

**INVESTIGATION ON HOW ORPHANED LEARNERS EXPERIENCE
PSYCHOSOCIAL SUPPORT IN TWO HIGH SCHOOLS IN ESKHALENI
TOWNSHIP**

By

NOSIPHO PRECIOUS MSHENGU

Submitted in fulfillment of a degree of requirement of a degree of

Masters in Community Work

In the Department of Social Work in the Faculty of Arts

At the University of Zululand

Supervisor: Prof N.H. Ntombela

Co-Supervisor: Dr J.D. Adams

Date of Submission: November 2014

Declaration

I, Nosipho Precious Mshengu declare that this dissertation is my original work excluding where all the sources have been used are acknowledged in the text. It is being submitted for the fulfillment of degree of Masters of Arts in Community Work.

.....

Dedication

To the “Mshengu family” and generations to come. I say to them may you focus on your dreams and shut your ears to the negative voices that assume your capability. This also goes to my late parent Bucky and Nombulelo, my brother Sphamandla and my son Anesu.

Acknowledgements

I would like to thank God all Mighty for giving me the strength, the courage and the patience to finish this research study (Phil. 1:6).

I would to like express my earnest gratitude to my supervisor Prof N.H Ntombela and co-supervisor Dr J.D. Adams for their guidance, patience and inspiration. Without them this work would not be completed.

I would like to extend my heartfelt appreciation to my friend and sister Nomasonto K. Mathaba who has been my pillar of strength throughout this journey. Thank you for being my rock not to mention your effortless support.

I would also like to thank my friend Walters Ndoh Nubia, your interests in this research project cultivated my primary desire when I started this journey “*merci*”.

To University of Zululand Research Fund, thank you for funding this project your assistance played a major role.

Participants from Eskhaleni Township, your willingness and involvement in this project are greatly cherished.

Lastly, I would like to extend my dearest appreciation to Campus Impact saints for their prayers, your prayers sustained me.

Abstract

The essence of the study was on the experiences of orphaned learners at school. These experiences were limited to the psychosocial support being provided by educators and their peers to the orphaned learners during their time at school. Bearing in mind the level of stress these orphaned learners go through after the loss of their biological parents, the purpose of the study was hence to explore how orphanhood was being supported psychosocially and the extent to which these support contributes to their learning and continuation of schooling. The researcher objective was to understand how orphaned learners perceive themselves through the psychosocial support they receive from their peers and educators. The significance of this study was to provide an account of how orphanhood should be catered during their schooling.

To attain the research objective, a qualitative research design was used to explore the experience of the orphaned learners consequently an exploratory study. Semi-structured interviews were used as an instrument for data collection and seven participants were purposively selected due to their rarity. These participants were within high schools from the Eskhaleni Township. These participants were double orphans because they had lost both parents prior to study and residing with extended families and others reside in child-headed homes.

The analysis of the data revealed that orphaned learner do experience support from their peers and educators while at school. Within the boundaries of psychosocial support the findings showed that these learners received social support from both educator and peers. Social support was in the form of motivational talk, empathized and sympathized concerns were expressed from their peers and educators. Peculiar to peers were the social attention they received during school hours most especially when their countenance were perceived to be moody. Whilst most educators only reacted in the provision of social support after realizing that the participants were not performing well at school. Unlike social support, the participants revealed that they did not receive any form of psychological support from neither peers nor educators. Out of the scope of the study the participants nonetheless acknowledged other forms of supports that they got from their peers and educators such as financial supports and were of much valuable and appreciative from their perspective.

The researcher therefore recommended that township school should be provided with professional counselors at schools. Furthermore the South African School Act, Children's

Right and School based policies should be amended in considerations of orphaned learners necessities.

Table of Content

Chapter One	1
1. Orientation Of The Study	1
1.1 Introduction	1
1.2 Background To The Problem	1
1.3 Problem Statement And Purpose Of The Study	2
1.4. Motivation Of The Study	3
1.5 Significance Of The Study	4
1.6 Statement Of The Problem	5
1.7 Aim Of The Study	5
1.9 Operational Definition Of Terms	6
1.10 Research Methodology	7
1.10.1 Research Design	8
1.10.2 Sampling Of Participants	8
1.10.3 Method Of Data Collection	9
1.10.4 Data Analysis	9
1.11 Summary Of Chapters	10
1.12 Summary	11
Chapter Two	12
2. Literature Review	12
2.1 Introduction	12
2.2 The Increase Of Orphanhood In Rsa And The World.	13
2.2.1 Expected Changes Of Double Orphans	13
2.2.2 The Psychological Likelihood Of Orphan	14
2.2.3 Academic Performance	14
2.3 Challenges And Experiences Of Orphaned Learners In The School Environment	15
2.3.1 Policy: Children Rights And Education Rights	15
2.4. Lack Of Support Weakens The Ability Of Orphaned Learners To Attend School.	17

2.5 Improving Psychosocial Support At School.....	18
2.5.1 Psychosocial Support Components In Schools	19
2.6 The Importance Of Education To Orphans.....	20
2.6.1 The Role Of School In Supporting Orphans.....	23
2.6.2. The Teachers’ Responsibility In Supporting Orphans.	23
2.7 Mandatory Roles For Teachers.....	24
2.7.1 Learning Mediator	24
2.7.2 Interpreter And Designer Of Learning Programmes And Materials	24
2.7.3 Leader, Administrator And Manager	24
2.7.4 Scholar, Researcher And Lifelong Learner	24
2.7.5 Pastoral Role.....	25
2.7.6 Assessor	25
2.7.7 Learning Area.....	25
2.8 Supports From Teachers In South African And Other African Countries	26
2.9 Challenges Encountered By Supportive Teachers In South Africa And African Countries.....	29
2.10. Effort To Provide Care And Support To Orphans And Vulnerable Children Within The Schools.....	32
2.10.1 Bantwana Project	32
2.10.2 Mosame Project.....	33
2.11 Supports From Peer-Learners	33
2.12 Summary	33
Chapter Three	35
3.1 Introduction	35
3.2 Theories Under Discourse.....	35
3.2.1. System’s Theory	35
3.2.1.1 Critiques Of The System’s Theory	36
3.2.2 Bronfenbrenner’s Ecological Systems Model Of Human Development.....	36
3.2.2.1 Critiques Of Bronfenbrenner’s Ecological Systems Model Of Human Development.	37
3.2.3 Symbolic Interactionism	38

3.2.3.1 Critiques Of Social Interactionism Theory	39
3.2.4. Social Rapture Theory	41
3.2.4.1 Critiques Of Social Rapture Theory	42
3.2.5 Attachment Theory	42
3.2.5.1 Critiques Of Attachment Theory	43
3.2.6 Empowerment Theory	43
3.2.6.1 Critiques Of Empowerment Theory	44
3.2.7 Identity Theory	44
3.2.7.1 Critiques Of Identity Theory.....	44
3.3 Summary	44
Chapter 4	42
4. Research Design Methodology	46
4.1 Introduction.....	46
4.2 The Research Design	46
4.2.1 Exploratory Research Design	46
4.3. Qualitative Research Method	47
4.3.1. Characteristics Of Qualitative Research	48
4.3.1.1. Inductive Reasoning.....	48
4.3.1.2. Contextualism.....	48
4.3.1.3. Process	49
4.3.1.4. Flexibility And Theories.....	49
4.3.2 Tenets Of Qualitative Research	49
4.3.2.1 The Qualitative Areas Of Social Life.....	49
4.3.2.2. Managing Subjectivity.....	50
4.3.2.3 Research As Social Action.....	50
4.3.2.4 Research And Everyday Life.....	50
4.3.2.5 The Language Of Case And Context.....	51
4.4. Phenomenology.....	51
4.5 Research Methodology.....	54
4.5.1 Sampling Method.....	54

4.5.2 Data Collection	55
4.5.2.1. Interview Process.....	56
4.5.2.2 Recording Process.....	57
4.5.2.3 Trascribing Data	58
4.5.3 Data Analysis.....	58
4.5.3.1 Prepare The Data.....	58
4.5.3.2 Define The Unit Of Analysis.....	59
4.5.3.3 Develop Categories And Coding Scheme.....	59
4.5.3.4 Test Your Coding Scheme On A Scheme Of Test.....	59
4.5.3.5. Draw Conclusion From The Coded Data.....	60
4.6 Ethical Procedures	60
4.7. Summary	61
Chapter Five	
5. Data Analysis And Interpretation	62
5.1. Introduction	62
5.2. Analysis Of Interview.....	62
5.3. Biological Details.....	62
5.4. Orphanhood.....	62
5.4.1. The Location And Changed Living Arrangement.....	62
5.4.2. Emotional, Trauma, Discrimination And Hopelessness.....	67
5.4.3. Coping With Orphanhood And Secondary School.....	69
5.4.4. Economic Limitations.....	70
5.4.5 Academic Performance.....	71
5.5 Support From Peer Learners	72
5.5.1 Emotional Support	73
5.5.2. Peer Friendships.....	75
5.6 Support From Teachers	77
5.6.1 Classroom.....	77
5.6.2. Parental Guidance From Teachers.....	78
5.7 Summary	79

Chapter Six

6. Discussion, Recommendation, Limitations And Avenues For Further Research	80
6.1. Introduction.....	80
6.2. Re: Stating The Objectives Of The Study.....	80
6.3. Findings Of The Study As Per Objectives Of The Study.....	80
6.3.1 Find Out How Orphaned Learners Experience The School Environment.....	80
6.3.1.1. Relocation And Changed Living Arrangement.....	80
6.3.1.2. Emotional, Trauma, Discrimination And Hopelessness.....	82
6.3.1.3. Coping With Orphanhood And Secondary School.....	83
6.3.1.4. Economic Limitation.....	84
6.3.1.5. Academic Performance.....	85
6.3.2 How Do Orphaned Learners Experience Support Received From Peer Learner.....	86
6.3.2.1 Emotional Support	87
6.3.2.2. Friendship.....	87
6.3.3 How Orphaned Learners Experience Support Received From Teachers.....	88
6.3.3.1. Classroom.....	88
6.3.3.2. Parental Guidance.....	89
6.4. Social Interactionism.....	90
6.4.1. Meaning.....	91
6.4.2. Language.....	91
6.4.3. Thought.....	91
6.5 Conclusion And Discussion.....	92
6.6 Limitations.....	94
6.7. Recommendations.....	95
6.8. Avenues For Future Research	96
6.9. Summary.....	96
7. Reference.....	97-128
Tables	
Table: 5.1 Themes.....	62

Appendices

Declarationi

Dedication.....ii

Acknowledgements.....iii

Abstract.....iv

CHAPTER ONE

1. ORIENTATION OF THE STUDY

1.1 INTRODUCTION

This study sought to explore perceptions of orphaned learners in their academic learning process. The investigation focused on their day to day experiences in classroom situation. The desired outcome of this study is to construct their experiences into informed knowledge that will be utilized by teachers, curriculum planners and policy makers in educational industry. In terms of structure, this opening chapter includes the background to the research problem, problem statement, objectives of the study, research questions and propositions, significance of the study and methodology used to generate the required information. While chapter two deals with the synthesis and empirical literature of the study, chapter three presents the theoretical framework of the study, chapter four presents the research design and methodology of the study, chapter five presents the study's findings, analyses and discussion while chapter six offers a summary of the study, main conclusions and recommendations.

1.2 BACKGROUND TO THE PROBLEM

Both developed and developing countries have their laws that regulate the education sector, this includes principles which stipulate children's rights to access education and non-discrimination in school which also applies to orphans. According to Convention on the Rights of the Child (2013), the United States recognizes the significance of children rights to education to a certain extent. That prevents interfering with parent rights in making decision on the child's education (CRC, 2013, 29). On the other hand, developing countries have played a major role in fulfilling the millennium goal; which encouraged global access of primary education for all children. For instance, Kenya introduced the abolishment of school fees for primary education to orphaned learners and those learners are regarded as vulnerable by the Kenyan government (Rapid Assessment Analysis and Action Planning, 2004, 24). Thereafter, this policy had negative result as there was a huge enrolment which led to insufficient school resources and this constituted into high rate of school dropout. In addition to this, both developed and developing countries material support exist in school for learners in general i.e. subsistence (meals) –which exist in some South African schools, school

material and free education for learners who are unable to pay school fees (Boler & Carroll, 2003, 54).

South Africa as one of the developing countries in Africa has initiated the amendment of school policies that will exist in favour of orphan learners. These school policies implication briefly ensures that learners have non-restricted access to schooling, allows fair admission to learners with disabilities and that creates discrimination free environment South African School Acts. Furthermore, the section 28 of bill of rights of South African constitution also stipulates that every child has a right to family care or parental care, or to alternative care when removed from the family environment. Since this does mention other environment other than the family environment, one can assume that it relates to an environment that has a similar setting as the family environment and this excludes the school environment.

Every child has an access to attend school. This policy is limited to orphan learners. But this however, does not guarantee how they will experience the school environment; support from educators to learners is not stipulated. Orphaned learners experience school environment differently: their experiences ranges from a pleasant one to an unpleasant one. As a result of this experience, it might determine whether they stay or prematurely leave school (Huber & Gould, 2003). In Ogina (2007), some educators play a significant role in supporting vulnerable and orphaned learners. Nevertheless, not all educators partake in supporting learners' in particular orphaned learners those who supports do it from the goodness of their heart (Ogina, 2007). Hence, educators seem not to have a mandate that goes beyond pedagogy (teaching in classroom). This poses a question of whether orphaned learners receive support from educators or not after losing both parents. Currently there is an inadequate focus on orphaned learners in the existing and planned policy development processes of education sectors regarding receiving psychosocial support in school. Nonetheless, Smart (2003) suggested that programmes such as care and support for orphan and vulnerable learners in school could enable the learner to cope academically when encountering difficulty situation.

1.3 PROBLEM STATEMENT AND PURPOSE OF THE STUDY

South African policies are considerably amended to suit educational needs for all children with different abilities and conditions. This includes access to school material like stationary, lunch etcetera. Nevertheless, orphaned learners exclusive needs in the school environment are not catered for as it is not included in educational policies. This includes psychosocial support

which can aid in helping the learners to cope with the loss of parents. Their experience varies depending on their situation. The consequences of the death of their parents have different effect from one person to the other. However, this study aims to explore the perception of each child about how they experience the support at school and how it affects their academic performance.

There are few if any previous studies conducted to explore orphans experiences in schools and in their household. Most studies tend to focus on teachers and legal guardians to acquire information relating to orphaned learners experiences (Huber & Gould, 2003, 29). Orphaned learners are viewed as passive victims in other studies (Case, Paxson & Ableidinger, 2004, 45; Wood, 2009, 18; Ogina, 2007, 112). This study extends platform to orphaned learners in a secondary schools or high school to express themselves about their experiences. Orphaned learners who have been the centre of interest are the ones who are in foster care than those orphaned learners who stay with their extended families like gran-parents and aunties and uncles. Unlike orphaned learners who reside with relatives, orphaned learners who are in foster care are privileged in a way that their well-being is monitored from home to school after two years. This is stipulated by the child care act no 74 of 1983 correlating with the Child Care amendment Act no 06 of 1996.

1.4. MOTIVATION OF THE STUDY

An increase in the number of orphans in South Africa has been directly attributed to an increase to the number of death caused by the HIV/AIDS epidemic (South African Statistics, 2013). This keeps the researcher pondering how these learners go about facing the challenges that life brings to them without the presences of their biological parents around them to mentor and support them; some of them as young as thirteen years old.

The researcher has also been privileged to come across communities and some extended family members taking care of orphan. These family and community members play a major and remarkable role in rearing these orphans and providing the much needed support to carry on with their lives. From this perspective, the researcher has I have been highly motivated to make my own contributions in understanding how these learners experiences schooling under such unfortunate circumstance. This with an understanding that the knowledge produce by the study will best assist these families and community member to better their helping hands to these children.

Although the Department of Basic Education (DoBE) through Psychological Guidance and Special Education Services (PGSE) provides counseling to learners, such vital services are not being provided to learners [orphan] of semi-urban areas specifically those within the sample of the study. For this reason, the researcher is inquisitive to understand how these learners adapt to such traumatic transition of their schooling life. The importance of the PGSE cannot be undermined. That is why the DoBE ensures that they are present at school. Therefore, the experiences of orphans' deprived of such services are worth being studied.

From the foregoing, the researcher acknowledges that orphanhood has more challenging experiences. This serves as the driving force for a study of this magnitude. Nevertheless, the researcher believes these reasons are strong enough to motive to embark on the study most especially in understanding how the learners experience affect their schooling. Therefore, by exploring and articulating the experiences of orphaned learners in high school, the study will echo a voice that the duly deserve from their community and other stakeholders.

1.5 SIGNIFICANCE OF THE STUDY

Irrespective of the reasons for the study, the researcher believes that the study will not only satisfy her motivations but also go a long way to contribute significantly to the process of orphan counseling at schools where these learners are assume to spend most of their time engaging with peers.

It's the intension of the researcher that the study will provide an insight on how orphanhood is experienced in Eskhaleni township high schools. The significance of such contributions could serve to understand how the orphaned learners' experiences the school environment will definitely provide contiguous measures for enhancing their learning thereby, contributing to their academic performance and thus academic returns to the nation level. Furthermore, it will serve as a guide to other learners in similar townships within South Africa and it does assume that they experience the same environmental challenges as those of Eskhaleni township high schools.

As it is perhaps expected that some of these orphans do receive occasional support from teachers and peers at school, this study, therefore, intends to reveal the orphans appreciativeness of the kind of support they receive within their schools' premises. The orphans' appreciation from such a perspective will hugely be significant in helping counselors to render their counseling services.

Generally, this study does not only give orphaned learners the platform to share their experiences but also identify their needs for support and give insight on their well-being and signify the importance of considering their emotions and identifying the gap in educational policies for basic education. Above all, this study reveals the overall well-being of orphaned learners, their behaviour, thoughts, perceptions and emotions.

1.6 STATEMENT OF THE PROBLEM

The realities of children's experiences are one that is not yet well comprehended by psychologist, educationist and social workers alike; this pertains to the various contexts within the South African landscape especially semi-urban areas. Children often go through phases of different experiences which range from pleasurable to traumatic. One of such circumstances when a child goes through a traumatic experience is when she loses one or either both of their parents. This makes the child an orphan, this study specifically examines the experiences of double orphans and being a double orphan their experiences are presumably exacerbated from that of single orphans. Perhaps as would be assumed (from family and society) that the double orphan would definitely have to go through life as though nothing too significant has happened to them a couple of days or months after the incident; not taking into cognises their experience. Researcher such as Taukeni (2012) and Goba and Wood (2011) have reported that these children do experience difficulties in their schooling, family and general adjustment to life after. How these learners go through schooling has not been well documented, specifically learners found in a semi-urban area in predominantly black settlement of Mhlathuze municipality in KwaZulu-Natal province. Furthermore, these learners are expected to perform proficiently in their studies without much attention being provided to them to adequately adjust to the death of their parents within their schooling context. For this reason, the study therefore, attempts to explore how these orphans experience their schooling life.

1.7 AIM OF THE STUDY

The study aims to explore how orphaned learners experience the support received from school and specifically intends to achieve the following objectives:

- 1 To explore how orphaned learners experience the school environment.

- 2 To measure/ assess the level at which the orphaned learners experience psychosocial support they receive from educators.
- 3 To determine how the orphaned learners experience psychosocial support they receive from other learners.

1.8 RESEARCH QUESTIONS

The study seeks to find answers to the following questions:

- 1 How do the orphaned learners experience the school environment?
- 2 How do the orphaned learners experience the supports received from educators?
- 3 How do orphaned learners experience the support they receive from other learners?

1.9 OPERATIONAL DEFINITION OF TERMS

The study contains some terms which could allow for different interpretations. It is, therefore, of paramount importance that the terms are defined according to the context in which they should be understood in this study, in order to avoid ambiguity.

A LEARNER

According to the code of south African professional ethics as provided by the South African Council of Educators (SACE,02) a learner is define as a pupil or a student at any school, further education and training institution or adult learning centre. With respect to this study, the term will be used to describe a child who is below 18 years [as of the participants] and who is dependent and is assume to receive support from others of similar age rage within the school environment.

AN EDUCATOR

Pong (2001, 05) defines an educator as someone who provides the training of skills through the presentation of course content to learners and a hand on experience with real problems, value critical and encourages meaningful discourse with other learners in class. According to South African School Act (1996) “an educator is any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services at school”.

In this study, this term is used to describe the adult who happens to have a close relationship with children to the extent that she/he assists and support them and also hold qualification for teaching.

AN EXPERIENCE

This term is associated with the events or activities that affect somebody in a particular way according to psychologist's point of view in Frijda (2013) handbook. In this study this term will be used to describe the event as apprehended by orphans and also to explain the process to undergo an emotional and physical sensation.

AN ORPHAN

According to Hall and Meintjes (2013), an orphan is a child below the age of eighteen years old whose biological parents are no longer alive. There are different kinds of orphans that exist, this includes maternal orphan, paternal and double orphans. In (Tsheko, 2007, 10; UNICEF, 2006, 08) maternal orphans are the ones who have lost mothers; whereas paternal orphans are the ones who have lost their fathers and double orphans are those who lost both biological parents. In this study orphans will be used as children who lost both parents and living with extended families as well as child-headed families.

A SUPPORT

This term in this study will be used in this study to describe the encouragement or help which is offered by educators and learners to orphaned learners. Adams (2005, 10) defined support as an upliftment or assistance which can fulfil emotional, physical, psychological and educational needs offered by educators and learners in a school environment. The context this study will focus on is psychosocial support that includes both social and psychological assistance.

1.10 RESEARCH METHODOLOGY

For the researcher to answer the above mentioned research questions, a qualitative research design was used to carry out the investigation. Israel and Hay (2006), defines research

methodology as a technique which is used to plan methods that will be used to collect data; it also involves research design, sampling methods, data collection and data analysis.

1.10.1 RESEARCH DESIGN

Qualitative approach: The study will adopt a qualitative approach of data collection and analysis to gain in-depth information. According to Henning (2004), a qualitative research attempts to collect rich insight in respect to a particular phenomenon with the intension of developing an understanding of what is being investigated. For this reason, qualitative research does not necessarily rely on numerical strength to study phenomena but interprets meaning through a representative sample. This approach will give a clearer and ‘complete’ understanding of the orphanancy as experienced within their learning environment. The study relies on an exploratory nature of orphaned learner’s experiences that take place in school and how they experience the support they receive in school in their own subjective world.

1.10.2 SAMPLING OF PARTICIPANTS

Based on the aims of the study, it was anticipated that using purposive sampling would be suitable for this exploratory study. The relevant of purposive sampling in this study would be on information rich sample and not on generalising to the broader population (Welman, Kruger & Mitchel, 2007). Most studies (Lyons, 2002; Niang & Ufford, 2002; Mthembu, 1996; Murungu, 1998; Case, Paxson & Ableidinger, 2004; Mbozi, Sebit & Munyati, 2006; Richter, Manegold & Pather, 2004; Tsheko, 2007) investigating on orphans have used purposive sampling and the researcher felt the need to align with the sampling design along their footsteps. This study is only focusing on orphaned learners who stay with their extended family, for example, grannies or aunties. Ten participants took part in the study. They were all high school learners within the Eskhaleni Township; the participants came from two high schools only. The participants were equally divided between males and females. The reason for this was to neutralise the effect of gender bias in the analysis of the data. Eskhaleni Township is one of the townships in KwaZulu-Natal that are affected by HIV/AIDS.

Nonetheless, the other reason of choosing Eskhaleni Township high schools is that it not far from the Institution and easily accessible.

1.10.3 METHOD OF DATA COLLECTION

Being a qualitatively study, the method of data collection appropriate for the study is a semi-structured interviews. Semi-structured interview it is a combination of structured and unstructured interview otherwise known as open-ended and closed-ended. The purpose of the technique was to obtain in-depth data from the participants under this investigation and allow maximum participation for them to tell their story and to enable the researcher to obtain multiple responses to the set questions and allows for detailed responses. This method also gives the interviewer the flexibility to probe further which will allow participants to express their opinions freely. The interviews were conducted on face-to-face bases to get comprehensive information and maintain confidentiality of each participant. The participants facial expressions were also taken into consideration as some of the questions were deem sensitive and could possibly raise emotions that had been suppressed. Studies have used the same method to collect data of orphaned learners' experience (Harms, Jack, Ssebunnya & Kizza, 2010; Taukeni, 2012; Motha & Frempong, 2012; Masondo, 2006).

1.10.4 DATA ANALYSIS

The data were analysed to make and results were obtained. The researcher read and re-read the data. To arrive at the themes, the raw data collected from the participants were first be organised where the researcher predetermined them into categories and then developed codes from the data. The main concepts were served as themes after identifying patterns of commonalities in the data. This technique enabled the researcher to organise and bring meaning to large amounts of data. The interviews were tape recorded and translated from the native language of the participants (IsiZulu) and transcribed into word verbatim. The steps of the analysis were followed (Struwing & Stead, 2001; Weber, 2000). These steps involve (1) data tabulation, (2) data coding and (3) interpreting qualitative data. The researcher ensured that the interpreted data does not deviate from the research aims.

1.11 SUMMARY OF CHAPTERS

CHAPTER ONE

Chapter one presents an introduction to the study, how it will be conducted. It provides the motivation of the study, operational definition of terms, research methodology and the plan of the study.

CHAPTER TWO

Chapter two is devoted to the review and synthesis of relevant literature on orphaned learners in a school environment. This includes related literature of how the orphans experience, the support received from the educators and other learners.

CHAPTER THREE

Chapter three is dedicated to the screening and analysing of relevant theories to construct theoretical framework of the study.

CHAPTER FOUR

Chapter four focuses on the methodology to use in order to achieve the stated objectives and the reasons for using the research design chosen for the study.

CHAPTER FIVE

Chapter five deals with analysing and interpreting data collected from orphaned learners. The data were then presented according to the emerging themes. Literature was used to support the data collected.

CHAPTER SIX

Chapter six is the last chapter. It includes findings from analysed data, conclusion and recommendation of the experiences of the orphaned learners.

1.12 SUMMARY

This chapter presents an introduction of the study. The following headings were discussed; background of the study, the purpose and focus, the motivation for the study which was drawn from personal and professional viewpoints and the critical research questions were introduced. A brief overview of the research design and methodology was also mentioned. It explains why a qualitative design and purposive sampling method were adopted. The chapter ends with a summary overview of the six chapters in the study. In the following chapter, the researcher discusses the related literature pertaining to how orphaned learners in a school environment.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

In the previous chapter, the layout of the study was prepared. It included the objectives of the study which this chapter would be aligned with. The three objectives are to find out how orphaned learners experience the school environment; to explore how the orphaned learners experience support they receive from educators and finally, to find out how the orphaned learners experience support they receive from other learners. This chapter pertains to literature review whereby it gives an insight on what has been studied and the gaps which this study is intended to fill in the body of knowledge. Teacher and educator nouns will be used interchangeable, as well as orphaned learners, learners and orphans and vulnerable children. Furthermore, it also gives an insight to strategies which were reported to be implemented by the Department of Education (DoE) in supporting teachers in providing the quality of education that will empower learners and in this case, orphans learners to be specific. However, to explore orphaned learners experiences within their school environment, studies are mentioned (Goba & Wood, 2011; Makhonza, 2006), which reported on their phenomenal experiences in schools regarding their school enrolment and the nature/type of treatment received in school by other learners (predominantly non-orphans). At first, orphaned learners rate increases in South Africa (South African Statistics, 2012), it has been reported that some teachers have also played significant role in supporting the orphaned learners (Makhonza, 2006).

This chapter also reports on the experiences of teachers in supporting orphaned learners, which is believed to have an impact on the learner's school attendance or enrolment (Ogina, 2007). There are projects from the community which support the schools in much capacity. These community projects provide support to assist orphaned learners in schools. This kind of support will be explicitly explained in this chapter as well. Most importantly, the mandatory roles for teachers on learners generally are also included; but with specific attention on their concern for the orphaned learners. Literature about the support received from their peers is also included. This is to align with one of this study's objectives and whether the orphaned learners do receive the support.

2.2 THE INCREASE OF ORPHANHOOD IN RSA AND THE WORLD.

The AIDS pandemic is creating a generation of orphaned children in Africa. In Africa, South Africa is one of the countries with an increment rate of orphans mostly responsible by HIV/AIDS, this is confirmed by the South African statistics (2013) as it estimate that 42,28 million black African are positive especially young adults, for this reason increment of orphans is expected in future. In the northern part of Kwazulu-Natal, a township called Eskhaleni (Eskhawini) is identified as one of the townships affected by the pandemic, death of parents' leads to a piling population of orphans in schools within the township. People who are residing in this township are Africans that speaks isiZulu with the minority of foreigners. This township is surrounded by informal settlements and semi-rural areas.

Death has the same adverse effect on different people like adults, children do grief for the loss of their parents. However, unlike adults, children often do not feel the full impact of the loss simply because they immediately have to attend school after the death of parents and they may not immediately understand the finality of death. This prevents them from going through the grieving process which is necessary to recover from the loss (Brodzinsky, Gormly & Ambron, 2000). According to UNICEF, 12.1 million children have lost one or both parents due to AIDS in this area of the world (UNICEF, 2006). Most of these children are taken care of by the extended family and those who do not have a supportive extended family tend to take care of themselves (UNICEF, 2006). This constitutes child headed household. Nonetheless, orphaned children experience similar if not the same changes after the death of parents both home and school.

2.2.1 Expected changes of double orphans

Orphaned children experience different changes after the death of parents like change in accommodation (relocate). There are various reasons why people relocate but double orphaned children tend to relocate due to the death of parents or sometimes they experience change of the head of household. Orphaned children who have relatives are able to relocate but those who do not have, tend to look after each other. However, moving from their home where they lived with their late parents create feeling of despair and cause psychosocial adjustment of children (Shann, Bryant, Brooks, Bukuluki, Muhangi, Lungalla & Kwesigabo, 2013). "Orphaned children are assumed to be susceptible to develop anxiety as they re-start life in an unfamiliar environment and have to adjust to a new school and new friends. Orphans also tend to experience anxiety when they had to relocate after their parents' deaths. Some other orphans are chased out by their relatives in their parent's house. Consequently, relatives

occupy the house while the children move out. These experiences affect them negatively both emotional and psychological” (Goba & Wood, 2011, 16-20).

2.2.2 The psychological likelihood of orphan

Orphans whose parents died of HIV/AIDS related illnesses and other death related incidences are likely to suffer from accumulative stress and separation anxiety (Shann et al., 2013, 24).

Parental death creates major different challenges in the life of the child. These challenges include the end of educational opportunity for the child’s future which is led by lack of finances to pay for school fees (Sengendo & Nambi, 1997, 115). While some learners who are able to stay in school after losing both parents have the likelihood of experiencing difficulties at school which can be internal problems such as depression, anxiety and low self-esteem, while others tend to experience stigmatisation in schools by other learners. Death of parents may also affect them psychologically since they are unable to neither talk about nor heal from it, since they are not given time to grieve. Learners who have just lost one or both parents are expected to immediately continue with schooling. This sometimes results to problems in resolution of grief which leads to poor scholastic performance or learning difficulties at school (Foster & Williamson, 2001). Furthermore, due to the traumatic experience of losing a beloved one through AIDS, orphaned by AIDS learners are always afraid of losing another family member to the same illness. Other expected changes include financial support. The deaths of parents can affect the income only in the case that parents were able to provide financial support. Due to lack of financial support, orphan schooling is then compromised. “Some orphaned learners might drop out of school because they lack finances to pay their school necessities and look for employment opportunities in order to augment the family income. Some of the orphaned learners work part-time to complement household income and this cause academic performance to decline” (Makhonza, 2006, 23-35). The burden of sick parents fall on children and many are forced to drop out of school and take on an adult role. Many older children are faced with a situation in which they have to assume a parental role and all the responsibilities that go with it (Sengendo & Nambi, 1997, 23).

2.2.3 Academic performance

Absenteeism is one of the major factors that lead to decline in scholastic performance. However, HIV/AIDS have a major impact on many sectors including education. As parents get sick, attendance to school usually declines because they are taking care of their sick parents. Endeavour

Shann et al., (2013) stated that the rate of absenteeism and dropout from school is high among orphan learners. Other orphaned learners tend to stay with relatives who are illiterate and could not assist in their homework as a result this causes a decline in scholastic performance. Lack of motivation from the relative or not given time to study at home also contributes to poor academic performance.

2.3 CHALLENGES AND EXPERIENCES OF ORPHANED LEARNERS IN THE SCHOOL ENVIRONMENT

Regardless of the “abolishment of school fees in Kenya orphans and vulnerable children still face challenges in schools that might be aligned with the results of drop out. According to the United Nations Children's Fund” (UNICEF) (2006, 23), orphans are even less likely to be in school and more likely to fall behind or drop out, limiting their abilities and predictions for a better life. In contrast to abolishment of school fees, in other part of South Africa, “orphaned learners that were not able to pay their school fees and were frequently chased away, not given report cards or transfer letters to those who wanted to change schools, not allowed to proceed to the next grade and also denied access to write exams” (Giese, Meintjies, Croke & Chamberlain, 2003, 28). The above mentioned action is opposing the bill of rights chapter two of section 28 (Children) and section 29 (Education) of South African constitution, stipulate that every child has a right to access education.

2.3.1 Policy: children rights and education rights

The following policies were emendated to signify the importance of policies regarding children’s right and their educational rights (Constitution of Republic of South Africa, 1996).

Section 28 of Children rights. Every child has the right-

- (a) To a name and a nationality from birth;
- (b) To family care or parental care, or to appropriate alternative care when removed from the family environment;
- (c) To basic nutrition, shelter, basic health care services and social services;
- (d) To be protected from maltreatment, neglect, abuse or degradation;
- (e) To be protected from exploitative labour practices;
- (f) Not to be required or permitted to perform work or provide services that-
 - (i) Are inappropriate for a person of that child’s age; or

(ii) Place at risk the child's well-being, education, physical or mental health or spiritual, moral or social development;

(g) not to be detained except as a measure of last resort, in which case, in addition to the rights a child enjoys under sections 12 and 35, the child may be detained only for the, shortest appropriate period of time, and has the right to be-

(i) Kept separately from detained persons over the age of 18 years; and

(ii) Treated in a manner, and kept in conditions, that takes account of the child's age;

(h) To have a legal practitioner assigned to the child by the state and at state expense, in civil proceedings affecting the child, if substantial injustice would otherwise result; and

(i) not to be used directly in armed conflict and to be protected in times of armed conflict.

(2) A child's best interests are of paramount importance in every matter concerning the child.

(3) In this section "child" means a person under the age of 18 years.

Children orphaned by HIV/AIDS face a lot of challenges which are emotional stress emanating from the loss of their parents, lack of relative support and sometimes orphans display high level of anxiety, anger, depression and disruptive behaviour. According to Mbozi, Debit, Munyati (2006, 132) in their study, they revealed that orphans and vulnerable children in school complained that the loss of their parents resulted into loss of emotional support.

These challenges contribute to poor academic performance and poor school attendance which lead to poor academic performance and poor school attendance regenerating the chain of poverty and illiteracy. With regard to orphaned by HIV/AIDS learners, their experiences are lacerating compare to orphaned learners whom their parents died due to natural causes (Misha & Arnold, 2005). Satzinger, Kipp and Rubaale, (2012) with Cluver, Gardner and Operario (2009) revealed that the HIV/AIDS orphans live in constant fear of being victimised and they feel isolated or discriminated when compared to non-orphaned children. Children orphaned by HIV/AIDS face discrimination at school compare to children who are orphaned by any other form of death (Satzinger et al., 2007, 152). Misha and Arnold (2005, 90) their findings suggested that children orphaned by HIV/AIDS are less likely to attend school because of stigmatization and discrimination in school which lead to them dropping out of school. In South Africa, enrolment of learners is encouraged and supported by the policies that govern schooling to be accessible to everyone.

Section 29 of Education rights. Everyone has the right-

(a) To a basic education, including adult basic education; and

(b) to further education, which the state, through reasonable measures, must make progressively available and accessible.

(2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account-

(a) Equity;

(b) Practicability; and

(c) The need to redress the results of past racially discriminatory laws and practices.

(3) Everyone has the right to establish and maintain, at their own expense independent educational institutions that-

(a) Do not discriminate on the basis of race;

(b) Are registered with the state; and

(c) Maintain standards that are not inferior to standards at comparable public educational institutions.

(4) Subsection (3) does not preclude state subsidies for independent educational institutions.

2.4. LACK OF SUPPORT WEAKENS THE ABILITY OF ORPHANED LEARNERS TO ATTEND SCHOOL.

Children who have lost both parents and do not reside with their extended family tend to be misguided by their peers in schools. According to Pollock and Whitelaw (2005), orphan children who lack parental support usually tend to be involved in unpleasant activities in schools, tend to be absent from schools, have insufficient resource for schools, poor nutrition which cause loss of concentration in class. Therefore, such challenges contribute to high rate of drop out if support is not available. In Van Gelder and Kraakman (2008, 19-23), study orphan who lives in child-headed family experience inability to afford school fees and school uniform and other expensive costs such as textbooks and examination fees impede orphaned

children from attending school. From these authors, child-headed families face a lot of challenges on their own without elders. In addition, numerous children identified inability to pay for school fees or related costs as the proximate cause of their withdrawal from school (Van Gelder & Kraakman, 2008, 17-23). From what the authors' state, being unable to pay for school fees signifies the lack of physical or material support. Significant of receiving psychosocial support is highly recommended for orphaned and vulnerable children.

Magano and Rambado (2012) in their study of addressing emotional needs of orphaned learners, orphaned learners participants reported that there are in need of psychosocial support in school since they experience loneliness and anger: rejection and discrimination from their peers: unresolved feelings of loss; they did not receive proper counselling to deal with their loss: feeling of neglect; because they do not get a financial support to pay for their school fees (Magano & Rambado, 2012). Orphaned learners experience loss differently. They all experience the unpleasant loss but their attitudes towards it differ from one learner to the other one: some cannot cope when they have no one to support them in their community and in their school environment, some experiences feelings of hopelessness after losing their parents. In addition, some learners experience the aftermath of the death of their parents terribly this elicits pessimistic mentality which affects the learners 'future negatively (Masondo, 2006). This, in other instances contributes to lack of interest to attend school, especial in a case whereby a child felt compelled by parents to attend school. However, it is of significant to receive emotional and psychological support for orphaned learners while in or within the school, since this is where they spend most of their time during the day and for them to be able to cope with the academic work. Nevertheless, in the absentia of psychosocial support from the school or from the community other orphan children may experience hindrances which can sway their focus from their studies in school i.e. bunking school, absenteeism and lack interest of doing their school work.

2.5 IMPROVING PSYCHOSOCIAL SUPPORT AT SCHOOL

According to the Psychosocial Working (TPW) (2003a) psychosocial is a "combination of the concepts of the individual consciousness and the social community in which the person lives and interacts". This is where emotional and social well-being of a person intertwines and functions as one. Wild (2002) defines psychosocial support as a constant process of meeting the social, mental and spiritual needs that are considered to be essential elements for positive human development. This support includes paying attention to the important aspect of human development. Psychosocial support recognises the importance of the social context in addressing the psychological impact of stressful events experienced in emergencies, losing a

parent is one of the examples (Nicolia, 2003a, 117). Children who have lost both of their parents seem to lack psychosocial support from the environments (school and home) as the structures that contribute in child developing (Mazibuko, 2007).

2.5.1 Psychosocial support components in schools

The following components incorporate to psychosocial support that is remarkable to orphans (Mayimele, 2006). The first element is the physical needs of a child; which includes financial needs such as food, shelter, clothing, school uniforms, school fees, and basic health care. Most of these economic needs of children are combined with educational needs. This endowment of financial assistance is one of the needs which are essential to orphaned children, from a psychosocial perspective, but their needs for financial support must be met in a constant and consistent manner. In high or secondary schools, learners tend to receive material needs (school uniform) from teachers who are willing to assist.

The second component is the emotional needs; “this comprises the necessity for love, security, encouragement, motivation, care, self-esteem, confidence, trust and security, a sense of belonging, guidance and understanding”(Mayimele, 2006, 21-27). According to author’s statement, children need their voices and opinion to be heard, to learn to express their feelings in an appropriate manner and to be guided. Sometimes, children's emotional needs may include assisting them to cope with especially difficult circumstances, like bereavement and loss. During the classroom session, some of the teachers tend to motivate and encourage learners about general issues which they normal encounter as learners (Mayimele, 2006, 21-27).

The third component includes “mental developmental needs of the child which include being enrolled in school as a formal education, given the opportunities to acquire observational knowledge and necessary skills that would support orphaned learners in their ability to implement an appropriate amount of control over their environment” (Mayimele, 2006, 26-35).

The fourth component is social needs. It is crucial that these essentials be fulfilled for suitable incorporation into a community or school in deprived of feelings of stigmatisation plus in emerging a sense of fitting. These needs being fulfilled nurture the capability to establish good friendships and community (school) ties. This also endorses self-acceptance and a good perspective of personal identity and causes one to be easily accepted by peers and additional

chances for social interface from which orphans acquire appropriate social behaviour (Mayimele, 2006, 26-35).

The fifth component includes spiritual needs. Children need a belief that enables them to develop hope and a belief in their future. They need to develop a sense of trust in the security of their survival. This allows them to keep trying when encountering obstacles and simplifies a sense of connectedness to late parents. Availability of teachers who are religious in school also contributes to spiritual foundation for learners (Mayimele, 2006,36-40).

The above mentioned components represent the essentials needs of the learners in schools. However, this does not exclude orphaned learners who are school going. Orphaned and vulnerable children who do not receive psychosocial support at home tend to seek that kind of support in school from teachers and other learners. Their ability to function is centred on the availability of the psychosocial support. One, if not all teachers in high school attempt to provide support that is appropriate for their role as teachers authorized by the Department of Education. In Duncan and Arnoston (2004, 11) findings demonstrates the important role that educators and school routine can play in enhancing the child's ability to survive, cope and thrive following a traumatic experience of losing parents. Duncan and Arnoston (2004, 11) further suggest that educators are in a good position to encourage and nurture elements in a school environment such as good and consistent support and guidance, an educational climate that is emotionally positive and appropriate role models, which encourage constructive coping. In addition, child's immediate social environment can play a key role in their ability to cope. Furthermore, educators mandate is to strive to create a comfortable and supportive learning environment where learners feel safe and should recognise learners affected by death or any stressful event (McDonald, 2000, 17).

2.6 THE IMPORTANCE OF EDUCATION TO ORPHANS

Generally, education plays a vital role in the development of every child including orphans and it's believed to be very vital for their future success. In spite of the vital role played by education, the experiences of orphaned learners [after the death of their parents] could be shattered as a result of the traumatic events. Bennell, Hyde and Swainson (2002) state that these traumatic events are usually detrimental for orphaned learners and have a huge impact on their uprightness in schooling. Unfortunately enough, most of them are compel to attend school in order for them to attain their desired dreams and aspirations in life.

Education is also a basic human right for all children with no exception to orphans, as recognized in the Convention on the Rights of the Child (CRC, 2013). The adaptation of these

rights is based on the assumption that a child who has access to quality basic education¹ has a 'better' chance in life. For instance, a child who knows how to read, write [more than one official language] and do basic arithmetic has a solid foundation for continued learning throughout life; such skill acquired through education would in turn be the base of a better life. Although the CRC cater and acknowledges the need and importance of education to children, such legal provision seems to be limited when it comes to orphaned learners. In a case of them continuing with schooling after the loss of either or both parents, Case, Paxson and Ableidinger (2004) argue that the children may decrease their chances of better opportunities through schooling. This decrease could be as a result of the absence or perhaps inadequate support they receive from their school which can negatively hamper academic performance. Nevertheless, Makhonza (2006) states that not all orphaned learner perform poorly amidst the absence of support systems provided by school; some still strive to perform well but there is usually an initial and/or significant drop in their performance indicating signs of disturbance.

The significance of education to orphans is also mentioned in the draft of millennium development goals for every child by 2014 by UNESCO. The goal number two which emphasises on fighting illiteracy by implanting the increment enrolment in school for orphaned children to get basic education for the betterment of their future (UNESCO, 2006). In fulfilment of the millennium development goal number two, in Kenya they identify the barriers faced by orphaned children regarding school enrolment or accessing schools. Due to the high illiteracy in the country from the past years; the Kenyan government decided to offer free education in primary and secondary levels to eliminate illiteracy to children who cannot afford to pay school fees (UNICEF, 2009). This initiative from the Kenya government made a great impact to orphaned children who were not able to pay school fees. Due to the increasing rates of children school enrolment, more teachers are trained and more school infrastructures are provided (UNICEF, 2009).

Orphaned learners experience challenges that can decrease their likelihood of school enrolment. Although the Mzondeni Community Care Organization [a Christian Based Organization] is yet to estimate the number of OVC in their community; with an estimated population of approximately 7000 children to the age of eighteen, they still provide food for these children –OVC. The organization reports that in 2001, orphans were dying in large numbers as a result of being left to fend for themselves let alone attend school. The

¹ Basic education is in relation to the South African standard of education and therefore the education provided here would be under the jurisdiction of the Department of Basic Education.

organization decided to open a satellite feeding scheme in 2007 where learners would receive food on a daily basis before returning home (Mdletshe, 2012). The provisions of food to these learners have played a remarkable influence on their daily experience at their school within the Mzondeni community of KZN. The feeding scheme is set up in Veyana combined school to feed children three times a day. Providing food to such children can keep learners in school, improve their educational achievement. Home Grown School Feeding programme in Kenya aims to support orphans and vulnerable children in school. Songa believed that one of the supports required in improving orphans and vulnerable children's education is to provide food as a basic need (Songa, 2011). Home Grown School Feeding mission is to encourage school attendance by providing food, regardless of the other challenges faced by orphans and vulnerable children in school. However, food alone may not be enough to support orphaned learners, since they have various challenges in relation to school.

Orphaned learners needs psychosocial support and this support is essential in a social environment like schools where its believed that they spend approximately eight hours of their day (Haine, Ayers, Sandler & Wolchik, 2008). This environment provided by school is of paramount important to orphaned children's social integration and psychosocial well-being. Furthermore, attending school regularly is beneficial; school attendance helps orphans affected by trauma to regain a sense of normalcy, what they used to experience as they recover from the psychosocial impacts of their experiences and disrupted lives. In a study carried out by De Witt and Lessing (2010) about psychosocial well-being of orphans in Southern Africa: aimed at exploring orphan's perceptions based in rural areas about psychosocial support. Their findings suggest that in developing [rural] areas in South Africa, there is an existing gap in the provision of psychosocial support for orphaned learners in schools compared to urban areas. But in the rural areas some orphaned acknowledge that some of their family members do provide psychosocial support; this is however, from their extended members specifically i.e. grandparents, aunties and uncles (De Witt & Lessing, 2010). Since some orphaned learners do receive psychosocial support from relatives but others who live with grandparent tend to lack the support and parental guardians (De Witt & Lessing, 2010). Some orphans who reside with grandparent are less likely to attend school regularly and are more likely to fall behind or drop out compromising their scholarly ability and prospects. This could be as a result of their grandparent's inability to discipline them on schooling. The effect seems to be greater for double orphans who reside with grandparents than any kind of orphans. In other African countries like the United Republic of Tanzania school, attendance rate for non-orphans seems to be higher than double orphans in the

previous years (Goba & Woods, 2011). The prevailing factors of the reduced school attendance for double orphans are assumed to be the lack of financial support and lack of parental guidance (Case, Paxson & Ableidinger, 2004).

2.6.1 The role of school in supporting orphans

Schools as rights-based institutions play a major role in protecting pupils and teachers against discrimination (Goba & Woods, 2011). In addition schools have undeniable advantages in the following areas:

- Identification of orphaned learners.
- Provision of psychosocial support to all children, but especially to those who are orphaned.
- Monitoring of the well-being of orphans.

Schools are also capable of providing a range of education-related services to orphans, for example:

- Provision of daily meals to their learners.
- Endowment of after-school supervision relating to homework for those who have no other adult supervision.
- Connecting learners in particularly difficult situation to other relevant services to meet specific needs.

2.6.2. The teachers' responsibility in supporting orphans.

Teachers are capable of identifying indicators of orphaned learners with problems within the classroom, such as prolonged absenteeism and poor academic performance, since this is not limited to orphans only (Bray, 2004, 34). It is then a teacher's responsibility to converse with the child to check if whether the child is an orphan or not. Classroom is assumed to be the ideal place for a teacher and child to interact. Teachers are believed to have come up with different tactics to elicit sensitive information from learners in order to understand their different problems. During the classroom session teachers are able to identify orphan and non-orphan children by setting essay topics that provide (children) learners with opportunities to write their personal experience, using drawing to explore learners coping strategies introducing a suggestion box where learners can post letters to teachers anonymously and communication books to allow caregivers and teachers to communication with one another about a particular child (Boler & Carrol, 2003).

2.7 MANDATORY ROLES FOR TEACHERS

Teachers are people who are qualified to teach in schools. Where there are a variety of children who come from different background. The community view teachers as co-parents. Since, they play a role of being parents in school during the day. However, teaching like any other job has a description which allows them to collaborate in taking care of children while there are in the school environment. The National Education Policy Act 27 of 1996 (South African Department of Education, 2000a) classifies seven roles which teachers are mandated to play in the school environment. The roles include the following:

2.7.1 Learning mediator

One of the basic roles played by the teachers involves being a mediator of learning to children. The teacher uses the best suited method to accommodate varied learners needs and also create learning environment that is best fitting in terms of context and inspirational uplifting. It is also reported that teachers are supposed to communicate with learners showing respect and acknowledging and embracing learner's differences (South African Department of Education, 2000a).

2.7.2 Interpreter and designer of learning programmes and materials

The teacher should have an insight and be able to interpret different learning programmes and design appropriate learning programmes to include different needs of learners, identify the requirements and resources that will best suite their ability to learn, the sequence and pace that is relevant for a specific context of learning (South African Department of Education 2000a).

2.7.3 Leader, administrator and manager

It also reported that the educator should make decisions representing the learner's needs, for example in a case of orphaned learners who are in need, since teachers interact with learners more than other people because they spend most of their time in school. Teachers are also reported to manage learning in the classroom, to be competent in their classroom administrative duties and get involve in school decision making assemblies. Teacher's competence will serve to support learners and contemporaries and also struggles to meet educational needs of learners (South African Department of Education 2000a, 23).

2.7.4 Scholar, researcher and lifelong learner

South African Department of Education (2000a) revealed that teachers will achieve continues professional growth through tracking insightful study (ability to provide educational and

psychosocial support) and research in their field of study, in wider professional and scholastic matters.

2.7.5 Pastoral role

Teachers endorse a critical, committed and moral attitude towards developing a sense of respect and obligation towards learners. However, they also support the constitution and promote autonomous standards and practices in schools and further show an ability to develop a supportive and empowering school environment for the learner. In particular, developing critical and sensitive methods of teaching HIV/AIDS education to learners who are affected and infected (South African Department of Education, 2000a). In addition, besides teaching, educators also have to be sensitive in handling learner's problems and be sensitive.

2.7.6 Assessor

It is discovered that teachers are also viewed as the assessors. They understand that assessment is a significant feature of the learning process and have an insight on how to assimilate the test or exams into learning process. It is believed that teachers understand the purpose of assessment and the methods used to implement it effectively. Furthermore, assessment results are scored and recorded by the teachers. In this process they are able to identify the learner's academic performance and recognise if there is a learner who is struggling (South African Department of Education, 2000a). Then teachers intervene by supporting the learners to find the real problem of poor academic performance. If the learners problem is beyond the teachers' scope of practise, the learners is then referred to a professional.

2.7.7 Learning area

South African Department of Education (2000a) discovered that the teacher should be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning and, where appropriate, research and management, and how these may be used in ways which are appropriate to the learners and the context. The educator will have a well-developed understanding of the knowledge appropriate to the specialism. Teachers should also have knowledge and skills to support learners whom are struggling with personal problems that might affect their school performance.

2.8 SUPPORTS FROM TEACHERS IN SOUTH AFRICAN AND OTHER AFRICAN COUNTRIES

Orphaned learners have become a plight in schools due to the pandemic of AIDS. However, as this problem arise in schools, teachers are facing a challenge to support and care for orphaned learners, which adding a role of a parent or a social worker to teachers. Supporting orphaned learners has not been easy for teachers before since their skills were limited to teaching only. Nonetheless, the government have considered training for teachers that will equip them with skills on how to support and care for orphaned learners in the following aspect: physical, psychological and emotional. According to Harrison, Smith and Meyer (2000) the Department of Education has recognised the problem of the increasing rates of orphans in schools. Hence that, there have been programmes which trains teachers on basis of life skills and how to care and support the increasing rates of orphans in schools. These programmes also included how to organise Health Advisory Committee (HAC) and teachers were trained in basic counselling, to acquire skills in lay counselling and be able to identify and support orphaned learners who need counselling services.

In Lesotho, it is reported that they have recruited to train teachers to be lay counsellors; each school has one teacher who is trained as a lay counsellor (UNICEF Lesotho, 2011). This model of lay counselling includes a holistic approach which focuses on providing physical, emotional, spiritual and social support in order to improve schooling outcomes for children orphaned by HIV/AIDS. In addressing these dimensions, the programme is centred on providing grief and bereavement counselling; promoting positive social interaction; providing practical necessities, such as school uniforms, fees and stationery and providing spiritual support to help children cope with the grief. The programme is implemented by school teachers, who are first trained by supporting organizations such as Midlands Aids Caring Organization (MACO).

One study (Thembelela, 2007) focuses on evaluation of psychosocial support that is available for orphaned learners affected by HIV/AIDS. According to Foster (2001), the question that is raised is that, beside food and education received in school, what kind of support is provided for orphaned learners in schools? (Foster, 2001). Adams (2005) findings suggest that there are existing programmes that support orphans in their communities and schools. These programmes according to the author include organisations such as non-governmental organisation (NGO), Community- Based Organization (CBO) and Faith-Based Provision (FBO) that access funding to purchase food and clothing particularly school uniform for orphaned learners (UNAIDS, 2008). These programmes are assumed to be assisting orphaned

learners at school especially the non-governmental organisation which focus on food schemes. Hence, the role of the teacher in this case is to identify the orphaned learners in those schools who are susceptible to the support available. The Department of Education in KwaZulu- Natal assists learners by establishing psychological guidance and special education services (Goba & Wood, 2011). This service provides support to learners who experience challenges academically, socially and emotionally (Kinghorn, Schierhout, & Johnson, 2001). But due to the overload of work for teachers, the department decided to also employ specialists such as psychologist and social worker in schools to assist learners, exclusively orphaned learners (Hayes, 1979). This further explains that orphaned learners are well taken care of when it comes to basic needs and also taken care of in a school environment. Schools are believed to have a major role in supporting orphans and vulnerable children and children who are affected and infected by HIV and AIDS. Some schools go beyond providing educational facilities to providing psychosocial needs (Hargreaves, Morison, Kim, 2008, 56). This also proves that orphans are not neglected in our community more especially in their surrounding schools (Louw, Edwards & Orr, 2001).

The Department of Education is also introducing programmes which are specifically designed to assist educators on how to care and support for orphaned learners in schools, i. e, counselling skills and the ability to provide psychosocial intervention before the child is referred to educational psychologist. In Western Cape Life Orientation, teachers were recruited to attend the programmes provided by the Department of Education, like lay counselling. In each school selected, educators were trained in lay counselling skills to be able to identify and support both learners and colleagues who need counselling services (Hayes, 1979: Goba & Wood, 2011). The programme also required trained teachers to handpick other educators in their schools and train them to form a support system within the school (Goba & Wood, 2011).

Noddings (1996) reported that teachers have come up with ways to consider orphaned learners and their situations, for example, instead of punishing the orphaned learner for submitting homework late, teachers decided to be flexible about it and accept late submission of home-works and accommodate them if they miss classes regularly. This proves that regardless of the challenges encountered by teachers in supporting learners, they have established a strategy that will support the learners more especially orphaned learners. School principal showed their flexibility by allowing late payment of school fees. This implementation in the school served as encouragement mode to orphaned learners to attend school regularly, since there is not left behind or left out.

It is recorded that teachers go an extra mile to support orphaned learners in their schools and also reported that even though teachers are assumed to be poorly paid, some teachers still use their own salary to directly support some of the orphaned learners who are needy in their class (Ladson-Billings, 1994). Effective teachers are available in schools that are able to take care of the learner's welfare without expecting anything in return. Supportive teachers have been reported to pay for the school fees for orphaned and vulnerable learners. They have also been said to offer orphans and vulnerable learner's school material such as pens, exercise books, uniforms and other clothing as well as covering medical costs and transport back home for those feeling unwell. Furthermore, teachers also have been implementing gardening to support the learners that do not have food to eat (Bhana, Morrel, Epstein & Moletsane, 2006). This indicates that orphaned learners receive material or physical support from teachers in school.

According to Goba and Wood (2011), it is revealed that even though the Department of Education has designed workshop that will equip teachers on how to care and support orphaned and vulnerable learners in schools. Other teachers reported to experience a challenge in supporting orphaned learners. First, teachers are struggling to translate knowledge to action.

Goba and Wood (2011) discovered that teachers reported that they could not implement what they learnt in the workshops organised by the Department of Education. They further stated that the workshop was very informative and enlightening. It also aid in improving their attitude and also equipped them with skills of supporting and dealing with orphans and vulnerable children in school. Others reported that although the training improve and increased their knowledge regarding HIV/AIDS, but that does necessary mean they are comfortable of helping learners infected or affected by HIV/AIDS (Peltzer & Promtussananon, 2003, 25). However, other few teachers confirmed that they are willing to help the orphaned learners in spite of what their colleagues assumes (Goba & Wood, 2011, 35).

Department of education (basic) programme provide necessary support to teachers so that they can support distressed children in the following elements (South Africa Department of Education, 2000a):

- In teacher training, emphasize that an individual teacher cannot do everything or solve all the children's problems.
- Whenever possible, provide regular breaks for teachers.

- Regularly rotate responsibility among teachers, so that one or a few teachers do not bear the burden of all that needs to be done.
- Schedule staff meetings and in-service training
- Encourage peer support
- Provide opportunities for teachers to improve their skills, which in turn will increase their sense of professionalism, self-esteem and motivation.

2.9 CHALLENGES ENCOUNTERED BY SUPPORTIVE TEACHERS IN SOUTH AFRICA AND AFRICAN COUNTRIES.

Even though the Department of Basic Education has introduced programme to support learners like orphans within the school environment. Teachers seem to be experiencing difficulties in implementing skills acquired through these programmes. There are skills that teachers need to acquire before they are able to implement skills acquired through such programmes.

It is reported that teachers who have attended the training workshop have also experience challenges when it comes to supporting orphans and vulnerable learner. Their perceived challenges involve personal and school environment factors. Since teachers also assist orphaned learners who are infected with HIV, the teachers get stigmatised by their colleagues. On the environmental challenges, the teacher's experience, they reported that they do not receive support from Department of Basic Education regarding the resources which are required by the orphaned learners. When teachers are conducting counselling to learners, there are usually no conducive rooms. It is reported that they counsel them under the trees so that no one eardrops the conversation (Bhana, Morrel, Epstein & Moletsane, 2006, 35). There is a lack of co-operation between the teachers and the department (Morrell & Ouzgane, 2005, 29). Boler and Aggleton (2005) reveal that there is a predicament among educators, who are often working as teachers (overworked) and also work as a social worker (not fully trained) and they not paid accordingly. Neild and Angus (2005) attest that teachers need to be skilled to be able to identify the signs of the learners who are orphans who need support. According to Goba and Wood (2011), teachers reported that the department should recruit specialists like psychologist to be based in schools to assist the teachers in addressing the orphaned and vulnerable learner's welfare. According to Wood and Webb (2008), teachers reported that to make the support of orphaned learners effective, school leadership should also play a role in

strategizing methods to enhance orphaned learners support in schools and also the integration of other departments like social welfare department. Wood, Ntaote and Theron (2011) argue that teachers should also be supported and empowered on the initiative to support orphaned children in schools.

Life Orientation teachers felt ostracised by other teachers, when they initiate to assist orphaned learners, since they were chosen to attend the Department of Education workshop. Furthermore, teachers reported that when they try to share the information of how to support orphans and vulnerable learners at school, so that they can work together in supporting the orphaned. They reported that other teachers were not interested at all (Goba & Wood, 2011).

According to Kirby, Obasi and Laris (2006), directing only Life Orientation teachers for HIV/AIDS workshop is opposing to the Department of Education's statement that it is the responsibility of all teachers to address OVC problems to all schools. Other teachers did not want to partake on supporting orphans and vulnerable learners because they reported that they were not included in the workshop which were organised by the Department of Education (Goba & Wood, 2011).

Teachers also reported that even though there were also equipped with counselling skills, the only thing that they could do is to listen to the learner's problem. But afterward, they did not have a clue what to do next (Goba & Wood, 2011,30-46). They suggested that they needed more days for the kind of workshops and with in-depth information regarding after listening what teachers are supposed to do and how to do the follow up. According to Van Laren and Ismail (2009), another challenge for teachers in implementing the knowledge were the courses which were discussed, with the exclusion of the life skills programme, cannot be integrated into the curriculum and require actions which are considered as extra mural activities of the Life Orientation teachers and those they wish to involve something that time-consuming and edgy teachers may find demanding to do (Van Laren & Ismail, 2009).

Teachers needs to be exceptional aware of the school environment for them to be supportive, they first need to be able to recognise and be alert of the daily school struggles of orphaned learners and their particular needs (Muller, Katz & Dance, 1999). Teachers who are supportive to orphans and needy learners should be able to work beyond their scope of practise: which include being aware of the challenges that prevent orphaned learners from attending school frequently and performing well academically (Muller, Katz & Dance, 1999, 23).

According to Skinner and Belmont (1993), supportive teachers tend to struggle in understanding challenges of orphaned learners within the school environment. Teachers reported struggling to provide proper counselling to sympathise and care for orphaned learners who are encountering challenges which they experience in school; lay counselling skills seem not to be enough to assist orphaned learners to cope in school and also maintaining confidentiality tend to be difficult in teachers. It is also reported that teachers also struggle to make orphaned feel at home or by creating a friendly school environment. This is caused by the difficulty of spotting orphan in school since not all orphans appear to be needy (Skinner & Belmont, 1993).

The other challenge which is reported by the teachers is that, they felt like they play an extra role and it is challenging for them if they do not receive support from their colleagues (De Jesus & Conboy, 2001). Sometimes they end up doing more work which is related to the welfare of the orphaned learners instead of teaching. Furthermore, they end up using from their own pocket to support the orphaned learners without the support from the school environment, teachers basically play the role of being a parent since the orphaned learners do not have. According Wood (2009, 23-28), since teachers who support orphaned learners do not receive support from the schools, supporting orphaned learners sometimes it becomes a burden to them. “They reported incidents of having to follow up learner absenteeism, deal with the hostility of learners by their peers due to stigmatisation, struggle to get material and financial support for learners and offer emotional support to traumatised learners all of which left little time for actual teaching and learning to take place” (Wood, 2009,23-28). In addition, teacher’s situation plays a major role in supporting orphaned learners in school, for example, if the teachers are affected by the death of the beloved which also affect them emotionally and financially. Teacher’s unpleasant situation has a negative impact on the response to orphaned learners needs in the school environment (Theron, 2007, 27).

Secondary schools in townships seem to be struggling in providing child-friendly environment for learners. Establishing a caring school environment in under-resourced township schools is possible. There are some remarkable successes. The bulk of under resourced schools struggle to adopt the measures needed to earn the distinction of being child-friendly and caring (Theron, 2007, 38). The most common obstacles to effectively implementing a caring schools programme are broken up into two broad categories: school-based obstacles are those related to in-house problems that most townships are grappling with (overcoming and lack of resources). The institutional obstacles are those factors that only are addressed by systematic changes related to social welfare. Educators at secondary school are

aware of the problems facing their institutions and expressed differing levels of motivation for changing status quo.

2.10. EFFORT TO PROVIDE CARE AND SUPPORT TO ORPHANS AND VULNERABLE CHILDREN WITHIN THE SCHOOLS.

There are community-based projects which also play a huge role in supporting orphaned learners and vulnerable children within the school premises to assist the teachers. The following projects seem to be relevant in this study with their mission to provide orphaned learners support in school.

2.10.1 BANTWANA PROJECT

There are various community based programmes which are playing a significant role in collaborating with teachers to support orphaned learners in school. The researcher would like to single out Bantwana project as the best acknowledged programmes.

Bantwana schools integrated program which is based in Swaziland aims to improve the wellbeing of vulnerable children and their caregivers and families affected by HIV and AIDS and poverty. The programme implemented a remarkable support with the aid of overseas country like United States of America (UNICEF, 2006, 29). Bantwana Schools Integrated Programme (BSIP) participating schools have received grants to purchase additional educational material and equipment for the school. The introduction of the International General Certificate of Secondary Education (IGSE) curriculum in Swaziland has put rural schools at a pronounced disadvantage in comparison to most urban schools. The new curriculum has introduced oral and listening comprehension testing, requiring the use of tape recorders and DVD players to assist learners understand school work better (UNICEF, 2006, 39). Schools are expected to play DVDs and tapes for some subjects and to use tapes for oral exams. In addition, exams in science and other subjects require raw materials for schools to provide practical's for learners in these subjects. In other countries, their effort of supporting is implemented in the classroom setting where learning is advanced in spite the disadvantages encountered by other learners regarding their poor academic performance.

In Kenya, there are schools with supportive teachers, which their work does not go unnoticed. They are able to do the following for orphans and vulnerable children: Recognition of Special Needs, Caring and Sympathetic, Inclusivity and Flexibility, Support and Provide Assistance (UNICEF, 2006).

2.10.2 MOSAME PROJECT

As regard to the challenges encountered by teachers who are offering support to orphaned learners in school, existence of visible support of community project plays a major role in supporting orphans and vulnerable children in school. Mosame project is one of the projects that support orphans and vulnerable learners in schools. This is a rural based project. Children in the village who are orphans and vulnerable are paid school fees by the project. This project built classrooms and provided learners with education facilities. The orphaned learners who reside with their extended families like grandparents were given a chance to study in private schools.

Education plays an important role in the child development and it is generally accepted that parental death from AIDS has a serious negative effect on children's education (Bennell, Hyde, & Swainson, 2002, 34). Some recent studies have examined the impact of parental HIV/AIDS-related illness and death on children's education. Findings from these studies suggest that the impact of parent death on children's schooling is persistently disadvantageous.

2.11 SUPPORTS FROM PEER-LEARNERS

Taukeni (2012, 39) in his study of 'orphans learners' experiences with regard to bereavement support: implications for school guidance and counselling, states that in schools orphaned learners are treated kindly by their peers. The school teachers make it their duty to inform the learners about the tragic event of losing beloved parents, therefore advise their peers to support them (orphaned learners). Orphaned learners reported that peer learners consoled them after the losing their parents. According to Goba and Wood (2011), the Department of Education also created a programme to equip learners on how to assist and support orphaned learners in schools. This division was aimed at providing peer education. In one of the Eastern Cape high schools, grades 7 to 11 were trained to develop learner life skills. So that they can care and support their peers and also trained to identify at risk youth or orphaned learners who need any kind of support while in school and refer them for assistance.

2.12 SUMMARY

This Chapter reveals the implementation of achieving Millennium developmental goals number two and how the south African government is assisting teachers by creating workshop that will equip them with skills of dealing and supporting of the increasing rate of orphans and vulnerable children attending schools. It also discovered that not all teachers engage in supporting the orphaned learners. This also created a burden to those who are willing to assist

as they felt that they had more roles in school. But the underlying question in this would be how orphaned learners do then experience the support they receive from educators, if some of the teachers feels like it is a burden to support them. Basically the objectives of the study were all covered in this chapter through the literature gathered from the previous studies. In the next chapter, the methodology of the study will be elaborated and the illustration of how the data will be collected.

CHAPTER THREE

3.THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In this chapter, the researcher aim at learning amongst other things, theories that are relevant to the study by evaluating their strengths for the purpose of establishing a strong position for the adaptation of the most appropriate theory for this study. The theories selected are discussed in turn. These include Bronfenbrenner's ecological systems model of human development, Social interactionism and Rapture theory.

3.2 THEORIES UNDER DISCOURSE

A number of theories would be discussed that are found to be relevant for this study. In this section the following theories will be discussed:

1. System's theory
2. Bronfenbrenner's ecological system's model of human development
3. Symbolic Interactionism
4. Social rapture theory
5. Attachment theory
6. Empowerment theory
7. Identity theory

3.2.1. SYSTEM'S THEORY

Systems theory is a way of elaborating increasingly complex systems across a variety that encompasses the person in the environment (Anderson, Carter & Lowe, 1999). This constitutes the understanding of the orphaned learners emotional well-being, psychological well-being as well as physical well-being within the school environment. The theory serves to help the teacher to acknowledge and have an in-depth understanding of the forever changing behaviour and child development of the learner in school. The theory is erected on organising an outline for practise that captures the nature of what the teacher's do.

System's theory focuses on discovering the interaction between the human and the environment. It emphasises on understanding human behaviour thorough in different setting or environment. Presumably a teacher needs to understand the child home situation in order to understand the academic performance or behaviour in school. Orphaned learners perceive school as a combination of the social and academic system. This allows the existence of the

interaction among educators and peer learners. The on-going interactions in the school system enhance understanding of orphaned learners, educators and peer learners.

3.2.1.1 Critiques of the system's theory

According to Anderson, Carter and Lowe (1999) the application of the theory, human behaviour can be understood through the interaction of different environment systems. Environment system can or cannot influence a person's behaviour. Thereof, human can be understood through their cognitive capability or how they perceive things.

3.2.2 BRONFENBRENNER'S ECOLOGICAL SYSTEMS MODEL OF HUMAN DEVELOPMENT.

The theory grasps that development mirrors the influence of several environmental systems and it identifies five environmental systems with which an individual interacts (Vander Zanden, Crandell & Cranndell, 2007). It aims to identify the need to understand individual's development within their environments (Tudge, Mokrova, Hatfield & Karnik, 2009). Application of the theory focus on several goals for instance to explain the person-environment interaction, to improve people-environment transactions, to nurture human growth and development in particular environments and to improve environments so they support expression of individual's system's personalities (Bronfenbrenner, 1994). Bronfenbrenner theory focuses on the impact that environment plays on the growth and development of an individual (Santrock, 2011). Child development takes place through processes of progressively more complex interaction between an active child and the persons, objects and symbols in its immediate environment. To be effective, the interaction must occur on a fairly regular basis over extended periods of time (Bronfenbrenner, 1979). Bronfenbrenner's (1979) systemic approach will be followed in the investigation, where the microsystem, mesosystem, exosystem and macrosystem are all different systems, but can still influence and affect each other. The systems have the likelihood of equally affecting the development of the child or learner.

According to Berk (2000) the systems include microsystem, mesosystem, exosystem and macrosystem. In Bronfenbrenner (1979), the microsystem involves individual's surroundings such as the family, classroom or systems in the immediate environment in which an individual is operating. The mesosystem is two microsystems interacting (two different environment interacting), such as the connection between a child's home and school. The exosystem is an environment in which an individual is incidentally involved and is external to the child's experience, yet it affects him anyway i.e. a child's parent's workplace. Lastly, the

macrosystem is the larger cultural context. Each system has a different affect in the person's nurturing or rearing.

According to Bronfenbrenner (1979:22), a microsystem can be defined as a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. This theory is aimed at describing the life experiences of orphans, through the eyes of people who are contributing to the human development of the orphans in school such as educators and peer learners. In the part of the theory, microsystem will be applied to articulate the motion of the study. Since orphaned learners are affected by both home and school environment, school in particular. Orphaned learners experiences are assumed to be more or less similar regarding the environment, their common incident of losing parent and feeling of rejection. However, since the home environment is also influential to the orphaned child rearing, loss of parent can create a huge gap in their lives. Compensating the loss, this might lead to seeking the desired support from teachers and peer learners as they spend most of their time in school with the aforementioned persons. Nonetheless, the application of the theory in research should be extensively applied, depending on the type of research. The theory has its own critiques.

The researcher begs to differ with the above theory. Since this study serves as a narrative component, to get the first or primary knowledge of how orphaned learners experience support they receive from educators and peers. The researcher believes that other theories if any have been focusing on the edited version of adults (educators) knowledge. This study presents orphaned learner's experiences in the school, their reality which is defined by their experiences.

3.2.2.1 Critiques of Bronfenbrenner's Ecological systems model of human development.

Bronfenbrenner's model strengths, it provides a strong theoretical and research means through which the influence of the environmental as a whole can be factored into individual or social interpretations of human development. Moreover, it seems that this ecological theory of development can be used in conjunction with other explanatory accounts, typically as a complementary level of explanation with which to supplement more isolated individualist accounts of psychosocial development (Watts, Cockcroft & Duncan, 2009, 123 -130).

This theory has two basic criticisms: one might be able to level against Bronfenbrenner's theory. The first is that while Bronfenbrenner has plotted an account that does not seem to underestimate the complexity of development, it does appear that it may be a difficult explanatory model to apply (Klein & White, 1996). There are two main reasons for this. First,

Bronfenbrenner requires an extensive scope of ecological detail with which to build up and substantiate a satisfactory developmental description. The extent of his model would seem to recommend that almost everything within an individual's developmental environment could potentially play some role in their development. This level of detail and complexity may be necessary for an adequate developmental description, we need to ask at what point one has enough detailed information to support an uncertain explanation for behaviour personality (Klein & White, 1996, 292). Monitoring Bronfenbrenner ecological systems and their effect it can only be applied in the ethnography studies. But when there is only one variable the researcher is focusing on, Bronfenbrenner's theory will be viewed as a complicated theory.

Second, although earlier developmental interpretations pursued the answers for development outcomes in immediate social surroundings, Bronfenbrenner's scope of developmental effects only in systems terms, then the smallest factor of influence needs to be understood only as a part component of a complex multifaceted system of influence, because all factors of developmental are mutually and systemically influential (Berk, 2000, 134). It seems that we need to take all such factors into consideration when trying to establish the significance of even the small developmental variable. This fact once again makes the complexity of Bronfenbrenner's model practically unmanageable. The same holds for his argument that development is always a two-way process (Winegar, 1997, 43). The sophisticated and complex nature of his model, which prevents it from being reductionist, also makes it very difficult and complicated to implement practically. It is not every child who is exposed in all the systems or is influenced by the systems, other systems do not exist at all, while some have a minor significance in the development of the child. Regarding this research, school environment is the ideal component which the researcher is focusing on. However, development of the orphaned learners in school is not considered a priority.

3.2.3 SYMBOLIC INTERACTIONISM

Symbolic interactionism or social interactionism is a theoretical approach to understanding the relationship between humans and society. The assumption of the theory is that persons are not born with a sense of self but develop self-concepts through social interaction (LaRossa & Reitzes, 1993, 150). According to Graffin (1997, 60), there are three core principle of the social interactionism theory, which involves meaning, symbolic and language. Meaning states that humans act toward people and things according to the meanings that give to those people or things. Symbolic Interactionism holds the principal of meaning to be the central aspect of human behavior. Language gives humans a means by which to negotiate meaning through symbols. Humans identify meaning in dialogue acts with others. Thought modifies each

individual's interpretation of symbols. Thought is a mental conversation that requires different points of view.

It further explains that symbolic interaction perspective is based on how humans develop a complex set of symbols to give meaning to the world. According Blumer (1969), symbolic interactionism has come into use as a label for a relatively distinctive approach to the study of human life and human conduct (Blumer, 1969). With Symbolic interactionism, reality is viewed as developed interaction with others.

People and the society cannot be separated far from each other for two reasons. Firstly, being that they are both created through social interaction and secondly, one cannot be understood in terms without the other (Blumer, 1969). School environment cannot be understood without teachers and teachers cannot be understood without learners (Graffin, 1997, 63).

This theory is applied to the study through the interaction of both the orphaned learners and their school environment. Symbolic interactionism approach can be interpreted by the support provided to orphaned learners by the educators and peer learners, that how interaction developed in a social context. Furthermore, it also includes the definition of support from both teachers and orphaned learners, how they both perceive support. The orphaned learner's reality of life is viewed in a school environment. Basically school is one of the environments that individuals improve both self-concept and their uniqueness through social interaction with the teachers and with the peer learners. Their experiences in school are associated with how they interact with individuals i.e. peers and educators with whom the everyday interaction exist. Their experience cannot be described without the involvement of the environment and orphaned learners reality can only be defined by them.

3.2.3.1 Critiques of Social interactionism theory

Symbolic interactionism has been criticized for relying too much on qualitative methodology and for failing to incorporate quantitative methodology into its research program. It has also been criticized for being uncertain on the theoretical front and for moderating large scale social structure (Goffman, 1958, 62). Particular, it is micro-level attention some have argued that symbolic interactionism is not microscopic enough because it tends to ignore psychological factors. Symbolic interactionists are currently trying to answer some of these criticisms by integrating micro and macro-level theories and synthesizing their approach across other fields of study.

Symbolism interactionism has changed considerably since its origin. It has extended beyond its concerns with micro-level relations, integrated ideas from other theoretical perspectives

and be adopted by sociologists who would not define themselves as symbolic interactionists (West & Turner, 2007, 123). Symbolic interactionism is too broad, it places too much emphasis on personal behaviour, it neglects other important variables.

These critics assert to fully explain specific meaning-making processes and communication behaviours. Related to this is the objection that the concepts that make up the theory are broadly drawn and rather vague. Additionally, due to this vagueness, it is difficult to change. Symbolic interactionism proponents explain that it is not a unified theory, rather it is a framework that can support many specific theories (Herman-Kinney & Reynolds, 2003, 1054). Critics observe that this ignores the extent to which people live in a world not of their own making. Symbolic interactionism theorists regard a situation as real if the actors define it as real. There are important concepts that symbolic interactionism ignores such as emotions and self-esteem (Charon, 2004, 140). Critics observe that the theory does not explain the emotional dimension of human interaction.

Furthermore, critics note that the theory discusses how to develop a self-concept, but it does not have much to say about how to evaluate ourselves. With reference to the lack of attention to the emotional aspects of human life, theorists state that the theory itself can accommodate emotions. The researcher aligns the study with the social interactionism. The theory supports research in multiple contexts and it is constantly being refined and extended. It is one of the leading conceptual tools for interpreting social interactions and its core constructs provide the foundation for many other theories (West & Turner, 2007, 132).

The theory elaborates on the human interaction with the society, while using basic components such as meaning, language and symbolic as the core principle for social interaction. The reflection of the theory in this study focuses on the orphaned learners and the school environment. Meaning is applied when the teacher or peer-learner offer something they need, it is up to the orphaned learner to articulate in her or his context what it meant by the action, for example, it can be viewed as generous, pitiful or support. Language in which orphaned learners communicate with the teachers and peer learners, for example, to give food to the orphaned learner during the break, with her/his peer it would be assumed as an initiation of friendship, while with the teachers orphaned learner might believe that it is their responsibility to provide for them when they are in school. This misunderstanding is likely to occur when the communication is ineffective. Due to the symbolic gesture or act of supporting orphaned learners, others might not work very hard because of tentative that teachers would not fail them because they understand their situation. The self-concept that is

discovered by orphaned learners through the support received from learners and teachers, it is based on the internal dialogue to interpret the situation and to make perception about their experiences in school (Cho, Hallfors, Mbai, Itindi, Milimo, Halpern, Iritani, 2011). Since the studies (Hargreaves, Morison, Kim, 2008; Louw, Edwards & Orr, 2001) have confirmed that orphaned learners do receive support in schools. The support can have different meanings to the teacher, peer learners and orphaned learners. Furthermore, this study seeks to reveal the meaning of the orphaned learners perspective of the support received from both teachers and peer learners. Social interactionism was also applied in symbolic interactionism, the role of interaction in the Israeli-Palestinian conflict. It was applied to analyse the social interaction and dimensions of self-concept which contribute to social conflict (Baghdadi, 2009). In Dell (2008), acting your age, a study of the relationship between online social interaction and identity in older adults. The study seeks to investigate on the relationship between Internet use and identity, particularly age-identity, in older Internet users. Williams (2005) in his study of what is social interaction support a grounded theory of social interaction in the context of the family.

3.2.4. SOCIAL RAPTURE THEORY

Rapture is defined as delight or joyful ecstasy. Other definitions state that rapture is referred to as to seize or to abduct (Cady, 1998, 90). The rapture theory involves an abandonment of the world God created and wants to renew. Adherents of rapture (Cotterell & Turner, 1989; Couch, 2001) often say nuclear war and destruction is inevitable, they think seeking or pursuing peace is in vain and that environmental despairs are unstoppable. This is because their eyes are in the clouds waiting for a trumpet to sound so that they can be bodily lifted into the clouds. As a result, there is no call for social justice, no concern about caring for the environment, and no effort to make peace among the nations.

In this research study, the implications of this theory relate to orphaned learner who lost their parents. The incident elicits feelings of hopelessness and despair to orphaned learners. When they are in a school environment, their “eyes are in the clouds waiting for a trumpet to sound so that they can be bodily lifted into the cloud” this means that whilst they are in the mist of distress and anguish of losing both parents, they are anticipating for someone to support them like teachers and peers to restore their hope in life. Other orphaned learners believe that their hope will be restored when they also die with their parents.

The researcher is aware that when losing both parents children usually feel abandoned, hopeless and helpless. Others lose hope of being happy again since their joy which was once

filled with the presence of their parents does not exist anymore. They cannot imagine their lives without their parents and sometimes they feel discontented and believe that this is how there are supposed to live their lives without their parents. However, this discontent elicits anger and some orphaned learners in school began to show maladaptive behaviour which is sometimes not acceptable in the school environment. Nonetheless, other orphaned learners from the feelings of abandoned their situation of losing both parents results in searching for one of the parent trait like support from teachers and peers to fulfil the joy that was abducted when both parents passed away. Ruth (2005) attests on that self-introspection is one of the important components, which requires one to re-evaluate and observe the incidents that define his or her experiences. They search for a definition of life in school, regardless of the support given by their extended family members. Whilst getting education in school, orphaned learners also search for support and care from people who surrounds them i.e. teachers and other learner.

3.2.4.1 Critiques of Social Rapture theory

Social rapture theory is a prophesy of what would happen to people during the rapture, it further say people will destroy their environment because their focus is on meeting their maker. It has not been seen (Nixon, 2010, 24). Application of the theory will be inappropriate since the orphaned learners are not responsible for destroying their environment instead they go to school to establish themselves and build their future. In rapture theory, the future on earth is not considered. This tentative theory cannot be tested its fact is based on assumption.

Orphaned learners according to social rapture theory seek to belong and be found by mothering figure type of a person to be attached to.

3.2.5 ATTACHMENT THEORY

Attachment means an affectional bond between an individual and an attachment figure (Ainsworth & Bowlby, 1991, 331). This bond is groomed with love, care and support. This bond of warmth between two people begins with a mother and a child. This bond is believed to be inseparable, never n the fades. A child can be attached to anyone who is consistently caring and loving unconditionally. The attachment theory focuses on behaviours that involve engaging in lively social interaction with the child and responding cheerfully to signals and approaches (Ainsworth & Bowlby, 1991, 333). The separation of the mother and a child, results in feeling of anxiety and helplessness for the child. However, a child tries to re-establish the affectional bond with any adults whom seem to respond with caring and loving gesture toward the child.

Children after the death of both parents are likely to feel anxious about the future, helpless, hopeless and sad. In addition, separation between the mother and a child relation changes the life of the child completely. Some exhibit feelings of anger and confusion. But when they are exposed in a school environment with peers and educators they immediately feel a sense of belonging. They meet learners who are orphaned like them and feel a strong desire to connect with such person and also respond cheerfully to educators who seem to be displaying warmth, caring and paying attention to them. Even though the bond of the child and mother is never extinguished but re-establishing a new relationship of peers and educators in school and become attached to them restores the love, care and hope to the orphaned learners. But in contrary to this other orphaned learners are anxiously to love and care again because they fear that they might lose the person they become has become attached to.

3.2.5.1 Critiques of Attachment theory

Attachment is not necessarily centred on one relationship i.e. mother and a child. Sometimes the attachment between a mother and a child does not exist (Ainsworth & Bowlby, 1991) .i.e. a child might view his/her mother as a rival.

3.2.6 EMPOWERMENT THEORY

Empowerment is defined as a process in which a person who lacks power sets a personally meaningful goal oriented toward increasing power, takes action toward that goal and observes and reflects on the impact of this action, drawing on his/her evolving self-efficacy, knowledge and competence related to the goal (Gutierrez, 1994). Empowerment is considered as the best tool to enhance understanding of the coping process.

Empowerment theory it discloses how a person can take action to change their situation (Zimmerman, 2000, 43). In relation to orphaned learners the theory suggest that the incident of losing both parents can be a traumatic episode in one's life but it can be less devastating when a person is encouraged to identify with other people who are going through the same thing.

Orphaned learners required professional assistance to deal or cope with the death of the parents. School counselors play a vital role in helping children who are going through a stressful life event, by alerting them of the ways in which power discrepancies function in their lives. There is likelihood that the learner who is an orphan might regain power with the knowledge gain from a professional counselor. Component of power which is action and knowledge might inspire one to be able to empower people who are going through the same stressful life event to gain hope, strength and power and self-efficacy.

3.2.6.1 Critiques of Empowerment theory

There are no tangible criticism in this theory, empowerment is cannot be achieved over midnight it process that needs co-operation and understanding of power within oneself and ways one can use to achieve self-efficacy.

3.2.7 IDENTITY THEORY

Identity theory was formulated by Erik Erikson based on his own experiences as a child. He states that psychosocial stages are associated with identity crisis. Identity crisis it a period of uncertainty and confusion in which a person's sense of identity becomes insecure, typically due to a change in their expected aims or role in society. These stages range from birth to old age. But the focus here is on the adolescence stage which ranges from twelve to eighteen years of age. This psychosocial stage is called identity cohesion versus role confusion (Erikson, 1968).

This is the stage whereby adolescents formulate their self-image through the integration of their ideas about themselves and about what other people think of them. The environment plays a huge role in moulding self-image ideas. For example, if the adolescent has parents who are supportive and encouraging, there is a likelihood of that the process of self-identity is resolved satisfactorily with congruent picture.

Shaping an identity and accepting it are difficult tasks, often filled with anxiety. Children who lost their parents during this stage some of them tend to experience identity crisis. Hence that at home they do not receive much motivation from their extended family members and to those who do not have extended relatives to reside with usually the adolescent take a role of being a parent to younger siblings. This however exhibit with a confusion of roles. They do not seem to know who or what they are, where they belong or where they want to go. In school such children withdraw from normal social life. They tend to seek a negative identity like for example, being involved in drug use, crime and other unpleasant social behaviours (Stets & Burke, 2000).

3.2.7.1 Critiques of Identity theory

Children who also have parents also experience identity confusion.

3.3 SUMMARY

In this chapter theories have been discussed which it relevant focused on the environmental systems that have a likelihood that influence a human behaviour or how a human

development can be identified through environmental system. Some of these theories highlighted the interaction of the individual within the society and described their assumed feelings after inevitable abandonment from their parents. Theories critics are included to comprehend the in-depth of each theory.

CHAPTER FOUR

4. RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

Literature reviewed in the previous chapter has revealed that orphans are exposed to different situations and thus have different experiences. The study intends to give orphaned learners a platform to narrate their experiences regarding the support they receive from teachers and peer learners.

This chapter provides an outline of how the study would be conducted, defines the research design to be used to accumulate the appropriateness of the research method of the study. It also further describes sampling method chosen for the study to select the participants and its relevance. It also introduces the instrument that was used to collect the data, the method used to analyse the data and lastly ethical considerations which were followed in order to obtain the participants.

4.2 RESEARCH DESIGN

Research design is defined by (Creswell, 2008; Spinelli, 1989) as a plan and a procedure for research that spans the decisions from broad assumptions to detailed methods of data collection and analysis. Briefly, research design signifies a plan that a researcher uses to contextualise the study properly from suitable method of data collection to the analysis in order to achieve the outlined objectives of the study. This present study employs exploratory and qualitative design following a phenomenological approach to accumulate the reality of orphaned learner's experiences.

4.2.1 Exploratory research design

Exploratory research supports the researcher to have a better understanding about the subject being studied (Patton, 2002:56). Exploratory research design purports to gain new insight and familiarity for later investigation when problems are in a preliminary stage of investigation. These types of studies are often used to make preliminary investigations into relatively unknown areas of research. It employs an open, flexible and inductive approach to research as they endeavour to look for new insights into phenomena. Neuman (2000, 146) outlines the following objectives which exploratory research design aims to achieve:

- Familiarity with basic details, settings and concerns.
- Knowledgeable picture of the situation being established
- Generation of new ideas and assumption, development of tentative theories.
- Determination about whether a study is feasible in the future
- Direction for future research and techniques get developed.

4.3 QUALITATIVE RESEARCH METHOD

Qualitative method seeks to research the perspective of participants and report data in language instead of numbers (Denzin & Lincoln, 1994, 35). Research designs are grouped from qualitative and quantitative method. Qualitative method involves collecting, analysing and interpreting data by observing what individuals do and say whilst quantitative method refers to counts and measures of things (Denzin & Lincoln, 1994, 39). This research study used a qualitative approach.

Denzin and Lincoln (2005, 3) elucidate that qualitative research is the activity that locates the observer in the world. This means that the researcher study things in their natural settings, attempting to make sense or moreover interpret phenomena in terms of the meaning it brings to them.

This research approach has been chosen for the present study because it's provide complex verbatim explanations of how people experience a given research subject. Furthermore, the approach is used appropriately when the subject to research about if it is about humans and their experiences or how they perceive their life world, life world in this case describes the interaction between human and their surrounding environment. This approach is best to understand people's experience and also explore the subject of interest. Parkinson and Drislane (2011) confirm that qualitative research requires the researcher to undertake a curious course of seriously studying the sentiments of their human subjects and treat people's utterances about themselves and their world as accurate account of social reality. Merriam (2009) agree that "qualitative researchers are interested in understanding the meaning people have constructed that is, how people make sense of their world and the experiences they have in the world". In qualitative researchers tend to align with the characteristics of qualitative design in conducting the research. This study seeks to understand experiences of each orphaned learners by allowing them to give their perceptions which is different from one learner to the other. This approach also assists in contextualising an individual experience since their experiences cannot be generalised.

4.3.1. CHARACTERISTICS OF QUALITATIVE RESEARCH

The following qualitative research characteristics are identified by Creswell (2007: 37-39):

- Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. In this research study as the researcher seeks to explore their experiences at schools. School as a site seem to be an ideal place for collecting data.
- Qualitative researchers as a key instrument collect data themselves through examining documents, observing behaviour and interviewing participants. Conducting interviews gives the in-depth information which would not be acquired if a questionnaire was used.
- In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about their experiences not the meaning that the researchers bring to the research from the literature.
- Qualitative research is a form of inquiry in which researchers make an interpretation of what they see, hear and understand. The researcher's interpretation cannot be separated from their own background, history, context and prior understandings.

4.3.1.1 Inductive reasoning

Inductive reasoning is accumulated in qualitative research. According Babbie (2007: 49) inductive reasoning moves from the particular to the general, from concrete observations to a general theoretical explanation. Inductive reasoning does not begin with prior established facts rather with an observation. In addition, Leedy and Ormrod (2005) state that in inductive reasoning, researchers tend to gather their data through observations through specific occurrences and draw conclusions about the entire classes of events. Implication of inductive reasoning in this present study began with observation of the consequential issues of the high HIV/AIDS death rates, which move to general assumption of increasing rates of orphans due to this pandemic.

4.3.1.2 Contextualism

Contextualism emphasises the various macro and micro (external and internal) contexts of the individual and how these contexts dynamically interact with one another. Contextualism is closely associated to holism which examines social environments in their totality. Human

behaviour does not exist in a vacuum. However, it is important to illustrate a comprehensive description and analysis of the social context of the research respondents.

4.3.1.3 Process

Process research scrutinizes interconnected occasions along a temporal continuum. It is vital to have an insight on how prior events play a role in the individual's thoughts and behaviours. Social occurrences are not stagnant and therefore understanding change and process is imperative. In this study, the researcher looks at death as the event which brings about change in a child's life. This change has a great impact in a child's school performance.

4.3.1.4 Flexibility and theories

Qualitative researchers prefer to begin research in a relatively open and unstructured manner. Thus qualitative researchers attempt to approach a research problem clear insight. They tend to be mistrustful of theories and prior research because research participants and their contexts could be different to those discussed in the literature. In this study the flexibility is shown in the collection of data. The method of questioning allows the participants to narrate their stories without any restriction (variable tested in this study yields various effects). This study does not rely on the theories but has mentioned the theory to highlight the relevance of the study.

4.3.2 TENETS OF QUALITATIVE RESEARCH

4.3.2.1 The qualitative areas of social life

Qualitative research describes actions within a specific setting and invites rather than tries to control the possibility of an array of variables. It attempts to respond to questions about the complex nature of phenomena, with the intent of describing and considerate of the phenomena from the participants' point of view (Leedy & Ormrod, 2005). In this study the researcher chose qualitative approach to explore the behaviour, perspectives, feelings and experiences of orphanhood in high school learners and what lies at the core of their lives. It is these qualitative areas in the backgrounds, interests and broader social perceptions that defy quantitative research and that qualitative research addresses. For this reason, qualitative method was employed to this study as it is appropriate to yield what is intended by the objective of the study.

Qualitative research does not pretend to solve the problems of quantitative research, but does not see them as constraints. Rather than finding ways to reduce the effect of uncontrollable social variables, it investigates them directly.

4.3.2.2 Managing subjectivity

Subjectivity is about being human, not just about being an individual self, but as also embedded in a broader social world. Qualitative researchers have also contributed to an illusion of objectivity in previous years by making their procedure appear more straightforward than they really are. They also tend to collect data in the field at the site where participants experience the issue (Denzin & Lincoln, 2005).

Researchers become the part of the process of collecting. Thus interacting with the subjects, establishing rapport, remain unbiased in the subject's interpretations and gain trust in order to generate legitimate and truthful description. Qualitative researchers are mandated to tell it like it happened from the subject perspective.

4.3.2.3 Research as social action

There are several issues involved in the balance between creative opportunity and maintaining scientific principle. Creative exploration makes qualitative research akin to the research we all do in everyday life. As in the rest of everyday life, researchers, like other people are ideologically motivated. Approaching the research strategy, to demonstrate how the judicious balance is maintained, requires careful pronunciation which resides in the conventions of

Research (Denzin & Lincoln, 2005). Qualitative research is learning culture. Like many other aspects of professional and private life is part of social action. Researchers cannot put themselves above other people especially respondent. They must struggle to interact with people create conversation and do discourse analysis. While in the process of collecting data, the researcher observed that some of the respondent could not engage in the conversation because they were shy and others were still in grieving period. This required the researcher to be sensitive to their feelings and also understand their different personalities and patience in listening to their experiences.

4.3.2.4 Research and everyday life

In many ways qualitative research is what we all do in everyday life, it something that emanates naturally. We have continually do solve problems about how we should behave with

other people in a wide range of settings. To do this we need to research not only how others behave but also how we should behave with them and understand how particular social behaviour derives from.

4.3.2.5 The language of cases and context

The language of qualitative research is one of interpretation. Researchers discuss cases in their social context and develop grounded theories that emphasise tracing the process and sequence of events in specific settings. They explain how people attach to phenomena and learn to see events from a variety of perspectives (Denzin & Lincoln, 2005). They rarely go into discussion of variables.

Qualitative research methods assume that the subjective dimensions of human experience are continuously changing and cannot be studied using the principles of quantitative research methodologies. In its place emphasis is placed on fully describing and comprehending the subjective meanings of events to individuals and groups caught up in them.

4.4 PHENOMENOLOGY

Since this present research study focus is on orphaned learners lived experiences, beliefs, feelings and perceptions. Phenomenological approach is viewed as the appropriate approach to carry out this research study (Hancock, 2002). Phenomenology literally means the study of phenomena. It is a way of describing something that exists as part of the world in which we live. Smith, Flowers and Larkin (2009, 11) define phenomenology as “a philosophical approach to the study of experience that shares a particular interest in thinking about the experience of being human, in all of its different aspects, but especially in terms of the things that are significant to us (human beings) and which constitute our lived world”. The nature of the study chiefly attempt to understand orphaned learners lived experience in high school regarding the support they receive from teachers and peer learners.

Creswell (2007) explains phenomenological study as the study that describes the meaning of the lived experiences of a phenomenon or concept for several individuals. Van Manen (1997) concur with Hancock (2002) by referring phenomenon as perceived events, situations or object of concern which surface in the everyday world of human being. Phenomenological studies, thus intent to discover subjects experiences, to comprehend human beings perception, perspectives and how they rationalise phenomenological experiences (De Vos et al., 2005: 264). Schram (2006) states that the aim of the phenomenology approach is to describe people’s experiences of everyday life and social action which consists of concepts and

structures of experiences that give meaning. Pascal, Johnson, Dore and Trainor (2011, 12) describes phenomenology, as the description of phenomenon in the lived world that enables us to become aware of the phenomena. Speziale and Carpenter (2007) assert with Schram (2006) that the purpose of phenomenology is to outline particular phenomena as lived experience (Speziale & Carpenter, 2007). In addition (Giorgi, 1997) further explains that lived experiences incorporate the abrupt consciousness of life's events prior to replication and without interpretation and are also influenced by things that are internal or external to them (individual). It is the lived experience that gives meaning to each individual's perception of a particular phenomenon and thus presents to the individual what is true or real in his or her life (Giorgi, 1997). This approach maintains that all human beings are engaged in the process of making sense of their world and continuously interpret, create and give meaning.

This approach provides an avenue to produce a synopsis of how human beings formulate and make sense to experiences of a phenomenon or conceptualise their experiences (Creswell, 1998). What makes this approach stands out is that it has a general consensus that holds subjective consciousness as important, which considers the object of experience (Denzin & Lincoln, 1994: 263). This, however, means human beings on-going interaction with their life world constitute to different and changing interpretation about their experiences and accumulation of meaning to make sense of their actions (Babbie & Mouton, 2006: 28).

Merriam (2009, 18) highlights an important factor to human consciousness, which language as it gives meaning to experiences. Furthermore, objects of an individual genuineness are associated to the meaning of a word preceding a correspondence theory of meaning. According to Denzin and Lincoln (1994, 263) words are regarded as system of typification of meaning and thus perceived as constitutive building blocks of everyday reality. Cohen, Manion and Morrison (2000) state that one can only ascribe meaning of lived experiences retrospectively by the process of turning back on oneself and looking at what has been happening. Consciousness is a core concept to phenomenology it is not limited to mere introspection.

Phenomenologists argue that the detailed objectivity of experimental research cannot adequately explain the convolution of social. This however needs the researcher to gets close to the subject and view the world according to the subject perspective (Babbie & Mouton, 2006: 33). The subjective point of view serves as guarantee that the world of social reality will not be substituted a fictional non-existing world which is formulated by systematic observer (Denzin & Lincoln, 2005, 263).

The current study used phenomenology approach as it intends to understand the human being who is looking at the world from within the natural attitude. This shows the objective of the participant's responses as there are without the next person input. Phenomenological research begins with the acknowledgement that there is a gap in our understanding and that clarification will be of benefit (Munhall, 2007, 56). Mishler (1996) elucidates phenomenon as a situation that is of interest to the researcher that gives rise to a process of inquiry about the subject which is known. Phenomenological research will not necessarily provide definitive explanations but it does raise awareness and increases insight. Phenomenology design seems appropriate to understand the participant's experiences from their own perspective instead of understanding their experiences from their teacher's perspective.

Numerous studies have used phenomenology approach like (Wood & Goba, 2001; Taukeni, 2012; Masondo, 2006; Motha & Frempong, 2012, 24; Harms, Jack, Ssebunny & Kizza, 2010) to understand orphaned learners experiences. Phenomenology approach seems to be frequently used in research project that seek to understand experiences of human behaviour, this approach is inevitable when lived experiences of human beings are being studied.

In this study, the researcher intended to report on the experiences of how orphaned learners regarding the support they receive in schools. Qualitative method appeared to be appropriate in achieving the aims of the study and create an opportunity for participants to give their perspectives. This is not the first attempt to explore orphan's experiences using a qualitative research method. There are other several studies which aligned with qualitative research method.

A number of studies have been conducted regarding orphaned learners support, for example (Mtose & Moyo, 2012; Shainn, Bryant, Brooks, Bukuluki, Muhangi, Lugalla & Kwesigabo, 2013) have used mix methods approach. Other studies like (Pascoe, Langhuag, Durawo, Woelk, Ferrand, Jaffar, Hayes & Cowah, 2010; Ismayilova & Ssewamala, 2009) have used quantitative method to carry out their research. Some studies like (Wood & Goba, 2011; Motha & Frempong, 2013; Ntoate, 2011; Ward & Mendelson, 2008). This shows that different studies of orphaned learners have been conducted using different research methods. It might be because there are different approaches that are used which solely depended on the objectives of the study. Frequently studies that seek to know orphaned learners experiences used qualitative approach. It gives exploration in perspective of the participants and allows participants to be articulate in narrating their experiences.

4.5. RESEARCH METHODOLOGY

4.5.1. SAMPLING METHOD

According to Marshall (1996) sampling is a process of selecting subjects to take part in a research investigation on the ground that they provide information considered relevant to the subject of interest. In qualitative research random sampling is unfitting as it is not the most effective way of developing an insight of complex issues relating to human behaviour. In qualitative research the sampling size is relatively small as it comprises of the participants whom are likely to provide insight and understanding of the subject being studied (Marshall, 1996). There are different type of sampling method, probability and nonprobability method (Struwing & Stead, 2001: Creswell, 2007). In probability method all elements in the population have an opportunity of being included in the sample whilst nonprobability not all elements in the population are included in the sample but selected based on researchers personal judgement. In this research study nonprobability sampling will be used following purposive sampling, only the participants who fit into the study criteria. According Marshall (1996, 523) there are three sampling methods which are often adopted in qualitative research, convenience sampling, purposive sampling and theoretical sampling.

Researcher believed that a good information source is someone who is undergoing the experience and is able to reflect on and provide detailed experiential information about the phenomenon (Morse, 1994: Bernard, 2003). Purpose sampling was used in present research study as it allows the researcher to select subjects who have experience or knowledge of the issue(s) being addressed in the research.

Cohen, Manion and Morrison (2000) state that purposive sampling is the fundamental sampling strategy in qualitative research, since qualitative research seeks to understand the significance of phenomena from the perspective of the participants. The ideal participants were orphaned learners who were willing to share their perception regarding the support they receive from teachers and peer learners in school. The inclusion criteria regarding the population in the study were orphaned learners in high schools, in particular double orphans and who reside with their relatives or extended family members. We employed purposive sampling to select schools, identifying potentially information-rich cases and seven participants (Patton, 2002: Babbie & Mouton, 2001). It seemed imperative for the researcher to select a sample from which the most can be learned and that qualitative research emphasizes on information rich cases, which can be studied in depth.

Purposive sampling was used to select respondents based on the researcher's personal judgement. The chosen high schools were recommended by the department of social welfare department in the area. Two high schools were randomly selected. The Department of education and principals approved the researchers' request to conduct the study in their schools. Participants who are double orphans were randomly selected by the LO teachers in both high schools.

A number of studies have been conducted using purposive sampling method such as (Tuakeni, 2012; Goba & Wood, 2001; Motha & Frempong, 2012; Ntaote, 2011) to select relevant participant with the aim of seeking in in-depth data. Other studies like (Bhana, Morrel, Epstein & Moletsane, 2006; Magano & Rambado, 2012) in their study they used personal judgement which aligned the aims of their studies. Purposive sampling in qualitative studies seems to be used frequently to elicit the data from rich source. The researcher selects participants with the research aims in mind.

4.5.2 DATA COLLECTION

There are numerous ways of collecting data and these ways depend on the aims and objectives. In this study interview seemed to be appropriate to carry out the aims of the study. According to Silverman (2000,34) qualitative method approach yield to inquire reality which should be subjective and can only be constructed through the empathic understanding of the research participant's meaning of his or her life.

According to Burns (2000) an interview is an uttered face-to-face interchange in which an interviewer or a researcher attempts to elicit facts from a participant or interviewee (Burns, 2000). Interchange with the participants was the best way in this study to collect data. Interview it a conversation between two people or more with a certain purpose, usually initiated by the interviewer (Cohen et al., 2000). It was of significance to collect data by letting the participants to speak for themselves and listening to them describing their problems with their own words and expressions. Interviews were considered relevant for collecting data. According to Stead and Struwing (2001) there are three types of interviews, i.e. structured interview, semi-structured interview and un-structured interview. Semi-structured interview seemed to be appropriate for the current study.

Semi-structured interviews are explicit types of in-depth interviews that are used to study the core of lived experiences among selected participants. According to Cresswell (2007) semi-structured interviews are prolonged and are concerned with apprehending rich research

information. This study chose semi-structured interviews, because the interview schedule consists of semi-structured questions, to guide the respondents and the interview sequence and the latter to allow the respondents to respond in an informal way that will include in-depth information with regard to their experiences.

There are other studies which prompted to use semi-structured one on one interview like (Harms, Jack, Ssebunnya & Kizza, 2010; Taukeni, 2012; Motha & Frempong, 2012; Masondo, 2006). Other studies have opted for different approach like un-structured interview in collecting data such as (Ntaote, 2011). Other researchers like (Goba & Wood, 2001) used un-structured interview in focus group. In qualitative studies interviews are frequently used. But the aims of the study determine how the interview could be collected and which type of interview would be used. Semi-structured interviews seemed to be carried out clearly because of interview schedule to guide the researcher and the sequence of the interviews. Semi-structured one on one interview was considered appropriate for this study as it gave participants the platform to present their perception regarding their experience without being out of context.

4.5.2.1. Interview process

Interview process involves guidelines that should be complied by the researcher. According to Silverman (2000), Eisner (1998) and Creswell (2005) and have formulated some guidelines for conducting a productive interview. One of the guidelines includes informed consent, after the participants were briefed up about their participation. They were requested to sign a written consent form. In this research study personal interviews were carried out. Welman and Kruger (2001) categorize the personal interview as the interviewer visiting the participant's home, workplace or school. In this study the researcher went to the participant's school to conduct interviews. The interview schedule was compiled with semi-structured questions. Kvale (1996, 174) states that semi-structured interviews are neither a free conversation nor a highly structured questionnaire but they are characterised by a methodological awareness of question forms and dialogical dynamics between the interviewer and interviewee within a context of critical interpretation. Semi-structured method of inquiry was used to control the flow of the interview and to elicit stories instead of words. According to Struwing and Stead (2007) emphasised the importance of establishing rapport between the participant and the researcher and also attempt to understand the participant's view. The pivotal factor to influence the success of the interview was the language, language is the key which permeates and informs experience because language does not exist separately from perception (Struwing

& Stead, 2001). In order to understand a person, this can be accomplished by using the language in which the participant is fluent in or understand. Hence, that interview was conducted in IsiZulu, which was the native language of the participants. Each participant had a turn to be interviewed.

The initial question that informed the interview process was:

What is your experience as the orphaned learner in the school environment?

Additional questions to encourage the participants' to elaborate were recursive in nature leading questions were aimed at clarification of participants' experience, as they were describing the phenomenon. Examples of probing questions were:

- Tell me more about the support you receive when you are in school
- Can you give me the example of the kind of support you receive from teachers?
- Tell me more about the kind of support you receive from the peer learners.
- How do you feel about the support you receive from teachers?
- How does the support from your peers' makes you feel?

4.5.2.2 Recording process

According to Lincoln and Guba (1985) and Patton (2002), data recording is a process that involves the recording of some information using an interview guide or an interview schedule. Recording allows the researcher to keep a full record of the interview without having to be distracted by detailed note-keeping (De Vos, 2005). An audiotape was used during the interviews.

An audiotape recorder was used to tape-record the interviews, in order to provide the details that even the most careful field notes cannot. This enabled the researcher to replay each recording several times, improving the veracity of the verbatim transcriptions. The researcher obtained permission to use the audio recorder from each participant.

These studies (Mayimele, 2009; Shann, Bryant, Brooks, Bukuluki, Muhang, Lugalla & Kwesigabo, 2012; Fox, 2001; Ogina, 2007; Leatharn, 2005) have used tape recorder during the interviews with participants. Tape recorders seemed to be a good method to ensure data capturing. Informed consent was granted first from the participants to allow the researcher to

use tape recorder. Recording was done to capture data which was considered as facts. Most participants felt comfortable with the recording while talking.

The importance of recoding also assists as the guide in transcription of data and to avoid missing important information that is usually captured through recording.

4.5.2.3 Transcribing data

The data composed through interviews has to be transcribed. Transcribing data means transforming the oral interview into a written structure for analysis purposes (Creswell, 2005). Everything was transcribed that was recorded, there was information that was considered irrelevant. Certain steps must be followed when transcribing interviews. For instance, the data collected has to be transcribed verbatim. Before the researcher transcribes the interviews, they have to be tape-recorded; the tape has to be audible. This step is important, as field notes are a written account of what the researcher hears, sees experiences and thinks in a data collection session (Kvale, 1996; Groenewald, 2004). Qualitative research studies (Clandinin & Connelly, 2000; Wood, Chase & Aggleton, 2006; Nyamukapa & Gregson, 2005; Dhlamini, 2004) have frequently used transcribing method after conducting interviews.

4.5.3. DATA ANALYSIS

Data analysis methods enable the research to organise and bring meaning to large amount of data (Patton, 1990). Content analysis was used to analyse data. Content analysis is defined by Nachmias and Nachmias (2000) as the analysis of what is contained in a message. In addition, Krippendorff (1980) defines content analysis as a research technique for making replicable and valid inferences from data to their context. Content analysis was the best method in analysing data because it is cost effective. Summative method was used to quantify the replication of words and limits subjectivity. It also gave the researcher time to understand the events and perception of the participants. According to Weber (1990), there are five steps in analysing qualitative data, namely prepare the data, define the unit of analysis, develop categories and coding scheme, test your coding scheme on a sample of text and draw conclusion from the coded data.

4.5.3.1. Prepare the Data

Data were transcribed into written text before analysis began. According Patton (2002) data came from existing texts. The choice of the content must be justified by what you want to

know. Interviews were transcribed to create interview transcripts. This was done to reveal people's information related behaviours and thoughts. According to Schilling (2006) transcribed data should be organised based on research questions. Interview transcripts were read to relive the experience of the interviews and then the transcripts were re-read in conjunction with the taped interviews to enable understanding of the meaning of the experience as a whole for each participant.

4.5.3.2. Define the unit of analysis

Unity analysis refers to the basic unit of text to be classified during content analysis. According to De Wever (2006) data have to be unitised before they can be coded and differences in the unit definition can affect coding decisions as well as the comparability of outcomes with other similar studies. Weber (1990) defines coding unit as one of the fundamental and important decisions. Individual themes were as the unit for analysis rather than the physical linguistic units such as sentence or paragraph. When using theme as the coding unit the researcher was primarily looking for the expressions of an idea (Minichiello, 1990). Coding involved extracting significant statements that directly pertained to the phenomena being studied. The coding process requires the number of times that visible content considered as indicative of some theme occurs.

4.5.3.3. Develop categories and coding scheme

According Weber (1990) categories and a coding scheme can be derived from three sources: the data, previous studies and theories. Coding scheme can be developed both inductively and deductively. Since this study has no theory categories are generated from the data. According to Tesch (1990) qualitative content analysis allows the researcher to assign a unit of text to more than one category simultaneously. According to Weber (1990) researcher should develop a coding manual to ensure the consistency of coding. Themes involved the formation of meanings from the phrases by placing similar phrases into piles to create understanding and identify themes (Gibbs, 2007). This stage used the phenomenological process of intuiting to identify the meaning behind the participant's words.

4.5.3.4. Test your coding scheme on a sample of text

The best test of the clarity and consistency of the category definitions was coding a sample of data. After the sample was coded the coding consistency needs to be checked in most cases through an assessment of inter-coder agreement. If the level of consistency was low the

coding was revised until sufficient coding consistency was achieved (Weber, 1990). Then organizing the themes into clusters and coding all the text followed. Once the clusters were formed, the researcher ensured validation.

4.5.3.5. Draw conclusion from the coded data

This step involves making sense of the theme identified their properties. Researcher made inferences and displayed reconstructions of meanings derived from the data. Reasoning ability of the researcher was shown through an exhaustive descriptive writing which was designed to capture the experience of the phenomenon as it presented itself to the participants. Once the writing was completed, the researcher moved into the final step and returned to each participant again for validation. Once the validation process was completed with the participants, the researcher met with the supervisor to review the completed process to ensure that saturation of data had been achieved (Strauss, 1987).

In this research, the researcher read the recorded and transcribed interviews in order to analyse them so as to gain an insight of the perceptions and experiences of the participants. Afterwards, data was coded following Weber (1990) steps. Other studies like (Miller, 2008; Masondo, 2006; Harms, Jack, Ssebunnya & Kizza, 2010; Taukeni, 2012) have used content analysis with different authors with similar steps. Content analysis is considered appropriate when analysing qualitative data.

4.6. ETHICAL PROCEDURES

Permission to conduct the study was first granted from the Department of education research department. The second approval to conduct the study was granted from the deans of faculties in university of Zululand. The principals of both high schools after acknowledging the request letter to conduct the study, they also replied with letter of approval to select the participants from their schools. Informed consent was also obtained from the guardians of the participants since there were under the legal age (18). The last informed consent was obtained from the participants. But prior to seeking informed written consent, participants were provided with information about the study, the purpose of the study, method of information gathering and level of participant involvement (Penslar, 1995). The purpose of the study was explained in their language to eliminate misunderstanding and matters of confidentiality were emphasised.

Effort was made to ensure that the setting where interviews were done was quiet and conducive to maintain confidentiality.

4.7. SUMMARY

This chapter focused on research method and design used in this study. Research design was discussed and the study was carried out. It also include the methodology of the study which included sampling, data collection, observation and data analysis where used to carry out the aim of the study. Interpretation of analysed data is further explained in the next chapter.

CHAPTER FIVE

5. DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In the previous chapter, research design and methodology were applied and discussed. In this chapter, data analysis, interpretation and the results are discussed in turn the study explored the experiences of orphaned learners in High schools regarding the support they receive from teachers and peer learners. The sample consists of eight participants but due to unavailability of willingness to participate, seven participants were able to willingly participate. Data was collected through the use of purposive sampling, using semi-structured interviews and the interviews were audio taped.

5.2 ANALYSIS OF INTERVIEWS

Interviews were audio taped and conducted in the participant's native language isiZulu, afterwards transcribed to English. Interpretation of data is aligned with the research aims of the study (Struwing & Stead, 2007: 172).

Phenomenological in-depth interviews were conducted with seven orphaned learners who were all double orphans living with legal guardians (aunts, uncles, grandparents and teachers). Participants were visited in their respective high schools for interviews (Welman, Kruger & Mitchell, 2005: 163-167). Interviews were conducted on face to face basis between the researcher and the participant and lasted from 45-50 minutes.

5.3 BIOLOGICAL DETAILS

The following subsections illustrate the biological details of each of the six participants. The research used labels such as participant one (using numbers) to maintain participant's confidentiality and anonymity.

Participant one

He is eighteen years old and the first born of four siblings. He lost his both parents when he was doing grade one and his legal guardians also died sequentially. He currently resides with his maternal aunt who is married to a priest. His is currently doing grade eleven of which he is repeating.

Participant two

She is thirteen years old and the last born of three siblings. She lost her parents when she was an infant. She does not remember much about her parents. She currently resides with an adopted legal guardian who is a teacher. She is currently doing grade eight.

Participant three

She is fifteen years of age and the second last born in her four siblings. Their older sister who is a university student also acts a role of being a guardian to her younger siblings. They lost both of their parents; her mother passed on last year. She currently doing grade ten.

Participant four

He is fourteen years of age and lives with extended family which include siblings, cousins, aunts, uncles and grandmother as a breadwinner. He does not remember when he lost his parents. He has been living with different relatives. He was told that his mother died when he five months old and his father passed on five years ago. He is currently doing grade nine.

Participant five

She is fourteen years. She resides in the township not far away from the school with her aunt who is unemployed; they live with the grant money she receives. She lost both of her parents recently. She is doing grade ten.

Participant six

She is fifteen years of age and currently doing grade ten. She lost both of her parents in a car accident so she heard. She lives with her grandmother who takes care of her. She enjoys school and does not feel like an orphan at all.

Participant seven

She is thirteen years old and currently in grade eight. She lives with her uncle and his wife. Her mother was gravely ill last year and admitted to hospital and that where she died. Her father died when she was an infant, she was told.

NO	THEME	ILLUSTRATION
1	ORPHANHOOD	Some participants commented that they enjoy spending time in school. Nonetheless, other stated that they sometimes experience feelings of rejection in school.
	ECONOMIC LIMITATION	In this theme, the participants stated stories which reflect feelings of sadness about not being able to go on random education trips and not being able to afford school material.
	ACADEMIC PERFORMANCE	In this theme, some participants stated that they experience difficulties in school and their results were not good. Others stated that their results in school work help them to be optimistic about their future.
2	SUPPORT FROM PEER LEARNERS	Participants in this theme stated that support from their friends is one of the things that helps them to enjoy their schooling because they assist them by listening when they need to speak about their problems. Peer learners play with them which helps to forget things which are upsetting. In subjects that seem to be difficult peer learners are usually there to assist them to understand. Even during the break, when they don't have lunch box or money, peer learners help them by sharing their lunch with them.
	EMOTIONAL SUPPORT	In this theme, all participants commented that when they encounter difficulties in school and think of dropping out of school. Their peer learners and teachers encourage and motivate them to recognise

		their potential.
	PEER FRIENDSHIPS	This theme emerged from the comments made by the participants indicating that existed of friends in school, provides strengths and happiness.
3	SUPPORT FROM TEACHERS	In this theme participants stated that teachers play a major role in encouraging them to be the best by doing well in their studies, through motivational talk.
3	CLASSROOM	Participants stated that the classroom environment helps them to get along with other peer learners and be able to choose friends.
	PARENTAL GUIDANCE FROM TEACHERS	This theme was extracted from the comments made by the participants, indicating that when they go out of line, teachers act as parents by disciplining them.

5.4 Orphanhood

5.4.1. Relocation and changed living arrangement

Orphaned learners who lost both parent are likely to experience radical change in their lives like relocate from their original home to stay with their extended families.

Participant one: *reported that he has been moving from one place to another after his parents passed on. He first moves with his aunt who is married with her children and husband in Mandlakala area. He stayed for a year and moved out because his aunt and husband passed on due to car accident. He now resides with his uncle and his wife and their children with his siblings too in an area which is outskirts of eSkhaleni township.*

Moving from one place to another was the most difficult experience after losing a parent as it involves changing schools, making new friends and adapting to a different household habit and ways of doing things.

Participant two: She was very young when she lost her father, she can't remember but her mother passed on not long ago. When lost her mother who their pillar with her two siblings whom are older than her. *“Since we did not have extended family or relatives. My siblings and I stayed in my mother's house for a year and the house was repossessed because no one was paying for house bond. My teacher took me to stay with her family and older who was at the university back then lived with her friends and my brother stayed with one of our neighbours. It was very difficult for me to be separated from my sibling because there are all that I have. I moved from a multiracial school to attend a township school. It was very difficult to adjust the environment is too different.*

Participant three: reported that when her mother died from being sick for a long time her stepfather chase them out. *“Since there had no one to take care of them, they moved out to stay in mud house with her siblings. Her two older siblings drop out from the university but her sister is able to bring food on Friday for them. Life is too tough now. Sometime both of our older siblings disappear for a certain period living me and younger brother in the house. Sometimes we do not go to school because we're hungry or do not have electricity to iron. Especially in winter it becomes difficult when there is no electricity, for this reason I become far behind with my school work”.*

Participant four: *“Moving from one place to another add burden to the children's life. After the death of my father things became really bad because I had to move from my parents' house to stay with my grandmother who owns a tavern, my aunts and my cousins. It really difficult to study or do my homework because it's never quite especially on the weekends of month ends. I sometime miss my life in Enseleni area with my father because if he was still alive I would not have to move from home”.*

Death of the parent creates a lot of changes in a child's life. This include moving from one place to another, which seems possible and but unbearable. This includes changing schools, new friends, adjusting to a new environment with different people you know little about or hardly knew. Deaths of parent create child headed families, whereby there are no relatives available to take care of the children so they end up taking care of themselves.

UNAIDS (2002) reports that the scattering of orphans to altered households, including moving away from schools and friends, is a mutual incidence which oblige teenagers to develop new friendships and learn to adapt with different teachers in a new location.

5.4.2. Emotional trauma, discrimination and hopelessness

Orphans suffer from emotional stress; higher levels of anxiety, depression, and anger, along with the associated inactivity induced by depression; feelings of hopelessness and thoughts of suicide due to the adversities they face after a parent dies (UNICEF 2006).

In this theme, orphaned learners express how they experience their life as orphans in school. Responses given are not edited (verbatim). This is what they said about their experiences:

Participant three: *“My friends in school no longer sit with me during break time because I do not have a lunch box or pocket money to share... When my mother was alive I used to have pocket money to spend during break time with my friends. But now I sit alone during the break because I do not have pocket money or lunch”*

Participant six: *“I do not experience the pain of not having parents because my grandmother takes care of me. She buys me everything that I need at school. I never had an incident that reminds of my parents maybe it because I never knew them I brought up by my grandmother. I never really spend much time with my parent, I never knew my father and my mother only came home once a month. My grandmother has always been the pillar of my strength. She provides for me everything I need.*

Participant five: *“Other learners do not want to play with me because they knew that my parents died of “iqoks” so they are scared of that since my parents were infected I am also infected and might infect them when I get bruised while playing with them. I used to enjoy playing with other learners but now I can’t because they don’t call me anymore to play. My mom has been gravely ill for a quite some time before she passed on. The picture of her is difficult to erase on my mind. Back then I used to ask myself why was she sick was it witchcraft since it was popular in that area. But to quench my curiosity I asked my aunt. It was then that I found out about HIV/AIDS. Children knew it because some were our neighbours and everyone knew that my mother was infected. So they never allowed their children to play even in school they did not play with and told their friends that because my mother was HIV positive that means I am also positive and I will infect them.*

This hurt me more, that I am being isolated and discriminated because of my late mother. It really painful...I love playing soccer with my friends but now I am deprived of playing because of the death of my mother. Sometime I don’t want to go school anymore, my aunt does not know about this. I miss my mother and if she was alive none of this would happen”.

Participant five seem to be quiet and shy. He does not talk much, he grieves his pain.

Participant seven: *“In school I envy learners who brag about their parents who take care of them. Like when our teacher calls parents to look at our work. My sister cannot come because she is also a student in university so no one comes to see my work in school and that upset me greatly. When there are school meetings no one comes for me and brother. It is very difficult now since my mother is no longer around. She took care of us. There is no one who encourages us to go to school at home. Sometime I feel like I am wasting my time by studying as I do not see the importance of it. But the only things that keep us going is the orphan sponsor from overseas. They come twice a year to check on us and buy us food, uniform and pay for our school fees and other educational material. I am so grateful for that but sometime I just wish to talk to someone about my everyday experiences.*

Participant one: *“I do not experience being an orphan in school because I lack nothing in school that is required. One cannot differentiate non-orphans and me in school. I do not feel like I am alone or lacking. My grandmother supports me in everything. I am happy about my life and I do not envy children with both parents”.*

Participant four: *“Sometimes I wish that my parents were here to buy me things that I need. Since my grandmother’s sheeben is going well this year, “gogo” cannot afford to take care of us. My grandmother does receive child grant for us but still she is not able to buy me things that I need because that money feeds the whole family including my uncles and aunt who are unemployed and other cousins. She is the only person who is able to get an income from her tavern. Since her tavern is not full like is used to be, we have been struggling with a lot of things. I don’t carry money to school any more or carry a lunch box. I miss my mother sometime, in our house I had my own did not share it with anyone, she use to prepare lunch box for me to carry at school and buy me things I need for school. Now I do not even go to school trips because my grandmother does not have money for that. I do not to stay with my grandmother anymore I never like it here (crying.....)*

Participant two: *If my parents were alive, my siblings and I would be staying together but we can’t because we are separated. Sometimes I miss them. But I am grateful of my teacher. If my parent were alive we would never be scattered like this. I miss my sisters a lot when I need someone to talk to who understand my situation. I am grateful that my teacher took me to stay with her because she helps me with my homework. But sometimes when I do something wrong she always reminds me that I am an orphan and that I do not have anyone to support me. As much as she support but I am not happy about the way she treat me sometimes. I do all the*

work in the house while her daughter sit and watch television. The place that makes happy is school because I have friends to play with”.

Their comments indicated that orphaned learners in school experiences are viewed as negative which include feelings of reject and discrimination from other learners and sometime experience feelings of hopelessness and loneliness, in contrary others have a positive experiences in school. They enjoy being at school and does not experience being an orphan in school. Others indicated feelings of discrimination due to illness of late parent. In the previous studies (Satzinger, Kipp and Ruaale, 2007; Cluver & Gardner, 2007) have revealed that orphaned learners who are affected by HIV/AIDS experience fear of being rejected in school. However in this study orphaned learner’s experiences rejection from their school peers. Some of their comments conform to Misha and Arnold (2005) findings that stated that orphaned learners get to be discriminated because of their late parents HIV/AIDS status. These findings also attest to Ogina (2007) who asserted that teachers reported that through their observation orphans are discriminated by other learners, feeling of isolation surface. Psychosocial distress also surface to learners who do not have both parents this is elicited in their response of “how they wish that their parents were still alive”, Nyamukapa, Gregson, Lopman, Saito, Watts, Monasch and Jukes (2008) in their study mentions the psychosocial distress that orphaned learners experience.

5.4.3. Coping with orphanhood and secondary school

This emerged from the analysis of the transcript interviews related to what the research participants considered as the things that helped them to cope with orphanhood in school.

Participant one: *At school I am involved in extra moral activities that keep me busy at school. I am a poet and sing traditional wedding songs. In poet, I represent my school during the competition. I enjoy being at school cause I do not only benefit academically but I am also a soccer player. I really enjoy being at school because for that short period I forgot about my situation and think about what I would like to become in the future. Even though I did not do well the previous year, this year I will do my best.*

Participant three: *reported that at first it was difficult to cope in the new school since I have no friends and recently lost my mother. Everything was new the teachers and children, I did not have anyone to talk at school and at home. Everything seem to be difficult for me, I failed the first term, got involve with a group of girls who bunk during the break. I enjoy being with them even though I knew that what we were doing will get us in trouble. But at that nothing*

mattered. It is very difficult to try to cope with the studies and also try to take care of the younger siblings.

Participant one and participant three seems to experience school and orphanhood differently. The former experiences school as a source of great future and a place to redefine life while the latter sees school as an extra burden to her difficult life. United Nations Children's Fund (2006) says orphans are likely to view school as a burden, for this reason there are likely to drop out. The experiences of orphaned learners in school contradict with findings of (Case and Paxson, 2004) that records that the death of parents children are unlikely to attend school since their findings suggest that there are less orphan who attend school compare to non-orphans children in secondary schools. Orphaned learners find school to be best environment to socialise and develop mentally.

5.4.4 Economic Limitations

This theme emerged from their comments which indicated lack of school material due to lack of financial assistance. These orphans experience financial deprivation, which begins during the prolonged HIV/AIDS-related illness of the parents and is compounded when the adult breadwinner dies (Muchiru 1998).

Participant five: *“Sometime I steal pens from other learners in order to have a pen because I do not have money to buy pens. At first I use to borrow from my classmates but there are tired of me now. I am not a thief. I would also like to go on school trip like my friends but I can’t because my aunt says she does not have money because she is not working...the only income she receives is that of child grant for me which support the whole family”.*

Participant one: *“In winter, I wear my uncle’s coat to school because my uncle could not afford to buy me a school-jersey as it is expensive he said. The thing that upsets me is that other school learners laugh at my coat during break time. So I ended up not wearing it”.*

Participant four: *“The whole of last year, I was one of the learners who were punished because I did not have a book which was subscribed by the certain teachers for certain subject. It was sad for me because when I ask my grandmother she always seem to forget. So this year I am doing gardening for my neighbours to get money to buy books that I need in school”.*

Participant’s comments seem to display different behaviour patterns which are portrayed by different individuals. In this case, lack of financial resources result into unacceptable behaviour, like stealing for other school children in order to have things or material that is

needed in school. While other orphaned learners display positive attitude from their situation, which is working on neighbour's gardens to get money to buy what the guardian cannot afford. This seems to be the only solution since there is no direct income they receive. In Nyabanyaba (2009) finding also indicate that orphaned learners get jobs to get income. Sometime which go beyond as dropping out if there is no legal guardian to encourage the child to attend school. It is also revealed in Ogina (2007) findings that orphaned learners are mocked because of their clothing which is different from the uniform.

5.4.5 Academic Performance

Participants voice out their academic performance and reasons behind their pass and fail. Their current situation serves as a contributing factor to their poor academic performance.

Participant three: *“After I lost my mother I was so upset and needed someone to talk to, but there was none and the year after I moved to a different school. That where I associated with a group of girls who bunk school to go to tavern. We used to drink and smoke with them and that was the only things that made me happy and forget about my sadness. I became reckless with my school work. I failed all subjects in three terms. So now I am trying to pull up my socks”.*

Participant one: *“Currently I am repeating grade eleven, when I failed I thought it was a mistake made by teachers. After enquiring I saw that I did something wrong. I did not have enough time to study at home because of house chores. But I am very optimistic that this year I will pass grade eleven”.*

Participant two: *“After my parents passed on, I noticed that I do not have anything to rely on besides education so I have been focusing on my school work since then because one day I would like to study in university like my older sister”.*

Participant four: *“I think I am doing well because I got position five in my class”.*

Responses of the participants indicate that their academic performance declines after the death of the parents. They do not grief properly and most instances they have to quickly adjust to their situation without proper assistance. Death of parents may lead to the child being unable to perform in school and in turn affecting the decision to attend school (Sharma, 2006). Orphaned learners also reported that they did not perform well at school after the incident of losing both parents and others tend to be involve in substance abuse because that the only thing that helps them forget about their situation for a short period and it leads to misbehaving, bunking school and poor school results.

These findings attest to Masondo (2006) who asserted that orphans learners engage in wrong doing which leave them frustrated, helpless and contribute to poor academic performance. Other responses indicated that losing parents made them to grow fast as they need to learn to be responsible and prioritise education. The focus on education has increase, orphaned learners reported that they are willing to finish their high school education and be better people in future. This shows contradiction to the study done in Uganda that shows the high rates of school dropout of orphaned learners (Boler & Aggleton, 2005). Even though they get distracted in school and that contributes to poor academic performance but it is reported that they are willing to improve their academic performance. One participant reported that he is coping regardless of losing both parents.

5.5. Support from peer learners

Orphaned learners have quickly learned to differentiate peer learners and peer friends. The support they receive from both peer learners and peer friends distinguish both relationships. They relate to peer learners as anyone they associate themselves with in school whilst peer friends relate to them as learners that are close to them and spend most of their time with in and out of school and who are at a same age range with them. The following experiences are presented in their original version.

Participant three: *“Since my friends have rejected me, my class mates who also do not have lunch box or pocket money support me. We basically support each other we talk about things that are pleasant and those which are unpleasant. We spend our break time in the library reading interesting books”.*

Participant five: *“When I was taking care of my younger sister who was sick, I could not attend school. My friends will assist me with writing assignment and update me about home works. They really help me and I appreciate their kindness to assist me. During exam time they helped me study for my exams. So my friends play an important role in my life”.*

Participant six: *“Sometime when school is difficult my friends encourage me to work hard”.*

Participant two: *“When I am not feeling well in school my best friend is the only one who can see that I am not alright and she will comfort me. I tell her things that bother me because she does not gossip about me and she also tells me her problems.*

Participants’ responses indicated that peer learners support does exist, especially peer learners. Other responses indicated that they enjoy being in school because of their peer learners friendliness and support. They receive academic support from their peer learners and assist them to cope with difficult subject. They talk to their peer friends when they need to talk about something that upset them. They actually provide empathy or emotional support. This attests to Goba and Wood (2011), study that elaborates about the existence of peer support in high school. In these high schools orphaned learners reported to experience support from peers.

5.5.1. Emotional support

Emotional support is needed by orphaned learners in both school and at home. Emotional support includes listening and advising. Orphaned learners experience emotional support from teachers and peer learners in school. Orphaned learners voice out their experiences in receiving emotional support in school. The following is their responses:

Participant five: *“Sometime I feel like leaving school because I could not cope with school work and taking care of my younger siblings. I tend to be absent most of the time when my teacher asks me about it I told her about my home situation. Things are really difficult for me now because after the death of my mother we had to move to live somewhere else. I left my friends who were supportive at home. So now it difficult for me to have a friend that support me”.*

Participant seven: *“Sometimes I miss my mother if she was around I would talk to her about my life like we used to do. But my friend at school listens to me when I need to talk about something that bothers me. Like when I was humiliated by the teacher for not wearing appropriate uniform, my friend was there to comfort me”.*

Participant one: *“At school, I do not really talk about things that upset me because I am afraid of that they will mock me in my absentia. So when I am upset I talk to my cousin at home who is older than me”.*

Participant three: *“I have a male friend whom I talk to when there is something that upsets me. Like when my brother and I missed school last week Tuesday because there was no electricity to warm water. My teacher assumed that I was out drinking alcohol with my friends, and that was not true at all. So if I do something wrong in school my teacher always says it my faults because I drink alcohol and that is not true. I even stopped hanging around with the group that use to bunk school to go to tavern, so this upset me. So my male friend knows the truth and he comfort me”.*

Participants’ responses in this theme indicated that orphaned learners need emotional support: someone they can rely on, talk to and someone to listen. Other participant response indicated that she/he does not trust anyone in school whom she/he could confide to. Some withdraw from confiding because they are scared of being mocked by other learners. A time comes where they wish their parents were still around. They feel life could have been much different had their parents were still be alive. This attests to Mbozi, Debit, Munyati (2006) study, lack of emotional support is viewed as a contributing factor of poor academic performance. Their response also reveals that lack of parental guidance can lead to lack of proper guidance in attending school and easily influenced to do negative things by peers. However other responses show that orphaned learners do get support from peer friends who empathise with them. School can provide children with the emotional support and supervision of adults, and

the opportunity to learn how to interact with other children and develop social networks (USAID, 2004)

5.5.2. Peer Friendships

Peer friendship play a significance role to orphaned learners as it is easy to talk to their peers about things that bothers them and that some of their peer friends understand their situation at home. They also spend most of their time with them so it easy to confide to them.

Participant seven: *“I really enjoy the company of my friend in school because when she has something like lunch box or pocket money she shares it with me. When she is around I don’t feel like I am an orphan. In school I never went hungry”.*

Participant six: *“As much as my grandmother supports me there are things that I cannot talk to her about but my friends are always there when I need to talk about other things that are happening in my life like boyfriend (giggle)”.*

Participant four: *Even though I do not talk to my friends about my situation at home, to be in their company makes me enjoy school. At school we play and laugh during the lunch breaks. I never feel alone when I am in school.*

Participant five: *“My friends cannot provide me with money but when I need to talk to someone there are always there, they even assist me with my school work.. I am more comfortable in talking to them than talking to teachers. I feel like they understand me more since we are at the same age rage”.*

Participant’s response differs from the Ogina (2007) findings which suggest that orphaned learners do not have friends or do not interact socially. Orphaned learners do socialise and have close relationship with other learners. Friends are closer than teachers to reach for support. This also shows that being involve in moral activities in school changes their focus

i.e. playing during the break. Mosha (2000, 21-22) “children are prepared for the practice of two fundamental human virtues: bonding with others or a strong sense of belonging and playfulness or joyfulness”. Participant four, feels a sense of belonging when he is playing with his school friends.

5.6 Support from teachers

Since one of the mandatory roles of being a teachers include giving any kind of support to students. Other teachers tend to fulfil that role effortlessly.

Participant three: *“Besides teaching, there is a Mathematics teacher who motivates us in every period in class. I really listen to him when he encourage us cause it one the things which keeps me going. My class teacher introduced me to overseas people who are sponsoring us with everything including school fees, clothes and groceries for my siblings and me”.*

Participant five: *“My LO teacher bought me a jersey in winter and I stopped wearing my uncle’s coat. It really helped a lot and now I wear my uniform like other learners”.*

Participant four: *“Since my grandmother’s tavern business seems not to be going well this year, it has been a recession time for our family. Since she is taking care of nine grandchildren including myself, I only have one shirt for school which is tore up. My teacher gave me a shirt the other day. I was happy but I hate it when people feel pity for me. If my mother was alive I would have the whole uniform. I think staying with my aunt will be better because my grandmother is really struggling as a breadwinner”.*

Participant two: *“I stay with my primary teacher who took me in to her home and she is supportive in everything and even supports my older sisters even though they don’t stay with us”.*

Participant seven: *“My class teacher pays for my educational trips and other things for school like lunch box”.*

Participant’s response shows that teachers fulfil their mandatory roles which include supporting learners. Their support seems to be appreciated by orphaned learners. Participant’s responses indicate that teachers do pay attention to learner’s conditions and try to assist. Orphaned learners report that they receive material, psychological and emotional support from teachers. From participants response teachers are viewed as considerate, there are able to recognise possible assistance for orphaned learners i.e. including orphaned learners to a program that involves being sponsored by overseas people .Their support does not end in school but they also accommodate orphaned learners in child headed family in their home.

5.6.1. Classroom

Classroom is regarded as the environment where interaction of the teacher and the learners take place. Teachers are able to closely observe each learner and learners are able to reach closer to teacher’s space. The conduciveness atmosphere of the classroom depends on the teacher, how she relates to learners.

Participant six: *“I hate being in the classroom when there is a certain subject teacher who I won’t mention her name because she always picks on me. I hate attending her class. There was a time when it was cold and I wore my long black socks there were other learners who wore just like me but the teacher picked on me only”.*

Participant eight: *“I like to be in the classroom, to me that the best moment which I enjoy in school because I get to participate in class which I enjoy. I get to understand most of the things in the classroom when I participate more”.*

Participant seven: *“When I am in the classroom no one can tell that I am an orphan. We are all treated the same. So I don’t really have a problem with my classmates. But sometime I*

don't understand the teacher and I am shy to ask, so I ask my classmates if I don't understand".

Participants responded differently in this theme, their responses indicated that in the classroom, it where orphaned learners get close to their classmates and peers. Orphaned learners reported that classroom it is the place where they feel comfortable and stress free. When there are in class they forget about their current home situation for temporary. However, one participant reported that some teachers make it uncomfortable to be in the classroom because they picked on them.

5.6.2. Parental guidance from teachers

Participant three: *"When I was involve with a misbehaving group of girls my teacher discipline me and chose a girl who lost both of her parents and has been mischievous but after seeing psychologist she is no longer misbehaving in school. So I hang around with most of the time she has help me by listening to me when I tell her about losing both of my parents and she understand how I felt".*

Participant one: *"I do not see teachers as parent but I respect them as there are adults and I know they will never tell me something that will destroy me so always listen to their advices and guidance".*

Participants reported that teachers sometime go an extra mile to assist orphaned learners. Sometime they play a parental role while in school. In the mandatory role of teachers this shows that teachers do perform pastoral role. Not every orphaned learner appears to be orphaned but there are some orphaned learners whom teachers can view as needy and are able to assist. This report attests with Bhana, Morrel, Epstein and Moletsane (2006) study that elaborates on how teachers handle orphaned learners in the secondary school.

5.7. SUMMARY

This chapter contained a comprehensive discussion of results of the research study. Themes were identified and discussed. The following chapter presents the conclusion that was drawn from the findings, followed by recommendations and avenues for further research.

CHAPTER SIX

6. DISCUSSION, RECOMMENDATIONS, LIMITATIONS AND AVENUES FOR FURTHER RESEARCH.

6.1 INTRODUCTION

The previous chapter entails the analysis and discussion of the data. This chapter explores the experiences of orphanhood of double orphaned learners and how they experience the support they receive from school through teachers and peer learners. The sample was chosen from Dlamvuzo and Khula high schools which are based in Eskhaleni Township.

The aims of the study are aforementioned in chapter one. The discussion that follows entails the conclusion withdrawn from the findings, restriction of exploring the possible arena of the study, recommendation and possible avenues for further research.

6.2. RE; STATING THE OBJECTIVES OF THE STUDY

This study aimed to achieve the following objectives;

- To find out how orphaned learners experience the school environment.
- How orphaned learners experience the support they receive from teachers.
- How orphaned learners experience the support they receive from peer learners.

6.3. FINDINGS OF THE STUDY AS PER OBJECTIVES OF THE STUDY

6.3.1 FIND OUT HOW ORPHANED LEARNERS EXPERIENCE THE SCHOOL ENVIRONMENT

The findings of the study revealed that double orphaned learners experience different challenges in school after the death of parents. Their experiences in school are determined by their home situation. Orphaned learners life in school becomes more difficult if there is lack or no support executed in school.

Furthermore, orphaned learners experiences in high school are comprised of consequential factors that derive from the death of parents. This involves changing of location, household and school, lack of emotional support that was once offered by the parent, trying to cope without the support of parents

6.3.1.1 Relocation and changed living arrangement.

This study revealed that relocation and change of living arrangement has a huge impact on the school performance and social life in school. Orphanhood seems to lead to psychosocial distress to the participants. In this study, orphaned learners reported that death of parents seems to create different challenges in their household which have a negative impact in their school work. Other participants reported that they had to relocate after the death of their parents and obliged to stay with relatives they hardly know. These changes are an extra burden because some had to move to different area which is far from home and being separated from their siblings to lighten the burden of taking care of them. While in a period of mourning for parents, enough time was not granted instead drastic life changes took place. Orphaned learners reported that it is difficult to adapt to a new school unlike in the previous school teachers and friends knew their situation at home and support was executed in school.

The findings of the study correlate with Shann, Bryant, Brooks, Bukuluki, Muhangi, Lungalla and Kwesigabo (2013), findings that relocation and changing of living arrangement create feelings of despair and psychosocial adjustment that might affect scholastic performance negatively. This study also discovered that orphaned learners are obliged to relocate and stay with relative, this means that they do not have a say about what they need. This sometimes results to anger when they do not like the environment and this result to misbehaving. One participant reported being involved in a group of mischievous girls and tends to be vulnerable to anyone who is nice to her as she was new to the school. In studies of (Pollock & White,

2005; Mbozi, Debit, Munyati, 2006) assert to that orphaned learners tend to be involve in social unacceptable behaviours. Other participant reported that being at school is different now for him, he dislikes attending school because it seem like an extra burden since they have to take care of themselves with his younger brother since older sister stays in the university residence. In contrary to the former, this study also revealed that not every orphaned learners despise relocation the opposite is reported. Relocation to others meant moving from rural area to a township where life is perceived to be fast and not adaptable. Others reported to cope with their situation because of new friends they found in the new school. Other reported that school is the best place because he is involved in extra mural activities which shift his mind to something else which is positive and one reported that school gives him hope that he can one day change his situation through education.

According to this study participants who seems to perform well in school actually enjoy school than participants who reported that they seem to be struggling with their school work. Furthermore, participating in school extra moral activities is presumed to be one of the ways to cope and adapt to a new school.

6.3.1.2 Emotional trauma, discrimination and hopelessness

The findings of the study revealed that orphan children normally experience emotional anguish after the death of both parents, words such as love, care and warmth are used to describe their late parents. After the death of parents, they reported that they need someone to talk to, someone to listen and to be empower them. These findings reflected Magano and Rambado (2012) as they point out that orphaned learners tend lose emotional support after their parent's death. A participant reported that sometimes they get discriminated by other children at home by how there are dressed. In (Cluver & Gardner, 2007; Satzinger, Kipp and Ruaal, 2007) HIV/AIDS orphaned learners live in constant fear of being victimised and discriminated at school compare to orphaned learners. One participant testified that other

learners make fun of his coat in school he used to wear because his aunt could not afford to buy him a school jersey. Ogina (2007) revealed that orphaned learners are mocked because of their clothing which is different from the uniform; such behaviour awakens feelings of helplessness and hopelessness to an orphaned learner whom use to afford school uniform before the death of parents.

This study found out that orphaned learners secretly compare themselves with non-orphaned learners in school. Participants reported feelings of hopelessness and helplessness in their situation of not having both parents around. One participant reported that she envies other learners who have both parents because they do not seem to lack anything: love, emotional support, consistent motivation and parental guidance. According to orphaned learners perspective they believe that non-orphaned learners seem to have everything, i.e. when teachers call our legal guardian to see my auntie does not come because she is busy with other things, this means that she does not care about my education. This kind of gesture is viewed demotivating and discouraging according orphaned learner's view. In support with the study findings, Nyamukapa, Gregson, Lopman, Saito, Watts, Monasch and Jukes (2008) state that psychosocial distress surface after the death of parent, they feel lost, isolated and neglected.

6.3.1.3 Coping with orphan hood and secondary school

Findings of the study revealed that double orphaned children in school cope through the motivation and encouragement from home and school. But double orphaned children who do not receive any support struggle to survive without parents in school. Participants seem to have too different responses in coping with orphanhood. One participant responded that he is actually coping when he is in school because he is involve in extra moral activities and that he has a dream of studying in the university and being too close with one member of the family which is his cousin, whom he talks too since he does not talk about his situation to his friends.

The study also find out that to be involved in extra school activities is one of the strategies to cope in school but also the full support from tend rescue the orphaned child from psychosocial distress. Other participant reported that she does not feel like an orphan at all because her grandmother takes good care of her and in school one cannot tell that she does not have both parents. The study also discovered that double orphaned children who do not stay with relatives usually struggle to cope with school since there are also responsible of taking care of their home. In addition, due to severity of situation at home, one participant reported that attending school adds a burden to her life, United Nations Children's Fund (2006) declares orphans are likely to view school as a burden, for this reason there are likely to drop out. Since she has to take care of her younger brother and household and attending school with homework and studying seem to be too much for her. Orphans have different experiences after the death of parent but a solid support from the family assist the child to heal quickly from emotional anguish.

6.3.1.4 Economic Limitations

The findings from this study revealed that double orphaned learners seem to be financially challenged after the death of parents and cannot afford to have school material that are required in school. Orphaned learners reported that lacking financial support is one of the major issues. The consequences of being financially challenged are highlighted i.e. economic limitations is reported to emanate behaviours which are social unacceptable like stealing. These findings assert with Pollock and White (2005) as they indicated that orphaned learners revert to social unacceptable behaviours. Such behaviours emanate from hatred and anger, which there are not aware of (Shann et al., 2013). One participant reported to have developed a habit of stealing when he does not have a stationary. This is one of the ways of exploring independence according to him. Nevertheless, other participants reported to be distressed about the fact that they can't afford to wear the full uniform in winter because the school

jersey is expensive. One participant reported that the books that were recommended by the teachers to buy were also expensive it seem difficult because other teachers do not understand my situation at home so I was punish like any other child in the class, but because these books were required for assignment and test. I decided to work during the weekends in the garden to get easy cash which help me to buy books that I need. The findings were similar to Nyabanyaba (2009) findings, which also indicated that orphaned learners get jobs to get income.

The study revealed that orphaned learners who lack financial assistance tend to experience distress as they cannot afford school material. However, the response of orphaned learners seems to be different as it can lead to bad habit such as stealing and in contrary can also yield a positive behaviour in handling the situation.

6.3.1.5 Academic performance

Academic performance serves as an indicator of how the learner is coping in the classroom or regarding her/his studies. Findings of the study pointed out that orphaned learners who have lost both parents, their school results tend to drop in particular after the incident. Participants reported that death of parents has a contributory factor to poor scholastic performance, since there are not given enough time to grieve, orphaned learners however also indicated the importance of bereavement support. These findings are similar to the authors that put emphasis on the importance of bereavement support in a school setting as it can potentially assist the bereaved children in school (Haine, Ayers, Sandler & Wolchik, 2008). Sharma (2006) revealed that death of parents may lead to the child being unable to perform in school and in turn affecting the decision to attended school. One participant reported that moving with relative who does not prioritise time to study, one end up doing house chores and neglected homework and studying at home. Thus result into failing.

Participants who recently lost their parents are the one who reported struggling to cope with school work and struggling to cope with the new adjustment in their lives. Mbozi, Debit, Munyati (2006) in their study, they argued that orphans and vulnerable children in school complained that the loss of their parents resulted into loss of emotional support which sometimes lead to failure to concentrate. But those participants who are not new to orphan hood tend to cope with their school and willing to do better.

The study pointed out that some of the factors which contribute to poor academic performance include absenteeism, being involved with group of friends who only attend school before lunch break, the use of substance abuse, lack of motivation and lack of adult supervision and not given enough time to grieve after the death of parents.

6.3.2 HOW DO ORPHANED LEARNERS EXPERIENCE SUPPORT RECEIVED FROM PEER LEARNERS.

Findings of the study discovered that orphaned learners in school are assisted by peer learners to cope in school since they spent most of their time with them. Support from peer learners is highly recognised by the participants. Peer learners and friends are the closest people in school the participants are able to be close to. They reported the availability of peer learners and friends that benefits them when they need someone to talk to. Seemingly, from the participants responses showed that they experience sometimes reject, comfort, care, academic support, motivation and someone they can talk to. For example, participants are more comfortable with talking with their peer learners because there are easily reachable and they spent more hours together in school. Orphaned learners in this study reported that peer learners are supportive, for example they tend to confide their problems to them because they listen to them and sometimes share their lunch with them when they do not anything to eat.

6.3.2.1 Emotional support

Relocation seems to play a huge role in getting new supportive friends from the new school. Participants reported that the saddest part is when one leaves supportive peer learners move to different school and struggle to find friends, when feelings of hopelessness and helplessness surface, friends are believed to always offering a helping shoulder.

Other responses reported that it is not easy to make friends in school anymore, confining to the peer cousin tend to be of great help. This shows how anxious orphaned learners sometime can be due to life changes. Being anxious of that, he might not stay long with the current relatives so making friends in school only complicate the orphaned learner, for this reason he tend to choose a person who will be reliable regardless of life changes.

Participant's responses seem to display the importance of having someone closer than your siblings in school which assist in dealing with their loss. Basically talking in this point with their peer learners seem to be keeping them focus on school.

6.3.2.2. Friendship

Friendship is assumed to be closer than a peer learner relationship. Participant's reported that friendship is more valuable to them. Participants tend to report that friendship with peers makes school to be exciting sometimes. Friendship is reported to be one of the things that restore their joy, happiness and laughter. Even when their friends reported they are not able to financially assist but the presence of their friends enhance their social skills. Participant's responses displayed that they experience a good sense of belonging.

6.3.3 HOW ORPHANED LEARNERS EXPERIENCE SUPPORT RECEIVED FROM TEACHERS

Participants specified that there are teachers who are able to observe and assist where they can. Participants reported that teachers tend to provide material support like school uniform, social support which is motivation and encouraging the importance of education to learners. Participant's responses showed that teachers went an extra mile in supporting orphaned learners like finding sponsors to support them in meeting school needs like school fees, school uniform, monthly allowance and annual visit. Teachers tend to keep document of learners in school like in one high school the teacher was able to identify the orphaned learners using the information in their school files.

Participant's also reported that support from teachers goes as far as offering their house as a home to orphaned learners who come from child-headed family and paying for educational trips for learners who do not have parents to not feel left out.

Support from teachers empowers learners to stay in school regardless of the challenges there are going through in and outside of school environment.

6.3.3.1 Classroom

Classroom is the only environment whereby a teacher get closure to learners and able to observe the child behaviour and identify a learner with a problem. Teachers observe the behaviour of the learner, scholastic performance and the personality of the child. Bray (2004) asserted that teachers easily identify indicators of vulnerability which are absenteeism, poor scholastic performance and appearance of learners clothing.

Participants reported that in classroom is where the learner is able to observe if the teacher is approachable or not when there is a problem and also it a great place to initiate friendship during the classroom encounter.

In the classroom, participant's responses reflected their different experiences. Responses showed that other learners do enjoy being in a classroom because they feel like there are part of something great but other get to be mistreated by their teachers in class. Some of the classroom encounters are bitter because of the teacher and some are good because of the teacher. But basically in classroom, participant's response shows that some are shy in class to ask for academic assistance from teachers but are able to ask their classmates who seem to do very well in their school well.

One participant reported that he does not only benefit academically from his teacher, but he also get encouraged to do well and focus on their education because other teachers tend to tell their stories about themselves which reflect their humbling beginning and gives learners hope and motivation.

6.3.3.2 Parental guidance

Teachers in school are the only adults that learners are able to look up to. Some they serve to be role models for learners. Teachers have to play different roles to accommodate learners.

Participants reported that teachers are able to fit into parent shoes, since they discipline, rebuke and motivate. They are able to correct unpleasant behaviour from learners through discipline without humiliating the learner.

Participant's reported that orphaned learners find it difficult to communicate with teachers. Boler and Carol (2003) suggest that communication should be improved by creating a suggestion box where learners write their problems and submit it without mentioning their names. Sometime when teachers show caring and warmth toward learners, it becomes easier for the learner to communicates with teacher and disclose.

6.4 SOCIAL INTERACTIONISM

Social interactionism theory which was pioneered by Blumer (1969) seeks to understand the process of interaction in the formation of meanings for individuals. People interact with the same environment differently. In this research the focus is on the experiences of orphaned learners in how they experience the support they receive from teachers and peer learners. The relevance of this theory focuses on the meaning, language and thought of orphaned learners regarding the interaction of the school as the environment which provide a platform for orphaned learners to tell their experience as it constitute to their life story. Their formation of meaning, language and thought reflect their experiences individually. This theory was applied in three component which are meaning, language and thought.

6.4.1. Meaning

Orphaned learners perceived orphanhood as the most difficult period of their lives. Especially at juvenile age while there are still in high school. Since there are high school pupils this is viewed as a crucial stage where one tries to identify oneself and need guidance in terms of the sudden development in physical, mental and social perspective. Losing parents to some of the participants being interviewed meant hopelessness and helplessness because no one prepares children of losing parents whilst there are trying to find themselves in this world. Blumer (1969) says meaning is interpreted by how human interact and how one act towards other people. Orphaned learners might display mischievous or rebellious behaviour towards their teachers or classmates, consequences of their behaviour will result to punishment. Therefore, there is a probability of that their behaviour will be viewed as unacceptable and that those orphaned learners who act like that deserves a harsh treatment. The core of the problem is likely to be overlooked by teachers. In addition, when orphaned learners interact with other learners in school and discover that not every learner loses their parent while in high school.

That when they distinguish themselves from other learners and their lives and start to interact with other learners differently.

This also changes their perception of the teacher's role in their lives. Orphaned learners that have been interviewed seemed to perceive teachers as parents figure but in a different environment. This goes further to receiving support from teachers, they secretly expect a little support from teachers, if there is none existing feelings of rejection might appear which contribute to how the orphan learner interact with the teachers. Each participant has a different meaning of support, but when discussing support from teachers most of them thought the only support they expect from teachers is academic support.

6.4.2. Language

Language according to (Hewitt, 1988) gives human a meaning by which to negotiate meaning through symbols. Orphaned learner's experiences school differently. Some participants view teachers as parents because of how teachers behave towards them, as they mentioned other teachers buy them school jersey, motivate during the classroom session etc. Teacher's effort to support orphaned learners and how they speak with them verbally put them in a position of being elders who are considerate more or less like a parent figure. In addition, language plays a major role in human interaction, language used in schools by teachers to the learners contribute to how they interact.

6.4.3. Thought

According to Blumer (1969), thoughts are elicited from language. Participants relationship with other peer learners is determined by their discourse or how they communicate, which determines the role of their fellow learners as whether they perceive them as friends or not. Behaviour emanate from thoughts, either good or bad. Human behaviour does not occur haphazardly, it originates from one's thoughts.

6. 5. CONCLUSIONS AND DISCUSSION

When it comes to grieving, children are not considered by elders because they are unaware of their existing feelings and emotions. They think that only adults are allowed to grieve because they understand the feeling of losing a beloved person. But what they do not understand is that children also have their own way of grieving. If they are not given enough time, they are susceptible to maladjusted behaviour when they are in school which contributes to poor academic performance in school. Children need enough time to understand and deal with the loss of parents.

Death of parents comes with a lot of adjustments in a child's life firstly, immediately after the death of parents children are obliged to adjust to schooling like nothing has happened. They are not given enough time to grieve for their loss or required support and encouragement to express their emotions nor are they given professional help to deal with their loss. Secondly, this change may involve moving from a middle or upper-class urban to a poor rural relative's home. It may also involve separation from siblings, that is done randomly when orphaned children are divided among relatives without due considerations of their needs and children who may not have any other relative to go to maybe forced to live on their own, constituting child-headed families. All these changes can easily affect not only the physical but also the psychological well-being of a vulnerable child. They can be very stressful as they pose new demands and restrictions to children's life. Orphanhood also involves change of role or shift of responsibility for the older siblings, since they need to take care of their sibling especially in child-headed family.

Orphaned learners in high school who do not receive support from their relatives back home. They are likely to feel lonely and helpless and think that their lives would be different if their parents were still alive. However, orphaned learners who receive support from home seem to

cope much better in school. Orphaned learners are able to overcome orphanhood when there have a good support system in school and at home.

Orphaned learners who do not receive support from school or at home resort to misbehaving, like stealing, bunking school and using substance abuse. This is their way of distressing and forgetting their problems at home or school. Sometimes they experience the feelings of anger of losing their parents, helplessness from the inability to control their situation and loneliness from not being a recipient of unconditional love. Lack of support contributes to low self-esteem and negative outlook of the future.

An orphaned learners experience varies depending on the situation of each learner. Orphaned learners who are orphaned by HIV/AIDS experience a lot of rejection, discrimination and stigmatisation from other children in school. This is probably done because little education is done on HIV/AIDS.

However, different attitudes and behaviour of orphaned learners is determined by their outlook on life. When orphaned learner is empowered mentally that elicits an optimistic view of the future. Beside the support they receive from the surroundings (home or school) the important thing is their attitudes to their situation that will make them better people. If people in their surroundings empower them it becomes easier for orphaned and vulnerable learners to adapt to change and deal with it. Orphaned learners in school do receive support from the surroundings who are teachers and peer learners and friends. Social, mental, physical and emotional support is given to orphaned learners by teachers and peer learners. Teachers give them advices and motivate them to work hard whilst peer learners and peer friends listen to them when they need to speak. But sometimes, it becomes a problem for teachers to support the orphaned learners in school it becomes too much for her. Since other teachers refer orphaned learners to one teacher for assistance. In one school, there is only one teacher who is able to help learners with their social issues. This does not help or support orphaned learners

or vulnerable learners out of compulsion but their empathy for orphan and vulnerable learners in pushes them to take a stand and assist where possible. Orphaned and vulnerable learners find it difficult to approach teachers for help and it is also difficult for a teacher to identify orphaned learners in school. Other orphaned learners have never received support from a teacher. But they have peer friends who support them in school.

Some orphaned learners enjoy being at school because they have people who support them to go through the day without feeling hopeless and helpless to the contrary some do not enjoy being in school. Peer friends are always there in and out of school giving them emotional and social support. Peer learners and peer friends play a major role in their lives because they are easy to talk to and reachable when they need them. Since other peer friends are friends in and out of school. Educational future of the orphan learner heading household is sometimes difficult when parents are no longer alive. This might results into viewing school as a waste of time or education not valuable.

6.6 LIMITATIONS

The researcher is aware that there are easily some discernable limitations in this research study. For example, the following are noted:

- First, the study covers only a small fraction of the number of potential participants. This limits the claim of representativeness. Nonetheless, the research study does not intent to assemble representative data: its aim is assemble data that would shed light on how orphaned learners experience the support they receive from high school.
- Secondly, the research study only used interviews to collect data for analysis.
- Third, Since only interviews were used some of the participants who were not able to express themselves verbally, could not express their experiences as much as they would have loved to.

- In sum, since the interviews were conducted in IsiZulu and translated into English during transcription. Some meaning and hints may have been lost in the translation, which thereof jeopardises the quality of the interviews.

6.7 RECOMMENDATIONS

The results of this study signify that learners who are double orphaned attend secondary or high school and resides in Esikhaleni Township experience the support they receive from both teachers and learners in school positive. Therefore, as much as they receive support from school it is not enough since they rely on one teacher to assist them and she cannot support them all. For this reason and to a large extent, orphaned learners are basically supported by their peers to cope in school. Nonetheless, learners who have lost both of their parents due to AIDS have negative experience in school since they do not get assistance from both teachers and learners. The following recommendations were based on the findings in chapter four.

- Due to a large number of orphans in schools and a heavy workload in teachers. The Department of Education should consider hiring registered counsellor who will be based in schools and work in collaboration with educational psychologist. Professional help is required for learners who have lost their parents to cope with changes that precede the death of the parents. In that way orphaned learners will be able to receive psychosocial support
- Bereavement counselling should be set up and qualified personnels should be available in schools to support children who have just lost their parents. This would assist in alerting them about their emotions and their proper way to grieve for their loss.

- Since there is an increasing rates of AIDS killings, orphaned learners in schools. The school should organise workshop and programmes that would expose and educate teachers and learners to nature of the endemic and deadly disease.
- In Children and Educational Rights amendment, orphaned learners should be considered as special cases.

6.8 AVENUES FOR FUTURE RESEARCH

This research managed to accomplish its aims and has opened the following avenues for further research

- Quantitative study in this area is necessary.
- It will also be necessary to involve the experiences of teachers who are able to support orphans.
- Future research needs to explore a larger and more diverse sample in order to increase generalizability and credibility.

6.9 SUMMARY

The present study serves as platform for orphaned learners in describing their experiences regarding the support they receive from peer learners and educators. Their experiences are well articulated by themselves as the role players with different phenomenal experiences. In a way, the present study has been able to illuminate and acquire an understanding of the basic relationship between learners and educators. Why a considerable attention should be given to the orphaned learners in order to bridge the gap between their individual background and the school at large. Educators is a result oriented venture, therefore, the findings from this research serve as an eye opener not only to the educators but also to the school managers and ministry of basic education, curriculum planners.

7. REFERENCES

- Adams, J.D. (2005). Evaluation of Psychological Programs for Children orphaned by HIV/AIDS in South Africa.Kwa-Dlangezwa: University of Zululand.
- Adler, P.A. & Adler, P. (1994).Observational techniques. In N.K. Denzin& Y.S. Lincoln (Eds), Handbook of qualitative research. London: Sage.
- Ainsworth, M.D.S. & Bowlby, J. (1991). An Ethological approach to personality development. *American Psychologist*, 46, 331-341.
- Anderson,R. E., Carter,L. & Lowe, G. (1999). Human Behaviour in Social Environment: A Social Systems Approach (5th ed.). Hawthorne, NY: SAGE.
- Alexander, A. (2004). A Qualitative exploration of student's experiences with tutorial learning. Unpublished PhD Thesis. Northeast Louisiana University.
- Baghdadi, L. (2009). Symbolic Interactionism: the role of interaction in the Israeli Palestinian conflict. *Social Research*, 2(1), pp 2122-2143.
- Babbie, E.R. (2007). *The Practise of Social Research*. Belmont, CA: Thomson Wadsworth.
- Babbie, E. & Mouton, J. (2001).The practice of social research. Cape Town: Oxford University Press.
- Baghdadi, L. (2009). Symbolic interactionism: the role of interaction in the Israeli-Palestine conflict. *Social Research*, 2 (1), pp. 2122-2143.
- Bennel, P., Hyde, K. & Swainson, N. (2002). The Impact of the HIV/AIDS epidemic on the education Sector in Sub-Saharan Africa. University of Sussex: Brighton.
- Berk, L.E. (2000). Child Development (5th ed.). Boston: Allyn and Bacon.

Bernard, A. (2003). Review of Child-Friendly School Initiatives in the EAPRO region (draft). Unpublished DC: Author.

Bhana, D., Morrell, R., Epstein, D. & Moletsane, R. (2006). The hidden work of caring: teachers and the maturing AIDS pandemic in diverse secondary schools in Durban. *Journal of Education*, 38 (5), 5-24.

Brockelman, P. (1980). *Existential Phenomenology and the word of Ordinary Experience*. New York: Oxford University Press.

Bryman, A. (1988). *Quantity and Quality in social research*. London: Routledge.

Bryman, A. & Burgess, R. G. (1994). *Analyzing Qualitative Data*. London: Routledge.

Burns, R.B. (2000). *Introduction to Research Methods* (4th ed). London, UK: Sage.

Bless, C. (1995). *Fundamentals of Social Research Methods: An African Perspective*. 2nd Edition Cape Town: Juta & Co Ltd.

Boler, T. & P. Aggleton (2005). *Life skills education for HIV prevention: a critical analysis*. London, Save the Children and ActionAid International. Retrieved from <http://www.ucg.org/files/issues/pdf/gn00ma.pdf> on the 05th of April 2013.

Boler, T. & Carroll, K. (2003). *HIV/AIDS and education: Addressing the educational needs of orphans and Vulnerable children*. UK: Action International and Save the children Fund. [www.Aidsconsortium.org.uk/education%20 downloads/Education OVC%20paper \(small\).pdf](http://www.Aidsconsortium.org.uk/education%20downloads/Education%20OVC%20paper%20(small).pdf)

Blumer, H. (1969) *Symbolic Interactionism; Perspective and Method*. Englewood Cliffs, NJ: Prentice-Hall. Retrieved from <http://libguides.usc.edu/content.php?mode=preview&pid=83009&sid=618409> on the 25th of May 2013.

Bray, R. (2004). Predicting the social consequences of orphanhood in South Africa. *Africa Journal AIDS Research*, 2(1), pp 39-55.

Brodzinsky, D.M., Gormly, A. & Ambron, S. (2000). *Lifespan Human Development* (6th ed.). New York: Rinehart & Winston.

Bronfenbrenner, U. (1994). *International Encyclopedia of Education* (2nded.). Oxford: Elsevier. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*.

Cady, M. (1998). *The Rapture-Prophecy Bible Study*. Retrieved from

<http://christianity.about.com/od/faqhelpdesk/a/whatisrapture.htm>. On the 7th of April 2013.

Case, A., Paxson, C. & Ableidinger, R. (2004). Orphans in Africa: Parental Death, Poverty and School Enrollment. *Demography*, 41(3), 483-508.

Charon, J. M. (2004). *Symbolic Interactionism An Introduction, An Interpretation, An Integration*. Boston: Pearson.

Cho, H., Hallfors, D. D., Mbai, I. I., Itindi, J., Milimo, B.W., Halpern, C. T., Iritani, B. J. (2011). Keeping Adolescent Orphans in School to Prevent Human Immunodeficiency Virus Infection: Evidence from a Randomized Controlled Trial in Kenya. *Journal of Adolescent Health* ,48 (3), pp 523–526.

Coombe, C & Kelly, M.J. (2001). Education as a vehicle for combating HIV/AIDS. Available(athttp://portal.unesco.org/education/en/file_download.php/8b101702cb719eb63573e502e05f8a8eprosppects119.pdf) (retrieved on the 23th of May 2013).

Constitution of Republic of South Africa (1996). *South African Government Information*.
www.info.gov.za Retrieved on the 06th of November 2013.

Cotterell, P. & Turner, M. (1989) *Linguistics & Biblical Interpretation*. Downers Grove, 3: InterVarsity.

Couch, M. (ed.). (2001). *A Bible Handbook to Revelation*. Grand Rapids: Kregel.

Couch, M., (1996). *Dictionary of Premillennial Theology*. Grand Rapids: Kregel, Crutchfield, Larry V. (Eds) *The Origins of Dispensationalism: The Darby Factor*.

Cohen, L., Manion, L. & Morrison, K., (2000). *Research methods in education*. 5th ed. London, UK: Routledge. Falmer.

Colaizzi, P. F. (1978). *Psychological research as the phenomenologist views it*. In Bourke, E.P. (2008). *The experiences of teacher aides who support students with disabilities and learning difficulties: A phenomenology study*. Unpublished PhD Thesis. Queensland University of Technology.

Convention on the Rights of the Child (2013) *United States Should Ratify United Nations Treaty on Children's Rights* (The Wellesley News)

<http://www.thewellesleynews.com/2013/10/30/united-states-should-ratify-united-nations-treaty-on-childrens-rights>. Retrieved on the 16th of April 2014.

Clandinin, D.J. & Connelly, F.M. (2000). *Narrative Inquiry: Experience and story in qualitative research*. San Francisco: Jossey-Bass.

Cluver, L. Gardner, F. Operario, D. (2009). *Poverty and Psychological Health among AIDS-Orphaned Children in Cape Town: South Africa*. *AIDS Care*, 21(6), 732-741.

Creswell, J. W. (2008). *Qualitative and Quantitative Research Preliminary Considerations*. Thousand Oaks: Sage.

Creswell, J.W., (2007). Five qualitative approaches to inquiry. In J.W. Creswell, *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.) Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (2007). *Qualitative inquiry and research design: choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J.W., (2005). *Educational research: planning, conducting and evaluating qualitative and quantitative research*. 2nd ed. Upper Saddle River, NJ: Merrill/Pearson Education.

Dell, P. T. (2008). *Acting your age: a study of the relationship between online social interaction and identity in older adults*, PhD thesis, Murdoch University.

Denzin, N., & Lincoln, Y. (Eds.). (2005). *Handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: SAGE.

Denzin, N.K. & Lincoln, Y.S. (Eds) (1994). *Handbook of Qualitative Research*. California: SAGE Publication.

De Jesus, S.N. & Conboy, J. (2001). A street management course to prevent teacher distress. *International Journal of Educational Management*, 15(3), pp 131-137.

De Vos, A.S. (2005). Intervention research. In: A.S. de Vos, H. Strydom, C.B. Fouche and C.S.L. Delpont, eds. *Research at grass roots: for the social science and human service professions*. Pretoria: Van Schaik.

De Witt, M.W. & Lessing A.C. (2010). The Psychosocial well-being of orphans in Southern Africa: the perception of orphans and teachers. *Journal for Transdisciplinary Research in Southern Africa*, 6(2), pp 461-477.

Dhlamini, P. K. (2004). *A Description of selected Interventions for the Care of Orphans and Vulnerable Children in Botswana, South Africa and Zimbabwe*. Cape Town, SA: HSRC Press.

- Dockrell, J., Lewis, A. & Lindsay, G. (2000). Researching Children's Perspectives: A Psychological Dimension. In A. Lewis & G. Lindsay (Eds.), *Researching Children's Perspectives*, Buckingham: Open University Press.
- Duncan, J. & Arnoston, L. (2004). Children in crisis: good practices in evaluating psychosocial programming. *The International Psychosocial Evaluation Committee and Save the Children*.
- Eisner, E.W. (1998). *The enlightened eye: qualitative inquiry and the enhancement of educational practice*. New York, NY: Macmillan.
- Erikson, E.H. (1968). *Identity: Youth and crisis*. New York: Norton.
- Fidja, N. (2013). *The Emotions (Studies in Emotion and Social Interaction)*. London: SAGE.
- Fox, S. (2001). Investing in our future psychosocial support for children affected by HIV/AIDS: A case study in Zimbabwe and the United Republic of Tanzania. Best Practise Collection. Geneva, Switzerland: UNAIDS
- Flick, U. (2009). *An introduction to qualitative research*, 4th (ed). Thousand Oaks, CA: SAGE.
- Flood, A. (2010). Phenomenology epistemological assumptions, research method, nursing research. *Nurse Researcher*, 2(17), pp 814-850.
- Foster, G. (2001). Beyond education and food: psychosocial well-being of orphans in Africa. *ACTA PÆDIATR*, 91 (5), pp. 502-504.
- Foster, J. & Williamson, J. (2001). *Principles and Strategies to Reduce the Impact of AIDS on Children and Families*. New York: Cambridge University Press.

Giese, S, Meintjies, H, Croke, R & Chamberlain R. (2003). Health and social services to address the needs of orphans and other vulnerable children in the context of HIV/AIDS. Cape Town: Children's Institute of the University of Cape Town.

Germann, S. (2002). *Regional Psychosocial Support Initiative for Children Affected by AIDS (REPSSI)*. Zimbabwe.

Gibbs, G.R. (2007). *Analysis qualitative data*. (The SAGE Qualitative Research Kit). Thousand Oaks, CA: SAGE.

Giorgi, A. (1997). The theory, practice, and evaluation of the phenomenological method as a qualitative research procedure. *Phenomenological Psychology*, 28(2), pp 235-260.

Goffman, E. (1958). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh, Social Sciences Research Centre.

Goba, L. & Wood, L. (2011). Care and support of orphaned and vulnerable children at school: helping teachers to respond. *South African Journal of Education*, 31 (2), pp 275-290.

Griffin, E. (1997). *A First look at Communication Theory*. New York: McGraw-Hill.

Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3(4), pp. 1-26.

Gutierrez, L.M.(1994). Beyond coping: An empowerment perspective on stressful life events. *Journal Of Sociology and Social Welfare*, 21(3), pp 201-219.

Hall, K. & Meintjes, H. (2013). *The Number and Proportion of Children Living in Child-only House-holds*. Demography of South Africa's Children Institute.

Hancock, B. (2002). *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research*. University of Nottingham: Trent Focus of Research.

Haine, R.A, Ayers, T.S., Sandler, I.N. & Wolchik, S.A. (2008). Evidence based practices for parentally bereaved children and their families. *Professional Psychology. Research and Practice*, 39 (4), pp 113-121.

Harrison A, Smith, J. A & Myer, L. (2000). Prevention of HIV/AIDS in South Africa: a review of behaviour change interventions, evidence and options for the future. *South African Journal of Science*, 96 (4), pp 285-290.

Hargreaves, J.R., Morison, L.A., Kim, J.C. (2008).The association between school attendance, HIV infection, and sexual behavior among young people in rural South Africa. *J Epidemiol Community Health*, 62(2), pp 113-119.

Harms, S., Jack,S., Ssebunnya,J. & Kizza, R. (2010). The orphaning experience: descriptions from Ugandan youth who have lost parents to HIV/AIDS. *Child Adolescent Psychiatry Mental health*, 10 (3), pp 789-820.

Hayes, S. (1979). The Counselor Aide: Helping services for Native American Students. *Journal of American Indian Education*. 18 (3), pp 5-11.

Henning, E. (2004). *Finding your way in Qualitative Research*. Van Schaik: Pretoria.

Hewitt, J. (1988). *Self and Society: A Symbolic Interactionist Social Psychology*. Newton, Massachusetts: Allyn and Bacon.

Herman-Kinney N. J. & Reynolds, L. T. (2003). *Handbook of Symbolic Interactionism*. New York: AltaMira.

Home Grown School Feeding: a Framework to Link School Feeding with Local Agricultural Production <http://www.wfp.org/content/home-grown-school-feeding> retrieved on the 18th of May 2013.

Huber, A. & Gould, B. (2003). *Doing Development Research*. Thousand Oaks: SAGE.

Human Rights Watch. (2006). Children's rights: Education. Retrieved from Human Rights Watch:

<http://hrw.org/children/education.htm>. On the 12th of March 2013.

Ismayilova, L. & Ssewamala, F. M. (2009). Integrating children's savings account in the Care and Support of Orphaned Adolescent in Rural Uganda. *Social Service Review*, 37 (2), 1061-1102.

Israel, M. & Hay, I. (2006). *Research Ethics for Social Scientists*. London: Sage.

Jubber, K. (1994). Early home influences. Reading performance and standard four and standard ten school performance. *South African Journal of Education*, 14 (1), 169-175.

Kenya's abolition of school fees offers lessons for rest of Africa. UNICEF. Retrieved from http://www.unicef.org/infobycountry/kenya_33391.html. On the 02nd of April 2013.

Kirby, D., Obasi, A. & Laris, B.A. (2006). *The effectiveness of sex education and HIV education interventions in schools in developing countries*. UNAIDS Task Team on Young People: Preventing HIV/AIDS in Young People. New York: UNAIDS.

Kinghorn, A., Schierhout, G. H. & Johnson, S. (2001) *Impact of HIV/AIDS in South African Departments of Education*. Technical Report (Windhoek, Abt Associates).

Kurzinger, M. L., Pagnier, J. G., Khahn, J. G., Hampshire, R., Wakabi, T. & Dye, T. D. V.

(2008). Education Status among Orphans and Non-orphans in Communities Affected by AIDS in Tanzania and Burkina Faso. *AIDS Care*, 20(6), 726-732.

Krippendorff, K. (1980). *Content Analysis: An Introduction to its methodology*. London: Sage.

Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.

Klein, D.M., & White, J.M. (1996). *Family theories: An introduction*. Thousand Oaks, CA: Sage Publications.

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass.

LaRossa, R. & Reitzes, D.C. (1993). Symbolic interactionism and family studies. In P. G. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 135-163). New York: Plenum Press.

Leedy, P. D. & Ormrod, J.E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River: NJ: Prentice Hall.

Leatharn, C.P. (2005). *Lived Experiences of Adolescent learners from Child-Headed Families in the Northern Free State*. Unpublished Masters Thesis. University of Johannesburg.

Liamputtong, P. R. & Ezzy, D. (2005). *Qualitative Research Methods: A Health Focus*. Melbourne: Oxford University Press.

Lincoln, Y.S. & Guba, E.G., (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Lindsay, G. (2000). Researching Children's Perspectives: Ethical issues. In A. Lewis & G. Lindsay (Eds.), *Research Children's perspectives*. Buckingham: Open University Press, 3-19.

Lindlof, T. R. (1995). *Qualitative Communication Research Methods*. Thousand Oaks, Sage.

Louw, N., Edwards, D., & Orr, J. (2001). HIV and AIDS: Care and Support of Affected and Infected Learners. *A guide for educators*. Commissioned by the HIV/AIDS and STD Directorate. Department of Health: Government Printer.

Lyons, M. (2002). *The impact of HIV and AIDS on children, Families and Communities: Risks and Realities of children during the HIV Epidemic*. London: Routledge.

Magano, M.D. & Rambado, R. M. (2012). The Role of Life Orientation teachers in Addressing the Emotional Needs of Rural HIV/AIDS Orphaned Learners. *Anthropologist*. 14(5), pp 401-413.

Makhonza, L.O. (2006). Factors Which Contribute to Orphaned Learners' Academic Achievement. Unpublished Master of Educational Psychology dissertation. KwaDlangezwa: University of Zululand.

Marshall, M.N. (1996). Sampling for qualitative research. *Family Practice*, 13(6), 522-525.

Marshall, C. & Rossman, B. G. (1995). *Designing Qualitative Research*. Thousand Oaks. London: SAGE.

Mason, J. (1996). *Qualitative Researching*. London, Thousand Oaks and Delhi: SAGE.

Masondo, G. (2006). *The Lived-Experiences of Orphans in Child-Headed Households in Bronkhorstspuit Area: A Psycho-Educational Approach*. University of Johannesburg.

Mayimele, R.R. (2009). A Communitarian programme for supporting AIDS orphaned learners. Published Ph.D. Thesis. University of North- West.

Mazibuko, G. (2007). *AIDS orphans and ubuntu/botho*. Vanderbijlpark: North-West University.

Mbozi, P.S., Debit, M.B., Munyati, S. (Eds.). (2006). *Psychosocial Conditions of Orphans and Vulnerable Children in Two Zimbabwean Districts*. Cape Town: HSRC press.

McDonald, L. (2000). *Psycho-social and mental health programmes: useful resources and information to guide interventions*. Geneva: UNHCA.

McMillan, J. H. & Schumacher, S. (2010). *Research in Education: Evidence based inquiry* (7th Ed). London: Pearson.

Mdletshe, B. (2012). Mzondeni Community Care Organization the Noah community. Retrieve from <http://www.noahcommunity.org/mzondeni/> on 24/06/2014

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Michail, K. (2010). *Dyslexia: the experiences of university students with Dyslexia*. Unpublished PhD Thesis. Edgbaston: University of Birmingham.

Miller, C.H. (2008). *Educational Access of Orphans and Vulnerable Children in Woliso*. Ethiopia: Alaska Pacific University

Mishler, E.G. (1996). *Research Interviewing: Context and Narrative*. Cambridge: Harvard University Press.

Misha, E. & Arnold, T. (2005). *Lived Experience of Orphaned Learners in Secondary School: HIV/AIDS*. Thousand Oaks: Sage.

Morrow, W. (2007). What is teachers work? *Journal of Education*, 4(1), pp 11-19.

Morrell, R. & Ouzgane, L. (2005). *African Masculinities: Men in Africa from the Late Nineteenth Century to the Present*. New York and Basingstoke: Palgrave Macmillan.

Morse, J. M. (1994). *Critical issues in qualitative research methods*. Thousand Oaks, CA: SAGE.

Mosha, R.S. (2000). *The Heartbeat of Indigenous Africa*. New York: Routledge.

Motha, K.C. & Frempong, G. (2012). The Lived experiences of orphaned Learners in South Africa; implications for the provision of quality education. *International Journal of Inclusive Education*, 10 (3), 1080-1130.

Motene, H. (2009). *Experiences of AIDS orphaned adolescents in Thaba-Bosiu, Maseru*. Port Elizabeth: Nelson Mandela Metropolitan University.

Mtose, X. & Mendelsohn, J. (2008). *Supporting the educational needs of HIV-positive learners in Namibia*. Published Ph.D Thesis. Raison Namibia.

Mthembu, S.T. (1996). A Study of Parental influence on Student's Academic Achievement. Unpublished Master of Education dissertation. Kwa-Dlangezwa: University of Zululand.

Muller, C., Katz, R. S., & Dance, J. L. (1999). Investing in Teaching and Learning: Dynamics of the Teacher- Student Relationship from Each Actor's Perspective. *Urban Education*, 34 (1), 292-337.

Murungu, D. (1998). *Government policies and practices on AIDS orphans in Zimbabwe*. Presented at the Southern African Conference on "Raising the Orphan-Generation". June 9-12. Pietermaritzburg.

Munhall, D. (2007). Phenomenological method. In P. Munhall (Ed.), *Nursing Research: A qualitative perspective* (4th Ed.). Sudbury, MA: Jones Bartlett.

Nachmias, C. & Nachmias, D. (2000). *Research methods in social sciences* (7th ed.). New York: Worth Publishers.

Neuman, W.L. (2000). *Social Research methods: Qualitative and quantitative approaches* (4th ed.). Boston: Allyn and Bacon.

Newman, J. (1996). *Give: A cognitive Linguistic Study*. New York: Oxford University Press.

Neild, H. & Angus, I. (2005). Teachers support.

Retrieved from(<http://www.gse.upenn.edu/rneild/carework>). On the 3rd of April 2013.

Nixon, D. J. (2010). An Exposition and Critique of Rapture Doctrine. Retrieved from

<http://www.discerningthetimesonline.net/rapturecritique.html>. 5th of May 2013.

Noddings, N. (1996). "The Caring Professional." Pp. 160-172 in *Caregiving: Readings in Knowledge, Practice, Ethics, and Politics*, edited by S. Gordon, P. Benner, and N. Noddings. Philadelphia: University of California.

Niang, C.L & Ufford, P.Q. (2002). *The Socio-economic impact of HIV / AIDS on children in a low prevalence Context: the Case of Senegal*. UNICEF Florence.

Nicolai, S. (2003a). Psychosocial needs of Conflict affected Children and Adolescents (World Bank IIEP Summer School 7-15th July 2003. Background paper). Paris: IIEP-UNESCO.

Ntaote, G.M. (2011). Exploring ways of assisting Lesotho educators to offer care and support to children orphaned and rendered vulnerable by HIV/AIDS. Unpublished Masters Thesis. Nelson Mandela Metropolitan University.

Nyamukapa, C.A. & Gregson, S. (2005). Extended Family's and women's roles in safeguarding orphans Ogina, education in AIDS afflicted rural Zimbabwe. *Social Science & Medicine*, 6(10), 2155-2167.

Nyamukapa, C. A., Gregson, Lopman, Saito, H. J. Watts, R. Monasch & Jukes, M. C. H. (2008). "HIV-Associated Orphanhood and Children's Psychosocial Distress: Theoretical Framework Tested with data from Zimbabwe." *American Journal of Public Health*, 98(1), 133-141.

Nyabanyaba, T. (2009). Factors Influencing Access and Retention in Secondary schooling for Orphaned and Vulnerable Children and Young people: Case studies from high HIV and AIDS prevalence contexts in Lesotho. Institute of Education, National University of Lesotho: SOFIE Opening Up Access Series No 7.

Ogina, T. A. & Nieuwenhuis, J. (2010). Gaining Access to the Experiences of Orphaned Children – A Draw-Write and Narrate Approach. *Qualitative Research Journal*, 10 (2), 51 – 60.

Ogina, T.A. (2007). *Redefining the Role of Educators in Managing the Needs of Orphaned Learners*. Pretoria: University of Pretoria.

Oxford Advanced Learners Dictionary (2010). Cape Town: Oxford University Press.

Pascal, J., Johnson, N., Dore, C. and Trainor, R. (2011). The lived experience of doing Phenomenology: Perspectives from Beginning Health Science Postgraduate Researchers. *Qualitative Social Work*, 10 (2), 172-189.

Pascoe, J. S. S, Langhaug, F. L., Durawo, J., Woelk, G., Ferrand, R, Jaffar, S., Hayes, R. & Cowah, F.M. (2010). Increased risk of HIV–infection among school attending orphans in rural Zimbabwe. *AIDS Care*, 22 (2), 206-220.

Patton, M.Q. (2002). *Qualitative evaluation and research methods*. 3rd ed. Newbury Park, CA: Sage.

Parkinson, G., & Drislane, R. (2011). Qualitative research. In *Online dictionary of the social sciences*.

Retrieved from <http://bitbucket.icaap.org/dict.pl> on March 17 2014.

Penslar, R.L. (1995). *Research Ethics: cases and materials*. Indianapolis: Indiana University Press.

Peterson, R.A. (1982). *Marketing Research*. Plano, TX: Business Publications.

Pennsylvania Press. In Muller, C. (2001) *The Role of Caring in the Teacher-Student Relationship for At-Risk Students*.

Peltzer, K. & Promtussananon, S. (2003). Perceived vulnerability to AIDS among rural black South African children: a pilot study. *Journal of child and adolescent mental health*, 15 (1), 65-72.

Pollock, R.M. & Whitelaw, G.S. (2005). School-based monitoring in support of orphan and vulnerable children. *Local Environment*, 10(3), pp 211-228.

Pong, S. (2001). The School Compositional Effect of Single Parenthood on 10th grade Achievement. *Sociology of Education*, 71(1), 23-42.

Rapid Assessment Analysis and Action Planning (RAAAP). (2004). OVC RAAA Report. Policy project.

Republic of South Africa (1996). *South African Schools Act (Act 84 of 1996)*. Pretoria: Government Printer.

Richardson, E. J. T. (1996). *Handbook of Qualitative Research Methods for Psychology and the Social sciences*, Leicester: BPS.

Richter, L., Manegold, J. & Pather, R. (2004). Family and Community Intervention for Children Affected by AIDS. Cape Town. *Human Research Council*.

Santrock, J.W. (2011). Life-Span development (13th Ed.). New York: McGraw-Hill.

Satzinger, F., Kipp, W. & Rubaale, T. (2012). Ugandan HIV/AIDS Orphans in charge of their Households speak out: A Study of their Health-related worries. *Global Public Health*, 7(4), pp 420-431.

Schram, T.H. (2006). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice.

Sebina, N. & Sengendo, J. (1987). *Orphaned and Disabled Children in Luwero and Kabale Districts and in Ugandan Child Care Institutions*. Kampala, Uganda: Makerere University.

Seidman, I. (2006). *Interviewing as Qualitative research: A guide for researchers in Education and the Social Science*. New York: Teachers College Press.

Sengendo, J. & Nambi, J. (1997). The Psychological Effect of Orphanhood: A study of Orphans in Rakai district. *Health Transition Review*, 7(2), pp 105-124

Shann, M.H., Bryant, M.H., Brooks, M.I., Bukuluki, P., Muhangi, D., Lugalla, J. & Kwesigabo, G. (2013). The Effectiveness of Educational Support to Orphans and Vulnerable Children in Tanzania and Uganda. *ISRN Public Health*, (10)13, pp 1155-1200.

Sharma, M.P. (2006). Orphanhood and schooling outcomes in Malawi. *American Journal of Agricultural Economics*, 88 (5), pp. 1273-1278.

Silverman, D. (2000). *Doing Qualitative Research: A Practical Handbook*. Thousand Oaks, CA, Sage.

Skinner, D., Tsheko, N., Mtero-Munyati, S., Sengwabe, M., Chibatamoto, P. & Mfecane, S. (2006). Towards a Definition of Orphaned and Vulnerable Children. *AIDS and Behaviour*, 10 (3), pp 619-626.

Skinner, E. A. & Belmont, M. J. (1993). Motivation in the classroom: reciprocal effects of teacher behaviour and student engagement across the school year. *Education Psychology Journal*, 85(4), 571 -581.

Smart, R. (2003). *Policies for Orphans and Vulnerable Children: A Framework for Moving Ahead*. Policy.

Smith, J.A., Flower, P. & Larkin, M. (2009). *Interpretative Phenomenological Analysis: Theory, Method and Research*. London: SAGE.

Songa, W. (2011). School Feeding programmes in Kenya (Ministry of Agriculture Kenya). New Delhi India Conference 10-12.

South African Statistics (2013). Census 2011 Statistical Release.

South African Department of Education (2000a). Norms and standards for teacher educators. Pretoria: South Government Gazette No 20844. African Constitution of human rights (amended in 2005). Department of Justice gazette.

Speziale, H. J. S., & Carpenter, D. R. (2007). *Qualitative research in nursing: Advancing the humanistic imperative* (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

Spinelli, E. (1989). *The Interpreted World: Introduction to Phenomenological Psychology*. Britain: SAGE.

Stets, J. E. & Burke, P. J. (2000). Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, 63(3), pp 224-237.

Strauss, A.L. (1987). *Qualitative Analysis for Social Scientists*. Cambridge University Press.

Straus, A. & Corbin, J. (1998). *Basics of Qualitative Research: Technique and procedures for developing grounded theory*. Thousand Oaks: Sage.

Struwing, F. W. & Stead, G. B. (2001). *Planning, Designing and Reporting Research*. Cape Town: Pearson Education.

Strauss, A & Corbin, J. (1998). *Basics of Qualitative Research: Techniques & Procedures for Developing Grounded Theory*. 2nd Ed. London: Sage.

Struwing, F. W. & Stead, G. B. (2007). *Planning, designing and reporting research*. Cape Town: Pearson Education

Struwing, F.W. & Stead, G. B. (2001). *Planning, designing and reporting research*. Cape Town: Hanli Venter.

Skinner, E.A. & Belmont, M.J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571-581.

Sun, Y. & Li, Y. (2001). Marital Disruption. Parental investment and Children's Academic Achievement. *Journal of Family Issues*, 22(1), 27-59.

Taukeni, S. (2012). Orphans learners' experiences with regard to bereavement support:

implications for school guidance and counselling. *Cruse Bereavement Care*, 31 (3), pp 115-119.

TeRiele, K. (2006) Schooling Practices for Marginalized Students: Practice-with-hope, *International Journal of Inclusive Education*, 10(1), 59–74.

Thenius, T. A. (2007). How educators respond to the emerging needs of orphaned learners. Unpublished Ph.D. Thesis. University of Pretoria.

The Psychosocial Working Group (2003a). Psychosocial Intervention in complex emergencies: a conceptual Framework (Working Paper). Edinburg: The Psychosocial Working Group.

Theron, L.C. (2007). The health status of Gauteng and Free State educators affected by the HIV and AIDS pandemic- An introductory qualitative study. *African Journal of Aids Research*, 6, pp 175-186.

Thembele, L.P. (2007). *An Evaluation of a Psychosocial Support Intervention for Vulnerable Children*. KwaDlangezwa: University of Zululand.

Tsheko, G.N. (2007). *A Baseline Study on Psychosocial Support of Orphans and Vulnerable Children in Two Villages in Botswana*. Cape Town: HSRC Press.

Tudge, H.J.R., Mokrova, I. Hatfield, B.E. & Karnik, B.R. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory and Review*, 1(4), pp 198-210.

UNAIDS (2001). *Investigating in Our Future: Psychosocial Support for Children Affected by HIV / AIDS: A case study of Zimbabwe and Tanzania*; UNAIDS Best Practice Collection.

UNAIDS. (2008). Report on the global HIV/AIDS epidemic. Geneva: UNAIDS.

United Nations Children's Fund. (2006). *Africa's Orphaned and Vulnerable Generations: Children Affected by AIDS*. New York: UNICEF.

UNESCO (2006) HIV/AIDS education: teacher training and teaching a web-based desk study of 10 African countries: Zambia (Paris, UNESCO, IIEP), 43–46.

UNICEF Lesotho. (2011). *Child Poverty in Lesotho (DRAFT)*. Maseru, LS:MOHSW.

UNICEF (2009). *Costed Lesotho national action plan for orphans and vulnerable children*. Report prepared for the Department of Social Welfare, Ministry of Health and Social Welfare, Maseru, Lesotho. Maseru, Lesotho: UNICEF.

USAID Sara Project. (2004). *Orphans and Vulnerable Children: Technical Consultation—Report*, pp 22.

Van Gelder, R. & Kraakman, L. (2008). *Psycho-social problems of children who lives in Child-headed Households in South Africa*. *Netherlands: Department of Developmental Psychology*, pp, 123-139.

Van Laren, L. & Ismail, R. (2009). *Integrating HIV and AIDS across the curriculum*. In: C. Mitchell & K Pithouse (eds). *Teaching and HIV and AIDS in the South African Classroom*. Johannesburg: MacMillan.

Van Manen, M. (1997). *Researching Lived experience: Human science for an action sensitive pedagogy* (2nd ed.). Canada: The Althouse Press.

Vander Zanden, J. W., Crandell, T. & Crandell, C. H. (2007). *Human Development* (8th ed.). New York: McGraw-Hill.

Watts, J., Cockcroft, K. & Duncan, N. (Eds). (2009). *Developmental Psychology* (2nd ed). Cape Town: UCT Press. Jutaonline.co.za retrieved on the 13th of August 2013.

Welman, C., Kruger, F., & Mitchel, B. (2007). *Research Methodology*. 3th Ed. Cape Town: Oxford Southern Africa.

Welman, C. & Kruger, F. (2001). *Research Methodology*. Thousand Oaks: SAGE.

West, R. & Turner, L.T. (2007). *Introducing Communication Theory Analysis and Application* (3rd ed.). ([http//highered.mcgraw-hill.com/sites/chapter.](http://highered.mcgraw-hill.com/sites/chapter/)). Retrieved on the 14th of August 2013.

Wild, L. (2002). The psychological adjustment of children orphaned by AIDS. *South African Journal of Child and Adolescent Mental Health*, 13(1), pp 3-22.

Williams, K. (2008). Social Networks and Social Capital: Rethinking theory in Theory in Community Informatics. *The Journal of community Informatics*, 3(4), pp 234-342.

Winegar, L. T. (1997). Developmental Research and Comparative Perspectives: Applications to Developmental Science. In J. Tudge, M. Shanahan, & J. Valsiner (Eds.), *Comparisons in human development: Understanding time and Context* (pp. 13 – 33). New York: Cambridge University Press.

Wood, L. (2009). Not only a teacher, but an ambassador for HIV & AIDS: facilitating educators to take action in their schools. *African Journal of Aids Research*, 8, 83–92.

Wood, K., Chase, E. & Aggleton, P. (2006). Telling the truth is the best thing: Teenage orphans experiences of parental AIDS-related illness and bereavement in Zimbabwe. *Social Science and Medicine*, 63 (7), 1923-1933.

Wood, L., Ntaote, G. M. & Theron, L. (2011). Supporting Lesotho Teachers to Develop Resilience in the Face Of the HIV and AIDS Pandemic. *Teaching and Teacher education* (28), pp, 428-430.

http://www.wvphenya.org.uk/uploads/2/1/7/6/2176890/4_supportive_teachers_leaflet.pdf.

How teachers can support support orphaned and orphaned and vulnerable learners. Experiences from Kenya. Retrieved on the 13th of April 2013.

Weber, J. (2000). *Basic Content Analysis* (2nd Ed). USA: Greenwood.

Wood, K., Chase, E. & Aggleton, P. (2006). Telling the truth is the best thing: Teenage orphan's experiences of parental AIDS-related illness and bereavement in Zimbabwe. *Social Science & Medicine*. (12) 63. 1923-1933.

Wood, L. & Webb, P. (2008). The Perceptions and response of South Africa School Principals regarding HIV/AIDS in their schools *Vulnerable Children & Youth studies*, 3(2), 143-149.

Wild, L. (2002). The psychological adjustment of children orphaned by AIDS. *South African Journal of Children and Adolescent Mental Health*, 13, (1), 3-22.

Zimmerman, M.A. (2000). Empowerment theory: Psychological, Organisational and community levels of analysis. In Rappaport & E. Seidman (Eds), *handbook of community psychology* (43-63). New York, NY: Kluwer Academic.



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

T: +27 35 902 6660 F: +27 35 902 6323 E: ntombelan@unizulu.ac.za

Department of Social Work /Faculty of Arts

CONSENT FORM FOR GUARDIAN

Your daughter/ son is kindly asked to participate in the study which seeks to know about how orphaned learners experience the support they receive from the teachers and peer-learners.

I would like to know from participant; how she/he experiences the support he/she receive from the school. Each individual has a different story to tell about how they experience the support they receive. There is no wrong or right experience, what is important is to allow the participant to say their own story. There are questions which will be asked by the researcher to give reflection of their experience. This method is called an interview. Each participant would be given the chance to be interviewed at a particular time.

The participant experience is very important and it will assist the researcher to understand facts related to how she/he views schooling situation. The information would be treated with confidence. His/her name will not be mentioned to protect their identity.

The participant's involvement in this study is completely voluntary, it entirely up to the participants to be involved. If you have questions regarding the study you are free to ask the researcher (me).

Mzali uyacelwa ukuba uvumele umntwana wakho ukuthi azibandakanye kucwaningo lwezemfundo yase University of Zululand.

Lolucwaningo luzobheka impilo yezingane ezingenabazali esikoleni kanye noku nakekelwa abakuthola kothisha nabanye abafundi.

Ukuvumela umntwana wakho kulolucwaningo luzokwenza ucwaningo lube impumelelo.

I have read and fully understand the above information which explains the nature of the study. I agree to allow my child to participate in this study and I am aware that his/her involvement as a participant is highly important and also that she/he can withdraw at any time without prejudice. I also understand that her/his name will not be mentioned.

Guardian's signature: _____

Date: _____

Researcher: Nosipho Mshengu (073 338 3380)



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

T: +27 35 902 6660 **F:** +27 35 902 6323 **E:** ntombelan@unizulu.ac.za

Department of Social Work /Faculty of Arts

CONSENT FORM FOR PARTICIPANTS

You are kindly asked to participate in the study which seeks to know about how orphaned learners experience the support they receive from the teachers and peer-learners.

I would like to know from you how you experience the support you receive from the school. Each individual has a different story to tell about how they experience the support they receive. There is no wrong or right experience, what is important is to allow you to say your own story. There are questions which will be asked by the researcher to elicit reflection of your experience; this method is called an interview. Each participant would be given the chance to be interviewed at a particular time.

Your experience is very important and it will assist the researcher to understand facts related to how you view schooling situation. The information would be treated with confidence; your name will not be mentioned to protect your identity.

Your involvement in this study is completely voluntary, it entirely up to you to participate. If you have questions regarding the study you are free to ask the researcher (me).

I have read and fully understand the above information which explains the nature of the study. I agree to participate in this study and I am aware that my involvement as a participant is highly important and also that I can withdraw at any time without prejudice. I also understand that my name will not be mentioned.

Participant's signature: _____ Date: _____

Researcher: Nosipho Mshengu (073338 3380)



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886
W: www.unizulu.ac.za

T: +27 35 902 6660 F: +27 35 902 6323 E: ntombelan@unizulu.ac.za

Department of Social Work /Faculty of Arts

The Principal

Dear Sir/Madam

PERMISSION TO CONDUCT A RESEARCH STUDY.

I am writing to request permission to conduct a research study in the school. I am currently enrolled in the MA Community Work programme in the Department of Social Work. The study is titled: Experiences of Orphaned Learners in a School Environment.

Due to the nature of the study, I hope to recruit learners who are orphans and reside with family members or relatives. The researcher's main aim is to interview orphaned learners about their experiences regarding the support received at school. The participants will be anonymous, real names will not be used. Interested learners, who volunteer to participate, will be given a consent form to sign.

Your approval to conduct this study will be greatly appreciated. I would be happy to answer any questions or concerns that you may have about the research project.

Your assistance in this matter will be appreciated.

.....

N.P. Mshengu (student)

073338 3380

.....

Prof. N.H. Ntombela (supervisor)



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

T: +27 35 902 6660 **F:** +27 35 902 6323 **E:** ntombelan@unizulu.ac.za

Department of Social Work /Faculty of Arts

To participants:

- Your permission to use these responses is required; informed consent will be issued before the interview.
- I appreciate your willingness to assist in this research, however, please note that you are not compelled to partake in this research study.
- Your contributions will remain private and confidential. No one will be able to trace your responses back to you as a person.
- This is confidential and your name will not be linked to your responses. All personal information will remain confidential.
- Numbers will be used to maintain confidentiality.
- Setting of the venue will ensure privacy

QUESTIONS

1. To explore orphan hood in the school environment.
 - a) Tell me about your experience at school?
2. Experiences of the support the orphaned learners receive from educators.
 - a) What kind of support do you receive from educators?
 - b) How do you feel about the support you receive from educators?
3. Orphaned learners experience received from other learners.
 - a) What kind of support do you receive from other learners?
 - b) How do you feel about the support received from learners?



**UNIVERSITY OF
ZULULAND**

University of Zululand, Private Bag X1001, KwaDlangezwa, 3886
W: www.unizulu.ac.za

IMIBUZO YOCWANINGO

1.
 - a) Ngithsele ngempilo yakho esikoleni?
2.
 - a) Hlobo luni losizo olithola kothisha?
 - b) Uzizwa kanjani ngosizo olithola kothisha?
3.
 - a) Hlobo luni losizo olithola kubafundi?
 - b) Angabe likusiza kanjani usizo olithola kwabanye abafundi?



Ms Nosipho Precious Mshengu
514 Ntalibombo Road
Imbali Unit 1
PIETERMARITZBURG
3201

Dear Ms. Mshengu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **Experiences of Orphaned Learners in a School Environment**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 April 2013 to 30 April 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following schools in the KwaZulu Natal Department of Education:

1. Dlamvuzo High School

2. Khula High School

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
08 April 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty



ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2013/46				
Project Title	Experiences of orphaned learners in Ndlamvuzo and Mdlamfe High Schools				
Principal Researcher/ Investigator	NP Mshengu				
Supervisor and Co- supervisor	Prof. NH Ntombela		Dr. JD Adams		
Department	Social Work				
Nature of Project	Honours/4 th Year		Master's	x	Doctoral
					Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UZREC in the prescribe format, where applicable, annually and at the end of the project, in respect of ethical compliance.

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these may also require approval.)

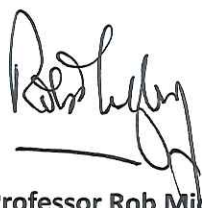
Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

Special conditions: Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if
 - Any unethical principles or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.



Professor Rob Midgley
 Deputy Vice-Chancellor, Research and Innovation
 Chairperson: University Research Ethics Committee
 27 May 2013

CHAIRPERSON
 UNIVERSITY OF ZULULAND RESEARCH
 ETHICS COMMITTEE (UZREC)
 REG NO: UZREC 171110-30

27 -05- 2013

RESEARCH & INNOVATION OFFICE