

Coping Strategies and Support Provided by Educational Centres to Teenage Mothers Re-Engaging with Education Post-Pregnancy: A Case Study of A Township School in South Africa

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Received: 08 April 2023

Accepted: 14 July 2023

Abstract: Teenage girls who conceive while in school are often confronted with a number of health, social and economic hardships. As a result of the pregnancy related hardships, some of the teenagers drop out of school and fail to re-enter the school system after giving birth. However, a growing body of literature show some of these teenagers re-enter the school system after giving birth to continue with their studies. We employed a qualitative approach to explore the coping strategies by teenage mothers when they returned to school following childbirth and the support mechanisms used by the schooling system to meet their learning needs. We adopted a single case study design of a South African township school in Gauteng Province, South Africa. We collected data using in-depth one-on-one interviews involving teenage mothers. The findings revealed that consultations with educators and participation in after-school programs, with the aim of catching-up on missed content was some of the coping strategies used by teenage mothers re-engaging with education following childbirth. In addition, sympathetic educators provided extra consultation time slots and also motivated the teenagers to persevere and focus on their studies. A call is made for schools to enhance learner support programs, especially those aimed at supporting teenage mothers who decide to return to school to complete their studies after giving birth.

Keywords: coping strategies; support; pregnancy; education; township; South Africa

Introduction

The World Health Organization [WHO] (2020) indicated that globally, an estimated 16 million teenagers under the age of 19 years give birth annually, and 9 million of these pregnancies are unplanned. Teenagers located in low and middle-income countries (LMICs) are the ones most affected by this global challenge. The corona virus disease 2019 (COVID-19) pandemic has triggered an increase in the number of teenage girls falling pregnant in low-income settings (Molek & Bellizzi, 2022; Musa et al., 2021). During the peak period of COVID-19, Kenya and Uganda reported 40% and 28% increases in teenage pregnancies occurring among girls aged between 15 and 19 in 2020, respectively (New African, 2021; FAAPA, 2021). Similarly, Ghana also reported 109 888 increases in teenage pregnancies in the same year.

Unplanned teenage pregnancies pose several challenges to teenagers' participation in education (Gyesaw & Ankomah, 2013; Nkosi & Pretorius, 2019; Sathiya Susuman & Gwenhamo, 2015). Affected teenagers are often forced to drop out of school before reaching the highest grade when they find out they are pregnant, in particular those without support at home (Bhana & Mcambi, 2013; Malatji, Dube, & Nkala-

Dlamini, 2020). Further, the teenagers who demonstrate resilience by remaining in school during pregnancy and after childbirth are often subjected to continuous shame and humiliation by educators and fellow learners.

Within the African context, a study conducted by Bhana, Morrell, Shefer and Ngabaza (2010), in Durban and Cape Town (South Africa) secondary schools, found educators to be dismissive of learners who were pregnant. Some of the educators regarded teenage pregnancy as sexual shame and acted against the policies that support the re-integration of pregnant and teenage mothers into the schooling system. The study indicated that educators wanted affected learners to be forced to stay at home and nurse their pregnancy.

Similarly, another study in Cape Town found that both educators and learners were unsupportive of teenage mothers in secondary schools (Chigona & Chetty, 2007). The teenage mothers reported that educators expected them to perform like any other learner in the classroom, for example, meeting assignments due dates was one of the un-negotiated expectations imposed to these teenagers by some educators. Pregnant teenagers and mothers felt that educators were failing to recognise the struggles they were going through as teenage mothers and learners at the same time. The educators' lack of sympathy made the teenage mothers in some of the schools to feel out of place and unwelcome, which resulted in further stigmatisation (Yardley, 2008).

Tladi, Maphoti and Kgole (2014) argued that many teenage mothers barely coped in school after childbirth. This was largely a result of their habitual absence from school, leading to them missing out on crucial lessons (Tladi, Maphoti, & Kgole, 2014). Further, the consequences may be dire where some of the teenage mothers eventually drop out of school, citing motherhood responsibilities (Molosiwa & Moswela, 2012; Tladi et al., 2014). Despite the various challenges faced by the teenage mothers, studies suggest that most of them have the desire to continue with their studies (Chigona & Chetty, 2007; Dzotsi, Opong Asante, & Osafo, 2020; Malatji et al., 2020). However, the absence of strong support systems such as present and supportive care givers and educators makes it difficult for the young mothers to gain the courage and return to school for readmission, also making it difficult for the readmitted to cope with school work demands. Apparently, both parents and educators have a crucial role to play in lessening the deleterious effects of learner motherhood in education (Bhana & Mcambi, 2013).

Several studies have been done on issues related to teenage mothers, across the globe and within the South African context. Most of these studies have focused on the experiences and challenges of pregnant teenagers and teenage mothers in schools (Nkani & Bhana, 2016; Nkosi & Pretorius, 2019; Tladi et al., 2014). In the South African context, pregnant teenagers and teenage mothers have access to basic education, owing to the existence of legislative and policy frameworks that promote inclusivity. For example, South African School Act of 1996 has a provision for teenage mothers to rejoin the school system post-pregnancy (Republic of South Africa, 1996b). However, despite the legal protection that teenage mothers enjoy, social discourses continue to portray this demographic of affected teenagers as deviants and lacking sexual moral values (Ramulumo & Pitsoe, 2013; Yardley, 2008). In this article, the researchers explored the coping strategies that teenage mothers employed when they returned to school following childbirth and the support provided by the education system. Thus, the objectives of the study were to:

- Explore the challenges confronting teenage mothers when re-engaging with their studies following childbirth.
- Explore the coping strategies that teenage mothers employed when they returned to school following childbirth.
- To investigate the support given to teenage mothers by the education system.

Theoretical Framework

The social ecological theory (SET) was used to interpret the study findings. SET studies human behaviour in an environment multifaceted by various systems interacting with each other (Härkönen, 2001; Ryan, 2001). These systems are micro, meso and macro. At micro level, the theory explores the different subsystems that influence human behavioral outcome (for example - belief systems, knowledge and attitudes), at meso level external influences such as dominating social and cultural norms are studied (Ryan, 2001). At macro level, the theory attempt to understand available support mechanisms that can modify human behaviour and associated outcomes (for example – the availability of policies to prevent and manage teenage pregnancy in school settings).

Literature has shown many girls, particularly those from rural areas fall pregnant due to their belief systems in relation to condom use, peer pressure and lack of role models etc. (Malahlela & Chireshe, 2019). Pitsoe and Ramulumo (2013) further argued pregnant teenagers and teenage mothers often fail to cope in schools due to the lack of support from caregivers and educators. Other scholars and practitioners have used the theory to study human behavior in different disciplines, for example - social workers have regularly used the theory to understand the prevalence of poverty, substance abuse and gender-based violence in different contexts (Eamon, 2001; Stokols, 1996). The SET theory is significant in understanding manifestation of learner pregnancy and motherhood in education.

Methodology

1. Study Design

Using qualitative research approach, we explored the coping strategies employed by teenage mothers when re-engaging with education after giving birth. This approach was considered suitable as it allowed the researchers to closely study the participants' experiences of pregnancy, coping strategies and the support provided by the education system.

2. Study Setting

The research was conducted in a public secondary school located in Tembisa township, in the Gauteng province of South Africa. Similar to most townships in South Africa, Tembisa was also confronted by increasing youth unemployment, crime, over-crowded schools, over-burdened healthcare systems and poor sanitation (Hungwe, 2014). Cases of unplanned teenage pregnancies were also dominant in the township schools. In 2011, the Gauteng provincial department of education reported that over 937 learners were pregnant at 98 schools across the different regions of the province (Timeslive, 2011). Recent data also shown Gauteng province, between April 2020 and March 2021 had many reported births (19.3%) by girls aged 10 to 19 years.

3. Study Population and Sample

The research sample was homogeneous. It comprised 15 Black African teenage mothers aged 16 to 20 years old (Table 1). The majority of the participants were recruited from grade 10 and least in grade 12. Of the 15 participants, only 1 received foster care grant through their care giver while the other participants received child support grant. Eight of the participants were residing in townships / semi urban area while others resided in informal settlements.

Table1. Participant demographic profile

Demographic factor	Sub-category	Number of participants
Race	Black	15
Age	16-18	14
	19-20	1
Home language	IsiZulu	6
	Sesotho	4
	Xitsonga	2
	Xhosa	2
Settlement status	Shona	1
	Township/ Semi urban area	8
	Informal settlement	7
Education level	Grade 9	1
	Grade 10	9
	Grade 11	2
	Grade 12	3
Social Assistance Access	Child Support Grant	14
	Foster Care Grant	1

The aim of recruiting these participants was to understand their experiences regarding the plethora of strategies they employed to navigate the school system after their re-entry into the system post-pregnancy. Equally critical was to understand the support mechanisms tailored to assist this cohort of learners. Teenage mothers were considered a hidden population. Hence, snow-ball sampling technique was used to identify the teenage mothers. Snow-ball sampling technique is used when researchers have difficulties in locating potential participants with the desired characteristics (Valerio et al., 2016). Due to the stigma surrounding the concept of teenage motherhood in Tembisa, snowball sampling was seen as the best suitable technique to locate, select and recruit participants for the study.

To recruit participants, the first author worked with the coordinator of life orientation (LO) studies in the school. The LO coordinator was entrusted with managing the teaching of LO in the school, which gave them access to personal information about learners in the school and helped the researcher to identify the first two participants (teenage mothers) who had recently returned to school after giving birth. These learners helped the researcher to identify other learners with the desired characteristics. The iterative participant identification process was undertaken in a manner that did not isolate, embarrass or disrupt the education of the teenage mothers. There was an exquisite sensitivity to the power dynamics involved between the researcher (as a figure of authority) and the young learner participants.

4. Data Collection

Qualitative interviews were used to collect data. This data collection method was suitable for exploring teenage mothers’ coping strategies post- pregnancy in an open-ended way that allowed for probes to be posed where necessary (Nkani & Bhana, 2016). Interviewing was stopped after data saturation was achieved during the 15th interview. Data saturation refers to a point in the research process where no new information is forthcoming from participants (Fusch & Ness, 2015). The interviews were conducted in English and Sesotho by the first author, who was the principal investigator. Each interview lasting approximately 45 minutes was conducted in a private office in the school. A digital audio recorder was used to capture the conversations. However, where audio recording was not permitted by participants, detailed field notes were written to aid data analysis.

5. Data Analysis

The audio files generated were downloaded, transcribed verbatim and manually coded using thematic analysis as described by Braun and Clarke (Braun & Clarke, 2014). Analysis was also guided by the study’s objectives (See Table 2). The transcriptions were read and coded by the researchers to aid better understanding of the data and inducement of themes. Verbatim transcripts are considered both loyal and authentic, because they can be true to the intentions of the participants (Kvale & Brinkmann, 2009).

The Findings

Data analysis was guided by two study objectives: To explore (1) teenage mothers’ coping strategies when re-engaging with secondary school education, and (2) support provided by the education system when the teenage mothers returned to school following childbirth. Table 2 reflects the themes that emanated from the two objectives.

Table 2. Study objectives and the subsequent themes

Objectives	Themes
To explore teenage mothers’ coping strategies when re-engaging with secondary education following childbirth	Consulting educators Participating in educational groups Placing baby with family Time management techniques
To explore the support provided by the education system to the teenage mothers following childbirth	Community resources Provision of extra support Exposure to motivational events

1. Coping Strategies Employed by Teenage Mothers When Re-Engaging with The Education System Post Childbirth

For this objective, five themes emerged: (1) consulting educators, (2) participating in peer educational groups, (3) placing child with family, (4) practicing time management, and (5) community resources.

Consulting educators

It emerged that most teenage mothers had stopped attending school during the later term of their pregnancy and they were behind with their schoolwork when they returned to school. The teenage mothers mentioned that they were compelled to devise strategies to cover the gap created by absence from school due to both pregnancy and motherhood responsibilities. They indicated that they often had to consult with educators in the school. Some of the teenage mothers shared the following:

“I ensure that I schedule consultations with my subject educators whenever there is something I don’t understand in class e.g. when I fail to grasp some concepts in Accounting or Economics”

(Puleng, 18; Grade 11)

“I always follow educators to the staff-room and ask them questions regarding those topics I don’t understand well. However, sometimes I feel as if I bore them because some of them think I don’t understand my work because of my poor school attendance”

(Thapelo, 16; Grade 10).

Some educators were empathetic to the teenage mothers and organised catch up sessions targeting those learners, especially teenage mothers who needed to catch-up on missed work.

“Educator Ndlovu and Mathebula called struggling learners to the staff-rooms to provide extra lessons and extended consultation time to learners who wished to consult”

(Nthabi, 17, Grade 10).

Many studies argue that educators are hostile and judgmental towards pregnant learners and teenage mothers in schools. Our findings paint a different picture of educators’ attitudes towards learners who return to school post-pregnancy. The teenage mothers reported that the educators were supportive and helped them to go through the content that was covered during their absence from school.

Participating in educational groups

Most participants complained that due to motherhood responsibilities, they were often confronted with time constraints, which significantly affected the time they needed to do their school work. The young mothers sought to make up for the lost time, through participating in peer educational groups held in the school after hours. These groups were started by school learners that either excelled or struggled with particular subjects. The aim of the groups was for those who excelled in their studies to mentor those who were struggling in a controlled environment. Some of the teenage mothers were captured saying:

“To save time I participate in group study sessions. I find it easy to learn from peers and I am able to cover many topics as it is easy to learn in a group”

(Thando, 18, Grade 12)

Some educators were also in support of the teenage mothers and other learners participating in educational groups.

“Educator Zulu suggested that we start a study group to help each other in those subjects that we don’t understand. In the study groups, we discuss various subjects, but we spend more time working on difficult subjects such as Accounting and Maths. These groups have helped me to learn more stuff in a short space”

(Thapelo, 16; Grade 10)

In terms of efficacy, most participants indicated that study group sessions were instrumental in assisting teenage mothers to cope with their school work. However, some of the teenage mothers felt that their classmates failed to understand their plight during these group sessions.

“Sometimes I feel like my classmates don’t understand my situation. I sometimes attend group sessions unprepared and my classmates would always scream at me for being unprepared. They just don’t understand even when I try to explain why I am not prepared”

(Lucy, 18, Grade 12)

Most teenage mothers alluded to the challenges of balancing the demands of being a mother and learner. It emerged that often, on the one hand, the young mother was expected to ensure that the baby was bathed, fed and guarded, and performing all these duties could be time consuming. On the other hand, the young mother needed to prepare for group sessions at school. Ultimately, they were compelled to attend the group sessions without having prepared adequately.

“It is difficult to prepare for study sessions because after school, I must fetch my child from crèche and cook. So by the time we meet as a group, I wouldn’t have done anything”

(Thapelo, 16; Grade 10)

The findings indicated that the responsibilities associated with motherhood were overwhelming for most teenagers. However, some had social capital in the form of relatives who helped them with household chores, creating an opportunity for these young mothers to benefit from peer support groups, and overall improved their academic performance.

Placing baby with family

The narratives shared during in-depth interviews revealed that some teenage mothers were able to cope with the weight of being a mother and learner by placing their babies in temporary safe care, involving friends, family members and in-laws. The teen mothers maximised on this strategy to create time for their studies.

“My child currently lives with my grandmother in Ext 2. She started living with her after I returned to school. I visit her when I get time though”

(Puleng, 18; Grade 11)

“My boyfriend’s mother asked to live with my baby. She wanted to allow me time to focus on my studies. I only see him during weekends and school holidays and this helps”

(Ashley, 16; Grade 10)

“My parents passed on. I live with my two brothers. However, they aren’t assisting me with child care expenses. It was such a relief when my mother-in-law asked to live with my baby”

(Mpumi, 19; Grade 12)

Most teenage mothers were concerned that motherhood responsibilities were taking most of the time they required to study and opted to place their babies in the care of family members. This strategy appeared to work for these young mothers as they were left with adequate time to dedicate to their studies.

Time management techniques

Teenage mothers mentioned that their return to school post-pregnancy taught them the significance of time management. Since their return to school, this cohort of learners was using every opportunity to focus on their school work.

“I have learnt to manage my time very well. I used to visit my friends for the whole day, but after having a baby, I ensure that I use the time I should have used to visit friends to study”

(Puleng, 18; Grade 11)

“After school, I fetch my child from crèche, clean the house and cook. By the time I finish cooking, my mother will be back from work, and then I go to the library together with my friends to do our school work”

(Lucy, 18; Grade 12)

There was consensus among teenage mothers that their absence from school due to pregnancy and motherhood responsibilities meant that they were left behind in terms of their schoolwork. Subsequently, they indicated that they used every opportunity they would get to make-up for lost time.

Community resources

The township where the school was located had many development oriented non-profit organisations in operation. One of these organisations was based on the school premises. This organisation was providing academic mentorship to underperforming learners in the school and surrounding areas. The mentorship classes were offered after school and during weekends.

“After school, I stay behind to do my homework with the mentors. When I experience any challenges with my studies, I consult the mentors”

(Thapelo, 16; Grade 10)

“The mentors share with us the different approaches that we can adopt when tackling a particular subject. On some days, we also learn more about the importance of time management”

(Belinda, 16; Grade 9)

“When I feel overwhelmed by my school work, I visit them (mentors) and get tips on how I can approach my school work (e.g. how to answer questions)”

(Lebo, 17; Grade 12)

Although most teenage mothers mentioned that the organisation supported them in their studies, some of them indicated that they did not benefit from the mentorship programme due to pressing motherhood responsibilities. For example, many of the teenage mothers lamented that they were overwhelmed by duties related to motherhood that they found it difficult to concentrate on their school work. These duties were both exhausting and time consuming. Consequently, teenage mothers could not participate in the mentorship sessions, which normally occurred after school hours.

2. Support Provided by The Education System to Teenage Mothers Who Return to School Post-Pregnancy
In relation to this objective, two themes emerged: (1) provision of extra lessons and (2) exposure to motivational events.

Provision of extra lessons

Teenage mothers re-enter the school system after months of being absent from school. In response, some educators introduced measures to support the teenagers to succeed in their academic endeavours.

“After giving birth, I stayed at home for a month and few weeks. By the time I returned to school, my classmates were already preparing to write June examinations. I was behind and worried that I will fail the exams. Luckily, educator Ndlovu realised that some of us were not prepared to write the exams and introduced extra classes for us to go through the content that they already covered”

(Thando, 18; Grade 11)

“Struggling learners are called to the staff room to receive guidance. During these meetings, educators Mathe and Ndlovu will go through Math problems with us. This assists us to understand the stuff we missed in class”

(Puleng, 18; Grade 10)

The efforts of the educators helped appease the frustration of the teenage mothers, particularly those who needed extra help. However, it emerged that not all educators provided the returning teenagers with extra

help. Instead, only a few educators assisted these teenagers. According to the teenage mothers, other educators sidelined and treated them unfairly, making their school lives difficult.

Exposure to motivational events

In South Africa, it is a norm for provincial departments of education to organise career guidance events for secondary school learners to access information on careers that they want to pursue post-secondary education. Learners at the study setting participated in several career guidance events and workshops. The teenage mothers were inspired by these events.

“We attended a career Exhibition Day at Ivory Park Community Hall. It was a fun but worthwhile experience. On that day, I realised that despite the break due to pregnancy, I can still achieve my goals. Seeing young people from different universities and colleges doing well motivated me to also aim higher in life”

(Thando, 18; Grade 12)

“I like attending motivational talk shows and career days. There you get motivated and inspired as a young mother. I have let many people down, in particular my family. So I always feel better when I am around people who still see something good in me”

(Lucy, 18, Grade 12)

The teenage mothers appreciated participating in motivational workshops organised by the school, as they got to meet young people doing well in their studies and careers. The exposure encouraged the teenagers to work hard despite the challenges they faced as learners and young mothers.

Discussion

Findings indicated that unplanned pregnancy can present several challenges to learners, particularly when they must return to school after child birth (Panday, Makiwane, Ranchod, & Letsoala, 2009; Ramulumo & Pitsoe, 2013). The major challenge the learners faced when re-engaging with their studies was catching up on missed schoolwork (e.g. tests and assignments). In the study, most teenage mothers were under extreme pressure due to limited time allocated to them to complete these tasks upon their return to school. Nkosi and Pretorius (2019) found that teenage pregnancy disrupts the education of the girl child in many ways. These researchers found pregnant learners and teenage mothers were habitually absent from school and often under-performed in their studies (Nkosi & Pretorius, 2019). Similarly, another study within the South African context found teenage mothers who return to school after child birth often get shunned, judged and treated differently by educators and learners (Malatji et al., 2020). This happens because educators regard them as irresponsible and mischievous for falling pregnant at a tender age (Nkani & Bhana, 2016; Tladi et al., 2014). As a result, these learners were uncomfortable to continue studying as they felt unwelcomed in the school.

However, despite the various hardships faced by the teenage mothers, this study found that some teenage mothers strive to return and remain in school after giving birth. However, for these teenagers to adjust back into the system and perform well academically, they must be resilient and employ various coping strategies (Bhana & Mcambi, 2013; Bhana, Morrell, Shefer, & Ngabaza, 2010). In the study, the teenage mothers participated in study groups, consulted their educators for extra support while some opted to place their child with family members to free themselves from child rearing responsibilities. The teenage mothers took these steps to fit back and cope in school.

Some of our findings were in contradiction with dominant literature, which frequently highlighted the lack of educators' sympathy when confronted with learner related pregnancy complications in the classroom (Dzotsi et al., 2020; Molosiwa & Moswela, 2012; Ramulumo & Pitsoe, 2013). In our study, we learnt that some educators were sympathetic of the teenagers learning difficulties. The educators enabled the re-integration of the young mothers through extended consultation times and the provision of subject specific advice when needed. A study by Bhana et al., (2010) also made similar findings where some educators were found to be supportive of learners with pregnancy related challenges in the classroom. Similar to our findings, instead of judging and isolating the learners, the educators preferred to understand the circumstances under which they became pregnant and provided support (e.g. extra subject consultation time) (Bhana et al., 2010).

The assistance provided by the educators helped the young mothers to settle, cope with the demands of their school work, resulting in improved academic performance.

However, burgeoning literature shows that many pregnant and teenage mothers are without support in schools, particularly in isolated areas (Bhana & Mcambi, 2013; Ramulumo & Pitsoe, 2013; Tladi et al., 2014). Further, these provide evidence that the education authorities are not adequately prepared to accept and support learners with motherhood responsibilities. Studies have highlighted some educators and school managers do not have the required skills and capacity to accommodate pregnant learners, hence affected learners are discouraged to continue with their studies after giving birth (Bhana & Mcambi, 2013; Bhana et al., 2010). Other studies have highlighted that educators tend to sideline pregnant learners and teenage mothers because they regard them to be a bad influence and that their continued admission will spoil other learners (Bhana & Mcambi, 2013; Bhana et al., 2010; Malatji et al., 2020).

Regrettably, the exclusion of teenage mothers in schools goes against various legislative and policy frameworks that intend to protect children's rights to education (Ramulumo & Pitsoe, 2013). In the South African context, these include the South African Constitution of 1996, School Act 86 of 1996 and the Department of Basic Education Policy on the Measures for the Prevention and Management of Learner Pregnancy (MPMLP) of 2007 (Ramulumo & Pitsoe, 2013). These legislative and policy frameworks require school managers and educators in collaboration with care givers to accommodate and support learners presenting with pregnancy related complications in schools. For example, The MPMLP of 2007, empowers educators to allow pregnant learners or teenage mothers who return to school post-pregnancy to be given an opportunity to make up for missed school work (e.g. tests). However, it is evident from previous studies and anecdotal evidence that the implementation of these legislative frameworks varies across schools (Bhana & Mcambi, 2013; Bhana et al., 2010). It was evident from this study that teenage mothers' survival in school was more of their concern, as the support provided by the education system was not formalised.

To safeguard the education of the girl child, the following recommendations concerning the Department of Basic Education and Social Development are provided.

- The two departments need to work together to address learners issues.
- School managers, educators and support staff should be regularly orientated to these legislative frameworks meant to protect the learning interest of affected learners. In cases where schools or individual members of staff are found to be disregarding the existence of these frameworks, penalties should be imposed.
- There is urgent need for educators to religiously utilise existing legislation and policies (e.g. MPMLP of 2007) to collaborate with care givers and other role players to support learners to remain in school during and post their pregnancy.

Conclusion

Unplanned pregnancy and motherhood can present numerous challenges to teenage girls, particularly to those that intend re-enter the school system to complete their studies following child birth. The situation is exacerbated by the lack of support from care givers, school managers and educators. Although in our study we found some educators were sympathetic and supportive of the teenage mothers' interest in education, the level of support provided was inadequate and not streamlined as per existing legislative and policy frameworks. Available support was at the discretion of the educator involved.

Acknowledgement: The support of the DST-NRF Centre of Excellence in Human Development at the University of the Witwatersrand, Johannesburg, South Africa and the Consortium for Advanced Research Training in Africa (CARTA) towards this research is also acknowledged. However, opinions expressed and conclusions arrived at, are those of the researchers and not to be attributed to the DST-NRF Centre of Excellence in Human Development and CARTA.

Ethical Approval: The study was ethically cleared by the University of the Witwatersrand Human Research Ethics Committee (protocol number: H16/0624). The Gauteng provincial department of education and school governing body's (SGB) granted permission for the study to be conducted at the selected school.

Informed Consent Statement: The researchers obtained written informed consent from all participants.

Conflicts of Interest: The authors report no conflict of interest related to this work.

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