

Collaboration of Stakeholders in the Prevention of Pregnancy amongst Teenagers in Secondary Schools: A Study of South Africa

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ABSTRACT The high pregnancy rate amongst teenagers in schools in the Libode District that has been experienced over years, followed by a sudden and sharp decrease in the pregnancy rate in 2013, triggered the researchers' interest in investigating factors associated with such a sharp decline. What could be the reasons for this decline in teenage pregnancy in schools in a short space of time? The paper investigates the nature of the roles played by stakeholders pertaining to the prevention of teenage pregnancy in the participating secondary schools. The study adopted the pragmatists' mixed-methods approach using the sequential explanatory research design in order for the researchers to ascertain the "what" and the "how" of the phenomena. The findings showed that the introduction of a programme that adopted a strategy involving collaborative roles amongst stakeholders in secondary schools, overseen by school managers was the reason behind the sudden and sharp decline in teenage pregnancies in the area. A collaboration programme succeeded despite one of the schools following different approaches from some other schools in the area. All stakeholders knew their responsibilities and those of one another. It was recommended that stakeholders in schools where there were similar problems must put more effort into trying to motivate all parents who were not members of the School Governing Body to be actively involved in collaboration. Based on the finding, compromise in the "how" to achieve the goal was also recommended.

INTRODUCTION

Much has been said about the high teenage pregnancy rate and sexuality education in secondary schools by a number of researchers. Having reviewed literature by different researchers, authors of this paper came to the conclusion that, although they understood that the teenage pregnancy was high and that Comprehensive Sexuality Education (CSE) was taught in secondary schools by Life Orientation Teachers, with specific reference to the South African public schools, very little was said about the nature of roles played by stakeholders pertaining to the prevention of teenage pregnancy. The authors understand that in South African schools sex education is a compulsory part of the school curriculum; it has been incorporated into Life Orientation since 2003 (Prinsloo 2007). The authors, however, wanted to go deeper and

investigate the nature of roles played by all stakeholders pertaining to the prevention of teenage pregnancy. They also wanted to ascertain whether or not the stakeholders worked together as a team to prevent teenage pregnancy in secondary schools. This paper therefore attempts to close that gap by reporting on the nature of roles played by stakeholders pertaining to the prevention of teenage pregnancy and how they played them.

Prior research in South Africa revealed that thirty percent of teens had given birth at least once before the age of 18, and those who returned to school as learners after the births faced many challenges such as pressure from parents and peers and poor support from teachers (Chigona and Chetty 2008). The trend is similar in the United States of America where it is reported that 678 out of 1000 youth between the ages of 15-19 become pregnant each year (Planned Parenthood Federation of America 2013; Kost and Henshaw 2012). According to Odu and Christian (2007), talks about sex and sexuality education in South Africa are common, yet there are rising numbers of teens who are sexually active and

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face the attendant result of unplanned parenting. In a country where learners in secondary schools (SSs) are equipped with sex education, one would have thought that teenage pregnancy would be rare. According to the spokesman for the Eastern Cape Department of Basic Education (DBE), Malibongwe Mtima, of 5183 learner pregnancies reported in the 2012 academic year, the Libode district, where this study was conducted, had the highest number (1279), constituting more than forty percent for the whole of the Eastern Cape Province (Daily Dispatch 2013).

In 2011, the Libode District reported 847 pregnancies, 855 in 2012 and then a sharp decline in 2013 (696) according to Education Management Information System (2011-2013). Why the difference between the two reports in the number of pregnancies in the Libode District? Why the sudden decrease of 18.9 percent in the District (Annual Survey for Ordinary Schools 2011-2013)? As much as teenage pregnancy was still high in the District, a sharp and considerable decline since 2013 was noteworthy. For the Libode District there was a turning point in 2013. This sudden reduction in teenage pregnancy attracted the attention of the current researchers. Libode, after all had the highest learner pregnancy rate in the Eastern Cape Province (see Table 1).

It was necessary to understand (empirically) how the schools managed to turn around the tide of teenage pregnancies so suddenly and sharply, to study whether the roles played by collaborating stakeholders could have contributed to the decline; and if so, whether or not such roles could be replicated in other affected communities in the same district and beyond. Preliminary indications, as a result of casual discussions with some school managers and members of the community, pointed to the attempts undertaken by schools in the area to work closely and collaboratively within their communities.

The researchers wanted to find out how and whether or not the collaborative approach by stakeholders was responsible for the decline in teenage pregnancy in the schools in the Libode District. According to Woodard (2010), within the term *collaboration*, reference is made to collaborative roles that the people (stakeholders) play in order to effectively present ideas and discuss them with other members of the group so as to have the strategies either ap-

proved or modified in order to be adopted and employed, before being undertaken by all members. Working as a team towards the same goal is the perfect way of achieving one's goal; collaboration principles are based on the assumption that stakeholders will put their synergies together and approach the problem as a common target. Odeleye et al. (2015) advised that for collaborative interventions to succeed, one of the crucial ingredients is that the programme should offer proper insights into who should make the primary decisions regarding the interventions and then to implement the experiences related to interventions that will actually be implemented, based on the community needs and assessments.

It is important to note that collaboration may only exist if stakeholders pull together in the same direction to avoid sending different messages to the identified target groups (Katzenbach and Smith 2003). It calls for a clear and unambiguous communication strategy (and channel) amongst the relevant stakeholders; clear plans regarding intervention strategies need to be in place and taking the time to understand the contributions of other stakeholders to the plan can limit conflict. With conflict in mind it was therefore important to investigate how collaboration amongst parents, teachers and school managers in a poor rural setting such as the Libode District resulted in a successful and sharp reduction in teenage pregnancy, 2013 being the turning-point. It became necessary to study the model and the approach to collaboration undertaken by the stakeholders to achieve the sudden 2013 decline in the high teenage-learner pregnancy rate. This paper shows that collaboration works best when different stakeholders continue to express themselves according to their beliefs (Gcelu 2015).

Statement of the Problem

There has been a very high learner pregnancy rate in the Libode District, followed by a sharp decrease. The researchers wanted to investigate what had caused the decrease during 2013. Could it be that stakeholders started to play collaborative roles? What was it that they were doing that seemed to be working? It was important for the researchers to investigate how parents, teachers and school managers collaborated in

Table 1: Learner pregnancies per district: 2011-2013

District	Date/ Year	Public	Indepen- dent	Total	District	Date/ Year	Public	Indepen- dent	Total	District	Date/ Year	Public	Indepen- dent	Total
Butterworth	2011	314	20	334	Butterworth	2012	192	-	192	Butterworth	2013	201	5	206
Cofimvaba	2011	298	-	298	Cofimvaba	2012	267	-	267	Cofimvaba	2013	247	-	247
Craddock	2011	100	-	100	Craddock	2012	41	-	41	Craddock	2013	39	-	39
Dutywa	2011	293	23	316	Dutywa	2012	383	98	481	Dutywa	2013	436	25	461
East London	2011	308	17	325	East London	2012	126	25	151	East London	2013	148	22	170
Fort Beaufort	2011	139	-	139	Fort Beaufort	2012	123	-	123	Fort Beaufort	2013	99	-	99
Graaff-Reinet	2011	49	-	49	Graaff-Reinet	2012	81	-	81	Graaff-Reinet	2013	41	-	41
Grahamstown	2011	85	1	86	Grahamstown	2012	41	6	47	Grahamstown	2013	37	-	37
King Williams	2011	388	6	394	King Williams	2012	194	4	198	King Williams	2013	112	3	115
Town					Town					Town				
Ladyfrere	2011	128	-	128	Ladyfrere	2012	93	-	93	Ladyfrere	2013	94	-	94
Ubode	2011	847	-	847	Ubode	2012	855	2	857	Ubode	2013	696	-	696
Lusikisiki	2011	485	-	485	Lusikisiki	2012	442	-	442	Lusikisiki	2013	87	-	87
Maluti	2011	258	3	261	Maluti	2012	167	2	169	Maluti	2013	163	-	163
Mbizana	2011	121	1	122	Mbizana	2012	141	-	141	Mbizana	2013	94	-	94
Mtfletcher	2011	165	-	165	Mtfletcher	2012	132	-	132	Mtfletcher	2013	81	-	81
Mtfre	2011	333	1	334	Mtfre	2012	184	6	190	Mtfre	2013	167	-	167
Mthata	2011	505	44	549	Mthata	2012	402	42	444	Mthata	2013	440	18	458
Ngcobo	2011	352	-	352	Ngcobo	2012	140	-	140	Ngcobo	2013	201	-	201
Porteuzabeth	2011	397	7	404	Porteuzabeth	2012	355	6	361	Porteuzabeth	2013	250	3	253
Queenstown	2011	216	9	225	Queenstown	2012	97	1	98	Queenstown	2013	112	8	120
Qumbu	2011	84	-	84	Qumbu	2012	49	-	49	Qumbu	2013	21	-	21
Sterkspruit	2011	335	-	335	Sterkspruit	2012	233	1	234	Sterkspruit	2013	173	1	174
Uitenhage	2011	167	1	168	Uitenhage	2012	222	-	222	Uitenhage	2013	200	-	200
Grand total		6367	133	6500			4900	193	5153			4139	85	4224

Source: Education Management Information System 2011-2013

the prevention of teenage-learner pregnancy in secondary schools.

Objectives

This paper sought to investigate the nature of collaborative roles amongst parents, teachers and school managers in the drastic decline in teenage pregnancies observed and conditions that resulted in such collaboration being successful in reducing teenage pregnancy.

RESEARCH METHODOLOGY

A pragmatic paradigm was the foundation for this research investigation because the researchers needed to follow the methodological approach of sequential mixed-methods. This paradigm is one of the two world views that is seen to be compatible with mixed-methods research (Hall 2010). The researchers investigated the solution to teenage pregnancy, a problem in the real world. The focus of the investigation was on the 'What' and the 'How' part of the research problem (Creswell 2003; Tashakkori and Teddlie 1998) involving the roles played by stakeholders pertaining to the prevention of teenage pregnancy in secondary schools and how they played them.

A sequential, explanatory, mixed design was used; the rationale for this approach being that the quantitative data and their subsequent analysis would provide a general understanding of the research problem. The qualitative data and their analysis were used to refine and explain statistical results by exploring participants' views in the greater depth (Rossman and Wilson 1985; Tashakkori and Teddlie 1998; Creswell 2003). Sequential explanatory designs were used because the researchers wanted to glean a deeper understanding of the research problem.

Population and Sample

All (280) secondary schools of the four sub-districts of Libode District formed the population of this study. The study used sequential, mixed-methods sampling. Systematic random sampling was used as the sampling strategy for the quantitative strand and purposive sampling for the qualitative strand. In the quantitative strand (first strand) data collection was initially to be conducted in 50 secondary schools. Sys-

tematic random sampling was used to select 50 secondary schools from the 280 schools in the population. The first secondary school was randomly picked from between 0 and 6 as a starting point. After that, every 6th secondary school in the Libode District was systematically picked until the required sample was obtained. All secondary schools of the Libode District were listed in random order. The Libode District has four sub-districts (A_1 , A_2 , A_3 and A_4) with 280 secondary schools (SSs). The first strand comprised 50 Life Orientation Teachers (LOTs), 50 School Managers (SMs), 50 parents from the School Governing Bodies (PSGBs) and 50 parents who were not School Governing Body members (PNSGBs) - one from each secondary school (SS).

Respondents were randomly sampled in each secondary school. (Names were drawn and one was randomly picked except for the parents who were not SGB members). Here a PNSGB known to come regularly to school to assist where she or he could assist or someone who attended parents' meetings and was well versed in school issues was identified by the principal of the chosen secondary school. In secondary schools where there was one Life Orientation teacher, she or he was automatically selected. The second strand of data collection was conducted in two purposively-selected secondary schools (4 participants as in the first strand in each secondary school) in the two sub-districts (Sub-District A_1 and A_2) of Libode. While this paper reports findings from all these secondary schools, the focus of this paper is on one purposively-selected school that seemed to be an outlier. The researchers wanted to understand the 'How' part of the collaboration programme followed by this particular secondary school.

Data Analysis

In the quantitative strand, data were analysed following descriptive statistics through the use of the Statistical Package for Social Sciences (SPSS version 22). Data were presented in tables. In the qualitative strand, data were organized to make sense of responses in terms of the participants' definitions of the situation and by noting patterns, themes, categories and regularities (Cohen et al. 2011). Themes were mainly established from coding (clustering similar codes or patterns) and categorising into emerg-

ing themes (Gibbs 2008; Kvale 2007). Triangulation was used as the function of integration. According to Maree (2012), triangulation of findings has been generally considered a process of using multiple perceptions to clarify meaning, thus verifying the repeatability of an observation or interpretation.

Triangulation was carried out through the collection of data using questionnaires and interviews in two different approaches. Under the quantitative strand, pre-determined themes that emerged from the subsidiary research questions were merged together with similar themes that emerged from open-ended questions in Section C of the questionnaire. Under qualitative strand, there were themes that emerged from the responses of the participants. Quantitative themes that directly responded to the subsidiary research questions were merged with the qualitative themes that also responded to the same subsidiary research questions; other themes that did not directly respond to the subsidiary research questions were also merged.

Ethical Considerations

Ethical clearance and approval came from the Walter Sisulu University Higher Degrees Committee. Written permission from the Eastern Cape Provincial Department of Basic Education and the District Department of Basic Education was also obtained. In addition letters to the principals of the schools where the study was intended to be conducted were written in order to seek permission. Permission was granted by the principals of the selected schools (48). The purpose of the study and conditions of participation were explained to the respondents and later to the participants who completed informed consent forms as a form of formal agreement to participate voluntarily in the study.

For anonymity, the district was called District A, sub districts were named A₁, A₂, A₃ and A₄ and schools given pseudonyms such as 'Zuko SSS' and 'Lwazi JSS'. For participants, sample names used were Z or L which stood for the first letter of his/her school name such as Life Orientation Teacher from school Z or L. The 48 secondary schools in the first strand were given numbers corresponding to names (such as 0001 or 0098).

RESULTS

It was revealed that for the collaboration programme to be effective, parents, teachers and

school managers should be the drivers of the programme. Playing roles collaboratively means that as much as each stakeholder has her/his role to play, the bottom line is that stakeholders should play their roles as approved of by other stakeholders. In this study, the findings revealed that working together was the most important role for all stakeholders. For the program to be effective, school managers had to convene regular meetings and implement decisions that had been agreed on. Life Orientation teachers should teach learners and also workshop all other stakeholders about the key topics in sex education. Parents had to have sessions with learners in the school and also talk to them at home about sex education. (The information needed to be age appropriate). In this programme, whatever steps taken had to be taken with the acknowledgement of all stakeholders; hence all stakeholders knew what to do and who else was doing what.

In all 48 secondary schools, respondents agreed that there were periods on the timetable that indicated that LOTs were teaching learners about sex education. This was incorporated into Life Orientation. Parents also had sessions with learners about sexuality at least once a week. In addition, LOTs conducted workshops for all stakeholders in their school at least once a quarter. They usually had meetings that included all stakeholders once a month, coordinated by the school managers. Whenever decisions were made, SMs followed up to see whether or not they were implemented.

In this programme, each group had a role to play. All stakeholders, including school manager were not allowed to play their roles without other stakeholders' acknowledgement. All stakeholders knew the roles played by one another. In most schools, collaboration took place but there were some secondary schools where the stakeholders displayed a particularly high level of enthusiasm; for example, at Zuko SSS one could feel that they were doing their best to achieve their goal. Stakeholders collaborated even when they did not share the same views on the approach. Parents held sessions with learners to teach them about abstinence which was what they themselves believed in. They were not allowed to practise virginity testing in schools even though they would have wanted to take that root. It was explained to them that schools were government properties; there were

rules and regulations for all South African schools.

The majority (92%) of SMs indicated that SMs knew their responsibilities and also knew about the roles played by others; eight percent of SMs disagreed and strongly disagreed, respectively. LOTs concurred with the SMs when eighty-three percent of LOTs indicated that they knew their responsibilities and one another's roles played; seventeen percent of the LOTs, however, disagreed. The majority (87%) of PSGBs agreed with the latter when they revealed that they knew their responsibilities and one another's roles; thirteen percent disagreed. PSGBs (n=2) reported that they were using their collaborative roles amongst the stakeholders in the prevention of teenage-learner pregnancy in their respective SSs. PSGBZ elaborated on this and said that it was not a smooth journey; they had to motivate one another and put great effort into trying to convince others to respect their views. They both reported that nothing happened in their schools without the cooperation of all stakeholders.

When the participants of the two purposively-selected secondary schools (SSs) were interviewed, the SMs (n=2) revealed that collaborative roles played amongst the stakeholders in their SSs had good results. The SMs of the 2 SSs reported that they knew their responsibilities and all knew the others' responsibilities in the prevention of teenage-learner pregnancies (TLPs) in their SSs. Both SMs indicated that each stakeholder must know exactly what he/she was supposed to do. They also revealed that for a stakeholder to know his/her role he/she must attend meetings regularly. Here, ninety-two percent of the SMs emphasised that each one of the stakeholders had to be clear about his/her role and must take turns addressing learners about sex education issues.

LOTs indicated that they taught and supported teenage-learners on issues concerning sex education (SE); they also revealed that they conducted workshops for the whole school including parents and they advised parents to talk to learners/children at home about teenage-learner pregnancy. PSGBs revealed that they talked to groups of learners in the school while at home they discussed sexuality issues with their children. Both PSGBZ and PSGBL knew what teachers were doing at school, what SMs

were doing and they also knew what PNSGBs were doing pertaining to the prevention of teenage-learner pregnancy in secondary schools. Of the PNSGBs, seventy-seven percent revealed that they knew their roles and those of LOTs, SMs and PSGB's pertaining to the prevention of teenage-learner pregnancy in their SSs. All stakeholders talked about working together as a key aspect to collaborative roles.

Generally, in all the secondary schools where the study was conducted stakeholders were engaged in collaboration. In most secondary schools where they indicated that LOTs were teaching learners about sexuality, LOTs conducted workshops for all stakeholders; PSGBs and PNSGBs had sessions with learners and SMs made sure that all stakeholders were involved in collaboration programmes; teenage pregnancies declined. When researchers looked at the analysis of questionnaires, they found that in all the questionnaires where the majority of respondents responded positively to certain variables, teenage pregnancies decreased at their school. The variables responded to the level of participation of stakeholders.

Of the SMs, ninety-two percent indicated that parents had sessions with learners but the remaining 6.4 percent disagreed with the statement; 78.8 percent of the LOTs revealed that parents had sessions with learners; 10.6 percent of the respondents were neutral, 10.6 percent of the respondents disagreed and no one strongly disagreed. The majority (96%) of PSGBs indicated that parents had sessions with learners while four percent disagreed and strongly disagreed, respectively. Regarding PNSGBs 56.8 percent and 8.5 percent agreed and strongly agreed, respectively, that they had sessions with learners and 13.4 percent and 11.3 percent of the respondents agreed and strongly agreed, respectively (see Table 2).

SMZ and SML revealed that parents had sessions in the school with learners. They were required to talk to learners about a number of aspects concerning sex education. Both LOTZ and LOTL participants indicated that at their respective SSs they had sessions where parents were given a chance to talk to learners. LOTZ said they even had a timetable that showed who would be doing what and when. (Parents' sessions were also indicated.) PSGBs and PNSGBs also revealed that, as parents, both non-SGB and

Table 2: The level of participation in secondary schools

<i>Variables</i>	<i>PSGBs (%)</i>	<i>PNSGBs (%)</i>	<i>SMs (%)</i>	<i>LOTs (%)</i>	<i>Decline in LPs (%)</i>
1. I attend meetings and workshops regularly where we talk about collaboration programmes	82.3	70.3	89.7	88.5	88.5
2. I know about the roles played by other stakeholders	70.6	67.8	87.2	90.5	76.8
3. I have sessions with learners in which I talk about abstinence and prevention measures	65.5	56.6	74	100	79
4. I have a responsibility to empower learners about issues around sexuality education	73	68.7	84	100	82
5. I share views and ideas about how we can prevent learner pregnancy	54	49.5	69	65	62

SGB members were allowed to have sessions with learners.

DISCUSSION

Joint thinking of stakeholders which produced generative ideas came from their significant conversations and sustained, shared struggles to achieve their goal (John-Steiner 2000) which was prevention of teenage-learner pregnancies. In secondary schools where stakeholders generally collaborated, though one could not really feel a great level of enthusiasm, learner pregnancies decreased. A spectacular decline in learner pregnancies was noted at Zuko SSS where stakeholders had shown a high level of tolerance, respect for one another's views and compromise.

More importantly, collaboration happened amongst stakeholders who had adopted different approaches, and across ideological persuasion. The study was as indicated, conducted in 48 secondary schools where collaboration took place and purposively selected secondary schools (Zuko SSS and Lwazi JSS which were pseudonyms). At Zuko SSS, teenage pregnancy was totally eradicated, thus, Zuko SSS was selected to be the focus of this study. Zuko SSS was of particular interest as stakeholders were working together in trying to curb teenage-learner pregnancies; they stuck to different approaches to reducing childhood pregnancy throughout their collaborative effort. Parents pursued an abstinence-only approach and teachers followed a comprehensive approach that included abstinence and condom usage.

What was interesting about this school was that the stakeholders managed to collaborate in spite of adopting different approaches, and, importantly, the collaboration was most effective. What was also striking about this collaboration

was that it worked in a poor, less-educated and traditional community and in collaboration with teachers. It worked in spite of the ideological divide that separated the stakeholders, one that was allowed to coexist in the implementation of the programme.

The majority of stakeholders in secondary schools in the Libode District revealed that collaborative roles played by stakeholders contributed a great deal towards the decline in teenage-learner pregnancies. School managers (SMs) were responsible for implementing decisions taken by stakeholders. Life Orientation teachers (LOTs) taught learners sex education and had the responsibility of addressing all stakeholders on sex-education-related issues. All categories of parents (PSGBs and PNSGBs) had sessions with teenage-learners in the secondary schools.

The majority of parents who were members of the School Governing Bodies (PSGBs) in 48 secondary schools of Libode District adequately played their collaborative roles. This was not the case with the parents who were not members of SGBs. Parents who were not members of the School Governing Bodies (PNSGBs) were not as cooperative. A striking difference however, was noted at Zuko SSS where, in addition to PSGB's role, all parents were exceptionally enthusiastic about collaboration. Regarding the other secondary schools where the study was conducted, the programme of collaboration was in place based on stakeholder agreement.

Though stakeholders in these schools were not overly enthusiastic they were unconsciously collaborating. John-Steiner (2000) postulated that generative ideas emerge from joint thinking and are derived from significant conversations and from sustained, shared struggles to achieve new insights by partners in thought. Stakehold-

ers could not have eradicated teenage-learner pregnancies at Zuko SSS without joint cooperation in trying to solve the problem, irrespective of their differences. Collaboration produced pleasing results because stakeholders were tolerant of one another, compromised with regard to views and allowed each to play his/her role in a collaborative manner. Teachers and parents simply had to work together. Parents (both PSGBs and PNSGBs) taught learners about abstinence only whereas teachers (LOTs and SMs) taught learners about abstinence and other preventative measures.

It was interesting to note that as stated, this collaborative programme worked even though there were issues that stakeholders strongly disagreed about; for instance, teachers were clear about education policies on sexuality education. They were of the view that they could teach learners about abstinence and other preventative measures but they could not advocate virginity-testing (*inkciyo*). On the other hand, parents of learners at this particular school made it clear that they strongly disagreed with the teachers about the issue of teaching their children about condoms and contraceptives so while all the learners were taught at school about the latter measures, these female learners, who were from a traditional community, were subjected to voluntary virginity testing as many parents believed that children/learners must be taught about abstinence only. These parents believed that parents needed to be encouraged to allow their children to put themselves forward for *inkciyo* (virginity testing), which in turn encouraged girls to remain virgins until they were ready for marriage, adulthood and parenthood. Differences did not stop stakeholders from achieving their goal.

From the responses of the respondents/participants it was clear that stakeholders played collaborative roles to prevent teenage-learner pregnancy in secondary schools. Respondents/participants took “*working together*” as being important. Marinez-Moyano (2006) concurs with this finding when he said that collaboration is a recursive process where two or more people or organizations work *together* to realize their shared goals. The researchers posed the following question: *What role were the stakeholders playing pertaining to the prevention of teenage-learner pregnancies?* The researchers found that stakeholders made it their business

to work together in order to prevent teenage-learner pregnancy in secondary schools.

It also emerged that *SMs encouraged/motivated all stakeholders to play their roles such as teach, guide and support learners on issues of sex education*. According to the Association for Information and Image Management [AIIM] (2013), collaboration at the conceptual level involves motivation/drive to gain consensus in problem solving or development. Encouraging/motivating stakeholders to play their roles by the school managers supported what was posited by the AIIM (2013). Another key finding that emerged from the study was that *all stakeholders attended meetings regularly*.

Interviewees felt strongly about the fact that when stakeholders attended meetings regularly, they would know the roles played by other stakeholders in the prevention of teenage pregnancy, because everything that was implemented emanated from meetings. Every strategy was planned at a meeting, hence *the stakeholders knowing the roles played by one another*. Woodard (2010) says of collaborative roles: “Within the term *collaboration* is that of collaborative roles; those are the roles that the people play in order to effectively present ideas, discuss them with the other members of the group and have them either approved or denied.”

It was also revealed that *LOTs had a responsibility to address all stakeholders and had a duty to make sure that learners were able to use acquired life skills*. According to the South African Department of Education [SADoE] (2003), Life Orientation guides and prepares learners for life and its responsibilities and possibilities. Lady of Fatima Dominican Convent School (2010) describes it as the study of self in relation to others and to society, and furthermore, that it is a unique subject in the Further Education and Training (FET) Band in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners. It made sense to the researchers that LOTs were responsible for addressing all stakeholders about issues of sexuality education because LOTs are the professionals and they are “hands on” with regard to implementation of the DoE’s policies on sexuality education. This concurs with Freire (1963) when he explained that, “Conscientization is a process of developing consciousness, but consciousness that is understood to have the pow-

er to transform reality.” In this study LOTs addressed other stakeholders about sexuality issues trying to conscientize them and make them understand the reality.

Another finding that emerged was that *it was the parents’ role to teach children values and norms*. Familiaris Consortio (2009) view is that parents have a right to be primary educators of their children, particularly in matters related to sexuality. Parents are in a unique position to lead by example in teaching their children the gift of self in relation to love. The interviewees argued that every nation has its norms and values and that children can grow up to be members of a respected nation when they are not taught about the norms and values. They further elaborate on the view that children who are taught their norms and values will know that it is against their parents’ will for children to become pregnant.

PNSGBZ and PSGBL were of the view that there was no need to confuse children/learners by telling them about aspects such as contraceptives and condoms. To follow up on whether children/learners were actually practising abstinence they felt it was important for these children to be members of the virginity-testing programme. They believed children would not engage in sexual activities knowing that on a certain date they would be tested. As far as the researchers could understand virginity testing was done in a way that children’s rights were not violated, however, it seemed proper to give children/learners appropriate information and let them make their own choices as long as it was made clear to them that if this choice was made, they would be tested. It was important for children to understand clearly that the choices they made today determined their future.

Another finding that emerged from the information received from PNSGBs and PSGBs was that *there were no pregnant learners in the school (Zuko SSS) in 2014 because of sticking to teaching abstinence only*. These participants were adamant that it was because of abstinence that they no longer had pregnant learners at their school. The researchers could not verify that credit could only be given to the abstinence-only strategy at this school because amongst the participants in the same school there were those who believed in both abstinence and other preventative measures. As far as the researchers were concerned, however, this showed that working together could prevent, or to a certain

extent, “eradicate” teenage-learner pregnancy in secondary schools.

It transpired from this study that *SMs were responsible for implementing decisions taken by stakeholders*. All the respondents and the participants were of the view that one of the school managers’ roles was to make sure that all the decisions agreed upon in the meetings were implemented. When the interviewees elaborated on this, they said that at all schools relevant decisions were made; however, the decisions made could not be implemented if there was no one responsible for overseeing implementation. Participants were of the view that school managers were the people who were supposed to make sure that those decisions were implemented. The researchers concur with this view that an organisation can have good policies and make good collaborative decisions, but if there is no one to see to it that those policies and decisions are implemented by those who are supposed to do so, the organisation cannot be successful with its own initiatives (Gcelu 2015).

To show that there were adequate collaborative roles played by all stakeholders, each respondent/participant was able to tell what role he/she played in the prevention of teenage-learner pregnancy in secondary schools. *The PNSGBs and PSGBs indicated that they had group sessions with teenage-learners in the secondary schools*. It was revealed that schools had timetables that guided all the stakeholders with regard to who and what time the service was supposed to be rendered. Loop (2010) stated that creating a collaborative educational environment can build a community of caring individuals. This is exactly what was displayed amongst the participants of the two secondary schools named. The researchers are tempted to believe that this is what could be happening in other secondary schools.

Dividing tasks amongst stakeholders seems to lessen the burden of LOTs and, at same time, provide good results. The respondents indicated that parents had sessions with learners in the secondary schools and the issue of a timetable was raised when they were asked about parental involvement during the interviews. The involvement of parents in the prevention of learner pregnancies in secondary schools reflected what Loop (2010) suggested. Loop (2010) said that just because parents are not trained educators - at least, most of them were not - does not

mean they cannot play a crucial role in the school setting. What these parents were doing seemed to concur with what Wight et al. (2006) indicate in the findings of a study conducted in London that parents can significantly influence adolescents' sexual health, and risk reduction through the quality and nature of parent-child relationships, parenting practices and communication about sexual matters.

Wight et al. (2006) also contended that parents can significantly influence adolescents' sexual health and risk reduction through the quality and nature of parent-child relationships, parenting practices and communication about sexual matters. This was evident in the two secondary schools in that the pivotal role played by parents in the prevention of teenage-learner pregnancy must have been very helpful. It is through "joint activities and partnerships that we confront our shifting realities and search for new solutions," as confirmed by John-Steiner (2000). Sex education in secondary schools taught by teachers (LOTs) only, has proven to be insufficient and inefficient, because learners continue to fall pregnant. The researchers agree with John-Steiner (2000) when she stated that solo practices can never be enough; they are insufficient to meet the challenges and new complexities of classrooms, parenting and changing workshops.

In the researchers' view, when parents, teachers and school managers work together, they need, and depend on one another in many different ways; for example, they plan (together) about how to solve the problem of teenage pregnancy in their schools. In short, they share their views and support one another. The stakeholders were found to have adopted and practiced collaboration as a technique in the process of preventing teenage-learner pregnancy in these secondary schools. According to Woodard (2010), within the term *collaboration* is that of collaborative roles; these are the roles that stakeholders play in order to effectively present ideas, discuss them with the other members of the group and have them either approved or dismissed. Katzenbach and Smith (2003) stated that collaboration involves complementary skills in team members, shared working approaches and mutual accountability among all members.

There were different but specific findings that emerged from this study and could not be overlooked. It was revealed by the majority of PNS-

GB respondents that *most PNSGBs were not actively playing their collaborative roles*. This seems to concur with what was found by Gcelu (2012) that learners indicated they were not taking sexuality education seriously because they only heard about it in the school. When they were at home nobody provided sexuality education. This seems to have changed as far as this study is concerned. Silk and Romero (2014) concur with this finding when they indicate that parental involvement (PI) is considered necessary in teen pregnancy prevention and preventing other adolescent risky behaviours.

However, controversy exists regarding the extent to which families are responsible for adolescent sexual decision making; evidence from PI programmes is less convincing. As far as the researchers are concerned, the fact that most parents were not actively playing their roles concerning sexuality education could be the reason for this finding by Gcelu (2012) in the first place. The inconsistencies in responses provided in the present study by the majority of SMs, LOTs and PSGBs, contradicted PNSGBs' responses pertaining to the collaborative roles. This forced the researchers to dig deeper regarding this issue in interviews. The interviewees (in the two purposively-selected secondary schools and the extra four secondary schools, where sex education was only taught by LOTs without the implementation of any collaboration program) agreed with this finding, but emphasised that they could not say PNSGBs were not playing their collaborative roles because the minority of the PNSGBs who collaborated with other stakeholders were very dedicated.

CONCLUSION

It appears that parents, teachers and school managers at the above mentioned schools had begun to play overt collaborative roles in the prevention of teenage-learner pregnancy. Collaborative roles played by the stakeholders when working together was instrumental in the prevention of teenage-learner pregnancy which decreased in most of the sampled secondary schools in this study. The "what?" part of this investigation was responded to through the findings and it was proven that collaborative roles of parents, teachers and school managers in secondary schools contributed positively to the prevention of teenage-learner pregnancy.

In other words, it was proven that collaboration produced good results. At the same time, one must also acknowledge that the good results occurred in a poor area where the stakeholders were sometimes divided in their approach to combat teenage-learner pregnancy. In most secondary schools one found teachers sticking to the approach that was recommended by the national government through the ABC objectives of Life Orientation which included abstain, be faithful and use condoms together with parents and churches (as partners in the collaboration programme) sticking to the moral approach of abstinence. The researchers therefore acknowledge that the 'eradication' of teenage-learner pregnancy happened in a secondary school where different approaches were used. All the stakeholders in this secondary school were aware of one another partners' roles; they planned together and agreed to disagree about different approaches in one school.

The most important aspect was that collaboration happened in a deep-rural, less-educated, traditional community with professional teachers. It worked despite the ideological divide that separated the stakeholders, and which was allowed to coexist throughout the period when the programme was being implemented. Furthermore, collaboration seemed to be effective even when stakeholders had different views on the approach to reaching the same goal. Communication, listening, tolerance, enthusiasm and giving space to voice ideas seemed to be anchors in the collaboration.

RECOMMENDATIONS

It was recommended that stakeholders, in collaboration, must be actively involved and be willing to compromise if need be. It was also recommended that stakeholders should have a high level of tolerance for one another. Without tolerance these stakeholders could not have achieved good results. Furthermore, it was recommended that all stakeholders in secondary schools should play their collaborative roles pertaining to the prevention of teenage-learner pregnancy. In addition, the researchers recommended that parents must be allowed to have sessions with teenage learners in secondary schools.

The researchers deemed it proper to recommend that stakeholders should put more effort into trying to convince all parents to be involved

in playing their collaborative roles. This recommendation is based on what was revealed by the interviewees (PNSGBs), that is, that minimum involvement of parents in school activities is the norm. The researchers also recommend that the Department of Basic Education should actually find ways to make sure that stakeholders in secondary schools use collaborative roles generally because collaboration in this study proved to benefit learners and stakeholders in many ways. A general recommendation derived from the general findings of this study is that learners should be constantly conscientised about the ways of preventing teenage-learner pregnancy.

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NOTES

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