

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Chapter 1 serves as an orientation to my study. In other words, it traces the route that the study followed from its inception to its conclusion. This chapter is laid out as follows:

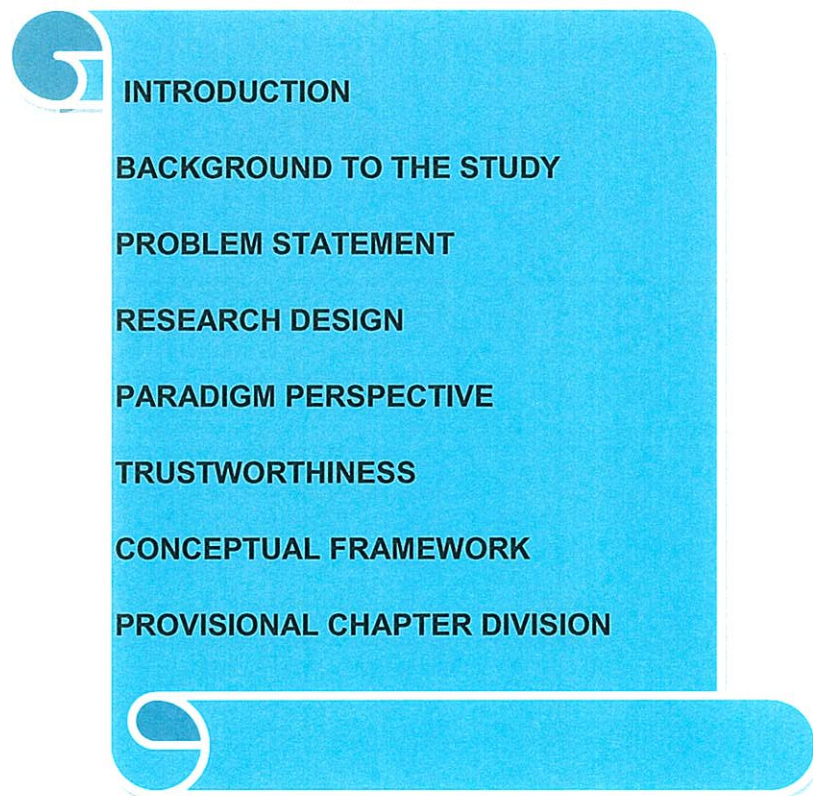


Figure 1: Layout of Chapter 1

1.2 BACKGROUND TO THE STUDY

The Fezile Dabi region in the Northern Free State is home to many families that are affected by high levels of poverty, unemployment, migration in search of employment,

poor infrastructure, poor living conditions, poor services, crime and the HIV and AIDS pandemics (Booyesen, Bachmann, Matebesi & Meyer, 2004). While Sasolburg, which is in this region, provides much-needed employment to the unemployed, it consists also of informal settlements due to urbanisation and migrant labourers.

Some of the schools in the township are overcrowded and accommodate children from poor socio-economic backgrounds where parents are either unemployed or work long hours, with limited parenting time. There are numerous children who grow up in child-headed households with no parental care and supervision. The researcher is employed in a school, in Sasolburg, that admits most children from disadvantaged family backgrounds, some of whom fall pregnant.

The researcher suspected that teenage mothers in schools were psychosocially vulnerable on one hand while they could be resilient on the other. This provoked the researcher's interest in knowing and understanding the vulnerabilities of teenage mothers and what enabled them to cope with their lives. Therefore, the researcher intended to conduct an exploratory qualitative study aimed at unearthing vulnerabilities and processes that mitigated these vulnerabilities in teenage mothers.

1.3 PROBLEM STATEMENT

One of the most serious phenomena plaguing families and societies worldwide is teenage pregnancy. Teenage pregnancy has increased all over the world and especially in South Africa; it is a source of great concern (Jewkes, Vundule, Maforah and Jordaan, 2000:733). Eleven percent of all babies born in South Africa are babies born to teenagers and these statistics are among the highest in the world (IRIN, 2008:1). Many children are born out of wedlock with one-third of women reporting pregnancy or a first birth before the age of 20 (Department of Health, 1999:2). Teenage pregnancy in South Africa is non-marital and unintended (Kaufman, De Wet & Stadler, 2001:147) since it occurs at the time when young children are experimenting with sex.

With the rampant HIV and AIDS epidemics and other sexually transmitted diseases in the sub-Saharan region, unintended teenage pregnancy among unmarried teenagers

has become a disturbing public health problem (Amobi & Igwegbe, 2004:108). It is, therefore, suspected that, in South Africa, teenage pregnancy has also reached epidemic proportions and a third of all pregnancies are related to girls under the age of nineteen (Anon., 1999:7).

School pregnancies have doubled in the past year, despite a decade of spending on sex education and AIDS awareness (IRIN (2008:1). The number of pregnant school girls jumped from 1,169 in 2005 to 2,336 in 2006 in Gauteng (IRIN, 2008:1).

There is a correlation between fertility and the age at which a woman gives birth to her first baby. Sixty percent of the mothers between the ages 12 and 16, have another baby before they are 19 years old (Kaufman, De Wet & Stadler, 2001:146). The causes of teenage pregnancy are complex. They are personal, contextual or a combination of personal and contextual factors. For example, personal factors such as idleness, low contraceptive use, and contextual factors such as peer pressure, poverty (need for money or material gains), lack of parental guidance have been mentioned as some of the factors that promote pre-marital sex (Were, 2007:127) with devastating consequences afterwards.

The health and social consequences of unintended teenage pregnancy include the increased risk of maternal death, pregnancy and birth-related complications such as excessive bleeding, anaemia, obstructed labour, stillbirth and infant death (Amobi & Igwegbe, 2004:108). The socio-economic consequences include lack of education and future joblessness, stigmatisation, loss of self-esteem, perpetuation of the poverty trap and cycle (Amobi & Igwegbe, 2004:108).

Several studies have been conducted on the phenomenon of teenage pregnancy. Some of these studies focused on the causes of teenage pregnancy (Were, 2007; Kaufman, De Wet & Stadler, 2001); the consequences of teen pregnancy (Amobi & Igwegbe, 2004); and the negative impact that teenage pregnancy has on the education and the futures of teen mothers (Jewkes, Vundule, Maforah & Jordaan, 2000). However, not much is known about how these children cope with their lives in view of psychosocial vulnerabilities besetting their lives.

In South Africa, teenage mothers are permitted to return to schools after giving birth (South Africa, 2007). The researcher noticed that not much is done to support these mothers, in order to ensure that they can cope resiliently and not drop out of school due to frustration and lack of scholastic progress. She could not locate a study that had focused on the typical vulnerabilities and empowerment of teenage mothers. This is where she located her study. The central problem guiding her study is the following:

To investigate the vulnerabilities of teenage mothers in South African schools and how they cope with their lives.

1.3.1 Aim of the study

The aim of this study was to conduct an exploratory, qualitative study to investigate the vulnerabilities of teenage mothers, in South African schools, and how they coped with their lives.

In order to achieve this aim, the researcher pursued the following objectives:

- To conduct a literature study in order to understand:
 - the nature and incidence of teenage pregnancy and motherhood in schools
 - factors that render teenagers vulnerable to teen pregnancy
- To conduct empirical research in order to understand:
 - factors that render teenage mothers psychosocially and academically vulnerable to poor developmental outcomes
 - the resilience phenomenon among teenage mothers
 - the mechanisms that they used in order to cope with their lives

1.4 RESEARCH DESIGN

A research design is defined by Terre Blanche, Durrheim and Painter (2007:34) as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research process. It is a plan that guides the arrangement of conditions for collection and analysis of data in a manner that leads to the achievement of the research purpose. It is the designed and planned nature of observation that distinguishes research from other forms of observation. Furthermore, Mouton (2001:55) sees a research design as a plan or blue print of one who intends to conduct research. According to this explanation, a research design focuses on the end product, formulates research problem as a point of departure and focuses on the logic of research.

The researcher's exploratory, qualitative study was two-phased. In the first phase, she conducted a literature study focusing on the incidence of teenage pregnancy, teenage motherhood, the resilience phenomenon and processes that enabled teenage mothers to cope with their lives. In order to achieve this, she consulted an assortment of sources that included peer-reviewed articles and books from the library. She followed this phase with phase two that involved an empirical study. These two phases are elaborated on below.

1.4.1 Phase One: Literature study

The researcher conducted literature study as part of phase one. This exercise enabled her to note broad themes. The table below indicates the summary of these themes:

Table 1.1: Summary of literature

THEME	SOURCES
Resilience is conceptualised as a navigation process towards resilience resources	<ul style="list-style-type: none"> ■ Luther <i>et al.</i> (2003)
Risk processes make adaptive coping less likely	<ul style="list-style-type: none"> ■ Armstrong <i>et al.</i> (2005) ■ Brendtro and Longhurst (2005) ■ Masten and Obradovic (2008) ■ Rutter (1999) ■ Masten (2001) ■ Masten and Reed (2005) ■ Siquera and Diaz (2004) ■ Theron (2007)
Protective mechanisms (individual, familial, environmental and wider community) interact with risks and enhance coping	<ul style="list-style-type: none"> ■ Armstrong <i>et al.</i> (2005) ■ Dass-Brailsford (2005) ■ Donald, Lazarus and Lolwana (2006) ■ Gilligan (2004) ■ Luthar and Zelazo (2003) ■ Masten and Powell (2003) ■ Rutter (1999) ■ TeVaarwerk (2009) ■ Theron (2007)
At-risk youth demonstrate adaptive coping	<ul style="list-style-type: none"> ■ Bottrell (2007) ■ Donald <i>et al.</i> (2006)
Teenage pregnancy is rife	<ul style="list-style-type: none"> ■ Greathead <i>et al.</i> (2002) ■ Anon. (1999)

worldwide	<ul style="list-style-type: none"> ■ Bennet and Assefi (2005) ■ McVeigh and Smith (2000) ■ Furey (2004) ■ Whitehead (2007) ■ Peterson <i>et al.</i> (2008) ■ Dlamini <i>et al.</i> (2002) ■ Vera Children's Institute (2009) ■ Theron (2007) ■ Donald <i>et al.</i> (2007) ■ Jewkes <i>et al.</i> (2001)
There is a relationship between HIV/AIDS and teenage pregnancy	<ul style="list-style-type: none"> ■ UNAIDS (2008) ■ Vera Children's Institute (2009) ■ Jewkes <i>et al.</i> (2000)
Sexual activity is rife among teenagers	<ul style="list-style-type: none"> ■ Santroch (1994)
Teenagers experience difficulties in raising children	<ul style="list-style-type: none"> ■ McVeigh and Smith (2000)

1.4.2 Phase Two: Empirical research

This phase consisted of empirical research in which the researcher used symbolic drawings and interviews to collect data as part of qualitative research. According to Leedy and Ormrod (2005:133), the term qualitative research encompasses several approaches to research that are in some respects quite different from one another, that is, focusing on natural settings and involving studying those phenomena in all their complexity. Qualitative research can be approached in two ways: interactive and non-interactive. Being interactive, an approach involves ethnography, phenomenology and

case study and grounded designs. Non-interactive approach involves designs such as contextual and historical studies.

In the researcher's study, she pursued a phenomenological study focusing on phenomena such as teenage pregnancy, teenage motherhood and resilience. A phenomenological design aims to understand and interpret the meaning that participants give to phenomena (Creswell, 1998), in this regard, teenage pregnancy and teen motherhood and resilience. The researcher wished to explore the experiences of teenage mothers from their perspectives (De Vos, Strydom, Fouché & Delport, 2007:270). She, therefore, chose procedures (symbolic drawings and interviews) that would enable her to explore these experiences.

Babbie and Mouton (2007:79) indicate that exploratory research is conducted on a particular topic in order to provide a basic familiarity with the topic of relative newness. Terre Blanche *et al.* (2007:44) adds that exploratory research is a preliminary investigation into relatively unknown areas of research in order to generate speculative insights, new questions and hypotheses. In the researcher's study, psychosocial vulnerabilities and coping assets of a teenage mother who went back to school are topics of relative newness that the researcher explored.

1.4.3 Population and sampling

The population in this research consists only of pregnant teenagers and teenage mothers in the Fezile Dabi District. Because of logistical reasons, a sample was chosen. Teenage mothers who were in Grades 8, 9 and 10 in the Fezile Dabi District were requested to participate in this study voluntarily. The table below indicates the number of participants per school.

Table 2.1: Participants per school

Participating schools	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D
No. of participants	3	3	2	2
Total: 10				

A purposive sampling procedure was used in this study. In purposive sampling, a particular case is chosen because it illustrates some feature or process that is of interest for a particular study (Silverman, 2000:104). According to Maree and Pietersen (2010:178), this method of sampling is used in special situations where the sampling is done with a specific purpose in mind. In this study, the researcher targeted teenage mothers between 14 and 16 years of age.

1.5 DATA COLLECTION PROCEDURE

Terre Blanche *et al.* (2007:287) indicate that qualitative researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world, and, therefore, want to study them in their natural settings. In this study, the researcher tried not to disturb the context unduly, but attempted to become a natural part of the context in which the phenomenon occurs (teenage pregnancy, teen motherhood and resilience). The authors further state that the research context should be entered with the necessary care and one should engage with the research participants in an open and empathic manner. Interviews, drawings and narratives were used as data collection methods in this research.

1.5.1 Semi-structured interviews as data collection methods

In the context of research, an interview is a two-way conversation in which the interviewer asks participants questions in order to collect data and learn about their ideas, beliefs, views, opinions and behaviours (Nieuwenhuis, 2010:87). The aim of

qualitative interviews is to see the world through the eyes of the participants (Nieuwenhuis, 2010:87).

Burton (2000:197) sees semi-structured interviews as one-on-one conversations between the researcher and one participant focusing on the phenomenon under study. Semi-structured interviews, according to McBurney and White (2004) and Greeff (2007:296), require the establishment of a relationship between the participants and the researcher. The researcher in semi-structured interviews can follow up on questions and probe for further clarification.

How the researcher used semi-structured interviews is fully explained in Chapter 3.

1.5.2 Symbolic drawings as data collection methods

In the second phase of data collection, the researcher used symbolic drawings. Interest is growing in the use of drawings in research involving children especially by a researcher who wishes to give child participants a voice. Therefore, symbolic drawings are a rich source of data (Driessnack, 2006:1415). Children's drawings can be considered, as their natural expressions involve multiple meanings, which illustrate their developmental capacities, mental health and relevant experiences (Kortessluoma, Punamaki & Nikkomen, 2008:287). In other words, the researcher used the Draw-and-write technique (Backett-Milburn & Mckie, 1999:10) in which she asked the teenage mothers to make symbolic drawings of what helped them to cope with life. For this purpose, the researcher prepared a brief drawing with the following instruction on the first page:

What helps you to cope with your life as a learner and a mother? In the space provided, please draw what helps you to cope with your life. How well you draw is not important, but the drawing you make is.

Page two of the drawing brief contained the following instruction:

In four to five sentences, please explain your drawing. Tell me what it means so that I can understand it better. You can write in any language of your choice.

Although the researcher used symbolic drawings in her study, she was aware of their limitations. One of the limitations indicated by Backett-Milburn and Mckie (1999:10) is that drawings are difficult to analyse, and some of the researchers using the Draw-and-write technique do not include an analysis of or discuss the content of the drawings (Smith & Carlson, 2005). In the researcher's analysis, in this study, she describes the drawings and relies on the participants' narratives for the content part. She used interviews in order to ensure that she obtains rich data and to be able to compare the findings from the two data sets. The data from the drawings and narratives were analysed together with the interview data in Chapter 4.

1.6 Data Analysis

Data analysis in a qualitative enquiry necessitates a two-fold approach. The first approach involves data analysis on the research site during data collection while the second approach involves data analysis away from the site, that is, after the data has been transcribed (De Vos *et al.*, 2007:335). The researcher embarked on a process of coding the interview data. According to De Vos *et al.* (2007:341-343), there are three types of coding, which are open coding, axial coding and selective coding. In this research, use is made of open and axial coding. This enabled the researcher to come up with codes, which she grouped to form categories, and derived themes from the categories. In other words, she searched for and obtained emerging patterns, associations, concepts and explanations in the interviews (Ritchie & Lewis, 2003).

Participants had to draw anything that made them cope and write a narrative about the meaning of their drawings. The researcher closely examined the drawings and the narratives. She was able to group them according to broad themes. She used these themes in her analysis and interpretation, and she compared these with themes derived from interviews. How data from the drawings and narratives were triangulated in this research, is explained in Chapters 3 and 4.

1.7 PARADIGM PERSPECTIVE

This qualitative study was premised against the interpretivist, post-positivist paradigm perspective. According to this approach, access to reality is only possible through language, consciousness and shared meanings (Nieuwenhuis, 2007a:58). Interpretivism has its roots in hermeneutics, which is the study of the theory and practice of interpretation. In an interpretivist paradigm, phenomena are understood via the meanings that people assign to them (Nieuwenhuis, 2010:58-59). This means that researchers using the interpretivist approach focus on participants' perceptions and their understanding of their experiences. The researcher's reason for using this approach was to understand deeply teen motherhood, the participants' psychosocial vulnerabilities and what empowered them to cope with their lives:

Interpretivism is based on the under-mentioned assumptions.

- **Human life can only be understood from within**

Human life cannot be observed from external reality. Interpretivism focuses on people's subjective experiences, how people construct the social worlds by sharing meanings, and how they interact with or relate to one another (Nieuwenhuis, 2007a:59; Babbie & Mouton, 2007:28). This leads to the reflection of the same everyday constructs that people use to interpret their experiences. The interpretivist researcher analyses texts to look for the way people make meaning in their lives, and what meaning they make (Henning *et al.*, 2005:20; Terre Blanche *et al.*, 2007:8).

In this study, the focus is on the subjective experiences of teenage mothers and how they constructed their social worlds via shared meanings. The study also focused on how they attempted to interact with one another. In the narrations of their worlds, the researcher listened carefully for stories about personal and ecological risks and protective resources that fuelled resilience.

- **Social life is a distinct human product**

According to the interpretivist perspective, reality is not objectively determined, but it is socially constructed (Nieuwenhuis, 2007a:59; Terre Blanche *et al.*, 2007:9). Observing people in their natural social contexts enhances opportunities for the researcher to understand their perceptions of their own activities (Nieuwenhuis, 2007a:59).

Therefore, the uniqueness of each particular situation is crucial in understanding and interpreting the meanings constructed. Moreover, phenomena are understood through the mental processes of interpretation which are influenced by and interact with the social context (Henning *et al.*, 2005:20). The school and home environments represented natural, social contexts for teenage mothers and it was in these contexts where they socially constructed reality. The teen mothers' perceptions and experiences were understood against the said social contexts.

- **The human mind is the purposive source or origin of meaning**

It is necessary to explore the richness, depth and complexity of phenomena in order to develop an understanding of the various meanings that people impart to phenomena and their social contexts (Nieuwenhuis, 2007a:59; Terre Blanche *et al.*, 2007:8; Babbie & Mouton, 2007:28). To this, Henning *et al.* (2005:20) add that knowledge is not only constructed by observable phenomena, but also by the descriptions of people's intentions, beliefs, values and reasons, meaning-making and self-understanding.

Individual interviews and drawings provided an opportunity for the participants to provide the researcher with rich descriptions of their beliefs and meaning-making, and in the process the researcher was exposed to the way in which they made meaning of their home and school existence and how this contributed to their resilience.

- **Human behaviour is affected by knowledge of the social world**

Interpretivism proposes that there are multiple and not single realities to phenomena and that these realities can differ across time and place (Nieuwenhuis, 2007a:60).

According to Henning *et al.* (2005:20), the researcher has to look constantly at different places and different things in order to understand phenomena.

The multiple data collection methods (interviews, drawings and narratives) applied in this study, afforded the researcher the opportunity to make use of different sources; one source of data enriching the other. She was also exposed to the multiplicity of realities inherent in teen motherhood.

- **The social world does not exist independently of human knowledge**

The researcher's knowledge and understanding of phenomena influences the types of questions they ask and the way they conduct research (Nieuwenhuis, 2007:60). Knowledge and understanding are limited to the things we know, people's unique experiences and the meanings we imparted. Furthermore, the interpretivist researcher is constantly looking for the frames that shape meaning and is sensitive to the role of the context in this regard (Henning *et al.*, 2005:20). Therefore, the knowledge generated by this study, expressed in language, is considered to be influenced by the world-view held by the social group that constructed it (De Vos, Schulze & Patel, 2007:8). The researcher's knowledge and assumptions also influence the knowledge generated because they shape how she interprets data.

Her knowledge of barriers and factors that may impede positive development in children, her understanding of teenage motherhood and its negative impact on education, came into play in how she interpreted the data.

1.8 TRUSTWORTHINESS IN QUALITATIVE RESEARCH

Trustworthiness is essential in qualitative research. It serves to remove bias and enhance trust in the findings flowing from a study. In defining trustworthiness, Lincoln and Guba (cited in De Vos *et al.*, 2007:346) say that it represents the truth value of a study, its applicability, consistency and neutrality. Ensuring trustworthiness in research includes addressing processes such as credibility, transferability, confirmability and dependability (De Vos *et al.*, 2007:346) of findings. Below is a discussion of these processes.

- **Credibility**

In the context of qualitative research, credibility is equated to internal validity that is typical of quantitative research (Schurink, Fouche & De Vos, 2011:419). According to Ary *et al.* (2006:504), credibility is aimed at enhancing the truthfulness, believability or how convincing are the research findings. This can be achieved through peer debriefing and referral adequacy (Babbie & Mouton, 2007:277). Therefore, in order to achieve credibility in her study, the researcher went back to the participants and requested them to review her findings before she compiled the final report. She had tape-recorded the interviews and the recordings are stored safely for reference, if there is ever a need to refer to them. The audit trail (Appendix F) attached shows how she analysed the data that she collected.

- **Transferability**

Quantitative researchers aim to generalise their results to other similar contexts. Likewise, qualitative researchers, though using smaller samples, try to describe richly their findings so as to be able to transfer them to other contexts or groups of participants with similar experiences (Graneheim & Lundman, 2004:110). In other words, in qualitative research, transferability could be an alternative to external validity or generalisability, whereby the researcher transfers the findings to another context.

In order to facilitate transferability, the context, sampling procedure, data collection and analysis have been clearly described (Graneheim & Lundman, 2004:110). In processing the data, the researcher chose quotes carefully so that data was not misinterpreted. She also ensured that the presentation of the research findings and quotations were rich (Graneheim & Lundman, 2004:110).

- **Confirmability**

Ary *et al.* (2006:507) understand confirmability as the extent to which the research is free of preconceived notions or biases in the procedures followed in research and interpretation of findings. The notion of confirmability involves the possibility that independent parties can confirm or corroborate the findings of a particular study.

Confirmability reduces researcher bias in the drawing of conclusions, interpretation of data and in making recommendations.

In order to heighten confirmability, the researcher ensured that the findings of the study were interpreted without any bias and that the participants had opportunities to confirm or rebut them.

- **Dependability**

According to Graneheim and Lundman (2004:110), dependability involves instability and phenomenal factors. This involves the degree to which research data changes over time and alterations that are made in the decisions taken by the researcher during the process of analysing the research findings. An attempt was made to promote the dependability of the researcher's data by including an audit trail and an example of preliminary open and axial coding. The audit trail will demonstrate how the researcher grouped the codes into categories and how she derived themes from categories.

1.9 FEASIBILITY OF THE STUDY

This study is feasible in the sense that it was conducted in one district, in the Free State, and all research sites were accessible. The study was also feasible in terms of time as it was not time-consuming to interview all ten participants (n=10).

1.10 ETHICAL ISSUES

Every researcher is mindful of the ethical principles that govern research work. In this study, the following ethical measures prescribed by Leedy and Ormrod (2005) and De Vos *et al.* (2007:59) were followed in this research:

- **Avoidance of harm:** This involved the protection of participants from any form of physical or mental discomfort. It was ensured that, should any participant feel uncomfortable, participant debriefing by a qualified professional would be available.
- **Voluntary participation:** This enabled the participants to withdraw from the study if they felt that there was an infringement on their rights. No amount of compulsion

was meted out to the participants. No compensation or rewards were used as inducements for the participants to participate in this study, even if they would not have preferred it.

- **Informed consent:** This meant that the participants were fully informed about the nature of the study and the procedures involved in collecting data. Informed consent was a necessary condition rather than an impediment. The participants signed the assent forms that their parent and caregivers co-signed. These forms are attached as Appendices.
- **Confidentiality:** This would mean that the participants were aware that their rights to privacy and human dignity would be protected. They consented to the researcher recording the interviews and to using their responses and drawings in compiling the final report without revealing their identities. The researcher let them know that the data was going to be stored in safe places that are not accessible to anyone except herself.

1.11 DEFINITION OF KEY CONCEPTS

- **Resilience**

Rutter (1999:119) sees resilience as overcoming stress or adversity. According to Masten (2001:227), resilience is an everyday phenomenon that is conceived and nurtured by fundamental, commonplace ecologies such as families, peers, schools and communities.

- **Vulnerability**

Vulnerability involves a combination of factors that determine the degree to which someone's life and livelihood is put at risk by a discrete and identifiable event in nature or in society (Green *et al.* cited in Manyena, 2006:441).

- **Risks**

Psychosocial factors associated with greater risk of pregnancy among school-age teens that included low self esteem, peers, poor socio-economic factors in the community or neighbourhood and tobacco, drug and alcohol use (Berry, Shillington, Peak & Hohman, 2000:81).

- **Protective resources**

Protective factors assist in developing personal resilience and are identified as personal traits such as self-esteem and social skills; family characteristics, including support and harmonious environments and external supports which enhance a child's ability to cope (Brendtro & Longhurst, 2005:52).

- **Positive psychology**

Positive psychology is the scientific study of ordinary human strengths and virtues. It revisits the average person, with an interest in finding out what works, what is right, and what is improving (Sheldon & King, 2001:216).

- **Teenage pregnancy**

Teenage pregnancy is defined as pregnancy that occurs among girls aged 13-19, and the everyday use of the term varies across the world (UNICEF, 2008:1).

1.12 PROVISIONAL CHAPTER DIVISION

Chapter 1 – Orientation to the study

In this chapter the overview of the study will be provided

Chapter 2 –The incidence of teenage motherhood

In this chapter the incidence of teenage motherhood will be presented. the phenomenon of resilience will be discussed. Currently used approaches to combat teenage pregnancy and the resulting motherhood will be outlined..

Chapter 3 – Research method

The research design, data collection strategies and tool of analysis will be discussed in Chapter 3.

Chapter 4 – Analysis and interpretation of results

The steps taken in order to process data will be outlined.

Chapter 5 – Conclusion and recommendations

The study will be wrapped up in this chapter. Limitations, conclusions and recommendations will be discussed.