

RESEARCH PROPOSAL

| | |
|--------------------|------------------------------|
| NAME | :HAPPINESS THULUBHEKE |
| SURNAME | : ZWANE |
| STUDENT NO | :REG 1204343 |
| COURSE CODE | : MPM |
| PAGES | : 21 |

RESEARCH TOPIC

**LONG -TERM CONSEQUENCES OF TEENAGE
PREGNANCY IN RURAL SCHOOLS.**

RESEARCH TITLE

**EVALUATING THE LONG -TERM CONSEQUENCES
OF TEENAGE PREGNANCIES IN RURAL SCHOOLS
WITHIN UMKHANYAKUDE DISTRICT IN KWAZULU -
NATAL : A SOCIO- ECONOMIC AND
EDUCATIONAL PERSPECTIVE**

TABLE OF CONTENTS

| | |
|--|----|
| 1. INTRODUCTION AND BACKGROUND | 4 |
| 1.1 Problem Statement..... | 5 |
| 1.2 Research Objective | 6 |
| 1.3 Research Questions..... | 7 |
| 1.4 Rational of the Study..... | 7 |
| 1.5 Significance of the Study..... | 8 |
| 2. LITERATURE REVIEW | |
| 2.1 Historical and Cultural Overview of Teenage Pregnancy in South Africa..... | 9 |
| 2.2 Socioeconomic Consequences of Teenage Pregnancies..... | 10 |
| 2.3 Educational Consequence of Teenage Pregnancies in Rural South Africa... | 10 |
| 2.4 Health implications for teenage Mothers and their children..... | 11 |
| 2.5 Policy interventions and their Effectiveness..... | 12 |
| 2.6 Comparative Analysis..... | 12 |
| 2.7 Gaps in the existing Literature..... | 13 |
| 3. RESEARCH METHODOLOGY AND DESIGN | |
| 3.1 Research Paradigm..... | 13 |
| 3.2 Research Approach..... | 14 |
| 3.3 Research Design..... | 14 |
| 3.4 Target Population..... | 15 |
| 3.5 Sampling..... | 15 |
| 3.6 Data collection Instrument..... | 16 |
| 3.7 Data Analysis..... | 17 |
| 3.8 Trustworthiness of the Study..... | 17 |
| 3.9 Ethical Considerations..... | 17 |
| 4. PROPOSED CHAPTERS LAYOUT | |
| 4.1 Chapter 1: Introduction | 18 |
| 4.2 Chapter 2: Literature Review | 18 |
| 4.3 Chapter 3: Research Methodology and Design..... | 18 |
| 4.4 Chapter 4: Data analysis and Discussion..... | 19 |
| 4.5 Chapter 5: Conclusion and Recommendation..... | 19 |
| 5. REFERENCES | 20 |

1. INTRODUCTION & BACKGROUND

Adolescence pregnancy is a worldwide issue that affects mostly developing countries especially African countries and South Africa has one of the highest rates of teenage pregnancies in the sub-Saharan African continent which has drawn attention from all around the world. The effects of teenage pregnancy are affecting not just the individual but also the community and the country in terms of socioeconomic and educational issues.

The shockingly high incidence of adolescence pregnancy in South Africa contributes to a large share of births rate in the country. According to a World Bank data from 2018 (World Bank, 2018), 16% of South African women gave birth before turning 18. This concerning rate is more than just a figure, it reflects actual life paths that have been changed and may be blocked. In addition to the obvious health risks, teen pregnancies can have a wide range of negative long-term economic and educational consequences.

Adolescent pregnancy has complex long-term consequences. Many teenage mothers drop out of school because they cannot balance their academic obligations with those of raising their children (Makiwane, Desmond, Richter, & Udjo, 2006). These mothers often have modest incomes and depend heavily on community and family support meanwhile the costs of living in South African is particularly increasing.

There are clear negative effects of adolescent pregnancies from an educational standpoint. When faced with the burden of raising children, young moms are more likely to abandon their education. Only one-third of adolescent moms go back to school after giving birth, which raises dropout rates and lowers educational attainment, according to Panday et al. (2009). The economic limitations that these young women experiences are inevitably exacerbated by the lack of educational options.

It is impossible to overlook the contribution by social component on adolescence pregnancy especially in South African rural areas. Teenage pregnancies frequently take place within the context of societal norms and cultural practises. Some rural South African traditions continue to value early pregnancy and associate it with a woman's maturity or value (Harrison, 2008).

Some academics contend that under some circumstances, the cause-and-effect connection could be inverted. For example, Swartz and Bhana (2009) suggest that restricted access to education and economic possibilities may be the consequences rather than the cause of pregnancy for certain teenagers in rural communities. On the other hand, Swartz and Bhana (2009) present a different viewpoint, suggesting that the shortage of economic and educational possibilities in rural regions may cause adolescence pregnancy. According to late perspectives, the risk of adolescent pregnancies is predetermined by the socioeconomic and educational context.

South Africa provides an insightful case study, especially in its rural areas where the interaction of culture, poverty, and education presents specific difficulties and results. Several problems seem to exist in the correlation between teen pregnancies and educational and economic outcomes in rural South Africa. There is agreement on the fact that having a child when still a teenager is challenging, but there is less agreement on the root reasons, their relationships, and the long-term implications.

This research intends to fill these knowledge gaps by exploring the interconnectedness of adolescent pregnancy, its social and educational implications in rural schools. The goal of this research is to analyse the complex network of causes, effects, and interactions that characterises the long-term consequences of adolescent pregnancies in rural South Africa. By concentrating on the educational and socioeconomic aspects, the study aims to offer a thorough knowledge that can guide future interventions and policies.

1.1 Problem Statement

Rural areas seem to be more severely affected by teenage pregnancy because of their unique cultural, educational, and economic characteristics. The financial consequences that come with adolescent pregnancy are one obvious worry. Teenage moms frequently experience financial disadvantage because of their age and the ensuing limitations on their schooling.

Teenage pregnancies, according to Grant and Hallman (2008), are associated with a greater need on family and social assistance systems. This point of view is consistent with research by Makiwane et al. (2006), which showed a correlation between adolescent pregnancy and a greater need for child support funds. On the other hand,

Ardington et al. (2015) argue that although adolescent moms may have financial difficulties at first, a long-term examination does not always indicate ongoing poverty.

The problem gets more complicated when viewed from an academic perspective. Teenage moms frequently face obstacles in their educational paths, and many of them drop out of school. As to the Department of Basic Education's report from 2017, less than thirty percent of young moms in South Africa resume their education after giving birth. Studies like those by Panday et al. (2009), which indicate a significant association between adolescent pregnancy and high school dropout rates, lend more credence to this.

The difficulties associated with adolescent pregnancies are exacerbated by the social structure of rural South African communities. In many rural contexts, prevalent cultural norms and societal ideals tend to support early childbirth, or at the absolute least, tolerate it passively. Harrison (2008) explores the cultural factors and argues that the difficulty is further exacerbated by social ideas that link having children early to improving one's status or demonstrating fruitfulness.

.

1.2 Research Objectives

- To evaluate the long-term socioeconomic and educational consequences of teenage pregnancies in rural schools in South Africa.
- To analyse the socioeconomic challenges and repercussions faced by teenage mothers in rural South African schools.
- To investigate the impact of teenage pregnancy on educational attainment and future opportunities for young mothers.
- To understand the influence of community perceptions and traditional beliefs on teenage pregnancies in these rural areas.
- To assess the existing policies and interventions targeting teenage pregnancy and their effectiveness in rural South African contexts.

1.3 Research Questions.

- What are the long-term socioeconomic and educational consequences of teenage pregnancies in rural schools in South Africa?
- What are the predominant socioeconomic challenges confronting teenage mothers in rural South African schools, and how do they influence their long-term prospects?
- How does teenage pregnancy affect educational continuity, school drop-out rates, and future academic and career opportunities for these young mothers?
- In what ways do community attitudes, cultural norms, and societal beliefs impact the prevalence and outcomes of teenage pregnancies in rural South African settings?
- Which policies and interventions are currently in place to address teenage pregnancy in rural areas, and how effective have they been in mitigating its long-term consequences?

1.4 Rationale of the Study

The alarming prevalence of adolescent pregnancies in South Africa, particularly in rural areas, demands a thorough investigation to comprehend the long-term repercussions. The phenomena do not exist in isolation, but rather connects with wider socioeconomic and educational processes, directly impacting on rural areas economic growth.

Rural communities in South Africa experience socioeconomic issues, such as inequities in accessing health facilities, quality education, and employment possibilities (Palamuleni, 2012). Teenage pregnancies significantly complicate an already complex terrain in such situations. Willan (2013) contends that early childbirth generally exacerbates the financial burden on rural households, mirroring the wider theme of economic fragility. On the contrary, Makiwane et al. (2006) argue that, while adolescent pregnancies may be a symptom of these issues, they may not be the major cause of prolonged economic difficulties. This contrast emphasises the importance of delving deeper into the underlying nature of the problem.

Education, which is frequently lauded as a transforming instrument, plays an important part in this debate. It is critical to study the role of education as both a cause and a result of adolescent childbearing holistically. Furthermore, the cultural fabric of rural South Africa plays an important role in creating the discourse around adolescent pregnancy. Individual behaviours and decisions are significantly influenced by cultural norms, traditions, and society judgements (Harrison, 2008).

Finally, the current policy environment deserves close examination. While various treatments are aimed at preventing adolescent pregnancy, their effectiveness, particularly in rural areas, is debatable. The Department of Basic Education (2017) describes programmes to help young moms reintegrate into the educational system. However, proof of their effectiveness or failure in rural regions is limited. This study will attempt to close the information gap.

1.5 Significance of the Study

The persistent worry over adolescent pregnancies, particularly in South Africa's rural areas, highlights the urgent need for detailed investigation. Evaluating its long-term implications provides a dual emphasis, investigating both socioeconomic and educational elements. This research is significant because it provides insights that may shape policy, lead actions, and serve as a platform for future research. Leading a research that thoroughly assesses these impacts can help shed light on the bigger implications.

Willan (2013) emphasises the immediate socioeconomic consequences of adolescent pregnancy, such as increased healthcare needs and dependence ratios. Mukudu and Pather (2017), on the other hand, believe that infants born to adolescent moms may experience developmental delays as a result of the socioeconomic situation. This study tries to give a more comprehensive viewpoint by juxtaposing these points of view, so increasing its relevance.

Education is a critical component of society growth, and its interaction with teen pregnancy necessitates careful consideration. Early pregnancy has repeatedly been connected to interruptions in educational trajectories (Panday et al., 2009). This disturbance has far-reaching consequences, affecting not just the mother's educational performance but also the nation's human capital.

Finally, the importance of this research is highlighted by the policy implications it can provide. Multiple programmes targeting adolescent pregnancies have been implemented in South Africa, but their effectiveness, particularly in rural areas, has been questioned (Department of Basic Education, 2017). This study can help refine these interventions, making them more focused and powerful, by giving insight on the long-term implications and their underlying causes.

2. LITERATURE REVIEW

2.1 Historical and Cultural Overview of Teenage Pregnancies in South Africa

Teenage pregnancies in South Africa have a long history that dates to the days before apartheid. Teenage pregnancies were formerly strongly ingrained in cultural practises where early marriage and motherhood were considered normal, according to Bhana et al. (2010). However, the socio-cultural circumstances started to change as a result of urbanisation and changes in schooling. But due to cultural constraints, rural areas frequently displayed greater rates (Willan, 2013). Unquestionably, socioeconomic issues play a significant influence. While rural areas trailed behind, metropolitan areas, which are frequently more resourced, offered more options for contraception and sexual health education.

Patriarchal cultures in rural South Africa place blame solely on young mothers, ignoring male responsibility, according to research (Jewkes et al., 2003). The social and economic disadvantages faced by teen moms are exacerbated by these gender conventions and society views.

In reaction to this issue, South Africa's approach has been both proactive and reactive. In order to address issues related to sexual and reproductive health, including adolescent pregnancies, comprehensively, the National Adolescent Sexual and Reproductive Health and Rights Framework Strategy (2014-2019) was introduced (Department of Health, 2015). Though some academics contend that implementing such policies is more difficult in isolated, underdeveloped areas, the usefulness of such programmes is still up for debate (Jewkes et al., 2009).

2.2 Adolescent Pregnancies' Socioeconomic Effects

For young moms, the immediate financial effects are dire. Makiwane and Udjo (2006) claim that many young mothers discontinue their education, which reduces their chances of finding job in the future and forces them deeper into the poverty cycle. Their growing reliance on already financially strapped households contributes to a household-wide economic collapse.

Due to their lack of education and experience, teenage moms rely on limited rural resources, which creates a vicious circle of economic stagnation (Gyan, 2013). According to Swartz and Bhana (2009), the wider societal repercussions include not just the impact on the economy but also stigmatisation and societal attitudes that make it more difficult for these young moms to integrate economically.

Moreover, it is impossible to overlook the burden on public resources. Young moms arrive with difficulties often, making it difficult for hospitals—which are already underfunded—to care for them (Christofides et al., 2014). The increase in grant applications from teenage moms is a challenge for the state's welfare system as well, underscoring the financial load on society.

There has been substantial debate concerning the mutually beneficial link between poverty dynamics and adolescent pregnancy. According to Willan (2013), although girls are more likely to become pregnant at an early age when they live in poverty, the cycle is nearly unbreakable because of the latter. Teenage pregnancies are more common in environments where there is a lack of access to high-quality education and health facilities as well as socioeconomic difficulties.

2.3 Educational Consequences of Teenage Pregnancies

Teenage pregnancies have a variety of effects on academic performance. The main source of disturbance is in the young moms' educational paths. According to Grant and Hallman (2008), the beginning of a pregnancy frequently signals a pause in education or even a complete stop, with many teenage moms choosing not to return to school after giving birth. In the same way, Marteleto et al. (2008) confirm that although some adolescent moms could return to school, their scholastic progress is hampered by their sporadic absences.

A research by Makiwane et al. (2006) found that teen moms typically perform worse academically. This is frequently because they have to balance childcare and school, in addition to facing socioeconomic difficulties. The educational outcomes of these young moms are significantly influenced by institutional actions. Panday et al. (2009) pointed out that a lot of South African schools do not have a uniform policy on adolescent pregnancies. Some schools have re-entry programmes, while others may expel pregnant students or subtly urge them to leave. Disparities in school rules have a major impact on re-enrolment probability and dropout rates.

These disruptions to schooling have a cascading impact that affects possibilities for employment and professional advancement in the future. Teen moms' limited access to education frequently forces them into low-paying occupations, which feeds the cycle of poverty, claim Lam et al. (2013).

2.4 Health Implications for Teenage Mothers and Their Children

The heightened dangers and effects to the health of the mother are a big issue when it comes to adolescent pregnancies. According to Ganchimeg et al. (2014), teenage women are more likely to experience complications during pregnancy and childbirth. The effects will go down to the kids of these young mothers. Were et al. (2015) found that babies born to teenage mothers were more likely to be born prematurely, have low birth weights, and die in the neonatal period. In addition, Raj and Boehmer (2013) discovered that these people are at risk for developmental abnormalities such short stature and mental retardation.

Physical risks are not the only ones associated with teen pregnancies; they also raise the risk of mental and psychological complications. According to Gibbs et al. (2012), adolescent mothers are more vulnerable to postpartum depression, which is typically exacerbated by socioeconomic constraints, stigma, and a lack of support systems. Such psychological anguish undoubtedly has an impact on the mother-infant attachment, with long-term consequences for the child's emotional and behavioural development.

2.5 Policy Interventions and their Effectiveness

Recognising the consequences of adolescent pregnancy, the South African government has developed several policy solutions. The National Adolescent Sexual and Reproductive Health and Rights Framework Strategy (2014-2019) stands out as a comprehensive strategy that addresses not only adolescent pregnancies, but the entire spectrum of adolescent reproductive health. However, implementation is still inconsistent, particularly in rural areas.

Richter and Mlambo (2005) contend that, while the general goals of such programmes are admirable, they frequently fail in implementation, particularly in rural areas. Inadequate access to healthcare facilities, insufficient awareness efforts, and cultural obstacles frequently obstruct efficient policy implementation.

Given these obstacles, tailor-made solutions are required. According to Hallman (2005), projects should be community-driven, taking into consideration cultural differences and local resources. Furthermore, including sexual education into the school curriculum, backed up by easily available healthcare facilities, might be critical in reducing adolescent pregnancies and improving outcomes for those who are already pregnant.

2.6 Comparative Analysis

The incidence of adolescent pregnancy in rural areas is not exclusive to South Africa. However, the differences in socio-cultural, economic, and health consequences necessitate a more comprehensive perspective. When comparing South Africa's rural adolescent pregnancy dynamics to those of other areas, an intriguing disparity between Sub-Saharan African and South American countries emerges.

According to Woog and Kgesten (2017), whereas Sub-Saharan Africa leads in teenage birth rates, South American nations confront similar obstacles in education and socioeconomic mobility for young moms, despite lower birth rates. Rural South Africa exemplifies both tendencies, with large birth rates and resulting socioeconomic barriers. Nonetheless, the nature and consequences of adolescent pregnancy in South Africa are exacerbated by distinct socio-historical circumstances and health-care system limits (Mkhwanazi, 2010).

When best practises from worldwide contexts are examined, Scandinavia emerges as a model. Sweden, for example, has significantly reduced adolescent pregnancy rates via comprehensive sex education and simple access to contraception (Santelli et al., 2008). These nations' inclusive, non-judgmental approach provides vital lessons for South Africa, particularly in combating the cultural stigma frequently associated with adolescent pregnancies.

2.7 Gaps in Existing Literature

While there is a wealth of research on the larger topic of adolescent pregnancy in South Africa, rural-specific aspects are neglected. This geographical bias frequently ignores the intricate socio-cultural dynamics, specific health issues, and educational limits that rural adolescents experience.

Furthermore, the relationship between adolescent pregnancy and South Africa's distinctive socio-historical fabric, notably the long shadows of apartheid and the resulting socio-economic inequality, has not been well investigated (Harrison, 2008). This gap highlights the need of looking at adolescent pregnancies in rural South Africa in the context of past injustices and their ongoing consequences.

Furthermore, there is a scarcity of studies on the effectiveness of programmes customised particularly for rural areas. While urban-centric policies have received attention, its rural counterparts, which are critical in a country like South Africa with its rural-urban split, have remained on the periphery.

3. RESEARCH METHODOLOGY & DESIGN

3.1 Research Paradigm

A research paradigm is a system of ideas, principles, and procedures that directs research activities. It gives the study its conceptual foundation and has an impact on the questions posed, the techniques used, and the interpretation of the results (Kuhn, 1962). In essence, it provides a conceptual framework that allows a researcher to see the world and the phenomena they are interested in studying.

Interpretivism is appropriate for this study since it aligns with its goals. Understanding lived experiences, sociocultural subtleties, and individual narratives is essential when examining the long-term effects of adolescent pregnancies in South African rural

schools (Geertz, 1973). It is impossible to isolate the phenomenon under study from its social, cultural, and personal settings. This study uses interpretivism to try to understand the substance of these experiences by highlighting patterns that a strictly positivist approach could miss.

3.2 Research Approach

A study's research approach is the plan used to direct it towards its goals. Research methodologies may often be classified as mixed-method, qualitative, or quantitative (Creswell & Plano Clark, 2017). It gives guidance by specifying the questions to be asked, the procedures for gathering and analysing data, and even how the results should be presented.

The methodology to qualitative research will be used in this study. The goal of qualitative research is to develop a comprehensive, nuanced knowledge of social processes, human experiences, and behaviour. Rather of focusing only on "what," "where," and "when," it explores "how" and "why" (Denzin & Lincoln, 2011). This method focuses on revealing underlying patterns, meanings, and processes, giving depth precedence over breadth.

For this study, the qualitative approach makes sense for several reasons. First, the topic necessitates a thorough investigation of personal accounts and cultural settings pertaining to adolescent pregnancies in rural South African schools. Capturing the depth and complexity of these experiences is made easier with a qualitative approach (Maxwell, 2012).

Second, given the unique cultural and socioeconomic context of the research area, important narratives may be overlooked by a standardised quantitative measure. Open-ended interviews, participant observations, and case studies are some of the methods used in qualitative research to provide a comprehensive understanding of participant motives, attitudes, and beliefs (Merriam & Tisdell, 2015). This level of comprehension is essential for developing interventions and policies that work.

3.3 Research Design

According to Yin (2014), research design may be thought of as the "blueprint" for each research investigation. It provides a framework for data gathering, measurement, and

analysis. A well-crafted study design guarantees that the data gained answers the research questions in a clear and unambiguous manner.

An exploratory research design was used for this study. Exploratory research is properly titled since it tries to investigate a topic or phenomena about which little is known, with the goal of gaining basic insights that will serve as the foundation for more in-depth study (Stebbins, 2001). Exploratory research, in most cases, does not begin with a hypothesis but rather aims to understand the nature of an issue.

An exploratory design is judged appropriate in the context of adolescent pregnancies in rural South African schools because it allows for full probing of complicated socioeconomic and educational features. The complexities and subtleties of adolescent pregnancy, particularly in rural settings, necessitate an investigative approach in which preconceived conceptions or hypotheses may restrict the depth of learning (Saunders et al., 2009). As a result, the chosen design is well aligned with the study objectives, ensuring that the findings offer a solid foundation for policy formulations or additional research.

3.4 Target Population

This study's target population consists of pregnant adolescent females in rural schools within uMkhanyakude District, teenage mothers and families of young mothers. This cohort is of particular importance since it is the group most immediately touched by the difficulties associated with early pregnancies in a rural educational setting. Furthermore, knowing this population's experiences, problems, and needs will give essential insights into the larger consequences of adolescent pregnancy on educational and socioeconomic results in the area.

3.5 Sampling

Bryman (2012) defines sampling as the process of picking a subset of a larger population so that the selected group represents the characteristics of the total group.

Purposive sampling will be used in this investigation. Purposive sampling, also known as judgemental or selective sampling, is a non-probability sampling approach in which participants are chosen based on certain qualities or features (Tongco, 2007). In other words, the researcher uses discretion to pick volunteers who are thought to be most representative or instructive of the topic under investigation.

Purposive sampling is appropriate for this study on adolescent pregnancies in rural South African schools because it allows the researcher to select individuals who have personally encountered the phenomena, resulting in rich and relevant data (Palinkas et al., 2015). The study may dive into the depths of their lived experiences by concentrating especially on young girls in rural schools who have suffered pregnancy, guaranteeing that the data obtained is immediately relevant and profoundly informative.

3.6 Data Collection Instruments

The chosen method of gathering data for this study is semi-structured interviews. Brinkmann (2018) states that semi-structured interviews fall in between structured and unstructured interviews. A series of open-ended questions serves as a framework for the interview, but the interviewer is allowed to stray and delve further into certain topics of interest. Researchers may make sure that specified subjects are covered in these interviews without restricting respondents to a preconceived set of responses because to the way they are structured.

Semi-structured interviews are particularly appropriate given the exploratory character of the study on adolescent pregnancies in rural South African schools. They provide the freedom to delve into the subtleties and complexities of participants' experiences while maintaining the capacity to make sure that every pertinent subject is covered (DiCicco-Bloom & Crabtree, 2006).

3.7 Data Analysis

Data analysis in qualitative research include examining, categorising, totaling, or rearranging collected material to provide answers to the study's hypotheses (Miles, Huberman, & Saldaa, 2014). The process boils down to analysing the data for patterns, themes, and insights.

The main method of data analysis chosen for this investigation was theme analysis. Braun and Clarke (2006) define thematic analysis as a method for identifying, exploring, and synthesising overarching themes within a body of data. It offers a versatile and scientific technique to studying qualitative data by categorising the information into themes that indicate a certain degree of organised response or meaning within the material.

The ability of theme analysis to reduce dense narratives to discernible patterns makes it a good fit for our research and sheds light on the multifaceted consequences of teen pregnancies in rural South African schools. Given the study's focus on socioeconomic and educational factors, thematic analysis's ability to identify both major and minor themes is a big plus. The individual stories and their more subtle underlying storylines may be understood in their whole in this way (Nowell et al., 2017).

3.8 Trustworthiness of the Study

The reliability of a qualitative study is defined as "the extent to which the findings accurately capture the experiences of participants and the environment in which they occur" (Lincoln & Guba, 1985). Validity and trustworthiness of the study's conclusions are ensured by establishing *credibility, dependability and Conformability*.

3.9 Ethical Considerations

In order to protect the rights and dignity of study participants, ethics are essential (Israel & Hay, 2006). Due to the delicate nature of adolescent pregnancies, the following ethical considerations will get special attention:

Prior to the collection of data, each participant will be asked for their informed consent. This entails giving them comprehensive information regarding the goals, methods, possible dangers, and advantages of the study (Denzin & Lincoln, 2008). Participants will be informed that there are no requirements for withdrawal, and they are free to stop at any time.

Confidentiality and Anonymity: To protect participants' privacy, all personal identifiers will be removed, and pseudonyms will be used in any research outputs. Only the study team will have access to the securely kept data (Orb, Eisenhauer, & Wynaden, 2000).

Cultural Sensitivity: Considering the diversity of South Africa's cultures, it is essential to approach the study issue with cultural sensitivity, honouring the participants' beliefs, traditions, and practises (Smith, 2012).

In summary, creating research that is both thorough and considerate of its participants requires a strong commitment to trustworthiness and strict adherence to ethical rules.

4. PROPOSED CHAPTERS LAYOUT

Chapter 1: Introduction

The first chapter's goal is to establish the tone for the whole study effort. It opens by outlining the study's context, emphasising the need of knowing the long-term implications of adolescent pregnancy, particularly in rural South African schools. The chapter then delineates the issue statement, emphasising concerns about the socioeconomic and educational consequences of adolescent pregnancy. The study's objectives and research issues are stated, and the research's relevance is explained, emphasising its potential contributions to both academic discourse and policy development.

Chapter 2: Literature Review

In this section, the researcher will examine some of the scholarly works that have been written about the topic at hand. Research on teen pregnancies is first analysed in depth, with a special emphasis on research conducted in South Africa. The literature will be explored to get an understanding of the financial, employment, and welfare implications of teen pregnancy. Dropout rates, academic performance, and future opportunities in the classroom will all be examined as a result. By the end of this chapter, the voids in the prior literature that this investigation seeks to fill will have been established.

Chapter 3: Research Methodology & Design

It is a crucial chapter that gives a full explanation of the methodologies used in the study. Starting with the research paradigm, the applicability of the interpretivist method for this research is discussed in depth. Following that, the qualitative research approach is expounded on, demonstrating its suitability for this topic. Following that, the chapter explains the research design, target population, and sample procedures, defending the decisions chosen. In-depth descriptions of data collecting equipment, notably semi-structured interviews, are followed by an in-depth discussion of the thematic data analysis technique used. The chapter finishes by describing the steps used to assure the study's credibility and emphasising the ethical issues that were respected throughout the research process.

Chapter 4: Data Analysis & Discussion

The obtained data is presented, analysed, and discussed in this section. The chapter begins with a display of raw data from semi-structured interviews. Themes and patterns emerging from the data are recognised and analysed using thematic analysis. Each issue is then critically analysed in light of existing literature, weaving together the voices of participants and academic publications to offer a full picture of the long-term repercussions of adolescent pregnancies in the study environment. The chapter's goal is not only to answer the research questions, but also to generate fresh ideas and views on the subject.

Chapter 5: Conclusions & Recommendations

The study's principal findings are summarised in the last chapter. It returns to the study objectives and questions, describing how each has been handled and the ramifications of doing so. Conclusions concerning the socioeconomic and educational effects of adolescent pregnancies in rural South African schools are reached based on the data and conversations. The chapter then moves on to suggestions, providing tangible methods for stakeholders such as educators, legislators, and community leaders to lessen the negative impacts of adolescent pregnancy.

References

- Ardington, C., Menendez, A., & Mutevedzi, T. (2015). Early childbearing, human capital attainment and mortality risk: Evidence from a longitudinal demographic surveillance area in rural-KwaZulu-Natal, South Africa. *Economic Development and Cultural Change*, 63(2), 281-317.
- Bhana, D., & Nkani, N. (2014). When virginity matters: age, schooling, and teenage pregnancy in a rural secondary school in KwaZulu-Natal. *Culture, Health & Sexuality*, 16(3), 308-323.
- Bhana, D., Morrell, R., Shefer, T., & Ngabaza, S. (2010). South African teachers' responses to teenage pregnancy and teenage mothers in schools. *Culture, Health & Sexuality*, 12(8), 871-883.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brinkmann, S. (2018). Doing without data. *Qualitative Inquiry*, 24(9), 731-732.
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford university press.
- Christofides, N. J., Jewkes, R. K., Dunkle, K. L., McCarty, F. A., Shai, N. J., Nduna, M., & Sterk, C. E. (2014). Risk factors for unplanned and unwanted teenage pregnancies occurring over two years of follow-up among a cohort of young South African women. *Global Health Action*, 7(1), 23719.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130.
- Department of Basic Education. (2017). *The economic implications of teenage pregnancy in South Africa*. Pretoria: Department of Basic Education.
- Department of Health (2015). *National Adolescent Sexual and Reproductive Health and Rights Framework Strategy 2014-2019*. Pretoria: Department of Health.
- Ganchimeg, T., Ota, E., Morisaki, N., Laopaiboon, M., Lumbiganon, P., Zhang, J., ... & Vogel, J. P. (2014). Pregnancy and childbirth outcomes among adolescent mothers: a World Health Organization multicountry study. *BJOG: An International Journal of Obstetrics & Gynaecology*, 121, 40-48.

Grant, M. J., & Hallman, K. K. (2008). Pregnancy-related school dropout and prior school performance in South Africa. *Studies in Family Planning*, 39(4), 369-382.

Jewkes, R., Vundule, C., Maforah, F., & Jordaan, E. (2003). Relationship dynamics and teenage pregnancy in South Africa. *Social Science & Medicine*, 52(5), 733-744.

Makiwane, M., & Udjo, E. (2006). Is the child support grant associated with an increase in teenage fertility in South Africa? Evidence from national surveys and administrative data. Human Sciences Research Council.

McHunu, G., Peltzer, K., Tutshana, B., & Seutlwadi, L. (2012). Adolescent pregnancy and associated factors in South African youth. *African Health Sciences*, 12(4), 426-434.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Mkhwanazi, N. (2010). Understanding teenage pregnancy in a post-apartheid South African township. *Culture, health & sexuality*, 12(4), 347-358.

Mukudu, H., & Pather, R. (2017). Teenage pregnancy in South African schools: Challenges, trends and policy issues. *Mediterranean Journal of Social Sciences*, 8(3), 69-76.

Panday, S., Makiwane, M., Ranchod, C., & Letsoalo, T. (2009). Teenage pregnancy in South Africa-with a specific focus on school-going learners. *Child, Youth, Family and Social Development*, Human Sciences Research Council. Pretoria: Department of Basic Education.

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147-158.

Were, M., Balira, R., Todd, J., Mahande, M. J., Kiondo, P., & Hanson, C. (2015). Trends in perinatal health indicators in rural Tanzania from 1995 to 2010. *International journal of gynaecology and obstetrics*, 129(1), 62-66.

World Bank. (2018). *Teenage Mothers and Mothers-to-Be in South Africa: What We Know and What We Need to Know*. Washington, DC: World Bank.