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MARGINALISATION OF SCHOOL-GOING MOTHERS IN HIGH SCHOOLS IN THE MASERU DISTRICT OF LESOTHO.

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A research report submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in partial fulfilment of the requirements for the degree of Master of Education by combination of coursework and research.

Johannesburg, 2016.

Keywords

inclusion, Inclusive Education, marginalisation, exclusion, school-going mothers.

Declaration

I declare that this research report is my own unaided work. It is being submitted for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.



Maelia Anna Thekiso

Signed on this 20 day of July 2016.

Dedication

This work is dedicated to my precious sons Mosoeu and Mosala.

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Many thanks to my supervisor Dr René Ferguson. Through your support and persistence this study became a success. I would like to thank Dr Essien for all the support he has provided throughout this work.

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ABBREVIATIONS

DBE	-	Department of Basic Education
DOE	-	Department of Education
DOH	-	Department of Health
EFA	-	Education For All
MBESC	-	Ministry of Basic Education, Sports and Culture
MLLP	-	Managing Learner Pregnancy Policy
MOET	-	Ministry of Education and Training
MOHSW	-	Ministry of Health and Social welfare
SADC	-	Southern African Development Community
SASA	-	South African School Act
SEN	-	Special Educational Needs
UN	-	United Nations
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children's Fund
WCED	-	Western Cape Educational Department

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

“Teen mothers should not forfeit their right to an education, especially when they are still within the compulsory school age”. So says Richards who has argued that the education of girls who become pregnant while in school should not be in jeopardy (UNICEF, 2003, p.3). This assertion is confirmed by the state of education of girls who become pregnant in Lesotho. Among a few studies on teenage pregnancy in Lesotho, the Afrol news article by Mopheme reported as far back as 2001, indicates that in one school all the girls who were pregnant were sent home as the high school could not cater for them. I therefore conducted a study which investigated marginalisation of girls who fall pregnant while still at school. This study was carried out within feminist research practice which could draw attention to ameliorating the inequities and social injustices that ruin the lives of women (Hesse-Biber, 2014).

1.2 BACKGROUND TO THE STUDY

Teenage pregnancy is a worldwide problem. According to a UNICEF report (2012), 11% of all births, estimated to be 16 million births worldwide, are reported to be from girls aged 15-19 years. In Sub-Saharan Africa the number of pregnant adolescent girls seems to have grown significantly (UNICEF, 2012). Literature indicates that Lesotho, as one of the Sub-Saharan countries, is no exception to this problem (World Bank, 2011; The Ministry of Health and Social Welfare (MOHSW, 2013). Lesotho is a small country and land locked by South Africa. Small as it is, it is divided into ten districts. It has a population of around 2 million (MOHSW, 2013). Although it is a developing country it has taken some initiative in improving its education. This is confirmed by the Constitution of Lesotho Section 28 which has stipulated that “Lesotho shall endeavour to make education available to all”, and further states that “education is directed to strengthening the respect for human rights” (Constitution of the Kingdom of Lesotho, 2001

section 28 a). In 2002 free and compulsory primary education was introduced in Lesotho as a fulfillment of this constitutional obligation and also as a commitment to the *Education For All* (EFA) movement (Ministry of Education and Training (MOET, 2005). UNESCO's 2011-2012 report indicates that Lesotho has a different scenario from most Sub-Saharan countries, because it has higher numbers of girls than boys enrolled in schools. However, as grades increase the enrolment of girls decreases, which may be an indication that the dropout rate amongst girls is high. The report further states that while the enrolment decrease is attributed to different factors, teenage pregnancy is included amongst these (UNESCO, 2011-2012).

Unlike in other countries, Lesotho does not have an educational policy on teenage pregnancy. The Lesotho Education Act (MOET, 2010) states that a learner should be free from any form of discrimination, but does not address how pregnancy should be dealt with in education. Health studies which have been carried out in the country reveal some forms of marginalisation by schools of pregnant teenagers (Ntjabane, 2013). A study conducted by Phafoli, Van Aswegen and Alberts (2007) showed that some students are expelled from schools when they fall pregnant. From the recommendations made by these studies, I found the focus for my study and decided to explore how teenage mothers are being marginalised in high schools in Lesotho. This occurred for the reason that these studies have explored the experiences of school-going mothers and perceptions of teachers without addressing marginalisation as a major problem for these young mothers. With regard to health studies, the researchers were interested in medical issues associated with teenage pregnancy. Apart from a few studies that I have identified on teenage pregnancy in education in Lesotho, only one news article reported on teenage pregnancy. This was as far back as 2001 (Mopheme, Afrol news, 2001).

1.3 PROBLEM STATEMENT

Lesotho is one of the developing countries in the Southern African Development Community (SADC) region. In 2013 a United Nations (UN) report indicated high rates of teenage pregnancy in developing countries. The report states that out of 7.3 million births 2 million are from girls who are 14 years or younger (UN, 2013). Despite the decline in fertility rate from approximately 5 births in 1976 to the current 3 births per woman, the adolescent fertility rate is high in Lesotho, reported by World Bank (2011) as being 96 births per 1000 women. This high fertility rate does

not only affect adolescents' health but also their long term education and employment prospects (World Bank, 2011). Health studies which have been carried out in Lesotho further confirm that teenage pregnancy is high (Ntjabane, 2013; Phafoli et al., 2007). The MOHSW (2013) in Lesotho has reported that 20% of teenagers have had at least one birth or are pregnant with their first child.

The students who fall pregnant at high school level inevitably will face some challenges when attempting to pursue their studies. Literature confirms that in most regions in Lesotho, rates of school enrolment, literacy and employment are lower among girls (UNICEF, 2012). The MOHSW (2013) also found that teenage girls who fall pregnant do not return to school and do not get decent employment in future. This has been revealed by studies on teenage pregnancy carried out in Lesotho in 2010 and 2011. These studies showed that teachers' attitudes towards teenage mothers are discriminating (Molapo, 2011; Moliko, 2010). The teenage mothers are also being marginalised which consequently results in high dropout rates (Mopheme, 2001). The study conducted by UNICEF/Ministry of Basic Education, Sports and Culture (MBESC) (2002, p. 23) in Namibia also emphasizes that school-going mothers fall into the group of "educationally marginalised children" while Chigona and Chetty (2008, p. 262) take the view that teen mothers and their children are vulnerable groups, because their "long term life chances are interconnected". An analysis of the Lesotho Education Act (MOET, 2010) indicates that the policy is silent on how pregnancy should be dealt with in schools (Review of the Lesotho Education Act in Chapter 2). This silence may be the reason why every school in the sample has its own way of dealing with girls when they fall pregnant (School Policy in Chapter 4). For this reason, this research is necessary to add to the body of research on teenage pregnancy in high schools in Lesotho. Specifically, this research aims to identify how school-going mothers are being marginalised in high schools in the district of Maseru. This study aims to reveal the underlying forms of marginalisation that are experienced by girls who are simultaneously mothers and students. I aim to use the findings to inform the Lesotho Ministry of Education so that it can provide intervention programmes to protect these learners or perhaps review the educational policy with regard to teenage pregnancy and school-going mothers.

1.4 MOTIVATION FOR THE STUDY

This study aims to provide an understanding of marginalisation, its nature and the consequences in terms of the right to education and awareness through education to protect school-going mothers. The two categories of research on teenage pregnancy in Lesotho which are medical and educational categories did not find out the full details of marginalisation that occur in schools. From the studies (Moliko, 2010; Molapo, 2011) which covered two districts (Leribe and Qacha's Nek), marginalisation of school-going mothers is evident therefore it is likely that marginalisation is evident in the other districts of Lesotho. This study was conducted in a sample of high schools in Maseru to determine if teenage mothers are also experiencing some form of marginalisation. The findings of these studies will also be used to compare how marginalisation is experienced in rural and urban areas because Maseru is more urban than Leribe and Qacha's Nek. The results of this study could encourage the Lesotho Ministry of Education to ensure that while it is investing in primary education which is compulsory and free (MOET, 2005), to also take into consideration the issues faced by school-going mothers in high schools which are likely to undermine their right to education. Hence, the study is motivated by the need to inform policy in Lesotho so that the education ministry works towards a fulfillment of the EFA movement as mentioned earlier in this chapter.

1.5 AIMS OF THE STUDY

The aim of this study is therefore to explore how school-going mothers are being marginalised by teachers, peers and their family members and to investigate the nature and consequences of this marginalisation. The study also aims to compare the findings from the two rural areas, Leribe and Qacha's Nek, with Maseru which is more urban. After completion of this study I aim to share the findings of this study with the Ministry of Education and Training in Lesotho as a way of bringing awareness of the need for addressing teenage pregnancy in the Lesotho Education Act. The findings of this study could form a basis for reviewing the Lesotho Education Act (MOET, 2010) in order to protect and support learners who fall pregnant while still pursuing their studies and mothers who return to school after giving birth.

1.6 RESEARCH QUESTIONS

In the light of the problem statement and the motivation for this study, the following questions arise. The main research question is as follows:

How are school-going mothers marginalised in high schools in the Maseru district of Lesotho?

The following sub-questions arise from the literature and will be investigated in relation to the main research question:

1. How are school-going mothers marginalised by teachers?
2. How are school-going mothers marginalised by their peers?
3. How do family members marginalise the school-going mothers?
4. How do these forms of marginalisation bring about awareness through education to protect and support school-going mothers?

1.7 RESEARCH DESIGN AND METHODOLOGY

The study was a phenomenological qualitative study conducted within a feminist research practice paradigm. This study was therefore conducted using face-to-face, one-on-one semi-structured interviews, to enable me to gain some insight into the “lived experiences” (Hesse-Biber, 2014, p. 189) of marginalisation of pregnant adolescents and school-going mothers. Wambui (2013) states that feminist research is characterized by concern for the empowerment and emancipation of women and other marginalised groups. Girls who fall pregnant or become mothers while still at school are often unable to pursue their studies due to the marginalisation that they experience in schools and in communities. This study aimed to unlock the kinds of support that girls need in order to learn like all other students. The participants for the study were selected using a snowballing method as one participant led to identifying another participant. The sample consisted of three teachers, three school-going mothers in schools and three school-going mothers who were forced out of school. The sample consisted of girls who are between fourteen and nineteen years old, however one of the girls interviewed was twenty years old, because she is a mother who has returned to school and was considered to have met the criteria for selection.

The one-on-one interviews were conducted at the schools where some of the girls were attending, while the girls who were forced out of school were interviewed at home. The interviews were audio-recorded to ensure accuracy and transcribed verbatim. Data were analysed thematically employing both deductive and inductive coding approaches. Data were analysed deductively because the themes in the literature provided the analytical framework. However, new themes emerged inductively from the data as well.

1.8 CONCEPT CLARIFICATION

This section presents concepts pertinent to the understanding of the salient themes of this study. The central concept to this study is ‘marginalisation’ and the related concepts are inclusion, inclusive education and exclusion. This study is concerned with exploring how school-going mothers are marginalised, because according to UNICEF/MBESC (2002), pregnant adolescents and school-going mothers constitute an educationally marginalised group. One could argue therefore that the experiences of school-going mothers ought to be investigated from the point of view of inclusion. This would be a movement towards achieving “social change and social justice” (Hesse-Biber, 2014, p.184) for the girls who can be seen to be oppressed, because of marginalisation or exclusion from education, which is a right of all. Furthermore, rather than being ‘excluded’ these girls need to be empowered to be able to continue with their schooling to improve their prospects for further education and employment. The conceptual framework for this study is therefore embedded in Inclusive Education drawing on the principles of feminist theory and feminist research practice. Feminist research is guided by feminist theory which advocates for the inclusion of women and access in institutions (Madison, 2005 in Mertens, 2009). Feminist theory also “offers visions of liberation, of life, persons, and society would be like without the subordination of women” (Cudd & Andreasen, 2005, p.2). For the purposes of this study, the key concepts; inclusion, Inclusive Education, marginalisation and exclusion are discussed below:

Inclusion is used in this study to refer to social acceptance in the following societal structures: education, health, employment and services, as suggested by Margaritoiu (2010). ‘Inclusion’ as a concept gained ground as part of the wider movement towards increased human rights and democracy (Johnsen, 2001, cited in Suubi, 2013). ‘Inclusion’ has also been advocated by

UNESCO (2008) to be a guiding principle for educational policies so that education can be for all. Inclusive Education is therefore a part of the wider philosophy of inclusion (Margaritoiu, 2010).

Inclusive Education is highly contested and it is therefore difficult for it to have one definition. A definition relevant for this study, emanates from the work of Armstrong, Armstrong and Barton (1999), who define Inclusive Education as the process which transforms a society for the well-being of all citizens. Alternatively, Hussein (2008) conceptualizes Inclusive Education as a process of integrating marginalised groups into the mainstream education system. She further emphasizes that it does not only mean a physical presence in schools, because if children have access to schools, but are not learning actively due to some exclusionary practices, they are not included (Hussein, 2008). According to Hussein (2008), Inclusive Education should involve a wide range of practices which ensure access to education by those children whose education is usually jeopardized. This aligns with UNESCO's (2008) definition which focuses on the full participation of learners who are excluded or at the risk of being marginalised. Slee (2011) refers to such children as vulnerable students who include immigrant minorities, transgender children, children from low socio-economy background and all disabled children. It can therefore be concluded that Inclusive Education is a struggle against exclusion, oppression and a struggle that affirms "the rights of all to access, participation and success in education" (Slee, 2011, p.151). It could be argued that school-going mothers who experience marginalisation in schools are also are also vulnerable and need assistance from other women as stated in Chapter 3 (Feminist research practice paradigm).

Marginalisation as a concept central to this study is defined by Okpu (1977 in Oladipo, 2013) as a process whereby one is on the periphery of society. Oladipo (2013) further argues that owing to the potency of discrimination that marginalisation has, a marginalised person feels different from the rest of the society. Narrowing marginalisation to the school level, Messiou (2006, p. 41) attempts to define it as the state where a child experiences "limits or boundaries within a school setting" at both academic level and social level. She further states that at academic level the child cannot access curriculum, his/her abilities are not valued and the child is denied opportunities for participation while at social level a child is denied a right to friendships (Messiou, 2006). According to Messiou (2006), marginalisation is a complicated concept, because marginalisation

can go to an extent where a child is not included. This means a child can be enrolled in a school but experiences marginalisation however a marginalised child can end up being excluded from the school.

Drawing on the given definitions of inclusion and marginalisation, *exclusion* is the opposite of inclusion and closely related to marginalisation as children who are both marginalised and excluded are denied participation in learning. Lewin (2009, 157) refers to learners who are discriminated against in the learning environment as ‘silently excluded’ and at the risk of dropping out. School-going mothers who experience discrimination at school constitute this group of learners as they are likely to drop out if they cannot cope with the pressure of being insulted or humiliated for being a mother and a student. Lewin (2009) further states that many learners enter secondary school, but fail to complete the cycle for various reasons. In this study learners who did not complete their studies, was due to pregnancy. Girls who fall pregnant at school are expelled from school because of the school policies which are against teenage pregnancy. It can therefore be concluded that a learner can be enrolled in a school but experience marginalisation which excludes her from receiving a meaningful education or a learner can be forced out of school.

School-going mothers is another term used in this study. For the purpose of this study, the term school-going mothers refers to students who are pregnant or who have babies and still at school. It also refers to students who are pregnant or have babies but are forced out of school. In Chapter 2 the reviewed literature has indicated that some school-going mothers have access to education, but experience marginalisation in the process of their learning while others are completely excluded from schools. Both groups of students are made to feel different from their peers and that impacts negatively on their progress in life. The study targeted these girls because feminist research should attempt to ameliorate the social injustices that negatively affect the lives of women (Hesse-Biber, 2014).

1.9 BREAKDOWN OF CHAPTERS

This study is organized into five chapters.

Chapter 1: Introduction

This chapter provides a brief introduction and background to the study. The aims of this study have been highlighted. The research question and sub-questions are also stated in this chapter leading to a brief overview of the research methodology and the clarification of the terminology and concepts.

Chapter 2: Literature review

This chapter reports on the relevant literature pertaining to marginalisation of school-going mothers by teachers, peers and family members. The support that school-going mothers need is discussed. In addition, research in teenage pregnancy and cultural factors related to teenage pregnancy are explored. The chapter concludes by reviewing the Lesotho Educational Act (MOET, 2010).

Chapter 3: Research design and methodology

This chapter discusses the paradigm within which the study was conducted. It also discussed the methodological approach I employed in conducting this study as well as participants selection, data analysis and ethical considerations. Lastly the chapter highlights how this study ensured credibility and trustworthiness.

Chapter 4: Data presentation, analysis and discussion of findings.

The results of this study are presented in this chapter. This is followed by discussion of the meanings of the participants' responses.

Chapter 5: Summary, conclusions and recommendations

This chapter contains the summary of findings of the research report. It highlights the main findings and the limitations in the execution of the study. It also explores the possible recommendations and lastly states the concluding remarks.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

There are two areas of focus covered in this study. These are, girls who become pregnant while still pursuing their studies, and the experiences of girls who return to school after having given birth to their babies. Findings in the literature indicate that many of the girls are marginalised for similar and different reasons. Some of them are expelled instantly when the pregnancy is noticed at school and never allowed to return to complete their studies. I have therefore explored some of the forms of marginalisation found by other studies. Specifically this chapter presents a review of relevant literature pertaining to the following:

- Research on teenage pregnancy;
- Feminist perceptions of marginalisation;
- Marginalisation of school-going mothers by teachers, peers and family members.
- The influence of cultural factors on teenage pregnancy.
- Review of the Lesotho Education Act (MOET, 2010).
- The educational support from family, school and government.

I have discussed some of the research on teenage pregnancy in the next section.

2.2 RESEARCH ON TEENAGE PREGNANCY

A review of literature indicates that wide scale research has been conducted on teenage pregnancy. This research falls into different categories including medical and educational categories. Some researchers such as Ntjabane (2013), Matlala, Nolte and Temana (2014) and Phafoli et al. (2007) embarked on medical research on teenage pregnancy while Chigona (2007), Chigona and Chetty (2008), Molapo (2011), Molapo, Adams, Zulu & Mabusela (2014), Moliko

(2010) and Shefer, Bhana & Morrel (2013) conducted educational research on teenage pregnancy.

From the reviewed literature, Matlala et al. (2014) and Molapo et al. (2014) have looked at the experiences of teaching pregnant learners. These studies were interested in teachers' responses on working with pregnant learners in their classrooms. Other researchers including Moliko (2010), Mwaba (2000) and Kibombo, Neema, Moore and Ahmed (2008) have also investigated the perceptions of adults on teenage pregnancy. The adults include teachers of school-going mothers, their parents, community leaders and health workers. These studies which investigated experiences and perceptions have also incorporated factors contributing to teenage pregnancy.

Other studies which include Molapo (2011), Chigona (2007), Chigona and Chetty (2008) and Chauke (2013) focused on the school-going mothers' experiences and challenges in schools. These studies valued the voices of school-going mothers about matters pertaining to their education. They therefore found that school-going mothers need educational support in order to have a decent future. Although Chauke (2013) has implicitly indicated some solutions to the school-going mothers' challenges, Chigona's (2007) study found that support can promote school-going mothers and recommended the significance of listening to the girls' voices. She argues that listening to the school-going mothers' voices alerts teachers to their problems, provides solutions they would prefer and provides insights on how they are being unfairly pulled down (Chigona, 2007). Ntjabane (2013) and Phafoli et al. (2007) also focused on the support that is needed by pregnant teenagers, however they indicated support from the medical point of view. It can therefore be noticed that there is still a need for research on how school-going mothers can be academically supported.

Apart from the above health studies, research on teenage pregnancy that has been conducted in Lesotho has focused on experiences of school-going mothers (Molapo, 2011), experiences of school-going mothers in relation to teachers (Molapo et al., 2014) and teachers' perceptions of teenage pregnancy (Moliko, 2010). From the findings of these studies (medical and educational studies), it is evident that school-going mothers are marginalised in schools. A review of extant literature indicates that the forms of marginalisation that school-going mothers experience stem from different people around them. These are people who are trusted to give them support. This

is indicated by Morrell, Bhana and Shefer (2012) who observed that stakeholders particularly “school managers, teachers, other learners and family” significantly influence the experiences of school-going mothers. The following review explores the feminist perceptions of marginalisation.

2.3 FEMINIST PERCEPTION OF MARGINALISATION

Before embarking on a review of the various studies conducted on the marginalisation and exclusion of school-going mothers, it is necessary to provide some insights on marginalisation from feminist theory. These insights add an additional perspective to Inclusive Education on the grounds that feminist theory explores “issues that are of particular concern to the lives of women” (Hesse-Biber, 2014, p. 184; Cudd & Andreasen, 2005), and specifically in this case, to the lives of school-going adolescent girls who fall pregnant while still at school

Iris Marion Young (1998) addresses marginalisation as one of ‘five faces of oppression’. These ‘five faces’ include exploitation, marginalisation, powerlessness, cultural imperialism and violence (Young, 2005). For the purposes of this study however, I focused on Young’s perspective of marginalisation, since this is a central concept in this study. I also focused on powerlessness as it seems to go along with marginalisation in the sense that marginalised people remain subordinates even in the work place (Young, 1998). Young (1998) argued that marginalisation can be viewed as limiting one’s participation in social life while powerlessness “describes the lives of people who have little or no work autonomy” and it is a kind of oppression that usually hits on the non-professionals, in this case school-going mothers (Young, 1998, 99).

Marginalisation is furthermore regarded as a dangerous form of oppression as it blocks the opportunity of the “marginals” (Young, 1998, p. 98) to develop in a recognized way. It could be argued that marginalisation therefore has adverse implications on the future of school-going mothers. If they fail to complete their high school studies, they would be in jeopardy of not finding meaningful employment in the future. Thus they remain powerless non-professionals as Young (1998, p. 99) states that being a professional requires one to have “a college education and learning a specialized knowledge”. Marginalisation that occurs when a school-going mother

is enrolled in a school can also result in exclusion from education (Messiou, 2006) as a result making it hard for school-going mother to access post-school education.

Nivedita Menon (2012), an Indian feminist scholar, views the ill-treatment of women as a replication of patriarchal culture and in agreement with Young (1998), contends that patriarchy can be imposed by the state's policies. It is also for this reason that the Lesotho Education Act (MOET, 2010) has been reviewed in the literature. The Act has been reviewed to find out if it takes into account the right of school-going mothers to education or a policy that replicates patriarchal culture. In agreement with Menon (2012), Young (1998), bell hooks (2000), Cudd and Andreasen (2005), and Taefi (2009) believe that feminism reveals subordination and social practices that are gendered with the aim of building a liberal society that frees the oppressed. This conforms to Slee's (2011) view which is we need to reveal exclusionary practices in our pursuit of building a democratic society. He also believes that education that is inclusive is a struggle against oppression and exclusion. A marginalised girl-child is one of the oppressed (Taefi, 2009). It should be noticed that feminist theory is not concerned with women being equal to men as viewed by anti-feminists (see hooks, 2000), but rather critiquing social norms which marginalise girls regardless of whether it is men or women who marginalise them. This is confirmed by Taefi (2009) who is against marginalisation of girls within the category of women.

In the sub-sections to follow, I discuss the marginalisation of school-going mothers by teachers, peers and family members as this emerges from the literature.

2.4 MARGINALISATION OF SCHOOL-GOING MOTHERS BY DIFFERENT GROUPS OF PEOPLE

The following review focuses on marginalisation of school-going mothers by teacher, peers and their own family members

2.4.1 Marginalisation of school-going mothers by teachers

Wolpe et al. (1997, in Chigona and Chetty, 2007, p.2) state that some schools do not allow school-going mothers to pursue their studies at all while Chigona and Chetty (2007) observed

that where they are allowed, they experience some forms of marginalisation. Chigona and Chetty (2007) state that despite the Managing Learner Pregnancy Policy (MLPP) which has been introduced in the Western Cape in South Africa, mothering learners feel marginalised by the schooling system. A study carried out by Moliko (2010) in Lesotho also revealed that teachers have negative attitudes towards teenage mothers, especially the male teachers and older female teachers. These teachers are against the presence of these learners in the school and feel that they should be expelled from school (Moliko, 2010). The negativity of male teachers is also evident in Shefer, Bhana and Morrell's (2013, p. 6) study which indicates that a male teacher expressed that pregnant learners look "nasty with their big tummies" in front of the younger learners. One could conclude that if teachers hold such negative attitudes towards learners, they are likely to provide ineffective support in teaching and learning for them.

Some school-going mothers are marginalised by being humiliated. Molapo et al., (2014) observed that school-going mothers are called by derogatory names which are an indication that they have children. This lowers the girls' self-esteem to the extent that they end up excluding themselves from certain activities, such as school trips, because they fear that humiliation will be even worse when they are outside the school premises (Molapo et al., 2014). The literature reveals the low expectations that teachers have of young school-going mothers. This is confirmed by Molapo et al. (2014) who state that school-going mothers are condemned for having failed. The danger of this humiliation is that school-going mothers feel intimidated and end up dropping out of school when they feel that they cannot cope with the conditions. Chauke (2013) asserts that they feel uncomfortable if humiliated in front of their peers and eventually they leave school.

Mopheme (2001) found that schools do not put anything in place to support the teenage mothers. Instead some schools expel them immediately when they find out that the girls are pregnant. The evidence is seen in Mopheme's *afrol* news article in Lesotho which reveals that in 2001, 11 girls in Form A dropped out in one year. In the same school, if the boy responsible was a fellow student, he was also expelled (Mopheme, 2001). Consequently these teenagers got involved in doomed marriages and were likely to have more babies (Mopheme, 2001). Feminist researchers consider schools as places where girls can find leisure because once they get married the high rates of divorce confirm lack of happiness in the marriage life which is attributed to men who see

bullying as normal in married life (McRobbie & McCabe, 2014). Shaningwa's study (2007 cited in Chauke, 2013) revealed that school-going mothers did not see school as a welcoming environment due to the hurtful experiences that they had with regard to their fellow peers and educators.

The lack of support is also evident in schools which allow school-going mothers to continue with their studies. Instead of being supported, school-going mothers experience marginalisation by their teachers (Chauke, 2013). The school-going mothers are sometimes forced to miss some of the lessons, because of their situation of being a mother and a student at the same time. For instance, they have to miss classes due to health problems. Their teachers do not empathise with them as they do not help them catch up on the missed lessons (Chigona & Chetty, 2008). One of the reasons given by teachers is they consider pregnancy as a private matter which does not concern them (Olivier, 2000 in Chigona & Chetty, 2008). Moliko's (2010) study indicates that teachers complained that they would not cover the curriculum if they spare some time for school-going mothers, while in Molapo's (2011) study teachers indicated that supporting school-going mothers might encourage teenage pregnancy. These teachers believe that if they assist a school-going mother when she has missed some of the lessons, other girls will have babies as well or the same girl would have more babies (Molapo, 2011). Some of the teachers who have negative attitudes towards school-going mothers are reluctant to offer them any attention stating that they are not trained for midwifery but teaching (Moliko, 2010).

Shefer et al, (2013), found that there is no support given to pregnant girls because the school leaders who should set a good example to teachers are also marginalising the teenage mothers. Shefer et al's research shows that principals in South Africa construct a pregnant teenager as a naughty child who does not listen and does not conform to the expectations of childhood (Shefer et al., 2013; Chauke, 2013). According to Shefer et al (2013, p.5) these teenagers are considered to be 'contaminating' and 'polluting' other learners. Having this belief implies that the school-going mothers are being discouraged from being with other learners. Chigona and Chetty (2007) also reported on a school head who is very exclusionary as he indicated that there are no arrangements that are made at school for the teenage mothers to catch up if they have missed classes because they deliberately chose to have babies (Chigona & Chetty, 2007). Chigona and Chetty (2007) have observed that principals make it hard for the school-going mothers to report

to them so these school-going mothers consequently decide to hide the mockery and bullying that occur at school. These principals are certain that bullying is occurring as one principal stated “yeah other pupils do mock them but they cannot complain to this office” (Chauke, 2013, p. 31). Since these principals are deliberately punishing the school-going mothers, their offices have become a “no go area” when these learners experience problems (Chauke, 2013, p. 31). Not only do teachers marginalise these girls, but also peers. Marginalisation by peers is discussed in the next section.

2.4.2 Marginalisation of school-going mothers by peers.

The friends of school-going mothers are not accommodating of them after they have become mothers. This is revealed in the study carried out by Mopheme (2001) in Lesotho which shows that some of the pregnant girls leave school without teachers knowing because they are mocked by their peers. Mockery by peers has also been observed by Chigona and Chetty (2007) where the young mothers are always reminded that they have babies especially when they quarrel with their peers. They are also teased about their physical features which change after giving birth for instance the size of their breasts (Molapo, 2011). This eventually destroys friendship relationships.

Research affirms that pregnant girls are gossiped about behind their backs by their peers especially during the early stage of the pregnancy when peers are not sure if these girls are pregnant (Chigona & Chetty, 2007; Morrell, Bhana & Shefer, 2012). Molapo (2011) points out that some girls keep the school-going mothers at a distant by avoiding sitting and playing with them while boys point fingers at them and talk badly about them. It can therefore be deduced that being avoided makes school-going mothers feel isolated because they cannot interact with their friends. The isolation goes to an extent where some learners do not want to work in groups with school-going mothers (Molapo, 2011). This is likely to affect school-going mothers’ performance because they are denied opportunity to learn from their peers through group discussions. It can then be noticed that school-going mothers are ‘othered’ and become the objects of attention as these peers look and talk about them as they pass by (Morrell et al, 2012). The marginalisation does not only occur in the school environment, but familial ties are important to consider as well.

2.4.3 Marginalisation of school-going mothers by family members

Literature reveals that the families of school-going mothers seem to marginalise them and make them feel different in the family. They are denied a space in the family tree as only married women and their children are considered to be bona fide family members (Makatjane, 2002, in Molapo, 2011). The denial in the family was also observed by Molapo (2011) who asserts that some parents do not give names to their daughters' babies. However, when names are given, these can be embarrassing for these girls. Names provided as examples included "Molahluoa", which means (outcast), or "Moramang" which means (Who is your father?) (p. 50). The embarrassment is even worse for the girls when the father of the child has denied paternity.

Some parents show favouritism towards other children in the family. Chigona and Chetty (2008) state that some parents favour the siblings of the school-going mother and this consequently leads to communication break-down between parents and their daughters. This prejudice is due to the fact that parents and teachers view the school-going mothers from the same perspective. The school-going mothers' parents and teachers argue that if they are too supportive of these learners that would perpetuate pregnancy among the girls around the teenage mother i.e. the siblings at home and peers at school (Chauke, 2013; Molapo, 2011). The implications of the lack of communication is that if the school-going mother is not on good terms with her mother, she tends to hide some of her experiences at school such as bullying (Chigona & Chetty, 2008). Additionally, Molapo (2011) observed that the siblings of the school-going mothers are not accommodating of them as they say their sisters who have babies increase the number of mouths to be fed so their parents cannot afford to provide for siblings like they used to do. The parents have a similar view as Chauke (2013) indicates that parents consider a newborn baby as a burden which readjusts their budget. Despite the negative attitude parents have towards their grandchild, they meet his/her needs and neglect their daughter's (Chauke, 2013). This further confirms the prejudices in the family against the school-going mothers.

On another note, school-going mothers are hindered from completing their studies by their parents. Some mothers of the girls are not supportive enough to take care of their grandchildren (Molapo, 2011). This impacts negatively on the school-going mothers as it puts much pressure on them because they cannot give enough time to their studies. Thus, their performance at school is affected and they might drop out before completing. Some parents constrain their daughters to

utilize the chance that the government gives in the countries where policy allows them to further their studies. This is reflected in the case where a parent encourages her daughter to seek a job during the mandatory leave (Molosiwa & Moswela, 2012). Presumably, once the school-going mother goes to work, it becomes difficult to go back to school. Chauke (2013) confirms that some parents throw their daughters out immediately when they find out about the pregnancy because they consider her as embarrassment to the family. It can therefore be noticed that it becomes very difficult for a homeless child to continue with studies. For parents who feel they can continue to live with their pregnant daughters the antagonism between them is likely to end the life of the daughter. This is evident in Morrell et al's (2012) study which found that a parent of one school-going mother insisted on her having an abortion, yet her pregnancy was too advanced to guarantee a safe abortion. In the light of this finding, it can be concluded that some parents risk the lives of their daughters. It cannot be denied that some of the school-going mothers are prepared to risk their lives without being persuaded by their parents. Research evidence indicates that some school-going mothers still resort to abortion as a solution because they cannot afford to raise the children (Moloko, 2010).

The parents feel offended when their daughter gets pregnant at a young age. Instead of empowering the daughter and assisting her to overcome the challenges that pregnancy brings with it, parents feel embarrassed in the community and they find their daughters worthy of being punished. Mahase (2006 cited in Chauke, 2013) asserts that parents use negligence to disapprove their daughter's acts. Similar to the principal who makes his office a "no go area" for the school-going mothers (Chauke, 2013, p. 31) one parent said that:

*...she cannot come to me to complain...I would tell her
that is what she wanted she just has to face the
consequences (cited in Chauke, 2013, p. 36).*

Drawing on the aforementioned argument, it could be argued that marginalisation of school-going mothers emanates from the two environments (home and school) which are trusted to provide support for them. Various studies have been reviewed in the next section to determine the extent of the influence of cultural factors on the beliefs of significant elders in schools, families and communities towards teenage pregnancy and the impact of such cultural beliefs on the well-being of pregnant adolescent girls.

2.5 INFLUENCE OF CULTURAL FACTORS ON TEENAGE PREGNANCY

An array of literature indicates that some African cultures are against teenage pregnancy. These studies include Mwaba (2000), Moliko (2011), Molapo (2011) and others who have shown in their research that teenage pregnancy is an embarrassment and brings shame to the family of the girl who has fallen pregnant in some cultures. It is further shown that, since adults from different cultures view pre-marital sex as taboo, girls who fall pregnant before marriage have bad names attached to them. In a study by Kibombo et al (2008, p.13) carried out in Uganda, these girls are considered to be “dirty, spoilt, finished, wasted and useless in the society” while Chapati (2009 in Chauke, 2013, p. 24) states that in Nigeria they are seen as “sexually loose, stupid and ill-bred”.

Dlamini et al. (2003 in Chauke, 2013) states that the Swazi culture deprives girls who fall pregnant out of wedlock from participation in the traditional reed dance and reduces their bridal price. Basotho culture is no exception in this regard. In Lesotho it is not only girls who engage in sexual activities who are being discriminated against, but also their children. The attachment of embarrassing names passes on to the children who were born from unmarried girls as mentioned in the previous sections. Makatjane (2002) adds on to show that Basotho discriminate against children born out of wedlock during traditional ceremonies and make them feel insecure and rejected.

Although numerous studies indicate that teenage pregnancy is disapproved of in some African cultures, in others this phenomenon is embraced. Dryburg (2002 cited in Moliko, 2010) states that in Sub-Saharan Africa, early pregnancy is believed to prove a woman’s fertility. Preston-Whyte and Zondi (1989) attested to this by stating that an African man in some societies will not marry a woman until she has demonstrated her ability to bear a child.

Literature suggests that culture has to be held responsible for perpetuating teenage pregnancy. According to Kibombo et al (2008) sex education is not adequately delivered in schools, because culture is against discussions on sexual and reproductive matters. These authors indicate that there is also a lack of resources such as condoms for demonstrating in a sex education class and parents are not willing to provide these to their adolescents. Besides that teachers feel ashamed

and lack confidence to talk about sexual issues with their students (Kibombo et al, 2008). This makes it difficult even for students to open up on sexual matters and others report teachers who try to offer sex education to their parents hence relationships and respect between teachers and parents are affected (Kibombo et al, 2008). In the light of this argument, it can be implied that teenage girls lack knowledge on sexual and reproductive issues and it is a challenge for them to avoid early pregnancy because sex education is not adequately delivered to them. The significance sex education has been observed by Moya (2002 in Molapo, 2011) as enabling young people to deal effectively with challenges of life.

Moreover in Lesotho, the ever changing cultural practices seem to perpetuate teenage pregnancy. Makatjane (2002) maintains that Basotho boys are not afraid to impregnate girls, because they are no longer paying six heads of cattle as has been the case with their elders in the past. In addition, Molapo (2011) indicates that in the past there were places in Lesotho where girls and their elders (grandmothers and aunts) discussed problems and how to avoid and prevent pregnancy before marriage, but today such discussions do not exist anymore. Based on the aforesaid arguments, one could say culture perpetuates teenage pregnancy by denying young people information and by the changing cultural practices. Patriarchy also encourages sex before marriage because girls who want to get married are obliged to impress men by proving their fertility. This attests to the assertion made by Hesse-Biber (2014) where she stated that women experience some social injustices which ruin their lives. The increasing numbers of girls falling pregnant at a young age in Lesotho fall into this category. Lesotho clearly needs an Education Act that could address teenage pregnancy because some of these girls are deprived of their right to an education. In the words of Phafoli et al (2007, p. 17g), “The Ministry of Education and Training should review its policy regarding expulsion of pregnant teenagers from school”. In the following section the Lesotho Education Act (MOET, 2010) has been reviewed.

2.6 A REVIEW OF LESOTHO EDUCATION ACT

In Lesotho, education is believed to be a human right that should be accessed by every individual. This is confirmed by the Constitution of Lesotho (2001, section 28) which states that:

Lesotho will endeavour to make education available to all and shall adopt policies aimed at securing that education is directed to the full development

of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms.

One of the policies that the country has successfully implemented to ensure that education becomes available and a right to all is free primary education which was introduced in 2002 (MOET, 2005). However, free education does not apply in high schools as parents are required to pay school fees. Morojele (2012) and Lekhetho (2013) attest to the success of free primary education by indicating the increased numbers of children enrolled in primary schools however they reported poor infrastructure as a challenge to the smooth flow of schools.

The Education Act has also indicated that schools and teachers shall ensure that every learner is provided with educational opportunities and learning free from any form of discrimination (MOET, 2010). Despite the good policies, there are groups of children who are denied access to education by some of the schools in Lesotho. These are girls who fall pregnant while still pursuing their studies. They are expelled by some of the schools. In a case where they are allowed to pursue their studies literature confirms that they experience marginalisation by teachers, peers and their families as indicated earlier in this chapter (see 2.4). This brings about more problems because if school-going mothers are marginalised instead of being supported, they drop out of school, hence rendering them powerless to pursue a future career or meaningful employment (Young, 2005, xxx).

The expulsion and marginalisation of pregnant girls could be attributed to the silence of the Lesotho Education Act (MOET, 2010) on teenage pregnancy. This silence leaves this matter up to the discretion of schools whether they allow pregnant girls to pursue their studies or expel them. In this case it could be argued therefore that as feminists (Young, 1998; Menon, 2012) state, the policies can be held responsible for perpetuating marginalisation of school-going mothers. It can therefore be noticed that if the ministry could review the Lesotho Education Act (MOET, 2010), perhaps by addressing teenage pregnancy in particular, all the schools in Lesotho would follow and abide by the same principle which should be in accordance with the right to education stipulate in the Constitution of the Kingdom of Lesotho (2001, Section 28 a). Some countries in Sub-Saharan Africa are faced with the same devastating numbers of teenagers who fall pregnant before marriage. However unlike Lesotho, they have taken some steps forward toward addressing teenage pregnancy in their educational policies. To illustrate, Willan (2013)

indicates that in South Africa teenage pregnancy has been reviewed and the South African Schools Act (SASA) permits teenagers to stay in school while pregnant and to return to school after they have given birth. In 2002 the Department of Education specified that girls should be given a two year break from school, however this time frame has been criticized for undermining school-going mother's education and distancing the school from providing support for both mothering their children and learning (Willan, 2013). More attempts are being made in South Africa with regard to teenage pregnancy. This is confirmed by the Department of Basic Education (DOBE) and Department of Health (DOH) in South Africa which have jointly ensured that the scope of Life Orientation is widened to cover a number of areas which include sexual and reproductive matters (Willan, 2013).

Moreover Molosiwa and Moswela (2012) state that Botswana's Education Act has also been amended and became less harsh on school-going mothers. Initially, the act permitted the girl pupil who got pregnant to go back to a school other than the one she was in, but her return depended on the availability of space. At the same time, school tended to illegally consider the girl's performance before she dropped out (Molosiwa & Moswela, 2012). This connotes that academically gifted girls stood a better chance of being admitted. In the present, although the return of school-going mothers is still dependent on the availability of space, the Botswana Education Act allows them to return to their former schools after they have given birth (Molosiwa & Moswela, 2012).

Similarly if the Lesotho Education Act (MOET, 2010) could be reviewed to address teen pregnancy, school-going mothers would be supported and protected in education because as indicated earlier in this chapter (see 2.4.1), marginalisation does occur in schools. School-going mothers should therefore be supported not only at school, but also in their families, and by the government through protective policies in order to use their school time productively. The high drop-out rates which result in unplanned marriages perpetuate poverty which is already a problem in Lesotho. Molosiwa and Moswela (2012) claim that most of adolescents who fall pregnant are from poor families. Their findings show that as a result, there is no support for the child as the father is usually also a student or a family man elsewhere (Molosiwa & Moswela, 2012).

In the following section, a review of educational support is provided that school-going mothers need.

2.7 THE EDUCATIONAL SUPPORT AND PROTECTION THAT SCHOOL-GOING MOTHERS NEED.

The different forms of marginalisation of school-going mothers indicate that they are experiencing devastating difficulties rather than being supported and understood (Chigona & Chetty, 2008). As a result they are not succeeding academically due to the pressure they have to endure from both the family and school (Chigona & Chetty, 2008). There is therefore a need for support from three environments, being the families, schools and government to protect the school-going mothers and enhance their education.

2.7.1 Support from the family

Substantial research (Kearney, 2009; Mestry & Khumalo, 2012; Travers, Balfe, Butler, Day, Dupont, McDaid, O'Donnell & Prunty, 2010; Willan, 2013) has found parental involvement in education crucial for children's academic success. Travers et al (2010, p. 73) advocate for parental partnership as a vital component to child education. Dale (1996 cited in Travers et al, 2010, p. 73) emphasizes in addition that parental involvement is even more crucial where children with special educational needs (SEN) are concerned. According to Chigona and Chetty (2008), school-going mothers are learners with special needs due to extra responsibilities that they have as compared to their counterparts. For instance, sometimes they have to look after their babies in hospital and miss classes if there is no one to look after the baby at home. It can therefore be concluded that school-going mothers need strong support from their families.

The parents of the girls are likely to become angry and shocked when they realize that their daughter is pregnant. If parents do not recover from this shock, pregnant girls might end up receiving less support from the family. Chigona and Chetty (2008) propose that parents need to be counselled in order to become understanding and accommodating of pregnant daughters. An understanding parent is therefore likely to provide support which enables the daughter to succeed academically. A parent who recovered from shock in Chigona's (2007) study took the full responsibility of her daughter's baby for the daughter to concentrate on schoolwork and attend

classes regularly. Chigona's (2007) study found that the positive impact of parental support increases confidence of the school-going mothers. One girl asserted that her performance improved significantly after having a baby. Chigona (2007) argues that the improvement of the school-going mother's performance is attributed to two reasons, these being "...the fact that she had a baby may itself be a driving force" (p.192), and "girls who receive support from their parents may feel obliged to perform well as a way of paying back the parents' kindness" (p.193).

Chigona (2007) and Willan (2013) advocate for an accommodating home environment. They propose that home should be emotionally supportive to enable school-going mothers to share the frustrations they encounter at school as a means to relieving their stress. If they share their problems with their family members they could perhaps get better solutions of dealing with different challenges.

Although Willan (2013) acknowledges that school-going mother's own motivation is essential for pursuing her education, she found childcare the most essential enabler for school-going mothers to return to school. This was confirmed by the school-going mothers who managed to return to school, because of the financial and childcare support that they got from the fathers of their babies (Willan, 2013). This implies that school-going mothers should not only get support from her biological family, but also from the baby's father.

2.7.2 Support from the school

The schools can ensure that school-going mothers are successful in their education if they offer them necessary support. According to Chigona and Chetty (2008) schools can have separate classes for the school-going mothers. However they emphasise that these classes should not be exclusive i.e. they are expected to offer education of the same quality as compared to their fellow counterparts in regular classrooms (Chigona & Chetty, 2008). The significance of educating the school-going mothers separately is that their class would consist of learners in the same situation (Chigona & Chetty, 2008). Perhaps they might be helpful to each other and learn more comfortably. An alternative view that Chigona and Chetty (2008) put forward is, if the school-going mothers are taught alongside their peers, they should be provided with counseling and there should be repetition of classes in the cases where they have missed some lessons. Counseling might help them cope with the situation of being simultaneously a mother and a

student while repetition of classes might be useful in catching up to be at the same level with the rest of the class. The Western Cape Education Department (WCED) policy of 2003 stipulates that school-going mothers need counseling as it maintains that they should be considered as learners with special needs who deserve counseling by professionals (Chauke, 2013). If they do not get counseling, Chigona (2007) indicates that their self-esteem might be affected. Lerner, (1985 as cited in Chigona, 2007), believes that low self-esteem is the major cause of low academic achievement.

The school-going mothers can be supported by getting social support at school. Matlala, Nolte and Temane (2014) suggest that teachers can provide this social support, however the support is more likely to be effective if parents cooperate and communicate with teachers. They indicate that this cooperation will enable teachers to, for instance, advise a pregnant girl to come to school with a parent or guardian when the pregnancy is at an advanced stage. This is a crucial time to keep an eye on the expectant school-going mother. These authors further indicate that appointing female teachers who can work with pregnant learners and having an emergency kit at school can be of great significance. They assume that the emphasis on female teachers is due to male teachers knowing nothing about pregnancy (Matlala et al, 2014). Although female teachers are trusted to assist the pregnant learners, this would mean that they have to at least have the basic maternal skills.

Some teachers propose that health training should be provided for female teachers (Matlala et al, 2014). This implies that a teacher who has undergone health training will provide effective social support to the school-going mothers. Nevertheless some teachers are averse to this view. Their argument is that training teachers on how to work with pregnant learners is an additional task which runs the risk of weakening the primary role which is teaching (Matlala et al. 2014). Some teachers find it worthless to allow expectant school-going mothers to come to school. Their argument is that children are given many rights which they cannot exercise productively (Matlala et al, 2014). These teachers are concerned about pregnant learners who move up and down stairs as they keep changing classes. They find it very unhealthy for a pregnant learner and the unborn child (Matlala et al, 2014).

The schools' policies are also of a great significance to consider in supporting school-going mothers. The authorities in a school should see to it that the policies are not excluding the school-going mothers. Molapo (2011, p. 41) indicates that one school policy stipulates that "learners should not be absent from school for more than three weeks". A school policy that has limits on the absences can be a tool for suspending or expelling the school-going mothers because they are sometimes forced to be absent from schools when they give birth to their babies, for instance. School policies should be 'inclusive' to take into account the unavoidable situations that some learners might face.

Chauke (2013) suggests that boarding schools are ideal for school-going mothers. She indicates that school-going mothers in boarding schools have been successful in their studies because they are not always in contact with their babies hence they enough time for studying. This assertion implies that school-going mothers should be sent to boarding schools as this would give them enough time for studying without being distracted by their babies. Contrary to Chauke's (2013) view, Kibombo, Neema, Moore and Ahmed (2008) believe that boarding schools spoil children because they are far from their parents. This means students in a boarding school can engage in bad behaviour since they are far from their parents. Chauke's (2013) assertion could be marginalising if girls are not allowed to give out their voices on the issue of separating them from their babies.

2.7.3 Support from the government

The findings in other related projects indicated that government needs to step in, in the pursuit of supporting school-going mothers. In the Caribbean the school-going mothers are considered to be a vulnerable group by the Minister of Transformation (UNICEF, 2003). A UNICEF (2003) report on the Caribbean has introduced a programme that equips the school-going mothers by offering them education, counseling, life skills and skills training after the birth of the first child. This programme targets these girls at the appropriate time and it is important for reducing the girls' chances of having more children.

The report further proposes a new perception and a clear policy which can be used to sue those who deny the school-going mothers their right to education especially if they are under the compulsory age of schooling (UNICEF, 2003). This report strongly disagrees with the expulsion

of teenagers who fall pregnant while still at school. Richards (UNICEF, 2003, p. 3) maintains that a teenage girl who falls pregnant while still at school should not be punished by denying her opportunity to complete her studies. She should be given a second chance. Second chances are about turning mistakes into success stories. Teen mothers should not have to forfeit the right to an education especially when they are still within a compulsory school age.

Matlala et al, (2014) propose that mobile clinics should be available in schools. They indicate that if the government insists that school-going mothers remain in schools, the Department of Education (DoE) in collaboration with the Department of Health (DoH) should organize mobile clinics for schools. Having a clinic on the school premises means that nurses would ensure that the expectant learners are healthy and would attend to any emergency that might occur.

2.8 CONCLUSION

This study has investigated marginalisation of school-going mothers in the district of Maseru, Lesotho. This chapter has focused on areas that are considered relevant to our understanding of marginalisation of school-going mothers as well as the perceptions of feminists on marginalisation. The literature review has been an attempt to provide an idea of the current research around school-going mothers. Some insights on marginalisation from feminist point of view have been provided because feminist theory provides a lens through which social practices and policies could be analysed for sexist practice.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

As stated in Chapter one, the purpose of this research was to explore the experiences of school-going mothers with regard to marginalisation. These students are included in the same schools with their peers while others are expelled from schools. Their experiences were explored from the perspectives of Inclusion using feminist research paradigm. Data were collected from three schools which have been given pseudonyms, namely, Manilla High School, Casey High School and Loti High school. From the schools three teachers and three school-going mothers were interviewed. The other group which was interviewed was three girls who should be at school, but have been forced out of school due to their being pregnant.

In this chapter the feminist research practice and research methodology have been described. The data collection method is also discussed in detail. This is followed by an exploration of how participants were chosen and how data were analysed. The ethical considerations that were pertinent to this study have been discussed. Issues related to credibility and trustworthiness that may have impinged on this study are addressed in this chapter.

3.2 FEMINIST RESEARCH PRACTICE PARADIGM

This study was conducted within a feminist research practice paradigm which is guided by feminist theory. Hesse-Biber (2014) strongly argues that although some people believe that feminism is no longer relevant because women have gained equality, she maintains that women still continue to experience discrimination and bias in their daily lives. Owing to this, feminist research is worthy of being conducted. Feminist research is characterized by goals which “foster empowerment and emancipation for women and other marginalised groups” (Wambui, 2013). Hesse-Biber (2014) asserts that one of the main goals of feminist research is to ameliorate the

inequities and social justices that ruin the lives of women. Feminist theory which guides feminist research has been described by Madison (2005, cited in Mertens 2009, p. 63) as:

being concerned with women's inclusion and access to institutions that were historically denied them, as well as to transform the exclusionary structures relative to discrimination practices at multiple levels with a goal of making them more just and society more equitable.

It is for this reason that I draw on feminist research practice since the literature indicates that women deserve access in institutions without being discriminated against, in this case the focus will be the educational institution. In this research I have argued that girls should enjoy education as a right. Having babies should not be seen as a constraint against girls completing their education. This view is also supported by McRobbie and McCabe (2014) who state that young mothers have rights too and need support from other women in order to succeed.

This study proposed to use feminist research practice because, as Hesse-Biber (2014) argues, feminist research practice privileges women's issues. This study aimed to hear the voices of the school-going mothers regarding their experiences of marginalisation so that they can be empowered and emancipated. This also conforms to Slee's (2011) advice which says, "in our pursuit of inclusion we seek understandings of exclusion from the perspectives of those who are devalued and rendered marginal" (p. 107). In addition, Hesse-Biber (2014) argues that research is considered feminist if it takes into account the voices of women in the issues that affect their lived experiences. In this regard it can be concluded that women are the best informants about issues pertaining to their lives. Feminists therefore give voice to women and acknowledge that their life stories can be a source of knowledge (Hesse-Biber, 2014). Thus, listening to the school-going mothers' voices is a feature that also locates this study within a feminist research paradigm. The research can also be considered to have followed the feminist tradition of bringing in the voice of the oppressed as "the slave's perspective is more complete than the master's alone" (Hesse-Biber, 2014, p.6). This is because, with regard to the marginalisation experiences more focus was on the school-going mothers who might be regarded as oppressed in this case as it is assumed they are subjected to ill-treatment. If I investigated the marginalisation experiences from teachers as the masters of the school-going mothers, this study would not have gained the important insights. It can therefore be concluded that bringing in the voice of the school-going mothers as victims of marginalisation was necessary.

3.3 RESEARCH METHODOLOGY

The study was conducted qualitatively because it sought to find out different perspectives of marginalisation experienced by school-going mothers. Lichtman (2006) maintains that although in qualitative research listening to people can be supplemented by some other data collection methods such as observations and videos, qualitative research relies heavily on words. This means the experiences of marginalisation by the research participants assisted in providing answers to the research questions that guided this study. This qualitative research was carried out within the feminist research practice paradigm, because the interest was in finding out about the experiences of the girls. The findings of this study therefore emanated from the interviews conducted with school-going mothers and teachers. The study therefore was a phenomenological study which “describes meanings of a lived experience” (McMillan & Schumacher, 2006, p.28). The use of interviews also gave it a feature of a phenomenological study as Creswell (1998 in Leedy and Omrod, 2010) indicates that a phenomenological study depends mostly on interviews where participants should have a direct experience with the phenomena.

3.4 DATA COLLECTION METHOD: INTERVIEWING

In Kajornboon’s (2005) words “interviews are a systematic way of talking and listening to people and are another way of collecting data from individuals through conversations”. Additionally, Kvale (1996 cited in Kajornboon, 2005) takes the view that an interview is a process where people interact, share views on a particular topic with the intention of producing knowledge. Semi-structured interviews were the main data collection method used in this study. As noted earlier in this chapter, Hesse-Biber (2014) states that interviews are recommended for gaining insights into the world of the participants, but also, feminist researchers use interviews because they allow “for spontaneity” (p. 187) for me to prompt and probe deeply to elicit valid responses from the participants. Mathers et al., (1998 cited in Wambui, 2013), also state that although face to face semi-structured interviews are labour intensive, feminist researchers use them to find high quality data. One on one interviews were used in this study as to encourage the young mothers to open up and to obtain personalized data (Kajornboon, 2005). The interviews were also used to assure the school-going mothers that anonymity was observed and their information would remain confidential.

Interview guides (See Appendix A) were designed for the interviews with teachers and girls. These guides were piloted by conducting interviews with colleagues. This helped me to restructure some of the questions in order to generate the required information (Jacob and Ferguson 2012, p. 5; Kvale 2007 in Turner, 2010). Some of the interviews were conducted in Sesotho for the participants who felt comfortable with their mother tongue while others were conducted in English. The interviews conducted in Sesotho were translated into English during transcription. The interviews were audio-recorded for accuracy, future reference and to supplement note taking during the interviews. Each participant was interviewed once and the interviews took 30-45 minutes. Each participant was interviewed at a time convenient to her.

3.5 PARTICIPANTS

The concept 'school-going mothers' has been explained in Chapter 1 (1.8). The participants in this study were school-going mothers in schools, their teachers, and school-going-mothers who should be at school, but have been excluded from school. I visited three high schools in Maseru. From each school one teacher and one school-going mother were interviewed. I also interviewed three school-going mothers who are excluded from school. This gave the total number of nine participants for this study.

I used snowball sampling to select teachers and school-going mothers as participants in the study. According to McMillan and Schumacher (2010) snowball sampling occurs when the selection of one participant leads to another. I appealed to principals to identify teachers who have pregnant girls or school-going mothers in their classes and similarly teachers helped me to identify one school-going mother each. In the case of the girls who are forced out of school, I visited schools (mostly Roman Catholic Schools) in Maseru, which do not allow pregnant and mothering girls to continue with their studies to assist me with identifying girls who have been suspended. McMillan & Schumacher (2006) recommend snowball sampling for selecting individuals who are scattered throughout populations, while Lichtman (2006) asserts that snowballing is useful when studying hidden or hard to reach participants. School-going mothers are therefore scattered across different classes at school while others are out of school in their different places. Therefore this was a suitable sampling method as school-going mothers do not form a single group or are not found in one class.

3.6 DATA ANALYSIS

In the data analysis stage I implemented thematic content analysis. Braun and Clarke (2006, p. 79 in Vaismoradi, Turunen & Bondas, 2013) describe thematic analysis as “identifying, analyzing and reporting patterns (themes) within data”. Vaismoradi et al. (2013) state that two approaches, those being inductive and deductive, may be employed in thematic content analysis. Their view is that unlike an inductive approach which can be used when there are no previous studies dealing with the phenomenon (Hsieh & Shannon, 2005 in Vaismoradi et al., 2013), a deductive approach is used for comparing findings in different contexts (Hsieh & Shannon; Elo & Kyngas, 2008 in Vaismoradi et al., 2013). In this study deductive coding was implemented. Data have been analyzed in relation to literature on marginalisation, i.e., I identified themes on marginalisation in the literature to see if they relate to the collected data. Guided by the feminist research paradigm, themes on marginalisation were generated by identifying where school-going mothers experienced discrimination and bias in their lives at school and in their families. The feminist research paradigm was also a lens used to identify the aspects which could empower and emancipate school-going mothers. These aspects generated the themes on support and protection that school-going mothers need. I was also guided by the literature to compare the findings in the rural districts with the findings from the present study which was conducted in Maseru, a more urban district. However there were themes which emerged in the collected data which were analysed inductively. Although the study was investigating marginalisation that is experienced by teens, there are themes on positive experiences (positive experiences at school and at home) that school-going mothers reported to have experienced.

3.7 ETHICAL CONSIDERATIONS

In conducting this study I adhered to the following ethical requirements: ethical clearance, anonymity, confidentiality, informed consent and voluntary participation. I applied to the Ethics Committee in the Wits School of Education for ethical clearance for carrying out this project. The committee granted me the permission to undertake this research (see Appendix J). One-on-one interviews were used to maintain confidentiality while anonymity has been guaranteed by using pseudonyms and identifying information has been avoided in the presentation of findings in order to protect the participants. The participants were told that their participation was

voluntary and that they were free to withdraw at any time if they needed to without any negative consequences. I also asked for blanket consent from the Ministry of Education and training to enter schools and interview teachers and school-going mothers (See Appendix B). A letter was written to the principals to ask for permission to interview teachers and students (see Appendix C). I asked consent from the parents (See Appendices H and I) of all school-going mothers and from the school-going mothers themselves. Each participant was given an information letter which stipulated that they would be offered counseling if they wished at the end of the interview and a consent form to be signed if they agreed to participate in the study. I therefore had a counsellor who was ready to offer counselling if needed at the end of the interview. Letters to the girls and consent forms have been included in Appendices D and E respectively while letters and consent forms to teachers are in appendices F and G respectively.

3.8 VALIDITY AND RELIABILITY

Validity is defined by Bernard (2000, p. 47) as “the accuracy and trustworthiness of instruments, data, and findings in research” while Maxwell (1992, p. 283) indicates that it “pertains to [the] relationship between an account and something outside of that account, whether this something is construed objective reality, the constructions of actors, or a variety of other possible interpretations”. Maxwell (1992) distinguishes between five types of validity namely: descriptive validity, interpretive validity, theoretical validity, generalizability and evaluative validity.

According to Maxwell (1992) descriptive validity involves the accuracy of interviews, observations and other methods employed in the collection of data. In my study, descriptive validity was ensured by audio recording the interviews with girls and teachers to supplement note taking. This also enabled the accuracy of transcription. Interpretive validity is concerned with the collected data that heavily relies on participants’ words (Maxwell, 1992). In my case, the interview questions were piloted with a friend to ensure that they would be comprehensible to participants. This enabled me to restructure some of the questions by using appropriate terminology for high school learners. Theoretical validity is concerned with the validity of concepts used in the study and the validity of the relationship of those concepts (Maxwell, 1992). In my study the used concepts include inclusion, Inclusive Education, marginalisation, exclusion

and school-going mothers. These concepts are drawn from studies on inclusion and they are defined in Chapter 1 (see 1.8).

Maxwell (1992, p. 295) contends that evaluative validity is not central to qualitative study because, “many researchers make no claim to evaluate the things they study”. The aim of this study was therefore not to judge how each school marginalises school-going mothers. Generalizability refers to the extent to which a researcher can apply the findings to other contexts (Maxwell, 1992). This study was not aimed at generalizing the findings as the sample consisted of only three schools in Lesotho. However, the findings provided some insights into marginalisation experienced by school-going mothers and the support that could be given to them.

Triangulation, which is recommended by Shenton (2004) as a way to enhance validity in a study, involves the use of multiple sources in the collection of data (Denzin & Lincoln, 2000). This has been ensured by interviewing girls and teachers in this study. Interviewing teachers only would not have provided sufficient information on marginalisation that is experienced by school-going mothers. Hence girls had to be interviewed.

Reliability refers to “the extent to which results are consistent over time and an accurate representation of the total population under study” (Joppe, 2000 cited in Golafshani, 2003, p. 598). To ensure reliability in this study, the results have been presented in relation to the interviewed groups, that is, the findings from teachers, girls in schools and girls out of school have been presented separately.

3.9 CONCLUSION

This chapter focused on the research paradigm and research methodology related to conducting this study, methods of data collection, choice of participants and analysis strategies. It has been highlighted how feminist research paradigm has been a lens for identifying the themes in this study. This chapter has also outlined how this research strove to meet ethical standards and issues of validity and reliability. In the following chapter the findings of the study are presented and discussed.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the findings and discussion of the findings of this study. As described in the previous chapter, data were collected by means of interviews. Interviews were conducted with teachers and school-going mothers from different schools and school-going mothers who are not attending school. In this chapter data are divided into themes and sub-themes. These themes were identified deductively by relating the themes on marginalisation in the literature to the collected data. I have also drawn on the conceptual framework and compared themes with literature. Some themes have been generated inductively from the collected data. These are the themes on positive experiences of girls though the study was aimed at investigating marginalisation. Table 1 below shows the various themes and sub-themes into which the research findings have been divided. Within each theme there are smaller sub-themes.

Table 1: Themes and Sub-themes

Themes	Sub-themes
Schools and pregnant/parenting girls	• School policy • Teachers' attitudes toward pregnant girls and school-going mothers. • School-going mothers' access in school activities. • School administration and school-going mothers.
Marginalisation/Exclusion in schools.	• Marginalisation of school-going mothers in schools by teachers. • Marginalisation of school-going mothers in schools by peers. • Marginalisation of school-going mothers out of school by teachers. • Marginalisation of school-going mothers out of school by peers
Marginalisation/Exclusion at home	• Marginalisation of school-going mothers in schools by family members. • Marginalisation of school-going

	mothers out of school by family members.
The educational support needed by all the school-going mothers.	• Support from the family. • Support from the school. • Support from the government.
The positive experiences of school-going mothers.	• Experiences in the family. • Experiences at school.
Comparison of findings from Maseru with findings from other districts.	• Similarities. • Differences. • Discussion of the findings from different districts.

4.2 SCHOOLS AND PREGNANT/PARENTING GIRLS

Schools and pregnant/parenting girls has emerged as one of the themes because different schools deal with teenage pregnancy in different ways. It is likely that the reason for the differences is as a consequence for the silence in the Lesotho Education Act (MOET, 2010) regarding teenage pregnancy. Teachers have therefore provided the necessary information for this study about the school policies on teenage pregnancy, teachers' attitudes towards school-going mothers, school-going mothers' access in activities and administration and school-going mothers. The interviewed teachers have been named Lucy, Natasha and Lefa.

Table 2: Biographical information of teachers

Teachers from three different schools	Gender	Designation	School
Lucy	Female	Head of department	Manilla High School
Natasha	Female	Deputy Principal	Casey High School
Lefa	Male	Teacher	Loti High School

4.2.1 School Policy

The three teachers indicated that unlike some schools which expel pregnant girls and girls who have babies, their schools allow the girls to pursue their studies. Both Lucy and Lefa agreed that

allowing girls who fall pregnant to complete their studies enables them to have a career. However, Lefa's additional reason for allowing these girls to pursue their studies is to be fair to girls as one could never be sure who the boy is who is also responsible for the pregnancy. It would not be fair to expel the girls and allow the boys to remain at school. In his own words he stated "*if we expel the girl leaving the boy behind, we are being dishonest to the girl*".

Natasha's response towards accepting school-going mothers was that in her school, they believe these girls deserve education despite their situation. She also raised two more reasons for keeping the girls at school: one being that education empowers the girls, and the other, that school-going mothers have more challenges than do other girls.

Natasha:

...if there is someone who has challenges more than all these girls, it is the girl who has a baby or who is married. Now she has to support the family. We know that education is the key to success. We believe they deserve an opportunity to be empowered so that they will be able to work for their children.

It seems that the teachers at the schools in the sample believe that education is a basis for pursuing a career because all the responses from the three teachers share a common opinion that the girls' success in their lives would be dependent on education. With reference to Natasha's response it has to be noticed that in her school, teachers are conscious of the importance of the school-going mothers having an education. They are seen as a group with challenges as compared to other girls. Natasha emphasized that they have more responsibility and commitments than other students as they have children to work for. The school-going mothers' responsibility is confirmed by Tina, one of the school-going mothers in these schools. She reported that she changed school after having a baby so that she could reduce costs for her parents who were very supportive. She wanted to cut off the boarding and transport costs which were very expensive. She indicated that she also breastfed her baby because to feed a baby was expensive. In Natasha's school, education is also considered to be a process that can empower the lives of school-going mothers.

These respondents seem to display a consciousness of the need for the girls to stay in school to be educated. This coincides with the Constitution of Kingdom of Lesotho (2001) which indicates that education is a human right in Lesotho. The findings also prove that school-going

mothers fall in the group that is likely to be marginalised as stated by UNICEF/MBESEC (2002) in Namibia.

Natasha's view that school-going mothers tend to understand the importance of schooling far better than girls who have not experienced any setbacks corresponds to Chigona's (2007) finding that the reality of having a baby can be a driving force which positively increases the school-going mother's performance at school. Moreover Natasha is conscious of the need to empower girls by allowing them to access education (Madison, 2005 as cited in Mertens 2009).

With regard to policy, all three teacher-participants indicated that their schools have a school policy. However two teachers (Lucy and Natasha) said their school policies address teenage pregnancy while Lefa stated that his school's policy is silent on teenage pregnancy. Lefa further reported that despite the silence of the school policy, staff do discuss pregnancy issues in staff meetings and there is a clear consensus about how staff deal with teenage pregnancy. The responses revealed therefore that the three schools have different ways of dealing with school-going mothers.

Lucy reported that it is a policy at her school to send girls home as soon as they realize that a girl is pregnant. They are permitted to return to school after the delivery of the baby in the following year. This teacher raised three reasons for sending a girl home. Firstly, she said teachers want to give a girl enough time to attend to everything that is related to her pregnancy. Secondly, the school's management does not approve of the girls coming to school with "a big tummy". Lucy indicated that other learners gossip about the girls who are pregnant.

Lucy:

...because our students are still young we know they will gossip about the pregnant one.

Thirdly, Lucy reported that the school-going mothers might have complications while still at school which may become the responsibility of the teacher to attend to the complications.

Teachers are not always equipped to deal with complications related to pregnancy. Therefore it is in the best interests of the girls to remain at home, to attend clinic and receive the necessary assistance.

Moreover Lucy indicated that upon the return of the girl who fell pregnant, her placement depends on two things, being the time she had to drop out and her performance in class as Lucy stated *“if she was performing well in that class and she happened to go home towards the end of the year, teachers speak to her parents and we put her in the next level”*.

Unlike Lucy, Natasha reported that her school’s policy is aligned to the Lesotho Education Act (MOET, 2010) which says education is for all so they allow all students to come to school even if they are pregnant. She stated that a school-going mother is allowed to come to school unless it is the doctor who said she has to stay at home. However she reported they have never had a case where a doctor asked their students to stay at home, they are always at school. This means school-going mothers understand the importance of education.

Lefa reported that although their school policy does not address teenage pregnancy it states that they should not expel any student for any reason. For this reason, they abide by the policy and allow the girls to attend classes throughout their pregnancy. Staff at her school agreed to include only those school-going mothers who are their former students. However Lefa reported that some students hide their status when they come to apply for admission in their school. The school always finds out after admitting them that some learners have babies while others are married.

There are girls who hide their pregnancy and leave school before the pregnancy is noticed and return after the delivery of the baby. Teachers usually get information from other learners that the girl who has left was pregnant.

Upon the particular school-going mother’s arrival at school, Lucy and Lefa had the same responses that placement depends on the time she dropped out and her performance in general. Lefa showed that a returning student goes to the same grade that she was in if she dropped out at the beginning or middle of the year. For a student who left school towards the end of the year teachers look at her performance to make a decision as to where she will be placed. Some students disappoint teachers by not returning to school at all as Lefa reported that their best performing student never returned to school after the delivery of the baby.

It should be noticed that permitting girls to return to school is encouraging and in line with feminist views on the school-going mothers right to an education (Madison, 2005 cited in

Mertens, 2009). However if girls drop out because they want to hide their pregnancy, the marginalisation is self-inflicted. They end up excluding themselves from school as Lewin (2009) observed that excluded learners do not complete their secondary education.

Some schools in my sample seem to take teenage pregnancy into consideration and attempt to address it in their school policies. Although one school that has not addressed the pregnancy of the girls in the policy, it appears that they still have discussions about how to deal with it though it is not explicitly stated. This brings awareness in education that teenage pregnancy should be addressed in the Lesotho Education Act. It is also evident that different schools view teenage pregnancy from different perspectives for instance Lucy gave a number of reasons for dismissing a girl from school when she gets pregnant. One being, it is shame for a girl to walk around with a “big tummy” at school. Besides that these reasons connote that teachers are not ready to attend to school-going mothers’ complications therefore they believe their parents should take all the responsibilities when the daughter is pregnant.

Although Lucy’s response shows that forcing pregnant girls to take a break from school can save them from being marginalised by other students such as gossiping, this might have a negative impact as some students never come back to complete their studies. It can be concluded that taking a break from school increases chances of not going back to complete. Hence it may perpetuate exclusion.

These findings provide a sense of what happens when there is no policy. The responses from these three schools connect to the findings from other studies conducted in Lesotho. Mopheme’s 2001 news article (see 1.1) noted that girls who fell pregnant in one of the schools in the Maseru district as well as boys who impregnated girls, were also expelled. The schools that were covered in Moliko’s (2010) and Molapo’s (2011) studies (in Qacha’s Nek and Leribe respectively) allowed pregnant girls and school-going mothers to pursue their studies, however these schools did not offer these learners the necessary support. Some of the teachers reported that supporting school-going mothers is likely to encourage more teenage pregnancy (Molapo, 2011) while others complained that they are not trained for midwifery (Moliko, 2010). Based on the connection between the previous studies and this study, one could therefore conclude that the findings in the previous studies and in this study suggest that there is no consistency on how teenage pregnancy is dealt with in schools. It is likely that this is because, there are no guidelines

in the Lesotho Education Act (MOET, 2010, as mentioned previously (2.6). The findings seem to conform the silence about teenage pregnancy in the Lesotho Education Act (MOET, 2010). One could argue that if the act stated how teenage pregnancy should be dealt with in schools, schools would have a uniform policy on school-going mothers. However, in this study those schools that do have policies that address teenage pregnancy, seem to be aware of the rights of girls. Additionally these schools seem to have ensured that their policies are guided by principles of inclusion which has been argued by UNESCO (2008) to be a guiding principle in the formulation of policies which advocate for EFA (Education For All).

The idea of sending pregnant girls home to the care of their mothers for a certain period of time and then allowing them to return to school later is consistent with the practice in South Africa which forces the pregnant girls to be at home for two years (Willan, 2013). However Willan (2013) has criticized this practice as she regards this decision as distancing schools from providing support for both mothering and learning (Willan, 2013). One could conclude that schools are trusted to give school-going mothers necessary support that can equip them to cope with the challenges of simultaneously being a mother and a student. Forced leave also confirms teachers' view on teenage pregnancy as observed by Oliver (2000 in Chigona & Chetty, 2008). Teachers regard a girl's pregnancy as a private matter that does not concern them. That is why they send pregnant girls home to the care of their mothers. Furthermore the reasons given for keeping girls who are pregnant at home indicates that teachers emphasise their major role as teaching as opposed "to midwifery" (Moliko, 2010). It can also be noted that Lucy's response which shows that pregnant girls are given a short break from school, reveal the marginalisation that takes place in schools. Her response is in line with Shefer et al. (2013) as they state that they find it unacceptable to have a girl walking around pregnant in front of the young learners.

4.2.2 Teachers' attitude towards school-going mothers

The responses from all the teachers interviewed for this study showed that they are positive about including the school-going mothers in their classrooms. In Natasha's school, the school-going mothers are treated the same as other students.

Natasha:

We believe we are the members of a family. We embrace them as a family ... the feeling is mutual. There is no discrimination, we even forget that they have babies.

With reference to Natasha's response it appears that in her school teachers try to remove the stigma of early pregnancy from the girls.

Contrary to Natasha's view, Lucy and Lefa do not forget the fact that the school-going mothers have a different situation from the rest of other girls. This is confirmed by their similar responses which indicate that they are positive about including school-going mothers in their classes because they come back as different students who show good behaviour. Lucy also added that when they come back they show more commitment to their academic work and indicate their disappointment at having an early pregnancy. On another note Lefa reported that he works together with the school-going mothers in Life Skills lessons referring to them as examples of students who made mistakes but are now showing good behaviour. He reported that sometimes he asks them to engage more in the discussions so that these other girls can learn about life.

Although the responses showed a positive feeling about the inclusion of school-going mothers Lefa indicated that some school-going mothers come back very stubborn, misleading and not listening to their teachers. However he pointed out that the cases are generally rare. He indicated that in his experience the girls who display stubborn behaviour think that since they have babies they are on the same level as their teachers.

These findings seem to be different from the findings of Moliko's (2010) study, because teachers in this study were positive about having school-going mothers in their classrooms whereas teachers in Moliko's (2010) study seemed to be negative about the presence of school-going mothers in the school. The results also counter the idea that all male teachers are negative towards school-going mothers which was observed by Moliko (2010). In this study Lefa reported that having school-going mothers in his class helps him to guide other students by referring to their good behaviour upon their return to school. Despite the positive attitude that Lefa claims to have, I found his practice in the Life Skills lessons discriminating against school-going mothers. He singles them out as if only girls make mistakes while the boys are not to be held responsible. This practice is likely to make girls feel different from other learners because according to Okpu

(1977 in Oladipo, 2013) these girls are included in education but on the periphery. One could conclude that Lefa means well but his actions are inadvertently marginalising.

Moreover it should be noted that while in Natasha's school teachers try to ignore the school-going mothers' situation and avoid comparing them with their counterparts, Lucy and Lefa do keep an eye on these learners to see if they really behave differently after having a baby or rectify the mistakes of having a baby out of marriage and at a young age. I argue that this puts burden of responsibility on the girls. They have to focus on their studies which might have suffered during pregnancy and at the same time convince teachers that they have come back as different learners. Natasha's actions do not conform to the Lesotho Educational Act which states that learners should learn free from discrimination (MOET, 2010).

Although teachers seemed to be positive about including school-going mothers in their classrooms, they reported some of the challenges that they have. Two teachers, (Lucy and Lefa), have similar responses. They reported that although they are positive about including school-going mothers, the mothers come with a number of challenges. Natasha had a different response.

Natasha:

They don't give us any challenges, some are very bright they are just passing very well some are struggling not because they are mothers but because they are not academically gifted.

According to Natasha, it has to be noted that the school-going mothers' situation of having babies has nothing to do with their academic performance.

Lucy and Lefa agreed that school-going mothers have challenges which also affect the teachers' time. However, they mentioned different challenges. Lucy said that most of the problems come with those who lack family support. She said these girls attend school irregularly when there is no one to care for their babies or when their babies are sick and need to be taken to the clinic. She reported that in worst cases, some leave the baby somewhere every morning before they come to school and collect the baby after school. This makes it difficult for these girls to arrive at school at 7 o'clock as expected. Besides that, Lucy indicated that these school-going mothers are not attentive in the afternoon lessons because in the afternoon, they start thinking about collecting their babies. Lucy said that this poor attendance puts more pressure on her as she has

to help the school-going mothers during her spare time because they do consult with her and want to be filled in if they happened to miss classes.

Lefa reported challenges from the pregnant learners. He said their performance declines when they become pregnant, but when the teacher is still wondering about the decreasing performance the girls disappear. Teachers would find out after they have left that it was because the girl was pregnant. With regard to the returning school-going mothers he mentioned that they have one incidence where there is a school-going mother who is destructive in class and other learners seem to be following her. He said the principal, deputy principal and class teachers are all complaining about the same learner who really makes it difficult to manage that particular class.

These findings suggest that school-going mothers are also learners with special needs as observed by Chauke (2013). This is seen from Lucy's response that shows the extra responsibility that school-going mothers have, the consequence of being simultaneously a mother and a learner. It can therefore be concluded that since school-going mothers have special needs they need additional help from their teachers. Furthermore a finding of a destructive learner in Lefa's school conforms to Lefa's earlier view where he stated that some school-going mothers come back "stubborn" and "misleading". This finding further shows the "contamination" and "pollution" idea observed by Shefer et al (2013, p.5) that school-going mothers persuade others to engage in bad behaviour.

4.2.3 School-going mothers' access to school activities

All the responses from three teachers showed that school-going mothers are allowed to participate in all the school activities. Natasha specifically referred to sports and said some of these school-going mothers are gifted in sports so they are free to participate. Although Lefa also reported that school-going mothers are free to participate in school activities in his school, he showed that some come back less interested in extra mural activities. His assumption is that these school-going mothers feel old to be playing with younger students. However this assumption can be critiqued because, school-going mothers may refrain from participating in sports activities in order to spare that time for caring for their babies.

These findings show that in these schools, school-going mothers are not excluded from participation in sporting activities as they are not only expected to be at school but also to take part in any activity that takes place within the school environment. It can therefore be noted that these schools coincide with the UNESCO (2008) definition of Inclusive Education which puts more emphasis on full participation of learners.

4.2.4 School administration and school-going mothers

The responses revealed that the school administration is supportive and accommodating of school-going mothers in the three schools. Natasha reported that in her school the school-going mothers are treated the same as other students by the school administration. She attested to the equal treatment by showing that even when they are from other schools they are not asked if they are mothers already. Lucy reported that their school administration works collaboratively with teachers to attend to problems faced by school-going mothers.

Lucy:

We support them to the extent where we are working together with the administration. We sometimes call their parents if we notice anything like lack of support. For instance, this student I said she dropped, her husband was not supportive so we called him and talked to him that he has to help his wife to finish her studies. We do usually work with the school administration and advise their husbands, those who marry after the baby, that they should not make another baby before the school-going mother completes her studies.

This shows that in Lucy's school, the school administration and teachers work hard for the welfare of the school-going mothers. It should be noticed that although in Lucy's school they report the situation of the school-going mothers to the administration, it is not for exposing them as different from other students, but for helping them with the problems that concern them. This study found a different scenario with regard to the views of principals in the other studies reviewed in the literature. Chigona and Chetty (2007) indicated that one principal in their study said he did not support school-going mothers in their problems, because they *chose* to have babies. Chauke (2013) states that principals deliberately make it difficult for school-going mothers to report their problems to their offices. Based on these findings from the present study it can be concluded that in these three schools, school-going mothers are able to report their problems to the school administration which is very supportive when it comes to their problems.

This shift could be due to the increased awareness of children's rights and that alarming numbers of teenagers who fall pregnant may have contributed to the normalizing of teenage pregnancy.

4.3 MARGINALISATION/EXCLUSION IN SCHOOLS

Marginalisation/exclusion in schools has emerged as one of the themes in the interviews with school-going mothers. These learners provided the information for this study on marginalisation and exclusionary practices that they experienced from teachers and their peers. This information about marginalisation of school-going mothers who are in schools was obtained through interviews with three school-going mothers from different schools, which are referred to as Manilla High School, Casey High School and Loti High School. These are the schools where the interviewed teachers are employed. The biographical details of the school-going mothers interviewed are illustrated in Table 3 below:

Table 3: Biographical details of school-going mothers in schools

Names	School	Age	Grade	Current situation	District
Sophia	Manilla High school	20 years	Form E	Mother of 3 year old girl	Maseru
Mercy	Casey High School	17 years	Form E	Mother of 4 day old girl	Maseru
Tina	Loti High School	19 years	Form E	Mother of 3 year old boy	Maseru

Table 3 above shows the three school-going mothers who participated in this study Sophia and Tina attend government schools while Mercy attends a private school. Sophia and Tina returned to school to complete their studies while Mercy, who had given birth to her baby just prior to the interview, had still been going to school while still pregnant. She reported that she only stopped going to school when she noticed labour signs. She was hoping to continue with her school in a week's time after the interview. The sub-themes that emerged from the data are discussed in the sections below.

The biographical details of the school-going mothers interviewed are illustrated in Table 4 below:

Table 4: Biographical details of the school-going mothers out of school

Names	Age	Grade at the time of withdrawal	Current situation	District
Maggie	15 years	Form A	Mother of 1 year old boy	Maseru
Thandie	16 years	Form A	Mother of 1 year old girl and 9 months pregnant	Maseru
Mpho	16 years	Form C	6 months pregnant	Maseru

4.3.1 Marginalisation of school-going mothers in schools by teachers

Two school-going mothers (Mercy and Tina) reported that they have been ill-treated by their teachers. Mercy indicated that she had been in school throughout her pregnancy and only stopped going to school when she had to go to the hospital for delivery of the baby. She said while she was still pregnant she missed a test as she had to go to the clinic but the response that she got from her teacher when she asked to be given the test was annoying.

Mercy:

When I said Ma'am can you give me a test please... She said it's none of her business that I was absent.

Mercy reported that this response made her dislike her teacher as well as that particular teacher's lessons.

Tina reported that she left school when she was pregnant. She said it was not because of the humiliation that she left but she had morning sickness due to pregnancy. She did not want anyone to notice her pregnancy. She reported that problems started upon her return to school. She said that her teachers taught in such a way that they humiliated her in an indirect way. She

also indicated that they do not want her to be with other learners, because they think she encourages them to have babies.

Tina:

You find that in class a teacher says some are grandmothers and they teach young kids bad behaviour.

Tina did not like the way she was always reminded that she has a baby. She even stated that the ill-treatment that occurs in class affects her learning.

Tina:

Or sometimes if this teacher finds me leaning against the desk, she asks if the baby was bothering me last night..... They cause me a lot of stress and I don't perform well because I am afraid to ask in class where I do not understand, because I think I will be told that I have too much on my plate which is a baby and education. So they will think that I ask because I have been thinking about the child at home instead of concentrating in class.

According to Tina's responses, marginalisation by teachers seems to occur even outside the classroom. She said her Sesotho teacher denied her an opportunity to participate in the Cultural Day function. Tina said she really wanted to be one of the students who would be wearing 'thethana' ('thethana' is a traditional Basotho girls' attire which looks like a mini skirt) at the function. She was not allowed to participate because as she reported, her teacher said Tina wanted to put teachers in trouble.

Sophia had a different view from Mercy and Tina as she said that she has not experienced any marginalisation from her teachers. She seemed to be very appreciative of her teachers.

Sophia:

To be honest in this school I find teachers being so perfect I cannot say anything wrong about them... they are not mistreating us...in the class and here on campus we are being treated in the same way we are all a team...here we have got mothers and young teenagers. We are treated the same.

These responses seem not to agree with what teachers reported except for Sophia and Lucy. Sophia confirmed that in her school the school-going mothers are accepted by their teachers as Lucy reported. However as for Natasha and Lefa the school-going mothers' responses are different from what the teachers reported. Natasha indicated that there is a mutually positive feeling about school-going mothers in her school, but Mercy has shared how she has been excluded from certain activities by one teacher. Lefa indicated that school-going mothers who do not participate in extra mural activities are those who have no interest, but Tina has been denied that opportunity by the teacher. From the response that the teacher gave to Tina, Tina felt that the teacher treated her differently from other girls. This finding conforms literature which indicated that discrimination against teenage pregnancy is evident during traditional ceremonies (Dlamini et al., 2003 in Chauke, 2013; Makatjane, 2002). It can be noted that some teachers marginalise girls because of their underlying cultural beliefs.

Reminding Tina that she has a baby in front of other learners makes her feel different and uncomfortable. Calling one a "grandmother" at school bears the connotation of being far too old to attend school. If this kind of treatment happens in front of the peers, it is likely that the girls will interpret this treatment by their teachers as marginalizing, because some of these harassments happen in the class. The problem with marginalisation from teachers, as Mercy and Tina reported, destroys the teacher-learner relationships and consequently and may impact negatively on the school-going mothers' learning. Tina and Mercy indicated that they disliked their teachers who treated them differently from other learners. Tina also emphasized that the poor relationship with her teacher lowered her performance as she does not want to concentrate in that particular teacher's lessons.

These findings coincide with the findings in the literature. Taking the case of Mercy where her teacher would not allow her to write the missed test, coincide with Chigona and Chetty's (2008) finding that teachers do not always empathise with the school-going mothers who are sometimes forced to skip classes due to health problems. The answer from Mercy's teacher that "it was none of her business", reveals that some teachers consider the school-going mothers' situation as a private matter as observed by Olivier (2000 cited in Chigona & Chetty, 2008). This teacher is therefore not working towards including all learners, because as Slee (2011) argues, education that is inclusive should ensure the rights of all to a meaningful education.

Moreover Tina's case where she reported that she is not expected to be with other girls confirms that some teachers have a 'contamination' idea as was found by Shefer et al. (2013). These teachers think that the school-going mothers would negatively influence other girls to have babies. The calling of names that Tina experienced in class was also found by Molapo et al. (2014) as they stated that teachers call school-going mothers by derogatory names which show that they have children. These findings indicate the significance of the feminist research approach which seeks to bring in the voice of the victim who experiences ill-treatment (Hesse-Biber, 2014). This also confirms Slee's (2011) assertion that in our pursuit of inclusion the voice of those who are devalued could offer us a better understanding of exclusion. School-going mothers as victims of marginalisation have revealed the marginalisation that would not come to the fore if only teachers participated in this study. The teachers presented a positive picture in comparison to the girls whose experiences are completely different. It has emerged from the findings that teachers think that they have a positive attitude towards pregnant girls and mothers, whereas from the girls' point of view, it seems that some teachers' actions and ways of communicating with them are in fact excluding.

4.3.2 Marginalisation of school-going mothers in schools by peers

Sophia and Tina reported that they have been harassed by other students. Sophia said that because of being older in her class, her teacher sometimes gives her the responsibility of monitoring and keeping order in the class. If she tells her teacher who was disruptive during study time, those students would wait for the teacher to go out and start shouting that school is not for grandmothers who have children, but for young children. Tina also reported that some students make her feel different from them. She said they do not want to work with her in the group discussions because they think she would dislike it if they misbehave. She also mentioned that it is another reason (apart from the teacher who discouraged her) that makes her not want to participate in school activities. She said she thinks other students would not like her presence. Mercy had a different response as she reported that she had not experienced any ill-treatment from other students. She said her peers treat her in the same way they did before she got pregnant.

It should be noticed that these findings reveal that some students believe that girls who have children do not belong in school. Calling them names such as “grandmother” seems to be a common form of marginalisation which makes school-going mothers feel different from the rest of the class. This has happened in two schools, being Sophia’s school and in Tina’s class where her teacher said some are grandmothers. Literature also indicates that learners had been reminding the school-going mothers about their status with the intention of hurting them anytime when there is a misunderstanding between them (Chigona & Chetty, 2007). Rejection of school-going mothers in the group discussions by their peers was also found by Molapo (2011). This rejection is likely to affect the school-going mothers’ learning negatively, because they miss out on the opportunity to learn from and with peers. This can also be referred to marginalisation at the social level (Messiou, 2006), because it destroys the learners’ friendships.

4.3.3 Marginalisation of school-going mothers out of school by teachers

Besides the school-going mothers in schools the school-going mothers out of school also revealed some forms of marginalisation that they experienced in schools while they were still in school. These girls should be at school, but they are not hence they are also referred to school-going mothers. Information about marginalisation of these girls who are out of school was obtained through interviews with three girls who dropped out of different schools.

Maggie and Thandie reported that their teachers’ harsh attitudes drove them out of school. Maggie indicated that she vomited in the class and from that time her teacher suspected that she was pregnant. She felt her teacher was continuously threatening her and decided to “stay at home”.

Maggie:

She called a meeting for all the girls in class and asked who was pregnant and still coming to school and she said we know quite well that the school does not allow the pregnant girls to attend school..... she was even saying she was going to call the nurses to do pregnancy tests on us.

Maggie said she had to leave in two days after the meeting, because she was not coping in class and her performance declined. She said she was always afraid that her teacher was going to tell

the whole school that she was pregnant. Thandie who had the same case of being out of school reported that it was the principal who said she should stay at home.

Thandie:

My teachers were not aware of my pregnancy but I think the other students were suspecting that I was pregnant because they were surprised to see me not eating some of the foods so I told my mother then she went to school to tell the principal and she was told that I have to stay at home as the school does not allow girls with that situation to continue with studies.

Thandie reported that unlike Maggie she had not experienced any ill-treatment from her teachers, because no one suspected that she was pregnant. She only reported the expulsion from the school brought her more problems because their parents forced them to marry and she was pregnant with the second child. Mpho reported no ill-treatment from her teachers as she said she left before they could notice her pregnancy.

These findings on the expulsion of school-going mothers seems to be continuing in some of the schools in Lesotho because the news article (see 1.1) indicated that school-going mothers were expelled from schools and as a result got into doomed marriages where they are likely to have more children. Thandie's case confirmed this assertion because her elder daughter was one year and her second child was due. Furthermore, this study indicates that marginalisation can result in exclusion (Messiou, 2006) as Maggie ended up being excluded from the school due to the harsh marginalizing experiences she had in class.

4.3.4 Marginalisation of school-going mothers out of school by peers

Both Thandie and Mpho reported that other students were gossiping behind their backs. They wanted to know if Thandie and Mpho were pregnant. These rumours who were going around in Mpho's school forced her to drop out of school as she stated that she knew she was going to be the talk of the whole school if ever they found truth about her pregnancy. She therefore left before she could show that she was pregnant. Mpho reported that when one quarrels with other students in her school, they pick up on the problem she had. She is quoted below:

Mpho:

I have heard how they talk about those who made abortions and those who married young. Once you quarrel with them they start telling you that you are the mother of abortions or you got married young because you are loose So I try my best to avoid them I don't want them to see me pregnant.

Mpho's fear of her peers also made her attempt an abortion and reported that "unfortunately" it was not successful. She reported that she was very sad that she was pregnant and emphasized that she does not want anybody from her school to see her after she had left. She emphasized how she avoided her schoolmates.

Mpho:

I don't want to meet those students from my school....I try by all means to avoid them even those who are my neighbours I know they come back from school after 4 p.m. so from that time I stay in the house until the next day.

It should be noticed how marginalisation affects school-going mothers as Mpho reported that she tried to terminate her pregnancy several times but failed. Her use of the phrase *unfortunately it was not successful* shows that she strongly wanted to terminate that pregnancy. All these attempts were done as a way of hiding pregnancy from her peers. Maggie had a different response which indicated that she did not experience any problems from other students.

These findings coincide with the findings in the literature as Mopheme (2001) and Chigona and Chetty (2007) also found that school-going mothers are mocked by their peers. Molapo (2011) also found that a school-going mother is avoided by her friends. The time Mpho heard the gossip about her pregnancy coincides with the findings by Morrel et al. (2012) that indicate that rumours go around during the early stages of the pregnancy when students are not sure about the pregnancy. These rumours drive pregnant girls out of school because they (pregnant girls) want to hide from their peers. It should be noted that marginalisation at school leads to exclusion (Messiou, 2006) of girls who are pregnant.

4.4 MARGINALISATION/EXCLUSION AT HOME

Marginalisation/exclusion at home has emerged as one of the themes, because both groups of girls in schools and out of school experienced marginalisation and exclusionary practices in their families. These experiences are presented in the following sections.

4.4.1 Marginalisation of school-going mothers in schools by family members

The two school-going mothers (Sophia and Tina) reported that although there is support from their families there are some instances where they are ill-treated. They mentioned a few things that limit their participation in their education. Sophia reported that she finds her child affecting her studies. She said although her parents look after the baby, when she is sick and the doctor wants the biological mother, she has to leave school and look after the child in the hospital. Consequently, her performance at school has declined.

Sophia:

What happened is that from the beginning my parents did not assist me because to end up having a child I can take it as a rape because we did not agree on it. So after reporting to them, they did not do anything.

Sophia indicated that she wanted to sue her boyfriend, but her parents were not supportive. She also mentioned that she wanted to sue him again for support of the child but still her parents do not want her to mention his name in the family. Sophia seemed unhappy that the responsibility for the baby fell entirely on her parents. Tina reported that her parents were angry when they heard that she was pregnant, but later forgave her. Her brother also neglected her and would not talk to her but forgave her as well after the delivery of the baby. She said people who are still unhappy about her going to school are their neighbours in the village who are gossiping that she does not want to look after the baby and have burdened her parents. Although these two school-going mothers experienced some forms of ill-treatment in their families, Mercy had a different experience as she said she got all the support from the family.

Tina's parents who were angry at her falling pregnant correlate with the findings in other similar studies which indicate that Basotho culture disapproves of teenage pregnancy and considers it as bringing shame to the family of the girl who falls pregnant (Makatjane, 2002; Moliko, 2010; Molapo, 2011). It can therefore be argued that Tina's parents viewed her pregnancy from the cultural perspective, hence the reason for their anger towards her. Tina's brother also did what other parents do when their daughters become pregnant out of wedlock as Mahase (2006 as cited in Chauke, 2013) has found. Some parents neglect their daughters as a way of showing their disapproval. Sophia's view that the father of her baby should take responsibility for their

daughter conforms to Willan's (2013) finding that school-going mothers who had support from the fathers of the baby managed to return to school. It can therefore be noted that the support from the boy's and girl's families is significant. It can enable school-going mothers to complete their studies.

4.4.2 Marginalisation of school-going mothers out of school by family members

All the respondents reported the ill-treatment they got from their parents. Maggie who was a daughter of separated parents reported that she lacked support from her mother as she stated "...she does not want to accept that I have made a mistake.....only my father understands". School-going mothers' parents have been reported to become angry but change with time. However Maggie indicated that her mother, unlike other parents, resented her throughout her pregnancy and did not forgive her even when she was admitted to the hospital.

Maggie:

She did not even want to collect me from the hospital ... I had to stay at the hospital for two weeks after being discharged but our neighbors reported my mother at her work that she has not collected me from the hospital. The most painful thing I didn't like she said I am not her daughter but her sister's daughter so her coworkers contributed some money so that she could pay for me. But she became even more hateful after collecting me she left me at her place without food and went to work so I decided to take my baby and went back to my father's place.

Maggie and Thandie reported that their family members and the parents of the boys who are responsible for the pregnancy were not accommodating of them. While Maggie reported that her boyfriend's parents refused to accept that their son is the father of her child, Mpho reported that her boyfriend denied that he is the father. Thandie's case was different from Maggie's and Mpho's cases. She reported that their parents (her own and the boy's) forced them to get married. She indicated that her mother-in-law changed in a few months and was not giving her food. Thandie blamed her parents from both sides for the forced marriage which she indicates came with more impediments to her life. In her own words she is quoted below:

They wanted to hide that we have made a baby so they wanted us to marry but they are not even supportive enough especially my husband's parents. Look now I am expecting a second child if I didn't marry I think I would not be pregnant.

Thandie also pointed to her husband that he is limiting her education because he cannot provide enough for their family. She said after the delivery of the elder child, she went back to a different school but had to drop out after two months because her husband could not afford to pay the nanny.

In the light of these findings, school-going mothers who are out of school find themselves caught between two unsupportive environments being the school and the home. This is revealed by Maggie and Thandie who were expelled from school and they find their homes not accommodative as well. Mpho dropped out because of the marginalisation she experiences at school and found an unsupportive environment when she got home.

These findings are consistent with literature as Morrel et al. (2012) asserted that some school-going mothers are unable to complete their studies due to lack of support in the family. Thandie's case has confirmed this assertion because she dropped out within two months of returning to school because there was no support in the family. The parents who want to hide that their children engaged in sex before marriage by forcing them to marry immediately, reveal the disapproval of early pregnancy that is held in Basotho culture (Makatjane, 2002; Moliko, 2010 & Molapo, 2011).

4.5 THE EDUCATIONAL SUPPORT NEEDED BY SCHOOL-GOING MOTHERS

In the above sections, both school-going mothers in schools and out of school showed how they have been marginalised by teachers, peers and their family members. Besides the marginalisation experienced in schools and in the family, this study also focused on the awareness in education that is brought by forms of marginalisation. It has therefore been found that there is a need of educational support for all the school-going mothers. Their support and protection can be from three environments being the family, the school and the government.

4.5.1 Support from the family

Four of the six school-going mothers reported that they would like to have financial and childcare support. They all indicated that they need financial support for buying clothes and food for their children. Those who are not attending school reported that if they are supported

financially, they would be able to go back to school. Financial support could cover school fees and pay for a nanny to care for the child while the mothers are at school Mpho, a girl who is not attending school added on to say financial support would help her to pay fees at school. She indicated that having a nanny would enable her to have enough time for her assignments. Others reported to be desperate for their mothers to look after their babies when they go back to school. Two school-going mothers who are in schools (Sophia and Tina), said that they are satisfied with the financial and childcare that their parents provide. However Sophia stated that she would like her parents to assist her to sue the baby's father for more support. She feels that he also has to take part in raising the baby.

From the findings of this study, financial and childcare support seem to be the outstanding enabling factors in the family for school-going-mothers to go back to school and to help those who are in school already focus more on their academic work. These findings coincide with the literature as Willan (2013) asserted that childcare and financial support are considered essential for enabling school-going mothers to return to school. The findings also attest to the feminists' opinion (McRobbie& McCabe, 2014) which shows that young mothers need support from other women. School-going mothers have indicated that they count on their mothers that they can provide the best childcare support.

4.5.2 Support from the school

Three school-going mothers indicated that they are against the expulsion of students when they get pregnant. They said if they are expelled that brings more problems. One of the problems was reported by Thandie is forced marriage which leads to having more children. Most of the school-going mothers also reported that teachers should be considerate if they have missed tests and when they consult with them to catch up with the missed lessons. However, school-going mothers in schools emphasized that they feel that it is their responsibility to take the initiative if they have missed classes. For instance, Sophia expressed that she uses free periods to consult with her teachers and her classmates in order to catch up with the missed school work. They would also like teachers to stop harassing them in the presence of other students.

Maggie:

like if they suspect that they are pregnant they should not harass them in the presence of other students... its better if they can call that particular girl and ask her. I did not like what my teacher did to me.

Tina also disliked to be harassed in front of other students and said that it perpetuates more ill-treatment from other students. She suggested that it would be preferable for teachers who harbor negative attitudes towards the girls to hide these, because the girls' learning is affected negatively. Sophia's view on the support for all school-going mothers is that teachers should run a programme on the radio and encourage and show the school-going mothers the importance of education. She thinks this can help all the girls who fell pregnant while still studying to understand that pregnancy is not the end of life.

These findings seem to be slightly different from the reviewed literature on the support that can be provided by the school. The literature focused more on health and coping with the situation of being a mother and a student. The school-going mothers did not mention having problems with health. However there are similarities as some of the school-going mothers need to be allowed to continue with their studies and helped accordingly in the classroom by teachers. This help includes catching up if they missed classes which is also advocated by Chigona and Chetty (2008). That would help to ensure inclusive education principles are adhered to, as Hussein (2008) indicated that to be included in education does not only mean a physical presence but also active learning. School-going mothers need a social support from their teachers in the form of private talks if they are not happy with them rather than exposing them in front of other learners. They need inspiration to pursue their education. The social support in terms of advice from teachers is also acknowledged by Matlala et al. (2014).

4.5.3 Support from the government

Three school-going mothers indicated that the government should have a policy that forces all the schools to re-admit school-going mothers to pursue their studies. Two of them suggested that the school-going mothers' access to education should not just be a mere placement, but there has to be laws and regulations that protect them against discrimination. This followed the fact that Tina reported that she has seen that even where they are allowed to access education, they are discriminated against because some teachers are not happy about their presence. Furthermore,

Sophia acknowledges the programmes that the government introduced for teenage mothers and suggests the extension of those programmes:

Sophie:

There are some programmes for young ladies like these girls who have children out of wedlock there is a programme that is run by the nuns so if the government can have many of those programmes I think they can benefit the young ladies.

A policy that allows school-going mothers to continue with their studies has also been advocated by Richards (UNICEF, 2003) who maintains that school-going mothers should be given an opportunity to turn their mistakes into success stories. He also takes the view that if they are not allowed to return to school, they are being deprived of their right to education (UNICEF, 2003). A Programme for school-going mothers in the Caribbean has been found effective as it equips them after the birth of the first child to continue with their studies, get counseling and skills training. (UNICEF, 2003). Based on these findings I argue that the Lesotho government must be held accountable for protecting the education right of school-going mothers through reviewing its Education Act (MOET, 2010). The revision of the Lesotho Education Act (MOET, 2010) would be a move towards achieving Inclusive Education, because Armstrong, Armstrong and Barton (1999) indicated that schools should be transformed for the well-being of all learners while Hussein (2008) advocates for integration of marginalised groups into education.

4.6 THE POSITIVE EXPERIENCES OF SCHOOL-GOING MOTHERS

The overarching question of this study was to investigate marginalisation experienced by school-going mothers in schools. Although school-going mothers highlighted the experiences of marginalisation, what is worth noting is the fact that some of them have been supported both in their homes and in their schools.

4.6.1 Experiences in the family

Although this study aimed to investigate marginalisation experienced by school-going mothers, in some cases the findings also revealed some positive experiences. Some of the school-going mothers are receiving good support in their families particularly from their parents. They explained that their parents have accepted their babies in the family. The school-going mothers

were very excited to tell that their parents adopted their children and taught them that their mothers are their sisters. Mercy was also happy to tell that her mother has been considerate throughout her pregnancy. She said she was not burdened with household chores and was told to have enough rest.

The school-going mothers stated that their parents gave the names that they liked to their children. They reported that the routine that is followed in their different families when naming a baby was also followed with their babies. This further confirms the acceptance of the babies in the family. Tina also said her parents gave the name to her child and asked her to give another name of her choice. She is happy with those names.

The school-going mothers also appreciate the financial support from their parents as they stated that parents buy food and clothes for their children. They have also managed to return to school because their parents pay for their fees. Tina said her parents hired a nanny so that she can have enough time for her studies without any distraction by the baby. She also said her parents paid her fees to take extra lessons where she feels she is struggling.

These findings show that some parents understand that their daughters made a mistake of becoming pregnant out of wedlock which can be rectified by empowering them with education. This is confirmed by the response that the parents have towards the daughters' mistakes. Parents do not throw them away but try their best to assist them to go back to school. They do not forget their responsibility in educating their daughters which is of great significance. If the school-going mother is not assisted to return to school, that would imply more poverty in future with her child. Taking the full responsibility on their grandchildren is likely to provide emotional support to the school-going mothers. They feel like children in the family who have to pursue their studies rather than thinking like a parent who has to provide for the child every day. The school-going mothers seem to like when they are separated from their babies by not being treated as parents but being supported as usual to continue with their studies. If there is strong support from parents school-going mothers are likely to perform well in their studies as Chigona (2007) argued that one of the reasons that might contribute to the increased performance of a school-going mother might be the feeling of paying back the parents' kindness.

These findings reveal the significance of parental support where school-going mothers as learners with special needs (Chigona, 2008) are concerned. The school-going mothers managed to return to school because their parents took the full responsibility on their babies and paid for their fees. The full responsibility has been found essential by Chigona (2007) and Willan (2013) who adds on to state that financial support and childcare support are the determinants of school-going mothers' return to school. Based on these findings, it can be concluded that school-going mothers' support needs to start in the family. This will allow her to return to school and school support is also significant to consider.

4.6.2 Experiences at school

Despite the fact that Tina experienced marginalisation in school activities in her school, some school-going mothers reported that they are allowed to participate in all the school activities. Sophia emphasized that they are allowed to wear the outfit of different sporting activities without being discriminated against. She also mentioned that they wear the same uniform as one would think that for school-going mothers they would be told that length of the uniform should be longer. Furthermore Mercy indicated that she was getting along very well with her peers who have been treating her the same way throughout her pregnancy. She also said they were empathizing with her when she was not given a test that she missed and advised her to consult with her teacher again.

If schools allow all students to participate in school activities, they could become welcoming environments for school-going mothers. Schools therefore become places where girls find leisure before they can be involved in marriages (McRobbie & McCabe, 2014). The welcoming environment is likely to impact positively on the academic performance of the school-going mothers.

4.7 COMPARISON OF THE FINDINGS FROM MASERU WITH THE FINDINGS FROM OTHER DISTRICTS IN LESOTHO

One of the aims of this study was to compare the findings from this study which has been carried out in Maseru with the studies carried out in other districts. This section therefore analyses and

discusses the similarities and differences of the findings from Maseru district and the findings from other districts in Lesotho.

4.7.1 Similarities

The studies carried out in Leribe and Qacha's Nek revealed that teenage pregnancy is high among high school students (Ntjabane, 2013; Molapo, 2011; Moliko, 2010). This has also been revealed by this study.

Lefa:

...if I can make an example with my Form A class two years back when we closed school in March, one got pregnant when we close in June another one got pregnant in September one got pregnant then I had to talk to my students very...very seriously.

These findings reveal that Maseru as the capital city of Lesotho and more urban than Leribe and Qacha's Nek experience the same problem of girls who fall pregnant before they complete high school. Some of these girls fall pregnant at an early age as this study revealed that some school-going mothers got pregnant at the age of fourteen or fifteen. If they are not supported, as some reported that the fathers of their babies denied paternity, they are likely to resort to abortion. For instance Mpho tried several times to abort her baby though she failed and reported that in her school girls who abort their babies are gossiped about by other students. Moliko (2010) also found that abortion becomes the consequence of teenage pregnancy.

The results are also similar in school-going mothers' experiences with regard to their teachers and peers. Language has been found to be marginalising in these studies as the study revealed that a teacher was marginalising school-going mothers by calling them grandmothers. The name calling by teachers, which embarrasses school-going mothers by showing that they have children was also found by Molapo (2011). The common marginalisation by peers from this study and the study carried out in Leribe (Molapo, 2011) is the avoidance and rejection in the group discussions in the classroom.

4.7.2 Differences

Moliko's (2010) and Molapo's (2011) studies revealed that parents do not support school-going mothers, but embarrass them for their wrongs. This was revealed by parents who give embarrassing names to their grandchildren and deny them space in the family tree. Contrary to that, this study has revealed that parents are supportive to the school-going mothers. Almost all the participants indicated that their parents gave their children the names that they liked. School-going mothers also reported that their parents take the full responsibility on their babies and treat them like siblings. Their children are not discriminated against in the family as Sophia said about her daughter: "*She also took my surname she is just another sibling in my family*". The strong parental support has also been revealed in Maggie's case. Although she reported a lack of parental support, she was not rejected by both parents. The problem was with her mother because her father who has been reported unemployed was supportive as she stated: "*...she does not want to accept that I have made a mistakeonly my father understands*".

The findings in Moliko (2010) and Molapo (2011) reveal that teachers have negative attitudes towards school-going mothers. Moliko (2010) states that old teachers and male teachers do not approve the presence of school-going mothers in the school and they propose that girls should be expelled when they are pregnant. Conversely, all the interviewed teachers in this study are positive about including school-going mothers in their classrooms. Lefa who is a male teacher expressed that he acknowledges their presence in school while other teachers insist that school-going mothers should be empowered through education as they have more responsibility than other girls.

They also differed significantly with regard to supporting school-going mothers. Molapo's (2011) study revealed that teachers view supporting school-going mothers as a perpetuation of more teenage pregnancy. On the other hand this study revealed that teachers take the view that supporting school-going mothers is empowerment and emancipation to build their future. They believe that allowing them to continue with their studies is also a response to the Lesotho Education Act (MOET, 2010) which states that everyone has a right to a non-discriminatory education.

4.7.3 Discussion of the findings from the different districts

In comparing the findings of this study with the findings from Leribe and Qacha's Nek, it must be noted that the commonalities have been found. With this said, these districts have a similar problem of high teenage pregnancy in high schools. The school-going mothers seem to respond similarly to the unwanted pregnancy by resorting to abortion as a solution. The reason behind hiding pregnancy can be attributed to the fact that school-going mothers experience marginalisation in their schools as the findings reveal that teachers and peers marginalise them in the same way.

Nonetheless the findings from these districts differ significantly. Starting in the family, parents in Maseru seem to be more understanding than parents in the other two districts. This has been affirmed by the support that parents in Maseru provide for their daughters unlike their counterparts in the other districts who feel that their daughters have to be punished by giving their babies embarrassing names (Molapo, 2011). Makatjane (2002) indicates that Basotho discriminate against children born out of wedlock. It can therefore be argued that these parents are highly influenced by the cultural beliefs and seem to have the same feeling of discrimination against children born out of marriage.

Teachers' attitude towards school-going mothers' inclusion or exclusion in the schools differs across these districts. Some teachers interviewed in Maseru view school-going mothers as girls who deserve to be educated like anyone else while teachers in the two districts believe that girls who are pregnant should be expelled from school. According to Hesse-Biber (2014) women experience discrimination in their daily lives and therefore deserve empowerment and emancipation (Wambui, 2013). Suffice it to say teachers in Maseru view the school-going mothers' education from a more progressive point of view (aligning with feminist perspectives). This might be perhaps because of the more urban context. However, teachers with negative attitudes from the two other districts are perpetuating the inequalities in education possibly driven by more conservative cultural beliefs.

The findings from Maseru indicate that teachers are concerned about the implementation of the Lesotho Educational Act (MOET, 2010) which states that every citizen deserves a non-discriminating education. Teachers explained that their acceptance of the school-going mothers

is based on the Education Act (MOET, 2010). It can therefore be concluded that teachers in Maseru understand and are concerned about the successful implementation of the Lesotho Education Act (2010) of Lesotho while their counterparts in other districts seem to ignore it.

It is thus clear from the comparisons that in Maseru, teenage pregnancy is understood as a problem that should be dealt with in a positive way. This agrees with Richards's opinion which is to give school-going mothers a second chance to turn their mistakes into success stories (UNICEF, 2003).

4.8 CONCLUSION

This chapter has presented the findings and discussions of this study. The findings have been presented in six broad themes and within each theme there are smaller sub-themes which are used to give meaning to data. The schools and pregnant/parenting girls highlighted the schools' policies, teachers and administration attitudes towards school-going mothers and school-going mothers access in school activities. Marginalisation/exclusion in schools has indicated school-going mothers are marginalised and excluded by their teachers and peers. Marginalisation of girls is also evident in some of the families. The girls have also indicated the kind of support that they need which could empower them in education. Despite the marginalisation that is experienced by school-going mothers, it has been shown that some of them are well supported in their families and at school. These findings which are from Maseru, a more urban context, have been compared to the findings from the rural districts where teenage pregnancy studies were carried out. The summary of findings, recommendations and conclusion will be presented in chapter five.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Having presented and discussed the findings of this research in Chapter four, this chapter summarizes the findings of this study in relation to the research questions. It also offers recommendations for education policy-makers in Lesotho and for future research. The following questions guided this study.

The main question is, how are school-going mothers marginalised in high schools in the Maseru district of Lesotho?

The sub-questions:

1. How are school-going mothers marginalised by teachers?
2. How are school-going mothers marginalised by their peers?
3. How do family members marginalise the school-going mothers?
4. How do these forms of marginalisation bring about awareness through education to protect and support school-going mothers?

5.2 KEY CONCEPTS

The key concepts which framed this study are embedded in Inclusive Education. Inclusive education is defined as a struggle against exclusion (Slee, 2011), an education that maximizes participation of learners who are at the risk of being marginalised. The concepts are therefore inclusion, inclusive education, marginalisation and exclusion. These are explained in Chapter 1. Marginalisation as a central concept to this study has been defined as being on the periphery of society (Okpu, 1977 in Oladipo, 2013) by limiting one's participation in the social life (Young, 1998). Messiou (2006) views it from the educational level by stating that a marginalised child is experiencing limits within a school setting (Messiou, 2006). This concept is closely related to

exclusion, because Lewin (2009, p. 157) indicates that one can be part of the group but ‘silently excluded’ while Messiou (2006) states that marginalisation results in exclusion.

5.2.2 Overview of the findings

5.2.2.1 Marginalisation of school-going mother by teachers

One of the marginalizing practices by teachers that is revealed in the study is being forced to be out of school. This resulted from the harsh attitude of teachers which drove pregnant girls out of school and the expulsion by the principal who stated that pregnant learners are not allowed to be at school. The girls indicated that they are still like other students so they also deserve a place in school to complete their studies. While others reported that the expulsion is preceded by different forms of marginalisation such as intimidation and threats from their teachers, others hated expulsion for it brings with it more negative consequences for instance, forced marriages.

Teachers marginalised school-going mothers through language and labeling. The girls felt humiliated when reminded of their status of being simultaneously a mother and a student in front of their peers. They also found their teachers inconsiderate when they do not assist them with catching up missed lessons. Teachers also disliked seeing school-going mothers with other girls as they thought they would encourage them to have babies.

In comparison with other studies carried out in the rural districts of Lesotho, teachers in Maseru emphasized the rights that girls have to education while their counterparts are assumed to be driven by conservative cultural beliefs. Nevertheless, there are teachers in Maseru who present a positive picture, whereas their practices are marginalising. Feminist theory has been described as a theory not only concerned with women’s inclusion to institutions (Madison, 2005 in Mertens, 2009) but also with empowering and emancipating women (Wambui, 2013). If teachers and schools allow school-going mothers in schools and their practices remain marginalizing, it can be noted that teachers are not practicing what the theory indicates as a result there is no relationship between practice and theory.

5.2.2.2 Marginalisation of school-going mothers by peers

Rejection in group discussions has stood out as marginalisation by peers. The school-going mothers feel marginalised by other students when they avoid working with them in the group

discussions. This impacts negatively on their performance because they do not benefit from the groups as one of the encouraged teaching and learning methods. They miss the opportunity of learning from their peers and feel excluded in the learning process. Molapo's (2011) study which was conducted in Leribe also found avoidance by peers in group discussions as a marginalising experience.

Gossiping about the school-going mothers is another form of marginalisation that leads to a complete exclusion from school. They feel uncomfortable when their peers talk behind their backs about their pregnancy and they therefore decide to hide pregnancy by dropping out of school. They decide to hide pregnancy from their peers because they also want to avoid a direct marginalisation of being called by names which show that they have children by other students. They also mentioned that peers keep on reminding them that they have babies once they quarrel with them. This has also been found by Chigona and Chetty (2007) that girls are mocked by their peers.

5.2.2.3 Marginalisation of school-going mothers by family members

The school-going mothers indicated that the situation of having a baby itself limits their participation in their education. They reported that this situation is exacerbated when they live with unsupportive parents who always keep on reminding them about the mistake they made when they fell pregnant. School-going mothers also feel neglected when their parents ignore them in the family when they are pregnant while others feel abandoned when their parents want to hide the shame of early pregnancy by forcing them to marry. They explained that forced marriages make them drown in misery for the rest of their lives. They indicated that it is difficult to return to school when married and they stay at home to have more babies under the shocking conditions of poverty. Lack of support from the fathers of their babies has been reported as a limiting factor to school-going mothers' education. They said that their parents do not assist them with suing the boys who impregnated them for support while most of the fathers of their babies deny paternity. The parents who do not support their daughters reflect patriarchy in the society as observed by Menon (2012) they put blame on their daughters not realizing that the boys who impregnated them should also be accountable of what parents view as a mistake of having a baby out of wedlock.

Although marginalisation from parents has been evident in this study, parents in Maseru seem to be more understanding than parents in other districts. This could perhaps be because Maseru is more urban where there could be an increased awareness of rights of children.

5.2.2.4 Awareness through education to protect and support school-going mothers

The experiences of marginalisation brought the awareness that school-going mothers need support from three environments in order to succeed in education. They need their family support, school support and government support. Families which provide financial and childcare support make it easy for school-going mothers to continue or return to school. They are able to focus on their studies and to pay for their fees. Teachers who are considerate with school-going mothers by helping them during consultation could be very helpful. Moreover, review of the educational policy particularly on addressing teenage pregnancy was encouraged by school-going mothers. They indicated that there is a need for laws and regulations that should force schools to allow every girl to pursue her studies regardless of her pregnancy situation. They also said if there are rules for protecting school-going mothers, there would not be humiliation by teachers in the classrooms. The school-going mothers need the government to extend the available programmes for empowering teenage mothers and also suggested that the public educational encouragement on the radio can help most of those whose lives are stuck with the babies to return to schools. Based on the support school-going mothers need, it could be noted that there is awareness of the influence that the state can have through its policies. The influence of the policies was also indicated by Young (1998) where she says policies can perpetuate the marginalising practices in the society.

5.3 DELIMITATION OF THE STUDY

The study focused on high school students only even though teenage pregnancy is also a problem in primary schools. This means information about the experiences of primary school girls remains unknown. Besides that, given the limited scope of the study, the research was confined to only one district in Lesotho with a sample size of nine participants, namely, three teachers, three school-going mothers in school and three who have been excluded from school. Some of the teachers in the sample wanted the interview to be as short as possible. It can therefore be

assumed that some information has been held back by teachers who wanted to keep the interview short.

5.4 RECOMMENDATIONS

5.4.1 For education policy-makers in Lesotho

The findings of this study revealed that schools in Lesotho have different policies with regard to teenage pregnancy. Some schools expel pregnant girls and do not allow them to return to pursue their studies after the birth of their babies, while other schools allow them to return to complete high school education. This lack of consistency may be attributed to the silence about teenage pregnancy in the Lesotho Education Act (MOET, 2010). Based on the data, it is recommended that the education policy-makers in Lesotho address teenage pregnancy specifically in the Lesotho Education Act. This would guide schools on how to deal with girls who are pregnant in high schools in the same way. The improved health and sex education programme can be the first step in addressing the increasing teenage pregnancy. The findings of this study suggest that school-going mothers are vulnerable as stated by UNICEF/MBESC (2002). They should therefore be recognized as a marginalised group. It follows that Lesotho Education Act (MOET, 2010) should state how school-going mothers could be protected and supported in education.

5.4.2 For High Schools in Lesotho

The inclusion of improved health and sex education in the high school life skills programmes could be of great significance. Such programmes could provide learners with knowledge about sexual rights and taking responsibility for risky behaviour.

5.4.2 For future research

This research has indicated that in Lesotho, unlike in other countries, teenage pregnancy in education is under researched. Very few studies on teenage pregnancy and school-going mothers could be identified. For this reason, this research could be replicated or expanded to include more schools in different districts of Lesotho.

5.5 CONCLUSION

This research has indicated that inadequate attention is directed towards teenage pregnancy and the rights of school-going mothers in Lesotho. The ministry of education does not address teenage pregnancy in the Lesotho Education Act (2010). This leads to inconsistency in dealing with pregnant girls and school-going mothers in schools. The girls who are expelled feel marginalised because they feel they deserve to complete their studies. Those who are enrolled in the schools which allow them, feel marginalised by teachers, peers and their family members as they are treated differently from other students. The school-going mothers need support and empowerment through education. This could enrich their lives and their children's in future. The Ministry of Education in Lesotho should not only view children with mental and physical disability as vulnerable groups but also girls who become pregnant before marriage. This would help the country to view Inclusive Education from a broader perspective that is, including different groups of vulnerable children in education as indicated by Slee (2011).

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APPENDIX A

Interview guide

Teachers

1. Why do you allow pregnant and young mothers to pursue their studies in this school?
2. Do you have a school policy? If yes, what does the school policy say about school-going mothers?
3. Do you know what other teachers' feelings are about school-going mothers? If yes what are other teachers' feelings about including young mothers in their classrooms?
4. What challenges do other teachers report if they have school-going mothers in their classrooms?
5. How does inclusion of school-going mothers affect the way teachers teach them?
6. Are there any school activities where these school-going mothers are denied access in comparison to other students? If yes which school activities are these?
7. What are the reasons for denying them access in each activity?
8. What does the school administration do that you regard as ill-treatment to young mothers and what are the reasons for such ill-treatment?
9. How do young mothers respond to the ill treatment by the school authority?

School-going mothers in school

1. How old are you?
2. Are you a mother already or a mother to be? If mother to be how far are you in your pregnancy?
3. Which groups of people limit your full participation in your education?
4. Can you explain how each group limits your participation?
5. In which school activities are you not taking part and what are the reasons for not taking part?

6. How do the limits that you experience within the school and in your family affect your academic performance?
7. What are your feelings about the limits and how do they affect your relations with your teachers, peers and family members?
8. What kind of support would you like to have to assist you?
9. What support would you like to be given to all school-going mothers to enrich their education?

School-going mothers out of school

1. How old are you?
2. Are you mothering already or a mother to be? If mother to be how far are you in your pregnancy?
3. Why are you out of school?
4. When did you have to stop going to school?
5. What problems do you encounter since you are now out of school?
6. Which groups of people limit your full participation in your education?
7. Can you explain how each group limits your participation?
8. What kind of support would you like to have to assist you?
9. Would you like to go back to school?
10. What support would you like to be given to all young mothers to enrich their education?

APPENDIX B

LETTER TO THE SENIOR EDUCATION OFFICER

DATE:

The Senior Education officer
Ministry of Education and Training
P.O. Box 47
Maseru 100
Lesotho.

Dear Sir/Madam

My name is Maelia Thekiso. I am a M. Ed student at the University of the Witwatersrand.

I am engaged in a study to investigate marginalisation experienced by the school-going mothers in High schools in Lesotho. I would thus like to request permission to interview the school-going mothers and their teachers.

My research entails interviewing the school-going mothers and teachers. If I would be given permission, each participant would be interviewed for an hour and audio recorded to ensure accurate data capture. I have chosen to interview these people because they can give the necessary information for my study.

The participants would be reassured that they can withdraw their permission at any time during the study without any negative consequences for withdrawing. The foreseeable risks are; the study might cause some discomforts to the school-going mothers as I will be investigating about their personal issues but to overcome this I will ensure that counseling is provided for them and I will also ensure them that the study will serve as a basis for the formulation of the policy which can protect and support the school-going mothers. Also, teachers might think that they have done something wrong but I will ensure them that their participation will be helpful in finding out how young mothers can be supported in education. The names of the participants and schools would not be revealed as I would use pseudonyms to protect them and the information will be treated confidentially to protect the participants.

The results will be used in my M.Ed. project. They may also be used in conference presentations, journal articles, books, book chapters and for writing a report to the ministry of Education in Lesotho as a policy advocacy. The raw electronic data will be kept in my supervisor's locked office and the data will be destroyed within 3-5 years after completion of the project by deleting the electronic data and shredding the paper.

Please let me know if you require any further information. I am looking forward to your response as soon as is convenient. If my request is accepted may you please sign in the space provided below.

Yours faithfully

SIGNATURE: M.A. Thekiso.

NAME : 'Maelia Anna Thekiso

ADDRESS: Private Bag A436
Maseru 100.
Lesotho.

EMAIL: thekisomaelia@gmail.com

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SUPERVISOR: Dr Rene Ferguson

EMAIL: rene.ferguson@wits.ac.za

TELEPHONE: 0117173168

Signature of the Senior Education Officer_____.

APPENDIX C

LETTER TO THE PRINCIPAL

DATE:

Dear Sir/Madam

My name is Maelia Thekiso. I am a M.Ed. student in the School of Education at the University of the Witwatersrand.

I am doing research on marginalisation experienced by the school-going mothers in High schools in Lesotho.

My research entails interviewing the school-going mothers and teachers. If I would be given permission, each participant would be interviewed for an hour and audio recorded to ensure accurate data capture. I have chosen to interview these people because they can give the necessary information for my study.

The reason why I have chosen your school is because in your school there are school-going mothers who can provide the useful information for this study. I therefore invite your school to participate in this study.

The research participants will be advantaged for instance the findings of the study will be used in the advocacy for the policy that can support and protect the young school-going mothers. All the participants will be reassured that they can withdraw their permission at any time during this project without any penalty. The foreseeable risks are; the study might cause some discomforts to the school-going mothers as I will be investigating about their personal issues but to overcome this, I will ensure them that the study will serve as a basis for the formulation of the policy which can protect and support the school-going mothers. I will also ensure that counseling is provided for them. Also, teachers might think that they have done something wrong but I will ensure them that their participation will be helpful in finding out how young mothers can be supported in education. The participants will not be paid for this study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

SIGNATURE: M. A. Thekiso

NAME: Maelia Anna Thekiso

ADDRESS: Private Bag A436
Maseru 100.
Lesotho.

EMAIL: thekisomaelia@gmail.com

TELEPHONE NUMBERS: 0818088298/ +266 58018635

SUPERVISOR: Dr Rene Ferguson

EMAIL: rene.ferguson@wits.ac.za

TELEPHONE: 0117173168

APPENDIX D

INFORMATION SHEET LEARNERS

DATE:

Dear [insert learner's name]

My name is Maelia Thekiso and I am a M.Ed. student in the School of Education at the University of the Witwatersrand.

I am doing research on marginalisation experienced by the school-going mothers in High schools in Lesotho.

My investigation involves interviewing students who are both mothers and students. Each participant would be interviewed for an hour and audio recorded to ensure that we capture all what is said in the interview.

I would like to invite you to participate in this study by being interviewed and audio recorded for about an hour.

Remember, this is not a test, it is not for marks and it is voluntary, which means that you don't have to do it. Also, if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

I will not be using your own name but I will make one up so no one can identify you. All information about you will be kept confidential in all my writing about the study. Also, all collected information will be stored safely and destroyed between 3-5 years after I have completed my project.

Your parents have also been given an information sheet and consent form, but at the end of the day it is your decision to join us in the study.

I look forward to working with you!

Please feel free to contact me if you have any questions.

Thank you

SIGNATURE: M. A. Thekiso

NAME: Maelia Anna Thekiso
ADDRESS: Private Bag A436
Maseru 100.
Lesotho.

EMAIL: thekisomaelia@gmail.com

TELEPHONE NUMBERS: 0818088298/ +266 58018635

SUPERVISOR: Dr Rene Ferguson

EMAIL: rene.ferguson@wits.ac.za

TELEPHONE: 0117173168

APPENDIX E

Learner Consent Form

Please fill in the reply slip below if you agree to participate in my study called: **Marginalisation of school-going mothers in high schools in the Maseru district of Lesotho.**

My name is: _____

Permission to be audiotaped

Circle one

I agree to be audiotaped during the interview or observation lesson

YES/NO

I know that the audiotapes will be used for this project only

YES/NO

Permission to be interviewed

I would like to be interviewed for this study.

YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked.

YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed. YES/NO
- I do not have to answer every question and can withdraw from the study at any time. YES/NO
- I can ask not to be audiotaped, photographed and/or videotaped. YES/NO
- All the data collected during this study will be destroyed within 3-5 years after completion of my project. YES/NO

Sign _____ Date _____

APPENDIX F

INFORMATION SHEET TEACHERS

DATE:

Dear [insert teacher's name]

My name is Maelia Thekiso and I am a M.Ed. student in the School of Education at the University of the Witwatersrand.

I am doing research on marginalisation experienced by the school-going mothers in High schools in Lesotho.

My research involves interviewing the school-going mothers and teachers. If I would be given permission, each participant would be interviewed for an hour and audio recorded to ensure accurate data capture. I have chosen to interview these people because they can give the necessary information for my study.

The reason why I have chosen your school is because in your school there are school-going mothers who can provide the useful information for this study.
I would like to invite you to participate in this study.

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. You have not done anything wrong but your participation will be useful as the results of this study will serve as an advocacy for the formulation of a policy which can protect and support the young school-going mothers. You will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

SIGNATURE: M. A. Thekiso

APPENDIX G

Teacher's Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called: **Marginalisation of school-going mothers in high schools in the Maseru district of Lesotho.**

I, _____ give my consent for the following:

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson.
I know that the audiotapes will be used for this project only.

Circle one

YES/NO

YES/NO

Permission to be interviewed

I would like to be interviewed for this study.
I know that I can stop the interview at any time and don't have to answer all the questions asked.

YES/NO

YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed. YES/NO
- I do not have to answer every question and can withdraw from the study at any time. YES/NO
- I can ask not to be audiotaped, photographed and/or videotape. YES/NO
- All the data collected during this study will be destroyed within 3-5 years after completion of my project. YES/NO

Sign _____ Date _____

APPENDIX H

INFORMATION SHEET PARENTS/ GUARDIANS

Dear [Parent's name]

Date:

My name is Maelia Thekiso and I am a M.Ed. student in the School of Education at the University of the Witwatersrand.

I am doing research on marginalisation experienced by the school-going mothers in High schools in Lesotho.

My research involves interviewing the school-going mothers and teachers. If I would be given permission, each participant would be interviewed for an hour and audio recorded to ensure accurate data capture. I have chosen to interview these people because they can provide the necessary information for my study.

The reason why I have chosen your child is because girls who are both mothers and students can provide the useful information for this study.

I was wondering whether you would mind if your child can participate in this study by being interviewed and audio recorded for about an hour.

Your child will be advantaged because this study will serve as an advocacy for the formulation of a policy which can protect and support girls who are both mothers and students. She will be reassured that she can withdraw her permission at any time during this project without any penalty. The foreseeable risk is that your child might feel some discomforts as I will be investigating about her personal issues but I will assure her that the study will benefit the young girls who are both mothers and students. She will not be paid for participating in the study.

Your child's name and identity will be kept confidential at all times and in all academic writing about the study. His/her individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between 3-5 years after completion of the project.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

SIGNATURE: M. A. Thekiso

NAME: Maelia Anna Thekiso

ADDRESS: Private Bag A436
Maseru 100.
Lesotho.

EMAIL: thekisomaelia@gmail.com

TELEPHONE NUMBERS: 0818088298/ +266 58018635

SUPERVISOR: Dr Rene Ferguson

EMAIL: rene.ferguson@wits.ac.za

TELEPHONE: 0117173168

APPENDIX I

Parent's/Guardian's Consent Form

Please fill in and return the reply slip below indicating your willingness to allow your child to participate in the research project called: **Marginalisation of school-going mothers in high schools in the Maseru district of Lesotho.**

I, _____ the parent of _____

Permission to be audiotaped

Circle one

I agree that my child may be audiotaped during interview or observations. YES/NO

I know that the audiotapes will be used for this project only. YES/NO

Permission to be interviewed

I agree that my child may be interviewed for this study. YES/NO

I know that he/she can stop the interview at any time and doesn't have to answer all the questions asked. YES/NO

Informed Consent

I understand that:

- My child's name and information will be kept confidential and safe and that her name and her school's name will not be revealed. YES/NO
- He/she does not have to answer every question and can withdraw from the study at any time. YES/NO
- He/she can ask not to be audiotaped, photographed and/or videotape. YES/NO
- All the data collected during this study will be destroyed within 3-5 years after completion of my project. YES/NO

Sign _____ Date _____

APPENDIX J

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za



25 June 2015

Student Number: 854391

Protocol Number: 2015ECE031M

Dear Maelia Anna Thekiso

Application for Ethics Clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has considered your application for ethics clearance for your proposal entitled:

Marginalization of young school going mothers in high schools in the district of Maseru in Lesotho.

The committee recently met and I am pleased to inform you that **clearance was granted**. However, there were a few small issues which the committee would appreciate you attending to before embarking on your research.

The following comments were made:

- There is a spelling error in your title that needs to be corrected.
- You have correctly recognized that there is a level of medium risk for your participants. You also need to consider making the provision of some counselling for the young pregnant mothers should they need to seek it.

Please use the above protocol number in all correspondence to the relevant research parties (schools, parents, learners etc.) and include it in your research report or project on the title page.

The Protocol Number above should be submitted to the Graduate Studies in Education Committee upon submission of your final research report.

All the best with your research project.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'M. Maelia'.

Wits School of Education

011 717-3416

cc Supervisor: Dr Rene Ferguson