ACRONYMS

AIDS - Acquired Immuno Deficiency Syndrome.

ALT - Academic Learning Time.

BELONG - Better Education and Life Opportunities through Networking and Organisational Growth.

BYI –Beck Youth Inventory.

CCPT-Child Centred Play Therapy.

CHAMP-OVC - Community HIV/AIDS Mitigation Project for Orphans and Vulnerable Children.

CHH –Child Headed Household

COBET - Complentary Basic Education in Tanzania Programme.

CRS - Catholic Relief Service.

CBO-Community Based Organisation

DAPP- Development AIDS from People to People.

DoE - Department of Education.

DSDWCPD – Department of Social Development, Women, Children and People with Disability.

EQ – Emotional Intelligence.

FET – Further Education Training.

GET - General Education Training.

HIV - Human Immuno Virus.

KZN - Kwa Zulu Natal.

LO - Life Orientation.

NGO - Non Governmental Organisation.

NW   -   North West.

ODFL –   Open Distance Flexible Learning.

ONPEC -   Office of the National Primary Education Commission

OVC – Orphans and Vulnerable Children.

PONS –Profile of Non Verbal Sensitivity.

PSE –Perceived Self-Efficacy.

PTSD-Post Traumatic Stress Disorder

SB A - School Based Assessment.

SBST - School Based Support Team.

SDQ- Strengths and Difficulties Questionnaires

SGB –School Governing Body.

SIDA -   Swedish International Development Agency.

SMT -   School Management Team.

UN –   United Nations.

UNAIDS - United Nations Agency for International Development Services.

UNESCO - United Nations, Educational Scientific and Cultural Organisation.

UNICEF- United Nations International Children's Education Fund.

USAID - United States Agency for International Developments

WHO - World Health Organisation.

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# 1.0 Chapter One: Orientation to the Study.

## 1.1 Introduction

The phenomenon child headed household is quite prevalent in many developing African countries including South Africa. The possible challenges likely to be experienced by orphaned children in these households motivated me to investigate this study area. In this chapter the general orientation to the study will be presented. The subsections of the chapter include the following: background to the study, awareness of the problem and the statement of the problem. The research questions and sub questions that guide the study will be stated followed by the aim of the study. The investigation of the problem, delimitation of the study, explanation of terms, layout of chapters and finally the conclusion for the chapter will ensue.

## 1.2 Background

The nature of family life is shaped, inter alia, by the historical and socio economic conditions in any society. In South Africa, some children live apart from their parents in many types of family arrangements. Many fathers and mothers abandon their children and take neither physical nor financial responsibility for them. One such family arrangement where children take care of themselves under the care of a minor child is known as a Child Headed Household (CHH hereafter). The phenomenon of the child headed household is fast growing and seemingly becoming a human catastrophe affecting a large number of vulnerable children in South Africa and other Southern African countries (De Witt and Lessing, 2010:461). Since the greater population affected is that of children, the South African department of education and other service departments need to deal with this phenomenon as a priority to avoid it spiralling beyond control. A growing body of research by social policy researchers (Cluver and Gardner, 2007:318) has discussed several relevant issues pertaining to this type of living arrangement and its occupants. This investigation attempts to contribute knowledge on the educational, behavioural, and social interaction patterns of orphans in child headed households that might be a result of their affected emotional needs.

Since the early 1990s, the percentage of children in South Africa who have lost mothers and fathers has tripled and doubled respectively. Further increases in the prevalence of orphan hood are expected for the next decade (Ardington, 2008:1). The rapid growth in the number of orphans has received much attention in literature. Recent empirical evidence by for example, Case, Paxson and Ableidinger (2004:485) suggests that children who have suffered parental loss are at risk of poorer educational outcomes, with the death of a mother generally having greater a impact on children's schooling than the death of a father .One wonders what the extent of the damage is when a child loses both parents, or worse is being taken care of by a minor child.

The United Nations Agency for International Development Services (UNAIDS), United Nations International Children's Educational Fund (UNICEF) and United States Agency International Development (USAID) (2004:13) state that the loss of parents has potentially serious current and long-term negative consequences for children as it could put them at risk of attaining less than favourable schooling outcomes as a result of being orphaned. Several factors can come into play to constrain orphaned children's education. For example, lack of resources, new living arrangements after the death of a parent or parents, abandonment by parents and other psychosocial factors. Such factors might impact negatively on the children's school enrolment and academic achievement .Given that education lies at the foundation of "lifelong learning and human development" and is key to understanding the intergenerational transmission of inequity (United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2004:21) lack of it could have ripple effects on orphaned children.

Psychological trauma (due to the death of a parent) for example, is one such effect likely to affect the orphans. A case in point is where the researcher witnessed a Grade 9 learner being hysterical for weeks when he lost his mother through an accident. In cases where parental death is due to a cause like HIV/AIDS, the orphaned child not only suffers trauma, but learning in some cases is disrupted when the child has to take care of the sick parent, or drops out of school to contribute to the household economy. All these aspects might result in the orphaned learner failing to concentrate sufficiently on the educational task at hand during the learning

process. Lenyai (2006:10) has shown that poor educational outcomes in childhood are likely to have a lasting effect into adulthood. For example, in their need for emotional security, the orphaned children in child headed household might lack the ability to explore and make choices and may even show or present disciplinary or behavioural problems (Nyamukapa, Gregson, Lopman, Saito, Watts, Monasch and Juke, 2008:134).

The crisis of orphan hood is thus a major problem the effects of which seem to be growing and affecting the family system. Children that would have normally been cared for by members of the extended family are now left alone to fend for themselves, despite the government's plea encouraging absorption into households and communities (United Nations International Children's Education Fund (UNICEF, 2001:23). Thus, one of the most tangible effects of orphan hood is the growing number of orphans and the emergence of ever-increasing numbers of households headed by children. For example, the emergence of child headed households (in extreme situations headed by children as young as twelve years old) is one of the most distressing consequences of orphan hood. This view is supported by Foster (1999:55-62) who states that the proliferation of orphan headed households are a key manifestation of social change due to the loss of parents and is reshaping society.

The loss of both parents poses a wide range of challenges in our society (Goldblatt and Liebenberg, 2004:151-164). With these orphaned children now living without any adult supervisor, it is likely that in South African schools, every class will enrol a child from a child headed household with possible unmet varied barriers to learning that need to be addressed by teachers who are currently ill trained to handle these new challenges. This would imply that the entire education system would need to be revamped to accommodate the new crop of learners. For example, the training needs of teachers would need to be tailor-made to enable them to fill in the missing gaps in their training needs to handle orphaned children who do not get maximum moral support at home for orphaned learners. For example, because of the absence of both parents at home, orphans might experience a different socialisation process.

Apart from that, educational policies in terms of support for these learners would also need to be looked into to assess their relevancy in terms of the new social status of these learners.

General observations of the high number of orphaned learners at a school where I was once stationed in South Africa, prompted me to investigate this issue even further and on a slightly larger scale. The literature studied (Foster and Williamson, 2000, Maqoko, Dreyer, 2007, Evans and Miguel, 2007, Adejuwon and Oki, 2011) also seem to point to the same line of thinking as that of the researcher. The authors highlighted that the growing trend (of orphan hood) seems to be perpetuating the mushrooming of CHHs and some school going children were observed to be opting to reside on their own, resulting in both positive and negative interferences in their learning processes. The prevalence of this orphan hood problem can be highlighted in tables 1 and 2 below.

Table 1 below shows the number of double orphans in South Africa in the 2004 and 2010 household survey. Double orphans are children who have lost both parents through death – that is the biological father and mother. As a result of the loss of both parents, some children end up living in foster homes where they will be taken care of by their aunts, uncles or grannies. Some may end up in foster homes or orphanages. Some children end up living in child headed households being taken care of by their elder sibling. Allocating children to relatives and friends might have negative implications on the affected children's schooling or learning in terms of academic performance and behavioural tendencies. For example, some children might be shunned by potential adoptive or foster parents due to special needs, or clinical conditions like being HIV positive or having behavioural or drug addictive problems, resulting in these children remaining on their own.

Research studies have affirmed that allocating orphaned children to relatives and friends may have negative implications on the affected children's schooling. For example, orphans cared for by grandparents who, because of their health limitations, are unable to provide adequate care and support (Kidman, Petrow and Heymann 2007:326). Sending a child to school generally entails expenses for books, stationery, uniforms and often transport. These expenses may be out of reach for some households. Furthermore orphans may require more care than other children

because they are more likely to come from a recently deprived economic background, have experienced trauma and might be HIV positive (Foster, 2002:32). In other households caring for orphans may create demands of larger household increase economic need resulting in them failing to cope with increased care-giving needs. However, it must be emphasised that if orphaned children are fostered into better resourced households in an extended family network then one may over-estimate the impact of orphan hood (Kidman, et al, 2007:327).

Let us have a closer look at the table below:

**TABLE 1: The Number and Proportion of Double Orphans living in South Africa in 2004 &2011**

| Province | 2004 | | 2011 | |
|---|---|---|---|---|
| | Double Orphans Number | % | Double Orphans Number | % |
| Eastern Cape | 101  057 | 3 | 171 00 | 6.4 |
| Free State | 42 628 | 4 | 76 000 | 7.1 |
| Gauteng | 47 231 | 2 | 96 000 | 2.9 |
| KZN | 147 046 | 4 | 285 000 | 6.7 |
| Limpopo | 56 042 | 2 | 68 000 | 3.0 |
| Mpumalanga | 37 904 | 3 | 80 000 | 5.5 |
| Northern Cape | 8 593 | 3 | 15 000 | 3.5 |
| North West | 58 281 | 4 | 73 000 | 5.7 |
| Western  Cape | 13 902 | 1 | 21 000 | 1.2 |
| South Africa | 512 684 | 3 | 885 000 | 4.8 |

*Source: Statistics South Africa (2005, 2010) General Household Survey 2004, General Household Survey 2010.Pretoria, Cape Town Statistics South Africa.*

The above table highlights interesting observations. First, there is no doubt that orphan hood is increasing in most of the provinces in South Africa, except for a slight decrease in  Limpopo, Mpumalanga and  Northern Cape .This indicates that children are losing parents, leaving them to fend for themselves. South Africa is therefore experiencing a high populace of orphaned children. The hardest hit provinces in 2011 being KZN, Gauteng, Eastern Cape and Mpumalanga. There is also a marginal increase of 1.7% in North West province where this investigation was undertaken. As an educator in the North West province, I was motivated to contribute to the body of knowledge on some strategies that educators could employ to assist the disadvantaged orphans living in CHHs particularly those in the community in which I work and reside. Orphan hood is not expected to decrease in most countries in Sub Saharan Africa  according to United  Nations Agency for International Development Services (UNAIDS) & the World Health Organisation (WHO), 2007:34). To what extent the loss of the parents will negatively affect the orphaned children living in child headed households educational, behavioural and social interaction patterns is the subject of this investigation?

**Child Headed Orphans:** As already alluded, there is wide spread concern world over that the number of children living in child headed households is rapidly increasing. The rapid increase in the number of parentless children has resulted in a corresponding rise in the number of children living in CHH. However, the researcher thinks that CHH have been unable to provide for the attachment, social integration and acculturation needs of the orphaned children in their care (Ojiambo, 2011:1). This is based on the premise that biological parents who are supposed to provide the attachment bond are non-existent. The Actuarial Society of South Africa (2006) for example, estimates that a total of 4.1 million children in South Africa had lost one or both parents in mid 2007. In the same   vein, Ardington (2007:4) stated that from 1993 to 2005, the percentage of children who are maternal orphans has risen by 94%, that of paternal orphans by 64% and that of double orphans has also risen by as

much as 348% respectively.  According to the Actuarial society of South Africa (2006:53) the rates of orphan hood are expected to continue to rise until 2015. Such statistics are disheartening because popular images of large numbers of young orphans thrust into premature parenting of their sibling and left to fend for themselves at the same time as attending school are pervasive and are perpetuated by the reporting of the South African media, among others (Meintjes and Giese 2006:407-430). In addition to this, these statistics highlight one of the most disturbing elements of this crisis: its rapid and continuing growth. The magnitude of the problem of orphan hood  in South Africa in general and the community of Ipelegeng in particular motivated me to investigate the problem even further and contribute knowledge on the behavioural challenges these orphaned learners experience.

Reviewed literature for example, the General Household Survey of 2010 suggests that there were 88 700 children living in 50 000 child headed households in South Africa in July 2010. It must however be emphasised that the proportion of children in (CHHs) relative to those living in adult headed households is small. Only 0.5 % of children were found to be living in CHHs. Over three quarters of the children living in these households were 11 years and older. This shows that these children are still of school going age, implying that they are most probably found in South African schools. The majority, three quarters (75%) of all children living in CHH in the 2010 survey were located in only three provinces at the time of the survey. These included Limpopo 39%, the Eastern Cape 23%, and KZN 13%.The other 25 % of the children living in CHH were found in the following other remaining provinces; Northern Cape 7.7%, Mpumalanga 5%, Free State 4%,Gauteng 3.8%, Western Cape 1.3% and North West 0.3% (Meintjies and Hall, 2012:82-85).For more details on this analysis see table 2 below.

**Table 2: Number and Proportion of Children Living in Child Headed Households in South Africa in 2002 & 2010**

| Province | 2002 CHH number of children | % | Province | 2010 CHH number of children | % |
|---|---|---|---|---|---|
| Eastern Cape | 45 800 | 1.6 | Eastern Cape | 21 800 | 0.8 |
| Free State | 6 500 | 0.7 | Free State | 4 200 | 0.4 |
| Gauteng | 3 100 | 0.1 | Gauteng | 3 300 | 0.1 |
| KZN | 17 800 | 0.5 | KZN | 18 700 | 0.4 |
| Limpopo | 31 700 | 1.3 | Limpopo | 27 500 | 1.2 |
| Mpumalanga | 7 600 | 0.6 | Mpumalanga | 11 000 | 0.8 |
| Northern Cape | 500 | 0.2 | Northern Cape | 1000 | 0.2 |
| North West | 4 700 | 0.3 | North West | 1 300 | 0.1 |
| Western Cape | 400 | 0.0 | Western Cape | 0 | 0.0 |
| South Africa | 117 700 | 0.7 | South Africa | 88 700 | 0.5 |

*Source: Statistics South Africa (2003, 2011) General Household survey 2002. General Household Survey 2010. Pretoria, Cape Town Statistics South Africa. Analysis by Katherine Hall, 2010. Children's institute UCT.*

Table 2 above shows the numbers and percentage of orphans in the nine provinces in this country demonstrating that South Africa has many orphaned children who live in child headed households. Some provinces are experiencing high numbers of children in these households. For example, Eastern Cape, Limpopo and KZN respectively. It could be noted from table 1 and 2 above that the prevalence of the phenomena of CHH is alarming and a stand has to be taken by all stakeholders to

ensure that the affected orphaned learners have to be supported educationally and their behavioural challenges be addressed without any delay. An intervention by the researcher initiated through this investigation in the North West province of South Africa, might go a long way in alleviating the plight of orphaned learners who head households. Behavioural challenges remain under-researched since the inception of HIV/AIDS (Ojiambo, 2011:14).

The researcher is of the opinion that these children are likely to face problems that are common to other vulnerable children in destitute households such as street kids, abandoned children, children in poverty stricken homes and young teenage mothers. Some of these problems are food security, access to education and skill training, poor life skills and knowledge and the struggle to meet material needs (German, 2005:73). Added to that, the children who head these households become adults in the family and miss out on their own childhood. Given that orphaned children living in CHH might be left to continue with life on their own, they might grow up without any adult to teach them basic values and life skills leading to them developing behavioural challenges (German, 2005:75). In the past, orphans used to be absorbed into their extended family, but such support no longer exists in today's built up communities. I am basing my argument on experience. Most South African families experience economic challenges due to poverty and unemployment but for children in CHH, these economic challenges may be even worse. The extended family and community in general are facing severe economic hardships, food shortages and social upheavals. In these circumstances there is nothing to spare to give to non-family child headed households (David, 2006:34). Equipped with the statistical knowledge of the number of orphans in CHHs, I thought that the school, as their second home, could find ways through which these learners can be supported to enable them to continue learning, or progress positively in their studies in order to realise their maximum potential. As an experienced educator the researcher thinks that schools have the potential to play an active role in providing developmentally responsive interventions to meet the growing behavioural challenges experienced by orphans who live in CHH.

This line of thinking is based on research findings that state that these children may be struggling to stay in school (UNICEF 2006), have emotional problems related to the death of their caregivers (Frood 2007), cited in Wakhweya, Dirk and Yeboah,

(2008:48). Although many of these problems may be similar to those experienced by other children from low socio-economic backgrounds, those of children in CHH are perceived as more extreme and unrelenting (Foster 2004:72) due to the absence of an adult caregiver.

The researcher was therefore motivated to find the underlying cause of this problem by conducting this investigation. The prime motivation was that in some learning situations the teacher-cum-researcher observed that some learners exhibited problems like absenteeism, not doing homework, poor self-image, and lack of motivation towards learning and was sometimes emotional. Some learners were fighting others and were short-tempered showing signs of withdrawal and anti-social behaviour. This prompted the researcher to try even further to find support systems in the school to assist these vulnerable learners in order for them not to transgress.

The reality of the situation is that CHHs are occurring more, especially in poor urban settlements. This results in an increase in the population of orphans in our schools (Foster, 2004). For example, Statistics South Africa, Household Survey of orphaned learners in schools for the years 2002-2009, cited by Education for all Country Report: South Africa (2010:24) indicated that in 2002, 2.7% of the school learners were orphans, followed by in 2003 (3.2%), 2004 (3.7%), 2005 (4.5%), 2006 (4.7%), 2007 (5.3%), 2008 (6.2%), 2009 (6.1%) of the learners respectively. Throughout these years, there has been an increase in the percentage of orphans attending school in South Africa. Possible reasons for such increase could be attributed to a number of factors. For example, an increase in the extent of maternal and paternal deaths from various causes that will be discussed in chapter 2 (see par 2 .2).

Based on the above background information, the researcher is of the opinion that behavioural support through provision of educational programmes may be the most important resource available in facilitating the educational coping and resilience of orphaned learners living in child headed households and heading these households. Snider and Dawes (2006:25) concur by stating that behavioural support is essential for children to learn, develop life skills, to participate fully, and have faith in their future. In short, to become healthy, well functioning and productive future adults.

1.3: Awareness of the Problem

The research in this area of study is motivated given the nature of difficult situations under which these orphans live. As an experienced educator, the researcher noted that each time he carried out class surveys on learners' profiles at the beginning of the year, it was revealed that many of learners are either paternal orphans, or maternal orphans, or double orphans. A chance conversation with my teaching colleagues about whether they noted the trend of increasing numbers of orphaned learners in their respective register classes ensued to which the answer was in the affirmative. Some educators were even concerned about the conduct and behaviour of some of these orphaned learners.

When probing further, the researcher noted that some child orphans were taking care of their siblings in child headed households. When our schools' population seems to be filled with orphaned learners this raises the research question in paragraph 1.3.1. So many other sub-questions came to the researcher's mind. These were questions such as the following: Do these orphaned children experience lack of social interaction skills with other children or teachers. Do they experience stigmatisation because of the loss of their parents? Do they experience particular behavioural and disciplinary challenges? Do they experience any academic challenges, to mention but a few of the problems? Therefore, the perceptions of Life Orientation teachers, the orphaned learners themselves, the principals of schools, and other support staff were sought to find answers to these questions.

Furthermore, various indicators made the researcher aware of the problems regarding learner performance. When checking on the progress of the majority of these learners in my register class, the researcher noted that most of these learners were struggling with their homework, some with their portfolio assignments, and some struggled across all the learning areas. When checking on the attendance register, absenteeism was also noted to be a common trend amongst some of these learners. If it was not absenteeism, then it would be late coming. It was after this rude awakening that the researcher realised that probably the orphan hood crisis is changing the face of the South African family and household structure, as well as the

type of learner schools are receiving. Teachers now have to deal with already over burdened learners with multi-social problems.

The other motivating factor was the discussions the researcher carried out with a group of trainee educational psychologists when they visited the school. In these discussions, these trainee educational psychologists pointed out that 75% of the cases they handle daily were of orphans in child headed households. It was also noted in these discussions that some of these children need counselling on social problems and some needed academic support in the form of reading remediation and study skills. The researcher felt sympathy for these children given the fundamental role played by the family unit in ensuring the wellbeing of all its members in order to function optimally within and outside the context of the home (Berk, 2007:60).

The third motivating factor was that over the years the researcher, who grew up in a polygamous family, had noted that a family environment that is ruled by confusion, tension and anxieties will inevitably result in children growing up with feelings of rejection and unimportance, denial of feelings and mistrust of others, which will impact on their self-image with serious repercussions for the formation of a stable identity (Kroll, 2004:129-140). Interaction patterns in such homes are compromised. The researcher therefore assumed that given the absence of a father or mother figure in these households, confusion and mayhem was likely to be witnessed by these orphans creating a recipe for disaster with regard to learning outcomes and discipline. The researcher has observed first hand that orphaned children in CHH seem to lack an understanding of the acceptable school code of conduct. . For the researcher, it became imperative to research the magnitude of the problem and its manifestations. The researcher realised that orphans in CHH may struggle to stay in school as a result of what they go through. Therefore, unless adequate educational support is provided, their educational goals, dreams and aspirations might not be realised.

1.4 Statement of the Problem.

The ongoing discussion so far has highlighted that orphans in general and those in child headed households in particular, might face many educational challenges in their school careers that need to be addressed if these children are to realise their academic potential. Learners from CHH families, however, are a marginalised group within the education system and need appropriate support from the different social and educational state departments in order to survive and develop holistically. This is in view of the fact that Garson (2003:3) stated that a child who feels angry, frightened of failure or humiliation or not confident in herself may avoid or disrupt the learning situation affecting her own development and perhaps the learning of others. For orphans, well-designed educational opportunities are critical, since they offer children an outlet where they can interact and socialise with mature caregivers, at the same time enhancing their student potential. This brings the following research question to the fore:

1.4.1 Research Question

How can the behavioural challenges of orphaned learners who head households be addressed to enhance academic achievement?

Sub-Questions

What behavioural challenges do orphaned learners who head households experience in the following situations?

- In the classroom
- On the Playground
- With School authority.

1.4.2 Aim of the Study

The aim of this study is to address the behavioural challenges that orphaned learners who head household's experience, and to develop a psycho-educational programme to support their learning.

## 1.5 Investigation of the Problem

In order to achieve the aim of the study, the impact of the orphan hood problem will be further investigated. Although cognitive abilities of students and their home background are important predictors of achievement in recent years, affective variables have emerged as salient factors affecting success and persistence (Vygotsky 1988: 74). One of these salient factors includes emotional stability. How people, particularly orphaned ones, emotionally adjust after the death of a beloved one, influences how they learn, behave and interact with other in their social environment leading to positive or negative outcomes. Hynes and Dunifor (2007:12), cited in De Witt and Lessing (2010 461-477) state that whatever happens with orphans after the death of their parents, the new structure and quality of children's living arrangements influences their future development.

The research study therefore seeks to establish the educational and behavioural needs of orphaned learners as well as their interaction patterns with peers and adults in the schools where they learn. The researcher thinks that after losing both parents, orphaned learners, particularly those living in child headed households, might be emotionally disturbed resulting in maladjustment of some kind. The question that could be asked is what repercussion could this have on orphaned learners' behavioural aspects? The question arises based on the premise that, Wood and Goba (2011:8) claim that currently teachers struggle to balance the already challenging business of teaching problematic and disadvantaged children who misbehave, become anti-social and have limited concentration span in various schools.

Looking at psychosocial development with specific focus at the relation of the individual's socio-emotional needs, Erikson (1992-1994) provided a psychosocial theoretical framework for the understanding of the psychosocial needs of young people in relation to the society in which they grow up, learn and later make their contribution (Woolfolk, 2010:83). Aspects such as the search for identity, the individual's relationship with others and the role of culture throughout life are important aspects in psychosocial development ultimately (De Witt and Lessing, 2010:463). Linked to the above theory, Fonagy and Target (2007:416) state that

even psychoanalysts who were major critiques of John Bowlby's attachment theory (to be discussed here under) are now also increasingly accepting the importance of the formative nature of the child's social environment. They assert this is so perhaps because psychoanalysis deals more than ever before with those who have experienced serious deprivation.

The researcher is of the opinion that orphans living in child headed households fall under this category of deprivation. Nyamukapa, Gregson, Lopman, Saito, Watts, Monasch and Juke (2008:134) hypothesise that the loss of a parent (both parents) may result in short-term consequences like chronic trauma, adjustment problems, low future expectation, poor health, reduced school attendance and performance, school dropout and even living on the street. The researcher will attempt to establish some aspects that relate to education, behaviour and social interaction. He thinks that behavioural challenges of orphans living in child headed households may result in increased insecurity given that the breadwinners of these orphaned learners are permanently absent resulting in limited social attachment to significant others. This in turn might have a negative impact on their learning, behaviour and interaction patterns with others.

There are other theoretical explanations that have been developed to explain the above assertion. One such theory is the attachment theory whose concerns are that the early care giving relationships support the child's subsequent development. According to Hook, Watts and Cockcroft (2002:247), "the nature of the parent child relationship during early childhood is believed to be one of the central causal factors in personality development and interpersonal functioning". One proponent of attachment theory is Bowlby (1980) who identified the fundamental importance of infant caregiver attachment for development. He stated that early disruptions in the infant caregiver relationship resulted in a range of behavioural, emotional and mental health problems (Hook, et al, 2002:246). In support of the attachment theory, Foster (2002:503) states that the presence of caring and supportive families supports orphans and enables them to withstand severe psychological stress. Like any other children, orphans value being loved, getting attention, commanding respect, being wanted and having fun with caregivers who set boundaries for them (Cluver and Gardner, 2007:321). Losing parents could deprive orphans of this natural basic right thereby affecting their behaviour moulding.

The question that could be asked therefore is how the behavioural challenges of these orphaned learners heading households could be addressed given that both parents who used to make a positive contribution to children are now absent? Could the absence of parents disrupt or influence the educational, behavioural and interaction patterns of 10 to 16-year-old orphaned learners living in child headed households? If it does, how could this be addressed? What could be done to support them? The researcher is of the opinion that parents play a critical role in the maintenance of the wellbeing of their children and the cause of death of these parents might bring a lot of complications in these children's moral development.

Based on my teaching experience, and the views of psychoanalytic theorists such as Bowlby 1980 as already alluded. on the impact of serious deprivation being experienced,  I am of the view that in the absence of parents, teachers therefore need to address the behavioural challenges of these orphaned learners in CHH by attending, for example to unacceptable behavioural patterns of the orphans. Behavioural problems if allowed to persist unchallenged may negatively influence social relations and interactions of the learners that in turn could have a negative impact on their learning. This can be done through the designing of intervention programmes, which is the thrust this research also tries to achieve.

Under normal circumstances, the loss of any beloved one in any given situation brings negative emotional implications. For 10 to 16-year-olds to lose their parents could be a big blow to them. For example, they might be caught up between their fear of their new status (being an orphan) being found out and their wish to feel connected and to feel a sense of "sameness" with their peers (De Witt and Lessing, 2010:462). Such fear might have an impact on their social interactions with their peers and even adult figures within their circles. For example, the problem of how to relate to their classmates and schoolmates, their teachers and those in management positions together with other support staff, influences their behavioural and interaction patterns. Pharaoh (2004:94) asserts that the loss of parents may also contribute to major impairments to their cognitive and social behaviour and moral functioning.

The above cited views of Pharaoh (2004) and De Witt and Lessing (2010) could have been based on the family systems theory (FST) also known as Bowen Theory propounded by the psychiatrist Dr Murray Bowen in 1978 which resembles the attachment theory discussed earlier on. Smolina (2007:52) states that the essence of the family system theory holds that a family is one dynamic emotional unit. One system of individuals who are all interrelated where any changes in the life of one will have an effect on behaviour, thoughts and feelings of everyone else. The theory argues that family members are interdependent on one another, meaning to say children and parents are interdependent. One of the four basic assumptions of the theory is that members react differently to the major life events that the family members face.

Any disturbance may be extremely stressful because it is unexpected and has the potential to alter the family's structure and identity to such as extent that the family just does not know how to deal with it (Smolina, 2007:53). For 10 to 16-year-old orphaned learners in CHH, the researcher is of the view that their new living arrangement, new identity (being an orphan) and insufficient confidence in one's ability to deal with the situation due to age could result in emotional maladjustment whereby any thoughts related to the dreaded issued of losing parents could be suppressed affecting their learning or schooling in a negative way.

In the researcher's view orphaned learners in CHH may therefore struggle to:
- make correct subject choices at Grade 9 level when entering Grade 10,
- choose the right friends to interact with,
- adopt the right code of conduct all because of lack of proper adequate socialisation and meaningful guidance.
They might also feel saddened and depressed since they are in grief and in mourning ending up feeling helpless given that there are no parents to take care of them. These problems could compromise their behavioural and interaction patterns. Nyamukapa et al (2008:134) concur and state that in their need for emotional security, orphaned children in CHH may lack the ability to explore and make choices and may show signs of aggression, helplessness, sadness, depression and have negative self-concepts. The above aspects may have a negative impact on learning

given that the learners may begin to experience disciplinary and behavioural problems.

During his teaching experience, the researcher witnessed cases of learners who were introduced to drugs through peer pressure, indulged in sexual activities, unruly behaviour, showed lack of respect for adults, to mention but a few, that affected their academic performance in the process. If such poor behaviour is allowed to continue, it may become a barrier to constructing a healthy sense of intimacy with their peers of both sexes and adults in their circle, such as teachers, social workers, school managers and other members of the community at large (De Witt and Lessing, 2010:463). For instance, community members who fear orphans are HIV positive, or believe that their families have brought shame to their communities might discriminate against the children and deny them social, emotional, economic and educational support (Williamson, 2000A:19). This is because society the world over still has negative attitudes and negative perceptions about how HIV is contracted, that is through immoral sexual practices. Orphaned children may therefore be discriminated against by peers, be shunned by peers resulting in them being isolated with no support from age mates, and thereby affecting their interaction patterns.

Furthermore, Ribbens, McCarthy and Jessop (2002:162) have confirmed that the death of a parent before a child reaches the age of 16 is not as uncommon as might be supposed. They assert that bereavement can place children at increased risk of negative outcomes in later life and that these harmful effects are magnified in children who are already vulnerable or disadvantaged.

One negative outcome is that of having to take the responsibilities of caring for households while children are still school-goers themselves. Such burdens of responsibilities might interfere with children's learning responsibilities since they might not find time to study and/or do their assigned homework and portfolio tasks, which are crucial elements for learners' progress. A case in point is of a Grade 10 orphaned learner in my register class who in the year 2011 attended only 96 days in the entire school year. For 210 days, she gave reasons for non-attendance being that she was taking care of her younger siblings. As a result of the irregular school

attendance, she failed Grade 10 at the end of the year and had to repeat the same Grade the following year.

The researcher thinks that having to play age-inappropriate roles might undermine children's feelings of self-worth and interfere with children's mastery of developmentally appropriate tasks that build self-concept and contribute to the development of their identity (Goldsall, Jurkovic, Emshoff, Anderson and Stanwyck 2004:789-809). It is the researcher's view that the death of a parent (even worse, the death of both parents) during childhood can represent one of the most profound losses experienced in life with serious negative implications on children's education, behaviour and interaction patterns. The underlying assumption is based on the assertion of Cluver, Orkin, Boyes, Sherr, Makasi and Nikelo (2013:156) that parental bereavement has been shown to have understandable negative impacts on children's wellbeing connected to grief, loss of attachment figures, and uncertainly causing these children to under achieve academically.

Further theoretical explanations on this phenomenon were based on Bandura's, (1982:122-147) who devised a Perceived Self-Efficacy Theory (PSE) to highlight the importance of emotional stability vis-à-vis learning. In this theory, Bandura explains how Perceived Self-Efficacy (PSE hereafter) affects a person's performance. He argues that people whose PSE is positive will pursue a relatively high level of performance. They will not be put off easily; they will do their best, seek new solutions and persevere in the case of a difficult task/assignment. Support of Bandura's 1982 theory comes from Cervone and Peake (1986), in Tadesse (2003:17), who argue that effort strategy development and perseverance not only lead to good achievement, but also to the development of pupils' actual competence.

On the other hand, if a person's PSE is negative, he/she will pursue a lower level of performance. Thus, Bandura (1982:122-147) states, "serious doubts and uncertainty while performing difficult tasks lowers a person's concentration span and he or she will easily give up or quit their effort." The researcher posits if this (serious doubts and uncertainty) could be one of the possible reason why schools are witnessing a lot of school dropout from some of our orphaned learners, or the reason why these learners might easily give up on school learning.

Interestingly in 1963, John Carroll proposed a "model of school learning", to account for how school learning takes place. His major premise was that school learning is a function of time. On his model, he purports that engaged time or time on task (actual learning time) which is defined, "as the number of minutes per school day that students were actually engaged in school work", is fundamental in the learning process.

Other researchers refer to this learning time as Academic Learning Time (ALT). Berline (1978) cited by Ready 2010:34, defines it as, "the amount of time students are successfully covering content that will be tested." It involves a combination of three separate variables. These are, content overlap: (sometimes referred to as Time on Target), involvement (often referred to as Time on Task), and success. In simple language, content overlap is seen as the percentage of the content covered by the student in the classroom that will actually be examined in the actual test. On the other hand, involvement is the amount of time students are actively involved in the learning process. Last, success is seen as the extent to which students accurately complete the assignments or tasks they have been given.

The rationale behind this line of thinking is that if students are covering important tested or evaluated content, and are on task most of the class periods, and successfully complete all of the assignments given, all things being equal, there is no room for them to fail. Learners might need this line of thinking to realise their potential and educational programmes can be tailor-made in such a way that learners value attendance of all lessons.

The researcher concurs with this line of thinking, given that in the South African education system, school based assessment (SBA) at senior level constitutes 75% of the end of year progression mark and the examination mark contributes only 25%. The implication here is that, if senior phase learners in Grade 7-9 do all their formal portfolio tasks during the course of the year, even if they do not write the final examination at the end of the year, they could still pass with the SBA mark and proceed to the next grade. Hence, regular school attendance for learners becomes fundamental even for orphans in child headed households, if they are to realise their educational potential. The researcher's teaching experience has, however, noted

that there is now a culture of bunking (or absconding lessons) by learners which might be impacting negatively on the children's mastery of concepts. The trend the researcher agrees needs to be looked into. I am of the view that CHH now requires new thinking and understanding given that it is a new phenomenon where older children share parental roles in addition to their own roles as school learners. This sometimes leads to these learners absenting themselves from school more often than other children and in worse case situations dropping out of school even if they are enrolled at a no fee-paying school and at the same time being a recipient of a social grant.

Irregular attendance, or temporary withdrawal, might make children fall behind at school and find it difficult to readjust on returning. Whilst many students are often able to return to school, there are issues associated with long absence and reintegration, such as catching up academically with other students. Moreover, resuming studies after a prolonged absence can be difficult. This just highlights how important contact teaching time is for successful learning to take place. One wonders how much time a child loses out if he/she is absent from school for a day, and even worse, off for a week.

Despite immense research literature from the 1990s to the present day on the plight of orphans, there is limited (if any) serious conceptualisation of designing psycho-educational programmes for orphan in child headed households. It is this gap in research that the researcher is trying to fill. With the number of orphan learners and their associated degree of vulnerability rising alarmingly, the researcher feels there is an urgent need to close this gap in knowledge by exploring and understanding the educational experiences of orphaned learners growing up in an environment headed by a child orphan. My sole objective is to provide insight into the unique experiences of these learners and to support them through designing a psycho-educational programme. According to the United Nations Convention on the Rights of the Child article 12 (cited in Gow and Desmond [2002:4]) "children have the right to participate in discussions that affect them and due weight should be given to their opinion". This research therefore merits greater exploration to determine how orphans in CHH cope with their education, behaviour and social interaction patterns from their marginal social position.

## 1.6 Significance of the Study

Given the scale of the crisis of orphans in child headed households, there is need for programmes that support orphans to help them to meet their social interaction patterns, academic and behavioural developmental needs. Strategically, the principle of strengthening the psychosocial wellbeing of orphans in child headed households as seen through the eyes of a vulnerable child is central to this study. Well-crafted educational opportunities in the form of a psycho-educational programme could provide orphaned children with emotional support and the life skills training they need to support themselves academically. The researcher felt the need to make a small contribution in this area of study by way of designing a psycho-educational programme for orphaned children in child headed household to enhance their efficacy in trying to address their behavioural challenges. There are far too few programmes dedicated to improving educational needs of orphans and the families who care for them (Kidman, Petrow and Heyman, 2007). On the same note, German (2005:75) concurs when he states that very few programmes have adequately addressed the behavioural needs of children affected by the loss of parents or adult caregivers.

The designed psycho-educational programme would be useful by improving or supplementing existing educational programmes currently being used, more especially concepts taught in the subject of Life Orientation. Such psycho-educational programmes might improve the standard of education and quality of life for orphans in child headed households. The researcher thinks that once the designed psycho-educational programme is found to be effective, orphaned children will be empowered to live productive lifestyles far from stigma, discrimination and fear of academic failure. Psycho-educational programmes, therefore, become important when designed properly because they enhance successful learning. Literature has shown that a poor background leads to poor education, which leads to poor school achievement, which leads to poor chances in the job market, to low income, to poor housing, to starting a family under poor condition (Lenyai, 2006:10).

Thus, a cycle of "reproduction of poverty"is perpetuated, an aspect this research might address through its intended aim.

Added on to that, there is a common understanding and belief held world over that compensatory programmes play a pivotal role in alleviating the plight of disadvantaged learners. South Africa as a member of many international conventions such as the United Nations and the African Union has adopted policies through the Department of Education and Department of Social Development (2005b.7-9) to "create and promote a supportive environment in which orphans and other children made vulnerable are adequately protected holistically to grow and develop their full potential". All strategies supporting orphans in child headed households including the current psycho-educational programme, share a common goal of improving children's quality of life, ultimately working towards achieving the Millennium Development Goals of improving children's health and education. (Schenk, 2008:3).

It is therefore important to establish the behavioural challenges of orphans in child headed household and then develop a psycho-educational programme to support them, thereby fulfilling the curriculum needs of the Department of Education(2005 b:7-9) intervention-expanded opportunities. By so doing, orphans in child headed households might be equipped with relevant academic skills for their survival both in the school environment and home environment. If educational reforms directed at access to school and success in learning is to be a reality, psycho-educational programmes must be considered and it therefore becomes more pressing than before to undertake research in this area (Lenyai 2006:12).

Another dimension of the significance of the study is that the South African Government is currently engaging stakeholders in a bid to address some of the challenges faced by the education system, especially the failure and dropout rate in public schools. Several educational reforms are proposed in its new educational policies with the aim of solving some of these challenges that heavily affect school-going children. For example, the South African government responded to the growing orphan hood crisis by launching the Policy Framework and National Action Plan for orphans and other children affected by HIV/AIDS in 2005. Within this framework, the policies and programmes most pertinent to the schooling of orphans

are social assistance through cash grants and school fees exemptions (Ardington, 2008). With many stakeholders targeting access to education, knowledge around orphans in child headed households and studies such as this, can help illuminate some of the complexities around orphan hood and bring new insights to policy makers and educational practitioners.

However, the challenge currently faced by the Department of Education has been the identification of orphans in child headed households at school level. For example, there are not established official systems put in place in schools to identify orphans who head households (Musisi, Kinyanda, Nakasijja and Nakigudde 2007:203:213). The absence of such statistical data on the population of orphaned school learners demonstrates lack of seriousness in assistance given to these children by the government. The sensitivity of the matter and stigma attached to the whole process of identification creates problems for the department. On the other hand the government through the department of education might also create other problems of discriminating learners if they selectively support the psychological needs of orphans from CHH at the same time neglecting the needs of other vulnerable children(Ardington 2008:28). This research study might assist in the identification process as both the researcher and the learner participants will be involved. The investigated participants might benefit immensely from the intended intervention strategies put to the fore. The research study therefore allows the researcher to investigate both long and short-term effects of orphan hood on orphans in child headed household looking at issues related to education, behaviour and interaction patterns. Responding to the high rates of orphaning and increases in children's vulnerability due to the loss of adult caregivers in South Africa in a decisive way is essential for the survival of all the millions of affected children. There is, therefore, an immediate need for concerted and large–scale action on this matter given the magnitude of the problem of children affected by orphan hood in South Africa. Ongoing monitoring of the vulnerability of orphans to poor educational outcomes is essential, as the orphan hood crisis is further deepening.

The researcher thinks that this research study has the potential to investigate a critical problem that affects South African schooling and that the findings will make a valuable contribution to this area of knowledge and practice. This is in line with Meintjes, Hall, Marera and Boulle (2009:34) who urged more researchers to

understand CHHs better in order to ensure policies and programmes are well focused and formulated for orphans. Knowledge obtained from the study will enable the researcher to design a psycho-educational programme for these children so that the orphaned children develop into responsible citizens who meaningfully contribute to society just like any other members of society. Such intended psycho-educational support may be the most important resources available in facilitating coping and resilience in their learning endeavours. Snider and Dawes (2006:25) concur by stating that psycho-educational support is essential for children to learn, develop life skills and to participate fully and have faith in their future. The above assertion is based on the premise that "successful coping in one situation strengthens the individual's competence to deal with adversity in the future" (Ward and Eyber, 2009:23).

Therefore, the significance of this study has implications for the education of orphans in CHH in particular and double orphans in general not only in South Africa but also in Africa as a whole where the school population is now made up of many grieving learners. The results of the research will be disseminated to the various stakeholders within the Department of Education. Teachers and managers of schools might also benefit from the findings of this study by being equipped with new knowledge of how to support orphaned learners in their behavioural needs. It is anticipated that the study may contribute towards addressing challenges relating to academic, behavioural and interaction issues of in-school orphaned learners. Subsequently, it could constitute a basis upon which intervention programmes could be made in order to address the identified behavioural challenges. This study will also serve as a basis for other related research that may affect the academic performance of orphaned learners found in schools. Thus, the rationale for this research study is based on a combination of my own personal and professional interest as well as the national educational context in schools.

1.7 Delimitation of the Study

This research study was undertaken in 15 classes at three secondary and one primary school research sites in the community of Ipelegeng Township – Taledi

area/Mamusa circuit, which is located in the town of Schweizer Reneke in the Dr Ruth S. Mompati District of North West Province South Africa.

## 1.8 Research Methodology

### 1.8.1 Research Design

The research design is a plan for the study that provides the overall framework for collecting data (Chisaka, 2000). Since the purpose of this study is to establish the behavioural challenges of orphaned learners who head households with the intention to design a psycho-educational programme to support them, the researcher used a qualitative instrumental case study research design. The researcher worked with Denzin and Lincoln's (2008) notion of the 'socially situated researcher' who is an active co-constructor of meaning in the research process.

### 1.8.2 Data Collection Techniques

The primary methods of data collection were interviews and observations as well as documents analysis. These techniques will be briefly discussed in greater detail in chapter 4 paragraph 4.5., subsections 4.5.1, 4.5.2, and 4.5.3.

### 1.8.3 Data Analysis

In order to analyse data collected from the field the researcher used interpretational analysis. This method involves a systematic set of procedures to code and classify qualitative data to ensure that the important constructs, themes and patterns emerge. More detail on this will be discussed in chapter 5.

## 1.9 Explanation of Terms

### 1.9.1 Child-headed households (CHH)

UN (2001:28) defines a child headed household as a household where both parents and alternative adult caregivers are permanently absent and the person

responsible for the entire household is aged 18 years, or under. Similarly, Sloth-Nielsen (2004:1) purports that CHHs are generally considered to be those where the main caregiver is younger than 18 years of age. For the purpose of this inquiry, research participants will be 10 to 16-year-old in-school orphans from child headed families who live on their own, or with their siblings in a family without live in adult supervision from caretakers or guardians. Although some of the participants have links with their extended families and receive irregular support, they do not reside in the same household. Some of the orphaned children participants should bear the responsibility of heading the family.

1.9.2 Design

Macmillan English Advanced Learners' Dictionary (2002:375) defines design as:

"A way to decide how something will be made, including the way it will work".

In this study, it refers to how the researcher will collect data to develop a psycho-educational programme. This includes the activities, objectives, goals, content, learning outcomes, assessment standards intended for the programme.

The above definition will be used in this study.

1.9.3 Household

Mkhize (2005:12) states that:

"A household can be defined as a group of individuals who are sharing a residence and are involved in continuous and intense social interaction which is based on loyalty and authority".

In this study, the perspective will be similar to the latter explanation.

1.9 4 Psycho-educational

Lewis (2003:7) states that the term refers to psychological aspects of learning and behaviour as they occur in an educational context. It is the examination of the child or a study of how the child functions in the home or school setting under the

assistance and injunctions of educators, primary or secondary. This study therefore seeks to view the child orphan as an integral part of the learning process. An effort will be made by the researcher to understand the child within the learning process, taking note of all the variables, which interact as learning and development occur (Macfarlane 1998). This explanation will be adopted in this investigation.

1.9.5 Programme

In this research, it is a plan of activities for orphans in child headed households to enhance their educational efficacy.

1.9.6 Orphan

Orphans are defined in three mutually exclusive categories: maternal orphans (mother deceased or vital status unknown), paternal orphans (father deceased or vital status unknown) and double orphans (both parents deceased or vital status unknown) according to Meintjies, Hall, Marera and Doulle (2010:40-49). Expressed in another way, Gillespie (2006:36) views orphans as children who have lost one or both of their parents, and who are therefore deprived of the material, social and psychological support of one or more of their primary caregivers? In this study, an orphan refers to a child between 10 to 16-years-old whose parents are deceased and is now living in a child headed household.

1.10 Layout of Chapters

The study will consist of the following sequence of chapters:

1.10.1 Chapter 1:    Orientation to the study.

This is an introductory orientation chapter aimed at familiarizing the reader with the whole research study. The main purpose is to define the statement of the problem and outline the aim of the study as well as to justify why it is necessary to carry out this investigation.

1.10.2 Chapter 2:    Review of Related Literature.

Chapter 2 deals with a literature review of issues affecting orphans in child headed households .It provides a review of literature on the general problems affecting orphans per se and orphans in child headed households in particular, as well as their impact on education. The aim of this literature review is to gather data that will provide a conceptual framework for this study as well as to ascertain the psychosocial and psycho-educational needs of these children.

1.10.3 Chapter 3: Discourse on Supportive Educational Programmes

This chapter will involve a review analysis of factors that influence the design of a psycho-educational programme or other supportive programmes for orphans in child headed households. The purpose of this chapter is to gain clear knowledge and understanding of how to design an effective psycho-educational programme.

1.10.4 Chapter 4:    Research Methodology

Chapter 4 deals with the strategies that the researcher will follow to gather data in order to answer the research question: In what way can the educational needs of in –school 10 to 16-year-old orphans living in CHH be addressed or promoted. In addition, the research design to be used by the researcher in the investigation of the research problem will also be discussed. Furthermore, data collection techniques such as interviews, observation and documentary analysis to be employed by the researcher will be explained.

1.10.5 Chapter 5    Reports, Analysis and Interpretation of the Research Findings.

This chapter will report, analyse and discuss data from the research field .An attempt will be made by the researcher to link the research findings to what the reviewed literature findings in chapter 2 entailed.

1.10.6 Chapter 6: Conclusions, Recommendations, Summary and Limitations of the Study.

The researcher will draw conclusions based on the study findings, make recommendations and design a psycho-educational programme. The summary and limitations of the study will also be highlighted.

1.11 Conclusion

The purpose of this chapter was to enlighten the reader about the aim and statement of the problem and about how the research investigation would be conducted. In this chapter, the background to the study under investigation was articulated. The problem at the centre of the study was brought to the fore through discussions on sub topics such as, awareness of the problem and investigation of the problem. The focus and scope of where the research will take place was discussed. Based on the stated facts highlighted in the significance of the study and the current orphan hood crisis, there is a definite need to conduct the research study in this area. The next chapter is a review of related literature.

# 2.0 Chapter 2 – Review of Related Literature

## 2.1 Introduction

In the previous chapter, the researcher outlined the general orientation to the problem. The background to the study of the problem and the rationale for the research were discussed. The research question intended to guide this investigation together with the aim of the study were stated to acquaint the reader with the whole study. In this chapter, the literature pertaining to the current study will be reviewed and discussed. The discussion of the literature has been divided into subsections that relate to the various aspects of the current study. The subsections include the following: factors that relate to orphan hood; the manifestation of behaviour problems associated with orphaned children in CHH, how children's emotions develop, and the role of parents, teachers and the community in fostering emotional development, emotional problems including learning problems associated with emotional development, how they develop, how emotional development facilitates successful learning and lastly a review of international, African and South African case studies on orphan hood will be given. Thereafter, a summary of the main aspects covered in the chapter will be presented...

## 2.2 Factors that Relate to Orphan hood

### 2.2.1 HIV/AIDS

South African research has no conclusive findings on the causes of orphanhood. There are no precise data on the cause or timing of parental deaths due to AIDS, so no one can distinguish "AIDS orphans'' from ''other orphans'' due to other causes. Case and Ardington (2006:483-508) together with Johnson and Dorrington (2001:46) state that it is not clear how much of the increase of orphanhood can be attributed to HIV/AIDS, although the disproportionate increase in the number of double orphans, "is largely attributable to the dependency between paternal and maternal mortality that is introduced by AIDS.''

This implies that AIDS has now joined the ranks of the causes for children to become orphaned. It is leaving millions of children orphaned. Reviewed literature purports that the HIV pandemic has created many orphans around the globe. In the context of HIV /AIDS, the majority of children are without parents (Chitiyo, Changara and Chitiyo 2010:95). Similarly, Case and Ardington (2006:402) indicate that the HIV/AIDS pandemic is leaving a generation of children who have lost parents, caregivers and other loved ones to illness and death. This has implications on the future of orphaned young children.

Furthermore, the UNAIDS (2004:101) report highlights similar trends when they state that 12 million children under age 18 are reported to have lost one or both parents due to the AIDS epidemic. In the same vein, the South African Census (2001:55) states that in South Africa an estimated 2.3 million children under the age of 18 have lost one or both of their parents, representing 13.3% of all South African children. More revelations by UNAIDS (2009:27) indicate that South Africa is home to the world's largest population of people living with HIV. Such statistics indicate that the orphaned children of school going age might have experienced the death of one or both parents. The loss of both parents through death might be a challenge currently being faced by school learners since it might create the emotional stress of coping with the loss of their parents.

For example, according to Weber and Plotts (2008:77), cited in Chitiyo et al (2010:96), higher levels of anxiety associated with poor academic performance if not addressed may lead to other school related anxiety disorders such as test anxiety and school phobias. Wherever they live, these children might experience psychological problems that might negatively affect their educational needs and threaten their livelihood and future (Chitiyo et al 2010).Thus, the research and reports of Macllelan (2004:4) on the phenomenon of CHHs has therefore identified the issue of HIV/AIDS as a major contributory factor to the establishment of high levels of anxiety.

Thus, the high rate of HIV infection among the adult population continues to contribute to growing numbers of children living in child headed households without

adult support (Ardington, 2008:402). Ardington further states that the HIV/AIDS pandemic is leaving in its wake a generation of children who have lost parents, caregivers and other loved ones, affecting nearly every aspect of children's lives. The potential impact includes loss of family, identity, decline in health status and health care, declining nutritional status, increased demand on them for labour and care giving and loss of educational opportunities (which is the main focus in this study)  Richter, Manegold & Pather, 2004:67). However, there are other causes that could kill both parents in large numbers. These include road accidents, car hijacks, fatal armed robberies, suicide, murder, faction fights, chronic diseases, divorce wrangles and violent protests to mention but a few .Some of the causes are discussed here under.

2.2.2 Road, Rail and Other Related Accidents


Road accidents which include not only motor cars but also the major killers in South African accidents which are taxis and buses are also other causes of orphan hood (Sloth-Nielsen, 2004:14).These horrific accidents can wipe 20 to 100 people in one accident. Train accidents and other home-related accidents are also another major factor claiming lives in this modern day world. Sloth–Nielsen (2004:15) mentions that children are orphaned or left without adult caregivers on account of fatal road or train accidents. Because of the number and volume of traffic on our roads, road accidents are on the increase and also contribute to the loss of parents leaving orphans behind. As parents go to work, they might be involved in road or rail accidents leaving behind young ones. As people travel during public holidays to various destinations, they might be involved in fatal road or rail accidents. Children left behind might experience similar fate as outlined by (Chitiyo et al, 2010 and Macllelan , 2004) for the HIV/AIDS orphaned children since living arrangements might have to be altered, in the event that both parents are deceased.

According to published national statistics released in media on road accidents, it is estimated that more than a thousand people die every year in South Africa, of which the majority are adults and the minority are children. For example, Mushi (2012:4) reported in the *Daily Sun* of 25 April 2012, the festive season road death statistics for the period 2007 to 2011. This report highlighted that in the period 2007 to 2008,

1327 fatal crashes resulted in1419 deaths. From 2008 to 2009, there were 733 fatal crashes resulting in 937 deaths and in the period of 2009 to 2010, there were 1247 fatal crashes with 1582 deaths. In the period of 2010 to 2011, there were 1230 fatal crashes killing 1475 people. These are alarming statistics indicating that there is large-scale loss of life on South Africa's roads, leaving children without adult caregivers and affecting the support they are expected to get from these lost loved ones.

As a result of the following statistics on road accidents there is a cause for concern by some passengers. For example, road passengers now fear for their lives and do not feel safe anymore when travelling. A practical example of such fear was noted during the 2011 Easter holiday when one passenger (a mother) who had lost a husband the previous year through a car accident decided that she and her three daughters should travel separately in three different taxis to Limpopo (despite going to the same destination) in order to avoid perishing all at once in the event of an accident. This passenger was interviewed by the e.tv news reporter and viewed on national television news on the 22nd of April 2011-1900hrs. This incident highlights how fatal road accidents are contributing to the crisis of orphan hood in South Africa. Orphaned learners in our South African schools might have experienced their fate and status through road or train accidents that claimed the lives of their parents and this might have negative implications for learning. Traumatic experiences people go through tend to have negative results on aspects of their lives.

### 2.2.3 Crime/Robbery

Another contributor of the death of family members is violent crime or armed robberies committed by criminal members of the public. South Africa is rated as one of the most crime infested countries in the world (Sloth-Nielsen 2004:16). As a result of crime, many people lose their lives due to car hijacks, for example if they are targeted driving cars that are on demand. Some business entrepreneurs also lose their lives due to armed robbery in their offices or houses. If surviving children have witnessed the murder of their parents during a robbery, this might traumatise the children for a considerable length of time (Worden (1996) cited in Musisi, Kiyanda, Nakasujja and Nakigudde, 2007:2002). Traumatic experiences might have a

negative impact on children's lives as the affected children might be emotionally disturbed. For example, Worden (1996) cited above, reported the psychological disorders often found in the bereaved children as depression, delinquency, anti social personality, psychoneurosis (anxiety) and psychotic disorder.

Apart from road accidents people can also lose life when they are on call for duty. Recently, armed robbers have resorted to dirty tactics of shooting at will if they are cornered. These criminal tactics have also claimed the lives of police officers and even innocent peoples caught in the crossfire (SAPS Crime Statistics 2010:11). To date a total of 48 police officers have lost their lives to armed robbers in the year 2011 according to police crime statistics released on 08-07-2011. Media always highlights various forms of violent crime in which people lose lives. This leaves behind children without parents to look after them and results in children living in child headed households, or other living arrangements desired by the surviving family members. Such incidents leave orphaned children with severe traumatic experiences that might have negative implications on learning, especially if children witness the death of their parents killed in cold blood.

## 2.2.4 Marital problems

Traditionally, marriage was regarded as the key to any family stability in the olden days (Foster 2002:45). However, given the alarming rate of divorce cases world over including South Africa couples or partners are no longer taking marriage seriously. The researcher posits that non formalised marriages often mean that men lack any sense of responsibility for the children from any relationship they develop. As a result relationships between couples or partners are often broken leaving children staying with only one parent. Love triangles, cheating, unfaithfulness, promiscuity, mistrust and misunderstanding are factors that are causing partners to kill each other or end relationships in a nasty miserable way. The South African media daily highlights cases of couples who end their lives leaving children behind. A case in point is the article published in *The Daily Sun* on the 13th of May (2011:8) about the late policeman Detective sergeant Edward Kgathlhane (40) of Galeshewe Police Station near Kimberly, Northern Cape, who shot his wife (38) on the 11th of April 2011 before killing himself with his service pistol at his house leaving three traumatised children

aged between five and sixteen years old.. The age range of these double orphans shows that the orphaned children were of school going age.

Similar cases are daily cited in other newspapers and at the same time, regularly viewed on the national television. This trend has provided another percentage of parents leaving behind children to look after themselves. Marital problems therefore create another category of orphans in schools who lose parents as a result of marital misunderstanding and differences. Some of these children will have witnessed one parent killing the other parent before ending his or her own life, which has created traumatic experiences that might have negative educational implications for the children left behind. For example, they might lack psycho-social support having nowhere to turn for emotional and social support resulting or leading to a general sense of helplessness (Nyambedha, Wandibha Aagaard-Hansen 2003:301-311).

2.2.5 Political and Social Unrest

Apart from the above causes, the effect of apartheid has been to create a culture of protest, demonstrations and strikes amongst the citizens of South Africa whenever they want to highlight their discontent over something they are not happy about. Employees, for example, use such tactics if there is a wage or salary dispute, or when they want to protest to their employers about poor working conditions. An example of this tactic was the protest in August 2012 at the Lonmin mine in Marikana, North West province, during which 34 miners were shot dead by the South African Police Service (SAPS)... In addition, people living in impoverished communities protest to the central government or local authorities/municipalities about poor service delivery, or if political leaders are imposed on them. Students at tertiary and secondary institutions also protest over poor learning conditions or fee increases at their institutions. All these protests are done in the interest of democracy and basic human rights.

However, experience has shown that in most cases, these demonstrations or protests end up turning violent and result in people losing their lives. Either the law enforcement agencies that are present to maintain law and order, or the protesters

themselves end up being victims. In all incidences, children might lose parents in the process. A case in point is the highly publicised protest that happened in Ficksburg in the Free State province on the 13th of April 2011, in which a protester Andries Tatane (33) was brutally beaten to death by the police officers. He left behind a wife and young children who are now paternal orphans.   Had it been the case that the wife also had fallen victim, the children could have been left without both parents and might have been even further emotionally traumatised.

In similar cases, innocent lives will be lost in cross fire when protesters and law enforcement agencies attack one another. Other cases can also be witnessed when political parties attack each other due to political intolerance. This can claim the lives of those affected if direct confrontation takes place between political opponents. Parents therefore might be lost in that process.

It can be stated therefore, that the orphanhood crisis in South Africa is a result of many causes and many orphaned children of school going age are victims of any of the causes discussed above. Orphaned children in child headed households are the most affected due to the daunting challenges they experience. The researcher believes there is need to strengthen their psycho-educational needs in order to cope with academic learning experiences because losing parents has many psychological effects on the orphaned children left behind.  Losing parents when one is unable to fend for one can create social, emotional and traumatic experiences for the affected children. The stress of their situation might take its toll on orphaned children's academic performance and behaviour patterns.

Statistics repeatedly tell us that HIV/AIDS and other causes of orphaning are affecting the lives of millions of African children, the majority of whom are still involved in the educational system as learners. However, the statistics do not tell us how the average learner is being affected daily (Wood, 2008: ix). Warning about the potential effect this will have on the quality of education the child will receive, somehow does not capture the genuine trauma and despair of learners who are trying to carry on despite the severe emotional, financial, social, psychological, health and other challenges with which they have to deal (Wood, 2008:4). The next

discussion will highlight some of the issues likely to be experienced by orphaned learners in child headed households.

Furthermore, irrespective of what might have caused the death of their parents, the orphaned children may also be treated poorly or abused in their new home adding to their emotional distress and contributing to poor mental and physical health (Kamali,Seeley,Nunn,Kengeyaka, Ruberantwari and Mulder, 1996:88). If these children are not supported, these experiences may have long-term negative consequences on their intellectual development. The researcher's teaching experience has shown that intellectual development is enriched in an environment that enables the child to be involved in stimulating learning activities or a print-rich environment. Macllelan (2005:6) states that the psychosocial effects of the trauma experienced by the majority of orphans in child headed households will impact upon the intellectual, emotional and psychological ability of the child to cope with everyday survival, rendering them even more vulnerable in some instances, even to coping with for example school performance.

Hepburn (2002:90) states that the trauma and hardships of orphaning on these children manifests both economically and emotionally with ramifications on their physical and psychological health. The psychosocial effects of losing parents might be severe and can have long-term effects on the child's behavioural development since children might experience feelings of sadness and depression, anger, loneliness and isolation, fear and anxiety, as well as lack of trusting relationships and having to hide their feelings. (Zhao, Li, Kalijee, Zhang, Fang , Zhao , Lin, and Stanton, 2009:772-774). These factors might result in orphaned learners' confidence being compromised. All the above negative feelings have serious negative implications on education. The researcher's teaching experience has noted that differences between pupils in their self-confidence and perseverance and in their attitudes to the importance of school attainment are evident from the early years of schooling. Learners who experience the negative circumstances described are likely to lose focus and concentration in class during lesson delivery. For instance, instead of concentrating on the task at head, learners might be day -dreaming or might be absent minded. These difficult challenges might have negative educational implications on the children's academic progression.

## 2.3 The Manifestation of Behaviour Problems Associated With Orphaned Children in Child Headed Households

Irrespective of what causes orphanhood in children in South Africa, the crisis seems to be creating bad experiences for orphaned children, severely threatening their education, behaviour and other developmental needs and creating problems for the communities which have lost a large percentage of their adults (United Nations Educational Scientific Children Organisation (UNESCO), 2004:33). Schenk (2008:3) concurs when he states that orphanhood, particularly in child-headed households has introduced an unprecedented challenge to these families and communities throughout South Africa, threatening the survival and development of children who have been orphaned. Basing the argument on empirical evidence on educational matters, Beegle, De Weerdt and Dercon (2006:45) purport that orphanhood is expected to influence schooling outcomes, although there are multiple potential channels through which this effect may work. For example, academic, social behavioural, emotional and morally.

The experience of major life events has been related to a range of emotional and behavioural problems in children, including delinquency, aggression and distress symptoms such as depression and anxiety (Gorman – Smith and Tolan 1998:103). Similarly, Rutter (1989) cited by the two authors above (pg 103) purports that studies have consistently found that exposure to one stressor is not sufficient to lead to maladjustment, rather a combination of stressors relates to the development of serious emotional or behavioural problems. For orphans in child headed households, the loss of a parent(s) is simply one type of stressor for a group already experiencing multiple adversities, such as family poverty and inadequate housing (Gorman-Smith and Tolan, 1998:104). Because of these negative experiences, orphaned children might exhibit emotionally related behavioural problems not acceptable by the general members of the community or public.

Tadesse (2003:61) argues along similar lines and purports that, due to the deaths of their parents, orphans displayed behaviours like, being hot tempered and crying,

showing anger, and embarrassment, yearning, dreaming of the deceased parent, especially the younger children, expecting the dead parents to come back again, loss of appetite, disturbed sleep, forgetfulness, fear that the surviving parent will die soon. Thus Chaplin and Cole (2005:80) concluded that multiple factors influence a child's emotional expressivity, including, innate differences such as temperament and experiential factors, such as socialization. Olley (2008:70-75) also indicates that background existing literatures in the West and Sub Saharan Africa have suggested that children orphaned by AIDS are vulnerable to health and behaviour problems. For example, Olley highlights that AIDS orphans more frequently exhibit behaviour problems such as frequent fighting, restlessness, disobedience, were not much liked by other children, worried about many things, often appear unhappy, unable to settle down to tasks, often told lies and were more likely to bully other children.

Most educators witness some of these tendencies from both parented and non-parented learners. In his article published in the *Sunday Times* newspaper of 20 October 2013 page 10, Govender published an article that highlights how teachers are being abused by pupils on social networking sites as well as in the classes they teach. One teacher in the article remarked,"the disruption of my class, verbal abuse, emotional abuse, and disregard for my authority is getting the better of me. I cannot handle it anymore''. The above statement demonstrates that violent pupils from both parented and non parented homes who are currently enrolled in our schools are exhibiting a variety of disciplinary problems.

Barbarin (1993:381) argues that epidemiological and developmental research provides a disturbing portrait of the academic, behavioural, social and emotional functioning of being orphaned and at the same time living in poverty. Barbarin (1993) quotes Slaughter (1988) who listed the following problems: internalizing and externalizing disorders, aggression, impulsivity, attention deficits, hyperactivity, substance abuse, teenage pregnancy, or premature sexuality and child bearing, delinquency, instability of family life, low self-esteem, and low academic achievement. Learners might exhibit these behavioural problems in varied forms. For instance, by getting out of their seats, yelling out, running around the classroom, disturbing other peers, not completing assignments, or arguing with the teacher.

According to Cluver and Operario (2008:1-13), internalizing problems often called "emotional problems" indicate internal manifestation of psychological distress (e.g. depression and anxiety) rather than acting them out in the environment (e.g. behavioural problems, conduct problems). The researcher has witnessed some of these stated conduct behaviours. .When in class these learners might experience mood swings, ''quarrel'' with classmates, disrupt the smooth flow of the lesson, inconsistently attend lessons by selecting subjects to attend and those not to attend, and experience various forms of school phobias, such as fear of failing and fear of being laughed at if they underperform.

Many schools of thought such as loss of biological parents, grieving, physical developmental stages to mention but a few, are brought to the fore to explain the possible causes of these behavioural and emotional problems. One such explanation is the lack of care, supervision and support due to the loss of biological parents. Loss of parents triggers avenues for various vulnerabilities for these orphaned children (Musisi, et al, 2007:205). One such avenue is the fact that these orphaned children are grieving. Grieving is a process and some children never stop grieving if they are not helped to recover from this grief. The loss of parents may also lead to recurrent and fluctuating experiences of grief and mourning which in its own right is an emotional element. This can become psychologically disabling and the affected children are unlikely to become fully functional members of the schooling society (Wood 2008:119). The reason is that the death of parents as first caretakers might compromise children's rights to opportunities that are critical to improve their life chances. For example, they might be discriminated against, might experience inadequate guardian support and poor medical care. They might also drop out of school.

Another factor that might influence the emotional and behavioural developmental changes in children is the stages of physical development these children go through (i.e. from infancy, childhood, adolescence, young adulthood, to adulthood). There are many problems associated with the developmental phase of adolescence. During the ages 10 to 14 years, adolescents experience biological, cognitive, and social-emotional changes amid maturing relationships with parents, deepening peer relationships and the transition to a new school (from primary to secondary) (Roeser, Eccles and Sameroff, 2000:443). According to Roeser et al (2000:471), for many, the

early adolescent years are a time of exciting explorations in identity and the process of becoming comfortable with a maturing physical body, of continued closeness with a nurturing family, deepening mutuality with close friends and opposite-sex peers and of continued engagement with school. The researcher thinks that the loss of parents may affect negatively all these excitements associated with growing up.

This is likely to result in adolescents experiencing an assortment of behavioural problems. Roeser et al (2000:444) observed that adolescent problems are rooted in debilitating social conditions that include, poverty, lack of health care, the disappearance or uncertainty of work for family wage earners, family and community violence, discrimination and overwhelmed schools, fragmented nuclear and extended families and the absence of wholesome after-school and community programmes for youth. The researcher concurs and firmly agrees that these unfavourable social conditions might affect orphaned children in CHHs considering the circumstances of losing parents. The 10 to 16 year old orphans living alone without any supervision of adults 24/7 – in these circumstances, may exhibit unacceptable behaviour from those expected by societal norms and values.

Such conditions (highlighted by Roeser, et al, 2004:444 above) might undermine the adolescents' fulfilment of basic physiological needs (e.g. safety) and their basic psychological relationships with adults and peers for self-expression and exploration. All the cited ingredients are a common feature in some CHHs and are likely to trigger the manifestation of behaviour problems associated with orphaned children, in general and CHHs, in particular. Hook et al (2002:214) concurs and states that problems occur when worrying blocks the ability to think efficiently. Given that orphaned children might worry a lot about the loss of their parents, they are likely to exhibit emotional and behaviour problems. In support of this view, Kalisa (2006:1-5) who carried out a study with orphaned children in Rwanda, concluded that lack of parental care and guidance caused multiple emotional problems in the lives of orphans. After the loss of the parents, the influence of changes in caregivers might have an effect on the orphaned children's emotional wellbeing.

A particularly interesting view of the need to meet basic needs is the work of Maslow (1987) cited in Kyriacou, 2003:27) who has argued that an individual's basic needs can be arranged in a hierarchy, with those lower in the hierarchy being 'pre-potent

'(that is, needing to be satisfied as a matter of greater priority) in relation to the needs higher in the hierarchy. The framework in particular draws attention to the importance of making sure that those needs lower in the hierarchy ( particularly needs for comfort ,safety, security and acceptance) are being met when educational experiences which draw upon the higher needs of esteem and self actualisation are set up. The researcher's intention in this study is to ensure that orphaned learners who head households experience success in their learning against all odds.

Emotional development and the social world of child headed household paints an interesting picture. The living arrangement itself may affect the children's behavioural needs. In most cases, the orphans grief and depression after the loss of parents, remains hidden and unrecognised (Evans and Miguel 2007). To make matters worse, these orphaned children do not receive death education, (i.e. information about what death is its causes, the coping skills, grieving process, rituals, and ceremonies. It helps people deal with life after the passing of a loved one. Bereavement counselling, grief therapy or emotional rehabilitation sessions when their parents die (Chigumbu 2000, cited in Chitiyo et al, 2010:59). Later on, after the death of the parents emotional and behavioural disorders may start exhibiting in orphaned children. These might impact negatively on learning especially if learners fail to emotionally adjust after the death of parents. This is premised on the fact that children go through the same stages of bereavement as adults do. For example, they experience feelings of shock, denial, yearning/searching for the deceased person, sadness, anger, anxiety, guilt, bargaining and in the end, acceptance (Dyk Alta Van, 2008:312).

Given the scenario of the grieving process children go through, there are many possible causes of emotional problems in children. Adejuwon and Oki (2011:1-18) state that anecdotal evidence from research has found strong links between the emotional wellbeing of children and young people to their personal, social development and academic performance. On the same note, according to Jack (2011:6), emotional problems usually begin in childhood, and they primarily begin with unresolved pain (i.e., not accepting the shocking news of losing parents and being in denial). Painful things or experiences, such as events, situations, circumstances, words etc. can be disruptive to our lives and if the pain is unresolved, it is even more disruptive. Jack (2011:6) goes on to state that when we deal with

painful things in appropriate ways, it eventually brings positive results such as being accommodative, accepting and having high self esteem to our lives even though it may take time. For example, if a teenager experiences serious emotional trauma. Trauma may result in impaired physical, cognitive, emotional and behavioural challenges that can get in the way of work and daily activities (Chitiyo et al, 2010:59). It will take a long time for him to heal from the damage. But with proper help, he can heal and grow from it. However, if he does not deal with it, (by denying the pain, minimizing it, etc.) the trauma will probably generate serious problems that will affect him for the rest of his life. As for orphaned children, they might experience pain from the loss of their parents. Losing someone close to your heart is a painful experience, which might result in severe emotional problems. In addition, the pain may result from experiencing the illness and subsequent loss of their parents and a subsequent unavailability of parental guidance and affection (Richter, 2003:33).

Second, orphaned children leading and living in child headed households may be compelled to carry out responsibilities/roles that are usually carried out by adults. This responsibility may result in emotional incest (that is anything done by an adult that places a child in an adult role (Jack, 2011:8). Jack states that emotional incest may involve role reversals where we give a child adult responsibilities such as raising other children, or having the entire responsibility to clean the house, do the laundry, or cook the meals.  When these things happen, part of a child's childhood is stolen from him and this might result in emotional problems such as anger, sadness, depression etc. Sloth–Nielsen (2005:77-78) concurs and points out that a "premature award of adult status and responsibility to children and adolescents" would inevitably deprive heads of households of their own childhoods. It has even been argued that CHHs are "a disaster" and that taking up parental responsibilities undermines children's right to parental or family care (see Mkhize 2006, chapter 7).

Linked to emotional incest discussed above, is neglect.  Parents are the most significant agents in meeting needs, and when parents neglect to meet their child's needs, the result is pain (Jack 2011:8). For example, the child who is neglected does not receive what he needs to live a healthy life.  For example, if a child does not get enough positive attention, he/she may develop poor self-esteem, or act out in negative ways to get attention. Lack of parental care (neglect) and guidance might therefore cause multiple emotional problems in the lives of orphaned children. This is

based on the premise that parents act as role models that influence their children's emotional development as already mentioned in the preceding sections of this chapter. For example, as parents deal with their own emotional issues, they can lead the way for their children to deal with their issues as they see parents change and become more whole and healthy (Jack, 2011:8).

Third, uncertainty about the future might also trigger emotional problems. Kaliso (2006:3) argues that the biggest factor leading to the continuation and deepening of emotional problems is the child's perception that there is no way to deal with his pain. For example, when a child is unable to resolve the painful things that happen in his life, and the pain begins to build up, it sets off a chain reaction. To deal with the pain the child may turn to such as taking drug, to medicate his pain, or to unhealthy survival mechanisms such as prostitution, doing ,menial jobs, petty theft, teenage pregnancy to keep them from getting hurt again (Kaliso 2006:3). The researcher concurs given that many people in our communities as well as orphaned learners in our schools who resort to drugs when they experience problems. The affected children's assumption is that the problem will "temporarily" go away giving them false hope, and later on some space to recover. However, the reality of the situation is that if the issues they are experiencing continue to go unaddressed in a professional or systematic way (e.g. counselling), the problem will only get worse. However, in some instances, children may not communicate their concerns to the general public directly, but they can display behaviour patterns such as being rebellious, aggressive, hyperactive, yelling out , etc that reflect underlying angst (Wood and Goba, 2011:275-290). Thus, most findings link emotional problems to an absence of resources and suitable adult care and guidance.

In addition, uncertainty can also result from orphaned children being HIV positive, or them experiencing chronic illness. There are many penalties associated with being HIV positive(Bainett and Whiteside 2002:34). One such penalty is stigma that might result in social exclusion and marginalisation of those affected children. This might result in a negative learning environment creating barriers to participation. Thus, Couzens and Zaal (2009:3) state, "stigma, low social status of CHH members frequently impels meaningful participation with the local community - this alone creates behavioural problems since these learners might see themselves as social outcasts, who do not have a brighter future". They might experience lack of psycho-

social support having nowhere to turn for emotional and social support resulting in a general sense of helplessness.

2.4 The Influence of Children's Emotions on Their Behavioural and Other Developmental Needs.

Studies show that our emotional system is a complex widely distributed, and error prone system that defines our basic personality early in life and is quite resistant to change (Sylwester 1994:60). Sylwester further says that our emotions allow us to bypass conscious deliberation of an issue, and thus to respond quickly to that issue based on almost innate general categorisation of incoming information .Such explanation is based on the fact that our emotional system is located principally in our brain, endocrine and immune system (which now are viewed as an integrated biochemical system) but it affects all other organs such as heart, lungs and skin (Sylwester, 1994:64). Thus, our emotions act as glue that integrates our body and brain – implying that emotional development is fundamentally important in the child's total development and learning. This aspect builds social relationships and helps the individual child to establish a sense of self-identity, which is crucial for learning given that the process includes the child's ability to express and respond to different emotions. Body, Barnett, Bodrova, Leong and Gomby (2005:2) state that social and emotional development involves the acquisition of a set of skills, key among them are the ability to:

- Identify and understand one's own feelings
- Accurately read and comprehend emotional states in others
- Manage strong emotions and their expression in a constructive manner
- Regulate one's own behaviour
- Develop empathy for others
- Establish and sustain relationships.

The researcher is indebted to National Scientific Council on the Developing Child (2005) cited by Body et al (2005:2) which asserts the core features of emotional development listed above. These emotional skills develop on their own timetable and

as children grow older, they learn to manage their own emotions – to shake off feelings of anxiety, sadness and frustration (Body, et al, 2005:2). Significant others play a crucial role in the development of stable emotions.

Bowlby (1980:23) postulated that central to human motivation is an inborn universal human need to form a primary attachment, which he described as "a special type of social relationship involving an affective bound between infant and caregivers." The attachment figure is seen as providing a "secure base allowing the infant to express an innate instinct to explore in order to grow progressively independent of the attachment figure''. (Hook, et al, 2002:250)  Thus, Bowlby emphasised the importance of the infant's belief that the attachment figure would not only be physically present, but be emotionally accessible and responsive if needed (Hook, et al, 2002:260). Bowlby believes that in attachment theory, the quality of care and sensitivity of the caregiver to the infant's signals becomes the central issue of infancy, because emotional bonds will be made in the process.

 Newman (2000:350-404) concurs and states that in a securely attached relationship with the primary caregiver, the child is likely to develop self-confidence that will be useful when he or she later confronts challenges and difficulty at schools. As a result, Newman believes that parents' affective involvement, support of the child's exploration, and responsiveness to the child's needs arguably lay the ground work for the child's self-belief and his or her early understanding that problem solving can be a shared experience and that others can help when problems cannot be resolved independently. In a child headed household, a minor child with little or no experience to run the household will be overwhelmed with responsibilities coupled with challenges if the community is not supportive. Most Africans believe the saying that "it takes a whole village to raise a child" implying that it is a collective responsibility of every adult to ensure that children are well looked after when parents are absent.

Additionally, Hook et al (2002:260) states that research has found that siblings with secure attachments have less antagonistic relationships than siblings with insecure attachments. For example, West et al 1986 cited by Hook et al (2002:258) argue that attachment patterns may influence an individual's ability to establish and utilise social networks, thereby affecting the availability of support at times of stress. On the other hand, insecure attachment has been linked to the development of

psychopathology in adulthood. For example, early experiences of major separation, loss of a parent, or disruption of the parent-child relationship have consistently been linked to greater risk for depression and anxiety in adolescents and adults and there is a growing body of empirical research relating personality disorders to attachment problems (West 1986 cited by Hook, et al, 2002:258). The possible causes of these personality disorders could be lack of care and support from those who are supposed to give it in the first place.

Other negative effects of insecure attachments have been noted. For example, Hook et al (2002:264) highlight that insecure attachment has been found to be associated with criminality and violent behaviour, including coercive sexual behaviour. Furthermore, insecure attachment is also believed to result in deficits in empathy. More revelation of the negative effect of insecure attachment was noted in Skinner and Swartz's research (1989) cited by Hook et al (2002:264). They conducted a research in the Western Cape examining the psychological sequel for the pre-school child of a parent's detention as a political prisoner. These authors found that children, whose parents had been detained in the 1985 to 1986 State of Emergency in South Africa, suffered a range of developmental and emotional difficulties, including separation anxiety. If such separation anxiety happens to children whose parents are alive though physically absent, children of deceased parents might be in a worse off situation.

The attachment theory propounded by Bowlby (1980) has several implications for the present research study. Given the theoretical background cited, the researcher wonders how the emotional development and the social world of CHHs will be reconciled to enable the affected children to cope with the new adversities created. The loss of parents due to AIDS and other factors is likely to disrupt attachment for the orphaned children. This is based on the notion that Hook et al (2002:250) purport that parents are important for their children's emotional development, not only because they are attachment figures but also because of their cognitive and emotional expertise to instruct their offspring on the use of emotion, labels, appraisals, expressions, and regulation strategies. In addition, parents introduce their children to cultural and sub cultural rules on emotions (Von 2001:310:319). Their absence therefore spells disaster for their children due to lack of emotional support. From an attachment theory perspective, the long-term development impact

of the early upsets and losses is potentially dire, and these orphaned children may be vulnerable to a range of behavioural, emotional and mental health problems (Hook, et al, 2002:261). Von (2001:310-319) concurs by highlighting that early loss of a significant caregiver may render them (children) more susceptible to the effects of stress and influence the way they interpret future relationships and experiences.

Donald and Clacherty (2005:18) indicate that in general, several clear emotional vulnerabilities emerged among children from CHH. For example, extremely disrupted and distressing lives with a high degree of hurtful and unresolved emotions. It appears that much of that emotion is pent up and unexpressed. Second, they also argue that these children lack realistic long-term goals due to the children's precarious circumstances. Third, they have a poor sense of self-worth or belief in themselves, and a poor sense of an internal locus of control.

These are all strong indicators of developmental risks that might affect positive emotional development in children. Thus, Karser, Rasmisky and Education (2003:4) state, "… poverty, exposure to violence, turbulent times, violent media and child care practices are some examples described as environmental risk factors". However, it must be noted that in some cases, children in CHH appear to have developed an emotional maturity and strength around meeting emotional needs and dealing with interpersonal conflict in their families (Donald and Clacherty, 2005:18). In support of Donald and Clacherty (2005), Duncan and Arnston (2004) cited by Ward and Eyber (2009:17) indicate that the presence of one or more protective factors, and promotion of children's own capacities, should enhance their resiliency and their ability to employ positive coping mechanisms in the future. Thus, the different designed intervention programmes to address the needs of orphaned children will go a long way to enhance their resiliency.

Apart from that, Abebe and Skovdal, (2009:573) state that for many children, orphan hood due to HIV/AIDS is experienced more as a gradual process than a single event. The authors further stated that children become orphans and disadvantaged long before their parents die because of the "time lag" between infection and death, which reduces adult's capacity to be productive and provide resources for the wellbeing of children in their care. This creates an emotional stress of coping with the

loss of their parents. The death of parents will thus have challenging socio emotional needs, which might threaten these children's livelihood and future (Richter, 2004:99).

Also linked to grieving and mourning is trauma. Certainly, death of a parent is a traumatic experience for any child (Daniel, 2003:33). As such, any learner who loses a parent or both parents is bound to be traumatised. Fear, a profound sense of insecurity and hopelessness may additionally complicate the grieving process for children (Snider and Dawes, 2006:14). All these kinds of experiences might result in learners experiencing emotional developmental imbalances, which might affect the schooling behaviours of these children. For example, because of their new orphan hood status (parentless child), these children might experience shame, suffer in silence, and have reduced self-esteem, become withdrawn (Wood, 2008:187). Owing to fear of being stigmatised, learners might not open up resulting in the children failing to get emotional support. Keeping a problem to oneself might result in that problem affecting the child inside out, a result that might end up being stressful.

2.5 Parents' Role in Children's Behaviour Development

As discussed in the last section, parents and families play an enormous role in shaping a child's social interaction patterns and behavioural patterns. Body, Barnett, Bodrova, Leong and Gomby (2005:3) state that early relationships with parents lay the foundation on which social competency and peer relationships are built. These five authors further highlight that parents who support positive emotional development, interact with their children affectionately, show consideration for their feelings, desires and needs, express interest in their daily activities, respect their viewpoints, express pride in their accomplishments, and provide encouragements and support during times of stress. This support greatly increases the likelihood that children will develop early emotional competence, will be better prepared to enter school, and less likely to display behaviour problems at home and at school. (Body, et al, 2005:4).

The above argument shows that over many years, mothers and fathers are primary figures for support in times of pain, anxiety or distress, that is, they help their children

in their emotion regulation when their own resources are taxed or overwhelmed (Von, 2001:311). Up to adolescence (and sometimes beyond), parents play a major role in their offspring's' psychological functioning in times of need. Given that they are primary attachment figures, they (parents) teach their young children basic lessons about whether their distress-related emotions are generally worth the attention of the parents (Von, 2001:311). Cassidy 1994 cited in Von (2011:311) draws conclusions along similar lines, by stating that mothers and fathers who are generally responsive to their children's distress or frustration tend to ameliorate their current distress and help them in the end to tolerate negative affects temporarily in order to achieve mastery over the threatening or frustrating situation. All the above notions point to the fact that the close complementary and at the same time involuntary nature of the parent-child relationship has important implications, in terms of the challenges and the limitations it provides for children's emotional development. (Von 2001:311), which in turn influences how children behave and interact with others in the social environment in which they find themselves.

Parents also play a role in the development of their children's moral upbringing when they act as emotional coaches and teachers. Von (2001:312) argues that because parents have more sophisticated knowledge than children they inform their children about their appraisal for emotional-laden events (such as in social referencing which takes place well into adulthood). Through this given information, children will also conform accordingly as to the expectation of their parents. Added on to that, parents talk to their children about verbal labels for their inner experiences, about antecedents of other people's emotional expressions, and about the consequences of their own expressive displays (Von, 2001:312). It can be inferred that talking about family members' emotions seem to be helpful for children's emotional development. The reason being that children will be able to understand the type of emotions they are expected to display in various/different situations. By so doing, they will become morally sensitive.

Thus, in talking about feelings, mothers and fathers provide their children with access to modes of thinking which prevail in their own culture and sub cultures. Hochschild (1983) cited by Von 2001:312) supports the above view by stating that in doing so (talking to children) parents transmit culturally prescribed or valued rules about the experience and the display of emotions, such as rules of politeness and

respect towards elderly family members. The researcher sometimes asks himself whether the crop of learners we currently find in the education system who sometimes are rude, swear at us and defy authority are a result of absence of parents to transmit culturally prescribed values to them .At one point in 2009, the researcher asked a Grade 9 learner to submit a research project which was due for marking and was told to mind his own business. Several teachers at that particular school that year were often being humiliated in front of other learners and on closer analysis of their profiles most of these learners were orphaned learners.

Additionally parents also advise their children on culture-specific rules for coping with negative emotions (Saarni and Weber, (1999) cited in Von 2001:313). Because the parent-child relationship is asymmetrical, children are expected or requested by their parents to conform to culturally prescribed rules and conventions about the experiences and the display of emotions. On the other hand, because parents are expected to transmit and to enforce these rules, they (parents) may not appreciate the children's expression of emotions that deviate from these norms (Gottman et al, (1997) cited in Von, 2001:313). Deviant behaviour will be punished according to societal expectations.

Positive role models are instrumental in helping children develop strong moral values and principles to guide them through life and provide structures and form to their dreams and aspirations (Killian, 2004:33). The researcher concurs and maintains that the presence of parents who offer consistent care and secure attachments augurs well for children's emotional development. In addition, the availability of adequate and competent adults who serve as consistent role models is also important in moulding positive attitudes and coping mechanisms, more especially in school-related matters. In child headed households, the disadvantage may be that children may lack consistency in care, which may contribute to lack of security in interpersonal relationships, since minor children are guiding other minors without any adequate training on parenting skills.

It can be noted from the above discussion that child rearing practices or values include ways of appraising emotional events as well as ways of feeling and displaying emotion in certain situations. All these are made possible by the support of parents. Research has noted (Benell 2005, Case, Paxson and Abeldinger,

2004:35) that parents who are chronically depressed or stressed are obviously handicapped in their expressiveness of positive emotions. On the other hand, studies also indicate that depressed parents tend to instil higher levels of unjustified guilt in their children (Krupnick and McKnew , 2013). This highlights the important role played by secure attachments discussed in the previous section 2.3. Von (2001:313) further consolidates the important role played by parents in the development of their children's emotions by stating that, even in the first school years at primary and high school, parents continue to be important persons for their children's emotional development.

Also linked to the above, is the fact that as parents and children talk about their feelings, they will be using language, which is a social act. The more that caregivers talk with their children, the sooner children can pick up the rules of speech (Hook et al 2002:221). According to Hoff-Ginsberg and Shatz 1982 cited in Hook et al (2002:221), research confirms that the responsiveness of the environment is crucial for both intellectual and language development. For example, Lev Vygotsky (1896-1934) and Jerome Bruner, both social interaction theorists, stress the importance of the interpersonal context in which language appears (Hook et al, 2002:229). Seemingly, according to this approach the baby learns about language through her or his exchanges with the mother or caregiver in a highly familiar context, which provides an opportunity for the child to learn about concepts that she or he will later be able to express in language (Hoff-Ginsberg and Shatz ,1982). These authors further highlight that through verbal comments made by the caregiver, the child learns a verbal way of expressing himself/herself according to the norms and values of societal expectations.

The absence of parents in orphaned children's lives creates gaps in the process of language development resulting in some incidents where in children acquire unacceptable language full of swearing, abusive elements and sometimes very insulting (street language). Foul language of any nature hurts its intended recipients resulting in emotional outbursts. Such practices are a common feature amongst our teenagers, some of whom might have lost parents. With regard to the education of children, the researcher clearly thinks that parental involvement benefits students in many ways. One way is that parents will be able to provide knowledge to the

educators about the student that should influence what and how he or she is taught. This comes in the form of providing the learner's profile in terms of personal details, disability status, or any other necessary information, which might be of help to the relevant subject teachers. Second, parent knowledge of the student's educational programme will ensure school to home continuity so that many skills can be reinforced in both settings. For example, assisting the learner with homework, portfolio tasks and extra coaching on concepts done at school. Third, parent knowledge and involvement will increase expectations for the student and result in academic and social gains. Children are likely to have a positive attitude towards their schoolwork if parents show interest in their work.

Interest can be can be shown by the parents' attendance of parents' meeting at school to discuss educational matters, attending school consultation days, to discuss the progress of their child, payment of school fees, buying stationery and other needed educational requirements, as well as attending honours/awards days when their child is being honoured for excelling at school or any educational forum, or sports days when their child is participating in sports events. For orphaned children this becomes problematic given that the parents are nonexistent and in the process, the learners might feel isolated.

Parents as role models can also extrinsically motivate their children to excel in their academic work more especially if they themselves (parents) are a "successful academic story". Motivation towards learning is undoubtedly one of the key aspects of pupil learning, and it is also a source of important difference between pupils (Leo and Galloway 2006:101). Some studies indicate a reluctance and lack of support towards a child's education by parents. This lack of interest in the child's schooling is cited as an important factor in dropping out or in-frequent attendance (Hunt, 2008:65). Last, parent involvement ensures a safeguard so that the needs of students are discussed and met by the school system. Parents as part of the educational stakeholders of the school can ensure that their children are receiving quality education, contrary to which they can challenge the authorities on this matter and ask for redress on the matter.

## 2.6 Role of the Community in Emotional Behavioural Developmental Needs of Children

Barbarin (1993:382) states that although socio emotional development is viewed as fundamentally interactional and reciprocal most analyses of social development emphasize the influences of family and community socialisation through which children internalize and adopt "the habits, values, goals and knowledge needed to function effectively." This shows that the community also plays an important role in the socio emotional development of children as expressed by Barbarin (1993:381-390) who says, "the familial, social and community contexts are widely believed to play a critical role in the nature of the socio emotional competencies developed and the timing of their emergence". Community refers to a group of people who live together in the same place or area.

The above assertion shows that there is now a body of evidence to support the ancient African proverb "it takes a village to raise a child" (Hart, Brinkman, Blackmore (2003:11). How well a "village" or environment functions has significant influence on the outcomes for children. According to Hart et al (2003:11), an aggregate measure of children's development would reflect the social context in which families operate. That is the nurturing ability of the environment. Disregarding the social context (that is the community environment) is therefore particularly limiting for the study of emotional development, because emotions are frequently generated in the context of social relationships and are often managed with the help of other people (Von, 2001:310).

In addition to that (Hart et al, 2003:12) argues that basic parameters such as the frequency, duration and intensity of emotional expressions are shaped in the face-to-face interactions between children and their significant others. Pitman, Irby, Tolman, Yohalem, and Ferber (2003:21) concur and state that emotional development can have an enormous impact on the lives of youths, but this impact is either amplified or dampened by the quality and congruence of what else is going on in young people's

families, peer groups and neighbourhood. From these practices, children learn to negotiate conflicting emotions in a variety of social relationships. As people intermingle with one another as friends, peers, neighbours, relatives, fellow worshippers, age mates and school mates, social and emotional bonds are bound to be developed thereby shaping their behaviour and interaction patterns. Thus, the community's role is to provide support that strengthens the capacity of families to care for orphans, secondly to raise and promote awareness on issues or matters that affect the members of society through the various institutions and other stakeholders found in the community.

Bronfenbrenner's (1979:45) ecological theory of development highlights the importance of interconnectedness of various agencies of socialisation processes found in the community that influence children's behavioural, social and emotional developmental needs As already mentioned by Woolfork (2010:83), in chapter one, paragraph 1.4, page 12, the behavioural needs of young children can be understood in relation to the society in which they grow up, learn and later on make their contribution as they search for their identity. Linking this to the family systems theory propounded by Dr Murray Bowen (1978) (discussed in chapter one paragraph 1.5 page 14), any disturbance in one system may be extremely stressful resulting in altering family structure and the identity of the children affected.

The researcher thinks that Bronfenbrenner (1979) describes the plight of what might happen in CHH where parents are permanently absent. Hook et al (2002:312) postulates that Bronfenbrenner warns that the presence and participation of third parties such as relatives, friends, neighbours, or work colleagues, can influence the child's immediate setting. Bronfenbrenner (1979:5) in Hook (2002:312), thus states, "if such third parties...play a disruptive rather than a supportive role, the developmental process, considered as a system, breaks down, like a three-legged stool, it is more easily upset if one leg is broken or shorter than the others." The reverse of this statement is also true, implying that if third parties play positive supportive roles in the socio-emotional development of children, positive results of emotionally balanced children will emerge. Bronfenbrenner (1979:7) consolidates this argument by further stating that "the social influence and presence of others is also paramount in tracing an individual's developmental progress" For example, Bronfenbrenner asserts that exposure to and an active engagement with important

and influential individuals can lead to the adoption of certain behaviours and habits on the part of the individual.

Bronfenbrenner's (1979:44) system of (ecology) of human development can be illustrated diagrammatically showing the interrelatedness of the five systems, namely micro system, meso system, eco system, macro system and chromo system.

**Figure 1: Bronfenbrenner's Ecological System of Human Development.**

Chrono system

Macro System

Exo system

Meso system

Micro
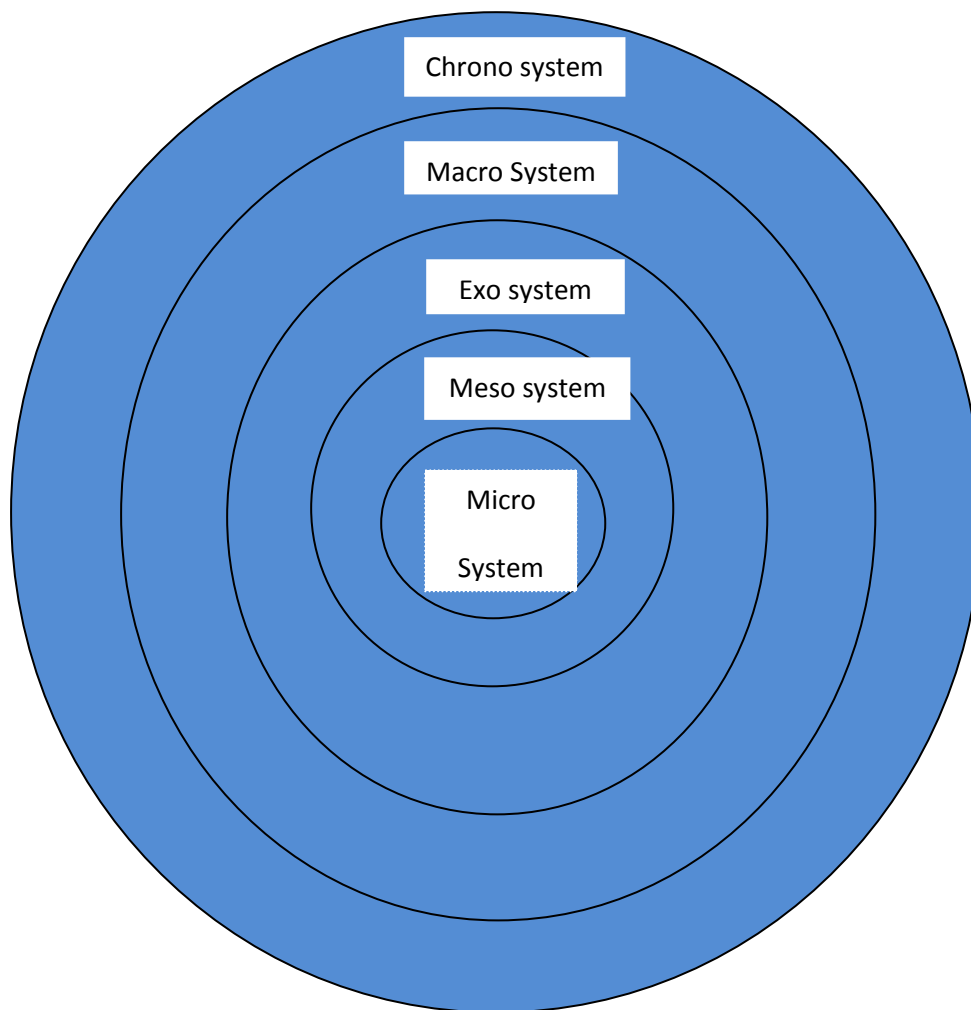
System

*Source: Hook D. Watts J, and Crockcroft 2002:312. Bronfenbrenner's ecology theory of Development in Developmental Psychology .UCT Press, Lansdowne.*

The above figure shows that our communities are made up of five major structures (called systems) which influence the way we live. These structures are micro, meso, exo, macro and chronosystems. These five structures are interrelated. According to

Bronfenbrenner (1979) cited in Hook et al (2002:312), the micro system is the immediate situation that directly affects the developing person.  It includes the connections across various people within the immediate setting. For example, patterns of activities, roles and interpersonal relations experienced by the developing person. This relates to the home in which people find themselves. For orphans, their household is being headed by a minor who has to take responsibilities (as explained in chapter 1 paragraph 1.4).and who might experience a multitude of challenges leading to severe trauma and anxiety levels, especially if they experience poverty. The child heading the household is recognised as being independent, responsible for providing leadership and making major decisions in running the household. He or she is responsible for feeding and maintaining the household along with other children and caring for young siblings, thus adopting the parent role at the same time as being a full-time learner.

Bronfenbrenner's Meso system, according to Hook (2002:312) now includes settings or places where people readily engage in face-to-face interaction. These include higher order environments such as the school as a whole, the home taken to the level of neighbourhood, the extended family and social relationships on the level of peer groups (Hook 2002:312). Influences across home, school, peers and family groups, work and recreational settings are also considered to have an effect on people's socio-emotional development. The loss of parents in our communities is affecting how community members relate. There are no longer adults to guide children on how to behave. This leads to some orphaned children being raised without moral values.

The third ecological environment, according to Bronfenbrenner (1997:515) is the ecosystem. He defines it as " an ... extension of the meso system embracing the other specific social structures, both formal and informal, that ... impinge upon or encompass the immediate settings in which that person is found, and thereby influence, delimit or even determine what goes on there" (Bronfenbrenner 1977:515). Such structures encompass the world of work, the neighbourhood, the mass media, agencies of government, etc. The happenings in the ecological environment influence how children's emotional development takes shape. It is not surprising

therefore, that Bronfenbrenner (1979) attaches values to ecological transitions which occur whenever a person's position in the ecological environment is altered as a result of a change in either role or setting, or in both concurrently. For orphaned children, the loss of parents changes the living arrangements in terms of emotional and material support. Such patterns can also influence how the orphaned children's new status can be viewed by the community. Stigmatisation might come into play, and so negative perceptions about these orphaned children.

The Macro system refers to the overarching institutional patterns of the culture or the sub culture (such as the economic, social, educational, legal and political systems) of which the macro, meso and eco systems are the concrete manifestations (Bronfenbrenner 1979:515). The laws, values, traditions and customs of a particular society are to be found at this level (Hook 2002:313). For orphaned learners the economic position they find themselves in after losing their parents might influence the development of their socio-emotional aspects. Even the coping mechanisms they experience both at home, school and community at large might have a negative or positive influence on their emotional instability.

Bronfenbrenner's ecology of human development system, interpreted and illustrated by Pittman (2005), shows the relatedness of community environments as follows:

**Figure 2: Pittman 2005's Illustration of how the Community Environment is Related**
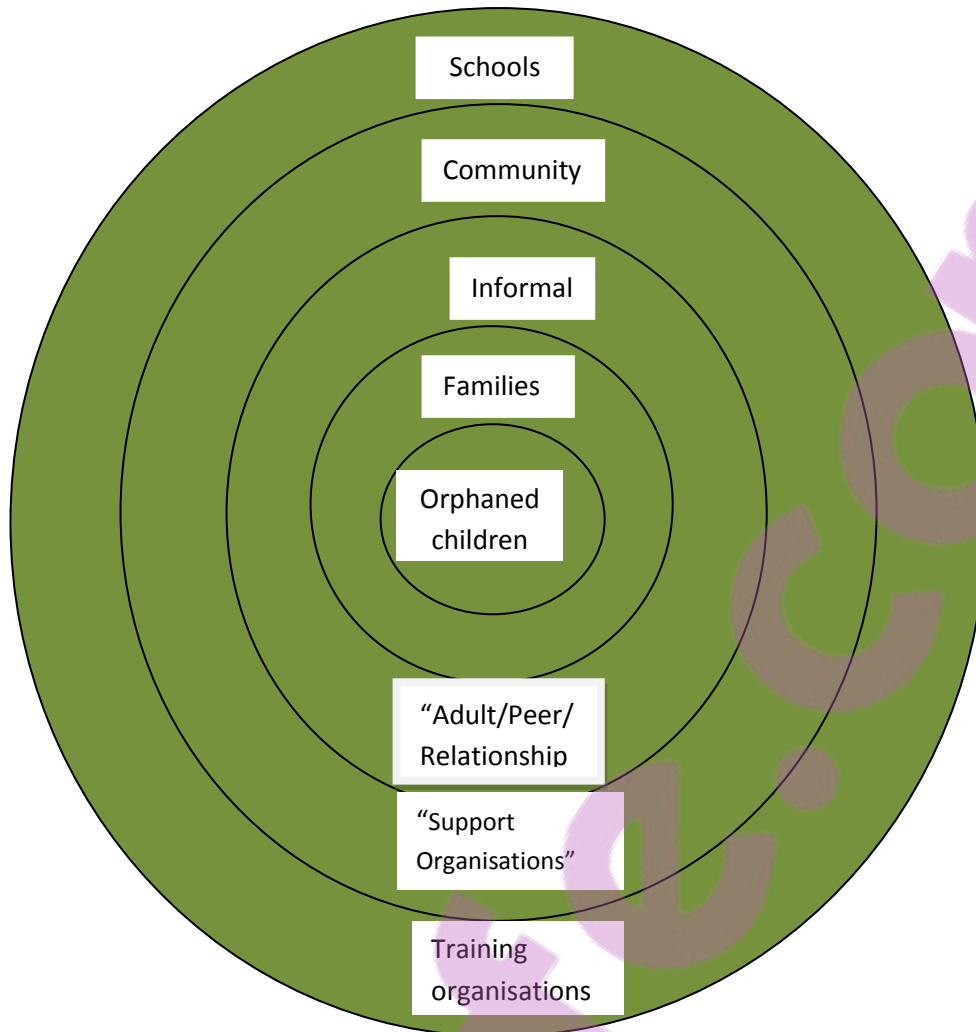
*Source: Pittman, X.D. Lrby, M. Tolman, P. Yohalem, N. Ferber, T (2003) Preventing Problems, Promoting Development, Encouraging, Engagement, Competing Priorities or Inseparable Goals. Impact Strategies, Inc Washington DC.*

As illustrated by Bronfenbrenner's (1979) ecological theory communities are complex with many aspects. Young people grow up in a set of nested contexts. For example, the physical aspects of the community that include housing, parks, playgrounds all provide the natural environments for the resident people. The places of worship (churches, mosques) are also examples of spiritual or religious environments that cater for the faith or moral aspects of the people. The schools, colleges, libraries, museums, media, all provide education or information to members of the community. Clinics and hospitals and, in some instances, traditional healers cater for the health needs of community members.

Any breakdown in any of these community-nested contexts might result in emotional problems for those growing up in these environments. For example, recreational places are facilitators of stress removal enabling the brain to work without any blockages. Dryden and De Vos (2005:383) concur and state that since the brain operates more effectively when both left and right sides/hemispheres are working in harmony, many of the kinesiology exercises (body exercises) can help one become more centred and more co-ordinated, less stressful and can make learning easier and natural in the same way that Olympic athletes use centring exercises to prepare for competition. This implies that communities devoid of recreational facilities deprive their members of stress releasers. Orphaned children who might experience stress-related conditions after losing parents might need recreational facilities to ease their stress. In the community under investigation, there are limited facilities to that effect hampering children from mixing freely during social gatherings.

The neighbourhood background of the community also influences how children grow up in that society. If structures put in place in the community are non-functional, that implies that the children will be exposed too much vulnerability due to the failure to support these children. In support of this argument, Ward et al, cited by Snider and Dawes (2006:49) assessed 377 young adolescents with an average age of 11.6 years (age range 11 to 15 in a majority coloured population in a Cape Town community. They noted that a high level of violence exposure was reported in a sample as the majority of children in the study (69%) reported both witnessing and being a victim of violence, and 28% reported only witnessing violence. Being a victim of violence was associated with both internalizing and externalizing disorders and witnessing violence was associated with internalizing disorders (Snider and Dawes 2006:49).

Thus, according to Snider and Dawes (2006:49), community maltreatment, exploitation, stigmatisation and discrimination of children causes serious risks to children's safety and wellbeing as it relates to social exclusion and vulnerability to various forms of abuse. As for orphaned children, the community members might feel that these children carry with them the bad deeds of their late parents, or that these children cause problems in the neighbourhood due to lack of parental support. People in a community might end up by making fun of or talking badly about these children, blaming them for everything that goes wrong in the community, resulting in

these children being emotionally distressed. This might result in them failing to form positive interaction patterns due to stigma and discrimination. Bray (2003:11) noted that children lacking a nurturing caregiver are not prone to externalizing or anti-social behaviour "unless they live in communities that exclude, abuse, condemn and abandon them".

However, in the light of the growing number of children who are orphaned in Southern African, many due to the AIDS epidemic, many non-governmental Organisations (NGOs) have been established in various communities with the aim of:

- Improving social conditions, health development and quality of life of orphaned and vulnerable children
- Supporting families and households coping with an increased burden of care for affected and vulnerable children
- Strengthening community-based support systems as an indirect means of assisting vulnerable children
- Strengthening HIV/AIDS awareness as well as advocacy and policy to benefit orphaned and vulnerable children (Shisana and Louw, 2006:450-456).

Policy makers, NGOs, Community Based Organisations (CBOs) and donors collectively work together in many communities to establish various projects to develop interventions to address the needs of the community. For school orphans, their learning problems might be minimised with support from these stakeholders.

The community therefore plays an important role in the development of children's behaviour patterns, the reason being that the cultural norms found in the community serve as precise and exacting standards by which the acceptability of specific behaviour is measured (Barbarin, 1993:381). Community members use cultural norms to judge the behaviour of its members. For example, those children who have experienced school failure for example, poor health, or anti-social peer socialization will be negatively judged by the community members accordingly. The community will seek corrective measures to support these children. Both the family members and community members will be in a position to provide a safe haven and nurturing environment to help children thrive in their socio-emotional development.

The community, especially, plays an important role in fostering children's resilience (Hook et al 2002:314). For example, a child's resiliency is fostered when he or she receives support from outside of the family, such as from teachers, or church priest/pastor, or friends at school. Karser, Rasmisky and Education (2003:13) concur and state that places that are warm, safe and predictable can be sources of emotional support that influence resiliency. The authors go on to say that the quality of attachment and care, the child's temperament and caregivers' sensitivity are seen as critical factors directly influencing a child's developmental aspects. Thus, the home and community both play pivotal roles in shaping children's values and goals, as well as in the character formation of children (Karsen et al, 2003:15).

In support of this view, Katherina, Gregory and Gelfand (2003:82) argue that, "all known societies train their young in the way of the group although there are wide variations in what these ways are (cultural content) and in the training methods used (forms of socialisation)". This implies that the cultural content which includes culture rules, norms, values and beliefs, basic skills and behaviour patterns of the society have to be transmitted to young members of society by their parents in order for these children to operate favourably in any environment, more especially in school environments. These influence how we interact and behave. If the neighbourhood in the community is a source of distress instead of nurturing for example, infrastructural elements, such as housing, recreational facilities and lack of supportive programmes and elements of physical safety and crime victimization, this might also have a negative impact on the affected children (Barbarin, 1993:382).

Apart from that, the community environment provides a variety of member associates (e.g. age mates, peers, schoolmates, cousins, members of the opposite sex), with which friendly relationships may be established. As stated earlier, children and adults both need someone to talk to and to share goals, hopes and problems. Minus parents, these other associates can make vast and drastic changes in the life of children. Kallupalti (2003:44) indicates that children seek persons of the same likes or dislikes, wishes and expectations to mingle with.  A proverb however says, "Bad company ruins good character", implying that the kind of people one interacts with in the community influences their emotional and behavioural personality development. Hence, the parents or caregivers should supervise closely their children's peer groups they interact with in the community setup in which they find

themselves in order to influence the desired acceptable behaviour they need from their children.

Von (2001:320) emphasises the role played by peers found in the community by stating that peers are expected to have a pervasive influence on children's emotional development. First, peers may be in a better position to understand the emotional life of their age mates than parents or children of other age groups because of their similarity. These similarities are expected to improve their understanding of their peers' situation, perhaps to some extent independent of inter-individual differences due to the level of development, personality or upbringing (Von, 2001:321).

Peers as friends end up as support persons when they are very close. They will be in a position to help each other in sorting out which of their feelings are "appropriate" or acceptable by societal yardstick measurements. Rose and Asher (1996b) cited in Von (2001:322), argue that friendship challenges children to acquire the skills necessary for building and maintaining intimacy such as expression, caring and concern, admiration and affection in appropriate ways. Similarly, Asher, Parker and Walker (1996), cited by Von (2001:322) also highlight that close friendship may thus stimulate pre-adolescents to learn how to be supportive to each other, even when the friend is often in a bad mood. Thus, they state, "To be there when needed" is one of the most important obligations in adolescent friendships, especially for females (pg 323). It can be noted from this discussion, that peers found in different community centres or institutions (schools, churches, parks, neighbourhood, library, health centres) may influence children's emotional and behavioural developmental tendencies. Emotionally healthy children engage in positive play behaviours, develop mutual friendships and are more likely to find acceptance from their peers (Body et al, 2005:4).

Similar support on the same subject comes from Higgs and Botha (2011:58) who state that love and friendship established at a schooling environment are important components in the lives of teenagers as they develop emotionally and start to have more meaningful relationships – both in terms of their friendship with schoolmates and through romantic attachments. There are various aspects of love and friendship that are important at this transitional stage of their lives. Examples include tolerance, passion, care, understanding, forgiveness and respect. All these aspects are

important in their own lives as well as in the lives of other people close to them. A lack of these aspects in children due to lack of parental support is likely to lead to the isolation of affected children by other members of society. As for orphaned children, if the community shuns them, it will be difficult for them to establish friendly relationships with peers in their neighbourhood resulting in emotional imbalances within them.

Peer relationship problems can impact negatively on learning in the sense that most teaching and learning situations involve group work, peer interaction and cooperative learning to facilitate the mastery and consolidation of concepts, in class activities. Learners with such problems are likely to be uncooperative when group tasks are assigned to them. Their aloofness and loneliness is likely to result in suicide ideation should they fail to make it in their school performance. Incidents of such a nature could have been avoided had a parental figure been around at home to support, counsel and advise the orphaned children. The complete absence of a parental figure within a family is thus hazardous, predisposing children to not living within the society's moral codes (Bray 2003:1). Children in child headed household are likely to experience such scenarios since parental figures are non-existent. In the absence of parents, teachers as adults at school might be compelled to fill in the void left behind by the loss of parents in shaping the morals of these orphaned learners.

2.7 Role of Teachers in Fostering Positive Emotional Development

Greenberg, O'Brien, Zins, Resnik and Elias (2003:466-474) argue that successful schools ensure that all students master reading, writing, mathematics and science. They also foster a good understanding of history, literature, arts, foreign languages and diverse cultures. However, most educators, parents, students and the public support a broader educational agenda that also involves enhancing students' social-emotional competencies, character, health and civic engagement.

 he researcher is indebted to Jackson and Davis (2000) and Osher Dwye and Jackson (2002), cited by Greenberg et al (2003:466) who purport that in addition to producing students who are culturally literate, intellectually reflective and committed

to lifelong learning, high quality education should teach young people to interact in socially skilled and respectful ways, to practice positive, safe and healthy behaviours, to contribute ethically and responsibly to their peer group, family, school and community; and to possess basic competencies, work habits and values as a foundation for meaningful employment and engaged citizenship.

Additional support on this stance is highlighted by Karser, Rasmisky and Education (2003:24) who state that the academic achievement of a child is not only the deciding factor for the successful living of a child, but it is one of the factors that determine the success or failure. But with the present scenario, the more importance is placed on academic achievement, ignoring the social and emotional development. Surprisingly, John Dewey began this century with an eloquent plea for the education of the whole child. New developments in cognitive science are unravelling the mysteries of emotions, which are said to be important in education given that they drive attention, which in turn drives learning and memory (Sylwester 1994:60 cited in Cluver, Orkin, Boyes, Sherr, Makasi and Nike, 2013:186). It is little wonder that there is international consensus on the need for 21$^{st}$ Century schools to offer more than academic instruction if one is to foster success in school and life for all children (Learning First Alliance, (2001), cited by Greenberg et al, 2003:467). This is based on the fact that, in every community today's schools serve a diverse array of students with varied abilities and motivations for learning. Some students are academically successful, committed and participate enthusiastically in class and extra-curricular activities. Other students struggle academically and are disengaged (Greenberg et al, 2003:466-474).

Given this context, the demands, on schools (which are the second leg of the supportive cradle for children) to implement effective educational approaches that promote academic success, enhance health and prevent problem behaviours have grown and that responsibility rests solely with the teachers under whose custody the pupils/students are placed. Educators have therefore a primary responsibility of nurturing the pro-social behaviour of their learners and promoting positive emotional development for effective learning and teaching to take place. Social and emotional development is important both in its own right and because it facilitates cognitive development (Body et al 2005:1). The influence of teachers, according to Skinner,

Wellborn and Connell (1990), cited by Newman (2000:368) may manifest in the following three ways.

First, through involvement with their students, teachers establish a personal relationship that influences how children perceive their teacher and thereby may facilitate student-teacher communication. Second, teachers co-construct with their students, a classroom context. A particular feature of the classroom that is related to students' willingness to seek assistance from teachers and classmates is academic goals that are supportive of autonomous learning. Third, teachers orchestrate the day-to-day operation of the classroom in ways that may help children develop questioning skills, experience academic competence and establish a causal connection between help seeking and success thereby influencing their emotional development. Newman (1998a) cited in Newman (2000:367), indicates that academic help seeking is a social transaction between students and their teachers and as such, takes place within an interpersonal relationship. The quality of the personal relationship may influence the degree to which students are confident that they can count on the teacher for assistance. This requires mutual respect and rapport between the teacher and learners which involves the teacher and pupils recognising each other as individuals, holding each other in esteem, and treating each other in a manner consistent with such esteem (Kyriacou, 2003:101).

This shows that when teachers are personally involved with them, students tend to feel respected. Goodenow (1993) cited in Newman (2000:367), asserts that feelings of respect, in turn influence emotional engagement (i.e. happiness) and interest/behavioural engagement (i.e. effort, attention, goal, pursuit and self-expression) and achievement. In other words, in the classroom situation, teachers potentially influence academic help seeking by eliciting in students a feeling of trust. Skinner and Belmont (1993) cited in Newman (2000:367), state that typically, teacher involvement is conceptualized on dimensions such as affection (e.g. liking, appreciation and enjoyment of the student) dedication of resources (for example, aid, time and energy) dependability (e.g. availability when needed) and atonement (e.g. understanding of students' personal and academic needs) and the quality of advice and guidance. The assertion of Skinner and Belmont (1993) shows that how teachers manage the day to day operations of the classroom can have a direct bearing on cognitive, social and emotional competencies as well as motivational

resources needed for adaptive help seeking which are all fundamental for successful academic performance.

Another way through which teachers may foster children's emotional development is by creating a classroom environment that is supportive of autonomy. Students enter a classroom with personal goals that have been developed over the years through socialisation processes involving parents and previous teachers, and these personal goals may not always coincide with classroom condition. On this note, Sylwester (1994:65) states that a joyful classroom atmosphere makes students more apt to learn how to successfully solve problems in potentially stressful situations. In support of this view, Vaughn, Bos and Schumm (2003:113) argue that students with emotional and behavioural disorders work best in organised, structured environments in which materials, equipment and personal items are well maintained, neatly arranged and presented in a predictable way. I concur and based on my practical teaching experience, I have noted that the best method to have things under control in the classroom is to adequately prepare for the lessons by having structured lesson activities for learners well laid out. This will minimise disruptions from those learners who want to take advantage of a chaotic situation. In other words, emotionally stressful school environments are counterproductive because they can reduce students' ability to learn. It has been argued that when teachers and students share a sense of task and purpose, teachers are especially able to take the child's perspective and understand his/her thinking (e.g. regarding a particular academic task) and based on this understanding, appropriately guide the child's learning (Newman, 2000:376).

On the same note, Wentzel (1997) cited by Newman (2000:376) states that friendly and caring teachers have been described as having lines of communication open to students and as demonstrating "democratic interaction" style. For example, during classroom discourse, these teachers tend to pay attention, listen, ask questions, inquire if students need help, make sure students understand difficult material and provide help in non-threatening ways. When student experience this type of communication, students potentially learn that teachers are effective and trustworthy helpers and they, in turn, feel relatively comfortable. How teachers provide personal encouragement and give positive comments that focus on specific strengths and weaknesses in academic performance, deal with emotional outburst and behavioural

tendencies using individualised student observational checklists and progress reports might go a long way to shape the emotional development of learners.

Support of this view emanates from Vygotskian's theory (1896-1934) which states that students may internalise patterns of classroom discourse and gradually adopt the teacher's regulating and interrogating role. This is made possible by the mere fact that in addition to following a formal curriculum, teachers bring to the classroom their own individual resources (e.g. academic strengths, interests and levels of caring) and styles of classroom management and instruction. These factors may also influence students' attitudes and skills regarding help seeking (Rogoff, (1990) and Wertsch (1985) cited by Newman 2000:376). This discussion leads us to the next section that focuses on the role of emotional development and successful learning.

## 2.8 The Influence of the School on Children's Emotional Wellbeing

Schooling in all earnest is important for normal child development (Adejuwon and Oki, 2011:3). The reason is that it affords children the opportunity to socialise with peers. It is also strongly related to employment and earning potential in adulthood. Without valuable life skills from parents and a basic school education, out of school orphans are more likely to face social, psychological, economic and health problems as they grow up (Salaam, 2005). Also, without education and skills training, orphaned children are more likely to fall deeper into the cycle of poverty and engage in high-risk behaviour that perpetuates the cycle of HIV transmission negatively affecting the emotional wellbeing of the affected children.

Another stressor that might trigger negative emotional development in orphaned learners is the practice of grade repetition, also known as grade retention, no promotion, grade failure, flunked, failed or retained (Jimerson 2001:30). The overwhelming majority of educational researchers have concluded that requiring low achieving students to repeat a grade is an inappropriate, if not harmful education practice (Lorence, 2006:29). For example, Shephard and Smith (1990:88) argue that, "retention worsens rather than improves the level of student achievement in

years following the repeat year ... and they concluded that pupils who do not progress to the next grade level with their peers invariably struggle with problems of self-esteem".

Other commonly reported problems associated with involuntary grade repeating include impaired peer relationships and increases in behavioural problems, negative attitudes towards school (Brophy, 2008:30). Jimerson (2001:35) highlights that student's experience grade retention as a personal punishment and social stigma. From the beginning, but increasing with age, these students view "flunking" or "being held back" as embarrassing and stressful (Jimerson,2001:35). The researcher concurs since his teaching experience has noted that the presence of a substantial number of over aged learners repeating grades alongside the average aged learners turned out to be disruptive and in the end, these learners drop out of school in significant numbers (Brophy, 2008:45). Thus, grade retention can be another stressor that might trigger emotional and behavioural problems in learners. For example, these learners might experience frustration. Frustration is always experienced when human potential is blocked from fulfilment and in most cases, it breeds anger and aggression and these emotions in turn, corrupt everything they touch (Van Riper, 1984:12). He goes on to say that those who are hurt, end up hating and those who are frustrated end up in a rage and hostile, ending up with pent-up emotions (pg. 12). In support of this, Gordon, Stroke and Whiteside (2001), cited by Dryden and De Vos (2005:383) say that 80% of learning difficulties are related to stress. Remove stress, and you remove the difficulties.

Apart from that, the schooling environment expects good conduct from learners – for example, learners who are attentive, highly motivated, interested in learning and able to remain solely concerned with the learning activities at hand. However, if the values being pursued in the child's home are at variance with those pursued at school, the child is placed between two sets of values, which in most cases oppose one another. This might create emotional problems, such as worries and anxiety, which might be the result of reactions to crises at home (e.g. death of parents). Positive attitudes towards life and schooling are such an important area because they influence so much of our personal and social lives since they affect the way an individual perceives, judges, interprets and reacts to issues. Bartolla (1989) cited by

Kyriacou (2003:70), states that children whose behaviour is not socially acceptable tend to have negative attitudes toward learning.

For such learners, school is almost like a prison sentence from which they look forward to their day of release. These learners create disciplinary problems at school and in class, thereby disrupting the smooth flow of learning. Such disruptive behaviour might create friction between the teachers and the affected learner(s). Wood and Goba (2011:275) therefore assert that for teachers, there is no escaping the impact of the orphan hood pandemic on the lives of their learners, resulting from the increased incidence of social, emotional, physical, and economic and human rights problems.  The consequences of such problems are played out in the classroom (Hepburn 2002) as teachers struggle to balance the already challenging business of teaching and learning with the additional demands imposed by the increased levels of anxiety, limited concentration spans, severe trauma, heightened discrimination and stigma, and increased poverty experienced by learners living in this age of HIV/AIDS (Foster and Williamson, 2000:12). In some instances, children cannot communicate their concerns to teachers directly but they can display behaviour patterns that reflect underlying angst.

In any case, children would be more resilient to these problems if they began school with the social and emotional competencies to succeed. Unfortunately, it appears that there is a growing trend towards the reverse being true. A number of studies have documented an increasing prevalence of behavioural and emotional problems in various countries. For example, in 1996 Bronfenbrenner reviewed the trends and concluded that a critical stage had been reached because forces in larger society were in disarray producing growing chaos in the lives of children and youth that would be difficult to reverse (Hook, et al, 2002:312).  The researcher concurs and draws attention to the rate at which adults are currently dying, and leaving behind innocent children to reside in CHHs taking care of themselves without adult care, support and supervision.

2.9 Emotional Development and Successful Learning

Although the educational applications of emotion research are still quite tentative, several general themes are emerging – and they tend to support a perspective that

many educators have long advocated (Sylwester, 1994:65). There is, therefore, overwhelming evidence that shows the relationship between emotional development and successful learning. Body et al (2005:1) indicate that children need a combination of intellectual skills, motivational qualities and socio-emotional skills to succeed in school. They must be able to understand the feelings of others, control their feelings and behaviours and get along with their peers and teachers. This implies that children with good social and emotional skills can get along with others, follow directions and pay attention, and demonstrate self-control. All these skills help children to get the most out of classroom instruction. Similarly, Hart, Brinkman and Blackmore (2003:24) also indicate that a child with good emotional maturity will tend to have good concentration, often helps out other children and almost never shows aggressive, anxious or impulsive behaviour.

Added to that, Barbarin (1993:381) also highlights that the success of emotional development is typically conceptualised in terms of psychological maturity, autonomy, a range of pro-social behaviours, such as altruism, sensitivity to interpersonal cues, a favourable self-concept, a capacity for intimate social relations, and the ability to aspire and work towards long-range goals. All these aspects must be exhibited by children for positive learning to take place. On the same subject, Zins, Weissberg Wang and Walberg (1990), cited by Barbarin (1993:468) noted that student's social-emotional competencies foster better academic performance in a variety of ways. For example, they reported that students, who become more self-aware and confident about their learning abilities, try harder, and that students who motivate themselves, set goals, manage their stress, and organize their approach to work to perform better. Additionally, students who make responsible decisions about studying and completing their homework and use problem solving and relationship skills to overcome obstacles, achieve more.

All this is made possible if the teacher engages in teaching approaches such as co-operative learning and proactive classroom management as well as caring relationships between students and teachers that foster commitment and connection to school (Zins (1990), in Barbarin, 1993:469). For example, Sylwester (1994:65) suggests that schools should focus more on metacognitive activities that encourage students to talk about their emotions, listen to their classmates' feelings. Furthermore, activities that emphasise social interaction and that engage the entire

body should also be encouraged Examples include games, discussions, field trips, interactive projects and physical education. These can be made possible by the adoption of key teaching strategies that foster respectful, supportive relationships among students as well as supporting and rewarding positive social, health and academic behaviour (Wilson, Gott, Fredson and Najaka, 2001:54).

From the above, one can observe how performance varies directly with a person's level of perceived Self-Efficacy. In general, the more Perceived Self-Efficacy a person shows, the greater is his/her performance and accomplishments.  High PSE in any given condition will help an individual to cope with or face problems. According to Bandura (1982) in Tadesse (2003:19,) there are four major ways to raise perceptions of Self-Efficacy namely, direct action, observing others, verbal persuasion and the perception of one's physical state. Bandura's (1982) PSE model depicts children who have lost their parents like any other human being, ought to get support from the people around them so that they can use their own cognitive and motivational states to face the changes. Teachers, as agents of school socialisation, are bound to do a great job of developing children's PSE.

Bandura (1989:1175-1184) further states that people's self-efficacy and beliefs determine their level of motivation as reflected in how much effort they will exert in an endeavour and how long they will persevere in the face of obstacles. The stronger the belief in their capabilities, the greater and more persistent are their efforts.  This shows that there is a growing body of evidence that human attainments and positive wellbeing require an optimistic sense of personal efficacy (Bandura, 1989:1175-1184). PSE is in line with the phrase "emotional intelligence" or EQ coined by Peter Salovey and John Mayer in 1990 to describe qualities such as understanding one's own feelings, empathy for the feelings of others and the ability to read social ones (Hook et al, 2002:214). However, emotional intelligence was popularised by Daniel Goleman (1995) in his book on the subject "Emotional Intelligence". According to Goleman, the cornerstone of "EQ" seems to be "metamood" or a sense of awareness of one's own emotions. Furthermore, he believes that self-awareness is the most important factor in EQ because it allows us to exercise some self-control over our behaviour.

In his study, using Rosenthal's Profile of Non Verbal Sensitivity (PONS), Goleman (1996b) highlights that people with higher EQs appear to have sufficient self-awareness to develop mechanisms for coping effectively with their emotions. He concluded that such people tend to be more successful in their work and relationships. Interestingly, Lev Vygotsky's theory of cognitive development tends to follow the same line of thinking since he also believes that interactions with others are essential for cognitive development. Vygotsky (1988:74) cited by Hook et al (2002:192), held that patterns of social interactions do not just assist cognitive development, but that social interaction determines the structure and patterns of internal cognition. He thus states, "the very mechanism underlying higher mental functions is a copy from social interaction … all higher mental functions are internalised social relationships" (1988:74). Vygotsky, therefore believes that children's own knowledge develops from the assistance of adults (in this case teachers), or older children who guide the children towards more sophisticated solutions to a task. Wood, Bruner and Ross (1976) cited by Hook et al (2002:194), use the term "scaffolding" to describe the support provided by the parents or teachers that allows the child to extend skills to higher levels of competence.

Vygotsky (1988), as a social constructivist, strongly believes that learning is socially influenced, thus bringing in the affective domain. Interestingly, although cognitive abilities of students and their home background are important predictors of achievement, in recent years affective variables have emerged as salient factors affecting success and persistence, particularly in mathematics and science subject areas (e.g. Singh, Granville and Dika; 2002:20). In their study, the purpose of which was to examine the effects of 3 school-related constructs – motivation, attitude and academic engagement – on 8th grade student's achievement in Mathematics and Science, the findings indicate that attitude and academic time spent on Mathematics and Science homework has a positive effect on achievement.

Thus, a balanced socially and emotionally developed personality of a child fostered by good child rearing practices can have positive educational implications for orphaned children. This is premised on the fact that "functional families" in all of their many forms are everywhere the primary providers of protection and support for children and youth. They exert a very strong influence on children's survival, health adjustment and educational achievement (Wakhweya, Dirks and Yeboah, 2008:48).

Such influence tends to be greater under conditions of severe strain (e.g. losing parents whilst still dependent). Wakhweya, et al (2008:49) concur and state that it is well established that multiple risks affect the cognitive and social emotional development of the affected children. However, quality educational interventions when needed can ameliorate such impact – a thrust this study aims to achieve by establishing the varied educational needs of orphans in CHHs and addressing them through a designed psycho-educational programme.

2.10 How Parents Play a Role in Emotional Problems

Richter (2004:12) states that children who grow up without the love and care of adults devoted to their wellbeing are at higher risk of developing psychological problems. For example, a lack of positive emotional care is associated with a subsequent lack of empathy with others and such children may develop anti-social behaviour (Wild, 2002:3-22). It must however be pointed out that not all children are affected or affected to the same degree, this is due to the fact that personality predisposition may lessen the impact on children of reduced care in the home environment (Richter, 2004:12).

For all children living under the mantle of HIV, there are a number of psychological ramifications, rarely experienced singly (Sherr, 2005:17). Given that close family members are traditionally the providers of love and affection, HIV/AIDS and other causes of deaths may cause parents' premature death and thus the patterns and blueprints for love and the recipients of love are disrupted. The reason for this is that the death of a parent is an absolute separation. The literature on attachment and separation has been used to describe the loving bonds between parents and children, the importance of such a bond and the role parents play in child development, security, achievement and role formation (Sherr, 2005:17). Because of parental death, all this will be eroded resulting in emotional turmoil. The children might lack love. Love is a commodity without which human beings cannot thrive. Love ensures an environment where a child is made to feel special, valued, with an individual meaning and focus (Sherr 2005:16). In turn, a loving environment provides children with role models, and blue prints for future relationships as already mentioned.

One wonders how orphaned children in CHHs will cope given the social adversities they are likely to undergo after the loss of their parents, who had been providing care, support and supervision prior to death. The death of a parent as an absolute separation is likely to trigger a collection of stressors in affected children, which in turn, might create emotional problems in orphaned children.

Additionally, the use of physical punishment and maltreatment in the home (child abuse) is also a serious risk to children's psychosocial wellbeing.  According to Strauss (2000:1113), cited by Snider and Dawes (2006:49) corporal punishment is a risk factor for child physical abuse, but regardless of whether it escalates into physical abuse, bringing children up violently puts (them) at a higher risk for the development of many social, behavioural and psychological problems.  This is also recognised in the UN study of Violence against Children (http://www.Univiolencestudy.org    /    www.unicef.org/violencestudy/pdf/st).

Building upon a recommendation by the Committee on the Rights off the Child, the United Nation General Assembly asked the Secretary General to conduct as indepth study on violence against children and to make recommendations to respond to it. The study concluded that violence against children happen every day in every country and society and across all social groups. The violence against children includes physical violence psychological violence such as insults, and humiliation, discrimination, neglect and maltreatment. The study revealed that although the consequences may vary according to the nature and severity of the violence inflicted the short and long-term repercussion for children are very often grave and damaging.


2.11 Learning Problems Associated with Emotional and Behavioural Problems


Orphaned learners can experience learning problems. Some of these problems exhibit underlying psychological distress learners are going through.  Smith and Cowie (2005:25) states that overall, the most common trigger for pupils misbehaviour seems to be encountering learning difficulties that threaten the pupils self-esteem. This often takes the form of being asked to undertake academic work

that the pupil finds difficult and is having little success with. In such circumstances, the pupil is often caught in a double bind, which is simply a state of confusion when confronted with two predicaments **(**Best, Lang, Lodge and Watkins (1995), in Kyriacou, 2003:127). Kyriacou (2003:125) gives an example of double bind of an orphaned learner with learning difficulties who faces two predicaments. By trying to do work, the pupil risks frustration and further failure. On the other hand, by opting out of making an effort, the orphaned pupil will inevitably become bored, incur teacher displeasure and find lessons increasing hard to bear.

Emotional problems exhibited through disruptive behaviour which result from such a double bind is in a sense a plea for help. Learning disabilities or deficits are therefore major sources of emotional instability in orphaned learners leading to behaviour problems. Chazan (2005:45) has indicated that a major barrier to success for many orphaned pupils is that their competence in reading and writing is overstretched by many academic demands and teachers may sometimes infer that a pupil is having difficulty with the intellectual subject matter of the lesson when the real problem stems from poor skills in reading and writing. For some orphaned pupils, poor motivation towards school learning can thus be seen as largely an attempt to preserve their own dignity and sense of worth by opting out of an involvement in academic tasks, which have previously resulted in painful consequences, such as low marks, teacher criticism or appearing to be "dim" in front of peers (Kyriacou, 2005:130). Thus, underlying a learner's disruptive behaviour and low motivation may be a lack of understanding of the task at hand, or poor self-confidence, or fear of failure.

Effective teaching therefore requires teachers to nurture and support learners with emotional, behavioural and attitudinal problems, through proper problem diagnosis before deciding on how best to give the necessary support.  Barbara Prashnig (2000), cited by Dryden and De Vos (2005:106) asserts that people of all ages can learn virtually anything if allowed to do it through their own unique styles, their own personal strengths – implying that everyone has the potential talent to be good at something and all that one needs is educational support through designed educational programmes. Thus, wherever possible pupils should be given educational choices and responsibilities for their own education through these designed programmes.

Added to that, the learning environment can also trigger learning problems. Because of their orphanhood status, some children may be teased because their parents have died of AIDS, while others may lose their friends because it is assumed that proximity can spread the virus (Adejuwon and Oki 2011:3). The feeling of isolation only adds to the feelings of anger, sadness and hopelessness. The worst of all legal punishment, short of death, is solitary confinement where no one can talk to the "prisoner" nor can he talk to anyone else (Van Riper 1984:11).Indeed there are such prisoners walking about among us sentenced by their orphan hood status to lives of deprivation and frustration. Cluver and Gardner (2006:1-9) concur and state that South African orphans report that stigma and secrecy surrounding AIDS causes social isolation, bullying, shame and a lack of opportunity to openly discuss their loss.

Similarly a study in Kenya revealed that 77% of children orphaned by AIDS reported having no one outside of their families to tell their troubles to (Adejuwon and Oki, 2011:3). Thus, anxiety, shame, fear and depression might be experienced by these orphaned learners should they decide to drop out of school. We all at one time or another have been surrounded by our loved one's failure, which causes things to be bottled up in those affected.

The school learning environment can also be a source of learning problems. Cullingford 1991 cited by Kyriacou, (2003:108) shows that pupils have clear ideas about the teacher's role and the demands and expectations they have of a teacher who is fulfilling that role effectively. The researcher is of the view that if teachers are not up to the challenge, much pupil misbehaviour might be simply a reaction to ineffective teaching or to the behaviour by the teacher which is felt to be unfair. Behaviour by a teacher which indicates that they have little respect or esteem for pupils will inevitably undermine the development of good rapport which might impact negatively on effective learning and teaching. Dealing with orphaned learners who head households therefore would require teachers who show genuine care and respect for each pupil's progress given their circumstances.

The next subsection outlines the reviewed case studies

2.12 Case Studies of Orphan hood

It appears that socio-emotional behavioural problems and other problems related to learning have been consistently documented in the literature for children affected by the loss of their parents. Searches of the literature on mental health for orphaned children have revealed interesting findings. The following case studies discussed below reveal much about the problems experienced by orphaned children of school going age.

2.12.1 International Case Studies

Iran

Kalantari and Vostanis (2010:158-167) carried out a study in Iran to establish the rates of behavioural and emotional problems of school aged children who had lost their parents in the 2003 earthquake. Eighty-six children of 7 to 13 years who had lost a parent in the earthquake four years earlier were compared with 80 matched children from intact families. The teacher and parent version of the Strengths and Difficulties Questionnaire (SDQ) were used as measures of behavioural and emotional problems. Their findings noted that behavioural and emotional problems were significantly higher in children who suffered parental loss than in the control group. The researchers concluded that after natural disasters, bereaved children and their surviving parents are at risk of developing mental health problems and social adversities increase this risk. These findings indeed highlight that parental loss might trigger traumatic moments and experiences in the lives of those affected resulting in behavioural and emotional problems if this has not been dealt with properly. It may be necessary to find out through investigation whether similar findings would be found in South Africa amongst 10 to 16 year old orphans living in child headed households.

USA: United States of America; New York City:

Three case studies that took place in New York in the United States of America are discussed. First, Draimin, Hudis and Segura (1992) carried out research on the mental health needs of adolescents in families with AIDS in New York. Their study noted that in their comparative study, 30 orphans reported more peer and externalising problems on standardised instruments than 29 children with HIV positive parents.

Even the study conducted by Rotheram-Borus, Stein & Lin (2001:763-773) in New York on the impact of parental death and intervention on the adjustment of adolescents whose parents have HIV/AIDS produced similar findings. Using longitudinal assessments with standardised instruments, the researchers found that bereaved children reported more emotional distress and problem behaviours than children whose parents were alive and HIV positive.

Additionally, no major differences were noted in the family Health Project in the same city conducted by Forehand, Pelton, Chance, Armistead, Morse, Morse and Stock (1999:715-722) in which they used standardised instruments with (20) maternal orphans and (40) non-orphans. Affected children were assessed pre orphan hood and at six (6) months after bereavement. Their study findings noted that children of HIV positive mothers showed more internalising and externalising problems and lower cognitive and social competence than controls. Six (6) months after orphan hood, there were non-significant improvements. However, at two (2) years, orphans showed higher levels of internalising (but not externalising) problems. Thus, Pelton and Forehand (2005:585-591) concluded that orphans have reported difficulty concentrating at school due to worries, sadness or tiredness. Concentration problems may be linked to post-traumatic stress. The three studies point to one assumption that indeed orphaned learners do experience multiple problems during their learning and South African orphaned children may not be the exception to the norm.

Hirsch (2001:6137) also carried out a study in the USA wherein a comparison was conducted between AIDS-orphaned children and other orphaned children on measures of attachment security and disturbance. From a comparison of sixteen

(16) maternal AIDS orphans and eighteen (18) "other" orphans, he found higher depression, anxiety and conduct problems on standardised scales amongst children orphaned by causes other than AIDS. The findings of this case study highlight an interesting dimension that, irrespective of the cause of the death of parents, the affected children might in turn experience emotional and behavioural problems. Cluver and Gardner (2006:1-9) concur and state that the limited research suggests the possibility that orphans may be experiencing higher levels of internalising and to a lesser extent, externalising problems. The two researchers say that these studies combined with qualitative research on orphan wellbeing also hints at more specific areas of difficulty. Examples mentioned include pro-social behaviour, conduct problems (e.g. getting angry, losing their temper), and anti-social behaviour due to orphans raised without supervision, peer problems, hyperactivity, emotional problems and post traumatic stress disorder (PTSD) (Cluver and Gardner 2006:1-9). The case studies points to the possibility that wherever children lose their parents there are bound to be conduct problems that might hamper social interaction.

Indonesia

Apart from emotional and behavioural problems, reviewed literature in the field of orphan hood and schooling has also noted that studies of the consequences of orphan hood usually focus on measuring its impact on educational outcomes on enrolment and school attainment. The findings of these studies are mixed. Hunt (2008) states that access to schooling after bereavement seems to be affected by the following: who died, who children live with afterwards, the age of the child, and/or the level of education at the time of bereavement. Orphaned children might therefore experience educational related problems. Two case studies relate to Indonesia. First, Suryadarma, Pakpahan and Suryahadi (2009:1-22) noted that young maternal orphans have worse educational outcomes compared with non-orphans, with the effects getting worse over time. Educational attainment therefore becomes a cause of concern for orphaned children. These children might experience study skills problems, lack of the management skills and some might experience varied learning

disabilities resulting in them being placed in special schools or special classes when they would be given "special individual attention".

Second, Beegle, De Weerdt and Dercon 2007:25) retraced respondents of an old survey, using a relatively long spanning longitudinal data set. The researchers' main thrust was to measure the permanent impact of orphan hood on the education of children who lost at least one parent when they were between 6 and 15 years old. The youngest batch of the retraced respondents was 19 years old when they were re-interviewed. They found negative effects of orphan hood on educational attainment of orphaned learners but not on school enrolment or health outcomes. Although there are parallels between Beegle et al's study and the current one on the permanent impact of orphan hood on education, the difference lies in how the researcher tries to intervene through the designing of an educational programme. The international cases discussed point to the fact that orphan hood results in challenges exhibited in any country the world over. The continent of Africa has also experienced loss of parents as discussed in chapter one par 1.1.

## 2.12.2 African Case Studies

Many research studies, both controlled and non-controlled, were conducted on orphaned children by various researchers in African Countries. Some findings are discussed hereunder.

Tanzania

In their study, Makame, Ani, Grantham McGregor (2002:459-365) investigated the psychological wellbeing of orphans in Dar es Salaam, Tanzania using a scale which measured internalising problems. Forty-one orphans whose fathers and/or mothers had died from AIDS and were living in the poor suburbs of Dar es Salaam, Tanzania were compared with 41 matched non-orphans from the same neighbourhood. The subjects were given an arithmetic test and a semi-structured questionnaire concerning any internalising problems, their attendance at school and their experiences of punishment, reward and hunger. The results of the study revealed

that significantly more orphans went to bed hungry. In addition to that, orphans had markedly increased internalising problems compared with non-orphans and 34% reported they had contemplated suicide in the past year. (That is, suicidal ideation). Fifty-four percent of the entire sample reported physical punishment at school once or more in the past week. From these findings, the researchers concluded that the orphans not only had unmet basic needs, but also had markedly increased internalising problems, thus their long-term mental health would be in jeopardy. The researchers further recommended that there is an urgent need to expand and improve current intervention programmes, not only to meet the basic needs, but also to include psycho-social support and counselling services for the orphans and training for their careers and teachers (Makame et al, 2002:460). There are similarities that can be noted on the orphans in Tanzania with those in the study. Generally, on the whole, most people on the continent of Africa experience economic hardships leading to unmet basic needs. The community of Ipelegeng in which this investigation took place has people who experience poverty due to unemployment, as observed by the researcher during his stay in the area. The plight of orphaned learners is no exception.

Uganda

In Uganda, two research studies were conducted in Rakai District by Sengendo and Nambi (1997:105-124) on the psychological effects of orphan hood. The researchers interviewed 169 orphans aged 6 to 20 under the education sponsorship of World Vision in this rural district and a comparison group of 24 non-orphans. Significant findings for orphans in comparison to non-orphans were observed. Higher depression and lower optimism for future was noted. Even when material needs were met, orphans "did not function as well as expected". These findings echo the same findings from other researchers cited above.

The second research study in the same country by Atwin, Cantor-Graae and Bajunirwe (2005:555-564) on the psychological distress among AIDS orphans in rural Uganda produced similar results. Using a standardised questionnaire (Beck Youth Inventory) with 115 orphaned children and 110 matched non-orphaned

children; their study found that those orphans had greater risk of anxiety, depression and anger. These are emotional and behavioural problems. Significantly higher scores for orphans who were observed in the study to be sensitive to depressive disorders, vegetative symptoms, hopelessness, suicidal ideation. There was no significant difference on self-concept. All this points to the negative emotional and behavioural practice tendencies exhibited by orphaned children. These findings echo findings of studies carried out internationally and those for other African countries.

Mozambique

Another country where cases of the impact of orphan hood were investigated is Mozambique – a neighbouring country of South Africa. In a rural community in central Mozambique, Manuel (2002:26) carried an assessment of orphans and their caregivers' psychological wellbeing. Manuel used a questionnaire in his comparative study comparing 76 orphaned children to 74 non-orphaned children.  The study found out that orphans were more likely than non-orphans (control group) to be depressed and bullied and less likely to have a trusted adult or friend. These findings point to social interaction patterns related problems. Such tendencies are likely to result in orphaned learners being isolated with no one to share their experiences ending up having pent up emotions. Friendship difficulties related to stigma have been found in qualitative (ACESS 2002, Giese, Meintjies and Proudlock, 2001) and quantitative studies (Makame, Ani and Grantham-McGregor, 2002:14). Yet for many of us, life's warmest and most enduring friendships are forged in childhood. Most children find a pal to help them work out what life is about, and to share the joy and pain of growing up. By providing a sense of belonging and peer support, friends are a bridge between the family and the outside world. Interfering with this vital link with age mates might result in anti-social behaviour being witnessed amongst orphaned learners.

Zambia

Additionally, Nampanya-Serpell (2002:56) also conducted a study on children orphaned by HIV/AIDS in Zambia, focussing on risk factors from pre mature parental death and policy implication. The researchers used structured interviews with families in rural and urban Zambia of orphans and found emotional disturbances related to separation from siblings and increased family size.

Similarly, even Volle, Tembo, Boswel, Bowsky, Chiwele, Chewele, Doll-Manda, Feinberg and Kabore (2002:98) who carried out a psycho-social baseline survey of orphans and vulnerable children in Zambia where they interviewed 788 orphans found that 89% reported unhappiness and 19% wanting to run away from their new homes. Such interesting findings reveal how orphaned children are emotionally affected after the death of their parent(s).


Congo


More African case studies were noted in Congo. Makaya et al (2002) cited by Cluver and Gardner (2006:5) used clinical interviews with 354 Congolese orphans and noted interesting findings. Twenty percent of the study sample was found experiencing psychological difficulties including depression, anxiety and irritability. Twenty-seven percent (27%) were found experiencing hyperactivity. Thirty-nine percent, experienced Post Traumatic Stress disorder (PTSD) and thirty-four percent experienced fugue and were very offending. The findings of this study highlight that orphaned children experience a variety of behavioural and emotional problems. There is no uniform pattern of how these orphans portray their behavioural tendencies after the loss of their parents.  For example in this study, Malaya (2002) reported higher levels of Post Traumatic Stress disorders amongst Congolese orphans and studies have linked childhood PSTD to traumatic parental death, especially the witnessing of that death (Black, Harris Hendricks 1992:152-157, and Stoppelbein, 2000). As noted in par 2.2, South African children's orphan hood status comes in varied forms and some causes can be traumatic if the children witnessed the pain and suffering their parents went through before death. This can lead to post traumatic stress related problems, such as depression.

Nigeria

Even in the most populous African country of Nigeria, Olley (2008:70-75) found interesting results of his study on Health and Behavioural Problems of Children orphaned by AIDS, as reported by their caregivers in Abuja. The aim of the cross-sectional control study was to describe the health and behavioural characteristics of children orphaned by AIDS in Abuja by comparing them with a matched non-orphan group. The results found out AIDS orphans were more likely to have probable childhood mental disorders than non-orphans. Furthermore, orphans were more likely than non-orphans to complain of headaches, bed wetting and more likely to arrive home from school with tears. Olley concluded that orphans in Nigeria are vulnerable to mental disorders and further proposed or recommended that implementing a psychosocial based paediatric centred intervention to address these behaviour problems may help to increase the psychological wellbeing of orphaned children. Olley's recommendations have similarities with the current study where the researcher also intends to strengthen the wellbeing of orphaned children aged 10 to 16 years and who are living in child headed households, by designing a psycho-educational programme for them.

Zimbabwe

The final literature review on African case studies in this research study focused on Zimbabwe. In a non-controlled research study in rural Zimbabwe, Foster, Makufa, Drew, Mashumba and Kambeu (1997) similar findings to their African research counterparts. In focus groups, they interviewed 40 orphaned children who reported anxiety, fear, stigmatisation, depression and stress as problems affecting them. Nyamukapa also conducted another study in which factor analysis was applied to 5 321 children aged 12 to 17 years from 2004 cross-sectional survey in Zimbabwe. Significant findings include the following: Orphans have more psychosocial disorders and more severe Post Traumatic disorders for both sexes. All orphans experience depression but few significant group differences in anxiety/self-esteem. Furthermore, maternal and paternal orphans were more likely to have started sex than non-

orphans, to be out of school and also to have experienced increased psycho-social disorders associated with early onset of sexual activity. Observations by the researcher also noted similarities between the orphans in Zimbabwe and what is happening in South African schools where teenage girls, both parented and non-parented, are falling  pregnant at tender ages and also indulge in sexual activity which is leading to social problems. How these young schooling mothers relate with teachers when they rejoin school after giving birth becomes a challenge at times.

There are possible reasons why research case studies conducted in Africa noted more or less similar findings. First, the living conditions in most African countries are more or less the same, especially the cultural practices, economic and social practices resulting in orphaned children experiencing similar patterns of emotional and behavioural problems. Ward and Eyber (2009:18) concur and state that children living in CHHs in Sub Saharan Africa face a number of socio-economic and psycho-social stressors (e.g. extreme social isolation, marginalization and stigmatisation, lack of sense of security, belonging and acceptance, emotional abuse, neglect). Given such scenarios, children facing severe adversity may be forced to deal with the impact of multiple stressors, and therefore become increasingly unable to cope (Ward and Eyber 2009:18).

Interestingly, Shafir and Zhao (2013:1-2), researchers from Harvard and Princeton Universities,  recently published an article where they state that poverty has been found to reduce brainpower by losing up to 13 IQ points. They indicate that poverty robs the poor of their ability to manage their time and places more importance on being reactive versus proactive. In their article, they argue that the daily struggles impair one 's ability to concentrate on more complex, but less immediate matters, such as advanced education, preventative health care and improving one's standard of living. Zhao (2013:1-2) states, ''these pressures create a salient concern in the mind and draw mental resources to the problem itself. That means we are unable to focus on other things in our life that need our attention.'' The co-author Shafir (2013:1-2) further states that ''as people get poorer, they tend to make difficult and often costly decisions that further perpetuate their hardships''. The socio-economic status of many communities in most Africa countries exhibit poverty-related challenges, which might affect orphans, more especially those living in child headed households.

The researcher agrees with the above line of argument. Given that Daniel (2005) cited by Ward and Eyber (2009:17) for example suggests that the cumulative effect of multi-risk factors reduce children's ability to form and engage with supportive social networks and undermines their sense of self-esteem and self worth. These result in challenges in educational pursuits, social interaction patterns, emotional and behavioural practice tendencies, noted in the cited international, African and South African case studies, as the next discussion will demonstrate. This relates well with Bandura's Perceived Self-Efficacy Theory (PSE) (1983:122) discussed in chapter 1 (paragraph 1.5 page 16) in which he highlights the importance of emotional stability in learning.

2.12.3 South African Case Studies

Eastern Cape


The following case studies on the problems experienced by orphaned children in South Africa are now discussed. Wild, Flisher, Laas and Robertson (2006:17) conducted an investigation on the psychosocial adjustment of adolescents orphaned in the context of HIV/AIDS in Eastern Cape, South Africa. The researchers used standardised questionnaire with 81 AIDS orphans, compared to 78 "other causes" orphans and 43 non-orphans aged 10-19. Their study found that children orphaned by causes other than AIDS reported more depression, anxiety and low self-esteem than non-orphans. However, there were no group differences in externalising problems (anti-social behaviour). From the look of things, it seems like anxiety and depression are universal mental disorders experienced by most orphaned children, given that almost every case study noted this finding.


Western Cape


Similar findings were also noted in the Western Cape Province by Cluver, Gardner and Operario (2007:755-763) who conducted a study in the urban area of Cape Town. The aim of the study was to investigate psychological consequences of AIDS orphan hood in urban townships compared to control groups of children and

adolescents orphaned by other causes, and non-orphans. One thousand and twenty-five (1025) children and adolescents (aged 10 to 19) were questioned using a socio demographic questionnaire and standardised scales for assessing depression, anxiety, posttraumatic stress, peer problems, delinquency and conduct problems. The study found that children orphaned by AIDS were more likely to report symptoms of depression, peer relationship problems, post traumatic stress, delinquency and conduct problems than both children orphaned by other causes and non-orphaned children. However, anxiety showed no difference. Furthermore, AIDS-orphaned children were more likely to report suicidal ideation. Compared to Western norms, AIDS orphaned children showed higher levels of internalising problems and delinquency, but lower levels of conduct problems (Cluver et al 2007:755-763). These researchers concluded that children orphaned by AIDS may be a particularly vulnerable group in terms of emotional and, to lesser extent, behavioural problems. In the end, they recommended that intervention programmes are necessary to ameliorate the psychological sequel of losing a parent to AIDS.

Another study was conducted in the same province by Cluver and Gardner (2006:1-9) in the same city of Cape Town with 60 African children aged 6 to 19, living in varying care arrangements in the deprived settlements of Old Crossroads, Nyanga, Langa, Gugulethu, Phillippi, Blue Downs and Browns Farms. The study produced similar results as the first one discussed above. The study aimed to investigate mental health outcomes for the urban children in which 30 orphaned children and 30 matched controls were compared using a standardising questionnaire. The study focused on emotional and behavioural problems, peers and attention difficulties, and pro-social behaviour. Consistent with prior research, the study findings noted that both groups scored highly for peer problems and emotional problems. However, orphans were more likely to view themselves as having no good friend to having marked concentration difficulties and to report frequent somatic symptoms, but were less likely to display anger through loss of temper.

Furthermore, orphans were more likely to have constant nightmares. However, 73% of orphans scored above cut off for post traumatic stress disorder. These findings suggest that parentally-bereaved children experience both emotional and behaviour problems. To sum up the discussion, Mollica, Caspi-Yavin, Bollini, Truong, Tor, Lauelle (1992:111-116) cited by Snider and Dawes (2006:36), purport that it has

been established that conditions such as depression, anxiety and post traumatic stress disorder do exist across many cultures and cause significant morbidity and disability world-wide. However, they cautioned that capturing the experience of emotional distress across languages and cultures has proven challenging in field research.

Limpopo Province

Three case studies were investigated in Limpopo province. First in Magangeni village in Venda, Magano and Rambado (2012:46-49) conducted a study on the role of LO teachers in addressing the emotional needs of rural HIV/AIDS orphaned learners. This qualitative study explored the emotional needs of a number of rural orphaned learners and the impact these needs have on their academic work. Parallel lines can be drawn on this study and the current one under investigation. Both researchers focus on the educational needs of orphaned learners especially those that are emotionally related. Apart from that, the study sample used in the study has similar characteristics with the current study. That is, the use of LO teachers and orphaned learners, though the sizes of the study sample together with their background information differ. Whilst the current study focuses on orphaned learners aged 10 to16 years living in child headed households in an urban setting of Ipelegeng in Schweizer Reneke in North West, irrespective of the causation of death of their parents, Magano and Rambado (2012) targeted HIV/AIDS orphaned learners in a rural setting in Venda .

The living environments of the orphaned learners differ. The difference in the research sites might have an influence on the research findings. The setups in these two environments have contrasting features in terms of how orphaned children are accommodated after the death of both parents. For example, in rural areas close relatives of the deceased parents can be appointed to take care of orphaned children. By contrast, the high level of unemployment and the collapse of the extended family structure that used to be a primary support mechanism in urban African societies characterises the Ipelegeng community where the current study takes place, and results in orphaned children being neglected. Despite the different set up of the environment, the researcher is interested in the findings of the rural

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study that can also shape the design of the psycho-educational programme. The findings of the study affirmed that rural orphaned learners were plagued with many emotional problems, which include the need for safety, sleeping disturbances, emotional abuse which affected their learning at school, as well as other social interactions with peers and caregivers. Such findings re-emphasise the need for designing a psycho-educational programme to address the educational challenges faced by orphaned learners

Second, another research study whose purpose was to explore and describe the educational challenges facing rural early adolescents who head families in Rural Limpopo province as a result of their parents being migrant workers was conducted by Pillay in 2006. While there might be parallels between Pillay's (2006) study and the current one in terms of the aim of study, there are differences in terms of the study sample. Pillay's study sample comprised of adolescent learners who headed families as a result of their living parents being away working elsewhere. In contrast, the current research study sample focussed on those orphaned learners living in CHHs having lost both their parents through death.


The characteristic backgrounds of both study samples vary in the sense that in the current study the parents are permanently absent, whereas in Pillay's (2006) study, the parent are physically absent, but visit their families occasionally to support them. Another parallel feature between Pillay's study and the current study is the nature of the study and the number of research sites used. Both research studies are qualitative in nature and used four research sites. The only difference is that while Pillay 's study sample at the study sites comprised of early adolescents and their teachers, the current study focussed on 10 to 16 year old orphaned learners in CHHs, LO teachers, social workers, SBST, and principals of schools. The sources of information are more varied in the current study, than the one carried out by Pillay in 2006.

The study findings of Pillay (2006) indicated that early adolescents encounter various educational challenges, such as poor academic achievement, negative attitudes of teachers, a lack of school necessities, increased rate of school dropouts due to pregnancy and life on the streets. On a positive note, resilience to succeed in

obtaining an education was observed in many of the adolescents under investigation in Pillay's (2006) study. This is an interesting observation for the researcher in the sense that even though some learners go through traumatic experiences and difficulties in life, they can still achieve success in life – a thrust the current study hopes to achieve through the design of an educational programme for orphaned learners in schools.

A third research study by Pillay (2006) in the same year, entitled"Experiences of learners from CHH in a vulnerable school that makes a difference: Lessons from school psychologists" produced similar findings to those in the second case study cited above. In this (2006) study, Pillay's aim was to explore and describe the experiences of vulnerable learners from CHHs through an ecological systems model that includes their homes, community and school. Special emphasis was given to the role of school psychologists as change agents within the context of schools. In contrast, the current study focuses on the school setting with LO teachers, SBST, and principals as change agents within the context of schools.

Although there are similarities between the two studies in terms of the nature of the research design, which is qualitative, in the study sample, there are differences. Pillay's (2006) research participants included a sample of 98 5$^{th}$ to 7$^{th}$ grade learners in a vulnerable school (primary school learners), highlighting the difference with the current study sample of 30 both primary and secondary school 10 to 16-year--old orphaned learners living in CHHs. Another contrasting feature of the two research studies is the data collection methods. For Pillay these were questionnaires with incomplete sentences, plus interviews and focus groups. This contrasts with the use of semi-structured interviews, observations and documentary analysis in the current study. Pillay's study findings provided a vivid description of orphaned learners' living conditions, changing roles, community fears and school experiences, which inevitably affected their psychological wellbeing and propagated the need for effective school psychological services

Northern Free State

In 2005, Leatham conducted a research study entitled: "The lived experiences of Adolescent learners from child headed families in the Northern Free States." The

inquiry aimed at determining what they lived experiences are of adolescent learners from child headed families in the Northern Free State. The aim was in order to understand the meaning they make of their realities in the schooling and home subsystem. The intentions of Leatham's (2005) study and the current study share similarities of establishing educational experiences of these learners, with the only difference being what to do next after identifying the educational needs. The current study went an extra mile by designing the educational challenges identified in order to support them – an aspect Leatham (2005) did not achieve.

While both research studies are qualitative in nature, there were, however, differences on the data collection methods the researchers employed in their studies. As already mentioned, the methods the researcher is currently using contrast with those used in the 2005 study. Leatham used questionnaires for 27 learners and held interviews with one group of teachers and focus group discussions with two groups of learners. The differences in the use of data gathering methodology is crucial for the current study in the sense that the researcher is keen to know if he can find similar finding despite using different methodology. Leatham's (2005) research findings suggested that the studied learners are governed by values and principles informing responsible and respectful ways of interacting with their environments. Added on to that, although their physiological needs and physical surroundings are threatening to their wellbeing, their social support networks as well as personal attributes are protective structures, which strengthen their resilience and aspirations for the future.

This finding is quite interesting and quite useful for the current study, in the sense that despite the barriers to learning (challenges and difficulties) that arise within the education system as a whole, the learning site and/or within the learner which prevent access to learning and development of some learners, we still find learners succeeding in their academic performance. The onus is therefore on various stakeholders to give the necessary support to these learners – a thrust this research study tries to pursue. The researcher is motivated by The Education for all Global Monitoring Report's (2010) assertion, which states that, "failure to reach the marginalised has denied many people their right to education. Education is at risk

and countries must develop more inclusive approaches, linked to wider strategies for protecting vulnerable populations and overcoming inequality". This is what the researcher hopes to achieve in this study through the designing of a psycho-educational programme.

Bronkhorstspruit (Gauteng)

Masondo (2006) conducted a very similar research study to the current one. The aim of his study was also to explore and describe the lived experiences of orphans in child headed households and to establish guidelines and recommendations in order to assist these children to deal effectively with their situation. It  must be emphasised that while Masondo's exploration of the learners' experiences were general and in no context, the current study focussed on addressing the behavioural challenges being experienced at school by the orphaned learners who head households with the hope of developing a psycho-educational programme to enhance their learning.

The second difference between the two research studies lies in terms of the emphasis they place on their finished products. Whilst Masondo only established guidelines and recommendations to assist these children, in this study, the researcher is designing a psycho-educational programme that can be implemented in school to address the identified behavioural challenges of orphaned learners. The emphasis of the current study is to find ways in which the behavioural challenges being experienced by orphaned learners aged 10 to 16 years living in CHHs can be addressed or promoted to enhance their academic performance.

 Another point to note is that, whilst there is a parallel line drawn in terms of the research methodology, used by Masondo and myself, which is qualitative, the differences lie in the research design followed. Masondo used a phenomenological qualitative research design, as opposed to my use of an instrumental case study qualitative design.


Another similarity concerns the research participants and their environment. Both their environments are urban settings though situated in separate provinces having different economic status. Masondo's use of participants in Gauteng – Bronkhorstspruit vs. .the researcher's use of  Ipelegeng Schweizer Reneke – North

West. It is the characteristic features of the research participants that have both similarities in terms of age and gender. Masondo's (2006) study sample of 8 orphaned participants (5 males and 3 females) were aged 13 to 19 years, whereas the current study sample has a larger sample of 30 orphaned participants aged 10 to 16 years leaving three age groups below and above that targeted by Masondo. The current study however went further to source data from other research participants that included, LO teachers, principals of schools school based support team and social workers who work with these learners to get a balanced perspective of the behavioural challenges being experienced by orphaned children in schools, thus employing data triangulation, which is a crucial element in qualitative research design.

Even the data gathering methods of the two researches vary. Whilst Masondo used one on one in depth interviews, the current study, as earlier discussed, used three techniques giving breadth and depth to the gathered data. Masondo's research study findings have implications relevant for use in this current study for the designing of the intended programme .Firstly, the Masondo study revealed that child headed families sacrifice their education and take up increased responsibilities to take care of their siblings. Secondly, it has also revealed that these children face problems such as poverty, trauma, educational failure, psychological problems, lack of information and access to social welfare service. Thirdly, disruption of normal childhood and adolescence was also noted in the study. The results from Masondo's study led him to the formulation of guidelines and recommendations, which were hoped, would heighten awareness and stimulate interest amongst role players to assist these vulnerable children. The researcher would keep Masondo's findings in mind when developing the psycho-educational programme since they also relate to orphans living in CHH

It can be noted from subsequent studies that young children who have lost a parent or other primary adult caregiver are in a particularly vulnerable situation. As noted so far, these children usually lose access to the practical financial and emotional care, as well as the protection provided by their parents, or other primary caregivers. Beyond the financial consequences of adult deaths and the implications of a loss of parental involvement, children who become orphans may suffer trauma, which in turn affects schooling and health outcomes (Beegle et al 2006:1266). Hence, their

survival and educational needs are by any account most urgently in need of attention (Goldblatt and Liebenberg 2004:159). A great need therefore exists for expert services that can assist these orphans in child headed households to solve effectively their own problems and cope with difficult situations without falling apart.

2.13 Conclusion

It has been pointed out that and behavioural problems exhibited by orphaned children manifest in varied form, triggering multitude of problems for those affected. Parental and community roles on developing children's emotional and behavioural needs were discussed.  Furthermore the issue of how emotional problems develop and affect successful learning was articulated. Evidence from international, and  both African and South Africa case studies irrespective of where they are located – proved beyond reasonable doubt that indeed children who lost their parents through death experience a host of emotionally related behavioural problems affecting their interaction patterns and intervention programmes are therefore urgently needed if we are to support their educational endeavours. The next chapter focuses on the discourse on supportive educational programmes.

# 3.0 Chapter 3: Discourse on Supportive Programmes for Orphans

## 3.1 Introduction

The previous chapter served to explain the different viewpoints of researchers on the impact of orphan hood on orphaned learners' behavioural, emotional, academic and social interaction patterns in the communities in which these children find themselves. A variety of international, continental and South African case studies was identified to indicate the relevance of the findings of previous researchers to the current study.

In this chapter, literature pertaining to supportive programmes for orphans will also be reviewed and discussed. The purpose of looking specifically at these educational programmes is twofold. Firstly, to have a general idea of how other countries in different parts of the world are addressing the behavioural challenges of orphaned learners. Secondly, to equip the researcher with knowledge of different designed programmes that exists in various countries. The knowledge of the programmes will assist the researcher to design a psycho-educational programme to enhance the learning of orphaned learners in CHH under investigation in this study.

The discussion of the literature has once again been divided into subsections that relate to the various aspects of the current study. This chapter will highlight those elements of supportive programmes that shape and determine their design/structure. The elements include the need for intervention, the nature of supportive programmes for orphans, their design and use, the theoretical framework of the programmes, the types of programmes, and their advantages and disadvantages. The type of supportive programmes will be presented in the form of case studies.

## 3.2 The Need for Intervention

A number of supportive programmes (formerly called compensatory education programmes) have been designed and implemented by various organisations in various countries including government departments  to meet the educational needs

of educationally disadvantaged pupils, for example, Brown and Riddle (1992), Natriello, McDill and Pallas (1990) and Lenyai (2006). The aims of these supportive programmes are twofold. Firstly, to meet the educational needs of those affected. Secondly, to ensure that those affected get off to a sound start in schooling, so that they can avoid getting caught in a vicious circle of low motivation and under achievement (Kyriacou, 2003:114).

Based on the comprehensive review of published literature in chapter 2, on the intergenerational impacts of orphan hood which highlighted that orphaned children experience reduced enrolment, reduced school attention, poor school attainment and higher rate of school dropout (Cluver 2009:44-45) there is a need for intervention to support these learners in their education. The South African government's goal is that all South African public schools should tackle the alienation of learners by creating a supportive and safe school environment providing interesting and challenging curricular including stimulating extracurricular activities and teaching learners well. Subject to section 16 A of SASA and section 4 of the personnel administrative measures (PAM) the responsibility for fostering such a caring  school environment rests with the principal. It is the principal's responsibility to appoint qualified competent educators who take interest in each learner's wellbeing and are alert to problems that might affect a learner's attendance (Department of Higher Education, 2010:14). Furthermore, the policy states that it is important for principals of schools to put in place programmes that should lead to the development of teachers with strong subject content, knowledge, who know how to teach specific subjects effectively and confidently in varying South African school phases and contexts. It must however be stressed that whilst in theory this sounds logical, in reality there are contextual factors that might affect the implementation of recruiting competent teachers by principals. For example, the critical shortage of qualified and experienced teachers in the country and political appointments of teachers based on political affiliation and nepotism Research therefore now needs to focus on the development of supportive programmes for improving schooling outcomes for these orphaned children and reduce risk outcomes associated with little or no education amongst orphaned children. These supportive programmes might be used to "turn the tide" and halt the spread of the impact on orphan's schoolings (Wood 2008:198).

The present support in South Africa is that Life Orientation subjects were intended to equip the learners with relevant life skills, which would in turn educationally equip the learners with relevant academic support. This is based on the Department of Education 2001 White Paper 6 policy framework that outlines the ministry of education commitment to the provision of educational opportunities in particular of those learners who experience or have experienced various barriers to learning and development. Guided by the thrust of the White Paper 6 policy selected topics in Life Orientation subjects were included by the department of education Life Orientation subjects specialists to empower the learners in their emotional, behavioural and academic needs from Grade 4 to 12. Failure to pass Life Orientation at Grade 12 would result in one not getting a matriculation certificate. However, for reasons best known to them, some learners and teachers in some schools are not taking the subject seriously since it is not nationally examinable. My observation has noted that in most cases, teachers act as babysitter for the learners, and no learning or minimal teaching takes place. This leaves the learners with no relevant life skill needed for survival. Pittman, Irby, Tolman, Yohalem and Ferber (2003: 29) concur and state that Life Orientation strategies are not responding as fully as they might to the needs and wants of learners and are thus failing to attract young people after the age of 12 or 13, even to such potentially attractive offerings as sports. Orphaned learners who really need care and support for their behavioural and emotional needs might therefore benefit greatly from such a programme specifically designed to suit their educational behavioural needs guided by policies discussed in paragraph 3.4. Meanwhile a discussion on the nature of supportive programmes will ensue.

3.3 Nature of Supportive Programmes for Orphans

The theory that underpins the programme development of this study is founded on the person centred theory developed by Rogers (1951). Rogers (1951) believed that individuals and groups have the innate capacity to set their own goals and work towards their own progress in counselling (Raskin, Rogers and Witty, 2011:148-195). One proponent of the theory, Ray (2011) clearly articulated the child's therapeutic progression within child/person centred philosophy. Ray (2011) explained that child centred therapy operated on the premise that within an accepting climate, provided by the therapist, the child experiences no threat to the self structure, hence, the child

is able to examine experiences perceived as inconsistent with self structure and then work towards revising those experiences. As the child feels positively regarded, he/she is able to behaviourally express and explore feelings and thoughts of incongruence through play/symbolic expression (Ray 2011:49). In this self exploration process the child is able to integrate a new awareness of self and develop full functioning. Thus, person centred counsellors who work with children believe that the provision of a counselling relationship in which children experience genuine, caring and profound non judgmental understanding, helps them attain constructive change (Bratto, Ray, Edward, Landreth, 2009:50).

Based on the over aching aim of the study which is to address the behavioural challenges that orphaned learners who head households experience and to develop a psycho-educational programme to support their learning, the child centred play therapy (CCPT) model will be adopted to develop the supportive programme in this study. Ojiambo (2011:1) states that child centred play therapy (CCPT) is a developmentally sensitive intervention that has been successfully applied in schools in the United States to address children's early mental health conscience. Numerous controlled outcome studies, the majority of which were school based and targeted children under 10 years of age have demonstrated CCPT's effectiveness as a developmentally and culturally responsive intervention for treating varied social, emotional, behavioural and learning difficulties (Bratton, 2010:17-58). The researcher thinks that the CCPT model will be ideal for addressing the identified behavioural challenges for orphans who head households given that the programme will focus on the academic needs, behavioural needs, social and/ or emotional needs of orphans who head households. A successful supportive programme needs to deal with underlying deprivations affecting the affected learners that involve both home and school circumstances (Kyriacou, 2003:124).

The above is crucial, since programmes must ensure continuity both at home and school. The researcher posits that behavioural challenges that might affect orphans are not only confined to the home, but they may also spill over to the school environment. Research has noted that the pervasive influence of the child's circumstances (e.g. the effect of poverty or living in a home or community with low expectations of educational success) has a tendency to reassert itself once the period of support has come to a close and the educational gains made typically

regress towards the norm for the deprived group – a phenomenon termed ''wash-out '' (Natriello, et al 1990, cited in Kyriacou, 2003:132).

Another factor of importance on supportive programmes is their relevance to the recipients. The programmes must be perceived by the affected recipients to meet their present/current and future educational needs (UNICEF, 2008). The implication here is that supportive programmes for children should be tailored to support the individuals within their home and school environments to confront the issues that they face in the present, thereby equipping them with skills, confidence and the ability to sustain themselves in the future (Ward and Eyber, 2009:17-33). With regard to the subject under investigation, the researcher assumes that given that these children have lost both parents, they might be experiencing both emotional and material problems affecting their learning process.

Kyriacou (2003:114) supports the above assertion and states that programmes should focus on general behaviour and attitudes of learners. Considerations of personal problems that are likely to threaten the pupil's wellbeing need to be taken care of. Personal problems threatening the wellbeing of learners might result from ill discipline, and behaviour tendencies. Joubert, De Waal and Rossouw (2005:208) indicate that discipline at school has two very important goals, namely to create an environment conducive to learning and teaching and to ensure the safety of staff and learners. The authors further highlighted the negative implications of disciplinary problems of learners by stating that, if certain learners are scared to attend school because they constantly feel threatened, or the behaviour of learners in a school disrupts the normal teaching and learning process, this has a serious impact on learners' access to equal educational opportunities. As already alluded to in chapter 2, paragraph 2.8 page 65, schools are experiencing a lot of ill disciple amongst learners to such an extent that teachers are finding it difficult to conduct effective lessons in their respective classrooms.

Currently, one of the most prominent factors that influence the learning environment in South African Schools is the conduct of learners (Joubert 2005:209). South African research by Moloi (2002:2) found that many learners including orphaned ones no longer nurture a culture of respect for and trust in their educators. Moloi

argues that although these orphaned learners are in the minority, some educators are threatened, sworn at, ignored and abused on a daily basis. The researcher has been a victim of such abuse by learners on several occasions at different institutions he has taught at. He has been called names, sworn at, physically manhandled and even threatened with being a target for gang fights. Such misbehaviour tendencies have negative implications for effective teaching and learning. In line with Moloi's findings, Taylor (1998:1) points out that orphaned students who misbehave tend to perform poorly in school and to be frequently absent from school. Taylor goes on to highlight that fellow learners' safety, security and success in education are often adversely affected by disruptive behaviour or other forms of misconduct by these learners.

The on-going disruptive behaviour of not only one or two learners per class hampers the education process to such an extent that effective learning cannot take place despite the educator's diligent and conscientious efforts (Joubert, De Waal, Rossouw, 2005:216). On the same note, Walker and Buckley 1973, cited in Heward and Orlansky (1992:207) have suggested that the misbehaving child's academic deficits can be explained, at least in part, in terms of the large amounts of time the child spends on non-academic matters such as running around the room, or fighting at the expense of learning. In other words, these behaviour patterns limit the child's chances to take part in and learn from the school and leisure activities in which normal children participate. Such findings highlight the need to design intervention programmes to curb misbehaviour in orphaned learners, which in turn, may lead to a withdrawal of effort and general alienation from school learning and instead nurture positive learning attitudes in them.

Linked to the above, programmes also need to focus on the academic progress of in-school learners where educators need to assess the academic individual needs of these orphaned children. This is important because research has shown that those orphaned pupils who see educational attainment as an important requirement for their future (adult) lives are much more likely to strive to meet the demands of schooling life (including toleration and acquiescence where appropriate) than their peers who have not adopted such values or aspirations (Kyriacou 2003:124). This might help the affected orphaned pupils to appreciate personal achievement and aspiration. Thus, supportive programme activities should help pupils to develop

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positive attitudes about the learning areas (subjects) they are struggling in and about themselves as learners, and also desirable personal qualities such as perseverance (Kyriacou, 2003:124). The researcher concurs given that during his teaching experience he has noticed some orphaned learners who lose hope and get frustrated when they fail to cope. This leads to some dropping out.

One way through which the academic performance of in-school struggling orphaned learners can be improved is through designing programmes that boost or promote their study skills. Masterman (2005:2) defines study skills as, "the reading and thinking skills requisite to any study task". That is, those skills necessary to define, analyse, solve and report on a problem in a disciplined and independent way (Tabberer (1987) cited by Masterman, 2005:3). Kyriacou (2003: 31) argues that a lack of study skills lies at the heart of why many orphaned pupils fail to complete tasks adequately. In spite of that, many schools do not devote curriculum time to fostering a range of study skills such as evaluation of one's own learning and performance through planning and self-monitoring (self-organisation), problem solving (Masterman, 2005:6), and essay writing, answering questions, revision and examination techniques, note taking, motivation (Hamblin 1981 in Masterman 2005), and also time management, work presentation, active methods of homework planning and target setting (BBC's web site on study skills http://www.bbc.co.uk/education / as guru / study skill).


The researcher can confirm that most teachers at the researcher's school do not devote time to at least equip these orphaned learners with basic study skills. These are crucial educational elements which if not developed might put learners at a disadvantage of excelling in the academic pursuits. Designed supportive programmes focussing on the above educational aspects might therefore go a long way to address academic learning needs of orphaned children. Thus, the purpose of teaching study skills to these learners is for reinforcement of active learning with a view to raising the level of achievement given the learning barriers they are likely to experience (Hamblin 1981:2, in Masterman, 2005:6).

Hamblin concurs and states that study skills can "turn orphaned pupils into students" by stimulating them to take responsibility for and control over their learning and its

outcomes. Hamblin 1981, in Cottrell (2003:13) goes on to state that teaching study skills raises the orphaned children's aspirations through reinforcing what is positive in them and building their self-esteem. By so doing, the sense of hopelessness might be removed or minimised in the affected orphaned learners thereby affording these learners dignity at the same time trying to break the cycle of failure they might be experiencing. Over the years, the researcher has noticed learners who do not even know how to prepare for a test or end of year exam despite the fact that these study skills are expected to be taught during LO lesson activities across all grades through to 12.

Aside from the academic progression, in-school orphaned learners also need support in the form of counselling to provide educational support (UNICEF, 2003:23). These forms of support might cater for grieving and traumatic experiences the learners might be going through as a result of the loss of their parents. UNICEF (2003:24) has observed that children who are traumatised and stressed are likely to have a more pessimistic outlook on life. Stigmatisation, discrimination, social isolation, dropping out of school, moving away from school, and bearing an increased workload in the home all heighten the stress and trauma that accompany the deaths of their parents (Essex, Mboup, Kanki, Marlink and Tlou 2002:669). The authors further state that it is therefore imperative that psychological support in the form of counselling be strategically integrated into programmes for orphans.

3.4 Type of Supportive Programmes Suitable for Orphans

The aims of counselling and guidance programmes incorporated into the psycho-educational support programmes might therefore be to develop a balanced personality in each child by helping him/her to develop a complete person intellectually, emotionally, morally and socially(united Nations 2014:21). It will also help each child monitor his/her own emotional and behavioural problems in and out of school (Gilborn and Nyonyintono 2000:36). Orphaned learners might be equipped with more hope for the future by focusing on behavioural and attitudinal counselling, together with guidance for subject choices and/or vocational career choices. In this way, a road map for their future will be paved. For instance, a range of options for their future career paths will be opened enabling participants to improve their self-

confidence at the same time developing a clear and more self-assured identify in the process (Carr, 2000:29).

Care and support programmes are ideal entry points for preparing these children for optimistic future life prospects (Essex et al, 2002:670). Such interventions might include support to overcome grief, trauma and emotional imbalances. The thrust of the programme will be to strengthen their psychosocial wellbeing, increase their goal setting and decision making (Essex et al, 2005:670). This is compounded by the fact that orphaned children living in child-headed households are left in the care of their older siblings who have to fulfil their affective needs. Without loving care, a child may develop a mistrusting attitude towards others and towards life in general, – education included. Mkhize (2005:16) states that the fact that children find themselves in situations where they have to assume roles that are prescribed by society as adult is a crisis that might interfere with schooling and their emotional stability. If adult caregivers can experience stress due to financial or budgetary constraints, how t much more children who are heading households without the necessary competent parenting skills.

There is also a need to address the behaviour and social interaction related issues of orphaned learners around substance abuse and other aspects compounded by adolescence, although this might be contrary to some African cultural and traditional taboos. The subject of sex in an African context is not for discussion between children and their parents. The role is allocated to the aunts and uncles to discuss these issues with growing adolescents on behalf of the biological parents. However, given the disintegration of family ties in urban settings, should this subject be left to chance and our orphaned children suffer from lack of sex knowledge because of tradition. The researcher emphatically answers "no" considering what reviewed literature and practical experience has shown about teenage pregnancies. Chauhan (2003:119) states that adolescence is marked by a number of developmental characteristics that create disturbances in the mind of adolescents. Schools witness cases of teenage pregnancies every year for both orphaned and parented learners. Schools, therefore, need to make provision for programmes that focus specifically on such aspects that will enable adolescent orphaned in-school learners to develop positive and healthy attitudes towards the members of the opposite sex and be knowledgeable about the dangers associated with sexual practices.

There is no doubt that if sex education is introduced in earnest right from the elementary level ( i.e. primary school level) through Health Education, most of the sex-related problems of school adolescents will be checked. Guidance of learners in the development of healthy social relations to foster positive attitudes might assist learners by removing or minimising various concerns associated with adolescence – a stage said to be full of "storm and stress". This could help to deal with anxiety related to school work, examinations and tests, complaints of unreasonable homework, lack of ability to concentrate, worry of failure, inadequacies related to their sex roles, etc (Chauhan 2003:145). All these concerns need to be addressed because they might impact negatively on the affected children's learning, since these concerns might make the learners lose focus and concentration in class.

The researcher concurs and shares his practical teaching experience where on the 24th of August 2011, a Grade 8 adolescent orphaned girl who was rejected by her "first" high school boyfriend for the reason that she was unable to kiss, was in tears for the entire 45 minutes in a Social Science lesson. The concern of this orphaned girl resulted in her failing to focus on her class work. She was emotionally disturbed. This was worsened by the teasing she got from her peers who accused her of bringing this upon herself since she had involved herself in love relationships whilst she was still young. That is, engaging in a relationship with the opposite sex at a tender age rather than focussing on her core business of schoolwork. The researcher wonders how many adolescent orphaned learners experience such ordeals in their schooling and how this impacts negatively on learning. It is still worse,  if these orphaned learners are living in CHH and have no adult caregivers to support them emotionally at home on issues related to sex and sexuality. Schools as second homes need to design supportive programmes that can assist orphaned teenagers who might experience such predicaments, which affects the behaviour of learners. It must be emphasised that any intended programme needs to focus on its own intentions. That is the goals, aims or objectives. Some of the projected aims of the supportive programme for orphans might include the following:

1. To improve the academic and study skills of orphaned learners

2. To promote behavioural change that prevent drop out

3. To develop positive attitudes towards school, peers and teachers

4. To support emotional needs of orphans in CHH through diagnostic and counselling services (United Nations, 2004:20).

## 3.5 Policies/ Guidelines that Guide Supportive Programmes for Orphans

The researcher is of the opinion that important decisions as to the type of supportive programming should be based on an objective assessment of the child's individual needs, rather than on someone's opinion. In this study, this was honoured by getting the viewpoints of the orphaned learners living in CHH on the nature of supportive programmes they might need. Involving children in the study is of great importance. According to Duncan and Arnston (2004) cited in Ward and Eyber (2009:112), consulting the children for their input in a project may be a process that promotes their psycho-social wellbeing, giving them an increased sense of security. The authors further state that the act of sensitively listening to children will demonstrate that their experiences, opinions and ideas are valued. Hence, the subject under investigation will appreciate this even further because culturally, children are not encouraged to interact freely with adults and with no living parents, there were no prospects of being listened to (Cluver and Operio, 2005:1-13).Thus,  the participation of the affected group of children in determining their educational needs and defining appropriate responses becomes fundamental (Boler and Carrol, 2008:13).

Policies designed for supportive programmes are guided by theoretical frameworks. World over, international organisation such as the United Nations Children's Education Fund (UNICEF), United States Agency for International Development (USAID) and United Nations Agency for International Development Services (UNAIDS) and World Health Organisation (WHO) are involved in designing policies that guide signatory member countries to design supportive programmes.

UNICEF, USAID AND UNAIDS (2004:18) have pointed out that orphaned children are not only a great concern, their presence reflects a much larger set of problems faced by children. Resulting from these concerns, in March 2004, the organisations endorsed a Framework for the protection, care and support of orphans and vulnerable children living in a world with HIV/AIDS. This was based on the premise that children who are deprived of the guidance and protection of their primary

caregivers are more vulnerable to health risks, violence, exploitation and discrimination (UNICEF et al, 2004:19). The framework was therefore a consensus document on how best to respond to the growing number of orphans and vulnerable children caused by HIV/AIDS. Its aim was to bring significant progress towards the Millennium Development Goals and other global commitments such as Education for all (UNICEF et al, 2004:20). The framework provides a policy and programmatic basis to achieve goals set for orphans and other children made vulnerable by HIV/AIDS in all countries who are members of the United Nations (UN) South Africa included.

The framework incorporates programme guidance based on principles that guide service providers, government and other stakeholders in providing supportive or intervention programmes that meet the diverse needs of orphaned children. (Chitiyo, Changara and Chitiyo 2010:95-101). Among these are the following five key strategies:

- Providing support that strengthens the capacity of families to care for orphans.
- Involving the community.
- Promoting legal protection of orphans through governmental policy and legislation.
- Raising and promoting awareness in communities, and
- Ensuring access for orphans and vulnerable children to essential services including education, health care, birth registration and others (Chitiyo, et al, 2010:95-101).

3.5.1 United Nations Policy on Programmes for Orphans

Member countries by virtue of them being signatories of the United Nations (UN) organisation Charter are therefore obliged to draft policies and programmes that address aspects that affect the orphaned children in those five (5) key strategic areas outlined.

Other guiding principles for policy framework for the design of supportive programmes are derived from the 1989 United Nations Convention on the Rights of the Child and the 1990 Organisation of African Unity Charter on the Rights and Welfare of the Child (Couzens and Zaal, 2009:299). The UN Convention on the

Rights of the Child (1989) establishes that ALL children enjoy the right to an education. For instance, article 29 of the UN convention specifies the goals of education which include the following: the development of the child's personality, talents and mental and physical abilities to their fullest potential. Secondly, the preparation of the child for responsible life in the free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendships among all peoples. From the above international documents, it is clear that access to equal educational opportunities is a universal concern, even for orphaned learners. Therefore, member countries are obliged to ensure that children are not deprived of this basic right.

The South African Government supports these conventions on the rights of the child. For example, the South African Constitution 1996 section 20 states that every child that is a person under 18 years of age, has the right to be protected from maltreatment, neglect, abuse or degradation, to be protected from the exploitative labour practices, not to be required or permitted to perform work or provide services that: are inappropriate for a person of that child's age, or place at risk, the child's well-being, education, physical or mental health or spiritual, moral or social development (Richter 2004: 219). This shows how the Convention on the Rights of the Child reaffirms the right to free and compulsory primary school education and emphasizes child wellbeing and development, and at the same time highlights the all round support a child should receive from the society (UNICEF, 2008:36).

Furthermore, I concur with Couzens and Zaal (2009:299), who state that in terms of national laws, section S 28(2) of the South African Constitution (1996:13) states that the best interest of children are of paramount importance in every situation affecting them. The rights of the child as enshrined in the Bill of Rights reads as follows: 1b Every child has the right to (family care or parental care or to appropriate alternative care when removed from the family environment. 1d to be protected from maltreatment, neglect, abuse or degradation. Section 27 of the Constitution (1996 :1c :13) also states that everyone has the right to have access to social security, including if they are unable to support themselves and their dependents, appropriate social assistance. The Bill of Rights is simply trying to accommodate the needs of children knowing that they are vulnerable to abuse of all kind. And the best way to

avoid this risk is to empower them. One way to do so is designing programmes that support their needs.

3.5.2 UNICEF Policy on Supportive Programmes for Orphans

Further support for orphaned children is also based on the Millennium Development Goals set by UNICEF (2008). One of the goals is achieving education for all. In support of these goals, partners have recently signed a number of commitments specific to orphans and vulnerable children. For example, the 2005 Group of Eight (G8) Summit in Gleneagles, Scotland committed to providing access to HIV prevention treatment and care for all who need it by 2010 (USAID and CRS 2008:14). Such a scheme is likely to alleviate the plight of HIV positive orphaned learners since they will be able to access ARV treatment thereby minimising multi-educational disadvantages for the affected learners such as low school attendance through absenteeism, poor concentration span, low attention to mention but a few effects. Added to that, falling ill might also result in one experiencing emotional disturbance such as anxiety that could result in interference with the memory processes.

Guided by these framework policies, the South African Government made several advances to address the plight of orphaned children through promulgation of policies. For example, the country's recently promulgated Children's Act No 38 of 2005 made local legal history by instituting special provisions for children living in the child headed households (Republic of South Africa 2006b:13). South Africa has thus begun to provide legal recognition for CHH, by incorporating them as a recognised family form. The statutory framework, whilst not fully implemented, is already at the stage of a clear commitment to specific legal provision for defining, recognising and supporting CHH (Couzen and Zaal 2009:300). In addition, the HIV/AIDS and STI National Strategic Plan 2007-2011 single out Child Headed Households as a priority category of children requiring intervention (Department of Health 2002, Department of Social Development 2005:9). The Department of Social Development was tasked with investigating the impact of HIV and AIDS on children so that the Government could adopt an integrated approach to assist such children.

One such aim of this policy is, "to create and promote a supportive environment in which orphans and other children made vulnerable by HIV/AIDS are adequately protected holistically to grow and develop their full potential within their communities," (Department of Social Development 2005b 7-9). This is also linked to the South African Act Legislation. According to S 150(1) of the 2005 Act, a child is "in need of care and protection" when, inter alia, any of the following apply: the child is orphaned and without visible means of support, displays behaviour that cannot be controlled by the current caregiver … lives in or is exposed to circumstances which may seriously harm that child's physical, mental or social well-being, or is in a state of physical or mental neglect.

3. 6 Academic Guide Lines for Successful Learning

To promote successful learning, the Department of Education gazetted a National Education Policy Act 27 of 1996 on HIV/AIDS for learners and educators in Public Schools and student and educators in FET (Further Education and Training) institutions. Section 2.6 of the Act states that learners and students with HIV/AIDS should lead as full a life as possible and should not be denied the opportunity to receive an education to the maximum of their ability. Section 2.7 states that the constitutional rights of all learners and students must be protected on an equal basis (Department of Education 1996:21). Added to that, the Department of Education also responded to the growing orphan hood crisis by launching a policy framework and National Action plan for orphans and other children affected by HIV/AIDS in 2005 (Ardington 2008:16). Within this framework, the policies and programmes most pertinent to the schooling of orphans are social assistance through cash grants and school fees. Social assistance through cash grants and fees exemptions enjoyed by learners in schools emanated from the designed policy. These are likely to have a direct effect on school enrolment rather than attainment, since the barrier of non-payment of school fees will have been removed (Guarcello, Lyon, Rosati and Valdivia, 2004:134).

The rights of children of South Africa are also grounded in the South African Schools Act 1996, which provides the framework for (1) Compulsory basic education for all learners from the age of seven (or grade 1) to the age of 15 (or grade 9) whichever

comes first, based on the principle of non discrimination. This means that provinces must provide sufficient school places stipulated in the time-frame period shown for all learners, and before the dropouts are discouraged. (2) The banning of unfair admission policies and discriminatory educational practices in public schools, even though school governing bodies decide admission policies, and (4) Educate learners, who cannot be properly taught at mainstream schools, at separate special schools.

Apart from the above cited policy frameworks, the Department of Education (2000) also adopted Norms and Standards for educators and outlined seven roles of educators. This has however been replaced in its entirely by National Qualification Framework Act 67 of 2008 to be discussed in the next paragraph presented below. One of the roles states that within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for learners and respond to the educational and other needs of learners and fellow educators. The thrust of the pastoral role of the educator is therefore to offer care and support within the school context to the affected children. Kyriacou (2003:139) has noted many advantages of pastoral care. Firstly one of them is that pastoral care can offer the affected pupils an opportunity to talk about their worries and concerns to someone. Secondly, teachers might use counselling to encourage pupils to develop positive attitudes towards schooling. Thirdly, it can also help deal with pupils' worries and anxieties, ranging from worries about their academic worth and progress, to coping with the demands of school life in general and lastly to help pupils organise themselves better to cope with coursework deadlines and examination stress.

The new Department of Education (2011) Act 67 of 2008 policy on the Minimum Requirements for teachers Educational Qualification also provides clear guidelines to higher education institution for the design of learning programmes for the academic and professional preparation of teachers. It describes the basic competences required of newly qualified beginners. Specific emphasis is placed on the five types of learning within teacher education programme namely: disciplinary, pedagogical, practical fundamental and situational. Such programme should lead to the development of teachers with strong subject content knowledge, who knows how to teach specific subjects, effectively and confidently in varying South African school phases and contexts (Dept of Education, 2011:3).

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Teachers as "second custodial parents" at school need to create a caring and safe learning environment. This is based on the premise that a joyful classroom atmosphere might make students more apt to learn how to successfully solve problems in potentially stressful situations (Robert, 1994:13). Kyriacou (2003:36) argues along similar line when he purports that, effective teaching requires teachers to nurture and support pupils' efforts and to use forms of monitoring progress and giving feedback that reinforce pupil motivation and achievement across a wide range of school activities. All this points to the fact that when teaching orphans, teachers need to be connected to the children sincerely because there is an emotional side to these children who in one way or another are affected by the loss of parents. (Kyriacou, 2003:23).

Above all, the stated policy frameworks and the South African Schools Act also highlight the issue of learner behaviour in schools. For example, Section 8(1) and 8(2) of the Schools Act stipulates that the School Governing Body is responsible for adopting a Code of Conduct for learners through a consultative process, in which learners, parents and educators should participate (Joubert et al, 2005:211). The Code of Conduct should aim at establishing a disciplined environment that is conducive to effective teaching and learning. Thus, the focus is on positive discipline, self-discipline and establishing a standard of behaviour that is recognized and accepted by civil society. In terms of Section 8(4) of the Schools Act, learners are obliged to comply with such a Code of Conduct (Joubert 2005:211).


The Code of Conduct therefore guides against any infringements of the Code on less serious behaviour problems such as dishonesty, homework not done, refusal to accept disciplinary measures, continuous talking in class while an educator is explaining concepts, as well as serious forms of misconduct such as vandalism, bullying, drug abuse, violence, rape and other different forms of abuse of educators and fellow learners (Russo, Beckmann and Jansen, 2005:216). In his years of teaching experience, the researcher has noted that in some schools it seems as if these codes of conduct are nonexistent, given the breakdown of discipline amongst some of our orphaned learners that is very unpleasant.

All these serious issues of lack of school discipline witnessed from orphaned learners give rise to serious concern as these learners might lack parental care, support and guidance due to the absence of their biological caregivers. Mabeda and Prinsloo (2000) cited in Russo et al (2005:218) concur and state that deterioration of self-discipline may stem from lack of values at home where, because of no parents, children do not show respect towards people in authority in the wider community. To sum up, from these policy frameworks the specific countries designed laws, policies and programmes to address the plight of orphaned children and the researcher's intended programme design will be guided by some of these policies.

The decision to take up this study also considered the importance of the Convention on the Rights of the Child proclaimed in the Charter of the United Nations (signature, ratification and accession) by the General Assembly resolution 44/25 of 20 November 1989 in UNICEF and SIDA (2010:34). It came into force in 1990. It specified clearly in the universal children's rights to include the orphans and vulnerable children (OVC). Through the Universal Declaration of Human Rights, the United Nations (2002:11) proclaimed that childhood was entitled to special care and assistance in all spheres of life including learning and education – a thrust I am trying to adhere to in this study. Among other articles of the Convention on the Rights of the child, UNICEF and SIDA (2010:34) state that parties should recognise the right to education with the view to achieving the right progressively and on the basis of equal opportunity from primary levels to higher levels. In some South African schools, the existing supportive techniques implemented through Life Orientation seem to have many weaknesses letting orphaned learners down by not addressing their behavioural challenges given that the subject is being taken lightly by some teachers and learners (Prinsloo, 2007:155-170).

This study was limited to addressing the behavioural challenges of 10 to 16 year old orphans in CHH in the community of Ipelegeng in Schweizer Reneke, North West province in South Africa. The findings established could then be used to inform government, teachers, country wide programmes for affected orphaned children, advocates for child rights and other stakeholders so that appropriate intervention strategies could be established to benefit the orphaned learners in CHH.

The next section will discuss the types of programmes designed and being implemented for orphaned children in other countries and here in South Africa.

3.7 Cases Studies for Supportive Programmes for Orphaned Children

There are many existing programmes put in place in different countries that support the educational needs of orphaned learners. However, Strebell 2004, Chitiyo et al (2010 95-101) highlight that although different programmes have been documented few such programmes have been evaluated to determine their utility and to establish them as effective practices to meet the expanding needs of children orphaned. Furthermore, Cluver and Gardner (2007:45) contend that very little was known about factors that affected the orphaned learners in CHH. Added to that, the researcher has also observed that outside the designed supportive programmes, he has not been able to identify any study that explicitly explores the psycho-educational supportive programme he intends to design. There is therefore need to refer to existing policies, Norms and Standards and use them as basis for school based supportive programmes. These programmes are hereby discussed.

3.7.1 International Case Studies

In chapter two, paragraph 2:12 subsections 2.12.1, 1.12.2 and 2.12.3, case references focused on the general problems that related to the emotional behaviours, educational and interaction patterns of orphaned learners were discussed. In this chapter, the case references will focus on the supportive programmes that are being implemented in some countries, including South Africa

Thailand: Child Friendly School Project for Aids Affected Children

Thailand has been implementing a programme for its orphans called Child Friendly school project for AIDS affected children since 1998. The Life Skills Development Foundation (Chiang Mai, Thailand) with the support from UNICEF, UNAIDS lauded this programme. The Office of the National Primary Education Commission (ONPEC) implemented the programme in three provinces of North Thailand (Mae Ai to Chiang

Mai Province, Sanpatong to Chiang Mai Province) 1998-2000. Evaluation of the programme in the year 2000 found positive behavioural change in HIV affected students. According to IIEP (2004:38) the factors responsible for this improvement were the (a) Organisation of "Convention on Rights of the child" (b) effective counselling services with constant observations of special cases (c) a thematic learning approach (d) discovery learning (e) an improved learning environment in schools. Furthermore, significant improvements concerning student's self-esteem and depression levels were evident after a one-year period of programme implementation. The programme seems to be bearing positive fruit in the lives of these kids.

 Columbia: Open Distance and Flexible Learning (ODFL) –"The Escuela Nueva Programme"


Orphaned children in child headed households may have unique time constraints because of the need to work at home or for a paying job. Traditional full-time schooling may not be a practical option for them, so a number of different approaches including distance education might come into play. Some countries have implemented such schemes. One such country is Columbia, which launched "The ESCUELA NUEVO Programme". The programme is designed for children who are caring for younger siblings in child headed households or those who are working part-time. It delivers the national curriculum in modular form through the provision of learner guides for each subject. These guides enable children to learn independently and in groups in class or at home when they cannot attend school for short periods of time. When children return to school, they carry on wherever they have reached in the modular guide. In some instances, mentors are appointed.  These mentors provide the children with interest, concern and encouragement, psychological support and practical advice and assistance (Boler and Carrol 2003:56).

There are many benefits to such a noble practice. If implemented effectively, learners might not miss learning nor miss much in the event that they are absent from school. It is also easy to catch up. If a strict study timetable is adhered to at home, this might keep the children out of danger, and of mischief, since they will have some work to do rather than having 24/7 play time or recreational time.

However, Boler and Carrol 2003:48) caution that any Open Distance Flexible Learning (ODFL) programme should not undermine formal education effort. On the contrary, it should form an integral part of government provision of education. In addition, they further argue that programme design should always be undertaken with the view of scaling up to the national level. Otherwise, the disadvantages noted on the community school programme might apply here as well.

Some of the problems and issues affecting most distance education institutions in Third World countries per se include the following:

- lack of adequate finance
- shortage of communication and infrastructural facilities
- no proper government policies
- Shortage of personnel in media and course material production
- Above all, a sceptical attitude towards distance education with regard to quality of learning achieved (Reddy 1994; cited by Feseha, 2003:97).

However, it can be argued that if the government is committed to use distance education, as one method of training/educational provision, the stated problems above would be minimized or eradicated through the passage of time. Given that the number of orphans is increasing at an alarming rate and worse, the majority are noted to be dropping out of school as suggested by reviewed literature – distance education as an alternative method of teaching might go a long way to address the academic needs of orphaned learners. From the reviewed international case references on types of programmes founded in these countries, it can be concluded that these programmes bear positive results where they are well implemented. Orphaned learners in South Africa are likely to benefit from designed programmes provided they are well designed

3.7.2 African Case Studies

 Zimbabwe

Dhlamini (2004:18) describes community and home based interventions being implemented for children orphaned by HIV/AIDS in Botswana and Zimbabwe. In

Zimbabwe, the Development AIDS from People to People (DAPP) Kukwanisa Project has been in operation since 1993 and has as its main concern, the welfare of children orphaned by HIV/AIDS. It supports 1600 orphans through the community and school based projects. It also runs income generating projects that include poultry, bee-keeping, soap making, vegetable farming. Project activities are organised into a ten-line system to strengthen the economy of the family, promote health and hygiene and education.

They also run a preschool programme. At the preschool, children receive two meals per day. Teachers monitor the children's behaviour closely and meet with their guardians on a monthly basis. Pre-school teaching programme concentrates on all aspects of child development, which include intellectual, social, moral and creative abilities. The programme strives to promote the health and hygiene of orphans in general and specifically with regard to HIV/AIDS. It also enhances their early childhood development and promotes positive schooling outcomes.

This was done through after school programmes such as helping with homework; equipped children with functional skills training and bereavement and trauma counselling. The DAPP showed tremendous commitment to the welfare of children and the broader community. The good working relationship established with government, schools and the local clinics ensures that the programme is able to locate and assist vulnerable children and orphans. If this programme is moved to cater for primary and secondary learners, more learners are likely to benefit from similar support.

Botswana

In Botswana, the Masiela Trust Fund was set up by Cabinet to serve over 41 000 orphans in that country (Dhlamini, 2004:26). The fund supports orphans through day care facilities, school fees and free meals. The programme catered for the material needs of orphans. The advantage of the free meal feeding scheme is likely to benefit the nutrition of the orphans, thus reducing the barrier of hunger on schoolchildren thereby boosting school enrolment.

Another programme in Botswana is called, The Botswana Christian Intervention Programme (BOIKAP). This programme runs 13 centres around the country. Bana Baketso Orphan Day Care Centre in Molepulule, capital of Kweneng district, is one example where 334 registered orphans and vulnerable children ranging in age from 2 to 18 years are enrolled. Children aged 7 to 18 years attend the centre after school and receive a meal and participate in various activities with caregivers including help with homework, bereavement and trauma counselling, and grief support programmes to help them cope.

The centre also provides training in income generating activities for the children. Older children are taught skills like leatherwork and artwork and assisted in finding employment. The centre has an outreach programme that operates in schools and clinics. The aim of the programme is to monitor children's progress at school, and to form a part of the health and educational team at school. However, there are many challenges being experienced at the centre. For example, shortage of accommodation is resulting in overcrowding .Secondly, there are inadequate funds as well as the uncertainty of the availability of funds, especially to feed the children. Lessons from these programmes will assist the researcher in designing his educational programme for orphaned learners living in child headed households.

Swaziland:  The ''All Children Safe in School'' Initiative

In Swaziland, "The All Children Safe in School initiative" addresses the specific needs of orphans and vulnerable children through the provision of school grants (USAID and CRS, 2008:23) Community EFA grants, a large-scale government initiative supported by UNICEF pays school fees for orphans and vulnerable children. To enrol children in schools, the school administration works with the school committee and community leaders to identify the school orphans and vulnerable children in their communities. This practice has positive effects in the sense that the barriers of non-attendance due to non-payment of school fees will have been removed. However, the programme has disadvantages in the sense that the academic performance needs of the children are not being directly addressed, nor are the emotional needs of the orphaned children, an area this study attempts to focus on.

Zambia: The Better Education and life Opportunities Through Networking and Organizational Growth (BELONG) Programme

The Zambian 'BELONG" Programme is also another scheme similar to the South African programmes. This is also a school-feeding scheme focusing on children who attend Zambia's community schools. Its aim is to improve children's nutritional status and performance in schools and to expand school attendance. In the programme, orphans and vulnerable children are provided with breakfast, and take home rations that are distributed to targeted households every month. Additionally, an initiative of Catholic Relief Services (CRS 2008) in Zambia gives educational support to the orphans. Support is given directly to orphans in the form of school fees, books and other school related requirements to enable them to access and complete school. This programme is titled (CHAMP–OVC Project) – Community HIV/AIDS Mitigation Project for Orphans and Vulnerable children. It was launched in 2003. The good thing about this programme is that the material needs of orphans are being addressed, although it leaves out other crucial developmental components of the children, such as the socio-emotional and intellectual abilities targeted by the schools.

Mali, Malawi, Uganda & Zambia: Community Schools Programmes

Community schooling is another example of an initiative that is attempting to meet the educational needs of children in AIDS-affected areas. It is a popular approach in the above stated countries. The community schools have been established by local communities often with Non-Governmental Organisations (NGOs) support to benefit the non-formal sector (Hepburn 2002:13). In such a scheme, local communities or church run schools do not charge school fees and do not require learners to dress in uniform. Additionally, these community schools provide educational materials to learners and use local leaders as teachers, often on a voluntary basis. This makes the programme cost effective.

There are many benefits associated with this supportive programme. One of the benefits is that it allows communities to take charge of their own affairs. It also increases access for all children within a community, especially orphans and

vulnerable children who are unable to attend government-sponsored schools (USAID, UNICEF and SIDA 1999 cited in Hepburn, 2002:87-99). Another benefit is that the community schools are flexible in meeting children's formal educational needs in a local setting. Hepburn (2002) goes on to state that the community schools can provide contextual psychosocial support for children and design the curriculum to include formal and non formal and life skills education.

Linked to the above is the fact that schooling can be tailored to communities, scheduling needs and flexibly structured with increased familial responsibilities. The programme is also less expensive per pupil compared to government schooling (Webb 2001 cited in Hepburn, 2002:87-99). Additionally, this scheme can create a safe learning environment for girls by having low student/teacher ratio, increased community supervision and a community location that decreases risk (Hepburn, 2002:87-99). Lastly, the other benefit is that the community members can make decisions on what is best for their children without having to wait for outside direction such as departmental policies and circular due dates for submission of this and that to the department officials.

Although this scheme shows some theoretical glitter, there are some disadvantages that can be associated with it. One of the disadvantages is that it may hurt educational quality, as poorly trained volunteer teachers could compromise standards. Secondly, there is a danger that the government may dismiss the need to address the lack of facilities for orphaned and vulnerable children and their access to state sponsored schools by noting that community schools are serving them (Hepburn, 2002:24). Thirdly, community schools could also isolate children in their orphan status if they are the only ones in the community who cannot afford government sponsored schools. This could enhance stigma, particularly if their quality is perceived to be lower than government schools.

Another danger is that volunteer community teachers may leave these schools if offered paid jobs in the state sponsored school system. Such serious staff turnover might have negative implications for learning/teaching. Imagine replacing teachers every week, or every month. Lack of continuity is likely to affect the learning process. Another handicap noted about the community school system is that many schools "borrow" buildings, which may eventually be recalled for other purposes (USAID et al

(1999) in Hepburn, 2002:24). That would leave learners without any "classrooms" for use, thereby compromising the quality of learning and teaching.

Tanzania:  Complementary Basic Education in Tanzania Programme (COBET)

In Tanzania, the programme titled "COBET" supports the formal primary education system by providing quality basic education and Life and survival skills to children who are missing out on formal schooling (USAID and CRS, 2008:28). The programme's condensed three-year child friendly competency-based curriculum helps orphaned children return to the formal education system, or access secondary or other post primary education opportunities. The programme has considerably more learning contact time than classes in the formal system, although children spend less time in class than in formal schools (USAID and CRS, 2008:30). The curriculum is specifically tailored to children's ages and responsive to their learning needs. For example, timing of teaching can be adjusted to local needs.

Another aspect of this programme is that delivery is flexible so children can attend lessons when they are free to learn and they do not have to wear uniforms. The curriculum content on Life Skills entails three main components, which include communication and interpersonal skills (e.g. negotiation/refusal skills, empathy building, co-operation and teamwork and advocacy skills). Secondly, coping and self-management skills (e.g. skills for increasing internal locus of control, skills for managing feelings and skills for managing stress (WHO and UNICEF, 2003). Thirdly, aspects such as decision making/problem-solving skills are also included in the content of the curriculum.

Through the use of the above measures, learning using "COBET" Curriculum has shown itself highly attractive to out of school learners (USAID & CRS, 2008:25). At the end of the 3 year pilot phase, monitoring data showed that COBET had taught 1530 learners in 50 learning centres in 5 districts. Of these, 449 children (173 girls and 276 boys) were orphans and 146 (78 girls and 68 boys) were children in abject poverty (World Bank, 1999:68). African countries respond to the educational needs of orphans in their countries in varied forms. There is therefore consensus in the countries for the need to support orphaned learners.

3.7.3 South African Case Studies

South African Feeding Schemes, Fee Exemptions and In-Kind Transfers

Similar to the Botswana Scheme, South Africa effected the provision of a feeding scheme through the Department of Education. According to the Department of Education (2010) policy on learner Attendance, many learners stay away from school for many reasons but in many communities poverty is the root cause of irregular attendance. Other causes may be the result of poor nutrition, or hunger, child labour, unstable or dysfunctional family life and gang violence. Children chronic illness, including HIV/AIDS and Tuberculosis, lack of transport to school, family's inability to pay school fees or buy uniforms. Several official programmes relevant to school attendance are aimed at alleviating the worst effects of chronic poverty (Department of Education Policy, 2010). These include the extension of the child support grant to impoverished children aged 16 to 18, the implementation of HIV/AIDS  programmes, the expansion of the early childhood Development Programmes and the National School Nutrition Programmes and the No fee school Policy. The National Nutrition Programme takes place at primary and secondary school levels in most impoverished communities all over the Republic of South Africa. During these feeding schemes, school children receive bread, porridge or rice served with a variety of relish, biscuits and soup and fruits at times, to assist the level of concentration whilst attending school. The South African feeding scheme school programmes are established based on the premise from anecdotal evidence, which suggests that orphans and vulnerable children are more likely to be tired and hungry at school with the consequences of children fainting during lesson attendance (David, 2006:33).

Such incidents have been compounded by the fact that the high levels of poverty in South Africa in general impact heavily on school going children (David, Nkomo, Mfecane, Sinner and Ratele 2006:44). Because of poverty being experienced in many disadvantaged South African communities, including the one under investigation, many orphan headed households might fail to support the educational and material needs of schooling siblings. Poverty experienced by learners might result in them going to school hungry, or without uniforms, and some travelling long

distances to go to school due to lack of transport money. As a result of these constraints, some children withdraw from school and others play truant. Hence, the need of the government to address the plight of the learners. In addition to the feeding schemes, the Department of Education exempts impoverished children from paying school fees and has also established no fee paying schools. The state also subsidises taxi fares and school uniforms, fees in the form of in-kind transfers (David, 2006:33).

However, to date such transfers have not been evaluated for their effectiveness (Subbarao and Coury, 2004:50). Maqoko and Dreyer (2007:13) concur and indicate that in South Africa in-kind transfers are targeted at poor children in most Demographic Surveillance Areas they assessed. However, it was noted that corruption, and inconsistence in paying the suppliers resulted in these programmes failing in most cases. These problems are still evident in most institutions including the one where the researcher is stationed. Secondly, these policies on in-kind educational transfers are faced with many challenges. For example, researchers-cum-policy makers in South Africa argue that it would be unfair to provide special services to orphans (Meintjies, et al, 2003:33). They noted that many poor children in South Africa whose parents are alive, nevertheless, are also at risk for poor schooling outcomes. These arguments sound logical. USAID and CRS (2008:16) observed that while orphan hood often impose a heavy burden on children, not all children orphaned are needy or poor. On the other hand, there are many children who are not orphans, but who are needy or vulnerable. Providing special services to orphans will be seen as being discriminatory in nature resulting in this noble programme/scheme being abandoned at the expense of the intended beneficiaries – in this case, the orphaned children (Maqoko and Dreyer, 2007:13). However, with proper implementation, some of these programme schemes can be addressed in order to render them more effective.

Although school-feeding schemes can be beneficial to poor children, a number of points need to be taken into consideration to improve the chances of success, since a series of criticisms have been levelled against current feeding schemes. The researcher's observation and experience has noted that in many programmes at schools, the food is distributed at the end of school day or during first or second break. This reduces the potential level of impact on children. Boler and Carrol

(2003:15) concur and state that these children need food at the start of the day in order to concentrate. Moreover, it is thought that the poorest children are not able to stay after the end of the school day because of work commitments at home, and they therefore miss the school-feeding scheme programme.

Another aspect of concern about these feeding schemes is the nutritional value of the food provided. Under normal circumstances, consideration needs to be taken of the content of the school-feeding scheme. For example, whether the food provided through the scheme is an addition to a home meal, or a replacement. (Boler and Carrol, 2003:18). The researcher's observation is that in most cases, the food provided in the scheme does not have a high nutritional value and worse, does not include indigenous foods for the respective learners.

Apart from that, the other concern is that of sustainability. There are many inconsistencies in the provision of food to the orphaned children. Sometimes schools run short of foodstuffs to prepare the food to feed the learners. This creates gaps in the feeding programmes. However, the researcher suggests that such problems can be alleviated if the food is sourced locally (within the community shops where the school is located). This might have many advantages. For example, it might ensure the scheme supports local income-generation work – thus providing the much needed income and job opportunities for the community members. Boler and Carrol (2003:22) also highlight that food from outside will be more expensive, be less sustainable, less appropriate and have less impact on the community as a whole.

Stigmatisation is also a cause for concern for feeding schemes, especially if these schemes specifically target poor children, and also label them as poor. This might cause inadvertent stigmatisation resulting in other children shunning these feeding programmes even though they are in dire need of food (Boler and Carrol, 2003:23). However, at the sites where the research took place, the feeding scheme caters for everyone irrespective of economic status. Sensitivity therefore needs to be taken to prevent poor children being stigmatised and ensure respect and confidentiality whenever possible. .

3.8 Conclusion

In this chapter, the discussion has shown that there is need for intervention programmes in view of the experiences of orphaned children living in child headed households. Reviewed literature on supportive programmes has hinted at certain precautions and considerations that need to be taken by researchers, myself included, when designing these programmes. Policy frameworks discussed and being implemented by various organisations and other stakeholders need to be consulted in order to guide research programme designers about what to focus on and how to implement their programmes. The reported types of designed and implemented programmes being used in various countries will go a long way in shaping future programmes, including the one to be designed by the researcher in this study. The next chapter focuses on research methodology.

# 4.0 Chapter 4: Research Methodology

## 4.1 Introduction

The discourse in chapter 3 focused on various supportive educational programmes in different countries, including South Africa. The purpose was to establish the reason for their existence and the rationale for their structure and implementation. This was aimed at answering the research question: How can the behavioural challenges of orphaned learners who head households be addressed to enhance academic achievement?

This chapter discusses the research methodology used in the study. It refers to the research design, sampling procedures, data collection instruments and the strategies used to analyse the data. The chapter also refers to issues of validity and reliability, including measures adopted to ensure an ethical approach to the study. This information is preceded by a report of the pilot study that was undertaken to gain deeper understanding of the research phenomena and to test the research instruments.

## 4.2 Pilot Study

Following approval of the study by the ethics committee of the UNISA College of Education, Pretoria and the North West Department of Education, Dr Ruth S. Mompati, a pilot study phase was carried out at school E. The researcher conducted interviews with five in-school orphans aged 10 to16 years, including the two Life Orientation subject teachers who teach them, together with one social worker and one deputy principal responsible for discipline. The researcher conducted a few relevant observations on the behavioural patterns of orphaned learners. The researcher went on further to analyse a few documents used by the school such as attendance registers, class monitor sheets, report cards and disciplinary Committee's files to monitor the behaviour patterns of the in-schools orphaned learners. These procedures are in line with Strydom and Delport (2005:331), who stated that, in qualitative research, the pilot study is usually informal and a few respondents possessing the same characteristics as those of the main investigation can be involved in the study, merely to ascertain certain trends.

The research site chosen is a neighbouring school which enrols children from the same community as the research sites for the main study. The main purpose was to determine whether relevant data could be obtained from the respondents. Many benefits were noted for doing this pilot study. First, it could allow the researcher to test certain questions enabling him to make modifications with a view to conducting quality interviewing during the main or actual investigation. Hence, the researcher assessed whether or not the wording of the questions was suitable for all categories of respondents. The researcher also determined whether the interview questions framed in the interview schedule were meaningful and clearly stated in order to bring to light possible wording ambiguities, disorganised sentences and illogical ordering of any of the questions. This enabled the researcher to check on possible omissions that could have been overlooked during the framing of the questions. Furthermore, to enhance the design of a quality research instruments the researcher handed in the designed research instrument to his research supervisor for analysis and for approval by the ethical research committee before it was used. The researcher finalised the construction of the research instruments taking the constructive ideas and feedback from all the above sources into consideration.

Additionally, the pilot study assisted the researcher to check for the validity and reliability of the research instruments in terms of question sequencing and possible content ambiguity, as well as to identify possible offensive or sensitive questions. Another benefit was that interactions were established during the interviewing process by the researcher. Third, the estimation of time needed to conduct the interview, which was 25-30 minutes, and the costs involved, were noted. Lastly, problems that could arise during the actual interview were pre-empted (Denzin and Lincoln, 1994:213). The above view is consolidated by Walliman (2005:282), who states that it is best to test the instrument on people of a type similar to that of the intended sample, so as to anticipate any problems of comprehension, or other sources of confusion.

4.3 Research Methodology

There are two research approaches, namely quantitative research and qualitative research. According to Sidhu (1997:245), quantitative research is used to answer

questions about relationships among measured variables and testing hypotheses with the purpose of explaining, predicting and controlling the phenomena. It is research primarily concerned with identifying cause and effect. On the other hand, qualitative research is described by Cresswell (2003:181) as a type of scientific research that seeks to understand a given research problem or topic from the perspective of the local population it involves. Cresswell (2003:181) goes on to explain that qualitative research is especially effective in obtaining cultural specific information about values, opinions, behaviours and social contexts of a particular population.

Setati (2011:90) states that the decision that will finally influence the researcher to select a particular approach and research instrument will depend on what the researcher wants at the end of that particular investigation. In this study, the researcher seeks to establish the behavioural challenges of orphaned learners aged 10 and 16 years living in child headed households or heading these households – hence the qualitative research method is therefore an appropriate methodology. This approach yielded descriptive and narrative data that provided in-depth information that assisted in answering the research question and realising the aim of the study stated in paragraph 4.1.

There are many advantages linked to this qualitative methodology. One of the advantages is its ability to provide information about the "human" side of an issue – that is; the often contradicting behaviours, beliefs, opinions, emotions and relationships of individuals (Merriam, 2002:91). The other advantage of qualitative approach is the use of open ended questions and probing that gives participants the opportunity to respond in their own words, rather than forcing them to choose from fixed responses (Mendelowitz, 2010:98). The author further states that open ended questions have the ability to evoke responses that are meaningful, rich and explanatory in nature for context, natural settings, participant observation, field study, descriptive data, emergent design and inductive analysis. Furthermore, qualitative methods also allow the researcher the flexibility to probe initial participant responses, that is, to ask why or how.This was common practice in this study. I listened carefully to what participants said during interviews, then engaged with them according to

their individual personalities and styles and probed to encourage them to elaborate on their answers.

However, a disadvantage commonly levelled at the qualitative approach of inquiry is that it fails to adhere to the principles of validity and reliability which will be discussed in section 4.6 of this chapter. For example, Merriam (2002:101) describes qualitative research as undisciplined and sloppy because every researcher brings with him certain personal values, opinions, choices and power relations to the research situation. In the process, every research situation is unlikely to be exactly the same as previous ones. In spite of this weakness, in their defence many qualitative researchers argue that human knowledge is not irreducibly subjective. It must grasp the meanings of actions, the uniqueness of events and the individuality of persons which to them is strength and not a weakness (Henning 2003:6). It must be noted that qualitative research comes in different research designs and these are discussed in the next subsection.

4.3.1 Research Design

Speziale and Carpenter (2003:43) define research design as the consideration and creation of means of obtaining reliable, objective, generalised and valid data by means of which a formal announcement about the phenomenon may be confirmed or rejected. The two authors further indicate that the research design is a plan that will be applied during investigation in order to answer the research questions, and aims at trying to ensure that answers to questions are accurate. A research design therefore encompasses the methods and procedures employed by researchers to conduct scientific research. It also defines the study type. According to Mendelowitz (2010:99), qualitative researchers carefully select research design options that are congruent with their objectives and the phenomenon that they are studying.

There are many qualitative research designs used by researchers in scientific research. These include case studies, biography, ethnographic study, narrative analysis, grounded theory and phenomenological study, to mention the major ones. In this study, the researcher used the case study research design. A case study research design has many characteristics. One of the key characteristics is a focus upon particular individuals and groups of actors and their perceptions (Mendelowitz,

2010:100). In other words, the sole criterion for selecting cases for case study should be, "the opportunity to learn" from them (Stake (1995), cited by Strydom and Fouche, 2005:272). The research study focused on schooling orphaned children aged 10 to 16 years. It also included other categories of research participants who had educational knowledge about the orphaned learners. These included their Life Orientation subject educators, school based support team (SBST) members, social workers and School Management Team (SMT).

.It must however be noted that according to Marks (1996:219) cited in De Vos, Strydom, Fouche and Delport (2005:267), there are three types of case study all with different purposes. These include the intrinsic case study, which focuses solely on the aim of gaining a better understanding of the individual case. The purpose for this case study is merely to describe the case being studied. Another type of case study is the collective case study, which examines groups of cases, comparing cases and concepts, and also extending and validating existing theories. The third type of case study is the instrumental case study, which was used in this study and will be discussed in the next subsection.

4.3.2 Instrumental Case Study Research Design

According to Marks (1996:219) cited in De Vos et al (2005:267), the instrumental case study is used to elaborate on a theory, or to gain a better understanding of a social issue. The case study merely serves the purpose of facilitating the researcher's gaining of knowledge about the social issue. Given that the aim of the study was to address the behavioural challenges of school 10 to 16 year old orphans living in child headed households with the intention to develop a psycho-educational programme to enhance academic achievements, an instrumental case study design was the ideal method of inquiry. Johnson and Christensen (2008:408) state that in the instrumental case study design, the researcher chooses the case to develop and/or test a theory or to better understand some important issue. Explanation of the issue under investigation becomes a key goal in instrumental case study design.

The researcher chose the instrumental case study design because he was generally interested in understanding the educational needs and challenges of schooling orphans in child headed households in terms of their academic performance,

behavioural, emotional, and social schooling patterns. In other words, the case study served the purpose of facilitating the researcher's gaining of knowledge about the cited issues under investigation with the view to design a psycho-educational programme to support the orphaned learners.

The case study design plays a pivotal role in research. Lincoln and Gobi (1985), argue that the case study approach has many potential advantages for the naturalistic inquirer. First, this approach creates a lot of scope for the researcher to accommodate the multiple realities encountered in any given study. Second, the researcher can employ a re-check to determine adequacy of either behaviour performance or output through the use of multiple methods of data collection. Added to that, the present study had the additional feature of being a multiple case study. The researcher collected the data from different respondents/or participants, located at four different sites. Multiple case studies offer scope for greater variation across cases and a greater range of interpretations (Merriam, (1998:40). This practice has far reaching implications. According to Miles and Huber man (1994:29), researchers can "strengthen the precision, the validity and the stability of the findings" through analysing data across cases, though it also has a potential challenge of management of the data. This can be over-whelming (Creswell, 2009:24). This will be discussed in greater detail on the section on data collection and analysis. Meanwhile the next discussion focuses on sampling.

4.4 Sampling

Sidhu (1997:253) defines sampling as the process of selecting a sample (that is a small proportion of a population selected for observation and analysis) from the population. The main reason for doing sampling is to have representativeness of the respondents to use in order to draw a conclusion based on a general consensus (De Vos, 2002:34). In this study, purposive sampling was used to select the subjects for this investigation. In purposive sampling, the researcher selects a particular group or category from the population to constitute the sample because this category is considered to mirror the whole with reference to the characteristics in question (Sidhu, 1997:263). The researcher therefore purposely selects and also purposely leaves out some members. This implies that when using purposive techniques, the

researcher has to pick only such a sample that is relevant to his study and leave all others so that the purpose of the study is not defeated (Cresswell, 2009:25). This is the type of sampling technique that was used by the researcher to select the school sample, class sample and the five categories of research participants in the present study to give relevant and specific information based on the aim of the study. Participants were expected to contribute their viewpoints on the behavioural challenges of orphaned learners who head households.

4.4.1 The School Sample

The research study was carried out in the three secondary schools and one primary school in Mamusa circuit of Taledi area - Ipelegeng Schweizer-Reneke - under the Dr Ruth S Mompati district in North West province – South Africa. The choice of Mamusa circuit was determined through purposive sampling because the researcher anticipated that it would be convenient for him in terms of time and limited financial factors. This was possible because being the researcher's area of work and residence for two years the researcher was familiar with the place and that made interaction and accessibility of participants easier.

Accessing the study sample of this site was not a problem given that most of the learners were either currently being taught by the researcher, or were taught by him in previous grades. Cooperation with respondents was easily achieved. The researcher was able to move about freely and the required information was easily obtained. Even the other two secondary schools were just a stone's throw from the researcher's work site and colleagues at these two feeder schools were able to assist in helping access these research sites, given that most of the educators are close working mates who regularly meet during cluster meetings and departmental professional developmental meetings.

There are six secondary schools and five primary schools in the Mimosa circuit. The researcher randomly sampled four of them with the intention to use a larger sample in the study. In order to avoid bias in sampling schools, the researcher wrote the

names of the primary schools on pieces of cards which were folded and placed them in a container. One research assistant (a colleague at the same school) was blindfolded and was asked to pick one name from the container with all the schools. School A, B; C and D were picked through this process. This sampling technique used to sample one primary school and three secondary schools is called simple random sampling. Sidcup (1997:261) states that simple random sampling means that every member of the sample is selected from the total population in such a manner that all members of the population have essentially the same probability of being selected. Hence all the 11 primary and secondary schools had the same probability of being selected.

4.4.2 The Grades / Class Samples

The researcher observed learners in 15 different classes in five different grades at the four research sites investigated. These 15 classes were purposively sampled. Firstly, the researcher identified a sample of 30 orphaned learners to participate in the study. After the identification of 30 orphaned learners, the selection of grades was automatic for these learners. The grades in which the purposively sampled learners belonged were automatically selected for study. This process culminated into 15 classes. The information on the grades can be placed in a table as follows:

**Table 3: Number of Classes Investigated at School A B, C and D**

| Schools | **Number of classes/ grades** | | | | | |
|---|---|---|---|---|---|---|
| | **No of Grade 6 classes** | **No of Grade 7 Classes** | **No of Grade 8 classes** | **No of Grade 9 classes** | **No of Grade 10 classes** | **Total classes** |
| A | 1 | 1 | - | - | - | 2 |
| B | - | - | 1 | 1 | 3 | 5 |
| C | - | - | 1 | 1 | 2 | 4 |
| D | - | - | 1 | 1 | 2 | 4 |
| **Total classes** | 1 | 1 | 3 | 3 | 7 | 15 |

The table shows that there were seven Grade 10 classes, three Grade 9 classes, three Grade 8 classes and one of each in Grade 6 and 7, respectively purposively sampled for the study. At School A, one Grade 6 class was sampled and one Grade 7 class was purposely sampled. For the purpose of report writing in chapter 5 these grades at School A will be named A1 and A2 respectively. At school B, five classes were sampled. In the final report writing, classes from School B will be named B1, B2, B3, B4, B5, respectively. At school C, four classes were sampled. In the report, the classes will be named C1, C2, C3, and C4. At school D, four classes were sampled. These classes will be named D1, D2, D3, and D4 when reporting findings in chapter 5 to preserve anonymity

4.4.3 Participants.

Apart from the school and class samples, the study also selected research "participants". Merriam (2002:12) states that during qualitative research, it is best to select participants from which the most can be learned according to the research topic. In this study, five specific categories of participants were chosen. These were orphaned learners, LO teachers, School Principals, school based support team members and social workers. The researcher chose these specific participants with the hope of obtaining rich data given that all these participants were directly involved with the life experiences of the orphaned learners.

The study participants are presented in a table below and a separate discussion on each category will ensue:

**Table 4: Participants in the study**

| School | classes | No of orphans | No of teachers | No of principals | No SBST members | No of social workers | Total participants |
|--------|---------|---------------|----------------|------------------|-----------------|----------------------|--------------------|
| A | 2 | 5 | 2 | 1 | 2 | 1 | 11 |
| B | 5 | 8 | 3 | 1 | 2 | 1 | 15 |
| C | 4 | 8 | 2 | 1 | 2 | 1 | 14 |
| D | 4 | 9 | 3 | 1 | 2 | 1 | 16 |

| | | | | | | |
|---|---|---|---|---|---|---|
| TOTAL | 15 | 30 | 10 | 4 | 8 | 4 | 56 |

The table shows that a total of 56 study participants at four research sites were sampled from five different categories. These will be discussed separately under each category in the next subsection.

Orphaned Learner Participants: The first category of research informants included 30 in-school orphaned learners. The inclusion criteria for the 30 orphaned learners were: resident in, or heading a child headed household and aged 10 to 16 years and attending school. Although some participants do have contacts with extended family members but no live- guidance and support are available to them from caregivers or guardians. The characteristic features of these participants included the following: 17 males and 13 females who were conversant in both Setswana (their home language) and English, which is their language of learning and teaching. Ten of the participants headed households with four participants taking care of two siblings. The other four participants took care of three siblings and two participants took care of one sibling. Twelve participants stayed with their 16 and a half to 17 year old brothers who had dropped out of school, and eight participants stayed with their 16 year old sisters who have since dropped out of school. Another characteristic feature was grade attendance. See table below:

**Table 5: Number of orphaned learners participants by grade and school**

| | Number of orphaned learners selected | | | | | |
|---|---|---|---|---|---|---|
| **Schools** | **Grade 6** | **Grade 7** | **Grade 8** | **Grade 9** | **Grade 10** | **Total participants** |
| A | 2 | 3 | - | - | - | 5 |
| B | - | - | 2 | 3 | 3 | 8 |
| C | - | - | 3 | 3 | 2 | 8 |
| D | - | - | 3 | 3 | 3 | 9 |
| **Total** | 2 | 3 | 8 | 9 | 8 | 30 |

The table shows that at school A, five orphaned learners were selected with two orphaned learners in Grade 6 (one male and one female) and three orphaned

learners in grade 7 (one female and two males). A total of eight participants (three female and five males) were selected at school B, with two learners in Grade 8 and three learners each in Grade 9 and Grade 10, respectively.

At school C, eight orphaned learners were sampled (4 female and 4 males) 3 in grade 8, another 3 in Grade 9, and 2 in Grade 10. A total of nine participants were sampled at school D (4 female, 5 males) with 3 participants each in Grades 8, 9 and10, respectively culminating into 30 participants from category one.

These learner participants were purposively sampled. At every school the admission office keeps records of learners' profiles. It is from these records that a list of children living in CHH were identified and purposely sampled. To ensure that the identified orphaned learners had essentially the same probability of being selected, the names of orphaned learners were written on cards which were placed in a container and a research assistant was blindfolded and drew one name at a time until the required sample was completed at each and every research site. So, from a population of orphaned learners living in CHH, first purposive sampling was done. Secondly, indentified orphaned learners were then randomly sampled resulting in a study sample of 30 orphaned learners

LO Teachers: The second category of research informants comprised all of the ten Life Orientation teachers who taught the 30 orphaned learners in different classes at the four research sites. The ten participants in this category included six female teachers and four male teachers. Three participants were purposively sampled at research site A, three participants were sampled at research site B, two at research site C, and two more at research site D. The inclusion criteria for their selection for participation were the fact that they were class guardians of sampled orphaned learners in their respective learning area /subject.

Social Workers: The third category of research participants were the four female social workers who were purposively sampled by virtue of them being referral link persons of school under investigation- working with orphaned school learners and other vulnerable children who experience social problems, which might be home or school related.

School Principals: The fourth category included the four principals or their deputies of the four research sites. These were purposively sampled for their responsibilities of doing enrolments for their respective schools, keeping and updating learner profiles and secondly, by virtue of being managers of the schools, they act as the link persons with the outside world in case of referral cases.

School Based Support Team (SBST): The fifth category comprised of eight school based support team members made up of heads of departments, deputy principals and selected senior teachers. These included four males and four females. These participants have the responsibility of handling disciplinary problems at their schools and identifying learners who need support after being referred to them by the teachers.

Thus, the selection of these categories of research participants was based on their direct involvement with the schooling of orphaned learners (that is, being knowledgeable about the in-school orphaned learners' behaviour, academic conduct with peers and teachers). For example, the orphaned participants provided their lived schooling experiences after the loss of their parents. On the other hand, the LO teachers provided their teaching experience of dealing with these orphaned learners. The principals of the schools also provided their experiences on the conduct and disciplinary problems of orphaned learners they deal with. The social workers and the school based support team provided their knowledge on referred cases they deal with.

4.5 Research Techniques

A number of data collection techniques were used to obtain adequate information about orphaned learner's behavioural challenges in schools. These included participant observation, semi-structured interviews with a diverse range of participants and documentary analysis. This is in line with Gall and Borg (2005:312) who state that in collecting data, qualitative researchers use whatever methods are appropriate to their purpose. The authors further highlighted that researchers might use multiple methods to collect data about the same phenomenon, in order to enhance the soundness of their findings. The three research techniques used in this study are discussed under the following subsection 4.5.1, 4.5.2 and 4.5.3.

It must be noted at this point that , to arrive at the results and conclusions of the research study (Walliman, 2005:311), the collected data from the three techniques will be analysed using interpretational analysis which is a process of close examination of data in order to find constructs, themes and patterns (Nyawaranda, 2003:9) that address the researcher's research goal (Maykut and Morehouse, 1994:128). Data analysis process will follow cyclical phases which are discovery analysis in the field, identification of topics that become categories and synthesis of patterns among categories (Chisaka and Vakalisa, 2003). Data collected from the three sources, namely observations, interviews and documents will be interpreted within the framework of the research design and conclusions will be  drawn from the research findings.

 Added on to that, it must also however be emphasised that in qualitative study, the researchers themselves are the primary "measuring instrument". They rely heavily on personal observation, empathy, intuition, judgement, and other psychological processes to grasp the meaning of the phenomenon as experienced by the individuals and/or groups in the field (Gall, et al, 2005:311). Hence customary to the qualitative case study research paradigm, the researcher himself was the instrument of data collection in the study (Chisaka and Vakalisa, 2003:176). This implies that the researcher was directly involved as an active participant in gathering data for the study in the setting, interacting with participants, observing  the school orphans inside and outside their classrooms, listening to them, interpreting the events, then constructing his own meanings and understanding of them, there by bringing his own perspective (De Vos, 2005:353.)

The researcher would therefore draw on the argument by Richardson(1990), cited by Mendelowitz (2010:132) about the importance of retaining the voice of the researcher in qualitative research as well as the "creativity and sensitivities" of the individual researcher. My voice as the researcher (epic perspective) and the voices of the other theorists from both the primary and secondary reviewed literature cited in  chapter 2 would help me to make the conceptual and theoretical sense of the case under investigation and to report the findings so that their contribution to the research literature is clear (Gall, et al, 2005:309). Thus, the researcher's use of his

own past teaching experience, and observation as an educator as well as the gathered information about in-school orphaned learners from social workers, teachers, principals of schools and the reviewed literature study will provide the epic perspective of the research study. A comprehensive, coherent narrative of the orphans' schooling experiences and behavioural patterns will be provided in the analysis of the study in chapter 5. Meanwhile a discussion of the data collection techniques is hereby presented starting with the observation technique.

### 4.5.1 Observation

Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities (Sidhu, 1997:158). Merriam (2002:13) states that the observation method is a straightforward technique where in immersing himself in the subject being studied, the researcher is presumed to gain understanding, perhaps more deeply. In this study, the researcher used participant observation (also known as overt) where he basically observed orphaned learners during Life Orientation lessons as well as on the playgrounds. De Vos et al (2005:267) define participant observation as a qualitative research procedure that studies the natural and everyday set-up in a particular community or situation. The researcher who uses this technique should be actively involved in the daily situation of respondents while observing their behaviour and making field notes and recording actions, interactions and events in an unstructured or semi-structured manner (Cresswell :2003:185-188). The author goes on further to say that in this way, phenomena can be studied as they arise and additional insights can be gained. This motivated me to use this technique in this study – to gain insights into the behavioural challenges of orphaned learners living in CHH.

Participant observation enabled the researcher to become part of the group and interact with them. It created an atmosphere in which he interacted freely with subjects in their class activities, thereby developing mutual trust in order to get insight into orphaned learners' behavioural tendencies. The researcher therefore thought this technique was appropriate for collecting data on naturally occurring behaviours from the orphaned learners in their usual (classrooms).context.

The method was easy to employ in the classroom because it only required me to attend the class during the teaching and learning process. In the process of observation, the researcher used a structured form of observation whereby he focussed on the same features in all the 15 classes at all the four research sites. Orphaned learners were also observed while outside the classroom in the playgrounds during extramural activities, assembly, lunch, on their way home after school in the afternoon, and in the morning before lessons commenced. They were also observed during period change over in their corridors as they moved to their respective classes. A checklist on what was observed was provided. (See Appendix v)

The following was observed:

### Outside the classroom

- Rapport with classmates and schoolmates
- Rapport with teachers
- Rapport with school management team

The observations were done to check any signs of discrimination, segregation, stigmatisation, marginalisation or bullying tendencies and any other interaction patterns that could be of interest to the research study.

### Inside the Classroom

The researcher observed the following aspects

- Task completion and success achieved
- Attention difficulties/Concentration problems
- Interaction patterns with peers in group activities
- Interaction with teacher

Data or field notes from direct observations of the orphaned learners added new dimensions for understanding either the context or phenomenon being studied (Nyawaranda, 2003:8). A checklist and schedule of observable factors relevant to the problem under investigation was therefore designed to enable the researcher to record many different observations quickly and rapidly and ensured that the

researcher did not overlook relevant evidence (Sidhu, 1997:164). Thus each in-school orphaned learner's inside classroom and outside classroom behaviour was observed.

Data collected through observation was recorded by means of field notes. Comprehensive field notes were taken, recording discussions and observations behaviour patterns. These were in the form of narrative scenarios carrying such details as descriptions of participants, and the observer's own feelings, opinions and thoughts (Cresswell, 2005:118). This is common practice in qualitative research. According to Nyawaranda (2003:9), observations are important in a study because the researcher may want to find out whether participants' verbal claims are backed by action on the ground. The author goes on further to say that observations in that way, are a very useful way of triangulating results from other sources. In this study the observed data was triangulated with data collected from semi-structured interviews and documents analysed.

In congruent with this view, Mendelowitz (2010:109) refers to observation as "the fundamental base of all research methods" in the social and behavioural sciences and as, "the mainstay of both the ethnographic and case study enterprises". Mendelowitz further comments that even studies based on interviews utilise observational techniques to supplement verbal information with non-verbal cues.

While observation in naturalistic setting can yield extremely valuable data, it is important to bear in mind some of the limitations and problems of this data collection technique. For instance, even if the observer does not participate in the observed activity, his/her presence is likely to have an impact on the interaction that takes place (Sidhu 1997:171), Fouche and Delport, 2005:275) concur with this view when they state, "The mere presence of the researcher will in itself alter the situation, meaning that, the situation is no longer original and natural set-up under observation" resulting in the researcher not being able to achieve the purpose of the study objectives. However, Sidhu (1997:171) highlights that such situations can be minimised through the proper choice and location of observers and other attempts at establishing observer neutrality .That is why the researcher visited the same participants in their school environments more than three times so that they could get used to use me, resulting in them opening up to me.

## 4.5.2 The Interview

As a research technique, the interview is a conversation carried out with the definite purpose of obtaining certain information by means of the spoken word (Sidhu,1997: 145). There are several types of interviews, ranging from structured to unstructured. In structured interviews, the researcher asks questions which are specified before hand and sticks to them in the given order (Merriam, 2002:118). On the other hand, in unstructured interviews there are no fixed questions and the interviewer can explore whatever topic in any given order.

Out of the types of interviews mentioned, the researcher used semi-structured interview in this study. In semi-structured interviews, the general outline to be followed is indicated, but within each section the questioning is free and falls according to the choice of the interviewer (Gall, Gall and Borg, 2005:313). These semi-structured interviews were conducted during the period of January 2013 to May 2013. The semi-structured interviews were useful in that they facilitated freedom of expression and allowed the interviewer to probe and clear up misunderstandings. For the purpose of this study, the researcher interviewed 30 orphaned learners, 4 principals, 10 LO teachers and 8 school based support teams and 4 social workers.

The interviews were conducted in English which is the language of learning and teaching for all participants. However, for orphaned learners who struggled to make their meaning clear, they were allowed to code-switch from English to Setswana and vice versa. These interviews were conducted in their respective classrooms. The researcher used a tape recorder which was placed in front of the participant. It must also be known that participants were interviewed individually and each interview was audio taped. The same questions were asked in all cases, giving room for participants and interviewer to seek clarification and extension where necessary.

Apart from the tape recorded data, brief notes were made throughout the interview as it was not possible to write down everything. Recorded data was listened to immediately after the end of the interview sessions to consolidate the notes taken. Good interaction with participants enabled the researcher to gather valid data on issues pertaining to the behavioural challenges of the orphaned learners. The following open ended questions were asked the orphaned learners.

1. Do you experience any academic challenges in your schooling?

2. If yes, list the challenges you experience.

3. How do you consider your relationship with other learners, teachers, and school management team?

4. What challenges do you experience being a head of a family?

5. What educational support do you need to enhance your academic achievement?

These questions were asked to elicit behavioural challenges the orphaned learners experience at their respective schools. Question 3 was also asked to elicit the type of relationships these learners have with their peers, teachers and management when at school. Given that some of the orphaned learners in CHH head these households, question 4 was asked to find out if such responsibility interferes with their schooling outcomes. Lastly question 5 was asked to find out the orphans' views on how they can be supported to enhance their learning.

In these interviews, open ended questions were used, meaning that respondents could answer freely on their own terms, rather than selecting from a fixed set of responses (Gall, Gall and Bog, 2005:312). This allowed for the individual respondents to explore the issues on their own terms, and raise views (within the parameters of the research objectives) which they found pertinent. These were explored further through supplementary or prompt questions. The researcher concluded his interview by asking this question (s): "Are there any other issues that you would like to bring to the attention of the researcher?" or"Is there anything further that you feel is important and needs mentioning? " This resulted in the discovery of additional content area that was followed up later and incorporated into subsequent interviews and discussions.

All the interviews were conducted in private at school in a conversational style. So, questions were not always asked in the same order or worded in the same manner (Mendelowitz 2010:106). With the appropriate consent of the participants, interviews

were being audio taped and later transcribed. Each of the in-school orphaned participants received a small gift of a packet of biscuits at the end of the interview. The same procedures were also applied to the other categories of research participants selected that included the LO teachers, social workers, principals of schools and members of school based support team. Questions were designed for each category of research participant in line with the responsibilities they shoulder.

Interview with Life Orientation Teachers

The semi-structured interviews for LO teachers were guided by an interview schedule that was developed on the basis of the aim of the study, which was to address the behavioural challenges that orphaned learners who head household experience, and to develop a psycho-educational programme to support their learning. Lists of pertinent issues for investigation were drawn up prior to the interview, to be incorporated into the interview schedule. Teachers were asked the following questions:

1. How do you consider the academic performance of orphaned learners in your class/learning area/subject?

2. How do you consider orphaned children's relationships with other learners?

3 How do you consider orphaned learners' relationship with teachers, and school management team?

4. Do orphaned learners living in CHH experience challenges in their schooling?

5. If yes, list the challenges that the orphaned learners experience in your subject.

6. What kind of support do you think orphaned learners should get to enhance their academic achievement?

These 6 questions were asked to elicit the same type of information as that of orphaned learners discussed above. This was done to triangulate the collected data from other sources .The main aim of employing the triangulation method was to reduce the weakness of the different sources and to emphasise the strength of each method used in the study which consequently increased reliability and validity of the

findings, which will be discussed in paragraph 4.6. Chisaka and Vakalisa (2003:198) concur and indicate that triangulation is crucially important in naturalistic studies because as the study unfolds and particular pieces of information come to light, steps should be taken to validate each against at least one other source.

 Interview Schedule for School Management Team (Principals / Deputy Principals)

The following questions were asked to the principals (or their deputies) of the schools under investigation:

1. Are there disciplinary/ behavioural problems you experience from orphaned learners and heading child headed households?

2. What behavioural challenges do orphaned children living in CHH experience in their schooling?

3. What challenges do orphaned learners who head the household experience in their schooling?

4. What programme can be put in place to support the education of orphaned learners living in child headed households to enhance their schooling?

 Interview Schedule for Social Workers

The following questions were asked to the social workers:

1. What are the natures of behavioural cases you handle for school orphaned learners living in CHH?

2. What can be done for orphaned learners to enhance their academic achievement?

 Interview Schedule for School Based Support Team (SBST)

The school based support team members in the study were also asked the following research questions:

1) Based on referral cases brought to your attention by the teachers, what challenges do orphaned learners who head households experience at your school?

2. What can be done to orphaned learners to enhance their academic achievement?

The aim of the interview schedules was to ensure similarity of issues discussed in all interviews. Secondly, to ensure a certain amount of control over issues discussed with research participants (David et al, 2006:16). Thus, an interview guide that outlines a set of topics to be explored with each respondent provided a means of ensuring that all relevant topics were covered during the interviews. Given that the exact wording and ordering of questions is not pre-determined, there are many benefits that might be associated with such a practice. Firstly, this format is flexible and creates space for new questions and issues to arise. Secondly, the interviewer and respondents can jointly construct meaning and direction. Thirdly, interviewees are allowed to reveal their human side, answer questions and express feelings (Hitchcock and Hughes, 1989:67).

Fontana and Frey (2000:668) cited in Mendelowitz (2010:108) draw conclusions along similar lines, "yet to learn about people, we must treat them as people, and they will work with us to help us create accounts of their lives. As long as many researchers continue to treat respondents as unimportant, faceless individuals ..., the answer we as researchers get will be commensurable with the questions we ask and the way we ask them". This highlights the importance of considering ethical rights of participants when conducting research. Treating respondents as humanly as possible becomes fundamental.

4.5.3 Documentary Analysis

In addition to the interview and observations carried out, the researcher also analysed relevant official school documents to gather data about schooling and behavioural patterns of in-school orphaned learners. De Vos et al (2005:314) indicate that if these documents are studied and analysed for the purpose of scientific research, the method of document study as a data collection method becomes operative. The documents used in this study are primary sources which are

seen as the original written material of the author's (that is teachers, social workers, SBST members and principals of schools) own experience and observations (Cresswell, 2003:56). These documents included the following:

- Class attendance registers, to check on the frequency of school attendance of orphaned learners for terms one to four.
- Class monitor sheets were also analysed to check on the frequency of lesson attendance, patterns of bunking and patterns of subjects not being attended by orphaned learners.
- The report cards and work schedules were also analysed to assess the academic performance of orphaned learners together with subjects they pass or fail and patterns of improvements.
- Completion of portfolio tasks for school based assessment was also analysed on the report cards.
- The yearly reports were also analysed to monitor retention and dropout rates of orphaned learners. Additionally, the researcher also examined portfolio tasks or students' work to augment evidence of general behaviour and academic performance patterns of in-school orphaned learners.

The other document analysed was the North West 450 intervention forms used by schools when identifying struggling learners. These intervention forms are compiled by subject educators for each of the struggling learners in their learning areas and indicate the term intervention strategies (educational support) they employ to address the learners' educational problems. The forms were therefore assessed to monitor in-school learners' academic performance for possible promotion to the next grade or retention in the grade they are currently in.

The SBST referral lists and the disciplinary coordinator's filed reports on hearing letters and suspension filed reports, were also analysed to check on the reasons these orphaned learners are being referred to social workers and senior management together with the nature of problems identified. The nature of behavioural problems dealt with, patterns of drop out from learners and the type of support given to affected learners were also analysed by the researcher.

On social worker's case study reports, the researcher analysed the nature of cases handled, problem areas noted and areas of concern or improvement. Reassurance was however given to the social workers that the information on these confidential case study reports were too be used solely for the purpose of the research study only. These documents extended the researcher's knowledge of the orphaned learners' schooling and behavioural trends. Patterns of school and lesson attendances were also highlighted in this process from the class registers.

The researcher analysed these documents in order to triangulate collected data with the hope of ensuring the reliability and validity of the research findings. According to Nyawaranda (2003:8), documents are useful for corroborating and augmenting evidence from other sources. In this study, the other evidence of comparison was from semi-structured interviewed data and observation data. Nyawaranda further indicates that documents can also offer useful leads to further inquiry, such as retrospective interviews, especially where documentary evidence is contradictory rather than corroboratory. The implication here is that in the event that verbal claims by the participants did not tally with evidence from documentary data, the researcher revisited this area thereby triangulating results from the other sources.

Macmillan and Schumache (1998:520) cited in Chisaka and Vakalisa (2003:178), support the above view and point out "to find regularities in the data, the researcher compares different sources, situations and methods to see whether the same patterns keeps recurring". Should the same in-school orphaned learners' academic and schooling behavioural trends recur in the three sources of data being gathered, this shows a true reflection of the schooling personality of these respondents being investigated. Thus, these documents extended the researcher's knowledge of the social and educational context under investigation and suggested working strategies for analysis.

4.6 Validity and Reliability in the Study

4.6.1 Validity
Marshall and Rassman (1995) cited in De Vos, Strydom, Fouche and Delport (2005:345) observe that all research must respond to cannons that stand as criteria against which the trustworthiness of the project can be evaluated. This calls for

validity and reliability aspects in research. A much-cited definition of 'validity' is that of Hammersley (1987:69): ''An account is valid or true if it represents accurately those features of the phenomena, that it is intended to describe, explain or theorise.'' Campbell and Fisk as cited in Hammersley (1987:67), also define validity as an agreement between two efforts to measure the same thing with different methods to the extent that the differences in scores yielded, reflected actual differences. Validity is therefore concerned with accuracy.

The researcher therefore ensured that the designed research instruments measured what they were intended to measure. The measuring instruments were pilot tested before being used in the main study as discussed in chapter 4, paragraph 4.2... The instruments used also contained a checklist that contained relevant details of what was intended to be observed, asked and analysed on the documents .(See paragraph 4.6). This ensured validity of the instruments used. To further ensure internal validity, the collection of data through interviews, informal conversations, household observations and the analysis of documents was "sufficient triangulation" of data to cater for internal validity in view of the fact that data was collected through multiple sources. The use of multiple sources is to test the soundness of the case study findings by drawing on collaborative evidence (Gall et al, 2005:320). In support of this view, Patton 2002 cited in De Vos et al (2009:314), went further to state that by using a combination of procedures such as document study, observation and interviewing, the researcher can much more easily validate and cross-check findings. Patton goes on to state that each data source has its strengths and weaknesses, and by using triangulation the strength of one procedure can compensate for the weaknesses of the other approach. The use of triangulation reduces the possibilities for errors that may result from using one technique and to increase the strength of findings in the study (Setati, 2011:63). The researcher thought that a combination of research methods increases the validity of findings as the strength of one method compensates for the weaknesses of another method.

Thus to increase the validity of the study findings, the researcher used multiple methods of data collection which includes observation, semi-structured interviews and documentary analysis as already discussed earlier on. The advantage of using all three research methods in this study was that they could provide an overall picture of the behavioural challenges of in-school orphaned children. Detailed

schooling life stories of individual orphaned children and their living arrangements might emerge (Shang 2008:205 cited in Setati, 2011: 89). Thus the multiple methods helped the researcher to cross-check the trust worthiness of the findings gathered through the different sources of information employed in the study (Sidhu ,1997:263).

4.6.2 Reliability

On the other hand, reliability is defined by Campbell and Fisk (as cited in Hammersley 1987:69) as an agreement between two efforts to measure the same thing with the same methods to the extent that the average differences between two measures obtained is small. Put simply, reliability is the ability to measure consistently. Although validity and reliability of data is associated with quantitative research, it is also central in qualitative research. Cresswell (2009:190) states that qualitative validity means that the researcher checks for accuracy of the findings by employing certain procedures. On the other hand, qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects (Hammersley, 1987:69). In other words, reliability is a matter of whether a particular technique, applied repeatedly to the same object yields the same results each time (Babbie 2007:443).

To ensure reliability of the study findings, the researcher employed the following reliability procedures. Firstly, the researcher made an effort to control item reliability by asking the same question in different ways and compared the answers. Secondly, the researcher checked transcripts from the interview data to make sure that they did not contain obvious mistakes made during transcription. Thirdly, the researcher used member checking which is described by Lincoln and Guba (1985:314) as, "the most crucial technique for establishing credibility". In this study, this implied taking the final report or specific descriptions or themes back to participants, that is to the orphaned learners, LO teachers, social workers and principals of schools and determining whether these participants felt that the referred items were accurate.

Gall et al (2005:323) concurs and states that researchers can check their reconstruction of individual's epic perspective by member checking, which is the process of having individuals review statements in the researcher's report for accuracy, bias and completeness. It is possible too, that the opportunity to read the

report will cause participants to recall new facts or to have new perceptions of their situations. Thus, the process of member checking also ensured internal validity of the study since research participants could reject or confirm their statements thereby establishing credibility as well, given that, in some cases it revealed factual errors that were easily corrected enabling the researcher to rewrite the report accordingly (Cresswell, 2009:78).

With these practices put in place, at least validity and reliability of qualitative data was taken care of in this study.

## 4.7 Ethical Consideration

Research ethics deals primarily with the interaction between researcher and the people they study. Silverman (1993:27) states that ethics plays a major role in judging qualitative research because qualitative researchers spend a great deal of time with participants and should treat them with dignity. Hence, ethical issues relating to working with children need particular care when conducting research with them (Anderson and Marrow 2004:180 cited in Cresswell, 2008:90). The ethical issues include the need to obtain informed consent, the importance of maintaining confidentiality, being non-judgemental, respect for people's right to refuse to participate in the research, sensitivity to informants' difficulties, or giving children the choice not to discuss sensitive issues if not preferred and the need for the interviewer (or researcher) to display supportiveness, maintenance of privacy during the conversation and non-disclosure of information to other household members or classmates (Wood, Chase and Aggleton, 2006:1923-1933). The ethical practices were specifically observed or adhered to by the researcher in this study. Details of the implemented ethical practices are thus explained in the following paragraphs.

### 4.7.1 Gaining Entry

Gaining access to the site or individuals in qualitative inquiry involves obtaining permission at different levels, such as the organisation, the site, the individual, etc (Cresswell 2008:56). In this study, ethical approach or clearance for the project was sought on 2nd May 2012 and granted from the researcher's University of South Africa

(UNISA) with the ethical clearance certificate being issued on the 16<sup>th</sup> of November 2012. Permission from the Department of Education-North West Province was granted on the 12<sup>th</sup> May 2012. The researcher was then able to contact the principals of the schools under investigation in order to request their support and cooperation with regard to the inquiry. I met with each principal individually in order to explain the research purpose and methods to be utilised.

Ethical considerations were also discussed. After clarifying possible uncertainties and questions, dates were set for me to meet with the learners who could potentially become research participants.

4.7.2 Informed Consent


Informed consent is one of the most important tools for ensuring respect for persons during research. It has been defined by Diener and Crandall (1978) cited in Cohen and Manion (2007:53), as the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions. On the same note, De Vos et al (2005:315) defines informed consent as a mechanism for ensuring that people understand what it means to participate in a particular research study so that they can decide in a conscious, deliberate way, whether they want to participate. Informed consent is particularly important if participants are going to be exposed too much stress, pain, invasion of privacy, or if they are going to lose control over what happens (Nachmias and Nachmias 1992) cited in Cohen and Manion (2007:52). It is always necessary to get informed consent from respondents or research participants when doing research.

In this study, all the voluntary research participants were asked to sign informed consents forms prior to the interviews indicating that they understood the purpose and process of the research and that their identity would not be revealed. (See appendix O for English version and Appendix P for Setswana version). As a guideline for reasonable informed consent, the researcher gave an instruction that the participant was free to withdraw consent and to discontinue participation in the project at any time without prejudice to the participant (Cresswell, 2003:229). By so doing the autonomy of participants was guaranteed.

This is in line with Cohen and Manion's (2007:52) assertion that research must take into account the effects of the research on participants, and act in a way so as to preserve their dignity as human beings. Additionally, before starting the interview, the researcher conveyed to the participants the purpose of the study, the time the interview took to complete, the plans for using the results from the interview and the availability of the summary of the study when the research was completed (Cohen and Manion, 2007:52). All this was done to avoid fears and to bring transparency to the fore.

The concept of informed consent has both a moral and ethical component and a juridical one (Van Gog and Reysoo, 2005:4). The juridical component represents the formalised form of morals and is based on principles related to rights (Dijk and Van, 2006:67). According to these authors, these rights are protection of integrity, safeguarding of privacy, openness and the right of self determination. All these ethical issues were adhered to. For example, to observe the ethical interview practices and at the same time to refrain from deceptive practices (Cresswell, 2008:52), all the process of data gathering were conducted in the home language of the orphaned children concerned which in this case was Setswana. English was also used since it is the language of instruction used at the four research sites. The researcher got the assistance of translators from Setswana subject educators because of his limitations in the Setswana language. However, extensive discussions with the translators on ethical practices were held prior to conducting the research.

Additionally, all the instructions/activities/processes that were used in data gathering were designed as child sensitive, age appropriate and child participative wherever possible (Donald and Clacherly, 2005:139). In all such cases, the in-school orphaned children's feelings about the causes of their parents' death or other past life events with their deceased parents were not probed as it would be overly intrusive and therefore unethical to do so. Instead, the researcher focused on the educational challenges these children experience and the necessary educational support they think they need to overcome or minimise the academic, emotional, behavioural and social aspect to enhance their efficacy in learning or schooling. This was done so that interviews could end on a relatively positive note. Such age appropriate qualitative research practices carefully tailored for children had multiple benefits

including increasing children's participation and providing invaluable research insights to enhance the intervention (Schenk, 2009:101).

On the other hand, the moral ethical component of informed consent is mainly based on two principles, autonomy of a person and the beneficence (Van Gog and Reysoo, 2005:87). The later principle means the researcher must ensure that participants receive maximum benefit from the research while being sure to do no harm (Schenk, 2009:101). In this study, the possible benefits included providing educational and other essential support to the in-school orphaned learners through the designing of a supportive psycho-educational programme catering for their identified educational needs. Furthermore, by implementing the designed psycho-educational programme at the schools (research sites), support to the orphaned children will continue after the end of the research. Thus, the findings and the designed programme can be applied to the orphans' school setting and used to make meaningful change in how they deal with the phenomenon that the case study involves. That is, it might enhance the process of positive behavioural and attitudinal changes, good study skill practices, problem solving skills practices to mention but a few.

Lastly, as a member of staff (educator) at one of the research sites, the researcher made himself available once a week every Wednesday afternoon from 14:00 to 16:00 to render assistance to struggling in-school secondary school orphaned learners, especially in the learning area he teaches (i.e. English First Additional Language). The researcher also acted as an advocate of these learners and brought their academic educational needs to the attention of the School Based Support Team members, or social workers and other subject educators in order for these learners to be treated with the respect which they deserved.

### 4.7.3 Anonymity of Participants

Another ethical practice is that of protecting the anonymity of participants. Creswell (2008:231) indicates that there are three ways to do this. One way is by masking names of individual participants. The second way is by assigning pseudonyms to individuals and their home members and the third way is by choosing to withhold descriptions that would lead to the identification of participants and sites. In this study, the researcher used pseudonyms to protect the participants' identities and so

ensured confidentiality. The research sites identity was also protected by being named school a, school B, school C and school D. By so doing the anonymity of participants and research sites was protected. To conclude this section, I would like to agree with Merriam (1998:219) cited by Mendelowitz (2010:135) who highlighted that although researchers can draw on ethical guidelines and regulations, ultimately, the responsibility of producing an ethical study, "that has been conducted and disseminated in an ethical manner rests with the individual researcher". In this study my own values and ethics guided me to do the moral and right thing.

### 4.7.4 Post Research Relations

The researcher informed both the area office manager of Taledi and the district director of Dr Ruth S Mophati district that a research report would be made available at the area office and district level for reference. The researcher also informed participants that he would give them feedback on his findings when the study was completed.


### 4.8 Conclusion

In this chapter, the qualitative research methodology was discussed. It was noted in the discussion that the research followed the instrumental case study design. The five categories of research participants at the four selected research sites in Ipelegeng community were purposively and randomly sampled. The data collection techniques of semi-structured interviews, observations and documentary analysis were also discussed. The research ethics as well as how validity and reliability of the study was ensured were also discussed. The next chapter focuses on the reporting, analysing and interpreting of the research findings. In the following chapter, namely chapter 5, the researcher will report on the findings obtained from each of the research instruments used during the study. From these findings, the behavioural patterns of orphaned learners will be created so that conclusions can be drawn from such findings and recommendations made on the design of a psycho-educational programme.

# 5.0 Chapter 5: A Report Analysis and Interpretation of Research Findings

5.1 Introduction

Chapter 5 is a report of the research findings of the field work conducted in the 15 Grade 6, 7, 8, 9 and 10 classes at four research schools – one primary and three secondary. The field work was undertaken to achieve the aim of the study, namely to address the behavioural challenges that orphaned learners who head households experience and to develop a psycho-educational programme to support their learning. The classroom observations were conducted in all the 15 classes at four schools and semi-structured interviews were conducted with 30 orphaned learners, 10 Life Orientation teacher, eight school based support teams, four principals and four social workers. Documents were also analysed to confirm what was seen during the observation period and what was said during interviews. In order to validate the findings of the study, triangulation was effected by cross-checking the findings from the three instruments used. The results of the observation will be presented first, followed by the analysis of semi- structured interviews and finally, the documentary analysis. An outline of the research area will help provide perspective to the collected data.

5.2 The Research Area

As already mentioned in chapter 4 paragraph 4.4.1, the qualitative study was conducted at four selected Mimosa Circuit Schools – one primary and three secondary schools which are all situated in Tiled Area of Inelegant Township. This area is one of the high density suburbs in the town of Schweizer Reneke under Mamusa Local Municipality. The town is situated in Dr Ruth S. Mompati in North West province of South Africa. The schools were labelled school A, B, C and D in the final report in place of the real names of these schools to preserve anonymity. The Ipelegeng community covers a small area geographically, but is very densely populated since there are many extensions of the residential suburbs stretching from extension one to extension twelve. Additionally, there is also one informal settlement

built adjacent to the suburbs of Ipelegeng extension six community and the learners from the informal settlement also attend the schools at which this research investigation took place.

According to the Mamusa Municipality Economic Development Strategy 2010-2015, six per cent of the households' main dwellings comprise shack backyards and 12% shack informal, three per cent traditional dwelling, other unqualified (estimated) five per cent and 70% brick structure. The researcher confirms that informal types of living settlements accommodate large numbers of people living in crowded conditions in a bid to cut living costs due to poverty related factors.

Housing structures may have specific implications of their own. Poor informal housing structures are highly associated with a range of negative behavioural and schooling impacts the occupiers of such types of residence are more likely to be disadvantaged regarding access to social services and amenities (Shisana and Simbayi, 2002 cited in David et al, 2006:44). Ipelegeng community, which falls under North West Province, is no exception to these housing patterns given that the community in this residential area is extremely poor with high levels of unemployment, a particular problem noted by the researcher during his two-year stay in the community. In addition to that, there is also high death rate in the community leading to high orphan hood rate in the community.

I particularly chose an urban setting for this research on the assumption that the number of orphans living in child headed households in South Africa is the highest in the urban areas, particularly in informal settlements (UNICEF 2008:49). This is the characteristic pattern of the research sites given that there are backyard houses, or shacks, hostels and a nearby informal settlement, all feeder community settlements of the one primary and three secondary schools. Added to that, I also assumed that the housing characteristic patterns of the in-school orphaned learners might also have negative implications on their behavioural and attitudinal learning tendencies. For example, learners might not be doing homework because of lack of proper living conditions, such as lack of light since houses might not have electricity, and have other handicapping conditions resulting in negative influences on an orphaned child's school academic performance. The neighbourhood structure was also assumed to have either a positive or negative influence on the behaviour of children.

With the above background in mind, the researcher felt that school going orphaned children were likely to be vulnerable to a multitude of varied emotional and behavioural problems due to lack of parental presence. The researcher posits that it is possible that the in-school orphaned children might be growing up without basic educational support or resources. The background factors and living patterns found in the community of Ipelegeng motivated the researcher to sample schools from this community as research sites for his investigation.

## 5.3 Report on Observation

The prepared observation checklist which guided me on what to observe both inside and outside the classroom (the playground) was used to structure and organise the report findings of the observed data. The structured checklist guidelines, together with the prepared day-to-day field notes containing comprehensive accounts of what I saw, heard and experienced from the respondents and then wrote down during the process of observation guided me as to what to present and interpret in this report. This was done to ensure consistency and objectivity in reporting categorised behaviours noted, as well as keeping the aim of the qualitative study in perspective and thereby keeping maximum control of the situation. Otherwise, without an observation checklist, the researcher might have experienced challenges to organise the report logically. Checklists therefore helped me to stay on track with the research questions thereby ensuring that the findings are reflective of the participants and the inquiry itself .This is consistent with Denzin and Lincoln (2000:676) who state that it is desirable to use more standardised procedures in participant observation as these maximise observational efficiency, minimise investigator bias and allow for verification of the data. An outline of the report findings of the observed data is hereby presented.

### 5.3.1 Outside the Classroom Setting

From the observation conducted by the researcher outside the classroom at the four schools the following aspects were noted:

Interactions with classmates in the playground: The findings of orphaned learners' interaction patterns with their peers outside the classroom are presented on the table below:

**Table 6: Number of orphaned learners observed interacting with peers outside their classroom**

| School | interaction patterns of orphaned learners with peer | | | number of learners observed |
|---|---|---|---|---|
| | positive interaction | socially isolated | bullying tendencies | |
| A | 4 (80%) | 1 (20%) | 0 (0%) | 5 (100%) |
| B | 6 (75%) | 2 (25%) | 0 (0%) | 8 (100%) |
| C | 4 (50%) | 2 (25%) | 2 (25%) | 8 (100%) |
| D | 3 (33.3%) | 4 (44.4%) | 2 (22.2%) | 9 (100%) |
| TOTAL | 17 (56.7%) | 9 (30%) | 4 (13.3%) | 30 (100%) |

Positive interaction: The table above shows that 17 (56.7%) orphaned learners positively interacted with their peers at the four research sites observed. These included 80% of the learners at School A, 75% of the learners at school B, 50% of the learners at School C and 33.3% of the learners at School D who participated in the research study.

The researcher observed that there was generally rapport between the 17 orphaned learner's participants with their classmates and schoolmates during outside non-academic social activities. This showed that they exhibited pro social behaviour. They could mingle nicely, speak to one another, share food and share jokes. The cordial relationships were noted before lessons began at assembly, during break and lunch time, during sporting activities and on their way home. No major anomaly or discrepancy was observed by the researcher amongst these 17 orphaned participants during the time of study. Additionally, during the time of observation the researcher did not notice any signs of discrimination or segregation from their class and schoolmates.

Thus outside classroom social relationships amongst learners were predominantly positive at all the four schools. At this stage, the researcher could postulate that these orphaned learners are socially strong and do not have interaction problems

with their peers. Analysis by school also shows that school A, where 80% of the participants were socially strong and school B, where 75% of the participants were strong in their interactions with their peers seem to have orphaned learners who are relating well. This signifies that the orphaned learners at these schools are being accommodated by their peers. However, the findings of this study contradict Musisi, et al's ( 2007) study findings which noted that stigma, discrimination, frequent fighting with other children and not much liked by other children were some of the behavioural problems observed on orphaned children they investigated. Many possibilities could be attributed to this finding. The first one could be attributed to the age of the participants given that at School A, which is a primary school; most of these learners are below the age of 12. The researcher contends that at this age, the learners are not in a position to discriminate against peers based on orphanhood status when forming friendly relationships. The second attribute could be the school code of conduct instilled into the school learners in general and how norms and standards on discipline are enforced at that particular school. This was evident at School B where the school management enforces strong disciplinary measures to ensure learners adhere to the school code of conduct. Thirdly, the other possible reason for this positive interaction with peers could be that in the community of Ipelegeng, there are many orphaned children who have lost parents resulting in them having friends in the community who experience the same plight as these learners at school. Some learners have lost a mother, a father or both parents. With this common phenomenon in the community it would seem as if being an orphan is a "normal" situation.

Socially isolated:   Despite the positive interaction patterns observed on 17 learner participants, the researcher, however, observed that there were nine other orphaned learner participants (30%) who were socially isolated and did not relate well with their peers. These orphaned learners included 20% of the participants at School A, 25% of the participants at School A and B, respectively and 44.4 % of the participants at School D.School D seem to be experiencing a high number of cases where orphaned children are being isolated by their peers. These learners were being ostracised by other learners and would always remain isolated, quiet and sometimes absent-minded. At school B, the researcher noticed signs of withdrawal or isolation from a Grade 10 boy aged 16 but it turned out that he had lost all possessions when

the fire gutted their shack a week before. The learner was emotionally disturbed by this incident. The plight of the participant is consistent with Macllelan (2005:6)'s assertion that, the psychosocial effects of the trauma experienced by the majority of orphans in CHH will impact upon their intellectual, emotional and psychological ability of the child to cope with everyday survival, rendering them even more vulnerable in some instances, even to coping for example school performance.

The other case was of a Grade 9 girl participant at school C who previously had been gang raped around 19h00 on her way from church service by some members of the congregation. She was isolated and always extremely withdrawn from her classmates for fear of being stigmatised, teased or humiliated by them physically, or on social networking sites. She had lost interest in previously enjoyable activities she used to do and exhibited low self-esteem after this incident. Her reaction was understandable given that she was traumatised by the nasty incident that was impacting negatively on her social life, including her schooling. In my opinion, she therefore needed counselling or support to heal from the trauma. These are some of the behavioural challenges orphaned learners can go through in their lives in the absence of parents to take care of them and render the necessary support needed .These social problems may impact negatively on the academic life of these learners. At this stage, the researcher could postulate that social problems that the orphaned learners can experience in their daily life situations could also interfere with how they relate with their peers.

Bullying tendencies: The observed data also noted that four participants (13.3%) exhibited bullying tendencies during the investigation. This comprised 25% of the participants at School C and D respectively, with no bullying practices at Schools A and B. Bullying tendencies were noted from four Grade 10 orphaned learners aged 16 years. Given that there were no bullying tendencies at the primary school under investigation, the researcher is of the opinion that age does influence this aspect. The older the learners are, the more they would want to stamp their authority on younger ones.

During the observed sessions, all the four participants were bullying young learners in the lower grades by taking the younger children's food items (lunch box) or snatching their pencils, and ballpoint pens. The researcher's series of observations

on the bullying boys showed that they showed hostility or aggression towards other learners, ridiculing them and poking fun at them, most of the time. It was alleged by the other learners that these boys belonged to gangster groups. Their behaviour resulted in them being shunned and ostracised by their peers. The behavioural tendencies orphaned learners display to their peers could also contribute on how their peers relate with them the next aspect observed is discussed next.

Rapport with teachers and school management team (SMT): Observation of orphaned learners' interaction patterns with both teachers and school management teams of heads (SMT) noted that 21 orphaned learner participants (70%) exhibited negative interaction patterns with the teachers and the SMT. It was only at School A where no negative interaction patterns were observed. The researcher feels that these participants at this school are primary school children below the age of 12, who are not yet affected by the adolescence stage which is viewed by psychologist Erik Erikson (1994) as a stage full of 'storm and stress'. The participants are still young and in their tender age and still upholding the values of respecting authority. The other contributing factor is the way the school authority exercises control over discipline. Both teachers and school management team work collectively as a team to ensure discipline is evident among school learners.

Of serious concern to the researcher, however, was the behaviour of the orphaned learners who were bullying other peers as already discussed in the preceding paragraph. These four boys at school C and D had serious bad relations with members of the management team and teachers. They did not show respect for the teachers and could be heard answering back rudely to them. When reprimanded, some of these orphaned learners showed negative attitudes towards the teachers. Serious conduct problems were observed such as loss of temper, delinquency and going out to the bathroom/toilet without the permission from the teachers. No morning greetings were exchanged. This affected their working relationship with their teachers since the teachers ended up marginalising them by not involving them actively in class activities. The behaviour of these boys in terms of lack of respect towards people in authority in my view demonstrates the absence of parents in the homes. Parents are known to transmit culturally prescribed or valued rules about the experience and the display of emotions, such as rules of politeness and respect towards elderly family members (Von, 2001:312).

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Teachers tended to neglect these orphaned learners living them with no academic support. Relations need to be cordial between orphaned learners, teachers and SMT if positive learning outcomes are to be realised by both parties. From these observations, the researcher was of the opinion that orphaned leaner's who head households tend to disrespect people in authority assuming that probably they are now adult enough to earn respect from them too. This discussion now leads into reporting what was observed inside the classroom. The structure of the report continues to follow the checklist guideline used during observation.

## 5.3.2 inside the Classroom Setting

Group work activities: Observations by the researcher on behavioural patterns of orphaned learners and their peers in group activities when assigned academic work showed that  they did not cooperate well with other members of the group. At all the four schools, 20 of the orphaned learner participants would want to dominate the group and did not give other group members a chance to contribute their view points. In some groups, there was no cohesion in doing one agreed thing at a particular time. For example, in some groups, group members would not agree on what to write down for reporting because of the disruptive behaviour of these orphans. This in some cases would be done to draw the teachers' attention since some group members would continually call the teacher to attend to them. At this point, the researcher thought that these learners needed the attention they lacked at home from adult father/mother figures. Hence the attention seeking. There were frequent arguments among members of a group with regard to answers or contributions. For example, they would exhibit unusual restlessness, argumentativeness or disagreeability on what to write down as the correct answer for presentation to the whole class during report back. The observed bullying orphaned learners at school C and D ridiculed other group members who tried to defy their bullying. One boy at school B even assaulted another group member in front of the teacher. They would also demonstrate an inability to easily return to task when distracted almost as if looking for diversion.

All these distractions were interfering with the progress of group work demonstrating that the learners lack the necessary skills to work collaboratively. At school B for example, one boy in the Grade 9 group would create work stoppage by asking

obvious irrelevant questions, or accuse other learners of things that they did not do or say. The display of this kind of behaviour is detrimental to effective learning and needs to be discouraged through intervention. Group work activities if managed properly are said to have many benefits. Whitaker 1995 cited in Kyriacou , (2003:51) describes the value of small group thus: it facilitates the growth of understanding by offering the optimum opportunity for pupils to talk reflectively with each other and it creates a spirit of co-operation and mutual respect and a climate in which pupils can work with a sense of security and self confidence. It is my contention that learners need to be disciplined, tolerant and focused all the time if effective learning and positive collaboration is to take place in group activities. This is consistent with Joubert, De Wall and Rossouw (2005:216) who state that on-going disruptive behaviour of not only one or two learners per class hampers the education process to such an extent that effective learning cannot take place despite the educators diligent and conscientious effort.

Compliance with teacher's instructions: While the researcher was observing the interaction patterns of learners and teachers in the classroom, he noted that in connection with compliance with teachers' instructions, 24 (80%) of orphaned learner participants at the four schools were always reprimanded by the teachers. Some showed resistance and hostility towards the teacher which was a clear challenge to the teacher. For instance, some orphaned learners would answer back rudely to the teacher showing disregard for authority. An element of aggression towards female teachers was evident amongst five Grade 10 learners at school B and C and D.

The researcher interpreted the boys' actions as a result of these orphaned learners being heads of households at their respective homes. They might think that they are an authority unto themselves. There is no one at home who gives them orders since there are no parents at home. Instead, some of them do give orders to their younger siblings. In addition, the researcher is of the opinion that parents who are supposed to play a leading role in their children's moral upbringing are absent. At this stage, the researcher postulates that these learners in CHH lack interpersonal skills to relate with adults since there is no one at home to guide them. In the African culture, children are expected or requested by their parents to conform to culturally prescribed rules and conventions about the experiences and display of their emotions and conduct behaviour.

The findings of this observed data are consistent with Govender's article in the *Sunday Time*s (page 10) of 20 October 2013 titled, "Teachers to call for armed guards (sub title) Demand for Drastic Action against Violent Pupils". The article tells how a female teacher from a primary school in Welkom in the Free State described how she was reduced to tears in class on several occasions after being insulted by a group of orphaned pupils who called her a whore. She stated, "*The disruption of my class, verbal abuse, emotional abuse, and disregard for my authority is getting the better of me. I cannot handle it anymore.*"

On the same note, Moloi (2002:2) indicated that although these learners are in the minority, some educators are threatened, sworn at, ignored and abused on a daily basis. Positive learners' attitudes towards teachers therefore need to be moulded in learners if meaningful, effective learning is to take place. Programmes need to be put in place to assist these undisciplined orphaned learners with conduct problems. The discussion leads to the next observed category.

Conformity to normal standards: The researcher's observation check also revealed that some of the orphaned learners participants (16 in particular) lacked conformity to normal standards expected at school. For example, they would make more than usual noise in activities such as handing back papers or exercise books, correcting work and completing assignments. Non adherence to rules of quiet talk when in small groups was observed. The researcher also noted frequent arguments over books, pencils, chairs or sitting positions. In that process they would be wasting valuable learning time yet school learning "is a function of time".

About 10 orphaned learners were observed to have attention difficulties or concentration deficits inside the classroom. They would scream at the teacher in the middle of a lesson to get attention from him/her. Some would easily lose focus and engage in disruptive behaviour thereby disturbing the smooth flow of the lesson. At school D for example, one Grade 9 boy in D1 class acted strangely.  He would refuse to work with certain learners, hide books or papers of disliked learners and attempted to trip them as they entered into the classroom or make them appear clumsy, dumb or different. This particular learner was trying to put down the targeted individual. From these observations the researcher is of the view that orphaned learners struggle to conform to the school expected accepted standards of good

conduct behaviour expected of learners in schools. These behavioural challenges exhibited by the orphaned learners are detrimental to positive schooling and learners need to be supported to curb this. With these observations in mind, let us report on how these learners engage in the tasks assigned to them.

Task completion and success achieved: The researcher observed how orphaned learners conduct tasks in informal activities, formal tasks and homework. From the observations made on the learner's participation in informal class tasks during learning and teaching, the following was noted:

**Table 7a: Number of orphaned learners who completed informal tasks**

| School | Completion of informal tasks | | | Total Learners |
|--------|-----------------|----------------------|------------------|----------------|
|        | Fully completed | Partially completed | Non-compliant    |                |
| A      | 4 (80%)         | 0 (0%)               | 1(20%)           | 5(100%)        |
| B      | 4 (50%)         | 3 (37.5%)            | 1 (12.5%)        | 8 (100%)       |
| C      | 3    (37.5%)    | 2 (25%)              | 3 (37.5%)        | 8 (100%)       |
| D      | 2 (22.2%)       | 2 (22.2%)            | 5 (55.6%)        | 9 (100%)       |
| Total  | 13 (43.3%)      | 8 (22.2%)            | 9 (33.3%)        | 30 (100%)      |

The table shows that 13 participants in the study (43.3%) fully completed informal tasks. These are class activities they are assigned to do on a daily basis in the LO subject. On the other hand, 9 participants (33.3%) did not comply with doing informal tasks. The study also shows that (55.6%) of the non-compliant participants were from School D followed by School C where (37.5%) of the participants do not do informal tasks. The researcher is of the contention that the manner in which some schools and classrooms are administered might have an influence on how learners comply with school activities. According to the Department of Basic Education 2010 National education policy on learner attendance the government's goal is that all

South African public schools will establish and maintain culture of punctual and regular learner attendance which is a mark of pride in our schools and a prerequisite for quality teaching and learning. If teachers do not monitor and support learners in their school works learners in turn might relax and not do assigned tasks.

It was also pleasing to note that at school A, 80% of the participants had completed their informal talks with only one participant failing to comply. The participants at this school are below the age of 13 and this seems to suggest that young orphaned learners tend to be positive about school work. Positive attitudes towards life and schooling are such an important area. They influence so much of our personal and social lives since they affect the way an individual perceives, judges, interprets and reacts to issues (Kyriacou, 2003:23). According to the Department of Education (2010) a principal of a school is responsible for fostering a caring school environment in which the SMT and educators taken interest in each learner well being and are alert to problems that might affect the learner's attendance. The management of the school should put in place mechanisms to shape the torn of the school. That is, creating a positive school culture were students want to be. A school were student-teacher and student-student relationships are positive. A school were lines of communications are established in clear expectation and guidelines are essential to classroom management for both students and teachers (Lorence, 2006:11). The tone of School B seems to be favourable for effective learning and teaching given that 50% of the participants complete tasks in informal activities. The researcher noted that at this school SMT supports both teachers and learners in their endeavours.

**Table 7b: Number of orphaned learners who completed formal tasks.**

| School | Completion of formal tasks (SBA) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Fully completed | % | Partially completed | % | Non-compliant | % | Total | % |
| A | 2 | 40 | 2 | 40 | 1 | 20 | 5 | 100 |
| B | 4 | 50 | 3 | 37.5 | 1 | 12.5 | 8 | 100 |
| C | 5 | 67.5 | 3 | 37.5 | 0 | 0 | 8 | 100 |
| D | 2 | 22.2 | 3 | 33.3 | 4 | 44.4 | 9 | 100 |
| Total | 13 | 43.3 | 11 | 36.7 | 6 | 20 | 30 | 100 |

The table shows the pattern of how orphaned participants conducted formal tasks at their respective schools .These tasks contribute 25% of the year pass mark as school based assessment year pass mark from Grade 10 to 12 and 75% year pass mark in Grade 6 to 9. Failure to do these tasks during the course of the year therefore has serious negative implications on the passing criteria of the learners. Support in this regard is therefore central and needs to be provided. School C where (67.5%) of the participants completed seem to be supporting these learners by ensuring that the learners comply with the submission of assigned tasks. The study also shows that at School D, a high number of orphaned learners participants (44.4%) do not complete assigned formal tasks. There is a high probability that learners at this school under perform. This is a serious challenge which needs to be addressed if these learners are to improve their academic performance at school.

**Table 7c: Number of orphaned learners who completed homework**

| School | Completion of homework | | | Total |
|--------|------------------------|------------------------|----------------|-----------|
|        | **Fully completed** | **Partially completed** | **Non-compliant** |           |
| **A**  | 2 (40%)   | 2 (40%)    | 1 (20%)   | 5 (100%)  |
| **B**  | 2 (25%)   | 4 (50%)    | 2 (25%)   | 8 (100%)  |
| **C**  | 2 (25%)   | 2 (25%)    | 4 (50%)   | 8 (100%)  |
| **D**  | 2 (22.2%) | 2 (22.2%)  | 5 (55.6%) | 9 (100%)  |
| **Total** | 8 (26.7%) | 10 (33.3%) | 12 (40%)  | 30 (100%) |

The observed data noted that 8 participants in the study (26.7%) fully completed assigned homework compared to 12 participant 40% who do not do their homework during the six months study period of investigation .The other 10 participants 33.3% do not complete assigned homework. School D has the most number of learners (55.6%) who do not comply with the requirements of homework. School C is second in line with 50% of the participants not doing homework. Even School B, which had most participants complying with formal and informal tasks, has 50% of its participants failing to complete assigned homework. It is the researcher's contention that the absence of parents at home to motivate these learners could have a bearing on this non compliancy of doing home work. Motivation towards learning is undoubtedly one of the key aspects of pupil learning, and it is also a source of difference between performing and underperforming pupils (Leo and Galloway 2006:101).For orphaned learners living in CHH with no adult figure to monitor this activity could be a contributing factor. The other contributing factor could be lack of time management to balance school work and household chores. Homework plays a central role in the learning process given that it is an extension and consolidation of what the learners do at school. Homework will improve pupil's understanding and retention of the material covered in class. Non compliance by orphaned learners to engage in these crucial tasks could have negative implications on their academic performance.

## 5.4 Report on the Outcome of the Semi-Structured Interview

In order to report on the findings of the semi-structured data, the interview schedule or guide of the questions that were listed in chapter 4 was used to structure and organise the report presentation. The researcher was guided by the scheduled questions of the interview held with each of the participants in the study. These included the orphaned learners, the LO teachers, the school principal, and the support staff of social workers and school based support team members. The use of the interview schedule to report on findings was done to ensure that the collected interview data gave specific information required for the purpose of the study. From these interview schedules, the trends and patterns that reappear from the participants' talk formed the major categories of themes and sub themes that

emerged. The participants' answers to the interviews were therefore used and built into categories of themes that emerged. These themes were then presented and analysed. This was done to ensure a systematic, sequential, verifiable and continuous analysis, which is crucial in qualitative analysis (De Vos, et al, 2005:311). The report findings of the semi-structured interview are hereby presented from all the five categories of participants interviewed starting with orphaned learners' responses.

### 5.4.1 Orphaned Learners Responses

Question 1: Do you experience any academic challenges with your schooling?

Question 2: If yes, list the challenges you experience.

When asked question 1 and 2 during the interview, the majority of orphaned learner participants, 27 (90%) indicated that they do experience a variety of academic challenges in their schooling. Table 8 highlights all of the academic challenges indicated in responses to question 2:

**Table 8: Academic Challenges Orphaned Learners Experience**

| Academic Problem | School A | School B | School C | School D | TOTAL |
|---|---|---|---|---|---|
| Poor academic performance | 3 (60%) | 5 (63%) | 4 (50%) | 5 (56%) | 17 (57%) |
| Grade repeating due to failure | 1 (20%) | 4 (50%) | 4 (50%) | 4 (44%) | 13 (43%) |
| Concentration difficulties | 3 (60%) | 3 (38%) | 4 (50%) | 4 (44%) | 14 (47%) |
| Failure to complete class activities | 4 (80%) | 4 (50%) | 3 (38%) | 6 (67%) | 17 (57%) |
| Lack of support from teachers | 2 (40%) | 3 (38%) | 5 (63%) | 5 (56%) | 15 (50%) |

| | | | | | |
|---|---|---|---|---|---|
| Feelings of hopelessness towards schooling | 2 (40%) | 4 (50%) | 3 (38%) | 6 (67%) | 17 (57%) |
| Irregular school attendance | 1 (20%) | 5 (63%) | 4 (50%) | 6 (67%) | 16 (53%) |
| Lack of material support | 2 (40%) | 6 (75%) | 7 (87.5%) | 7 (78%) | 22 (73%) |

Poor academic performance: The table indicated that 17 orphaned learner participants experience poor academic performance. In this Category, School B and D had the highest number of participants who experienced this challenge. This seems to suggest that there is a high failure rate by orphaned learners. This could be compounded by the absence of parents in the homes who are known to give moral support in the education of their children. The findings on poor academic performance of orphaned learners is consistent with Pillay and Nesengani (2006:131-147) who observed that rural early adolescents who head families as a result of their parents being migrant workers encounter various educational challenges. Therefore orphaned learners need to be supported in these areas to enhance their academic performance.

Grade repeating due to failure: The table above highlighted that 13 learners have repeated grades due to academic failure. This challenge seems to be experienced at all the three secondary schools studied given that 50% of the participants interviewed stated so. This can be summed up in one sentiment by one participant who said, *"I struggle in most of the subjects. For example, during first term in 2012 I passed only one subject (Setswana) and failed the rest and the same thing happened in June and in the final exams. That is why I am repeating Grade 10 this year. "At* this point, the researcher can postulate that grade repeating as an academic challenge might lead to problems of low self–esteem leading to impaired peer and teacher relationships and increased behavioural problems and negative attitudes towards school (Brophy, 208:30). These learners might be frustrated and

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end up disrupting lessons in class. Frustration is always experienced when human potential is blocked from fulfilment. Teachers therefore need to support these learners so that they can experience success in their learning.

Concentration difficulties: It was also noted in this study that 14 participants at the four research sites indicated that they experience concentration difficulties. It is the researcher's contention that lack of concentration in these learners is a behavioural problem which needs to be addressed because it might affect mastery of concepts in learning. The researcher is of the view that what he observed learners doing in class, such as getting out of seats, running around the classroom, and disturbing other peers could be a result of this behavioural challenge.

Failure to complete class activities:  The study also indicated that 17 participants failed to complete tasks. This finding is also consistent with findings of observed data where most of the learners did not comply with doing informal tasks, formal tasks and homework, which are all necessary ingredients for successful learning. Failure to complete class activities might lead to failure at the end of the year.

Lack of support from teachers : The study also noted that 15 participants indicated that teachers do not support them  in their academic work .This challenge is prevalent at School C  and D .This is a serious challenge in my view given that these learners have no adult support from home since they are being led by minors. Educators have a primary responsibility of nurturing pro social behaviours in their learners and promoting positive emotional development for effective learning and teaching to take place. The researcher thinks that the quality of the personal relationship may influence the degree to which students are confident that they can count on the teacher for assistance. On this note it could be suggested that some of the academic challenges orphaned learners experience could be teacher related and as such these teachers also need to be re-trained to address this challenge through a designed parallel programme of their own.

Feeling of hopelessness towards schooling: In this category, 17 orphaned learners felt hopeless about schooling. The participants comprised of 2 learners at school A, 3 learners at school B and 3 learners at school C. Learners at School D seem to be experiencing this challenge the most. There are many possibilities that could be attributed to this challenge in orphaned learners. One possibility could be the

academic incompetence some of these learners are experiencing. This was evident in the sentiments echoed by a participant during the interview when he said, *''when my parents died all hope was lost because am under constant strain…sometimes I feel hopeless and give up that is why sometimes I don't come to school on a regular basis.''* Such negative perceptions need to be turned into positive thinking if these orphaned learners are to meet their educational goals. The second possibility could be their uncertainty about the future given the loss of their parents to care and guide them coupled with them experiencing academic failure. This is consistent with Kaliso,(2006:3) who asserts that when a child is unable to resolve the painful things that happen in his or her life, the pain begins to build up, it sets off a chain reaction. I firmly contend that educators need to provide a beacon of hope for many children living in CHH in order for them to reach their full educational potential.

Irregular school attendance: The study also noted that 16 orphaned learners experience the problem of irregular school attendance. This challenge is prevalent at all the secondary schools B, C, and D as the above table shows. There are many possible factors that could contribute to this challenge. One possibility could be the social problems these orphaned learners could experience at home as noted in the case of the rape victim discussed in paragraph 5.3.1.The other possibility could be the responsibilities that these orphaned learners have to take care of their households at the same time as being full- time learners.

Absenteeism does have a negative effect on school performance. Learners are likely to experience difficulties if new concepts are introduced during their absence. Additionally, the learners who are absent are likely to experience a back log of learning material to deal with resulting in misconceptions if teachers are reluctant to revisit or reintroduce previously taught concepts when these absent learners resurface. All this will result in poor academic performance due to learning gaps created as a result of being absent from school. Carroll's (1963) model of school learning emphasises that school learning is a function of time, implying that actual learning time is fundamental in the learning process. School attendance should therefore be encouraged and entrenched and the unbecoming unconstructive behaviour be discouraged in order to achieve effective learning.

Lack of material support: The last category on the academic challenges was that of 22 participants (73%) highlighting the challenge of lack of material support. School D and C had the highest number of participants experiencing lack of material support. Even School B has a large number of their learners experiencing this challenge. These orphans when probed indicated that they lacked material needs such as school fees, money for educational trips, school uniforms, money to supplement stationery, time to do school work or stay for extra lesson, food and other basic items needed at home. This challenge is generally experienced by most orphaned learners at all schools investigated. Lack of these basic necessities might result in some of these learners not meeting some obligations needed by the school for effective learning and teaching. At this stage, the study seems to suggest that orphaned learners experience negative schooling experiences which are a result of my factors as discussed in this section. This brings our discussion to the next question on relationships.

Question 2: How do you consider your relationships with other learners, teachers and school management team?

The findings of this study in response to question 2 above are presented in the table below followed by its discussion.

Table 9: Relationships of orphaned learners with peers, teachers &SMT

| School | Peers | | | Teachers | | | SMT | | |
|--------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | Positive | Negative | Total | Positive | Negative | Total | Positive | Negative | Total |
| A | 4(80%) | 1(20%) | 5(100%) | 3(60%) | 2(40%) | 5(100%) | 3(60%) | 2(40%) | 5(100%) |
| B | 6(75%) | 2(25%) | 8(100) | 2(25%) | 6(75%) | 8(100%) | 3(37.5%) | 5(62.5%) | 8(100%) |
| C | 5(62.5%) | 3(37.5%) | 8(100%) | 2(25%) | 6(75%) | 8(100%) | 3(37.5%) | 5(62.5%) | 8(100%) |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| D | 6(66.6%) | 3(33.3%) | 9(100%) | 1(11.1%) | 8(88.9%) | 9(100%) | 3(33.3%) | 6(66.6%) | 9(100%) |
| Total | 21(70%) | 9(30%) | 30(100%) | 8(26.7%) | 22(73.3%) | 30(100%) | 12(40%) | 18(60%) | 30(100%) |

Orphaned learners' relationships with peers: Most of the interviewed orphaned learners (21 participants) 70% stated that they had positive relationships with their peers and the other (9 participants) 30% indicated that they were ostracised by their peers. School A and B have the highest number of orphaned learners who relate with their peers well. This finding is consistent with the findings in the observed data (see table 6: paragraph 5.3.1). Learners' sentiments about their positive social relationships with their classmates and schoolmates as stated by one learner at school B in B2 class thus says, ''*My relationships with other learners inside and outside the classroom is good since they accommodate me and don't bully me. Even the classroom atmosphere is fine, just that sometimes other learners laugh at me if I fail a test ... but I also do the same to them.''* This finding demonstrates that despite their orphan hood status, orphaned learners can still relate well with their peers. This is a positive finding of the study given that, cordial relationships among learners are fundamental for effective learning since they evoke feelings such as warmth, empathy and belonging with others. As children grow up, they need friendships with same age peers and to be members of formal cultural institutions, including educational play, social and or religious groups (Pharaoh, 2004:13). The findings of positive relationships of orphaned learners with peers demonstrate a positive development in the lives of these learners for effective learning. Roffey (2008:29) has shown that school connectedness : ( i.e. , creating a positive atmosphere where students and teachers interact well with each other thereby creating a balanced atmosphere) is increasingly identified as significant for enhancing young people's resilience, pro social behaviours and learning outcomes.

The other 9 orphaned learners (30%) who indicated that they are ostracised by other peers had comments that reflected thus: *"some of the schoolmates begin to tease us at school and we begin to feel ashamed of ourselves ...me and my sister."* The plight of nine orphaned learners being ostracised by their peers could be attributed to

unsecure attachment they experience due to the loss of their parents. The learners could be experiencing challenging emotional imbalances associated with grieving. The researcher contends that these learners need to be supported given that ridicule has detrimental effects on the affected learners. For example, learners might find themselves becoming reserved and resorting to withdrawal from classroom activities. They might feel unwanted and disrespected causing friction amongst the learners - hampering effective learning from taking place. There is therefore need for schools to assist all orphaned learners in their custody to establish and maintain positive social interaction relationships with their peers. Relationships of orphaned learners with their teachers are presented next.

Relationships of orphaned learners with teachers: With regard to relationships between orphaned learners and teachers there were interesting findings. From the 30 orphaned learners interviewed, 22 (73.3%) stated that their relationships with teachers were negative and 8 orphaned learners (26.7%) indicated that their relationships were positive. (See Table 9 above).The possible contributing factor could be that in CHH there are possibilities of these orphaned children being exposed to unsafe, poorly socialised environment where young and inexperienced child parents are taking charge of these households. In the process, the poorly socialised children fail to relate well with teachers. The finding is consistent with the observed data discussed in paragraph 5.3.1. This is a disturbing picture of the study, more especially the findings at school D where almost the entire study sample has negative relations with the teachers. The researcher also noticed that in terms of the schools themselves, one major difference between them was the degree to which they took a stance on how to support and help improve the behaviour of learners to a level which is acceptable or at least be tolerated. This was observed to be a missing link at school D. Despite this study being qualitative, the researcher was however keen to test the statistical significance of these findings on the relation between the learners and teachers .Using a Chi –square test of significance at 0.05 level of significance, the researcher calculated the statistical value of 3.396. Since the Chi square value is < at 3.418 it was concluded that there is an association between learners and teachers relationships.

Cordial teacher/pupil rapport is central in facilitating effective learning and teaching taking place. According to Taylor (1998:1 cited in Kyriacou, 2003: 78), learners who

misbehave tend to perform poorly in schools. Shronte (2007 cited by the same author) concurs and state that when children are not identified nor receive services, challenging behaviour tends to become long lasting and negatively impact school success, peer interaction and family interactions. Positive learner attitudes towards the teachers, therefore, need to be moulded in orphaned learners if meaningful learning is to take place. Based on teaching experience, the researcher thinks that teachers who have good interactions with learners and create a high quality child care are less likely to see challenging behaviours in their classrooms. This brings the discussion to the relationship of orphaned learners and school management team members (SMT)

Relationships of orphaned learners with SMT: Orphaned learners' responses in the interview on their relationships with SMT as noted on table 9 above, showed that 18 of the learner participants also have negative relationships with school management team .The researcher observed that most orphaned learners are always found to be violating many of the school rules and regulations. In other words, they do not comply with school rules most of the time. Here are two sentiments echoed by participants in the study. '*All SMT members of staff label me ''bad boy'' and they try to influence other learners to stay away from me (Grade 10 learner at school C in C1)… It's affecting my learning because most of the time I am attending these disciplinary hearings whilst lessons are in progress (Grade 9 learner at school B in B3).*" This problem is most prevalent at school D and C.The researcher at this stage posits that teachers could also be contributing to the problem of negative relationships with the orphaned learners since they do not support these learners.

The study finding is consistent with observed data discussed in section 5.3 paragraphs 5.3.2. It was observed that SMT uses commands as a pre-emptive approach to correct behaviour they expect from orphaned children with negative conduct behaviour. One participant at school C in C4 class remarked," *my class principal always reprimands me because of my act of misconduct. Even my head of department suspects that there is something wrong with me. At one point Mr x (name of principal) blamed the loss of my parents on my behaviour and it hurt me ".* Such confrontations need to be avoided at all cost and positive behaviour needs to be exhibited. The next report finding focuses on challenges heads of household experience.

Question 3: What challenges do you experience being a head of a family?

When orphaned learners were asked the above question, varied viewpoints were raised. The table below summaries the viewpoints that emerged:

**Table 10: Number of learners who experience challenges being a learner and head of a family**

| Challenges | School A | School B | School C | School D | Total |
|---|---|---|---|---|---|
| Pressure of school work | 3 (60%) | 5 (62.5%) | 4 (50%) | 6 (66.7%) | 18 (60% |
| Fear of examination failure | 3(60%) | 3 (37.5%) | 3 (37.5%) | 4 (44.4%) | 13 (43.3%) |
| Lack of time management skill to do household chores and school work | 5 (100%) | 7 (87.5%) | 7 (87.5%) | 6 (66.7%) | 25 (83.3%) |
| Emotional maladjustment | 5 (100%) | 6 (75%) | 7 (87.5%) | 7 (77.8%) | 25 83.3%) |
| Lack of support from home and school | 3 (60%) | 4 (50%) | 3 (37.5%) | 4 (44.4%) | 14 (46.7%) |

Pressure of school work: The study shows that 18 participants stated that they experience pressure of school work. The trend seems to be prevalent at all the research sites even though it seems highest at School D where 66.7% of the participants are affected. This is followed by School B where 62.5 % of the orphaned learners are affected. At this stage, it seems like the variable of age does not have any influence given that even those at primary school are affected too. The findings seems to suggest that the responsibilities these learners take on at home could be putting pressure on them resulting in these learners experience pressure of school work. This was well captured by one Grade 10 learner at school B in B2 heading a house hold who says, '*you have to work in the home. You have to do your*

*homework, and then have to take care of your siblings and you have no one to help people don't come to visit you .Sometimes you don't even find time to do school work due to tiredness .Its stressful and sometimes frustrating.''*

Fear of examination failure: Another aspect noted in the study is that of fear of examination failure where 13 participants (43.3%) regarded fear of examination failure as a challenge. The school which seem most affected is A where 60% of the participants are primary school learners who still have the desire to learn and achieve their goals. Even senior learners at Grade 10 had these fears at school D. Here is a characteristic statement by one of the participants, '*I have realised that as an orphaned learner without education, am more likely to fall deeper into the cycle of poverty and engage in risk behaviour such as drug taking and prostitution…So I try hard at school to pass improve my chances of securing a better job.*'' The fear of examination failure could emanate from their future expectations given that their parents are no more. At this stage the research postulates that uncertainty about the future might trigger emotional problems in these learners which might affect their learning.

Lack of time management: The study reported that 25 orphaned learners (83.3%) highlighted lack of time management to do household chore and schoolwork as a challenge .The challenge seems to be evident at all the schools under investigation. Even learners in primary school A who are under the care of their brothers and sisters may be compelled to carry out responsibilities that are usually carried out by the adults. The researcher posits that when such things happen, part of the child's schooling is compromised. There are negative implications that are associated with such practices as reported by Sloth–Nielsen (2005:77) discussed in chapter 2 paragraph 2.3 For children still going to school, such burdens as household responsibilities might interfere with learning responsibilities since children might fail to find time to study and/or do their assigned homework and portfolio tasks which are crucial elements for learner progression. As already reported this interferes with their homework activities which they end up neglecting.

Emotional maladjustment: Another element identified by the study finding is that 25 orphaned learners (83.3%) indicated emotional maladjustment as one of their challenges. The learners in the study seem to be emotionally affected across all

grades, schools and age ranges. There are a number of possibilities which could trigger emotions of these learners. The following were identified when the researcher probed to find out answers on this aspect: loss of parent, grief and depression, neglect by household heads and community members, insecure future, poor sense of self-worth and grieving and mourning.

The researcher posits that all these experiences might result in learners having emotional developmental imbalances which might affect their schooling behaviours. At this point, the researcher is of the opinion that the emotional imbalances being experienced by learners may be a result of lack of parents in the household. A proper family's task is to fulfil emotional needs of their children so that the children can grow to become emotionally secure and stable. There is therefore need to be addressed the emotional needs of these children for effective learning to take place. This is based on the premise that Brinkman and Blackman (2003:24) indicate that a child with good emotional maturity will tend to have good concentration, often helps other children out and almost never shows aggressive, anxious, or impulsive behaviour.

The last challenge identified under this category by 14 participants (46.7%) was lack of support from home and school. Although the response from participants is below half of the interviewed learners, it has already been discussed in paragraph 5.4.1 table 8 that teachers do not give maximum support to these orphaned learners. Given that there are no parents in the homes of these learners, support from minors heading these household could be a problem. A brief discussion with some of the participants highlighted that most of the orphaned children living in CHH are bred in poverty stricken households where they survive in dire poverty or below poverty datum line since their source of income is the social grant they receive. One sentiment by a Grade 10 participant sums it all when he says, ''*After my father died I never stayed in one place to make proper friends but it was not bad, but after my mother died I never knew peace in my life.''* The researcher is of the view that parents play vital roles in the development of their children's moral upbringing when they act as emotional coaches and teachers and therefore thinks this challenge needs to be addressed if meaningful learning is to take place.

Schools, therefore, need to put mechanisms in place to support and assist our orphaned learners in addressing the behavioural challenges they are going through. The discussion brings us to the nature of support these orphaned learners would need as reflected in answers to the next question.

Question 5: What educational support do you need to enhance your academic achievements?

When orphaned learner/participants were asked the above question during interview different viewpoints emerged. These viewpoints formed categories which were illustrated in the table below:

**Table 11: Nature of Educational Support to Enhance Orphaned Learners' Academic Achievements**

| Educational support | School A | School B | School C | School D | total |
|---|---|---|---|---|---|
| Support to manage time | 3 (60%) | 5 (63%) | 6 (75%) | 5 (56%) | 19 (63%) |
| Completion of school tasks | 2 (40%) | 4 (50%) | 4 (50%) | 4 (44%) | 14 (47%) |
| Emotional support | 3 (60%) | 5 (63%) | 6 (75%) | 6 67%) | 20 (67%) |
| Improvement of relationship with tars | 2 (40%) | 4 (50%) | 5 (63%) | 4 (44%) | 15 (50%) |
| Improve interaction patterns with school management team | 3 (60%) | 4 (50%) | 3 (38%) | 4 (44%) | 14 (47%) |
| Support to improve academic performance | 4 (80%) | 5 (63%) | 6 (75%) | 3 (33%) | 18 (60%) |
| Support to deal with conduct behaviours | 2 (40%) | 5 (63%) | 4 (50%) | 5 (56%) | 16 (53%) |

Educational support to manage time: The above table shows 19 orphaned learners need support in time management to improve their academic performance. The high numbers of participants were noted at School A, B and C which are all secondary

schools. This seems to suggest that these participants need skills to balance their responsibilities at home and school. Here is one of the orphaned learners' remark, ''*I believe effective time management will allow one to feel positive and stay on top of the situation- to achieve a state of balance, more especially if you are heading a household.''* The researcher concurs with this sentiment and posits that this skill will go a long way in enhancing academic achievement. The skill of time management will enable the orphaned learners to balance and manage time to perform household chores and school related activities.

Completion of tasks: As noted in the table 10 above, participants stated that they needed support on how best to complete assigned school tasks such as homework, formal tasks and informal tasks. This support is proposed by participants at all secondary schools .This is in line with the findings on task completion and success achievement discussed in paragraph 5.3.2 in this chapter where participants experienced difficulties in completing these tasks which are crucial elements for academic success.

Emotional support: At this stage the study has noted that orphaned learners seem to be experiencing emotional maladjustment and the 20 learners who indicated need of support in this area seem justified from the perspective of the researcher. A sentiment for one participant thus states ''*When my parents died I was really depressed. I could hardly focus in class but no one took me for bereavement counselling. My relatives told me that I will be alright after a week or so, but I really needed emotional support because of what I was going through. I firmly believe that people need to be counselled when they lose their beloved ones more especially youngsters''.*

Based on the orphaned learners' sentiments, one can analytically state that at the centre of all concerns lies emotional instability which is a psychological issue in the sense that what the mind can conceive also becomes part of the habit and as a result shapes one as a person. These learners have lost parents, they are grieving and lack support both at home and school from teachers. With all this negativity there is a high chance that emotional imbalances can build up and interfere with learning. Intervention programmes need to be put in place to address this challenge.

Support to improve academic performance: The study shows that 18 participants indicated that they need educational support to improve their academic performance. This is in line with the findings of the study in question 1 paragraph 5.4 the researcher is of the opinion that this behavioural challenge has to be addressed if the academic performance has to be enhanced.Study skills need to be imparted to these learners and those who are struggling with reading need to be assisted. One Grade 10 participant had this to say, *'I suggest they (teachers) must give us some assistance or tips on how to study because in most cases when I study I tend to fall asleep instead of revising my notes. I lose concentration very easily."* The researcher postulates that given the behavioural challenges identified so far by the observed data and interview data from orphaned learners, a psycho–educational programme could go a long way to address some of these challenges. What teachers say is discussed next.

### 5.4.2: Teachers' Responses on Interviews Conducted

The ten Life Orientation teachers were also interviewed by the researcher and the following findings were made:

Question 1: How do you consider the academic performance of orphaned learners in your class/subject?

Academic performance: In this interview, seven educators (70%) indicated that orphaned learners do experience negative schooling outcomes. This is consistent with the interviewed data on question 1 by orphaned learner participants who acknowledged that they underperform in their schooling. Some teachers qualified their endorsement of poor academic performance by stating that some of the orphaned learners

- exhibit immature behaviour that include lack of perseverance,
- fail to finish both formal and informal tasks,
- Have a short attention span leading to poor concentration and
- frequent pre- occupation

- Get poor scores in subjects.
- Repeat grades
- Drop out of school
- Absent themselves from school

There is remarkable unanimity of sentiments therefore in this study echoed in favour of the fact that the majority of orphaned learners, who head households or live in CHH, underperform or experience poor academic performance.

When probed as to why they think these orphaned learners underperform, seven participating teachers stated that possible factors could be the emotional difficulties the learners go through after the loss of their parents and lack of parental support in home to monitor their school activities such as homework. Some teachers stated that the failure could also be due to irregular school attendance as well as non-active participation in school related activities as already noted on task completion on table 7 in paragraph 5.3.2. Orphaned learners need to be motivated to pursue school so that they cannot be found in a cycle of poverty when they drop out of school.

Considering the rich diversity of teachers' and learners' sentiments about schooling experiences of orphaned learners in child headed household, it is therefore not surprising that the overall majority of orphaned learners run a greater risk of underachievement, school dropout and an outright erosion of a sense of self-worth. These findings seem to point a gloomy picture of the academic future of orphaned learners currently found in our schools.

However, there is a glimmer of hope shown in this study where some orphaned learners defied the odds and still excel in their studies. Three of the teacher participants highlighted that there are some orphaned learners who can still do well despite the loss of their parents. Here is one characteristics statements by one of the teachers in support of this perspective: '*Some learners are born naturally intelligent and orphan hood cannot stop them from performing well unless other factors come into play like peer pressure, bad influence stuff like that*" ( LO teacher school B).The responses by these three teachers concur with  Pillar and Nesengani's (2006:137-147) finding of evidence of resilience in many of the rural early adolescents who managed to succeed in obtaining education despite their situation. The researcher at

this stage postulates that for those orphaned learners who do well against all odds, a possible reason could be attributed to Leatham 2005's assertion that although their physiological needs and physical surroundings are threatening to their wellbeing, their social support network as well as their personal attributes strengthens their resilience and aspirations for the future.

This is quite encouraging and with this renewed hope, these orphaned learners seem to have this potential to do well and excel in their schooling if academically supported by designed educational programmes''

Question 2: How do you consider orphaned learners' relationships with other learners (peers)?

Responses on learner on learner relationship: With regard to relationship of orphaned learners with classmates and school mates, eight LO teachers said that in terms of general interaction patterns outside the classroom they did not see orphaned learners being ostracised. These findings continue to demonstrate that orphaned learners in the study demonstrated that they are socially strong and can relate well with their peers. This was confirmed by teachers in the study. Some teachers stated that the orphaned learners were treated fairly well by other learners. The possible reason could be that there are a lot of children who are orphaned in the community under investigation as earlier explained. There is consistency of this finding with findings from observed data and also the interviewed data from orphaned learners. Teachers also indicated in their response that even inside the classrooms some learners can relate well as they interact but the only problem comes when it is time for group work participation where most of them are not cooperative. Cooperative learning (which is an approach to organise classroom activities into academic and social learning experiences). Chauhan,( 2003:140) has be praised for bringing positive results in learning world over and if orphaned learners are unwilling to adopt it, negative schooling results are likely to be experienced. The next discussion focuses on the relationships with teachers

Question3: How do you consider orphaned learners' relationship with the teachers and school management team (SMT?)

Orphaned learners' relationships with teachers: The majority of teachers (number=7) indicated in the study that over 80% of the orphaned learners from CHH in their classes have negative relationships with them (teachers). This is consistent with the findings of what orphaned learners stated during interviews (whose discussions are in paragraph 5.4 question 2 responses). In support of this, teachers stated the following in their sentiment: ''*Most of the learners have no respect for teachers because CHH negate values resulting in them being very disrespectful (LO teacher school D)*

Even the LO teacher at school C had this to say, *"To me teaching LO subject content that I am interested in is the fun part. Meeting the needs of learners with behaviour problems is the work. It really drains me totally".* These findings concur with the sentiments published in the *Sunday Times* newspaper of 20 October (page 10) where a teacher in Johannesburg was punched in the face by 14-year-old grade 7 pupil at Jim Fouche primary. She felt hurt, shocked, violated and terribly humiliated and had this to say, *'I don't think I can walk into a class again and own that class. We're getting abused verbally and mentally by these kids and it's getting worse and worse'.* Even in this study, an element of aggression towards the teachers was evident during observation sessions amongst some Grade 10 in C4 and D4 classes and Grade 9 in B1 and D2 classes from orphaned male participants. These negative relationships need to be dealt with through supportive programmes if meaningful learning is to take place.

Relationship of Orphaned Learners with School Management Team (SMT): Orphaned learners' relationships with SMT were noted by interviewed teachers to be smeared with negativity. Eight teachers (80%) indicated that most of the orphaned learners are at loggerheads with SMT members. One teacher at school B said, *'orphaned learners are disinterested in the general rules of the school. They have no respect for us and there is little we can do change their minds.'* At school D one teacher also remarked: *'for x smoking and fighting becomes a routine part of his life and he is a regular trouble maker in the school. His records indicate his problems. School attendance sporadic and he was suspended at various times permitting him to spend more time with his out of school friends. Recently he stabbed another learner with a pair of scissors.''*

Frequent fighting amongst learners, disobedience towards teachers or members of the general public and being unable to settle down to school related tasks are some of the disciplinary problems highlighted by the teachers at school D. The findings are consistence with Ojiambo's (2011:4) study that noted CHH have been unable to provide for the attachment, social integration and acculturation needs of the orphaned children in their care. Possible contributing factors could be negative experiences such as poor socialisation practices at home, grieving, lack of support and care from home and school and poverty. These learners could be going through. All these conduct behaviours lead SMT members and orphaned learners to have negative relationships. This leads us to the teachers' views on the challenges these learners might experience being heads of households.

Question 4: Do orphaned learners heading households experience challenges in their schooling?

Question 5: If yes, list the challenges that the orphaned learners experience in your subject.

The researcher asked teachers question 4 and 5 on their views on challenges the orphaned learners who head house hold experience in their schooling, there was a unanimous yes answer from the teachers and the following views were obtained and illustrated on table 12

Table 12: LO Teachers views on Challenges Orphaned Learners Experience being Household Heads

:

| Challenges faced | School A | School B | School C | School D | Total |
|---|---|---|---|---|---|
| Absenteeism | 2(20%) | 1(10%) | 1(10%) | 2(20%) | 6 (60%) |
| Unable to settle down on tasks | 2(20%) | 3(30%) | 2 (20%) | 3 (30%) | 10 (100%) |
| Late coming to school | 1(10%) | 3 (30%) | 3 (30%) | 3 (30%) | 10 (100%) |

| | | | | | |
|---|---|---|---|---|---|
| Irregular school attendance | 2(20%) | 2 (20%) | 2 (20%) | 2 (20%) | 8 (80%) |
| Management of time | 2(20%) | 3(30%) | 2 (20%) | 3 (30%) | 10(100%) |
| Underperformance | 1(10%) | 2(20%) | 2(20%) | 2(20%) | 7(70%) |
| Emotional problems | 2(20%) | 3(30%) | 3(30%) | 2(20%) | 10(100%) |
| Grade Repeating | 2(20%) | 3(30%) | 3(30%) | 2(20%) | 10(100%) |

The table highlighted that all the 10 teachers (100%) indicated that emotional problems, grade repeating, time management, late coming to school, unable to settle down rank the highest challenges these children go through. Irregular school and lesson attendance comes second on the ranking list as stated by (80%) of teachers in the interview. Underperformance was also identified as a challenge by (70%) of the interviewed teachers. Absenteeism and late coming to school were also identified as other challenges orphaned learners experience as a result of heading household by 60% of the teachers. This seems to suggest at this stage that orphaned learners do experience challenges in their schooling due to responsibilities they hold as heads of households. The findings are consistent with responses from orphaned learners during interview on the subject discussed in paragraph 5.4.1.

The finding of this nature makes the researcher contend that identified behavioural challenges listed in table11 above could impact negatively on schooling leading to poor performance and possible grade repeating if they are not addresses. This could create worse problems of having over aged learners in classes due to grade repeating. The researcher is of the opinion that over aged students might experience impaired peer relationships, increase in behavioural problems and negative attitudes towards school leading to bad conduct behaviour with those in authority. These identified behavioural challenges might therefore influence how teachers and orphaned learners relate, in their day-to-day interactions and how learners get on at school. With this in mind, let us look at what teachers had to say on the nature of support these orphaned learners need.

Question 6: What kind of support do you think orphaned learners should get to enhance their academic achievements? The responses of the teachers are summarised in Table 13 below.

**Table 13: Teachers' Views on Nature of Support for Orphaned Learners**

| Nature of Support | School A | School B | School C | School D | Total |
|---|---|---|---|---|---|
| Emotional Support | 2 (20%) | 3 (30%) | 3 (30%0 | 2 (20%) | 10 (100%) |
| Counselling to Compact Teenage Pregnancy and Substance Abuse | 2 (20%) | 3 (30%) | 2 (20%) | 3 (30%) | 10 (100%) |
| Providing Academic Assistance | 2 (20%) | 3 (30%) | 3 (30%) | 2 (20%) | 10 (100%) |
| Bereavement Counselling | 2 (20%) | 2 (20%) | 2 (20%) | 2 (20%) | 8 (80%) |
| Adapting Teaching Methods | 1 (10%) | 2 (20%) | 2 (20%) | 2 (20%) | 9 (90%) |
| Managing Conduct Behaviours | 2 (20%) | 3 (30%) | 3 (30%) | 2 (20%) | 10 (100%) |
| Motivated not to Quit School | 2 (20%) | 3 (30%) | 3 (30%) | 2 (20%) | 10 (100%) |

In response to question 6 above. The teachers in the study highlighted the following nature of support in Table 13 above.

Emotional Support: The table shows that all the ten teachers (100%) indicated that orphaned learners need emotional support. This view is consistent with the orphaned learners' views discussed in paragraph 5.4.1. The researcher need not re-emphasise the importance of this aspect as it has already been discussed at length, but would like to quote a remark by one L.O teacher at School B who said, "*learners who are not emotionally proficient are not in touch with their feelings and cannot control and express them resulting in these learners experiencing problems in establishing and*

*maintaining relationships."* With this perspective in mind and given the nature of these learners who lost parents support in the form of counselling will go a long way in addressing this behavioural challenge.

Counselling to combat teenage pregnancy and substance abuse: In this study all the ten teachers (100%) highlighted the importance of counselling for orphaned learners. The researcher is of the view that this support is central in the life of orphaned learners given that many orphaned children today are failing to cope with multiple problems. These may include lack of support on issues related to sex and sexuality, lack of guidance on responsible behaviour, loss of parents, loss of hope for the future, and even loss of enthusiasm for life. In this community of Ipelegeng these social problem are very common among teenagers both parented and orphaned. The challenge becomes worse in CHH given that adult figures who are supposed to render support are not forth coming. The problem is also compounded by the poverty the community is experiencing leaving the orphaned learners with no community support either. Under the present circumstances the proverb 'it takes the whole village to raise a child '' is no longer applying due to poverty. One teacher at School B had this to say," *This group of learners suffer daily grind of poverty, future unemployment and hopelessness."* This is consistent to Germann, (2005:45) who posited that among the socio-economic challenges faced by children in CHH are issues of security, acceptance, poverty, lack of access to social services and education, abuse and neglect.

Providing academic assistance: In this category all the ten teachers (100%) indicated that orphaned learners need to be provided with academic assistance in the form of extra tuition. The Department of Education calls this intervention through expanded opportunities. This can come in the form of giving extra lessons to struggling learners, allowing learners to re-write failed formal tasks, coaching learners, monitoring their progress on a daily basis and involving the parents. One LO teacher participant at school B remarked: '*The teachers teaching school orphaned learners can provide additional academic help, accommodate differences in achievement hold high expectations, reinforce, train and encourage the learners to work hard for the benefit of their future."* The provision of academic support might enable orphaned learners to complete tasks assigned to them thereby enhancing their

academic achievement. The researcher values this positive contribution given the failure rate these orphaned learners are experiencing.

Bereavement Counselling: During Interview eight teachers (80%) indicated that orphaned learners need bereavement counselling given their circumstances. The researcher concurs and is of the opinion that death of a beloved one brings with it traumatic experiences which might interfere with the learning processes of those affected.Ophaned learners miss the continued relationship with their late parents. Therefore, something may need to be done to try and normalise family life when biological parents pass on. During interviewing with orphaned learners, one orphaned learner participant at School D had this touching sentiment to share," *when my parents died I was really depressed. I could hardly focus in class but no one took me for bereavement counselling. My relatives told me that I will be alright after one week or so, but I really needed emotional support because of what I was going through."* The researcher was really touched by this revelation and at this stage would posit that this aspect of bereavement counselling is an important aspect in supporting the lives of orphaned learners if their academic achievement is to be enhanced even though it is not common amongst African cultures to take someone for counselling after the loss of a beloved one.

Adapting teaching methods: The study also reveals that nine teachers (90%) indicated that the adaptation of teaching methods could go a long way in supporting orphaned learners during learning and teaching. These teachers suggested that during teaching, teachers need to reduce instruction below frustration level and learners' needs need to be addressed by identifying all barriers to learning these orphaned learners might be experiencing. That is providing an education of progressively high quality for all learning and in so doing lay a strong foundation for the development of all learners' talents and capabilities thereby upholding the rights of all learners (Department of Education 1996 SASA Act 1996 Section 8). In addition to that, one participant indicated that the atmosphere in class should be positive to enhance the academic and personal growth of the orphaned learners. She remarked, '*as teachers, feel good about yourself, so that you can be more patient, accepting, broadminded and predictable. This will result in children feeling accepted, safe, relaxed and good about them."* By adapting teaching methods would mean educators being able to respect these children's need for self worth and positive

regard thereby making these learners feel wanted? The researcher posits that this approach may assist orphaned learners to enhance their academic achievements.

Managing Conduct Behaviours: All the ten teachers in the study (100%) also indicated that orphaned learners need support on how to manage their negative conduct behaviours. Under this category some of the educators proposed behaviour modification therapy to improve the conduct behaviours of orphaned learners when the researcher probed further to get more clarity on this matter .Some of the sentiments highlighted by some of the LO teachers are: '*Since these learners are likely to experience peer relationship problems, delinquency and conduct problems, peer support groups can be especially helpful in allowing orphans to express their feelings with people who may be going through similar situations."* Peer support groups will bring these children with a common problem together to share their lived experiences. It can be postulated by the researcher at this stage that the teachers interviewed are of the view that the orphaned learners experience conduct behaviours that need to be addressed. Given the findings of observed data and interview data by learners which pointed to negative relationships with teachers and school management teams, the researcher concurs and states that teachers are justified in their proposed support for these learners in this aspect.

Motivation not to quit school: The ten teachers in this study (100%) also stated during interviews that orphaned learners need support in the form of motivation not to quit school. When probed further during interview on how this could be done, the educator indicated that successful motivational speakers with the same orphan hood status as these learners need to be brought to schools to give motivational talks about their success stories against all odds. The researcher concurs and is of the opinion that these orphaned learners need to continue with schooling to avoid being found in the cycle of poverty when they drop out of school. The researcher contends that life without formal education, and later on without a matriculation certificate in South Africa is a serious challenge which needs to be avoided at all costs.

The proposed suggestions on the nature of support to render to orphaned learners are consistent with Kyriacou (2003:114) who states that programmes of support should focus on general behaviour and attitudes of learners. Added on to that, Snider and Dawes (2005:59) also assert that exposure to anti social malpractices

and other delinquent behaviours are some of the negative effects of orphan hood especially where the children are allowed to socialise with any peer groups regardless of their behaviours. If these behavioural challenges are addressed this will create an environment conducive to learning and teaching and to ensure the safety of staff and learners.

5.4.3 Report Findings of Interview with School Management Team (Principals)

Question 1: Are there disciplinary behavioural problems you experience from orphaned learners heading households?

Question 2: If yes, list the disciplinary behavioural problems they experience.

When asked question 1 during interviews the four principals (100%) of all the four schools unanimously indicated that they do experience a lot of disciplinary behavioural problems from orphaned learners in their schools. The following behavioural problems were listed in response to question 2.

**Table 14: Disciplinary behavioural problems identified by SMT exhibited by orphaned learners**

| Disciplinary behavioural problems | School A | School B | School C | School D | Total |
|---|---|---|---|---|---|
| Swearing (abusive language) | 1 | 1 | 1 | 1 | 4 |
| Frequent fighting | 0 | 1 | 1 | 1 | 3 |
| Disobedience | 1 | 1 | 1 | 1 | 4 |
| Telling lies | 1 | 1 | 1 | 1 | 4 |
| Bullying other learners | 0 | 0 | 1 | 1 | 2 |
| Unable to settle down on tasks | 1 | 1 | 1 | 1 | 4 |
| Teenage Pregnancy | 0 | 1 | 1 | 1 | 3 |
| Smoking and drug taking | 0 | 1 | 1 | 1 | 3 |

Table 14 summarises the findings of disciplinary behavioural problems identified by principals of schools which are hereby discussed.

Teenage pregnancy: All the three principles of secondary schools (75%) are of the view that teenage pregnancy is a social problem being experienced by teenage orphaned girls at their schools. The researcher's teaching experience also confirms this and has noted that most of our girl learners (both parented and orphaned) are experiencing this social problem. Three girl participants in this study are victims of teenage pregnancy. At School B one orphaned girl participant remarked, *"I am a victim, I think learners should be seriously empowered when it comes to love relationships because they are indulging…Having sex is now like drinking coffee. I think the message should be drilled at schools. I was a victim myself so I know what I am talking about."* The reason why schools are experiencing this problem could be a result of absent parents in the home to render support of issues related to sex and sexuality. Although sexual education should currently be done as part of Life Orientation curriculum, research studies (Magano and Rambado 2012, Prinsloo 2007) noted shortcomings on the effectiveness of the LO programme. This is further demonstrated by the high statistical figures of teenage girls from both parented and non parented families who fall pregnant at school nationally despite attending LO lessons on a daily basis. Teenage pregnancy has become a cause of national concern. For example, the Sowetan newspaper Monday May 27 2013 published an article titled "Shame of Pregnant Pupils in which the reporters indicated that statistics released by the national Department of Health revealed that 94 000 school girls across the country fell pregnant in 2011, presumably from both parented and non parented girls. Similarly, Wet de (2013:2) highlighted startling statistics showing that schoolchildren are falling pregnant at a faster rate than ever. Teenage pregnancy therefore is a social problem that currently affecting our young girls. The researcher is of the view that this social problem needs to be addressed at school level particularly for orphaned learners in CHH to feel the gap left by parents who passed on.

Smoking and drug taking: The three secondary school principals indicated that smoking and drug taking on the school premises is a cause for concern requiring urgent measures to address it. It is only at school A that this problem is not prevalent, highlighting the fact that young children are not being influenced to take

these substances irrespective of their orphan hood status. The secondary school principal at School D where this problem was noted to be serious had this to say,” *For X (name of child) smoking and fighting became a routine part of his life and he is a regular troublemaker in the school. He is suspended at various times permitting him to spend more time with his out of school friends. Recently he stabbed another learner with a pair of scissors.”* The views of the principals of these schools cause the researcher to posit that the absence of parents in the homes of these orphaned learners to mould their moral behaviour could be a contributory factor. There is no adult figure at home to monitor their activities and support them on how to choose the right friends. The situation is also compounded by the fact that there are no facilities in this community where children can engage in leisure activities to pass on time thereby avoiding engaging in misbehaviour practices as alluded by Snider and Dawes (2005:59).

The findings are consistent with the views echoed by the teachers and observed data at schools studied. Smoking and drug taking within premises are rampant amongst adults, young adults and youth of school going age in the community. These two problems result from the inactivity and pessimism about the future because career prospects within the area are limited. This is testimony that the researcher got from all the principals and school governing board members of the community during informal discussions when they visit the school. Schools being microcosms of society are therefore reflecting what society is doing (Hook et al, 2002). However, the principal of school A which is primary also indicated that at his school some of the orphaned learners are ‘little angels’ who behave normally. The implication here is that despite living in CHH, some orphaned learners can still exhibit good conduct behaviour when they are still young.

Disobedience and Telling Lies: The four principals of the schools indicated that disobedience and telling lies are major problems amongst orphaned learners. The principal of school D went further to say, *‘’as a principal ,you will come in contact with learners who display a range of emotional and behavioural problems such as being physically cruel to other children, vandalising school property, graffiti, school rules violation, having temper tantrums and being confrontational towards educators.’’* The researcher contends that primary and secondary school orphaned learners might be experiencing moral problems given that principals indicated that most of them are

dishonest and lie about why they are absent from school or why they did not submit formal tasks to educators or why they lost assigned textbooks given to them during the course of the year. The practice of telling lies and being disobedient could result in teachers viewing these learners with a lot of suspicion leading to mistrust which continues to fuel the negative interaction patterns.

Frequent fighting and Bullying: Principals of the three secondary schools also indicated that frequent fighting at their schools amongst orphaned learners is disrupting the smooth flow of lessons in some of their classes. This is most prevalent at school C and D where bullying tendencies were highlighted during this investigation. The principal at school B had this to say, *"These orphaned children seldom play with other children of their own age...They usually do not have the necessary social skills to make friends and have fun and they often retreat into drugs and other substances."* The finding is consistent with the observed data on bullying witnessed at school C and D as already discussed. However the sentiment by the principal at school B contradicts what was observed by the researcher on the play ground where orphaned learners were noted to be socially strong in their interaction with peers.

Use of Swearing (Abusive Language): All the four principals (100%) indicated that they experience abusive language from the orphaned learners at their schools. The abusive language is being targeted at other learners or educators during communication. Some of these orphaned learners are said to be swearing at other learners. The researcher posits that this practice could be a result of absent adult figures in the home. This concurs with Hoff-Ginsberg and Shatz (1982) cited in Hook et al (2002:221) who state that the absence of parents in orphaned children lives creates gaps in the process of language development resulting in some incidents where children acquire unacceptable language full of  swearing, abusive elements and sometimes very insulting. At this stage, the researcher is of the view that orphaned learners need support to express themselves according to the norms and values of the societal expectations.

Unable to settle down on tasks: The challenge of orphaned learners being unable to settle down on school tasks  is evident in both observed data highlighted in tables

7a,7b and 7c and the orphaned learners also acknowledged that they do experience this challenge in their schooling during interview. The teachers also confirmed that orphaned learners do experience the same challenge. The researcher at this stage can confirm that given the overwhelming response on confirmation of this challenge from collected data this challenge could be a major contributing factor on why orphaned learners experience learning difficulties.

The findings at this point seem to suggest that principals as head of schools do experience serious behavioural challenges from orphaned learners from child headed households. If programmes are therefore put in place to mould learners' conduct behaviour whilst in their tender age, this might go a long way in producing morally well behaved orphaned learners in schools thereby enhancing their learning in the process. Intervention programme to address this challenge could go a long way to facilitate academic performance of orphaned learners.

Question 3: What challenges do orphaned children who head households experience in their schooling?


The four principals (100%) of the schools stated the same views echoed by the teachers and orphaned learners when responding to this question on challenges being experienced by orphans who head households. The identified challenges included:

- time management,
-  pressure of work and
- Emotional maladjustment.

Principal of school B stated that taking adult responsibilities when they are still young and going to school is a mouthful task for them. On the same note, the principal of school A also stated that they have no time to study as they are busy with household responsibilities and at school C, the principal said that they have difficulty in getting or continuing with schooling.

The principal of school D also stated that if there is no 'effective' adult caregiver it will be a serious problem to support siblings, get food, deal with the emotions of other members. This leads to the nature of support the principals proposed.

Question 4: What programmes can be put in place to support the education of orphaned learners living in CHH to enhance their schooling?

**Table15: Nature of Support for Orphaned Learners Proposed by Principals**

| Nature of Educational Support | School A | School B | School C | School D | Total |
|---|---|---|---|---|---|
| Mould Conduct Behaviours | 1 | 1 | 1 | 1 | 4 |
| Emotional Support | 1 | 1 | 1 | 1 | 4 |
| Material Support | 1 | 1 | 1 | 1 | 4 |
| Professional Counselling | 1 | 1 | 1 | 1 | 4 |
| Assistance from donor organisations | 1 | 1 | 1 | 1 | 4 |

In response to the above question, all the school principals indicated that orphaned learners need support to mould their conduct behaviour. The proposal to support learners in their conduct behaviour emanates from the experiences these principals go through to manage disciplinary problems from orphaned learners at their schools Principals also unanimously indicated that emotional support is also needed to support these learners. The researcher concurs given that if children are deprived of their emotional needs due to orphan hood, they may become fearful, hostile, insecure, anxious and rejecting persons (Snider and Dawes, 2005:56). Professional counselling was also identified as another form of support by all principals. These managers of schools also went on to identify material support and assistance from donor organisations as other forms of support for these learners. They indicated that orphaned learners live in poverty and without the necessary basic necessities this

could affect their learning processes. For example, the principal of school B had this to say, *'we need to identify children who are out of school or missing school and link them to a source of help e.g. social workers, police station (adopt a cop), emotional psychologists so that they can attend school regularly'.* Emphasis on this nature of support was stated by principal of school D, who said that we need to identify learners whose behaviour and wellbeing are at risk and make sure that the learners get the care and attention they need. The researcher can postulate that participating principals in the study emphasise the need to get external help from other organisations to assist those orphaned learners. All stakeholder need to pull their heads together to support the behavioural challenges these orphaned learners are going through. This is also in line with resolutions passed by UN, AIDS, UNESCO and USAID and WHO (2004) on their policies on giving support to vulnerable children.

5.4.5 Report Findings on Interview Data by Support Staff (Social Workers and School Based Support Team Members)

 Question 1:

   a) Social workers: What are the natures of cases you handle for orphaned learners living in CHH?
   b) SBST (members): Based on referral cases brought to your attention by teachers, what challenges do orphaned learners heading CHH experience at your school?

When asked the above questions, four social workers and eight SBST members highlighted the following behavioural challenges they handle from orphaned learners summarised below:

**Nature of cases handled by support staff (social workers and SBST)**

**Social workers**

- Uncontrollable behaviour
- Attempted suicide
- Rape cases
- Attempted rape cases
- Substance abuse
- Social grant abuse
- Neglect
- Being bullied
- Threats to quit school
- Being a member of gangsters terrorizing other learners or the community
- Teenage pregnancy

**School based support team**

- Bullying other learners
- Stealing valuable items from learners
- Bunking or absconding lessons
- Teenage pregnancy
- Verbal abuse
- Swearing(bad mouthing)
- Lack of uniform or school attire
- Frequent fighting
- Smoking
- Threats to commit suicide
- Over aged learners
- Repeated failure by learners

The highlighted nature of cases by social workers and school management team members consolidate the findings of the negative conduct behaviours observed through interviews from learners, teachers and principals. These findings further confirm that orphaned learners do experience a variety of behavioural challenges in schools. The findings are consistent with Olley 2008 and Barbarin 1998 cited in chapter 2 sections 2.2 who observed similar findings.

QUESTION 2:

a) Social workers: What nature of support do you think orphaned learners need to enhance their learning?
b) SBST: What can be done to orphaned learners to enhance their academic achievements?

In response to the above questions both four social workers and the eight school based support team members proposed the following support for orphaned learners: See table below

**Support for orphaned learners as proposed by support staff (social workers and SBST)**

**Social workers**

- Combating incidents of early pregnancy
- Emotional support through counselling
- Form peer support groups
- Bringing motivational speakers
- Behaviour therapy
- Bereavement counselling

**School based support team members**

- Behaviour modification therapy
- Referral for counselling services
- Material support in terms of school uniform provisions
- Emotional support

From the above cited support structures proposed to be rendered to orphaned learners the researcher is of the view that most of the support would address aspects that relate to conduct behaviours, and issues that relate to emotional adjustment in order to enhance orphaned children's academic achievement.

5.5 Report Findings on Documentary Analysis

The researcher analysed several documents used by the different categories of participants in the study. The presentation will be structured and organised according to documents analysed and what their intentions are and then triangulate the data with observed and interview data the following findings were noted from the documents analysed:

Class registers: From the class registers kept by the class guardians of 15 classes, it was noted that some orphaned learners spent more time at home than at school. Orphaned learners experience the problem of irregular school attendance going by the analysis of evidence in the class registers. See table 16 below:

**Table 16: Absenteeism patterns for orphaned learner participants**

| Number of days absent | Number of learners | Total in category |
|---|---|---|
| 1-10 days per school calendar year | 2 | 2 |
| 11-20 day absent | 0 | 0 |
| 21-30 days absent | 2 | 2 |
| 31-40 days absent | 6 | 6 |
| 41-50 days absent | 2 | 2 |
| 51-60 days absent | 4 | 4 |
| 61-70 days absent | 3 | 3 |
| 71-80 days absent | 6 | 6 |
| 91-100 days absent | 4 | 4 |
| 111-120 days absent | 1 | 1 |
| 121-200 days absent | 0 | 0 |
| Total | 30 | 30 |

The table shows that 11 learners were absent for an average of between 71 to 113 days in a calendar year of 200 days for term 1-4. Fifteen participants were absent from school for an average of between 31 to 70 days per calendar year. The problem of school attendance was highlighted by both the learners in the interviews and the teacher participants, thereby confirming the presence of this behavioural tendency amongst orphans who head households. According to the Department of Basic Education (2010) National Education Policy Act 27/1996 on learner attendance irregular attendance by learners may be the result of poor nutrition, or hunger, child labour, unstable or dysfunctional family life and gang violence, children's chronic illness including HIV/AIDS and Tuberculosis, lack of transport to school and inability by families to pay school fees or buy uniforms. Some of these variables are most likely to be experienced by orphaned learners who live in CHH.The researcher posits

that absenteeism does have a negative effect on school performance. Learners are likely to experience difficulty if new concepts are introduced during their absence. Additionally, the learners are likely to experience a backlog of learning material to deal with resulting in misconceptions if teachers are reluctant to revisit or reinforce previously taught concepts when these absent learners resurface. Learning gaps can be created in the process resulting in poor academic performance. Schools and social agencies need to give appropriate support to learners whose families struggle under the burden of poverty, serious illnesses and bereavement, especially learners who are compelled by circumstances to be caregivers or t head their own households (Department of Basic Education 2010:14).

Class monitor sheets (periods attendance registers): When these documents were analysed to check on the frequency of lesson attendance, patterns of bunking / absconding / truancy or patterns on subjects not being attended, the following was noted: 10 orphaned participants experienced irregular lesson attendance, 11 bunked certain subjects and subject frequently not attended by orphaned participants are Mathematics, Natural Sciences, Afrikaans and LO.The researcher noted that when comparing these records  from schools ,school D and C were the most affected on this behavioural challenge.  The report shows us that orphaned learners do have a serious challenge to regularly attend lessons as stated by one teacher at school D who had this to say, *it is more likely that these orphaned learners will have to forfeit their school attendance and performance, experience interruptions in their education and even withdraw from school completely after the death of their parents.".*The finding concurs with teachers' confirmation during interview that learners abscond lessons. This could be the other possible contributing factor as to why they might experience underperformance in their schooling.

Report cards and work schedules :Cross examining the report cards for four terms in 2012 of the 30 orphaned participants showed that 18 participants (60%) had poor academic results compared to 12 (40%) with good academic performance. These 12 participants completed all the assigned formal tasks for school based assessments (SBA). Their report cards also indicated that they had passed LO including other subjects and were promoted to the next grade at the end of the 2012. On the other hand, 18 failing participants were noted to be very inconsistent in submitting their formal assessments tasks and had to repeat their respective grades at the beginning

of 2013. The findings of these documents are congruent with the findings of observed data and interview data by both teachers and learners that orphaned learners who head households experience poor academic performance.

450 North West Intervention Forms and Yearly Reports: These were forms used by teachers to identify learners for possible retention or underperformance. Analysis of the forms indicated that at the end of the first quarter (term 1 2012, 20 orphaned learners in the study sample were placed on the possible retention schedule due to poor or underperformance. At the end of term four, 18 orphaned learners actually repeated their respective grades as already reported. The findings concur with the interview data from teachers and the information from observed data that further confirms poor academic performance being experienced by these learner participants resulting in them underperforming leading to grade repeating.

Referral Documents by Social Workers and School Based Support Teams: These documents indicated a multitude of behavioural problems. For example, 4 Grade 10 and 9 orphaned learners at school C in C1 ,C2 ,C3 and C4 classes were referred to their social workers for uncontrollable behaviour. They were always 'high' after taking drugs at school. They would then run around the school corridors without getting into classes. At one stage they teamed up and plotted to gang rape a female teacher who was busy marking learners' books in her office. The police had to be called in to intervene. Another scenario is that of three girls at school B in B1, B2 and B3 classes who fell pregnant and were threatening to terminate their pregnancies or commit suicide. There is consistency in this finding with the findings of interview data highlighted by SBST and social workers in their interviews that orphaned learners experience uncontrollable behaviour and other related social problems arising from being orphaned.

In conclusion, the researcher could deduce from these analysed document findings that the issues of academic performance, and bad conduct behaviour was pertinent as the learners, teachers and principals of schools also confirmed what was observed in this study.

## 5.6 Conclusion

The purpose of chapter 5 was to report on the research findings and make an analysis of the research results. The information for analysis was based on the investigation conducted in chapter 4. The findings of the outside classroom observations as well as observations inside classroom were reported and discussed. Thereafter, the findings of interview data from orphaned learners, LO teachers, SMT and support staff were also reported and discussed. The findings from both observations and interviews indicated behavioural challenges being experienced by orphans who head households and proposed supportive interventions were made.

To triangulate and strengthen the validity of the observed data and interview data findings the documentary analysis findings were reported and presented. For example, class registers affirmed irregular school attendance reported by teachers and learners. Patterns of absconding lessons confirmed teachers' report on bunking .The report card together with work schedules confirmed the patterns of poor academic performance being experienced by the orphaned learners. Confirmation of grade repeating was noted in the intervention forms used by teachers. The records of support staff also acknowledged the nature of behavioural challenges being experienced by orphaned learners who head households. In the next chapter (chapter 6), conclusions will be drawn about research findings and will lead to recommendations on the design of an inclusive psycho-educational programme.

# 6.0 Chapter 6: Summary of Findings, Conclusions, Recommendations and Limitations of the Study

6.1 Introduction

Chapter 5 reported on the empirical data collected through observation, interviews and documentary analysis as a step towards answering the research question and fulfilling the aim of the study namely :To address behavioural challenges that orphaned learners who head households experience and  to develop a psycho-educational programme to support their learning

This chapter will conclude on the collected research data and make recommendations on the analysis of chapter 5. It will also highlight the limitations of the study and conclude on the whole research

6.2 Summary of Findings and Conclusion

The major findings yielded by the research and literature review in this study can be summarised as follows

**6.2.1 Summary and Conclusion about Observations**

The major findings yielded by the study and literature survey in this study on the observed data can be summarized as follows

On interaction with peers in the playground, observed data revealed that there was positive interaction between orphaned learners and their classmates and schoolmates with 56.7% of the observed participants having exhibited pro social behaviour in all the non-academic social activities they engaged in. It can be concluded that orphaned learners despite their orphan hood status of living in CHH are socially strong and can interact well with their peers. Despite this positive interaction pattern by orphaned learners on the playground the researcher would also like to conclude that isolated cases of bullying tendencies and incidents where some orphaned participants were ostracised by their peers and if these isolated

cases are not addressed they could interfere with the learning process of other learners.

On interaction with teachers and school management team, it was observed in this study that 70% of the orphaned learners exhibited negative interaction patterns with teachers and school management team especially orphaned learners with bullying tendencies. It can therefore be concluded that orphaned learners experience negative interaction patterns with their teachers and managers of schools which might affect their academic performance.

The also study revealed that most of the orphaned participants who engaged in group work activities did not cooperate well with other members of the group.Instead they would want to dominate the group and there was no cohesion because of the disruptive behaviour of these orphaned learners. From these findings the researcher concluded that group work activities as a teaching strategy can be challenging when used in the learning, teaching situations where orphaned learners are dominant.

Another finding was that the study found out that 80% of the study participants did not comply with the teachers' instructions with some showing resistance and hostility towards them by answering back rudely. This signified that conformity to normal standards of acceptable classroom behaviour was not adhered to by the learners.

On completion of tasks and success achieved, it was also found out in the study that orphaned learners experience challenges of not doing or completing assigned formal and informal tasks as well as homework resulting in these learners experiencing minimal success in their academic performance. The findings contradict Musisi ,et al 's,(2007)comparative study where orphans at school were often described by their teachers as working hard at their studies and their academic performance was at par with non orphans or sometimes better.

### 6.2.2 Summary and Conclusion of Findings about Interviews

Interviews with learners and conclusion: With regards to academic challenges  90% of the participants affirmed that they experience academic challenges which included poor academic performance, grade repeating due to failure, concentration difficulties, failure to complete tasks, lack of support from teachers, feelings of hopelessness towards schooling, irregular school attendance and lack of material support and this

finding was consistent with the findings of the observed data and analysis of report cards, work schedules documents which noted similar patterns .The findings are consistent with Suryadarma,Parkpahan and Suryahadi( 2009 :1-22) who noted that orphaned children have worse educational outcomes compared to non-orphans with the effects getting worse over time Similarly,Beegle De Weerdt and Dercon (2007:250) also found negative effects of orphan hood on educational attainment of orphaned learners in their longitudinal study. It can be concluded from these findings that orphans who head households experience poor academic performance and this behavioural challenge needs to be addressed

Orphaned learners responses on relationships with peers produced interesting findings with 70% of the participants indicating that they had positive interaction relationships with peers in the playgrounds. Both teachers 'responses and researcher's observation also confirmed this finding. However, the finding contrasts Manuel (2002:26)'s finding in his comparative study which found out that orphans were more likely than non orphans to be depressed and bullied and less likely to have a trusted adult or friend The contrast could be attributed to the variations of the communities in which the participants were drawn. Despite the contrast the researcher stands by his findings and concludes that orphaned children who head households have positive interaction patterns with peers.

However on group activities in the classroom the study noted that the very same learners who are friendly outside in the play fields are the exact opposite during the group activities in the classroom. The researcher can infer that, this could be a result of learning difficulties they experience as already discovered. This inference is in line with Smith and Cowie (2005:25) who state that overall, the most common trigger for pupils' misbehaviour seems to be encountering learning difficulties which threaten their self-esteem. This often takes the form of being asked to undertake academic work that the pupil find difficult and is having little success.

On relationships with teachers 73% of the research participants also indicated that they had negative relationships with teachers. Furthermore 60% of the participants also affirmed that they have negative relationships with school management team given that they were found to be disrespectful and violating many of the school rules. The finding was consistent with the findings of the observed data where the study

showed that 80% of the participants did not comply with teachers' instructions and 53% lacked conformity to standards.

Challenges experienced by learners who head household were also noted during interviews with orphaned learners. It was noted in the study that being a head of a household with household burdens of responsibilities at the same time being a full time learner results in orphaned learners experiencing challenges that interfere with the learning process hampering their academic performance. Identified challenges included peer pressure, fear of examination, lack of time management skills to balance home and school work, experience emotional maladjustment and lack of support from home and school. The finding is consistent with Masondo (2006) study which revealed that CHH sacrifice their education and take up responsibilities to take care of their siblings. The researcher concludes that orphaned learners who head households might be failing to cope with the social adversities they are likely to go through after the loss of their parents, who had been providing care, support and supervision prior to death and as a result experience the challenges afore mentioned. There is therefore need to support these orphaned children to overcome these challenges

With these identified educational behavioural challenges orphaned learners proposed the nature of educational support they needed to enhance academic achievement. The study affirmed that orphaned learners need support to manage time, to complete school tasks and improve relations with teachers and SMT in order to improve academic performance and deal with conduct behaviours they experience.

It can be concluded that orphaned learners given their circumstances of heading households at the same time being full time learners need to be educationally supported to address the behavioural challenges that they experience in order to enhance their learning performance. Going by the findings of this study support is needed to assist these orphaned learner participants to manage time to deal with responsibilities at home without negating the demands of school activities.

Interview with L.O teachers: On whether orphaned learners experience academic challenges, participating teachers confirmed that orphaned learners who head households experience negative schooling experiences a finding already confirmed

by observed data and orphaned learners themselves .The researcher has already concluded on this matter and would like to state that a number of factors could be attributed to this. Factors such as, absenteeism, failure to do assigned tasks and failure to balance school and home responsibilities which were all evident in the study –aspects which therefore need to be addressed through the supportive programme.

The study also affirmed that orphaned learners have favourable interaction patterns with their peers on the playground but negative ones in the classroom when conducting group work in which the majority of learners are disruptive. As already concluded on this subject the researcher concurs with Kyriako (2005:130) underlying a learner's behaviour and low motivation maybe a lack of understanding of the task at hand or poor self confidence or fear of a failure.

The findings on relationship between orphaned learners and teachers and SMT were consistent with findings from responses orphaned learners which highlighted that the relationships were negative. The researcher is of the view that such negative relationships could be a contributory factor as to why these learners could be underperforming in schools as already noted by the study. School environments expect good conduct from learners for example learners who are attentive, highly motivated, interested in learning and able to remain solely concerned with the learning activities at hand. The researcher concluded that the school tone is being compromised by the negative relationships between teachers and orphaned learners contributing to the behavioural challenges the orphaned learners are experiencing.

Another finding was that all the teachers unanimously indicated during interview that orphaned learners who head households experience challenges such as coming late to school, emotional problems, managing time, unable to settle down on tasks. It can be concluded that challenges that learners experience are accelerated by their living conditions under which these learners live. The literature on attachment and separation has been used to describe the loving bonds between parents and children, the importance of such a bond and the role they play in child development, security, achievement, and role formation(Sherr 2005:17) aspects which are nonexistent in a child headed household.

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Furthermore, on the basis of the above findings, teachers overwhelmingly stated that orphaned learners need educational support to manage conduct behaviours, be provided with academic assistance and counselling, emotional support and motivation not to quit school. The researcher recommends that there is need to design a psycho-education programme inco-operating the identified deficits.

Findings of interview with school management team showed that principals unanimously affirmed that they experience disciplinary behavioural problems at their respective schools. Problems such as swearing, disobedience, telling lies, unable to settle down on tasks, smoking and drug taking, teenage pregnancy and frequent fighting. The findings are consistent with Olley (2008;70-75) who highlighted in his study in West Africa that AIDS orphans more frequently exhibit behaviour problems such as frequent fighting, restlessness, were not liked by other children, worried about many things, unable to settle down to tasks and bullying other children. Similarly Makaya et al 2002 cited by Cluver and Gardner (2006; 5) study in Congo highlighted that orphaned children experience behavioural and emotional problems due to the socio –economic challenges they go through. It can be concluded that given the responses from principals, schools are experiencing disciplinary behavioural problems which are likely to affect the tone of the school and programmes need to be put in place to redress the situation to enhance effective teaching and learning in schools.

The challenges being experienced by orphaned learners who are heading households identified by the principals were similar to those identified by teachers and orphaned learners themselves thereby highlighting the consistency of the results from all the study participants

The interview with support staff of both social workers and school based support team members unanimously indicated that they handle a multitude of cases emanating from orphans who head households. Cases such as uncontrollable behaviour, attempted suicide (consistent with Makame et al 2002; 460 where 34% of the study participants attempted suicide in Tanzania), rape cases, substance abuse, neglect, gangsterism, lack of material. This is consistent with Slaughter (1988) cited in Rotheram-Borus,Stein and Lin ,(2001:24) who also listed the following disorders in orphaned learners aggression, impulsivity, attention challenges, hyperactivity,

substance abuse, teenage pregnancy or premature sexuality and child bearing, delinquency, instability of family life, low self esteem and low academic achievement. The researcher can conclude that with the host of conduct behavioural problems, the tone of the school in which orphaned learners are enrolled are bearing negative academic results.

Another striking aspect which emerged from this study is lack of material support. The study participants confirmed that orphaned learners experience serious shortage of resources for use at schools and their homes since most of them live in poverty. The researcher can conclude that poverty does have a negative influence on learning. This based on the premise that, Shafir and Zhao (2013:1-2) posit that poverty robs the poor of their ability to manage their time and places more importance on being reactive versus proactive. The authors further argue that the daily struggles impair one's ability to concentrate on more complex but less immediate matters such as advanced education, preventative health, care and improving one's standard of living. Consistent with the findings of this study is Nyambedha, et al's (2003) which indicated that teachers felt that orphans were often hungry, unkempt, lacked parental guidance and lacked scholastic material. On the same note Musisi, et al's (2007) study also revealed that more of the orphans were often described by their teachers as hungry with poor hygiene, lacking scholastic materials and tending to isolate and keep to themselves. The researcher concludes that this might be a major contributing factor triggering the behavioural challenges being experienced by orphaned learners who head households

### 6.2.3 Summary of Findings about Documents Analysed

The major findings of this research study and literature survey on documentary analysis can be summarised as follows

The findings of the document analysed were used to triangulate findings of both interview data and observed data. Class registers confirmed the findings of irregular school attendance which was observed by the researcher and confirmed by both learners and teachers in the interview leading the researcher to conclude that school attendance is a behavioural challenge being experienced by orphaned learners.

The period attendance register also confirmed that learners abscond lessons such as Mathematics, Natural Science and Life Orientation. This finding together with report cards and work schedules confirmed findings of observed data and interview data by teachers that orphaned learners experience poor academic results. Poor academic performance of orphaned learners was also confirmed by the analysis of the 450 North West intervention forms and yearly reports. The findings of these documents confirmed findings of grade repeating where initially 20 participants were placed on possible retention schedules for under performance during first term and in the end 18 participants eventually repeated respective grades. Support staff referral records on conduct behaviours confirmed the nature of cases referred to this support staff as they outlined in the interview

## 6.3 Summary and Conclusion of Study

This section endeavours to provide a synopsis of each of the five chapters in an effort to guide readers into the main gist of the enquiry.

### 6.3.1 Chapter one:

The phenomenon of child headed household (CHH) has been noted to be fast growing seemingly becoming a human catastrophe affecting a large number of vulnerable children in South Africa. Given that the greater population affected is that of children, schools are likely to experience an influx of learners residing on CHH. The first chapter deliberated on the foundation for the enquiry encompassing a general orientation of the construct orphan hood and its prevalence in South Africa. The researcher noted that by being confined to a CHH, the orphaned children face more risks and he was motivated into this area of study.

The researcher's teaching experience noted that school populations of learner enrolment seemed to be filled with orphaned learners some heading households. The first chapter then explicitly defined the statement of the problem of orphan hood as it is manifested by behavioural challenges being experienced by orphaned learners which needed to be addressed, to enhance their academic performance. One research question was constructed and aligned to one sub question to help to clarify the stated problem. It was noted in the aim of the study that there was need to address the behavioural challenges that learners who head households experience

and develop a psycho-educational programme. In order to achieve the aim of the study, the researcher went further to investigate the problem to identify theoretical theories that underpin the study. These included Bandura (1983)'s perceived self efficacy theory, Bowlby (1969)'s attachment theory to mention but a few.

Terms and acronyms related to the study which included: child headed household, CHH, design, household, psycho-educational programme, orphan were operationally defined (Woolfolk 2005). An instrumental case study design was adopted after having noted the need to allow the orphaned learners to empty their behavioural challenges they experience at school. It remained qualitative and data analysis encompassed interpretational analysis. The delimitation of the study was presented. The study was organised into six chapters.

## 6.3.2 Chapter Two:

The review of literature on the study titled: Addressing behavioural challenges of orphaned learners who head households: A psycho-educational programme to enhance learning entailed a lot of concepts to be reviewed. The chapter served to explain the different viewpoints of researchers on the impact of orphan hood on orphaned learners' behavioural tendencies. The literature review began with factors that relate to orphan hood where causes of orphan hood were discussed and their impact reviewed. This was followed by the manifestation of behaviour problems associated with orphaned children in CHH.

The influence of children's emotions on their behavioural and other developmental needs was discussed.  In this section the theoretical frameworks that guide the study were further reviewed. Parents' roles in children's behavioural development were further looked at. The role of the community in emotional behavioural developmental needs of children where Bronfenbreinner (1979)'s ecological theory of development was discussed. The researcher went on further to review the role of teachers in fostering positive emotional development as well as the influence of the school on children's emotional well being.

The purpose of this review was to investigate the relationship between positive emotional development and successful learning among orphaned learners living in CHH in view of the fact that parents in these households are absent. How parents

play a role on emotional problems was further reviewed. Under this section learning problems associated with emotional and behavioural problems were given further consideration. To indicate the relevance of the previous researchers' findings to the current study being conducted, international, continental and national case studies on orphan hood were reviewed. Literature came from the internet web publications using a variety of web browsers such as URL and other bookmarks Chitiyo et al 2010, UNAIDS 2009, UNESCO, 2004, Wood 2008, Cluver and Gardener 2004, Hook et al 2002, Newman 2002 and many more sources were consulted including newspapers such as Mail and Guardian, Sowetan, The Sunday Time,The Daily Sun.

### 6.3.3 Chapter 3:

In this chapter another literature search pertaining to supportive programmes for orphans was reviewed, the purpose of the review was to enable the researcher to have a broader perspective on how to design his own psycho-educational programme  in chapter 6. Various aspects of the review included the need for intervention where the importance of supportive programmes was emphasized. The nature of supportive programmes of orphans, their design and use in various places were also reviewed. This also included types of supportive programmes suitable for orphans. Within the review of literature in this chapter it was necessary to also explore policies that guide supportive programmes. For example policies by the following organisations UNICEF, WHO, USAID, UNAIDS, UN,(2004,2008) together with South African policies by the South African government and the Department of Education such as SA School Act1996 and Norms and Standards Policy (2000) which provide academic guidelines for successful learning as well as The National Qualification Framework Act 67 of 2008. Lastly case study references which focused on the supportive programmes that are being implemented in some countries including South Africa were also reviewed.

### 6.3.4 Chapter 4:

The study falls within the qualitative paradigm. Methodological triangulation techniques (De Vos et al 2005) were utilised in an effort to enhance creativity and enrichment within the enquiry, as such, individual in depth semi structured

interviews, participant observation and documentary analysis were used to collect data needed to find answers to the research question: How can the behavioural challenges of orphaned learners who head households be addressed be addressed for enhancing academic achievement?. Answers were to be provided to the sub question: What are the behavioural challenges of orphaned learners who head households in terms of the classroom, on the playfield, with school authority? Piloting procedures were taken to ensure valid and reliable instruments.

An instrumental case study design combined well with the multiple research instruments all meant to triangulate data collected. The orphaned learners aged 10-16 years, LO teachers, principals of schools and support staff of social workers and school based support team were identified as research participants to provide answers to the research questions. These participants were purposively sampled to obtain a most characteristic representation of attributes that served the purpose of the study and were stationed at four schools which were randomly sampled.

All the ethical concerns were addressed by the researcher. Prior to visiting the schools the researcher obtained permission to do research in Taledi area in Mamusa circuit in the community of Ipelegeng. The permission was from the Department of Education North West Province: Dr S Ruth Mompati District as well as from principals of the four schools. A number of ethical considerations took precedence in order to safe guard myself as researcher, the orphaned children and all the other research participants in the study. These ethical considerations included gaining access to the site and individuals, informed consent where all the voluntary research participants were asked to sign informed consent forms prior to the interviews. Anonymity of participants (that is protecting the identity of the participants) was observed by the researcher by assigning pseudonyms to schools by naming them A, B, C, D and not identifying participants by name. Post research relations where participants were informed of getting feedback on the findings of the study were also observed. The issue of validity and reliability of the study were discussed and ensured.

**6.3.5 Chapter five:**

The presentation of findings was guided by the initial research question picked up in chapter one as follows: How can the behavioural challenges of orphaned learners who head households be addressed for enhancing academic achievement?

Following the interpretational data analysis procedure (Cresswell 2003),on  reporting and analysis of observed data the researcher was guided by a prepared check list of what to observe both inside the classroom and outside the classroom. The check list was used to structure and organise the report findings of observed data. Categories of what was observed were merged to form the main themes within which the researcher presented the research findings in the form of narratives which were presented and summarise in paragraph 6.2.1 above. On the reporting of interview data the researcher was guided by the interview schedules of questions listed to structure and organise data. The participants 'answers to the interviews were therefore used and built into categories of themes that emerged. The main findings were presented and summarised in paragraph 6.2. 2.

Presentation of documentary data was structured and organised according to artefacts analysed and the purpose to which they are keep for. The main purpose of documentary data was to triangulate data findings from other sources. A summary of the findings was presented in paragraph 6.2 3.

 It was concluded that orphaned learners living in CHH experience learning difficulties resulting in underperformance and grade repeating leading to emotional instability that influence their behavioural patterns in the classroom. It was also concluded that there are many orphaned children living in CHH who exhibit behavioural and emotional problems leading bad conduct behaviours leading to negative interaction patterns with authority. The positive finding was that in the playground orphans who head households were found to be socially strong since they could interact with their peers positively. Thereafter, possible recommendations, linked to the findings were made in the hope of realising the aim of the study. Recommendations for the design of a psycho educational programme which schools could use to help orphaned learners living in CHH develop health and responsible attitudes towards their peers and teachers as well as the SMT, were proposed.

## 6.4 Recommendations

On the basis of the summary of the research finding outlined in chapter five, the following recommendations are made. These recommendations are divided into two sections a) general recommendations and b) those made in terms of the design of psycho-educational programme

## 6.4.1 General recommendations

6.4.1 Going by the findings of this investigation from observed data interview by teachers and principals and the support staff a need was identified to design a psycho-educational programme to address the behavioural challenges being experienced by the orphans who head households. This is to minimise the long term challenges these children are likely to experience late in life given that Dunn,Hunter,Nabongo and Ssekiwanuka (1991:203) postulated that orphan hood phase was leading to the growth of numerous psychosocial problems such as street children phenomena, teenage pregnancy and prostitution.

6.4.2 Based on the finding of the study that orphaned learners living in CHH lack material support such as food, clothing, uniforms, shelter and money resulting in them being unable to procure adequate learning resources especially the recurring issue of lack of uniform and stationary -there is need for formulation of a policy by relevant government departments on the provision of basic material needs to orphaned learners alongside the provision of free education. The finding of this study necessitates that priorities be urgently established and that human resources, financial resources and material be critically assessed and prioritised with a view to increasing them as those that are currently available are neither adequate nor sufficient to meet the challenges of the present nor the future especially in the learning and teaching of orphaned learners.

6.4.3 The orphaned learners who head households' display of learning difficulties seem to be congruent with findings in a number of studies on children's experiences in CHH in developing countries (Ward and Eyber, 2009). This denotes a fact that the

present academic difficulties being experienced by orphaned learners who head households may not be their own baby, but a baby for every citizen because eventually the effects may affect directly or indirectly every South African. For example if these affected learners are not supported and drop out of school they may end up doing criminal activities compromising on the national safety and security of a country There is therefore need for an in depth study concerning orphaned learners in CHH's schooling experiences since it is evident that the concept of a child heading a household at the same time being a full time learner goes against all rights that are due for children in the Convention on Rights of the Child proclaimed in the Charter of the United Nations (UNICEF and SIDA,2010:14).

6.4.4 The study findings confirmed that children who head households experience negative conduct behaviours at school resulting in them experiencing negative interaction patterns with teachers and school management team. Given the bad conduct behaviour of orphaned learners who head households, there is need for school based counsellors, social workers and probation officers to be appointed to work in collaboration with educators on a part time basis in providing for the conduct behavioural needs and social interaction patterns as proposed by principals of schools. The employment of these additional support staff would ensure that orphaned learners in schools are functionally supported through guidance and counselling programmes in schools.

6.4.5 In light of the fact that orphaned learners who head household experience challenges in class activities related to group work participation there is need to formulate effective strategies in school where cooperative teaching methods are implemented. This can be done through formulation of children's support groups in order to allow the young learners an opportunity to work and interact freely.

6.4.6 The educators and principals who participated in the study conceded that they are experiencing behavioural disciplinary challenges when trying to manage or discipline some of these orphaned learners, given that there are serious training gaps on how to deal with this new crop of learners whose developmental aspects seem to have been accelerated at the same time suffering from moral decadence. This is affecting the tone of the school. There is need to build teachers and school managers pre-service and in-service capacities through modules or customised

workshops, on the identification, support and referral of learners from CHH, basic counselling skills, management of emotional disorders as well as self care awareness and educator burn out. This will go a long way to re-energise our educators and school managers to meet new challenges emanating from orphaned learners living in CHH where adult figures are no more existent.

6.4.7 The loss of parents is likely to disrupt the attachment to adult figures for orphaned learners. This is based on the notion that Hook et al (2002:250) purport that parents are important for their children's emotional development not only because they are attachment figures but also because of their cognitive and emotional expertise who instruct their offspring on the use of emotions, labels ,appraisals and regulation strategies Given that orphans who head households are parentless, there is need for teacher development in terms of preparing teachers to provide pastoral care for orphaned learners from CHH as the finding on adapting teaching strategies was noted. It is now very important to create loving, trusting and respectful relationships with orphaned learners given that they do not have parental figures in their households. Universities and Colleges of Education need to revamp their training methodology to equip and prepare ahead, the graduating teachers with innovative skills to manage orphaned learners who are becoming common phenomena in many South African schools as a result of the increased death rate among young parents due to multiple causes outlined in chapter two paragraphs 2.2. Teachers are expected to respond to the changing contextual realities of schooling and that includes the orphaned learners. In this regard there is need to encourage child friendly and child supporting schools. Added on to that, there is also an urgent need for supportive school leadership to be on top of the situation of negative conduct behavioural and disciplinary problems posed by orphaned learners. The recommendation summarised are clearly meant to help remedy a not so conducive learning and teaching situation for orphaned learner heading households.

6.4.8 This study managed to unearth or unmask questions which constitute further research possibilities in the area of schooling of orphaned in CHH in South Africa, generally and in North West in particular. However, there are a number of gaps in the literature where more research could be carried out. According to the researcher the following problem areas warrant further research.

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- More research is needed to understand mechanisms through which orphan hood in CHH affects performance in school in order to ensure that government policies effectively target orphans who head households and reduce their risk of poor schooling outcomes.
- A comparative investigation of whether double orphaned learners living under the care of newly appointed guardians (foster care) and those living in CHH experience similar behavioural challenges, need to be taken.
- A longitudinal study of investigating the career paths of resilient orphaned learners who currently head households under current study need to be pursued.
- There is little literature on (resilience) why some orphaned learners stay on and cope and others leave school and/or underperform. This needs further investigation.

The general recommendations put forward in 6.3.1 emphasis the need for an intervention programme in the form of a psycho-educational programme. This recommendation is hereby put into action.

6.5 A Proposed Psycho- educational Programme

6.5.1 Rationale for the Programme

Having identified the educational needs and challenges of orphaned learners living in CHH outlined in chapter 5, through classroom observations, interviews with learners, teachers, principals and the support staff, including collected artefacts, the following programme was conceived. This section of the chapter addresses the aim of this study which is to develop a psycho-educational programme to enhance the academic achievements of orphaned learners who head households outlined in chapter 5.It is regarded best suited as part of the Life Orientation subject for the following reasons:

- teachers are expected to have a sound understanding of how to recognise and address barriers to learning and how to plan for diversity and this is

enshrined on the LO Curriculum and Assessment Policy Statement (CAPS) Number (e) on inclusivity. LO is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners and the way in which these dimensions are interrelated and expressed in life. This subject addresses knowledge, values, attitudes and skills about the self, the environment, responsible citizenship, a health and productive life, social engagement, recreation and physical activity and career choices. The proposed programme would therefore fit in the shoes of this subject carrying its mandate on a part time bases with a group of targeted learners. The designed psycho educational programme is meant to supplement what LO is addressing but with special emphasis on addressing the behavioural challenges being experienced by orphaned learners.

- The South African Department of Basic Education(2001) states, that ''the key to managing inclusivity is ensuring that barriers are identified and addressed by all relevant support structures within the school community including teachers ,District Based Support Teams, Institutional level Support Team parents and Special Schools.'' The addressing of barriers to learning are the responsibility of every teacher .The researcher thinks that the intentions of the proposed psycho-educational programme share the same perspectives as that of shaping positive life aspects of children. The researcher therefore attempts to compliment what LO subject is doing but contextualising its intentions to focus on particular needs of orphaned learners heading households thereby ensuring that orphaned learners experience academic success.
- This research study has managed to identify the barriers in the form of behavioural challenges impacting negatively on orphaned learners' academic achievement and as such a psycho-educational programme to support them becomes fundamental.

Furthermore, given that the Department of Basic Education's Life Orientation National Curriculum Statement (2011:7) Grade R-12 aims to produce learners that are able to: work effectively as individuals and with others as a member of the team

as well as organise and manage themselves and their activities responsibly and effectively. Going by the findings of observed data on group work the intentions of the proposed programmes on this aspect will go a long way to compliment the aims of the LO  with specific intention to address issues related to effective group participation which is crucial for effective learning.

- The specific aims of LO which are: 1. To guide and prepare learners to respond appropriately to life's responsibilities and opportunities.2.To equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level- fit in well with the intentions of the proposed psycho-educational programme with specific focus on orphaned learners living in child headed households and other vulnerable children who might experience the same predicament such as double orphans living in foster homes.The researcher is of the view that these orphaned learners in foster homes even though they were not part of this study might also be experiencing similar behavioural challenges affecting their schooling as well.The assumption is based on Musisi ,et al (  2007:208) who noted that more orphans were generally,sad,needy,delicate,isolated and had reduced confidence and often lacked self esteem.

On the basis of this background situation the design of a psycho-educational programme which will address their behavioural challenges becomes a matter of urgency. The researcher firmly thinks that the educational programme will help orphaned learners better fulfil their roles in life, becoming better friends, students and possibly in future are likely to be better husbands/boyfriends and wives/girlfriends, workers and bosses, parents and citizens (Goleman, 1995: 261).

On this note, it is hoped that although such an educational programme does not change anyone overnight, as orphaned children advance through the designed curriculum programme from grade to grade, there might be discernible improvements in the tone of South African schools in terms of academic performance, contact behaviour and discipline and the outlook and level of emotional competence of    orphaned girls and boys who pass through this programme.

6.5.2 Policies Guiding the Design of the Psycho-educational Programme

Given that a positive attitude is the most powerful and priceless personality characteristic one can possess for effective learning,(Wild,202:23) the purpose or aim of this educational programme is derived from 2005 Group Summit in Gleneagles Scotland (UNESCO,2008).

**To minimise multi-educational disadvantages for affected orphaned learners and raise the level of positive social and emotional competences, with the hope of improving their academic performance and conduct behaviour.**

The researcher will be guided by some of the policies outlined in chapter 3 when designing his programme. The first policy to guide the researcher is ''The National Strategic plan 2007-2011 on the intervention strategies for CHH set by the Department of Education in conjunction with the Department of Social Development (2005b:7-9) The strategy is ''to create and promote a supportive environment in which orphans and other vulnerable made vulnerable by HIV/AIDS are adequately protected holistically to grow and develop their full potential within their community'' Hence by designing a psycho-educational programme for orphaned learners in CHH the researcher is line with the thrust of Government in rendering support to children in CHH on educational issues that affect them.

The second guiding framework policy guiding the design of the psycho – educational programme is the UNICEF( 2004) framework whose aim is to bring significant progress towards the Millennium Development Goals and other global commitments such as Education for all. As stated in chapter 3 paragraph 3.5 one of the five key strategies is,''ensuring access for orphans and vulnerable to essential services including education, healthcare, birth registration and other services. ''By addressing the identified behavioural challenges through the proposed programme the researcher might be ensuring orphans in CHH access to education with minimal or no barriers to learning.

The last guiding policy framework in the design of the proposed psycho educational programme, is the United Nations Convention on the Rights of the Child ( 1989) Article 29 which specifies the goals of Education which include the following'', the development of the child's personality, talents and mental,

physical abilities to their fullest potential.'' The researcher is of the opinion that by addressing the behavioural challenges of orphans in CHH such as their interaction skills with those in authority, relationships might improve enabling them to realise their full potential in their academic performances. The researcher is of the view that by aligning the programme to adopted policy by government and international bodies dealing with issues involving vulnerable children credibility of the programme might be earned and accepted for implementation at some stage on a larger scale. This in turn will benefit many affected children experiencing similar challenges.

6.5.3 Outcomes of the Psycho-educational Programme.

The outcomes of the programme designed will be guided by the goals, aims and objectives of the United Nations (2004:18) and the Millennium Development Goals set by UNICEF (2008) for achieving education for all including orphans and vulnerable children. (See chapter 3 paragraph 3.5) The South Africa Schools Act Section 8(1) and 8(2) on code of conduct on learner behaviour in schools. The code of conduct aims at establishing a disciplined environment that is conducive to effective teaching and learning. The focus is on positive discipline, self discipline and establishing a standard of behaviour that is recognised and accepted by civil society.

The other guiding framework  for realising the outcomes of the programme is the Department of Education (2000) Norms and Standards for educators which state that, '' the educator will demonstrate an ability to develop a supportive and empowering environment for learners and respond to the educational and other needs of learners and fellow educators. 'The researcher will therefore align most of aspects of the programme based on these guiding principles

In line with that, the following will be the aims of the proposed designed psycho-educational programme

At the end of the programme about 80-90% of the orphaned learners should be able to:

- To Improve the academic performance and study skills of orphaned learners
- To promote behavioural change that prevent drop out.
- To Reduce delinquent and disruptive behaviour in schools
- To develop positive attitudes towards school, peers and teachers and managers of schools.
- To establish a disciplined environment that is conducive to effective teaching and learning.
- To sustain their emotional needs diagnostic and counselling services.

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## 6.5.4 Duration of the programme

Given the time constrains of the current school time table, it is proposed that this educational programme should run:

- for the whole school calendar year
- After school
- For one afternoon per week
- For a duration of one hour

The curriculum content must also be spread across the four terms of the school calendar. That is Term 1, Term 2, Term 3, and Term 4 respectively.

## 6.5.5 Implementation Strategy of the Programme

## 6.5.6 Format /Model of the Proposed Programme

Given that the thrust of the proposed programme is to create a conducive learning environment for orphaned learners who head households by first addressing the behavioural challenges that might impact negatively on effective learning and teaching the ideal model to replicate is the Thailand ''Child Friendly School Project for AIDS Affected Children.''(Refer to chapter 3 paragraph 3.7.1.The model's aims and approach seem to be child user friendly since it focuses on effective counselling services with constant observation of special case. It also focuses on thematic

learning approach which the researcher also hopes to adopt in his proposed programme...In addition to that this model also targets to improve the learning environment in schools and studies have shown improvement on behaviour of those children who have gone through this programme.

Apart from the model, the proposed programme will also be guided by Bandura (1983) Perceived Self Efficacy Theory (PSE) which emphasises the importance of emotional stability on effective learning. The theory will shape the support programme in the sense that, the intentions of the programme is to create positive emotional stability in orphaned learners who head households. In his theory Bandura argues that people whose PSE is positive will pursue a relatively high level of performance. The theory comes from Carve and Peake 1986 in Tadesse (2003:17) who argue that the effort strategy development and perseverance not only lead to good achievement but also to the development of pupils' actual competencies a thrust this study hopes to achieve by addressing orphans' behavioural challenges they experience in their schooling. Even in the findings of the current study the central aspect identified by all the categories of the study participants was the need for emotional support to these orphans given that they are grieving. One principal had this to say,'' *I feel that emotional stability is the key of being able to move on and try to live a normal life. If you try to push a child's grief to the burner, while they take their exams, you are storming up trouble for the future.''* Developing an emotionally safe supportive environment can only be realised if behavioural challenges learners experience are addressed. Bandura 's theory therefore seems to align itself with the guiding policies identified so far that will shape the design of the proposed programme ,hence its adoption in this design.

6.5.7 Curricular Themes

As outlined in the rationale of the programme the researcher will design his educational programme alongside the current Life Orientation format but mainly focusing on the missing elements that do not currently address the identified behavioural challenges of the orphaned learners which are the prime target population of this study.

Currently, the Life Orientation subject contains the following six topics in Grade R-12:

1. Development of the self in society.
2. Social and Environmental responsibility.
3. Democracy and human rights.
4. Careers and Career choices.
5. Study skills.
6. Physical Education.

The researcher thinks these topics do not specifically address some of the behavioural challenges being experienced by orphaned learners if we are to go by the findings of the study and the policy of inclusivity preached by the Department of Education. Given their behavioural challenges orphaned learners remain excluded by the education system, hence the need to tailor make a psycho –educational programme to support them.

The content of the proposed programme will therefore be derived from issues that emerged in the study from the observed data, interviewed data and evidence from documentary analysis. The following were key behavioural challenges which run central to the study

- Issues relating to code of conduct for orphaned learners
- Issues relating to handling relationships with people in authority
- Issues relating to time management
- Issues relating to emotional maladjustment
- Issues relating to guidance and counselling services
- Issues relating to completion of academic tasks
- Issues relating to poor academic performance

With this in mind, the following curricular themes form the basis of the proposed programme aligning theme to the issues highlighted above.

- Personal Development
- Character and morality
- Health and Balanced emotional life style (Emotional Literacy)
- Education with Responsibility

- Life and Surviving skills training

Thus the fully designed educational programme to support orphaned learners' behavioural challenges is presented below. It consists of the following seven aspects

1. Curricular themes
2. Curricular content
3. Duration of programme
4. Resources to be used\consulted
5. Target skill development
6. Teaching methodology
7. Assessment\Evaluation.

A summarised version of the programme can be illustrated diagrammatically as follows.

TABLE 17: SUMMARY OF THE DESIGNED PSYCHO-EDUCATIONAL PROGRAMME.

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                    ┌─────────────────────┐
                    │  A Psycho-Educational│
                    │      Programme      │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │      Rationale      │
                    └─────────────────────┘
                               │
        ┌──────────────────────┼──────────────────────┐
        ▼                      ▼                      ▼
┌───────────────┐      ┌───────────────┐      ┌───────────────┐
│ Implementation│      │  Duration of  │      │  Outcomes of  │
│   Strategies  │      │   Programme   │      │   Programme   │
└───────────────┘      └───────────────┘      └───────────────┘
        │                      │                      │
        ▼                                             ▼
┌───────────────────────────────────┐         ┌──────────────┐
│                                   │         ▼              ▼
▼         ▼         ▼               ▼    ┌──────────┐  ┌──────────┐
┌────────┐ ┌──────────┐ ┌────────┐      │Objectives│  │   Aims   │
│Method- │ │Curriculum│ │ Skills │      └──────────┘  └──────────┘
│ologies │ │ content  │ │        │
└────────┘ └──────────┘ └────────┘
    ▼         ▼            ▼
┌────────┐ ┌────────┐ ┌──────────┐
│ Policy │ │ Model  │ │Assessment│
└────────┘ └────────┘ └──────────┘

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              ┌────────────────────┼────────────────────┐
              ▼                    ▼                    ▼
       ┌──────────┐      ┌──────────────────┐    ┌──────────┐
       │  1 Year  │      │Part time after   │    │ 4 Terms  │
       │          │      │     school       │    │          │
       └──────────┘      └──────────────────┘    └──────────┘
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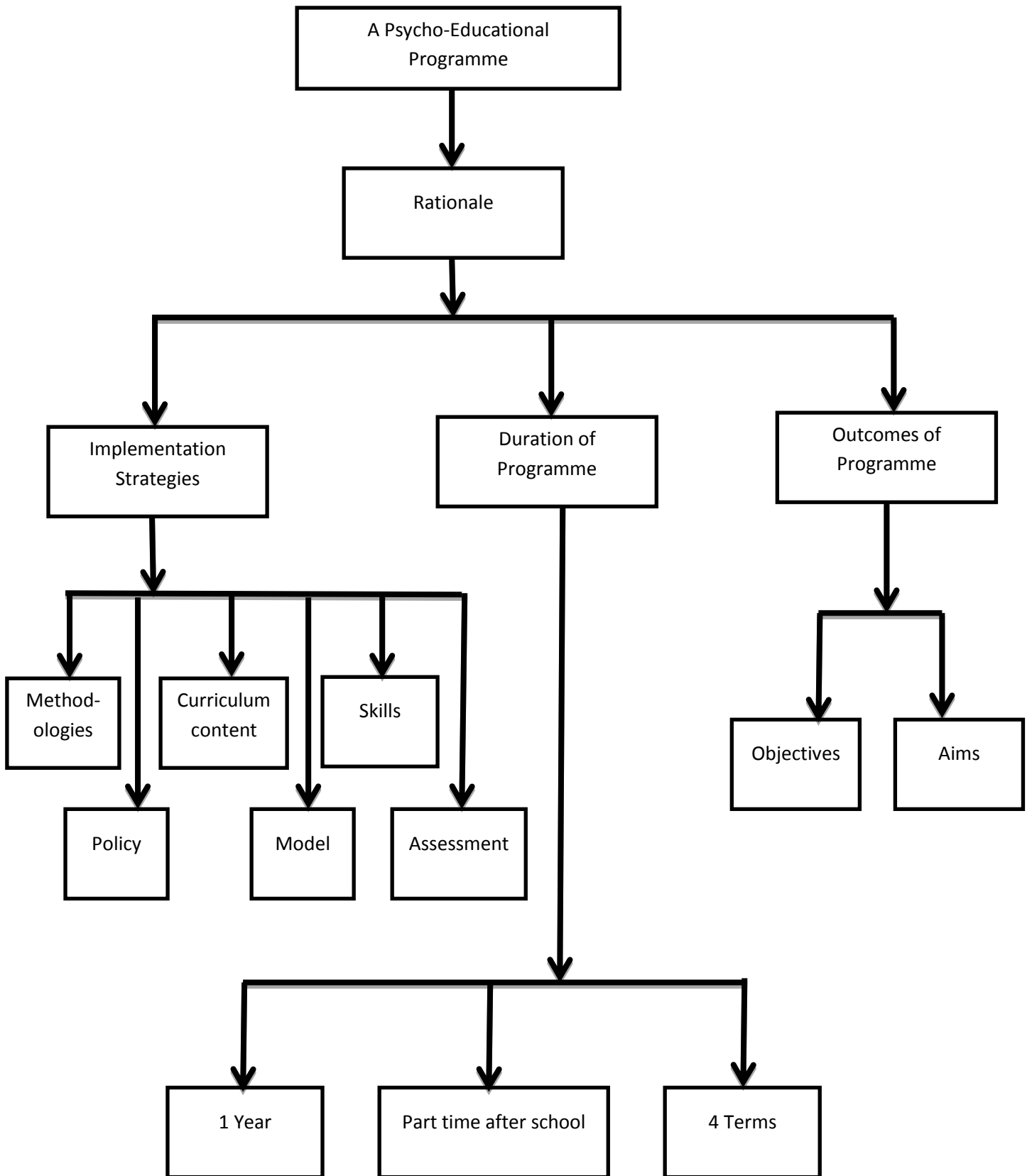
| CURRICULAR THEME | CURRICULAR CONTENT | PROGRAMME DURATION | RESOURCES | TARGET SKILL DEVELOPMENT | TEACHING METHODOLOGY | ASSESSMENT / EVALUATION |
|---|---|---|---|---|---|---|
| 1.Personal development(self awareness) | a) My life as an orphaned child.<br>-Types of orphan hood<br>• Paternal<br>• Maternal<br>• Child headed<br>• Youth headed<br>b) Knowledge of own self<br>• Formation of positive self concept<br>• Realisation of own dignity<br>c)Death Education<br>• Causes of death<br>• Grieving process-Five stages by Kubler Ross<br>• Working towards hope and being positive<br>• Coping with death and other life challenges | Term 1-4 | Handouts, Pamphlets and Leaflets on content under discussion Textbooks Posters Chalk and talk External Resource persons such as counsellors and social workers to | Self introspection skills Identifying skills Coping skills Comforting skills Researching skills Counselling skills Role playing Dramatisation skills Surveying Naming | Role playing Peer Counselling Viewing films DVD and Videos -Group Discussions -Referral Counselling | Oral/written presentations Case studies Research Surveys Continuous Assessment Daily Monitoring |

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| | d) Bereavement Counselling.<br><br>e)Beyond Orphan hood<br>• Personal growth and development<br>• Positive feelings about self, school and family status<br>• School code of conduct-bullying, abusive language, fighting and honesty | | identify<br><br>special cases<br><br>DVD<br><br>Films<br><br>Newspaper<br><br>Articles | | | |
| 2.Character and Morality | a) Being in control of ourselves<br>• Self discipline<br>• Self Control-knowing if thoughts of feelings are ruling a decision<br>b)School Punctuality and Absenteeism<br>c)Being a Team member<br>• Sharing, | | Handouts<br>Teacher made notes<br>External invited personnel<br>Case Studies articles | Monitoring Skills<br>Interaction skills<br>Sharing skills<br>Writing skills<br>Peer counselling skills | Reading stories of people with good moral character<br>Case study discussions<br>Monitoring learner | Ongoing continuous assessment<br>Testing self science<br>Surveying<br>Monitoring progress of |

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| | • Cooperation and helpfulness<br>• Peer support groups<br>d)Motivating and guiding oneself to-<br>• Focus on school, formal, informal tasks and homework planning<br>• Improving Concentration and attention span<br>• Improving scores on achievement tests and exams through self monitoring (self organisation)<br>e)Handling Relationships<br>• Inter action contact with others- Learning the art of cooperation, Conflict resolution and negotiating | Term 1-4 | Attendance registers<br>Textbooks<br>Newspapers<br>Motivational<br>Speakers | Reading skills<br>Comprehending skills<br>Studying skills<br>Behaviour modification skills | punctuality and attendance<br>Role playing<br>Dramatisation<br>Watching DVD's films and videos<br>Counselling learners displaying and behavioural and attitudinal problems<br>Referring problematic cases | learners<br>Summative and formative evaluation |

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| | compromise<br>f)Harmonious leaving together with others<br>• Working with adults<br>• How to make friends and keep them<br>• The do's and don'ts of friendships<br>• Positive and Healthy attitudes towards members of the opposite sex<br>• Effects of bad friendships<br>g)Attitudinal and behavioural counselling<br>h)Behaviour therapy | | | | | |
| 3) Health and emotional life styles (emotional literacy). | a) Managing one's emotions<br>• Anger management<br>• Working towards less aggressive or self destructive behaviour, outside and inside the | | Textbooks<br><br>Newspaper<br>articles<br><br>Handouts<br><br>Leaflets<br><br>Source based<br>extracts | Communication skills<br><br>Anger<br>management<br>skills<br><br>Empathising<br>skills | Role play<br><br>Lecture<br>discussion<br><br>Acting out<br><br>Writing<br>resolutions<br><br>Signing contracts | Research case<br>studies<br><br>Oral<br>presentations<br><br>Test on self<br>science<br><br>Continues |

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| | classroom<br>b) Empathy- understanding other's feelings and take their respective differences in how people feel about things<br>c) Communication skills<br>• Turn taking skills<br>• Listening skills<br>d)Emotional self awareness<br>• How to keep emotions under control of reason<br>• Understanding causes of feelings<br>e)Keeping alert and managing stress to improve memory<br>• Causes of stress- focus on the following causes<br>- Problems of daily life<br>- Household hassles<br>- Time pressure hassles<br>- Financial | TERM 1-4 | Invited resource persons<br>Motivational speakers<br>Teachers<br>Interactive multimedia | Listening skills<br>Stress management skills<br>Making resolution skills<br>Memory improvement skills<br>Behaviour and attitude modification skills | on behaviour modification<br>Reading case studies<br>Story telling<br>Research/ investigations<br>Observations<br>Daily monitoring of orphaned learners<br>Comparing and contrasting<br>Maintaining a schedule<br>Monitoring challenging behaviour closely<br>Identifying student ''models ''and their | assessment<br>Functional behavioural assessment- indirect assessment – interviews with teachers. Direct assessment- observing students and documenting sequence of behaviour.<br>Functional analysis |

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| | responsibilities<br>- Inner concern hassles<br>f)Making yearly/term resolutions e.g.<br>-academic target setting<br>- Fewer school expulsion and suspension<br>- Fewer disciplinary hearing<br>- Less loneliness and social anxiety<br>- Fewer absenteeism<br>- Being in full control of schooling activities<br>g)Counselling and rehabilitation services | | | | behaviours that you want other students to emulate | |
| 4) Education with responsibility | a)Participating in household and being a young person<br>• Handling sibling conflict in the home<br>b)Being a responsible adolescent | | Teachers books<br>Handouts<br>Pamphlets<br>Leaflets | Parenting skills<br>Counselling skills<br>Problem solving skills | Role playing<br>Lecture discussion<br>Dramatisation<br>Counselling and | Continuous assessment<br>Summative and formative evaluation |

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| | • Stages of physical development<br>• Challenges of growing up<br>• Sex as a physical and emotional activity with risks<br>• HIV/AIDS and STI diseases (causes, symptoms and treatment)<br>c)Balancing school work and household duties<br>• Teenage pregnancy-compacting incidents of early pregnancies<br>• Birth control-methods, action, failure rate, advantages and disadvantages<br>• Abortion debate<br>d)Guidance and counselling services | TERM 1- 4 | Source based passages<br>Cut out extracts<br>Invited resource persons e.g. nurses, social workers paraprofessio nals | Debating skills<br>Identifying skills<br>Naming skills<br>Role playing skills | guidance<br>Debating<br>Group discussions<br>Diagnosis<br>Surveying<br>Demonstrating<br>Maintaining a schedule<br>Peer Tutoring<br>Peer Support | Oral presentations<br>Written presentations<br>Research<br>Case studies<br>Oral tests of problem solving<br>Discrepancy analysis.<br>Task analysis |
| 5)Life and surviving skill | a)Making positive choices | | | Invited | Poetry writing | Monitoring | Informal- |

| training | • Maturing one's talents<br>• Temptations and pressures<br>• Choices change life's- case studies<br>b)Designing a simple monthly budget<br>c)Designing a time management programme<br>d)Show casing talent<br>• Poetry<br>• Writing debating public speaking<br>• Acting<br>• Dancing<br>• Singing<br>• Fun time-creating jokes, puzzles ,quiz<br>• Drawing-cartoons<br>• modelling | TERM 1- 4 | resource persons<br>Motivation resource speakers<br>Teachers<br>Textbooks<br>Newspaper articles<br>Prepared speeches<br>Radio<br>DVD players<br>TV<br>Paint<br>Colours | skills<br>Public speaking skills<br>Debating skills<br>Budgeting skills<br>Time management skills<br>Identifying talent<br>Rehearsal skills<br>Dramatising skills<br>Modelling skills<br>Drawing skills<br>Singing skills<br>Acting skills<br>Dancing skills | learner progress<br>Debating<br>Public speaking<br>Seminar presentation<br>Video and film showing<br>Role playing<br>Group discussion<br>Drawing<br>Coaching<br>Reciting<br>Demonstrating<br>Reading<br>Questioning | ongoing<br>Daily continuous assessment<br>Daily monitoring<br>Written presentations<br>Oral presentations<br>Showcasing their talents<br>Making surveys<br>Analysis of case studies on real life problem situations |

**TABLE 17: A Psycho Educational Programmed Designed for Orphaned Learners who Head Households to Address the Behavioural Challenges they Experience.**

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Commenting on the designed educational programme, the researcher would like to throw caution to the programme 's effectiveness by paraphrasing Goleman's (1995:287) who indicated that, of course no programme ( including this one) is an answer to every problem identified .But given the crises we find ourselves as teachers and our orphaned learners facing and given the quantum of hope held out by the stated curricular themes and content in this programme, we must ask ourselves: Shouldn't we be teaching these most essential  skills for life to every child- now more than ever ? And if not now, when? The researcher has realised the scope and intensity of the behavioural challenges being experienced by orphaned learners who head households and has endeavoured to make a difference in the lives of this new generation of learners.

6.6 Limitation of the Study

The results of this study should be viewed in the light of a number of limitations:

Most qualitative enquiries use smaller sample size when compared to qualitative studies. Therefore the small sample of 30 orphaned learners and 26 other participants working with these orphaned learners within this enquiry may not allow for wider generalisability except for the population from which the researcher purposively sampled 56 participants who then provided the required data. This issue of lack of wide generalisability is a common feature in most qualitative researchers (Sidhu,2003).Despite the above limitation ,it is pleasing to note the fact that the experiences narrated by the participants from the presented data seem to be reflecting some answers to the initial research questions that guided the study in chapter one.

Furthermore, the researcher is aware that where a lone researcher is involved, in a study, there is a danger that the data might not be distinguishable from the researcher's interpretation. It is intended that building the techniques of triangulation, prolonged engagement, and provision of thick description and member checks into the methodology helped to ensure that the work was trustworthy.

The researcher is also aware that this investigation is a case study and therefore no major generalisations can be drawn from it. However the study has provided

valuable information about the research schools that could be used by the provincial education department of North West.

Despite some limitations, the study provided valuable information about the research schools that could be used by other researchers for further investigation or by provincial Education department for implementation of the proposed recommendations outlined. In other words, this investigation could act as a stepping stone or catalyst for more research in this province and other provinces that resemble the research area closely.

6.7 Conclusion of the Study

The research question in this study was to establish how the behavioural challenges of orphaned learners who head households can be addressed to enhance their academic achievement. The study undertaken raised quite a significant number of issues pertaining to the behavioural challenges that are experienced by orphaned learners who head households. When trying to balance the scale of the behavioural challenges experienced by orphaned learners who head households, there seems to be more negative behavioural challenges than the positive.

Quite a number of participants in the study expressed situations of incapacitation in the schooling of orphaned learners who head households. A list of behavioural challenges being experienced by orphaned learners who head households were identified in the study through observed data, interview data and document analysis data. The results of this study are not exhaustive, but may just be a tip of the ice-bag on the behavioural challenges being experienced by orphans heading households in as far as learning is concerned.

Therefore there is need for more in -depth study on this topical issue on the schooling of orphans. The researcher is of the opinion that by understanding the emotional, social, behavioural and academic educational needs of orphans in child headed holds there might be greater potential to move towards a more meaningful notion of helping these children to access education with minimal hindrance. There is definitely a strong case for assisting these orphaned learners to enhance their

academic achievement and other challenges they go through at school as outlined in the significance of the study in chapter one, paragraph 1.5.

This is based on the premise that literature review has shown that orphaned children are directly affected by the death of their parents; hence they seldom know how to talk about it and solve the challenges that come with it. The memories of their dead parents tend to fade and a state of confusion sets in inevitably preventing them from developing to their potential. Huni (2009:9) stated that children who are affected by violence, poverty and hunger, displacement or illness in the home, often struggle to reach their full learning potential. On the other hand, children, whose emotional, social and physical needs are met within a caring environment, may go on to reach this potential, despite the difficulties they have faced in life.

Having identified the behavioural challenges orphaned learners experience, answers to the research question were provided and the aim of the study achieved. However, the study would not have been complete without fulfilling the second part of the aim of the study which was to develop a psycho-educational. Indeed through recommendations based on the study findings a programme to address the behavioural challenges of orphaned learners was designed to address the identified behavioural challenges thereby fulfilling the aim of the investigation. By so doing the researcher thinks that the research question has been answered and in the process the aim of the study realised. The researcher hopes that the designed educational programme will bring South African educational context one step closer to meeting the ideals of quality education for all including the marginalised orphaned learners who head households- thus realising one of the goals of South African education system of minimising barriers to learning. On this note, I am confident I have made a contribution to this field of study.

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# Appendix A

**UNISA | college of education**

02 May 2012

To whom it may concern

**STUDENT REGISTRATION WITH UNISA**

This letter serves as confirmation that Mr Mushayi (46245138) is a registered D Ed student who is required to undertake research at schools and at other organisations that are relevant to his D Ed study.

I am the appointed promoter and am responsible for ensuring that he undertakes the research. Please kindly assist him with the information that he may need.

I wish to thank you in advance.

**UNISA** university of south africa

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# Appendix B

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Schweizer –Reneke

2780

30 May 2012

The Director

Department of Education North West Province-

Private Bag X10

8600

Dear Sir

<u>REF:REQUEST FOR PERMISSION TO CONDUCT RESEARCH AMONG LEARNERS AND TEACHERS IN SOME SELECTED SCHOOLS IN TALEDI AREA - IPELEGENG</u>

 I hereby request your permission to conduct an educational research regarding the schooling of orphaned learners at some selected primary and secondary schools located in  Ipelegeng  in the town of Schweizer –Reneke.

I am studying for a D.ED degree with  Unisa and my research topic is ''Strengthening the psycho-social well being of orphans in child headed households. A psycho-educational   programme.'' The proposed research is intended to contribute to the understanding of educational challenges likely to be experienced by orphaned learners. Secondly, the study attempts to design a psycho-educational intervention programme   for these learners to enhance their efficiency in learning.

Thank you for giving this matter your attention.

Yours in Education

_____

Josaya   Mushayi  (EDUCATOR

# Appendix C

# education

Lefapha la Thuto
Onderwys Departement
Department of Education
**NORTH WEST PROVINCE**

30 Emmanuel Street
Colridge
Private Bag x21
Vryburg 8600
Tel: +2753 928 7504
Fax: +2753 9287 2335
E-mail: ltire@nwpg.gov.za

## DR RUTH S. MOMPATI DISTRICT
### OFFICE OF THE DISTRICT EXECUTIVE MANAGER

ENQ: Ms K.M. Mothibi
Tel: 053 928 7504
FAX: 053 927 2335

31 May 2012

To     : Mr Mushayi
         Itshupeng Secondary School

From:  Mr G.P. Valtyn
       Acting District Director

RE     : REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Your request dated on 30 May 2012 was studied and the content therefore noted.

Kindly be informed that permission has been granted as requested. In terms of your request the interviews will be conducted around Mamusa Schools. All stakeholders indicated in your request are kindly edge to support and co-operate with you through out the exercise.

We wish you luck in your studies and hope to hear from you soon.

Yours sincerely

pp .......................
G.P. VALTYN
ACTING DISTRICT DIRECTOR

DEPARTMENT OF EDUCATION
DR RUTH SEGOMOTSI MOMPATI
Private Bag X21 • VRYBURG 8600
2012 -05- 3 1
Tel 053 927 7500
NO... WEST PROVINCE

*"Opening the Doors of Learning and Culture Through Quality Education in the Year of the Foot Soldier!"*
*"Building a South Africa that truly belongs to All!"*

# Appendix D

REF :     JOSAYA MUSHAYI

Itshupeng Secondary  School

3229 Serame-Riekert  Street

Ipelegeng Township

 P.O.Box459
Schweizer –Reneke

 2780

 9 May 2012

The Principal

Itshupeng Secondary School

P.O.BOX  294 Schweizer- Reneke

2780

Dear Sir

<u>REF:REQUEST  ROR  PERMISSION  TO  CONDUCT  RESEARCH  AMONG LEARNERS AND TEACHERS AT YOUR SCHOOL</u>

 I hereby request your permission to conduct research regarding the schooling of orphaned learners at your school.

The proposed research is intended to contribute to the understanding of educational challenges likely to be experienced by orphaned learners. Secondly, the study attempts to design a psycho-educational intervention programme   for these learners to enhance their efficiency in learning

Thank you for giving this matter your attention

Yours in Education


Josaya   Mushayi

(Educator)

# Appendix E

**ITSHUPENG SECONDARY SCHOOL**

3229 Serame-Riekert Street
Ipelegeng Township
P.O. Box 459
Schweizer-Reneke
2780

Phone: 053 963 8095
Fax: 053 963 7781
Cell: 072 949 3916
E-mail:
david2005@ananzi.co.za

TO :      Mr MUSHAYI
           ITSHUPENG
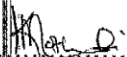
FROM:     Mr D. Moroke
            PRINCIPAL
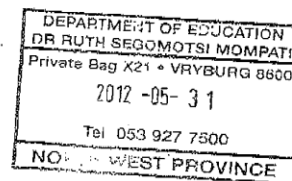
DATE:       04/06/2012
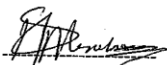
**RE: REQUEST TO CONDUCT RESEARCH**

Your request date on the 30 May 2012 was studied and therefore noted.

Kindly be informed that permission has been granted as requested. In terms of your request the interviews will be conducted around Mamusa Schools. All stakeholders indicated in your request are kindly edge to support and co-operation with you through out the exercise.

We wish you luck in your studies and hope to hear from you soon.

Yours Education

*Moroke D*
THE PRINCIPAL

ITSHUPENG SECONDARY SCHOOL
P.O. Box 459
Schweizer Reneke 2780

*Promote academic excellence through quality teaching and learning*

Page 1

271

# Appendix F

REF:JOSAYA MUSHAYI

Itshupeng Secondary  School

 3229 Serame-Riekert  Street

Ipelegeng Township

P.O.Box  459

Schweizer –Reneke

2780

9 May 2012

The Principal

Reabetswe Secondary School

P.O.BOX  294

Schweizer- Reneke

2780

Dear Sir

## REF:REQUEST  ROR  PERMISSION  TO  CONDUCT  RESEARCH  AMONG LEARNERS AND TEACHERS AT YOUR SCHOOL

 I hereby request your permission to conduct research regarding the schooling of orphaned learners at your school.

The proposed research is intended to contribute to the understanding of educational challenges likely to be experienced by orphaned learners. Secondly, the study attempts to design a psycho-educational intervention programme   for these learners to enhance their efficiency in learning

Thank you for giving this matter your attention

Yours in Education

...................................................................

Josaya   Mushayi (Educator).

# Appendix G

NORTH WEST PROVINCE
DEPARTMENT OF EDUCATION

ENQ: PRINCIPAL
TE L: (053) 963 7579
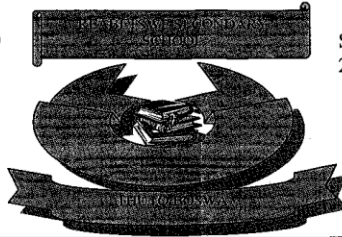
P.O.BOX 294
SCHWEIZER-RENEKE
2780

**DATE : 06 June 2012**

**TO:** JOSAYA MUSHAYI
ITSHUPENG SECONDARY SCHOOL

### RE: PERMISSION TO CONDUCT RESEARCH AMONG OUR TEACHERS AND LEARNERS

Your letter dated 09 May 2012 refers. It is with great pleasure to inform you that after considering the contents of your letter, permission is hereby granted to conduct research at our school on condition that your contact and physical consultation with both educators and learners shall be done after school hours.

Hoping that this consideration will be favourable to you and wishing you success in your research.

Yours truly,

..............................................
Mr P.M Mooketsi
(Deputy Principal)

REABETSWE SECONDARY SCHOOL
P.O. BOX 294
SCHWEIZER-RENEKE 2780

2012 -06- 0 6

Principal: ...........................................
DEPARTMENT OF EDUCATION

273
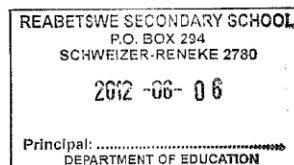
# Appendix H

REF :     JOSAYA MUSHAYI

Itshupeng Secondary  School

3229 Serame-Riekert  Street

Ipelegeng Township

P.O.Box  459

Schweizer –Reneke

2780

9 May 2012

The Principal

IPELEGENG  Secondary School

P.O.BOX  294

Schweizer- Reneke

2780

Dear Sir

REF:REQUEST FOR PERMISSION TO CONDUCT RESEARCH AMONG LEARNERS AND TEACHERS AT YOUR SCHOOL

I hereby request your permission to conduct research regarding the schooling of orphaned learners at your school.

The proposed research is intended to contribute to the understanding of educational challenges likely to be experienced by orphaned learners. Secondly, the study attempts to design a psycho-educational intervention programme   for these learners to enhance their efficiency in learning

Thank you for giving this matter your attention

Yours in Education

.....................................................................

Josaya   Mushayi (Educator).

# Appendix I

# IPELEGENG SECONDARY SCHOOL

P.O. Box 249
SCHWEIZER RENEKE
2780

Tel.: 053 963 8013
053 963 7255
Fax: 053 963 7394

| Date :05 / 07/ 2012 | REFERENCE : RESEARCH |
|---|---|

FROM     : DEPUTY PRINCIPAL
            : IPELEGENG SECONDARY SCHOOL

TO         : Mr. JOSAYA MUSHAYI
DATE     : 06 JUNE 2012

## SUBJECT: REQUEST TO CONDUCT RESEARCH

Permission has been granted with regard to the above as of 16 July 2012.

A positive response from our learners and educators is hereby guaranteed towards your endeavour.

Yours in education

Mr. T.P. KGOSIENG
DEPUTY PRINCIPAL

IPELEGENG SECONDARY SCHOOL

0 6 JUN 2012

P.O. BOX 249 SCHWEIZER RENEKE 2780
TEL: 053 963 8013 FAX: 053 963 7394

275
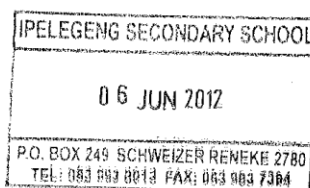
# Appendix J

REF : JOSAYA MUSHAYI

Itshupeng Secondary School

3229 Serame-Riekert Street

Ipelegeng Township

P.O.Box 459

Schweizer –Reneke

2780

9 May 2012

The Principal

KOLONG Primary School

P.O.BOX474

Schweizer- Reneke

2780

Dear Sir

<u>REF:REQUEST FOR PERMISSION TO CONDUCT RESEARCH AMONG LEARNERS AND TEACHERS AT YOUR SCHOOL</u>

I hereby request your permission to conduct research regarding the schooling of orphaned learners at your school.

The proposed research is intended to contribute to the understanding of educational challenges likely to be experienced by orphaned learners. Secondly, the study attempts to design a psycho-educational intervention programme for these learners to enhance their efficiency in learning

Thank you for giving this matter your attention

Yours in Education

..............................................................

Josaya Mushayi (Educator) .

# Appendix K

✉ 474
Schweizer Reneke
2780

707 Mokala Street
Ipelegeng Township, Schewelzer Reneke
☎ (053) 963 1097
🖷 (053) ..................

Your ref:
Our ref:
Inquiries:

14 June 2012
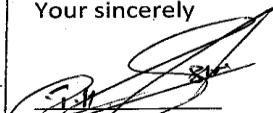
### TO WHOM IT MAY CONCERN

This serves to confirm that **Mr Mushayi** whose persal number is **91249864** and identity number is **BN988285** is a full time employee at Itshupeng Secondary School since **2012**

He would like to do research in our school. Owing to the programme of inclusive education that is the departmental program of education, has been granted the permission to exercise the research.

I trust the aforementioned fact will be sufficient to allay fears if there are any.

Your sincerely

Kgashwane T.H
(Principal)

KOLONG PRIMARY SCHOOL

1 4 -06- 2012

P.O. BOX 474
SCHWEIZER RENEKE 2780
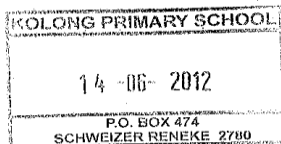
# Appendix L

REF :      JOSAYA MUSHAYI

Itshupeng Secondary  School

3229 Serame-Riekert  Street

Ipelegeng Township

P.O.Box  459

 Schweizer –Reneke

 2780

9 May 2012

The Service Point Manager

Department of Social Development, Women, Children & People with Disabilities

ATT: MR Z. Mqobongo – Grade 2 Supervisor

North West Province-Schweizer -Reneke

2780

Dear Sir

<u>REF:REQUEST FOR PERMISSION TO CONDUCT RESEARCH AMONG DOUBLE ORPHANED LEARNERS AND TEACHERS IN SOME SELECTED SCHOOLS IN TALEDI AREA –IPELEGENG</u>

 I hereby request your permission and consent to conduct an educational research regarding the schooling of orphaned learners at some selected primary and secondary schools located in  Ipelegeng township  in the town of Schweizer – Reneke. I am studying for a D.ED degree with  Unisa and my research topic is ''Strengthening the psycho-social well being of orphans in child headed households. A psycho- educational   programme.'' The proposed research is intended to contribute to the understanding of educational challenges likely to be experienced by orphaned learners. Secondly, the study attempts to design a psycho-educational intervention programme   for these learners to enhance their efficiency in learning

Thank you for giving this matter your attention

Yours faithfully

Josaya   Mushayi  (Educator)

# Appendix M

Cnr Eybers & Cordell Street
Indian Shopping Centre
P O Box 458
SCHWEIZER RENEKE, 2780
**REPUBLIC OF SOUTH AFRICA**

**MAMUSA SERVICE POINT**

Tel: + 27 (53) 963 9500
Fax: + 27 (53) 963 2195
E-mail:

ENQ: Z MQOBONGO

TO        : MR JOSAYA MUSHAYI
ITSHUPENG SECONDARY SCHOOL
3229 SERAME RIEKERT STREET
IPELEGENG TOWNSHIP
SCHWEIZER RENEKE
2780

**SUBJECT   : PERMISSION TO CONDUCT RESEARCH AMONG DOUBLE
ORPHANED LEARNERS AND TEACHERS IN SOME SELECTED SCHOOLS
IN TALEDI AREA IPELEGENG**

SIR

Kindly be informed that permission and consent to conduct research interviews
with the social workers in the above mentioned office has been granted.

Hope you will find this in order

Yours in service

**MS S. E SEAPE**
**SERVICE POINT MANAGER**

# Appendix N

UNISA | university of south africa

**COLLEGE OF EDUCATION**

**APPLICATION FOR ETHICS REVIEW AND CLEARANCE**

**PLEASE STUDY THE FOLLOWING BEFORE COMPLETING THE APPLICATION**

o **Study** the UNISA Research ethics policy before completing this application. See http://cm.unisa.ac.za/contents/departments/res_policies/docs/ResearchEthicsPolicy_apprvCounc_21Sept07.pdf

o **This template [© 2012] is the official CEDU application form that must be used to apply for ethical clearance.** Applications made on previous versions of the template cannot be accepted and will be returned.

o Complete **all** sections of the form **in full**. **Refer to the policy if you are uncertain of what is required** and avoid 'not applicable' unless the item indeed does not apply to your study.

o All relevant documents (letters requesting permission to conduct the study, consent forms AND the research instruments like interview schedules, questionnaires, observations protocols) must be appended. **Ensure that these documents have been language edited.**

o It is suggested that students apply for ethical clearance after the literature review has been completed and the research design is being finalised. It is at this stage that the student will be considering the procedure to negotiate consent to conduct the research and will be designing the research instruments to be used in the research. Primarily these are the documents which must be reviewed and cleared by the Research Ethics Committee (REC).

o   A **checklist** of what should be included in an **informed consent letter** and a **child assent** form is appended to this application form. Please use the checklists to ensure that you have covered all the important aspects.

o   **Sign and date** the ethical compliance agreement, section D21. Submit a scanned copy of this page if you do not have an electronic signature.

o   Submit the completed application to your **supervisor** who will submit the application to the CEDU REC Chairperson: Prof Lovemore Nyaumwe nyauml@unisa.ac.za Applications **will not be accepted from students.** It is the **supervisor's responsibility** to ensure that the application is complete and meets the requirements. Incomplete applications will be r**eturned without comment.**

o   **Supervisors should submit a memo/letter to the chairperson of the REC** when submitting the student's application indicating that the application meets all the requirements and **that they support the student's application.**

o   Applications must be submitted **electronically** to the chairperson **before or on the last WEDNESDAY of the month** for tabling at the following month's meeting. **No late submissions can be accepted.** Late submissions will be stand over till the next REC review meeting.

o   The REC will evaluate the methodological, technical and ethical soundness of the application.

o   The **ethical clearance certificatemust be included in the final copy of the dissertation or thesis which is submitted for examination.**

o   **Academics** requesting ethical clearance for research follow the same procedures as above, but submit their applications directly to the REC chairperson. Certain sections of the template will not apply. Please use your discretion or contact the chairperson or one of the committee members for advice if required.

## A    RESEARCHER'S DETAILS

### A1    FULL NAME

JOSAYA MUSHAYI

### A2    STUDENT NUMBER

**(ATTACH THE LETTER OF REGISTRATION CONFIRMATION FROM UNISA)**

| |
|---|
| **46245138** |

## A3 ADDRESS

| |
|---|
| **5 NORTHERN COURT** |
| **24 QUEENS ROAD CNR HIGH STREET** |
| **MAYFAIR WEST** |
| **2092** |

## A4 CONTACT DETAILS

| | |
|---|---|
| • **TELEPHONE**<br>• **CELL PHONE**<br>• **EMAIL ADDRESS** | **+2753963 8095**<br>**+2772396 3064**<br>**joemushy2001@yahoo.com** |

## A5 ACADEMIC AND PROFESSIONAL QUALIFICATIONS

| | |
|---|---|
| • **ACADEMIC**<br>• **PROFESSIONAL** | A' LEVEL CAMBRIDGE/LONDON CE,CE SPECIAL EDUCATION, BED ,MED EDUCATIONAL PSYCHOLOGY |

## B   DETAILS OF PROPOSED RESEARCH

### B1   TITLE OF DISSERTATION/THESIS

ADDRESSING THE BEHAVIOURAL CHALLENGES OF ORPHANED LEARNERS WHO HEAD HOUSEHOLDS:A PSYCHO –EDUCATIONAL PROGRAMME

### B2   PROGRAMME DETAILS

| | |
|---|---|
| • DEGREE<br>• AREA OF SPECIALISATION<br>• PROGRAMME CODE | DED<br><br>PSYCHOLOGY OF EDUCATION<br><br>DPEDU01 |

### B3   NAME OF SUPERVISOR OR PROMOTOR AND CONTACT DETAILS

| | |
|---|---|
| • TITLE, INITIALS, SURNAME<br>• DEPARTMENT<br>• TELEPHONE<br>• EMAIL | PROF E.M LENYAI<br>UNISA COLLEGE OF EDUCATION<br>+2712429 4582<br>lenyaem@unisa.ac.za |

### B4   NAME OF CO-SUPERVISOR (IF APPLICABLE)

| | |
|---|---|
| • TITLE, INITIALS, SURNAME<br>• DEPARTMENT<br>• TELEPHONE<br>• EMAIL | n/a |

**B5    ORGANISATIONS OR INSTITUTIONS INVOLVED IN THE STUDY (IF APPLICABLE)**

| • NAME<br>• ADDRESS<br>• CONTACT DETAILS | n/a |
|---|---|

**B6    SPONSORS OR FUNDERS (IF APPLICABLE)**

| • NAME<br>• ADDRESS<br>• CONTACT DETAILS | n/a |
|---|---|

**B7    OTHER PERTINENT INFORMATION SUCH AS CONFLICT OF INTERESTS**

| n/a |
|---|

## C    PROPOSAL SUMMARY SHEET

**C1    LIST OF KEY TERMS, ACRONYMS AND ABBREVIATIONS**

| Child headed household   (CHH) , psychosocial  , psycho-educational, programme orphan |
|---|

**C2    PROPOSAL ABSTRACT**

The proposal which is submitted for ethics review must be the same as that submitted for scientific or technical review (eg to the supervisor or promotor of the study) and should cover ALL the following aspects:

a] Background

## INTRODUCTION/BACKGROUND.

The nature of family life is shaped inter alia by the historical and socio economic conditions in any society. In South Africa some children live apart from their parents in many types of family arrangements .Many thousands of fathers and mothers abandon their children and take neither physical nor financial responsibility for them . One such family arrangement where children take care of themselves under the care of a minor child is known as a child headed household .Child headed household is now a fast growing living arrangement for vulnerable children in South Africa and other Southern African countries .A growing body of research by social policy researchers has discussed several relevant issues pertaining to this type of living arrangement and its occupants.

Since the early 1990s the percentage of children in South Africa who have lost mothers and fathers has tripled and doubled respectively and further increases in the prevalence of orphan hood are expected for the next decade (Ardington 2008:1). This rapid growth in the number of orphans has received much attention in literature. Recent empirical evidence for example suggests that children who have suffered parental loss are at risk of poorer educational outcomes with the death of a mother generally having greater impacts on children's schooling than the death of a father (Case, Paxson and Ableidinger 2004). Similarly, UNAIDS, UNICEF and

USAID (2004:13) concur when they state that, the loss of parents has potential serious current and long-term negative consequences for children as it could put them at risk of attaining less than favourable schooling outcomes as a result of being orphaned. Several factors can come into play to constrain orphaned children's education. For example, factors such as , lack of resources, new living arrangements after death of parent (s) or abandonment by parents and other psycho-social factors, might impact negatively the children's school enrolment and academic achievement .Given that education lies at the foundation of " life long learning and human development" and is key to understanding the intergenerational transmission of inequity (UNESCO 2004),lack of it could have ripple effects on orphaned children.

Firstly, psychological trauma (due to the death of a parent) for example, is one such effect likely to affect the orphans. Secondly, in cases where parental death is via a cause like HIV/AIDS the orphaned child not only suffers trauma but learning in some cases is disrupted when the child has to take care of the parent or drop out to contribute to the household economy. All these aspects might result in the orphaned learner failing to concentrate positively on the educational task at hand during the learning process. Lenyai ,( 2006) has shown that poor educational outcomes in childhood are likely to have a lasting effect into adulthood.

The issue of orphan hood crisis is thus a major problem whose effects might be growing and affecting the family system. Children that would have normally been cared for by members of the extended family are now left alone to fend for themselves, despite the government's plea encouraging absorption into households and communities (UNICEF 2001). Thus, one of the most tangible effects of orphan hood is the growing number of orphans and the emergence in ever increasing amount of households headed by children. For example, the emergence of child headed households, in extreme situations headed by children as young as twelve years old is one of the most distressing consequences of orphanhood. This view is

supported by Foster (1999:155) who states that a proliferation of orphan headed households are one key manifestation of social change due to the loss of parents and is reshaping society. These new challenges in our society pose a wide range of challenges in our society (Goldblatt and Liebenberg, 2004:1).

Both statistical data and empirical research suggest that, the loss of parents has far reaching and lasting consequences. According to Ainsworth (2005:26) the resulting changes in children's well being are cumulative, multi faceted and interlinked. For example, orphans are more   likely to face malnutrition (UNICEF 2003) have poor physical (Kamali, Seeley, Nunn, Kengeyakayondo, Ruberantwari, and Mulder 1996) and mental health (Foster and Williamson 2003, Makame, Ani and Granthan, McGregor 2002), experience educational disadvantages such as school dropout and poor performance (UNICEF 2000), be exploited for child labour (UNICEF 2003, 2004) face significant personal challenges such as emotional and psychological stressors .All the above variables  are not  conducive  to favourable learning conditions.  Gani (2007:3) argues  along similar lines and states  that those children who outlive their parents, who die because of HIV , for example, have not only the loss of their parents to deal with, but also the stigma and discrimination of their illness if they are HIV positive as well.

Thus, the devastating consequences of orphanhood on many African societies and its particular impact on children, is requiring every organisation involved in fighting the crisis to find new  strategies to address adequately both the scale of the problem and its duration (Foster 2004:65) The researcher is aiming at addressing this crisis in this investigation, since little research has been done into the educational needs of orphaned children from their own perspective . By understanding   orphans in child headed holds there might be greater potential to move towards a more meaningful notion of helping these children to access education with minimal hindrance. There is a growing awareness of the importance of listening to children as demonstrated by  many  children  lobby groups that  have been established world over. The importance of such practice is   that  , when children  are asked

about what matters to them, they often highlight other issues than those emphasized by adults (Prout , 2002:69).

It can be noted from subsequent studies that young children who have lost a parent or other primary adult care giver are in a particular vulnerable situation. As noted so far, these children usually lose access to the practical financial and emotional care as well as the protection provided by their parents or other primary care givers. Beyond the financial consequences of adult deaths and the implications of a loss of parental involvement, children who become orphans may suffer trauma which in turn affects schooling and health outcome (Beegle et al 2006:1266). Hence, their survival and educational needs are by any account most urgent (Goldblatt and Liebenburg 2004:159). A greater need therefore exists for expert services that can assist these orphans in child headed households to effectively solve their own problems and cope with difficult situations without falling apart. The researcher assumes that improving education access for all children  and particularly orphans not only honours a child's basic right under international law, but also reflects economic sense (Hepburn 2002:1).

*References*

Ainsworth, M., K. Beegle, and G. Koda. 2005. "The Impact of Adult Mortality and Parental Deaths on Primary Schooling in North western Tanzania." *Journal of Development Studies* 41:412–39.

.

Case, A. and C. Ardington. 2006.The Impact of parental death on schooling outcomes: Longitudinal Evidence from South Africa. Demography,Volume 43(3) 401-420

Case, A., C. Paxson, and J. Ableidinger. 2004. "Orphans in Africa: Parental Death, Poverty, and School Enrollment." *Demography* 41:483–508.

b] Problem statement and outcomes

**STATEMENT OF THE PROBLEM.**

The on - going discussion so far has highlighted that orphans in general and those in child headed households in particular, face many educational challenges in their school career which need to be addressed if these children have to realise their academic potential .For orphans, well designed educational opportunities  are critical ,since they offer children an outlet where they can interact and socialise with mature care givers at the same time  enhancing their student potential .This brings the following research question to the fore:

**RESEARCH QUESTION**

How  can the behavioural challenges of orphaned learners who head household be addressed to enhance their academic achievement?

Sub  Question:What behavioural challenges do orphaned learners who head households experience in the following situations?

- In the classroom

- On the playground

- With school authority

**AIM OF THE STUDY**

The aim of the study is to address the behavioural challenges that orphaned learners who head household experience and to develop a psycho-educational programme to support their learning.

c] Population and sampling procedures

**SAMPLING.**

The research informants or participants in this study included thirty (N=30) in-school orphaned aged 10-16   living in child headed households purposively and randomly selected from four research sites that include three(N=3) secondary schools and one (N=1) primary school. The other category of participants comprises ten (N=10) Life Orientation subject teachers and /or register teachers of the selected learners from the four research sites as well as the four  principals  (N=4) of the four research sites  together with the school based support team members (SBST)  (N=8) and /or the school discipline coordinators responsible for handling disciplinary problems pertaining to these in-school learners (N=6).Four (N=4) Social workers linked to schools under study   will also participate in the study. The selection of these categories of research participants was based on their direct involvement with the schooling orphaned learners (i.e being knowledgeable about the in-school orphaned learners' behaviour, academic and emotional I profiles).

Purposive sampling was used to select these participants, to give relevant and specific information based on the study aim (USAID and CRS  2008). This is also done to ensure an adequate distribution of respondents in the study. The above assertion is congruent with Patton (2001) cited in Gall et al (2005:310)'s notion that the goal of purposeful sampling offers opportunities to select individuals for case study who are likely to be "information rich" with respect to the researcher's purpose for in-depth study. As a result, the researchers usually search for key informants of individuals who have special knowledge or perspectives that make them especially important in obtaining the 'emic' perspective (Gall et al 2005).

Furthermore, it must be noted that a central aspect of purposeful sampling is that, "the investigator wants to discover, understand and gain insight and therefore must select a sample from which the most can be learnt (Merriam 1998:61 cited in Mendelowitz 2010:115). The research study has elements of both the above stated aspects of sampling in that, all the research participants, (in-school orphans, teachers, social workers and discipline coordinators and school based support team

members) selected, are sufficiently different to offer a range of information rich cases of lived schooling experiences on in-school orphans living in child headed households.  In views of these factors an adequate distribution of respondents in the study population will be ensured through the purposive sampling practice.

d] Research design and method

In this study, an instrumental case study design will be used as a method of inquiry Johnson and Christensen (2008:408) state that in the instrumental case study design, the researcher chooses the case to develop and /or test a theory or to better understand some important issue. Explanation of the issue under investigation becomes a key goal in instrumental case study design. Solidifying the same view, Strydom and Fouche (2005:272) indicate that the instrumental case study design is used to elaborate on a theory or gain a better understanding of a social issue. The researcher chose the instrumental case study design because he is generally interested in understanding the educational needs  of schooling orphans living  in child headed households in terms of their academic performance, behavioural, emotional, and social schooling patterns. In other words the case study serves the purpose of facilitating the researcher's gaining of knowledge about these cited issues under investigation with the view to design a psycho-educational programme to support them.

A case study research design has many characteristics. One of the key characteristics of case study research is a focus upon particular individuals and group of actors and their perceptions (Mendelowitz 2010). In other words the sole criterion for selecting cases for  case study should be, "the opportunity to learn" from them (Stake 1995, cited by Strydom and  Fouche 2005:272). The research study will focus on schooling orphaned children aged 10-16 years. It also includes other categories of research participants who have educational knowledge about the orphaned learners. These include their subject educators, principals, school based

support team (SBST) members and social workers.

The research project also has the following additional features of a case study. Firstly, the research will take place in a localized boundary of time and space. That is, studying in- school orphans in Mamusa schools located in Ipelegeng area of Schweizer Reneke situated in DR Ruth S. Mompati District in North West Province for a period of approximately six months. Secondly, the research study will take place mainly in children's natural context (schools). This is consistent with Kirk and Miller (1986:9) cited by Gall, Gall and Borg (2005:309) who view qualitative research as an approach to social science research that involves, "watching people in their own territory and interacting with them in their own languages, on their own terms". Thirdly rich and detailed data will be collected through a range of methods (interviews, informal conversations, observations and documents analysis). Fourthly, the data collected and analyzed will include the accounts of the subjects themselves in the final written report.

The case study design plays a pivotal role in research. Lincolin and Guba (1985) cited by Mendolowitz (2010:104) argues that the case study approach has many potential advantages for the naturalistic inquirer. First, this approach creates a lot of scope for the researcher to accommodate the multiple realities encountered in any given study. Secondly, the researcher can employ a recheck to determine adequacy of either behaviour performance or output through the use of multiple methods of data collection. Added on to that, the present study has the additional feature of being a multiple case study. The researcher will collect the data from different respondents/ or participants, who include in-school orphaned learners, their teachers, social workers and school discipline coordinators located at four (4) different sites. Multiple case studies offer scope for greater variation across cases and a greater range of interpretations (Merriam 1998:40 in Mendelowitz 2010:103). This practice has far reaching implications. According to Miles and Huberman (1994:29) researchers can "strengthen the precision, the validity and the stability of the findings" through analysing data across cases, though it also has a potential

challenge of management of the data  which can be over- whelming (Cresswell 2009). This will be discussed in greater detail on the section on data collection and analysis. Meanwhile the next discussion focuses on the research site.

**RESEARCH SITES/ STUDY SET UP**.

The qualitative study will be conducted in the community of  Ipelegeng  at Itshupeng, Reabetswe and Ipelegeng Secondary schools as well as Kolong Primary School which are all situated in the town of Schweizer Reneke in North West Province. Pseudonyms A, B, C and D will be used in the final report in place of real names of these schools.  Ipelegeng community covers a small area geographically but is very **densely** populated since there are many extensions of the residential suburbs stretching from extension one to extension eleven. In addition to these extensions there  **is** also a large number of informal houses/dwellings (also known as backyard houses or shacks/"zozos"/"mkhukhus) in other extension suburbs as well as hostels structures. These types of living settlements accommodate large numbers of people living in crowded conditions in a bid to cut on living costs due to poverty related factors. Additionally, there is also one informal settlement  built adjacent to the suburbs of Ipelegeng community and the learners from the informal settlement also attend schools at the four  secondary schools and one primary school **at** which this research investigation takes place.

Method

A number of data collection methods will be used to obtain adequate information about in-school orphans. These include semi-structured interview with a diverse range of participants. Additional information will also be obtained through participant observation and documentary analysis. This is in line with Gall, Gall and Borg (2005:312) who state that, in collecting data, qualitative researchers use whatever methods are appropriate to their purpose. For instance, they might use multiple methods to collect data about the same phenomenon, in order to enhance the soundness of their findings. This process is called triangulation.

## D    PROPOSAL RELATED INFORMATION AND DOCUMENTS

### (ATTACH RELEVANT DOCUMENTS TO THE PROPOSAL. INDICATE THE RELEVANT APPENDIX IN THE SPACE PROVIDED BELOW THE QUESTION)

## D1    PARTICIPANT INFORMATION (IF APPLICABLE ATTACH AS AN APPENDIX)

A) In school  orphaned learners  living in child headed households aged 10-16 years.
B)  Selected Teachers of these orphaned learners (adults).
C)  Social workers of these orphaned learners (adults).
D) Principals of the selected research sites (adults).
E) School based support team members (adults)

## D2    WHAT IS THE AGE RANGE OF THE PARTICIPANTS IN THIS STUDY?

ORPHANED LEARNERS AGED 10-16 YEARS

TEACHERS-ADULTS

SOCIAL WORKERS-ADULTS

PRINCIPALS-ADULTS

## D3    HOW SHOULD THIS STUDY BE CHARACTERISED?

### (Please tick all appropriate boxes.)

| | | |
|---|---|---|
| Personal and social information collected directly from participants | Yes X | No |
| Participants to undergo psychometric testing* | Yes | No X |
| Identifiable information to be collected about people from available records (e.g. medical records, staff records, student records, etc.) | Yes X | No |

**\*Please add details on copyright issues related to standardised psychometric tests and registration at the HPSCA of test administrator if test administration**

**is in South Africa or of an equivalent board if administration is outside South Africa.**

**D4      DESCRIPTION OF THE PROCESS OF OBTAINING INFORMED CONSENT**

The prescribed template was completed and all relevant attachments were made to this documents

**IF THE PROPOSED PARTICIPANTS ARE 18 YEARS AND OLDER, IS THE INFORMED CONSENT FORM FOR PARTICIPANTS ATTACHED?**

| Yes x | No | Not applicable |
|-------|-----|----------------|

**IF THE PROPOSED PARTICIPANTS ARE YOUNGER THAN 18 YEARS, ARE CONSENT AND ASSENT FORMS ATTACHED?** (In order for minors (individuals younger than 18 years of age) to participate in a research study, parental or guardian permission must be obtained. For minors themselves, a youth assent form is required.)

| Yes x | No | Not applicable |
|-------|-----|----------------|

**D5      INFORMED CONSENT FORM IN ENGLISH AND THE LANGUAGE OF THE ENVISAGED PARTICIPANTS (ATTACH AS AN APPENDIX IF APPLICABLE)**

**Appendices  O P and Q**

**D6      RESEARCH INSTRUMENTS SUCH AS QUESTIONNAIRES, INTERVIEW GUIDES AND SIMILAR DOCUMENTS (ATTACH AS AN APPENDIX IF APPLICABLE)**

**Appendices   R S T U V W and x**

**D7 MEMO TO INSTITUTION REQUESTING PERMISSION TO CONDUCT THE STUDY (ATTACH AS AN APPENDIX IF APPLICABLE)**

**Appendix B D F H J and L**

**D8 LETTERS OF PERMISSION FROM RELEVANT BODIES**

**(ATTACH AS AN APPENDIX IF APPLICABLE)**

**Appendices C E G I K and M**

**D9 DESCRIPTION OF THE RISKS OF THE PROCEDURES WHICH PARTICIPANTS MAY OR WILL SUFFER AS WELL AS THE LEVEL OF RISK**

**(Please refer to part 2 of the UNISA Policy on Research Ethics (ix) Risk minimisation and section 3.6 bulleted point 'Right to get help'. Please indicate any participant discomfort, pain/physical or psychological problems/side-effects, persecution, stigmatisation or negative labelling that could arise during the course or as an outcome of the research undertaken.)**

**Non that the researcher knows of. However in the event that the orphaned participants might experience some discomfort during interview sessions counselling services will be offered by the social workers who will be available.**

**D10 DESCRIPTION OF STEPS TO BE UNDERTAKEN IN CASE OF ADVERSE EVENT OR WHEN INJURY OR HARM IS EXPERIENCED BY THE PARTICIPANTS ATTRIBUTABLE TO THEIR PARTICIPATION IN THE STUDY**

**(Please study the research ethics policy document in this regard.)**

The subject and /or class teachers of the orphaned learners as well as their respective social workers who are trusted by these learners will act as my research assistants during the interviews. Secondly, questions by the learners will be answered objectively in the presence of these research assistants

**D11 DESCRIPTION OF HOW PARTICIPANTS WILL BE INFORMED OF THE FINDINGS OR RESULTS AND CONSULTED ON POTENTIAL OR ACTUAL BENEFITS OF SUCH FINDINGS OR RESULTS TO THEM OR OTHERS**

I undertake to inform the school principals as well as the teachers and social workers involved in the research of the research findings (results) when the research is complete. These in turn can communicate the study findings to the learners. A sample of the draft designed psycho-educational programme will be given to school principals to pilot test at their schools.

**D12 DESCRIPTION AND/OR AMOUNTS OF COMPENSATION INCLUDING REIMBURSEMENTS, GIFTS OR SERVICES TO BE PROVIDED TO PARTICIPANTS (IF APPLICABLE) (Will participants receive any incentives to encourage them to participate in the study?)**

non

**D13 DESCRIPTION FOR ARRANGEMENT FOR INDEMNITY (IF APPLICABLE)**

**n/a**

**D14 DESCRIPTION OF ANY FINANCIAL COSTS TO PARTICIPANTS (IF APPLICABLE)**

**n/a**

**D15  DESCRIPTION OF PROVISION OF INSURANCE TO PARTICIPANTS (IF APPLICABLE)**

| |
|---|
| **n/a** |

**D16  DISCLOSURE OF PREVIOUS ETHICS REVIEW ACTION BY OTHER ETHICS REVIEW BODIES (IF APPLICABLE)**

| |
|---|
| **n/a** |

**D17  DESCRIPTION OF REPORTING TO ETHICS RESEARCH COMMITTEE**

| |
|---|
| **ALL RELEVANT GATHERED DOCUMENTS WERE FORWARDED TO THE RESEARCH SUPERVISOR DR E.M. LENYAI FOR CONSIDERATION AND ONWARD SUBMISSION TO THE ETHICS RESEARCH COMMITTEE.** |

**D18  PROJECT AGREEMENT EG MEMORANDUM OF AGREEMENT (IF APPLICABLE ATTACH AS AN APPENDIX)**

| |
|---|
| **n/a** |

**D19  CVs OF PRINCIPAL INVESTIGATORS**

**(Required only if the researcher is not a UNISA staff member or is a UNISA staff member but not a masters' or doctoral student registered with UNISA.)**

| |
|---|
| **n/a** |

**D20  LETTERS OF PERMISSION FROM RELEVANT BODIES**

**(If the research involves collaborative, multi-institutional or multi-country research this must be explained in detail. In this regard consult paragraph 6 of the Unisa Policy on Research Ethics.)**

| |
|---|
| **N/A** |

## D21 STATEMENT AGREEING TO COMPLY WITH ETHICAL PRINCIPLES SET OUT IN UNISA POLICY ON RESEARCH ETHICS

I, ....JOSAYA MUSHAYI............................................, declare that I have read the Policy for Research Ethics of UNISA and the contents of this document are a true and accurate reflection of the methodological and ethical implications of my proposed study. I undertake to work in close collaboration with my promoter (s)/ supervisor (s) and shall notify them in writing immediately if any changes to the study are proposed. I further undertake to inform the Higher Degrees Committee of the College of Education of any adverse events that occur arising from the injury or harm experienced by the participants in the study. I shall conduct the study according to the approved proposal and in strict compliance with the ethics policy of UNISA. I shall also maintain the confidentiality of all data collected from or about the research participants, and impose strict controls in the maintenance of privacy. I shall record all data captured during interviews in accordance with ethical guidelines outlined in my proposal. Paragraph 5 of the Policy for Research Ethics places huge emphasis on the integrity of the research and I shall ensure that I conduct the research with the highest integrity taking into account UNISA's Policy for Copyright Infringement and Plagiarism.


.............................................j.mushayi....................................................................
.......................... (Signature)

..................................17june 2012................................................................................................. (Date)

## E ETHICS COMMITTEE COMMENTS


## E1 IS THE APPLICATION OF AN ACCEPTABLE STANDARD


**YES**                                                                                              **yes**

**NO, IT SHOULD BE REFERRED BACK TO THE CANDIDATE** ☐

COMMENTS:_____
_____
_____
_____
_____

**E2    ARE ALL REASONABLE GUARNTEES AND SAFEGUARDS FOR THE ETHICS OF THIS STUDY COVERED?**

**YES** ☐

**NO, IT SHOULD BE REFERRED BACK TO THE RESEARCHER** ☐

COMMENTS:_____
_____
_____
_____
_____

We have reviewed this application and are satisfied that it meets the methodological, technical and ethical standards as set in the College of Education and that it is in compliance with the UNISA policy on research ethics.

| Name | |
|--------|--|
| Signed | |
| Date | |

**Informed consent prompt sheet**

Please ensure that the following aspects are included in the informed consent form:

| Include information about the following in a reader friendly style | √ |
|---|---|
| Who is the researcher and purpose and procedures of research; duration of study | |
| Risks or discomforts to participants | |
| Guarantee of anonymity/confidentiality | |
| Voluntary participation and termination without penalty | |
| Selection of participants and numbers involved | |
| What does participation involve? | |
| Benefits/compensation | |
| Summary of findings/debriefing | |
| Institution that guides/gave ethical approval | |
| Contact details of researcher | |

**Child assent prompt sheet**

Please ensure that the following aspects are included in the child assent form:

| Include information about the following on a level that the child will understand | √ |
|---|---|
| A statement of the purpose of the research or study | |
| A description of the procedure to be applied to the minor | |
| A statement that the minor's identity will not be revealed | |

| | |
|---|---|
| A description of the potential risks or discomforts associated with the research | |
| A description of any direct benefits to the minor | |
| A description that the minor is not compelled to participate | |
| A statement that the minor is free to withdraw at any time | |
| A statement that the minor should discuss participation with the parents prior to signing the form | |
| A statement that the parent(s)/guardian(s) of the minor will be asked for permission on behalf of the minor | |
| A statement that the parent(s)/guardian(s) of the minor will receive a copy of the signed form | |
| Invitation to ask questions | |
| Contact details of researcher | |
| **Note that only the minor and the researcher obtaining assent should sign the child assent form. A copy of the child assent form should be given to the parent or legal guardian.** | |

# Appendix O

LETTER OF ASSENT BY ORPHANED LEARNERS TO PARTICIPATE IN THE RESEARCH STUDY

I_____ of
_____ School, Grade _____ have voluntarily agreed to participate in the research study conducted by Mr J.Mushayi titled "Strengthening the psycho-social well -being of orphans in child headed households ."

- The purpose of the study has been explained to me.      Yes_____   No _____

- I am aware of my participation in the research.   Yes--------   No   _____

- I know what the purpose of the study is about.      Yes_____ No _____

- I understand that my identity will not be revealed.      Yes_____ No _____

- I know that information will be kept confidential.      Yes _____ No _____

- I am free to withdraw at any time.      Yes _____ No _____

- Potential risks or discomforts associated with the research have been explained to me. YES_____   NO_____

- My legal guardian(s) was/were asked for permission that I may participate in the research and they will received a copy of the signed form.    Yes_____ No _____

- I have been invited to ask questions during the interview.    Yes_____ No _____

- The researcher can be contacted on cell no   072 396  3064    or work telephone number 053 963 8095 during working hours from 0730 hours  till 1400 hours.

Name    of    learner    _____ Date _____

Name    of    researcher_____
Date_____

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APPENDIX P

LOKWALO LWA TUMALANO YA MORUTWANA GO TSAYA KANOLO MO PATLISISONG


Nna------------------------------------------------------wa--------------------------------------------------
Sekolo, Gerata--------------------ke dumetse ka boithaopi go tsaya karo;o mo patlisisong e e dirilweng ke rre J. Mushai eleng go thatafatsa kopano le bophelo le tlhaloganyo e e edileng ya dikhutsana.

Ke tlhaloseditswe maikaelelo a patlisiso e          Ee ☐          Nyaa ☐

Ke a itse ka go tsaya karolo ga me mo patlisisong    Ee ☐          Nyaa ☐

Ke itse gore maikaelelo a patlisiso e ke afe         Ee ☐          Nyaa ☐

Ke tlhaloganya gore ga ke ne ke itsiwe          Ee ☐          Nyaa ☐

Ke tlhaloganya gore tshedimosetso e,e tla nna sephiri   Ee ☐     Nyaa ☐

Ke gololesegile go ikgogela morago nako nnwe le nngwe Ee ☐   Nyaa ☐



Ke tlhaloseditswe ka botlalo ditlamorago tse di ka nnang tsa utlwisa botlhoko mo patlisisong.                                        Ee ☐        Nyaa ☐

Motlhokomedi wa ka o kopilwe tetla go ntumelela go tsaya karolo mme o tla fiwa bosupi jo bo saenilweng                    Ee ☐          Nyaa          ☐

Ke laleditswe go botsa dipotso ka nako ya patlisis          Ee ☐          Nyaa          ☐

Mmatlisisi a ka fitlhelwa mo nomoreng e ya letheka 072 396 3064 kgotsa ya kwa tirong 053 963 8095 ka dinako tsa tiro go tloga ka 7h30- 14h00.

Leina     la     morutwana     _____Letlha _____

Leina     la     mmatlisise     _____ Letlha _____

APPENDIX Q

INFORMED CONSENT LETTER FOR PARTICIPATING

PRINCIPALS_____

TEACHERS_____

SOCIAL WORKERS_____

SCHOOL BASED SUPPORT TEAM (SBST)_____


I _____ have  voluntarily agreed to participate in Mr J, Mushayi's UNISA  research study whose purpose ,procedures and duration of study have been explained to me.

- Risks or discomforts associated with the research have been explained to me.
- Guarantee of anonymity was assured by the researcher.
-  I am free to terminate participation without penalty.
- Confirmation of institutions that gave ethical  approval were shown to me by the researcher.
- I will receive a summary of research findings.
- My participation involves giving the researcher relevant information through interviews on orphaned learners in my class/school
- The researcher can be contacted on cell number 072 396 3064 or work telephone number 053 963 8095

Signature_____ Date _____

**INTERVIEW SCHEDULE FOR ORPHANED LEARNERS**

**SECTION A Biographical Data of Participant.**

(a) Gender ☐ male ☐ female

(b) Age      10-12 yrs   13-14yrs   15-16 yrs      Grade:

    School: A Primary      Secondary ☐

c) Ethnicity      coloured ☐

                            Black African ☐

d) Home Language:      Afrikaans ☐

                            English ☐

                            Setswana ☐

                            Sesotho ☐

                            Other ☐

     Specify_____

e) Orphaned status:      Lost mother ☐

                            Lost father ☐

                            Lost both parents ☐

f.) Age you were when your parents died?

       0------2 yrs

        3---5yrs

        6-----9 yrs

      10---12yrs

      14—16yrs

g.) Are you heading a family household?    Yes -------    No --------

h.) If yes, how many siblings do you take care of?

i.)If no, what is the age of your guardian and their gender status?

Below 16 yrs----------------          16---18 yrs----------------------

20---29 yrs-------------------         30---40 yrs------------------------

Over 40 yrs--------------------

MALE ----------      FEMALE    -----------------------------

j.)Relationship with your guardian

Brother-----------------------          Sister -------------------------------

Aunt------------------------------        Cousin-----------------------------------

Granny---------------------------       Neighbour----------------------------------

Other    ---------------------------------------- Specify ------------------------------------------

## SECTION B: INTERVIEW QUESTIONS

1.  Do you experience any academic challenges in your schooingl?
2.  If yes , list the challenges you experience.
3.  How do you consider your relationship with other learners ,teachers and school management team?(HODs, Deputy Principals and Principal).

### PROMPT QUESTIONS
*   Any difficulties making friends/or getting on well with peers?
*   Any discrimination or stigmatisation from teachers or other learners?
*   Classroom atmosphere?
*   Your relation with other learners inside and outside the classroom?
*   Bullying tendencies?
*   How does this affect your learning?
*   Any support given to you by the teachers/school?

4  What challenges do you experience being a learner and head of a family?

PROMPT QUESTIONS
*   How do you balance your schoolwork time and household family responsibilities?
*   What about emotional problems that come along with it?

5 What educational support do you need to enhance your academic achievement?

APPENDIX S


DIPOTSO THERISO TSE DI RULAGANYEDITSWENG BARUTWANA BA DIKHUTSANA


KAROLO YA A: NEELA DINTLHA KABOTSHELOJWA GAGO


Bong:          monna  ☐          mosadi  ☐

Dingwaga:          10-12 dingwaga  ☐

                   13-14 dingwaga  ☐

                   15-16 dingwaga  ☐

Gerata:  ☐

Sekolo:          se se kwa tlase  ☐


                 Se segolo  ☐

Lotso:          Mmala  ☐

                moAforika  ☐


Puo ya gae:     Afrikaans  ☐

                English  ☐

                Setswana  ☐

                Sesotho  ☐

                IsiZulu  ☐

                E nngwe  _____  Tlhalosa  _____

Tsa bohutsana:          O tlhkofaletswe ke M☐

                O tlhokofaletswe ke Rre  ☐

                Batsadi botlhe  ☐

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One o le dingwaga di le kae ga batsadi ba tlhokofala?

0-2 dingwaga ☐

3-5 dingwaga ☐

6-9 dingwaga ☐

10-12 dignwaga ☐

14-16 dingwaga ☐

A ke wena o tlhokometseng lelapa?    Ee ☐

Nyaa ☐

Fa e le Ee, o tlhokometse b aba kae? ☐

Tsa bong:      Monna ☐

Mosadi ☐

Fa ele Nyaa

Dingwaga tsa motlhokomedi wag ago:

Kwa tlase ga :      16 dingwaga ☐

16-18 dingwaga ☐

20-29 dingwaga ☐

30-40 dingwaga ☐

Go feta      40 dingwaga ☐

Botsalano le motlhokomedi wag ago:

Aubuti ☐

Ausi ☐

Rakgadi ☐

Ntsala ☐

Nkoko ☐

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☐

Moagisane

O mongwe _____ Tlhalosa

_____

KAROLO YA B: DIPOTSO THERISO

1. A o itemogela mathata mo dithutong tsa gago?

Fa ele  Ee,                    tlhalosa:

2. Tlhalosa botsalano jwa gago le barutwana,barutabana,le  bagolo ba sekolo ( ditlhogo tsa lefapha, bagokgo le motlatsa mogokgo)?

Dipotso tsa go neela lebaka:

- A o nale bothata jwa go nna le ditsala kgotsa dithaka tsa gago?

- A go na le kgethololo/ tlhaolo go tswa go barutabana le bana bangwe ba sekolo?

- Kemo ya phaposi borutelo?

- Botsalano jwa gago le baithuti kgotsa barutwana ka fag are le kwa ntle ga phaposi borutelo?
- Maitemogela a go kgerisiwa ke baithuti mmogo.

- A o fiwa kemonokeng ke barutabana kgotsa sekolo?

- Se se go ama jang mo dithutong tsa gago?

3. A o tlhokometse lelapa?

Fa gole jalo:

- Ke maitemogelo afe a o kopanang le ona jaaka motlhokomedi wa lelapa?
- O lekanya jang tiro ya gago ya sekolo le maikarabelo a lelapa?

- Mathata a a ka bakiwangke go tlhokomela lelapa o le monnye ke afe?

4. O akanya gore ke lenaneo lefe la thuto le le ka go thusang mo ditlhokegong tsa gago tsa thuto ?

5. A go na le ditlhoko dingwe gape tse o batlang re ka bua ka tsona mo dipatlisisong tse?

APPENDIX T

Learner profile Assessment Form For Orphaned Learners

Name:_____

Surname_____

D.O.B/ AGE _____          Grade_____

School_____

Gender_____          ☐ Male          Female ☐

Home Language:_____

Parental Status:

a. Mother alive  ☐ Yes ☐      No    b. Father alive   Yes ☐    No ☐

c. Both parents alive Yes      No          d. Lost mother (Deceased) Yes      No

e. Lost father (Deceased)     Yes      No                    f. Lost both parents (deceased) Yes      No

If both parents died who is the legal guardian? (One taking care of you?)

a. Elder Brother          ☐ Age          Years

b. Elder Sister          ☐ Age          Years

c. Uncle          ☐ Age          Years

d. Aunt          ☐ Age          Years

e. Maternal Grandmother          Age ☐ Years

f. Paternal Grandfather          ☐          Years

g. Paternal Grandmother          Age ☐ Years

h. Maternal Grandmother          Age ☐ Years

i. Others          _____ Specify

    _____          ☐

j. Myself          Age          Years

k. Do you live in a child headed household ?          Yes ☐          ☐ No

l. Are you the head of the family house hold?          Yes ------- No ---------

APPENDIX U

Foromo ya baithuti ba dikhutsana

Leina: _____ Sefane:

—————— ☐ ☐ ☐ ☐ ☐ ☐ ☐

Dingwaga: 10       11     12  13  14  15  16

Letlha la matsalo:_____ mophato:

_____

Sekolo:

_____☐_____☐_____

Bong: _____     monna     mosadi

Puo ya gae: _____

**MAEMO A BATSADI**


a.  Rre o a tshela               Ee_____           Nyaa_____
b.  Batsadi botlhe ba tshela   Ee_____
       Nyaa_____
c.  Mme o tlhokafetse     Ee_____
       Nyaa_____
d.  Rre o tlhokafetse      Ee_____
       Nyaa_____
e.  Batsadi botlhe ba tlhokafetse Ee_____    Nyaa_____


**FA BATSADI BA TLHOKAFETSE KE MANG MOTLHOKOMEDI WA GAGO?**

**a.**  Aubuti yo mogolo       Dingwaga_____
**b.**  Ausi yo mogolo         Dingwaga_____
**c.**  Malome                Dingwaga_____
**d.**  Mangwane          Dingwaga_____
**e.**  Koko ka fa go mme     Dingwaga_____
**f.**  Ntatemogolo ka fa go rre  Dingwaga_____
**g.**  Koko ka fa go rre      Dingwaga_____
**h.**  Koko ka fag a bo mme     Dingwaga_____
**i.**  Ba bangwe          _____ tlhalosa _____
**j.**  Nna              Dingwaga
**k.**  A o nna mo lelapeng le
    tlhogo ya ona e leng ngwana  Ee _____      Nyaa _____

APPENDIX V

OBSERVATION CHECKLIST

SCHOOL SETTING

1.1 OUTSIDE CLASSROOM

      1.1.1  Rapport with school mates

      1.1.2  Rapport with class mates

      1.1.3  Signs of withdrawal or isolation

      1.1.4  Any sign of discrimination/segregation/stigmatisation from peers

      1.1.5  Any bullying tendencies

      1.1.6  Interaction patterns with teachers

      1.1.7  Interaction patterns with school management team

1.2 INSIDE CLASSROOM

      1.2.1  Task completion and success achieved

      1.2.2   Attention spandifficulties/concentration problems

      1.2.3   Nature of participation

      1.2.4  Interaction patterns with peers in group activities

      1.2.5  Compliance with teacher instructions

APPENDIX W

**DOCUMENTARY ANALYSIS CHECK LIST**

1. **Class Attendance Register**
   - Check on frequency of school attendance from term 1 to term 4 days (present/ absent)

2. **Class Monitor Sheets**
   - Check on frequency of lesson attendance
   - Pattern of bunking
   - Subjects not attended.

3. **Report Cards/ Work schedules**
   - Academic performance
   - Subjects passed/ failed
   - Patterns of improvements
   - Completion of portfolio tasks for continuous assessment.

4. **NWDE 450 forms**
   - Check whether learners are placed on possible retention due to poor performance.

5. **SBST Referral List**
   - Reasons for case referral to social workers
   - Problems identified

6. **Discipline Coordinators Filed report.**
   - Nature of behaviour problems dealt with
   Type of support given to affected learners.
   - Pattern of drop out from learners

7. **Social Workers/ Educational Psychologist Reports**
   - Nature of cases handled        Problem areas noted
   - Areas of concern/ improvement.

APPENDIX X

**INTERVIEW SCHEDULE FOR TEACHERS ,PRINCIPALS SOCIAL WORKERS AND SCHOOL BASED SUPPORT TEAM**

**SECTION A Biographical Data of participant**

**PARTICIPANT STATUS**

**TEACHER**-----------------------------------------------

**PRINCIPAL**-------------------------------------------------

**SOCIAL WORKER**----------------------------------------------------

**SBST**-----------------------------------------------------------------

Gender:                                    Male    [    ]          Female              [    ]

School status        A  Primary School              [    ]

                            B.  Secondary School          [    ]

Learning area/subject taught-------------------------------

Grade taught---------------------------------------

**SECTION B.  Interview Questions For teachers**

1.How do you consider the academic performance of orphaned learners in your class/subject?

2. How do you consider orphaned children's relationships with other learners?

3 How do you consider your relationship with teachers and school management team?

**Prompt questions for use in the interview**

- Treatment by other children

- Interaction patterns

- **The impact of the relationships** on successful learning

4.Do orphaned learners living in CHH experience challenges in their schooling?

**Prompt questions for use in the interview**

- Could it be finance,

- "What else?"

- "what about the home responsibilities for those heading households?

- What about the extended family?

- The community?

- What about lack of adult care and support?

- Your views on child headed households and schooling?

5.If yes,list the challenges that the orphaned learners experience in your subject.

6.What kind of support do you think orphaned learners should get to enhance their academic achievement?

P**rompt questions for interview**

- Behaviourally?

- Academically? – performance' task completion; pass rates; cooperation,

- Socially?

- Materially?

- Emotionally?

- Other?

**SECTION C. INTERVIEW QUESTIONS FOR PRINCIPALS/ DEPUTY PRINCIPALS (DISCIPLINE COORDINATORS) RESPONSIBLE FOR DISCIPLINE AT SCHOOLS**

**PROMPTS QUESTIONS FOR INTERVIEW**

1. Are there disciplinary behavioural problems problems you experience from orphaned learners who head households?

2. If yes ,list the the disciplinary behavioural problems.

3. What challenges do the orphans who head households experience?

4. What programmes can be put in place to support the education of orphaned learners living in child headed households to enhance their schooling?


**SECTION D. QUESTIONS FOR  Social Workers**

1.1 What are the nature of  behavioural cases you handle for in-school orphaned learners who head households ?

1.2 What can be done to orphaned learners to enhance their academic achievement?

**SECTION E. QUESTIONS FOR SCHOOL BASED SUPPORT TEAM (SBST)**

1. Based on  referral cases brough to you by other teachers,what behavioural challenges do orphaned learners heading households experience at your school?

2. What can be done to orphaned learners,to enhance their academic achievement?

**APPENDIX Y**

**CERTIFICATE OF ETHICAL CLEARANCE**

# UNISA | college of education

Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

**J Mushayi (46245138)**
for a D Ed study entitled
Strengthening the psycho-social well being of orphans in child headed households: a psycho-educational programme
has met the ethical requirements as specified by the University of South Africa College of Education Research Ethics Committee. This certificate is valid for two years from the date of issue.

Prof CS le Roux 16 November 2012

CEDU REC (Chairperson)
lrouxcs@unisa.ac.za

APPENDIX Z

Certificate of Language Editing

This is to certify that I have conducted the language editing

Of the thesis submitted to the College of Education,

University of South Africa

In fulfilment of the academic requirements of the

Degree of Doctor of Education (DED) in Psychology of Education

Entitled Addressing behavioural challenges of orphaned learners who head households: A psycho-educational programme to enhance learning

By

| **Josaya Mushayi** |
| --- |

Student number 46245138

|  |
| --- |

*Sylvia Williams*

| **MBibl (Unisa)** |
| --- |
| **Postgraduate Certificate in English Language Editing (UP 2010)** |
| **Member of the Professional Editors' Group** |
| **12 December 2013** |