

**THE PERCEPTION OF TEENAGERS REGARDING TEENAGE
PREGNANCY IN THE REHOBOTH DISTRICT**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
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**BY
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DECLARATIONS

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Ferdinand Nsengimana

February 24, 2011

DEDICATION

This thesis is dedicated to my lovely wife Jeannette, son Magnifique and daughter Thérèse.

It is also dedicated to my father, and role model, Ndabarushimana Matthieu.

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ABSTRACT

Teenage pregnancy is a worldwide problem. Some of the consequences associated with teenage pregnancy are restriction in educational opportunities, reduced quality of life, exposure to sexually transmitted infections, social discrimination, and complicated labor and abortions. Regardless of the universal effort made by governmental and non-governmental agencies to prevent teenage pregnancies, teenagers still get pregnant. In Namibia the overall teenage pregnancy rate is 15% while in some regions this rate can be as high as 30% (Ministry of Health and Social Services & Macro International, 2008, p.50). In Rehoboth District, more than half of primigravida who gave birth in a period of six months were teenagers (Ministry of Health and Social Services, 2008). It is however unclear how teenagers perceive teenage pregnancy and what factors influence this perception.

The purpose of this study was to explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District. The objectives for this study were to explore and describe the perceptions of teenagers regarding teenage pregnancy and to identify factors influencing the teenagers' perceptions regarding teenage pregnancy in the Rehoboth District.

A qualitative, exploratory, descriptive, contextual research design was used. The target population for this study was teenagers, males and females, in the Rehoboth District. The sample comprised 45 Grades 9 and 11 learners from two purposefully selected schools in the town of Rehoboth. Data were gathered using focus group

discussions. Discussions were recorded and field notes taken until data were saturated. Data were analyzed using the Tesch's open coding method. Throughout the data coding and analysis, the researcher was guided by supervisors who are experienced in the field of qualitative research.

The study revealed that teenagers were aware of factors contributing to teenage pregnancy and the prevention thereof. Factors influencing the teenagers' perception regarding teenage pregnancy are parental role modeling, the need to maintain a relationship with someone of opposite sex, sexual pleasure, self respect, discipline and integrity, responsibility, and individual decision on when to start sexual activities and/or to get pregnant.

It is recommended that church leaders and other influential leaders in the community should establish social clubs that foster the prevention of unwanted or unplanned teenage pregnancies. It is also recommended that, together with social clubs, church leaders and other influential leaders in the community should establish a program that provides support to teenagers who fall pregnant or plan to get pregnant.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Boys and girls, aged between the ages of 13 and 19 years, are regarded as teenagers (Allen, 2001, p.341). Teenage pregnancy is therefore any pregnancy that occurs from the age of 13 to 19 years.

There are several consequences related to teenage pregnancy. It is evident that teenage pregnancy leads to restrictions in educational opportunities, reduced quality of life, exposure to sexually transmitted infections, social discrimination, complicated labor, and abortions. Furthermore, it is believed that becoming a parent at an early age might lead to low self esteem and other mental health problems, sexual abuse and an increase in the number of institutionalized children (Health Promotion Agency, 2007, p.6; Philemon, 2007, p.6; Cunningham & Boulton, 2009).

In support of the above statement, the United Nations Population Fund (2003) lists some physical consequences. For instance, some pregnant teenagers are likely to suffer from anemia, may have obstructed labor, may bleed excessively during, or after delivery, and may even die as result of the pregnancy or the delivery (p.11). When someone falls pregnant it is not unreasonable to deduce that unprotected sex occurred. The exception could be made in developed societies where artificial insemination is practiced. The researcher has noticed that most teenagers who fall

pregnant are not married therefore the possibility of having had more than one sexual partner is high thus increasing the risk of contracting sexually transmitted infections including the human immunodeficiency virus (HIV).

Some other consequences can also be emotional. Some pregnant teenagers might feel sad and/or depressed and might regret having fallen pregnant. This might lead these teenagers to substance abuse such as alcohol and drugs (4Parents.gov, 2009a, 2009b).

Educational consequences are also common. Swierzewski (2007) reports that about 66% of teenage mothers are unable to complete high school. School dropout leads to less employment opportunities and concomitant poverty which curtails the potential for self-development (United Nations Population Fund, 2003, p.11).

Also worth mentioning is the economical consequences. Eighty percent of teenage mothers are likely to rely on social welfare while teenage fathers have reduced earning potential (Swierzewski, 2007). Morbidity and mortality as a result of teenage pregnancy may result in less human capital therefore making it difficult to eradicate poverty (United Nation Population Fund, 2003, p.11). According to Mulenga (2005) poverty and unemployment are some of the contributing factors to the practice of unsafe sex among teenagers with resultant teenage pregnancies (p.10). However, Gulli (2008) attests that rich teenagers who are self employed also fall pregnant and for them it is 'no big deal'. Therefore, it is the opinion of the researcher that teenage girls may fall pregnant, irrespective of their financial status. However, statistics

reveal that in Namibia teenage pregnancy among the poor is four times higher than that among the rich (Ministry of Health and Social Services & Macro International, 2008, p.50).

An effort is being made by governments and other agencies to prevent the increase of teenage pregnancies universally. In the United States of America (USA) parents are given ten tips that should be used to prevent their teenage children becoming pregnant (The National Campaign to Prevent Teen and Unplanned Pregnancy, 2008). However, about one out of three teenage girls falls pregnant and this translates to about 750,000 teenage pregnancies resulting in a cost of US\$ 7 billion each year (Pregnant Teen Help, 2005).

In the Republic of South Africa (RSA), about one out of three teenage girls falls pregnant. In the Gauteng Province in the RSA, the number of recorded teenage pregnancies increased from 1,169 in 2005 to 2,336 in 2006. In an attempt to prevent these increasing rates the Medical Research Council suggests that sex education in schools should start before learners reach 14 years of age (Humanitarian News and Analysis, 2009).

In Namibia the Ministry of Health and Social Services (MoHSS) implemented an *Adolescent Friendly Health Services* approach in the hope that teenagers would use these services and prevent teenage pregnancy together with its associated consequences (Ministry of Health and Social Services, 2005, p.1). The overall teenage pregnancy rate is 15%. However in some regions the rate is as high as 30%

or more while in other regions the rate is lower than 10%. The Hardap Region has a teenage pregnancy rate of 19%. Teenage pregnancy rate is higher among those with no education (58%) and this rate decreases as the educational level increases. For example, 25% of teenagers who completed primary school will fall pregnant compared to 6% of those who finished secondary education (Ministry of Health and Social Services & Macro International, 2008, p.50). Over a six month period 394 deliveries were recorded at St. Mary's Hospital, Rehoboth Health District and 119 of these deliveries were primigravida. More than half (54%) of the latter were teenagers (Ministry of Health and Social Services, 2008, n.p.).

The Ministry of Basic Education and Culture has realized that teenagers, who fall pregnant while still schooling, need to be accommodated and provided with necessary assistance in order for them to complete their education. The Ministry of Basic Education and Culture therefore promulgated a policy on pregnancy among learners in schools. Section 5 of this policy states that support, instead of punishment, should be rendered to learners who get pregnant. Section 5.1.3 indicates that pregnant learners should be allowed to attend classes until confinement time and should be allowed to return to school within 12 months of leaving school. According to Section 5.1.4, learners who attended classes for at least the first half of the year are allowed to write year-end examinations (Ministry of Basic Education and Culture, 1997, p.4).

Contrary to the fact that public services promote prevention of teenage pregnancies, some cultural beliefs for example, demand teenagers to bear children before the age

of 20 years as proof of fertility (Bott & Jejeebhoy, 2003; Waszak, Thapa & Davey, 2003). However, when these teenagers fall pregnant as result of cultural demands, some health professionals of the same culture and society at large, blame the individual teenager who fell pregnant. Often, the researcher would hear pregnant teenagers being rebuked with remarks like: “didn’t you know condoms were for free?” or “why didn’t you take a pill?” When asked how they felt about these rebukes some pregnant teenagers were of the opinion the person was ‘mean’.

1.2 STATEMENT OF THE PROBLEM

Regardless of the policies and resources in place, there is evidence that teenagers still fall pregnant at an alarming rate. It was said earlier that in the USA and in the RSA one out of three teenage girls is likely to fall pregnant (Pregnant Teen Help, 2005; Humanitarian News and Analysis, 2009). In Namibia, the overall teenage pregnancy rate is 15%; some regions have a pregnancy rate of 30% or more (Ministry of Health and Social Services & Macro International, 2008, p.50). In the Rehoboth Health District, more than a half (54%) of primigravida, who gave birth in a six month period were teenagers (Ministry of Health and Social Services, 2008). It is unclear how teenagers perceive teenage pregnancy and what factors influence this perception. Therefore, the researcher deemed it necessary to explore and describe the perceptions of teenagers regarding teenage pregnancy and to identify factors that influence this perception.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District as well as to identify possible factors that can influence this perception.

1.4 OBJECTIVES OF THE STUDY

The objectives of this study were:

1. To explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District.
2. To identify factors influencing the perception of teenagers regarding teenage pregnancy in the Rehoboth District.

1.5 PARADIGMATIC PERSPECTIVE

A paradigm is defined as a general perspective on the complexities of the real world; in other words the way a researcher sees the world. A paradigm is a general framework that consists of basic assumptions, questions to be answered, models of research practice and theory, and a method for finding answers to questions. Hence a paradigm influences the research question, the choice of a relevant method and techniques for data collection, analysis and interpretation (Parahoo, 1997, p.39; Polit & Hungler, 1997, p.11; Kloppers, 2008, p.17). Furthermore, assumptions are basic principles that are accepted as true without prior proof or verification (Polit & Hungler, 1997, p.12; Brink, 2006, p.25).

According to Polit and Hungler (1997) paradigms are characterized by the manner in which they respond to basic philosophical questions related to the nature of reality, the relationship between the inquirer and that being studied, the role of values in the enquiry, and how the enquirer obtains knowledge (p.11). In this study the researcher used a phenomenological-interpretivist method with a naturalistic inquiry approach. For a naturalistic inquirer, reality is a construction of the individuals who participate in a research. It therefore exists within a context and many constructions are possible (Polit & Hungler 1997, p.12). The concepts related to the study and the philosophical questions relevant to this study namely ontologic, axiologic, epistemologic, and methodologic, are discussed below.

1.5.1 ONTOLOGIC QUESTION

An ontologic question enquires into the nature of reality and the naturalistic paradigm's assumptions are that reality is multiple, subjective, and mentally constructed by individuals (Polit & Hungler, 1997, p.13). In this study the reality is that there are teenagers who get pregnant. These teenagers have their perceptions regarding teenage pregnancy and this is relevant to this study in the sense that individuals, such as parents, teachers, health professionals, and counselors who interact with teenagers, should understand these perceptions in order for them to properly deal with teenage pregnancy related issues. However, such persons can only understand the teenagers' perceptions regarding teenage pregnancy if these perceptions are brought to light.

1.5.2 AXIOLOGIC QUESTION

An axiologic question enquires into the role of the values in the inquiry and the naturalistic paradigm's assumption is that subjectivity and values are desirable and cannot be avoided (Polit & Hungler, 1997, p.13). Kloppers (2008) states that "individual aspects of phenomena are captured within the context of individual experiences" (p.20). As presented in Figure 1.1, culture, family, school, and peers are some of the contexts that might influence teenagers' values regarding teenage pregnancy. Different cultures might hold different values and these might find a different degree of reinforcement by peers, by families, and in schools. The axiologic question in this study is therefore important in order to know what values teenagers hold in regard to teenage pregnancy.

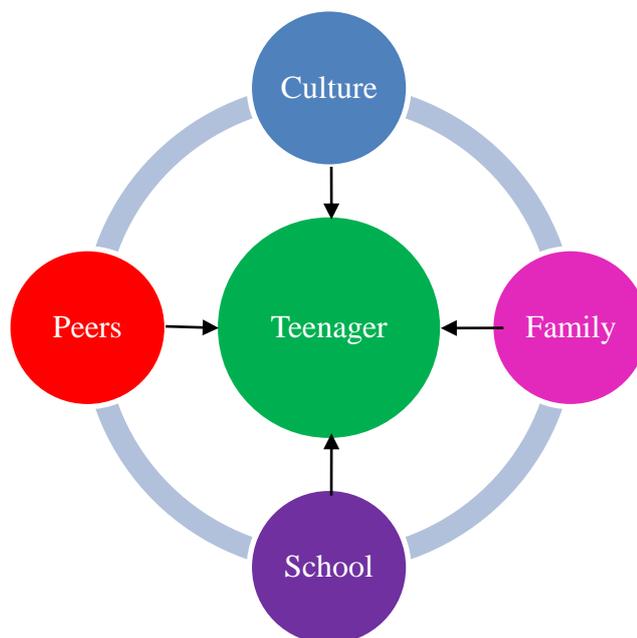


Figure 1.1: Culture, family, school and peers as contexts that influence the teenagers' values regarding teenage pregnancy

1.5.3 EPISTEMOLOGIC QUESTION

An epistemologic question enquires about the relationship between a researcher and that being researched (Polit & Hungler, 1997, p.13; Kloppers, 2008, p.19). The researcher in this study is currently a registered nurse accoucheur who at times attends to pregnant women including teenagers. However, the researcher does not have knowledge of the perception of teenagers regarding teenage pregnancy and any influencing factors pertaining to their perceptions regarding teenage pregnancy. Therefore in-depth focus group discussions, with male and female teenagers, were conducted to obtain the answers from teenagers themselves.

Furthermore, Polit and Hungler (1997, p.13) state that epistemologically minimizing the distance between a researcher and a study's participants maximizes knowledge; the participants' voices and interpretations are therefore the key to understanding the studied phenomenon, namely, the perception of teenagers regarding teenage pregnancy in the Rehoboth District. The researcher therefore interacted with participants through focus group discussions.

1.5.4 METHODOLOGIC QUESTION

A methodologic question enquires "how the knowledge is obtained" (Polit & Hungler, 1997, p.13). This is a qualitative study and data were obtained through focus group discussions with teenagers. Interpretations were based on the teenagers' experiences. A more detailed explanation of the methods used in this study is presented in Chapter Two.

1.6 SIGNIFICANCE OF THE STUDY

This study is important because the researcher, being a public health worker/nurse who gives workshops in the community, may benefit from the study in the sense that he may be able to facilitate discussions on related issues pertaining to teenage pregnancies in the community. The study should also enable the researcher to objectively discuss teenage pregnancy related issues with other colleagues in the health profession. Educational programs may then be revised to focus on the perceptions of the teenagers and not just on the ideas and perceptions of health professionals.

The study may be helpful to those dealing with pregnant teenagers, such as teachers and social workers, in the sense that if they know what the opinions of teenagers are regarding sexuality and teenage pregnancies, they might better manage situations related to teenage pregnancies.

It is the opinion of the researcher that teenagers may benefit from this study. The fact that teenagers will know that others understand teenagers' perceptions regarding teenage pregnancy may result in teenagers making better use of available resources to prevent teenage pregnancies.

1.7 DEFINITION OF KEY CONCEPTS

When conducting a research it is important to note that concepts have “to be defined so that readers may be aware of the precise meaning of the terms and for them to assess the validity and reliability of these definitions” (Parahoo, 1997, p.128).

The following definitions are applicable to this study.

Perception

Perception is defined as “a belief or opinion, often held by many people and based on appearance” and can also refer to the understanding of, or the meaning attached to, or the opinions surrounding a situation (Procter, 1995, p.1047). In this study, perception refers to the understanding of, or the meaning attached to, or the opinions held about teenagers' sexuality and/or teenage pregnancy.

Pregnancy

Tortora and Grabowski (1996) define pregnancy as “a sequence of events that normally includes fertilization, implantation, embryonic growth, and fetal growth that ends with birth at about 38 weeks later” (p.958).

Teenage, Teenager, and Teenage pregnancy

Teenage refers to the age ranging from 13 to 19 years. A teenager is any person, male or female, aged from 13 to 19 years and a teenage pregnancy is any pregnancy occurring anytime from ages 13 to 19 years.

Factor

A factor is defined as a fact or circumstance that helps to bring about a result (Hornby, 1978, p.220, 2010, p.526).

1.8 ETHICAL CONSIDERATION

Punch (2005) highlights the importance of observing ethical issues especially in qualitative research and argues that “while all social research intrudes to some extent into people’s lives, qualitative research often intrudes more. Some qualitative researches deal with the most sensitive, intimate and innermost matters in people’s lives” (p.276). Since the researcher was of opinion that the research topic was a sensitive one, special attention was paid to the ethical issues.

The research proposal was made available to the scientific community for critique and approval. Approval to conduct the study (Annexure 1) was obtained from the University of Namibia as well as the principals of the schools of participant teenagers and the respective parents of the participants. All participants were verbally provided with an explanation regarding the aim of the study. Due to the fact that the researcher was of opinion that the research topic was a sensitive one, the researcher sought to obtain permission from participants' parents after a verbal explanation of the aim of the study to these parents too. This ensured that participants' parents were aware that their children were going to discuss sex related issues. It was explained to participants that participation was voluntary and that anyone who would feel like withdrawing could do so at any time during the focus group discussion. Informed consent was obtained from the participants (Annexure 2). Autonomy, privacy, and anonymity were assured. Although it was agreed on with participants that the conversation in the focus group should not be shared with others who were not in the group, the researcher could not ensure confidentiality due to the fact that participants could still share with other people what was discussed without the researcher's knowledge. Since participants knew each other, they could even mention names of those who made particular statements. No harm came to the participants as the nature of their participation was in the form of focus group discussions.

1.9 SUMMARY

There are several consequences related to teenage pregnancy. In an attempt to overcome and/or prevent these consequences, effort is being made by governments and other agencies to reduce the rate of teenage pregnancies universally. However, regardless of all the policies and resources in place, teenagers still fall pregnant. It seems that teenagers are caught between policy makers, cultural beliefs and educational instructions. In view of this, the researcher deemed it necessary to explore the perceptions of teenagers regarding teenage pregnancy. The purpose of this study was to explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District. There were two objectives, namely, to explore and describe the perceptions of the teenagers regarding teenage pregnancy in the Rehoboth District and, to identify factors influencing the teenagers' perceptions regarding teenage pregnancy. The paradigmatic perspective focused on ontologic, axiologic, epistemologic and methodologic questions. It is the researcher's opinion that the study should result in personal benefits as well as being beneficial to other health professionals and those people who deal with pregnant teenagers, for example, teachers, social workers, and teenagers themselves. The main concepts in the study, namely, perception, pregnancy, teenage, teenager, teenage pregnancy, and factor, were defined. To meet ethical requirements approval to conduct the study was obtained from the University of Namibia, the selected schools' principals, the participants' parents and, the participants themselves. The aspects of autonomy, privacy, anonymity, and confidentiality were observed. The research methodology is presented in Chapter Two.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 INTRODUCTION

Chapter One covered a general introduction and background to the study. This chapter focuses on research methodology.

Research methodology can be defined as “different ways of doing research for different purposes, ways of stating hypothesis, methods of data collection and measurement and techniques of data analysis” (Kloppers 2002, p.45). Furthermore, it is attested that the purpose of methodology is to “describe exactly what the researcher did to solve the research problem or to answer study questions” (Kloppers 2002, p.45). In this chapter, the research design, population, sampling and sample, data collection, and data analysis, are discussed.

2.2 RESEARCH DESIGN

Research design is a process that begins in the identification of the problem and focuses on the formulation of a research problem as a starting point whilst keeping in mind the end product. Research design incorporates sampling, sources and procedures for data collection and the plans for data analysis (Kloppers, 2008, p.27).

Robinson (2003) warns that “method selection remains a vitally important element of the research process. Failure to choose an appropriate method to meet the demands of a particular field of study or research aim can render a study meaningless” (p.65).

For this study, a qualitative, exploratory, descriptive, contextual research design was used. Schneider, Elliott, LoBiondo-Wood, and Haber (2003) define a qualitative research as “a broad term used to describe research that is focused on human experience” (p.140). These authors further state that with a qualitative design one may holistically and contextually study the concerned phenomenon. A qualitative study is:

a process of enquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as a means of determining the process in which events are embedded and the perspectives of those participating in the event, using induction to derive possible explanations based on observed phenomena (Gorman & Clayton, 2005, p.3).

Robinson (2003) further reports that “the way in which individuals interpret their world and their subjective experience of it influence the way in which people interact with one another” (p.77). The researcher held discussions with participants in order to educe their perceptions regarding teenage pregnancy. To this effect, a qualitative study, was relevant.

An exploratory study investigates a phenomenon to identify important variables (Gorman & Clayton 2005, p.95; Pickard, 2007, p.96). Important issues regarding teenage pregnancy as perceived by teenagers were identified.

A descriptive study strives to answer the 'what is happening' (De Vos, 2002). It furthermore explores trends and patterns among the study subjects that can be generalized to the population of the study, (Gorman & Clayton, 2005, p.95; Pickard, 2007, p.96). As this was a qualitative study the findings were not generalized but were categorized and described in order to attach meanings to the participants' responses. By doing so complete and accurate information, regarding teenagers' perception of teenage pregnancy, was obtained.

A contextual study means one that is conducted within its social and physical setting (Mulenga, 2005, p.19). In this regard, the researcher included teenager participants who are Rehoboth residents. Discussions with the participants were held in the Rehoboth District.

2.3 RESEARCH METHODS

Research methods are defined as "the steps, procedures, and strategies for gathering and analysing the data in a research investigation" (Polit & Hungler, 1997, p.461). Research methods consist of determining the study population, sampling procedures and sample, data collection, pilot testing, and data analysis.

2.3.1 POPULATION

The research population is “the entire set of individuals about which the inference will be made” (Pickard, 2007, p.60). The population in this study was teenagers, males and females, attending secondary schools in the Rehoboth District. During 2009, the school-year in which the study was conducted, there were four secondary schools, with 1314 and 1469 male and female learners respectively, giving a total of 2783 learners attending secondary school in the said District. These schools are referred to as A, B, C and D. The details of the number of learners per school and grades are presented in Table 2.1.

Table 2.1: Number of secondary school learners per school and grades during the 2009 school-year in the Rehoboth District

	Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
	M	F	M	F	M	F	M	F	M	F	M	F
School A	103	108	107	111	87	112	64	80	73	92	434	503
School B	103	100	98	81	97	92	37	43	37	52	372	368
School C	117	126	109	123	67	105	59	60	30	48	382	462
School D	59	59	53	59	14	18	–	–	–	–	126	136
Total											1314	1469
Grand Total												2783

2.3.2 SAMPLING AND SAMPLE

Sampling is defined as “a process of selecting a representative portion of the designated population” (Schneider et al., 2003, p.258). The researcher used purposive sampling which implies that research participants are selected based on some criteria related to the research topic (Nieuwenhuis, 2007). A sample is defined as “a subset of cases selected for study from among people or objects within a defined population” (Yegidis & Weinbach, 2002, p.181). The researcher selected as participants those who met the following inclusion criteria: any males or females who were registered learners at either school A or C and, who were between the ages of 13 to 18 years during the period that focus group discussions were conducted.

The sample selection was done as follows:

- Two secondary schools, referred to as A and C, were purposely selected from the four schools. One of the schools was selected because of its relatively high pregnancy rate and the other school because of its low pregnancy rate.
- Teenagers were then selected from schools A and C. Learners in Grades 9 and 11 were selected as the researcher was of opinion that Grade 9 learners would have been in secondary school for sufficient time and therefore should feel much more at ease in a group with Grade 11 learners whereas this probably would not apply to learners in Grade 8. The researcher preferred Grades 9 and 11 learners because these learners were less likely to change schools the following school-year. In other words the chances of losing participants due to change of schools would be minimized if the researcher

were required to continue with focus group discussions the following school-year.

The details of the number of participants per grade and gender, and per schools A and C, are presented in Tables 2.2 and 2.3 respectively.

Table 2.2: Number of participants per grade and gender from school A

	Grade 9		Grade 11		Total per group
	M	F	M	F	
Group 1	2	2	2	2	8
Group 2	1	2	1	2	6
Group 3	2	2	2	2	8
Total number of participants	5	6	5	6	22

Table 2.3: Number of participants per grade and gender from school C

	Grade 9		Grade 11		Total per group
	M	F	M	F	
Group 1	1	2	2	2	7
Group 2	2	2	2	2	8
Group 3	2	2	2	2	8
Total number of participants	5	6	6	6	23

All participants were aged between 14 and 18 years. To physically identify subjects, a snowball sampling method was used. When using snowball sampling, a researcher identifies a few subjects who meet the inclusion criteria. Assistance is then requested from these subjects to identify other potential subjects until the sample size is reached. Snowball sampling is effective in a qualitative study when difficulties of locating subjects are expected (Parahoo, 1997, p.234). The researcher could not obtain a list of the learners' residential addresses, and, since the group discussions were conducted during the September school holidays, some students had changed their residential addresses. The researcher therefore used the snowball sampling method as follows: a learner from one of the selected schools was contacted and was then asked to identify homes where other Grade 9 and/or Grade 11 learners were staying. Newly identified learners were also asked to identify others until there were 6 to 8 participants to form a group.

The combination of two sampling methods, namely purposive sampling and snowball sampling, enabled the researcher to reach a sizeable sample. However only those meeting defined criteria were included as participants. Table 2.4 presents the sample size.

Table 2.4: Sample size

		Number of learners	Sample learners
School A	Grade 9	218	11
	Grade 11	144	11
School C	Grade 9	232	11
	Grade 11	119	12
Total		713	45

2.3.3 DATA COLLECTION

Data collection was done using focus group discussions. A focus group is defined as “a group of individuals selected and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of the research” (Pickard, 2007 p.219). Polkinghorne (2005) asserts that spoken or written language is used to generate qualitative data (p.137). It was the researcher’s opinion that inviting teenagers to discuss teenage pregnancy related issues would elicit more understanding in regard to teenage pregnancy.

Selected participants, from schools A and C, were placed in groups. The researcher had planned to have three groups comprising eight learners in each group from each school but instead ended up with six groups with a combined total of 45 participants. It was the researcher’s opinion that having males and females in a group would result

in participants of opposite sex expressing different opinions, thereby leading to a much more open discussion. Furthermore, male teenagers might be affected by teenage pregnancy in the sense that these teenagers who fall pregnant might be friends or relatives to the male teenagers. To the extreme, the possibility of male teenagers impregnating female teenagers has not been excluded. Therefore, the composition of the groups was as follows:

- four groups comprised four boys and four girls in each group (n= 32)
- one group comprised four girls and three boys (n= 7)
- one group comprised four girls and two boys (n= 6).

During the focus group discussion the researcher seated each group in a circle in a private room. The participants were all allocated alphabetical letters from A to H, to identify them. To ensure that the discussions were not interrupted by non participants a 'do not disturb sign' was placed on the door of the room. To ensure comfort, the room was fairly ventilated, making it not too hot or too cold. Each participant as well as the researcher had own sit.

With the participants' permission, all focus group discussions were video-recorded. Field notes were also taken. The positive feature of video recordings is that transcription is made easy as "it is easier to hear and recognize what people are saying if you can see them saying it" (Gillham, 2005, p.89). A possible limitation of videoing discussions is that participants' behavior may be affected if they know that they are being filmed (Gillham, 2005, p.90). To get participants used to the video recording during the discussions, and to minimize the risk of them not behaving in a

natural way, the researcher spent about 10 minutes interacting with them. During this interaction participants could watch themselves on the screen. The researcher then asked them to describe their experience on seeing themselves on the screen during interactions. They were asked whether they were comfortable to be video-recorded during the discussions; none raised objections. A central question was asked: “How do you feel about teenage pregnancy?” Probing questions that related to responses were then asked (Annexure 3). During the discussions most participants were open and spontaneous. In some cases some participants were shy at the beginning but as the discussions continued they started talking openly. The researcher invited participants, who were less spontaneous, to contribute by asking, for example, “what do you think about what others have just said?” or “what is your comment?”

The focus group discussions continued until the data were saturated. Kloppers (2008) warns that reaching a true saturation is a disputable issue (p.39). The researcher deemed the data saturated when no new statements were made and there was a sense of silent agreement on what was mentioned in the groups.

A total of six focus group discussions were held. Each group was invited to watch a playback of the video recording of their focus group discussion; participants were then asked if they wished to add any new thoughts or withdraw any statement made. Since the participants were placed in groups, this allowed for each group’s contribution to be unique during the focus group discussions.

2.3.4 PILOT TESTING

Pilot testing is defined as a process of testing a data collection method with few subjects who are similar to the research participants to confirm or refute the reliability of the instrument (Yegidis & Weinbach, 2002, p.206). Pilot testing was done with a group of four learners. With the pilot testing, the researcher wanted to see if the central question was clear to respondents. In addition, the researcher wanted to observe how respondents would react to the environment where interviews would be conducted as well as to the recording media. The four respondents in the pilot testing seemed to understand the central question clearly and appeared comfortable in the set environment and with the recording media. Therefore, no modifications were deemed necessary. These four learners were not included in the study to prevent the possibility of these learners influencing other participants based on discussions held in the pilot testing.

2.3.5 DATA ANALYSIS

Data analysis refers to the reduction and display of data and the conclusion drawing and verification thereof (Gorman & Clayton, 2005, p.205). De Vos (2005) defines data analysis as a “process of bringing order, structure and meaning to the mass of collected data” (p.80). Simply put, data analysis can be defined as “the search for the meaning in relation to the research purpose or question” (Stephens, 2009, p.98). The researcher analyzed collected data using the open coding of Tesch (Tesch, 1990, p.85). The researcher captured data of the spoken words obtained during videotaping, and field notes. For safety reasons a hard copy and an electronic version (soft copy)

were saved. The researcher regularly watched and listened to the video-recordings and compared them to the transcripts to ensure that the participants' exact words were recorded (Annexure 4). Furthermore, by repeatedly listening to, and reading through the recordings, the researcher familiarized himself with the contents of the focus group discussions. The researcher worked on a soft copy whereby words and phrases, that could be used to give meaning to certain feelings and behavior and/or concepts, were color coded and categorized in sub-themes. The sub-themes were clustered to form themes. The results of focus group discussions are discussed in Chapter Three.

2.4 TRUSTWORTHINESS

Empirical researchers often criticize qualitative research because according to them the quality of the findings in qualitative research work cannot be controlled (Creswell, 2003, p. 196; Alugodhi, 2010, p.32). According to Streubert and Carpenter (1995), trustworthiness is defined as a process to “establish validity and reliability of qualitative research. Quality research is trustworthy when it actually presents the experience of the study participants” (p.318). Trustworthiness also means being honest and checking the soundness of the data and having the processes open for inspection (Gillham, 2000, p.78). The researcher described the opinions and feelings of teenagers regarding teenage pregnancies.

To establish trustworthiness in this research, the researcher, applied four (4) general criteria: true value; applicability; consistency; and neutrality, and these were used

with the strategies of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985, p.294; Morse & Field, 1996, p.118; Kloppers, 2008, p.42).

Table 2.5, adapted from Kloppers (2008), shows the relationship between the general criteria for trustworthiness and the strategies to establish trustworthiness (p.43).

Table 2.5: Trustworthiness: Criteria and strategies for establishing trustworthiness in a qualitative study

Criteria of trustworthiness	Strategies applied
	Qualitative approach
True value	Credibility
Applicability	Transferability
Consistency	Dependability
Neutrality	Confirmability

Credibility refers to the “believability of the data” (Polit & Hungler, 1999, p.434; Kloppers, 2008, p.43). The researcher established credibility by *prolonged engagement* until the scope of the data was adequately covered and in-depth information, on the perception of teenagers regarding teenage pregnancy and factors influencing such perception, was obtained.

The researcher also established credibility through *triangulation*. Triangulation refers to the use of different sources or different methods in the data gathering (Lincoln & Guba, 1985, p.305; Silverman, 2000, p.98; Brink, 2006, p.118). The researcher collected data using focus group discussions with different groups and from schools

A and C. A literature check was done by comparing participants' perception against that of others in the literature, thus supporting or strengthening the participants' perception.

Credibility was also ensured by the researcher through *peer debriefing*. Peer debriefing is "a process for exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the enquiry that might otherwise remain only implicit within the enquirer's mind" (Lincoln & Guba, 1985, p.308). Two experts in qualitative research, who were also the researcher's supervisors, assisted the researcher to ensure the maintenance of high standards throughout the study. The researcher listened several times to the recordings and rechecked these with the transcripts to ensure that the information was captured verbatim.

Transferability "refers to the probability that the findings of the study have meaning to others in similar situation" (Streubert & Carpenter, 1995, p.26). It is not up to a researcher to judge his/her own study as regard to the transferability of the study's findings. A researcher's responsibility is to provide a data base so that potential users can judge on the transferability (Lincoln & Guba, 1985, p.316; Streubert & Carpenter, 1995, p.26). The findings of the study might be meaningful to parents, educators, health professionals and all of those who deal with teenagers. Furthermore, transferability is ensured by purposive sampling and *dense description* (Kloppers, 2008, p.43).

Dependability is “a criterion which is met through obtaining credibility of the findings” (Streubert & Carpenter, 1995, p.26). Dependability is achieved by inviting auditors to follow and judge the acceptability of the process and procedures used by the researcher (Streubert, 1998; Brink, 2006, p.119). To ensure dependability, raw data were color coded and categorized in sub-themes and themes according to Tesch’s open coding (Tesch, 1990, p.90). Two experts in qualitative research reviewed and judged the acceptability of the process and procedures used by the researcher.

Confirmability provides a guarantee that the findings, conclusion, and recommendations agree with the data and that this agreement can be testified by auditors (Brink, 2006, p.119). Data collected during the focus group discussions were presented to the participants for clarification of their (the data) correctness (Parahoo, 1997, p.292). Furthermore, confirmability is ensured by an *audit trail* and *reflexivity* (Kloppers, 2008, p.44).

The strategies of establishing trustworthiness, with their criteria and their implementation in this study as adapted from Kloppers (2008, p.44), are summarized in Table 2.6.

Table 2.6: The strategies of establishing trustworthiness with their criteria and implementation

Strategy	Criteria	Implementation
Credibility	<ul style="list-style-type: none"> • Prolonged engagement 	<ul style="list-style-type: none"> • The researcher engaged with participants for a sufficient time to gain a trusting relationship with participants
	<ul style="list-style-type: none"> • Triangulation 	<ul style="list-style-type: none"> • The researcher collected data using focus group discussion with different groups from two different schools • The researcher did a literature check
	<ul style="list-style-type: none"> • Debriefing 	<ul style="list-style-type: none"> • Two experts in qualitative research assisted as independent coders • The information was captured verbatim
Transferability		<ul style="list-style-type: none"> • Findings of the study might be meaningful to parents, educators, health professionals and all those who deal with teenagers
	<ul style="list-style-type: none"> • Dense description 	<ul style="list-style-type: none"> • The researcher provided a clear description of the methods and the results
	<ul style="list-style-type: none"> • Purposive sampling 	<ul style="list-style-type: none"> • The researcher only selected participants who met the inclusion criteria

Strategy	Criteria	Implementation
Dependability	<ul style="list-style-type: none"> • Audit 	<ul style="list-style-type: none"> • Raw data were color coded and categorized in sub-themes and themes according to Tesch's open coding • Two experts in qualitative research reviewed and judged the acceptability of the process and procedures used by the researcher
Confirmability	<ul style="list-style-type: none"> • Audit trail 	<ul style="list-style-type: none"> • Data were video-recorded, transcribed, and analyzed to develop sub-themes and themes
	<ul style="list-style-type: none"> • Reflexivity 	<ul style="list-style-type: none"> • The researcher constantly reflected on his own values, behavior and position with participant in order to avoid influencing responses.

2.5 SUMMARY

The research design for this study was qualitative, exploratory, descriptive, and contextual. The population was male and female teenagers attending four secondary schools in the Rehoboth District. Two, out of the four schools, were selected for the study. A purposive sampling method was used, and, to physically identify subject, a snowball sampling method was used. The focus group discussions were video recorded and field notes were taken. Data were analyzed using the open coding of

Tesch. To establish trustworthiness, the researcher applied four (4) general criteria: true value, applicability, consistency, and neutrality together with the strategies of credibility, transferability, dependability, and confirmability. The research findings and literature control are presented in Chapter Three.

CHAPTER THREE

RESULTS AND LITERATURE CONTROL

3.1 INTRODUCTION

Chapter Two focused on the research methodology. It described the research design and research method that were used as well as inclusion/exclusion criteria, and strategies to ensure trustworthiness. The methods used were relevant because the purpose was to explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District.

In this chapter, the findings of the study are presented based on the final categories identified as themes and sub-themes with supporting literature control.

3.2 RESULTS OF FOCUS GROUP DISCUSSIONS

Themes are used to describe a “structural meaning unit of data that is essential in presenting qualitative findings” (Streubert & Carpenter, 1995, p.317). Themes are also defined as “something akin to the content, or topic, or statement, or fact in a piece of data” (Tesch, 1990, p.68).

The results of the focus group discussions are presented in Table 3.1 and discussed in terms of the final categories identified as themes and sub-themes.

Table 3.1: Themes and sub-themes

Themes	Sub-themes
<p>1. Participants expressed different views that reflected knowledge and perception with regard to factors leading to teenage pregnancy and the prevention thereof.</p>	<p>The awareness of factors contributing to teenage pregnancy and the prevention thereof was reflected to be influential in the prevention of teenage pregnancy.</p> <ul style="list-style-type: none"> • Factors contributing to teenage pregnancy were thought to be the use of alcohol and other drugs, exposure to some internet programs and pornographic images, lack of communication about sex, non-use of contraceptives, and sexuality. • Prevention of teenage pregnancy involves the use of condoms and other contraceptives, withdrawal during sexual intercourse, abstinence and open communication.

Themes	Sub-themes
<p>2. Several consequences with negative effects to the lives of teenagers were expressed and linked to teenage pregnancy.</p>	<p>Consequences of teenage pregnancy were reported to be negatively affecting the lives of teenagers.</p> <ul style="list-style-type: none"> • School dropout was seen as a problem in the case of teenage pregnancy. • Jeopardized future is likely for teenagers who fall pregnant which would result in tough living conditions.
<p>3. Interpersonal relationships were viewed as an important issue for teenagers in the prevention of teenage pregnancy.</p>	<p>Healthy interpersonal relationships are needed in the life of teenagers.</p> <ul style="list-style-type: none"> • The role of parents in the teenagers' relationship is expected to be that of being role models to their teenagers, to closely monitor their teenagers' activities and, spend more time with or pay attention to their teenagers. • Sexuality in teenagers' relationship was thought to be a way for maintaining a relationship with the opposite sex while at the same time having the sexual pleasure, gaining money and other kinds of profits or simply a result of peer pressure.

Themes	Sub-themes
<p>4. Moral values were perceived influential to individuals' commitment to prevention of teenage pregnancy.</p>	<p>The following moral values were indicated as guidelines for teenagers regarding their sexual life.</p> <ul style="list-style-type: none"> • Self-respect, discipline and integrity are valuable in the life of teenagers. • Responsibility is a quality of character and mind that teenagers should consider when deciding whether to be involved in a sexual relationship or not. • Individual decision on when to start with sexual activities and/or to get pregnant may help teenagers to prevent teenage pregnancy.

3.2.1 THEMES AND SUB-THEMES

A discussion of the four themes and their sub-themes is presented below.

3.2.1.1 THEME 1: THE KNOWLEDGE AND PERCEPTION WITH REGARD TO FACTORS LEADING TO TEENAGE PREGNANCY AND THE PREVENTION THEREOF

Knowledge means the understanding or the familiarity gained by experience. It can also mean the range of information that one has (Hornby, 1978, p.342, 2010, p.827).

The opinion and/or fact statements elicited by participants in this research reflected their knowledge of issues pertaining to factors contributing to teenage pregnancy. These opinion and/or fact statements were categorized in two sub-themes: knowledge about factors contributing to teenage pregnancy, and knowledge about teenage pregnancy prevention methods.

3.2.1.1.1 SUB-THEME 1: KNOWLEDGE ABOUT FACTORS CONTRIBUTING TO TEENAGE PREGNANCY

Factors contributing to teenage pregnancy were thought to be the use of alcohol and other drugs, exposure to some internet programs and pornography, lack of communication about sex, non-use of contraceptives, and sexuality. The variety of perceptions answered the ontologic question.

Alcohol and drug use

Some participants felt that the use of alcohol and drugs was a major contributing factor to teenage pregnancy. This is evident in the following statements:

“I think alcohol and drugs should be taken away because alcohol mostly influences boys or girls to have sex.”

“Children should stay away from using alcohol because alcohol is one of the problems which cause unsafe sex.”

“I think that teenage pregnancy is their own fault because some girls and boys are irresponsible when they are drinking and it breaks down their reputation and everything.”

“They are using alcohol and under the circumstance they have unprotected sex and there comes the baby.”

Literature supports the above views of the participants. Marti, Stice and Springer (2010), state that the typical onset of use of alcohol and other substances is between the age of 13 and 15 years. Children may start abusing substances, like drugs and alcohol, during their early middle school years and may start promiscuous sexual behaviours during late middle school years (Ellis & Sowers, 2001, p.8). It is also evident that there is a relationship between drug use and early sexual intercourses (Ellis & Sowers, 2001, p.10). To support the above statements, a study conducted in United States of America (USA) showed that about 60% of high school seniors have tried an illicit drug at some point in their life while 33% of high school seniors are current drug users (Husak & de Marneffe, 2005, p.53). Furthermore, it is also reported that the prevalence of substance abuse or dependence among teenagers who are 17 years old is about 10%, while surveys of high school students in the USA show an increase in drug use since 1990 (Segrin, 2001, p.157). Teenage girls and boys who use alcohol and other drugs are likely to be involved in sexual activities. They can have sex in exchange for money to pay for basic needs like food and accommodation or in exchange for alcohol and/or other drugs. Also teenage girls and boys are likely to engage in sexual activities as a result of alcohol and other drugs

influence or effect (Alexander, 2000, p.201). These views support the perceptions of teenagers that drugs and alcohol abuse are contributing factors to teenage pregnancy.

Access to internet and pornographic images

Participants reported that access to some internet programs as well as pornographic images would contribute to sexuality and therefore to teenage pregnancy. This was expressed in the following statements:

“Computers that have access to internet that can lead to anything, now you are on the web and watch those porn movies, now you start to like it and you want to do it.”

“Maybe the young girl and boy grow up in a house where they watch many pornographic movies or movies with pornographic stuff in, or maybe they grow up in a house where they see many of these things, they grow up with it and when they reach the stage of 16 years or when they are teenagers, it is difficult to fight that feeling of urges.”

It is evident that the use of internet by teenagers to socialize with peers is increasing. The potential negative effects of social networking are reported to be the attraction of unwanted attention of online harassment whereby threatening messages, rumors, personal attacks and embarrassing pictures can be posted. There is also a possibility of learning potentially dangerous behaviors like sexual behavior, substance use and violence through internet socializing (Pujazon-Zazik & Park, 2010).

Although the responses of participants were that internet influences teenagers negatively as far as sexuality is concerned, it is the researcher's opinion that there are positive influences too that can be gained through internet access. Brady and Guerin (2010) are of the opinion that new mothers, for example, can share their experiences anonymously via the internet and thus give and/or receive advice in a non judgmental manner. In support of the latter statement Pujazon-Zazik and Park (2010) highlight some potential positive effects of online socializing. They report that online interaction can provide a venue to learn and refine one's ability to exercise self control, tolerance and respect to others' views, to express sentiments in an acceptable manner, and to engage in critical thinking and decision making related to sexuality and teenage pregnancy. Therefore it is important for teenagers to select online programs to explore the negatives and positives and to then make an informed choice.

Lack of communication about sex and/or teenage pregnancy

Participants revealed that lack of communication about sex and/or teenage pregnancy was likely to be a contributing factor to teenage pregnancy. This was expressed in the following statements:

“There is no one who talks to us about sex or teenage pregnancy. No one cares, so the children decide, they do not even know how to use condoms.”

“So there is basically no one who talks about sex or teenage pregnancy to kids.”

In a study done by Bonell et al. (2006) it was concluded that teenage pregnancy was likely to be a result of lack of open parent-child communication. Furthermore, Qazi (2003) reports that in Pakistan, as in other parts of the Asian World, sexuality is not openly discussed especially with teenagers. These statements give the impression that lack of communication about sex related issues might be important since in some cultures these issues are not openly discussed especially not among unequal age groups, like parents and children.

Non-use of condoms and other contraceptives

It was revealed by participants that teenagers did not use condoms and that their knowledge about contraceptives and use thereof was low. These views are evident in the following statements:

“Nowadays they don’t even use condoms”

“Lack of knowledge about contraceptives is one of the main reasons for teenage pregnancies. When they are not educated on how to use certain contraceptives, they do not use it properly when having sex. They think they are safe, but here they are pregnant. This can be very disturbing.”

It is true that when no contraceptives are used prior to or during sexual intercourse the probability of falling pregnant is high. However knowledge about contraceptives and their availability seems to have little effect on their usage. In a study conducted among Finish adolescents, it was revealed, that teenagers were aware of the available contraceptive method including emergency contraceptives. However this awareness

of contraceptives did not translate into usage. Even when the emergency contraceptives were made available at pharmacies without a prescription, their use did not increase (Falah-Hassani, Kosunen, Shiri & Rimpela, 2007).

When discussing condoms the participants were of the opinion that the way condoms are advertised appeared to be appealing to sexuality that could ultimately result in pregnancy. This was echoed in the following statements:

“I think the problem mainly lies on how things are advertised, like condoms being cool rider, with girl with back, cool rider. Those things will influence you, they look like nice flavors”

“With the advertising story, I think people are promoting sex saying that if you have sex there is something that can prevent you from getting pregnant. I think they can advertise more on abstinence so that when I feel like having sex then I will know there is no condom, there is no birth control pill, so the answer will be no.”

The above statements were supported by other participants in the group with a loud “yes” in the background.

Slack (2007) argues that condom advertisements target those people who are involved in casual or promiscuous sexual behaviors. However, the researcher holds a different point of view since others, besides the target audiences, will be exposed to condom advertisements. For example, teenagers might in fact attempt to experience how it feels using a condom. The researcher’s belief finds support in the statement

made by Diane Ravitch in Glenn (2005) that it would be difficult for teenagers to learn all the good thing about sex and not try it.

Participants also indicated that if parents were to encourage their teenage girls to use contraceptives then such parents would be indirectly condoning teenagers to be sexually active. These sentiments were echoed in the following statements:

“Some mothers are taking the girls like when they start having their periods to go for that injection, 3 months injection, so that the girls think their mothers are giving them permission to have sex.”

“I would think that she is giving me permission. She should just tell me my girl don't have boyfriends, please, don't have sex. That is the only way she should tell me. Why should she take me for injection? She is allowing me to have sex.”

To explain the rationale regarding the latter, some participants, revealed an awareness that in some instances teenage girls might fall pregnant as result of rape and, therefore, supported the idea of parents encouraging their teenagers to use contraceptives. Participants responded as follows:

“I think if my mom takes me for that injection, I think on one side she is maybe scared that I may be raped.”

Rape seems to be an important issue in most societies. The Oxford University Press (2002) defines rape as a person forcing another person to have sex without the other

person's consent (p.804). According to Alexander (2000) the following are required for consent for sexual intercourse to be valid:

- An understanding of the proposal
- Knowing the legal requirements
- Knowledge of the possible consequences of engaging in sex, and
- Knowing that a refusal to engage in sex should be respected.

The author further reported that mutual consensual sexual intercourse was a normal sexual behaviour while sexual preoccupation and indiscriminate sexual intercourse needed monitoring and limited response. Sexually explicit conversations with too young children or sexually explicit threats require assessment and intervention (p.219).

In the USA the legal age of consent varies from 14 to 18 years depending on the states. Any adult man having sexual intercourse with someone under the legal consent age would therefore be committing a crime. If the age difference between the adult and the victim teenager is less or equal to three years, the crime is seen as less serious. Should the age difference be more than three years then the crime is seen as a major one (Myers, 1997, p.17; Tunzi, 2002).

Some states in the USA have taken strict measures against statutory rape. However, these measures seem to not be contributing to the reduction of teenage pregnancy rates. Instead, the rate of pregnant teenagers who seek early ante-natal care has reduced. This is believed to be due to the fact that these pregnant teenagers prefer to

protect their sexual partners from being punished; they retain the relationship and perhaps benefit from the financial and emotional support that these partners can provide (Tunzi, 2002). According to Marais (1990) teenagers aged between 14 and 18 years fully understand that a sexual relationship is wrong and when they fall pregnant, they feel more guilty since they did not report such a relationship but also because of their increasing sexual desire (p.86).

Sexuality

Participants viewed sexuality as a contributing factor to teenage pregnancy. These views are evident in the following statement:

“I learned since grade 5, that if you sleep with a guy you get pregnant or you get AIDS.”

In support of the above point of view, Aretakis (2004) states that a teenager’s first sexual intercourse has a significant impact on the risk of getting pregnant, and that the aim would be to postpone the sexual debut if teenage pregnancy was to be prevented.

3.2.1.1.2 SUB-THEME 2: KNOWLEDGE ABOUT TEENAGE PREGNANCY

PREVENTION METHODS

Knowledge is defined as the understanding or familiarity gained by experience or a range of information (Hornby, 1978, p.342, 2010, p.826). Prevention methods are ways of avoiding something from happening. Participants elaborated on methods that

can be applied in order to prevent teenage pregnancy. The methods that participants elaborated on were the use of condoms and other contraceptives, withdrawal during sexual intercourse, abstinence and open communication.

Use of condoms and other contraceptives

According to some participants the use of condoms and other contraceptive methods would prevent teenagers from falling pregnant. This is expressed in the following statements:

“If you want to have sex with somebody, you can use a condom.”

“If you know how to use it and you are faithful to one partner and your partner is also faithful to you, then you can't fall pregnant.”

“You can use pills just in case.”

“When you have sex, you can use some condoms and the pills that will prevent you from getting pregnant.”

“When it happens you should use contraceptive pills or injections.”

“So you must know, if you are having sex without condom, maybe you must get that 3 month injection or something like that or maybe go the other day morning and get the morning after pill or something like that.”

“If you are raped, you should know what to do next. If you are shy, you should tell a friend or a counselor so that you can go immediately, go get treatment, not abortion. But for instance if I am raped tonight I must go tomorrow morning to hospital. With 24 or 48 hours, I must go to the hospital”

In the case of rape, or when an unplanned pregnancy is suspected, health professionals do administer emergency contraceptives (emergency contraceptive pills). However, these emergency contraceptive pills are not commonly known to teenagers. When known, the usage is still negligible. In a study conducted at some New York City schools, only 50% of respondents knew about emergency contraceptive pills although they can be obtained without a prescription. In the United Kingdom (UK) about 91% of women had heard about emergency contraceptive pills but only 7% had used this form of contraceptive (Westley & Glasier, 2010).

However, some of the participants felt that the use of condoms and other contraceptives was not a solution to teenage pregnancy as far as prevention is concerned. This is evidenced in the following statements:

“I personally do not believe in condoms and birth control because I feel when you get sex, you will get pregnant.”

“But condoms are not 100% safe. So even if you use a condom it can still burst and the person can still fall pregnant.”

“Condoms are not always safe”

“But we both know how to use the thing but sometimes that thing is also not safe, they are not totally safe.”

“The school teaches us about the dangers of having sex and if you are in a sexual relationship, there are contraceptives, you know of everything but teenagers still fall pregnant.”

“Contraceptives are there, there are a lot of people, a lot of organizations, talking about teenage pregnancy and everything, but still the rate is just rising.”

“But we know that condoms are not that protective but we still have sex.”

“We still know that pills have an effect on our hormones as well as on our long run but we still have sex”

The literature supports the above statements. Glenn (2005) is of the opinion that the availability of contraceptives does not reduce teenage pregnancy rates and further argues that “teenagers who will engage in sexual activities in any case face a reduced risk of pregnancy. On the other hand, family planning raises the likelihood of engaging in sexual activity in the first place.” (p.98). Glenn (2005) states that teenagers who fell pregnant had used contraceptives at some stages. To support these arguments, the same author reports that there has been unobstructed availability and

access to contraceptives since 1990 in the Netherlands but no correlating reduction in teenage pregnancy rates was seen (p.99). Similar findings were also noted in a study conducted in El Salvador, Guatemala, Honduras and Nicaragua. Regardless of the increased use of modern contraceptives, only one of the four countries, Nicaragua, had a decline in teenage pregnancy rates in a period of 15 years. In El Salvador and Honduras, the increased use of contraceptives coincided with increased likelihood of first sexual intercourse. The high teenage pregnancy rates, despite the high rate of usage of contraceptives, may be attributed to contraceptive failure which is reported to be common among teenagers (Samandari & Speizer, 2010). With increased condom use and the use of long acting hormones as contraceptives, the rate of teenagers with repeated pregnancies only dropped from 25% to 22% in the USA from 1991 to 1998 (Aretakis, 2004).

Withdrawal during sexual intercourse

One other method mentioned by one participant and supported by others was withdrawal during sexual intercourse.

“But if you have sex without condom and when he ejaculates he can withdraw.”

Withdrawal is believed to be the oldest contraceptive method. It is when the male partner pulls his penis out of the vagina just before he ejaculates. This method is criticized to be unreliable due to the possibility that some sperm may leak out into the vagina before orgasm. Furthermore, this method is said to demand a lot of control and the man might unintentionally ejaculate before withdrawing (Hardie, Avery &

Wells, 1993, p.90; Nott & Du Toit, 1997, p.145). Another more safe method mentioned is abstinence of sexual activities.

Abstinence from sexual activities

As evidenced in the following statements, some participants felt that abstinence was the best method to prevent teenage pregnancy.

“I will probably abstain.”

“I would say abstain.”

“Abstinence is the best”

“Abstain from sex. Sex is not for children. It is for adults.”

“When they are giving this sex education, there must be like there are condoms, be faithful, just abstain. The main topic must be abstain.”

Some schools in the USA have now shifted the emphasis in sex education to abstinence before marriage. By 1999 a third of public schools were using abstinence-only curricula and 41% of sex education teachers in 1999 compared to 25% in 1988 cited that abstinence was the most important message to convey to students was. Although abstinence-only teaching instils fear and is likely to have a short term effect due to the fact that human beings including teenagers, participate in risky behaviours sometimes just because of the risk involved, it is believed that the

abstinence-only teaching should be seen as a sound approach to emphasize the role of human sexuality in building and sustaining committed marriage relationships (Glenn, 2005).

The following statements were articulated by those participants who felt that although abstinence is the best method of contraception this was not practiced to prevent teenage pregnancy.

“But we hear that at school all the time, on television all the time, everywhere, we hear that we need to abstain. But what can we do to stop it?”

“Some people are sexually active and they cannot abstain from sex, so I think sex education will be better.”

“Sex is not something like you must be ashamed of. It is a thing that happens every day. So if you talk about it, maybe you can prevent a lot of problems from happening.”

According to the literature abstinence is the best method but it seems that few adolescents abstain from sexual activities. In a study conducted in Brazil, among teenagers attending school, it was found that 95% of boys and 87% of girls were sexually active at the time of interview (Almeida, Aquino & de Barros, 2006). In a study conducted in Kenya, it was found that 62% of males and 30% of females aged between 11 and 17 years have had sexual intercourse. The median age for first intercourse was 14 for males and 17 for females. Apparently 79% of males and 52%

of females who have had sex wanted their first sexual intercourse experience (Tenkorang & Maticka-Tyndale, 2008). In South Africa research reveals that 76% of male teenagers who were 17 years old and still attending school had had sex and that this rate was 64% for their female counterparts (Marteleto, Lam & Ranchhod, 2008).

It appears as if the rate of boys who are sexually active is higher than that of girls. This might be due to the fact that most cultures seem to support early sexuality for boys but not for girls (United Nations Population Fund, 2003, p.19).

Open communication among teenagers about teenage pregnancy

Some participants felt that open communication among teenagers about teenage pregnancy might contribute to the prevention thereof. This was expressed in the following statements:

“You should have a good communication with each other”

“Teenagers should talk to one another freely how they feel about teenage pregnancy and what should be done”

“But I think you need, if you have a boyfriend or so, you need to work together and talk about it and ask: are you sure you want to do this? But if you go on and you break up, you will always have emptiness, like why did I do it, like you blame yourself, like it is something you will not get over.”

Although teenagers felt that there should be open communication among teenagers about sex related issues, it seems that some cultures do not permit this. In a study conducted in Chennai, India, it was found that married men and women, and, unmarried men, could discuss sex related issues but this was not the case for unmarried females. While women who are both older and married could discuss sex related issues, unmarried females felt that there was no need for this as sex related issues did not affect their lives (Sivaram et al., 2005). Nevertheless, where such communication is allowed, it seems to have some influence on the reduction of teenager births. In a study conducted in 27 schools in England, more than 9000 learners aged between 13 and 14 years were enrolled in the study and were followed up until the age of 20 years. In this study, peers were used to provide sex education to enrolled pupils. Although the results showed no change in the abortion rates, fewer births to teenagers were recorded. This learning approach was also reported to be popular for pupils (Stephenson et al., 2008).

Open communication between teenagers and parents about sexuality and teenage pregnancy

Some other participants felt that there was a need for parents to communicate openly with their teenage children about sexuality and teenage pregnancy. Participants also felt that being open especially, with one's parents, would eventually result in teenagers being understood and assisted by their parents if these teenagers were to fall pregnant. This was expressed in the following statements:

“Parents should start being open to their children to speak more about sex and relationships.”

“I feel parents are the most important in this matter because children and parents must talk openly and freely. Some parents got pregnant early and they can see the situation their parents are in, and there are people around them, they can take example from people around.”

“I think that openness about sex in the household also leads to having to wait or choice to wait.”

“Yes, about sex or about sexuality in a household. I really think that it helps the child to stay away or make right choices concerning sexuality.”

“If parents should support one another, they should support one another and try to speak to the children.”

“Fathers must talk to boys openly about it.”

“I would say that parents must talk with their children and ask them if they are in a relationship, and if they are, they must bring their boyfriends or girlfriends home so that they can talk about this and tell them that they should respect each other and abstain from sex.”

“I think some of the time we must also tell our parents, because they will find out eventually, like when you get pregnant.”

“Teenage girls, when they are sexually active, they must inform their parents, so that their parents must know if they one day get pregnant, your father or mother will give you advice to stay away from sex.”

“Why I say they must tell their parents, maybe their father or mother will understand that they are sexually active and they will even give you advice to use contraceptives, to use condoms, so when you get pregnant, your mother will be like, come my child, I will support you in any way.”

Although sharing sex related information was considered to be important, some participants feared that it might sound awkward if parents were to talk to their teenagers about sex. It was also registered that it might be difficult for some teenagers to freely share some sex related information with their parents due possibly to fear of being scolded. Such a fear can be read in the following statements:

“I think the parents think it is awkward to talk to their children about his kind of stuff but they have to feed them because if we do not get information from the school and our parents, everybody will do the mistake over and over again and the numbers will just increase.”

“They will chase me away, they will say go to your boyfriend who made you pregnant. And my father will kill me, I know that. So I will be left out and I do not know what to do.”

“I don't have the guts of telling my mom that I am not a virgin anymore.”

“I would feel very sad and my mom would not allow me to stay at home. They will just keep me away from the family.”

It was however felt as if teenagers themselves were the ones to blame for the teenage pregnancy. Participants expressed this feeling saying that:

“The school has done enough but children do not listen. They do not take it seriously.”

“I do not think there is much that parents can do. The whole thing is like it is the child’s responsibility to look after her or himself.”

“I think that teenage pregnancy is their own fault because some girls and boys are irresponsible when they are drinking and it breaks down their reputation and everything.”

To reinforce the above opinion, participants revealed that some teenagers would feel deranged if they have to hear the same message from their parents several times.

Registering this, a participant said:

“But children feel like when their parents talk to them about this, oh here we go again, we know the old song, so soon, they get preaching again and again.”

Although it seemed that some participants were not keen to open communication with parents, the literature reveals that parents are likely to contribute positively in the prevention of negative behavior including sexuality and teenage pregnancy.

According to Lederman, Chan, and Roberts-Grey (2008) 87% of teenagers in the USA admitted that they would easily postpone sexual activities and therefore teenage pregnancy if they had open and honest sex related talks with their parents. In their study, the above authors concluded that communicating with parents contributed to teenagers enhancing their self-control through increased knowledge about prevention and could therefore easily resist sexual requests.

Open communication with teachers about sexuality and teenage pregnancy

Participants also felt that there should be open communication between teenagers and teachers about sexuality and teenage pregnancy. The following statements are evidence of this:

“If you talk freely about sex, like openly, you know what consequences you can face for having sex, yes, you can learn a lot out of it. What is the use you do not talk about sex but your friends are talking about sex with the class, may be your life skill teacher, you sit at the back of the class and say ah, I will not even talk, I will not even listen. At the end of the day, you go out with your girlfriend, you have sex and now you have to face a lot of consequences.”

“Teenage pregnancy, teachers must talk more and more about this sex education.”

Literature however seems to show that sex education has little effect on the rates of teenage pregnancy. According to Glenn (2005) teenage pregnancy rates in the USA increased by 23 % from 1972 to 1990, and it is during this period that comprehensive sex education started. The same author states that, instead of contributing to

reduction of sexual risk behaviour among teenagers, sex education may have significantly contributed to increased sexual activities among girls. The author reports that teenage pregnancy rates in Germany did not decrease but steadily increased since the official introduction of sex education in primary and secondary schools.

It is felt that the more learners are taught about sex, the more they will be tempted to try it out. According to Glenn (2005), Diane Ravitch an historian and former assistant secretary in the USA Department of Education, believed that if teenagers were to spend a semester reading about right ways to have sex, the pleasure in having sex, and the importance attached to sexual experience, then these teenagers would want to try it as soon as possible.

3.2.1.2 THEME 2: CONSEQUENCES WITH NEGATIVE EFFECTS TO LIVES OF TEENAGERS

Consequences are outcomes that follow a particular incidence (Hornby, 2010, 308). Participants elaborated on the consequences of teenage pregnancy. In general participants saw school dropout as a problem in the case of teenage pregnancy. Participants also feared that teenagers who fell pregnant were likely to have a jeopardized future that would result in tough living conditions.

3.2.1.2.1 SUB-THEME 1: SCHOOL DROPOUT

Participants viewed school dropout as a problem in the case of teenage pregnancy especially for the pregnant teenage girl. It was felt that these teenagers who fall pregnant would either spend some time out of school or would not come back to school. It was also felt that in some cases the boy, who impregnated the girl, would also have to drop out of school so that he could start working to support the girl and the child. As a consequence, such teenagers who drop out of school will not be well equipped with some information, for example how to use contraceptives. Better job opportunities would also be limited for these teenagers who drop out of school. These opinions were expressed in the following statements:

“If girls get pregnant, they must leave school and look after babies.”

“The worst part is that the girl needs to leave school. For example, she was really good and she has really a good education, she already has a scholarship and now she is grade 12 and just there it is gone, just in front of her eyes. Just few minutes make a whole difference in her life.”

“I think teenage pregnancy has a negative effect on youth of Rehoboth, because most of them are going to school and when they fall pregnant as teenagers they lose their school and I think it is bad.”

“I think it is bad because most of the children are at school, then they fall pregnant and they drop out of school, they do not take care of their babies”

“I think that teenage pregnancy is very bad because girls have to leave school just to have a baby.”

“For the girl, she has to leave school wasting a year of allowance, meaning if she wasted a year of her life when she could have earned some money. And for the boy, he would have to leave school and look for a job to support the girl who is pregnant afterwards.”

“The man who made the girl pregnant will have to drop out of school and must work to pay for the child’s needs.

“Girls are not finishing better education. Especially in rural areas there are girls who are not educated and they don’t know how to use contraceptives and those things, and they are just having sex.”

“They have to drop out of school and there is lack of education and more unemployment.”

Some participants were quick to mention that teenagers should not be denied the right to education just because of teenage pregnancy. Participants stated the following:

“I feel that they should be allowed to continue with their education at school. That is my personal opinion. I feel that they should have the opportunity to finish their education even if they are pregnant.”

“I just feel that the education for the girl and the father should not be taken away from them, because everyone has the right to education.”

“I think it is a good idea. Everyone should have a free education at school.”

“I would agree with her because if they drop out of school because of teenage pregnancy, then, they are not like fully skilled and if the country wants, Namibia for example, to reach vision 2030, they should allow teenage girls who are pregnant or the father of the child to continue with school, because if they drop out of school, the crime rate will increase as well as the unemployment rate.”

Some participants had mixed feelings about whether to allow teenagers who become pregnant to continue with their education or not. These feelings could be decoded from the following statement:

“I would say it is a good and a bad thing because teenage girls may feel it is normal to have babies because everyone in the community is accepting it as it is normal and they will just think if I get a baby I will still get my education.”

Some participants felt that a period of time was needed for a teenage mother to fully be with her child therefore such a teenage mother should not attend school during this compulsory time. This is expressed in the following statement:

“Women, when they are pregnant and when they give birth to their children, they are allowed with a compulsory 3 months to stay at home, a pregnancy leave. That I feel

it is right to recover and to fully be with their babies. But after that they should be allowed to continue with their education at school.”

The above views are supported by the literature. In Brazil, the high rates of teenage pregnancy are associated with poor performance in school of the individual in general before or after drop out. This drop out of school is furthermore likely to be associated with the teenagers' economical background. Among low-income teenagers, a higher proportion of boys and girls in Brazil dropped out of school during or after pregnancy. Most boys dropped out of school so that they could start working. About 75% of pregnant teenage girls, whose mothers had completed secondary or tertiary education, and, therefore had a better economical background, continued with school (Almeida, Aquino & de Barros, 2006). According to Marteleto, Lam and Ranchhod (2008), in Sub-Saharan Africa, teenage girls who become sexually mature are likely to drop out of school and engage in sexual activities. Teenagers who perform poorly in school are likely to become pregnant and drop out of school after pregnancy. These authors continue reporting that those teenage girls who get support from their parents and whose babies are recognized by their fathers do return to school and complete their education. In a study conducted in the USA it was found that pregnant teenagers who were provided with basic care were likely to return to school after giving birth but such care did not reduce the possibility of repeated pregnancy (Barnet, Liu, De Voe, Alperovitz-Bichell & Duggan, 2007).

In Namibia, the Ministry of Basic Education and Culture has a policy allowing pregnant teenagers to attend classes until confinement and to return to school within 12 months of leaving school. The policy further states that pregnant learners who attended at least the first half of the year are allowed to sit for the year-end examination (Ministry of Basic Education and Culture, 1997, p.4).

3.2.1.2.2 SUB-THEME 2: JEOPARDIZED FUTURE

It was reported by participants that the future of teenagers who get pregnant was likely to be jeopardized and that these teenage mothers were likely to experience tough living conditions. These sentiments are uttered in the following statements:

“And for the mother of the child, she will not have anything to do with her life because she will have to drop out of school.”

“When you fall pregnant before 20 years, it can close so many doors for you. You can lack education, you do not have the opportunity to go to study, you will have to sit home, watch your child growing up and you will have to learn from your mistakes.”

“This jeopardizes teenage women’s future because a lot of children I am sure of have the ambition in life to study and go far, and teenage pregnancy is now causing them to not be able to make a success out of their life.”

“Most of the young teenager girls are not educated. Maybe they have a problem with money to feed their baby and so on.”

“They have to suffer, they even do not have education, they lost their education and now they have to suffer, do domestic work for their children to buy soap, nappies”

“When a girl is educated, she can find a nice job, but when she drops out of school, there will be no job for her, nice job.”

“She got pregnant with a guy who stays next to us. From there she dropped out of school and she never went back to, she never finished school and she stopped studying. Now she is only on street, at home doing nothing.”

“I would feel very bad because there is no money and we will be suspended from school and education is not there, no work to raise the baby”

“Girls have to leave school and take care of their children. Sometimes they do not even have the qualification to get a job and support their kids.”

In South Africa, although teenagers are allowed to attend school during pregnancy and after delivery, only about a half of teenagers who fell pregnant do return to school (Marteleto, Lam & Ranchhod, 2008; Makiwane, 2010).

Many people believe that education is a key to successful life. The researcher often heard parents telling their children that if they want to be successful in life, they have to take their education seriously. Unfortunately, the very poor ones are the ones who seem not to flourish in the formal education system, and therefore are unable to get out of poverty. Larson (2007) supports the latter statement attesting that children born from poor mothers have less than 30% chance of escaping from poverty.

It was said earlier that most of the teenagers who get pregnant and who do not return to school are from poor families. This makes it a vicious circle. Researchers have proved that following delivery, poverty leads to decreased resources and as result there is decreased interest in education resulting in poorer academic performance and again early school drop out by these children born from poor parents (Larson, 2007). It is the researcher's opinion that if such events continue happening from generation to generation, it will be difficult to escape from poverty.

3.2.1.3 THEME 3: INTERPERSONAL RELATIONSHIP

Teenagers are reported to place more value in peer relationships, hence, the shifting of attention away from parents to peers (De Goede, Branje, Delsing & Meeus, 2009). Furthermore, peer relationships become more influential to teenagers if partners are romantically involved (Eklund, Kerr & Stattin, 2010). Teenagers who lack freedom to engage in peer relationships are more likely to be sexually abused. In a study conducted in South Africa, teenagers who had few or no friends were more likely to

experience coercive sexual intercourse than those teenagers who had many friends (Erulkar & Ferede, 2010).

It is believed that positive relationships and personal happiness are strongly interconnected (Caughlin & Huston, 2010). However, Walker and Hirayama (2010) argue that a relationship is unlikely to be without negative aspects. According to these authors, negative issues in a relationship might tighten the closeness between involved parties if such negative issues are properly solved. Negative interaction may result from the need of integrating new objectives and expectations and is therefore fundamental in close relationships (De Goede et al., 2009). To mediate between positive and negative aspects in a relationship, both positive and negative processes should be seen as complimenting each other for the well being of a relationship (Beach & Fincham, 2010).

Although the emphasis in teenagers' relationships is put on peers, the researcher believes that parents still have roles to play in these relationships and these roles are discussed below.

3.2.1.3.1 SUB-THEME 1: THE ROLE OF PARENTS IN THE TEENAGERS' RELATIONSHIP

It was revealed by the participants that parents have important roles to play in teenagers' relationships. Participants expected parents to be teenagers' role models, to pay more attention to teenagers' activities and guide them through their teenage

years. It was also expected by the participants that parents, as role models, should spend more time with the teenagers in order for them to have a positive input into their relationship with others.

Role model

A role model is a person who serves as an example for others (Oxford University Press, 2002, p.845) and that is what participants felt parents of teenagers should serve as for their teenage children. Unfortunately, based on the information obtained during this study, it seems that not all parents were being role models to their teenagers. These views were expressed in the following statement:

“Every parent wants to be a role model in his or her children’s life, like I would like my mother to be my role model, but, somehow actually she is not.”

One respondent in the background supported the statement saying ‘you are not alone’ while others silently nodded their head as if they agreed with the statement. According to the attachment theory, teenagers are likely to form mental representations based on experiences in the relationships with their parents and use these relationship models to build their relationship with peers (Roisman, Booth-LaForce, Cauffman, Spieker & The NICHD Early Child Care Research Network, 2008; De Goede et al., 2009). This is also supported by the family system theory that suggests that families are hierarchically organized in a way that teenagers’ behavior is influenced by the parents’ behavior (De Goede et al., 2009).

It is therefore the researcher's opinion that if teenagers formed a positive mental representation, based on their experience in their relationship with their parents, then they could have a positive relationship with their peers whereby risky behaviors, like the use of alcohol and other drugs and/or sexual behaviors, might be avoided. Other than being a role model parents have the responsibility to guide their children according to their norms and morals within their cultural beliefs to be responsible for their actions.

Guidance

Guidance refers to the advice or information that aims at solving a problem (Oxford University Press, 2002, p.430). Therefore, unless one is aware of one's problems or difficulties, it will be difficult to provide necessary guidance. In order to receive necessary guidance from their parents, teenagers thought that it was important for parents to get involved and to know what kind of relationship their teenage children are having. The following statement made by a participant highlights the above thought:

"If parents know that their children have relationships, they must know more about the partners that their children are having the relationship with, and the friends their children are with. This will help them to know what type of people their children are with at night and what they are doing with those people."

Literature underscores the importance of parents getting involved in their teenagers' relationships. According to Mollborn and Sennott (2010) teenagers who experience more parental involvement in their relationships are more likely to abstain from

sexual initiation and hence avoid getting pregnant before marriage. It was said earlier that alcohol and other drugs usage contributes to sexuality and therefore could result in teenage pregnancy. There is a need, therefore, for parents to be involved in the lives of teenagers to try to prevent teenagers from using alcohol and other drugs. Research findings support the role of parents in the prevention of alcohol and other drugs usage. Parents should increase their level and consistency of monitoring and communication if prevention of alcohol and drugs usage is to be successful (Tobler & Komro, 2010).

According to the participants, some parents' previous experiences might help in guiding teenagers. For example, those who became parents while still teenagers could share their experience with their teenagers and hopefully motivate these teenagers to abstain from becoming parents while still teenagers. This view was expressed in the following statement:

"Some parents don't want their daughters to have boyfriends, like my mom, she said I must first finish school, then I can have a boyfriend. I asked her why does she say that and she said she does not want me to experience what she experienced in her teenage years."

A counter-argument to the above view was that some teenagers would not take the advice from their parents to avoid teenage pregnancy or having a child before marriage if these parents themselves happened to fall pregnant as unmarried teenagers. This view was articulated in the following statement:

“Parents’ past, like I am a child out of marriage, born outside marriage, if I am a out of marriage child, when I get pregnant, I will not let my mother tell me it is wrong because she also has done it. I will not feel ashamed because she had me and I am having my baby before marriage and I am a teenager.”

The fact that some teenagers might refuse to take advice from their parents, if these parents happened to be parents while still teenager, could be linked to the social learning theory. According to the social learning theory, a behavior is a “function of an individual’s expectations about the value of an outcome or self-efficacy” (Onega & Jensen, 2004). Furthermore, individuals might develop a set of behaviors through modeling and imitation (De Goede et al., 2009). Therefore, it is the researcher’s opinion that teenagers might engage in sexual relationship knowing exactly what the outcome is likely to be, for example, fall pregnant. Teenagers might also believe that they may be able to have a child and raise it. Aretakis (2004) supports the latter statement by arguing that when teenagers fall pregnant, they believe that “they are unique and different and that everything will work out fine” (p.811). This would mean that if a teenager’s parents happened to be teen parents, then such a teenager could also be one. This is supported in the literature since in a study by Bonell et al. (2006) it was concluded that teenagers, whose mothers were teenagers at the time of giving birth, are more likely to report early sexual debut and pregnancy by the age of 15 to 16 years, regardless of the parenting style.

Time and attention

Participants felt that some parents spent more time working and therefore had little time left to spend with their teenage children. This was expressed in the following statement:

“I think most of parents work most of the time. I think that they should spend more time with their children like going on holidays, stuff like that. So I think parents should also spend more time with their children, go on holiday, do activities together.”

With the ever-increasing financial needs, some families might opt to have both parents working. In a study conducted in Finland and the Netherlands, it was found that parents who both worked were satisfied with their spousal relationships but were unsatisfied with the relationship between their children and themselves (Malinen, Kinnunen, Tolvanen, Ronka, Wierda-Boer & Gerris, 2010).

Although one might argue that parents need to work in order to provide for their children, the above finding serves as evidence that parents should balance their time between work and spending more time with their children.

The problem however does not only rest on parents. In their study, Richards, McGee, Williams, Welch, and Hancox (2010) concluded that children, who spent more time watching television, playing games or using the internet, had little attachment with their parents and were more likely to be involved in unhealthy behaviors.

The researcher's opinion therefore is that parents should negotiate with their teenage children on how to spend time together.

Participants reported that in cases where parents failed to be role models, or guide, or spend time with their teenagers, then such teenagers were likely to opt for other means of seeking attention including getting pregnant as expressed in the following statements:

"Some of them feel like they do not get the attention from their parents so they feel like they can get it when they get pregnant."

"Some children in Rehoboth do not get enough attention at home and they go out on the streets and look for attention and there they will find themselves pregnant."

"Some children do not spend much time with them and then they go look for that comfort that parenthood comfort somewhere else."

"Maybe the girls' father is using alcohol and every time he is jelling and he is everywhere. He wants to beat everyone on his way. So when the girls are with their boyfriends, then he is any time, every time, he is crazy, I must say. But when she decides, I must do something, so that my father will leave me alone, then they decide I can have a baby, then he will calm down."

As result of the above, participants felt that some parents too were to blame when some teenagers fall pregnant. Participants felt that rich parents might fail to pay

attention to their teenage girls and as result these girls might decide to seek attention elsewhere even if it means getting involved in a sexual relationship. In other instances, participants felt that teenagers from rich families simply allowed themselves to have children because they thought their wealthy parents would take care of the teenagers' children too. These feelings are aired in the following statements:

"Maybe it is just parents' fault like letting the children go out on young age like to mainly clubs, drinking, smoking, because those things can also lead to having unprotected sex."

"I think most of all it is your parents because you only have the permission to go somewhere with your parents like they will tell you can go there, you can go there. But if they are like more strict, maybe things like this wouldn't have happen."

"Young girls bring revenge to their parents who took care of them badly. The rich young girls decide to go for sex just to pay back to their parents."

The above views highlight once again the importance teenagers placed on parental guidance or role modeling. The next sub-theme is about sexuality in teenagers' relationship.

3.2.1.3.2 SUB-THEME 2: SEXUALITY IN TEENAGERS' RELATIONSHIP

Sexuality in teenagers' relationship was thought to be a means of maintaining the relationship while at the same time having sexual pleasure, gaining money and other kinds of profits, or simply a result of peer pressure

Maintaining a relationship

Sexuality in teenagers' relationship was thought to be a way to maintain a relationship. Participants reported that boys would insist on having sex with girls in order to maintain a relationship or as a sign of love. Participants also reported that teenage girls felt that boys with whom they have sex with might treat them as special.

"You don't love me if you do not have sex with me."

"Sometimes girls think that if they give boys their virginity, they are very special."

"They think they will be treated very special or the boy will love them more."

The above mentioned views seem to be common among teenagers. Most girls believe that sex is the only way of showing one's love. In an interview with 1300 girls, only six gave a definite 'no' answer when asked if they would agree to have sex when asked by a boyfriend. For the rest, the typical answer was 'as long as the boy loves me, it is fine' (Okpolor, 2010).

However, having sex with someone does not make the two partners love each other or make a commitment to each other, nor is it a way of testing one's love to one's partner. Instead, it is a milestone in the sense that virginity is lost then. Having sex is a delicate issue hence teenagers should ensure that the timing is right for both partners in order to avoid the risk of teenage pregnancy and/or sexually transmitted infections, or feel disappointed when the relationship is over (Hardcastle, 2010).

It was reported by participants that in cases where girls refused to have sex, the boys would threaten to terminate the relationship and some girls were likely to rather accept having sex with the boys than seeing the relationship terminated.

"Have sex with me or we break up."

"Most of the times the whole thing is coming from the boys. A boy who is always forcing a girl to have sex with him, that is when a problem starts coming in because that girl would be, now the boy comes in and she wants to break everything, now later on, if the girl doesn't want to, the guy will just say ok, we must just separate, and then the girl would be like why, and she will be all over him and give him what he wants just so stay with him."

"I am a boy but boys try to take everything faster than girls. Maybe you are in a relationship and then you just feel like you want to have sex with your girlfriend again, something like that, you force her, you only stay at that one point of view to have sex with her and later, if she disagrees, then you leave her and, like she said, you have that emptiness in yourself, and the girl will just go for other guys."

“Like she said, temptation, maybe a guy and a girl go out and the guy would advance for the girl and the girl would say something like I want to do it with someone special with whom I am going to get married. The guy might take it the wrong way and say we really will not last together, or I am not special, you do not love me, which will cause that tension and that wholeness for the girl will just grow and say ok, let us just do it.”

“Most girls are afraid of losing their boyfriends because of not having sex. Because most boys are like if you do not give me, I will go to another person, I will find it.”

“You will do everything in your power and the guy who knows this will take advantage of the girl and make her do anything, because if you do not have sex with me I will leave you and what will the whole school say about us breaking up.”

“Yes, you feel pressurized by, I really love this guy or I really want to be with him, let me just do this, and often in the spirit of the moment they rather refuse to use condoms.”

Some participants however reported that having sex with someone was not a guarantee to maintaining the relationship. This is what participants had to say in this regard:

“So I think girls are like I will play along so the boy will stay with me. But it is not actually the case. When he gets from you, he will go to another person and also get. So that will not keep him by your side.”

“The man may be walking with her today but tonight will still be going to his wife.”

“In most cases if boys get what they want, they will just drop the girl like that and go on because they got what they wanted. But if you want to keep the boy, why don't you just not give him and you could stay.”

“I feel very bad about it because when children go out and sleep with guys, they get pregnant and afterwards, they go for a test, they go and tell their boyfriend, the boyfriend will abandon the girls and then will say, no he didn't sleep with, he did sleep with her but he doesn't think that it is his child.”

“When getting into a relationship, I do not believe when a person tells me that he loves me because nowadays a boyfriend only wants sex and then he will just take you to bed and afterwards, he will leave you.”

“I think it is very bad, because sometimes when girls get pregnant, the boys who made them pregnant are running away and they must look after the kid alone.

Hardcastle (2010) warns that if teenagers have sex for a wrong reason they will end up hurting themselves. The author further advises teenagers that sex is best when it is a personal expression of caring between two people. Premarital sex does not help any teenager to keep any man. Instead, premarital sex helps teenage girls to loose men (Okpolor, 2010).

According to participants, girls would find it difficult to be firm and say no to boys who request having sex with them. It should however be possible to refuse, should these girls have pride; when refusing girls should not mind about what the other person is thinking. These views are highlighted in the following statements of some respondents:

“But in reality, let us face it, it is reality. Girls do not often say no or tell the boyfriend, you can leave me it is ok, I do not care.”

“When the boy says he likes you and you also like him, so you think even/even situation. You cannot say no if he wants it.”

“If you are proud of yourself and you think I am special, you will not let anyone manipulate you saying like I will leave you if you don’t have sex with me. If you are proud of yourself, you can say: I will find someone else; you are not the only one out there. I will find someone, who loves me and who just doesn’t want sex with me.”

“Saying no. people say like saying no to a woman or a man, they are useless or so. I would say do not care what the person is thinking, just say no and if somebody is forcing you to have sex with him or her, talk to somebody who can help you, or just abstain from the person, ignoring him and walk away.”

The above links to what Hall and Lloyd (1989) refer to as sexuality and assertiveness. These authors acknowledge that women find it difficult to be assertive

when it comes to sexuality and suggest the following as ways of being assertive (p.224):

- Making a clear and specific request
- Saying “no” directly and clearly
- Not automatically conceding their own needs and wants as less important than those of the other people
- Recognizing feelings of anger, hurt and fear and being able to express them assertively
- Not allowing fear of criticism to dominate behaviour
- Finding ways of approaching difficult topics when communication is difficult or has broken down.

Participants also revealed that some girls would prefer to fall pregnant so that they can maintain a relationship with the fathers of their children. This seemed to be the same for some boys who would impregnate girls as a way to maintain a relationship.

“In the relationship, girls get pregnant to stay with the boy”

“In many times it is like if girls are dating a guy, they mostly like to get pregnant because they want to keep that boy.”

“Yes, and she will say maybe I will try some how to get his baby so that he must stay with me, just with me. So they are doing it out of jealousy.”

“Some guys also feel like when they are very much in love with the girl, they tell the girl I just want to make you pregnant so I know you will stay with me and you do not go and take another guy.”

During the discussions with teenage girls, Laydee (2009) was informed that girls have to fight for their men. Therefore, having a child with a man was a guarantee that such a man will always be available. Even if the man dated other girls, he would eventually come back to the mother of his child. Girls believe that when a man impregnates a girl, he is supposed to take care of the girl and the baby. However, as evidenced in the responses above, it is not only girls who would attempt to keep a partner by getting pregnant. Men also are reported to impregnate girls to retain them as partners.

Participants reported that teenagers who considered disengaging from their relationship needed support from both their parents as well as their friends. This was reported in the following statements:

“Yes, then you can talk to that girl, tell her that she did well, she should be proud of herself that she stood up for herself.”

“That she has nothing to be ashamed of, that the boy has something to be ashamed of, but not her.”

“Talk to her, support her in every way and when the boy leaves her, she must feel proud of herself. Actually she stood up for herself, her self-confidence was too high.”

“Support from your parents, support from your friends, especially because they are the ones you are with every day or most of the time you are with your friends. And if you could form that group you are with the whole day or the whole time, abstain from sex, we can wait for this, and we can wait until we are married or one day.”

“Friends with same self esteem will encourage you to stop and stay away from sex, that type of friends.”

“You need support from both friends and family.”

It was said earlier that teenagers tend to put emphasis on a peer relationship. If such a relationship does not work out well, regardless of the reason, involved teenagers would need emotional support from close people, like parents and friends.

Sexual pleasure

According to the participants, maintaining a relationship was not the only reason for having sex. The pleasure of having sex also seemed to be a motivation in accepting sexual relationships. This is evidenced in the following statements:

“It is a two in one decision. I am having fun and keeping the relationship.”

“In one situation there is fun, and in the other one there is a want to keep that person, because you love him and you want to keep him or her.”

To support the above mentioned statements, a study conducted in Uganda by Ntozi, Mulindwa, Ahimbisibwe, Ayiga, and Odwee (2003) concluded that males get

involved in sexual activities for pleasure and as a way to fulfill their sexual life. However, sex is not a leisure activity thus having sex should not be seen as a recreation because sex is not always fun or enjoyable and, at times one might wonder if it was really worth it (Hardcastle 2010).

Financial and material gain

It was reported that some teenage girls would engage in a relationship for money or other kinds of profits and in some instances the relationship involves older men who are working or can afford to offer what these teenagers want. Participants also revealed that some parents motivate their teenage girls to get involved in such relationships. These views are expressed in the following statements:

“But some do it for the money, just to survive.”

“It is very bad, some girls sell their bodies to get money, it is not good.”

“Most of the times when there is money problems in the house, then girls turn up as prostitute.”

“They will sell their body for alcohol and cigarette too.”

“A lot of children are drinking and smoking, but they do not have money. So the girls decide, let us go to the clubs. Now they are at the club, they see there are a lot of guys, they all have money, so they decide to join the group. So which guy will just drink with a girl and let her go home.”

“Girls want money, and they have sex.”

“Young girls dating big boys, they only want the money.”

“I think it is also the big boys because some parents are choosing the girl’s boyfriend, like in an older big man. And because that man is working, get big salary that is why big daddies are getting children pregnant.”

“She said that older guys are using girls but on the other side girls also want to be like that because of money, gifts and cars.”

“Other circumstance is poverty. Maybe there is nothing at home, the girl gets every day hungry and maybe she goes out and do that work, this prostitution, to get money. In that time maybe she can do unprotected sex and maybe she can get a baby.”

“The sugar daddies, because they will give you cars, a lot of money, cell phones, houses”

“The ladies are going for that to the older guys to get pregnant, because they know, why should they go to have sex with him? They only want money.”

“Sometimes she feels she needs someone to take care of her, so she jumps up and take anyone, that comes her way and that person takes advantage of this vulnerable teenager and makes her pregnant.”

“Like these teenagers, they like going out with older man, who have cars, money cash, house and cell phone. When that man gives them anything like take this cell phone, take this one. And later will come a payback and then he will say I don’t want to use condoms so.”

“They do not care, if the older guys use condom or not. Money must come and go.”

“Because these young girls now, they only go to the money.”

“And they use their children to get money for the house and support themselves.”

“You must marry this young man or have a baby with him, so that he can support us”

“As long as the baby is there, the rich man will pay.”

“Also, in personal life, somebody gives away his daughter to get married in exchange of something, like some money.”

Poverty seems to be a big concern; it can be a motivator as far as teenage sexuality and/or pregnancy are concerned. A study conducted by the Social Exclusion Unit (SEU) shows that the UK had the highest rate of teenage pregnancy with about 90,000 teenage pregnancies per year compared to other Western European countries. One of the reasons for such a high teenage pregnancy rate was said to be that many

teenagers from disadvantaged families and, who had limited chances of getting employment, had low expectations and could not see any reason why they should not become pregnant (Meredith, 2005). In support of the above, Mulenga (2005) reports that poverty and unemployment are some of the contributing factors to unsafe sex among teenagers and therefore teenage pregnancies (p.10). Furthermore, in a study conducted in Uganda by Ntozi, Mulindwa, Ahimbisibwe, Ayiga and Odwee (2003) it was concluded that teenage girls would engage in sexual activities in order for them to survive economically and hopefully improve their socio-economic status. Gulli (2008) holds the opposite opinion by stating that rich teenagers with their own businesses also fall pregnant and for them it is 'no big deal'. The fact of the matter is however that teenage pregnancy rates are higher among the poor than the rich. In Nigeria, about 80% of the poorest teenage girls get married before they get 18 years old compared to only 22% of the richest ones (United Nations Population Fund, 2003, p.4). In Namibia, teenage pregnancy among the poor is 22% whereas it is 5% among the rich (Ministry of Health and Social Services & Macro International, 2008, p.50). Therefore, it is the opinion of the researcher that teenagers, irrespective of their financial status, may engage in sexual relationships and fall pregnant. When poverty is not the leading factor to teenage pregnancy, it seems that poverty is likely to be the outcome of teenage pregnancy. In South Africa, due to the fact that almost all teenage pregnancies happen before marriage, the fathers do not take proper care of their offspring resulting in hardship to the mothers (Makiwane, 2010).

Participants reported that in most cases, older men, who were working or who had other economical means, were to blame when it came to teenage sexuality and or pregnancy. This was expressed in the following quotes:

“Definitely not school boys. It is not schoolboys. It is guys that work, some of them are even married.”

“Most of the girls get pregnant from guys who have finished school, who are working. I never heard a girl who got pregnant from a school boy.”

“So they go for the younger girls. That means the girls are not like to a point. They will say you are a big guy and I like the famous thing. So that can manipulate the girl for giving him sex and all those things. Because if we are dating older guys and the guys of our size do not get girlfriends of our size, they will go for younger children that they can manipulate.”

“I think the problem lies with the boys because all the boys like young girls, they can manipulate.”

“It is mostly the older man because there are many young girls that live in very bad conditions and when an older man sees them [interruption], sees the condition the live in, maybe they are young women and beautiful, they will become a target.”

“I think it is mostly the older men because say for instance you are grade 8 or much younger, they start from young age now. They may feel their age groups are too childish or immature. So they tend to go for older men who are more experienced.”

Cases of teenage girls having sex with adult men are being reported on regular basis. For instance, an adult man admitted to have been having sex with his stepdaughter since she was 13 years old. She later got pregnant and at age 17 years she gave birth to a baby girl (Washington, 2008). In other incidents, a swimming coach was accused of molesting girls aged from 10 to 17. In the process, he apparently impregnated a 14 years old girl who later had an abortion (United Press International, 2009). In Otjiwarongo, Namibia, a man had ongoing sexual relations with a 11 year old girl and this was only discovered when the girl fell pregnant at age 12; she gave birth to a son (Menges, 2010, p.1). In another incident, still in Namibia, a grade 7 girl aged 17 has had two miscarriages in eight months and in both cases she was impregnated by a 25 year old man (Nghindengwa, 2010, p.3).

Peer pressure

Peer pressure also seemed to be contributing to teenagers getting involved in a sexual relationship and in some cases this would result in teenage pregnancy. This was evident in the following statements made by participants:

“But in most cases also, the boys also force girls to have sex with them.”

“I feel sometimes peer pressure has a lot to do with teenagers getting pregnant.”

“I think peer pressure is also an important part because if I am telling my friend I am having sex, like she will say, I need proof, and I think to get pregnant will be that proof. Everyone will talk about like that girl and that girl and that girl. So I think peer pressure is a very important thing leading to pregnancies. Because if you think your friend, like your friend is already a mother, what will stop you from becoming also like a mother to fit in?”

“Peer pressure and maybe loneliness I think. Peer pressure from the group, peers, which they are in group and maybe at home.”

“Sometimes it is also friends that influence girls to have sex. When your friend is having sex and tells you it is nice, you will feel you need to go and explore.”

“And how would I feel if the guy comes and tell me: look I have 5 babies on my way. I would also try”

“Yes maybe I have a girlfriend, she is older than me, she comes and learns me how to do it and later on my hormones will be like, like on fire, I will go out to any other girl and I would go try have sex with them.”

“Teenage girls are subjected to many influences especially guys nowadays and drinking, drugs and unsafe sex which leads to teenage pregnancy.”

“Sometimes friends are also bad influence. Maybe if she sees her friend is pregnant, she also wants to get pregnant. In their group maybe there is a competition, who will get more babies.”

“Maybe at school, when you are in a group, some of the girls may say I have broken my virginity and I have sex how many times with my boyfriend. Maybe if you did not have broken your virginity you feel like you are left out of the group and you will do the same thing.”

“It is like you are not popular, when you don’t have sex too.”

“I feel that girls and boys all have the same responsibility and they could all be blamed because it is not just boys, girls also tend to influence boys as well and we find really fragile boys nowadays as well in our community.”

Literature shows that teenagers, especially boys, feel pressurised to have sex. According to Colin (2003) about 34% of teenage boys and 23% of teenage girls report that they feel pressurised, mostly by male friends, into having sex. Furthermore, peer pressure can impair good judgement and fuel risk taking behaviour (Bernstein, 2005).

3.2.1.4 THEME 4: MORAL VALUES

Morality has to do with the norms of a given society about what is right or wrong. Values are beliefs regarding the importance of what one sees as right or esteemed (Silva, Fletcher & Sorrell, 2004). The moral values indicated as important by the participants were: self-respect, discipline and integrity, and responsibility. According to the participants, an individual's decision on when to start with sexual activities and/or get pregnant was equally important as far as moral values are concerned. The fact that respondents expressed their values in regard to teenage pregnancy answered the axiologic question.

3.2.1.4.1 SUB-THEME1: SELF-RESPECT, DISCIPLINE AND INTEGRITY

Self-respect, discipline and integrity are valuable aspects in the sexual life of teenagers.

Self-respect

Self-respect, or self esteem, has to do with personal confidence or pride (Ndokotola, 2008; Weiss, 2008, p.53). Participants felt that with self-respect a person should be able to abstain from becoming pregnant while being a teenager. This was expressed in the following statements:

“If the girl had a respect for herself, nothing could have happened. If the girl had a moral value, then she could have respected herself and not get pregnant with the boy.”

“I respect myself and I reserve myself to one guy and that is it.”

The above is supported by the literature. High self-esteem is an important factor in teenagers’ willingness and ability to use contraceptives and get involved in sexual relationships out of wedlock (Alford, 2006). Teenagers with low self-esteem or low self-respect should think of themselves as people who have rights, opinions, and ideas that are equally valid as those who have high self esteem (Webber, 2008).

Discipline

Weiss (2008) defines discipline as “a system of rules that apply to behavior” (p.37). The author states that the aim of discipline is to teach someone how to properly behave in society. Thus, if teenage sexuality and/or pregnancy were not accepted in a particular society, then teenagers’ discipline could help them in avoiding teenage sexuality and/or pregnancy. This was expressed in the following statement:

“Yourself discipline should be there not to get into temptation”

Discipline allows teenagers to feel safe as they know what is allowed and what is not allowed. Furthermore, discipline allows teenagers to take responsibility for the positive and negative consequences of their own actions (Wintmer, 2010).

Integrity

Integrity is defined as the “quality of being honest and morally upright” (Oxford University Press, 2002, p.503). Participants felt that integrity was likely to motivate teenagers to abstain from sex. This was reflected in the following statement:

“That integrity that you want to hold I think that can also drive you not to have sex at early stage to hold a good name in the society.”

While participants felt that abstaining from early sexual relationship would ensure that a teenage girl holds a good name in the society, it seems that in some cultures early sexuality is seen as a problem when it happens outside of marriage. These cultures therefore encourage their teenage girls to get married at early stage. In some Asian countries, teenagers are forced to get married to give birth in wedlock. In such countries, parents would rather see their teenage girls married than see them engaged in pre-marital sex. Pre-marital sex is likely to ruin the status and reputation of a teenager’s family (Bott & Jejeebhoy, 2003). In Nepal, parents force their teenage girls to marry to fulfill their religious duties and also to ensure that these girls are married before their character is ruined (Waszak, Thapa & Davey, 2003).

3.2.1.4.2 SUB-THEME 2: RESPONSIBILITY

Responsibility is “a quality of character and mind” (Kloppers, 2008, p.86). For the participants, teenagers who become pregnant or impregnate others have an obligation to take care of their children. This was aired in the following statements:

“You must be responsible for your own baby because you are the one who made it, you made the choice of having a baby.”

“I also agree, because you felt that you wanted to go and have sex and make the girl pregnant. So it is your responsibility to look after the child, not your parents’.”

Literature warns that many teenagers might not realize what a huge responsibility it is to raise a child, especially for a teenage parent. It is reported that being a parent means putting aside one's own priorities to ensure that the child comes first. Furthermore, taking care of one's own child should not be perceived as the same as baby-sitting but rather as a full time job that requires full commitment (Susanna & Tanisha, n.d.).

3.2.1.4.3 SUB-THEME 3: INDIVIDUAL DECISION ON WHEN TO START WITH SEXUAL ACTIVITIES AND/OR GET PREGNANT

Participants shared their thinking about when it might be the right time to start having sex or to become pregnant. For some participants, marriage was a prerequisite before they could start having sex and/or get pregnant. This is what they had to say:

"I think they should wait until they are married"

"Like for myself, I would like to wait until I marry to get pregnant"

"I would say just abstain until married because it is the best way."

"Sex is a good thing, but only after marriage."

"I would personally wait until I get married. Because it is just in my religion. I am a Christian."

“If you really love me, you would wait until we get married or until we have a stable relationship, because you wouldn’t have pressured me to have sex before my time, if you really love me.”

“What they did in the older days, there was no school or anything else to do. Women were just there to clean and have children. So when they got 16 they got married. But they were married so they could have children. But now children think that if they were 16, now they can also have children. But they do not see the marriage, that part of marriage.”

Literature shows that marriage is valued highly in most societies when it comes to sexuality. According to Locoh (2000) some cultures do not see early pregnancy as a problem, as long as the girl is married, regardless of the girl’s age. Instead, early pregnancy is viewed as something to celebrate as the pregnant teenage girl has proven her fertility. However, pregnancy before marriage is viewed differently by different cultures. For some it is viewed as proof of fertility. In these cultures the father is likely to acknowledge the baby and get married to the baby’s mother. For other cultures, especially Islamic cultures, pre-marital sex is not accepted. To avoid pre-marital sex, teenage girls are forced to marry at a very early age.

Early marriage is also known in some Namibian cultures. In Okavango, Caprivi, and Herero cultures, sexual initiation for girls took place individually and girls were ready to get married immediately after menarche. Teenage girls in the Owambo culture would be ready for marriage slightly later after menarche due to the fact that

a sexual initiation ceremony was done collectively and this took place every two to five years. Thus a girl might have to wait until the next initiation which could occur a long time after the onset of her first menstruation before she could be seen as ready for marriage. Following their marriages these teenage girls were expected to fall pregnant immediately or soon thereafter. A delay in falling pregnant raised queries about a girl's fertility. Unmarried girls in these cultures were not expected to fall pregnant (Becker, Bruhns, Harring & Maasdorp, 1995, p.3).

It was also revealed by participants that the desire to keep one's virginity contributed to some teenagers postponing their sexual debut. Getting pregnant before marriage would be proof that one is no longer a virgin and this would somehow affect the likelihood of getting married. These views were attested in the following statements:

"It is every girl's dream to be a virgin till marriage"

"My virginity is precious for me. I feel worth living now if I have it and when you are done doing it you feel what the heck, I just go on, mess of my life, you don't care anymore one guy already took it. So why don't I just go on messing around."

"A girl gets pregnant, she is not a virgin anymore. Who will want to marry a girl who is not virgin?"

The literature highlights the value of virginity. As a form of crime control practice in some tribes in Ghana, Togo, and Benin, children who are still virgins are selected by their family to serve in a shrine in reparation for crimes committed by other members

of their families. Although such a practice might seem to be protective, these children end up being sexually abused by the priests and other shrine functionaries (Ameh, 2004).

According to Giddens (1992)

virginity on the part of the girl prior to marriage was prized by both sexes. Few girls disclosed the fact if they allowed a boyfriend to have full sexual intercourse – and many were only likely to permit such an act to happen once formally engaged to the boy in question (p.9).

The author states that others, including the males who in fact were having sex with these girls, criticized more sexually active girls. Girls' reputations depended on their ability to resist or contain sexual advances while boys' reputation depended upon the sexual consequences they could achieve. Therefore, loss of virginity for boys is not a big issue as it is for girls; for boys the first sexual experience is a plus or a gain (Giddens, 1992, p.9 & 51).

Some participants however felt that they could not wait until marriage to start having sex. They thought that having sex was an enjoyment and that there was nothing wrong with it. The following statements highlight these thoughts:

“Personally I will not wait until I am married.”

“Sex nowadays is not a marriage thing anymore.”

“There are so many cases where people are not married and they have sex. It is just that.”

“I do not think sex is bad, because, I mean God created sex for people to have sex and it just depends on people what they do with sex.”

“Really I will not wait, because when I get married, say I am a virgin and I get married.”

In South Africa, about 80% of teenagers have had sex and about 37% have been pregnant by the time they reach 19 years of age (Makiwane, 2010).

Some participants argued that there would be no guarantee that the other sexual partner will be virgin too.

“What guarantee do you have that this guy is a virgin”

“And how many girls did he sleep with in the past. So I wouldn't wait.”

“It is not good to have, say a man is a virgin and the woman is not a virgin.”

Participants admitted that although it was not easy to abstain from sex one should always make sure that he or she is ready for it. In fact, it was argued by participants that having sex was part of life and not having sex was an old fashion concept. For example, some participants stated the following:

“It is really hard for a girl to have a self control when she is with a boy. And I also feel that I want to have sex with my husband, but it is a reality like I said these things happen in the spirit of the moment.”

“It is ok for some teenagers to have sex at this age, if they are ready.”

“At this stage, my personal feeling is, you can have sex, but you must be very responsible.”

“I think sex is an enjoyment.”

“Sex is part of life. It is natural, but it has also a lot of consequences.”

“I also think that if you are not nowadays having sex, you are one of those local people.”

“It is like all of the teenagers are having sex, so it is like you are having sex, you are cool. If you are not, then you are old fashion.”

The above views could be linked to the needs theory. Maslow’s hierarchy of needs, as adapted by Kalish, reflect that sex is a need that comes after physiological needs but before safety and security needs (Berman, Snyder, Koziar & Erb, 2008, p.273). It could be that teenagers who get involved in sexual activities fail to resist the desire of

having sex which might result in pregnancy if no contraceptives are used at all or are used improperly.

It was revealed by participants that some teenagers would fear having sex while others would not. In both cases, the consequences of having sex, such as teenage pregnancy or contracting sexually transmitted infections, were feared. This was expressed in the following statements:

“I am scared of sex, because if I am not having sex, then I will not impregnate the girl.”

“On my side I can say I am scared of sex, because even if you don’t impregnate the girl, you might get diseases like syphilis, AIDS.”

“I can have sex. If I have sex, then I can protect myself. But once I am pregnant, if I fall pregnant like now, I will not abort my baby, there is no way. So I am afraid of pregnancy.”

“If you had sex, you already had sex and you know the consequences and you are responsible, then you cannot fall pregnant. But once you fall pregnant, there is no turn back.”

The literature reveals the opposite to the above views. In their study White, Rosengard, Weitzen, Meers, and Phipps (2006) concluded that most teenage girls had a fear about the inability to become pregnant. It is therefore the researcher’s

opinion that this fear might lead teenagers to try and prove to themselves, or to others, that they can conceive.

Some participants maintained however that sex was not for children but rather for adults. Some reported that they were disgusted that teenagers are abusing sex. The following statements are evidence of these sentiments.

“It is not necessary and it is not for children, sex is not for children at all”.

“To me, it is just weird to know that I have a friend that already broke his virginity and experienced something that I didn’t. It is really weird and I would feel uncomfortable talking to that person because he or she might have more experience than I.”

“I do not like it because I think we are all children and, like he said, why would you like to bring a child into the world while you are just a child and you are just growing up? It’s something that I really get frustrated about, because teenagers, it is for marriage, not for teenagers to have sex now but when they are married.”

“Like the world is going like crazy because everyone is having sex and not waiting until they are married. And we as children become parents at young age because of that.”

“I hate sex because nowadays people are abusing it. Children are also having sex. God did not make it a bad thing. He created it for adult and now most of the young

children are falling pregnant because of sex. So people are abusing it. It is not meant to be a bad thing but the young people are making it a bad thing.”

“As God says, sex is for married people only, but these teenagers think it is like a cool thing to have sex and some people even believe, that if you do not have sex, you will die, but it is not true. So you have to stay away from sex if you are a young kid until you are married one day so you can enjoy it.”

Some participants argued that boys and girls could maintain their relationships without necessarily involving themselves in sex. In fact, some participants revealed that they would feel much more appreciated by their partners if they stayed longer in a relationship without having sex. These sentiments are expressed in the following statements:

“It is not necessary to stay away from a girl and a boy. You can date but the girl must stick to a point. In this relationship, we must not have sex until we get married.”

“I would feel good for staying a year and 5 months with a boy without having sex. I will feel proud of myself.”

“I will feel very pleased because he loves me, that is why he stayed for so long. Some boys just love the girl to have sex.”

“Proud of myself because then I know there is more than just sex in the relationship, more like a connection or something.”

“I will feel very proud to stay with my girlfriend for that long because we respect each other, we love each other, we trust each other, so why would I force her to have sex if she doesn't want to?”

The above mentioned views seem to be the ideal. However the practice thereof seems to be difficult. It seems that the rate of teenagers who are sexually active is increasing. In their study, Falah-Hassani, Kosunen, Shiri, Jokela, Liinama, and Rimpela (2009) found out that the number of teenagers involved in sexual activities increased although pregnancy and/or abortion rates decreased. These authors concluded that the decrease in teenage pregnancy and/or abortion rates was due to proper use of contraceptives and not due to a decrease in the teenagers' sexual activities.

3.3 SUMMARY

In this chapter the findings from the focus group discussions and literature control were presented. The findings were categorized in themes and sub-themes.

Theme 1 was the knowledge and perception with regard to factors contributing to teenage pregnancy and the prevention thereof. Participants thought that the use of alcohol and other drugs, exposure to some internet programs and pornographic

images, lack of communication about sex, non-use of contraceptives and sexuality, were the main factors contributing to teenage pregnancy. Participants felt that using contraceptives, withdrawing during sexual intercourse, abstinence, and open communication, were some methods that could be applied in the prevention of teenage pregnancy.

Theme 2 was the consequences with negative effects to lives of teenagers. School dropout was seen as a problem in the case of teenage pregnancy. Also, there was a fear that teenagers who fell pregnant were likely to have a jeopardized future.

Theme 3 covered interpersonal relationship. Participants expected parents to be role models and guiders. Parents were also expected to spend more time with their teenagers. In their relationships, participants thought, that not only was sexuality a way of maintaining a relationship but also to have sexual pleasure, gain money or other kinds of profit. Sexuality was also seen as resulting from peer pressure.

Theme 4 covered moral values. Participants viewed the concepts of self respect, discipline and integrity, responsibility, and individual decision regarding sexual debut and/or getting pregnant as important as far as moral values are concerned.

Chapter Four addresses conclusions, recommendations and limitations of the study.

CHAPTER FOUR

CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

4.1 INTRODUCTION

The findings of the study were described and presented in Chapter Three. In this chapter, conclusions drawn from the findings, recommendations, and the limitations of the study, are presented.

The purpose of this study was to explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District. The objectives were:

1. To explore and describe the perceptions of teenagers regarding teenage pregnancy in the Rehoboth District, and
2. To identify factors influencing the perception of teenagers regarding teenage pregnancy in the Rehoboth District.

4.2 CONCLUSIONS

This study revealed that teenagers have varied perceptions regarding teenage pregnancy and sexuality. The following conclusions were drawn based on the set objectives and according to themes that emerged in the study.

4.2.1 OBJECTIVE 1: TO EXPLORE AND DESCRIBE THE PERCEPTIONS OF TEENAGERS REGARDING TEENAGE PREGNANCY IN THE REHOBOTH DISTRICT

4.2.1.1 CONCLUSION

To meet objective 1, namely to explore and describe the perceptions of the teenagers regarding teenage pregnancy in the Rehoboth District, the researcher held focus group discussions with teenagers aged between 13 to 19 years who were learners in secondary schools in the Rehoboth District. The focus groups were repeated until the data were saturated. The researcher deemed the data saturated when no new statements were made and there was a sense of silent agreement on what was mentioned in the groups.

The data obtained were analysed according to Tesch's open coding: a qualitative, descriptive and systematic approach to data reduction (Tesch, 1990, p.90). The data were then categorised into four themes, namely, knowledge and perception with regard to factors leading to teenage pregnancy and the prevention thereof; consequences with negative effects to the lives of teenagers; interpersonal relationships; and moral values as well as sub-themes, which formed the basis of the study.

It may be concluded that teenagers have varied perceptions regarding teenage pregnancy and sexuality. Participants were aware of the factors contributing to teenage pregnancy and the prevention thereof in the Rehoboth District. Participants

saw school dropout, and jeopardized future, as the consequences of teenage pregnancy in the Rehoboth District.

Recommendations for both objectives are discussed together after the discussion of objective 2.

4.2.2 OBJECTIVE 2: TO IDENTIFY FACTORS INFLUENCING THE PERCEPTION OF TEENAGERS REGARDING TEENAGE PREGNANCY IN THE REHOBOTH DISTRICT

4.2.2.1 CONCLUSION

To meet objective 2, namely to identify factors influencing the perception of teenagers regarding teenage pregnancy in the Rehoboth District, the researcher used the themes and sub-themes of interpersonal relationships and moral values to identify factors that influence teenagers' perception regarding teenage pregnancy. It may be concluded that factors influencing teenagers' perception regarding teenage pregnancy in the Rehoboth District are parental role modeling, the need to maintain a relationship with someone of the opposite sex, sexual pleasure, self respect, discipline and integrity, responsibility, and an individual's decision on when to start with sexual activities and/or to get pregnant.

There are governmental and non-governmental programs covering the issues on teenage pregnancies. Hence the researcher is of the opinion that teenagers need to

internalize knowledge regarding teenage pregnancy. Furthermore teenagers need to make prevention of teenage pregnancy a life style, and, change their attitude towards sex and sexuality.

4.3 RECOMMENDATIONS

In terms of both objective 1 and objective 2 the researcher recommends the following:

- Church leaders, together with other influential leaders, should establish social clubs in their respective communities. These social clubs should foster the prevention of unwanted or unplanned teenage pregnancy while upholding moral values such as self respect, discipline, integrity, and responsibility. Club membership, under the leadership of the church leaders and/or other influential leaders in the community, should include parents who have teenagers and, the teenagers themselves. Members should meet fortnightly or weekly whenever possible. These meetings could be the venue for parents and teenagers to spend more time together. In these clubs the parents and teenagers should be empowered on how to communicate freely about sexuality and teenage pregnancy. They should also be empowered on how to prevent uncontrolled exposure of teenagers to alcohol and other drugs, and how to ensure that teenagers are not exposed to pornography. Teenagers should be empowered on how to firmly and consistently say no to requests for sex without fear of losing a relationship. Teenagers should be encouraged to communicate their financial and/or material needs to their parents and, whenever possible, parents should attend to these needs. In case these needs

cannot be met, parents and teenagers learn how to negotiate on alternatives. Parents should be empowered on how to be role models for their teenagers and how to closely monitor these teenagers' activities.

- Together with the social clubs, church leaders and other influential leaders in the community should develop a program that provides support to teenagers who fall pregnant or plan to get pregnant. Such a program should ensure that consequences related to teenage pregnancy, namely school dropout and jeopardized future are prevented by ensuring that necessary support is provided to these teenagers either by parents, schools, community, churches, or any other institution.
- The health sector should ensure that health professionals are equipped with necessary skills regarding contraceptives. When attending to teenagers and if indicated, health professionals should be able to counsel these teenagers regarding how to properly and safely use condoms and other contraceptives as well as the treatment options in case of rape.

4.3.1 CONCLUDING REMARKS ON RECOMMENDATIONS

It might seem contradictory to establish two programs that are underpinned by opposite policies, namely one that underscores the prevention of unwanted or unplanned teenage pregnancy, and one that provides support to teenagers who fall or plan to get pregnant. However the researcher believes that the establishment of these two types of programs is likely to be the best solution to the problems related to

teenage pregnancy. One program will focus on preventing teenage pregnancy from happening in the first place and the other will ensure that the consequences related to teenage pregnancy are minimized, should teenage pregnancy occur.

4.4 LIMITATIONS

The following are the limitations that might have affected the credibility of this study.

4.4.1 LIMITATIONS WITH REGARD TO PARTICIPANTS

Some of the participants could not attend the discussions due to the fact that their parents needed them for other assignments or simply because their parents did not support them to talk about sex related issues. Sometimes, participants cancelled their participation at a late stage and this meant that finding a replacement participant was not possible with the result group numbers were not constant for all the discussions.

4.4.2 LIMITATIONS IN REGARD TO ENVIRONMENT

Since the discussions were conducted during school holidays the researcher's home was used as the venue and this might have affected the level of comfort for some participants. It would therefore have been preferable for the focus group discussions to be held in a neutral environment, such as a classroom.

4.5 CONCLUDING REMARKS

The purpose of this study was to explore and describe the perception of teenagers regarding teenage pregnancy in the Rehoboth District. It is concluded that participants were aware of factors contributing to teenage pregnancy and the prevention thereof. Participants were of the opinion that school dropout and jeopardized future are the main consequences of teenage pregnancy in the Rehoboth District.

Participants had varied views and opinions regarding teenagers' sexuality. Some of the views were not supported by the literature. With regards to moral values, participants focused on self-respect, discipline and integrity, responsibility, and individual decision in terms of when to start having sex and/or fall pregnant. Some participants felt that they would abstain from sex until married while others said that they would not.

Teenage pregnancy appears to be a complex issue since the worldview of professionals might not always be supported by the social background of the teenagers. Health professionals and educators have focused on the prevention of teenage pregnancy. However despite all the effort put into prevention of pregnancy, teenagers still fall pregnant and in some cases these teenagers are affected negatively. It is therefore high time that alongside prevention, some effort should be geared to the prevention of consequences related to teenage pregnancy, namely school dropout and/or jeopardized future.

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ANNEXURES

Annexure 1: Research proposal approval

UNIVERSITY OF NAMIBIA
 Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pionierspark, Windhoek, Namibia



FACULTY OF MEDICAL AND HEALTH SCIENCES

**Letter of permission:
Post graduate students**

Date: 14 Aug 2009

Dear Student: Mr F Nsengimana.....

The post graduate studies committee has approved your research proposal.

Title: THE PERCEPTION OF TEENAGERS REGARDING TEENAGE PREGNANCY IN THE REHOBOTH DISTRICT

You may now proceed with your study and data collection and formal registration for the degree.

It may be required that you need to apply for additional permission to utilize your target population. If so, please submit this letter to the relevant organizations involved. It is stressed that you should not proceed with data collection and fieldwork before you have received this letter and got permission from the other institutions to conduct the study. It may also be expected that these organizations may require additional information from you.

Please contact your supervisors on a regular basis.

Faculty representative Post graduate committee

A van Dyk
 Prof A van Dyk 14 Aug 2009

UNIVERSITY OF NAMIBIA
 Faculty of Medical and Health Sciences
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Annexure 2: Participants' written consent

Title: The perception of teenagers regarding teenage pregnancy in the Rehoboth District.

Topic: Focus group Discussion

I, the undersigned, hereby declare that I understand the purpose of this focus group discussion. I have been informed that my name and contact details will only be used for the follow-up purposes and that under no circumstance will any of my particulars be linked with any information that I provide. I also know that I can withdraw from participating at any time.

I therefore willingly consent to participate in the discussion on the above mentioned topic.

Participant's preferred name: _____

Participant's date of birth: _____

Participant's age in years: _____

Participant's contact details: _____

Signed at _____ on the _____ day of _____ 2009

Signature: _____

Annexure 3: Discussions schedule

Title: The perception of teenagers regarding teenage pregnancy in the Rehoboth District.

Introduction

- Greet participant and self-introduction, allow questions if any
- Explain the purpose of the discussion and the ethical issues
- Desensitize participants to the recording media (video recording)
- Obtain written consent

Discussions

- Ask the main question: “How do you feel about teenage pregnancy?”
- Follow with probing questions as necessary

Annexure 4: Transcripts of the focus group discussions

“I think alcohol and drugs should be taken away because alcohol mostly influences boys or girls to have sex.”

“Children should stay away from using alcohol because alcohol is one of the problems which cause unsafe sex.”

“I think that teenage pregnancy is their own fault because some girls and boys are irresponsible when they are drinking and it breaks down their reputation and everything.”

“They are using alcohol and under the circumstance they have unprotected sex and there comes the baby.”

“Computers that have access to internet that can lead to anything, now you are on the web and watch those porn movies, now you start to like it and you want to do it.”

“Maybe the young girl and boy grow up in a house where they watch many pornographic movies or movies with pornographic stuff in, or maybe they grow up in a house where they see many of these things, they grow up with it and when they reach the stage of 16 years or when they are teenagers, it is difficult to fight that feeling of urges.”

“There is no one who talks to us about sex or teenage pregnancy. No one cares, so the children decide, they do not even know how to use condoms.”

“So there is basically no one who talks about sex or teenage pregnancy to kids.”

“Nowadays they don’t even use condoms”

“Lack of knowledge about contraceptives is one of the main reasons for teenage pregnancies. When they are not educated on how to use certain contraceptives, they do not use it properly when having sex. They think they are safe, but here they are pregnant. This can be very disturbing.”

“I think the problem mainly lies on how things are advertised, like condoms being cool rider, with girl with back, cool rider. Those things will influence you, they look like nice flavors”

“With the advertising story, I think people are promoting sex saying that if you have sex there is something that can prevent you from getting pregnant. I think they can advertise more on abstinence so that when I feel like having sex then I will know there is no condom, there is no birth control pill, so the answer will be no.”

“Some mothers are taking the girls like when they start having their periods to go for that injection, 3 months injection, so that the girls think their mothers are giving them permission to have sex.”

“I would think that she is giving me permission. She should just tell me my girl don’t have boyfriends, please, don’t have sex. That is the only way she should tell me. Why should she take me for injection? She is allowing me to have sex.”

“I think if my mom takes me for that injection, I think on one side she is maybe scared that I may be raped.”

“I learned since grade 5, that if you sleep with a guy you get pregnant or you get AIDS.”

“If you want to have sex with somebody, you can use a condom.”

“If you know how to use it and you are faithful to one partner and your partner is also faithful to you, then you can’t fall pregnant.”

“You can use pills just in case.”

“When you have sex, you can use some condoms and the pills that will prevent you from getting pregnant.”

“When it happens you should use contraceptive pills or injections.”

“So you must know, if you are having sex without condom, maybe you must get that 3 month injection or something like that or maybe go the other day morning and get the morning after pill or something like that.”

“If you are raped, you should know what to do next. If you are shy, you should tell a friend or a counselor so that you can go immediately, go get treatment, not abortion. But for instance if I am raped tonight I must go tomorrow morning to hospital. With 24 or 48 hours, I must go to the hospital”

“I personally do not believe in condoms and birth control because I feel when you get sex, you will get pregnant.”

“But condoms are not 100% safe. So even if you use a condom it can still burst and the person can still fall pregnant.”

“Condoms are not always safe”

“But we both know how to use the thing but sometimes that thing is also not safe, they are not totally safe.”

“The school teaches us about the dangers of having sex and if you are in a sexual relationship, there are contraceptives, you know of everything but teenagers still fall pregnant.”

“Contraceptives are there, there are a lot of people, a lot of organizations, talking about teenage pregnancy and everything, but still the rate is just rising.”

“But we know that condoms are not that protective but we still have sex.”

“We still know that pills have an effect on our hormones as well as on our long run but we still have sex”

“But if you have sex without condom and when he ejaculates he can withdraw.”

“I will probably abstain.”

“I would say abstain.”

“Abstinence is the best”

“Abstain from sex. Sex is not for children. It is for adults.”

“When they are giving this sex education, there must be like there are condoms, be faithful, just abstain. The main topic must be abstain.”

“But we hear that at school all the time, on television all the time, everywhere, we hear that we need to abstain. But what can we do to stop it?”

“Some people are sexually active and they cannot abstain from sex, so I think sex education will be better.”

“Sex is not something like you must be ashamed of. It is a thing that happens every day. So if you talk about it, maybe you can prevent a lot of problems from happening.”

“You should have a good communication with each other”

“Teenagers should talk to one another freely how they feel about teenage pregnancy and what should be done”

“But I think you need, if you have a boyfriend or so, you need to work together and talk about it and ask: are you sure you want to do this? But if you go on and you break up, you will always have emptiness, like why did I do it, like you blame yourself, like it is something you will not get over.”

“Parents should start being open to their children to speak more about sex and relationships.”

“I feel parents are the most important in this matter because children and parents must talk openly and freely. Some parents got pregnant early and they can see the situation their parents are in, and there are people around them, they can take example from people around.”

“I think that openness about sex in the household also leads to having to wait or choice to wait.”

“Yes, about sex or about sexuality in a household. I really think that it helps the child to stay away or make right choices concerning sexuality.”

“If parents should support one another, they should support one another and try to speak to the children.”

“Fathers must talk to boys openly about it.”

“I would say that parents must talk with their children and ask them if they are in a relationship, and if they are, they must bring their boyfriends or girlfriends home so that they can talk about this and tell them that they should respect each other and abstain from sex.”

“I think some of the time we must also tell our parents, because they will find out eventually, like when you get pregnant.”

“Teenage girls, when they are sexually active, they must inform their parents, so that their parents must know if they one day get pregnant, your father or mother will give you advice to stay away from sex.”

“Why I say they must tell their parents, maybe their father or mother will understand that they are sexually active and they will even give you advice to use contraceptives, to use condoms, so when you get pregnant, your mother will be like, come my child, I will support you in any way.”

“I think the parents think it is awkward to talk to their children about his kind of stuff but they have to feed them because if we do not get information from the school and our parents, everybody will do the mistake over and over again and the numbers will just increase.”

“They will chase me away, they will say go to your boyfriend who made you pregnant. And my father will kill me, I know that. So I will be left out and I do not know what to do.”

“I don’t have the guts of telling my mom that I am not a virgin anymore.”

“I would feel very sad and my mom would not allow me to stay at home. They will just keep me away from the family.”

“The school has done enough but children do not listen. They do not take it seriously.”

“I do not think there is much that parents can do. The whole thing is like it is the child’s responsibility to look after her or himself.”

“I think that teenage pregnancy is their own fault because some girls and boys are irresponsible when they are drinking and it breaks down their reputation and everything.”

“But children feel like when their parents talk to them about this, oh here we go again, we know the old song, so soon, they get preaching again and again.”

“If you talk freely about sex, like openly, you know what consequences you can face for having sex, yes, you can learn a lot out of it. What is the use you do not talk about sex but your friends are talking about sex with the class, may be your life skill teacher, you sit at the back of the class and say ah, I will not even talk, I will not even listen. At the end of the day, you go out with your girlfriend, you have sex and now you have to face a lot of consequences.”

“Teenage pregnancy, teachers must talk more and more about this sex education.”

“If girls get pregnant, they must leave school and look after babies.”

“The worst part is that the girl needs to leave school. For example, she was really good and she has really a good education, she already has a scholarship and now she is grade 12 and just there it is gone, just in front of her eyes. Just few minutes make a whole difference in her life.”

“I think teenage pregnancy has a negative effect on youth of Rehoboth, because most of them are going to school and when they fall pregnant as teenagers they lose their school and I think it is bad.”

“I think it is bad because most of the children are at school, then they fall pregnant and they drop out of school, they do not take care of their babies”

“I think that teenage pregnancy is very bad because girls have to leave school just to have a baby.”

“For the girl, she has to leave school wasting a year of allowance, meaning if she wasted a year of her life when she could have earned some money. And for the boy, he would have to leave school and look for a job to support the girl who is pregnant afterwards.”

“The man who made the girl pregnant will have to drop out of school and must work to pay for the child’s needs.

“Girls are not finishing better education. Especially in rural areas there are girls who are not educated and they don’t know how to use contraceptives and those things, and they are just having sex.”

“They have to drop out of school and there is lack of education and more unemployment.”

“I feel that they should be allowed to continue with their education at school. That is my personal opinion. I feel that they should have the opportunity to finish their education even if they are pregnant.”

“I just feel that the education for the girl and the father should not be taken away from them, because everyone has the right to education.”

“I think it is a good idea. Everyone should have a free education at school.”

“I would agree with her because if they drop out of school because of teenage pregnancy, then, they are not like fully skilled and if the country wants, Namibia for example, to reach vision 2030, they should allow teenage girls who are pregnant or the father of the child to continue with school, because if they drop out of school, the crime rate will increase as well as the unemployment rate.”

“I would say it is a good and a bad thing because teenage girls may feel it is normal to have babies because everyone in the community is accepting it as it is normal and they will just think if I get a baby I will still get my education.”

“Women, when they are pregnant and when they give birth to their children, they are allowed with a compulsory 3 months to stay at home, a pregnancy leave. That I feel it is right to recover and to fully be with their babies. But after that they should be allowed to continue with their education at school.”

“And for the mother of the child, she will not have anything to do with her life because she will have to drop out of school.”

“When you fall pregnant before 20 years, it can close so many doors for you. You can lack education, you do not have the opportunity to go to study, you will have to sit home, watch your child growing up and you will have to learn from your mistakes.”

“This jeopardizes teenage women’s future because a lot of children I am sure of have the ambition in life to study and go far, and teenage pregnancy is now causing them to not be able to make a success out of their life.”

“Most of the young teenager girls are not educated. Maybe they have a problem with money to feed their baby and so on.”

“They have to suffer, they even do not have education, they lost their education and now they have to suffer, do domestic work for their children to buy soap, nappies”

“When a girl is educated, she can find a nice job, but when she drops out of school, there will be no job for her, nice job.”

“She got pregnant with a guy who stays next to us. From there she dropped out of school and she never went back to, she never finished school and she stopped studying. Now she is only on street, at home doing nothing.”

“I would feel very bad because there is no money and we will be suspended from school and education is not there, no work to raise the baby”

“Girls have to leave school and take care of their children. Sometimes they do not even have the qualification to get a job and support their kids.”

“Every parent wants to be a role model in his or her children’s life, like I would like my mother to be my role model, but, somehow actually she is not.”

“If parents know that their children have relationships, they must know more about the partners that their children are having the relationship with, and the friends their children are with. This will help them to know what type of people their children are with at night and what they are doing with those people.”

“Some parents don’t want their daughters to have boyfriends, like my mom, she said I must first finish school, then I can have a boyfriend. I asked her why does she say that and she said she does not want me to experience what she experienced in her teenage years.”

“Parents’ past, like I am a child out of marriage, born outside marriage, if I am a out of marriage child, when I get pregnant, I will not let my mother tell me it is wrong because she also has done it. I will not feel ashamed because she had me and I am having my baby before marriage and I am a teenager.”

“I think most of parents work most of the time. I think that they should spend more time with their children like going on holidays, stuff like that. So I think parents should also spend more time with their children, go on holiday, do activities together.”

“Some of them feel like they do not get the attention from their parents so they feel like they can get it when they get pregnant.”

“Some children in Rehoboth do not get enough attention at home and they go out on the streets and look for attention and there they will find themselves pregnant.”

“Some children do not spend much time with them and then they go look for that comfort that parenthood comfort somewhere else.”

“Maybe the girls’ father is using alcohol and every time he is jelling and he is everywhere. He wants to beat everyone on his way. So when the girls are with their boyfriends, then he is any time, every time, he is crazy, I must say. But when she decides, I must do something, so that my father will leave me alone, then they decide I can have a baby, then he will calm down.”

“Maybe it is just parents’ fault like letting the children go out on young age like to mainly clubs, drinking, smoking, because those things can also lead to having unprotected sex.”

“I think most of all it is your parents because you only have the permission to go somewhere with your parents like they will tell you can go there, you can go there. But if they are like more strict, maybe things like this wouldn't have happen.”

“Young girls bring revenge to their parents who took care of them badly. The rich young girls decide to go for sex just to pay back to their parents.”

“You don't love me if you do not have sex with me.”

“Sometimes girls think that if they give boys their virginity, they are very special.”

“They think they will be treated very special or the boy will love them more.”

“Have sex with me or we break up.”

“Most of the times the whole thing is coming from the boys. A boy who is always forcing a girl to have sex with him, that is when a problem starts coming in because that girl would be, now the boy comes in and she wants to break everything, now later on, if the girl doesn't want to, the guy will just say ok, we must just separate, and then the girl would be like why, and she will be all over him and give him what he wants just so stay with him.”

“I am a boy but boys try to take everything faster than girls. Maybe you are in a relationship and then you just feel like you want to have sex with your girlfriend again, something like that, you force her, you only stay at that one point of view to

have sex with her and later, if she disagrees, then you leave her and, like she said, you have that emptiness in yourself, and the girl will just go for other guys.”

“Like she said, temptation, maybe a guy and a girl go out and the guy would advance for the girl and the girl would say something like I want to do it with someone special with whom I am going to get married. The guy might take it the wrong way and say we really will not last together, or I am not special, you do not love me, which will cause that tension and that wholeness for the girl will just grow and say ok, let us just do it.”

“Most girls are afraid of losing their boyfriends because of not having sex. Because most boys are like if you do not give me, I will go to another person, I will find it.”

“You will do everything in your power and the guy who knows this will take advantage of the girl and make her do anything, because if you do not have sex with me I will leave you and what will the whole school say about us breaking up.”

“Yes, you feel pressurized by, I really love this guy or I really want to be with him, let me just do this, and often in the spirit of the moment they rather refuse to use condoms.”

“So I think girls are like I will play along so the boy will stay with me. But it is not actually the case. When he gets from you, he will go to another person and also get. So that will not keep him by your side.”

“The man may be walking with her today but tonight will still be going to his wife.”

“In most cases if boys get what they want, they will just drop the girl like that and go on because they got what they wanted. But if you want to keep the boy, why don't you just not give him and you could stay.”

“I feel very bad about it because when children go out and sleep with guys, they get pregnant and afterwards, they go for a test, they go and tell their boyfriend, the boyfriend will abandon the girls and then will say, no he didn't sleep with, he did sleep with her but he doesn't think that it is his child.”

“When getting into a relationship, I do not believe when a person tells me that he loves me because nowadays a boyfriend only wants sex and then he will just take you to bed and afterwards, he will leave you.”

“I think it is very bad, because sometimes when girls get pregnant, the boys who made them pregnant are running away and they must look after the kid alone.

“But in reality, let us face it, it is reality. Girls do not often say no or tell the boyfriend, you can leave me it is ok, I do not care.”

“When the boy says he likes you and you also like him, so you think even/even situation. You cannot say no if he wants it.”

“If you are proud of yourself and you think I am special, you will not let anyone manipulate you saying like I will leave you if you don’t have sex with me. If you are proud of yourself, you can say: I will find someone else; you are not the only one out there. I will find someone, who loves me and who just doesn’t want sex with me.”

“Saying no. people say like saying no to a woman or a man, they are useless or so. I would say do not care what the person is thinking, just say no and if somebody is forcing you to have sex with him or her, talk to somebody who can help you, or just abstain from the person, ignoring him and walk away.”

“In the relationship, girls get pregnant to stay with the boy”

“In many times it is like if girls are dating a guy, they mostly like to get pregnant because they want to keep that boy.”

“Yes, and she will say maybe I will try some how to get his baby so that he must stay with me, just with me. So they are doing it out of jealousy.”

“Some guys also feel like when they are very much in love with the girl, they tell the girl I just want to make you pregnant so I know you will stay with me and you do not go and take another guy.”

“Yes, then you can talk to that girl, tell her that she did well, she should be proud of herself that she stood up for herself.”

“That she has nothing to be ashamed of, that the boy has something to be ashamed of, but not her.”

“Talk to her, support her in every way and when the boy leaves her, she must feel proud of herself. Actually she stood up for herself, her self-confidence was too high.”

“Support from your parents, support from your friends, especially because they are the ones you are with every day or most of the time you are with your friends. And if you could form that group you are with the whole day or the whole time, abstain from sex, we can wait for this, and we can wait until we are married or one day.”

“Friends with same self esteem will encourage you to stop and stay away from sex, that type of friends.”

“You need support from both friends and family.”

“It is a two in one decision. I am having fun and keeping the relationship.”

“In one situation there is fun, and in the other one there is a want to keep that person, because you love him and you want to keep him or her.”

“But some do it for the money, just to survive.”

“It is very bad, some girls sell their bodies to get money, it is not good.”

“Most of the times when there is money problems in the house, then girls turn up as prostitute.”

“They will sell their body for alcohol and cigarette too.”

“A lot of children are drinking and smoking, but they do not have money. So the girls decide, let us go to the clubs. Now they are at the club, they see there are a lot of guys, they all have money, so they decide to join the group. So which guy will just drink with a girl and let her go home.”

“Girls want money, and they have sex.”

“Young girls dating big boys, they only want the money.”

“I think it is also the big boys because some parents are choosing the girl’s boyfriend, like in an older big man. And because that man is working, get big salary that is why big daddies are getting children pregnant.”

“She said that older guys are using girls but on the other side girls also want to be like that because of money, gifts and cars.”

“Other circumstance is poverty. Maybe there is nothing at home, the girl gets every day hungry and maybe she goes out and do that work, this prostitution, to get money. In that time maybe she can do unprotected sex and maybe she can get a baby.”

“The sugar daddies, because they will give you cars, a lot of money, cell phones, houses”

“The ladies are going for that to the older guys to get pregnant, because they know, why should they go to have sex with him? They only want money.”

“Sometimes she feels she needs someone to take care of her, so she jumps up and take anyone, that comes her way and that person takes advantage of this vulnerable teenager and makes her pregnant.”

“Like these teenagers, they like going out with older man, who have cars, money cash, house and cell phone. When that man gives them anything like take this cell phone, take this one. And later will come a payback and then he will say I don't want to use condoms so.”

“They do not care, if the older guys use condom or not. Money must come and go.”

“Because these young girls now, they only go to the money.”

“And they use their children to get money for the house and support themselves.”

“You must marry this young man or have a baby with him, so that he can support us”

“As long as the baby is there, the rich man will pay.”

“Also, in personal life, somebody gives away his daughter to get married in exchange of something, like some money.”

“Definitely not school boys. It is not schoolboys. It is guys that work, some of them are even married.”

“Most of the girls get pregnant from guys who have finished school, who are working. I never heard a girl who got pregnant from a school boy.”

“So they go for the younger girls. That means the girls are not like to a point. They will say you are a big guy and I like the famous thing. So that can manipulate the girl for giving him sex and all those things. Because if we are dating older guys and the guys of our size do not get girlfriends of our size, they will go for younger children that they can manipulate.”

“I think the problem lies with the boys because all the boys like young girls, they can manipulate.”

“It is mostly the older man because there are many young girls that live in very bad conditions and when an older man sees them [interruption], sees the condition they live in, maybe they are young women and beautiful, they will become a target.”

“I think it is mostly the older men because say for instance you are grade 8 or much younger, they start from young age now. They may feel their age groups are too childish or immature. So they tend to go for older men who are more experienced.”

“But in most cases also, the boys also force girls to have sex with them.”

“I feel sometimes peer pressure has a lot to do with teenagers getting pregnant.”

“I think peer pressure is also an important part because if I am telling my friend I am having sex, like she will say, I need proof, and I think to get pregnant will be that proof. Everyone will talk about like that girl and that girl and that girl. So I think peer pressure is a very important thing leading to pregnancies. Because if you think your friend, like your friend is already a mother, what will stop you from becoming also like a mother to fit in?”

“Peer pressure and maybe loneliness I think. Peer pressure from the group, peers, which they are in group and maybe at home.”

“Sometimes it is also friends that influence girls to have sex. When your friend is having sex and tells you it is nice, you will feel you need to go and explore.”

“And how would I feel if the guy comes and tell me: look I have 5 babies on my way. I would also try”

“Yes maybe I have a girlfriend, she is older than me, she comes and learns me how to do it and later on my hormones will be like, like on fire, I will go out to any other girl and I would go try have sex with them.”

“Teenage girls are subjected to many influences especially guys nowadays and drinking, drugs and unsafe sex which leads to teenage pregnancy.”

“Sometimes friends are also bad influence. Maybe if she sees her friend is pregnant, she also wants to get pregnant. In their group maybe there is a competition, who will get more babies.”

“Maybe at school, when you are in a group, some of the girls may say I have broken my virginity and I have sex how many times with my boyfriend. Maybe if you did not have broken your virginity you feel like you are left out of the group and you will do the same thing.”

“It is like you are not popular, when you don't have sex too.”

“I feel that girls and boys all have the same responsibility and they could all be blamed because it is not just boys, girls also tend to influence boys as well and we find really fragile boys nowadays as well in our community.”

“If the girl had a respect for herself, nothing could have happened. If the girl had a moral value, then she could have respected herself and not get pregnant with the boy.”

“I respect myself and I reserve myself to one guy and that is it.”

“Yourself discipline should be there not to get into temptation”

“That integrity that you want to hold I think that can also drive you not to have sex at early stage to hold a good name in the society.”

“You must be responsible for your own baby because you are the one who made it, you made the choice of having a baby.”

“I also agree, because you felt that you wanted to go and have sex and make the girl pregnant. So it is your responsibility to look after the child, not your parents’.”

“I think they should wait until they are married”

“Like for myself, I would like to wait until I marry to get pregnant”

“I would say just abstain until married because it is the best way.”

“Sex is a good thing, but only after marriage.”

“I would personally wait until I get married. Because it is just in my religion. I am a Christian.”

“If you really love me, you would wait until we get married or until we have a stable relationship, because you wouldn’t have pressured me to have sex before my time, if you really love me.”

“What they did in the older days, there was no school or anything else to do. Women were just there to clean and have children. So when they got 16 they got married. But they were married so they could have children. But now children think that if they were 16, now they can also have children. But they do not see the marriage, that part of marriage.”

“It is every girl’s dream to be a virgin till marriage”

“My virginity is precious for me. I feel worth living now if I have it and when you are done doing it you feel what the heck, I just go on, mess of my life, you don’t care anymore one guy already took it. So why don’t I just go on messing around.”

“A girl gets pregnant, she is not a virgin anymore. Who will want to marry a girl who is not virgin?”

“Personally I will not wait until I am married.”

“Sex nowadays is not a marriage thing anymore.”

“There are so many cases where people are not married and they have sex. It is just that.”

“I do not think sex is bad, because, I mean God created sex for people to have sex and it just depends on people what they do with sex.”

“Really I will not wait, because when I get married, say I am a virgin and I get married.”

“What guarantee do you have that this guy is a virgin”

“And how many girls did he sleep with in the past. So I wouldn't wait.”

“It is not good to have, say a man is a virgin and the woman is not a virgin.”

“It is really hard for a girl to have a self control when she is with a boy. And I also feel that I want to have sex with my husband, but it is a reality like I said these things happen in the spirit of the moment.”

“It is ok for some teenagers to have sex at this age, if they are ready.”

“At this stage, my personal feeling is, you can have sex, but you must be very responsible.”

“I think sex is an enjoyment.”

“Sex is part of life. It is natural, but it has also a lot of consequences.”

“I also think that if you are not nowadays having sex, you are one of those local people.”

“It is like all of the teenagers are having sex, so it is like you are having sex, you are cool. If you are not, then you are old fashion.”

“I am scared of sex, because if I am not having sex, then I will not impregnate the girl.”

“On my side I can say I am scared of sex, because even if you don't impregnate the girl, you might get diseases like syphilis, AIDS...”

“I can have sex. If I have sex, then I can protect myself. But once I am pregnant, if I fall pregnant like now, I will not abort my baby, there is no way. So I am afraid of pregnancy.”

“If you had sex, you already had sex and you know the consequences and you are responsible, then you cannot fall pregnant. But once you fall pregnant, there is no turn back.”

“It is not necessary and it is not for children, sex is not for children at all”.

“To me, it is just weird to know that I have a friend that already broke his virginity and experienced something that I didn’t. It is really weird and I would feel uncomfortable talking to that person because he or she might have more experience than I.”

“I do not like it because I think we are all children and, like he said, why would you like to bring a child into the world while you are just a child and you are just growing up? It’s something that I really get frustrated about, because teenagers, it is for marriage, not for teenagers to have sex now but when they are married.”

“Like the world is going like crazy because everyone is having sex and not waiting until they are married. And we as children become parents at young age because of that.”

“I hate sex because nowadays people are abusing it. Children are also having sex. God did not make it a bad thing. He created it for adult and now most of the young children are falling pregnant because of sex. So people are abusing it. It is not meant to be a bad thing but the young people are making it a bad thing.”

“As God says, sex is for married people only, but these teenagers think it is like a cool thing to have sex and some people even believe, that if you do not have sex, you will die, but it is not true. So you have to stay away from sex if you are a young kid until you are married one day so you can enjoy it.”

“It is not necessary to stay away from a girl and a boy. You can date but the girl must stick to a point. In this relationship, we must not have sex until we get married.”

“I would feel good for staying a year and 5 months with a boy without having sex. I will feel proud of myself.”

“I will feel very pleased because he loves me, that is why he stayed for so long. Some boys just love the girl to have sex.”

“Proud of myself because then I know there is more than just sex in the relationship, more like a connection or something.”

“I will feel very proud to stay with my girlfriend for that long because we respect each other, we love each other, we trust each other, so why would I force her to have sex if she doesn't want to?”