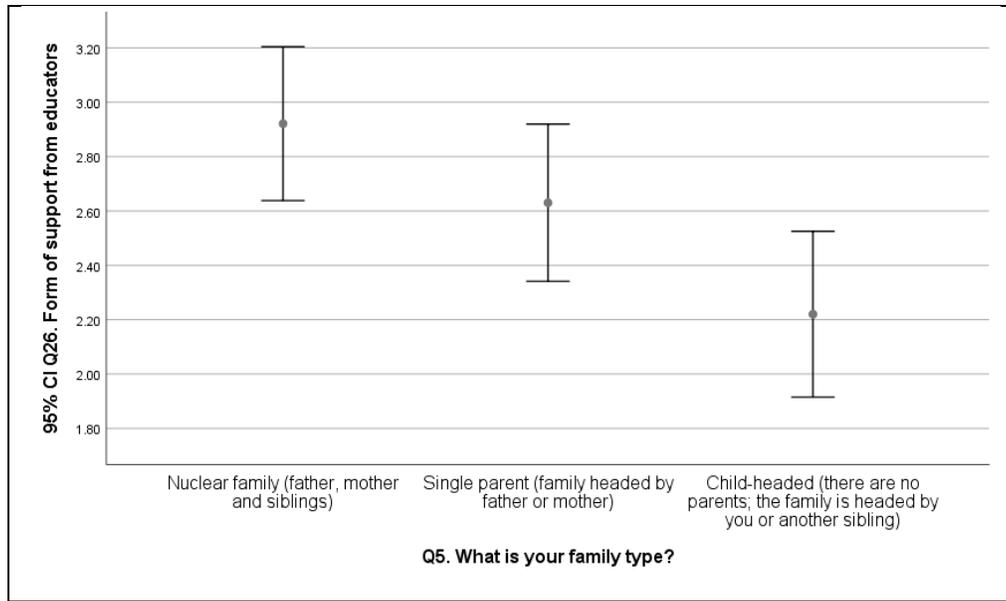


Figure 8.9: **Confidence interval error bars for form of support from educators by family type**

Looking at the confidence interval error bars, those in child-headed households indicated that the form of support from educators was, to a large extent, while those in nuclear families indicated, to some extent. This might be attributed to the fact that child-headed households might not have elders in the family and sought advice from educators at school.

#### 8.4.5 ANOVA test to determine difference in mean score by child caregiver

The respondents were asked to indicate who looks after the child (child caregiver) when they are at school. In this case the variable was classified into four groups which were mother, sibling, community crèche and grandmother. The Levene test of homogeneity of variances showed that there was difference in variances across child caregivers on the constructs factors hindering the successful completion of matric, form of support from family and form of support from other young mothers with p-values of .001, .006 and .008 respectively. In this case the Welch robust test of equality of means was used. Looking at Table 8.18, the ANOVA tests showed that there were no differences in means in all the constructs except on form of support from educators and form of support from other young mothers.

**TABLE 8.18: ANOVA TEST TO DETERMINE DIFFERENCE IN MEAN SCORE BY CHILD CAREGIVER**

		Sum of squares	Df	Mean square	F	Sig .
Q10. Type of treatment received from father of child	Between Groups	1.310	3	.437	.441	.724
	Within Groups	111.938	113	.991		
	<b>Total</b>	<b>113.248</b>	<b>116</b>			
Q13. Utilisation of CSG by young mothers	Between Groups	1.347	3	.449	.916	.436
	Within Groups	55.389	113	.490		
	<b>Total</b>	<b>56.735</b>	<b>116</b>			
Q14. Impact of CSG on the successful completion of matric among young mothers	Between Groups	2.674	3	.891	1.038	.379
	Within Groups	97.084	113	.859		
	<b>Total</b>	<b>99.759</b>	<b>116</b>			
Q15. Role of the government in CSG	Between Groups	6.379	3	2.126	2.453	.067
	Within Groups	97.950	113	.867		
	<b>Total</b>	<b>104.329</b>	<b>116</b>			
Q16. Factors hindering the successful completion of matric	Between Groups	7.231	3	2.410	1.756	.160
	Within Groups	155.080	113	1.372		
	<b>Total</b>	<b>162.311</b>	<b>116</b>			
Q17. Form of support from family	Between Groups	3.103	3	1.034	.931	.428
	Within Groups	125.591	113	1.111		
	<b>Total</b>	<b>128.694</b>	<b>116</b>			
Q26. Form of support from educators	Between Groups	1.180	3	.393	.597	.619
	Within Groups	47.395	72	.658		
	<b>Total</b>	<b>48.574</b>	<b>75</b>			

		Sum of squares	Df	Mean square	F	Sig.
Q29. Form of support from other learners	Between Groups	5.298	3	1.766	5.340	.002
	Within Groups	24.472	74	.331		
	<b>Total</b>	<b>29.770</b>	<b>77</b>			
Q32. Form of support from other young mothers	Between Groups	9.004	3	3.001	5.287	.002
	Within Groups	53.366	94	.568		
	<b>Total</b>	<b>62.370</b>	<b>97</b>			

The constructs “*factors hindering the successful completion of matric*”, “*form of support from family*” and “*form of support from other young mothers*” had variances that were not equal and the Welch robust test of equality of means in Table 8.19 indicated that there was a difference in mean scores across categories of child minders, on form of support from other young mothers.

**TABLE 8.19: ROBUST TESTS OF EQUALITY OF MEANS BY CHILD CAREGIVER**

		Statistic <sup>a</sup>	df1	df2	Sig.
Q16. Factors hindering the successful completion of matric	Welch	1.768	3	51.535	.165
	Brown-Forsythe	1.588	3	79.054	.199
Q17. Form of support from family	Welch	1.248	3	54.211	.301
	Brown-Forsythe	.933	3	84.818	.429
Q32. Form of support from other young mothers	Welch	4.732	3	41.715	.006
	Brown-Forsythe	5.102	3	61.325	.003

Looking at the results of the one-way ANOVA and the Welch tests, it can be concluded that there was no difference in mean scores by age group for type of treatment received from the father of the child, utilisation of CSG by young mothers, impact of CSG on the successful completion of matric among young mothers, role of the government in CSG, factors hindering the successful completion of matric, form of support from family and form of support from educators. These were not affected by who takes care of the child, however, there was significant difference in means on the constructs - form of support from other learners and form of support from other young mothers. Thus, ratings on form of support from other learners and other young mothers was dependent on who takes care of the child when the mother was at school.

The ANOVA tests results for form of support from other learners showed a statistical significant difference ( $F(3,74) = 5.34, p = .002$ ). Since the p-value is less than .05, the means were significantly different across categories of child minders. A large effect on size of .18 was obtained, thus 18% of the variability in form of support from other learners is accounted for by the child minder. The Scheffe post-hoc test resulted in two homogeneous group as shown in Table 8.20.

**TABLE 8.20: SCHEFFE HOMOGENEOUS GROUP FOR ROLE OF THE GOVERNMENT IN CSG BY AGE**

<b>Scheffe<sup>a,b</sup></b>			
<b>Q6. Who looks after the child (ren) when you are at school?</b>	<b>N</b>	<b>Subset for alpha = 0.05</b>	
		<b>1</b>	<b>2</b>
Grandmother	12	2.8810	
Community Creche	14	2.8980	
Sibling	21	3.0340	3.0340
Mother	31		3.4747
Sig.		.895	.181

The lowest mean was from those who indicated 'grandmother' with a mean of 2.88 ( $M = 2.88, SD = .41$ ) indicating that they were offered support by other learners, to some extent. The highest mean was from those who indicated mothers with a mean of 3.47 ( $M = 3.47, SD = .67$ ) indicating that the support was, to some extent. The major difference was

between the two groups as supported by the non-overlapping of the confidence interval error bars in Figure 8.10 below.

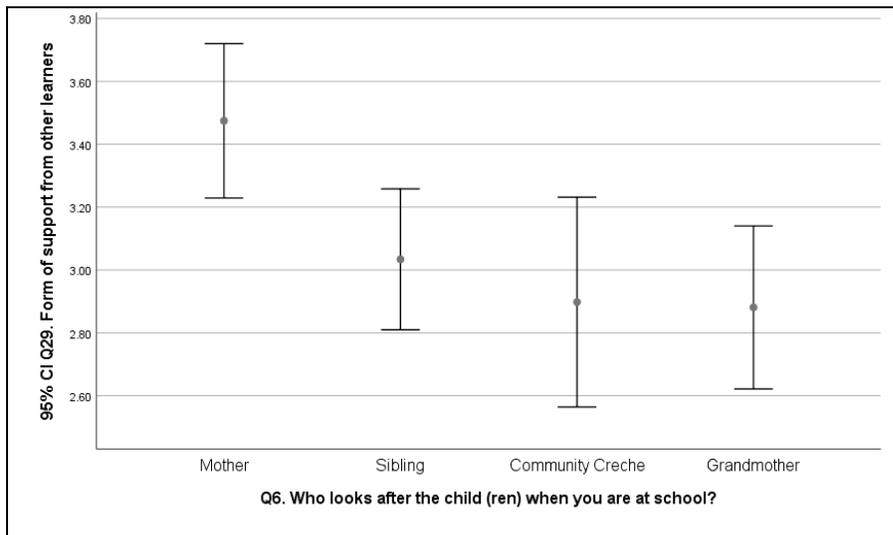


Figure 8. 10: **Confidence interval error bars for form of support from other learners by child caregiver**

Those who have their children taken care of by their mothers showed that support from other learners was to a less extent than the ones whose children are taken care of by their grandmothers. It can be concluded that those whose babies were taken care of by grandmothers acknowledged the role played by the latter in the absence of support from their mothers. It also signified the trend in the role of grandmothers getting involved in supporting young mothers similar to what was found by Shefer *et al.*, (2012) on the significant role played by maternal grandmothers in black African communities in South Africa.

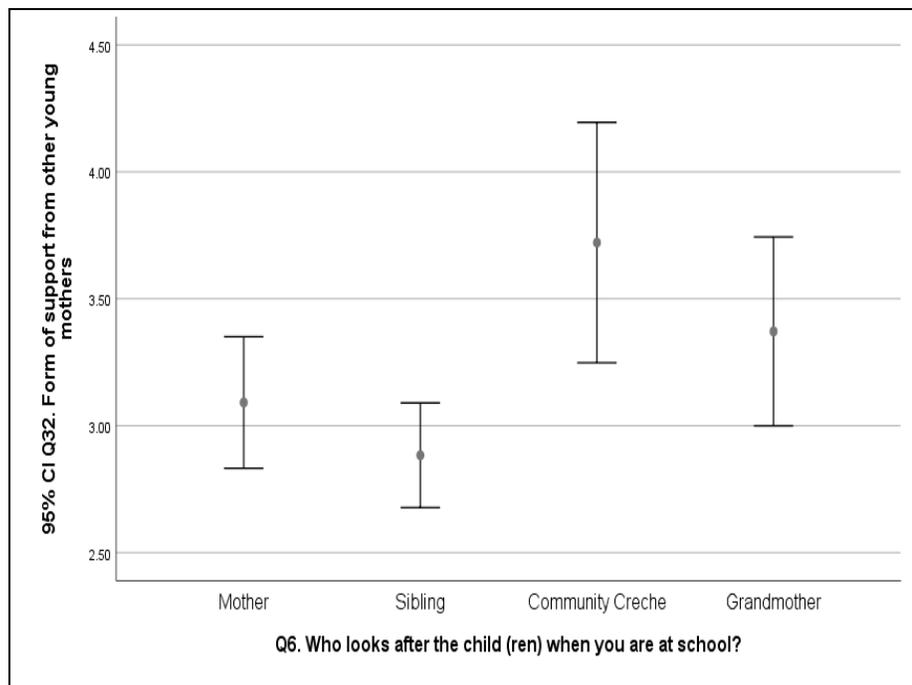
In terms of the construct, support from other young mothers, the Welch tests results showed statistical difference that indicated no significant difference, ( $F(3, 41.715) = 4.732, p = .006$ ). The means were significantly different across categories of child caregivers. A moderate effect size, of .10, that is,  $\omega^2 = .10$  was obtained. About 10% of the variability in, support from other young mothers, was accounted for by categories of child caregiver.

The Games-Howell post-hoc test resulted in two homogeneous groups as shown in Table 8.21.

**TABLE 8.21: SCHEFFE HOMOGENEOUS GROUP FOR FORM OF SUPPORT FROM OTHER YOUNG MOTHERS BY CHILD CAREGIVER**

Scheffe <sup>a,b</sup>			
Q6. Who looks after the child (ren) when you are at school?	N	Subset for alpha = 0.05	
		1	2
Sibling	27	2.8836	
Mother	36	3.0913	3.0913
Grandmother	15	3.3714	3.3714
Community Creche	20		3.7214
Sig.		.209	.0591

The major difference was between those who have children taken care of by siblings with a mean of 2.88 ( $M = 2.88, SD = .52$ ) and those who have children taken care of by the community crèche with a mean of 3.72 ( $M = 3.72, SD = 1.01$ ). The confidence interval error bars are shown in Figure 8. 11 below.



**Figure 8. 11: Confidence interval error bars for form of support from other young mothers by child caregiver**

There is no overlap between community crèche and sibling. For those with children who are taken care of by siblings, the mean was close to three indicating that the support from

other young mothers occurred, to some extent, however, those with children taken care of by community crèche had a mean close to four indicating that support from other young mothers occurs, to a little extent.

### 8.5 RELATIONSHIPS BETWEEN THE CONSTRUCTS

The extent of the relationship between constructs was determined using the Pearson correlation coefficient and the test was carried out at the 5% level of significance. As mentioned in the methodology, the guidelines proposed by Cohen (1988) which state that if  $r = .10 - .29$  then there is a low effect (low correlation);  $r = .30 - .49$  has a medium effect (moderate correlation) and  $r = .50 - .99$  has a large effect (strong correlation) were used. The correlations are shown in Table 8.22.

**TABLE 8.22: PEARSON CORRELATION COEFFICIENTS OF THE CONSTRUCTS**

Construct	Mean	1	2	3	4	5	6	7	8	9
1. Type of treatment from father of child	2.63	-								
2. Utilisation of CSG by mothers	3.57	.187*	-							
3. Impact of CSG on the successful completion of matric among young mothers	3.15	.344**	.563**	-						
4. Role of the government in CSG	3.03	-.037	.077	.174	-					
5. Factors hindering the successful	2.84	.194*	.234*	.585**	.314**	-				

completion of matric										
6. Form of support from family	2.49	.104	.065	.254**	.428**	.347**	-			
7. Form of support from educators	2.72	.353**	.215	.349**	-.119	.322**	.154	-		
8. Form of support from other learners	3.16	.048	.257*	.147	.042	.126	.427**	.463**	-	
9. Form of support from other young mothers	3.21	.110	.274**	.334**	.068	.382**	.192	.430**	.333**	-
* $p < .05$ and ** $p < .01$										

The construct type of treatment received from father had a statistically significant moderate positive correlation with impact of CSG on the successful completion of matric among young mothers ( $r = .344$ ;  $p < .01$ ), form of support from educators ( $r = .353$ ,  $p < .01$ ) and a weak statistically significant positive correlation with utilisation of CSG by young mothers ( $r = .187$ ;  $p < .05$ ) and factors hindering the successful completion of matric ( $r = .194$ ,  $p < .05$ ). Thus those who were in agreement on type of treatment received from father also tend to have high levels of the extent of impact of CSG on the successful completion of matric among young mothers, form of support from young mothers, utilisation of CSG by mothers and factors hindering successful completion of matric. As noted earlier on, high prevalence of maintenance defaulters in South Africa (Dewey & Morrell 2012) is a factor that hinder completion of matric education among the young mothers. The findings in SEC also supported the concerns raised in the 2012 Draft White Paper on Families in South Africa which do not play crucial role in the support of the babies, increasing the burden of care on the young mothers and thus hindering the

completion of matric education. The young mothers in this regard valued the role played by CSG, support from other young mothers and utilisation of CSG as critical due to lack of support from the young fathers. This trend supports the racially-skewed pattern among black African fathers as established by Morrell, Bhana and Shefer (2012), their study in Mpumalanga Province in South Africa as the majority of respondents in SEC are black African young mothers.

The utilisation of CSG by young mothers had a strong positive significant relationship with impact of CSG on the successful completion of matric among young mothers ( $r = .563; p < .001$ ), and a weak positive significant relationship with factors hindering the successful completion of matric ( $r = .234, p < .05$ ), form of support from other learners ( $r = .257; p < .05$ ) and form of support from other young mothers ( $r = .274; p < .01$ ). High levels of utilisation of CSG by young mothers are, thus, associated with high levels of impact of CSG on the successful completion of matric among young mothers, high levels of factors hindering the successful completion of matric, high levels of form of support from other learners and high levels of form of support from other young mothers. These findings agree with findings by Jordan, Patel and Hochfield (2014), that CSG is playing a crucial role in improving the wellbeing of children as well as improving access to nutrition, clothing and school attendance. The evidence obtained in SEC added on to the limited evidence available on the correlation between cash transfers and performance as noted by Sanfilippo, De Neubourg and Martorano (2012), however, the evidence was not significantly conclusive because some of the issues raised could not be probed as a closed-ended questionnaire was used to gather data in SEC.

Impact of CSG on the successful completion of matric among young mothers had a statistically significant strong positive correlation with factors hindering successful completion of matric ( $r = .585, p < .01$ ), a moderate statistically significant positive correlation with form of support from educators ( $r = .349, p < .01$ ), form of support from other young mothers ( $r = .334, p < .01$ ), and a weak positive correlation with form of support from family ( $r = .254, p < .01$ ). High levels of impact of CSG on the successful completion of matric among young mothers, thus, were associated with high levels in factors hindering successful completion of matric, high levels in form of support from

educators, high levels in form of support from other young mothers and high levels in form of support from family. It can be concluded that the completion of matric education was as result of a complicated interplay of different factors. As noted earlier on, CSG is positively linked with various factors as well others hindering completion of matric education among young mothers in SEC, such as in cases where the father of the child does not support the child. In addition a weak family support will concede to the importance of CSG as it becomes an important source of income.

Role of the government in CSG is significantly and positively correlated to factors hindering successful completion of matric ( $r = .314$ ;  $p < .01$ ) and form of support from family ( $r = .428$ ;  $p < .01$ ). All the relationships were of moderate effect, thus high scores in role of the government in CSG are associated with high scores in factors hindering successful completion of matric and high scores in the form of support from family. This means respondents who do not get support from the other factors look up to the role of the government in CSG; for instance, the fact that CSG is regard as being insufficient as also noted in earlier studies is a confirmation. Similarly, Blank and Handa (2008), mentioned that cash transfers in East and Southern Africa are below the so-called poverty line, hence, associated with limited access to education. This is also supported by the point made by Sabates-Wheeler (2012) that poverty studies have shown that lower educational attainments are correlated with poverty.

Factors hindering successful completion of matric was positively correlated to form of support from family ( $r = .347$ ;  $p < .01$ ), form of support from educators ( $r = .322$ ;  $p < .01$ ) and form of support from other young mothers ( $r = .382$ ;  $p < .01$ ). All the relationships were of moderate effect, thus high ratings on factors hindering successful completion of matric are associated with high ratings on form of support from family, high ratings in form of support from educators and high ratings in form of support from other young mothers.

Form of support from family had a statistically significant positive correlation with form of support from other learners ( $r = .427$ ;  $p < .01$ ); the correlation is of a moderate effect. It can be concluded that respondents who are likely to have support from family are likely to have support from other learners as well. On the other hand, it can also be concluded that young mothers who do not get support from their family are also unlikely to get

support from the other learners, thus, contributing to factors hindering completion of matric.

Form of support from educators had a statistically significantly moderate positive correlation with form of support from other learners ( $r = .463$ ;  $p < .01$ ) and form of support from other young mothers ( $r = .430$ ;  $p < .01$ ). The correlations are all of moderate effect. Respondents who are likely to have support from educators are also likely to have support from other learners and other young mothers. It can be concluded that social support given by teachers, other learners and other young mothers complement, positively, the successful completion of matric among young mothers in the SEC. On the other hand, it can be concluded that lack of educators' supports negatively correlates with lack of support from other learners, hence, are factors hindering completion of matric. This also supports the arguments made by Coleman (1988) that social capital provided by the school is important because the achievement of the learners is a result of the mutual interaction between qualities brought by the child from home and what the school offers.

There was a positive moderate statistically significant correlation between form of support from other learners and form of support from other young mothers ( $r = .333$ ;  $p < .01$ ). It can be concluded that respondents who are likely to have support from other learners are likely to have support also from other young mothers. The findings agree with those from a study by Shefer *et al.*, (2012) on the experiences of young parents in schools in which young mothers relate their positives experiences on the support they got from other young mothers. It was also evident that not all young mothers got support from their peers and other learners. This can be correlated to factors hindering completion of matric among young mothers.

## **8.6 SUMMARY**

This chapter focused on analysis using various statistical tools. Firstly, there was exploratory factor analysis to determine highly-correlated items on the successful completion of matric among young mothers. This was followed by a comparative analysis to determine differences in mean scores across categories of socio-demographic variables using independent t-tests. It also focused on comparative analysis to determine differences in mean scores across categories of socio-demographic variables using ANOVA. The following chapter summarizes the findings in relation to objectives of the study, makes suggestions for further research and finally a conclusion is made.

## CHAPTER 9

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 9.1 INTRODUCTION

This section summarizes the findings of the empirical study aimed at investigating the role of socio-economic factors in the completion of matric, among young mothers in SEC, Limpopo Province South Africa. The findings are discussed in relation to the specific objectives of the study. The findings of the study are highlighted in this chapter. Conclusions and recommendations are made based on the findings of the study.

#### 9.2 SUMMARY OF FINDINGS IN RELATION TO OBJECTIVES

The summary is structured on the five objectives identified in the study. The finding for each objective are summarized below:

##### **9.2.1 To capture the use of CSG by young mothers in the SEC, Limpopo Province, South Africa**

In capturing the use of CSG by young mothers in the SEC, the study found out that 95.8 % of the respondents were receiving CSG with only 4.2% non-recipients. On descriptive statistics on utilization of CSG among young mothers using a five Likert scale ranging from 1 to 5, from the results summarized in Table 5.7, 61% of the respondents indicated that they used CSG for buying clothes for children, to a large extent. About 51.3% used CSG to buy more food for the family, to a large extent, however, the majority of the respondents indicated that CSG was not for paying - an extra person to clean the house (71.8%), or for medical aid (66.7%), or for education fees and related expenses (61%), or for transportation to attend school (58.5%), or for school fees (51.1%) or paying a baby sitter (50.4%). It can be concluded that the majority of the young mothers used CSG to buy food and clothes.

The availability of CSG was strongly associated with the completion of matric especially where there was strong father of the child absence. This absence of the father was associated with increased financial burden on the young mother thus hindering the completion of matric.

The older age groups tend to indicate what the role of the government in CSG was, to a large extent, while the younger age groups tend to indicate that it occurred, to some extent. It can be attributed to the fact that some of those who are older might have had more than one child and are now knowledgeable on how the CSG works. The number of children has also a significant impact on the total amount obtained from CSG.

### **9.2.2 To describe the role of the family to the young mothers' finishing of matric education**

The role of the family was found to be very critical in supporting the young mother to complete their matric. The majority of the young mothers responded that they were getting significant support from their maternal families. The most important form of support related to financial support and taking care of the babies when the young mother is at school. The care and support came mainly from the maternal mothers and siblings who contributed 60.2 %. It was also critical to note the contributing role of grandmothers by 16.9 % while 22 % responded that children were taken care of at the community creche when they were at school. Family support for the mother to return to school after giving birth is significant as this determined whether the young mother returned to school and completed matric or not. Family support was positively correlated with completion of matric among the young mothers in SEC.

In terms of comparison with the other socioeconomic factors, the role of family social capital, contributed most to the completion of matric among they young mothers.

### **9.2.3 To describe the impact of CSG on the successful completion of matric among young mothers in the SEC, Limpopo Province, South Africa**

A significant number of young mothers indicated that CSG is imperative to their successful completion of matric; 99% of the young mothers were recipients of CSG. Young mothers in Grade 12 indicated that CSG is very important as compared with those who were in Grades 10 and 11. It could be attributed to them having more children and experience in using CSG. This came out when there were asked to indicate whether cancellation of CSG was likely to hinder successful completion of matric education. Looking at Table 6.3, the item "*absenteeism from school will be high*" was rated as the most effective with a proportion of 67.8% and an average of 2.36 ( $M = 2.36, SD = 1.48$ ).

About 52.5% of the young mothers indicated that failing to achieve one's career aspirations is a factor hindering successful completion of matric if CSG is cancelled with a mean of 2.62 ( $M = 2.62, SD = 1.62$ ). The issue "*poor results in the final examinations*" had a proportion of 50% indicating that it is a factor that can hinder successful completion of matric. All the other factors had means close to three indicating that the issues were somewhat effective in hindering successful completion of matric if CSG is cancelled. It can be noted that if CSG is cancelled, the young mothers will be absent from school, fail to achieve career aspirations and they will obtain poor results in the final examination. It also was found that CSG plays a critical role in keeping young mothers in the school system in the SEC as cancellation of it was likely to escalate absenteeism (67.8%). The next section focuses on the findings, from descriptive statistics, on the role of the fathers of the children and peers on young mothers' finishing of high school in the SEC.

#### **9.2.4 To describe the role of fathers and peers to the young mothers in finishing of high school in the SEC, Limpopo Province, South Africa**

In terms of the fourth objective of the study on role played by fathers and peers, about 55.7% of the young mothers indicated that they received encouragement from the other learners with a mean of 2.47 ( $M = 2.47, SD = 1.20$ ) and 50.5% indicated that they received assistance in their school work with a mean of 2.58 ( $M = 2.58, SD = 1.34$ ). More than 50% of the respondents indicated that they did not receive any food support (56.9%), stationary support (59.5%) and financial support (60.8%). Financial support had a mean of 3.81 ( $M = 3.81, SD = 1.30$ ) which was close to four. It can be noted that the young mothers were not receiving financial support from other learners, the trend which was also observed from the teachers. The lack of financial support could be attributed to peers of young mothers and other learners not having enough financial resources as they were also dependents. These findings showed a significant level of acceptance of young mothers by their peers and other students which could assist them to complete matric. Only 31 (26%) young mothers indicated that they were getting some form of support from the father of the child. Young mothers received very limited support from father of the child as between 35% to 46% of respondents indicated that they received support related to their academic work. This meant that support received from the father of the child correlated negatively as it contributed to hindering the completion of matric. Only 25.8%

indicated that the father of the child paid maintenance. Close to 40% disagreed that the father blamed them for having the child or chased them from home. Using the empirical rule, 68.26% of the respondents had ratings between 2 and 4 ( $\pm 1$  standard deviation from the mean). Looking at Table 5.5, the majority of the fathers of the child do not participate in issues involving money, like paying transport to school, paying school fees or paying maintenance. It can be concluded that the role of the father is limited in the completion of matric among young mothers in SEC.

### **9.2.5 To describe the role of intra-school practices and policies to the completion of matric among young mothers in the SEC**

In terms of the role of intra-school policies and practices it was found that the majority of schools do not have written policy on management of young mothers and care facilities for children of learner parents in schools. Only a few young mothers indicated that their schools have written policies on pregnancy and young parents in schools. It was also found that young mothers in SEC receive support in the form of counselling, opportunity to write work missed when they were absent from school attending to their children and were given extra lessons to cover content lost while they were absent. There was a significant number of learners who had educators allocated to them for counselling. About 70.2% of the young mothers were in agreement that the support they received, to a large extent, was that they were given opportunity to write missed formal tasks/common assessment tasks (CASS) with a mean of 2.14 ( $M = 2.14, SD = 1.18$ ) and 65% indicated that they had multiple opportunities to write missed assignments and projects with a mean of 2.27 ( $M = 2.27, SD = 1.12$ ). It was noted that despite the schools not having written policies on pregnant and young mothers in schools, young mothers were getting support. Compared with other studies done earlier in South Africa and other parts of Africa and the world there was a significant improvement in promoting young mothers to complete school. It was also found out that the presence or absence of a written school policy had little impact on the completion of matric as this was dependent on the implementation of the policy. The young mothers showed that they were receiving a significant amount of support from their schools. The findings, hence, proved the relevance of social capital theory to the completion of matric among the young mothers in the SEC.

About 55.7% of the young mothers indicated that they received encouragement from the other learners with a mean of 2.47 ( $M = 2.47, SD = 1.20$ ) and 50.5% indicated that they received assistance in their school work with a mean of 2.58 ( $M = 2.58, SD = 1.34$ ). It is evident that a significant amount of support was received from the other learners which might have a positive contribution on the completion of matric by young mothers

### **9.3 ORIGINAL CONTRIBUTIONS TO KNOWLEDGE**

The study made several original contributions to knowledge; the main one being the impact of CSG on the successful completion of high school among young mothers in the SEC Limpopo Province in South Africa. A significant number of studies have focused on role of CSG on school attendance. The research was able to contribute to existing knowledge on the role of socio-economic factors on the successful completion of matric among young mothers. Most of the studies cited in the theoretical framework did not focus on impact of social capital on completion of matric, per se, among mothers, thus, this study is one of the maiden studies which focused on role of socio-economic factors on the completion of matric among young mothers in a developing country. It is also amongst very a few studies that used social capital as a theoretical framework in South Africa; in addition, very limited studies had a special focus on the young mothers in the age range that this study had focused on.

The study has also contributed to existing knowledge in the level of implementation of the policy on pregnant and young parents in schools. It has shown that there is an increased level of inclusion and acceptance of young mothers in schools, hence, showing the change in the trend in intra-school policies and practices towards young mothers in schools.

The study contributed to knowledge on the role of fathers in the welfare of their children. As indicated in the literature review, this area has very limited existing studies. The absence of fathers in the welfare of their children has been affirmed in the findings of the study and also the high rate of fathers who do not pay maintenance for their children.

In addition, the study has tested the relevance of the social capital theory. This is based on the evidence that support from the family, the school and the CSG were viewed as different form social capital which sustains the young mothers to successfully complete matric. However, as will be suggested in the next section, there is need to still carry out

further research to prove the relevance of social capital to the successful completion of matric among young mothers.

#### **9.4 SUGGESTIONS FOR FURTHER RESEARCH**

The researcher recommends that more empirical studies be done on the role of socio-economic factors in the completion on high school, with a special focus on the role of CSG among young mothers as recent studies have mainly focused on impact of CSG on school attendance. It is also suggested that more empirical studies should be done on the sustainability of CSG in the successful completion of matric as this can be useful in assisting reviews on the amount of CSG that the government could provide to the young mothers.

The researcher recommends that a more expansive research on the impact of socio-economic factors on the successful completion of high school education among mothers should be done to provide a more comprehensive empirical view. This is necessary to find out how widespread is the impact of socio-economic factors to the successful completion of matric education among young mothers in South Africa. The researcher had limited financial resources to conduct the study over a large area, hence, resources need to be mobilised to carry out studies over a large population to be able to get findings that can be generalised to a much large population.

Future studies could focus on the role of specific socio-economic factors, such as CSG, role of young fathers, role of the family, school policies on the completion of matric among young mothers. Such studies will provide a detailed understanding of the factors and may assist in advocating for pragmatic policy changes on young mothers in schools.

The study revealed the need for introduction and implementation of schools policies on pregnancy and to support young parents in schools. The results also show even the need to develop policy that accommodates pregnant students and young mothers in completing missed tasks makes a significance difference. It is also recommended that schools in SEC should develop policies and implementation plans in line with 2007 guidelines on management of pregnant learners in schools. The department of education should monitor development and implementation of the school policies on pregnant students and parent learners in schools.

It is also recommended that future studies can also focus on the role of socio-economic factors to the completion of matric among young mothers using a qualitative research method to provide depth in understanding the role of these factors. It is also recommended that a similar study be done in another circuit in South Africa, either in a rural or urban setting so that the findings can be compared. This will, thus, enable comparison of the findings on the role of socioeconomic factors on the completion of matric among young mothers, in similar or different contexts.

There is also need for further research on the role of fathers in the support of young mothers focusing on the caregiving of their children; this aspect was not covered in detail in this study. It is also recommended that further studies should focus on the relevance of social capital theory to the completion of matric among the young mothers.

The other suggested area of further study would be to consider whether the presence or absence of a written school policy has impact on the completion of matric education among young mothers. The next section focuses on the conclusions that were drawn from the study.

## **9.5 CONCLUSIONS**

Several conclusions can be derived from the study. The major conclusion from the study is that socio-economic factors have a significant role to play in the completion of matric among young mothers in the SEC. The results showed a complicated interplay of the socio-economic factors on the completion of matric among the young mothers. CSG has contributed significantly to completion of matric among young mothers; 99% of the young mothers received CSG. As indicated earlier on, a significant number of young mothers when asked on the impact of the possibility of the cancellation of CSG, responded that there will be a multitude of effects that would negatively impact completion of matric. CSG was mostly used to buy clothes, food and at times to take the child to the clinic but to a very limited extend for buying additional stationery at school. The government also plays a crucial role by providing CGS as its cancellation would have significant impact, leading to failure in completing matric.

The family support showed how critical the family social capital is in the completion of matric among the young mothers. A significant number of young mothers depended on their families as caregivers, to look after their children when they were at school. Most of the support come from their mothers and siblings while there was also an indication that

maternal grandparents assisted also as caregivers. Young mothers got a significant amount of financial support from their families which enabled them to complete matric. Educators, young mothers' peers and other students provided very limited financial support to young mothers, thus, it can be said they provide limited contribution to completion of matric education in terms of financial support.

Very few schools had written policies on pregnancy and young parents in schools, however, it can be concluded that young mothers in the SEC got a lot of support from their educators, peers and other students in completing assessment tasks done while they were absent from school attending to their children. The findings showed that 77.8 % of the young mothers got support from their schools, thus, there is a general inclusion of young mothers in the school system in the SEC which assist them to complete matric education. They are allowed to return to school after giving birth. A significant percentage of young mother indicated that they were given multiple opportunities, received counselling support from appointed educators. In term of social capital, it can be concluded that school social capital contributed to the completion of matric education among young mothers in the SEC.

It can also be concluded that there is trend of absentee fathers in the welfare of their children, as also found in other studies. Only 31 young mothers (26%) indicated they received some form of support from the fathers of their children. Of these only 26% fathers paid maintenance for the child, however, of 31 young mothers, 87% indicated the fathers bought food while 80% confirmed they bought clothing and uniforms. It can be concluded that there is a significant lack of social capital from fathers in supporting young mothers to complete school. There was, therefore, a complicated interplay of factors that contribute to the completion of matric among young mothers. The contribution of the factors were similar for all the young mothers despite them having different number of children.

## **9.6SUMMARY**

This chapter focused on the major findings, original contributions from the research, suggestions for further research and conclusions. Socio-economic factors play a very critical role in the successful completion of matric among young mothers in the SEC. The role played by the family for the young mothers to successfully complete matric was very

outstanding, particularly, in the families taking care of the children while the young mothers were at school. CSG has also proven very critical in the successful completion of matric as the young mothers indicated that if it was cancelled, there would be several consequences including, among others, failure to complete matric. The support that young mothers obtained from their educators, other learners and their peers proved very significant to the completion of matric among the young mothers. The implementation of policy on the pregnant and young mothers in school has been found to be contributing to the completion of matric among young mothers in the SEC while fathers of the children were found to provide limited contribution to the successful completion of matric. The study also made a worthwhile contribution to knowledge as very limited studies are available on the role of socio-economic factors in the completion of matric among young mothers. Suggestions for expansive further research were also made to investigate the role of socio-economic factors on the completion of matric in South Africa.

## REFERENCES

- Acar, E. 2011. Effects of social capital on academic success: A narrative synthesis. *Educational research and reviews*, 6(6): 456-461.
- Ahn, J. 2011. The effect of social network sites on adolescents' academic social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and technology*, 62(8):1435-1445.
- Agunbiade, OM, Titilayo, A. & Opatola, M. 2009. Pregnancy stigmatisation and coping strategies of adolescent mothers in two Yoruba communities, Southwestern Nigeria from <http://iussp2009.princeton.edu/papers/92893> (retrieved 16 April 2017).
- Antonius, R. 2013. Interpreting quantitative data with IBM SPSS statistics 2<sup>nd</sup> ed. London: Sage Publications Ltd.
- Assey, S. 2012. A critical analysis of the expulsion of pregnant girls from school: A case study of Temeke District, Dar es Salaam, Tanzania. Harare: University of Zimbabwe.
- Babbie, E. 2010. The practice of social research. 12<sup>th</sup> edition. Belmont, CA: Wadsworth.
- Babbie, E. 2011. The practice of social research. 13<sup>th</sup> edition. Belmont, CA: Wadsworth.
- Babbie, E. 2017. The basics of social research. 7<sup>th</sup> edition. Belmont, CA: Wadsworth.
- Barmao-Kiptanui, C., Kandiki, JN. & Lelan JK. 2015. Impact of teenage motherhood on the academic performance in public primary schools in Bungoma, Kenya. *International Journal of educational administration and policy studies* 7(2): 61-71.
- Beazley, H, Bessell, S, Ennew, J & Waterson, R. 2009. The right to be properly researched: Research with children in a messy, real world. *Children's Geographies* 7(4): 365-378.

- Belcher, JR., Peckuonis, EV. & Deforge, BR. (2011). Family capital: Implications for [interventions with families. *Journal of Family Social Works*, 14:68-85.
- Bhana, D, Clowes, L, Morrell, R & Shefer, T.2008. Pregnant girls and young parents in South African schools. *AGENDA* 76: 78-89.
- Bhana, D, Morrell, R, Shefer, T & Ngabaza, S. 2010. South African teachers' responses to teenage pregnancy and teen mothers in Schools. *Culture, Health & Sexuality* 12(8):871-883.
- Bhana, D., Shefer, T. & Morrell, R. 2012. Conclusion : Policy implications and issues for future. In Morrell, R. Bhana D., & Shefer , T., *Books and/or Babies: Pregnancy and young parents in school*. Cape Town: HSRC Press.
- Blank, LR. & Handa, S. (2008). Social Protection in Eastern and Southern Africa: A Framework and Strategy for UNICEF. Nairobi: UNICEF
- Bless, C., Higson- Smith, C. & Kagee, A. 2006. Fundamentals of social research methods: An African perspectives. 4<sup>th</sup> edition. Cape Town: Juta & Co. Ltd.
- Bouma, GD., Ling, R. & Wilkinson, L. 2012. The research process. 2<sup>nd</sup> edition. Ontario: Oxford University Press
- Bourdieu, P.1986. 'The Forms of Capital', in Richardson, John G., ed., *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood.
- Brase, CH. & CP. Brase (2015), Understandable statistics: Concepts and methods, 11<sup>th</sup> edition, New York: Cengage Learning
- Bryman, A. 2012.*Social Research Methods*.4<sup>th</sup> edition. New York: Oxford University Press.
- Bryman, A. & Bell, E. 2015. Business Research methods, 4<sup>th</sup> edition. Oxford University

- Byun, S, Meece, JL, Irvin, MJ & Hutchins, BC. 2012. The role of social capital in educational aspirations of rural youth. *Rural Social*, 77(3): 355-379.
- Case, A, Hosegood, V & Lund, F. 2005. The reach and impact of Child Support Grants: Evidence from KwaZulu-Natal. *Development Southern Africa* 22(4):467-482.
- Chigona, A. & Chetty, R. 2007. Girls' education in South Africa: special consideration to teen mothers as learners. *Journal of Education for International Development*, 3(1), 1–17.
- Chigona, A. & Chetty, R. 2008. Teen mothers and schooling: Lacunae and challenges. *South African Journal of Education* 28(2):261-281.
- Chireshe, R. 2011. Presenting findings, analysis, discussion, conclusion and recommendations. Paper presented at Postgraduate Research Workshop. Addis Ababa, Ethiopia.
- Chohan, Z. 2010. Deconstructing Teenage Pregnancy: Teenage Mama's Talk about the Self. (MA), University of the Witwatersrand.
- Cohen, J. 1988. Statistical power analysis for behavioural sciences(2<sup>nd</sup> ed), Hillsdale
- Coleman, JS. 1988. Social capital in the creation of human capital. *American Journal of Sociology* (Supplement), 94: S95-S120.
- Clowes L, D'Amant T, & Nkani, V. 2012. *Books and/or Babies: School principals and their responses to the rights and needs of pregnant and parenting learners*. Cape Town: Human Sciences Research Council.
- Considine, G. & Zappala, G. 2002. Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129-148.

- Creswell, JW. 2014. Research design: Qualitative, Quantitative and mixed methods.4<sup>th</sup> edition. Lincoln: Sage Publications.
- Davis, G., Pecar, B., & Santana, L. 2014. Statistics for the social sciences using excel: A first course for South African Students. Cape Town:Oxford University Press
- Department of Basic Education. 2011. Guidelines for the Implementation of Peer Education on Programmes for Learners in South African Schools. Pretoria: Department of Basic Education.
- Department of Education. 2007. *Measures for the Prevention and Management of Learner Pregnancy*. Pretoria: Department of Education.
- Department of Social Development, South African Social Security Agency & UNICEF. 2011. Child Support Grant Evaluation 2010: Qualitative Research Report. Pretoria: UNICEF South Africa.
- De Vaus, D. 2013. Research design in social research. London: Sage Publications Ltd.
- De Vos, AS., Strydom, H., Fouche, CB. & Delport CSL. 2014. Research at grass roots: For the social sciences and human service development fourth edition. Pretoria: Van Schaik Publishers.
- Dufur, MJ, Parcel, TL & Troutman, KP. 2013. Does capital at home matter more than capital at school? Social capital effects on academic achievement. *Research in Social Stratification and Mobility*, 31: 1-21.
- Dufur, MJ, Parcel, TL & Zito, RC. 2010. Capital at Home and at School: A Review and Synthesis. *Journal of Marriage and Family* 72: 828-846.
- Dugard, P. Todman, JB. & Staines, H. 2010. Approaching multivariate analysis: a practical introduction. London: Routledge.

- Fink, A. 2013. How to conduct surveys: A step-by-step guide. 5<sup>th</sup> edition. Los Angeles: Sage Publications Ltd.
- Gemeay, EM., Ahmed, ES. & Al-Mahmoud SA. 2015. Effect of parents and peer attachment on academic achievement of late adolescent nursing student- A Comparative study, *Journal of Nursing Education and practice*, 5(6): 96-105.
- Grant, MJ. & Hallman, KK. 2008. Pregnancy-related school dropout and prior school performance in KwaZulu-Natal, South Africa. *Studies in family planning*, 39(4):369-82
- Gravetter, FJ & Wallnau, LB. 2017. Statistics for the behavioural sciences, (10<sup>th</sup> ed). Wadsworth: Cengage Learning
- Gustafsson, M. 2011. The when and how of leaving school: The policy implications of new evidence on secondary schooling in South Africa, Stellenbosch Economic Working Papers, no. 9/11.
- Gustafsson, S & Worku, S. 2013. Teenage motherhood and long-run outcomes in South Africa. In: Wolhuter, CC. (Ed.). *South Africa in focus: Economic, political and social issues*. New York: Nova Publishers.
- Haghighatian, M. 2010. The effects of family social capital on student's school achievements in Isfahan High Schools. *Journal of Applied Sociology*, 39(3):21-32.
- Hair, J.F. Jr, Black W.C., Babin B.J. and R.E., Anderson, (2019), *Multivariate Data Analysis*, 8<sup>th</sup> edition, Wadsworth:Cengage Learning.
- Halpern, D. 2005. *Social capital*. Cambridge: Polity Press.
- Hango D. & Le Bourdais C. 2009. The Effect of Education on Early Parenthood among Young Canadian Adults. *Canadian Studies in Population* 36(3-4):237-365.

- Hasan, S. & Bagde, S. 2013. The mechanics of social capital and academic performance in an Indian College. *American Sociological Review*, 78(6):1009-1032.
- Heiman G. (2015) Behavioral Statistics STAT, Student Edition, Wardsworth: Cengage Learning.
- Huang, L. 2008. Social Capital and Student Achievement in Norwegian Secondary Schools. *Learning and Individual Differences*, 19: 320-325.
- Huang, L., Damean, D. & Cairns, D. 2015. Social capital and student achievement: Exploring the influence of social relationships on school success in Norway and Romania. *Creative Education*, 6:1638-1649
- Haynes, P. 2009. Before Going Any Further With Social Capital: Eight Key Criticisms to Address. Working Paper No. 2009/02
- Jackson, SL. 2014. Statistics Plain and Simple, 3<sup>rd</sup> edition, Wardsworth: Cengage learning
- Jordan, N, Patel, L & Hochfeld T. 2014. Early Motherhood in Soweto: The nexus between the Child Support Grant and developmental social work services. *Social Work*, 201450(3): 392-409.
- Kabeer, N., Piza, C. & Taylor, L. 2012. What are the economic impacts of conditional cash transfer programmes? A systematic review of evidence. London: Social Science Research Institute.
- Keller, G. 2018., Statistics for Management and Economics, 11<sup>th</sup> edition, Wardsworth Cengage learning.
- Keppel, G. & Wickens, TD. 2004. Design and analysis: A researcher's handbook 4<sup>th</sup> edition, Upper Saddle River: Prentice Hall

- Kruger, J. 2012. Introduction to research methods: Study Guide for NVMI 521 PED. Potchefstroom: North-West University.
- Levine, DM., Szabat, KA., & Stephan, DF. 2016. Business statistics: A first course(7<sup>th</sup> edition). New York: Pearson Education Pvt. Ltd.
- Liamputtong, P. 2013. *Qualitative Research Methods*. Melbourne: Oxford University Press.
- Lietz,CA., Langer, CL. & Furman, R. 2006. Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative social work* 5, (4):441-458
- Makhado Municipality Integrated Development Plan, 2018-2019
- Makiwane, M. 2010. The Child Support Grant and teenage childbearing in South Africa. *Development Southern Africa*, 27(2): 193-204.
- Manerikar, V. & Manerikar, S. 2015. Research Communications: Croabach's Alpha aWESHkar Vol. XIX Issue 1 March 2015: 117-119
- Maree, K. 2014. *First Steps in Research*. Pretoria: Van Schaik Publishers.
- Mathipa, ER & Gumbo, MT. 2015. *Addressing research challenges: Making headway for developing researchers*. Pretoria: Mosal=a-Masedi Publishers.
- Mathwasa, J & Okeke, CIO. 2016. Barriers Educators Face in Involving Fathers in the Education of their Children at the Foundation Phase. *Journal Social Sciences*, 46(30): 229-240.
- Matlala, SF Nolte, AWG. & Temane, MA. 2014. Secondary school teachers' experiences of teaching pregnant learners in Limpopo province, South Africa. *South African Journal of Education*, 34(4):1-11.

- Midgley, J. 1995. *Social development: The developmental perspective in social welfare*. London: Sage Publications.
- Mokomane, Z. 2012. Role of Families in Social and Economic Empowerment of Individuals, HSRC
- Molapo, CM., Adams, JD. Zulu, SP. & Mabusela, MS. 2014. Schooling-Going Mothers' Experiences in Relation to Teachers: A Case of High Schools in Leribe District, Lesotho. *Mediterranean Journal of Social Sciences*, 5(20): 1269-1276.
- Monserud, MA. & Elder, GH. 2011. Household structure and children's educational achievement: A perspective on co-residence with grandparents. *Journal of marriage and family*, 75(5): 981-1000.
- Morrell, R, Bhana, D & Shefer, T. 2012. *Books and/or Babies: Pregnancy and Young Parents in Schools*. Cape Town: Human Sciences Research Council.
- Mutshaeni, HN. Manwadu, LR. & Mashau, TS. 2015. Management of pregnant learners in secondary schools: Perceptions by educators. *Journal of Social Sciences*, 44(1):101-105.
- Nieman, A. 2006. Social capital and social development. *Social Work*, 42(2): 163-172.
- Ndlovu, S. 2008. Pregnant pupils expelled. *The Mercury*, p. 3.
- Ngabaza, S & Shefer, T. 2013. Policy commitments vs. lived realities of young pregnant women and mothers in school, Western Cape, South Africa. *Reproductive Health Matters*, 21(41):106-113.
- Orderson, C. 2011. 2010 Annual Ruth First Memorial Lecture, University of the Witwatersrand: Voices from the margin. *African Studies* 70(1): 156-165
- Pallant, J. 2013. *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. (4<sup>th</sup> edition). Crows Nest, NSW: Allen & Unwin.

- Panday, S., Makiwane, M., Ranchod, C., & Letsoalo, T. 2009. Teenage pregnancy in South Africa - with a specific focus on school-going learners. Child, Youth, Family and Social Development, Human Sciences Research Council. Pretoria: Department of Basic Education.
- Parcel, TL. & Dufur, MJ. 2001. Capital at Home and at school: Effects on student achievement. *Social Forces*, 79(3): 881-911.
- Patel, L. 2012. Poverty, Gender and Social Protection: Child Support Grant in Soweto, South Africa. *Journal of Policy Practice*, 11:106-12n Decision 4 (1974): 311-324.
- Posel, D. & Ross, FC. 2014. Ethical quandaries in social research. Cape Town: Human Sciences Research Council.
- Polit, DF & Beck, CT. 2012. *Nursing research: Generating and assessing evidence for nursing practise*. 9<sup>th</sup> edition. Philadelphia: Wolters Kluwer Health.
- Potts, R. 2013. Social Welfare in South Africa: Curing or Causing Poverty? *Penn State Journal of International Affairs*, 2(2) :75-92.
- Putnam, RD. 2000. Bowling Alone: The collapse and revival of American Community. New York: Simon & Schuster.
- Rafiq, HMW, Fatima, T, Sohail, MM, Saleem, M & Khan, MA. 2013. Parental Involvement and Academic Achievement – A Study on Secondary School Students of Lahore, Pakistan. *International Journal of Humanities and Social Sciences*, 3(8):209-223.
- Republic of South Africa. 2005. South African Children's Act 38 of 2005. Pretoria: Government Printe
- Republic of South Africa. 1996. South African Schools Act (SASA), No. 84 of 1996. Pretoria: Government Printer.

- Richter, L, Desmond, C, Hosegood, V, Madhavan, S, Makiwane, M, Makusha, T, Morrell, R & Swartz, S. 2012. ID 322 Fathers and other men in the lives of children and families. Cape Town: Human Sciences Research Council.
- Roelenland, K & Sabates-Wheeler, R. 2012. A child-sensitive approach to social protection: Serving practical and strategic needs. *Journal of Poverty & Social Justice*, 20(3):291-306.
- Runhare T. & Vandeyar, S. 2011. Loss of learning space within a legally inclusive education system: Institutional responsiveness to mainstreaming of pregnant learners in formal education. *Gender & Behaviour*, 9(2):4100-4124.
- Salkind, NJ. 2018. Exploring research. New York: Pearson
- Samson, M, Heinrich, C, Williams, M, Kaniki, S, Muzondo, T, Quene, KM & Van Niekerk, I. 2008. Quantitative analysis of the impact of the child support grant. [www.unicef.org/southafrica/SAF\\_resources\\_qachildsupport.pdf](http://www.unicef.org/southafrica/SAF_resources_qachildsupport.pdf)(Accessed on 23/09/2016).
- Sanfilippo, M, De Neubourg, C & Martorano, B. 2012. The Impact of Social Protection on Children: A Review of the literature, Working Paper 2012-06. Florence: UNICEF Office of Research.
- Saunders, M., Lewis, P. & Thornhill, A. 2016. Research methods for business students. Prentice
- Shahidul, SM., Karim, AMZ & Mustari, S. 2015. Social Capital and Educational Aspiration of Students: Does Family Social Capital Affect More Compared to School Social Capital? *International Education Studies*, 8(12):255-260.
- Shefer, T. & Fouten, E. 2012. Being a young parent: The gendered sharing of care. In Morrell, R., Bhana, D. & Shefer, T. (eds) , *Books and/or Babies : Pregnancy and young parents in school*, Cape Town: HSRC Press.

- Shefer T, Bhana D, Morell R, Manzini N, & Masuku N.2012. *Books and/or Babies: 'It isn't easy': Young parents talk to their school experiences*. Cape Town: Human Sciences Research Council.
- Shoukat, A. Haider, Z., Khan H. & Awais Ahmed, A. 2013. Factors Contributing to the Students' Academic Performance: A Case Study of Islamia University Sub-Campus. *American Journal of Educational Research*, 1(8): 283-289.
- Smith-Battle, L. I. 2013. Reducing the stigmatization of teen mothers. *MCN: The American Journal of Maternal/Child Nursing*, 38(4), 235–241.
- Swartz, SG. & Bhana, A. 2009. *Teen Tata: voice of young fathers in South Africa*. Cape Town: HSRC.
- Swartz S, Bhana, L. Richter, L. and Versfeld, A. 2013. *Promoting young fathers' positive involvement in their children's lives*. Cape Town: Human Sciences Research Council.
- Tabachnick , BG., & Fidell , LS. 2013. *Using Multivariate Statistics*(6<sup>th</sup> ed). Boston: Pearson
- Thomas, G. 2013. *How to do your research project: A guide for to students in education and applied social sciences*. Los Angeles: Sage Publications Ltd.
- UNICEF. 2009. *Joint Statement on Advancing Child Sensitive Social Protection*. London: UNICEF.
- United Education, Scientific and Cultural Organisation.1960. *Convention against Discrimination in Education*. Geneva: United Nations.
- United Nations. 1979. *Convention on the Elimination of all forms Discrimination against Women (CEDAW)*. Geneva: United Nations.
- United Nations. 1966. *International Covenant on Economic, Social and Cultural Rights (ICESCR)*. Geneva: United Nations.

- United Nations Educational and Scientific and Cultural Organisation(UNESCO). 2014. Developing an education sector response to early and unintended pregnancy. Geneva: UNESCO.
- Vaughan, S., Sanders, T., Crossley, N., O'Neil, P. & Wass, V. 2014. Bridging the gap: the role of social capital and ethnicity in medical student achievement. *Medical Education*, 49(1): 114-123.
- Ward C., Makusha, T. & Bray, R. 2015. Parenting, poverty and young people in South Africa: What are the connections? *South African Gauge*, 2:69-74.
- Wekeza, V. 2014. Re-Admission Policy and Kenya Certificate of Secondary Education Performance in Bungoma North Sub-County, Kenya. *International Journal of Innovative Research & Development* 3(7):436-441.
- Welman, C., Kruger, SJ. & Mitchell, B. 2005. Research Methodology Third edition. Cape Town: Oxford University Press Southern Africa
- Willan, S. 2013. *A Review of Teenage Pregnancy in South Africa – Experiences of Schooling, and Knowledge and Access to Sexual & Reproductive Health Services*. Durban: Partners in Sexual Health (PSH).
- Wolpe, A. 2005. Reflections on the Gender Equity Task Team. *Gender Equity in South African Education: 1994-2004* (pp. 119-140). Cape Town: HSRC Press.
- Zabihi, R. 2011. Parental education and social and cultural capital in academic achievement. *International Journal of English Linguistics*, 1(2): 50-57.
- Zembe-Mkabile, W, Surrender, R, Sanders, D, Jackson, D & Doherty, T. 2015. The experience of cash transfers in alleviating childhood poverty in South Africa: Mothers' experiences of the Child Support Grant. *Global Public Health* 10(7): 834-851.

**APPENDICES**

**APPENDIX A1 :QUESTIONNAIRE FOR YOUNG MOTHERS ARE CURRENTLY IN THE SCHOOL**

Please answer all the questions as honestly as possible. The purpose of the study is to discover the socioeconomic factors that may contribute to the successful completion of matric among young mothers. This will also create awareness on the importance of their successful completion of matric in the community. The information collected for this study will be collated and analysed in order to form an accurate picture of this research project; *“the role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa”*. It will assist the researcher to make findings and propose recommendations to improve the successful completion of matric among young mothers.

You do not need to identify yourself and, similarly, the researcher will uphold anonymity in that there will be no possibility of any respondent being identified or linked in any way to the research findings in the final research report. All your responses will be treated confidentially. You are not supposed to write your name or any information that may lead to disclosure of your identity. The researchers will not disclose any information that may lead to any respondent being identified. Please answer **all** the questions in the spaces provided. Mark by an ‘X’ the appropriate box of your response. You can also add any answer which you have apart from the given responses where it is written “Other (specify)”. For such open-ended questions, please write your responses clearly and legibly in the space provided.

**SECTION A: (Demographic details)**

***Indicate your choice by marking the appropriate selected blank block with an “X”.***

The following questions are **for statistical purposes only**.

<b>Section A: Demographic data</b>	<b>For office use</b>																		
<p><b>Q1. What is your age?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">18 - 19 years</td> <td style="width: 30%;">1</td> </tr> <tr> <td>20 – 21 years</td> <td>2</td> </tr> <tr> <td>22 – 23 years</td> <td>3</td> </tr> <tr> <td>24 – 25 years</td> <td>4</td> </tr> <tr> <td>Above 25 years</td> <td>5</td> </tr> </table>	18 - 19 years	1	20 – 21 years	2	22 – 23 years	3	24 – 25 years	4	Above 25 years	5	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; height: 25px;"></td> <td style="width: 50%; height: 25px;"></td> </tr> <tr> <td style="height: 25px;"></td> <td style="height: 25px;"></td> </tr> <tr> <td style="height: 25px;"></td> <td style="height: 25px;"></td> </tr> <tr> <td style="height: 25px;"></td> <td style="height: 25px;"></td> </tr> </table>								
18 - 19 years	1																		
20 – 21 years	2																		
22 – 23 years	3																		
24 – 25 years	4																		
Above 25 years	5																		

<b>Q2. What is your race?</b>		<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>												
Black African	1													
White	2													
Coloured	3													
Indian	4													
Asian (other than Indian)	5													
<b>Q3. In which Grade are you?</b>		<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>												
Grade 10	1													
Grade 11	2													
Grade 12	3													
<b>Q4. How many children do you have?</b>		<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>												
One child	1													
Two children	2													
Three or more	3													
<b>Q5. What is your family type?</b>		<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>												
Nuclear family (father, mother and siblings)	1													
Single parent (family headed by father or mother)	2													
Child-headed (there are no parents; the family is headed by you or another sibling)	3													
Extended family (two or more adults who are related, either by blood or marriage, living in the same home).	4													
Blended family (Step family - families with mixed parents: one or both parents remarried, bringing children of the former family into the new family.)	5													
Other (specify):	6													
<b>Q6. Who looks after the child (ren) when you are at school?</b>														

Mother	1			
Sibling	2			
Community Crèche	3			
Grandmother	4			
Babysitter	5			
Aunt or any other female relative (besides mother or sibling or grandmother)	6			
Any other (specify):	7			

**Q7. Do you get any form of support from the father of the child?**

Yes	1
No	2

**Q8. If your answer is 'Yes' to Q7, indicate the form of support you get.**

Item	Form of Support	Yes	No
a)	Buying food	1	2
b)	Buying clothing and uniforms	1	2
c)	Medical aid	1	2
d)	Counselling, when I have problems	1	2
e)	Paying maintenance	1	2
f)	Attending consultation days at school	1	2
g)	Assisting me with home work	1	2
h)	Collecting my school academic progress report quarterly	1	2
i)	Payment of educational fees (school fees, supplies and related costs and etc)	1	2
j)	Transportation expenses to attend baby clinic	1	2
k)	Transportation expenses for me to attend school	1	2
l)	Assistance in payment of rent, water and electricity accounts	1	2

	Other (specify)----- ----- ----- ----- -----			
--	--	--	--	--

**Q9. What is the source of your family income?**

Item	Source of income	Yes	No
a)	Child support grant	1	2
b)	Funds from my parents	1	2
c)	Maintenance from the father of the child	1	2
d)	From buying and selling products	1	2
e)	Income from employment of household members	1	2
f)	Other social grant (specify):	1	2
g.	Other, specify	1	2

**Q10. Since you got pregnant, indicate your level of agreement on the kind of treatment you have been receiving from the father of your child. SA = Strongly Agree(1); A =Agree(2); UD =Undecided(3); D = Disagree (4); SD =Strongly Disagree (5)**

Statement	SA	A	UD	D	SD
a) Blamed me for having a child/children	1	2	3	4	5
b) Does not phone me	1	2	3	4	5
c) Chased me away from home	1	2	3	4	5
d) Does not provide me with food	1	2	3	4	5
e) Does not buy clothes and uniforms	1	2	3	4	5
f) Does not pay my transport cost to school	1	2	3	4	5
g) Does not pay my school fees	1	2	3	4	5
h) Did/does not pay maintenance	1	2	3	4	5

i) Does not support me in school work	1	2	3	4	5		
Other (specify)----- ----- ----- ----- ----- -----							

**Section B: Child support grant**

<b>Q11. Are you a recipient of a child support grant?</b>		<b>Office use</b>
Yes	1	
No	2	
<b>Q12. If your answer was 'Yes' to Q11 please, indicate what you use the child support for(how you spend the money). Rank your answer (1,2,3,4...7) in the boxes from 1 to 7, starting with what you spend the child support grant most on, to the least (1 indicating the most, and 7 indicating the least).</b>		
<b>Item</b>	<b>Rank</b>	
Buy food		
Transport to school		
Buy clothes		
Buy uniforms		
Buy stationery		
Pay transport to visit clinic for medical care		
Other (specify):		

Indicate the level of extent on the following aspects:						Office use
Statements/questions	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent	
<b>Q13. Utilisation of CSG by young mothers</b>						
a) Acquiring a bigger house or place, so there is room for the child	1	2	3	4	5	
b) Purchasing more food for the family so the child can eat well	1	2	3	4	5	
c) Buying better clothes for the family	1	2	3	4	5	
d) Buying clothes for the child	1	2	3	4	5	
e) Paying for a baby sitter	1	2	3	4	5	
f) Buying toys for the child	1	2	3	4	5	
g) Paying an extra person to clean the house	1	2	3	4	5	
h) Paying for my education fees and related expenses (books and etc)	1	2	3	4	5	
i) Transportation expenses to attend baby clinic	1	2	3	4	5	
j) Transportation expenses for me to attend school	1	2	3	4	5	
k) Payment of educational fees (school fees, supplies and related costs like school uniforms and etc)	1	2	3	4	5	
m) Payment of medical aid	1	2	3	4	5	
<b>Q14. Impact of CSG on the successful completion of matric among young mothers</b>						
a) The child support grant (CSG) is able to meet the needs of young mothers to be able to complete their matric successfully.	1	2	3	4	5	
b) The CSG grant plays a very important role in promoting academic performance.	1	2	3	4	5	
c) Young mothers are able to attend school regularly thanks to the CSG.	1	2	3	4	5	
d) The CSG promotes my right to education.	1	2	3	4	5	

e) CSG enables me to spend more time looking after the child.	1	2	3	4	5	
f) CSG assist me in contributing to household expenses.	1	2	3	4	5	
g) CSG assistance makes me happier.	1	2	3	4	5	
h) CSG have enabled me to send child to day-care centres.	1	2	3	4	5	
i) The CSG grant has improved the health of my child by ensuring that growth of child is monitored through clinic visits.	1	2	3	4	5	
j) The grant has enabled me not to miss school days.	1	2	3	4	5	
k) The grant has enabled me to avoid use of drugs.	1	2	3	4	5	
l) The grant has assisted in preventing me from immoral sexual behaviours.	1	2	3	4	5	
<b>Q15. Role of the government in CSG</b>						
a) The government should increase the CSG to assist children to complete their matric.	1	2	3	4	5	
b) Government should put mechanisms in place to check proper use of CSG.	1	2	3	4	5	
c) There should be yearly visits from government officials.	1	2	3	4	5	
d) CSG encourages pregnancy	1	2	3	4	5	
e) CSG is received by person in need	1	2	3	4	5	
f) GSG requirements has loop holes	1	2	3	4	5	
<b>Q16. If the CSG is cancelled indicate the level of effect the following factors would have on hindering the successful completion of your matric.</b>						
<b>Factor</b>	<b>Extremely effective</b>	<b>Very effective</b>	<b>Moderately effective</b>	<b>Slightly effective</b>	<b>Not effective at all</b>	
a) Absenteeism from school will be high.	1	2	3	4	5	

b) No money to buy food.	1	2	3	4	5	
c) Forced to drop out of school.	1	2	3	4	5	
d) No money to buy uniforms.	1	2	3	4	5	
e) No money to buy additional stationery.	1	2	3	4	5	
f) Poor results in the final examinations.	1	2	3	4	5	
g) May miss a Test and/or Examination due to absence.	1	2	3	4	5	
h) Fail to pass Grade 12 at the end of the year.	1	2	3	4	5	
i) Fail to achieve my career aspirations.	1	2	3	4	5	

**Q17. Indicate the level of extent you get the following support from your family in your school work as a young mother on the following**

<b>Form of support</b>	<b>To a very large extent</b>	<b>To a large extent</b>	<b>To some extent</b>	<b>To a little extent</b>	<b>Not to any extent at all</b>	
a) Taking care of the child	1	2	3	4	5	
b) Counselling support	1	2	3	4	5	
c) Financial support	1	2	3	4	5	
d) Assistance with school work	1	2	3	4	5	
e) Assistance with medical care for child	1	2	3	4	5	
f) Assistance with medical care for me	1	2	3	4	5	

**Q18. If you are a recipient of a child support grant, to what extent does it contribute to your completion of high school as a young mother?**

To a very large extent	1
To a large extent	2
To some extent	3
To a little extent	4
Not to any extent at all	5

	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>						

**SECTION C: School environment and policy for learner parents**

<b>Q19. Have you repeated any Grade since you have given birth?</b>			<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>								
Yes	1										
No	2										
<b>Q20. If your answer is 'Yes' in Q19, indicate the number of times you repeated:</b>			<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>								
Once	1										
Twice	2										
Thrice (three times)	3										
More than three times	4										
<b>Q21. If your answer is 'Yes' in Q19, indicate which Grade (s):</b>			<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>								
Grade		Number of times you failed the Grade									
10	1										
11	2										
12	3										
<b>Q22. Does your school have a written school policy for pregnant learners and young mothers?</b>			Office use								
Yes	1		<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>								
No	2										

<b>Q23. If your answer is 'Yes' in Q22. above, is this policy helpful to your schooling?</b>						<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>										
Yes		1														
No		2														
<b>Q24. Suppose you are absent from school to take care of your baby or to take your child to the clinic, are your given support on work that you might have missed?</b>						<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>										
Yes		1														
No		2														
<b>Q25. Are there educators who are assigned to assist or counsel you as a young parent in the school?</b>						<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>										
Yes		1														
No		2														
<b>Q26. If your answer is 'Yes' in Q25. Indicate the extent of support you get.</b>						<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>										
Form of support		<b>To a very large extent</b>	<b>To a large extent</b>	<b>To some extent</b>	<b>To a little extent</b>	<b>Not to any extent at all</b>										
a) Counselling		1	2	3	4	5										
b) Financial assistance		1	2	3	4	5										
c) Extra-lessons		1	2	3	4	5										
d) Multiple opportunities in assignments, projects		1	2	3	4	5										
e) Given opportunity to write missed formal tasks/Common assessment tasks (CASS)		1	2	3	4	5										
Any other (specify):																

----- ----- ----- ----- ----- -----						
--	--	--	--	--	--	--

**Q27. Does your school have facilities for babies of young mothers?**

Yes	1
No	2


**Q28. Do you get support from your other learners in the school?**

Yes	1
No	2


**Q29. If your answer is 'Yes' in Q28, indicate the extent of the support you get from other learners.**

Code	

	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all
a) Financial	1	2	3	4	5
b) Spiritual	1	2	3	4	5
c) Encouragement	1	2	3	4	5
d) Assistance with school work	1	2	3	4	5
e) Food	1	2	3	4	5
f) Stationery	1	2	3	4	5
g) Counselling	1	2	3	4	5

<p><b>Q30. To what extent does/has the support you get from the school contribute/contributed to completion of high school as a young mother?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">To a very large extent</td> <td style="text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">To a large extent</td> <td style="text-align: center; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">To some extent</td> <td style="text-align: center; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">To a little extent</td> <td style="text-align: center; padding: 2px;">4</td> </tr> <tr> <td style="padding: 2px;">Not to any extent at all</td> <td style="text-align: center; padding: 2px;">5</td> </tr> </table>	To a very large extent	1	To a large extent	2	To some extent	3	To a little extent	4	Not to any extent at all	5																																													
To a very large extent	1																																																						
To a large extent	2																																																						
To some extent	3																																																						
To a little extent	4																																																						
Not to any extent at all	5																																																						
<p><b>Q31. Do you get any support from other young mothers?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Yes</td> <td style="text-align: center; padding: 2px;">1</td> </tr> <tr> <td style="padding: 2px;">No</td> <td style="text-align: center; padding: 2px;">2</td> </tr> </table>	Yes	1	No	2																																																			
Yes	1																																																						
No	2																																																						
<p><b>Q32. If your answer is 'Yes' to Q31. indicate the level of extent of support you got from other young mothers.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Form of support</th> <th style="padding: 5px; text-align: center;">To a very large extent</th> <th style="padding: 5px; text-align: center;">To a large extent</th> <th style="padding: 5px; text-align: center;">To some extent</th> <th style="padding: 5px; text-align: center;">To a little extent</th> <th style="padding: 5px; text-align: center;">Not to any extent at all</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">h) Financial</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">i) Spiritual</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">j) Encouragement</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">k) Assistance with school work</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">l) Food</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">m) Stationery</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">n) Counselling</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="padding: 5px;">o) Other (specify)----- ----- ----- -----</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Form of support	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all	h) Financial	1	2	3	4	5	i) Spiritual	1	2	3	4	5	j) Encouragement	1	2	3	4	5	k) Assistance with school work	1	2	3	4	5	l) Food	1	2	3	4	5	m) Stationery	1	2	3	4	5	n) Counselling	1	2	3	4	5	o) Other (specify)----- ----- ----- -----						
Form of support	To a very large extent	To a large extent	To some extent	To a little extent	Not to any extent at all																																																		
h) Financial	1	2	3	4	5																																																		
i) Spiritual	1	2	3	4	5																																																		
j) Encouragement	1	2	3	4	5																																																		
k) Assistance with school work	1	2	3	4	5																																																		
l) Food	1	2	3	4	5																																																		
m) Stationery	1	2	3	4	5																																																		
n) Counselling	1	2	3	4	5																																																		
o) Other (specify)----- ----- ----- -----																																																							
<p><b>Q33. If your answer was 'No' in Q31 above, indicate in the space below how they treated you.</b></p>																																																							


**Thank you for completing the questionnaire**

**APPENDIX A2: DZIMBUDZISO KHA VHO- MME VHATUKU VHANE VHA KHA DI DZHENA  
TSHIKOLO**

Fhindulani mbudziso dzothe ngau fulufhedzea. Ndivho ya ngudo iyi ndi u wanulusa masiandaitwa a zwa madzulele na ekonomi ane avha na mukovhe khau khunyeledza matiriki kha vhomme vhatuku. Hezwi zwi do bonyulusa vhatu mato nga ha vhuthogwa hau phasa matiriki kha vhupo hune vha bva hone. Mafhungo ane a do kuvhanganwa khai ino ngudo ado sedzuluswa uri a kone u nea tshifanyiso tsha vhukuma malugana na iyi thodulusiso, “*Ndeme ya zwa madzulele na ekonomi khau fhedza matiriki ha vho-mme vhatuku kha sekete ya Soutpansberg East, Limpopo Afurika Tshipembe*”. Zwi do thusa mutodulusisi a wane mawanwa, aite themendelo dzau khwinifhadza mvelelo dza matiriki kha vho-mme vhatuku.

Ani faneli udi bula, ngauralo mutodulusisi udo dzhia vhudifunduleli hau sa bula dzina lanu. A huna khonadzeo ya uri mufhinduli a divheye kana avhe na vhukwamanyi na dzi mvelelo dza iyi thodulusiso ngai inwe ndila. Phindulo dzanu dzothe ndi dza tshiphirini. Anongo tea u nwala dzina lanu kana zwinwe zwine zwanga sumbedzisa uri ndi inwi nnyi. Mutodulusisi hanga ambi mafhungo ane a do sia inwi ni tshi khou divhea. Ni khou humbeliwa uri ni fhindule mbudziso dzothe kha tshikhala tsho siwaho. Fhindulani ngau nwala ledere “X” kha bogisi la phindulo yanu. Ni nga engedza ngau tou nwala phindulo yanu arali phindulo ine na navha nayo isongo newa ho nwaliwaho “Zwinwe (buletshedzani)”. Kha mbudziso dzo raloho, nwalani phindulo dzanu zwavhudi nga ndila ya u vhonala.

**KHETHEKANYO A :( Zwa madzulele)**

***Khethani phindulo yanu ngau nwala X kha bogisi lo fanelaho...***

Mbudziso dzi tevhelaho ndi dza **tshivhalo tsha vhatu fhedzi**.

Khethekanyo A: Mafhungo a kudzulele kwa vhatu		Ndi zwa ofisini fhedzi
Q1. Ni na minwha mingana?		
16 – 17	1	<input type="checkbox"/>
18 - 19	2	<input type="checkbox"/>
20 – 21	3	<input type="checkbox"/>
22 – 23	4	<input type="checkbox"/>
24 – 25	5	<input type="checkbox"/>
Nga nthu ha 25	6	<input type="checkbox"/>

Q2. Ni wa murafho mufhio?																
Murema	1	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>														
Mutshena	2															
Mukhaladi	3															
Mugula	4															
Mudzulapo wa Asia	5															
Q3. Ni kha murole mufhio?																
Grade 10	1	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>														
Grade 11	2															
Grade 12	3															
Q4. Ni na vhana vhangana?																
Muthihi	1	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>														
Vhavhili	2															
Vhararu kana u fhira	3															
Q5. Tshivhumbeo tsha muta wa hanu?																
Muta wo fhelelaho (khotsi, mme na vharathu)	1	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>														
Muta worangiwaho phanda nga mubebi muthihi	2															
Muta u sinaho vhabebi, wo rangiwaho phanda nga nwana	3															
Muta wo engedzedzwaho, une havha na vhathu vhavhili kana u fhira vha hulwane, vhare na vhushaka ha malofhani kana nga ha mbingano	4															
Muta wa vhabebi vhane muthuhi asi wa malofhani	5															
Zwinwe(bulani):	6															
Q6. Ndi nnyi ano thogomela nwana/vhana musi ni tshikoloni?																
Mme	1	<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>														
Mukomana	2															
Khireshe	3															
Makhulu	4															
Muleli wa nwana	5															
Makhadzi kana muthu munwe wa mufumakadzi(nga nda ha mmeanu, mukomana kana makhulu)	6															
zwinwe (bulani):	7															
Q7. Ni a wana thikhedzo naa ino bva kha khotsia nwana?																
Ehe	1															
Hai	2															

Q8. Arali phindulo yanu l " ehe" kha Q7, sumbedzani thikhedzo ine na l wana

tshitenwa	Thikhedzo	ehe	hai
a)	Urenga zwiliwa	1	2
b)	Urenga zwiambaro na dzhunifomo	1	2
c)	Thuso ya zwamutakalo	1	2
d)	Uni tsivhudza musini na thaidzo	1	2
e)	U sapota nwana	1	2
f)	U ya tshikoloni na inwi-consultation	1	2
g)	Uni thusa nga tshunwahaya	1	2
h)	U dzhia repoto yanga ya tshikolo kotare inwe na inwe	1	2
i)	U badela masheleni a tshikolo	1	2
j)	Masheleni au isa nwana tshikaloni kiliniki	1	2
k)	Masheleni auri ndi namele ndi tshiya tshikoloni	1	2
l)	Masheleni au badela vhudzulo, madi, na mudagasi	1	2
	zwinwe (bulani)----- ----- ----- ----- -----		

Q9. Muta wa hanu u wana masheleni nga ndila-de?

Tshitenwa	Ndila ya u wana masheleni	Ehe	Hai
a)	Mundendende	1	2
b)	Tshelede in bva kha vhabebi vhanga	1	2
c)	Tshelede in ova kha khotsia nwana	1	2
d)	U renga nau rengisa	1	2
e)	Muholo wa muthu ane a shuma henefha mutani	1	2
f)	zwinwe (bulani):	1	2

Q10. Tshe na gonya miri, sumbedzani ndila ine na tendelana nayo ye khotsia nwana ani fara ngayo. TM = tenda nga maanda(1); T= tenda(2); V =vhukati(3); H = hana (4); HM =hana nga maanda (5)

Statement	TM	T	V	H	HM
a) O mbona mulandu wa uvha na nwana	1	2	3	4	5
b) Ha mpfouneli	1	2	3	4	5
c) O mpandela mudini	1	2	3	4	5
d) Ha nnei zwiliwa	1	2	3	4	5
e) Ha nthengeli zwiambaro na dzhunifomo	1	2	3	4	5
f) Ha badeli tshiendedzi tshanga tshau ya tshikoloni	1	2	3	4	5
g) Ha badeli masheleni a tshikolo	1	2	3	4	5
h) Ha undi nwana	1	2	3	4	5
l)Ha tikedzi mafhungo anga a tshikolo	1	2	3	4	5

Zwinwe (bulani)----- ----- ----- ----- ----- --								
--	--	--	--	--	--	--	--	--

### Khethekanyo B: Mundende wa vhana

Q11. Ni a wana gavhelo la mundende wa vhana naa?		Ndi zwa ofisini fhedzi																															
<table border="1"> <tr> <td>Ehe</td> <td>1</td> </tr> <tr> <td>Hai</td> <td>2</td> </tr> </table>	Ehe	1	Hai	2		<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>																											
Ehe	1																																
Hai	2																																
<p>Q12. Arali phindulo yanu I “Ehe” kha Q11, sumbedzani uri tshelede ya mundende ni ishumisa nga ndila-de. Kalani phindulo yanu (1, 2, 3, 4...7) kha mabogisi ubva kha 1 uswika 7, ni tshi khou sumbedzisa uri mundende ni u shumisesa kha zwifhio u fhira zwifhio (1 ikhou sumbedza zwine na zwishumisesa khazwo, 7 ikhou sumbedzisa zwine na sa zwi shumisesa).</p> <table border="1"> <thead> <tr> <th>Tshitenwa</th> <th>Tshikalo</th> </tr> </thead> <tbody> <tr> <td>Urenga zwiliwa</td> <td></td> </tr> <tr> <td>Tshiendedzi tshauya tshikaloni</td> <td></td> </tr> <tr> <td>U renga zwiambaro</td> <td></td> </tr> <tr> <td>U renga dzhunifomo</td> <td></td> </tr> <tr> <td>U renga zwishumiswa zwa tshikolo</td> <td></td> </tr> <tr> <td>U badela tshiendedzi tshau isa nwana tshikaloni</td> <td></td> </tr> <tr> <td>Zwinwe (bulani):</td> <td></td> </tr> </tbody> </table>		Tshitenwa	Tshikalo	Urenga zwiliwa		Tshiendedzi tshauya tshikaloni		U renga zwiambaro		U renga dzhunifomo		U renga zwishumiswa zwa tshikolo		U badela tshiendedzi tshau isa nwana tshikaloni		Zwinwe (bulani):			<table border="1"> <tr> <td></td> <td></td> </tr> </table>														
Tshitenwa	Tshikalo																																
Urenga zwiliwa																																	
Tshiendedzi tshauya tshikaloni																																	
U renga zwiambaro																																	
U renga dzhunifomo																																	
U renga zwishumiswa zwa tshikolo																																	
U badela tshiendedzi tshau isa nwana tshikaloni																																	
Zwinwe (bulani):																																	

Sumbedzani zwitevhelaho:	Ofisini fhedzi
--------------------------	----------------

Fhungo/ mbudziso	Nga maandesa	Nga maanda	Tshinwe tshifhinga	Zwituku	Naluthihi	
<b>Q13. U shumiswa ha tshelede ya mundede nga vho-mme vhatuku</b>						
a) U wana nndu khulwane uri nwana a wane kamara	1	2	3	4	5	
b) U rengela muta zwiliwa, uri na nwana a kone u la	1	2	3	4	5	
c) U rengela muta zwiambaro	1	2	3	4	5	
d) U rengela nwana zwiambaro	1	2	3	4	5	
e) U badela muleli wa nwana	1	2	3	4	5	
f) U rengela nwana dzi thoyi dzau tambisa	1	2	3	4	5	
g) U badela muthusi wa hayani	1	2	3	4	5	
h) U di badelela masheleni ane a todea tshikoloni	1	2	3	4	5	
i) U isa nwana tshikaloni	1	2	3	4	5	
j) U badela tshiendedzi uri ndi kone uya tshikoloni	1	2	3	4	5	
k) Mbadelo ya tshikoloni, dzhunifomo na zwinwe zwa tshikolo	1	2	3	4	5	
m) U badela medical aid	1	2	3	4	5	
<b>Q14. Thuso ya mundende kha u fhedza tshikolo ha vho-mme vhatuku</b>						
a) Mundende u thusa vho-mme vhatuku uri vha fhedze matiriki	1	2	3	4	5	
b) Mundende una ndima khulu khau tutuwedza u shuma zwavhudi tshikoloni.	1	2	3	4	5	
c) Vho-mme vhatuku vha kona uya tshikoloni, ri livhuwa mundende.	1	2	3	4	5	
d) Mundende u tikedza pfaelo yanga ya pfunzo.	1	2	3	4	5	
e) Mundende u ita iri ndi fhedze tshifhinga tshilapfu ndi tshi khou thogemela nwana.	1	2	3	4	5	
f) Mundende u nkonisa u thusa hayani hune havha na thaelelo hone.	1	2	3	4	5	
g) Luafhulelo lwa mundende lu ita uri ndi takale.	1	2	3	4	5	
H) Mundende u ita uri ndi kone isa nwana khiresheeni.	1	2	3	4	5	
ii) Mundende u ita uri mutakalo wa nwanawanga uvhe wakhwine ngauri ndia kona umuisa kiliniki.	1	2	3	4	5	
j) Mundende wo thusa uri ndi sa love tshikolo.	1	2	3	4	5	
k) Mundende wo nthusa uri ndi sa shumise zwidzizivhadzi.	1	2	3	4	5	
l) Mundende wo nthivhela udi dzhenisa kha maitete asiavhudi a vhudzekani.	1	2	3	4	5	
<b>Q15. Mushumo wa muvhuso kha mundende</b>						
a) Muvhuso utea u engedza mundende uri vhana vha kone u swika kha matiriki.	1	2	3	4	5	
b) Muvhsuso u fanela u wana ndila dzau sedzulusisa kushumisele kwa mundende.	1	2	3	4	5	
c) Vhashumeli vha muvhuso vha tea uri dalela nwaha munwe na munwe.	1	2	3	4	5	

d) Mundende u utuwedza udi hwala ha vhana vhatshikolo	1	2	3	4	5	
e)Mundende u holiwa nga vhathu vha thogaho	1	2	3	4	5	
f) Thodea dzau hambela mundende dzia solisea	1	2	3	4	5	
Q16. Arali mundende wa si tshavha hone, sumbedzisani ndila ine na do kwamea ngayo, na balelwa u fhedza matiriki.						
Tshiitisi	Nga maandesa	Mga maanda	U linganela	Zwituku	Naluthihi	
j) U lova tshikolo nga maanda	1	2	3	4	5	
k) Usa vha na tshelede ya u renga zwiliwa	1	2	3	4	5	
l) Ukombetshedzea u litsha tshikolo.	1	2	3	4	5	
m) Usa vha na tshelede yau renga dzhunifomo.	1	2	3	4	5	
n) Usa vha na tshelede yau renga zwishumiswa zwa tshikolo.	1	2	3	4	5	
o) Mvelelo dzi si dzavhudi dza mulingo.	1	2	3	4	5	
p) Ukundelwa u nwala mulingo ka thesite nga nwambo wau love tshikolo.	1	2	3	4	5	
q) U feila matiriki nwaha utsifhela.	1	2	3	4	5	
r) U kundelwa ubveledza miloro ya budo langa.	1	2	3	4	5	
Q17. Sumbedzani ndila ine na wana thikhedzo itevhelaho kha mushumo wanu wa tshikolo sa mme mutuku.						
Tshivhumbeo tsha thikhedzo	Nga maandesa	Nga maanda	Tshinwe tshifhinga	Zwituku	Naluthihi	
g) U thogomela nwana	1	2	3	4	5	
h) Tsivhudzo	1	2	3	4	5	
i) Masheleni	1	2	3	4	5	
j) U thusiwa nga mushumo wa tshikolo	1	2	3	4	5	
k) U thusiwa nga u thogomela mutakalo wa nwana	1	2	3	4	5	
l) U thusiwa ngau zwa mutakalo wanga	1	2	3	4	5	

Q18. Arali ni tshi wana mundende wa nwana, ini thusa hanio khau bveledza hanu matiriki sa mme mutuku?								
Nga maandesa	1							
Nga maanda	2							
Sa zwezwo	3							
Zwituku	4							
Naluthihi	5							
		<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>						

**KHETHEKANYO C: Vhupo ha tshikoloni na ndayotewa ya vhagudiswa vhare vhabebi**

Q19. No dovholola murole tshe na vha na nwana?		
Ehe	1	
Hai	2	
Q20. Arali phindulo yanu l “ehe” kha Q19, sumbedzani uri no dovholola murole lungana:		
Luthihi	1	
Luvhili	2	
Ufhira luralu	3	
Q21. Arali phindulo yanu l “Ehe” kha Q19, sumbedzani uri ndi murole kana mirole ifhio:		
Murole		
10	1	
11	2	
12	3	
Q22.Tshikolo tshanu tshina ndayotewa yo nwaliwaho nga ha vhagudiswa vho dihwalaho?		Zwa ofisini fhedzi
Ehe	1	
Hai	2	
Q23. Arali phindulo yanu l “Ehe” kha Q22. Eyo ndayotewa iani thusa khau dzhena hanu tshikolo?		
Ehe	1	
Hai	2	

Q24. Zwi dzhieni no lova tshikolo nga munlandu wa uri no vha ni khou tea u thogomela nwana kana umu isa kiliniki, nia newa thikhedzo naa kha mushumo we na u tahela tshikoloni?

Ehe	1
Hai	2


Q25. Hu na vhadededzi vho khethiwaho uni thusa nau ni eletshedza sa mubebi mutuku tshikoloni?

Ehe	1
Hai	2


Q26. Arali phindulo yanu I “Ehe” kha Q25. Sumbedzani thikhedzo ine nai wana.

Tshivhumbeo tsha thikhedzo	Nga maandesa	Nga maanda	Tshinwe shifhinga	Zwituku	Naluthihi
f) U tsivhudzwa	1	2	3	4	5
g) Thuso ya masheleni	1	2	3	4	5
h) Dzi ngudo musu tshikolo tshono va	1	2	3	4	5
i) Tshikala tshilapfu tshau ita mushumo watshikolo sa tsumbo, project	1	2	3	4	5
j) Tshikhala tsha u nwala zwe na si zwi nwale ufana na dzi thesite	1	2	3	4	5
Zwinwe-vho (bulani): ----- ----- ----- ----- ----- -----					


Q27. Tshikolo tshanu tshi na zwishumiswa zwa vhana vha vho mme vhatuku?

Ehe	1
Hai	2


Q28. Nia a wana thikhedzo kha vhanwe vhagudiswa-ngainwi ni tshikoloni naa?

Ehe	1
Hai	2


Q29. Arali phindulo yanu I “Ehe” kha Q28, sumbedzani thikhedzo ine na iwana kha vhanwe vhagudiswa.

Code	

	Nga maandesa	Nga maanda	Tshinwe tshifhinga	Zwituku	Naluthihi
p) Masheleni	1	2	3	4	5
q) Vhurereli	1	2	3	4	5
r) Thuthuwedzo	1	2	3	4	5
s) U thusiwa nga mushumo wa tshikolo	1	2	3	4	5
t) Zwiliwa	1	2	3	4	5
u) Zwishumisa zwa tshikolo	1	2	3	4	5
v) Tsivhudzo	1	2	3	4	5

Q30. Thikhedzo iyi ye na iwana kana ine na iwana yo ni thusa hani khau kona hanu u bveledza matiriki sa mme mutuku?

Nga maandesa	1
Nga maanda	2
Tshinwe tshifhinga	3
Zwituku	4
Naluthihi	5

Q31. Nia wana thikhedzo ino bva kha vhawe vho-mme vhatuku?

Ehe	1
Hai	2

Q32. Arali phindulo yanu I “Ehe” kha Q31. Sumbudzani thikhedzo ye na I wana kha vhanwe vho-mme vhatuku.

Tshivhumbeo tsha thikhedzo	Nga maandesa	Nga maanda	Tshinwe	Zwituku	Naluthihi
w) Masheleni	1	2	3	4	5
x) vhurereli	1	2	3	4	5
y) Thuthuwedzo	1	2	3	4	5
z) Thuso kha mushumo wa tshikolo	1	2	3	4	5
aa) Zwiliwa	1	2	3	4	5
bb) Zwishumiswa zwa tshikolo	1	2	3	4	5
cc) Tsivhudzo	1	2	3	4	5

dd) zwinwe (bulani)----- ----- -----							
Q33. Arali phindulo yanu I “Hai” kha Q31, nwalani ndila e na fariwa ngayo kha thikhala afho fhasi.							

**Ndo livhuwa no fhindula dzimbudziso**

## **APPENDIX B: PARTICIPANT INFORMATION SHEET AND CONSENT FORM**

### **APPENDIX B1 PARTICIPANT INFORMATION SHEET**

**Title: The role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa**

#### **Dear Prospective Participant**

My name is Hatuugari Livingstone and I am doing research with Prof. Mazibuko NC., a lecturer in the Department of Department of Sociology towards a MA in Sociology at the University of South Africa. I am inviting you to participate in a study entitled ‘The role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa.’

#### **WHAT IS THE PURPOSE OF THE STUDY?**

I am conducting this research to find out the role socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa, with a specific focus of creating “awareness” among the communities.

#### **WHY AM I BEING INVITED TO PARTICIPATE?**

You have been chosen because you are a young mother who may be directly or indirectly be affected by socioeconomic factors in the completion of high school. You are also among the vulnerable groups that may fail to complete school after giving birth due increased poverty. As significant number of studies found that on 33% of the young mothers in schools come back after giving birth. The data on young mothers in the schools has been accessed from the Department of Social Development in liaison with Department of education. This group has been to chosen to create awareness on the role socioeconomic factors play to successful completion of matric. The study may assist in finding to assist young mothers to complete their matric.

#### **WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?**

The study involves closed-ended questionnaires that you complete at your own time and space. You will be expected to hand in the completed questionnaire two days after you have received them.

### **CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?**

Your participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. Please note that you will not be able to withdraw from the study once you have completed the questionnaires that do not bear your name or identity.

### **WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

There are no financial incentives or gifts you will get by participation in the study. The indirect benefit you may get is the 'creation of awareness' for your community on the role socioeconomic factors in the successful completion of matric among mothers.

### **ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?**

There are no negative consequences due to confidentiality and anonymity of the questionnaires.

### **WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?**

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (confidentiality). Your name will not be recorded anywhere and no one will be able to connect you to the answers you give (anonymity). These findings of the study will be published in journal articles or at academic conferences or workshops but there will not be any link identities of the participant.

### **HOW WILL THE RESEARCHER PROTECT THE SECURITY OF DATA?**

Hard copies of your answers will be stored by the researcher for a period of five years will be scanned and stored in the personal computer and CD for back-up for use in future research or academic purposes. This electronic information will be stored on a password protected document. Future use of the stored data will be subject to further Research

Ethics Review and approval if applicable. Hard copies will be stored in a locked cupboard for a five year period after which they are totally destroyed. At the same time electronic copies will be permanently deleted from the hard drive of the computer.

**WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

There is no financial incentive or gift for my participation..

**HAS THE STUDY RECEIVED ETHICS APPROVAL?**

The researcher applied for approval from the Research Ethics Review Committee of UNISA. I will be notified of the outcome soon.

**HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?**

If you would like to be informed of the final research findings, please contact Hatuugari Livingstone on 002778 640 9900 or at [lhatuugari@gmail.com](mailto:lhatuugari@gmail.com). The findings are accessible for by the end of March 2018 when the study is completed.

Should you have concerns about the way in which the research has been conducted, you may contact Prof. Mazibuko NC on 012 4296 652, or [mazbnc@unisa.ac.za](mailto:mazbnc@unisa.ac.za).

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Signature : .....

Hatuugari Livingstone

## APPENDIX B2: CONSENT TO PARTICIPATE IN THIS STUDY

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary. I will not be able to withdraw after I have submitted the questionnaire.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the collection of data using close-ended questionnaire.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname..... (Please print)

Participant Signature.....Date.....

Researcher's Name & Surname..... (Please print)

Researcher's signature.....Date.....

APPENDIX C: UNISA CLEARANCE CERTIFICATE

SOCIOLOGY DEPARTMENTAL RESEARCH ETHICS REVIEW COMMITTEE

14 September 2017

Dear Mr Hatuugari

**Decision: Ethics Approval**

Ref #: 2017\_SOCDERC\_003

Name of applicant: L Hatuugari

Student #: 44896891

**Name:** L. HATUUGARI (Supervisor: Dr. N Mazibuko)

**Proposal:** The role of socioeconomic factors in the successful completion of matric among young mothers in the Soutpansberg East Circuit, Limpopo Province, South Africa

**Qualification:** Masters degree

Thank you for the application for research ethics clearance by the Sociology Departmental Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the project.

*The application was reviewed in compliance with the Unisa Policy on Research Ethics by the Sociology Departmental Research Ethics Review Committee on 22 August 2017.*

*The proposed research may now commence with the proviso that:*

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the Sociology Departmental Research Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.*
- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.*
- 4) All queries in the final comments be attended to. Please note that we need a signed ethical application form with the final corrections.*

*Note:*

*The reference number [2017\_SOCDERC\_003] should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the Sociology Departmental Research Ethics Review Committee.*



Yours sincerely



Dr CG Thomas, Chair of the Department of Sociology



188 | Page

University of South Africa  
Preller Street, Muckleneuk Ridge, City of Tshwane  
PO Box 397 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)

## APPENDIX D: LETTER REQUESTING FOR PERMISSION TO CARRY OUT STUDY IN SCHOOLS

Box 478  
KUTAMA  
0940

07 JULY 2017

The District Director  
Vhembe District  
Department of Basic Education  
Private Bag 2250  
SIBASA, 0970

### REF: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN SOUTPANSBERG EAST CIRCUIT

This minute refers above.

I am hereby requesting for permission to carry out a study in the Soutpansberg East Circuit on the topic, '**The role of socioeconomic factors to the successful completion of matric education among young mothers in Soutpansberg East Circuit, Limpopo Province, South Africa.**' I am currently registered with UNISA for a Masters in Sociology for 2017 academic year, student no. 44896891. The study will create awareness on the challenges faced by young mothers in the schools. It will also provide insight into possible strategies that can be used to address the challenges such high rates of drop outs in schools.

I am the Principal for above school in Soutpansberg West Circuit. For ethical reasons the University requested me to use the Circuit I am not working. I have attached proof of my registration.

Thank you in advance for your co-operation.

Yours faithfully

HATUUGARI LIVINGSTONE

**APPENDIX E: PERMISSION GRANTED BY DEPARTMENT OF EDUCATION**



**LIMPOPO**  
 PROVINCIAL GOVERNMENT  
 REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**  
**VHEMBE DISTRICT**

CONFIDENTIAL

DEPARTMENT OF EDUCATION  
 VHEMBE DISTRICT  
 2017-07-13  
 PRIVATE BAG # 2250 SIBASA 0970  
 TEL: 015 962 1313/4 FAX: 015 962 6039  
 LIMPOPO PROVINCE

REF: 14/7/R  
 ENG: MATIBE M.S  
 TEL: 015 962 1029

HATUUGARI LIVINGSTONE  
 P.O BOX 478  
 KUTAMA  
 0940

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN SOUTPANSBERG EAST CIRCUIT

1. The above matter refers.
2. You are hereby informed that your request for permission to conduct research on the topic **"The role of socioeconomic factors to the successful completion of matric education among young mothers in Soutpansberg East Circuit, Limpopo Province, South Africa."** has been granted.
3. You are expected to adhere to research ethical considerations particularly those relating to confidentiality, anonymity and informed consent of your research.
4. Kindly inform Circuit Managers and Principals of selected schools prior to commencing your data collection.
5. Wishing you the best in your study.

  
 DISTRICT DIRECTOR

2017-07-13  
 DATE

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970  
 Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288



Soutpansberg East Circuit  
P.O. Box 1292  
MAKHADO  
0920  
Tel: 015 516 1289  
Fax: 015 516 3494  
65 Munnik Street

## DEPARTMENT OF EDUCATION

### SOUTPANSBERG EAST CIRCUIT

Ref: 14/7/R  
Enq: Musenwa M.P.  
Cell: 0823785113/0731967101  
Date: 04.08.2017

To all principals of secondary schools

#### PERMISSION TO CONDUCT RESEARCH IN SOUTPANSBERG EAST CIRCUIT SCHOOLS

1. The above matter refers.
2. Kindly be informed that Mr Hatuugari Livingstone has been granted permission to conduct research on the role of socio-economic factors to the successful completion of matric education among young mothers in Soutpansberg East Circuit.
3. The researcher is expected to adhere to research ethics and not to disrupt the smooth running of schools.
4. Thanking you in anticipation.

  
\_\_\_\_\_  
The Deputy Director  
/pmm

2017-08-04  
Date

