Enabling Tertiary Education for Teen Mothers: Organisational insights

Maxine Graham

A thesis submitted to

Auckland University of Technology

in partial fulfilment of the requirements for the degree

of

Master of Business [MBus]

2014

Faculty of Business and Law

Abstract

Literature has generally portrayed teen pregnancy as a social problem with adverse health, social and economic effects on the teen mother and her child. Research on teen mothers attending tertiary education is notably absent. This thesis identifies factors to enable teen mothers to transition to tertiary education. This research is significant because compared to international standards, New Zealand has a high rate of teen pregnancy (Kaipuke Consultants, 2012). Despite the challenges teen mothers face, this thesis highlights the dimensions through which teen mothers can successfully transition to tertiary education. Gaining a tertiary qualification is closely linked to income and general well-being (Earle, 2009). Scott (2009) stated that those higher levels of study are associated with higher earnings.

Using a qualitative research approach consisting of twelve semi-structured interviews in Auckland, New Zealand, factors that enable teen mothers to transition to tertiary education were identified. The twelve interviews included eight teen mothers (all of whom were of Māori ethnicity), three teen parent support organisations (TPSOs) and one interview with the Ministry of Education. By employing phenomenology as the methodology and exploring the participants' lived experiences, this thesis allows the voices of the participants to be at the forefront. The use of thematic analysis means common themes are identified and discussed. Furthermore, by drawing on the researcher's personal experience of being a Māori teen mother who is attending tertiary education herself and by employing Mason Durie's *te whare tapa whā* (the four sided house) framework (Durie, 1994), this thesis seeks to holistically analyse the scholarly literature and interview findings.

The use of *te whare tapa whā* to analyse the interview findings and literature lead to the development of the model *whare tangata* (house of humanity). This model symbolically represents the key themes of Self Attributes of the teen mother (self-efficacy, high achievement, independence, resilience and cultural identity), Stigma (welfare dependence and educational underachievement), and Support (family, peer, institutional, the tertiary institution and financial). Identification of these factors can enable TPSOs to assist teen mothers through the transition to tertiary education.

As a consequence of the analysis undertaken, a number of practical recommendations emerged. These included delivering relevant teen parenting classes that focus on developing and growing families together and that both teen mothers and teen fathers can attend, identifying teen mothers with academic or tertiary potential and therefore enabling closer links with tertiary providers, and finally, tailoring support programmes, including scholarships, within the tertiary providers to support the transition to tertiary education. From this research process, the opportunity for future research in the following areas became evident; teen fathers, growing young families holistically, teen mothers in the South Island of New Zealand and a comparative analysis between non-teen mothers' and teen mother's tertiary journeys.

As with all research, this thesis identifies limitations. These include the diversity of the sample population, perspectives of TPSO interviews, the lack of Māori cultural nuances and the researcher biases. This thesis does not intend to represent all teen mothers or TPSOs; it does, however, attempt to provide initial conclusions from the experiences of the participants for this thesis. It is hoped these findings may be applicable to teen mothers and TPSOs in similar circumstances

Ethics approval was through the Auckland University of Technology Ethics Committee on19 July 2012 (AUTEC Reference number 12/50).

<div align="center">

Whaowhia te kete mātauranga

Fill the basket of knowledge

</div>

Table of contents

List of Figures

List of Tables

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the Acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.

Signed:

Maxine Graham
4 September 2014

Acknowledgements

As I write this, I sit under the house of Te Pūrengi, Ngā Wai o Horotiu here at AUT University. From my understanding, Te Pūrengi represents the ropes which help keep a mast strong and sturdy on its long journey. For me, this is symbolic of my thesis journey. Many have helped keep my postgraduate mast strong and I would not have been able to do this without you all. I hope I have done you proud.

First and foremost to my participants, thank you for allowing me to be a part of your life journey. Your stories and perspectives affirmed my passion for this thesis research, and I am humbled to have been able to voice some of your experiences. I wish you nothing but the best for all your future goals and aspirations.

To my supervisor, Professor Edwina Pio. Your academic guidance, patience and determination to enable me to complete is unwavering. Ngā mihi nui ki a koe. A mention to the proofreader Mary McLaughlin from Little Red Pen, Ōrepoti Dunedin.

To my whānau and by this the many whānau I am privileged to belong to. Ngā Whānau Māori ki Horotiu, I am who I am because of each and every one of you. A special mention goes to Professor Pare Keiha; I am honoured to work for you and don't think I would have started this postgraduate journey without your consistent nudging. To my TUIA whānau, they say people come into one's life when they are meant, and you all well and truly came into mine when I needed you. To my friends – Laydeez, fellow postgrad students and those whom I was blessed to meet along the way – the constant talk of this research allowed me to process and articulate the journey. The texts, messages, phone calls, thoughts and love that came my way have not gone unnoticed, and no words can express the gratitude I feel. my own whānau, thank you for your love and support. Tai, thank you for loving and supporting me without question. In remembrance, my Fat Poppa, I hope I have done you proud. Lastly and most importantly:

<div align="center">

For my son: You are the reason I started.

For our darling: You are the reason I finished.

</div>

Chapter One: Introduction

Teen pregnancy is often viewed as one of the main contributors to society's social problems. These social problems include poverty (especially child poverty), child abuse and neglect, father-absence, low birth weight, school failure, and poor preparation for the workforce (National Campaign to Prevent Teen and Unplanned Pregnancy, 2014). In the United States, a dedicated establishment named the National Campaign to Prevent Teen and Unplanned Pregnancy rallies against teen pregnancy. Globally, targeted funding and teen parent programmes look to address the issue of teen pregnancy, labelled in some cases as a drain on society (Kaufman, 1999). It became apparent very early in this thesis that the majority of literature on teen mothers emphasises bleak outcomes for teen mothers and their children (Nitz, 1999; Woodward, Horwood & Fergusson, 2001; De Jonge, 2001; Hoffman, 2006). Teen pregnancy is linked to health issues, including mental illness such as depression and substance abuse (McDonell, Limber & Connor-Godbey, 2007; Sadler et al., 2007), subsequent teenage births, a high rate of sexual transmitted diseases (Noria, 2005; Collier & Blake, 2006), infant mortality, lower birth weights and behavioural issues for their children (Furstenberg, Brooks-Gunn & Morgan, 1987). In addition, social and economic issues associated with teen pregnancy include poverty (Chevalier & Vittanen, 2002; Hindin-Miller, 2012), welfare dependence (Thompson & Caulfield, 1998; Fergusson & Woodward, 2000). These aforementioned effects of teenage pregnancy exist throughout the world, including in New Zealand.

New Zealand is noted as having a high rate of teen pregnancies. The 2011 Families Commission report indicated that in 2011 there were 4,374 pregnancies to women under 20 years old. These numbers equate to a (provisional) birth rate of 2.8 births per 100 women aged 15–19years (Families Commission, 2011). The highest number of teen pregnancies in OECD countries is in the United States. New Zealand's figures are second to the Unites States (Kaipuke Consultants, 2012). In response to the high number of teen pregnancies based here in New Zealand, government funding and communities have prioritised the support teen mothers receive (Ministry of Social Development, 2013). In order for this government funding and support to be effective, research strategies are needed. This thesis aims to investigate factors that will enable teen mothers' transition to tertiary education.

The importance of tertiary education for teen mothers is prevalent in research conducted with "vulnerable groups". Vulnerable groups identified within tertiary education are indigenous peoples, those from areas of socio-economic deprivation and those who have not entered tertiary education straight from high school (Evans, 2000; Loader & Dalgety, 2008; Tertiary Education Commission, 2008; Madjar, Mckinley, Deynzer & Van der Merwe, 2010). All of these vulnerable groups are deemed less likely to engage in tertiary education. Madjar et al., (2010) stated that "previous research studies have shown that Māori and Pacific school leavers, who tend to be clustered in low-decile schools, are less likely to begin a degree" (p. 9). Research suggests that Māori, Pasifika and women from areas of socioeconomic deprivations are most

likely to become teen mothers (Kaipuke Consultants, 2012). Additionally, as teen pregnancy can interrupt schooling, this can prevent a smooth transition from high school into tertiary education for many teen mothers.

To date, little research has focused on teen mothers' transition to tertiary education. As a response, the aim of this thesis is to answer one key research question, namely, "*What factors enable teen mothers to transition successfully to tertiary education?*". The thesis used a qualitative research approach that involved in-depth, semi-structured interviews with twelve participants, including eight teen mothers who had or were attending tertiary education, three individuals who worked at teen parent support organisations are identified as those organisations that provide educational services to teen mothers. Throughout this thesis they will be referred to using the abbreviation TPSO and one representative from the Ministry of Education. Teen mothers were encouraged to share their experiences of motherhood and how they navigated their journey to tertiary education. For TPSOs, questions focused on the nature of the organisations themselves as well as opinions about what factors helped or hindered teen mothers transition to tertiary education. The findings supported the development of the model *whare tangata* as a means of symbolically representing the data and literature examined.

1.1 Rationale for this Thesis

The importance of understanding experiences that enable successful transition to tertiary education for teen mothers is highlighted in the media, statistics and researched literature. The media and literature portray the detrimental effects of teen motherhood, including a focus on the health of the teenage mother, the cycle of deprivation, interrupted education, welfare dependence and the limiting of future opportunities for teen mothers (Woodward, Horwood & Fergusson, 2001; De Jonge, 2001; Chevalier & Viitanen, 2002; Kane, Morgan, Harris & Guilkey, 2013). Where research on teen mothers has had a positive focus, it has revolved around teen parent programmes or commented on positive transformational effects that can occur as a result of having a child during teenage years (Seamark & Lings, 2004; Hindin-Miller, 2012). However, there is still a scarcity of research examining teen mothers and tertiary education. Therefore, this thesis aims to address this research gap by examining teen mothers' experiences of transitioning to tertiary education.

Furthermore, while the researcher did not set out to interview only Māori teen mothers, all teen mother participants interviewed were Māori. Māori teenagers are five times more likely to be mothers than any other ethnicity in New Zealand (Dickson, Sporle, Rimene, & Paul, 2000). Māori participation numbers in tertiary enrolment have continued to rise over the last ten years. While this is a positive trend, Māori are still under-represented in tertiary education (Ministry of Education, 2007). As a large proportion of teen mothers are Māori and Māori are under-

represented in tertiary education, there is a real need to investigate ways of improving the transition to tertiary education for Māori teen mothers. Enabling Māori to succeed in any area they choose is a passion of the researcher. In her opinion, a tertiary education can open up a number of opportunities for teen mothers and enhance their capacity to provide a stable environment and future for themselves and their children.

1.2 Theoretical and Practical Contributions

1.2.1 Theoretical Contributions

This thesis seeks to contribute to the field of research pertaining to teen mothers by exploring teen mothers' transition to tertiary education and the role that teen parent support organisations have in this transition. As this thesis analyses scholarly literature and participants' findings through a holistic wellbeing model, a positive based research piece has been produced.

In general, teen mother research highlights the negative discourse attributed to teen pregnancy. The findings from this thesis highlight that teen mothers want to use tertiary education as a means to contribute to society through their tertiary education leading to employment. These findings contrast with overwhelming research focus on teen mothers being welfare dependant, uneducated and accustomed to intergenerational cycles of poverty. By applying phenomenology to the experiences of the teen mothers, this thesis provided a platform for the teen mothers to provide solutions for themselves. In writing and sharing their experiences, teen mothers have identified relevant support structures and strategies to assist their transition to tertiary education.

This thesis further demonstrates the importance of support through partners, family and peers. In addition, the thesis demonstrates the role of institutions, including TPSOs, high schools and tertiary providers, in providing personal, academic and financial support to teen mothers. This thesis demonstrates that with support teen mothers can achieve at tertiary education. It has also provided a foundation or further research in this field to be undertaking.

1.2.2 Practical Contributions

The researcher identified recommendations for TPSOs to better prepare teen mothers to transition to tertiary education. Five practical recommendations emerge throughout this thesis:

- Implement and deliver teen parenting classes that include antenatal care, relationships at a young age and how to navigate raising a family together. This may include identifying common values on raising their children and budgeting. It is essential these

teen parenting programmes are done with both the mother and father and ideally before their child is born.

- Develop teen parent education programmes that enable teen mothers and teen fathers to learn together.

- Identify teen mothers with academic or tertiary potential within their organisation and provide tailored tertiary transition programmes to assist them in academic and pastoral preparedness for university.

- Build closer links with tertiary providers, including role models, and ensure teen mothers know of the programmes and services available prior to coming to tertiary education.

- Develop tailored support programmes for teen mothers within tertiary institutions including early identification of teen mothers at enrolment and the provision of tertiary scholarships for teen mothers.

1.3 Researcher positionality

The researcher is a teen mother herself, who is Māori and is working and completing postgraduate study at AUT University. She is passionate about supporting teen mothers to tell their stories, with the aim of identifying strategies that can be implemented to improve the transition of teen mothers to tertiary education. Her position allows her a unique understanding of the perspectives and experiences of teen mothers shared in the interviews and was beneficial in identifying effective strategies for teen mothers' tertiary transition. The following entry outlines her experiences and provides some reflections that lead her to the present research topic.

> Upon becoming pregnant at 17 years of age, I was told many a time that my life had been wasted and I would not make anything of myself for the remainder of my years to come. For me, finding out I was pregnant was a blessing. My own little person that I could love and care for. I had already left school and was attending a private training establishment pursuing training in Sport and Recreation. I wouldn't say life was hard, but it wasn't easy either. I think personal resilience was an important factor in my achievement. I always knew I was capable of more. I enrolled in a business administration course when my child was nine months old. I wanted more for me and my son and thought that re-engaging in education would help me get a good paying job. To assist us, I was receiving welfare and secured a government housing property. I finished my course and my tutor found me a receptionist job at a hotel. I felt great having finally succeeded in education. For the next six months, work was good, but I struggled to make the payments for day-care and sometimes felt I was just working to pay for day-care fees. It was at this time that I made enquiries about going to university.

In 2003, I enrolled at AUT in a Faculty of Business certificate programme. I thought that enrolling in a Business programme would allow me to have a transferable degree and gain a set of skills and learnings that could be taken anywhere in the world. At the end of my first semester of the certificate programme I had attained three A grades and one B+. The sense of satisfaction of accomplishment was massive. I was then asked to transition to the diploma. I wanted to do the degree. I felt I didn't have time to continue to staircase and wanted to complete my degree as quickly as possible so I could financially provide for my son. In order to gain entrance into the degree programme, I had to plead my case to the Programme Leader. He reluctantly agreed to allow me to enrol in the degree programme under the Special Admission entry criteria of being 21 years old. To further assist my tertiary journey, I was also awarded a Māori Business scholarship, which paid my university fees for three years. Receiving a scholarship was a huge support for me and lifted the burden of having a student loan.

The years flew by. With hard work, sacrifices, late nights and a lot of support, I finally reached graduation. Throughout my education journey, the desire to prove myself to those who had stereotyped me when I became a teen mother would cross my mind. But more powerful was the desire to achieve for those who supported me throughout my studies. For me, this support was demonstrated by my family, peer network, mentors and the tertiary institution, which included university Māori liaison services and lecturers. I was also fortunate enough to secure employment at AUT University and had an empowering support network among the staff at Te Ara Poutama: Faculty of Māori and Indigenous Development and Nga Whānau Māori (the Māori staff network). I wanted to be successful for all those who invested in me and my son.

When deciding to do postgraduate study, finding a thesis topic that I was passionate about and had an understanding of was important. Finding ways for teen mothers to be successful in whatever they choose was my passion, and having studied and started work at AUT University, I had an understanding of engagement in tertiary education. These two parts together formed the basis for my thesis topic. As I interviewed the teen mothers in this research, I empathised with their stories. I was strongly connected to their achievements and challenges. I wanted to be a voice for them to tell their stories and to write a piece that proves we are capable of achieving more than the teen mother stereotype. I firmly believe education is a precursor to moving out of poverty and to a higher standard of living. Education leads to being able to provide better lives for our children. Being the first in my family to attend university, I have paved the way for my children to also attend university. My son has grown up among education, and our conversations

aren't centred on if he will be going to university, but rather *which* university he will attend.

In answering the research question for this thesis, the voices of the teen mothers and the teen parent support organisations are important, allowing the researcher various perspectives from which to identify ways of enabling teen mothers to succeed.

1.4 Structure

This thesis consists of five chapters: an introduction, literature review, methodology, discussion and conclusion. This first chapter serves as an introduction to the research topic. This chapter provides a background and rationale for the present research and states the key research question for this project, specifically "*what factors enable teen mothers to transition to tertiary education?"* The positionality of the researcher as a Māori teen mother is stated, along with her personal history and experience in relationship to this topic.

Chapter Two presents the literature review, which begins by providing an overview of New Zealand statistics relating to teen mothers and some comparisons with international data. It discusses teen pregnancy research trends with a New Zealand regional and ethnic breakdown. By highlighting the health, social and economic statistics relating to teen motherhood, the importance of this research on teen mothers becomes apparent. In order to create intergenerational change for the children of teen mothers, education is deemed to be important. In order to support the researcher's efforts to identify factors that enable successful transition to tertiary education, literature relating to tertiary education participation amongst 'vulnerable' groups of students is reviewed. In this thesis, "vulnerable" students are taken to be those from indigenous groups or from lower socio-economic and rural areas. According to the statistics shown in this thesis, teen mothers contribute significantly to the membership of these groups.

Chapter Three, the methodology chapter, provides an overview of the qualitative interpretivist approach used in this thesis. A phenomenological approach was deemed most appropriate for this thesis in that it aims to investigate the nature of participants' lived experiences and the subjective meanings assigned to them by the participants. The recruitment process and selection criteria for both sets of participants are provided, followed by a brief overview of all of the participants who took part in this research. Semi-structured interviews were used to explore participant experiences. Questions for teen mothers revolved around their background, their transition to tertiary education and their future ambitions. Representatives from TPSOs were asked about the purpose and function of their organisations, as well as their views on factors that help or hinder teen mothers' transition to tertiary education. An interview guide for each set of participants is provided in this chapter. Thematic analysis was used to identify common themes in the data. A step-by-step outline of this process is provided. Lastly, the ethical

considerations are presented, along with a few of the issues and challenges involved in research with teen mothers or other vulnerable groups.

The primary aim (of Chapter Four) is to present the findings of this research. All twelve participants were located in Auckland, New Zealand. This chapter is divided into two sections. Section One provides a brief background of each of the participants interviewed. The participants were aged 18-35years old, they were 15-17years old when they gave birth, they had between one and three children at the time of being interviewed, they all identified as Māori, and they had completed or were enrolled in a range of subjects, including Teaching, Commerce, Māori Studies, Health and Communications. Section Two presents the findings from the interviews, which are categorised into four overarching themes, namely Stigma, Support, Self-Attributes and Organisational Insights. The stigma of being a teen mother was identified by all participants. All teen mothers interviewed wanted to gain an education and provide financially for their children, thereby not conforming to the statistics of teen motherhood. Support in many different forms was evident in the teen mothers' lives. The identified areas of support included family support, peer support, the high school or TPSO they attended before enrolling in tertiary education, the tertiary institution support and financial support. Self-attributes that contributed to the success of transition to tertiary education for all participants were having a level of self-efficacy, high achievement, resilience, independence and strong cultural identity. Organisational insights were that all TPSOs were initiated from a community need and operated in a flat structure with a range of on-site services. By provide a holistic curriculum with a balance of life and academic skills the teen parent support organisations placed emphasis on teen mothers being firstly good mothers and raising their self-confidence and aspirations in the process.

The discussion chapter links the literature review with the findings of this research. Using thematic analysis and Mason Durie's model *te whare tapa whā* (the four sided house) the apparent themes were analysed and the foundations for the model *whare tangata* (house of humanity) were derived. *Te whare tapa whā* includes four realms. These realms are *taha hinengaro (*mental and emotional realm), *taha wairua* (spiritual realm), *taha tinana* (physical realm) and *taha whānau* (family realm). The development of the *whare tangata* model is based on examining the findings and literature through the lens of *whare tapa wha*. By further exploring the *taha whānau* (family realm), the *whare tangata* model became apparent as a means of metaphorically representing the three key themes relevant to the teen mother to transition to tertiary education. This model is used to inform TPSOs. It places the mother and child in the centre of the model within the womb. Integrated throughout the model are the three apparent themes. Self-Attributes is interwoven to the womb, with Stigma on one side and Support on other side. These three identified factors collectively enable a teen mother to transition to tertiary education. The chapter also discusses how these factors can make practical contributions. It concludes by exploring the limitations of this research thesis.

Lastly, the conclusion chapter articulates what this thesis set out to achieve and how it achieved it. By revisiting the key components of this thesis, a summary of the research process with the significant findings is discussed. Also highlighted are the key practical recommendations and contributions to research. This thesis concludes with future areas for future research.

Chapter Two: Literature Review

Children can be their parents' source of greatest joy and at times greatest sorrow. Being a mother at any time is a journey with celebrations and challenging times. Teen motherhood is no different. Unicef, (2008) defines teenage pregnancy as when a teenage girl, usually 13–19 years old becomes pregnant. The term "teenage pregnancy" in everyday speech usually refers to girls (who have not reached legal adulthood) who become pregnant (Unicef, 2008). Research on teen mothers portrays an intergenerational cycle of poverty with negative health (McDonell, Limber & Connor-Godbey, 2007; Johnson & Denny, 2007), social (Montessoro & Blixen, 1996; Fergusson & Woodward, 2000) and economic (Hoffman, 2006; Ministry of Social Development, 2010a) outcomes. The literature clearly signals that becoming a teen mother severely limits opportunities, which in turn affects the development of her children (Baragwanath, 1996; Kiernan, 1997; Woodward et al., 2001; Collins, 2010). This chapter begins with some statistics associated with teen mothers in New Zealand and examines the effects of teen motherhood from a health, social and economic perspective. Teen parent programmes are also discussed. The chapter concludes with literature pertaining to transitioning vulnerable students to tertiary education, including teen mothers. For the purposes of this thesis, vulnerable students are defined as members of indigenous groups or individuals from lower socio-economic and rural areas. Many teen mothers also fall into these vulnerable categories.

According to Statistics New Zealand (2012), the median age for women giving birth in New Zealand is 28 years of age. Motherhood at any age is hard. Harper (2011) states that "motherhood was a puzzle whose pieces I studied intently so that slowly, hour after hour, day after day, the pieces began to fit together" (p.211). Harper's expression represented motherhood as a working day by day to fit the pieces of the puzzle together. Whether a mother is 28 years old or in her teenage years, she must learn how to be a mother on the job, through trial and error, and supportive family and friends (Harper, 2011). There is no magic solution; it just comes down to what works for her and her family. The majority of mothers want the best for their children and this is no different for teen mothers. However, the challenge for teen mothers is that they are still navigating their formative years.

In the literature reviewed, a number of terms were used to refer to teen mothers. Table One (below) shows the general terms used in the literature and a brief definition for each.

Table One: Definitions of teen mothers in the scholarly literature

School-Age Mothers	Young teenage women who have had their schooling truncated due to the birth of their baby. These women are of school age, commonly 17 and under (Baragwanath, 1997).

Teenage pregnancy	Teenage pregnancy is defined as a teenage girl, usually within the ages of 13–19, becoming pregnant. The term in everyday speech usually refers to girls who have not reached legal adulthood, which varies across the world, who become pregnant (Unicef, 2008).
Teen Mothers	Older teen mothers are those who have children aged 20 years and under. Younger teen mothers are those who have children aged 16 years and under. (Hoffman & Maynard, 2008).
At Risk Youth	An individual, group or community identified as being vulnerable to a particular issue or range of issues, generally inferred by demographics, assessments, past conditions or past behaviours (Soriano, Clark & Wise, 2008).
Younger Mothers	This group of mothers is often called "teenage mothers" or young mothers. (Butler, et al., 2010).

For the purpose of this thesis the term "teen mother" was term chosen. It is believed this term reflects mothers who had not reached 18 years of age. In a New Zealand context, those who have reached 18 years of age are considered adults. On turning 18, an individual has electoral voting rights, is no longer considered dependant on their parents by government ministries and have generally finished secondary school education. Therefore for the purpose of this thesis "teen mothers: are identified as those who became pregnant at 17 years of age or younger."

Outlining key issues relevant to teen mothers, this literature review chapter firstly provides New Zealand teen pregnancy trends over a 40-year span, including a demographic analysis with a regional and ethnic breakdown. Focusing on the effects of teen pregnancy, prominent health, social and economic issues are explained in detail. These effects have led to the implementation of teen parent support programmes. This section provides international and national examples of past and present teen parent support programmes and discusses what scholarly research identifies as working well for teen parent support. In concluding, this chapter briefly looks at the transition of populations similar to teen mothers.

2.1 Statistics of Teen Mothers within New Zealand

Internationally, New Zealand has the second highest rate of teenage childbirth among developed countries falling behind only the United States (Dickson et al*.,* 2000; Kaipuke Consultants, 2012; Ministry of Social Development, 2010a).   The figure below graphs the teenage fertility (birth) rate for selected OECD countries up to 2009. New Zealand's (provisional) birth rate of 2.8 births per 100 females aged 15–19 years old (Families Commission, 2011) is represented in this graph with New Zealand's figure of just under 30 per 1000 females under 15–19years.

Figure One: Teenage fertility (birth) rate, selected OECD countries
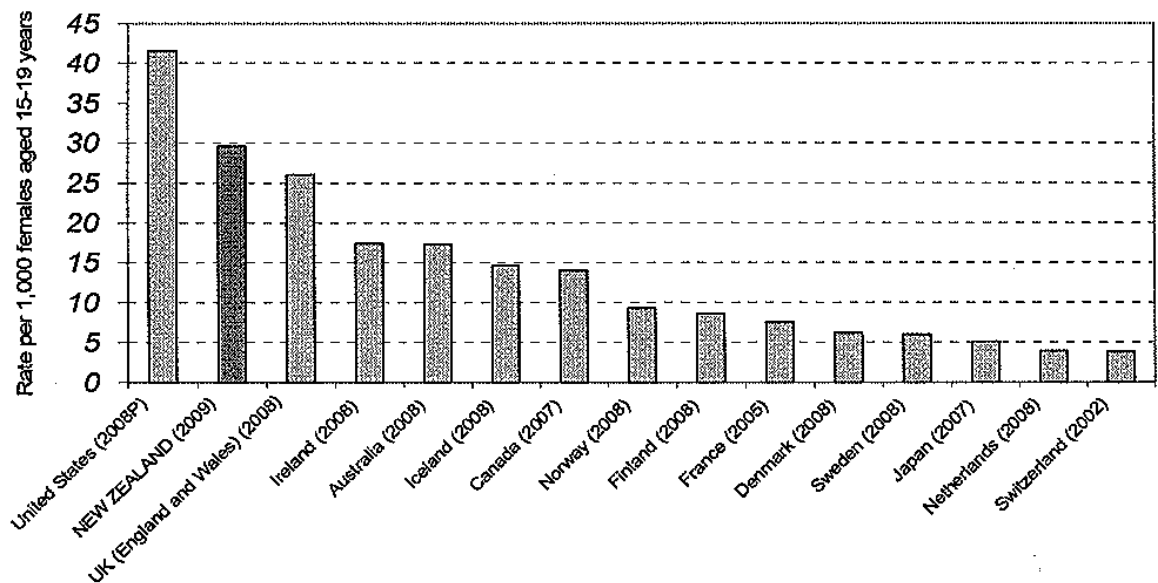
Source: Cited in *The Treasury* (n.d.) from Statistics New Zealand (2001)

The New Zealand demographic analysis of teenage fertility trends and patterns for the period 1962–2002 by Boddington, Khawja and Didham (2003) demonstrated that teen birth numbers sharply increased in the 60s and 70s. These figures showed that in 1962 there were a recorded 5,315 births to teenage girls and then in 1972, there were 9,150 births to teenage girls (Boddington, Khawja & Didham, 2003). Additionally, "in the early 1970s, 70 out of every 1,000 teenagers had a child in any year. By the mid-1980s the figure had fallen to 30 per 1,000. Subsequently, it varied between 30 and 35 per 1,000 until 1997" (p. 10). Since the 1980s, this trend has stabilised, with a slight peak in 1986. This data is further confirmed by an article by Dickson et al. (2000) which utilised data collected on births and abortions through birth registrations and clinical reports to the Abortion Supervisory Committee. Today's figures remain relatively stable: the most recent New Zealand report stated there were 4,670 births to women under 20 years old, with two-thirds being to 18 and 19 year olds (Kaipuke Consultants, 2012).

Another report by the Families Commission (2011) acknowledged that figures to March 2011 showed 4,374 women under 20 years gave birth; of these numbers, two-thirds were 18 and 19 years. These reports for teen motherhood show the figures are relatively stable over the last five years.

Kaipuke Consultants (2012) utilised two main sources of data– Vital Statistics Births, which documents births in New Zealand every year, and 2006 census data to undertake regional analysis of births to teen women. These results found Auckland to have the highest number of live births to teenage women within New Zealand. These figures were further analysed in the report written by the Families Commission (2011), which identified that the highest rates of teen motherhood were in the regions: Gisborne (6.8 percent), Northland (6.5 percent), Hawkes Bay (5.5 percent) and Manawatu-Wanganui (5.4 percent). It is important to note the regional percentages are based on low population numbers, whereas Auckland's numbers are based on total numbers of births (Kaipuke Consultants, 2012).

Figure Two: New Zealand map: highest regional rates of teen motherhood

Source: Data retrieved from Kaipuke Consultants, 2012.

Ethnicity figures from 1997 to 2002 highlighted that Māori teenagers were five times more likely to have a child, followed closely by Pacific women at three times the average (Dickson et al., 2000; Boddington, Khawja & Didham, 2003). More recent figures on ethnicity noted Māori as having considerably higher percentages of teenage women with at least one child; this again was followed by Pacific peoples (Kaipuke Consultants, 2012). According to Kaipuke Consultants (2012), from 1966 to 1976 the trajectory of the Māori fertility rate was downward. Since then, the data has remained relatively static. In examining trends for Māori teen mothers, Kaipuke Consultants (2012) concluded that "as Māori women's fertility rates have declined the median age for childbearing has risen [and] their participation rates in tertiary education and labour force have increased" (p. 16).

Scholarly literature states that a predominant number of teen pregnancies are a result of the low socio-economic environments teen mothers are raised in (Kiernan, 1997; Woodward et al., 2001). In New Zealand, teenage fertility rates strongly link to areas of high socio-economic deprivation (Baragwanath, 1996, Ministry of Social Development, 2010a, Families Commission, 2011, Kaipuke Consultants, 2012). Both the Kaipuke Consultants (2012) and Families Commission (2011) reports noted links between the areas of high rates of teen pregnancies and high levels of socio-economic disadvantage and deprivation. This graph represents teen birth rates based on quintiles within New Zealand. These quintiles are ranked based on deprivation indicators. It demonstrates that there are higher teen pregnancy rates in those areas considered more deprived.

Figure Three: Teen birth rate, 15– 9 years by area deprivation quintile in New Zealand
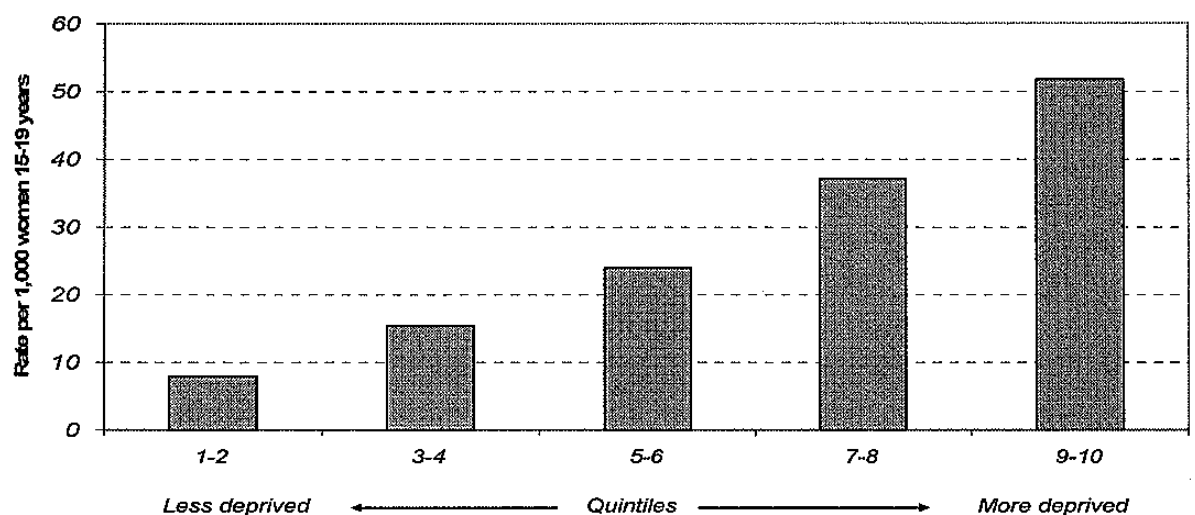
Source: Ministry of Social Development (2008) p. 78.

These statistics highlight that in New Zealand, teen pregnancy is relatively high compared to international figures. Furthermore, Māori and Pacific teenagers and who experience from socio-

economic within the regions are more likely to become teen mothers. These circumstances combined lead to the negative effects widely discussed in the literature.

2.2 The Effects of Teen Pregnancy

The negative discourse on teen mothers is widely recognised. Many articles have analysed the negative effects of teen motherhood, this including the health issues of infant mortality and low birth weights; mental health issues for teen mothers and behavioural issues for their children; social concerns including social norms and attitudes towards teen mothers, access to support and the intergenerational cycle of poverty; and economic issues such as effects of welfare dependence and educational underachievement (Jones & Mondy, 1994; Nitz, 1999; Higginson, 1998; Woodward, Horwood & Fergusson, 2001; De Jonge, 2001; Chevalier & Viitanen, 2002; Kane, Morgan, Harris & Guilkey, 2013).

Figure Four: Effects of teen pregnancy

MOTHER

- More likely to suffer from depression and substance abuse
- Lower than expected levels of educational achievement
- More likely to be welfare dependent
- US$12 billion annually spent on publicly financed medical care for teen pregnancy within the US

CHILD

- Lower birth weight
- More likely to have behavioural Issues
- Likely to be involved in risky behaviour as an adolescent
- Twice as likely to become teenage mothers themselves

Source: Furstenberg et al. *(*1987); Ministry of Social Development (2010a) & National Campaign to Prevent Teen and Unplanned Pregnancy (2014).

Research situated in a positive framework focuses on the transformational impacts that children have on their mothers (Seamark & Lings, 2004). This research focuses on the educational support programmes available, examines the motivation for teen mothers to create stability and opportunities for their children, and highlights continuing education as a means to create these pathways. A United States article by Perrin & Dorman (2003) used open-ended interviews with 22 women who had achieved masters or doctoral degrees and identified the key themes from their findings. The key themes included family support, partner support, mentor support, economic opportunity, resiliency, optimism and spirituality (Perrin & Dorman, 2003). Furthermore an Australian article Smith, Skinner & Fenwick, (2011), applied purposive sampling of three distinct populations, using grounded theory principles to compare and contrast those

who had never been pregnant, those who had had their pregnancy terminated, and those who had continued with their pregnancy. This article identified that for those whose pregnancy continued, "strategies directed towards academic support and vocational skill development can broaden teenage girls' perceived future options and vocational support" (p.1).

Both these negative and transformational effects of teenage motherhood are also prevalent in New Zealand research. The Ministry of Social Development (2010a) stated: "While many teen parents and their children do well, teen parenting is associated with a greater likelihood of poor outcomes, including educational underachievement, benefit receipt and poor economic circumstances, even for already disadvantaged young people" (p. 1). These statements highlight the negative impact ascertained in the international literature. A Master's thesis completed by Rawiri (2007) examining adolescent Māori mothers' experiences in regards to education stated that "each participant who returned to school found that her life had improved. Through all the hardship and sacrifices they had made, participants' lives were better and they had a more positive outlook for their future… [they] were determined to succeed in their lives and felt that getting pregnant actually led them to make this goal for themselves" (p.132). Thus the benefits and challenges facing teen mothers in New Zealand do not seem to be dissimilar to those being faced internationally. The literature identified a number of recurring themes confronted by teen mothers. Health issues, social issues (including social norms and attitudes and access to support) and economic issues (including poverty, educational underachievement and welfare dependence) are discussed in the following section.

2.2.1 Health Effects

International research relating to teen mothers' health highlights a number of prominent health problems. Health effects for teen mothers include mental illness such as depression and substance abuse (McDonell, Limber & Connor-Godbey, 2007; Sadler, et al., 2007) subsequent teenage births, and a high rate of sexual transmitted diseases (Noria, 2005; Collier & Blake, 2006). In addition to these health issues, research shows that teen mothers are less likely to access antenatal care (Rogers, Peoples-Sheps & Suchindran, 1996). For example, Kaye (2012) highlighted that teen mothers are more likely to forgo prenatal care and that this contributes to preterm births, birth defects and infant mortality. Teen mothers' health issues and not accessing antenatal care affect not only the mother but also the children of teen mothers.

For the children of teen mothers, health issues include infant mortality, lower birth weights and behavioural issues. A highly regarded study on the long-term effects on the children of teenage mothers is that of Furstenberg et al. (1987). This 17-year longitudinal study affirmed that the "children of adolescent mothers experienced greater problems that the children of older mothers" (p.148). Their findings that highlighted children of teenage mothers were twice as likely to have repeated a grade and were more likely that other students to have been suspended, skipped school, fought with other students, engaged in risky behaviour earlier such

as drinking, drug use and sexual intercourse, and have had incidents with the law (Furstenberg et al., 1987). These findings are further reiterated in an Australian longitudinal study by Shaw, Lawlor and Najman (2006). Both of these international articles reflect findings that are similar to the New Zealand based studies.

The health problems for teen mothers internationally are further reiterated in a New Zealand study. Johnson and Denny (2007) surveyed teen parents by administering a multimedia audio-visual questionnaire to 21 teen parent units in New Zealand. The findings demonstrate that 26 percent of the respondents reported significant levels of depressive symptoms, the majority identified substance abuse issues, and very few followed the current guidelines to prevent pregnancy and sexually transmitted infection (Johnson & Denny, 2007). Health issues have a direct influence on the overall well-being on the family unit; these issues combined with the prevalent social issues create barriers for teen mothers to re-engage in tertiary education.

2.2.2 Social effects

Statistics New Zealand (2014) identified a number of social indicators that affect the overall wellbeing of the population. Health, perceived discrimination, education, labour market, standard of living, trust and participation in government, culture and identity, leisure and arts, individual safety and security, and social connections were all included as indicators (Statistics New Zealand, 2014). As identified, perceived discrimination and culture and identity were labelled social norms and attitudes. The perceived discrimination and culture identity areas explored literature situated in a negative and positive angle. Social connections were discussed in the form of access to support, which included teen parent support programmes and family. Therefore the two social effects that will be discussed are (a) social norms and attitudes and (b) access to support.

Social Norms and Attitudes

Society establishes the means of categorising people according to the attributes complimentary and natural to their order (Goffman, 1963). Therefore, stigma can be defined as those attributes that do not conform to the natural order because the median age for women to give birth in New Zealand is 28 years (Statistics New Zealand, 2012), having children in teenage years is considered uncomplimentary to the natural order. The stigma of teen mothers is continually evident in all aspects of society. Media reports regularly portray teen mothers as a drain on society, and reality television programmes accentuate the drama of teen motherhood. To demonstrate this societal attitude, an analysis by Davis and MacFillivray (2001) of seventeen fiction stories and books written for young adults revealed eight messages pertaining to teen mothers. These included:

1. Don't have unprotected sex even once

2. Most mothers keep their babies

3. Having a baby may put your education on hold, but you can still achieve your goals

4. When you are pregnant, you are on your own

5. For guys, sex is fun

6. Young women have to live with consequences, young men don't

7. Teen pregnancies do not mandate marriage, and

8. Teens from "troubled homes" or their partners are more likely to become pregnant

While the stories and books analysed were fictional, these messages seem to be prevalent in many of society's assumptions and attitudes towards teen mothers and their children. Although this societal view is common, teen mothers themselves portray a different picture.

An article by Ellis-Sloan (2013) uncovered young mothers' personal accounts of stigma attached to teen child-rearing. This paper described "how young mothers monitor the presentation of self in order to deflect judgment and blame. The evidence demonstrates that stigma is still an important and influential part of the experience of young motherhood" (p. 1). Yardley (2008) discussed and gave examples of teen mothers' experiences of prejudice from the general public, media and health professionals. Most relevant to this thesis is the statement that "most of the participants who felt this stigma had 'Education, Employment or Training' aspirations and said that the stereotype of the teenage mother as lazy and willingly benefit dependent was unfair as it led people to believe that all teenage mothers were like this" (p. 676). This truth has long been discussed, but few research articles have focused on teen mothers' experiences of stereotyping. As demonstrated in these articles and others (Kelly, 1996; SmithBattle, 2013), stigma towards teen mothers continues to be prevalent in today's society.

Whilst the majority of research cites the negative realities associated with teenage child-rearing, it is encouraging to note that some studies have resisted these negative connotations and focused on the positive life changes associated with early child-rearing. Kirkman, Harrison, Hillier and Pyett (2001) conducted a study in which teen mothers expressed that although they are often condemned, they represented good mothers: "their lives were enriched by motherhood… have more energy than older mothers…. will be free in the future…" (p. 291). The difficulties experienced were acknowledged, but instead of accepting the stereotype of teenage motherhood, these ten mothers made the best out of the circumstances of their lives. Other studies that have examined the positive life changes for teen mothers include SmithBattle's (2000) article, which described teen mothering as a powerful catalyst for mothers becoming more mature, redirecting their lives in positive pathways, anchoring themselves, and providing a sense of purpose and a new sense of future. In support of this, Smith, Skinner and Fenwick (2011) found that participants who decided to continue with pregnancy were more likely to conceptualise their pregnancy as a positive event. The young teen mothers interviewed discussed positive developmental changes, such as a desire to settle down, gain life stability,

become independent and re-evaluate themselves and their lives. These positive views were often expressed by mothers themselves and more commonly were expressed by teen mothers with access to support structures such as community programmes or family.

Access to Support

Recognising the social issues affecting teen mothers has prompted government provision of community support for teen mothers. In combination with family support, teen mothers have opportunities to access these services. Research cites many international and national examples of teen parent support programmes. These teen parent programmes which will be discussed in more detail in the following section of this literature review, but a brief overview of examples of these community support programmes will be outlined here.

Teen parent support programmes are located throughout the world. They are focused on educational services and ensuring access childcare, transportation, health and social services (Rowe, 1994; Hayden, 1995; Scholl & Johnson, 1998; Crean, Hightower & Allan, 2001; Furey, 2004; Amin, Browne, Ahmed & Sato, 2006). Other teen parent support programmes acknowledged parenting skills and a focus on building self-confidence as important (Campbell, 1990; Hayden, 1995). Support structures such as strong case management, access to role models, and support groups are also noted as important. (Rowe, 1994; Waller, Brown & Whittle, 1999; De Jonge, 2001). The international support services mentioned are becoming readily available in New Zealand.

Teen parent support services within New Zealand are relatively recent, and have developed extensively over the last 18 years. Sue Baragwanath was instrumental in setting up the first teen parent unit in Wellington, New Zealand, in 1995 (Baragwanath, 1998). Her case study explored the benefits of being taught in a "working model of alternative education" (Baragwanath, 1997, p. 7) and highlighted its achievements, both for the teen parents and the greater community. There are approximately 20 teen parent units set up throughout New Zealand (Ministry of Education, 2013). In addition to these teen parent units, community groups across New Zealand have responded to the need for services. The researcher was unable to find a definitive number on the services offered but could locate teen parent programmes run out of marae, women's centres and community groups (Bennett, 2012). To allow teen mothers to fully benefit from the services provided, family support is critical.

The stigma associated with becoming a teen mother means having a supportive family is even more vital. A United States article by Brubaker and Wright (2006) utilised in-depth interviews with 51 African-American teen mothers. This article provided insights that family caregiving and support received assisted in forming positive self-identities. Having acceptance of their pregnancy and a supportive family allowed the teen mothers to focus on becoming responsible,

mature, good mothers and to disassociate themselves from societal stigma. Furthermore, trends outlined by Black and Nitz (1996) identified teen mothers who were staying in their family homes and had shared caregiving responsibilities with the baby's grandmother. The grandmothers provided support, nurturing and financial stability for both the mother and child (Black & Nitz, 1996). Family support is important and the literature demonstrates this. Research also demonstrates that there is an intergenerational cycle of teen motherhood. A New Zealand report stated that children of teenage mothers are 2.5 times more likely to become a teen parent themselves (Ministry of Social Development, 2010a). Support from teen parent programmes and services in addition to family can assist teen mothers.

2.2.3 Economic effects

Becoming a teen mother often leads to the disruption of education, which can lead to adverse economic effects such as long-term welfare dependence. Economic effects are cited in many articles. Kiernan's (1997) UK longitudinal study looked at factors associated with becoming a young parent for European adolescents. This study found young mothers and fathers were more likely to come from economically disadvantaged families with low educational levels and their mothers were more likely to have been teen mothers. This view was similarly expressed in Harris's (1997) article which stated that young teenage mothers generally have less education, lower work experience, less earned income and therefore are more likely to be dependent on welfare. Both of these articles similarly concluded that on becoming pregnant, teen mothers ultimately find it harder to get out of their current situation let alone create a better situation for them or their children. Further information on economic effects is detailed below under (a) poverty, (b) educational underachievement and (c) welfare dependence.

Poverty

A recurring theme in the literature relating to teen mothers is the connection between teen motherhood and a life of poverty. Much of this literature discusses whether teen pregnancy is a cause of poverty or a result of the poverty. One such study by Montessoro and Blixen, (1996) indicated that teen mothers may in fact be a product of the environment and that living in lower socio-economic conditions is the root cause of their teen pregnancy. In addition, Chevalier and Vittanen (2002) state: "Early motherhood is commonly associated with lower education, reduced labour market participation and poverty" (p. 324). These commonly attributed factors often lead to a life of poverty.

Such facts are evident in New Zealand literature. A Christchurch-based study of a New Zealand birth cohort by Fergusson and Woodward (2000) acknowledged the difficulty in separating the negative effects of disadvantage from the outcomes of teen pregnancy. This research stated the distinct association between teenage pregnancy and a family background of social, educational and personal disadvantage. An extensive literature review and based on personal experience (Hindin-Miller, 2012) states "I repeatedly observed the relationship that exists between disadvantaged socio-economic circumstances, lower educational attainment and teenage

births" (p. 26). This disadvantaged situation has a direct influence on a teen mother's financial ability to contribute to society. Teen pregnancy leads to educational underachievement, which can result in welfare dependence.

Educational Underachievement

The interruption of secondary school education due to becoming pregnant is cited in literature as the demise of educational achievement in teenage mothers. Thompson and Caulfield (1998) stated that in the United States, "one quarter of teenagers who drop out of school name pregnancy as their primary reason" (p.14). In the United Kingdom longitudinal data from the National Child Development Study investigated the social, economic and educational backgrounds of young parents. The findings suggested the "vast majority of young mothers and fathers left school at the minimum age with few or no qualifications" (Kiernan, 1997, p. 414).

In the New Zealand context, Fergusson and Woodward (2000) stated that there is "clear evidence of an association between teenage pregnancy and educational underachievement… being particular evident for measures of participation and achievement at high school" (p. 157). This causal effect means teenage mothers are five times more likely to fail to enter tertiary education. Moreover a study completed by the Families Commission (2011) showed that many school-age mothers do not complete secondary school. A range of factors influence this decision, including inflexible school policies and procedures, a lack of adequate childcare, and other that practical difficulties that make continuing education in mainstream school difficult. The lack of access to educational services can be an enabler to long-term welfare dependence.

Welfare Dependence

Welfare dependence limits opportunities for teen mothers and their children. International papers focused on the implications of welfare dependence in the United States include Maynard's, (1995) paper on teenage childbearing and welfare reform. This paper highlighted important conclusions about the causes and consequences of teenage childbearing. Their findings demonstrated the culture of welfare dependence. They identified that current and former teenage parents represent the majority of welfare recipients. The United States' welfare policies are largely shaped by the long-term welfare dependence of teenage mothers. Bloom, Fellerath, Long and Wood (1993) assessed the impact of the Learning, Earning and Parenting Program (LEAP). They stated: "It is well established that teenage mothers are at high risk of long-term welfare receipt…. total public assistance expenditures… for families started by teenage births were $22 billion in 1989" (p. 279). The LEAP Program provided financial incentives to those teens who engaged in school. In the United Kingdom, it was identified that early motherhood is frequently linked with lower education and with reduced labour market participation, and that it therefore increases welfare dependence (Chevalier & Viitanen, 2002). This paper focused on the consequences on the Britain labour market of teenage motherhood.

The Ministry of Social Development (2010a) paper titled "Teen Parents and Benefit Receipt – Paper to the Welfare Working Group" identified that benefit receipt among teen parents in New Zealand is high, with 78 percent receiving a benefit (Ministry of Social Development, 2010a). At the end of December 2009, there were 4,169 teenagers (aged 16–19years) receiving the Domestic Purposes Benefit (DPB). Of these 52 percent were Māori, 30 percent were European and 9 percent were Pacific. 62 percent of teen mothers first enter the DPB from another benefit. Their average length of time on the DPB is 7.1 years, and 40 percent of entrants have an additional child while on the DPB. These statistics outline New Zealand teen mothers' current welfare dependence. The graph below demonstrates that long-term welfare dependence is an issue for teen mothers. The earlier a benefit is received, the more likely one is to receive a benefit long term. This graph exhibits benefit recipients under 18 years. It further shows that one is 35 percent more likely to be receiving a benefit 10 years later.

Figure Five: Likelihood of being on benefit (10 years later by age at first birth)
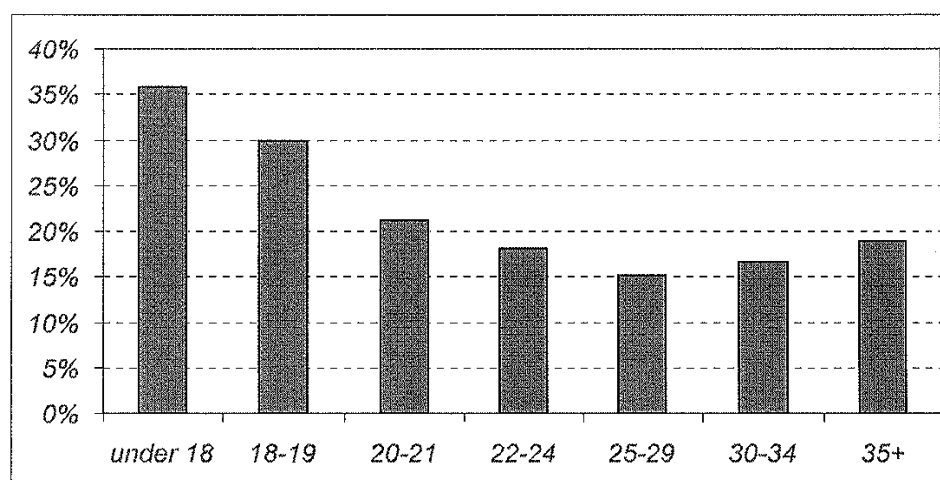
Source: Ministry of Social Development (2010a) p. 7.

A follow-up study undertaken by Collins (2010) focused on the resilience of teen mothers. By interviewing 18 teen mothers in 2001 and 13 in 2008, the study identified that all the young mothers interviewed received income support at some time of their lives, most often the DPB. For most, the pathway off income support was the completion of tertiary study and the move into paid work or the forming of a new relationship. The view of the mothers interviewed was that receiving welfare was a short-term solution, which contradicts the literature on long-term dependence.

Statistics highlight the need for an increase in educational facilities and for TPSOs to adopt strategies that encourage teen mothers to continue to tertiary education and gain meaningful employment. Community programmes and targeted education strategies within New Zealand have been implemented to address these issues. This section of the literature review attempts

to bring context to the issues of teenage pregnancy and the realities that come with early childbearing by discussing the statistics pertaining to teen mothers in New Zealand and outlining the health, social and economic issues they face. The next section of the literature review looks at international and national programmes set-up to engage teen mothers in education.

2.3 Organisations, Programmes and Initiatives for Teen Parents

In response to the negative discourse surrounding teen pregnancy, teen parent support programmes have been set up globally and nationally (Zachry, 2005; SmithBattle, 2006; Roxas, 2008; Hindin MIller, 2012). The following section provides examples of these programmes and what has helped their success.

2.3.1 International Context

Many international programmes have been established to assist teen mothers to gain educational opportunities. In the United States, a synthesis completed by Granger and Cytron (1999) of three major studies completed in the late 1980s demonstrated the long-term effects of three United States-based programmes (see Table Two): the New Chance Demonstration, Ohio's Learning, Earning and Parenting Program (LEAP), and the Teenage Parent Demonstration (TPD). The analysis provided in Granger and Crytron (1999) offered rich data on the economic effects, emotional well-being and parenting behaviours of the young mothers and the developmental outcomes for their children. Applying Human Capital Theory, which describes how "investment in education or training is presumed to build human capital that then will manifest itself into education attainment and employment outcomes" (p. 109), the authors found that the economic outcomes for mothers who held high school diplomas or general education development certificates improved over time. However, the rate of success was slow and required public assistance and follow-up. Each intervention had long-term success but did not produce the effects hoped for when they began. The programmes were initiated in the 1980s and focused on encouraging teen mothers to participate in services, including education, available to them. Two programmes were compulsory and one was based on voluntary participation.

Table Two: Summary of the United States-based programmes in Granger and Cytron's synthesis (1999)

Name of Programme	Summary of Programme
New Chance Demonstration	• Developed by Manpower Demonstration Research

	Council
	• Supported by public and private funders
	• Initiated from 1989–1992 in 16 locations in 10 states (11 were still running in 1999)
	• Tested a programme model to improve overall wellbeing with a focus on economic prospects of low-income young mothers and their children through a set of integrated services
	• Primarily volunteer attendance
Ohios' Learning, Earning and Parenting Program (LEAP)	• Initiated by the Ohio Department of Human Services. • Operated since 1989 by county departments • Uses financial incentives and penalties to promote school attendance by pregnant and parenting teenagers on welfare.
Teenage Parent Demonstration (TPD)	• Funded by Department of Health and Human Services similar to the LEAP programme • Operated from late 1987 to mid-1991 in Newark and Camden, New Jersey, and in the southern part of Chicago • Compulsory for teenage mothers to participate in job search, training, or education programmes, failure to register for the programme or to comply with this requirement resulted in a receiving a lower welfare payment

A programme operating in a large urban school district in western New York State, offered childcare services, subsidised travel services, provided health services, basic parenting classes, and referrals to other service agencies on the programme and provided access to education. There were mandatory school and work requirements. The report on the programme on the programme measured participant mothers against non-participant mothers, demonstrating that having access to these services allowed the participant mothers to have higher graduation rates, increased attendance rates and lower drop-out rates (Crean, Hightower and Allan, 2001). This programme offered similar services to the 1989 Young Parent Program in Marion County, Florida, US (Topiol & Marion County, 2004). This programme was implemented to offer a comprehensive teen parent programme to provide educational services, childcare, transportation, health and social services. Students attended the programme by choice. The advantages of the programme were listed as smaller classes, up-to-date prenatal health information, parenting skills training, academic classes through Nova Net, support and

friendship through other teens, on-campus daycare facilities, life skills, field trips and guest speakers (Topiol & Marion County, 2004).

In Yukon, Canada, the Teen Parent Program was designed to help teen parents finish their high school education while learning parenting and job skills in a supportive environment. Seven young women were enrolled with F and H Collins High School and worked on academic correspondence courses at Grades 10-12. These young women attended regular classes and learnt parenting skills. It was funded by the Department of Education but administered by a non-profit group (Campbell, 1990). In 1995, this programme continued to run and was a four-corner partnership between two government departments – the Council for Yukon Indians and a non-profit society. The core aim of the programme continued to be the same and had grown in size from eight girls in 1990 to twenty-five students. This programme prided itself on being a nurturing, non-judgemental programme that built self-esteem and self-confidence while providing skills necessary to cope as a parent (Hayden, 1995)

A South African article portrayed the realities South African young mothers face and stated there are "many good reasons to encourage girls to delay childbearing, we need to consider additional strategies that enable girls to complete their education even after having a child" (Madhavan & Thomas, 2005, p. 452). This study demonstrated that a number of factors influenced a young mothers' ability to achieve positive educational outcomes. These included individual and household-level attributes, adequate care-giving capacity and socio-economic ability, reliable childcare and government policy. This paper stressed the importance of setting up programmes that focused on three enabling factors: family and community resources, state provisions and social norms. Family and community support services, childcare, and financial incentives assisted in removing social norms through peer networks, educators, and family members (Madhavan & Thomas, 2005).

An Australian trial launched in 2013 by the Government aimed to provide young parents with tailored support to plan with access to local services and education (Department of Human Services, 2014). As an example, an Australian school in Canberra offered schooling and a range of services on site these included health-based services for the mother and child, childcare and social services. It stated "Canberra College Care provides holistic health, education and welfare support and connections for young people that assists them to optimise their outcomes in our society" (Canberra College, 2012, p. 1). All of these suppourts have been identified as enablers for teen mothers to continue education.

2.3.2 National Context

An influential figure in the formation of teen parent units in New Zealand is Sue Baragwanath. Baragwanath's paper (1997) cited the 1989 Education Act and stated "teenage mothers are inadequately served by the application of legislation regarding their truncated schooling, their

responsibilities as parents and the possibility of education in an alternative situation" (p. 2)"
Additionally, she stated that the main issue in this is poor application of age. "Section 3 of the
Education Act 1989 entitles every person to 'free enrolment and free education at any state
school during the period....' Section 8 – provides that people who have special educational
needs... have the same rights to enrol and receive education…" (p.2). Sections cited from the
1989 Education Act allowed the formation of the first teen parent unit in Wellington, New
Zealand, He Huarahi Tamariki. Baragwanath's 1998 *Making the System Work for the At Risk
student* paper discusses her experiences of setting up the first teen parent unit and of working
within the New Zealand education system for teen mothers. She stated that "for the purpose of
her paper she labels teen mothers as 'at risk'" (p.4). This paper highlighted "teenage parents
whose education has been truncated by the birth of a child… can only return to school if they
can make private arrangements for their child and go back into the mainstream at their local
College" (p.4). The paper went on to further articulate "the author's experience is that in the
sphere of education for at-risk students the machinery of government works very slowly" (p. 3).
Baragwanath (1998) believed that it is possible to "reverse the educational loss of the 'at-risk'
students" (p. 4) and highlights the achievements He Huarahi Tamariki gained, both for the teen
parents, and the greater community.

At the time of writing this thesis, the current New Zealand Government's (the National party)
priorities document stated that its intention was to invest more money in teenage parents. In
2010 the Budget invested NZD$14.9 million over four years to support vulnerable teen parents
and their children (Ministry of Social Development, 2010b). The highlighted investment is
focused on "helping teen parents stay in education and work with those on the benefit to
prepare for future employment….support housing needs and parenting support for teen fathers"
(Ministry of Social Development, 2010b, p. 1).

In New Zealand there are a number of programmes aimed at assisting teen parents, including
teen parent units. In addition, as this research is focused within Auckland, correspondence from
Paula Bennett (personal communication, 2011) stated that intensive case workers funded by
the Ministry of Social Development are located across Auckland. As there is a substantial
amount of research based on teen parent units, these will be discussed in more detail.

To date, much of what has been researched is based on the teen parent unit model. Hindin
Miller (2012) found that the emergence of teen parent units emerged around 2000. With the
social-political context of New Zealand's high rate of teen pregnancy leading to the discourse of
at-risk youth and long-term welfare dependence, the need for a focused intervention became
apparent. This came in the following form;

> "The Government is to become open to the State support of alternative schools for
> teenage parents. In 2004, following extensive lobbying by ATPENZ (the recently-
> formed professional association of teen parent educators), the Ministry of Education

accepted its financial and policy responsibilities for these schools, and produced an Education Circular to this effect (2004). This innovative, nation-wide response placed New Zealand in the forefront of international educational initiatives to meet the needs of teenage parents and their children" (Hindin Miller, 2012, p. 47).

There are now approximately 20 teen parent units located across New Zealand. It is important to note that even though teen mothers are predominately in low socio economic areas, the units are not just focused in these areas. There are fifteen teen parent units in the North Island and two in the South Island. Teen parent units have been set-up by the Ministry of Education and are designed to provide educational support for teen parents. Teen parent units are "one way of supporting school-age young people who are pregnant or parenting" (Ministry of Education, 2008, p 1). Parenting units are an educational facility for young parents under the governance of a host school; the unit is linked to an Early Childhood Education provider where childcare is offered. As the teen parent units are guided by the curriculum document from the Ministry of Education, individual 'host' school Boards of Trustees are responsible for overseeing the vision, strategies and objectives that drive each teen parent unit (Valentine, 2007). The flexibility of working with the teen parent and child to deliver the learning can make the difference for young mothers.

Table Three: List of teen parent units in New Zealand

Teen Parent Unit	**Location**
Connected Learning Centre	Auckland
Eden Campus	Auckland
Fraser High School Teen Parent Unit (He Puawai)	Hamilton
Hawkes Bay School for Teenage Parents	Hawkes Bay/Gisborne
He Huarahi Tamariki	Wellington
He Matariki School for Teen Parents	Northland
He Wero o Ngā Wahine	Auckland
He Whare Manaaki Tangata	Manawatu
Karanga Mai Young Parents College	Canterbury
Kimihia Parents College	Canterbury
Murihiku Young Persons Learning Centre	Southland

Nelson Young Parents School	Tasman
Pa Harakeke Continuing Education Centre	Waikato
Rotorua School for Young Parents	Bay of Plenty
Taonga Education Centre	Auckland
Te Tari Ako Matua Taiohi Education Centre	Bay of Plenty
Te Tipu Whenua o Pa Harekeke	Hawkes Bay/Gisborne
Te Whakatipuranga School for Young Parents	Bay of Plenty
Te Whare Whai Hua Young Parents Centre	Hawkes Bay/Gisborne
Titiro Whakamua Teen Parent Programme	Wellington
Waimana Ako Second Chance	Taranaki
Wairarapa Teen Parent Unit	Wairarapa
Whakatipuria Teen Parent Unit	Manawatu

Source: Association of Teen Parent Educators New Zealand (2014).

2.4 What Works for Teen Parents

Research evaluating teen parent support programmes generally uses similar research methods and produces related findings. Five key themes are common across the findings. Firstly, holistic curriculum should include academic, life and parenting content. This curriculum should be delivered in a flexible manner tailored to the learning needs of the teen parent. Secondly, a support network should be created with peers and easy access to community services and role models. The third theme is using dedicated, well-trained staff to create a learning environment that provides and stimulates opportunity for the teen mother. Readily available incentives for teen mothers to attend in the form of childcare, transport and financial incentives is the fourth theme and the fifth is that, a number of self-attributes within the teen mothers were present. Each theme will be discussed in further detail.

2.4.1 Holistic Education

Access to a curriculum that includes life skills, parenting classes and alternative schooling ensures that teen parents are able to access a holistic education. Prentice Baptiste Jr and Walker (2005) noted that "teaching to this population required a fundamentally different way of thinking" (p. 1). A study using Rosa Parks Academy identified key factors as a low teacher-to-student ratio, an innovative curriculum and the creation of a culturally responsive teaching

experience (Roxas, 2008). According to Roxas, a culturally responsive approach involves "weaving together the intellectual, social, emotional and physical lives of the students they teach in a comprehensive instructional approach" (p. 6). Ensuring all aspects of the school work together to provide a supportive, non-judgemental environment where young parents can complete high school and learn parenting and general life skills while their babies and toddlers are cared for in an attached childcare facility is highly valuable (Hayden, 1995). In addition, a key aspect of an alternative school is the flexibility of delivery and the principle that if students should need to leave that they are made welcome to return once they are ready (Baraganwanth, 1998).

A PhD thesis by Hindin Miller (2012) used a qualitative narrative methodology and discussed the experiences at the school for teenage parents based in Christchurch. The researcher had worked in this school and had witnessed the positive changes that participating in this school had provided for the young mothers. Her extensive research in this field identified a number of factors that contributed to the mothers' positive experiences of the college. These factors a*ko:* (Culturally responsive teaching and learning relationships); *whanaungatanga* (feeling part of a community and having close relationship with their classroom teachers): commitment to academic success (all teachers had a commitment to their learning irrespective of how much effort this required), understanding of individual learning needs; being treated like an adult; having their children on-sites, programme structures that supported parenting and holistic support for young women as parents, learners and young people

2.4.2 Networks

Networks with community agencies, role models and peers and networked services for young parents are essential to enable collaboration (Rowe, 1994). Creating networked services allows young mothers to relate to peer groups and empathise with each other to identify a shared understanding of the issues and emotions they experience

Factors for building a successful network include a semi-formal responsive approach to students' needs. Students should be able to access adequate referral services like housing, child support, food and clothing and preventative health services. To ensure interest in maintaining the network students need relevant activities, a clear respect for difference and diversity, regular communication and connections with other networks. Finally, a shared value-based outcome that is able to deliver multiple goals simultaneously, adopt a solution-focused approach and stay with a practical, on-the-ground focus will ensure connection with the young parents building on the young parents' own networks and values and responding to the young parents' own voices (Families Commission, 2011).

Perrin and Dorman's study (2003) interviewed teen mothers who had completed a masters or doctoral degree. Most of the teen mothers in this study had a mentor of some kind, whether it

was a family member or a person in the academic or professional environment. The various examples cited were a professor, other female friends, school friends, a boyfriend or a family member. These mentors filled roles in the students' development from helping with self-perception to moving forward academically.

In a New Zealand context, the Ministry of Social Development, (2010a) identified elements that help to develop resilience in teen mothers and to reduce benefit dependency. These elements are "intensive early intervention, providing effective support, focusing on the wellbeing of their children, supporting access to education and training and helping them focus on their futures" (Ministry of Social Development, 2010a, p.1). They believed all these aspects are critical to enabling a teen mother to reduce benefit dependency.

2.4.3 Staff

Having a dedicated, committed and well trained staff is essential (Rowe, 1994). Often teen mothers have a range of complex interconnected problems and live in socially deprived areas with a lack of positive role models (Arai, 2003). It is important that individuals that are working with young mothers have received training and are prepared to go above and beyond their job requirements to ensure the young mothers can succeed (Rowe, 1994). Research strongly supports having a "dedicated service for young parents, using a case worker, mentor or a network of individuals to support them" (Families Commission, 2011, p. 16). One of the most effective strategies for ensuring the effectiveness of those working with teen mothers is to honour and respect the knowledge that they arrived with and to use this knowledge as a springboard for engaging teen mothers. Prentice Baptiste Jr and Walker's article (2005) stated that teachers had to establish trust and set a level of expectation for academic achievement that the students could understand and accomplish. Furthermore, Hayden (1995) found that the personal support provided by the teacher/coordinator, a second teacher, the childcare workers and the family support worker contributed greatly to a programme's success.

Appropriate selection and dedicated training for staff working with teen mothers is vital. In Rogers, Peoples-Shelps and Suchindran's study (1996) of resource mothers (who were paraprofessional women employed to deliver social support services through home visits) highlighted that the women were carefully selected from the local community. They were appointed because of their personal warmth, successful personal parenting experience, knowledge of community resources, demonstrated ability to accept responsibility, and evidence of natural leadership. They received three weeks intense training designed to assist them in providing social support services to pregnant teenagers. Information was provided on pregnancy and infant care, nutrition, communication skills, home visiting techniques, referral skills and community resources (Rogers, Peoples-Sheps & Suchindran, 1996). These resource mothers directly provided expressive and instrumental social support by developing trusting relationships. An article looking at the use of nonprofessional volunteers with pregnant

teenagers analyse found that after undergoing the appropriate training and supervision, volunteers can play an integral part in performing meaningful tasks. This allows for an extension of staff capacity to complete other tasks (Smith & Scales, 1981).

Baragwanath (1997) stated that staffing is crucial to the success of young mothers and TPSOs. Teachers must be qualified, highly trained and very flexible. Teacher's need to love teaching the students, have experience in dealing with difficult situations, and most importantly like their students. It is also essentially a three-year commitment to the role (Baragwanath, 1997). If students are provided with quality teachers and teacher interaction, then quality work is produced for at-risk students; this includes the interpretation of that work and provides the warmth and encouragement needed for learning (p.1) Volunteers need to be able to work easily with at-risk students, the qualities they need to possess are kindness, patience, life experience and most important a regular and long-term commitment. Having the mentioned qualities is essential because "it can often take several months for students to begin to feel comfortable with people from another walk of life" (p. 5).

2.4.4 Incentives

Incentives in the form of on-site childcare, transport and scholarships all assist a teen mother to continue their education. The use of financial incentives to keep teens engaged is strongly supported. The majority of teen parent programmes have a number of incentives in order to help make education accessible. These include transport for mothers and children who are unable to get themselves to school, a kitchen area with food provided, and most important access to quality childcare (Baragwanath, 1997, Hindin Miller, 2012). United States studies have linked welfare to the attendance of young parent programmes (Granger & Crayton, 1999). To an extent this approach is being used in New Zealand, with youth parent welfare payments having activity obligations linked to receiving welfare (Ministry of Social Development, 2014).

2.4.5 Self Attributes.

The need for teen mothers to accept responsibility for their education and to have a desire to change their lives and work towards self-sufficiency is highlighted in the research (Rowe, 1994). In order for a teen mother to be successful, a number of individual factors need to be present. Briefly, these are self-motivation, resiliency, goal-orientated, self-sustainability and their children being a motivator to succeed in their studies. A study by Perrin and Dorman (2003) explored the personal life stories of 22 women who become mothers while in their teens. Their stories were described as "exemplars of resiliency and achievement" (p. 289). The individual themes apparent from this study included economic opportunity, resiliency, optimism and spirituality (Perrin & Dorman, 2003). Furthermore, the emergent threads in this study were overcoming isolation, the desire not to be self-supporting, ending a long-term abusive relationship and self-

exploration. Working through these issues lead to optimism being a key trait as the teen mothers viewed education as a way to provide a better life for themselves and their children, as well as being grateful and choosing to look at the best possible things in a situation (Perrin & Dorman, 2003). In relation, the Collins (2010) study focused on developing the resilience of young mothers. The study was an intensive youth-focused and co-ordinated early intervention that provided opportunities for reflection with skilled adults and helped studemts develop skills, address challenges and overcome fatalistic attitudes. Her findings suggested the key to success entails the following factors: insights and learning from their pasts, a sense of purpose and direction, robust support structures from families, partners and peer groups, the foresight to focus on the wellbeing of their children, resolving custody and access issues, being future focused, positive role models, having support to identify education and training opportunities and going above and beyond the job description and encouragement.

Overall, the findings from this literature are consistent with a key article by Rowe (1994) which summarised a United States government paper that identified the positive steps in programmes in the United States. A number of these key themes are similar to those throughout the research, including identification of teen parents, financial incentives, enriched educational services, strong case management, networks with other community agencies, dedicated, committed well-trained staff, and commitment to responsibility by teen parents. Holistic education within a community network that has dedicated staff and incentives can enable teen mothers to succeed. In combination with a teen mother's self-attributes this can lead to a teen mother engaging in education and transition to tertiary study. It is evident from the literature that extra assistance is needed to overcome the effects of teen motherhood by offering policies and practices that target this vulnerable group as well as, pathways and opportunities to higher education and employment. The next section covers literature on transitioning to tertiary education.

2.5 Transition to Tertiary Education

Both international and national research emphasises that clear university goals and expectations, a high academic background, supportive friends and family, and personal determination contribute to a successful transition into tertiary study (Evans, 2000, Madjar, et al., 2010). New Zealand research focused on Māori and Pacific school leavers stated that "previous research studies have shown that Māori and Pacific school leavers, who tend to be clustered in low-decile schools, are less likely to begin a degree, to pass all their first-year course, or to continue into a second year of degree study" (Madjar, et al., 2010, p.9). Māori and Pacific students and those from low-decile schools, include high numbers of teen parents. This section will outline components of a successful transition to tertiary education; this section is relative to this thesis question of what factors enable teen mothers to transition to tertiary education. Although there is little research specifically for transitioning teen mothers, relevant

studies with groups such as indigenous peoples and those from lower socio-economic and rural areas will be explored as the majority of the teen parent population falls within these groups.

Evans (2000) analysed over 50 articles pertaining to tertiary transition and highlighted significant factors impacting on the tertiary transition process. These significant factors included student demographic characteristics, student psychological characteristics, student prior performance, social factors and institutional factors. These findings are similar to a New Zealand report based on the Starpath Project. The Starpath project aimed to develop a deeper understanding of the processes experienced by students making the transition from secondary school to university study and identified four areas that impact on the transition journey. These areas were academic preparation, social transition, inclusion of academic and social support and external demands and their impact on transition (Madjar et al., 2010). This research noted that each area can individually shape the transition process and that collectively the outcomes of each area can determine the likelihood of success in tertiary education.

Research repeatedly emphasises that prior academic achievement is an indicator of tertiary success. Loader and Dalgety (2008) stated that "academic achievement while at secondary school is a good indicator of a school leavers' tertiary education enrolment behaviour" (p.4) and also that school leavers who attained University Entrance were twice as likely to directly transition to tertiary education. In addition, an international study of a Canadian programme Pathways to Success, cited in a Tertiary Education Commission report (2011) stated that transition pathways were linked closely to school outcomes and that higher school achievement increased the likelihood of a student attending university.

A New Zealand-based report by Vaughn (2008) presented findings from the Competent Children, Competent Learners project. This longitudinal study was undertaken by the New Zealand Council for Educational Research (NZCER) and focused on a group of about 500 young people from the greater Wellington region (Education Counts, 2014). The findings from this study identified that females were more likely to plan full-time study, it was more common for Māori and Pacific students to plan to work full time as opposed to studying, and a mother's qualifications and being from a low-income home generally meant Māori and Pacific students attended low-decile schools and therefore were less likely to say they would attend university (Vaughn, 2008). According to the Tertiary Education Commission (2008), since the late 1990s three main patterns for students who take an indirect pathway to tertiary have remained consistent. These patterns are that Māori, those with mid-level school qualifications and those who took a break were more likely to take lower study loads perhaps due to working or raising a family whilst studying (Loader & Dalgety, 2008). Furthermore Loader and Dalgety (2008) also found that Māori, Pacific, males and those from lower-decile schools were likely to "leave school with lower attainment levels" (p. 5) and were therefore not likely to directly transition to tertiary education.

From a tertiary perspective, Clerehan's paper (2003) identified Australian initiatives that support transition to university. The findings specified that access to scholarships, preparatory programmes with a focus on academic writing, orientation programmes, mentors, special admission criteria, printed material relating to specific skills, engaged faculty staff and the use of online services all help to "bridge the gaps between previous educational experience and university" (p. 87).

2.6 Conclusion

The representation of New Zealand's teen pregnancy statistics demonstrates the trend, that for the last 40 years figures for teen pregnancy have remained relatively stable. Limiting opportunities as a result of teen motherhood is discussed in this literature review. By examining the effects of teen motherhood from a health, social and economic perspective this literature review attempts to bring to the forefront the realities of teen pregnancy. By investigating teen parent organisations, programmes and initiatives both internationally and nationally, this literature review expresses what works for teen parent. Finally, this chapter concludes with literature on transitioning vulnerable students to tertiary education, of whom teen mothers are included. For the purposes of this thesis, vulnerable students are defined as members of indigenous groups or individuals from lower socio-economic and rural areas. Many teen mothers also fall into these vulnerable categories.

Chapter Three: Methodology

This chapter discusses the chosen research paradigm of interpretivism and constructionism. The qualitative research approach is outlined and a rationale for these choices given. Building on the research paradigm and approach, phenomenology ensures the participants' lived experiences are at the forefront of this thesis. This chapter details the recruitment process and recruitment criteria for participants, and process of recruitment. Following this, the data collection process is outlined, including the interview questions and participant profile. This chapter explains how the data was analysed and the theoretical influences. To conclude, this chapter will discuss ethical considerations, including the issues and challenges encountered.

3.1 Research Paradigm

To situate the research paradigm, two epistemological approaches were explored. These were positivism and interpretivism. Interpretivism can be defined as an epistemological position that "prioritises people's subjective interpretations and understandings of social phenomena and their own actions" (Matthews & Ross, 2010, p. 28). In contrast, the aim of a positivist stance is for the researcher to solely confirm or reject the explanations provided to test a hypothesis (Matthews & Ross, 2010). The researcher assessed which paradigm best suited the aims of the thesis, the research question and the participants. The interpretivist approach allowed the researcher to explore the subjective meaning of the participants' lived experiences. This epistemological research choice has synergy with the ontological research approach and qualitative phenomenological research design.

The ontological approach this thesis is founded in is constructionism. According to Bryman and Bell (2003), this ontological position asserts that "social phenomena and their meanings are continually being accomplished by social actors" (p.20). Of particular relevance to this thesis is the views of teen mothers and those involved in supporting them through TPSOs. Therefore this data "presents a specific version of social reality, rather than one that can be regarded as definitive" (p.20). The participants interviewed for this research provided knowledge and experience based on their lived experiences as they make sense of the "phenomena" of being a teen mother or engage with those that are teen mothers through their specific reality.

In addition, the research paradigm of interpretivism allowed the researcher to explore meaning in the primary data provided. By exploring the subjective meaning of their phenomena and taking each individual situation into consideration this enabled the researcher to be guided through a meaningful research process that placed the participant's experiences at the forefront of the research.

3.2 Research Approach

Further building on the interpretivism constructionism paradigm of exploring subjective meaning, this thesis has a qualitative research approach. According to Creswell (1998), qualitative research can be defined as an inquiry process. This inquiry process is based on methodological traditions of understanding the origins of the inquiry. By understanding the origins of the inquiry, the researcher can explore the social or human problem. This qualitative approach allows an understanding of the insights shared by the participants. The researcher used qualitative interviewing to gain a deeper insight into the lived experiences of the participants. This process was used to demonstrate how these lived experiences are intertwined within the participants' view the interaction that exists in the broader society. By discovering that their "something" is internal to the participant as they experienced it (Creswell & Miller, 1997), a deeper exploration of the data was collected and contextualised through the origins of the inquiry. These insights helped the researcher to explore the meaning of the experiences shared by both the teen mothers and TPSOs.

Bryman and Bell (2003), explained that a common characteristic of qualitative research is an emphasis on theory generation rather than theory testing. Quantitative research would not have been suitable. Firstly, there is little data available on the transition of teen mothers into tertiary education. Furthermore, there is little quantifiable data on what enables a successful transition to tertiary study for teen mothers. In selecting a qualitative methodology, participants' the insights are validated as valuable and relevant. The research approach is further aligned with the purpose of this thesis, which was to discuss and analyse the insights provided rather than quantify and test the responses. Matthews and Ross, (2010) outlined that the role of the researcher in quantitative research is to remain objective; therefore, the researcher is not part of the research. Being a teen mother herself, the researcher acknowledges that her ability to remain objective is a limitation of this research method.

3.3 Research Design

Phenomenology informed the research design of this thesis. This philosophy stems from the work developed by Husserl and further adaptations made by Heidegger, Satre and Merleau-Ponty (Bryman & Bell, 2003; Creswell, 2013). In essence, phenomenology is used to study how participants make meaning of a phenomenon through their lived experience (Creswell, 2013; Matthews & Ross, 2010; Starks & Trinidad, 2007). Hermeneutic phenomenology was used as the methodological approach to support the researcher in gaining an understanding of the personal experience of the participants.

As this research is inductive and aims to describe the lived experiences of the participants, hermeneutic phenomenology was identified as the best method to explore the descriptions.

This research design process from a hermeneutic phenomenology perspective was described by van Manen, (1990) cited in Creswell, (2013) as looking at a phenomena which seriously interests the researcher and in that process. Reflecting on essential themes and investigating what constitutes the nature of this lived experience allows a strong relation to the topic of inquiry and balances the parts of the writing holistically. By using hermeneutic phenomenology, the researcher was able to provide a rich description and understanding of the participants' insights and to express the emergent themes based on the participants' experiences and perceptions. This process was followed through the research design of this thesis and through the analysis phase. Common themes were sough to capture meaning of the experience (Starks & Trinidad, 2007).

One criticism of phenomenology is the subjectivity of the researcher. To ensure the researcher was aware of her own personal biases, she applied a self-reflective stance of *bracketing* or *epoche*. Bracketing can be defined as making efforts to put aside the researcher's repertoires of knowledge, beliefs, values and experiences in order to accurately describe participants' life experiences (Chan, Fung & Chien, 2013). The effect of bracketing allowed the researcher to "remain honest and vigilant about her own perspectives, pre-existing thoughts and beliefs" (Starks & Trinidad, 2007, p. 6) and to ensure any prior knowledge or assumptions were put aside in order to fully embrace the participant accounts. To achieve this, a reflective log was kept throughout the thesis data collection process. This log was started when the literature review and methodology research began. It continued during interviews and concluded at the end of the data collection research process. Keeping a log helped in analysing the researcher's thoughts and ideas as they evolved throughout the research process and made the researcher aware of her preconceived perceptions and opinions while going through the primary and secondary collection of data.

Another critique of phenomenology is the streamlining of data collected, which does not give an accurate account of individual experiences (Creswell, 2013). To ensure this was not problematic in this thesis, a systemic analysis of data was undertaken. Thematic analysis was used. This process involved working with the data in a way that allowed the researcher to stay grounded in the raw data and interpret, summarise and categorise it through the analytical technique of creating initial categories or codes and relating them to themes (Matthews & Ross, 2010).

3.4 Recruitment Criteria and Process

3.4.1 Recruitment Criteria

In the early stages of the thesis process, it was envisioned that four groups would be interviewed. These groups were:

1. a chief executive officer or managers from a TPSO
2. case workers from the same TPSO
3. a significant other of a teen mother and
4. teen mothers.

Upon completing the literature search and clearly defining the focus of the thesis the researcer modified the participant group. Two participant groups were decided: teen mothers who attended TPSOs and the TPSOs they attended. A TPSO for the purpose of this thesis was defined as a TPSO that offered educational services for teen parents. The criteria for the two groups to be interviewed were:

1. Teen mothers

   a. were over the age of 16years old

   b. were pregnant 17 years or younger,

   c. had historically participated in a TPSO and

   d. had or were currently studying tertiary education.

2. An individual from a TPSO

   a. the TPSO was identified in the teen mother interviews and

   b. the individual understood the transition services available to teen mothers within in their TPSO.

Initially, there was a lack of response from those teen mothers that had attended TPSOs. As a result, in consultation with the researcher's supervisor, it was decided two teen mother groups would be interviewed:

   a. teen mothers that attended TPSOs and

   b. teen mothers that didn't attend TPSOs.

By having two sets of teen mother groups, the unique insights from both groups would better inform the findings. It would also allow a wider scope of teen mothers to share their experiences of transitioning to tertiary education.

The rationale for this decision of criteria was to align with the ontological and methodological approaches of the research. By seeking to understand the lived experiences of those who have encountered the phenomena that is being researched. For the researcher, it was important that the voices of the teen mothers and their experiences were prominent in the research. Consequently, the decision to only interview the teen mothers and not a significant other was decided. The researcher felt interviewing a parent or guardian of a mother would take away the

adult status teen mother's strived for. This perception was validated in data (For example one of the mothers wanted to ensure she was 'in control' of her life and her child's life, she struggled with her mother-in-law making decisions. Furthermore one of the TPSO also alluded to finding it hard to engage family or parents as the teen mothers seemed like adults themselves).

I was only like 3months pregnant and I put everything on lay-by I was getting everything I took control very quickly and even at home I took control of the baby I had trouble with the rules of engagement laying down the rules for my mother in law because I was the kid and she's a well-respected person so that's what I had trouble with…I was so in control of the baby I made all the decisions and no one else mattered because I was so fixated on (Mother C)

Cause the girls seem so adult it's kind of hard to engage with the family and some of them aren't living at home (TPSO B)

Phenomenology was used as the methodology to gain an understanding of the stories shared and that these particulars stories are relevant to experience the teen mother had and the perceptions they had of these experiences. The researcher wanted to ensuring this was conducted by empowering the teen mothers to share their experiences.

3.4.2 Process of recruitment

To source participants for this thesis, an internet search was completed to locate potential TPSOs and to affirm the researcher's prior knowledge of TPSOs based in the Auckland area. In addition the researcher attended a conference of which Paula Bennett was a keynote speaker. Paula Bennett is the 2014 Minister of Social Development responsible for overseeing social policy and knowledge and has service delivery for Work and Income, Students, seniors and Integrity Services, Child, Youth and Family and Family and Community Services (Ministry of Social Development, 2014). These are key policies and services relative to teen parents. As this information was known to the researcher, the opportunity was taken to discuss her research topic and request information pertaining to TPSOs, the training incentive allowance and teen parents in Auckland. This request was formalised with an email, a response with a list of TPSOs in Auckland was received however itexcluded teen parent units. This list provided useful as a starting point for searching for TPSOs.

The researcher further investigated teen parent units and TPSOs with teen parent initiatives within Auckland. Four TPSOs were contacted via email through convenience sampling. According to Bryman and Bell, (2003) convenience sampling is those that are accessible to the researcher. The researcher was based in Auckland therefore those teen parent units and TPSOs based in Auckland were convenient to access. Only four TPSOs were contacted as per the researcher's original criteria of TPSOs.

An introduction email asked the TPSOs of any alumni who were now (or had been) enrolled in tertiary education and if they would be able to pass the researcher's email details to them so they may make contact with the researcher. Reply contact was made by a TPSO from West Auckland and one teen mother was recruited this way. There was a lack of response through TPSOs and a new criteria was established and teen mothers who had either attended a TPSO or not would be included.

The change in criteria resulted in snowball sampling (Bryman and Bell, 2003). Teen mothers were identified through personal networks. An approach via email was made. This email explained the topic, the thesis aims and provided an invitation to participate in the research. Upon their response the participant information and consent form was emailed. Once the second email contact was replied too, a phone call was made to arrange an interview time and place.

After completing the teen mother interviews, the TPSOs the teen mothers who attended were approached via email contact advising them of the thesis aims.

From this email, all four TPSOs indicated they were happy to be interviewed however unfortunately due to timeframes; only three of these interviews were completed. In discussing the research topic with an individual from the Ministry of Education, an interview was arranged and completed

3.5 Data Collection

3.5.1 Process of data collection

A suitable time and location were agreed upon between the participant and the researcher. These locations included meeting rooms at AUT University and coffee shops close to the participant's jobs or homes. Fortunately interview process was relatively quick and took 2 months to complete. In total twelve interviews with Auckland, New Zealand were undertaken. The length of time ranged from 25 – 90minutes long.

In employing a qualitative research approach, the specific data collection method was semi structured interviews. Semi structured interviews have the following characteristics; follow a common set of questions for each interview, introduce topics or questions in order or ways appropriate to the interview and creates opportunity for the participant to answer the question or discuss the topic in their own way using their own words (Matthews & Ross, 2010). The method of semi structured interviews is commonly used when researching people's experiences. This method is to gain an understanding their experience and understand their social world in a

particular way (Matthews & Ross, 2010). By using semi structure interviews the researcher was able to conduct interviews and ask questions structured for the topic of teen mothers transitioning to tertiary education. It also allowed the participants to answer and tell their stories in their own way.

All interviews were conducted in places of mutual convenience and comfort to the participants and researcher. The researcher audio-recorded the interviews and notes were taken to further explore points raised by participants. Neutral probes were used to elaborate participant's perspectives where answers were brief and relevant issues could be further explored to allow for emerging concepts (Bryman & Bell, 2003) it was of upmost importance to the researcher these probes were neutral to ensure the participants were not led into making statements that may have aligned with the researchers preconceptions (Matthews & Ross, 2010). All interviews were transcribed within two months of the interviews. The transcripts were read a number of times to identify common themes. A brief summary of the interview guide is outlined in the following section.

3.5.2 Participant Profile

A participant profile is provided for the differing groups interviewed. A total of twelve interviews took place from four different groups.

Table Four: Participants interviewed

Number of Participants Interviewed	Description
4	Teenage mothers who attended a TPSO
4	Teenage mothers who didn't attend a TPSO
3	Representative from a TPSO
1	Representative from the Ministry of Education

The teenage mother group consisted of teen mothers aged between 18 – 34years old. All teenage mothers had least one child and were pregnant at 17years of age and younger. They all currently lived in the Auckland region and identified as Māori ethnicity. All had or were currently completing tertiary education and three had continued onto postgraduate study. Seven attended a University and one attended a Polytechnic. Their study areas at tertiary included Business, Media, Nursing, Health Sciences, Education and Māori studies. Four attended TPSOs that supported teen parents and four didn't attend TPSO that specifically supported teen parents.

TPSO located in West, East and South Auckland were interviewed. The TPSOs interviewed all offered services for teen parents and included two teen parent units and one community development TPSO. An identified commonality of all TPSOs was they were established from a need within the communities they were located. The participants from these TPSOs included a lead teacher a social worker and a Chief Executive. The scope of the TPSO participants allowed for differing experiences on a teen mothers transition to tertiary.

The final interview conducted was with an individual from the Ministry of Education responsible for overseeing the establishment of teen parent units within Auckland. She had ministerial knowledge on determining the need for the establishment of teen parent units and the policies and procedures for these teen parent units.

All of these participants provided their perceptions and experiences to help in achieving the aims of the thesis of facilitating teen mothers to tertiary education.

3.5.3 Interview Questions

This thesis aims to explore insights into transitioning teen mothers to tertiary education, and teen mothers are critical to understanding this process. The interview process focused on teen mothers sharing their insights pertaining to transitioning to tertiary education.

Teen Mothers

In order to build rapport and create an atmosphere in which the young women felt comfortable sharing with the researcher, the first question to all teen mothers was to ask them to tell their story. The first question further enabled the researcher to have reference points if further exploration of relevant points was needed.

The next questions focused on gaining insights into their transition to tertiary education and how they may have been supported through this. Questions included:

1. A background of themselves and their children, what they were studying or had studied, and where they were from.
2. Why they decided to go on to tertiary education.
3. How they found the transition to tertiary education.
    a. How they gained entry criteria into tertiary education.
    b. Areas of focus for transition to tertiary education included academics, support for themselves and their children.
4. If they attended an TPSO, the next set of questions focused on the TPSO.
    a.   How they felt supported in the TPSO,
    b. What assisted them to transition to tertiary education.

      c.   If the TPSO supported them through their transition to tertiary education.

5. Future goals for themselves and their child/children.

6. What the difficulties or challenges they encountered.

7. What advice would they would give another teen mother thinking of transitioning to tertiary education.

8. What or who were some of their influencers in continuing to tertiary education.

9. How important their Māori culture was to them and their children.

After the first two interviews, the interview guide was reviewed. This review was to ensure the right questions were being asked. In revisiting the interviews and researcher notes, it became apparent that two more questions should be added. The first of these questions asked about key influencers in their lives that helped the tertiary transition process. The second question was about cultural identity. From the first two interviews, the importance of cultural identity was enunciated, and because the researcher knew that all the participants were of Māori descent, this aspect was further explored.

Teen Parent Support Organisations (TPSOs)

Identifying effective strategies for TPSOs to transition teen mothers to tertiary education is the primary aim of this thesis. Four TPSOs were approached and, due to time constraints, three were interviewed. Each TPSO interviewed provided a person in a different position for their interview. These TPSOs participants included a lead teacher, a social worker and a chief executive.

The first question for the TPSO was used to gain an overall understanding of the TPSO.

1. Explain in their words about the TPSO. From this question, the participants' answers included:
       a.   What the TPSO did
       b.   The TPSO's vision
       c.   The TPSO's organisational structure
       d.   How they received funding
       e.   The day-to-day running of the TPSO

The next questions focused on the services available for teen mothers going on to further educations:

2. What they thought was important for assisting teen mothers' transition to tertiary education.

3. Any barriers or obstacles in delivering their educational services.

4. Their hopes for the mothers and children.

5. Any feedback or recommendations they might offer on the thesis subject.

The Ministry of Education

The Ministry of Education interview was not planned in the original selection criteria. The opportunity to interview the Ministry of Education presented itself, and the researcher felt that interviewing those who determine the policies for setting up teen parent units would give her beneficial information for the thesis. The themes from the teenage mother and TPSO interviews informed the points to be discussed in this interview. The following themes were discussed:

1. Policy and the details involved with the decisions that are made in setting up teen parent units.
2. The measures of effectiveness of these units.
3. What support they felt was needed for teen mothers.
4. The importance of teen mothers going onto tertiary education.
5. The changes over time.
6. What the future may entail for teen parent units.

3.6 Data Analysis

The data was analysed thematically. Thematic analysis is defined as a process of encoding qualitative information (Boyatzis, 1998). According to Bryman and Bell (2003) thematic analysis is an example of quantification in qualitative research and allows themes to emerge. For this research thesis, the researcher used Braun and Clarke's (2006) six-stage thematic analysis model, as shown in Table Five.

3.6.1 Thematic Analysis

Matthews and Ross (2010) defined the thematic analysis process as working with the data to allow the researcher to stay grounded in the raw data and interpret, summarise and categorise this through the analytical technique of creating initial categories or codes and relating to themes. The following table uses Braun and Clarke's (2006) model to explain the process.

Table Five: Process of thematic analysis

Phase	The Research Process	Researcher Notes
1. Familiarising myself with data collected	After the completing the interviews, the researcher listened to interviews then embarked on the transcription process. Personally transcribing each of the interviews allowed the data themes to become apparent. Once each transcript was completed, notes were taken	The interview process reignited my passion for this topic. By listening, personally transcribing, connecting, revisiting tones, words used and unspoken points I was able to be fully be present with

	immediately after of initial thoughts, recurring comments and interesting features. Once all transcripts were completed, these were again thoroughly read to allow the researcher to gain full familiarity with the data collected.	the data. As the stories and experiences that unfolded, I took notes. Upon reflection, these notes were centered around feeling connected to the participants stories and my desire to complete the thesis.
2. Generating initial codes	As mentioned above, the initial note-taking allowed for codes to be generated straight after the interviews. By taking notes of general points throughout the interviews, the researcher recorded outliers and gaps that could be explored further in the analysis process. This systematic process allowed the collation of themes.	From my notes, over 20 codes were formed. These included common words, experiences and out-of-the-ordinary comments. The process was done collectively with all transcripts. The initial list of codes came to over 30, but once they were sorted for commonality, about 20 were left.
3. Searching for themes	The initial coding process meant that over 20 codes were established, after reviewing the initial codes and discussing them with the researcher's supervisor, potential themes started to emerge. The initial codes were then categorised into key themes.	Once the generic list of codes was established, further searching for commonality among them allowed key themes to emerge. The to-ing and fro-ing between the codes ensured key aspects were covered. I wanted to ensure the themes covered the participants' experiences and stories.
4. Reviewing themes	After this primary method of collecting the data, the researcher went through the transcripts again. This allowed further exploration of the information that had been provided, and the initial codes were able to be categorised into the key themes. Becoming embedded in the research process and the interview data allowed the researcher to ensure the context of the dataset was not lost.	Going through the transcripts again further impressed on me that the codes and themes were correct. This process ensured the all aspects of the participants' views were expressed. For me, the themes symbolised the experiences of the teen mothers and the TPSOs.
5. Defining	Once the researcher felt comfortable with	Once the codes were placed

	the themes identified, the definition and naming of themes became evident and allowed this step to be completed. The four themes that were clearly defined and named were: • Stigma • Support • Self-Attributes • Organisational Insights These themes allowed the overall story to be told and the participants' excerpts to unveil the thesis discussion.	into themes, the themes were named. I wanted to ensure that the naming of the definitions covered the participants' discussions. Four themes were decided and definitions given.
6. Producing the report	As the researcher wrote the thesis, it further allowed for a final analysis. By providing a selection of quotes and examples the writing process forced the researcher to ensure the material related back to the research question.	Writing the thesis confirmed that the four themes were aligned with the data obtained.

(Adapted from Braun and Clarke, 2006)

3.6.2 Theoretical Influences

Te Whare Tapa Whā (The Four Sided House)

Te whare tapa whā (the four-sided house) is the Māori holistic wellbeing model developed by Mason Durie. This model evolved during the 1970s in response to Māori insisting that the narrow focus for health practitioners was a distorted framework in which to consider health issues (Durie, 1994). This holistic model, *te whare tapa whā* has been widely used in the context of health and wellbeing. Rochford (2004) state that *te whare tapa whā* is "a model that enables one to tease out two major dichotomies in health: the tension between seeing health at an individual or population level (macro-micro) and the tension between mind and body" (p. 47). Rochford agreed that *te whare tapa whā* is universal in its application.

Figure Six: *Te whare tapa whā* (The four-sided house)

Taha hinengaro
Mental and emotional realm

Taha whānau
Social realm

Taha tinana
Physical realm

Taha wairua
Spiritual realm
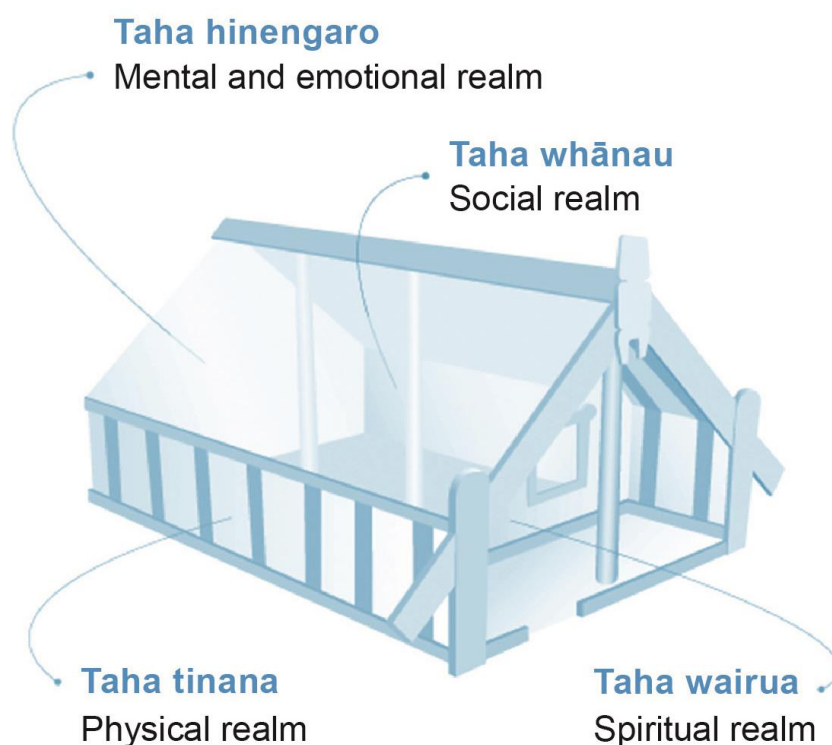
Source (Durie, 1982). Variation of picture sourced from Victoria University (2011).

The *whare tapa whā* model is made up of four sides; which are explained below.

Taha Wairua (Spiritual Realm): This realm includes the capacity for faith and links to unseen or unspoken energies, faith, connection to environment and religious beliefs. For Māori, this is seen to be the most essential requirement for health (Durie, 1994).

Taha Hinengaro (Mental and Emotional Realm): The expression of thoughts and feelings is intrinsic within the individual; the *taha hinengaro* shares the process of thinking, communicating and expressing these thoughts (Durie, 1994).

Taha Tinana (Physical Realm): This is the most obvious health consideration and relates to the actual physical body (Durie, 1994).

Taha Whānau (Family Realm): this realm acknowledges the relevance of the extended family to health. For Māori, the family is the prime support system. Furthermore, *taha whānau* relates to identity and a sense of purpose (Durie, 1994).

The *whare tapa whā* is used as a tool to analyse the literature and data. Each of these four realms influences and supports the others; one cannot be seen in isolation from the others. A key element for teen mothers is the need for all four realms to be strong to provide for their child. The metaphorical concept that a house needs all four sides to stand tall in order to stand strong is prominent in the *whare tapa whā* model. This model will be used to explain how the literature and findings relate to teen mothers.

Personal Experience

The researcher's experience and perspective as a teen mother who went onto tertiary education align with the interpretivist paradigm on which this thesis is based. While within phenomenology, bracketing is necessary according to Creswell and Miller (1997, p. 37), "not only is the researcher not absent from the narrative but he or she is also mentioned as having personal views and interpretations". This self-reflective stance was used throughout the process. The researcher is personal experiences allowed her to understand and empathise with the participants' stories. Having experienced the phenomena through her own lived experience further emphasised the desire for this thesis to explore meaning from those interviewed and to understand their existing knowledge. This view was reiterated by Burck (2005): "an interview does not just elicit a story already known, but often contributes to the construction of a new account with its own effects" (p.241). This statement highlights the importance of exploring and presenting the commonality of the participants' lived experience by building on the current literature and taking into account the researcher's experience. It was therefore important that in-depth qualitative interviewing was used as the means of data collection.

3.7 Ethical considerations

Before the commencement of any primary data was collected, ethics approval was sought from the Auckland University of Technology Ethics Committee (AUTEC) (See Appendix One). The robust structures around ethics at AUT University meant that ethical considerations and principles were clearly outlined. In addition, a risk mitigation plan was approved. Once the Ethics application 12/50 was approved on 13 August 2012, the process of recruitment followed in a morally and ethically sound way.

The paramount ethical issue was in working with what may be considered a vulnerable group. Therefore, using confidentiality, privacy, and consent to ensure there was no emotional discomfort or distress was of great importance throughout the interview process. Once the participant had agreed to meet to discuss the research, the researcher provided the Participant Information sheet (Appendix Two). To ensure there were no misunderstandings, the researcher explained in full the information sheet and gave an opportunity to ask any questions. At this stage, the participant was also asked if they would like a copy of their transcript provided to make any changes; none of the participants wanted a copy. The participant was then asked to complete and sign a Participant Consent form (Appendix Three). Following this process, the interviews were then conducted. In addition once the research has been finalised making the participants aware of the research will be a priority.

The literature demonstrates that teen mothers are often considered a "vulnerable" group (Soriano, Clark & Wise, 2008, p. 30). This is based on the negative economic, health and social factors that early child-rearing is associated with (Furstenburg, Brooks-Gunn & Morgan, 1987;

Chevalier & Viitanen, 2002; Fergusson & Woodward, 2000; De Jonge, 2001). Due diligence and a duty of care were included not only in the ethical considerations but throughout the data collection process and the writing of this thesis. The process for ensuring that due diligence and duty of care were met included building a rapport with the participants, allowing them to guide the interview process, and sharing with them the researcher's background and passion for researching this thesis topic. A follow-up email was also sent thanking them for their input. To mitigate these risks, confidentiality was assured to all those who opted to participate in this research. It was also identified from the original contact that the researcher herself was a teen mother who could associate with many of the trials and tribulations these young women shared.

The revisiting of the selection criteria could be viewed as a challenge for the data collection process. However, the reviewing of the selection criteria forced the researcher to focus the research topic and ensure the aims and objectives of the thesis were clear, not only for the researcher, but for the participants as well.

3.8 Conclusion

In summary, qualitative interpretivism was deemed most appropriate for interviewing teen mothers and TPSOs. The qualitative approach allowed the semi-structured interviews to provide an in-depth understanding of the opportunities and challenges associated with teen mothers' transition to tertiary education. The interpretivist position allowed the researcher to explore the answers to these semi-structured interviews and discover the subjective meaning of the participants' experiences; in addition, a phenomenological approach allowed further exploration of a deeper meaning of the participants' lived experiences. Each of these methodological choices was made to ensure the participant voices were of utmost importance.

The recruitment process, selection criteria and participant overview for both the teen mothers and TPSOs are provided. The twelve participants' data (eight teen mothers, three TPSOs and the Ministry of Education) were examined through thematic analysis. By detailing the step-by-step thematic analysis process, the four themes of Stigma, Support, Self-Attributes and Organisational Insights became apparent. Moreover, thematic analysis combined with the researcher's personal experience and the *whare tapa whā* model has permitted the development of a model relevant to this thesis topic. Lastly, the ethical considerations are presented, along with a few of the issues and challenges involved in the research of this thesis.

Chapter Four: Findings

Identifying the factors that enable a teen mother to transition to tertiary education is the primary aim of this thesis. By employing the qualitative approach of semi-structured interviews with twelve participants (teen mothers, TPSOs and the Ministry of Education), key insights were obtained. This chapter discusses these insights. The chapter is divided into two sections. First it provides a background of each participant interviewed to provide context to their individual situation. Secondly, it presents the findings from the research questions, which have been categorised into four overarching themes; Stigma, Support, Self Attributes and Organisational insights. This chapter concludes with a brief summary of the findings.

For the purposes of this thesis, teen mothers are identified as those who were pregnant at 17 years of age or younger. TPSOs are organisations which provide educational services specifically for teen parents.

4.1 Background of the participants

Twelve interviews were conducted. This section includes interviews conducted and a background of the participants interviewed. Eight teen mothers;four of whom attended a TPSO and four who had not were interviewed. Perspectives from three TPSOs were sought from one person; a social worker, a lead teacher and a Chief Executive. The final interview was with a senior advisor from the Ministry of Education.

4.1.1 Teen Mothers who attended a TPSO (Teen Parent Support Organisation)

Four of the teen mothers attended a TPSO. These TPSOs were located in Auckland, New Zealand. The length of time of attendance varied from 9 months to 3 years. All the teen mothers agreed that providing a place where other teen mothers were present is beneficial in providing a safe, encouraging place for teen mothers.

Table Five represents key facts about the four teen mothers who attended TPSOs. The information includes their age range at the time of the interview, their age at the time of birth, how many children they currently have, their entry criteria for university, their current level of study, and the fieldin which they are completing or have completed their studies. The entry criteria are based on New Zealand's University Entrance requirements. NCEA Level 3 is based on:

- Three subjects at Level 3 (made up of 14 credits each, in three approved subjects),
- Literacy 10 credits at Level 2 or above (made up of 5 credits in reading and 5 credits in writing) and Numeracy 10 credits at Level 1 or above

Special admission being persons over the age of 20 years and New Zealand citizens

Table Six: Teen mothers who attended a TPSO

Participant	Age Range	Age of Mother at the time of birth	No of Children	Entry Criteria	Programme	Field of Study
Mother A	16-20	16	1	SA	Undergraduate	Teaching
Mother B	21-25	15	1	NCEA	Undergraduate	Commerce and Māori Studies
Mother C	26-30	16	1	SA	Undergraduate	Performing Arts, then Nursing
Mother D	21-25	15	2	SA	Postgraduate	Māori Development

Key: SA: Special Admission, NCEA: National Certificate of Educational Achievement

Mother A has a son whom she gave birth to when she was 16. She attended a TPSO based in West Auckland and was part of the establishment group of this unit. Whilst attending the TPSO she gained NCEA Level 2. She noted the TPSO helped her build her confidence which assisted in her transition into tertiary education. She is currently studying a Bachelor of Education and feels she has transitioned well with good family and peer support.

Mother B and her partner had her daughter at the age of 15 and are still together seven years later. Mother B attended a TPSO based in Glen Innes which supported her in making the decision to return to mainstream high school. Two years after having her daughter, both she and her partner returned to Year 11 and went on to finish high school. When returning to school, she became a student representative on the Board of Trustees, was chosen as a prefect and offered a number of leadership opportunities by the school. She gained University entrance and was successful in receiving a scholarship to pay for her fees to attend university. At the time of interviewing, she was at the end of her second year of a Bachelor of Arts at an Auckland university. She had recently secured employment at the TPSO that she attended.

Mother C is a single mother who had her daughter two weeks after her 16th birthday. She was born and raised in South Auckland in a divorced family household. Three months after having her daughter, she returned to a TPSO and stayed there for three years. During this time she gained NCEA Level 1 through correspondence delivered at the teen parent unit and then transitioned to a polytechnic to complete a degree in nursing. She is the only interviewee not to have completed her studies.

Mother D is in her early 20s. She has two children. She had her first child at 15 years of age and her second at 18 years of age. She is the only teen mother interviewed whose her pregnancy was planned. She self-identifies as strong in her Māori identity and grew up in South Auckland. Three months after having her firstborn, she returned to mainstream school. However she was not made a prefect. Not being made a prefect was the deciding factor in leaving her mainstream high school to attend a TPSO in Auckland Central. She is about to undertake postgraduate study in Māori Development at a university.

4.1.2 Teen Mothers who didn't attend a TPSO (Teen Parent Support Organisation)

This table shows the key facts, including the teen mother's age range at the time of the interview, their age at the time of birth, how many children they currently have, their entry criteria for university, their current level of study, and the field in which they are completing or have completed their studies.

Table Seven: Teen mothers who didn't attend a TPSO

Participant	Age Range	Age of Mother at the time of birth	No of Children	Entry Criteria	Programme	Field of Study
Mother E	21 - 25	18	2	SA	Postgraduate	Communication
Mother F	26-30	16	1	NCEA	Postgraduate	Health
Mother G	30+	16	3	SA	Postgraduate	Business
Mother H	16-20	17	1	NCEA	Undergraduate	Communication

Key: SA: Special Admission, and NCEA: National Certificate of Educational Achievement

Mother E is completing an honours programme. She is from South Auckland, where she describes teen pregnancy as normal. For her there was a family and self-expectation that she was going to be different, and consequently she was sent to an all-girls school located in Auckland Central. She fell pregnant in her final year of school but continued her education at her all-girls school after giving birth. She comes from a large biological family.

Mother F is from Whangarei. Whangerei is located in the northern region of New Zealand and is approximately 170 kilometres from Auckland. Mother F gave birth to her daughter when she was 16. Giving birth in the school holidays, she returned to Year 13 in Term 1. Upon completion

of her Year 13, she gained University Entrance and received a scholarship, which provided funding for her accommodation and fees in Auckland. Mother F completed a degree in Health. She comes from a family that places high value on education. Her daughter has been raised by her grandparents on her father's side, resides in Whangarei and is now 13 years old. The participant believes that her child has had great value in being raised by her grandparents in a place where she belongs.

Mother G is the oldest of the participants. She has three children, one who is 17 years of age and two younger ones who are four and two. Mother G is married to the father of her children and they have been together for 20 years. She entered straight into a postgraduate diploma where her previous work experience was recognised as entry criteria. She works in the health sector and is proud of the successful career she has built.

Mother H is the youngest of the participants. She is currently studying a Bachelor of Communications in her second year. Her daughter is two years old, and she and her partner were 16 when her daughter was born. Mother H had six weeks off before returning to school to complete Year 13. She gained University Entrance and was awarded a University Vice Chancellor's scholarship award for high achievement.

4.1.3 Teen Parent Support Organisations (TPSO)

The TPSOs that participated were located across West, East and South Auckland. The TPSOs interviewed included two teen parent units and one community development TPSO. An identified commonality of all TPSOs was they were established from a need thin the communities in they were located. The participants from these TPSOs included a lead teacher, a social worker and a Chief Executive.

Table Eight: Teen Parent Support Organisations

	Focus of organisation	Location	Interviewee
TPSO A	Community Development	East Auckland	Chief Executive Officer (CEO)
TPSO B	Teen Parent Unit	West Auckland	Lead Teacher
TPSO C	Teen Parent Unit	South Auckland	Social Worker

TPSO A is based in East Auckland. It offers a range of community development services, and the teen parents programme is one such service. The CEO was interviewed and she has been

in this role for seven years. TPSO A responded to a need in the community they served and has been in-site for 30 years.

TPSO B is a teen parent unit based in West Auckland. It is attached to a governing school and has a roll of 20 students. It has established for 13 years and at present the unit has a strong focus on educational achievement. The researcher interviewed the lead teacher, who had been in her role for five years.

TPSO C is based in South Auckland; the unit was established due to a growing need in the area. The participant was on-site intensive case worker and primarily supports teen mothers to remove any barriers that may affect them attaining an education. She works as part of the whānau ora team based on site.

4.1.4 Ministry of Education

The Ministry of Education participant was a senior advisor in charge of the establishment of teen parent units in the northern region of New Zealand, primarily in Auckland.

4.2 Themes

Thematic analysis was conducted on transcriptions of the interviews. A thematic analysis process was defined by Matthews and Ross (2010) as working with the raw data to interpret, summarise and categorise it by creating initial categories or codes and relating them to themes. Four themes emerged in this process. Table Nine describes the four emergent themes.

Table Nine: Description of Themes

Theme	Description
Stigma	Stigma occurs when one's attributes do not conform to the natural order (Goffman, 1963). As the teen mothers experienced this stigma they all felt the need to not become a 'statistic' and tertiary education was a means to achieve this.
Support	Support was identified as critical. There are five subthemes for support; family, peer, TPSO or high school, and financial.
Self attributes	Self attributes are the inherent characteristics each of the teen mothers displayed. The subthemes are independence, resilience, self-efficacy, high achievement and cultural identity (which for this thesis is being Māori)

Organisational Insights	Organisational insights discuss the themes identified by the TPSO interviews.

Stigma and Support present data derived from both the teen mothers and TPSOS. Self-Attributes provides data from only the teen mothers and Organisational Insights from only the organisations.

4.2.1 Stigma

Those who possess an undesired difference from what we would normally expect are often stigmatised. Society categorises people according to the attributes complementary and natural to their order (Goffman, 1963). Therefore, stigma occurs when one's attributes do not conform to the natural order. For teen mothers, having children in their teenage years is not conforming to the natural social order. All the teen mothers interviewed felt that at some stage stigma was placed upon them, whether it was directly said to them or society's perceptions placed this stereotype on them as the teen mothers experienced this, they all felt the need to not become a 'statistic'. Tertiary education was a means to achieve this aim.

Teen mothers correlate to areas of socio-economic deprivation, and therefore, teen pregnancy is more common in these regions. Growing up, Mother E was from a community where teen pregnancy was normal. She aspired to be different but felt she became part of the cycle. Feeling as though she had become part of the cycle prevalent in her community was a key driver for her to succeed at education.

> *So I come from a community where it's normal. It's normal for all my siblings, all my family to have kids by 15/16… but I was the only one who aspired to be different…. I still feel part of the cycle… all my family were disappointed in me and I was disappointed in myself. (Mother E)*

Mother G was the oldest of the teen mothers interviewed; she felt that when she was pregnant in the late 90's it wasn't as accepted as it is in today's society.

> *But back in those days teenage pregnancy wasn't as normal as it is and I got caught up in the issues of people are going to talk about me, I'm pregnant at school, they are going to tease me, yah, I was really caught up in all that stuff… feeling like a kid and going around to things like Polyfest with the pram and people looking at you cause there weren't too many teenage pregnancies, so those were hard times. (Mother G)*

Mother B explicitly stated what many of the teen mothers expressed about their desire to get a degree and not be a stereotype.

I knew that I would get through and get a degree because there was so much stigma around, don't be a stereotype. It wasn't actually from anyone, nobody said that to me, its just what I kind of knew. (Mother B)

These statements all reiterated the teen mothers' feeling of being looked down upon because they were teen mothers and having to navigate still being a child themselves but having their own child to care for.

The social stigma of teen motherhood was also prevalent in the TPSOs interviewed, and all discussed the socio-economic issues that teen mothers were facing in their communities;

The demographic of the ones I'm working with seem to be, you know, they've left school early so they are disengaged with mainstream education already, they are Māori or Pacific…. come from a community characterised by deficit, deprivation and disease and the like, and actually it affects their psyche so my observation is there is a sense of hopelessness and futility about the future. (TPSO A)

While the findings from those interviewed highlighted the realities facing teen mothers, all the teen mothers identified that enrolling in tertiary education allowed them opportunities to better their lives and not be the stereotypes society places on teen mothers. All the teen mothers interviewed recognised the long-term vision of investing their time and resources into completing a degree. They understood that gaining a tertiary education would enable them to financially provide for their child/children. In addition, all the TPSOs wanted to assist teen mothers to overcome these barriers and to assist them firstly to be good mothers and to achieve their own goals. It was therefore identified that support was critical to helping teen mothers to achieve their individual goals of a tertiary education.

4.2.2 Support

This study found that positive support is very important for teen mothers. Access to support services can assist teen mothers to achieve. Identified support structures formed a critical part of teen mother's transition to tertiary education. From the responses from teen mothers and TPSO, the following areas of support were identified as being beneficial for teen mothers: (a) family support, (b) peer support and relevant institutions such as (c) high schools and TPSO support or (d) tertiary institution support and finally (e) financial support. This section discusses each of these support structures and explores how access to support structures can assist teen mothers in their transition to tertiary education. Mother D's statement represents how important support was for her and her wish for support to be accessible to others like her, in this case, her cousins.

Yah, I know a lot of my cousins were teen mothers and a lot from my school got pregnant but they never came back, they just left. Honestly, I think I'm the only one out of them that has continued. It's kind of sad cause I wish they had that support. I think it's a lot about the support, being able to do it. (Mother H)

Family Support

Family support was of paramount importance to all the teen mothers; family assisting them in learning to be a young mother and helping with childcare whilst they studied was viewed as important. All of the teen mothers were still living at home with their parents or partner's parents at the time of their child's birth. The additional family and financial support assisted them with the child and provided support for the teen mother to re-engage in education.

She stayed home with my mum and at kindy so it was a bit half and half at that time. So, yah, I was lucky to have a supportive family, like, my family were supportive, my partner's family were supportive. (Mother B)

Definitely my parents are supportive they are always good with everything. My mum takes baby to preschool every morning it's really helpful. Yah my parents they help out a lot (Mother H)

In order to achieve in her studies Mother F allowed the child's father's family to raise her child whilst she finished school and then attended University away from the area where her child lived.

She has basically been raised by her dad's parents since then she's still up there with them….I finished off my 7th form year and came straight down and went to AUT and did my degree that was 4 years (Mother F)

In contrast, six of the teen mothers interviewed expressed whilst they were appreciative of the support they had they felt like it was their responsibility to raise their child. In an attempt to gain independence, four teen mothers moved out of the family house as soon as they were ready.

I think definitely my mum has taken on a lot and I try. I feel like it's not her responsibility so I don't want to have to put that on her but she's absolutely stepped up and allowed me to do what I need to do (Mother A)

There was heaps of help we pretty much didn't have a kid we just did our own thing. I would take her to day care every day, other than that she would go to my mums every weekend so we moved away to get independence cause we were living with our parents (Mother D)

For some, teen mothers interviewed, partners where another form of support in gaining independence and helping them to achieve in their studies. Four out of the eight mothers interviewed had supportive partners. Of the four teen mothers who had partners; three were still with the fathers of their children at the time of the interviews.

> *(Partner's name) went back to tertiary first and he went back and got his bar one and bar two chef's licence and then we always had a plan that one of us would go and then other would go so there was someone with the child (Mother G)*

The responses from TPSO representatives echoed the sentiments of the teen mothers, in highlighting the importance of having family support and subsequently employed strategies in their TPSOs involve families in their support services.

> *We do a pre-interview enrolment interview with the student and then from there I'll go out and do a home visit so kind of that basis of building a relationship with not only the student but also their whānau cause I think whānau if they are going to commit to education then whānau need to be a part of that plan (TPSO C)*

One of the TPSOs interviewed highlighted the need to make more of an effort to involve families, but suggested it was difficult at times, as the teen mothers displayed quite adult characteristics. In response to the question "How much do you involve families", the representative from TPSO B responded:

> *Prob not enough, cause the girls seem so adult it's kind of hard to and some of them aren't living at home so things like going on a school trip how do you their parents to sign a permission slip…but you try and have a good relationship with them (TPSO B)*

All participants reported family support as being important for the teen mother and child. The tension between being supported and wanting their independence was evident in the interviews with teen mothers. This tension was further highlighted by the TPSOs who believed family support was an important part of the journey, but found it difficult to implement at times, given that the teen mothers were perceived to have developed into adults themselves through the process of having their own children.

Peer Support

Peer support was another source identified through participant interviews. Teen mothers described having friends in their peer groups who encouraged them to go into tertiary education, assisted them through the enrolment process or whilst completing their tertiary studies.

I had a lot of good friends who I went to school with who were in tertiary studies so they have helped me heaps…my best mate I told her that man I really want to go to Uni…so she was like c'mon then we will go to AUT and see what they've got so having her there just like pushed me (Mother E)

Definitely my study peers I say hand on my heart I would have failed without them (Mother G)

The findings also highlighted how friends that teen mothers had before their pregnancy served as motivation to succeed in education. Teen mothers reported drawing comparisons between themselves and peers who hadn't had children. Moreover, having these peers allowed them to stay connected to their age group and assisted in providing a sense of normality that they were in fact still adolescents.

I used to always see my friends that were still going to school they used to always come and see me I always wished I was still doing that with them I think that was the big influence to return to school (Mother B)

When I first got pregnant I went to see the nurse and yah she said when you have your baby your friends aren't going to hang around you anymore they're going to change they are going to go off partying. I was like do you know my friends?...My two best friends where in the maternity unit the next day with flowers and stuff and looking after me. I was like yah these are real friends they are so good and they love baby (Mother H)

The four teen mothers that attended TPSOs felt the TPSOs provided a space where they were not judged or seen as different. There were other young girls in the same situation and they could bring their child with them. In turn, a peer support group formed within the TPSO.

Everyone had their different stories so that was cool we could all relate to each other (Mother D)

It was a hangout with other girls that had kids…there was like a playgroup we were there with the kids learning as well (Mother C)

The TPSO representatives also noticed how teen mothers formed their own supportive communities within the TPSOs.

I think they are very tightknit particular the TPU itself when the girls come here they come from mainstream schooling systems and the TPU is very unique you know

they've got a lot of other young mums that all bring their own stories and they some really good systems in there around integrating the new students into the environment…they have very close relationships and are very supportive of one another (TPSO C)

Having peers to share in the journey of education was recognised as significant by teen mothers and TPSO representatives. Enabling the teen mothers to have people and places they felt comfortable with, while keeping their children nearby assisted them in their education journey.

High school and Teen Parent Support Organisation (TPSO) support

Half of the teen mothers enrolled into a TPSO and three of the teen mothers went back to mainstream education. Support from both of these institutions assisted the teen mothers to transition to tertiary. By providing access to education and other support services teen mothers recognised the assistance their high school or TPSO provided them.

The three teen mothers that returned to mainstream education felt they were supported from their high school to continue their education.

They (the high school) were like that's cool so they emailed me work and stuff and they sent me home assignments. They were like do it in your own time when you can and then come back. They were really helpful (Mother H)

For those that attended TPSOs they felt the culture that was created was one of whānau (family) where staff had built a relationship with the teen mothers, knew their stories and encouraged them with their aspirations of achievement. To provide this support teen mothers identified there were key individuals within the TPSOs who assisted them to achieve their goals.

I think so having those people there, they are almost like your whānau and they really are that is SO TRUE for me. They are my whānau I think having their support ongoing is much different than just people that don't know you and know your story (Mother A)

I joined the young mums programme. I did that in 2008 till the end of 2008 and one of the programme coordinators she came with me. She encouraged me to enrol back into school (Mother B)

TPSOs were well aware of the critical role they played in working with teen mothers. In response to the question "How do you feel when you interact with teen mothers", one TPSO interviewee responded;

Sometimes mum, sometimes teacher, sometimes friend. I've never had a relationship like I have with them. We are blunt and we speak bluntly with them especially with things like sex and you'd never talk about that in a normal classroom but it's appropriate to be blunt and forthright …we are probably closer they stay longer and there is a lot more you find out more about their lives because they have more problems and they have to be discussed so you support them so its lots more involved (TPSO B)

Whilst having TPSOs is beneficial, the findings indicated that in many cases individual staff were responsible for putting support structures into practice within the high school and TPSO. These support structures allowed the teen mothers to feel supported to achieve their goals, particularly relating to education.

Tertiary Institution Support

Once the teen mothers transitioned to tertiary, seven out of the eight explicitly stated that they felt supported by the institution. This support was not linked to individuals and came from a mix- of support structures which include student support departments, cultural advisors, mentors within the institution, student groups and lecturers

The support here is amazing they are all about making you pass there just heaps of things set-up for us it's really cool, study sessions, tutors everything the lecturers are supportive I love it (Mother D)

The one teen mother interviewed that failed to complete her tertiary degree felt there was little support in the institution and if they had helped her more she could have done better. In response to the question "How did you find going into tertiary and did you have good support structures?"

It was hard, really hard, all I had was NCEA Level 1….going into (institution) was full on…I don't think there was enough. No I don't think there was (Mother C)

Whilst TPSO representatives didn't explicitly discuss the support of tertiary institutions, the community development TPSO had provided access to tertiary education within their services and each of the three interviews acknowledged the importance of continuing into tertiary education for teen mothers and the support needed for this transition.

Education has always been something really important…to this TPSO you know it's a pathway out of lots of things. So very early on brokered relationships with tertiary providers (TPSO A)

Financial Support

The types of financial support mentioned by teen mothers included scholarships, welfare payments, Studylink or part-time work. Each of these resources aided teen mothers in their ability to provide for their children whilst continuing their education. Important to note, is half of the teen mothers interviewed received fee paying scholarships for their tertiary studies. They all accentuated how these scholarships were vital to enabling them to achieve their studies.

Mother B and Mother D highlighted access to welfare payments and Studylink provided them with weekly financial help to keep their household finances running.

> *I was able to get the Emergency Maintenance Allowance .I was allowed to get some money for her so I started getting that and now I've got my part-time job and my partner works so for 2 years he's had a full time job and that's been handy and I've had a part-time job at New World (Mother B)*

> *I think that Studylink is really good to parents I have to admit because I didn't know because you're a parent you don't go under your parents income (Mother H)*

Teen mothers who received scholarships were extremely grateful and felt the burden of a student loan was lifted off them

> *I got the McDonalds scholarship through (institution) and that includes usually 4 or 5 per year they give out to all people from up North they are all moving to Auckland and part of the scholarship is everyone goes into a shared apartment (Mother F)*

In summary, support is paramount this includes social support, financial support and institutional support. The identified support areas discussed of family, peer, TPSO or high school, the tertiary institution and financial all have their unique benefits. Access to these support structures eased the transition to tertiary education for teen mothers in this study. Family and peer support provided the teen mothers support in the form of childcare teaching them to be mothers, encouragement and assistance with studying. The TPSO or high school the teen mothers assisted them to enter into tertiary. Once enrolled in tertiary the institutions support services provided them with assistance to ensure they succeeded at their chosen study programmes. Lastly, as the participants stated financial support through scholarships, access to welfare or Studylink and part-time work eased the financial pressures of having a family whilst studying fulltime.

4.2.3 Self Attributes

Self attributes is defined as those characteristics pertaining to the teen mother herself, such as self-efficacy, high achievement, resilience, independence and cultural identity. These attributes were either self-defined or were made apparent to the researcher throughout the analysis process. As motivation to undertake tertiary studies all of the teen mothers mentioned the desire to avoid the negative discourse of teen motherhood, but also to provide stability for their children. In order to achieve stability, education was viewed as a necessary foundation. In pursuing this educational pathway and through the interview process, participants displayed self attributes such as self-efficacy, resilience, motivation, a strong cultural identity, as well as self-identifying as high achievers,. As Mother F demonstrates her desire to not go on the dole or be a "statistic":

> *There's all these stereotypes of young mothers and you're just going to drop out of school and go on the dole and be a statistic so I had this big think about proving everybody wrong which is why I went through and I finished my degree (Mother F)*

Self-Efficacy

To embark on tertiary studies all teen mothers showed a level of self-efficacy. Self-efficacy is demonstrated firstly, by recognising their capability and enrolling in tertiary education. Once they had commenced their studies and proved themselves capable, they began to perceive themselves as role models. Furthermore this self-efficacy and recognition of achievement lead four of the eight teen mothers interviewed to continue on to postgraduate studies.

> *Some people were telling me, you should just go to the TPU. I was like do they have Significant Student scholarships there. They were like I don't know. So I said I'm fine at school I think I can do it I guess they just wanted me to be where all the mums are but I just thought that wasn't the option for me. I could do it my way (Mother H)*

> *I came here thinking I should do a certificate in teaching but you know you haven't really got time and I just want to do this…I'm averaging an A. I guess there's more pressure but I'm doing good (Mother A)*

> *I think this is where I'm s'pose to be and then I just got better and better in my studies and the fact that I was a mum as well it made me realise I'm actually being an example to other people (Mother E)*

This level of self-efficacy may have stemmed from the high achievement the majority of these mothers experienced at school before getting pregnant.

High Achievement

Six of the eight teen mothers interviewed self-identified as high achievers. Prior to getting pregnant they were going to be prefects. Two of the teen mothers also had plans to be scholarship recipients. Mother F received a scholarship and Mother A returned to school two years after having her daughter had a number of leadership opportunities once she returned.

> I was lucky cause I got my scholarship off my 6th form grades so I kind of had that guaranteed already and then 7th form I went through and got a A Bursary so I guess that I was a high achiever (Mother F)

> I went for student trustee and I was the student trustee for that year…I got to go on the Spirit of Adventure, I got a scholarship to go on that that was awesome for leadership and all of that. Then I went for head girl I didn't get it but I didn't mind I was happy where I was at school and I ended up being a prefect (Mother A)

This high achievers mind-set may have been a contributing factor to the strong presence of resilience in all the teen mothers.

Resilience

All teen mothers interviewed showcase the attribute of resilience. This attribute was evident by teen mothers reporting a number of adverse challenges that could have prevented them from returning to education or lead them down more negative pathways. For example, two teen mothers reported having partners who had joined a gang. Others mentioned being raised in household where education was not explicitly valued, and tertiary education was rarely aspired to. However, teen mothers often attributed such experiences as motivation to begin their pathway to tertiary education.

> Yah that's why we moved down there but it was shit it was really bad, just the lifestyle. After I had my first baby the father decides to join a gang I was like what of all times you want to go and join a gang…I just wanted more in my life like it was pretty much my own decision I didn't want to be a stay at home mum I wanted more (Mother D)

> I ended up being a single mum because their dad wasn't really good to us. I wasn't going anywhere, I was on the dole and I didn't have a job, I couldn't get a job. I was just a reflection of my family, my home life and I was thinking to myself throughout that

whole time I had to change something I've already see what it's like with my mum I have to do something for my children" (Mother E)

Independence

A strong tension existed between being treated as an adolescent and the teen mothers want to gain independence and control of what they could in their lives. This manifestation of this desire played an integral part in their interactions with their children and adults in their lives.

I took control very quickly I was so in control of the baby I made all the decisions and no one else mattered because I was so fixated on of making sure my dad knew he wasn't going to control me like he did my sister and we all knew he didn't have a say (Mother G)

In order to gain independence and provide for their children they all recognised the need to invest in their own education. All of the mothers attributed their greater sense of purpose to their children, and saw them as a key motivator to do well in their tertiary studies.

I have to say one of my biggest motivations for not failing any papers was her and she was one of my biggest motivations for going to Uni in the first place (Mother F)

But honestly if I didn't have my kids I don't know where I'd be I'd be off the rails somewhere alcoholic or whatever my kids keep me grounded and they are my motivators to get better! (Mother D)

Whilst the desire and intention of teen mothers in this study was to become aduts and assert their independence in providing for themselves an and their children, at times, they found it difficult to balance the demands of motherhood and study. Feelings of regret and guilt were often expressed in the interviews, as teen mothers felt that did not spend enough time with their children, or might miss key milestones. These demands also made it difficult at times to prioritise their education. Similarly teen mothers seemed to feel deflated when drawing comparisons of their productivity with their peers in tertiary education who did not have children.

The hardest thing was I kind of missed out on seeing my daughter as a toddler… I don't remember her being a two? year old its cause I wasn't there I was at school all day so I didn't see her grow up and that age it was my mum that's probably one thing that I missed out on choosing an education and not being a mum. (Mother B)

The time management trying to juggle everything being a mum, being a single mum and studying fulltime and working got a bit much so one of them has to give or one of them gets affected. Sometimes it is the kids they don't see me as often as they used to but

then sometimes I put them first and then work will fall behind yah it's the juggling time management (Mother D)

Yah it's hard getting used to it like all the other students, they don't have a baby they have to go home to every night and work around that. It's kind of hard to keep up but in my first year I'm not really I just want to get it done first just get there little steps (Mother H)

Cultural Identity

Having a strong cultural identity allowed all the teen mothers to feel they had a place of belonging and furthermore a connection they wanted to pass on to their children. All mothers interviewed were of New Zealand Māori descent. The majority of teen mothers acknowledged their *whakapapa* (genealogy) in the interviews and the importance of their children knowing their own cultural identity.

Very important that's the number one. That's why they are in kura kuapapa and kohanga cause I want them to be in full immersion Te Reo and that's why I want to move back home cause I want to be around it living in it yah it's really important (Mother D)

Being enriched in her culture I had a strong Māori side and her dads got a strong Samoan side so I want her to be able to understand both her sides will be good (Mother H)

Being enriched by having a strong cultural identity also increases teen mother's self-confidence by having a sense of belonging. Connection to their place of belonging was a self-attribute seven of the teen mothers identified was beneficial to themselves and their children. Making deliberate decisions for their culture to be prominent in their children's lives was reiterated throughout the interviews.

Key self attributes of the teen mothers interviewed were revealed throughout the interview process. Having a level of self-efficacy and self-defined high achievement motivated teen mothers to feel positive about their tertiary education journey. The resilience of the teen mothers interviewed, allowed them to bounce back after facing adverse circumstances and reengage in education. By having the financial means to be independent was motivation for the teen mothers to succeed.as. A strong cultural identity provided a sense of belonging. All of these attributes were identified as factors contributing to success in tertiary education.

4.2.4 TPSO (Teen Parent Support Organisation) Insights

This thesis aims to provide TPSOs with factors that enable a teen mother to transition to tertiary education. For this thesis, four TPSOs were approached and three interviewed. These were located in West, East and South Auckland. The differing roles within the TPSO included Lead Teacher, Chief Executive and social worker. Data from the interview with Ministry of Education will also be included in this section. The TPSO insights identified include the were established from a community need, had a curriculum that focused on academic and life skills but were clear their vision was to help create 'good' teen mothers, operated as a flat structure, provided incentives and a range of onsite services.

The common findings from the TPSOs interviewed were that TPSOs derived from a community need. Women in their communities identified a need to build a programme to respond to the needs of teen mothers and enlisted community support to deliver their programmes. These teen parent education programmes have evolved over time and the teen mothers have played a large role in shaping how the programmes are run.

> *A group of wahine who were quite instrumental in the Māori Womens Welfare league decided they would look at this area and look at providing or developing some kind of alternative education for young teen mums in the area (TPSO C)*

The Ministry of Education representative also highlighted how TPSOs are provided on a needs basis, which is determined by the district health board statistics and national office.

> *We have the national overview and that's how these ones fit into it. So sometimes we are approached by community TPSOs or a school to or an early childhood centre to provide a TPU then we go back to the district health board data for the area of catchment and work out if that's a high priority need and submit an education report to National office (Ministry of Education)*

All TPSOs had similar visions based on providing opportunities for teen mothers to succeed. They all placed value on the teen mothers to be firstly good mothers and aimed to help build their self-confidence, raise their aspirations and achieve academic success.

> *I think we hope to show them there is different ways and one of our girls said to us the other day she is ready to get out of home cause she doesn't want her child to be raised how she was and she can see it happening and that's kind of what underlying goal is for them to be successful at breastfeeding, successful at managing their children in different ways than their parents may have done and as long as a parent does the best then can but we all see better ways (TPSO B)*

Trying to deliver a curriculum that provides life and academic skills was identified by the TPSOs. All TPSOs recognised why this was beneficial to the teen mothers As one teen mother put it, a balance between learning life skills, academic skills and increasing confidence helps them to have higher aspirations for themselves.

For some of them the life skills they teach there allows girls to not only learn but to feel worthwhile because something they've never thought of doing like tertiary education it comes in there and getting the education they could actually do it while thinking this is worthwhile I'm here for a reason (Mother A)

A challenge for the TPSOs is increasing the academic capability of the teen mothers whilst trying to provide a holistic curriculum. The tension of curriculum expectations by the Ministry of Education may prove a challenge. The Ministry of Education stated how there will be a move in their priorities which will impact policy and delivery in TPSOs. This shift in focus for the Ministry of Education is in educational attainment and a move towards up-skilling teachers to improve educational outcomes.

Each student is funded for a certain number of papers. Getting the schools responsible for teaching and learning as opposed to supervision of correspondence and that's been a big move, so we've been trying to push along into the delivery as opposed to the supervision model… probably the biggest shifts we've had . (Ministry of Education)

All the TPSOs operated as a flat structure. The two teen parent units were governed by the host school under their Board of Trustees, and the West Auckland School acknowledged that a deputy principal who was a young dad had taken them under his wing.

All the TPSOs provided incentives for teen mothers to attend, in the form of transport, childcare and other much-needed resources.

We provide transport, the childcare facility and we are kind of doing lunches once a week, there is always food available, but it's not, we've sort of gone through stages where we cook every day and then we thought they are not being responsible for themselves. (TPSO B)

As an TPSO, we provide emergency food supplies to the people we work with and we get a lot of donation so we are able to provide support at a practical level with clothes, nappies, furniture and all of that kind of stuff if necessary. (TPSO A)

In addition, the TPSOs also provided access to a range of on-site services.

The TPU and on site we have an early learning environment, the school, the TPU and the whānau ora team. I am a part of the whānau ora team and we have a registered specialist nurse on site, community health worker, another social worker and myself, and I guess our role is a side-line critical service. Without that health support, without the parenting support, without the social work support I think the girls, there would be a lot of absenteeism and that, so I see our role as supporting those issues so they are able to apply themselves to their education. (TPSO C)

They also recognised the value of providing role models to the teen mothers who could relate to their stories.

We try to address that by bringing in other young people who are in successful careers now, who are young mums who look like them, sound like them, you know, from this community… what's been a lovely development for us is we have been able to get former graduates coming back and facilitating our sessions for us. It's about them exercising leadership but it's again there is nothing like being with like people and success breeding success, but babysteps are required here. (TPSO A)

Two TPSOs were capped by a maximum number that could attend, and this number was determined by the funding they received from the Ministry of Education.

The standard teen parent unit is for 30 for teen mums or dads…. we fund teacher's 1:10 ratio plus a management unit, that's standard funding schedule. They are all attached to a high school. (Ministry of Education)

A main challenge for the TPSO was attendance of the teen mothers and the socio-economic issues facing the teen mothers. A major focus of the content delivered therefore was building the teen mothers' self-confidence.

All the TPSOs identified a gap in accessing services for teen fathers; however, it was noted this is a growing area of development. An area of further exploration is implementing services to grow a family holistically and looking at building healthy relationships. TPSO A identified a future focus with the Healthy Relationships in Tamaki (HEART) programme.

I think one of the biggest kind of grey areas I see or that we have experienced here is we have a lot of teen mums who are partners and that's a real gap is accessing services for the partners, that's quite difficult, there is not a lot around and they are part of that whānau unit and when you are working with one–mum and baby–you have an inability to find the support for dad sometimes, that create a lot of disharmony for the young couple. (TPSO C)

4.3 Conclusion

In closing, a total of twelve interviews were conducted for primary data. These interviews included eight teen mothers. Four of these teen mothers attended TPSOs and four didn't. The Ministry of Education and three of the four TPSOs attended by the teen mothers were also interviewed. The data collected highlighted four dominant themes. The prevalence of teen pregnancy as a divergence to what is considered the natural order caused the stigma of teen motherhood to be of significance to the participants. The recognition of this stigma was a motivational force in transitioning to tertiary education. Secondly, availability and access to support from family, peers and institutions including high schools, TPSOs and tertiary providers all ensured teen mothers and their children were provided with personal, academic and financial assistance through their transition to tertiary education. The identification of prevailing self-attributes within the teen mother participant brought forward the concept that intrinsically key characteristic are interwoven into these young women is key characteristics. Early identification of these self-attributes can support the tertiary education journey. Lastly, data derived from the TPSOs demonstrated what is working well in TPSOs and highlighted the challenges they are facing. All of these themes combined help to answer the research question: what factors enable teen mothers to transition to tertiary education?

Chapter Five: Discussion

Teen pregnancy has been linked to social problems (National Campaign to Prevent Teen and Unplanned Pregnancy, 2014). Educational underachievement and welfare dependence leading to poverty are characteristics of a teen mother (Chevalier & Vittanen, 2002; Woodward, Horwood & Fergusson, 2001). Among developed countries, New Zealand is second to the United States for teenage childbirth (Dickson et al., 2000; Ministry of Social Development, 2010a; Kaipuke Consultants, 2012). The New Zealand has a (provisional) birth rate of 2.8 births per 100 females aged 15–19 years old (Families Commission, 2011). Children of teen mothers face a raft of long term issues. According to Furstenberg et al., (1987), children of teenage mothers are twice as likely to have repeated a grade and to have had higher rate of suspension, skipping school, fighting with other students and engagement in risky behaviour leading to incidents with the law (Furstenberg et al., 1987).

There are a number of TPSOs within New Zealand. These TPSOs are aimed at assisting teen parents. Within Auckland, there are teen parent units, community development TPSOs and state-funded intensive case workers located in the following areas: Auckland Central, West and South Auckland (Bennett, 2011).

To date, little research has focused on teen mothers' engagement in tertiary education. This thesis focuses on the key research question *what factors enable teen mothers to transition to tertiary education?* A qualitative research approach was undertaken within Auckland, New Zealand. The twelve participants included teen mothers who had or were attending tertiary education, individuals who worked at TPSOs and a representative from the Ministry of Education. Teen mother interviews focused on their experiences as they navigated their journey to tertiary education. For TPSOs, the questions focused on TPSO insights and support given to teen mothers in their transition to tertiary education.

To analyse the findings, Mason Durie's holistic wellbeing model of *te whare tapa whā* was implemented. Examining the contributing factors identified in the literature and data through the four realms within *te whare tapa whā* supported the development of the model *whare tangata* as a means of symbolically representing the data and literature examined.

5.1 *Te Whare Tapa Whā* (The Four-Sided House)

Evolving in the 1970s, *te whare tapa whā* is the Māori holistic wellbeing model developed by Mason Durie (1992). This wellbeing model is universal in its application (Rochford, 2004) and has been widely practised over the years. The *whare tapa whā* model is made up of four realms:

Taha Hinengaro (Mental and Emotional Realm): The expression of thoughts and feelings intrinsic to the individual, the *taha hinengaro* shares the process of thinking, communicating and expressing these thoughts (Durie, 1994).

Taha Tinana (Physical Realm): This is the most obvious health consideration and relates to the actual physical body (Durie, 1994).

Taha Wairua (Spiritual Realm): This realm includes the capacity for faith and links to unseen or unspoken energies, faith, and connection to environment and religious beliefs. For Māori this is seen to the most essential requirement for health (Durie, 1994).

Taha Whānau (Family Realm): This realm acknowledges the relevance of the extended family to health. For Māori the family is the prime support system. Furthermore, *taha whānau* relates to identity and a sense of purpose (Durie, 1994).

Mason Durie's (1994) *te whare tapa whā* model clarifies the importance of adopting a "whole person" approach to improving the wellbeing of an individual by recognising the importance of balance between the four cornerstones of health in relation to each other (Rochford, 2004).

This *te whare tapa whā* model depicts the components of wellbeing as the four realms of a house. Each wall represents a different aspect that relates to the health of an individual. Each of these four realms influences and supports the others, and one cannot be seen in isolation from the others. A key element for teen mothers is the need for all four realms to be strong to provide for their child. To explain how the literature and findings relate to teen mothers, the following table provides an overview for each side of the house. As a method of analysis, the four realms of *te whare tapa whā* are presented in the table in relation to the literature and findings from the interviews, which will inform the key characteristics of the *whare tangata* model.

Table Ten: *Te whare tapa whā* analysis

Realms	Literature	Findings from thesis
Taha Hinengaro Mental and Emotional Realm	• Stigma (Kelly, 1996; Yardley, 2008; Butler, et al., 2010; Ellis-Sloan, 2013; SmithBattle, 2013) • Educational underachievement (Baragwanath, 1997; Kiernan, 1997; Thompson & Caulfield, 1998; Fergusson and Woodward, 2000; Families Commission, 2011) • Welfare dependence (Maynard, 1995; Wood et al., 1993; Chevalier and Viitanen, 2002; Ministry of Social Development, 2010a) • Resilience (Collins, 2010)	**Stigma** Overcoming the stereotype placed on teen mothers Using stigma as an enabler for motivation **Self Attributes** Self-efficacy High achievement Academically capable Resilience Independence Drive to gain an education
Taha Tinana Physical Realm	**Teen Mothers** • Not accessing antenatal care (Rogers, Peoples-Sheps & Suchindran, 1996; Kaye 2012) • Depression, substance abuse, high rate of subsequent births (Noria, 2005; Collier & Blake 2006; Sadler, et al., 2007; Johnson & Denny, 2007) **Child of teen mother** • Lower birth weight, infant mortality, behavioural issues (Furstenberg et al., 1987; Shaw, Lawlor & Najman, 2006).	Access to health-care services Dedicated health-care services for teen mothers Relevant, non-judgemental health-care services Health-care services responsive to needs of teen parents Social services responsive to teen mothers' needs
Taha Wairua Spiritual Realm	• Sense of helplessness (Kirkman, et al., 2001) • Responsibility for another life, positive life changes (SmithBattle & Leonard, 1998; Butler, et al., 2010; Smith, Skinner & Fenwick, 2011)	Positive experience child has provided them Child changing their lives Religiion Strong in cultural identity Self-efficacy
Taha Whānau Family Realm	Parental support (Brubaker and Wright, 2006)	Family support Place of belonging Peer support Grounding in cultural identity Institutional support

This table provided an in-depth analysis which allowed the development of the researcher's model *whare tangata.* Each realm of *te whare tapa whā* had relevance to the literature and findings. The use of *te whare tapa whā* was appropriate in this thesis as it's foundations are in tikanga Māori and the teen mothers interviewed were all of Māori descent therefore there was a cultural fit to the analysis. In addition, *te whare tapa whā* was a holistic wellbeing model which the researcher felt was important in looking at the teen mothers wellbeing overall. It became apparent to the researcher that *te whare tapa whā* did not entirely suit the portrayal of the findings. There *whare tangata* is a Māori centric model however it is relevant to all teen mothers. The key findings and linkages to literature in the above table identifies key learnings that are applicable to teen mothers in general and the literature covered both international and national material not exclusive to Māori. The following section discusses in detail the facets of *whare tangata* and the linkages to *te whare tapa wha*.

5.2 Whare Tangata (House of Humanity)

While applying the principles of *te whare tapa whā*, the holistic wellbeing model created by Mason Durie (1994) the researcher undertook critical analysis in regards to the literature and findings. The key principles of the *whare tapa whā* model were not entirely suited to investigating the research question: *what factors enable a teen mother to transition to tertiary education?* Therefore, with much thought and consideration, the following model has been developed.

Whare tangata consists of three parts. These three parts are made up of three facets. These themes are consistent with the data and literature and answer the thesis question: *what factors enable a teen mother to transition to tertiary education?* This model places the mother and child in the centre within the womb. Integrated within the model are the three apparent themes. Self-Attributes is portrayed as the womb, Stigma on one side and Support on the other side. These three identified factors collectively enable a teen mother to transition to tertiary education.

The model, *whare tangata*, encapsulates the woman as the bearer of children. She is unique in this ability and becomes the nurturer for the child. The model is depicted through the symbiotic representation of the oval womb in which the child is carried.

At the centre of the model, the mother and child are represented in unity to show the bond they share from conception. While varying circumstances meant some children in this thesis were raised by their grandparents, this further solidifies the claim that a mother and child is bond is never broken. The mother, in this case the teen mother, is the focal point of this research. Her desire to provide a better life for each child is depicted in this model by being in-situ within the womb with the child. As a constant source of protection, nourishment and guardianship the

mother is in a protective stance with the child. As the model shows, the mother is lifting the child; this represents the mothers' desire to raise aspirations for her child. To achieve this, the teen mother is embarking on tertiary education.

This determination to create a better life for each child was evident in the teen mothers' self-attributes. The findings from self-attributes are interwoven around them in the womb; self-attributes are one with the mother and the child. All the mothers interviewed portrayed certain individual characteristics that enabled their transition to tertiary education.

On either side of the model are the two main contributing facets identified from the findings and literature. One side represents the stigma and/or stereotypes the teen mothers faced. The underpinning drive to not conform to the negative discourse that surrounds teen motherhood paved the way for their determination into higher education.

Represented on the other side are the many facets of support teen mothers have access to. Identified throughout the thesis as critical to the success of transitioning to tertiary education were the areas of support available to the teen mothers. Within the findings chapter, the areas of support that are explored include family, peer, high school and TPSO support, tertiary institution, and financial support. Within the literature, it was identified that there is a growing pool of support for teen mothers.

Using *te whare tapa whā* as the analysis, it become obvious that *taha wairua* is an essential requirement to overall wellbeing (Durie, 1992). Durie (1992) explains that it "implies a capacity to have faith and to be able to understand the links between human situation and environment. Without spiritual awareness and *mauri* (spirit or vitality, sometimes called life force), an individual cannot be healthy" (p. 71). Teen mothers may experience a sense of helplessness, and the weight of being responsible for another life can sometimes affect their spiritual elements (Kirkman et al., 2001). In Mother D's interview, while hers was the only pregnancy planned, a year into the child's life, she moved away to be connected to where she grew up. Other challenges arose with her living situation and partner.

> *After I had my first baby, he decides to join a gang. I was, like, what of all times you want to go and join a gang, so he joined the tribesmen and he just completely changed, treated us like shit and just kept going away every weekend… then our house become the party house, so it was just drinking every day. My partner had no job, so they were all living off me and I had no benefit and still had my baby and we were just spending our money on alcohol and his boys. It was really shit. (Mother D)*

Mother G expressed how her pregnancy was not welcomed in the beginning.

> *I was really, really scared, cried and cried for days. My mum was really unwell at the time so we didn't tell her for ages. My dad was so upset, (partner's) parents were really upset at the time, so it wasn't a welcomed thing, there wasn't a lot of positivity. (Mother G)*

In a more positive light, much research has investigated the positive effects teen pregnancies have for teen mothers (SmithBattle & Leonard, 1998; Butler, et al., 2010). Having more motivation and drive from their child helps them to succeed.

> *I think it was just the drive from my daughter who just, I just look at her, like YES! I will do this for you. (Mother H)*

The spiritual side correlates to the strong cultural and religion aspects prevalent within the findings. This spiritual realm can be interwoven amongst all attributes and can be linked to the teen mothers finding the greater potential within themselves. The aspects of teen mothers and their *taha tinana* will also be explored.

Literature on teen mothers centred in the health field is widely recognised. These health issues are not limited to the teen mothers but also apply to the children. Health issues for teen mothers include mental illness such as depression, substance abuse, subsequent teenage births and a high rate of sexual transmitted diseases (Noria, 2005; Collier & Blake 2006; Sadler, et al,. 2007; Johnson & Denny, 2007). For the children of teen mothers health issues include infant mortality, lower birth weights and behavioural issues. Furstenberg et al's (1987) research also identified that children of teen mothers are more likely to be suspended, to skip school, to fight with other students, to engage in risky behaviour earlier (such as drinking, drug use and sexual intercourse) and to have incidents with the law (Furstenberg, et al, 1987, Shaw, Lawlor & Najman, 2006).

One health area of particular concern is antenatal (prenatal) care. It is reported that teen mothers are less likely to access prenatal care. Kaye (2012) highlighted that teen mothers are more likely to forgo prenatal care and this contrinutes to preterm births, birth defects and infant mortality. The community development TPSO spoke of tailored antenatal care for teen parents. This has been cited as an intervention needed for teen parents.

> *One way we collaborate with Ngati Whatua and Birthcare to deliver childbirth learning, so that's the antenatal classes. It's just young people and their partners, so lots of different things. They are getting the information they need in a manner that's appropriate, you know, they are better prepared. (TPSO A)*

This research did not focus on health outcomes. No mothers spoke of any health complications for themselves or their children, although Mother G spoke of her midwife's health concerns and the extra care and support she received. She did state that this was provided due to her asthmatic condition.

> *I had a really easy pregnancy although I was under a specialist, cause of my asthma medication. They were really worried. I was on a high steroid dose and they were worried about the baby's growth. So I was under a specialist and a Māori provider looked after me and took me to all my ultrasounds and appointments. (Mother G)*

Each element from the *whare tangata* model will now be discussed in more detail in relation to the findings, *te whare tapa whā* and the literature.

Figure Six: *Whare Tangata*

5.2.1 Self-Attributes

At the centre of the *whare tangata* model are the teen mother's Self-Attributes. Data from the teen mothers' interviews identified that having a high level of self-efficacy, self-identifying as a high achievers, being resilient, being motivated to gain independence and being grounded in a strong cultural identity are all strong attributes to support achievement in tertiary education. As

demonstrated in the *whare tangata* model, these self-attributes are intertwined in the teen mother herself.

One of the ways teen mothers displayed high levels of self-efficacy was by taking charge of their own and their child's lives, by making the deliberate decision to enrol into tertiary education. By achieving in their tertiary education their self-confidence grew. The growth in self-efficacy and confidence was demonstrated in five out of the eight teen mothers having undertaken or completed postgraduate studies, prior to commencing their undergraduate studies they did not think they were capable of enrolling in postgraduate study. The literature review demonstrated that a factor in achieving in tertiary studies is that the individual's characteristics (Evans, 2000) will affect their transition; those who achieve University Entrance are more likely to succeed in tertiary studies. With this in mind it was encouraging to note the majority of the teen mothers identified they were high achievers prior to becoming pregnant. One stated that she would have gone onto University anyway and having a baby was just a little bump in the road.

> *I thought my plans would have maybe changed because I had her, but really they're just still the same, I just had a daughter as well I didn't want to change anything (Mother H)*

TPSOs felt it was their job to assist teen mothers to be firstly good mothers while raising their aspirations and building their confidence. Those teen mothers who already showed levels of high self-efficacy and high achievers could be identified earlier in the teen parent support programme, and the TPSO provided pathways to make tertiary study a considered option.

The resilience of the teen mothers was evident in the TPSO interviews, with all the TPSOs expressing that they dealt with lower socio-economic demographic groups. The ability to bounce back after facing dire circumstances was evident in all the teen mothers interviewed. The individual aspect of motivation is intrinsic in succeeding at anything in life; that this is no different in tertiary studies, TPSOs, the teen mothers and the literature research all identified the level of motivation will determine success. Furthermore, a strong cultural identity was demonstrated in all the teen mothers which is another enabling factor for success.

At a TPSO level, identifying teen mothers who were previously high achievers and working with these academic strengths could help to identify those who could go on to tertiary earlier. An option for TPSOs may be work with those teen mothers who identify the aspiration of tertiary study and to provide role models, i.e. those who are teen mothers and are undertaking or have completed studies.

5.2.2 Stigma

The next emergent facet in the *whare tangata* model is Stigma. Stigma was identified in the literature as a social issue teen mothers encounter; this included social norms and attitudes, educational underachievement, and welfare dependence leading to a cycle of poverty (Fergusson & Woodward, 2000; Chevalier & Vittanen 2002; Lee & Gramotnev, 2006). The norms and attitudes of society portrayed the stigma of teen motherhood in a negative discourse. Yardley (2008) discussed how teen mothers experience stigma in public, their portrayal in the media and by service professionals. Yardley (2008) citing Campion (1995) stated that teen mothers are familiar with the stereotypical teenage mother, who is immature, irresponsible, single, and benefit dependent (Yardley, 2008). These statements are evident throughout the researched literature. The literature identifies that the majority of teen mothers come from areas of deprivation which often leads to the cycle of welfare dependence. Literature also discusses whether teen pregnancy is a cause of poverty or poverty a cause of teen pregnancy. While no definitive answer is given, it is apparent that gaining a tertiary qualification will enable a teen mother to provide for her child. The findings further reiterated that while only two of the teen mothers were explicitly exposed to this stereotype, all the teen mothers knew of its portrayal in wider society. A common driver for the teen mothers was to not become a statistic of long-term welfare dependence and to provide more for their children's lives. Although stigma is often associated with being a barrier, it became evident throughout this thesis that highlighting the transformational effects their child had on them helped the teen mothers to steer away from the stereotype portrayed for them

The mental and emotional realm focuses on the stigma endured by teen mothers. Butler, et al's. (2010) research identified the effect that the stigma from service providers, media and the public has on teen mothers' mothering ability. Feeling constantly judged and questioned about how well one is doing as a mother is a heavy burden to carry. Ellis-Sloan (2013) cites Goffman (1963, 1967, 1969) stigma work to research how teen mothers monitor their presentation to deflect judgement and blame. This powerful research identified how the discourse of good mothering is rarely attributed to teen mothers purely based on their age and that fact they have not followed what is perceived to be the normal trajectory of a life plan. In Mother F's story, she was a top student and never got in trouble but still faced judgement from others.

> *Some of the kind of reactions from people at school as well. I was pretty much the top of whatever class I was in, a pretty good student, didn't get into trouble or anything, but they wouldn't make me a prefect even though they made everyone else in the class a prefect. Just some comments from teachers were upsetting, not meaning to be hurtful, just kind of jokes that I didn't really get. (Mother F)*

Teen mothers' education is often interrupted which leads to educational underachievement and welfare dependence (Baragwanath, 1997). These statements are also said to be common for Māori. Marie, Fergusson, and Boden (2011) stated "it seems likely that the higher rates of welfare dependence among Māori may be attributed, in part at least, to their higher rates of early parenthood" (p.15). This dependence affects the mental and emotional realm of a person as they see themselves as unable to financially provide for their self and family. The teen mothers interviewed for this thesis all possessed the motivation and resilience to be self-sustainable. As mother E states:

> *I didn't have a job, I couldn't get a job and I was just a reflection of my family, my home life, and I was thinking to myself throughout the whole time… I had to change something… My goal is to create stability for me and the kids so I don't' have to rely on the dole or financial support from anyone. (Mother E)*

Mother E showcased resilience and motivation to change the cycle of dependence for her and her children. *Taha hinengaro* is an important aspect of the model, for both stigma and the notion of dependence is evident in the research. It is heartening that the teen mothers interviewed used these stereotypical views as a platform to overcome their challenges and enrol in tertiary education.

All the teen mothers spoke of how having a child provided the motivation for them to engage in further education. Some mothers discussed how their children helped them realise their potential. Three of the teen mothers identified that, they didn't know where they would be if they hadn't had their children. Another three spoke of how they continue to carry on with their goals of gaining higher education.

> *I had no idea what I was going to do at all, and I know the stigma about teen parents isn't that great but I really believe he opened my eyes to so many things. I don't know where I'd be without him right now. I assume it probably wouldn't be here, so for that I'm really grateful to him. (Mother A)*

The research explored discussed the positive effects of having a child early as it provides a catalyst for maturity, stability and independence (SmithBattle, 2000; Smith, Skinner & Fenwick 2011). More recently research with a specific focus on teen parent units in New Zealand has also reiterated these findings (Hindin Miller, 2012). This highlights the role TPSOs play in assisting teen mothers to achieve goals that break the stereotypes of teen motherhood.

By capitalising on the desire to provide a better life and not conform to the stereotypes attributed to being a teen mother, TPSOs can focus on raising aspirations and providing clearer pathways to tertiary education. Recognition at TPSO level of the socio-demographic population they see on a day-to-day basis can make the realities of engaging in tertiary education seem

unrealistic, but education is the enemy of poverty and for intergenerational change to take place, making pathways to tertiary will change the cycle of dependence.

5.2.3 Support

The final facet in enabling the transition to tertiary education is support. Many areas of support are discussed in this thesis and all were identified as key for assisting the transition. The literature identified that access to teen parent support and a supportive family would assist a teen mother. From the data, family, peer, high school and TPSO, tertiary and financial support facilitated the teen mother to transition to tertiary education.

Teen parent support programmes have been identified as a key component in assisting teen mothers. Responsive teen parent programmes provide holistic education with a balance between academic and life skills and that have dedicated staff whom teen mothers can trust are a valuable support for working with teen mothers to achieve their goals. TPSOs that can provide incentives such childcare, transport or lunch and can create a supportive peer network will all support teen mothers navigate their return to education. The TPSOs interviewed all identified that they provide workshops and academic curriculum appropriate to teen mothers; they also all provided childcare and transport for the teen mothers and created an environment where teen mothers could come together in a supportive network.

From the findings, teen mothers acknowledged family support, which included their own parents, in-laws and partners. Support from their high schools for those who continued with mainstream education or their TPSO was also helpful. They identified various individuals in the schools or TPSOs, flexible delivery of curriculum, the creation of a support network by realising they were not alone, and having a place where they could gain an education and their children were cared for as supportive factors for them to realise their potential of going onto tertiary education.

For the purpose of this thesis, the *taha whānau* realm emerged as a critical element. Durie (1994) explained that the *taha whānau* identifies the family as the prime support structure. The *taha whānau* realm's importance is in relation to identity and sense of purpose. Being grounded in a supportive family with a strong identity enables the teen mother to further develop her own family. As Brubaker and Wright, (2006) identified, family caregiving and support assists mother to form positive self-identities. Having acceptance of their pregnancy and being part of a supportive family allowed the teen mothers to focus on becoming responsible, mature, good mothers and to disassociate themselves from societal stigma. Black and Nitz (1996) further reiterated that teen mothers were staying in their family homes and had shared caregiving responsibilities with the baby's grandmother. The grandmothers provide support, nurturing and financial stability for both the mother and child (Black & Nitz, 1996). Relying heavily on grandparents for support was apparent for many of the teen mothers interviewed.

8

Yup, yup, still at home with parents, she's really close with my parents. You might as well say half the time they brought her up as well cause I was still young. My mum was always there when I needed her and my dad. (Mother B)

Once teen mothers understood the responsibility of becoming a mother they knew they would be the key support structure for their child. The desire to provide a better life for their child was centred in getting educated. While all the teen mothers identified that they had various support structures, they all felt it was their responsibility to provide for their child. Teen motherhood in the literature is attributed to a range of negative effects. Moving into tertiary education allowed the teen mothers to identify that this will assist her and her children to move out of the cycle of deprivation and to move from the stereotypes typically attributed to them and their children.

TPSOs provide teen mothers with a family and support network of those who understand the demands of being a teen mother. By providing this family teen mothers, TPSOS can help teen mothers realise they have a greater purpose. For the teen mothers who attended TPSOs this support was critical, as Mother A states:

I think having those people there, they are almost like your whānau and they really are that. It is SO TRUE for me they are my whanau. I think having their support ongoing is much different than just people that don't know you and know your story. (Mother A)

All four of these realms affected the teen mother and child in some capacity. The values that lie within each realm need to work together to allow the teen mother to be successful in tertiary education, which then has flow-on effects to the lives of the children. For the purpose of this thesis, the *whare tapa whā* model does not fully answer the research question. Therefore was used as the basis to develop a model specifically suited to teen mothers. In addition, the *taha whānau* (family realm) was critical to the development of the *whare tangata* model. The teen mother and child are embedded in the model. By building on the literature and findings, TPSOs can utilise this model to assist them to support teen mothers to transition to tertiary education.

Once the teen mothers decided tertiary study was an option, the tertiary institution's support was critical to their success. Ensuring they had access to both academic and pastoral support eased the transition. The teen mothers that accessed these institutional services moved through their qualifications; this is also apparent in the literature pertaining to transition to indigenous groups and those from lower socio-economic clusters. This literature also noted prior academic achievement as a contributing factor to success in tertiary education. This highlights that TPSOs to could work more closely with tertiary providers.

Financial support is important; raising a family while studying is not easy, so scholarships or grants help teen mothers to succeed in their academic studies. By continuing, to deliver a

flexible holistic curriculum that works with teen mothers, to achieve their goals, and by building relationships with tertiary providers. TPSOs could build on support structures they have in place. Working with tertiary providers could also involve looking at more scholarships and grants being available for teen mothers.

5.3 Limitations

All research has its limitations. For this thesis, there are four identified limitations. These are the size and location of the sample population, the perspectives of the TPSO interviews, the lack of Māori cultural nuances incorporated into the research, and the researcher's biases.

The sample population of this thesis may be viewed as a limitation. Sampling eight teen mothers who had all successfully transitioned to tertiary education may not be an accurate reflection of the teen mother population. In particular, all were located in Auckland. This sample population can be viewed as a reflection of teen mothers who are enrolled in tertiary education. It would have been outside the scope of this research to look at a broader sample population, and as the chosen sample of teen mothers was within the participant criteria, there those who did not meet these criteria have been excluded. Arai's research (2003) found that teen mothers are a particular hard-to-reach research group.

The TPSO participants differed in their roles; the gathering of data from those in different roles did not provide consistency of working experiences. There is a contrast of experiences between what a chief executive and a social worker may encounter. This does not discredit the information and data collected. The broader scope of individuals interviewed enhanced the richness of the data collected, and having participants in differing roles allowed a wider perspective of the working of a TPSO to be shared. Key insights were learned from their differing experiences.

The lack of cultural nuances in this thesis is identified as a limitation for this research. As the researcher stated, she did not intend to interview only Māori participants and she deliberately did not use a Māori methodology. A key learning has been in the reflective process, and although literature and methodology focused entirely on Māori were not included in the initial research stages, the researcher's personal experience of being Māori and the learnings from Māori as a sample population as informed the analysis and development of *whare tangata.*

As Matthews and Ross (2010) outline, the role of the researcher in quantitative research is to remain objective; therefore, the researcher is not part of the research. As the researcher is a teen mother herself, a limitation of this research was her ability to remain objective. To ensure the researcher was aware of her own personal biases,she applied a self-reflective stance of bracketing Bracketing is defined as making efforts to put aside the researcher's repertoires of

knowledge, beliefs, values and experiences in order to accurately describe participants' life experiences (Chan, Fung & Chien, 2013). This allows the researcher to "remain honest and vigilant about her own perspectives, pre-existing thoughts and beliefs" (Starks & Trinidad, 2007, p. 6), to ensure any prior knowledge or assumptions are put aside in order to fully embrace the participant accounts. The researcher completed and reflected on a reflective log throughout the research process.

There is no expectation that this thesis represents the general teen mother and TPSOs; it does, however, provide initial conclusions from the experiences of the participants, and these findings may be applicable to other teen mothers and TPSOs.

Chapter Six: Conclusion

6.1 Conclusion

This thesis focuses on organisational insights for enabling teen mothers to transition to tertiary education. This transition journey is specific to teen mothers moving from their selected high school or TPSO to a tertiary institution. This conclusion provides a summary of the key statements in the literature, how the chosen research approaches allowed the data to present key findings, and how the use of the analysis tools enabled the four key themes to emerge. For the purposes of this thesis teen mothers and TPSO are the operational terms used. The term "teen mothers" for the purpose of this thesis is identified as those who became pregnant at 17 years of age or younger, and TPSOs are identified as those organisations that provide educational services to teen mothers.

Outlining the negative discourse and positive transformational literature, the literature review chapter highlights the under-representation of vulnerable groups within tertiary education. These vulnerable groups are articulated as Māori, Pasifika, those from lower socio-demographic areas and those who do not take a direct route to tertiary education (Tertiary Education Commission, 2008; Loader & Dalgety, 2008; Madjar, et al., 2010). In combination with teen motherhood and the health, social and economic effects discussed in the literature review, the decision to embark on a tertiary education pathway can seem unattainable.

Teen pregnancy will continue to be classed as a social problem. Government interventions, targeted policies and national campaigns will continue to advocate for prevention of teen pregnancy. The reality for New Zealand is that teen pregnancy numbers remain static. In New Zealand just under three percent of women aged between 15 and 19 years of age give birth. This thesis deliberately does not focus or explore the prevention of teen pregnancy, as it is outside the scope this research. The aim of this thesis is to encourage teen mothers to continue with education after the birth of their child. By focusing on tertiary education as a pathway to further opportunities for teen mothers, this thesis seeks to answer the question: what factors enable teen mothers to transition to tertiary education? The purpose of this thesis is to identify factors that contribute to teen mothers' successful transition to tertiary education.

It has been heartening to undertake interpretivist qualitative research. This thesis provides a platform where teen mothers' and TPSO voices are able to inform existing theory, research and knowledge in the field of teen mothers and tertiary education. The methodological choices and research methods in this thesis placed the participants' lived experiences at the forefront of the research. The twelve semi-structured interviews (which included eight teen mothers, participants from three TPSOs and one from the Ministry of Education) answered a series of

questions that enabled a deeper understanding of the factors that can contribute to a teen mother transitioning to tertiary education. By undertaking the qualitative research approach, factors in transitioning teen mothers to tertiary education were identified and investigated. This qualitative approach allowed the researcher to gain an understanding of the lived experiences shared by the participants as an inquiry process (Creswell, 1998). The key purpose of this thesis is to discuss and analyse the insights provided by the participants rather than quantify and test their responses. The basis for the semi-structured interviews related to the participants' experiences as teen mothers as they navigated their journey to tertiary education and organisational insights and support given to teen mother in thier transition to tertiary education.

The participants for this thesis were located in Auckland, New Zealand. Eight teen mothers (four who attended a TPSO and four who didn't) were interviewed. Their age range at the time of interviews was 18 to mid-30 years of age. All the teen mothers had their first child before the age of 18 and at the time of interviewing had up to three children. They came from varying backgrounds but all were of Māori ethnicity. All the teen mothers being Māori was a welcome surprise to the researcher and further informed the use of *te whare tapa whā* (Durie, 1992) as a means of analysing the findings. The three TPSOs interviewed were those that the teen mothers had attended. This allowed the researcher to make connections between the teen mothers' interviews and the TPSOs. The participant from the Ministry of Education interview allowed a ministry perspective centred on the policy implications.

The interview questions allowed with teen mothers to share their journey as they navigated their way to tertiary education; it gave an opportunity for them to share their dreams and aspirations for the future. The TPSOs were able to articulate the internal and external workings of their organisation, what is assisting and what is a barrier to their success and to share their hopes for the teen mothers enrolled with them. Lastly, the Ministry of Education questions focused on policies designed to assist teen mothers, legislative requirements and an overview of the funding model. The researcher's personal experience of being a Māori teen mother in tertiary education supported the building of rapport and gaining trust for the participants to share their perspectives. As Arai (2003) noted, teen mothers are a particularly hard group to interview. By implementing Braun and Clarke's (2006) process of thematic analysis, dominant themes were identified and explored.

The focus for organisation insights is situated within the literature review chapter and the discussion and is aligned with what works for TPSOs both internationally and nationally. The key points include holistic education, networks, staff, incentives and self-attributes. Each of these points further highlighted in the findings chapter of this thesis. Within the organisational insights section the balance between providing life and academic skills proved a key benefit for the teen mothers; the tension, however existed for TPSOs to continue to improve academic capability. TPSO's provide a supportive environment with on-site services; as identified in the literature review, access to networks such as services, support, role models (Perrin & Dorman,

2003) and peers will enhance a teen mothers' learning experience. Furthermore, dedicated, committed staff are identified as crucial (Baragwanath, 1997) to the success of TPSOs; this was also identified in the interviews by both the teen mothers and the TPSOs. The staff from TPSOs articulated their passion for teen mothers to be equipped their children through love and encouragement and, additionally to succeed in their respective goals. The teen mothers spoke of staff who went above and beyond their job to enable them to receive course content for assessment or to assist them through the enrolment process. These dedicated staff and the incentives provided (such as childcare, transport and food) as identified in the literature all are factors that work well to support teen parents, as identified in the literature.

By analysing the data derived from the interviews and scholarly literature through *te whare tapa whā* (the four-sided house), the development of the model *whare tangata* (house of humanity) to symbolic represent the key factors emerged. These key factors were Stigma and teen mothers desire to not become a welfare-dependant statistic, Support in five different areas identified (family, peer, high school or TPSO, tertiary institution and financial) and finally Self-Attributes. These self-attributes were present in all the teen mothers and recognising these characteristics can enable TPSOs to assist mothers through the transition process.

This thesis makes number of recommendations. The aspiration to provide stability to their children was the common driver for teen mothers. TPSOs interviewed identified the socio-demographic issues facing teen mothers in their communities. Teen mothers interviewed in this thesis emphasised the long-term vision that enrolling in tertiary education will help them to break through the stereotype of a typical teen mother. As the key driver of the stigma of teen motherhood was apparent in both the literature (Yardely, 2008; Ellis-Sloan, 2013) and the thesis findings, stigma was a key factor in enabling the transition to tertiary education for teen mothers.

Throughout this thesis, positive support in varying forms is identified as enabling teen mothers to transition to tertiary education. The teen mothers noted the importance of having family and peers who initially believed in their ability to succeed and encouraged enrolment into tertiary study and then provided assistance and guidance along the tertiary journey. TPSOs identified their roles in the support process and the majority of the teen mothers were able to identify a staff members, family member or friend as being a key influence in transitioning to tertiary education. For those that had supportive partners conscious decisions were made to ensure their relationship was nurtured and flourished in unity.

Tertiary provider support was proven as important. Seven out of the eight teen mothers interviewed explicitly stated that they felt supported by their tertiary institution. These findings came from a mix of support structures in within the tertiary institution and included student support departments, cultural advisors, mentors within the institution, student groups and lecturers. Mother C, the only teen mother not to have succeeded in her tertiary studies, reflected that she was not supported with key academic and pastoral requirements by her tertiary

provider. The availability of financial scholarships greatly benefited the teen mothers who received them. Ensuring that teen mothers are informed and able to access support services continues to be an issue. As highlighted by the Ministry of Education providing closer links between tertiary providers and TPSOs could help in the tertiary transition.

The use of *te whare tapa whā* through the realms of *taha hinengaro* (mental and emotional realm)*, taha tinana (*physical realm)*, taha wairua* (spiritual realm) and *taha whānau* (family realm) facilitated the emergence of the above factors, by focusing on the transition to tertiary education. Five practical recommendations emerged.

6.2 Theoretical Contributions

This thesis contributes to the field of research pertaining to teen mothers and tertiary education. As this thesis analysed scholarly literature and participants findings through a holistic wellbeing model, a positive research piece has been produced. The thesis enables one to view teen mothers in a more holistic manner.

The development of the model *whare tangata* is noted as a contribution to theory. By applying the holistic *te whare tapa whā,* the model *whare tangata* evolved. The concept of *whare tangata* is a model where teen mothers' lived realities are at the centre. It is envisioned this model will be meaningful as teen mothers informed the conceptualisation. By employing a strength-based research approach and valuing the experiences, teen mothers have, w*hare tangata* embodies the research findings in an empowering feminine manner. Furthermore, the use of *whare tangata* has illuminated the importance of cultural frames in the area of teen mothers to tertiary education.

In general, teen mother research highlights their educational underachievement and welfare dependence. The findings from this thesis highlight that teen mothers want to better themselves and progress towards financial stability for themselves and their children. A means to do this is tertiary education.

This thesis further demonstrates the importance of support from significant others, including partners, family and peers. In addition, TPSOs, high schools and tertiary providers play a role in providing support and assistance to the transitioning of teen mothers. By demonstrating that with support teen mothers can achieve at tertiary education, a gateway to further research in this field is provided.

6.3 Practical Contributions

This thesis aims to provide research which can enable TPSOs to assist teen mothers to transition to tertiary education. Implementing the proposed practical recommendations may result in an increased number of teen mothers enrolling in tertiary education.

This thesis also provides a foundation for teen parent programmes that could focus on relationships at a young age and how to navigate raising a family together. Furthermore, teen parent programmes that enable teen mothers and fathers to grow together may result in longer lasting relationships and lead to less welfare dependence.

Finally, a practical contribution of this thesis could be inform initiatives to prepare and support teen mothers as they contemplate and/or transition to tertiary studies by providing a culturally appropriate model to base policies and frameworks of enabling Maori teen mothers to succeed.

6.4 Recommendations

Six practical recommendations for TPSOs emerge from this thesis:

1. Implement and deliver teen parenting classes that include antenatal care, relationships at a young age and how to navigate raising a family together. This may include identifying common values on raising their children and budgeting. It is essential these teen parenting programmes are done with both parents and ideally before their child is born.
2. Develop teen parent education programmes that enable teen mothers and fathers to learn together.
3. Identify teen mothers with academic or tertiary potential within TPSOs and provide tailored tertiary transition programmes to assist them in academic and pastoral preparedness for University.
4. Build closer links with tertiary providers, including role models and ensure teen mothers know of the programmes and services available before coming to tertiary education.
5. Develop tailored support programmes for teen mothers within tertiary institutions, including early identification of teen mothers at tertiary enrolment and the provision of tertiary scholarships for teen mothers.
6. Applying *whare tangata* to inform initiatives specifically for Māori teen mothers as they contemplate and/or transition to tertiary studies

These practical recommendations are derived from both the literature, and participant findings, in particular from the TPSO insights.

6.5 Future Research Areas

The research question for this thesis is: *what are the key factors that will enable a teen mother to transition to tertiary education?* While this question has been investigated in the form of the *whare tangata* model and the three themes of Self-Attributes, Stigma and Support and while the key question for this thesis was answered, the researcher is still left with more questions to explore.

While engaged in the research process the researcher uncovered questions outside the scope of this research became evident. One of the main questions that arose is about support programmes that focus on growing a young family holistically. The literature and data for this thesis focused on teen mothers. In half of the cases in this research, the teen mothers interviewed felt they were in unhealthy relationships and had outgrown their children's fathers. The teen mothers who were still with the fathers of their children had made a conscious decision with their partners to allow growth and development to happen together. Research on how teen fathers can better support teen mothers to achieve in tertiary education is an area of future research.

Furthermore, teen fathers were outside the scope of this research. The TPSOs noted the insignificant amount of support currently available for teen fathers. An opportunity is presented for future research topics to focus on teen fathers. Aligned with research on teen mothers, future research could focus what can be done to better support teen fathers to transition to tertiary.

Lastly, research on the whole journey of tertiary education for teen mothers would provide insights into vulnerable groups within a tertiary setting. A comparative analysis of teen mothers and mothers in general would also be useful in shaping policy towards teen mothers. Finally, a longitudinal study looking at the effect gaining a tertiary education has on the children of teen mothers would be worthwhile.
.

6.6 Conclusion

Completing this thesis has been hard work and it has been made with many sacrifices, but in the end it is all worth it. This thesis, for me, has been much like a pregnancy journey. The nervous excitement upon finding out a research topic has been approved and the feeling of uncertainty of being not quite sure what one is in for. The first trimester of morning sickness can be compared to defining the topic and navigating through the ethics process, it is not pretty but endurance sees one through the process. Moving into the second trimester, a flurry of movement, development and growth begins which can be likened to completing interviews, articulating thoughts and the writing starting to take shape. The final trimester is long and as

each day passes these turn weeks, then turn into months. Some days one can feel uncomfortable, over it and tired, on others one embraces the fullness of it all and is in awe that something is growing and being nurtured. The sleepless nights begin and the count down to the birth. Then the labour begins one is not quite prepared for it, but it has begun, and then at long last the beauty of what one has been waiting for arrives.

As stated in the beginning of this thesis, the researcher is passionate about education and providing a platform for teen mothers' voices and experiences to be heard. She hopes a positive contribution with practical organisational recommendations will enable more teen mothers to engage in tertiary education. By reviewing the literature and drawing on the participant findings, the primary aim of this thesis to answer the research question has allowed the emergence of the key factors.

In the end, the question is asked, has this piece of research added value to the field of knowledge? One would answer, yes, little knowledge was found on teen mothers and tertiary education and this thesis could provide an opening to more research on teen mothers, not only in tertiary education but focused on their achievements. This thesis highlights that teen mothers are capable of achieving what they set out to do and that with the right support they can succeed.

Mehemea ka moemoea ahau, ko ahau anake.
Mehemea ka moemoea a tatou, ka taea e tatou.

If I dream, I dream alone.
If we all dream together, we can succeed.

Te Puea Herangi (1883–1952)

Reference List

Amin, R., Browne, D. C, Ahmed, J. & Sato, T. (2006). A study of an alternative school for pregnant and/or parenting teens: Quantitative and qualitative evidence. *Child and Adolescent Social Work Journal, 23*(2), 172-195.doi: 10.1007/s10560-005-0038-1

Arai, L. (2003). Low expectations, sexual attitudes and knowledge: Explaining teenage pregnancy and fertility in English communities. Insights from qualitative research. *The Sociological Review, 51(*2), 199-217.doi: 10.1111/1467-954X.00415

Association of Teen Parent Educators New Zealand. (2014). *Teen parents schools in New Zealand.* Retrieved from http://teenparentschools.org.nz/our-schools/

Baragwanath, S. (1996). *School age mums: What about their education?* Porirua College and Massey University Research Affiliateship Scheme Report No 9, Palmerston North.

Baragwanath, S. (1997). The education of teenage mothers in New Zealand: A policy vacuum and a practical example of assistance. Social Policy Journal of New Zealand (9).

Baragwanath, S. (1998, August 5). *Making the system work for the at-risk student.* Paper to the Deputy and Assistant Principals First National Conference.

Black, M., & Nitz, K. (1996). Grandmothers co-residence, parenting, d child development among low income, urban teen mothers. *Journal of Adolescent Health, 18*(2), 218-226. doi: 10.1016/1054-139X(95)00168-R

Bloom, D., Fellerath, V., Long, D., & Wood, R.G. (1993). LEAP: Interim findings on a welfare initiative to improve school attendance among teenage parents Demonstration Research Corporation. New York, NY: Manpower D.

Boddington, B., Khawaja, M., & Didham, R. (2003). *Teenage fertility in New Zealand.* Retrieved from http://www.stats.govt.nz/browse_for_stats/population/births/teenage-fertility-in-nz.aspx

Boyatzis, R. (1998). *Transforming qualitative information.* Michigan, USA: Sage Publications.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

Brubaker, S. J., & Wright, C. (2006). Identity transformation and family caregiving: Narratives of African American teen mothers. *Journal of Marriage and Family, 68(*5), 1214-1228.

Bryman, A., & Bell, E. (2003). *Business Research Methods.* New York; USA: Oxford University Press.

Burck, C. (2005). Comparing qualitative research methodologies for systemic research: The use of grounded theory, discourse analysis and narrative analysis. *Journal of Family Therapy, 27,* 237-262. doi: 10.1111/j.1467-6427.2005.00314.x.

Butler, K., McArthur, M., Winkworth, G., Thomson, B., & Crowe, R. (2010). *Experiences and aspirations of younger mothers.* Canberra, Australia: Institute of Child Protection Studies, ACU.

Campbell, N. (1990).Yukon starts teen parent program. *Whitehorse. 16(*2) 2. Retrieved from http://search.proquest.com.ezproxy.aut.ac.nz/docview/196568750

Canberra College. (2012). *CC Cares.* Retrieved from http://www.canberrac.act.edu.au/information2/programs/cc_cares

Chan, Z. C. Y., Fung, Y. L., & Chien, W. T. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process? *The Qualitative Report, 18*(59), 1-9. Retrieved from http://www.nova.edu/ssss/QR/QR18/chan59.pdf.

Chevalier, A, & Viitanen, T. K. (2002). The long run labour market consequences of teenage motherhood in Britain. *Journal of Population Economics.* 16, 323 -343

Clerehan, R. (2003). Transition to tertiary education in the arts and humanities: Some academic initiatives from Australia. *Arts and Humanities in Higher Education, 2(*1) 72-89. doi: 10.1177/1474022203002001007

Collier, J. & Blake, H. (2006). Sexual and reproductive health in pregnant teenagers presenting for antenatal care or for termination. *Current Paediatrics. 16*(3), 211- 215.

Collins, B. A. (2010). *Resilience in teenage mothers: A follow-up study.* Ministry of Social Development paper. Wellington; Ministry of Social Development.

Crean, H. F., Hightower, A. D., & Allan, M. (2001). School-based day care for children of teen parents: Evaluation of an urban program designed to keep young mothers in school. *Evaluation and Program Planning, 24*, 267- 275.

Creswell, J. W., & Miller, G. (1997). Research methodologies and the doctoral process. *New Directions for Higher Education. (99), 33–46.*

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions.* USA: Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches. (3ʳᵈ Ed).* USA: Sage Publications.

Davis, J. B., & MacGillivray, L. (2001). Books about teen parents: Messages and Omissions. *English Journal (90)*3, 90- 96.

Department of Human Services. (2014). *Helping young parents.* Retrieved from http://www.humanservices.gov.au/customer/services/centrelink/helping-young-parents

De Jonge, A. (2001). Support for teenage mothers: A qualitative study into their views of women about the support they received as teenage mothers. *Journal of Advanced Nursing. 36,* (1) 49- 57. doi: 10.1046/j.1365-2648.2001.01942.x

Dickson, N., Sporle, A., Rimene, C., & Paul, C. (2000). Pregnancies among New Zealand teenagers: Trends, current status and international comparisons. *New Zealand Medical Journal*, *113,* 241–245

Durie, M. (1994). *Whaiora: Māori health development.* Auckland: Oxford University Press.

Earle, D. (2009). *Skills, qualifications, experience and the distribution of wages.* Retrieved June 15, 2014 from http://www.educationcounts.govt.nz/__data/assets/pdf_file/0005/73733/Skills-Qualifications-Experience-and-the-Distribution-of-Wages.pdf

Education Counts. (2014). *Competent children, competent learners.* Retrieved from http://www.educationcounts.govt.nz/publications/ECE/2567

Ellis-Sloan, K. (2013). Teenage mothers, stigma and their presentations of Self. *Sociological Research, 19,* (1),9. Retrieved from http://www.socresonline.org.uk/19/1/9.html

Evans, M. (2000). Planning for the transition to tertiary study: A literature review. *Journal of Institutional Research, 9*(1), 1 -13. Retrieved from http://www.aair.org.au/app/webroot/media/pdf/JIR/Journal%20of%20Institutional%20Research%20in%20Australasia%20and%20JIR/Volume%209,%20No.%201%20May%202000/Evans.pdf

Families Commission. (2011). *Teenage pregnancy and parenting.* Retrieved from http://www.familiescommission.org.nz/publications/research-reports/teenage-pregnancy-and-parenting

Fergusson, D., & Woodward, L. (2000). Teenage pregnancy and female educational underachievement: A prospective study of New Zealand birth cohort. J*ournal of Marriage and Family 62,* (1), 147-161. doi: 10.1111/j.1741-3737.2000.00147

Furey, A. (2004). Are support and parenting programmes of value for teenage parents? Who should provide them and what are the main goals? *Public Health, 118* (4), 262-267. doi 10.1016/j.puhe.2003.09.005

Furstenberg, F., Brooks-Gunn, J & Morgan, S. (1987). Adolescent mothers and their children in later life. *Family Planning Perspectives,* 19, (4), 142-151. doi 10.2307/2135159

Goffman, E. (1963). *Stigma: notes on the management of spoiled identity.* Victoria, Australia: Penguin Books.

Granger, R. C., & Cytron, R. (1999). Teenage parent programs. A synthesis of the long-term effects of the New Chance Demonstration, Ohio's Learning, Earning, and Parenting Program, and the Teenage Parent Demonstration. *Evaluation Review, 23* (2), 107-145. doi: 10.1177/0193841X9902300201

Harper. L. C. (2011). *A double life: Discovering motherhood.* Board of Regents: USA

Harris, K. M (1997). *Teen mothers and the revolving welfare door*: Philadelphia, USA: Temple University Press.

Hayden, J. (1995). Building a firm foundation for teen mothers. *Herizons (9)*2 Retrieved from: http://search.proquest.com.ezproxy.aut.ac.nz/docview/212396448/fulltext?accountid=8440

Herangi, T. (n.d). *Whakatauki* .Retrieved from: http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/FormsAndGuidelines/IndividualEducationPlansGuidelines/Introduction.aspx

Higginson, J. G. (1998). Competitive parenting: The culture of teen mothers. *Journal of Marriage and the Family, 60(1), 135-150.* doi: 10.2307/353447

Hindin-Miller, J. M. (2012). Re-storying identities: Young women's narratives of teenage parenthood and educational support. (Doctoral thesis: University of Canterbury, Christchurch. Retrieved from: http://hdl.handle.net/10092/7228

Hoffman, S. (2006). *By the numbers: The public costs of teen childbearing.* Washington, DC: The National Campaign to Prevent Teen and Unplanned Pregnancy. Retrieved from

https://thenationalcampaign.org/sites/default/files/resource-primary-download/btn_national_report.pdf

Hoffman, S. D., & Maynard., (Eds). (2008). *Kids having kids Economic costs and social consequences* 2nd Ed. Washington, USA: The Urban Institute Press.

Johnson, R., & Denny S, J. (2007). *The health and wellbeing of secondary school students attending teen parent units in New Zealand*. Auckland; University of Auckland. Retrieved from https://cdn.auckland.ac.nz/assets/fmhs/faculty/ahrg/docs/teen-Preg-Unit-July08.pdf

Jones, M. E*., &* Mondy, L. W. *(*1994*).* Lessons for prevention and intervention in adolescent pregnancy: A five-year comparison of outcomes of two programs for school-aged pregnant adolescents. *Journal of Pediatric Health Care, 8(4)*, 152–159*.* doi: 10.1016/0891-5245(94)90027-2

Kaipuke Consultants. (2012). *Regional trends in teenage parenthood.* Retrieved from http://www.familiescommission.org.nz/publication-authors/kaipuke-consultants-ltd

Kane, J., Morgan, S., Harris, K., & Guikey, D. (2013). The educational consequences of teen childbearing. *Demography*, *50(6);* 2129-2150. Doi: 10.1007/s13524-013-0238-9

Kaufman, M. (1999). Day-to-day ethical issues in the care of young parents and their children. In J. Wong and D. Checkland (Eds.), *Teen pregnancy and parenting: Social ethical Issues* (pp. 25–37). Toronto, Canada: University of Toronto Press.

Kaye, A. S. (2012). *Why it matters: Teen childbearing, single parenthood, and father involvement.* The National Campaign to Prevent Teen and Unplanned Pregnancy. Retrieved from   http://thenationalcampaign.org/resource/why-it-matters-teen-childbearing-single-parenthood-and-father-involvement

Kelly, D. (1996). Stigma stories: Four discourses about teen mothers, welfare, and poverty. *Youth & Society, 27, 4,* 421-449*.* doi: 10.1177/0044118X96027004002

Kiernan, K. (1997). Becoming a young parent: A longitudinal study of associated factors. *The British Journal of Sociology. 48 (3), 406-428.*

Kirkman, M., Harrison, L., Hillier, L., & Pyett, P. (2001). "I know I'm doing a good job": canonical and autobiographical narratives of teenage mothers. *Culture, Health & Sexuality, 3 (3)* 279-294.

Lee, C., & Gramotnev, H. (2006). Predictors and outcomes of early motherhood in the Australian Longitudinal Study on Women's Health. *Psychology, Health & Medicine, 11*(1), 29-47. doi: 10.1080/13548500500238143.

Loader, M., & Dalgety, J. (2008). *Students' transition between school and tertiary education*, 2nd ed. Wellington: Ministry of Education.

Madhavan, S & Thomas, K (2005). Early childbearing and schooling: New evidence from South Africa. *Comparative Education Review*, *49(4):* 452-467. doi: 10.1086/432770

Madjar, I., McKinley, E., Deynzer, M., & van der Merwe, A. (2010). *Stumbling blocks or stepping stones? Students' experience of transition from low-mid decile schools to university*. Auckland: Starpath Project, The University of Auckland.

Marie, D., Fergusson, D., & Boden, J. (2011). Ethnicity and pathways to welfare dependence in a New Zealand birth cohort. *Policy Quarterly*, (7)2, 14-22. Retrieved from http://ips.ac.nz/publications/files/e3b5e3549a1.pdf

Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences.* UK: Pearson Longman.

Maynard, R. (1995). Teenage childbearing and welfare reform: Lessons from a decade of demonstration and evaluation research. *Children and Youth Services Review*, (17), 1, 309-332. doi: 10.1016/0190-7409(95)00013-3

McDonell, J. R., Limber, S.P. & Connor-Godbey, J. (2007). Pathways teen mother support project: Longitudinal findings. *Children and Youth Services Review*. 29(7), 840-855. doi: 10.1016/j.childyouth.2007.01.001

Ministry of Education. (2007). *Ka Hikitia -managing for success: The draft Māori education strategy 2008-2012.* Wellington: Ministry of Education.

Ministry of Education. (2008). *Teen parent units FAQ sheet.* Wellington: Ministry of Education Retrieved from http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/PolicyAndStrategy/SchoolingInNewZealand/TeenParentUnitsFAQ.aspx

Ministry of Education. (2013). *Teen parent units.* Retrieved October 30, 2013, from http://www.minedu.govt.nz/Boards/ManagingResources/TeenParentUnits.aspx

Ministry of Social Development. (2008). *Children and young people: Indicators of wellbeing in New Zealand 2008.* Wellington: Ministry of Social Development. Retrieved from http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/monitoring/children-young-indicators-wellbeing/2008-report/cyi-report-2008.pdf

Ministry of Social Development. (2010a). *Teen parents and benefit receipt – Paper to the welfare working group.* Wellington: Ministry of Social Development. Retrieved from http://igps.victoria.ac.nz/WelfareWorkingGroup/Downloads/Forum/Barbara-Collins-Teen-parents-and-benefit-receipt-paper.pdf

Ministry of Social Development. (2010b). *Budget 2010 – Supporting teen parents.* Wellington: Ministry of Social Development. Retrieved from http://www.msd.govt.nz/about-msd-and-our-work/newsroom/factsheets/budget/2010/teen-parents.html

Ministry of Social Development. (2013). *Teen and teen parents Government priority.* Wellington: Ministry of Social Development. Retrieved from https://www.national.org.nz/news/news/media-releases/detail/2013/11/19/teens-and-teen-parents-government-priority

Ministry of Social Development. (2014). *Young parent payment.* Wellington: Ministry of Social Development. Retrieved from http://www.workandincome.govt.nz/individuals/a-z-benefits/young-parent-payment.html

Montessoro, A., & Blixen, C. (1996). Public policy and adolescent pregnancy: A re-examination of the issues. *Nursing Outlook*, *44 (1),* 31-36. doi: 10.1016/S0029-6554(96)80023-6

National Campaign to Prevent Teen and Unplanned Pregnancy. (2014). *Why it matters.* Retrieved June 20, 2014, from http://thenationalcampaign.org/

New Zealand Qualifications Authority. (2014). *University Entrance.* Retrieved July 13, 2014, from http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/

Nitz, K. (1999). Adolescent pregnancy prevention: A review of interventions and programs*. Clinical Psychology Review. 19(*44), 457–471. doi: 10.1016/S0272-7358(98)00087-7

Noria, C. (2005). *Teenage moms become "twenty-something". Paths to self–sufficiency.* (Doctorate thesis, University of Notre Dame, Indiana, United States). Retrieved from http://etd.nd.edu/ETD-db/theses/available/etd-04152005-115552/unrestricted/WillardNoriaCC042005.pdf

Perrin, K., & Dorman, K. *(*2003). Teen parents and academic success. *Journal of School Nursing 19*(5) 288–293. doi: 10.1177/10598405030190050701

Prentice Baptiste Jr, H., & Walker, D. (2005, February 2). The teen parent academy. *National Science Teachers Association.* Retrieved from http://www.nsta.org/publications/news/story.aspx?id=50288

Rawiri, C. (2007). *Adolescent Māori mothers' experiences with social support during pregnancy, birth and motherhood and their participation in education.* (Master's thesis, University of Waikato, Hamilton). Retrieved from http://hdl.handle.net/10289/2490

Rochford, T. (2004). Whare Tapa Whā: A Māori model of a unified theory of health. *The Journal of Primary Prevention,25(1),* 41-57.doi: 10.1023/B:JOPP.0000039938.39574.9e

Rogers, M,. Peoples-Shelps, M., & Suchindran, C. (1996). Impact of a social support program on teenage prenatal care use and pregnancy outcomes. *Journal of Adolescent Health 19* (2), 132-140. doi: 10.1016/1054-139X(95)00227-J

Rowe, P. (1994). ACF supports efforts to serve teen parents. *Children Today 23* (2) 10 -14. Retrieved from http://search.proquest.com.ezproxy.aut.ac.nz/docview/235189774/fulltextPDF?accountid=8440

Roxas, K. (2008). Keepin' it real and relevant: Providing a culturally responsive education to pregnant and parenting teens. *Multicultural Education*, *15(3),* 2-9. Retrieved from http://files.eric.ed.gov/fulltext/EJ793839.pdf

Sadler, L. S., Swartz, M., Ryan-Krause, P., Seitz, V., Meadows-Oliver, M., Grey, M. & Clemmens, D. (2007). Promising outcomes in teen mothers enrolled in a school-based parent support program and child care center. *Journal of School Health*, *77*(3), 121-130. doi: 10.1111/j.1746-1561.2007.00181.x

Scholl, M., & Johnson, J. (1998). Teen parents: Keeping educational options open. *What's New, 31*(5),10. Retrieved from http://ezproxy.aut.ac.nz/login?url=http://search.proquest.com/docview/217750675?accountid=8440

Scott, D (2009). *What do students earn after their tertiary education?* Wellington: Statistics New Zealand. Retrieved from www.stats.govt.nz

Seamark, C., & Lings, P. (2004). Positive experiences of teenage motherhood: A qualitative study. *British Journal of General Practice* 508 54, 813–818. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1324913/pdf/bjpg54-813.pdf

Shaw, M., Lawlor, D., & Najamn, J. (2006). Teenage children of teenage mothers: Psychological, behavioural and health outcomes from an Australian prospective longitudinal study. *Social Science & Medicine. 62*(10), 2526-2539. doi: 10.1016/j.socscimed.2005.10.007

Smith, P., & Scales, A. (1981). Use of nonprofessional volunteers with pregnant teenagers. *Patient Couns Health Education. (3)* 1, 17-20. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/10250811

Smith, J., Skinner, S,. & Fenwick, J. (2011). Perceptions of teen motherhood in Australian adolescent females: Life-line or life derailment. *Women and Birth 25*(4), 181-186. doi: 10.1016/j.wombi.2011.10.007

SmithBattle, L., & Leonard, V. W. (1998). Teenage mothers four years later: Narratives of self and visions of the future. *Advances in Nursing Science, 20*(3), 36-49. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/9504207

SmithBattle, L. (2000). The vulnerabilities of teenage mothers: Challenging prevailing assumptions. *Advances in Nursing Science, 23*(1), 29-40. Retrieved from http://web.a.ebscohost.com.ezproxy.aut.ac.nz/ehost/pdfviewer/pdfviewer?sid=5025ba02-8ea4-4322-a7c4-9bef75972f49%40sessionmgr4002&vid=1&hid=4214

SmithBattle, L. (2006). Helping teen mothers succeed. *Journal of School Nursing, 22*(3), 130-135. doi: 10.1177/10598405060220030201

SmithBattle, L. (2013). Reducing the stigmatization of teen mothers. *MCN American Journal of Maternal Child Nursing, 38*(4), 235-241. doi:10.1097/NMC.0b013e3182836bd4

Soriano, G., Clark, H., & Wise, S. (2008). Promising practice profiles final report. Retrieved from http://www.aifs.gov.au/cafca/evaluation/pubs/pppfinalreport.pdf

Starks, H., & Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research, 17*(10), 1372–1380. doi: 10.1177/104973230730703

Statistics New Zealand. (2012). *New Zealand women are having their first child at age 30*. Retrieved May 30, 2014, from http://www.stats.govt.nz/browse_for_stats/population/mythbusters/first-baby-at-30.aspx

Statistics New Zealand. (2014*). NZ Social Indicators*. Retrieved April 16, 2014, from http://www.stats.govt.nz/browse_for_stats/snapshots-of-nz/nz-social-indicators/home.aspx

Tertiary Education Commission. (2008). *Poutamatia – Youth transitions between secondary and tertiary study in New Zealand.* Retrieved from http://www.tec.govt.nz/Tertiary-Sector/Reviews-and-consultation/TEC-study-Poutamatia---Youth-transitions-between-secondary-and-tertiary-study-in-New-Zealand/

Tertiary Education Commission. (2011). *Doing Better for Māori in Tertiary Settings*. Retrieved July 15, 2014, from http://Māori-lit-review-2013.publications.tec.govt.nz/

The Treasury. (n.d). *2.2 teen pregnancy.* Retrieved September 20, 2009, from http://www.treasury.govt.nz/publications/research-policy/wp/2002/02-23/03.htm

Thompson, M., & Caulfield, R. (1998). Teen pregnancy and parenthood: Infants and toddlers who need care*. Early Childhood Education Journal*, *25*(3), 203–205.

Topiol, B., & Marion County, P. S. (2004, Dec 29). The young parent program. *Ocala Star – Banner.* Retrieved from http://www.unicef.org/malaysia/Teenage_Pregnancies_-_Overview.pdf

Unicef. (2008). *Fact sheet.* Retrieved July 18, 2011, from http://www.unicef.org/malaysia/Teenage_Pregnancies_-_Overview.pdf

Valentine, K. (2007). *Grown ups: Parent: Teen parents.* Retrieved November 13, 2012, from http://www.kiwifamilies.co.nz/articles/teen-parent-units/

Victoria University. (2011). *Wellbeing.* Retrieved July 26, 2014, from http://www.victoria.ac.nz/st_services/counselling/resources/factsheets/wellbeing.aspx

Vaughn, K. (2008). *Student perspectives on leaving school, pathways, and careers.* Wellington: Ministry of Education: Wellington. Retrieved from http://www.educationcounts.govt.nz/__data/assets/pdf_file/0012/35301/Student-Perspectives-on-Leaving-School-Pathways-and-Careers.pdf

Waller, M., Brown, B., & Whittle, B. (1999). Mentoring as a bridge to positive outcomes for teen mothers and their children. *Child of Adolescent Social Work Journal. 16(6)* 467-480.

Woodward, L. J., Horwood, L. J., & Fergusson, D. (2001). Teenage pregnancy: Cause for concern. *New Zealand Medical Journal, 114(1135)*, 301-303.

Yardley E. (2008). Teenage mothers' experiences of stigma. *Journal of Youth Studies*, *11*(6), 671-684. doi:10.1080/13676260802392940

Zachry, E. M. (2005). Getting my education: Teen mothers' experiences in school before and after motherhood. *College Record*, *107*(12), 2566–2598. doi: 10.1111/j.1467-9620.2005.00629.x

Appendices

Appendix 1: AUTEC Ethics Approval

MEMORANDUM

Auckland University of Technology Ethics Committee (AUTEC)

To:	Edwina Pio
From:	Rosemary Godbold, Executive Secretary, AUTEC
Date:	19 July 2012
Subject:	Ethics Application Number **12/50 Organisational insights into facilitating teen mothers into tertiary education (working title).**

Dear Edwina

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 12 March 2012 and I have approved your ethics application. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement by AUTEC at its meeting on 13 August 2012.

Your ethics application is approved for a period of three years until 19 July 2015.

I advise that as part of the ethics approval process, you are required to submit the following to AUTEC:

- A brief annual progress report using form EA2, which is available online through http://www.aut.ac.nz/research/research-ethics/ethics. When necessary this form may also be used to request an extension of the approval at least one month prior to its expiry on 19 July 2015;

- A brief report on the status of the project using form EA3, which is available online through http://www.aut.ac.nz/research/research-ethics/ethics. This report is to be submitted either when the approval expires on 19 July 2015 or on completion of the project, whichever comes sooner;

It is a condition of approval that AUTEC is notified of any adverse events or if the research does not commence. AUTEC approval needs to be sought for any alteration to the research, including any alteration of or addition to any documents that are provided to participants. You

are reminded that, as applicant, you are responsible for ensuring that research undertaken under this approval occurs within the parameters outlined in the approved application.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this.

To enable us to provide you with efficient service, we ask that you use the application number and study title in all written and verbal correspondence with us. Should you have any further enquiries regarding this matter, you are welcome to contact me by email at ethics@aut.ac.nz or by telephone on 921 9999 at extension 6902. Alternatively you may contact your AUTEC Faculty Representative (a list with contact details may be found in the Ethics Knowledge Base at http://www.aut.ac.nz/research/research-ethics/ethics).

On behalf of AUTEC and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Dr Rosemary Godbold

Executive Secretary

Auckland University of Technology Ethics Committee

Cc: Maxine Graham maxine.graham@aut.ac.nz

Participant

Information Sheet

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

Date Information Sheet Produced15 May 2012

Project Title   Organisational Insights into facilitating young mothers into tertiary education [Working Title]

An Invitation

Hi, my name is Maxine Graham. I am completing a Master's Thesis researching organisations that facilitate young mother's transition into tertiary education. I am looking to identify success factors of the programmes that young mothers partake in.

Your participation is completely voluntary and you may withdraw any time prior to the completion of information collection this will be approximately within two months of your interview. I would greatly appreciate your participation in my research

.

What is the purpose of this research?

The purpose of this research is to gain an awareness of organisational insights pertaining to the transition of a young mother into tertiary education. Furthermore this research is an academic requirement to complete my Master of Business (Management) and maybe used to inform academic publications that I author.

How was I identified and why am I being invited to participate in this research?

You have been invited to participate in this research as you are a young mother who is over 16, that has participated in the organisations interviewed and you are currently studying at a tertiary provider. I am hoping from your participation that I will gain valuable information and this will allow my research to gain a broad perspective pertaining to organisational insights on the transition of a young mother into tertiary education.

What will happen in this research?

I would like to conduct an in-depth interview which will take approximately 60 minutes. In this interview you will be asked questions about your experiences and insights of transitioning into tertiary education.

I will record the interviews using a digital recorder and will take notes during the interview. I will be transcribing the interview records and taking all notes.

A transcript of your interview will be sent (via email or post) so that you can verify this script as being true and accurate. You have the right to alter your transcript should you deem it necessary. This transcript will then be analysed to identify relevant themes.

What are the discomforts and risks?

While no embarrassment is intended, you may experience emotional discomfort when asked to comment on your experiences as a young mother. Should you experience any emotional discomfort and you wish to see a counsellor the AUT Counselling Services is available they can be contacted on 09 921 9992

What are the benefits?

The benefits are: your insights and perspectives will help to inform my research. The research will to develop a framework of success to enable young mothers to move onto tertiary education.

How will my privacy be protected?

Your privacy is of upmost importance to me. There is only small number of organisations working with young mothers in the Auckland region. Therefore there is a small possibility that the organisation you transitioned from may be identified. All participants are assured that their views and opinions will remain confidential. Furthermore you will remain anonymous and unidentifiable within the final report.

If for any reason you do not feel comfortable disclosing any information, you may choose not answer the question or you can withdraw from participating in the research at any time during the interview and all data or responses related to your participation will be destroyed and omitted in the final research.

What are the costs of participating in this research?

There are no financial costs of participating in this research and the only cost of taking part in this study is the time it takes to interview you. As previously mentioned interviews, will take approximately 60minutes and then if necessary a further 30minutes will be needed for any points of clarification.

What opportunity do I have to consider this invitation?

Interviews will commence in August; if you agree to take part in the research early notification of your participation is encouraged. If you have any further questions please feel free to send me an email me or phone on the contact details listed below.

Your participation is voluntary and at any time you are able to withdraw from the research. If you do choose to withdraw please contact me indicating you have chosen to withdraw, any information you have given will be destroyed.

How do I agree to participate in this research?

If you would like to participate in the research please indicate this by contacting me on the contact details below. We can then arrange a time and place to meet that is mutually convenient. I will bring a copy of the consent form to the interview, should you wish to see this prior I can send (via post or email) once you confirm participation.

Will I receive feedback on the results of this research?

Once analysis is completed I will email or send a copy of my executive summary. The full findings will be presented in a research thesis that will be available in the AUT University library.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Academic Supervisor, Assoc Prof. Edwina Pio - *edwina.pio@aut.ac.nz* (09) 921-9999 ext 5130 Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Dr Rosemary Godbold, *rosemary.godbold@aut.ac.nz* , (09) 921 9999 ext 6902.

Whom do I contact for further information about this research?

Maxine Graham

Maxine.graham@aut.ac.nz

(09) 921 9622

Approved by the Auckland University of Technology Ethics Committee on *19 July 2012*, AUTEC Reference number *12/50*

Participant

Information Sheet

Date Information Sheet Produced:15 May 2012

Project Title: Organisational Insights into facilitating teen mothers into tertiary education [Working Title]

An Invitation

Hi, my name is Maxine Graham. I am completing a Master's Thesis researching organisations that facilitate young mother's transition into tertiary education. I am looking to identify success factors of the programmes that young mothers partake in.

Your participation is completely voluntary and you may withdraw any time prior to the completion of information collection this will be approximately within two months of your interview. I would greatly appreciate your participation in my research.

What is the purpose of this research?

The purpose of this research is to gain an awareness of organisational insights pertaining to the transition of a young mother into tertiary education. Furthermore this research is an academic requirement to complete my Master of Business (Management) and maybe used to inform academic publications that I author.

How was I identified and why am I being invited to participate in this research?

You were identified through known organisations that assist in the transition of teen mothers to tertiary education in the Auckland region. You have been invited to participate in this research as your organisation has helped transition teen mothers into tertiary education.

I will gain valuable information from your interview and this will allow my research to gain a broad perspective pertaining to organisational insights on the transition of a teen mother into tertiary education.

What will happen in this research?

I would like to conduct an in-depth interview which will take approximately 60 minutes. In this interview you will be asked questions about your experiences and insights of assisting teen mothers to transition into tertiary education.

I will record the interviews using a digital recorder and will take notes during the interview. I will be transcribing the interview records and taking all notes.

A transcript of your interview will be sent (via email or post) so that you can verify this script as being true and accurate. You have the right to alter your transcript should you deem it necessary. This transcript will then be analysed to identify relevant themes.

What are the discomforts and risks?

No discomfort or risks are anticipated. Should you feel uncomfortable in disclosing any information, you may choose not to answer the question or you can withdraw from participating in the research at any time. All data or responses related to your participation will be destroyed and omitted in the final research.

Should you experience any emotional discomfort and you wish to see a counsellor the AUT Counselling Services is available they can be contacted on 09 921 9992

What are the benefits?

The benefits are: your insights and perspectives will help to inform my research. The research will to develop a framework of success to enable young mothers to move onto tertiary education.

How will my privacy be protected?

Your privacy is of upmost importance to me. There is only small number of organisations working with young mothers in the Auckland region. Therefore there is a small possibility that the organisation you transitioned from may be identified. All participants are assured that their views and opinions will remain confidential. Furthermore you will remain anonymous and unidentifiable within the final report.

If for any reason you do not feel comfortable disclosing any information, you may choose not answer the question or you can withdraw from participating in the research at any time during the interview and all data or responses related to your participation will be destroyed and omitted in the final research.

What are the costs of participating in this research?

There are no financial costs of participating in this research and the only cost of taking part in this study is the time it takes to interview you. As previously mentioned interviews, will take approximately 60minutes and then if necessary a further 30minutes will be needed for any points of clarification.

What opportunity do I have to consider this invitation?

Interviews will commence in August; if you agree to take part in the research early notification of your participation is encouraged. If you have any further questions please feel free to send me an email me or phone on the contact details listed below.

Your participation is voluntary and at any time you are able to withdraw from the research. If you do choose to withdraw please contact me indicating you have chosen to withdraw, any information you have given will be destroyed.

How do I agree to participate in this research?

If you would like to participate in the research please indicate this by contacting me on the contact details below. We can then arrange a time and place to meet that is mutually convenient. I will bring a copy of the consent form to the interview, should you wish to see this prior I can send (via post or email) once you confirm participation.

Will I receive feedback on the results of this research?

Yes. The researcher will return the full transcript of the interview within one month of completing the interview. You have the right to alter your transcript should you deem it necessary.

A summary of the findings will be sent to you and the full findings will be presented in a research thesis that will be available in the AUT University library.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this project should be notified in the first instance to the Academic Supervisor, Assoc Prof. Edwina Pio - *edwina.pio@aut.ac.nz* (09) 921 9999 ext 5130

Concerns regarding the conduct of the research should be notified to the Executive Secretary, AUTEC, Dr Rosemary Godbold, *rosemary.godbold@aut.ac.nz* (09) 921 9999 ext 6902.

Whom do I contact for further information about this research?

Researcher Contact Details:

Maxine Graham

Maxine.graham@aut.ac.nz

Ph: 09 921 9622

Approved by the Auckland University of Technology Ethics Committee on *19 July 2012*, AUTEC Reference number *12/50*

Indicative Questions for Interviews

Project title: Organisational Insights into facilitating teen mothers into tertiary education [Working Title]

*Researcher: **Maxine Graham***

Teen Parent Organisation

CEO

1. Tell me about your organisation

    a. Probe – organisational culture

2. Share with me your organisation's vision

3. What is your management style

    a. What does your work involve?

4. What do you feel would help a teen mother go to University

    a. Probe – what from your organisation

5. How long do employees usually stay here

    a. Is this important

6. How do your employees interact with the teens?

7. What is your hopes for the teen mothers to achieve?

8. Is there anything else you would like to share

Case Workers/Teachers

1. What does your work involve on a day to day basis

2. Tell me about your organisation

    a. Probe – organisational culture

3. Share with me what you think your organisation's vision

4. What is the management structure like here

5. What do you feel would help a teen mother go to University

    a. Probe – what from your organisation

6. How do you interact with the teens?

7. What is your hope for teen mothers to achieve?

8. Is there anything else you would like to share

TEEN MOTHERS

1. Tell me you story

       a.   Probe - What organisation did you attend
2. How are you finding University?
3. Did going to …. help you get here?
       a.   Probe- What do you feel most helped
       b.   Probe – What do you feel could have helped you more
4. What are your future goals
5. What are you dreams for your children?
6. Is there anything else you would like to add

Consent Form

INTERVIEW

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

Project title: Organisational Insights into facilitating teen mothers into tertiary education [Working Title]

Researcher: **Maxine Graham**

○ I have read and understood the information provided about this project in the Information Sheet dated Oct 17th 2013.

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that the interview recordings will be used for academic purposes only and will not be available for use in any form outside of this project without my written permission.

○ I understand that I may withdraw myself or any information that I have provided for this project at any time prior to final edit, without being disadvantaged in any way.

○ If I withdraw, I understand that all relevant information and footage will be destroyed.

○ If requested, I understand that I will be sent a summary of the final thesis - Organisational Insights into facilitating teen mothers into tertiary education [Working Title]

☐ I agree to being interviewed

☐ I agree to the interview being audio recorded

Participants   signature:

      ....……………………………………………………………

Participants   Name:

      ....……………………………………………………………

Participants   Contact   Details:

…………………………………………………………………………………………………

Date:

Approved by the Auckland University of Technology Ethics Committee on 19th July 2012 AUTEC Reference number 12/50

Note: The Participant will be given a copy of this form.