THE ACADEMIC PERFOMANCE OF ORPHANED PRIMARY SCHOOL LEARNERS AGED BETWEEN EIGHT AND TEN YEARS IN MANKWENG CIRCUIT: LIMPOPO PROVINCE.

By

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DISSERTATION

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DECLARATION

I declare that **THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL LEARNERS AGED BETWEEN EIGHT AND TEN IN MANKWENG CIRCUIT, LIMPOPO PROVINCE** hereby submitted to the University of Limpopo, for the degree of Master of Arts in Research Psychology has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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AGNES RANDY MMAKOTSEDI MAGAMPA

DATE

DEDICATION

THIS DISSERTATION IS DEDICATED TO MY BELOVED MOTHER, BOGOSHI

ANNAH WHOSE LOVE AND SUPPORT FOR ORPHANED AND

VULNERABLE CHILDREN IS FAR BEYOND HUMAN UNDERSTANDING.

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ABSTRACT

The study investigated the academic performance of orphaned primary school learners between the ages of eight and ten in Mankweng circuit. The study used both quantitative and qualitative methods. The quantitative component of the study included the sampling of 200 learners from ten schools in Mankweng circuit. One hundred learners formed the experimental group (orphans) whilst another hundred were placed in the comparison group (non-orphans). Availability and quota sampling was used for sampling the experimental group and simple random sampling was used to sample the comparison group. Four learning areas chosen for the study include Sepedi, Numeracy, English and Lifeskills. In all learning areas, it was found that the comparison group fell within level 2 (50-69) area whilst the experimental group fell within level 1 (0-49) area suggesting that the comparison group is performing better than the experimental group.

The qualitative component of the study involved sampling ten educators from ten sampled primary schools in Mankweng Circuit, i.e. one educator per school. The main theme that emerged from these transcripts was the educators' view that orphaned children tend to perform poorly at school when compared to non-orphaned children. Furthermore, the educators were of the view that orphaned children are more likely to show poor grades, lack of concentration and inability to write schoolwork when compared to non-orphans. The educators were also of the view that orphaned children were more likely to display behavioural and emotional problems when compared to non-orphans. Educators also suggested that guardians of orphaned learners are not coping well, and as such, are unable to adequately attend to the needs of these children. In conclusion, interventions at school, government as well as community levels are suggested. A suggestion is also made regarding the support that should be provided for grandparents (guardians) who tend to be drained as a result of having to look after orphaned children.

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CHAPTER ONE

INTRODUCTION

1.1   Background to the problem.

The percentage of orphaned children in South Africa has increased from an estimated 7, 9% in 1993 to more than 18% in 2005 (Case & Ardington, 2006).This suggests that the phenomenon of orphanhood is probably on the increase in South Africa, more especially with the increasing number of HIV and AIDS deaths. Orphaned children are faced with a challenge of adjusting to life without parents. The loss of parents might create psychological problems such as poor self concept, stress, anxiety and depression (Sadock & Sadock, 2003). This may result in lack of concentration at school leading to poor academic performance. Guest (2001) suggests that the early loss of a significant caregiver may render the child more susceptible to stress. Sadock and Sadock (2003) have pointed out that the death of a parent has adverse effects on children, such as increase in emotional problems. According to Sharma (2006), it is likely that the physical and psychological trauma associated with the death of a parent may also affect school performance. When maternal care is deficient children often suffer emotional damage (Sadock & Sadock, 2003). In childhood and adolescent, the death of a parent is associated with adverse effects such as an increase in later emotional problems.

Matseke (1981) argues that a pupil's achievement is dependent more on their home conditions and social context than on the formal learning at school. He further states that a person with a high intellectual potential may perform poorly because of number of non-intellectual factors emanating from home and physical living condition.

Poor social conditions create an environment that is disadvantageous to academic progress (Matseke, 1981). A study conducted by Rozana (2009) investigating the impact of parental death on schooling and subjective wellbeing in middle childhood, found that the death of a mother increases the chance that a child cannot write at all by 15 %. The findings suggest that the death of a mother increases an orphaned child's inability to read words or sentence by round 27% (Rozana, 2009).

1.2 Problem statement

A family environment is crucial in the development of a positive self-identity (Guest, 2001). The loss of a parent may therefore interfere with the development of positive self-identity, and may contribute towards children showing lack of concentration at school. This may make the affected children to perform poorly academically. The question is whether there is a relationship between orphanhood and academic performance among primary school going children?

The overall survey of orphans worldwide shows that about 35% of orphans are between the ages of five and nine and 50% between the ages of ten and fourteen (Fredison & Kanabus, 2005). This indicates that generally there is a high rate of orphans among primary school learners. At the same time there is a very limited empirical data on the topic. Mooketsi (1996) investigated the non-intellectual psycho-social factors emerging from home and scholastic achievement of high school pupils in Dilokong area (Limpopo Province) and found a slight positive relationship between self concept and scholastic achievement. Maake (2006) on the other hand, investigated psychological effects of parental death on primary school children in Dennilton (Limpopo Province) and found that the death of parents causes negative behavior. The above studies do suggest that there is merit in carrying out more investigations regarding the

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relationship between the home environment and academic performance. The present study sought to make a contribution in this regard by specifically exploring the impact of orphanhood on academic performance.

1.3 Aim and objectives of the study

The aim of the study was to investigate the impact of orphanhood on academic performance among primary school learners in Mankweng circuit, Limpopo Province. Specifically, the objectives of the study were:

- To investigate orphanhood and its effects on learners' academic performance in comparison with the non-orphans.

- To determine the role that is played by gender on academic performance among orphaned learners.

- To explore the educators views regarding the performance of orphaned children vis-à-vis non-orphaned children.

1.4 Hypotheses and assumptions

With regard to the first two objectives of the study, the following hypotheses are formulated:

- Orphaned learners perform poorly academically when compared to non-orphaned learners.

- Orphaned girls perform poorly academically when compared to orphaned boys.

With regard to the third objective of the study, the researcher proposes an assumption that educators will tend to hold a view that orphaned children generally perform poorly academically and that they are beset by a number of psychosocial problems.

1.5 Operational definitions of concepts.

The following operational concepts are defined in order to clarify their meaning in the context of the present study:-

1.5.1 Academic: Academic refers to scholarly as opposed to technical or practical (Hawkins, 1987). Academic is also being defined as relating to scholarly performance (Answers.com). Academic in this study will refer to scholastic work.

1.5.2 Performance: Sunderland (1995) defines performance as an execution of a particular occasion as opposed to what has been learned about the task. Kuper and Kuper (1985) define performance as a concept that is broadly used to emphasize the extent to which the regularities of social life are performed, rather than simply pre-existing. Shorter Oxford English Dictionary (2002) defines performance as the execution or accomplishment of an action, operations or process undertaken or ordered. The doing of any action, or work especially as observable under particular conditions. Hawkins (1987) defines performance as achievement. Performance in this study will refer to academic achievement.

1.5.3 Academic performance: Mahlatjie (2000) defines academic performance as the attainment of the required academic aspects with a variety of aspects such as school subjects, qualifications and aspects of competence. Santrock (2007) view academic performance as an attainment of goals based on motivation from social approval. In this study academic performance refers to academic achievement on scholastic work.

1.5.4 Orphan: Orphan is a child whose parents are dead (Hawkins, 1987). A person bereft of former protection and advantages according to Shorter Oxford English Dictionary.

Mentjies, Hall and Marera (2010) defines an orphan as a child under the age of eighteen years whose mother, father or both biological parents have died (including those whose living status is reported as unknown, but excluding those who's living status is unspecified). The concept of orphan in the present study will refer to children or learners between the ages of eight and ten who lost both parents, those who lost one parent and never had a contact with the other parent, those who were born out of wedlock and lost a mother and never knew the father.

1.5.5 Orphanhood: Orphanhood refers to a state whereby a child has her/his parents' dead and left her / him either alone to fend him/her, or depend on a relative, friend or caregiver / caretaker (Beegle, De Weerdt & Dercon, 2006).

1.5.6 Primary: Primary refers to that which the rudiments of knowledge are taught or elementary (Hawkins, 1987). Shorter Oxford English Dictionary (2002) defines primary as a school providing primary education.

Primary according to the study will refer to the foundation and intermediate phases in accordance with the South African Department of Basic Education's categorization of primary schooling.

1.5.7 School: School refers to a place of instruction, an institution for education especially primary or secondary or for teaching of special subjects (Macdonald, 1991). Shorter Oxford English Dictionary (2002) defines school as an institution in which formal instruction in a specific skill or attribute is given, or environment or situation in which an instruction or training is obtained.

1.5.8 Learner: A learner is a person who is learning a subject or skill (Hawkins, 1987).

A learner in this study refers to young student particularly those in the elementary phase of their study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the socioeconomic impact of orphanhood is presented, thereafter followed by a discussion of the psychological impact of orphanhood. In particular, issues like grieving and bereavement, the meaning of loss of a parent and emotional impact of a loss of a parent is discussed. The issues relating to orphanhood and gender will also be presented. The last section of this chapter focused on the theoretical perspective that can be advanced to explain the problem of orphanhood.

2.2 Socio-economic impact of orphanhood

2.2.1 Family, home background and academic achievement

Le Roux (1984) suggest that a family is an initial institution where children learn to interact with other human beings. The interactions then lead to the formation of relationships which extend to the external world when a child starts school. The family is the most universal of all institutions found throughout history in every society, and it is the basis of all human society. The function of a family is vital to the cohesion and wellbeing of society, socialization, companionship and affection (Tagni, 1996). This means that without the complete, proper family, this vital function and purpose will be compromised.

Family members rely on the family system to meet their individual and collective needs. According to Tumbul and Tumbul (2001), a family system has eight functions that have to be fulfilled for the wellbeing of each member. These are: affection; self-esteem; spiritual; economics; daily care; socialization; recreation; and education. Each member

has to make their contribution so as to promote the positive outcome. The absence of a parent through death will mean at most of these needs won't be met.

The home on the other hand is regarded as an intermediate variable of social class, and therefore is considered to be the single most important influential factor on the intellectual and emotional development of children, especially in the early years of development (Bloom, Davis & Hess, 1965). The central aspect around which home background may be investigated are those concerned with parent child interaction which may explain the development of skills which are crucial for success in school. The family can therefore be regarded as an important agency of both education and social class. The significance of home milieu is also illustrated by the fact that although the school is the focal socializing agency during child's schooling, it depends to a great extend on the home or family for support (Naicker, 1979).

According to Mark (1995), children who grow up with both biological parents receive more social, emotional and maternal support than children in any kind of family. Common observation among the studies of family problems is the similarities between bereavement and divorcé, in both instances, there is a disruption of a primary relationship and the disruption of a primary relationship is always traumatic. Belonging to a family provides a sense of wellbeing and security (Le Roux, 1984). Researchers such as Guidubaldi, Perry and Nastasi (1987), found that disturbance in family life has impact on children (Robert & Lauer, 1998). They also found that children from intact families have fewer records of absenteeism at school, and higher popularity ratings, higher intelligent quotient, higher reading, spelling and mathematics score (Robert & Lauer, 1998). The influence of family relationships and the family environment on the child's success at school is well known (Kaap 1991).

Kaap (1991) further reports that insecurity, family disharmony, family incompleteness, the inability of parents to give children continual, affective and spiritual security in a confused society under economic pressure are all factors that affect child' s attitude towards learning. It often happens that parents as the primary educators contribute to inhibiting the gifted pupils personality and personality characteristics which may lead to underachievement (Kaap, 1991). Study conducted in Lusaka by Kapambwe (1980), investigating the relationship between home background and scholastic achievement of a group of junior secondary pupil in Zambia, found that students from emotionally drained background underachieved compared to those from emotionally well background

Matseke (1981) is of the opinion that pupil's achievement is dependent more on his/her home condition and social context than on the formal learning at school. He further points that a pupil with high intellectual with potential may perform below expectation because of a number of factors which are non intellectual. Non intellectual factors usually emanate from physical living conditions and home background (Matseke, 1981). He further points that for a pupil to achieve he must be inspired and motivated, his/her home background and outlook in life will facilitate his/her learning at school. Moeketsi (1998) points out that modeling at home is one of important aspect of pupils' motivation to work hard at school. In the researcher's opinion, the absence of parent(s) might lead to children feeling academically demotivated and thus less likely achieve.

2.2.2 Social impact of orphanhood

Matseke (1981) is of the opinion that poor social condition creates an environment that is disadvantageous to scholastic progress. The death of parents can therefore create such.

It is hypothesized that orphans are likely to be victims of discriminatory practices by the relatives in whom they are entrusted with care (Sharma, 2006). In some cases an extended family member, a grandmother in particular will resume parental responsibility after the death of her son or daughter. In this regard children will be well catered for, but since grannies also die in their old age, children are being left without a guardian (Armstrong, 2005). The other challenge with grandparents is that most of them are emotionally drained due to the experience of losing their children, so they are forced to become parents once more with the emotional wounds and scars. Some did not even have enough time of mourning their children since they had to be strong for their grandchildren. This suggests that some of these children are being raised by emotionally wounded guardians.

In some cases after the death of parents, orphans will be divided among their relatives. This will imply that they have to adjust to new environment without their parents and their siblings as well. In case the parents died of AIDS related illnesses, and it is widely known that they died of AIDS, orphans often experience the social stigma and as such they might be isolated (Guest, 2000). All the above factors have the capacity of interfering with the concentration span of these learners in a class room setting, resulting in academic underperformance.

2.2.3 Economic impact of orphanhood

Matseke (1981) suggest that socio-economic status of a family has a great influence on the achievement of pupils. Le Roux (1984) is of the opinion that some of the functions of a family is the provision of food, shelter and security for its members. He further suggests that the family is expected to meet these basic needs or make provision for meeting them.

Compared to animals, human beings remain dependent on their parent for nourishment for much longer (Le Roux, 1984). Humphrey (1993) avert that among children from lower socio-economic background, some of the more typical blocks to realization of their limitless capacity in terms of educational development include, poor material circumstances leading to a home environment of limited sensory stimulation. This limited sensory stimulation might therefore hamper scholastic development leading to underperformance.

In most cases, parents are financial providers in families, so their death can cause economic disruption, more especially if they were breadwinners. Such a situation might lead to poverty, overcrowding and lack of educational facilities necessary for learners. Gallager and Sherree (2006) report that orphaned children are often exposed to economic abuse and in some instances they may be also be denied of their inheritance and property leading to poverty that might trigger stress and inattentive in class. The government of South Africa through SASSA (South African Social Security Agency) provides grants to the amount of R290 per child to the age of eighteen (18). In order to qualify for a grant, the child's caregiver must earn R2900 or less per month, while the married couple should be earning R5800 jointly, and be a citizen if South Africa or a permanent resident. In some areas more especially in rural areas, accessibility of grants is sometimes difficult since most of the orphans do not have the required documents needed in applying for grants. In cases where parents prepared some policies to cover for their family needs in case they die, children do not face financial difficulties and that might makes them stress free. In situation where there is poverty, it might contribute to their negative academic performance. Mothiba (2010) states that families that are economically deprived do not provide the intellectual stimulation that promotes good performance on intellectual capacities.

This suggests that there is a positive relationship between poverty and academic underperformance. Case and Ardington (2006) made an analysis, investigating the impact of parental death on school outcome in Kwa- Zulu Natal, and found that the loss of a child's mother is a strong predictor of schooling outcome, and the loss of a child's father being a strong significant predictor of household socio-economic status.

2.3 The psychological impact of orphanhood

2.3.1 Grieving, mourning and bereavement

When the death of a beloved takes place, even when the death is expected, individuals may experience a wide range of emotions commonly known as bereavement and grief (Rando, 1984). Grief theorists describe bereavement as the state of having suffered a loss, grief as the normal reaction one experiences in that state and mourning as both an intrapsychic processes and cultural responses to grief (Rando, 1984). Bereavement is a distressing but natural and probably universal experience. Grief on the other hand is understood as an incorporation of diverse psychological (affective, cognitive, social and behavioral) and physical (physiological, and somatic) manifestation. Affective manifestation includes depression, despair, anxiety, guilt, anger, hostility and loneliness (Stroebe, Stroebe, Hansson & Schut 2000). Cognitive manifestations include pre-occupation with the deceased, low self-esteem, self-reproach, helplessness, hopelessness, a sense of unreality and problems with memory and concentration. Behavioral manifestations include agitation, crying, fatigue and social withdrawal (Stroebe, Stroebe, Hansson & Schut, 2000).

Studies documenting general symptomatology of bereavement during childhood have suggested that children's symptoms are similar to those experienced by adult mourners (Rando, 1984).

However children are generally disadvantaged in this process because of developmental vulnerabilities. A number of difficulties and risks may prevent children from going through the natural grieving process that is necessary to recover from loss (Rando, 1984; Worden, 1996; Worden & Silverman, 1996). Intellectual immaturity that entails that children have immature concept related to death can foster and fantasy, is considered first among the risk and protective factors (Rando, 1984).

The second factor include inability to sustain emotion that is, children are limited in the capacity to tolerate pain intensely overtime, their sadness often occur in bursts or while playing which is easily misunderstood. Thirdly, dependency on caregiver i.e. children have little control over their lives and as such are dependent on the adult who care for them. The fourth factor is incomplete individuation i.e. psychological autonomy occurs throughout childhood and young children in particular are less able to separate personal identity and fate from those closest to them. The fifth factor is the loss of the primary attachment i.e. when child s parents die, the child loses his/her primary attachment (Thompson, Kaslow, Kingree, King, Bryant & Rey, 1998). The sixth factor is a secondary loss i.e. the loss of a parent is often accompanied by additional stressors that may inhibit children's abilities to mourn, and also directly affect children's mental health. These stressors may include income, the stigma associated with the cause of death, and social changes in home, community, education and separation from siblings (Thompson, Kaslow, Kingree, King, Bryant & Rey, 1998). All these changes following the death of a parent and children's resources for adapting change can affect the psychological wellbeing of the bereaved child over time (Felner, Terre & Rowlinson, 1988).

2.3.2 Loss of a parent and a child's self concept.

According to Carl Rogers, (1947) the self is the central ingredient in human personality and personal judgment. He further described the self as a social product, developing out of interpersonal relationships and striving for consistency. Rogers maintained that there is a basic human need for positive regard from both others and from oneself. Rogers also believes that in every person there is a tendency towards self-actualization and development so long as this is permitted and encouraged by an inviting environment (Purkey & Schmidt, 1987). Purkey (1988) defines self concept as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his/her personal existence. People develop and maintain their self concept through the process of taking action and then reflecting on what they have done and what others tell them about what they have done. This reflection is based on actual and possible actions in comparison to one's own expectations of others and to the characteristics and accomplishment of others (Brigham, 1986; Jones, 1990). Self concept is not innate, but is constructed and developed by the individual through interaction with environment and reflecting on that interaction.

According to Marsh and Shavelson (1985), there are several different components of self concept which include physical, academic, social and transpersonal. The physical component includes physical appearance, sex and height. Academic self concept includes how well the individual does at school or how well one demonstrates an ability to learn an academic content. There are two levels: the general academic self concept of how good one is overall and a set of specific content related self concept that describe how good one is in mathematics, science, language arts and social science.

The social self concept describes how people relate to other people and the transpersonal self concept how people relate to the supernatural or the unknown. Marsh and Shavelson (1985) showed that the relationship of self concept to school achievement is very specific. According to Byrne (1990) academic self concept is more effective than academic achievement in differentiating between low track and high track students.

According to Gage and Berliner (1992) the evidence is accumulating, however to indicate that level of school success, particularly over many years, predicts level of regard of self and one's own ability (Bridgeman & Shipmen1979; Kifer 1975). Without parents, children are devout of the support and care which is essential in the development of a positive self concept of who they are. They are also devoid of the self-care instruction which prepares them for success in adult life. Covington (1984) suggests that children whose self-concept includes a positive attitude about them are more likely to perform well in school. Moeketsi (1998) maintains that pupils with negative concept of self usually have a high level of anxiety and later show poor school progress and poor social adjustment. Helmke and Atken (1995) also suggest that the development of a positive self concept may be a favorable precondition for the initiation and persistence of efforts in the learning and achievement situation.

According to Heyman (1979), there is no single experience in the development of self concept which is as important as one's home experience. According to self concept researchers, social interaction plays a central role in self concept development (Byrne, 1984; Entwishe & Stevenson, 1987; Shavelson, Hubner & Stanton, 1976). These researchers also came to a conclusion that the self may be seen as a social construct which arises out of interpersonal experiences. Self concept is also considered to be a critical variable in education (Byrnes, 1986).

In an investigation of self concept as a predictor of academic achievement and educational attainment, Heyman (1979) concluded that successful pupils are generally characterized by a positive self concept. A negative self concept is associated with emotional and interpersonal problems which can adversely affect pupil's scholastic achievements negatively (Lauer, 1983). Moeketsi (1998) investigated non-intellectual psychosocial factors emerging from and scholastic achievement of high school pupils and found that there is no relationship between parental aspirations, parental involvement and parental income status, parental education, parental occupation and scholastic. However, a slight positive relationship between self-concept of pupils and their scholastic achievement was established (Mooketsi, 1996).

2.3.3 Parent's' involvement and academic performance

Parents' involvement in the education of their children is important because it is related to pupil's scholastic success or failure (Shunow et al., 1996; Fantuzo et al., 1995; Keith et al., 1993). If parents become involved in their children's learning, their scholastic achievement could improve quite significantly. Keith et al., (1993), reports that parental involvement in children's academic lives is indeed a powerful influence on scholastic achievement of the pupils. If parents motivate children, get involved in children school work they make pupils realize the importance of education and they are likely to progress scholastically (Behr et al., 1986; Long, 1986; Gage & Berliner, 1984). Pupils' capacity to do well at school is to a certain degree dependent on the encouragement they get from parents (Kapambwe, 1980). In an analysis of a national sample of primary school pupils in Britain, Van der Velde (1987) found that parental level of encouragement has a greater effect on scholastic achievement. Miller and Kelly (1991) suggest that praise and approval from parents in relation to scholastic achievements have a positive outcome. Kapambwe (1980) on the other hand is of the opinion that

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pupils' capacity to do well at school is to a certain degree dependent on the encouragement they get from their parents. Parents who take pleasure in helping their children in a warm, affectionate atmosphere appear to instill a strong desire to study in their children Mooketsi (1998). Pupils' achievements effort is always directed by the attainment values, expectations of success, conception about values and attributes which have been instilled in them by their parents, beliefs and values in relation to scholastic achievement (Mussein et al. 1990).

Parental support in the education of their children is important since supervision and assistance during children' s school years seem to be important factor in teaching pupils how to cope with their school, and this prompt study habits (Jubber, 1988). Jubber further states that whether young or old, parental involvement in terms of supervision and assistance is essential and has a direct influence on pupils' scholastic achievement. Crow and Crow (1965) maintain that parents influence the academic attitudes and achievements of their children. Parental assistance is very important in relation to learner academic performance more particularly at an elementary stage in which a child is still learning elementary education (both home and school). During their elementary stage, children need the support structure more, especially from a parent. As such, orphaned learners might not grasp as much as their non-orphaned counterparts due to the lack of support structure.

2.3.4 Emotional impact of the loss of a parent.

Although childhood might differ for every human being and numerous interpretations of the concept exist, a period of early years of human life marked by rapid growth and development is common to all (Lyon, 2006). (Lyon, (2006) further points out that the child also develops psychologically and in ways that defines intellectual, social, spiritual and emotional characteristics.

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The conditions in which this growth takes place can limit or enhance development. Physical and emotional wellbeing and social and intellectual development can be permanently limited for a person deprived of the opportunity and time to grow and develop successfully during childhood (Lyon, 2006). One of the major factors that may affect the wellbeing of a child is the death of a parent(s). According to (Sharma (2006), it is quite likely that the physical and psychological trauma associated with the death of a parent may affect school performance.

In a series of studies on orphans in Israel, Smilanki (1993), found higher percentage of emotional, learning and social difficulties in school among orphans than non orphans. Mbozi, Debit, and Munyati (2006) conducted a study in 2006 at Chimanamani, Zimbabwe about psychosocial conditions of orphans and vulnerable children in Zimbabwe. They interviewed 329 orphans and found that hopelessness, feeling of unhappiness and frustrations were the most prevalent feelings affecting the orphans' emotional wellbeing. Another study was conducted by Chitiyo, Chanyara and Chitiyo (2008) at Mbarangwa district of Zimbabwe aimed at providing psychosocial support to special needs children. The study was conducted among twenty orphaned children between the ages of 10-14 attending different primary schools. The results of the study showed that all twenty children displayed signs of withdrawal, short temper, crying and bullying. Abrams (1999) pointed out that the death of a parent marks an emotional and psychological watershed in a child's life.

2.3.5 Loss of parents, stress and depression

Guest (2001) is of the opinion that the early loss of a significant caregiver may render the children more susceptible to stress**.**

In childhood and adolescent, the death of a parent is associated with adverse effects such as an increase in later emotional problems particularly susceptibility to depression (Sadock & Sadock, 2003). A study by Kagawass and Hindi (2010), which investigated the psychological effect of orphanhood in matured, HIV epidemic, revealed that orphanhood is associated with psychological ill health among males. Male's double and male maternal orphans had a significantly higher level of hopelessness than their non-orphans counterparts. Male double orphans also had symptoms of depression. The loss of a parent was associated with worse psychological outcomes among the males and not the females. Lower parent/guardian connectedness, having chronically ill adult in the household and ill treatment in residence was associated with a higher level of depression among males. A study conducted on adult women, mothers who lost their own mothers before adolescent found that they showed more signs of depression, including tendencies to grieving behaviors, over protectiveness and efforts to be perfect mothers (Zall, 1994). There is also evidence that the early loss of a parent is related to higher risk of psychiatric disorders and other non-normative manifestation (Brown, 1982). Stress and depression may depreciate a mental capacity of a learner yielding poor academic results.

2.4 Orphanhood and gender

A study by Omotosho, Eshere and Funsho (2010) investigating gender differences in the expressed problems and adjustment need of in-school orphans in Nigeria, found that the problems and adjustment needs were multifaceted and affecting the academic, economic , emotional, psychological and social aspects of their life, with academic adjustment need at the top of the hierarchy. They also found that female orphans expressed greater weight of problem and adjustment need than their male counterparts.

Hirschi (1997) on the other hand avert that there is no significant difference in arithmetic computational skills between boys and girls. Stokes (1990) also reports that there is no significant effect on gender on learning mathematics. Researchers such as Juffer and Van IJzendreon (2005), Van IJzendreon, Juffer, and Klein Poelhuis, (2005) reports that girls achieve better than boys in various domain of development. Chugh and Andichya (2004) on their study on academic achievement of orphaned boys aged between 6 and 12 years found that personal variables like study habits and academic motivation affected their academic achievements. The study by Goel (2004) on the effects of home environment on educational aspirations, found that girls have much higher educational aspirations than boys. Lele and Sachdev (2001) on the other hand report that girls have both better attitudes to learning as well as higher perception of their academic climate.

According to Waxman and Huang (1998), girls perceive classroom environment more favorably than boys. On the contrary, Mirsha (2002) suggest that boys and girls differ significantly in their perception of the classroom environment in two dimensions i.e. interpersonal relationships, goal orientation and total perception. He reports that boys perceive the classroom environment better than girls in all the dimensions. Khurshid and Tundon (1989) conducted a study on a sample of 80 participants, 40 boys (students) and 40 girls (students), they used marks obtained from two examinations and found that boys performed better than girls in all the subjects. Kaur and Gill (1993) on their study on sex difference in academic achievements in different subjects of rural and urban students in India, found that achievement in English was independent on gender but in mathematics and science, boys performed better than girls. Khare and Garewell (1996) investigated home learning environment and academic achievement in boys and girls and found a significant correlation between home environment and achievements in boys and girls, boys were better than girls. Mundaragi (1998) conducted a study on personality traits and academic achievements of rural and urban adolescents and found that boys were higher in academic achievements than girls.

Tu et al., (2009) investigated school performance and school behavior of children affected by AIDS in China and revealed that boys were rated higher than girls on acting out and learning difficulties, and lower than girls on frustration tolerance, task orientation and peer social skills. Concerning aggressive behavior, boys were rated significantly higher than girls. Beedawat (1984) conducted a comparative study on the incidence of under achievement among boys and girls and found a high rate of under achievement academically among girls than boys.

In terms of development, it is hypothesized that girls generally develops faster than boys, on the other hand boys have an advantage in accessing school compared to girls who are often left behind to attend to household chores. Girls also often play a motherly role when whoever is sick in the family and the impact usually become huge on them. When send to stay with guardians in times parents passed on, they traditionally spent most of their time attending to household chores, this will imply that girls are in most cases burdened with an adult responsibility before they become adults. Boys on the other hand might turn to be bullies due to paternal deprivation. This may in turn disadvantage them academically.

2.5 Theoretical approaches to orphanhood

Orphanhood can be explained using various theoretical perspectives.

Approaches such as needs theories, Erickson's psychosocial theory of human development, attachment theory and the African perspective will be reviewed.

2.5.1 The human needs theories

2.5.1.1 Marx-Neef theory.

Marx-Neef developed a scale of human needs and a process by which individuals and communities can identify their wealth and poverties according to how these needs are met and satisfied.

This theory states that all human needs (and those of children) are few, finite and are constant in all cultures, but what changes is how these needs are satisfied (Murray, Pauw & Holm, 2005). According to the scale of human needs, all children have physical, emotional, social and intellectual needs that must be met if the children are to enjoy life and develop their full potential (Van Dyk, 2005). He organized children needs into ten categories that are subsistence, protection, affection, understanding, participation, leisure, identity, freedom and transcendence. Parents are the basic source of these needs and in their absence children live in poverty intellectually, emotionally, spiritually, socially and economically.

The theory further points out that poverty should not be identified in terms of income threshold but in terms of needs not satisfied (Roger & Rosati, 1988). Parents play a role in the gratification of the needs of their children. The absence of parents due to death would therefore, mean that these children's needs might not be met. This may result among others, in children being academically unproductive.

2.5.1.2 Abram Maslow's hierarchy of needs

Abram Maslow hierarchy of needs divide human needs into physiological, safety, belongingness, self-esteem and self-actualization. These needs are hierarchically arranged such that the fulfillment of lower needs propels the individual to the next level (Grain, 1992). With the physiological needs and safety needs fulfilled, the person is now driven by need for affiliation (Hurgenham, 1994).

Included here are the needs for friends and family, children as such would need their parents for the need to be satisfied. Next in the hierarchy is the self-esteem need which requires recognition from other people resulting in the feeling of prestige, acceptance,

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status and self-esteem (Hurgennham, 1994). Parents are therefore very important agents in gratifying these needs and their absence will mean that these needs will remain unmet and as a result they might underperform academically.

2.5.2 Erick Erikson's psychosocial theory of development

Erick Erickson is a personality theorist who believes that the most important force driving human behavior and development of personality is the social interaction. He point out that the social environment combined with biological maturation provides each individual with a set of crises that must be resolved.

2.5.2.1 Identity versus inferiority

Erick Erickson's human development theory comprises of eight psychosocial stages, and the fourth stage is more relevant to this study. This fourth stage is a period occurring from about six years to twelve years. At this stage the child is expected to learn rudimentary skills via formal education (Hjelle & Ziegler, 1992). The child develops a sense of industry and learns the reward of perseverance and diligence (Hall & Gardener, 1978). The child at this stage is ready and willing to learn about how to use tools; machines and methods preparatory for adult work (Grain, 1992). The child learns to do things well or correctly in comparison to a standard or to others. Society meets these tendencies of the child by creating opportunities for learning and co-operation (Meyer, Moore & Viljoen, 1994). Virtues of competence arise during this stage (Hall & Gardener, 1978).

The child needs specific instruction in fundamental methods to become familiar with a technical way of life (Grain, 1992). As soon as s/he has developed sufficient intelligence and capacities for work, it is important that s/he applies what s/he has learned to work in order to prevent feelings of inferiority and regression of the ego (Grain, 1992). Works in

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this sense may include many and varied forms, such as attending school, doing chores at home, assuming responsibilities and learning manual skills. It is therefore, important that the child applies his/ her intelligence and energy to carry out the work.

Watching and learning methods of performance provides the child with an overall sense of quality for craftsmanship and perfection (Hall & Gardener, 1978). Orphanhood however, may deny children of parental love and emotional nurturing needed for their growth and this might also negatively affect their academic progress.

2.5.3   Attachment theory

Attachment theory is regarded as a framework for the investigation of developing and enduring relationships that are formed in early infancy (Spielberg, 2004). The theory was developed by British Psychologist, by the name of John Bowlby. He drew attention to the importance of attachment after he observed orphaned children after the Second World War (Bowlby, 1988). He concluded that forming an attachment to a caregiver usually the mother is an important developmental task. Separation from the caregiver especially the mother or loss of bond may as such result in depression and emotional difficulties (Spielberg, 2004). Children as young as three months learn to recognize the mother and are able to differentiate her from a stranger. By the age of six or seven months all children prefer their mother to a stranger. Thereafter separation from the mother is experienced as stressful.

Attachment theory centers on the notion that emotionally responsive care, includes love and nurturance from a primary caregiver, is essential for healthy and normal development. Bowlby (1988) used the term attachment to describe the emotional connection that develops between an infant and a primary caregiver through patterns of interaction than evolves over time. During the first year of life, infant develops special

ties to their primary caregivers (attachment figures). After the formation of attachment, infant shows preference for the attachment figure, this become evident during times of stress or emotional upset lack of comfort and reassurance from the caregiver and is not easily comforted by other individuals. The presence of the caregiver/attachment figure is reassuring and enables more competent exploration of the environment.

Bowlby (1988) viewed attachment theory as a biobehavioral system that organizes behavior. Attachment relationship is believed to play an important role throughout the life cycle. Although specific behavioral marker of attachment changes, their function remains the same. During times of need, infants, older children, and adult alike all seek comfort and support from significant others who are seen as more capable of coping with these situations (Bowlby, 1988). As individuals mature, new attachments are formed, but early attachment relationships remain important because they are thought to exert an effect on subsequent behavior and close relationships (Spielbeger, 2004).

2.5.4 The African perspective

In African view, nature brings a child into the world, but the society nurtures, feed, protects and creates a child into a social being, a corporate person (Mbiti, 1991). A child does not belong to the parents alone but belongs to the extended family and the community at large.

The concept of a person is always related to the person's identity as a member of an extended group and the total, social and historical context (Ray, 2000). In the culture where the researcher grew, a child belongs not only to the biological parents but the whole community. The notion is supported by the teachings imparted upon children that every woman of your mother's age is your mother and hence calls her mother. Every man of a child's father's age is a father and therefore is to be called as such. The

practice even goes further to the issues of care, as much as children are taught that a woman and a man who is a peer group to their parents are equivalent to their parents, men and women on the other hand are orientated into caring not only for their biological children but the whole community at large.

Sadock and Sadock (2003) are of the opinion that children raised in extended families or by multiple caregivers are able to establish many attachments. This stage which is often referred to as play stage, a child is being introduced into resuming of specific roles within the society (Ramokgopa, 2001). Ramokgopa view of these stage as a play stage where the child also resume some responsibility is also evident in the researcher's culture where the girl child of these ages is introduced to domestic chores. The girl child learns tasks such as washing the dishes after every meal but with the supervision of an elderly person, a mother preferably. Apart from dishes, the girl child also learns to fetch water from the well and the collection of wood from the fields. Depending on maturation, some are introduced into laundry washing and it is in this stage that they undergo female circumcision (initiation school). Roles in this stage suggest that the unavailability of a parent more especially the mother can disturb development in this regard. This form of delayed role introduction can affect a child's development negatively, hamper self-confidence and negatively impact self esteem. These negative effects may in turn affect the academic performance of the learner.

The African culture in general is faced with a challenge of a paradigm shift as far as family setting is concerned. There is a gradual shift from an extended family network to nucleated family resulting from urbanization, due to that it is often difficult to incorporate dead relative orphans into a nuclear family. The issues of financial challenges also add to the decline of extended family or community support, people are therefore forced to look after their immediate families only. In case where the deceased died due to AIDS

related diseases, the remaining relatives often distance themselves from the remaining orphans since they don't want to be associated with orphans whose parents died of a stigmatized and shameful disease. This then give rise to child-headed households in which children stay by themselves without proper parental guidance and support.

2.6 Concluding remarks

The current chapter presented the socioeconomic aspects of orphanhood which incorporated among others, home background and academic achievement, social impact of orphanhood and the economic impact of orphanhood. The second aspect presented was the psychological impact of orphanhood and it included grieving, mourning and bereavement, loss of a parent and a child's self concept, parent's involvement and academic performance and the emotional impact of a loss of a parent. The third aspect was orphanhood and gender. Lastly, theoretical perspectives on orphanhood were also discussed and included, human needs theories such as Marx-Neef and Maslow. Erickson's psychosocial theory of development, attachment theory and the African perspective were also discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher discussed the methodology used in collecting data. The research design, sampling procedure, data collection and data analysis methods are presented. The ethical issues that the researcher observed in conducting this study are also discussed.

3.2 The research design

The study utilized both quantitative and qualitative methods to collect data. For the quantitative part of the study, the population targeted was primary school orphaned learners (regarded as the experimental group), and the non-orphaned learners who are regarded as the comparison group. Given the nature of the study, the researcher made use of the experimental, criterion group design. The qualitative component of the study focused on the educators of the learners under investigation.

3.3 The quantitative phase

3.3.1 Sample and sampling procedure

A sample of learners was drawn from the population of primary schools in Mankweng circuit which are Pulamadibogo, Toronto, Dikolobe, Meriting (Mankweng Township), Diopong (Ga-Makanye), Sekwala (Segopye), Motholo (Mamotintane village), Badimong, Mmalesa, Megoring (Mentz Village).

The researcher used both non probability and probability sampling in selecting the

sample used. Availability and quota sampling (non-probability) was used to sample the

experimental group (the orphaned learners) whereas the simple random sampling

(probability) was used to sample the comparison group. The reason behind different sampling methods lies in the fact that the population of orphans around the stipulated age groups was not as diverse as the population of the learners who have parents. Though different methods of sampling were employed in both instances, the researcher was able to sample one hundred orphaned learners (experimental group) and one hundred non-orphaned learners (comparison group).

3.3.2 Research instruments

(a) Questionnaire and interviews

The researcher employed various methods of data collection about learners such as questionnaire, interviews and documents. Questionnaires compiled by the researcher were used to gather biographical data from guardians on behalf of orphaned learners. The first part of the questionnaire entailed demographic questions such as age, gender, grade, dwelling type and guardian. The second part consisted of the scoring items for Sepedi, Numeracy, English and Lifeskills and were administered by the researcher with the help of teachers through documents.

(b) Documents

An unobtrusive measure was utilized, which is a non-reactive research method whereby the information about the respondent is gathered without direct interaction by use of documents (Bless & Higson-Smith, 2000). In this regard, school reports or records of the experimental group which indicate academic performance were collected and compared with each other i.e. orphans versus non-orphans (experimental and the comparison groups), boys orphans versus girls orphans. Academic performance was measured as level 1 (0-49), level 2 (50-69) and level 3 (70 and above). The scale was translated from English to Northern Sotho, using back translation.

3.3.3 Data collection procedure

Data collection took four and a half months to complete. The researcher after having been given the permission from the research committee of the University of Limpopo and the department of education, then approached the circuit of Mankweng and left the letter of permission from the department of Education then proceeded to the Schools. Principals of the schools were approached and the researcher explained the purpose and in all the sampled schools all the principals agreed that the study be conducted. The researcher then asked the principals to identify the orphaned learners and the principals delegated the tasks to relevant educators. The researcher was asked to come after some days that they are given time to do the task, Educators identified the learners and at the appointed days the researcher went back and found the list and out the list then sampled. After learners were identified, the researcher then asked for the physical addresses of these participants and they were called in and the each gave her the directions to their place of residents.

Thereafter the researcher then went to their homes one at a time so as to meet the guardians and ask for their permission to conduct the study on these learners (Denzin & Lincoln, 1998). Guardians gave their consent and agreed that the learners be included in the study. After the agreed to the study the researcher then asked them for an interview in relation to the study and they co-operated.

After all data was gathered at home, the researcher then went back to the respective schools where the learners were attending for academic performance records. Educators were asked to submit the relevant assessments records and they then brought the schedules. The study was conducted after the school hours so as to allow the educators and learners to continue with their daily learning activities. The researcher was attending one school at the time.

3.3.4 Methods of data analysis

Statistical Package for Social Science software version 14.0 was used to analyze data and Pearson Chi Square test was used to test the hypothesis. The results were presented in the form of graphs and tables.

3.4 The qualitative phase

Neuman (2000) avert that qualitative study is flexible and emphasizes people's lived experiences, their perceptions and assumptions, prejudgments and presupposition and connection to the social world around them. He further points out that qualitative data give qualitative researchers a rich information about the social processes in specific settings.

The population for qualitative phase comprised of primary school teachers from Mankweng Circuit. The identified population was regarded as relevant by the researcher, from whom generalization can be drawn (Arkava & Lane, 1983).

3.4.1 Sampling

De Vos (2005) avert that non-probability sampling is relevant for qualitative research. Convenient sampling involves the selection of participants based on their availability and some features that may be on interest for the study (Strydom & Venter, 2005). In qualitative study, educators who were available and interested for the study were included. The sample consisted of ten (10) educators from different schools within Mankweng Circuit.

3.4.2 Data collection

The aim of the study was outlined to each of the principals of the sampled schools and they then facilitated the availability of the participants from their personnel. Interviewing

is regarded as the universal mode of systematic inquiry (Holstein & Gubrium, 1995). De Vos (2001) averts that the technique of individual face to face interviewing treats the interview as a pipeline for extracting and transmitting information from the interviewee to the interviewer. Semi-structured interviews were administered to the educators after thorough explanation of the aim and objective of the study. The interview took 30 to 45 minutes per participant; they were recorded by the researcher through a digital recording device.

3.4.3 Data Analysis

In qualitative research, data analysis includes the process of making sense of the participants' responses, sifting, organizing, cataloguing, selecting and determining themes in the processing data (Holiday, 2000). The researcher must transcribe and analyze the interviews while they are still fresh (De Vos et al., 2002). The researcher listened to the recorded data over and over again, transcribed the data then coded it. The coding of interviews and narratives then resulted in the emergence of themes and subthemes.

3.5 Ethical considerations

Before the research could commence, the researcher received ethical clearance from the university's research committee. The Limpopo Department of Education granted the researcher the permission to access the different schools where this study was conducted.

Consent for participation in the study was obtained from the guardians in charge of the learners. The guardians were made aware of the positive and negative aspects or consequences of participation. Consent for participation in the study was obtained from the educators as well. Participants were informed that participation in the study is

voluntary and that they were free to withdraw from participating at any time. Names of participants were omitted and respondents were identified by numbers instead. Participants were made aware and assured that the information obtained from them will be kept confidential. The researcher referred the participants that displayed emotional disturbance to University therapy clinic.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this chapter, the results of the study are presented. The first part (item 4.2) comprises the results of the quantitative investigation. In this regard, the results are presented in the form of tables and brief narratives to explain the orphaned learners' performance in each learning area under investigation when compared to the performance of non-orphaned learners. Furthermore, a comparison is also made between the performance of orphaned boys and girls. The second part (item 4.3) of the chapter is a presentation of the qualitative results derived from the interviews with the educators of the learners. Based on these interviews, the themes are identified and presented. The third part of the chapter (item 4.4) is a consolidation of both the quantitative and qualitative results of the study.

4.2 Quantitative results

4.2.1 Results for orphans versus non-orphans in four learning areas

4.2.1.1 Results for orphans versus non-orphans in Sepedi: Table 1 shows that there were a considerably larger number of learners in the experimental group (n=51) who obtained scores of 49 or below in Sepedi when compared to only 18 in the comparison group (non-orphans) who obtained similar scores. There were however more learners in the comparison group who obtained relatively higher marks in Sepedi (n=45 in level two, n=37 in level 3) when compared to learners from the experimental group in the same levels (n=31) in level two, n=18 in level three).

Table 1: Results for Sepedi (Orphans versus non-orphans).

Level of achievement	Frequency per orphans	Frequency per non-orphans
01(49 and below)	51	18
02 (50-69)	31	45
03 (70 and above)	18	37
Total	100	100

Based on the results of the study as reflected in the above table, therefore suggests that more orphaned learners tend to perform poorly in Sepedi when compared to non-orphaned learners.

4.2.1.2 Results for orphans versus non-orphans in Numeracy: Table 2 shows that there were a considerably larger number of learners in the experimental group (n=57) learners who obtained scores of 49 and below in Numeracy when compared to only 20 in the comparison group (non-orphans) who obtained similar scores. There were however more learners more learners in the comparison group who obtained relatively higher marks in Numeracy (n=46 in level two; n=34 in level three) when compared to learners from the experimental group in the same levels (n=25 in level two; n=18 in level 3).

Table 2: Results for Numeracy (Orphans versus non-orphans).

Level of achievement	Frequency per orphans	Frequency per non-orphans
01(49 and below)	57	20
02 (50-69)	25	46
03 (70 and above)	18	34
Total	100	100

Based on the results of the study as reflected in the above table, it therefore suggests that more orphaned learners tend to perform poorly in Numeracy when compared to non-orphaned learners.

4.2.1.3 *Results for orphans versus non-orphans in English*: Table 3 shows that there were a considerably larger number of learners in the experimental group (n=60 learners) who obtained scores of 49 or below in English when compared to only 20 in the comparison group (non-orphans) who obtained similar scores. There were however more learners in the comparison group who obtained relatively higher marks in English (i.e. n=49 in level two; n=31in level three) when compared to learners from the experimental group in the same levels (n=20 in level two; n=20 in level three).

Table 3: Results in English (Orphans versus non-orphans).

Level of achievement	Frequency per orphans	Frequency per non-orphans
01(49 and below)	60	20
02 (50-69)	20	49
03 (70 and above)	20	31
Total	100	100

Based on the results of the study as reflected in the above table, it therefore suggests that more orphaned learners tend to perform poorly in English when compared to non-orphaned learners.

4.2.1.4 Results for orphans versus non-orphans in Lifeskills: Table 4 shows that there were a considerably larger number of learners in the experimental group (n=58 learners) who obtained scores of 49 or below in Lifeskills when compared to only 20 in the comparison group (non-orphans) who obtained similar scores. There were however more learners in the comparison group who obtained relatively higher marks in Lifeskills (n=48) in level two; n=32 in level three) when compared to learners from the experimental group in the same levels (n=24) in level two; n=18 in level three).

Table 4: Results in Lifeskills (Orphans versus non-orphans).

Level of achievement	Frequency per orphans	Frequency per non-orphans
01(49 and below)	58	20
02 (50-69)	24	48
03 (70 and above)	18	32
Total	100	100

Based on the results of the study as reflected in the above table, it therefore suggests that more orphaned learners tend to perform poorly in Life Skills when compared to non-orphaned learners.

4.2.2 Results for girl orphans versus boy orphans in four learning areas

4.2.2.1 Results for girl orphans versus boy orphans in Sepedi: The results of the study shows that in level 1, there were 26 male and 25 female orphans. In level two, there were 14 males and 17 females. In level three, there were 08 males and 10 females. The highest number of scores for both boy and girl child in Sepedi are in level 1 with boys at 26 and girls at 25.

Table 5: Results in Sepedi (girl orphans versus boy orphans).

Level of achievement	Frequency per orphaned boys	Frequency per orphaned girls	Total
01 (49 and below)	26	25	51
02 (50-69)	14	17	31
03 (70)and above	8	10	18
Total	48	52	100

Based on the results of the study as reflected in the above table, it therefore suggests that girl orphaned learners performs better than boys orphaned learners in Sepedi.

4.2.2.2 Results for girl orphans versus boy orphans in Numeracy: The results of the study shows that in level 1, there were 28 male and 29 female orphans. In level two, there were 12 males and 13 females. In level three, there were 08 males and 10 females. The highest number of scores for both girl and boy child in Numeracy are at level 1 with boys at 28 and girls at 29.

Table 6: Results in Numeracy (girl orphans versus boys orphans).

Level of achievement	Frequency per orphaned boys	Frequency per orphaned girls	Total
01 (49 and below)	28	29	57
02 (50-69)	12	13	25
03 (70 and above)	8	10	18
Total	48	52	100

Based on the results of the study as reflected in the above table, it therefore suggests that a girl and boy orphan performs equally in Numeracy.

4.2.2.3 Results for girl orphans versus boy orphans in English: *The* results of the study shows that in level 1, there were 31 male and 29 female orphans. In level two, there were 10 males and 10 females. In level three, there were 07 males and 13 females. The highest number of scores for both girl and boy child are in level 1 with boys at 31 and girls at 29.

Table 7: Results in English (girl orphans versus boy orphans).

Level of achievement	Frequency per orphaned boys	Frequency per orphaned girls	Total
01 (49 and below)	31	29	60
02 (50-69)	10	10	20
03 (70 and above)	7	13	20
Total	48	52	100

Based on the results of the study as reflected in the above table, it therefore suggests that girl orphans are performing slightly better than boys' orphans in English.

4.2.2.4 Results for girl orphans versus boy orphans in Life Skills: The results of the study shows that in level 1, there were 29 male and 29 female orphans. In level two, there were 11 males and 13 females. In level three, there were 08 males and 10 females. The results indicates that the highest number of scores for both girl and boy child in Lifeskills is in level 1, and the number is 29 for both

Table 8: Results in Lifeskills (girl orphans versus boy orphans).

Level of achievement	Frequency per orphaned boys	Frequency per orphaned girls	Total
01 (49 and below)	29	29	58
02 (50-69)	11	13	24
03 (70 and above)	8	10	18
Total	48	52	100

Based on the results of the study as reflected in the above table, it therefore suggests that boy and girl orphaned learners performs equally in Lifeskills.

4.2.3 Summary of quantitative results

4.2.3.1 The experimental and control groups: Quantitative results suggest that there is a difference in academic performance between orphaned primary school learners and non-orphaned primary school learners. In Sepedi, the highest number of scores for the experimental group is in level 1(n=51) and the lowest number of scores is in level 3 (n=18), the comparison group on the other hand, the highest number of scores is in level 2 (n=45) and the lowest score is in level 1(n=18). In Numeracy, the highest number of scores for the experimental group is in level 1(n=57) and the lowest number of scores is in level 3 (n=18).For the comparison group on the other hand, the highest number of scores is in level 2 (n=46) and the lowest score is in level 1 (n=20). In English, for the experimental group, the highest scores are in level 1(n=60) and the lowest scores are in both levels 2 and 3 (n=20), for the comparison group on the other hand, the highest number of scores are in level 2 (n=49) and the lowest number of scores is in level 1 (n=20). In Lifeskills, the highest number of scores for the experimental group is in level 1(n=58) and the lowest number of scores is in level 3 (n=18), the comparison on the other hand, the highest number of scores are in level 2 (n=48) and the lowest number of scores are in level 1 (n=20).

4.2.3.2 Comparison of the performance of orphaned boys and girls: Quantitative results suggest that there is a difference in academic performance between a girl child/learner and a boy child/learner in all learning areas. The highest number of scores in Sepedi for an orphaned boy learner is in level 1(n=26) and for an orphaned girl learner is in level 1 (n=25). The lowest score for an orphaned boy learner is in level 3 (n=8) and for a girl orphaned learner is in level 3 (n=10).The highest number of score for an orphaned boy learner in English is in level 1 (n=31) and for an orphaned girl learner is in level 1 (n=29), the lowest number of scores for an orphaned boy learner is in level 3 (n=7) and for an orphaned girl learner is in level 3 (n=13). In Numeracy on the other hand, the highest number of scores for an orphaned boy learner is in level 1(n=28) and the highest number of scores for an orphaned girl learner is in level 1 (n=29). The lowest number of scores is in level 3,(n- 8) and for girls is 10. In Lifeskills, the highest number of scores for an orphaned boy learner is in level 1(n=29) and for orphaned girl learner is 29 as well. The lowest number of scores is in level 3 (n=8) for an orphaned boy learner and for an orphaned girl learner is in level 3 (n=10).

4.3 Qualitative results

Data was collected through interviews with teachers of orphaned children from the identified schools and questions asked focused on their experience in dealing with orphaned learners, the challenges and problems faced by orphaned learners as compared to non-orphaned ones and finally their opinions on how to help orphaned learners in class. Their responses were audio recorded and field notes were also taken by the researcher. After data collection, the researcher listened to the audio-taped responses quite a number of times and then transcribed the data. From the corpus of raw data themes such as scholastic observation emerged and it included lack of concentration, poor performance and inability to write school work. The other theme that emerged was the behavioral and the emotional aspects including among others, negative behavior, feelings of rejection, isolation, unhappiness and ashamed, poor self esteem and lack of confidence, sensitivity, sickly and weak and abseentism. The other theme that emerged was negligence on the part of guardians and it included uncleanliness and misuse of grants. Guardians and teachers not coping and orphaned learners coping well were also identified as themes. Lastly on teachers' opinions themes included government intervention, orphanage centres, drop-in-centres and people who will monitor orphans to be identified.

4.3.1 Orphaned children show poor scholastic performance when compared to non-orphaned children.

4.3.1.1 Poor grades: Most participants highlighted that in terms of scholastic performance, orphaned children are not doing well. The following extracts illustrate this observation:

> **Participant 2:** Their *performance is very low….again when looking at how they perform, I said earlier that their performance is very very low or very bad.*

> **Participant 4:** *Their performance is not ok as well and they are also vulnerable……they also don't care about school work.*

> **Participant 6:** *Generally they are not doing well……*

> **Participant 8:** *Being without parents hamper a child educationally, and in most cases they don't survive.*

> **Participant 10:** Ok m*..m…m in terms of their home works, their performance indicates that they are on their own, according to me if a child doesn't get help in home works his performance become worse than others, even if the child is intelligent he later deteriorates because they don't have help.*

The extracts above suggest that orphaned learners as perceived by teachers are not doing well academically. The findings are supported by Jubber (1988) who suggests that parental involvement and supervision have direct influence on a pupil's scholastic achievement. Chapeta and Ganga (2013) on the other hand found that children from child headed families perform poorly academically.

4.3.1.2 Lack of concentration: Some participants suggested that orphaned learners do not concentrate in class, as reflected in the following extracts:

> **Participant 2**…it *affects them psychologically, it affects them socially and then also physically, now if a child is having a problem on these three learning areas, he cannot concentrate in class.*

> **Participant 4**…..*Their minds are tired at all times…in class they don't concentrate.*

Participant 9….*Some are affected by their home environment such that they are failing to concentrate in class.*

The extracts above suggest that orphaned learners' concentration as perceived by teachers is not up to standard. This finding is also supported by researchers such as Eberson and Eloff (2002) who reported that psychological problems stemming from orphan's life circumstances manifest themselves in the classroom in the form of limited concentration span, increased anxiety, trauma and depression. Boikhutso, Dinana and Maundani (2012) found that orphanhood affects the academic performance of the learners especially as a result of poor concentration in class.

4.3.1.3 Inability to write school work: A number of participants indicated that orphaned learners do not write both home works and class works given to them.

Participant 1…….*When coming to school work, because most of these learners stay with their grandparents, there is no one to help with school work. Most of these grandparents are not educated and they don't cope with the demand. Every time you go to the orphaned child and ask for the homework you will find that it is not done and the excuse will be no one is there to help a child.*

Participant 4…..*They don't write when you give them work.*

Participant 6…..*They behave like spoilt brats it seems like they came to school for food only they don't care about the school, they don't write their homeworks and class works.*

Participant 9….e..e..*r some when you give them work, they don't do it, not all of them but some…..*

The extracts above suggest that orphaned learners as perceived by teachers, struggle with their school work. The findings is also supported by Jubber (1988) who suggests that parental support in the education of their children is important since supervision and assistance during children's school years seem to be important factor in teaching pupils how to cope with their school and this prompt study habits.

4.3.2 Orphaned learners display behavioral and emotional problems when

compared to non-orphaned learners.

4.3.2.1 Negative behavior. Most participants indicated that orphaned learners display negative behavior such as bulliness, uncooperative, uncontrollable and disrespect towards the teachers as reflected in the extract below:

> **Participant 1**….*Sometimes they are bullies to the teachers (can I mention the learner?...There was these learner who didn't do the work and was making the noise in class, when the teacher asked why are you behaving like this. The response was e..e..r you cant do anything to me…..and even the office ,they can't do anything to me, there is nothing they can do …in other words these children refuse discipline, they refuse to be brought up like any other children*.

> **Participant 4**…..*Some are from child headed like Johnny and he disrespect the teachers, there was a case not long he stole soccer boots and police were involved and they even came here for a statement and he said mam Makgoga is not his mother and therefore she won't tell him a thing….*

> **Participant 6……***They have disrespect very much (with a strong deep tone)...they are worse…In other words I can say she is uncontrollable. She is uncontrollable and she is bright…so they say it is difficult to deal with an orphan, they are not like other children*.

> **Participant 7**……*They don't co-operate these children, these children don't co-operate, then the parents don't co-operate as well…..Then those who are staying with youngsters are being abused, you find that they are bully…they are bully, they use vulgar language…this one is bully too much (the educator is showing the researcher the script of a learner).*

> **Participant 9**…..*Some are bully and bossy in class and teases other learners…the bossy and bully ones and not co-operating in class.*

> **Participant 10**….They *are bully…they are cheeky…what can I say..iyaa..what can I say…you see when a child passes and other children are laughing at him he will say they are laughing at him, at time his shoes are looking at him, they are always troublesome.*

The extracts above suggest that orphaned learners as perceived by teachers, display unruly behavior. The findings are supported by Maake (2006), who found that the death of parents causes negative changes in behavior. Chitiyo, Chanyara and Chitiyo (2008),

on the other hand showed that orphaned children displayed signs of withdrawal, short temper, crying and bullying.

4.3.2.2 Feelings of isolation, rejection, unhappiness and shame. A number of participants reported that orphaned learners are in most cases isolated, rejected, unhappy and ashamed. The extracts below illustrate this:

> **Participant 1**….*They don't even befriend other learners…If there is a shortage of something or they are lacking something, maybe the granny or the aunt show them how important is it to be responsible by bringing some containers to fetch food, the feeding scheme food, they are ashamed. The poor adult who stays with an orphaned child will have to come to school and get the supply of leftovers because the children are ashamed*.

> **Participant 2**…..If *they look at themselves and see that they are not like others they feel rejected…….. They feel ashamed and this will make them   not to perform well in class.*

> **Participant 8**…..*Then at times you find that a child's interaction with other children you find that the child is very quite among other learners and looks unhappy.*

> **Participant 9**….*They are isolated and shy and don't keep the company of other learners at all…. Some are very down and not opening up, you find that a child is being quite and afraid to talk… they are embarrassed to admit.*

The evidence above depicts the impression that teachers perceive orphaned children to be carrying emotional luggage on a daily basis as a consequence of their condition. The findings are supported by Mbozi et al. (2006) who conducted a study about psychosocial conditions of orphans and vulnerable children and found that hopelessness, feelings of unhappiness and frustrations were most prevalent feelings affecting their emotional wellbeing. Chi and Li (2012) found that Aids orphans had poorer psychological wellbeing as compared to children from Aids free families.

4.3.2.3 Poor self-esteem and lack of confidence.   Participants highlighted that orphaned learners have poor self esteem and don't have confidence. This is illustrated by the following extract below:

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Participant 2……All *in all you find that even in learning situation they don't participate meaning their sense of self-esteem has been demoralized because most of these children who are orphans, their parents death was caused by this monster disease which is called HIV/AIDS, and they feel the society does not accept them….even in class they don't feel accepted.*

Participant 9…..I….*don't know as to whether is it self-esteem or what because the child himself end up realizing that he is not like other children, he end up comparing himself with others. They don't have confidence as well. They are very shy even if you do orals with them in front of other learners they speak with their eyes looking down…some speak the face being covered by a book*

Participant 10..*There is a huge difference between them because like clothing kills self-esteem of a child, if he is in class and the shirt is having holes underarm he can't lift the hand when needs be.*

The extracts above suggest that teachers perceive orphaned children to be lacking-confidence and self-esteem when compared to non-orphaned children. The findings are supported by Maxwell (1998) who averts that parents have important role to support the intellectual, emotional and self-esteem needs of their young children.

4.3.2.4 High levels of sensitivity. Some participants highlighted that orphaned learners are quite sensitive when playing with other learners. The following extracts support this:

Participant 1……*They are also sensitive when they play with other learners, any little remarks by other learners can cause them to cry as long as they have to do with parents.*

Participant 7*…….e..e..r. challenges are not solved, there is a huge difference you can easily identify them by their behavior and they are sensitive..*

The extract above suggest that orphaned learners display sensitivity when playing with other learners more especially if other learners may mention the word 'parents'.

4.3.2.5 Weak and sickly. Participants also indicated that orphaned learners are sickly and most of them and weak as well, as illustrated below:

Participant 2….*Most of them become very weak maybe this one is because of lack of parental care in the sense that e..e..r I think they are not given nutritious food.*

Participant 4….*They are sick and there is no one to look after them.*

The above extracts suggest that orphaned learners are also challenged health wise.

4.3.2.6 Absenteeism. Participants mentioned that orphaned learners are not attending school regularly. The extracts below illustrate this:

Participant 4…*They don't come to school regularly, there is abseentism and it's very high.*

Participant 6….*And they don't come to school every day and when you call guardians they don't come.*

Participant 7….*Firstly they don't come to school regularly*

The above extract suggests that orphaned learners bunk school more than their non-orphaned counterparts. The findings are supported by researchers such as Gubaldi, Perry, and Nastasi (1987) who found that disturbance in family life has impact on children and that children from intact families have fewer absence at school.

4.3.2.7 Non-participation in social activities. Participants reported that orphaned learners don't involve themselves in extra mural activities as shown below:

Participant 1…..*Socially…the children (cough)… they don't get involved in social activities because their fear is that maybe if they participate in drama or in other extramural activity even if they can be asked to pay especially those who don't get grant or those whose foster parents do not give them financial support. They feel discouraged because if they are to take a trip they know there is no one to pay for them.*

Participant 10…..*even if the child can sing when we go out on a trip the child knows he won't have pocket money, that thing kills many things…you know that when a child goes out on trip he want to wear beautiful new things to show that he is going on a trip.*

The extracts above suggest that orphaned children despite how gifted they might be in extra-mural activities, but their participation is very limited, these therefore suggest that their state in a way hamper them developmentally.

4.3.2.8 Orphaned learners coping well. Participants highlighted their observation of orphaned learners who are coping scholastically. The extracts below support this:

> **Participant 3**….*In this village, children are given birth by children, so the problem is not with orphans, but with other children that are having parents.*

The above extract suggests orphaned children are not as challenged as non-orphaned children who are parented by uncaring youth as is the case in the particular village.

> **Participant 5**….We *start by a song, even if I am not there they know it and they sing…we sing the song that says we are holding on Christ Jesus is the answer…then they pray a prayer that says I am still young occupy my heart and let no evil be found in my heart…There is no problem with them… they are just like the non-orphans.*

The extract above suggest that orphaned children and non-orphaned learners as perceived by teachers, are equally doing well in classroom and on other aspects of their lives since they start their day in spiritual devotion.

4.3.3 Participants' perceptions of challenges and problems associated with

the guardians of the orphaned learners.

4.3.3.1 Difficulties in keeping the orphaned children clean. Most participants indicate that orphaned children are not clean or rather come to school being dirty and some come to school with dirty clothes. The following extracts support this:

> **Participant 2**...*Some may come to school with dirty clothes…*
> **Participant4**…*They are dirty and some have head sores…they are not clean…*
>
> **Participant 6**……*They don't participate and some are not clean…*
>
> **Participant 7**……*They are not clean…*
>
> **Participant 8**…*We teach them that when you sleep a panty or a short pan, the following day you must not wear it to school… they sleep with panties, wet them*

and come to school wearing them smelling bad. Secondly their shoes, you find they wear one pair of shoes the whole year, and now is summer, their shoes smell bad they don't wash them for them.

Participant 9...*Some are clean and some are very dirty it's problematic; you will just see a problem. Those that are clean are those who are staying with their aunties, but those staying with siblings are not clean… their uniforms are always dirty.*

From the above extracts it is evident that orphaned primary school children as perceived by teachers, are in a dire need of care from the elderly, it is evident that irrespective of who they are staying with, they do have a challenge in terms of cleanliness.

4.3.3.2 Misuse of grants and poverty. Participants indicated that orphaned learners are in dire poverty and on top of that the custodians of their grants are not using the grants for the benefit of these learners. The extract below demonstrates this:

Participant 2*….Then you find that these orphaned children they are experiencing a situation of poverty, they are in a very deep lack and some may come to school without food e..e..r meaning on an empty stomach……..In South Africa we have this e..e..r money that they get as grants for orphans, but you find some families or some grandmother or some guardian is not using it relevantly for these orphaned children and that's where lies the problem and this is giving us a hectic situation in our classes.*

Participant 4*…..Most stay far from the school and don't have food; they are not well catered for.*

Participant 7*….They don't have proper food…they don't have proper food and uniforms also.*

Participant 8*…..You will find the guardian taking R290 grant money that belongs to the child and gambling with it…then a child will sleep without food, he only eat when in school so imagine Saturday and Sundays….it is painful and we are afraid to intervene, you fear that the community will hate you and say you think you are better but we see the truth.*

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The extracts above suggest that the grants that the guardians are getting on behalf of these orphaned learners are not used for the benefit of these learners. The findings are supported by Case and Ardington (2006) who investigated the impact of parental death on school outcome and found that the loss of a father is a strong significant predictor of house-hold socio-economic status. Gallager and Sheree (2006) on the other hand averts that orphaned children are often exposed to economic abuse and in some cases they may be denied their inheritance and property leading to poverty.

4.3.3.3 Guardians not coping. Some participants reported that guardians of orphaned children do not seem to be coping as reflected in the following extract:

> **Participant 2**…..*Some of these children who are orphans, are staying with grandparents and you know as grandparents are old and some are not exposed to these technological world, you find that e..e.r, the children are behaving in such a way that these elderly that are raising them up cannot cope with them.*

The extract above, together with the ones below suggests that guardians are not coping as best as they should:

> **Participant 4**…..*e..e.r these children are staying with guardians, their grannies and they don't care for them they don't have uniforms and grannies are getting grants for them. Most don't have school uniforms even on casual days it's a problem.*

> **Participant 6**….I *don't know how do their guardian train them, it seems guardians don't care much about them, they don't have uniforms…they don't wear uniforms.*

The evidence above suggests that guardians are not doing what is expected of them. They appear not to be coping as far as looking after orphaned children is concerned. The following extracts also illustrate this point:

> **Participant 7**…. *Children who are looked after by grannies are untouchable…hey….ha…aaai they are no good. The ones staying with grannies eat rice and what.. what and they are very spoiled, they don't cope and they don't listen.*

The extract above suggests that guardians appear to be failing to instill manners in their orphaned grandchildren.

> **Participant 8**…..*Some are not well taken care of, negligence and some are abused, you find that a child being on his own being a parent without support…*

The above evidence suggests that besides being neglected, orphaned learners stand the risk of being abused

4.3.4 Participants' recommendations with regard to the plight of orphaned learners.

4.3.4.1 Government to intervene. Participants think that government must intervene by developing programs that will give orphans first preference in dishing out study material. The participants were of the view that the government must ensure that grants are properly utilized to help orphans develop well. The following extract confirms this:

> **Participant 2**……*Maybe a programme can be formed by the department of education e..e..r in school level where orphans are the first preference especially when giving the study material and again by educating the community on how to deal with these children.*

> **Participant 7.** (*Ahem)…it is necessary that the government must intervene because these problems belong to them, these children don't have parents therefore government must be responsible. Firstly the government must see to it that the grants they are offering to orphans are being of help to them, they must make sure the money buy food for these children. The government must monitor the usage of grants and come with strategies to see that grants are used properly and for the needs of children.*

> **Participant 10**….I *don't know what the government can do to intervene maybe the scheme for the orphans where they can help financially and socially. I saw this at Ga-Mothiba….like drop in centre and these children will end up belonging.*

The extracts above suggest that the participants expect the government to take the responsibility with regard to orphaned learners. They are of the view that it is the government's responsibility to see to it that the conditions of orphaned learners in classrooms are up to standard.

4.3.4.2 People/educators to be identified to monitor orphaned learners. Participants pointed out that people/educators need to be identified to take care of orphans and monitor their academic progress, as reflected in the following extracts:-

> **Participant 2**…..*At school level let there be educators that are identified that will take care of these vulnerable children because really they are vulnerable.*

> **Participant 4**……..*Team to be organized to speak to these kids because we are in a serious problem.*

> **Participant 10**……*Group of people must be identified to monitor them and to check their progress in school.*

The extracts above suggest that identified teachers or people who will monitor the wellbeing of orphaned learners might improve their situation.

4.3.4.3 Drop-in-centres. Participants think drop-in centres are a good start but need to be in every village *and be improved. This is illustrated by the extracts below:*

> **Participant 2**…*There is this thing that I have seen in our communities which is called drop-in-centers, I find it a good structure that the department has started…..i think it is a good start. And then my opinion is that let these drop-in-centers be more established in different in villages.*

> **Participant 4**….*Even centers to be improved and children to be educated about these centers and be in the know that at the centers there is help because there are few who are going to the centers"*

The above quotations suggest that teachers perceive drop-in-centres to be potentially helpful, more especially if the state could improve these facilities and ensure their availability in all villages.

4.3.4.4 Orphanages/Place of safety. Participants pointed out that orphanage centers are needed where these learners can be placed 24 hours. This is illustrated by the following extracts:

> **Participant 4**….*To be taken to place of safety because some from child headed are being raped, so in place of safety they will be safe.*

Participant 9…….I *was thinking the issue of orphanage centers around the communities because these children end up being hurt and raped because people know they don't have elderly person staying with them. Orphanages are good that the orphans be there 24 hours not the drop-in -centers because they will spend all the time there.*

The extracts above suggest that teachers are of the view that orphanage centers or place of safety might be an answer to the plight of orphans.

4.3.4.5 A need for foster parents. Participants highlighted the need for foster parenting as illustrated below:

Participant 9…..*Grant money should be given to foster parents if there is one and be somebody who can take care of the needs of children, somebody who will stay with them not somebody who doesn't stay with them.*

Participant 10…..*Foster parents are needed…*

The extracts above suggest that teachers believe that by providing foster parents, the plight of orphaned children can be improved.

4.3.5 Summary of qualitative results

4.3.5.1 Orphaned children show poor scholastic performance as compared to non-orphans. From the participants' responses, the above theme emerged and subthemes that further emerged from the above theme included poor grades, lack of concentration and inability to write school work.

4.3.5.2 Orphaned children display behavioral and emotional problems as compared to non-orphans. From the observations highlighted by participants, the above theme emerged and from the above theme subthemes such as; (i) negative behavior i.e. such as bulliness, uncooperative, uncontrollable and disrespect. (ii) Feelings of isolation, rejection, unhappiness and shame, iii) poor self-esteem, (iv) lack of confidence, (v) high levels of sensitivity (vi) weakly and sickly, (vii) abseentism, (viii) non-participatory in social activities and (viiii), orphaned learners coping well.

4.3.5.3 Participants perception of challenges and problems associated with the guardians of orphaned learners. The subthemes that emerged from the above theme

included the difficulties to keep orphaned learners clean, misuse of grants and poverty and guardians not coping.

4.3.5.4 Participants recommendations with the plight of orphaned learners. From the above theme, subthemes such as government to intervene, people be identified who will monitor orphaned learners, drop-in-centres, need for orphanages or place of safety and foster parents emerged.

4.4 Consolidation of quantitative and qualitative results

Results of the quantitative investigation suggest that orphaned learners are not as competent as non orphans. In all learning areas which are Sepedi, Numeracy, English and Lifeskills, the highest number of scores for orphaned learners was in level 1(0 to 49). The comparison group (non-orphaned learners on the other hand, in all learning areas, the highest number of scores is in level 2 (50-59). The findings therefore suggest than orphaned learners are not scholastically performing well as compared to the non-orphans.

There was a slight difference in performance between a girl child and a boy child in Sepedi and English with a girl child doing slightly well as compared to a boy child. The highest number of scores in Sepedi for a girl child is in level 1 and the number is 25 and for a boy child is in level 1 and the number is 26. In level 2 for a girl child the number of scores are 17 and for a boy child the number is 14.

In qualitative study on the other hand the emerged themes and subthemes emerged from the corpus of raw data. The first theme was orphaned children show poor scholastic performance as compared to non-orphans and under the above theme emerged subthemes such as poor grades, lack of concentration and inability to write school work. The other theme was the display of behavioral and emotional problems by orphans and subthemes such as negative behavior emerged ranging from bulliness, uncooperative, uncontrollable and disrespect. Other subthemes included feelings of isolation, rejection, unhappiness and shame, poor self esteem and lack of confidence, highly level of sensitivity and abseentism.

From the participants' recommendations and the themes explored above, one may conclude that orphaned learners perform poorly in all learning areas when compared to non-orphaned children. It was also found that a boy child learner is more likely to perform poorly in all learning areas when compared to the girl child learner.

Furthermore, the educators are also of the view that orphaned children are generally disadvantaged in terms of the school performance and psychological wellbeing when compared to non-orphaned children. Educators were also of the view that the guardians of orphaned children might not be coping well and as such are unable to adequately attend to the needs of the children. This challenge faced by guardians is perceived by the teachers as one of the factors that could be attributed to poor performance by orphaned children. According to the teachers, some of the interventions that could help ameliorate the conditions of the orphaned learners are: (i) Establishment of drop-in-centres; (ii). Consideration being given the government to place orphaned children in orphanages and place of safety, (iii). Making provision to have orphaned children cared by foster parents.

CHAPTER 5

SUMMARY OF FINDINGS AND CONCLUSION

In this chapter, the results of the study are discussed in the context of the existing literature on the subject. Before the discussion of the findings, the hypotheses of this study are re-visited. These are:

- Orphaned learners perform poorly academically when compared to non-orphaned learners.

- Orphaned girls perform poorly academically when compared to orphaned boys.

5.1 Orphaned children and academic performance

The quantitative results of the study revealed a significant difference in academic performance between orphaned learners and the non-orphans in all learning areas i.e. Sepedi, Numeracy, English and Lifeskills. The study revealed that in Sepedi the highest number of scores for the experimental group was in level 1 (0-49), the number of scores is 51 and the lowest number of scores in level 3 (70 and above) and the number of scores was 18. The comparison group on the other hand, the highest number of scores is in level 2 (50-69) and the number of scores is 45 and the lowest number of scores is 18.

In Numeracy, the highest number of scores for the experimental group is in level 1(0-49) and the number of scores is 57 and the lowest number of scores is in level 3 and the number of scores is 18 .The comparison group on the other hand the highest number of scores is in level 2 (50-69) and the number of scores is 46 and the lowest number of scores fall in level 1 and the number of scores 20.

In English, the highest number of scores for experimental group is in level 1(0-49) and the number of scores is 60 and level 2 and 3 had the same scores 20 respectively. The comparison group on the other hand, the highest number of scores is in level 2 (50-69) and the number is 49 and the lowest score is in level 1 and the number of score is 20.

In Lifeskills, for the experimental group the highest number of scores is in level 1 and the number of scores is 58 and the lowest number of scores is in level 3 (70-above) and the number of scores is 18. The comparison group on the other hand the highest number of scores is in level 2 (50-60) and the number of scores is 48 and the lowest number of scores is in level 1 and the number of scores is 20.

The above findings reveal that in all learning areas investigated the experimental group is not scholastically competent as compared to the comparison group. The issue of poor performance is supported by Monash and Boerma (2004) who avert that orphans have lower level of school attainment than other children in countries with both high and low education attendance levels among general population, they were also lower on school competencies than their peer.

A study by Tu et al. (2009) investigated school performance and school behavior of children affected by AIDS in China and found that orphaned children were significantly disadvantaged in academic marks compared with non-orphans. In another study that focused on the impact of HIV/AIDS on primary and secondary education in Botswana, Bennel et al. (2001) found that orphans are in difficult circumstances including poor concentration as one of the problems. The findings of the present study are consistent with these studies conducted in China and Botswana by supporting the hypothesis that orphaned learners perform poorly academically when compared to non-orphaned learners

5.2 Academic performance of orphaned boy and girl children

The current study revealed a slight difference in academic performance between a girl and a boy child. The sample comprised of 52 girls and 48 boys. In Sepedi, the highest number of scores for both girl and boy child is in level 1, with a boy child having 26 and a girl child 25.The lowest number of scores is in level 3 with a boy child having 8 and a girl child 10. In Numeracy, the higher number of scores for both is in level 1 with a number of scores for a boy child being 28 (n-28) whereas a girl child is 28 (n-28).

The lowest number of scores is in level 3 with a boy child having 8 and the boy child having 10. In English the highest number of scores is in level 1 for both with a boy child having 31 scores and a girl child with 29 scores. The lowest number of scores was in level 3 with a boy child having 7 scores and a girl child having 13.

In Lifeskills the highest number of scores for both is in level 1 with 29 scores for both and the lowest number of scores is in level 3 with a boy child having 8 scores and a girl child with 10 scores. The above findings suggest a difference in performance between a girl child and a boy child with a girl child doing better than a boy child. The findings of the present study are consistent with the results of previous studies that were conducted on similar subject. For example, separate studies by Juffer and Van IJzendreon (2005), and Van IJzendreon et al. (2005) found that girls achieve better than boys in various domain of development. Chugh and Andichya (2004) on their study on academic achievement of orphaned boys aged between 6 and 12, found that personal variables like study habits and academic motivation affected their academic achievements.

5.3 Educators' views regarding the performance of orphaned children

The educators that participated in the present study were generally of the view that orphaned learners perform poorly when compared to non-orphaned learners. They identified problems like concentration in class, poor performance and inability to write on the part of the orphaned learners. In their view, these problems are further aggravated by the legal framework that prohibits corporal punishment. Teachers pointed out that they have been orientated in a system that encouraged them to motivate learners to do school work through corporal punishment. Some of the teachers expressed great frustration having to deal with the orphaned children. Wood and Gaba (2011) found that teachers did not perceive themselves as to have adequately equipped to deal with orphaned and vulnerable children's issues.

Beside the issue of poor scholastic achievement, teachers also observed emotional and behavioral problems such as negative behavior, isolation, rejection, being ashamed, unhappiness, poor self esteem, sensitivity and lack of confidence, ill health and absenteeism.

The findings of the present study are consistent with the results of previous studies that suggested that orphaned learners display behavioral problems such as disruptive problems, aggressiveness, withdrawal and crying in class (Bennel et al. 2001).

5.4 Summary of findings

The findings of the study revealed that orphaned learners performed poorly when compared to non-orphaned learners in all learning areas investigated. In Sepedi the

highest number of scores for the experimental group were in level 1(0-49) whereas for the comparison group the highest number of scores were in level 2 (50- 69). In Numeracy, the highest number of scores for the experimental group is in level 1(0-49) and for the comparison group is in level 2 (50-59). In English the highest number of scores is in level 1 (0-49) and for the comparison group is in level 2 (50-69). In Lifeskills the highest number of scores is in level 1(0-49) and for the comparison group is in level 2 (50-69). The above findings suggest that in all learning areas investigated, the experimental group performed poorly as compared to the comparison group. The findings also revealed that the experimental group displayed behavioral and emotional problems as compared to the control group. It was further found that the educators tend to view orphaned learners as disadvantaged and likely to perform poorly when compared to non-orphaned learner.

5.5 Limitations of the study

The following are some of the limitations that could be associated with the present study. Orphans below eight years and above ten years were not part of the study. The researcher aimed to focus mainly on learners in their grade 1 to 4 (usually in the age range of 8 to 10 years), hence there was exclusion of the other age groups. Orphans who were not schooling at the time of the study were also not included in the present study. Orphans who have one parent to take care did not fall under the study's definition of an orphan. Orphans who did not fall under Mankweng circuit at the time the study was conducted also did not form part of the study. The learner's intelligent quotient (IQ) was not taken into consideration when conducting the study. The researcher used the first semester marks for assessment (study) and not the year-end results.

The sample for both qualitative and quantitative was small (that is, 200 learners for the quantitative study and ten for the qualitative component of the investigation). Based on the above considerations, the results of the present study can therefore not be generalized to larger populations beyond the sample itself. However, it is proposed that the results can form the basis for future studies that could draw larger samples.

5.6 Recommendations

5.6.1 Recommendation for future research

As the present study only focused on orphaned children in primary schools, it was therefore not possible to explore the impact of orphanhood on secondary school learners and those at post-secondary level. It is therefore suggested that future studies should focus on these segments of learners to have full understanding of the impact, nature and extend of orphanhood. Given the long term impact of poverty and other socio-economic hardships, it is recommended that longitudinal studies be conducted to trace the psychosocial impact of orphanhood over a long period of time.

5.6.2 Recommended levels of interventions

- **At school level**: Psychotherapeutic services should be made available in all schools for the benefit of both orphaned learners and their educators. More workshops should be conducted to empower educators to effectively manage the educational and psychosocial needs of the learners. The collaboration between the teaching staff and community-based organizations that deal with orphaned learners should be developed and strengthened. Schools should be encouraged to work closely with guardians of orphaned learners so as to improve the performance of these learners.

- **At the government level:** The government should ensure that more centres are made available, more especially in rural areas, so as to accommodate and cater for the orphaned learners. The government should introduce a provincial programme that will target orphans and vulnerable children especially their emotional needs. Non-profit organizations that cater for orphans and vulnerable children should be given first priority and support financially so that they can continue doing this vital role without financial constraints. The government should develop policies that will ensure that the emotional needs of orphans and vulnerable children are well catered for. The curriculum for educators' training should be adapted to include basic counseling and related skills.

  The government should ensure that in all villages there are therapeutic services that care givers may access to ensure their emotional health. The government should make available the alternative means of academic help concerning home

works since most of the orphaned learners are under the guardianship of illiterate grandparents.

- **At community level:** The African values that tended to view "every child as every parent's child" should be restored and encouraged. Such positive African values could help minimize the negative impact of orphanhood on learners.

- **Support groups for guardians:** This refers mostly to grandparents. The recommendation is that support groups should be established in the communities to emotionally support the grandparents who are the guardians of the orphaned children. The suggestion here is that community based groups should be formed to help orphaned learners with school related work, more especially those staying with grandparents who have not received adequate education.

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Appendix A

CONSENT FORM for LEARNERS

UNIVERSITY OF LIMPOPO

ETHICS COMMITTEE

PROJECT TITLE: Academic performance of orphaned primary school learners, Mankweng Circuit: Limpopo Province

PROJECT LEADER: AGNES RANDY MMAKOTSEDI MAGAMPA

CONSENT FORM

I, _____*name of participant*_____ hereby voluntarily consent to participate in the following project:

I realize that:

1.   The study deals with psychological functioning

2.   The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage;

3. The Ethics Committee has approved that individuals may be approached to participate in the study.

4. The experimental protocol, ie. the extent, aims and methods of the research, has been explained to me;

5. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage;

6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation;

7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research;

8. Any questions that I may have regarding the research, or related matters, will be answered by the researchers;

9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team;

10. Participation in this research is voluntary and I can withdraw my participation at any stage;

11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor;

12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON   SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED   SIGNATURE OF PARENT/GUARDIAN

THE RESEARCHED PERSON   (where necessary)

Signed at _____this _____day of
2013

Appendix B

CONSENT FORM for EDUCATORS

UNIVERSITY OF LIMPOPO

ETHICS COMMITTEE

PROJECT TITLE: Academic performance of orphaned primary school learners, Mankweng Circuit: Limpopo Province

PROJECT LEADER: AGNES RANDY MMAKOTSEDI MAGAMPA

CONSENT FORM

I, _____ *name of participant* _____ hereby voluntarily consent to participate in the following project:

I realize that:

1.   The study deals with <u>psychological functioning</u>

2.   The procedure or treatment envisaged may hold some risk for me that cannot be foreseen at this stage;

3. The Ethics Committee has approved that individuals may be approached to participate in the study.

4. The experimental protocol, i.e. the extent, aims and methods of the research, has been explained to me;

5. The protocol sets out the risks that can be reasonably expected as well as possible discomfort for persons participating in the research, an explanation of the anticipated advantages for myself or others that are reasonably expected from the research and alternative procedures that may be to my advantage;

6. I will be informed of any new information that may become available during the research that may influence my willingness to continue my participation;

7. Access to the records that pertain to my participation in the study will be restricted to persons directly involved in the research;

8. Any questions that I may have regarding the research, or related matters, will be answered by the researchers;

9. If I have any questions about, or problems regarding the study, or experience any undesirable effects, I may contact a member of the research team;

10. Participation in this research is voluntary and I can withdraw my participation at any stage;

11. If any medical problem is identified at any stage during the research, or when I am vetted for participation, such condition will be discussed with me in confidence by a qualified person and/or I will be referred to my doctor;

12. I indemnify the University of Limpopo and all persons involved with the above project from any liability that may arise from my participation in the above project or that may be related to it, for whatever reasons, including negligence on the part of the mentioned persons.

SIGNATURE OF RESEARCHED PERSON   SIGNATURE OF WITNESS

SIGNATURE OF PERSON THAT INFORMED   SIGNATURE OF PARENT/GUARDIAN

THE RESEARCHED PERSON   (where necessary)

Signed at _____ this _____ day of
2013

Appendix C

ABBREVIATIONS

HIV: Human Immune Virus

AIDS: Acquired Immune Deficiency Syndrome

SASSA: South African Social Security Agency

SPSS: Statistical Package for Social Science

WHO: World Health Organization

Appendix D

QUESTIONNAIRE

A. **Demographic Information**

Instruction! Answer all the questions below.

Age

What is your age?

Gender

Are you   : Male

       : Female

Grade

In which grade are you in?

Socio-Economic Status

Are staying in?   : Shack

                    : One roomed house

                    : Three roomed house

                    : Five roomed house

                    : Other, specify…………

                    …………………………..

Guardian

Who is taking care of you at home? specify relationship

                                            Aunt   Uncle   Granny   Sibling   Other,   specify

…………………………

Is your guardian employed?   : Yes

                               : No

If yes, what kind of employment? ………………………………

………………………………………………………………………

How many people are staying in your household?

Appendix E

QUETIONNAIRE (ORPHANED LEARNERS)

Fill in the correct score for each learning area!

SCORING SYSTEM:

1. Level 1 (0-49)

2. Level 2 (50-69)

3. Level 3 (70 and above)

GRADE 2-5

(a) Mother tongue

(b) English

(c) Numeracy

(d) Life skills

QUETIONNAIRE (NON-ORPHANED LEARNERS)

Fill in the correct score for each learning area!

SCORING SYSTEM

1. Level 1 (0-49)

2. Level 2 (50-69)

3. Level 3 (70 and above)

GRADE 2-5

(a) Mother tongue

(b) English

(c) Numeracy

d) Life skills

Appendix F

Interview guide for educators

- May you share with me your experiences of dealing with orphaned

   children at your school?

- May you share with me some challenges and problems faced by

  orphaned children when compared to non-orphaned learners?

- In class your opinion as an educator, what can be done to help orphaned
  learners in class.

Appendix G

Transcripts of participants' interviews

Participant 1

Interviewer : May you share with me your experiences of dealing with orphaned

children at your school?

Interviewee: eeng..experience number one these children are…(quite for some

time) very sensitive m.m.m even if you pass an innocent remarks

about parents they react emotionally for example if can talk about

death of parents, they are reacting like you are reminding them of

the death of their parents and this is something you cant avoid

because you are dealing with all children.

When you mention Child headed families they become sensitive

and you have to handle such topic because they are in the

curriculum. Another thing is that they tend to blame people that

they live with, more often you find that people who stays with these

orphaned children bear the problem of their uh…..emotions.

If there is a shortage of food in the home for example (am I too

fast?),If there is a shortage of food in the home or they are lacking

something, maybe the granny or the aunt show them how

important is it to be responsible by bringing some containers to

fetch the feeding scheme food, they are ashamed, they don't

want other learners to be aware that they are orphaned. The poor

adults who stay with orphaned would have to come to school and

get the supply or leftovers because the children are ashamed. Also

again, it is difficult to reprimand them, If you reprimand them they

think you hate them or because they don't have anywhere to report

you, according to them if you correct them is not that you love

them but because you take advantage of the death of their parents.

When coming to school work, because most of these learners stays

with their grandparents, there is no one to help with schoolwork,

most of these grandparents are not educated and they don't cope

with the demand. Every time you go to the orphaned child and ask

or the homework you will find that it is not done and the excuse will

be no one is there to help the child. You then advice them that okay

it doesn't mean that the homework   must be done by you and

foster parent only, you can go to the neighbors and ask for help,

they are sensitive they don't want to go to the neighbors.

They don't even befriend other learners. Sometimes they are bully

to the teachers… (Can I mention the learner?..There was these

learner who didn't do the work and was making noise in the class,

when the teacher asked why are you behaving like this? The

response was eeh…you cant do anything to me…. And e..e..h the

educator said okay i wont beat you I know, but I will take you to the

office and the learner said even the office cannot do anything to me,

there is nothing they can do. So the relationship between such

learner or child and a teacher is not going to be normal after such an

encounter because the educator now find herself in a situation where

she doesn't know how to handle such, In other words these children

refuse discipline, they refuse to be brought up like any other children

(strongly emphasize, tone of the voice deepens).The other granny

complained eee..after trying to discipline the grandchild she came to

school and said I have a problem with these orphan that is her

daughter's child. The daughter died because of HIV/AIDS, according

to the report of the granny, now when she try to correct the behavior of

the child, the child went on to say,I can see that you hate me

and I strongly suspect that are the one that killed my mother. So that

was a very sensitive situation where you don't know how to help a

poor old lady because at the same time this child is her granddaughter

and the same child blames her granny for the death of her

mother, yet the mother loves all her children. They also don't co-operate

in as far as contributions in the form of money is concerned because of

the lots of deaths that we experienced our school decided that these

learners must get support from all the teachers and learners as well,

teachers will contribute and the learners also know their contributions

and in most cases when you go the orphans they will say I don't have

money and then you ask them are you not getting a social grant, they say

yes I do but I don't have money, my grandmother said I don't have

money. In most cases you find that they don't contribute, they refuse,

they simply say they don't have money, but the other learners know that

these children are lying, they have money, it's just that you cannot put

your hand in their pockets to check because contributions must be made

out of love, sympathy and social care to show that you care for your

neighbor. We tried to teach them that your neigh.. your closest neighbor

is the fellow learners, yet some of them has benefited out of contributions

but after that they feel that it is enough because I have already benefited.

Interviewer : May you share with me some challenges and problems faced by

Orphaned children when compared to non-orphaned learners?

Interviewee: m..m(cough),their challenge as orphans eerh.., they don't ,they don't

have other benefits that other children have. The other child will say I

am going to ask my parents to buy me these and that, that other one is

already suffering complex because he doesn't have parents, there is no

one to can do that for them. Even when you talk about the child-parent

relationship it's like you are sort of mocking them. Those that don't

have parent put blame on themselves e.e.h! I remember one child tried

to make a checklist of whether she had contributed to the death of her

parents, she actually blame herself that maybe if I was there for my

mother, but a true sense is that a child doesn't have anything

that can contribute to the death of a parent.

Socially …the children (cough).., they don't get involved in social

activities because their fear is that maybe if they, they participate

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maybe in drama or in other extramural activities even if they can be

asked to pay especially those who don't get the grant or those foster

parents do no give them financial support. They feel discouraged

because if they are to take a trip they know there is no one to pay for

them. And they would also wont get new clothes because children want

to compete unnecessarily, for when they go out on exertion or they go

out for competition, someone will have something new to brag about.

They are also sensitive when they play with other learners, any little

remarks by other learner can cause them to cry as long as they have to

do with parents.

Interviewer : In your opinion as an educator, what can be done so as to improve

the situation of orphaned learners in the classroom.

Interviewee: Teachers and fellow learners must be very much accommodative

and sensitive when dealing with orphans (quite for sometime)

Interviewer: Tell me more!

Interviewee: e e h!, they should also be encouraged ,it doesn't mean that if you

don't have parents you cant achieve. Many orphans made a mark in

their lives. They must pursue whatever they can be to do in life, they

must never give up. I usually tell them especially during the time of

death that even if their parents are late, it doesn't mean is over with

you, you can still achieve with the help of fellow learners ,teachers

and the community also. I encourage them to get out of denial, to

accept that if parents are late it doesn't have to stop them from

pursuing whatever good thing that you want to do in life.

Sometimes you find that in a high school situation, because we are

close to the high school, learners those that passed from the primary

school visit us or we get to know that so and so lost a parent, we also

encourage them especially during their final examination that they must

make sure it doesn't tamper with your education, because you don't

have to lose twice, you have lost a parent and you must make sure you

don't lose everything in education. And your self-esteem must never go

to the grave because your parents have passed away.

We as educators also must help in a case of those learners who

doesn't get grant, it is our responsibility to check if the foster parent why

the child doesn't get the grant, make sure if the foster parent doesn't

have the relevant documents to submit to SASSA ,that we help.

Interviewer: Academically what can be done?

Interviewee: Academically e..e..h you will just treat them like any other learner,

because if try to discriminate then you will be creating another

situation at the poor child. Academically she must just be taught like

any other learner because after all the curriculum is the same

whether you are orphaned or not. I think the educator can also keep

the child very close so that at least when

you teach you assure the child that you love and care and

understand, if you assure the learner he will be more attentive. Make

her know that you understand her situation and you want her to move

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from one level to another.

Participant 2

Interviewer : May you please share with me your experiences of dealing with

Orphaned **i**n your school?

I**nterviewee** : M..m..my experience of dealing with orphaned children in my

school eee It was very tough eeh.. hectic situation. Meaning that

when you have learners. In class they behave differently and then

because you don't know where they come from but their different

behavior will make you want to enquire their background. And then

sometimes this kind of situation where you find that you have

learners where some are orphaned is somehow frustrating and

some of these children who are orphans some are staying with

grandparents and you know as grandparents are old and some

are not exposed to these technological world you find that they

e..e..h, the children are behaving in such a way that these elderly

people that are raising them up cannot cope up with them, and

then as an educator who is experiencing such a situation you

have to become a parent or guardian and also an educator, now

you are playing two roles at a time. And then you find that these

orphaned children they are experiencing a situation of poverty, they

are in a very very deep lack and some may come to school even

without food e..e..h, meaning on an empty stomach, some may

come to school with dirty clothes. And now it is my responsibility

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as an educator or class teacher to make sure that this learner,

orphaned children has something to eat so that they can

concentrate on their learning situation, they must be clean

like others because if they look at themselves and see that they

are not like other they feel rejected, feel ashamed and this will

make them not to perform well in class or after class, and

sometimes you find that back at home some don't have

grannies, they are just alone and orphans, they don't have a

guardian maybe their grandparents past passed on longtime ago

and then their parents also died, so they have to behave as parents

themselves. All the responsibility of family management is upon

them, so sometimes the learner won't concentrate in class and you

find that as an educator you face such kind of a situation and

because you are not trained to look after orphans now is then that

we have a serious situation but these days because the education

curriculum has the learning area called Life Orientation somehow at

least we can deal with them even though we are not trained just a

learning are that we are attending some workshops. They are just

workshops on how to treat learners. And again you find that the

learner is maybe intelligent by nature but because of lack of resources

because of the situation he find himself in he does not.. cope, he can

be intelligent but he lacks resources he don't cope he therefore it is

frustrating e.e.r situation. To us as educators sometimes you will even

take your own money to make sure that they get resources, but

also e..e..r, in South Africa, we have these e..e..r money that they get

as grants for orphans but you find that some families or some

grandmother or some guardian is not using it relevantly for these

orphaned children and that's where lies the problem and this is

giving us a hectic situation in our learning situations and these also

affect other learners who are not orphans in class, we can say it is not

a normal class, because it affects them psychologically, it affects

them socially and then also physically now if a child is having is having

a problem on these three learning areas, he cannot concentrate in

class. Now as educators this days we are facing a serious problems in

our workplaces because you find that in every class there is a ratio,

there is too much ratio of orphans.

Interviewer : May you please share with me the problems and challenges faced

by orphaned learners as compared as non-orphaned ones ?

Interviewee: Problems faced by orphaned children as compared to non-

orphaned ones eer, **I** will quote some few that I have noticed, some

orphaned children most of them are not happy. number two , that I

have noticed e..e..r, number two some orphaned children

compared to non-orphaned children they feel rejected, sometimes

you look at them they have taken themselves as unworthy and then

again you find that their performance is very low and most of them

become very weak maybe this one is because of parental care

In the sense that e.e.r I think they are not given nutritious food.

Some are naughty, most of them when you look at them you can

see that they don't have hope ,their future does not look bright, they

are not self motivated, e.e.r all in all you find that even in the

learning situation they don't participate meaning their sense of self-

esteem has been demoralizes because most of these children

who are orphans, their parents deaths was caused by this

monster disease which is called HIV, and they feel the society does

not accept them, it they feel the society does not accept them, then

even in class they don't feel accepted. Again when looking at how

they perform, I said earlier that their performance is very very low

or very bad and because sometimes I can say they don't have

someone to encourage them back home. They don't have hope at

all, maybe they can say in their hearts 'what is life without parents',

because you don't choose to be an orphan, you just find yourself

being an orphan.

Compared to the non-orphans, they feel or they see others as

their obstacles for success, meaning when they try to compete they

always fail, so now taking into broader picture you will see that these

orphaned children they don't get any support from anyone maybe

when they look to their next of kin they think they may not find

support, also now that is why they just regard themselves as e.e.r

non-important elements in the community or in the society, and there

is this other thing that I have noticed you find that, common factor

which is found in orphaned children and this thing of self-pity will make

them in the near future to be criminals because they feel that they

don't belong and if they don't belong and if they feel they feel they don't

belong then they will think wrongly, and if they think wrongly

they will want to revenge themselves therefore the behavior of

revenging themselves then they get into crime, they might end up

being rapist, serial killers and some will just be thieves and be

imprisoned. And I think we need to take this into consideration to help

those poor children who find themselves being orphans, they didn't

choose to be orphans, we need to find ways to keep them out

the cocoon .

Interviewer : In your opinion as an educator, what can be done to help improve

the situation of these learners in the classrooms.

Interviewee : There is this thing that I have seen in our communities which is

called dropping centres I find it a good structure that the

department has started where these orphanages are taken care

after hours, given meals and even helped with home works, I think

that is a good start. And then my opinion is that let these drop-in-

centres be more established in different villages, we can

at least have two orphanages or drop-in-centres per village. And

my opinion is that at school level, let there be educators that are

identified that will take care of these vulnerable children because

really they are vulnerable, le they be identified and maybe called

under the clause support group that will sometimes visit the

family where these learners are staying meaning just to

take care of the welfare of these learners, they must not be left

alone as orphans, lets make sure that we close the gap for

these learners not to be left unworthy, maybe as educators we

can help them with school work, sometime we can arrange an

outing and take these learners out whereby they will

experience different type e.e.r of life, maybe taking them out for

swimming and as educators we can be supervisors . Maybe a

programme can be formed by the department of education e..e..r

in the school level where orphans are the first preference especially

when giving the study materials and again by

the community on how to deal with children also

selecting the some community forum that will visit e..e..r maybe

per week three orphanages families .

Participants 3

Interviewer : May you please share with me your experience of dealing with

orphaned learners at your school

Interviewee : In this village, children are given birth by children, so the problem

is not with orphans, but with other children that are having parents.

Children have children and as such they care less about them

since they are still children themselves. The one thing that they

care about most is the grants that they get. They don't have time

for their children they care only for themselves.

Some children don't have uniforms and yet parents are getting

grants, some you will feel the pain during winter season because

they even come to school without jerseys and tracksuits. They don't

don't help them with homework and yet these parents are school

children they know how to read and write they just don't have time for

their children. These children one other thing they come to

School late sometimes when you ask why are they late, they say my

mother did not wake me up because she did not sleep at home. One

other thing when we call them to come to school, they don't come

and they insult us in front of these children and the child when we ask

them where are the parents, they say exact words that the parents

said and always its insults, that 'your mam is crazy, she is the

one that had been hired to teach you and not me'. And these

children then come and tell us. So generally our school is not

performing well. In my view orphans because they are being looked

after by the grandmothers, they are better, even better than

those with parents. Grandmothers are good in taking care of

children. In our school children do not perform at all, all of them

Interviewer :What might be the problem?

Interviewee : I don't know but maybe it is the curriculum ,the change confuses

the children.

Interviewer :In your opinion as an educator what can be done to improve the

situation?

Interviewee : (she laughs and says).. I don't know.

Participant 4

Interviewer : May you please share with me your experience of dealing with

orphaned children at your school?

Interviewee : e..e..r these children are staying with guardians, their grannies and

they don't care for them, they don't have uniforms and grannies get

grants for them. Most don't have school uniform, even on casual

days it's a problem .And some are from child-headed like Johnny

and he disrespects teachers, there was a case not long, he stole

the soccer boots and police were involved and they even came

here for a statement and he said mam Makgoga is not his mother

and therefore she wont tell him a thing. Most stay far from the

school and don't have food, the are not well catered for. It is one out

of ten who is well catered for but generally the main issue is that

they are not well taken care of. Their performance is not ok as

well and they are also vulnerable. They don't come to school

regularly, there is abseentism and it is high. They also don't care

about school work, they don't write when you give them the work.

They are dirty and some have some rash on the head.

Interviewer : May you please share with me the problems and challenges

experienced by orphans as compared to non-orphans

Interviewee: m..m orphans have anger, they are not free and others tease

them, they don't feel ohrite here at school. Their minds are tired at

all times, they are not clean and they are bully, they always beat

the non-orphans. They steal and they pour soil inside other's lunch

box because they don't have scarf tins. In class they don't

concentrate. Some eat earth one was admitted at Mankweng

hospital yesterday because of eating the earth They are sick and

there is no one to look after them

Interviewer: In your opinion as an educator what can be done to improve the

situation of these learners?

Interviewee: To be taken to place of safety because some from child-headed are

being raped so in place of safety they will be safe. Some guardian

are getting grants on behalf of these learners but the money does

not help them especially those that are staying with grannies. There

are those staying with a certain granny, they are dirty Monday to

Monday, she doesn't wash for them it's a problem indeed. Even

centers to be improved and children to be educated about these

centers and be in the know that at centres there is help because

there are few who are going to centers and others don't go. Social

workers to go to the homes of these learners and talk to guardian

and make them understand that these children need healthy

food and threaten to take grants if they don't help these kids. Team

to be organized to speak to these kids because we are in a serious

problem

Participant 5

Interviewer : May you please share with me your experience of dealing with

orphaned learners at your school.

Interviewee : When we start early in the morning, they sing a song, they know

the song even if I have not arrived you find them singing in class,

they sing we are leaning on him, the song says" we lean on

him"(the educator sings the song to the interviewer), Jesus is the

answer of our lives then thereafter then they pray the prayer that

says ' I am still young, Lord take care of my heart, let

no one enters, let the evil one never enters but Jesus alone' at

that time we are just arriving from the assembly… (the educator

pauses). Actually before everything I gave them the base of John

10:10,is it John10:10? that says the Enemy came to ..(the

educator became quite for a short time) kill, to steal and to destroy;

Yes its John 10:10 the enemy wants bad things only to happen in

our lives, but God protects as because he love us.

So those who don't have parents, I took their names and then

addressed it. I told them that it is normal that a person die. I told

them that when a person die he goes to God, God is the one who

gives us life, therefore when we are alive we must live for him, we

must not help the enemy to destroy. I haven't noticed any problem

with them ,since we are on foundation phase we are mothers and

therefore address all issues .m..m..m…when you look at a child

maybe you notice that he is not free and hungry we are able to

address such, we ask what did you eat? ,how did you sleep last

night? every issue, we address. So even these ones that don't

have parents if I see that they are not free I address them.

Up to this far I have not noticed any problem with them though, in

my opinion they are just the same like others who are staying with

their parents. Their guardians are taking good care of them and

even themselves, they have accepted that they don't

have parents and it is normal.

Interviewer : In terms of academic performance, what is your observation?

Interviewer : Like I said earlier, I don't see any difference, to me they are the

same. They have accepted that they don't have parents and I don't

see any problems with them.

Participant 6

Interviewer : May you please share with me your experiences in dealing with

orphaned learners in your school

Interviewee : They behave like spoiled brats it seems like   the come to school

for food only, they don't care about the school they don't write

home works and class works. I don't know how do their guardians

train them ,it seems guardian don't care much about them, they

don't have uniforms…some don't have uniforms..they don't wear

uniforms..hey this children mam.. are doing nothing they are here

for food, they just come to school for the sake of food, as long as

they eat …(quite for some time)

Interviewer : In terms of participation in class, how are they doing?

Interviewee: They don't participate and some are not clean. They have

disrespect very much (with a strong and deep tone) they are

worse..its like they don't know what they are here for, they just

came because they said to them go to school, they don't know

why are they here. They are spoiled..there is this one she doesn't

behave well…I remember a certain woman from the campus e..e.r

MmaChauke, brought her some shoes after realizing that she is

needy, she started stepping them at the back and the shoes were

her size, today just today she came wearing brown boots and I

sent her to mam Mokgokong and said to her go and show mam

Mokgokong your shoes ,mam Mokgokong is the head of

department. In other words I can say she is not controllable, she

is uncontrollable and she is bright if she was a person who listen

she could have been performing well, so they say it is difficult to

deal with orphans they are not like other children. But because

they are still young when they grow they will be better (with a

soft tone) Generally they are not doing well and they don't come

to school every day and when you call guardians they don't come

and we even don't know where they are staying.

Interviewer: Please share with me the problems and challenges experience by

orphans compared to non-orphans

Interviewee : Hey mam… we don't know because we don't know how are they

treated by guardians because you find that a child is not wearing a

uniform properly.

They are not the same with other children, they don't write school

Work.

Interviewer : As an educator in your opinion, what must be done to improve the

situation of these orphaned learners? m..m…m Now that they are

having rights, iyoo…those rights messed things because

when you tell a child to write and he don't write what will you do

hee. Mam its just to beg them to write because these children

guardians are not the same a person who went to school and who

didn't are not the same. It's a big problem

Interviewee: Do you know what aggravated the problem?

Interviewee : Government..the issue of condoning these children, you know

there are children who are in grade 12 but not knowing to

read?.The issue of saying learners must not fail is a very big

problem and these children takes advantage

that they would not fail they will be condoned to another class even if

they don't do the work. Most parents also don't care about their

children's education.

Participant 7

Interviewer : May you please share with me your experiences of dealing with

orphaned learners.

Interviewee : Firstly they don't come to school regularly….they don't ha..ve

proper food then they are not clean..they don't have proper

food..and the uniform also.

They don't co-operate these children, these children don't co-

operate then the parents don't co-operate as well. Mostly are

taken care of by their brothers or sisters, school children and

mostly are grandparents as well (the participant was quite for a

while)…………..we become lucky in cases where guardians are

middle-aged, with the grannies its problematic, and those who are

under middle-aged guardians are few. Grannies don't come

when we call them but the middle-aged come. The performance is

very low they don't have people to assist them at home, if the

guardian is a scholar, the scholar is concerned about his work too,

if the guardian is a granny, they don't take an initiative about the

child school work because mostly they are illiterate. The children

who are taken care by grannies are untouchable hey..ha..aaii, they

are no good ,then those who are staying with youngsters are being

abused, you find that they are bully…,they are bully, they use

vulgar language, they are not clean. The one staying with a granny

eat rice and what what and they are very spoilt, they don't

cope and they don't listen, grannies don't enquire about the

progress and they don't cope and some of them their IQ is ok. This

one is bully too much (the participant is showing the researcher the learner's script since they were writing annual national assessment test earlier).He is being cared by his uncle, they called him last week he is bully, uncle claim that he is ok at home. This one is under the guardianship of his brother (showing me the script)This one is under the guardianship of his granny and spoiled (showing me the script).

Interviewer: May you please share with me the problems and challenges experienced by orphaned learners as compared to non-orphaned learners.

Interviewee : E..e..r challenges are not solved, there is a huge difference, you can easily identify them by their behavior and they are sensitive, orphans are many here and some are from other villages. This children look down upon themselves they have stress.

Interviewer : In your opinion as an educator, what can be done to improve the situation of these learners in class?

Interviewer:(Ahem)…..It is necessary that the government must intervene because these problems belongs to them, this children don't have parents therefore governments must be responsible for them. As educators, there is nothing we can do ,firstly the government must see to it that the grants they are offering to orphans are being of help to them ,they must make sure the money buy food for these children because when we dish out food here at school, since we

dish out food here, there are children that we know that they must

get double portions, these food is helping. The government must

monitor the usage of grants and come with strategies to see that

grants are being used properly and for the needs of the children,

because they are situations whereby these children don't have

food and uniforms and you will realize that this is a problem, we are

living under difficult conditions, we carry other families' problems

whereas we have our own problems. With me its worse because I

am staying in this village I experience stress 24 hours when I knock

off at school when I arrive at home here they are but God give me

strength and I threaten guardians that I will report them to the

authorities if they don't look after these children.

Participant 8

Interviewer: May you please share with me your experiences of dealing with

orphaned learners.

Interviewee: E.r..it depends on who is looking after these children, who is the

guardian to these children, I want to give you an example…suppose

my younger sister passed away, then I take her children and stay

with them ,if I am working you can see that they will be well taken

care for and one will not notice that they are orphans. But some are

not well taken care of, negligence and some are some are abused

you find that a child being on his own being parent without support ,I

mean support in totality, in totality what do I mean? it might be

financially, or even educationally you find that the guardian doesn't

care, like home works, the school work he doesn't care ,when you

tell the learner to ask them that they read for the learner, they don't,

instead they abuse them.

Then at times you find that a child's interaction with other children

you will find that the child is very quiet among other children and

looks unhappy until such you start realizing that this child is

unhappy but this condition is not only prevalent at school but

originate from home. Then as an educator even if you can try to

build this child it becomes difficult because you don't know what is

happening to a child back at home.

Then when this child lacks happiness at home his performance in class

deteriorates, the child is no more himself and as such forfeit a bright future   not because he doesn't have ability but he is disturbed by some factors then because he is well cared for he end up being truant, end up dodging school, he might also end up being a street kid or he can even go to jail. Because he doesn't get food at home he might end up stealing and end up where? In jail meaning a child turn into something not because he likes that but because the surrounding forces him to, it doesn't support him. And then even with extra curriculum, we don't just teach children academic but

we teach them that they can explore outside meaning children are not the same, one is gifted in singing, one can be Caster Semenya when coming to running, he can be a soccer player but if he doesn't get support from home when he arrive and telling them that he can sing and they say you, where did you sing', do you hear that? and here we go out on competition Makgoka and we come back with a trophy and as a teacher you realize that there is a skill here but you got discouraged at home. Now even me as a teacher then I become discouraged if I don't get a support from the guardian, .e.e.r the issue of cleanliness also is

important, it falls under care, you find a guardian taking R280 grant money that belongs to a child and gambling with it, instead of maybe taking R50 and taking policy for a child, and other remaining buying clothes or food, then a child will sleep without food, he only eat when in school so imagine Saturday and Sunday what is happening to a child, the child will even wish they were coming to school even on Saturdays. It is painful and we are afraid to intervene, you fear that the community will hate you and say you think you are better but we see the truth. There is another issue that disturb me but it doesn't involve this kids. This flu is painful and attacks these children its just a

concern this one, when they go to the clinic the nurses says go home and pick lemon, what about those that don't have lemon trees at home? can you really heal this stubborn flu with lemon. They also develops ringworms and mostly have develops ringworms and when they go to clinic they say..lemon, they also develop tonsils and other allergies and this disturbs me, and ringworms are contagious and it means if they were dangerous to the point of death by now I would not be having children in class.

Interviewer : May you please share with me the challenges and the problems

experiences by orphaned learners as compared to the non-orphaned

ones.

Interviewer : Parental care is needed dear when coming to a child, a child need

molding. Socially so that he can play with other children he must

play well and not hurl insults ,even just to..to mould him more we

ourselves try to mould more but like cleanliness, cleanliness in not

an outer thing only, we teach them that when

you slept with a panty or short pan, the following day you must not

wear it to school, so a guardian at home must ensure that that rule is

adhered to but no, they sleep with panties, wet them and come to

school wearing them smelling bad. Secondly their shoes, you find they

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wear one pair of shoes the whole year, and now it is summer, their

shoes smells bad they don't wash them for them, meaning parental

care is very important my dear. Even though there are those but 1 %

who have parents but they care less, but parents are there you find

that lets say a parent come home late and drunk, then a child turns

into an orphan while parents are still alive. When the child says I need

money for a pencil say for example we were writing test from the

government this week, then we ask children to come with beautiful

pencils, then the parent says to a child, I don't have money, can you

see that this parent doesn't care, so who must encourage him?, who

must force him? ,is it the law or a teacher? There are many

challenges my dear when working with children, working with people

generally is challenging. Some have parents but parents don't

care, you know when a child arrive home early and find that a parent

is not home but went to beer hall, a child when see the lights around 8

p.m, he is scared and wonder as to whether will parent be back home

or not, when they come back home they will ask him,

why didn't you light the lights, how can you ask a small child about

the lights, they even start beating children because they didn't light

the lights. Today's parents are not like the parents that parented

us(the educator pauses for a while)

Interviewer: In terms of academic, how are these learners performing?

Interviewee : Academically, it differs from learner to another…you find that at

home one learner has a helping hand and other doesn't have. You

find that a learner is prepared to be helped but if there is no one to

help he will deteriorate, being without parents hamper a child

educationally, and in most cases they don't survive, you find that

we try to seek the help for him but if back home he doesn't have

support we become discouraged as well .I have an example of a

child that I once taught in grade 2,he was very intelligent but

without parents, so we were able to seek help from a

Social Worker that she help with getting grant for a child, because

he doesn't have parents, when he arrive home he told his uncle

and the uncle said 'do you want grant money, that teacher of yours

thinks we don't take care of you. You can see that the guardian

took it with a bad attitude, that child lost hope and as we speak that

child was psychologically disturbed and now he is mad. Can you

see that they need help? See where the child ended up? he is in the

streets and worse he is mad, can you see that it is painful?

M..m…mm children are coming across serious challenges and they

are still young and mostly they become the victim of abuse are

you aware of that? (said this with sympathetic tone).The thing is

there is no father figure ,there is no mother figure, now they just do

as they please with children that's why you will hear over the

television a child saying while I was growing my uncle abused me, so

generally dear parents are important.

Interviewer : In your opinion as an educator, what can be done to improve the situation of these learners in class?

Interviewee : We are trying as teachers we want to improve their lives, but the problem is though I might discover that the child is having problems I cant take steps to go to Social Workers because they will ask me did you get permission from the guardian, and if I don't have a permission I cant help and on the other hand when we call guardians they don't come. We encourage them to wash bags, the guardian just tell a child' your teacher is mad I don't have washing soap.

I once told these learners that I wish the grant we given to the school so that we will be able to buy them the essentials, I was feeling the pain, because a child will tell you mam I don't have this and you pop out your money and buy him, how many will you be able to buy? We are offering this way because they are like our own children, this is like a family. At times one doesn't have a Vaseline, you go to Shoprite you buy the Vaseline, when he arrive home his brother take it and say I want it as well, now you see that's when his brother will fight you with a knife because I will tell my learner go and tell your brother I bought the Vaseline for you and not him..These children are carrying big problems that are beyond them, and immediately a child differs with others, the self esteem suffers and they are sensitive, we try to encourage them

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but they end up seeing that they are not like others, for example the

money that parents give children when coming to school, during

break children buy sweets, apples ,they don't buy because they

were not given money., you can see that that thing breaks a child's

spirit. Even with long hair, here at school our policy is

that children must not have long hair, you will find at the assembly

a child having a long hair, the guardian being unable to cut the hair, it

discriminates a child in a way and the wrong is not with the child but

with the guardian. They are too sensitive even if you can try

to please him as a teacher but you cannot reach his heart.

Participant 9

Interviewer : May you please share with me your experience of dealing with

 orphaned learners in your school

Interviewee : Generally by looking at the learners you cannot just identify as to

whether the learner is an orphan or not because these learners are

not talking and then the only way you will find that the learner is an

orphan or not, is when..lets say for example maybe you are

writing something that need documents, like documents that are

from home. Like now they are writing annual national assessments,

sometime you find that you want an id from the parent is then

that you realize, the learner will tell you that I don't have a mom.

Then, they are not open, it seems they are scared, they are afraid

to talk and say I don't have a mother, they are scared that other

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children will teas them. But now surprisingly some of these learners though they don't have parents, they do better in class even better than others with parents. Sometimes you find out when documents are filled that they are orphans. They are embarrassed to admit .In my class some performs better than those with parents and some don't perform well at all and you can see even by looking that they are not well taken care of back home. It is not all of them but some you will just see. Some are clean and some are very dirty its problematic you will just see a problem ,those who are clean are those who are staying with aunties but those staying with siblings are not clean, siblings misuses the grants, but those that are staying with aunties are well catered for.

Some are bully or bossy in class and teases other learners, and some are very down and not opening up you find a child being quite and afraid to talk, but others are bully in class you find him being the boss of the class. Some are isolated, and shy and don't keep company of other learners at all. The bossy and the bully ones are not co-operating in class .

Interviewer : May you please share with me the challenges and problems faced by orphaned learners as compared to non-orphaned ones .

Interviewee: The first challenge I think is that of care, some are staying with people that are not caring for them, you find that maybe its casual day and they have to contribute R1,00, and some fails to contribute,

a mere one rand. Some are affected by their home environment such that they are failing to concentrate in class .I don't know as to whether is it self- esteem or what because the child himself end up realizing that he is not like other children, he end up comparing himself with others. They don't have confidence as well, they are very shy even if you do orals with them in front of other learners they speak with their eyes looking down.

They are unable to speak looking at other learners some speak the face being covered with a book..E..e..e.r some when you give the school they don't do it at all, not all of them but some. Those who are staying with brothers and sisters are not helped, you find a child saying my brother came late home therefore didn't help. Their uniforms are always dirty, they bunk school as they are not cared for at home, if you try to check that he is staying with his brother, the brother is not there, Its raining and the learner doesn't have an umbrella on top of that there is a pre-school going younger brother that must be accompanied to the crèche, there are many stories. Some of you can hear their stories if you don't have a heart you will cry. A child translates into a parent and you will just see that h.h. it's too much, it's too much for a child.

Interviewer : In your opinion as an educator, what can be done to improve the situation in class?

Interviewee : I was thinking the issue of orphanage centres around the

communities because these children end up being hurt some are

raped because people know that they don't have elderly person

staying with them.

Orphanages are good that the orphans be there 24 hours not

drop-in-centres because they will spent all the time there and be

safe than going to drop-in-centres and going back home later.

Secondly the grant money be given to the foster parents if there is

one and be somebody who can take care of the needs of these

children, somebody who will stay with then not somebody who

doesn't stay with them. Sometimes as educators we donate clothes

from our homes and food and distribute them among orphans. I

think remedial work may also help because there are orphaned

children who are not performing. School Counselors, every school

must have a school counselor because some don't become open

 to us as educators but may be open to the school counselors

 because they are trained to help people.

Participant 10

Interviewer : May you please share with me your experiences of dealing with

orphaned learners in your school.

Interviewee :Okay m.m.m In terms of the home works their performance

indicates that they are on their own, according to me if a child

doesn't get help in home works his performance become worse

than others, even if the child is intelligent he later deteriorate

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because they don't have help. The other thing when we come to

clothing, you find it is cod and the child wearing shirt only, then you

will ask because the school is big that where is your mother is then

you will discover that he is an orphan then when you check even

academically you will then find that things are just not ok. About trip,

educational tours, in most cases they unable to take part and

Makanye is a big school but you will find we are unable to fill a bus

they are unable to pay R150,if it might happen that you go out on a

trip with an orphaned learner, you will feel the pain, when children go

out parent usually buy new things for their children so in this case

orphans are easily identifiable.

Interviewer : May you please share with me the challenges and problems faced

by orphaned learners as compared to non-orphaned ones.

Interviewee : There is a huge difference between them because like clothing kills

self-esteem of a child if he is in class and the shirt is having holes

underarm he cant lift the hand when needs be. Secondly even if a

child can sing when we go out on a trip the child knows he wont

have pocket money, that thing kills many things (the educator

browses the cellphone and then asked to make a call and I agreed,

then after the call she came back and we continued)

You know that when a child goes out on a trip he want wear

beautiful new things to show that he is going on a trip. Reserved,

they become reserved, they are bully, they are cheeky, what can I

say..iyaa, you see when I child passes and other children are

laughing he will say they are laughing at him, at that time his

shoes are looking at him, they are always troublesome.

Interviewer : In your opinion as an educator, what can be done to improve the

situation of these learner in class.

Interviewee : I don't know what the government can do to intervene maybe the

scheme for the orphans where they can have help financially and

socially, I saw this at Ga- Mothiba, there is a group of people from

MacDonald's; they are giving out food and clothes, like drop-in-

center these children will end up belonging, grant money also but

foster parents are needed and group of people must be identified to

monitor them and to check their progress in school.