

**INVESTIGATING THE PSYCHO-EDUCATIONAL
CHALLENGES OF HIV AND AIDS ORPHANS IN
MPHAKI, QUTHING**

by

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DECLARATION

I, Rosina Makhethang Ranthamane, declare that *Investigating the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing* is my own work and it has not been submitted for any degree at another institution of higher learning. All the sources incorporated in the text are acknowledged in the references list.

Student number (2007038728)

R.M. Ranthamane

DATE

DEDICATION

This work is dedicated in memory of my mother, who was willing to guide and support me in fulfilling the ambitions therein. I also dedicate this work to my family for the love and support they gave me in its duration.

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Executing this work was a daunting exercise and it would not have been possible to complete it without the inputs of the following people, to whom I owe my sincere gratitude:

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ABSTRACT

The human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) have been the leading cause of orphanhood in sub-Saharan Africa, including Lesotho (Ramjatan, 2015). Many parents die at the productive stage and their children are left with elders or in child-headed families, leaving these orphaned children with many challenges.

The study focused on investigating the psycho-educational challenges of HIV and AIDS orphans. The theoretical framework that guided the study was Maslow's hierarchy of needs supported by Bronfenbrenner's ecological systems theory. The study used a qualitative research design. This incorporated drawing as visual-participatory method and unstructured interviews as methods for collecting data. Nine HIV- and AIDS-orphaned learners and three of their teachers from rural primary schools participated in the research, making a total of 12 participants.

The prompt, "What challenges do you experience as orphans in day-to-day life activities?" was used as a tool to guide learner participants in drawing the challenges they experience in everyday life. The teachers were interviewed to triangulate and supplement the information obtained from the learners. Results revealed that orphans experience economic, social and psychological challenges that affect their learning and their education as a whole. Some challenges include basic needs such as food, clothes, shelter, love, and educational needs. Common educational challenges include absenteeism, poor performance, punctuality problems and lack of concentration. The findings further revealed that orphans do receive support from the government, non-governmental organisations (NGOs) and other stakeholders, but these are not enough to contribute to the holistic development of orphans.

Keywords: HIV and AIDS, needs, orphans, psycho-educational challenges

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LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency syndrome
HIV	Human Immunodeficiency Virus
MoET	Ministry of Education and Training
MSD	Ministry of Social Development
NGOs	Non-governmental Organisations
WFP	World Food Program

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CHAPTER 1: INTRODUCTION

1.1 Background to the Study

In the global context, education appears to be the cornerstone of societal transformations and development, with the main purpose of improving quality of life (Mutisya, 2018). To achieve economic growth and increase life changes for the disadvantaged sectors of a population, it is important to acknowledge challenges and identify strategies to overcome threats that could hinder growth and development. It is important for all learners to be exposed to a healthy environment to make a success of their schooling (Ministry of Training and Education, 2015).

HIV and AIDS are the leading cause of death in Africa, and by far the most serious health challenge that has affected the whole world (Mutisya, 2018). The HIV and AIDS pandemic affects all sectors, making all groups potentially vulnerable. According to United Nations Children's Fund (UNICEF, 2017), in 2015, 36,9 million people were living with HIV and AIDS globally. At the same time, roughly 17,8 million children aged 17 and younger had lost both parents to HIV and AIDS (UNICEF, 2017). Considering the high HIV and AIDS prevalence, it is obvious that the education sector will be affected in various ways. This includes children facing poverty, missing or dropping out of school, suffering from depression and engaging in child labour (Gilborn, 2002).

The care and support that non-orphaned learners receive from their parent/s has a positive effect on both behaviour and education (Ogina, 2012). One can deduce that orphans are more likely to experience challenges because they do not have the support and care of parents. Banerjee, Pensi, Lohia and Grover (2016) postulated that orphaned learners are more prone to experience behavioural, psychological and educational problems. In support of this, Tu *et al.* (2009) and Ennew (2000) have found that changes and stressors often adversely affect orphaned learners' academic performance. This study therefore aims to explore the psycho-educational challenges that orphans face, as well as their needs and the support structures available to them.

In this chapter, I introduce and contextualise the study. First, the focus and purpose are discussed. I then introduce the theoretical framework, followed by the research questions, aim and objectives of the study. Thereafter, I provide clarification of concepts that are frequently used and explain the methodological approach used for this study. Lastly, I discuss the ethical considerations and introduce how the chapters are presented.

1.2 Overview of the Study

The study was conducted in the Kingdom of Lesotho, which is located in the southern-most part of Africa (Mosebeka, 2018). Lesotho is a landlocked state, a unique physical feature compared to Africa and some other parts of the world.

Lesotho is a country with a high incidence of HIV and AIDS, affecting all people. In 2013, it was estimated that 23.6% of the population had contracted HIV and AIDS (Joint United Nations Programme on HIV/AIDS [UNAIDS], 2014). According to UNICEF (2013), an estimated 150 000 children in the country are orphaned by HIV and AIDS, and more than 80 000 families are child-headed households. Although previous studies have investigated the effects of HIV and AIDS on children, very few have focused on the psycho-educational challenges facing youth orphaned by HIV and AIDS in Lesotho. This limitation necessitates the need for an in-depth perspective on psycho-educational challenges encountered by children orphaned by HIV and AIDS in Lesotho schools. I decided to use the Mphaki area as study site since I could find no research of this nature referring to this place.

The government of Lesotho has responded to satisfy some needs of some orphans, although very few. According to Tanga (2013), in 2009, the government paid out the small amount of M100,00 (Maluti) quarterly per orphan to a total of 857 orphans covering three districts. This small number was out of 221 403 orphans in the whole country. The greatest percentage of orphans thus, although also deserving of the subsidy, were not covered by the subsidy. The 857 orphans from three districts is minimal, compared to the 220 546 from seven other districts who did not receive the subsidy. Moreover, the amount of M100,00 given to each orphan was not enough to cover their basic needs. Although this amount increased slightly in 2013, it was still

insufficient in covering the needs of one orphan. This is worse in cases where there are more orphans per household, as the amount does not increase in proportion to their number. The government pays out a maximum of M350,00 quarterly for households with more than three orphans. Tanga (2013) suggested that the government should increase the grant per head and include all districts in the following years.

1.3 Theoretical Framework

This study is guided by two theories: Maslow's hierarchy of needs and Bronfenbrenner's ecological systems. According to Griffin (2008), Maslow's theory has five interrelated levels of needs, physiological, security, love and belonging, self-esteem and self-actualisation (Boeree, 2006). For a child to develop holistically, these five levels of needs should be satisfied. These are the aspects that children, as the most important assets of their societies, need to have in order to develop. These include, among other needs, basic needs (food, water, shelter, clothes) and psychosocial needs (security, love, belonging, acceptance), the latter developing confidence to be able to produce and develop talents and abilities to contribute to societal development (Boeree, 2006). In the absence of parents or legal guardians responsible for the provision of these needs, learners are not able to develop holistically and thus achieving the highest level of their potential and education.

In support of Maslow's theory, the study further used Bronfenbrenner's ecological systems theory. Ecological theory articulates that a child is surrounded by numerous interconnected systems – the micro-, meso-, exo-, macro- and chronosystems (McGuckin & Minton, 2014). According to Bronfenbrenner, the learner (for this study, orphan) is the central, active participant in his/her environment, and thus closely involved in interactions with other people and systems, such as family members, peers, schools and the neighbourhood. These systems should support and protect a child to develop optimally in a safe environment. In the case of orphans, basic needs are not met, with the result that the learning environment might not be conducive for healthy development.

1.4 Problem Statement

HIV and AIDS can affect anybody, irrespective of social class, colour, religion and age, and in Lesotho, 15% of adults had been infected before 2010 (Southern African Development Community [SADC], 2009). This figure increased to 25.6% in 2016 (Ministry of Development Planning, 2016; ICAP at Colombia University, 2017), resulting in more children being orphaned. Orphans face a variety of psycho-educational challenges that could influence not only their healthy development but also their academic performance. Therefore, the overarching problem that this study aims to address is to determine the psycho-educational challenges that HIV and AIDS orphans, specifically in Mphaki, Lesotho, in the Quthing district, face. The study hereby attempts to improve these learners' academic performance, which could lead to an improvement in their psychological wellbeing.

1.5 Research Questions

The primary research question to be answered is:

- What are the psycho-educational challenges experienced by learners orphaned due to HIV and AIDS in Mphaki, Quthing?

To answer the above question, the following sub-questions have been formulated:

- What are the needs of orphans affected by HIV and AIDS?
- What are the challenges experienced by HIV and AIDS orphans?
- What support structures are in place for psycho-educational challenges faced by HIV- and AIDS-orphaned learners?

1.6 Aim and Objectives

The main aim of this study is to investigate the psycho-educational challenges experienced by learners orphaned due to HIV and AIDS in Mphaki, Quthing.

The specific objectives of the study are to:

- Determine the needs of orphans affected by HIV and AIDS.

- Examine the challenges experienced by HIV and AIDS orphans.
- Identify the support structures in place for psycho-educational challenges faced by HIV- and AIDS-orphaned learners.

1.7 Clarification of Key Concepts

HIV

The human immunodeficiency virus (HIV) refers to a virus that feeds on the white blood cells forming a human immune system. When the white-blood-cell count is low, the immune system is unable to fight opportunistic diseases (UNAIDS, 2002; Ntaote, 2011).

AIDS

The acquired immunodeficiency syndrome (AIDS) is a condition of poor health where the human body is affected by all opportunistic diseases as it has lost an effective level of immunity (UNAIDS, 2002; Ntaote, 2011).

Orphan

An orphan is a child who is under the age of 18 and has lost at least one parent (UNICEF, 1999; UNAIDS, 1999; United States Agency for International Development [USAID], 2004).

HIV and AIDS orphan

An HIV and AIDS orphan is a child of whom at least one parent has died from HIV and AIDS (USAID, 2004).

1.8 Research Design and Methodology

This section provides a summary of the research method used in this study. Chapter 3 discusses the research methodology in full.

1.8.1 Research paradigm

Mack's (2010) constructivist paradigm describes how an individual discovers knowledge of and interprets the world around them. This construction of knowledge is affected by how the individual views the construct of social reality. People have different views, perceptions, experiences and interpretations of the phenomenon and these construct their world lives dissimilarly. This is considered to be well aligned with the interpretivist paradigm, which is relative to constructivism (Creswell, 2009). Constructivism, according to Mack (2010), focuses on the ability to construct meaning. I chose constructivism because of my assumption that the target population possesses various experiences as orphans affected by HIV and AIDS.

1.8.2 Research design

The study adopted a qualitative research design since it appeared the most relevant in eliciting the data required. The research questions require exploratory data. This approach is by nature important in understanding the case from the viewpoint of the participants (Cohen, Manion & Morrison, 2004). Qualitative research further assists the researcher in understanding the impact of such challenges and the extent to which they have been responded to.

The study employed a qualitative design through participant-generated visual methodology and interviews. Banks and Zeitlyn (2015) stated that visual methodology entails the employment of visual materials. Visual materials, according to Rose (2015), include photographs, film, video and drawings. Drawings were used as a visual-participatory method with the learner participants. Drawings are important, as underscored by Guillemin (2004), in that they are convenient tools suitable for children, as they are yet to develop some complex verbal communication skills for expressing opinions. Vince and Warren (2012:1) explained visual-participatory methods as "approaches that explicitly involve research respondents in the co-creation of qualitative data". Using visual methodologies is advantageous in that it helps participants to express their feelings without restraint or intimidation (Guillemin & Drew, 2010).

To ascertain the relevance and strength of the method and to triangulate the data, teachers from two schools were interviewed by using unstructured interviews. Triangulation refers to “a technique that facilitates validation of data through cross verification from two or more sources” (Kulkarni, 2013:1).

1.8.3 Data generation

Data collection is the process of eliciting data from its sources, which can be primary and secondary by nature (Polit & Hungler, 2013). In the case of this study, I employed the visual-participatory method and interviews to collect data. The procedure included the handing out of pencils and plain paper to the learner participants as a group. I then used a prompt, “What challenges do you experience as orphans in day-to-day life activities?” to guide them to draw pictures that would answer my research questions. After completing the drawings, the learner participants provided short descriptions of their drawings in a few sentences beneath the drawings. I further asked them probing questions for clarification and interpretation of the drawings, as it represented their experiences and challenges. Probing questions refer to follow-up questions that invite clarification or specificity to a response (in this case, the drawings participants had drawn) (Given, 2013). According to Snyder (2012), probing questions help to separate experiences of the researcher from the unique experiences of the research participants. I audio-recorded their responses. For the teacher participants, I administered and audio-recorded their interviews. I then transcribed the audio recordings of both orphan and teacher participants and categorised the data into themes.

1.8.4 Selection of participants

The principals from the two schools selected to participate and a village health worker in the area surrounding these schools helped with the selection of participants. The principals provided lists of orphaned learners, learners whose parents’ deaths were HIV and AIDS related. The principals provided lists of all orphans aged 10-15 in Grades 5 and 6 in their schools, accompanied by the names of their guardians. The village health worker in the area identified HIV- and AIDS-orphaned learners from the population of orphans as they work in the community and have records of affected

learners. I marked the HIV and AIDS orphans as the village worker confirmed them from the principals' lists. I also selected teachers teaching Grades 5 and grade 6 at these two schools to participate in the study.

1.8.5 Population and sampling

I made use of purposive sampling for the learner participants, as selection of participants is based on meeting specific criteria, in this instance being an HIV and AIDS orphan (Silverman, 2000; Mack, Woodsong, Macqueen, Guest & Namey, 2016). Nine orphans between the ages of 10 and 15 were selected after preliminary discussions with the principals.

Six teachers were randomly selected to participate in the interviews based on their availability – three teaching Grade 5 and three teaching Grade 6. Of the six, only three decided to avail themselves to be interviewed. Questions used for the interviews were based on information received from the learner participants.

The study took place in the geographical area of Mphaki and was based at two selected schools. These two schools are referred to as School A and School B.

1.8.6 Data analysis, interpretation and reporting

Guillemin and Drew (2010) stated that in a study using visual methodologies, participants explain their own images and the researcher later generates a general report of all participants. For this study, I presented the drawings in juxtaposition with the interpretations of the participants. Participants could interpret their drawings in their first language, Sesotho. During transcription (done in English), I translated the learners' narratives and their discussions guided by probing.

In addition, I administered unstructured interviews with the Grades 5 and 6 teacher participants and recorded and transcribed the conversations. I coded and reported the themes (detectable patterns) emerging from the collected data (Braun & Clarke, 2006). The findings from the teacher participants were meant to supplement and validate those of the learner participants through triangulation. I present the findings from both groups of participants and discuss the themes in relation to literature in Chapter 4.

1.9 Value of the Study

The study is of great significance in a few respects. In the case of the researcher, the dissertation is a requirement to attaining a master's degree in Psychology of Education. This potentially occurs on the condition that the study has been completed and found worthy to pass. The study also adds to existing literature on the phenomenon. Furthermore, the findings could assist teachers to identify challenges facing HIV- and AIDS-orphaned learners by finding effective means to support them. Lastly, the findings can possibly assist stakeholders in developing well-coordinated and sustainable support structures for orphaned children affected by HIV and AIDS.

1.10 Limitations of the Study

This study was limited to nine primary school learners at two schools and in two grades in Mphaki, Quthing and three teachers from the two grades. Initially, six teachers were selected to participate in interviews, but only three participated. Because of the limited number of participants, the findings cannot be generalised.

1.11 Ethical Considerations

This study observed ethical considerations in its undertaking. Ethical approval was obtained from the Ministry of Health (MoH) and the Ministry of Education and Training (MoET) in Lesotho (see Appendices A and B). I also obtained ethical approval from the University of the Free State where the study was conducted. The ethical clearance number is **UFS-HSD2017/0864** (Appendix C). Caregivers were asked to provide informed consent for the orphaned children to participate in the study (Appendix D). The children were informed of their rights to participate or withdraw voluntarily. They were informed that the information obtained would be kept confidential. In addition, their names and the names of their schools do not appear in the findings. Teacher participants also provided signed consent before interviews were initiated (Appendix D). Lastly, to ensure the study being sensitive to the condition of the learner participants, I used a lay counsellor from each school to provide professional feedback

as the study progressed, in particular should any participant have experienced psychological distress due to the study.

1.12 Layout of the Chapters

The study consists of five chapters. A summary of each is presented below.

Chapter 1 provides a brief overview of the study. The background, theoretical framework, statement of the problem, the research questions, and the aim and objectives are discussed. It also defines the key concepts and discusses the research design and methodology, followed by the significance of the study, ethical considerations and the layout of the chapters.

Chapter 2 conceptualises and contextualises the challenges faced by learners orphaned by HIV and AIDS. It furthermore provides an overview of the theoretical framework which underpins the study.

Chapter 3 includes a description of the methodology and research design used to conduct the study.

Chapter 4 presents the findings and analysis of the data. It details themes that emerged from the participants' narratives and presents drawings of participants and excerpts from learner and teacher participants as motivation.

Chapter 5 consolidates and highlights key insights gained from the research. Recommendations are also considered.

1.13 Chapter Conclusion

In this chapter, I presented the background of the study in relation to HIV and AIDS and its resultant orphans, and the research problem this study set out to resolve. I furthermore highlighted the theoretical framework guiding the study and questions that guided in eliciting data regarding the problem of the study, while also presenting the objectives the study set out to achieve. Clarification of the concepts was followed by

explaining the research design and methodology and value or significance of the study.
Finally, the structure of the dissertation was outlined.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In this chapter, I discuss the theories of Maslow (hierarchy of needs) and Bronfenbrenner (ecological systems theory) that underpinned my theoretical stance in this study. I decided on these theories as Bronfenbrenner supports Maslow through the organisation of the environments in which children acquire their needs. The chapter furthermore provides insight gained from literature which is twofold: the literature explores both challenges faced by orphans and support structures available for them.

2.2 Theoretical Framework

Theory is the explanation of the behaviour based on the variables and ideas that are involved with it (Walliman, 2011). In research, theory lays the foundation with which researchers investigate research interests (Tudge *et al.*, 2016).

2.2.1 Maslow's hierarchy of needs

According to Griffin (2008), Maslow's hierarchy of needs has five interrelated types of needs that must be satisfied gradually to reach a state of self-actualisation. This ranges from the most basic deficit needs such as food and housing to the highest need of self-actualisation. The levels of Maslow's theory are divided into physiological needs, security needs, love and belonging needs, the need for self-esteem, and the need for self-actualisation (Boeree, 2006; Boundless, 2016). In support of this, Hope and Fraderick (2015) asserted that children lose their basic needs, such as food, proper health, love, education, security and support, after the death of their biological parents. Relatives sometimes adopt orphaned children so that they can benefit from their parents' assets, just to abandon them later. Orphans, like everyone else, have the desire for their needs to be satisfied. Figure 2.1 shows the five levels of Maslow's theory.

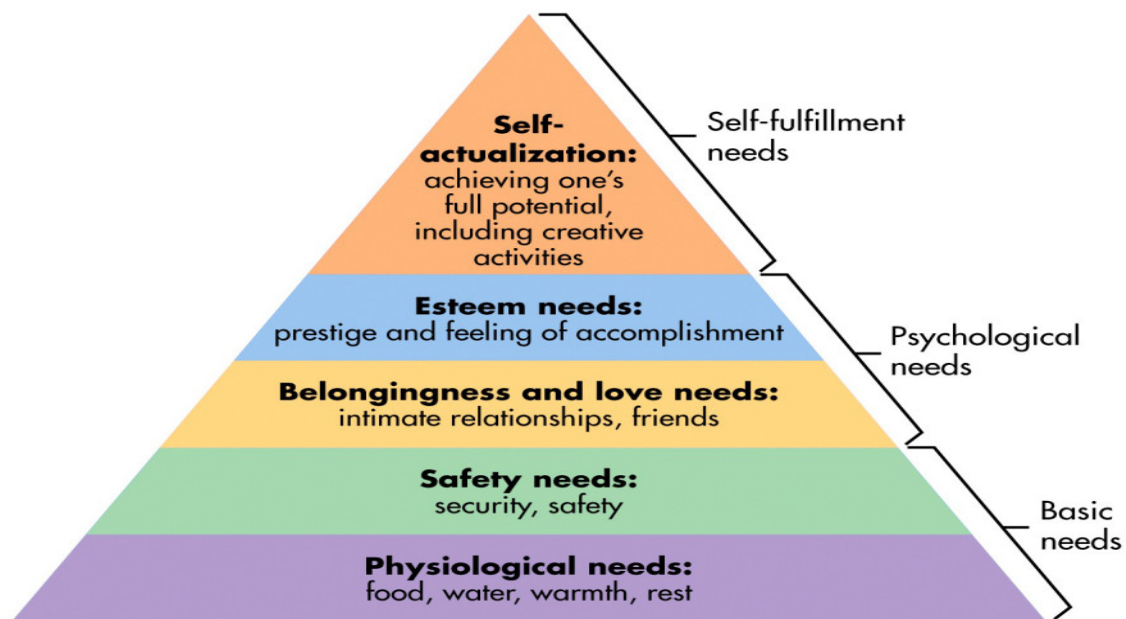


Figure 2.1: Maslow's hierarchy of needs

Source: McLeod (2017)

As depicted in Figure 2.1, the five levels of Maslow's theory are transitional one to another, from the physiological level to the self-actualisation level. This can be presented in any diagram or discussion as long as the order in the figure is kept. Although satisfaction of one level takes time, this does not mean that a higher level can only arise once the level below it has been completely satisfied.

2.2.1.1 Physiological needs

The first and most valuable level of Maslow's theory is physiological needs, which, according to Boeree (2006), are physical/material needs. These refer to needs that people cannot do without and include basic needs such as food, water, clothes, sleep and rest (Boeree, 2006; Boundless, 2016). If these needs are not met, it could have negative consequences on the development and growth of a child. For instance, a learner cannot concentrate in a classroom on an empty stomach. Also, if these needs are not met, moving on to the next level, that of forming relationships and fulfilling responsibilities, will be difficult. Maslow (1970, cited in Mahmoud & Lawrence, 1976) posited that one cannot see or hear anything in the immediate environment before satisfying physiological needs and that when satisfied, other needs follow. For

orphans, this may imply that their education is highly affected if their basic needs have not been satisfied.

In line with Maslow, Chakalane-Mpeli and Roets (2007) argued that poverty can lead to a lack of basic as well as educational needs. They stated that some orphans abandon school due to a lack of school fees, uniforms, money for school trips and other school necessities. Furthermore, orphans could feel embarrassed when seen as 'different' from the rest of the class. Family Health International (2001, cited in Wood 2011) was adamant that families that have orphans should be provided with adequate healthcare and financial support.

Although there are different levels of needs according to their importance, Mahmoud and Lawrence (1976) stipulated that the basic needs should be satisfied first before moving on to the next level, because each level is independent. However, Boeree (2006) argued that it was never meant that all needs on one level must be satisfied 100% before individuals move to the next level of needs. He was of the opinion that when our basic needs are almost satisfied, we can already start moving towards the next level.

2.2.1.2 Safety needs

The second level of Maslow's theory refers to safety needs, such as personal and financial security and safety. Security refers to the full provision of needs in proper proportions at all times, while safety refers to protection from being hurt physically and emotionally (Nyamoita, 2012).

One of the roles of parents is to provide a safe space and security to their children. Orphaned children, however, do not always have this luxury, and family members who opt to take care of the orphans sometimes find it difficult to take on the extra responsibility. According to Wood (2011), relatives sometimes do not have the financial means to accommodate more dependants. It has been reported that some relatives abuse orphans in their foster care instead of providing them a safe and secure space. In agreement, Hope and Fraderick (2015) stated that poverty and the high unemployment rate deny families the ability to fulfil their role of providing a safe environment to orphaned learners. One of the consequences of this may be that

orphans drop out of school and are forced into child labour, early marriage or prostitution or become victims of sexual abuse (Tanga, 2013).

2.2.1.3 *The need for belonging and love*

The third level of Maslow's theory presents the need to belong and feel loved (social needs). These needs centre around the feeling that one belongs and the need to form and maintain social relationships. Affiliating in a group such as family, friends and colleagues at work is crucial (McLeod, 2017). Every child has the right to live in an environment where they are protected both physically and emotionally. McLeod (2014) highlighted the need for intimacy, love and affection and romantic relations. This emphasises the importance of love and belonging to different stages of development, meaning that all social groups play a vital role in the growth of children, from infancy to adulthood.

One of the most important aspects of families is to provide love and belonging to their members. When children are left orphaned, their source of security is taken away from them. Some orphans are accommodated by family members, but Chakalane-Mpeli and Roets (2007) have found that this does not always have a positive outcome. Some family members cannot afford to look after and feed extra people because of financial constraints. The greatest threat to the safety of orphans is poverty, as some family members view the death of others as a chance to exploit the children (Chakalane-Mpeli & Roets, 2007). If orphans' security needs are not met, they could experience loneliness, anxiety and discrimination (Kaur, 2013). This, again, could hinder their growth to meet the higher levels of needs as presented by Maslow.

2.2.1.4 *Esteem needs*

The fourth level in Maslow's hierarchy of needs concerns self-esteem being attained. Individuals need recognition and respect from other people, but they also need to have self-respect (McLeod, 2007).

Self-esteem leads to confidence to reach the goals that you set for yourself. Orphans who had lost one or both of their parents may already feel that they do not belong (previous level). This may cause a reduced self-esteem and feelings of abandonment

(Jepkemboi, 2007). If children like this do not develop a good self-esteem, they might feel that they do not have a chance of success in life. Challenges experienced at school can also add to these feelings of hopelessness (Kaur, 2013). The role of the teacher and peer group is thus also of importance to orphans. McLeod (2017) stated that if an orphan receives the necessary respect and support from teachers and their friends, they will develop a positive self-esteem and achieve the expected level of performance. When these orphans' self-esteem needs have been satisfied, they can strive to satisfy the next and highest need – self-actualisation.

2.2.1.5 Self-actualisation

The fifth level of needs presents self-actualisation, which signifies the need for a person to understand people and the world. Through this, we try to make meaning of why people do what they do and why certain things happen. It is also true that people tend to want to make a difference, to “change the world”.

Education and the school environment play an enormous role in the attainment of self-actualisation of orphans. In the case of schools, learners identify their talents and the possible ways in which they can turn those talents into survival aids (Nesbitt, 2013). This means they take the initiative to respond to their challenges. In the course of learning, it is important that learners gain pride, power and prestige (Bishop, 2016; Nyamoita, 2012). Since they are growing and it is expected that they would be independent in future, they gradually develop trust and confidence. For orphans, these occur in the learning process, where teachers convince them that they have the potential to achieve some goals (Milheim, 2012).

As seen from the above, Maslow's hierarchy of needs theory is significant in understanding the psycho-educational needs of HIV and AIDS orphans in Mphaki, Quthing. In support of Maslow's theory, Bronfenbrenner's ecological systems theory will now be discussed.

2.2.2 Bronfenbrenner's ecological systems theory

In addition to Maslow's theory discussed above, the study also used the social theory of Bronfenbrenner. The theory implies that there is social interaction between a child

and their environment as well as between the systems that make up the child's environment (Bronfenbrenner, 1979). The social theory technically highlights that there are five systems that influence individuals for balanced behavioural growth (McGuckin & Minton, 2014). These are the micro-, meso-, exo-, macro- and chronosystems, as depicted in Figure 2.2.

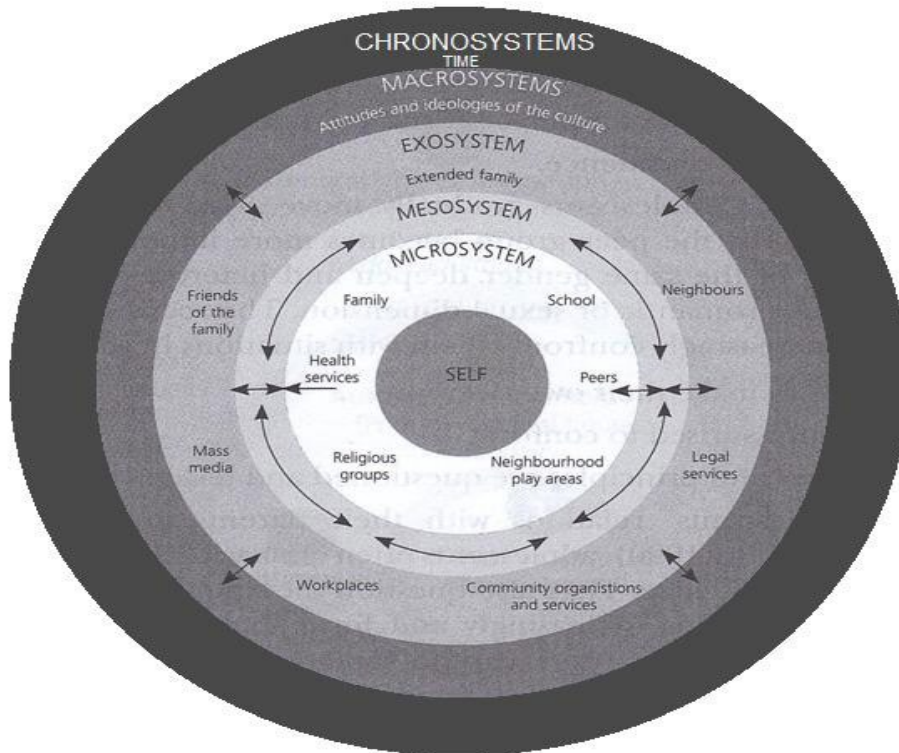


Figure 2.2: Bronfenbrenner's ecological systems model

Source: Ramjatan (2015:42)

According to Bronfenbrenner's theory (Figure 2.2), the first system that makes up the child's environment is the **microsystem**, which is the immediate environment of the child in the centre (self). The microsystem, closest to the child, contains the strongest influences on his/her development. Family members, teachers and peer group also fall within the microsystem. Galassi (2016) stated that development is shaped by the interactions between systems. For an orphan, this implies that healthy development could be compromised because the child does not have parents to assist in his/her holistic development.

Teachers also fall within the microsystem and thus have an important role to play, especially in influencing behaviour that ultimately leads to self-actualisation, as postulated by Maslow (see 2.2.1.5). Healthy relationships between orphans and their peers, siblings, caregivers/guardians, teachers and neighbours play an important role in the positive development and academic performance of the learner. At the same time, if these relationships are negative, learners are affected negatively, and this could affect academic performance.

The next system, the **mesosystem**, looks beyond immediate interactions and refers to the interrelationship between role players in the microsystem. Furthermore, the mesosystem connects the structures in the microsystem in further shaping the behaviour of the child (Berk, 2000). The neighbourhood, school, health services, peers and religious institutions fall within this system and have an impact on the child. These systems interact with one another in the development of the child. There is, for instance, interaction between parents and teachers in relation to a learner's education. In the absence of parents, there is no one to monitor this progress and orphans find it difficult to cope with challenges they encounter at school, which might lead to poor performance.

The third system of Bronfenbrenner's theory is the **exosystem**, which involves, among other aspects, community projects, health centres, parents' workplace and churches (Berk, 2000). Here, orphans are not active at all but could potentially benefit, because these factors interact with and influence their immediate environment (microsystem).

The **macrosystem** includes societal, religious and cultural values and influences. These values are not stagnant and can change over time, but could have an indirect impact on the orphan. In this context, the government as system formulates laws and policies to protect children to ensure that their developmental needs are catered for by all duty bearers (Berk, 2000).

Finally, the **chronosystem** denotes timing in relation to a child's environment. For an orphan, it involves the timespan from when they became an orphan and the effect of this on their developmental changes. According to Berk (2000), loss of parents and

psychological changes that occur as the child grows up influence the child's environmental changes.

2.3 The Significance of the Theoretical Framework in the Study

This section contextualises the issues raised by the above theories on the needs of orphans. It explains the essence of parents and educational institutions in addressing the needs of orphans to reach their personal goals.

2.3.1 Significance of Maslow's theory

In his study, McLeod (2014) suggested ways on how Maslow's theory can be applied in a classroom situation. Learners' physiological needs must be satisfied to enhance concentration in the classroom. Teachers should show love, support and respect to all learners, including orphans, to boost their self-esteem. According to McLeod (2014), a high self-esteem motivates the learner to reach self-actualisation. The implications for the lack of needs are discussed below.

2.3.1.1 Impact of basic needs

Aming'a (2016) stated that when food is scarce or lacking, the ability to learn drops. In this case, learners could be discouraged to attend school, despite its merits. It may further be argued that a hungry child is not in a position to make reasonable decisions. Burleson and Thoron (2018) postulated that some learning institutions serve their learners some lunch to combat hunger. An interest in learning is therefore encouraged as learners' bodies are energised enough to carry them to school.

Guardians, with the assistance of government and NGOs, are responsible for satisfying the largest proportion of physical needs of orphans. Schools themselves have an equivalent role to provide protection to their learners from physical and mental threats as long as they are on school grounds (Burleson & Thoron, 2018). Schools secure this protection successfully through the application of legitimate institutional rules and regulations set to normalise the school environment. The government has the authority to provide such guidelines.

2.3.1.2 *Impact of needs*

Along with the basic needs of orphans is the need for love and belonging, which develops from their interaction with their family, peers and teachers (Burleson & Thoron, 2018). It is apparent that these interactions should be positive for orphans so that they can learn effectively. When learners have a positive attitude towards one another, they stand a better chance to learn cooperatively. Other than approaching the teachers for some solutions, learners work on remedying challenges among themselves. This oneness is critical for developing a school culture where principles of vision and interaction are set to promote a harmonious relationship towards a better learning environment for all. The same culture further reduces the risk of discrimination, as all school members are aware of the practices that prevail in their environment.

In the course of learning, it is important that learners, especially orphans, gain pride, power and prestige (Bishop, 2016; Nyamoita, 2012). Since these learners are growing and it is expected that they would be independent in future, they gradually begin to develop trust and confidence in themselves. This occurs through their teachers in the process of learning. Teachers show that their trust increases in learners' potential to achieve their personal goals, in their control over their learning activities and themselves and in their respect for themselves and the people around them (Milheim, 2012).

2.3.1.3 *Impact of self-actualisation*

Schools have a responsibility towards orphans to assist them in reaching their goals. Methods implemented, such as the self-learning, learner-learner and learner-teacher approaches, all contribute to enhance the lives of learners. These assist learners in identifying their talents and the possible ways in which they can turn their dreams into reality (Nesbitt, 2013). It is at this stage that learners, rather than expecting other people to do this for them, engage in possible changes to shape their self-esteem.

2.3.2 Significance of Bronfenbrenner's ecological systems

Ecological theory refers to the environment in which a child grows up. Bronfenbrenner describes the influences that the environment has on a child (in this study, an orphan). As already mentioned, systems are interrelated. In this study, the orphan finds him-/herself within a (mostly) dysfunctional or non-existent family. The lack of love and feeling of belonging has consequences, such as that the orphan finds it difficult to establish healthy relationships (Sibeko, 2018). Orphans have a high school-dropout rate as a result not only of family challenges but also because of challenges at school.

Nyamoita (2012) mentioned that bullying and discrimination at school can add to the high dropout rate. Learners who fail to deal with their challenges and receive no attention from others around them and have no one to turn to are affected in all aspects of life. For example, scarcity or lack of food causes hunger – a physical problem – while at the same time reducing concentration levels in learning, stressing the learner (Nesbitt, 2013). This situation implies a need to seek intervention from other external bodies.

The above theoretical grounding enables me to understand how HIV- and AIDS-orphaned learners in the context of Mphaki are affected.

2.4 Psycho-educational Challenges of HIV and AIDS Orphans

HIV and AIDS have led to a high number of orphans at many primary schools in the world. HIV and AIDS have overwhelmed the world, as individuals have been affected socially, economically and psychologically. These challenges are intertwined and affect orphaned learners' wellbeing, diet, schooling, sense of love and security (Hope & Fraderick, 2015; Jepkemboi, 2007; Mon *et al.*, 2013; Murray, 2010). Due to the multiple challenges HIV and AIDS orphans encounter, their growth and development are stifled. Murray (2010) stated that identifying these children's needs would assist in improving their lives. Currently, in Lesotho, published studies concerning the psycho-educational challenges of orphans affected by HIV and AIDS are inadequate. This confirms that there is a need to investigate the challenges these children face in order to recommend interventions that could support them.

The next section will firstly look at the prevalence of HIV and AIDS orphans, where after the focus will be on psychological, educational and other challenges faced by these orphans in general. Lastly, Lesotho will be looked at in more depth.

2.4.1 Prevalence of HIV and AIDS orphans

HIV and AIDS have been prevalent in the world and have taken many lives, many of whom were parents, leaving many children as orphans (Asikhia & Mohangi, 2015). According to UNICEF (2017), in 2014, there were 153 million HIV and AIDS orphans globally, of which 17.8 million were double orphans. This displays a significant increase from the 2015 figures, which indicated 132 million orphans globally. Hope and Fraderick (2015) have found that HIV and AIDS orphans in sub-Saharan Africa contribute to about 90% of HIV and AIDS orphans in the world. Their study further indicated that four out of ten families in Zimbabwe have HIV and AIDS orphans. Since HIV and AIDS are not selective in whom it affects and whom not, high proportions of school-going children even live with these diseases. Chakalane-Mpeli and Roets (2007) inferred that, since HIV and AIDS are the leading cause of death in sub-Saharan Africa, it is also the largest cause of orphanhood in the subcontinent. Orphans must then depend on their guardians or elder siblings, provided the latter are old enough to care for them.

2.4.2 Challenges experienced by HIV and AIDS orphans

Orphans experience a variety of challenges and at the same time need various kinds of support. Orphans not only have to cope with the loss of their parents; they are also not supported psychologically, socially, financially and academically. In their study (in the Republic of South Africa), Asikhia and Mohangi (2016) support this by stating that, as a result of lack of support, orphans are susceptible to poor nutrition, mental and physical health issues, loss of adult guidance and counselling, sexual abuse and poverty. All these have a negative effect on their education. UNICEF (2009) argued that these challenges need a resolution in the home setting as well as the school environment of the orphaned child.

2.4.2.1 Economic challenges

According to Flagothier (2016), orphans in Asia and sub-Saharan Africa are faced with poverty. In addition, the HIV and AIDS pandemic has strained community and family resources, as the sick must be cared for and, by implication, children are financially neglected. Parents or relatives are thus not able to provide these children with basic needs such as food, clothing, shelter and education. According to Breckenridge, Black-Hughes, Rautenbach and McKinley (2017), the death of parents increases the burden of those who remain behind caring for their children and therefore increases the financial challenge that already exists.

The most pressing challenge that orphans face is food security (Chimedu, 2009). This possibly lowers their chances of effective learning, as they experience malnutrition, stunted growth and other health-related issues due to a poor diet (Masondo, 2006). In addition to poverty, Breckenridge *et al.* (2017) declared that some schools in rural areas are far from other villages. This compels HIV- and AIDS-orphaned learners to walk long distances because they lack the money to pay for transport. Despite being tiresome, it is likely to expose them to rights violation along their way, which may possibly cause them to drop out of school. Moreover, the long-distance walks are unhealthy in the sense that the children arrive at school tired, subjecting them to poor concentration.

The fact that orphans are often unable to pay for, *inter alia*, school fees, uniforms and transport compels them to start working at a young age. In a study conducted in Zimbabwe, Mpofu and Chimhenga (2016) have found that orphaned learners take informal part-time jobs in their communities so that they can continue pursuing their school learning. However, some employers decide not to pay them, which brings back the stress of going back to school without their basic needs being met. Orphans in general cannot find acceptable work offers, for they lack skills. Therefore, they sometimes resort to prostitution as a means of earning money for survival. Since such a practice exposes them to diseases, they can become ill, ultimately causing them to drop out of school.

2.4.2.2 Psychological challenges

One of the most important aspects of families is to provide love, support and feelings of belonging to their members, including the children (Hope & Fraderick, 2015). Support and acceptance for children are necessary not only at home but also in the school setting.

Psychological challenges will affect the holistic growth and development of orphans and impact them in all areas of life, including academically. These challenges will influence the relationships they need to form, as identified in Bronfenbrenner's ecological theory. After the death of a parent, the orphan will have to reshape feelings of love, security, relationships and the view they have of themselves. Zhao *et al.* (2011) conducted a quantitative study related to HIV and AIDS orphans in the remote areas of central China. The study revealed that HIV and AIDS orphans suffer high levels of depression and loneliness and often stay away from school. Signs of isolation and loneliness are displayed by sitting alone, not talking and not playing with other learners, implying that they do not make good or close friends. Mwoma and Pillay (2015), in a South African study, revealed that psychological support given to orphans is minimal, as teachers and caregivers lack guidance and counselling skills.

2.4.2.3 Social challenges

Orphaned children face many social problems. On the social front, when the child loses a parent due to HIV and AIDS, he/she is deprived of an important life aspect of being guided by a parent, and someone else has to take on the role of parenting (Ruth, Gicharu, Mwaniki, Kibui & Gichuhi, 2015). In a study conducted in Kenya, Ruth *et al.* (2015) have identified that orphans face several psycho-educational challenges after the loss of parents. To exacerbate this, social challenges encountered by HIV- and AIDS-affected children are interrelated, complicated and overlapping (Zimbabwe National Council for the Welfare of Children [ZNCWC], 2016). For instance, psychological challenges and consequences for orphans can also affect the social aspects of life. In addition, culture can also play a role in how orphans respond to challenges. Thupayagale-Tshweneagae (2011), in her study conducted in South Africa, revealed how cultural practices have an impact on the grievance of orphans,

since the illness and death of loved ones are not discussed in some cultures. The silence results in endless grievance among orphans since they never get closure.

Social challenges are amplified by stigmatisation, discrimination and bullying in the school setting. Teachers have a professional duty to create a healthy learning environment for all learners, including orphans. Asikhia and Mohangi (2016) highlighted that one of their learner respondents, an orphan, was unhappy that some teachers called him names like 'fool', 'little witch' and so on. The authors stated also having become sleepless when thinking about this. Even if the teachers had said it jokingly, these incidences promoted a sense of stigmatisation of the affected respondent, leaving him with the feeling of not being loved. In the classes of such teachers, such learners are likely to develop a negative attitude towards the teachers, which leads to poor learning performance.

In the case of the latter, stigmatisation and discrimination also occur among the learners. Orphans may feel isolated and ashamed to be at school with others in proper school uniforms and in possession of the necessary learning materials. Oyedele, Chikwature and Manyange (2016) agree by referring to a study conducted in Zimbabwe, where orphaned learners were found to have suffered stigmatisation and discrimination by their peers because they could not afford uniforms and books.

Another social challenge is that at home with guardians, orphans suffer discrimination in the provision of resources (Pillay, 2018). Adults tend to favour and preserve resources for their biological children, leaving orphans feeling insecure and anxious. When HIV and AIDS orphans realise this, they could develop hatred towards their guardians and their children.

Some HIV- and AIDS-orphaned learners live either by themselves or with extended families. In cases where families live elsewhere than where the orphaned child had lived, this necessitates the migration of the child. In Kenya, such children face divisions among their kin (Chang'ach, 2012). As much as this is good in the sense that it ensures access to resources, the different lifestyles that they are not accustomed to also impose mental challenges on them.

2.4.2.4 Educational challenges

In addition to the above challenges faced by orphans, they also, very importantly, face educational challenges. The mind that is preoccupied by depression, among other psychological problems, is unable to concentrate on any important issue of life (Mwoma & Pillay, 2015). If a learner feels depressed, it will have a negative impact on their education. School attendance for orphans is already characterised by a diversity of situational and social contexts, which adds to the stress they already face within their unique situation. The educational challenges that orphans face are furthermore linked to the economic challenges that their status brings. These children are usually identified by poor class attendance, late enrolment and, finally, dropping out of school (Mutisya, 2018). Added to this is that some have family backgrounds that enforce school dropout. Orphans can feel forced to leave school to avoid the emotional trauma that their personal experiences bring.

Being orphaned by HIV and AIDS remains a challenge to the affected children. According to Togom (2009), in a study undertaken in Nairobi's Kibera Slums, when parents of school-going children are sick or die of HIV and AIDS, their children attend schools irregularly. These children must tend to their sick parents at home, while further also caring for their siblings. These children may also be burdened with earning a living for their families, which are on the verge of losing their breadwinners. In addition, it is likely that they attend schools while stressed by the responsibilities of caring for their families, which is beyond their capacity as children. In the long run, such learners perform poorly in the academic context.

The effects of educational deprivation on orphans will affect their productivity as adults, again contributing to the economic challenges already experienced. The cycle of poverty that they already find themselves in will escalate. The reality is that the communities that they find themselves in will also experience the negative impact. The only way to put an end to this challenge is education – schools should be aware of the challenges experienced by orphans and try to accommodate them. The next section will address the challenges faced by HIV and AIDS orphans in Lesotho.

2.4.3 The case of Lesotho

Findings revealed that the HIV and AIDS epidemic has reached great proportions in Lesotho, altering family life for many young people (Global AIDS Response Progress Report, 2015). Support from families is also almost non-existent because of the increase in orphan numbers, with the families not having the capacity to take in more dependants. This results in many elder children becoming young caretakers looking after their siblings (Ministry of Health, 2012). With the added responsibilities, school attendance becomes poor, adding to the vicious cycle of poverty.

When it comes to rural Lesotho, the challenges that HIV and AIDS orphans face could affect them emotionally, as they may feel responsible for their siblings. Averting HIV and AIDS (2016) have shown that HIV- and AIDS-orphaned Basotho children have an irregular pattern of school attendance because of added responsibilities that they have to manage. Tanga (2013) have identified some factors affecting orphans in Lesotho, namely:

- lack of proper shelter;
- migration of sibling to different caregivers;
- misuse of public funds meant for assisting orphans;
- lack of school material from the ministry;
- low standard of education for caregivers to help with assignments at home; and
- unavailability of food.

The challenges faced by HIV and AIDS orphans in Lesotho are divided into the same main categories as in the previous subsection (2.4.2) and discussed below.

2.4.3.1 Economic challenges

Poverty is the most important challenge experienced by HIV and AIDS orphans in Lesotho. Studies revealed that poverty remains pervasive in Lesotho's rural areas (Mokhothu, 2004; Omole, 2003; Rocchi & Del Sette, 2016). As in the rest of Southern Africa, the most pressing challenge for orphans in Lesotho is food security. Learners further lack proper shelter. In line with Maslow, Chakalane-Mpeli and Roets (2007) argued that inadequate finances lead to lack of physiological as well as educational

needs. A child cannot see, think or perform in class when s/he is hungry, thirsty, and sleepy or feeling cold. Some orphans abandon school due to a lack of school fees, uniforms, money for school trips and other school necessities, as well as poor housing (Tanga, 2013).

2.4.3.2 Psychological challenges

Basotho children whose parents have died of HIV and AIDS could experience prolonged mourning, as it is the Basotho culture not to talk about a loss. Communities are viewed as judgemental, and it is often found that orphans are stigmatised and discriminated against (Daniel, 2012). Orphans may become frustrated and avoid social places, including schools, because they may feel victimised.

In contrast to the abovementioned, Block (2014) had the opinion that the Basotho nation believes that to provide love to an orphan is more important than providing in their material needs. Tanga (2013) disagrees, however, by stating that the system has changed. Extended-family mechanisms to care for orphans have declined, since people now prefer small, manageable families. In line with the Open Society Initiative for Southern Africa and Open Society Foundations Education Support Program (OSISA & OSF ESP) (2012) in a study undertaken in three districts of Lesotho, Tanga (2013) reported that orphans still felt that they do not receive adequate love and affection from their caregivers (relatives). As a result, they experience psychological distress, feel unaccepted and are not motivated to fulfil the higher needs of self-esteem and -actualisation.

2.4.3.3 Social challenges

Traditional systems of taking care of children who had lost their parents have been practiced in Lesotho for generations, but HIV and AIDS are eroding such practices because of it resulting in a larger number of orphans (Ansell & Young, 2004; Murray, 2010; Block, 2014; Tanga, 2013). The demand for care and support for orphans is overwhelming. As a result of the high incidence of HIV and AIDS that has put a lot of stress on the many families having to take care of orphans in the rural areas, people are forced to find work at places far away from their homes. This could lead to the disintegration of families. This leads to HIV and AIDS orphans experiencing different

lifestyles than what they were used to. Furthermore, they might experience discrimination by caregivers in the allocation of resources for their needs, as new caregivers consider their own children first when allocating resources (Cluver & Gardner, 2007; Tanga, 2013). Orphans may feel deprived of their own family and friends, and relocation may also deprive them of attending schools they are familiar with, where they are used to certain teachers, learners and the community. They may therefore feel isolated, which also affects their academic performance (Ansell & Young, 2004). The implication is that HIV- and AIDS-orphaned children could suffer from anxiety and depression when being separated from what they were used to. In the Lesotho context, Ansell and Van Blerk (2006) have found that Basotho HIV and AIDS orphans who migrate are stigmatised by their new fellow villagers, thus making it difficult for the orphans to settle in the new community. Ntaote (2011) has found that a “new” family could also abuse orphans, which could add to stress and the low morale of orphans.

These social challenges also affect schooling, as migrant orphans sometimes need to change schools during the year. On the other hand, orphans are sometimes accommodated into orphanages because no relatives would take them (Browne, 2017). Most of these orphanages are owned by NGOs and are well organised and funded. Nonetheless, orphans take time to adapt to the environment at the institution because they need to fit into a new system (Wood, Theron & Mayaba, 2012). In short, there is a need for orphans to live in their natural environment with family care and support rather than living in welfare institutions. Most new communities where orphans are accommodated do not meet the basic needs of orphans, which have implications for all aspects of their lives.

2.4.3.4 Educational challenges

Being orphaned by HIV and AIDS remains a serious challenge, as orphans are faced with a myriad challenges on psychological, social and economic levels. With the crisis of HIV and AIDS in Lesotho having spiralled, it is deemed necessary to focus specifically on educational challenges. Tanga, Tanga and Tanyi (2018) stated that in Lesotho, adults die at their productive age, leaving their children as orphans under

single-parent, elderly or child-headed households. This orphanhood usually impacts the orphans negatively as they face poverty and food insecurity.

The main cause of learner absenteeism from school as mentioned earlier is the lack of basic needs such as food, clothes and school resources. In addition, when parents are ill due to or die of HIV and AIDS, children skip school to attend to the sick parent and take care of younger siblings or have to work in order to get basic needs like food. Orphans in Lesotho are sometimes forced to be involved in prostitution to alleviate economic challenges and meet needs (OSISA & OSF ESP, 2012). Poor school attendance therefore leads to poor performance or dropout, remaining devastating to a learner (Ansell, 2016; Bureau of Statistics, 1996; Rocchi & Del Sette, 2016; Drimie, 2003).

2.5 Support Structures Available for Learners Orphaned by HIV and AIDS

HIV and AIDS orphans need support just like other children to develop holistically to improve their academic performance. Chang'ach (2012) points out that in Kenya, the primary schools have organised time within which information is imparted to learners about HIV and AIDS. They make the learners aware of the ways of protecting themselves against HIV and AIDS and how they can best acknowledge and respect learners who are faced with traumatic orphanhood experiences within a family.

Taggart and Pillay (2011) proposed some strategies to support HIV- and AIDS-orphaned learners. Firstly, educators should create an atmosphere in the classroom to accommodate all the learners. Teachers should provide some extra activities to keep HIV- and AIDS-orphaned learners more focused in their learning to drive away stressful family thoughts. In addition, learners should be made aware that they are cared for and accepted by all. Finally, communities ought to take some responsibility in the care of orphans at large to support families that have adopted such children and child-headed families through orphan-based projects.

Outside the school community, the government as the main leader of the society is responsible to assist the nation in times of difficulties. The government of the Republic

of South Africa is exemplary in this regard as it offers grants to relieve poverty to caregivers of orphans. Examples are the foster-care and child-support grants offered to persons housing and caring for orphans (Breckenridge *et al.*, 2017).

Governments have development partners in their role to develop their nations. These involve both local and foreign private sector institutions and NGOs. Looking at the case of Zimbabwe, Campbell *et al.* (2016) have found that NGOs do contribute to the relief of HIV- and AIDS-orphaned learners. Their research revealed that such learners lack learning resources and basic needs and experience violation of their rights. In response to these, such organisations are committed in two general ways: that of purchasing learning resources and some resources such as food and clothes, and that of strengthening the protection of children's rights. Despite these initiatives being so essential, Campbell *et al.* (2016) argued that they are not sustainable. It is thus imperative that these organisations restructure to meet the needs of vulnerable children.

2.6 Governmental Responses to Orphans (and Other Vulnerable Children) in Lesotho

The Ministry of Social Development (MSD) (2014) of Lesotho, when it became aware of the poor living conditions in which orphans, especially HIV and AIDS orphans, and other vulnerable children live, decided to initiate a programme of care as the ministry. The ministry incorporated other institutions of good faith to similarly engage in the process as far as possible through a voluntary relationship. In brief, the standards set out by the MSD (2014) in their care programme are to:

- ensure access to quality education and training;
- ensure access to health services of value and good sanitation;
- maintain food security;
- strengthen safety and protection;
- obtain support for mental health;
- ensure equal accessibility to resources; and
- provide housing.

It appears that the above standards are premised on the basic human needs. However, they are broader in coverage, as they include quality-living standards.

Even before this ministry first came to life, the government of Lesotho had taken responsibility for people affected by HIV and AIDS. The MoET took on the responsibility of informing learners about HIV and AIDS. This was found necessary because as early as the beginning of the 1990s, HIV and AIDS cases were so scarce that some teachers indicated that HIV and AIDS were a European and American problem. It was only in the 2000s that the global fight against HIV and AIDS motivated the government of Lesotho to be part of this venture. This led to the HIV and AIDS national policy, which states that it would target the provision of HIV- and AIDS-related services and strengthen community-based projects (National AIDS Commission, 2006). In 2016, the Ministry of Law, Constitutional Affairs and Human Rights (2016) announced that orphans were entitled to the same rights (including schooling) as children with both parents.

Since HIV and AIDS have affected education in different ways, it has called the attention of scholars to conduct research. Mopeli (2006), in her study in Lesotho, emphasised the negative status of orphanhood. She mentioned that stress is a factor in the lives of orphans and that support is almost non-existent. Teachers, in her opinion, are uninformed about how to support these learners, and the MoET should focus on teacher training with this goal in mind.

Despite efforts by the government of Lesotho through the introduction of free primary education to provide children with free meals at schools, the support has not been able to benefit all children in the kingdom (Tanga, 2013). There is a clear need for the kingdom and NGOs such as World Vision to collaborate to improve the lives of the children in Lesotho and that of their families (OSISA & OSF ESP, 2012).

2.7 Chapter Conclusion

This chapter presented the theoretical framework employed in this study – Maslow's hierarchy of needs and Bronfenbrenner's ecological systems theory. Literature related to the challenges experienced by orphans as a result of HIV and AIDS was then

introduced. Specific aspects of challenges experienced by orphans, such as educational, psychological and emotional challenges, were identified and discussed, also related to the context of Lesotho. Lastly, the support structures available for orphans and vulnerable learners in general and in Lesotho were discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, I discussed the literature and theoretical framework related to the study, as well as the significance of the framework. In this chapter, I focus on how the research was conducted in accordance with the research topic. This is based on the steps and procedures followed to collect data on the stated problem and in response to the research aim and questions stated in Chapter 1.

3.2 Methodology

Methodology in research refers to the way in which research in the field is carried out (Kothari, 2004; Kumar, 2011).

3.2.1 Research paradigm

The paradigm that informs the research method for this study is interpretive. The researcher using the interpretivist paradigm views the world from the participants' perceptions and experiences (Thanh & Thanh, 2015). This paradigm supports the social construction of knowledge by the participants to impart meaning from their own perception, which aligns with the current study. In support of this, the ontological assumption of interpretivism infers that reality is indirectly constructed based on individual interpretation and is subjective (Mack, 2010). As researcher, I understand that it is not advisable to adopt a broad view where results can be generalised. Joubert (2013) confirmed that in the interpretivist paradigm, the researcher is the main role player in the data generation and analysis of the qualitative process. The researcher possesses assumptions and generates data from participants' experiences and interprets it to produce meaningful results. The data are elicited through interaction between the researcher and participants. Mack (2010) explained that this paradigm is influenced by perception rather than explanation.

The interpretivist paradigm is suitable for my study since its purpose was to investigate participants' perceptions and experiences. I commenced this research with the

assumption that HIV and AIDS orphans experience challenges that might affect their learning. I conducted the research to obtain knowledge on the experiences of HIV and AIDS orphans. The epistemological assumption of this paradigm is that knowledge is achieved by differentiating between people and objects, thus requiring a researcher to be subjective (Mack, 2010).

In this study, the participants interpreted their experiences and this assisted me in the interpretation of data to respond to the main research question. The limitation to this paradigm is that the researcher's suppositions might impact the outcomes of the study (Cresswell, 2007, cited in Joubert, 2013:106).

3.2.2 Research design

A research design is the core of a study since it lays the foundation to conduct the study. According to Taylor, Bogdan and DeVault (2016), a research design is a roadmap used by the researcher to find accurate answers to the research questions of the study. It is only through the research design that one can answer the research questions formulated in the study. The strategy employed in the study should suit the population and topic to be researched. It should explain how the sample was selected and why the sampling technique is appropriate for the study. The research questions should be related to the research objectives. A qualitative research method formed the basis of my study and will be discussed next.

3.2.3 Qualitative research

This study followed a qualitative research design because it suited the study in collecting the relevant data. According to Pandey and Patnaik (2014), a qualitative research approach is applicable where the researcher is interested in studying the behaviour of participants in their natural environment. Similarly, Skovdal and Cornish (2015) explained qualitative research as an approach employed in better understanding phenomena by expressing the phenomena from the views and experiences of the participants. For this study, this required obtaining information on the challenges that HIV- and AIDS-orphaned learners come across, their impact on their lives and what support is needed, all being from the participants' viewpoint.

In this design, the researcher does not infer the behaviour of interest, but learns about it as it occurs in the particular case. Since the phenomenon is mainly investigated from the viewpoint of the participants, this enables the researcher to better understand the phenomenon (Skovdal & Cornish, 2015). This draws a clear distinction between this approach and its predecessor, quantitative research, which presents predetermined objectives and specialises in mathematical or statistical expressions (Pandey & Patnaik, 2014). For this study, the determining factor in this regard was the nature of the data that the research questions require.

In qualitative research, words and pictures, including drawings, photographs, films, paintings and videotapes, are used to express data (Tesch, 1990). For this study, I used visual-participatory methodology by making use of drawings to gather data from the learner participants.

There are some advantages in using qualitative research. For instance, tape recordings and transcriptions enable the researcher and the reader to access authentic data from the source (Tetnowski & Damico, 2001). The significance is that the reader is able to get all collected and inferred data and could form a new meaning from the collected data.

3.3 Location of the Study

The study took place in the geographical area of Mphaki in the Quthing district of Lesotho and was based at two selected primary schools. I chose this location based on preliminary discussions I had had with the principal from School A, whom I had intended to initially deal with. Due to a smaller number of HIV and AIDS orphans (only four) in the selected grades, I decided to include a second school (B) to increase the sample. I worked on the premise that there would be a sufficient number of willing participants at the two schools. From 24 orphaned learners at the two schools, nine were HIV and AIDS orphans and suitable for the study. I was aware of the fact that the sample for the study might differ as a result of the choices made by learners and other stakeholders to participate in the study and the exact number of HIV and AIDS orphans in the population.

School A is a small school, with 186 learners, while School B is medium-sized, with 492 learners. Both schools belong to the same proprietor and are classified as church schools.

This study is different from other studies conducted in Lesotho because it focuses on challenges facing orphaned learners in that selected area (rural schools). For example, this study relates to that of Ntaote (2011), *Exploring ways of assisting Lesotho educators to offer care and support to children orphaned and rendered vulnerable by HIV and AIDS*. Both studies focus on learners orphaned by HIV and AIDS in Lesotho primary schools, although the discussion in Ntaote's study is mainly on how to assist teachers to support them (orphans and vulnerable children).

3.3.1 Procedure for selecting participants

In identifying the participants, I approached the principals of the selected schools, who provided me lists of orphaned learners in the grades of study interest (Grades 5 and 6). I then engaged with the village health worker, who confirmed that the prospective participants were HIV and AIDS orphans.

3.4 Population and Sampling

3.4.1 Population

Study population refers to all sources of research information (McMillan, 1996). In this study, the population was limited to HIV- and AIDS-orphaned learners enrolled in lower basic education in Mphaki, Quthing. I aimed at HIV- and AIDS-orphaned learners in Grades 5 and 6, aged between 10 and 15. The orphaned-learner population comprised 24 learners. Out of these, nine were HIV and AIDS orphans and were considered for the study. Teachers from these two grades also took part in unstructured interviews.

3.4.2 Sampling

Sampling denotes the way in which the researcher identifies their participants (Kumar, 2011). The reason behind selecting a sample is to work with a manageable group of participants, not the whole cluster of the population (Cohen *et al.*, 2000). There are several ways of choosing participants from the entire population, including random

sampling, snowball sampling and purposive sampling. Purposive sampling was used for the purpose of this study to provide maximum insight and understanding of the phenomenon being studied. Purposive sampling also refers to a means of selecting a limited number of participants due to their defining characteristics that make them possessors of the information needed for the study. According to Tongco (2007) purposive sampling is an identification technique in which the researcher defines the participants by characteristics that distinguish them from other people in the same area. This technique ensured that the participants in this study were selected according to specific criteria, namely that they had to be HIV and AIDS orphans (Mack *et al.*, 2016).

I marked the HIV and AIDS orphans on the lists of orphans provided by the principals, and the village health worker confirmed that they were HIV and AIDS orphans. From the selected sample, the information to be gathered could be rich and relevant to the study.

The learner-participant sample was complemented by the sample of teacher participants. The teacher participants were also selected through purposive sampling, since the criteria required that they are responsible for the selected grades in which the learner-participants were enrolled. Only three teachers were ultimately available for interviews as a result of 'personal reasons'.

3.5 Data Generation

Data generation is the process of gathering information relevant for answering the research questions during the course of the study (Polit & Hungler, 2013). This means information is elicited from the source to respond to the study questions. For the purpose of this study, I used a qualitative approach and triangulated the data of the two methods of data generation, namely participant-generated visual-participatory methodology and unstructured interviews.

3.5.1 Visual-participatory method

I generated qualitative data on the psycho-educational challenges experienced by the learner participants. According to Banks and Zeitlyn (2015), the visual-participatory

method is a qualitative method that entails visual material. Rose (2015) identified visual material as photographs, films, videos and drawings. These are important in the sense that they depict phenomena in their real sense for better understanding by the researcher. I chose drawings as method to generate data from the learner-participants.

3.5.1.1 Drawings

Drawing is a method of expressing feelings through selected symbols, empowering members of the community to identify social issues and imagine solutions to them (Theron, 2008). Creswell (2009) stated that drawings involve groupwork of between six and eight participants or individual work. This study used individual drawings. In accordance with Polit and Hungler (1999), through drawings, participants provide data through diagrams. The drawings are followed by their narratives, which give meaning to the drawings. By using drawings as visual-participatory method, participants can take control of the research process and prioritise issues that the researcher might not deem relevant.

Data generation took place at the respective schools as I felt that it would draw less attention to the learners, thus respecting their anonymity. In addition, it is viewed as helpful to study participants to be in their natural setting. I also felt that the learner participants may share sensitive stories and that it would therefore be best to do so in a safe environment.

The procedure taken was that the learner participants were given pencils, a set of crayons and plain A4 paper as a group. The participants were made aware that the meaning conveyed by their drawings was more important than the quality of the drawings. I then asked the participants to draw pictures to show what challenges they experience as orphans in day-to-day life activities. They gave titles for their drawings and provided a short description to explain the drawings (draw and write). (See Appendix E for sample data from learner participants.)

3.5.1.2 Advantages of drawings

I considered the drawing method most suitable within this study context, as it allowed the participants to express themselves honestly, without interference from the

researcher (Guillemin & Drew, 2010). When feeling intimidated, participants can withhold information, which could compromise the quality of a study.

Bagnoli (2009) argued that this method is not limited to children, but also enjoyed by people with inefficiency in language use. Drawings could thus free participants from the limitations of their use of English, as all participants used English as their second or even third language.

Drawings can have a relaxing effect and can enhance the communication process as guards are down and it is easier for participants to express themselves. This method furthermore allows the researcher to access information through clarity from the participants to avoid misunderstanding and guessing and at the same time compromising the quality of the study. Another advantage of drawings, as confirmed by Leedy and Ormrod (2001), is that it is cheaper to use than other methods of data collection.

It is clear that drawings as visual-participatory methodology has many advantages. Nonetheless, one must keep in mind that for this specific study, the subject matter is sensitive by nature. It may thus have proven challenging for the learner participants to express themselves even through drawings.

3.5.1.3 Narratives

After the learner participants had illustrated their challenges in drawings, they were asked to give a short description on their drawings. I was present while they made their drawings and, where necessary, repeatedly reminded them to provide details about their drawings. Participants were later asked probing questions for clarification and interpretation of the drawings as they represented their experiences. Probing questions refer to follow-up questions that invite clarification or specificity to a response (in this case, the pictures drawn) (Given, 2008). According to Snyder (2012), probing questions help to separate the experiences of the researcher from the unique experiences of the research participants. This means the researcher will understand the participants' views and ask for clarity where necessary. In this study, these questions further ascertained whether the drawings were relevant and accurately represented the insight and views of the participants. It also guided the participants to

elicit information related to the phenomenon under study. In addition, participants also had a chance to seek clarity from the researcher, reducing chances of misinterpreted information.

3.5.2 Interviews

To strengthen the results of the study, I made use of interviews with the teacher participants to triangulate the data obtained from the learner participants. Interviews as method denote collecting data from the human source through verbal interaction (Cohen, Manion & Morrison, 2007). This interaction allows participants to express their thoughts clearly in words and sentences. In the case of this study, I interviewed three teachers from the two schools.

3.5.2.1 Advantages of interviews

According to Wood (2011), interviews can be used as a follow up where the researcher had already obtained data. It can be used to supplement the results from the main participants or to obtain a clear understanding of previous findings. In this case, I used interviews to supplement and triangulate the findings from the learner participants. The interviews were based on unstructured questions to obtain the teacher participants' experiences regarding the challenges of HIV and AIDS orphans.

3.5.2.2 Unstructured interviews

Unstructured interviews, as suggested by Ramjatan (2015), use open-ended questions to understand the phenomenon which is studied. For the teacher participants, unstructured interviews were administered and discussions were audio-recorded. The audio recordings were then transcribed and categorised into themes. (See Appendix F for sample data from teacher participants.)

3.6 Data Analysis

The qualitative data for this study were analysed by using deductive and thematic methods. According to Braun and Clarke (2006), in the deductive approach, the theoretical framework guides the themes to be analysed in the study. Thematic analysis is a method whereby researchers identify themes in the collected data and

analyse data according to these themes (Braun & Clarke, 2006). Thematic analysis is advantageous for qualitative studies, according to Braun and Clarke (2006), because of its flexibility. I identified themes in the data which were directly related to the theoretical grounding as discussed in Chapter 2. Themes were also identified for the purpose of answering the research question of this study.

I used the drawings to facilitate discussions with the learner participants. They were given the choice to share their drawings, which helped me limit my subjectivity. Drawings lead to recorded and transcribed data because the participant and researcher end up discussing the drawings and come up with written information based on the drawings (Vince & Warren, 2012). The drawings act as the basis for discussion among participants and between researcher and participants. Guillemin and Drew (2010) stated that in a study using visual methodologies, participants describe their own images, with the general analysis of many respondents to be done later by the researcher. Following the drawings and discussions thereon, the next step was to identify themes in the data and draw a table for the themes and subthemes (see Tables 4.3 and 4.4).

Data from the teacher participants' interviews were analysed to triangulate and supplement data from the learner participants. In addition, I used my field notes from observation (Appendix G) to analyse the data from both groups of participants. These were used to close the gap between the data collected from the learner and teacher participants. Finally, data were compared to the research questions and related literature and are discussed and presented in the next chapter.

3.7 Validity and Reliability

Pandey and Patnaik (2014) identified validity as the testing of whether a study achieved what it had set out to test. For this study, the aim was to explore the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing. The different sources of data used in this study enhance its validity. Triangulation of the data from the learner and teacher participants as well as the literature study improves the validity of the study. Wood (2011) viewed validity as synonymous to credibility. Reliability, as underscored by Wood (2011), is the ability to reproduce the same results if the research were to be

conducted again. For this study, results cannot be generalised as the target group might experience different challenges in different environments.

3.8 Ethical Considerations

The study considered and employed ethics of research in a procedural manner to protect the rights of the participants and the researcher. The University of Free State approved the study, with ethical clearance **UFS-HSD2017/0864** (Appendix C). In the context of Lesotho, I further obtained permission from the MoET and MoH to conduct the research (see Appendices A and B). Furthermore, I consulted caregivers of the participating orphaned children to provide informed consent for the children to take part in the study (Appendix D). I further informed all stakeholders that the participants could withdraw at any time of the study. Moreover, I guaranteed anonymity as a way to deal with participants withholding data, which could arise from shame associated with HIV and AIDS issues. Learner participants were informed of the purpose of the study orally and in the written form, and each signed for written consent. Lay counsellors were available throughout the process to assist should any of the participants have felt psychologically distressed.

3.9 Chapter Conclusion

This chapter presented the methodology of the study by discussing the whole process of collecting and analysing the data. The study adopted a qualitative research design guided by an interpretivist paradigm to obtain the relevant research information needed to answer the research questions. To comprehend the psycho-educational challenges faced by HIV and AIDS orphans, the study focused on nine HIV- and AIDS-orphaned learners and three of their teachers. Data were elicited from the two groups of participants through a visual-participatory method as well as interviews, respectively. The learner participants made some drawings in response to the question on challenges they faced, while the teacher participants were interviewed. The learner participants also answered probing questions verbally. These, and the interviews of the teacher participants, were recorded and transcribed for data analysis. In analysing the data, the researcher drew themes from the data. Ethical requirements were

adhered to and obtained from the relevant parties for the study to be conducted. Participants were given anonymity to ensure confidentiality.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

Chapter 3 focused on discussing the qualitative nature of the research through which the data were collected by making use of drawings as visual-participatory method and unstructured interviews. Learner participants were expected to make drawings about the psycho-educational challenges they experienced. Teacher participants were interviewed to triangulate the data from the learner participants. This chapter presents the findings of the study. These will be discussed in relation to the main research aim, which was to investigate the psycho-educational challenges experienced by HIV and AIDS orphans at primary schools within the area of Mphaki, Quthing.

4.2 Biographical Details of the Participants

Within this section, I present the biographical details of the learner and teacher participants.

4.2.1.1 Biographical details of learner participants

The biographical details of the learner participants are divided into the following categories (Table 4.1): gender, age, grade, school and orphan type. All participants spoke Sesotho as medium of communication with great fluency.

Table 4.1: Biographical details of the learner participants

Participant	Gender	Age	Grade	School	Orphan type	Code
Learner 1	Male	14	5	A	Double	L1SA
Learner 2	Male	14	5	A	Double	L2SA
Learner 3	Female	12	6	A	Double	L3SA
Learner 4	Female	12	5	A	Double	L4SA
Learner 5	Female	12	6	B	Paternal	L5SB
Learner 6	Female	14	6	B	Double	L6SB
Learner 7	Female	11	5	B	Paternal	L7SB
Learner 8	Male	14	6	B	Double	L8SB
Learner 9	Female	11	5	B	Paternal	L9SB

The above table provides the general demographic information of the learner participants. All participants at School A (4 – 100%) were double orphans, while School B had more paternal (3 – 60%) than double orphans (2 – 40%). Most participants (6 – 66.7%) were thus double orphans, while the remainder (3 – 33.3%) were paternal orphans. There were no maternal orphans in this group.

There were three male (33.3%) and six female (66.7%) learner participants, resulting in a 2:1 female:male ratio. In addition, there was parity of gender at School A (two boys and two girls), while School B had disparity of gender (four girls and one boy). Two (22.2%) participants were aged 11, three (33.3%) were aged 12 and four (44.4%) were 14 years old. The mean age was 12.67.

More participants were from School B (5 – 55.6%) than from School A (4 – 44.4%). In addition, School A had three Grade 5 learners and one Grade 6 learner, while School B had three Grade 6 learners and two Grade 5 learners.

4.2.1.2 Biographical details of teacher participants

The biographical details of the teacher participants are divided into the following categories (Table 4.2): school, gender, age, highest qualification, teaching experience and grade/s taught. All participants spoke Sesotho as medium of communication with great fluency.

Table 4.2: Biographical details of the teacher participants

Teacher	School	Gender	Age	Qualification	Experience (years)	Grade/s	Code
Teacher 1	A	F	50-60	Diploma	37	5 & 6	T1SA
Teacher 2	B	M	30-40	Higher diploma	8	6	T2SB
Teacher 3	B	F	40-50	B.Ed. Honours	19	5	T3SB

Two female teachers and one male teacher participated in the study. One participant was from School A, teaching multiple grades (5 and 6), and two were from School B, teaching one grade each. Participants were qualified with a diploma, higher diploma and honours degree, respectively. Their teaching experience ranged from between 8 and 37 years. The participants' ages varied from 30 to 50 years and above, corresponding with their teaching experience.

4.3 Conceptual Framework of Research Findings

The findings of the study are presented guided by the conceptual framework comprising the following issues:

- The psycho-educational challenges experienced by orphaned learners. This enabled me to establish the challenges of HIV- and AIDS-orphaned learners in the case of Mphaki.
- The needs of HIV and AIDS orphans. This enabled me to determine the needs experienced by HIV and AIDS orphans.
- The support structures in place for orphaned learners. This enabled me to assess the support initiatives that are in place to assist the HIV and AIDS orphans in their lives and their education.

4.4 Research Findings

This section presents the data by starting with the drawings collected. It furthermore includes the denotations of the drawings by the learner participants themselves. Data from the teacher participants' interviews follow as triangulation to support and supplement the data from the learner participants. The names of participants were substituted with pseudonyms for anonymity, where L1SA represents Learner1 from

School A, and so on. The first section (4.4.1) provides the findings from the drawings as visual-participatory method by learner participants, and is followed by data from teacher participants' interviews (4.4.2).

4.4.1 Challenges experienced by learner participants

The learner participants were prompted to draw pictures on the following question: "What challenges do you experience as orphans in day-to-day life activities?" They were also asked to provide headings for their drawings. Table 4.3 indicates the challenges that learner participants had pointed out in their drawings according to the themes that emerged from the data.

Table 4.3: Presentation of themes and subthemes that emerged from learner participants' drawings

Psycho-educational challenges	Subthemes
Economic	<ul style="list-style-type: none"> ✓ Lack of basic needs <ul style="list-style-type: none"> ○ Food ○ Clothes and school resources ○ Shelter ✓ Lack of money ✓ Child labour
Social	<ul style="list-style-type: none"> ✓ Migration ✓ Child-headed household ✓ Discrimination ✓ Child abuse
Psychological	<ul style="list-style-type: none"> ✓ Stress ✓ Emotions ✓ Anger
Educational	<ul style="list-style-type: none"> ✓ Absenteeism ✓ Poor performance ✓ Late coming ✓ Lack of concentration ✓ Unable to do homework

The challenges indicated in Table 4.3 are presented and discussed below.

4.4.1.1 Economic challenges

Lack of food

Major economic challenges experienced by the learner participants, as interpreted from the drawings, include a lack of money to buy basic needs such as food, clothes and school resources, as well as proper housing. Most participants' drawings highlighted economic challenges. One participant (L5SB) drew a picture of herself, and

when prompted, she mentioned that she sometimes went to school with uncut hair because there was no money to buy razorblades (Figure 4.1). This may indicate that orphans feel that they cannot even look after themselves. It could also have an effect on their self-esteem, as they might be afraid of being stigmatised or made fun of.



Going to school with long hair

Figure 4.1: Drawing: Lack of money

Most of the participants displayed their concern of lack of food in drawings, followed by explanations below the drawings. Five participants explained that their biggest challenge was a lack of food. They explained in their interpretation of their drawings that they sometimes would not have any food to eat or to cook. Most of them mentioned that they sometimes went to school without having eaten, because there was no maize meal for cooking. It was common for participants to draw neighbours or family members whom they saw as ‘providers’, as they often had to go and ask for maize meal as they did not have food (Figure 4.2).



Borrowing maize meal from the neighbour

Figure 4.2: Drawing: Lack of food

Figure 4.2 shows how food must be borrowed for a family. The participant who drew this stated:

We meet many problems when we are at home, especially of hunger. When you are hungry, there is no food; the maize meal is finished in the household. We will be hungry until we lose hope. We will borrow maize meal from 'M'e Mateboho's home. She will assist with maize meal and we will go and cook porridge (papa) only. (L1SA)

One participant stated that they usually borrowed maize meal from one particular neighbour. Another participant explained that her grandmother would refuse to give her maize meal for cooking, even though she had it.

Learner participants mentioned that they had a challenge regarding government grants. If they do receive grants, it is not enough to cover all expenses. This was also echoed by teacher participants in the interviews. It was furthermore mentioned that learners have difficulty in coping when they are not sure where their next meal will come from. Their need for security – also food security – is thus not met.

The cycle of poverty is emphasised by the following remarks made by learner participants during the discussion after doing the drawings:

At home I become bored because we always have no food, they get finished. (L2SA)

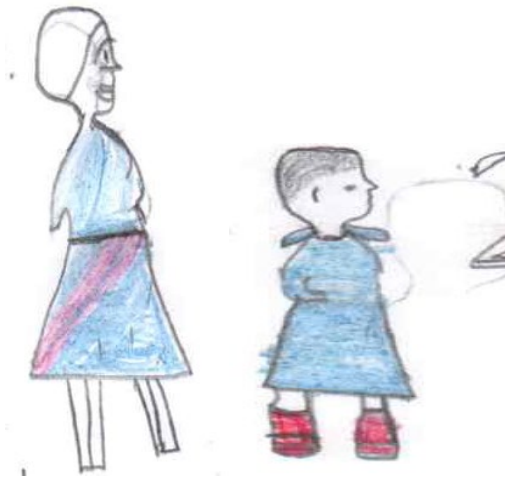
Sometimes, I go to school without eating because there is no food. (L5SB)

I went to school without eating because there was nothing to eat ... One day my grandmother refused to give me maize meal for cooking. (L6SB)

I go to school without eating sometimes because of lack of maize meal. (L7SB)

Lack of clothing and school resources

Some of the participants included lack of clothing and other school resources as their concern. One of them added that he sometimes dodged classes because he did not have school shoes. Figure 4.3 depicts drawings and interpretations where learner participants convey their challenges of lack of clothes and other school resources.



Walking to school with bare feet



No shoes



Looking after animals in bare feet



No school shoes
and dirty uniform



No shoes

Figure 4.3: Drawings: Lack of clothes and school resources

In Figure 4.3, participants portray the challenge of lack of clothes and other resources. One participant displayed himself when he could not go to school because he did not have shoes, but instead went to the pastures with bare feet to look after animals. On

another picture is a girl participant going to school with a dirty uniform because there was no soap to wash her uniform. She also depicted how she goes to school without proper school shoes but wearing red shoes. Several other drawings also show learners without shoes.

Participants were probed on the meaning of their drawings presented above. One participant (L1SA) explained his drawing as that he is going to the pastures with cattle and a dog. He did not go to school and does not have shoes. Here is what he said: “You will not even have school shoes and you will dodge because of the problem of school resources and hunger in the family.” Other participants made the following remarks regarding lack of clothes or school resources:

I went to school with dirty uniform ... One day I went to school with bare feet because I did not have shoes. (L6SB)

Sometimes I go to school without putting on shoes. (L7SB)

... sometimes I need shoes and school bag. (L9SB)

Inadequate housing

Housing also emerged as an issue by the learner participants. On a visit to participants’ homes, I noticed that they lived in small huts, some of which were in a poor condition (see Appendix H for photographs of participant housing). Some of the participants drew pictures of lovely houses, expressing their desire to have such a house (Figure 4.4).



My dream home

Where I want
to live

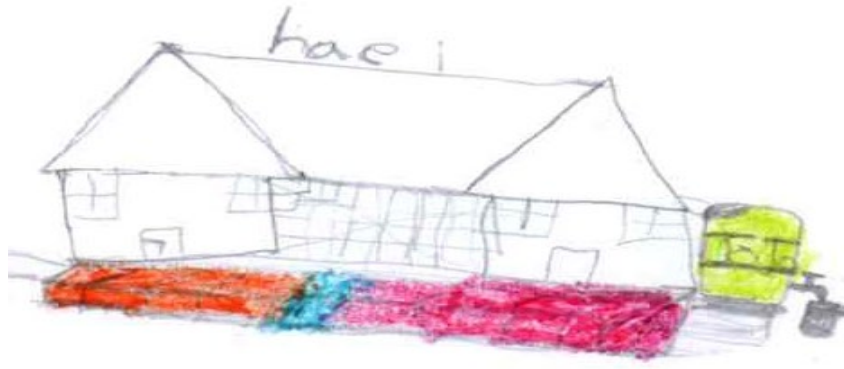


Figure 4.4: Drawings: Housing

When I asked if the houses depicted (Figure 4.4) belonged to the participants, they explained that they belonged to the neighbours. They had drawn them because they loved the house and would have liked to have such kind of house. Participant L4SA remarked: “It is Ntate ‘Moleli’s house ... Yes, I would like to have the same house at home.” Participant L2SA said: “It is my neighbour’s house.”

Fieldnotes

I went to some of the learner participants’ homes to meet their guardians for signing the children consent forms. The shelters for different double orphans from both schools were in a poor condition. One old-aged grandmother who did not get along with her grandchildren owned two huts and she resided in one covered with plastic, while the smaller hut was the dwelling for her two grandchildren, who lived on their own in that hut. Two of the drawings of houses were made by other double orphans who explained that they were their neighbours’ houses. These reminded me of the shelters I saw during my visits to these learners’ homes. These two who made these drawings both lived in one small hut each with their maternal grandmother. The boy’s grandmother had one small hut and the walls for a house of which she mentioned that its roofing had been blown off by the wind, while the girl lived in a small hut with a shack by the side.

Child labour

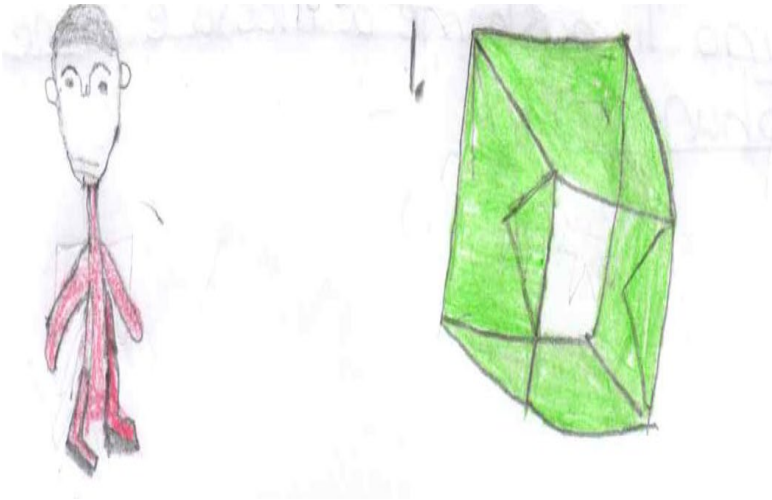
Although none of the participants was involved in income generation for their family, some of them did have to work. They explained that they were overworked and did not have time to play as children. They even preferred to be at school rather than at home.

The drawings in Figure 4.5 below demonstrate child labour as expressed by three participants.



Herding animals on weekdays

I cannot watch television, I have to work



My job after school: collecting boxes

Figure 4.5: Drawings: Child labour

The first drawing above shows how the participant was forced to look after animals over weekends. The next drawing depicts a participant sitting and watching TV. The participant was told to finish her housework first before she could continue watching

TV. Lastly, another participant demonstrated how his uncle made him collect some boxes before he could even take off his uniform. These incidences are echoed in the literature, which mentions that orphans who are cared for by family members are not always well cared for.

Some of the narratives written under some pictures were as follows:

You are made to work hard, go up and down and have no time to rest because of the work which does not reach to an end ... One day I did not go to school because I did not have shoes but I was told to look after animals ... I am told to look after animals on Saturdays. (L1SA)

I am denied the access to watch a television because I should finish working in the house. (L5SB)

Sometimes he makes me collect the boxes when I come from school before I put off my school uniform. (L8SB)

Besides the economic challenges identified in participants' drawings and narratives, some participants also experienced social challenges.

4.4.1.2 Social challenges

Social challenges relate to relationships with others, such as peers or family, which might be positive or negative. It also relates to how people make friends with people around them. Some of the social challenges experienced by the learner participants include:

- child-headed households
- discrimination
- child abuse
- migration

Child-headed households

Of the six learner participants who were double orphans, three were under the care of their maternal grandmothers, who were also widowed, while the other three were living without guardians, although their relatives lived nearby. One of these participants (L6SB) explained that she was living in a smaller hut at her paternal grandmother's

home: “I stay with my younger brother. We stay in the smaller hut.” She mentioned that they lived with their paternal grandmother, but in separate houses. Another participant (L2SA) mentioned that they lived on their own, being four children attending primary school: “I stay with my younger brothers and sister, we are four children attending school. Our brother stays at his own home with his wife and children. We are four children attending this school and I am the eldest.” These participants thus live and function in homes headed by children.

Discrimination

The three participants in child-headed households indicated discrimination by their relatives. This is because these relatives could not accommodate them or care for them, although they lived in the same home or village. Participant L6SB explained: “One day my grandmother refused to give me maize meal for cooking.” This portrays discrimination by the grandmother against her grandchildren since she cannot live in one house with them or provide them with food, although she receives an old-age pension from the government.

One of the participants (L2SA) wrote down his feelings regarding discrimination below his drawing (Figure 4.6): “The person who should be responsible for us doesn’t care about us. He doesn’t take care of us as our parents would do, although he is our last hope. Oh! I am afraid of death.” When probed, the participant explained that his brother lived at his own home with his wife and children.



He doesn't take care of us

Figure 4.6: Drawing: Discrimination by a relative

Other participants expressed their feelings of discrimination and stigmatisation as follows:

Some children criticise me at school ... They say I am stupid, I resemble my family by being dull. (L4SA)

He insults us and tells my grandmother (my mother's mother) that the place is not her home. (L8SB)

Participant L8SB explained that he was criticised and told that he was stupid because he was an HIV and AIDS orphan. One participant added that her peers criticised her for being stupid like her other relatives. One boy expressed discrimination by his uncle, who usually tells him and his grandmother that they do not belong to that family. Discrimination is thus a regular experience for some of the learner participants.

Child abuse

Few participants exhibited the action of child abuse by relatives. One of the participants portrayed that his uncle verbally abused him and his grandmother, telling them to leave his home. Another one demonstrated that she usually fights with her sister-in-law. Figure 4.7 exhibits abuse experienced by some participants.



Niece
beating
children



My uncle insulting us

Figure 4.7: Drawings: Abuse experienced by learner participants

As seen in Figure 4.7, one participant (L3SA) indicated verbal abuse (shouting) by a relative supposed to take care of her. She wrote in her narrative: “This is my sister-in-law with sharp nose. I was crying after being reprimanded.” The second drawing depicts the participant crying after she had been shouted at by her sister-in-law, who does not even stay with her or take care of them. She explained that her sister-in-law’s children (her nephew and niece) would insult her and their mother would say nothing. Another participant indicated that they were sometimes beaten by their niece, and that the niece regularly abused and beat her own children. In the last drawing, the participant pointed out that his uncle insulted him and his grandmother and that this

affected his education for he was always thinking of how his uncle would insult them after school. Below is his explanation:

There is only one person who distracts me in my learning at school. He insults us and tells my grandmother (who gave birth to my mother) that the place is not her home ... He insults us when he is drunk, even when he is not drunk ... When I come from the school, I think of how he is going to insult us when I arrive home. (L8SB)

Migration

Migration of the participants or their families is another topic that surfaced in the data. As discussed earlier, four learner participants lived with their maternal grandmother, whereas two were in the care of their paternal grandmother, and three lived in child-headed households. Two paternal-orphan participants who lived with their next of kin mentioned that their mothers were working at Ceres in South Africa. Moreover, two double-orphan participants who lived on their own mentioned that their elder sisters were also in South Africa. Below are some excerpts in this regard:

... one has gone with my mother to her work in Ceres. (L7SB)

She is at work in Ceres. (L9SB)

But one day my sister arrived from Ceres, where she was working. (L3SA)

My sister works in Cape Town. (L6SB)

Some of the participants had migrated within the same communities, as their mothers were living nearby and had married other men. One of the caregivers during our meeting for signing the consent form pointed to the rondavel where her daughter's in-laws lived, while she (the caregiver) stayed in her daughter's hut with her granddaughter. The next section considers the psychological challenges experienced by the participants.

4.4.1.3 Psychological challenges

Most of the psychological challenges faced by the learner participants are as a result of the economic and social challenges they experience as seen in the foregoing

sections. Insufficiency of basic and social needs affects the learner participants psychologically. The most prevalent challenges that surfaced were stress and anger or being emotional.

Stress

In the discussion guided by the researcher, some participants explained that they liked to be at school because it took them away from their situation at home. They mentioned that they experienced poverty (and lack of food) as well as poor relationships that they had with the people with whom they lived. One participant, who lived in a child-headed family, made the drawing presented in Figure 4.8. He mentioned that he would rather be at school because his home environment was not a happy one. I sensed that the participant felt isolated. He is stressed by the fact that he is the eldest and would have nothing to give his younger siblings when they ask for food.



My school is my safe space

Figure 4.8: Drawing: The school as a safe and stress-free environment

In addition to the above participant indicating that the school is his safe space, others also indicated that they felt safer at school than at home. This was the narrative from one double-orphan participant (L2SA) who lived in a child-headed family and was the head of that family, living with three siblings: “I become happy when I am at school. At home I become bored because we always have no food, they get finished. I also

become worried and think of my mother and father.” It is thus evident that some participants experience stress because of their situations.

Anger and feeling emotional

From our discussions and the interpretation of drawings, one of the participants verified that she had a lot of anger and was also emotional. She declared that she usually fights with her sister-in-law because she beats her children for their insults. The interpretations under her drawing (see Figure 4.7) are presented below:

When I look at her and remember her words, I feel like crying. When she dies I will not attend her funeral because she is silly. She spills out silly words from her mouth. Even her children resemble her. Her children are also silly and their mother does not stop them when they insult me with the bad insults. I beat them when they insult me. (L3SA)

From the above interpretation, it transpires that the participant demonstrates anger and emotions such as aggressiveness. She fights with the younger children because of the hatred for their mother. Orphans commonly experience a sense of exclusion, which could add to participants’ feelings of anger and stress. According to my observations, participants feel exposed and vulnerable and choose to defend themselves through outbursts of anger. The next section will discuss educational challenges facing learner participants.

4.4.1.4 Educational challenges

The challenges presented in the previous sections can all lead to educational challenges. Learner participants asserted that they need education, but acknowledged challenges that may prevent them from achieving academic success.

Absenteeism

Some participants stated that they sometimes missed classes because of a lack of resources such as school uniforms and shoes. One participant expressed that they sometimes missed classes because of hunger, while another had responsibilities such as babysitting:

You will not even have school shoes and you will dodge because of the problem of school resources and hunger in the family. (L1SA)

I miss the classes sometimes because I am told to look after my younger sibling (ngoaneso) ... my aunt's (rakhali) child. (L7SB)

Inability to do homework

One participant stated that he sometimes avoided coming home early because he was made to work hard. He then forgets to do homework because he is reprimanded for arriving late at home:

You are made to work hard, go up and down and have no time to rest because of the work which does not reach to an end. Most of the times you arrive late at home and make excuses of schoolwork that made you delay. At night you are shouted and forget to do homework and go to school without any written homework because you were criticised in the previous day. (L1SA)

Lack of concentration

A few participants explained that they could not concentrate in class because of hunger and other challenges:

I am not able to concentrate when I am hungry. (L7SB)

Sometimes I don't concentrate in the class. (L6SB)

These participants expressed that they did not concentrate because of different problems. The first explained that hunger was the main cause of lack of concentration, while the other attributed the cause to lack of school resources (specifically school shoes) and the concern that he will be ridiculed.

4.4.2 Challenges as related by teacher participants

This section presents the data from the teacher participants' interviews. Teacher participants from two grades were interviewed individually using unstructured

interviews (Appendix D). The discussions were audio-recorded for later transcription and were categorised into three main categories:

- The challenges experienced by orphans and its impact on learning
- Support structures available to orphans

4.4.2.1 The challenges experienced by orphans and its impact on learning

Data from the teacher participants were divided into the themes and subthemes under the four categories, as shown in Table 4.4.

Table 4.4: Presentation of themes and subthemes emerging from teacher participants’ interviews

Challenge	Subthemes
Economic	<ul style="list-style-type: none"> ✓ Money ✓ Food ✓ Clothes and school resources ✓ Child labour
Social	<ul style="list-style-type: none"> ✓ Isolation ✓ Abuse
Psychological	<ul style="list-style-type: none"> ✓ Stress
Educational	<ul style="list-style-type: none"> ✓ Absenteeism ✓ Punctuality ✓ Poor performance ✓ Homework

4.4.2.1.1 Economic challenges

Lack of money

One teacher participant indicated that orphaned learners have a problem with funding, especially when the school organises academic daytrips and sports activities. He indicated that they sometimes contributed money as teachers so that they could assist these learners when they participate in sports:

Sometimes you will find that one is talented in such things as sports but doesn't have money to pay for school trips ... Sometimes as teachers we contribute money from our pockets and pay for their trips. (T2SB)

Lack of food

Participant T1SA mentioned that a lack of food affected orphans. She indicated that orphans sometimes receive their first and last meals at school:

There was a case when we identified that one of them have a problem. We called him and asked what the problem was. He told us that he did not have food since last night. The last meal that he had was the one provided at school the previous day.

Lack of clothes and school resources

Two teacher participants mentioned that orphaned learners sometimes do not have the necessary school uniforms and resources, especially school shoes and warm clothes during winter. They mentioned that this lack of clothes and resources affected learners' attendance, because they did not come to school. These learners also have difficulty in obtaining exercise books in which to do their schoolwork. Below are some excerpts from the interviews:

Except one who did not come to school because of lack of school shoes. (T1SA)

Sometimes she comes but you will find that she is not wearing properly enough to feel warm ... You will find that they don't have resources, in the case of where the exercises from the government is finished or lost; you will find that to find another one is not that simple. (T3SB)

Child labour

One of the teacher participants (T3SB) said that orphaned learners sometimes missed classes because of child labour: "You will find that she has not come; she was sent somewhere."

In addition to these economic challenges, teacher participants also highlighted some social challenges faced by orphaned learners:

4.4.2.1.2 Social challenges

Isolation

The teachers who participated in the study mentioned that some of the orphaned learners have difficulty in forming strong relationship with friends, but in general they did not see it as a major problem. It was also made clear that only one or two orphans isolated themselves, albeit for different reasons. There might be cases where learners choose friendships based on appearances, although this is rare. One teacher participant indicated that, sometimes, some of the orphaned learners seemed unhappy and that they sometimes sat on their own and stopped playing with other learners. Another participant said some orphaned learners did not socialise with other learners, while the last participant mentioned that some of them displayed a character of self-discrimination. Below are some statements by the teacher participants:

She/he feels lonely and wants to be alone; doesn't want to meet other children.
(T2SB)

... there is no discrimination except for those that have character of self-discrimination. (T1SA)

Sometimes you will find that some of them are not able to socialise with other children. (T2SB)

I don't see some of them as free as other learners. It's like they are not happy when you look at them ... As I said, they seem not free; you will find one or two sometimes standing aside, sitting alone and no more playing with others.
(T3SB)

Abuse

One of the teacher participants (T3SB) mentioned that orphans living in child-headed households were exposed to sexual abuse because they had no parents to provide support and guidance: "When they stay alone they might be vulnerable. They might be abused ... there was one case of sexual abuse." This might be an indication that orphans' safety and security needs are not met.

Teacher participants also indicated psychological challenges experienced by orphaned learners.

4.4.2.1.3 Psychological challenges

Stress

When asked about psychological challenges experienced by orphans, one teacher participant stated:

... there are some of them who changed as compared to in the past when they had parents. The performance dropped down in such a way that indicated problem. It's like they are stressed. The fact that he doesn't have anybody to depend on has affected him. Even the person responsible seems not to support them. (T1SA)

The participant confirmed that some of the orphaned learners showed signs of stress, which affected their performance negatively. These learners were also stressed by the fact that they were neglected by the relatives who were supposed to take care of them.

The challenges presented above have various impacts on orphans' learning, as confirmed by teacher participants and presented below.

4.4.2.1.4 Educational challenges

Absenteeism

The teacher participants' view on the HIV- and AIDS-orphaned learners' school attendance was that it was poor. All three participants agreed that there was poor attendance because of various reasons. They thought that orphaned learners were ashamed of themselves and did not want to meet other learners because of their appearance. Some of the learners would pretend to come to school, but decide to hide along the way and stay away from school. The teacher participants said the following:

Their problem is poor attendance, sometimes. You will find that someone is ashamed of himself/herself compared to others. (T1SA)

... they sometimes play truant. Others will tell you that she is not coming to school and she/he is hiding on the way. (T2SB)

Their problem is poor attendance, sometimes. (T3SB)

Punctuality

On the question regarding punctuality, all teacher participants expressed that orphaned learners living in child-headed household sometimes arrived late at school. Teacher participants confided that the reason for arriving late was because some orphans lived on their own in child-headed households. Furthermore, some of them had to do certain tasks for their caregivers before going to school:

It happens that they arrive late. Even though it is not all of them, some of them arrive late because they stay on their own. Sometimes she comes late because she was sent somewhere. (T3SB)

The teacher participants emphasised that there were different reasons for the learners arriving late at school:

Even though it is not all of them, some of them arrive late because they stay on their own. Because of the fact that some of them stay with the parents who are not biological parents, it might be that they are not taking care of them properly. Sometimes, the child might not accept himself/herself. If she/he wakes up late she might do things slowly. She might think her caregivers ill-treat her even though they are still doing the right things for her. (T2SB).

Poor performance

One teacher participant explained that orphans' performance was poor, while another stated that it was fine, but would have been better if they had proper support. The first participant also indicated that the children did not work hard; it was as if they were not interested, while others were affected by parental loss. Another stated that they performed well, but she had the feeling that they could perform better than that, had the parents been present. Below are some of their remarks:

They do not work hard. It is like they are not interested, but there are some of them who changed as compared to in the past when they had parents. The performance dropped down in such a way that indicated the problem. (T1SA)

They perform well, but you may feel that if they had proper support, they could perform better than they do. (T2SB)

Homework

Two teacher participants mentioned that, sometimes, orphans did not complete their homework because they live alone and there was no one to assist with the homework. On the other hand, they felt that caretakers themselves could be blamed because the learners were not given enough time to do homework:

Sometimes, you will find that they did them, but sometime they do not complete their homework, saying that there was no one to help them. (T2SB)

I think it is because they stay on their own or the caretaker is illiterate and cannot assist with homework or they are not given enough time to do the homework. (T3SB)

4.4.2.2 Support for orphaned learners

The teacher participants also mentioned what types of support are available to HIV- and AIDS-orphaned learners.

4.4.2.2.1 Teachers

All teacher participants articulated different ways in which they themselves were involved in supporting orphans with various needs:

We ended up giving them some little maize meal from school and some vegetables and cooking oil. When they are given lot of food, they waste them. (T1SA)

Sometimes, as teachers, we contribute money from our pockets and pay for their trips. (T2SB)

When you discover that she doesn't have school resources in class, you give her another one; you supply her with another one. (T3SB)

There are some items given to school, and we identify those who are needy. (T1SA)

... we communicate with one of the teachers in private schools in Maseru to talk to learners with no-more-used clothes in proper conditions to bring clothes to him and he gives me such clothes to donate to orphans. (T2SB)

We try to talk to them separately and show them that they are still part of the society, more importantly when we are teaching Life skills. It is the subject that

we use to help them because they engage in working with other learners. (T1SA)

... grouping them so that they interact with others ... I put them in groups, I remember one time I also played with them. (T3SB)

We approach learners, communicate with them and play with them at the sports. Sometime, we walk together and you would not notice, you may think that they are learners only, while they are mixed with teachers. (T2SB)

When asked about training to support orphaned learners, all participants stated that there were training workshops on how to deal with orphaned learners. Participant T3SB said the following: "No, except that I am a trained teacher, I learned how to deal with learners with various needs; there are no workshop trainings for these learners."

Teacher participants indicated that they support orphans with material needs such as money for food or school trips and school resources such as exercise books. They also assist learners with non-material needs in the form of psychological and social assistance.

4.4.2.2 Individual support

According to the teacher participants, there are some individuals from the community who assist orphans with material needs like money and clothes. This was done mainly through teachers or the school where there was some kind of control:

Also, individual people donated some school shoes. (T1SA)

We sometimes talk to the taxi owners, explain that we have orphans and ask them to take them free of charge and they don't have problem with that. (T2SB)

4.4.2.3 Support from NGOs

Two participants expressed that there were some organisations that sometimes support orphaned children. One participant gave the example of World Vision, which sometimes supplied T-shirts and soup to their school, with the teachers identifying needy children and giving them donations. Participants remarked:

Sometimes, there are some individuals or organisations from outside which come to support the orphans. They come after some time and go. They are not permanent. (T2SB)

... there are some items given to school, and we identify those who are needy; for example, sometimes, World Vision supply the T-shirts and soup. (T1SA)

4.4.2.2.4 Support from government

All participants mentioned the availability of support from government through the MSD in the form of money and through the World Food Program (WFP) in the form of food parcels and cash:

They receive the grants. I am not sure whether they are from Social Welfare or ... Social Development, they are from social development. (T2SB)

There is grant, I don't know if it is specifically for orphans or all vulnerable children. They get food from the shops. I think is from WFP. There are some learners who receive the grant in the form of money from Social Development. (T3SB)

Lately, there is the new introduced programme from World Food Programme (WFP) that gives each family M600. M240 is for maize meal (starchy food), wheat meal and stamp. M360 is for other needs. We identify other needs such as school uniform and encourage the guardians to buy them. (T1SA)

The above findings reveal what support structures are available for HIV- and AIDS-orphaned learners in Mphaki, Quthing.

4.5 Analysis and Interpretation of the Results

In this section, the findings presented above are analysed and interpreted. The results on the challenges experienced by HIV- and AIDS-orphaned learners are firstly discussed at the hand of Maslow's hierarchy of needs and secondly at the hand of Bronfenbrenner's ecological systems theory.

4.5.1 Maslow's hierarchy of needs

This section discusses the needs of orphaned learners based on the five levels of Maslow's hierarchy of needs. The necessity of these needs starts from the most inadequate and essential, according to data from most participants. These needs

appeared in the order as shown in the hierarchy, from basic to psychological and self-fulfilment needs.

4.5.1.1 *Physiological needs*

Physiological needs such as food, clothes and school resources such as exercise books and school bags (Boere, 2006) are the most significant needs lacked by participants, according to the findings as presented in this study. Most learner participants (five) indicated that they do not always have food for school. Teacher participants also supported learner participants' narratives in this regard by saying that learners sometimes find it difficult to concentrate because they had not had breakfast. Learner participants furthermore expressed that they worked hard and did not have time to do schoolwork or to rest.

Another significant basic need is clothes, as indicated in the findings, especially shoes. When asked how they deal with this challenge, learner participants indicated that it is difficult when it is cold, and that it is sometimes easier to stay away from school. In general, all these basic needs are necessary for child development and education. A child cannot learn effectively if they lack basic needs. Coinciding with this is McLeod (2014), who posited that learners should first satisfy physiological needs to develop cognitively.

4.5.1.2 *Security and safety needs*

The need for shelter was displayed by the drawings made by two learner participants, where they explained that they drew neighbours' houses because they liked them and they would have liked to have such houses as their homes. Even though they did not discuss the need for a house in the drawings, they mentioned during the probing session their aspiration to live in such houses. Another security need that surfaced was the need to live in a family with a caregiver for orphans, rather than living in a child-headed household. The findings revealed that orphans living without parents or guardians are insecure and are likely to be abused. This was echoed by one teacher participant, who also mentioned that orphans were vulnerable to sexual abuse and that there was also a lack of control in child-headed households because children did as they wished.

In the absence of parents and proper housing, learners feel unsafe and neglected. Some learner participants expressed their concerns about the person who was supposed to take care of them but neglected his/her responsibility:

The person who should be responsible for us doesn't care about us. He doesn't take care of us as our parents would do, although he is our last hope. (L2SA)

My life as an orphan is not fine. The person left behind to live with us was not taking care of us. (L3SA)

These participants were aware that they are neglected, and sometimes felt that they are not wanted, but they can do nothing about that. They felt that they did not matter and felt the absence of parental love and care. Pienaar (2007) mentioned that orphans experience times of grief, and that these emotions are often linked to the feeling of loss because of the death of a parent/s. The sadness manifests itself in many other areas of shortage. The teacher participants mentioned that they are aware of the fact that orphans are excluded in many instances and experience neglect.

4.5.1.3 Love and belonging

Two learner participants displayed the importance of social needs by drawing and discussing the need for being at school and playing with friends. One of them stated that it was nice to be at school because she plays with her friends. On the other hand, one participant mentioned that he is happy at school because he forgets about problems of hunger at home. In contradiction, teacher participants declared that some of the orphans isolate themselves from other learners. As discussed in Chapter 2, learners orphaned by HIV and AIDS need to be loved; they need to feel that they belong in order to develop as healthy individuals.

4.5.1.4 Self-esteem needs

The emotional needs of learner participants were not that obvious to identify, although teacher participants mentioned that some orphans isolated themselves. Orphans may, in fact, feel as if they are not 'good enough' because they do not have the shoes or resources needed. One of the learner participants mentioned that she feels ashamed when she does not have shoes. This may influence orphans' self-esteem, as they may

feel marginalised and 'different'. Teacher participants mentioned, however, that they were not aware of any practices of discrimination towards orphaned learners, although they did not seem to make friends easily:

As I said, they seem not free, you will find them sometimes standing aside, sitting alone and no more playing with others. (T3SA)

At our place, there is no discrimination, except for those that have character of self-discrimination. (T1SA)

If orphans do not feel positive about themselves, the type of self-discrimination mentioned here can result in low self-esteem, because if one feels bad about him-/herself, their self-confidence declines.

4.5.1.5 Self-actualisation

One needs self-esteem to reach the level of self-actualisation. If orphaned learners do not have access to the lower level needs, they will feel ashamed and develop low self-esteem. They might end up not being interested in learning and satisfying the highest need, self-actualisation. McLeod (2017) agrees with this by stating that once lower level needs are met, one can desire to achieve the next level up to the highest. The orphans might not see the need to work hard because they do not see the bright future ahead of them. As mentioned by one teacher participants, they seem not interested.

4.5.2 Bronfenbrenner's ecological systems

This section focuses on the systems that are essential in satisfying the needs of HIV- and AIDS-orphaned learners, as also guided by Maslow above. The theory of ecological systems by Bronfenbrenner distinguishes the following systems: microsystem, mesosystem, exosystem, macrosystem and chronosystem. The findings revealed that orphaned learners' environment could have a positive or negative impact on their development, although they have no control over it. Important factors in their environment include:

- family,
- community involvement,
- schools,

- individual people,
- NGOs, and
- government.

The family forms the child's instant environment (**microsystem**) that should provide the basic needs and other needs for the child. In absence of parents (family), orphans might experience lack of basic needs such as food, clothes and shelter (Ramjatan, 2015). Orphans are also deprived the right to belong and to be loved. On the other hand, schools and peers, as part of the microsystem, play a vital role in supporting orphans. Orphans are able to socialise and play with friends at school. In the absence of parents or lack of such needs in the family, the community should intervene. One of the learner participants (L1SA) mentioned a neighbour who gave them maize meal when they had nothing to eat: "We will borrow maize meal from 'M'e Mateboho's home. She will assist with maize meal and we will go and cook porridge (papa) only."

Some learner participants furthermore explained that, sometimes, they receive clothes donations such as T-shirts and soup from World Vision. This was endorsed by the teacher participants, who mentioned the donations from NGOs and World Vision (**exosystem**). It was also clear that orphans could be viewed as a burden to teachers, as some teacher participants indicated taking responsibility of taking care of these learners, even if they have their own family responsibilities.

Learner participants highlighted that it was hard to focus on education, especially because of the fact that they were poor and their basic needs were not met. When asked how they coped with this challenge, they said that some teachers arranged for food parcels, although it did not happen every day. Also, during weekends and holidays, the problem was still there – they were still hungry. Teacher participants mentioned that a new programme had been introduced by the WFP that assists orphans and vulnerable children with basic needs in giving M600 to each family housing an orphan/s. This amount is fixed and does not change if there is more than one orphan in the household. Teachers then need to identify the most urgent needs and encourage the guardians to satisfy the needs of the orphans.

Although it seems as if orphans are looked after, teacher participants still felt that orphans living in child-headed families should be taken to orphanages. Their reasons for this were that orphan girls are at risk of being abused. Another reason was that orphans' relatives collect the orphans' grants for their own benefit. One teacher mentioned the case of a family member who came home to collect the funds and then left the orphans behind with nothing (informal conversation with teacher, 23 November 2019).

The fact that NGOs and the government offered some grants to orphans and vulnerable children further displays how the **exosystem** can interact directly with a **microsystem** and have a positive influence on child development. The positive impact of these systems on orphans would result in an improved future, as the learners would develop holistically and acquire better jobs.

This interaction between the teachers and learners and teachers and external organisations and individuals like businesspeople helps teachers to identify learners' problems and find interventions, leading to the solution of some of the problems. This demonstrates the child's **mesosystem** being active, with interaction between the elements of the microsystems of the child: school, family, neighbourhood, etc. It also portrays interaction between all the environments involved in the development of the child, from the micro- to the exosystem.

According to Berk (2000), psychological changes that occur as the child grows up influence the child's environmental changes. Losing a parent/s has an influence in relation to time of the developmental stages of a child. Time, related to the child's **chronosystems**, affects all the system discussed above. Berk (2000) inferred that loss of parents and psychological changes that occur as the child grows up influence the child's environmental changes.

4.6 Discussion of the Findings

4.6.1 Nature of orphanhood

The findings revealed the learner participants were either paternal or double orphans. All of them had lost their fathers, while some still had their mothers. Consistent with

this finding, Tamasane (2011) revealed that the death rate in Lesotho and other countries is higher among men than women because men are not as eager to visit health centres as women are. In addition, in this study, most of the learner participants lived with their maternal grandparents, specifically a grandmother. This means they moved from their homes to live with their maternal families, which is contrary to their culture as, according to Block (2014), orphaned children are known to stay with paternal families.

In his study in the Mokhotlong district of Lesotho, Block (2016) identified a changing pattern of foster care, where most orphans now live with elderly relatives and not with younger relatives such as uncles and aunts. As mentioned earlier, most of the learner participants in this study lived with their maternal families. According to Block (2016), children move to maternal grandparents even before their mother's death because their mother is taken care of by her parents during her AIDS illness. The implication here is that the in-laws refrain from accepting the responsibility to care for their daughters-in-law. Moreover, the maternal grandmothers have more love and affection for their grandchildren than the paternal grandparents have. It is comprehensible, then, why most learner participants in this study were found to live with maternal grandmothers.

Two female and one male teacher participated in the study. Their ages ranged between 30 and 60 and the differences in experience and qualifications are presented in Table 4.2. I found that experience was important for thorough knowledge of orphans' challenges and presumed that the teacher participants' would thus provide credible information.

4.6.2 Psycho-educational challenges of HIV and AIDS learners

The four main categories of challenges identified for HIV- and AIDS-orphaned learners are discussed in this section.

4.6.2.1 Economic challenges

Major economic challenges experienced by learners orphaned by HIV and AIDS, as interpreted from the drawings, include a lack of money to buy basic needs such as

food, clothing and school resources, as well as proper housing. According to Breckenridge *et al.* (2017), the death of parents increases the burden of those who remain caring for their children and therefore contributes to poverty. The result is that orphaned learners sometimes go to school without having had breakfast, among other challenges, presented below.

Firstly, paramount among the physiological needs is food. Most learner participants (five) stated that their biggest challenge was hunger, with three indicating lack of clothing and resources as their biggest challenge. The teacher participants also supported the views in this regard by mentioning cases where learners had come to school on an empty stomach. This study is consistent with literature that states that some orphans do not have enough resources to have morning meals at home (Mwoma & Pillay, 2016). Scarcity or lack of food causes hunger – a physical problem – while at the same time reducing concentration levels in learning (Nesbitt, 2013).

The second most significant basic need, according to the findings, were clothes and school resources such as school shoes, school bags and soap for washing the clothes. In line with these findings, Hope and Fraderick (2015) stated that orphans face the challenge of lack of money to buy clothes, soap and other necessities. The learner participants expressed that they felt ashamed to go to school without school shoes and looking different from other learners. This affected their concentration and performance in class.

Decent housing was the third need identified by orphans participating in the study. Learner participants' drawings of their neighbours' nice houses indicate their need for proper shelter. When I visited the caregivers to obtain informed consent, I took the liberty to photograph their homes. (The photos are attached in Appendix H.) When looking at the dwellings, it becomes clear why learner participants' housing is viewed as a challenge. They mostly live in huts (small round houses), some of which are in a poor condition. Block (2016) emphasised the importance of houses as the place where children are fostered in Lesotho, thus supporting my findings. Tanga (2013) agrees that housing is a challenge, as he has found that most orphans in Lesotho lived in poor housing conditions where they could not study and complete their homework properly.

Orphans are deprived of the right to basic needs, educational needs, love, security, and a proper home.

The fourth economical challenge experienced by HIV- and AIDS-orphaned learners, which is basically directly linked to the previous challenge, is lack of money. As previously mentioned, one participant mentioned that she sometimes went to school with uncut hair because there was no money to buy razorblades, while another one stated that she sometimes went with a dirty uniform. Van Breda (2010), Ramjatan (2015) and UNICEF (2012) are consistent in their findings that child-headed households lack the money to buy things they need to survive.

Most of the above-mentioned basic-needs challenges stem from financial problems because children do not have money to buy food, clothes and housing after the loss of parents. The findings are in line with other research showing that food security, clothing, housing and poverty are the biggest challenges that orphans face. One of the consequences of the mentioned challenges is that orphans experience health challenges. Poor nutrition could add to illnesses, which then escalates to absenteeism from school. It is therefore obvious that orphans' cognitive abilities will also be affected, leading to educational challenges. This is also linked to the hierarchy of needs as proposed by Maslow. When basic needs such as food are not met, orphans' schoolwork is not a priority. The next section discusses the social challenges faced by orphaned learners.

4.6.2.2 Social challenges

The right to belong to social groups and families is the right of all people, but children need it the most. Three out of the nine learner participants lived on their own, even though their relatives lived nearby. They are neglected by their relatives because of their status as HIV and AIDS orphans. In addition, a teacher participant mentioned lack of money for school trips and sports activities. The implication is that these orphans do not have the same opportunities than their peers to interact and form friendships. Pienaar (2007) stated that orphans commonly experience a sense of exclusion based on both their status and their geographic location. This has further consequences on a

psychological level as they do not feel that they belong. The fact that they have already lost their parents can worsen the feeling of abandonment and vulnerability.

On the family front, some of the learner participants confirmed that they are verbally abused by their relatives, who shout at them for no reason. One teacher participant also stated that, sometimes, there is a lack of control in child-headed households and the children living in these households are vulnerable to abuse. The participant referred to a case where an orphan was sexually abused, although learners are also verbally abused. In relation to this, Oyedele *et al.* (2016) highlighted that orphaned children are generally easy targets for abuse (rape, sexual violence and verbal abuse). Orphans may feel exposed and could choose to retaliate with outbursts of anger. If they are not supported and are misunderstood, teachers may feel that they have behavioural problems. One teacher participant, for instance, mentioned that orphans did as they wish because of lack of parental guidance. In line with this is the findings by Gubwe, Gubwe and Mago (2017) that some teachers complain that HIV and AIDS orphans misbehave because of lack of parental guidance (Gubwe *et al.*, 2017).

In the case of this study, some learner participants who did not have caregivers experienced social segregation by their relatives, who had left them to fend for themselves. This is confirmed by Ramjatan (2015) in his research, that orphans are of the opinion that their relatives discriminated against them after the loss of their parents. Pillay (2018) agree by stating that guardians sometimes discriminate against orphans when it comes to the handing out of resources. This was also mentioned by one learner participant in the study, who stated that her grandmother discriminated against her by not giving her maize meal to cook. Opposed to the hostile behaviour experienced at home, some learner participants related well to their peers and teachers at school. Some mentioned that they preferred to be at school rather than at home. They became stressed when they thought of going home, where they faced various challenges. Burlison and Thoron (2018) concur, stating that orphans have a need for love and belonging, which they seem to get from their interaction with their peers and teachers.

The opposite is also true. Ramjatan (2015) has found in his study that HIV and AIDS orphans are stigmatised by their peers, who label the orphans as being HIV positive themselves. Asikhia and Mohangi (2016) add to this by saying that learners have

mentioned that their teachers made fun of them whenever they made a mistake. This behaviour leads to more dropouts among orphaned learners.

4.6.2.3 Psychological challenges

Even though the basic needs of orphans are important for survival, one should not ignore the psychological challenges experienced by them. Some of the orphans participating in this study displayed psychological problems such as stress, anger and feeling emotional, resulting in aggression. Psychological challenges will affect learners' growth and development and has the potential to affect them in all areas: academically, socially and emotionally. Ultimately, these orphans may have difficulty in forming relationships with peers and others in their social environments.

The main contributing factor to psychological challenges is the death of a parent or both parents. The orphaned child must then reshape the picture that they have concerning safety and security. This will also have an effect on how they see themselves and could contribute to a low self-esteem. HIV and AIDS orphans may display fear because of their vulnerability, but also a fear of isolation and the unknown. Literature is consistent with these findings. Pillay (2018) explained that when children live in a disadvantaged environment, for example those lacking parental love, guidance and provisions, such children apparently suffer and become distressed and angry. This might lead to poor physical, mental and social development and poor academic performance.

4.6.2.4 Educational challenges

According to Greenberg *et al.* (2003), schooling in the twenty-first century has to go beyond purely academic teaching. Because of the challenges learners face, they need support to ensure that they can contribute to society after they leave school. The unique situation that orphans find themselves in cannot be ignored. The challenges experienced by orphans participating in this study have led to absenteeism from school, lack of concentration, unpunctuality and homework not being done. Lack of clothes such as school shoes hinders proper attendance, because learners stay away from school when they do not have school resources. In addition, they feel embarrassed when they look different from other learners. This could lead to psychological and

emotional problems and a lack of concentration in the classroom. The relationships that orphans have with caregivers or family members might also influence their education. Some learner participants reported that they needed to work instead of attend school. One girl (single orphan) participant in this study reported that she sometimes missed school to look after her aunt's baby, and boy participants said that they looked after animals and did other activities. Similarly, Majanga, Mukonyi and Vundi (2015), in their study in Kenya, have found that girls are faced with the challenge of child labour and miss classes because they babysit, among other duties. In addition, orphaned children are made to work for their relatives while the relatives' children attend school.

If children are not forced to leave school as a result of the death of a parent, they are obligated to live with extended family or to look after themselves. The learner participants in the study mentioned that they had many challenges in their homes, which affect their education. The inability to do homework can be as a result of illiterate caregivers who cannot assist with homework, lack of parental guidance and involvement, or child negligence. It would ultimately affect the future of these learners as they do not receive the support that they need. If a child is not educated, this will influence his/her productivity as an adult. This study coincides with Togom's (2009), which showed that AIDS orphans are deprived economically, socially and psychologically.

The increasing number of orphaned learners and the challenges that they bring place pressure on teachers to support these learners. Teachers have to deal with all the challenges the learners are exposed to, as it ultimately influences their schooling and academic achievement. Teachers have different views regarding orphanhood and orphans' behaviour and abilities in a school environment. One teacher participant explained that some of the orphans could not read and write and that their performance was poor. In line with this, Mwoma and Pillay (2016) confirmed that some orphans have poor literacy skills. Contrarily, another teacher participant's view was that orphans perform well. This confirms that learners' performances differ in relation to the challenges they experience and the way they deal with it.

4.6.3 Support structures for HIV and AIDS orphans

It is essential that schools (through learners and staff), communities, government, NGOs and inter-governmental organisations assist in the fight against the impact of HIV and AIDS on school-going orphans. The basic needs of learners need to be prioritised for them to have the same opportunities that their non-orphan peers have. Teacher participants indicated that orphaned learners received meals at school and assistance from the WFP in the form of groceries and cash. Some are also eligible for social grants from the MSD.

The WFP donates M600 per family monthly for orphans and vulnerable children in some rural villages. This amount is allocated to the shops as grocery vouchers of M240 to be spent on starchy foods and M360 as cash to be spent on the orphans' school resources, including clothes. Unlike child grants, this money does not consider the number of orphans in the household; all families housing orphans receive the same grant.

The community plays a role in caring for orphans by providing basic necessities where they can afford it. In rural communities, there is still the view that "it takes a community to raise a child". From the findings, it is evident that orphans do receive support from the community, for example neighbours, the school, organisations, individuals (businesspeople), and the government through its ministries. This once again emphasises the importance of the ecological system.

In a conversation with a World Vision officer, she affirmed that some orphans benefit indirectly from community projects sponsored by World Vision or the WFP, for example the poultry and vegetable-production projects (personal conversation, 23 May 2019). These projects are not meant only for families affected by HIV and AIDS, but for all inhabitants of the villages in Lesotho. Orphans and vulnerable children sometimes receive donations allocated to schools from World Vision. The teachers identify children in need and supply them the resources from World Vision.

Businesses also occasionally donate resources such as school shoes with the help of school principals and teachers identifying vulnerable learners. Campbell *et al.* (2016) concurs in reporting that NGOs have contributed to the relief of HIV- and AIDS-

orphaned learners in Zimbabwe. Despite these initiatives being so essential, Campbell *et al.* (2016) argued that they are not sustainable, leaving orphans vulnerable and at risk.

The teacher participants mentioned that the MSD offers child grants as a means of support. This includes foster-care and child-support grants offered to relatives living with orphans or children who are victims of abuse (Breckenridge *et al.*, 2017). Tanga (2013), although acknowledging the grants, believed food parcels and child grants are inadequate for families supporting orphans in Lesotho.

Most of the learner participants indicated that they were happy when they were at school. In addition, teacher participants mentioned that they tried to form groups in a class with the aim of establishing healthy relationships, especially when they see orphans who seem lonely and isolated. According to Taggart and Pillay (2011), educators should create an atmosphere in the classroom setting that accommodates all learners. Learners must feel that they are accepted and respected, contributing to a healthy self-esteem.

Furthermore, the teacher participants mentioned that they sometimes supported orphans by providing them with money for school trips. When orphans feel that they are cared for, it could contribute to their healthy development as learners and have a positive impact on their school attendance and academic performance. Teacher support given to orphans could improve if teachers are provided with counselling skills and guidance (Mwoma & Pillay, 2015).

4.7 Chapter Conclusion

In this chapter, the findings revealed that orphaned learners experienced various challenges, namely economic, social, psychological and educational. The findings were analysed and discussed in accordance with the emerged themes. The study ascertained that orphans are faced with lack of basic needs such as food, clothes and shelter. Orphans also are deprived of the right to be in a proper family environment with love and care. This affects them socially and psychologically and impacts their education negatively. The findings also revealed that there are temporary and

permanent support structures available for orphans. The next chapter will conclude the study and recommendations will be presented.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Chapter 4 presented the analysis of the data and discussion of the findings. The findings revealed that learner participants faced many challenges, but their most basic needs were food and clothes. Challenges experienced by participants affect them in all areas of their lives, especially academically. The use of drawings as visual-participatory method allowed learner participants to demonstrate challenges that they might not have been able to verbalise in an interview session alone. Data from the teacher participants also supplemented the findings from the learner participants. It seems that the learner participants were cared for and supported, although inadequately.

This chapter will first briefly discuss the analytical conceptual framework the study followed. The conclusions from the main findings are explored in terms of the research questions. The value and limitations of the research are then addressed. I end the chapter with recommendations. This study was aimed at investigating the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing. I attempted to understand the challenges faced by HIV and AIDS orphans and how these challenges have an impact on their education. I also explored the support structures in place for HIV- and AIDS-orphaned learners.

5.2 Analytical Conceptual Framework of the Study Findings

The study was aimed at investigating the psycho-educational challenges experienced by HIV and AIDS orphans. The study was guided by Maslow's hierarchy of needs, supported by Bronfenbrenner's ecological systems, both discussed in Chapter 2. This section presents a summary of the needs of orphans.

5.2.1 Hierarchy of needs

Physical needs: Most children require basic needs in the form of food in order to develop holistically and concentrate in class. Parents are the best duty bearers in

ensuring that food is available. In this study, learner participants revealed that they did not get enough food at home, which affected their wellbeing.

Social needs: Learner participants expressed their feeling of being happy at school, as they were able to form friendships with whomever they chose. The participants appeared to be coping well, and the teacher participants seemed to be aware of possible discrimination and isolation that orphans might experience. This awareness by teachers could assist them in eliminating possible cases of discrimination and potentially strengthen orphans' self-esteem and contribute to their own coping skills.

Psychological needs: Teacher participants in general focused more on academic issues, but they were aware that all learners should be treated the same. Teachers, in their facilitation of learning, should be aware of the psychological needs that orphans have. This awareness can be applied to motivate orphaned learners to achieve academically and contribute to healthy development (Mulengeki, Lukindo, Oyondick & Mgogo (2013). Sports (e.g. in the form of playtime or formal tournaments with equivalent schools) are another way of diverting learners' minds away from stressful situations. These are encouraged in the course of schooling. Orphans, however, lack the money for school trips that could help them to socialise during tournaments held away from school.

Security needs: Security is a need at all service-rendering institutions such as schools, but at home and workplaces as well. The role of teachers is to protect learners from discrimination, all forms of bullying and abuse by other learners at school. This study disclosed that the learner participants preferred to be at school as they felt secure there. They indicated that they experienced abuse by relatives or the community at home. This indicates a need to strengthen the roles of those who take over the caregiving role in this regard.

Economic needs: Closely linked to physical needs are economic needs. Food security is the biggest challenge that orphans face. In Lesotho, it is only within the context of private schools that parents bear the full responsibility of whatever costs their children incur. Free primary education remains the duty of the government. The learner participants lived in poverty at home and had very little access to proper food and

clothing. There were, however, some NGOs involved in donating food and money for orphans and vulnerable children, but not specifically for HIV and AIDS orphans.

5.2.2 Ecological systems

In this study, Maslow's hierarchy of needs was supported by Bronfenbrenner's ecological systems theory, which postulates that the environment plays an integral part in a human's development. These theories aided me in understanding how people around the orphans influence their development and how their needs are met by people in the community. The study revealed how family, friends, the community, school and other external organisations can assist with or cause barriers to the holistic development of a child. These people can have a positive or negative impact on the orphan, depending on their role in the development of the child.

This framework assisted in analysing the basic needs of HIV and ADIS orphans in Mphaki, Quthing. It thus supported the basis on which the study was premised so that the information to respond to the problem statement guided by the research questions could be coherently and sufficiently elicited. The findings revealed that orphans' psycho-educational needs are compromised due to a lack of support, especially from caregivers. Maslow's needs hierarchy exposes the importance of needs that are primarily provided by the family (microsystem). In the absence of parents, the community, school and extended family (mesosystem) should intervene. In the case of this study, learner participants received donations in the form of food and money from NGOs and the government (exosystem). In certain instances, direct interaction between orphans' microsystem and exosystem cannot be observed by them. This is because the orphans themselves do not receive grants meant for them, but the caregivers collect them on their behalf. In the absence of proper care by parents, orphans experience a lack of love and security; hence, their psychological needs are neglected because the exosystem provides material needs only.

5.3 Summary of the Main Findings

Orphaned learners affected by HIV and AIDS need psychological and educational support from various role players around them. These needs are economic,

psychological and social and all have an impact on orphans' wellbeing and their education.

Economic needs are identified as the greatest challenge, as depicted by the orphans participating in this study. They live in poverty because they, and often also their families, do not have access to funds to buy the basic necessities. Participants emphasised their need for food to be able to get the most from their education. This challenge is followed by the need for clothes and proper housing. In addition, orphaned children need money for school trips to participate in sports tournaments away from school.

The findings also revealed that orphans face social challenges at home because some of their relatives deny their responsibility to care for these children, although they live nearby. This discrimination propels orphans' vulnerability and they sometimes end up isolating themselves. Child-headed families are becoming common as a result of this discrimination, as the children would rather live on their own than to be humiliated and abused by adults. Migration of orphans to the maternal family is also becoming a common practice in Lesotho, and this can deny orphans and widows the right to inherit.

Another social challenge is child labour. As found in the study, most orphans live with elderly people who cannot perform all the activities needed to sustain a household. Therefore, the children have a lot of responsibilities and do not have time to do their schoolwork or play. This could affect their psychological growth negatively. Some of the orphans participating in this study experienced stress, anger and aggression. A possible explanation is that they become frustrated because they do not receive support from relatives, even if the relatives had opted to support the orphan. The fact that their basic needs are not met can lead to feelings of rejection. The challenges mentioned above affect orphans' education and academic performance in the sense that they sometimes absent themselves from school due to a lack of material and emotional support.

Sometimes, orphaned learners arrive at school late because there is no one at home to encourage punctuality, or because they have to look after their siblings, in the case of child-headed households. It has been reported that some orphans have

responsibilities and tasks to perform before going to school. Elderly caregivers are not able to assist them with homework because they are illiterate or because of poor health.

Various support structures are available for all vulnerable children and orphans, including HIV and AIDS orphans. Family and relatives often take responsibility, while the community also plays a vital role in assisting orphans. Schools appear to be aware of the needs of orphans, and after identifying the challenges experienced by these learners, they provide food and sometimes money for school trips. Teachers are involved in obtaining grants, bursaries and donations. Individuals like businesspeople and NGOs such as World Vision and WFP sometimes provide temporary support to orphans. Lastly, the government, through different ministries, takes part in maintaining the welfare of its citizens by providing orphans with child grants, bursaries for secondary education and free primary education.

5.4 Limitations to the Study

The study had some limitations that may possibly have affected the results. Firstly, there was no control group, as the focus was on HIV and AIDS orphans. This might thus not reflect the true situation because this group was not compared to other orphans or to non-orphans. Secondly, the population was limited to Grades 5 and 6 orphaned learners between the ages of 10 to 15 years. There may have been orphaned learners between these ages in other grades also, thus leaving out more potential participants with possible other views. Thirdly, the study focussed on only two primary schools. This may have impacted the outcome as findings cannot be generalised to all HIV and AIDS orphans in the area and Lesotho as a whole. Another limitation was that the caregivers of the learner participants were not part of the study. I could thus not establish from them which kind of support learners received, as their responses may have differed from that of teacher participants. Lastly, not all teachers selected participated in the study, which limited the amount and perhaps variety of data generated by teachers of HIV and AIDS orphans.

5.5 Implications of the Study

The results of the study have various implications. In this section, I discuss these in relation to each of the research objectives.

5.5.1 Research objective 1

To determine the needs of orphans affected by HIV and AIDS

This objective was formulated to determine the needs of orphans affected by HIV and AIDS. The implications from the findings are that HIV and AIDS orphans lack basic needs such as food, clothes and proper shelter. Most participants indicated the need for food and clothes. They sometimes miss classes because of lack of clothes such as school shoes.

The study also indicated that the orphans do not receive proper care from their guardians at home and that they are in need of love. Participants expressed that their caregivers neglected the role of parental care. Some participants pointed out that they felt unsecure because they lived on their own. These problems affect the orphans socially, physically and psychologically

5.5.2 Research objective 2

To examine the challenges experienced by HIV and AIDS orphans

For this objective, findings are that HIV and AIDS orphans experience economic, social, psychological and educational challenges. Learner participants expressed that they experienced hunger, lack of clothes and school resources, poor shelter, lack of money and being subjected to child labour. They also experienced lack of love and parental care, which led to discrimination, migration or forming of a child-headed household. Furthermore, they were sometimes abused because they stayed on their own or in an unsafe home. The economic and social challenges lead to anger, feeling emotional and stress for the orphans. These challenges impact on their education because they lead to lack of concentration in class, poor attendance and late coming. If these challenges persist, this might lead to poor performance and dropout by the orphans.

5.5.3 Research objective 3

To identify the support structures in place for psycho-educational challenges faced by HIV- and AIDS-orphaned learners

This objective was formulated to identify support structures in place for psycho-educational challenges faced by orphaned learners. The study found that orphans received support from various stakeholders. Individuals such as businesspeople and taxi drivers donate school shoes and offer free transport, respectively. Teachers give orphans take-home rations. In addition, NGOs such as World Vision and WFP supply food, clothes and some money for a certain period of time. Lastly, government, through the MSD, allocates some cash quarterly. Although there are various support structures available for these learners, this does not seem to be enough to assist in their wellbeing. Some of these structures are not permanent and are insufficient to completely alleviate the challenges faced by these learners.

5.6 Recommendations

Based on the findings made in this study, various recommendations are made, for support, training and future research, respectively.

5.6.1 Recommendations for support

- The government, through different ministries, should assist orphans with their needs. There should be regular surveys by ministries to determine the exact numbers and names of orphans and their needs.
- Government ministries and NGOs should work hand in hand to avoid duplication and the uneven distribution of resources.
- Orphans living in child-headed families should be accommodated into orphanages.
- Schools must implement HIV and AIDS policies to eradicate discrimination.
- Utility grants provided to schools under free primary education should be increased to cater for transport costs for learners participating in sports and other school activities.

- Village health workers should be given the responsibility to follow up on the wellness of HIV and AIDS orphans.

5.6.2 Recommendations for training

- Caregivers should be trained on how to deal with orphans and encouraged to create a safe space for them.
- Non-orphaned and non-affected learners should be educated to respect these orphans and protect them.
- The community should be educated on the challenges facing HIV and AIDS orphans and how to overcome these.
- Village health workers should be trained to identify HIV and AIDS orphans and understand their challenges.
- HIV and AIDS orphans should be educated in life skills to make informed decisions towards their schooling.

5.6.3 Recommendations for future research

- Further research should be undertaken to gather more information on orphans and their challenges. It would be viable to do a long-term study to establish what long-term effects orphanhood and challenges experienced have on orphans.
- Data should be collected from various role players, including caregivers, teachers, community leaders, social workers and NGOs, to obtain rich information.
- Mature learners should participate for obtaining quality data.
- More schools and more participants should participate to avoid generalisations based on only a few participants and schools.

5.7 Conclusions Drawn from the Study

The study focused on the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing. I presented a thorough understanding of challenges and experiences of HIV and AIDS orphans in their daily lives. I also established how these challenges affect their learning in the classroom and what support structures are in place to assist

these learners. My findings suggest that all stakeholders should work together to assist these children with support, love and guidance.

5.8 Chapter Conclusion

I investigated the psycho-educational challenges of HIV and AIDS orphans in Mphaki in the Quthing district of Lesotho. Literature in a Lesotho context supporting the findings was minimal compared to other sub-Saharan countries as studies to investigate for my literature review were sparse.

I identified the psycho-educational challenges that orphans face, as depicted in the literature review. Challenges alluded to by participants included economic, social and psychological challenges, all of which influenced their academic performance. I made use of drawings as the participants were relatively young, and I believe that this method was easier and more suitable for eliciting data. Data were triangulated by making use of individual unstructured interviews with teachers of the participating learners.

Within the broader theoretical framework, economic challenges are the main prevailing challenge, followed by challenges experienced at home, such as being discriminated against by relatives. These challenges affect the orphans' school attendance and performance. These learners are still disadvantaged and vulnerable, calling for support from all systems surrounding them.

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Appendix A: Request for Permission to Conduct Research

Dear District Education Manager

I am Rosina Ranthamane,

FACULTY AND DEPARTMENT

Education

Psychology

TITLE OF THE RESEARCH PROJECT

Investigating the psycho-educational challenges of HIV and AIDS orphans in Mpaki, Quthing

STUDY LEADER(S) NAME AND CONTACT NUMBERS

Dr Beyers

+27514013456/+27832575823

WHAT IS THE AIM/PURPOSE OF THE STUDY

To investigate realities regarding challenges facing HIV and AIDS orphans, their needs and structures to support them

WHO IS DOING A RESEARCH

I am a Master's student at the University of the Free State

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of approval letter can be obtained from the researcher.

Approval number: *UFS-HSD2017/0864*

WHY ARE YOUR INSTITUTIONS INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

I have chosen this group of participants because they are orphan learners and I received the details from the principal of the school because she/he has the information about all learners in the school records. The procedure is to get names of all orphans between 10 and 15 from

the principal, take the list to the village worker and world vision officer to identify HIV and AIDS orphans from the list. Select three boys and three girls, making the total of six orphaned learners in a school.

WHAT IS THE NATURE OF PARTICIPATION IN TN THIS STUDY?

Participants are going to draw pictures of challenges they experience as orphans on their daily lives. Under the drawings learners will write descriptions of the drawings and narratives. I will also ask probing questions so that each learner can interpret his own drawing. I will ask questions such as "How do you feel about being without mother/father? What does your drawing portray?" the participants will take three weeks to complete the drawings and interpretations and this will be done one hour each week. Learners might show emotional stress by crying and I will explain to them to tell his/her parent if they feel sick or pain during the cause of the study

WHAT ARE POTENTIAL BENEFITS IN THIS STUDY?

There are no benefits or payment for participating in this study, but it might benefit other orphans and the community in the future. Your participation in the study will be kept confidentially and will be used for the purpose of the study only. Names of participants and their schools will not appear on the study

WHAT ARE POTENTIAL RISKS OF TAKING PART IN THIS STUDY?

Some Participants might show emotional stress by crying during the course and feel uncomfortable. I will ask for assistance from the social worker or psychologist.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

The information provided will be confidential and anonymous. Their names and names of their school will not be provided and the answers they give will not be connected to anyone. A certain code might be used in substitution the names to insure confidentiality. The anonymous data will be used in a research report of my dissertation. A report might be published but the participants will not be identified on the report. I will persuade other participants not to reveal any group member but I cannot guarantee the confidentiality. In this case I advise them to disclose personally sensitive information to the group. They will be free to withdraw anytime from the participation if they fill uncomfortable despite their parents agreed.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY BE DESTROYED?

I will lock the hard copies of the answers in my filing cabinet for future use for a period of only five years. Softcopies will be saved in my personal computer where I would access them with a password. There might be emotional stress caused by this study and I will consult a social worker for assistance if that should happen

WILL THERE BE PAYMENT OR ANY INCENTIVE FOR PARTICIPATING IN THIS STUDY?

As mentioned earlier, participation in this study is voluntary and no payment is to be expected. Sometimes participants might feel emotional stress or cry. If this should occur, there will be

professional to help him/her feel better. She/he may continue or stop immediately after being comforted.

HOW WILL THE INSTITUTION BE INFORMED OF THE FINDINGS/RESULTS?

If you would like to be informed of the final research findings, please contact Rosina Ranthamane on +26658002936 or email rosinaranthamane@gmail.com. The findings will be accessible for five years. Should you have concerns about the way in which the research has been conducted, you may contact BeyersC@ufs.ac.za and +27514013456/ +27832575823. There might be less potential level of inconvenience and/or discomfort to the participant such as emotional disorder such as fear and danger. I will ask assistance from professionals to comfort such a participant

Yours sincerely

Rosina Ranthamane

signature

P.O. Box 284

Quthing 700

13 May 2019

Nurse in Charge

St. Mathews Health Centre

Mt. Moorosi 750

Dear Sir/Madam

RE: REQUESTING PERMISSION TO FIND INFORMATION FROM VILLAGE HEALTH WORKERS

I am Mrs Rosina Makhethang Ranthamane. M Ed student at the University of Free State. I wish to request permission to collect data from Village Health Workers in the Mohlakoana area. My research topic is on investigating the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing.

Your cooperation will be highly appreciated.

Yours faithfully

-----.

Rosina M. Ranthamane

Appendix B: Letters Granting Permission

11 May 2018

Mrs Rosina Ranthamane

P.O. Box 284

Quthing700

Dear Mrs Ranthamane

Subject: Your Request to Conduct Academic in Schools

Thank you for your email. We have always allowed students to conduct researches in schools as long as such researches are ethical and are not in conflict with the ministry's policies. We have absolutely no reservations for you to conduct your research in Quthing schools. You have our go-ahead. However, as you might know, any interactions with pupils have to get consent from parents Furthermore, you will need to get a letter from the District Education Manager asking the principals to allow you into their schools and to give you all the assistance you might need.

Good luck!

Sincerely



**Ministry of Education and Training
Quthing Education Office
P.O. Box 41, Quthing 700.**

23 May 2018

**The Principal
Mphaki LECSA P.S.
Quthing**

Dear madam

Subject: Data Collection in your School by Mrs Rosina Ranthamane

The above-mentioned is a M.Ed. student with the University of Free State. She wishes to collect data in your school for her research. Kindly allow and assist the best you can. If she requires to interview students, please ask for consent from the parents of those concerned students.

Your cooperation will be highly appreciated.

Sincerely

**Motlatsi Mosoang (Mr)
District Education Manager-Quthing**



St Matthews Health Centre
P.O.Box15
Mt Moorosi
Lesotho

20.05.2019

VHW Supervisor
Ha Mohlakoana
Lesotho

RE: KOPO EA HO ETSA BOITHUTO

Mona ke kopela mme Rosina Ranthamane tumeltoeahoetsa
Boithuto kaho ameha keletlong le boithutong basekolo, ho likhutsana
Tsa HIV/AIDS tikolong ea lona. Batho bao a lebeleletseng hore bamo
Thusekeba sebeletsi ba tsa bophelo metseng
Ke tla kopaka boikokobetso u tle u mohlalise kapele ho morena oa
Sebaka seo.

Ke tla leboha ts'ebelisa-nommoho ea lona haholo

Oa lona ts'ebetsong
Mpho 'Mapalesa Nthejane.

+a

Appendix C: Ethical Approval



Education Ethics Committee

Office of the Dean: Education

T: +27 (0)51 401 9683 | F: +27 (0)86 546 1113 |

E: NkoaneMM@ufs.ac.za

Winkie Direko Building |
P.O. Box/Posbus 339 |

Bloemfontein 9300 |
South Africa
www.ufs.ac.za
Faculty of Education

29-Apr-2018

Dear Mrs Rosina Ranthamane

Ethics Clearance:

Investigating the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing

Principal Investigator: Mrs Rosina Ranthamane

Department: School of Education Studies (Bloemfontein Campus)

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: UFS-HSD2017/0864

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours faithfully

Prof M.M. Mokhele

Chairperson: Ethics Committee

Appendix D: Consent and Assent Forms



RESEARCH STUDY INFORMATION LEAFLET AND PARENTAL CONSENT FORM

DATE

13th May 2019

TITLE FOR RESEARCH PROJECT

Investigating the psycho-educational challenges of HIV and AIDS orphans in Mpaki, Quthing

FACULTY AND DEPARTMENT

Education

Psychology

RESEACHER'S NAMES AND CONTACT NUMBERS

Rosina Ranthamane 2007038727+26658002936

STUDY LEADER(S) NAME AND CONTACT NUMBERS

Dr Beyers

+27514013456/+27832575823

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of approval letter can be obtained from the researcher.

Approval number: *UFS-HSD2017/0864*

WHAT WILL HAPPEN TO YOUR CHILD IN THE STUDY?

Your child will answer some questions by drawing and writing some short sentences underneath.

CAN ANYTHING BAD HAPPEN TO TOUR CHILD?

Nothing bad can happen to your child, but he/she might suffer from emotional distress and in that case the trained personnel will give comfort.

CAN ANYTHING GOOD HAPPEN TO YOUR CHILD?

This study might benefit your child and other orphans in future

WILL ANYONE KNOW YOUR CHILD IS TAKING PART IN THIS?

No-one can know your child because the names and name of school will not appear on the study.

WHO CAN YOU TALK TO ABOUT THE STUDY?

Dr Beyers (+27832575823)

WHAT IF YOU DO NOT WANT YOUR CHILD TO DO THIS?

Your child can refuse to take part in the study in spite of the fact that you granted the permission, and she/he can withdraw anytime without being in trouble.

PLEASE RETURN

Name of child _____

Name of parent _____

Do you understand this research study and are you willing to let your child take part?

Yes No

Has the researcher answered all your questions?

Yes No

Do you understand that you can withdraw from the study at anytime?

Yes No

I give the researcher a permission to make use of data gathered from my child's participation.

Yes No

Signature of parent

Date

RESEARCH STUDY INFORMATION LEAFLET AND PARTICIPANT CONSENT FORM

10 MAY 2019

TITLE FOR RESEARCH PROJECT

Investigating the psycho-educational challenges of HIV and AIDS orphans in Mphaki, Quthing

Rosina Ranthamane

2007038728

+26658002936

FACULTY AND DEPARTMENT

Education

Psychology

STUDY LEADER(S) NAME AND CONTACT NUMBERS

Dr Christa Beyers

+27832575823

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of approval letter can be obtained from the researcher.

Approval number: UFS-HSD2017/0864

WHAT IS THE AIM/PURPOSE OF THE STUDY?

To investigate realities regarding HIV and AIDS orphans in primary schools in the Mphaki area. The study will discover the needs of orphans and how their education is affected. It will also be used to create awareness to the stakeholders to establish the support structures to be considered in eliminate the barriers in education that are due to orphanhood needs of orphans and how their education is affected. It will also be used to create awareness to the stakeholders to establish the support structures to be considered in eliminate the barriers in education that are due to orphanhood.

WHO IS DOING THE RESEARCH?

I am Rosina Ranthamane, a student from the UFS.

WHY ARE YOU INVITED TO TAKE PART IN THIS STUDY?

You are invited to participate in this study because you teach the group of learners I use as my participants and you know the challenges they are faced with as orphans.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

I have some interview questions that you are going to answer orally and I am going to tape record our conversation. The questions are open-ended because this is a semi structured interview. You will answer questions orally in full sentences. The participation in the interview will take an hour and will be completed in one day.

CAN PARTICIPANTS WITHDRAW FROM THE STUDY?

Being in this study is voluntary and you are under no obligation consent to participation. If you decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at anytime without giving a reason, but it will not be possible to withdraw once we finish the interviews

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study might benefit the society in the future since there might be some measures taken by the stake holders in addressing challenges stated in this research. Your participation in this study will be confidential as your name and the name of your school will not appear in this study.

There is no payment or direct benefits gained through participating in this research. There are no costs incurred through participating in this study. You might feel emotionally and in this case I will call professional to comfort you

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS/RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Rosina Ranthamane at +26658002936. The findings are accessible for five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact +26658002936 or email rosinaranthamane@gmail.com Should you have concerns about the way in which the research has been conducted, you may contact Dr Beyers at +2783257523 or BeyersC@ufs.ac.za other participants might reveal the information that was discussed during the interviews. Interviewee might have emotional distress related to challenges of orphans. The researcher will ask for assistance from lay counsellor.

I _____ (participant name), confirm that the person asking my consent in taking part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or have explained to me) and understood the study as explained in the in the information sheet. I have had sufficient opportunity to ask questions and I am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings from this study are anonymously processed into a research report.

I agree to the recording of the insert specific data collection method.

I have received a signed copy of the informed consent form agreement.

Full name of participant _____

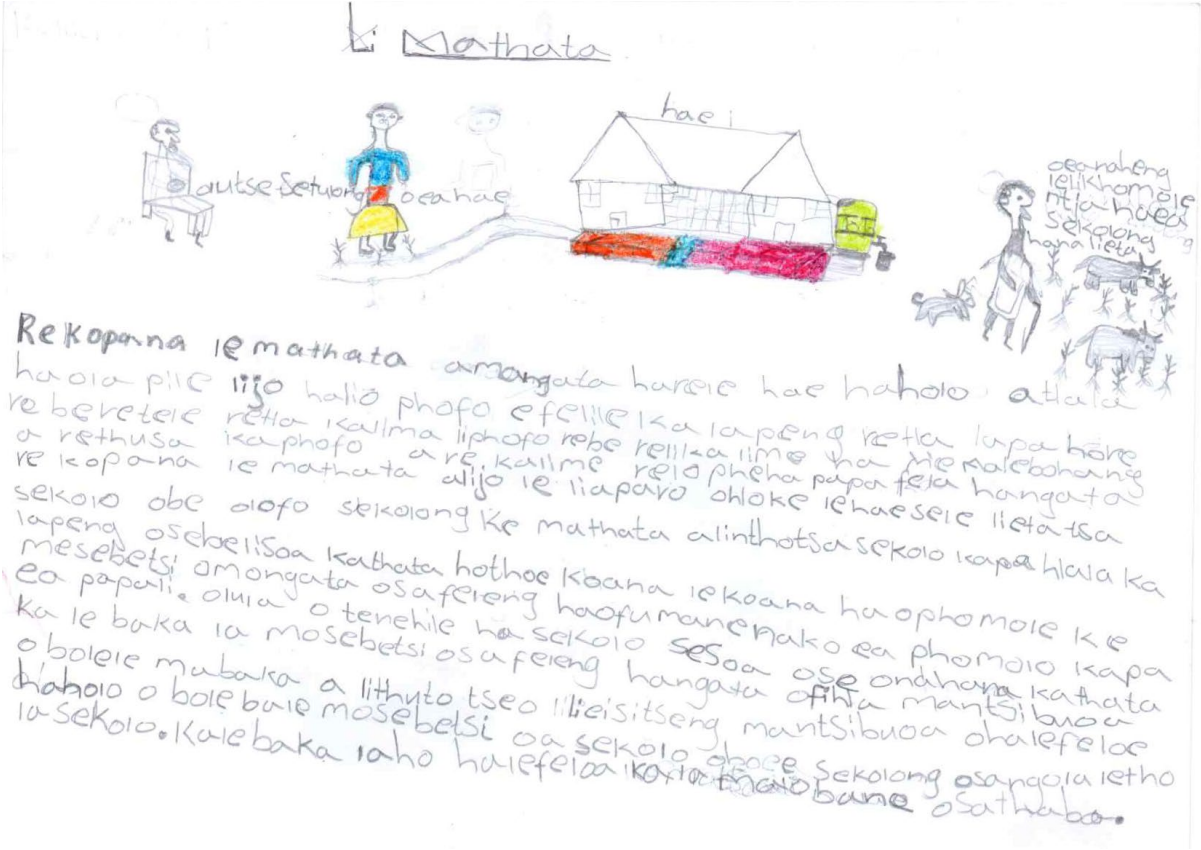
Signature of participant _____ Date: _____

Full name of researcher _____

Signature of researcher _____ Date: _____

Appendix E: Sample Data from Learner Participants – SCHOOL A

Learner 1



PROBLEMS

He goes to the pastures with cattle and dog. He has not gone to school. He doesn't have shoes.

We meet many problems when we are at home, especially of hunger. When you are hungry, there is no food; the maize meal is finished in the household. We will be hungry until we lose hope. We will borrow maize meal from 'M'e Mxxxxxxx's home. She will assist with maize meal and we will go and cook porridge only. Most of the time, we meet the problem of food and clothes. You will not even have school shoes and you will dodge because of the problem of school resources and hunger in the family. You are made to work hard, go up and down and have no time to rest because of the work

that does not reach an end. Most of the times you arrive late at home and make excuses of schoolwork that made you delay. At night you are shouted at and you forget to do homework and go to school without any written homework because you were criticised the previous day.

Probing

R: Looking at your drawings I can see a house. Is this your home?

L: No

R: Whose house is this?

L: It is Mxxxxxxx's house.

R: Why did you draw it?

L: I liked it.

R: Do you like it? Would you like to have the similar house at your home?

L: Yes, I would like to have the same house at home.

R: Who is this?

L: He is my grandfather.

R: Are you staying with him?

L: No.

R: Where does he stay?

L: He stays at Ha Makoa

R: Who is this one?

L: She is my aunt.

R: Do you stay with her?

L: Yes

R: Do you love her?

L: Yes.

R: I see someone at the veld. Who is this? Or isn't it you?

L: It's me.

R: Do you look after animals sometimes?

L: Yes.

R: Do you like looking after animals?

L: No.

R: Why are you looking after animals?

L: I am told to look after animals on Saturdays

R: But you don't like it?

L: Yes. I don't like looking after animals

R: Your writing is clear. Do you want to add something?

R: I see you said something about food. Who assist you with maize meal?

P: It is 'M'eMaxxxxxxxxxxxx.

R: Who is she? Is she just a neighbour?

P: Yes.

R: There are some outside people such as world vision, WFP, do they not sometimes assist you with food?

P: They (World vision) sometimes provide us with clothes such as T-shirts.

R: What about food?

P: No. They don't give us food.

R: Our discussion is short since you have written more on the paper.

R: Thank you. You helped me a lot.

Appendix F: Sample Data from Teacher Participants' Interviews

INTERVIEW

Teacher 3

1. What is your age? 40 to 50
2. What is your gender? FEMALE
3. What is your nationality? MOSOTHO
4. What is your highest qualification? BEd honours.
5. How long have you been teaching in the primary school? 19 YEARS
6. Which grade/s are you teaching currently? I AM TEACHING GRADE FIVE
7. What is your position/ job title? I AM A TEACHER
8. Do you find teaching orphaned children problematic? YES

- 8.1 If yes why?

- *Yes they are there. These orphans have challenges, you will find that she is not coming to school sometimes especially when its winter like now. Their problem is poor attendance. Sometimes she comes but you will find that she is not wearing properly enough to feel warm or she has not come. You will find that she has not come; she was sent somewhere; their attendance is not well. Their performance becomes poor. You will find that. I don't know why; they are not open.*

- **9. Do orphaned children arrive late to school?**

Yes. It happens that they arrive late. Even though it is not all of them; some of them arrive late because they stay on their own.

- 9.1 If yes, what is the main cause of these?

- *I think the fact that she is orphaned; she is not staying with the parent; maybe she is given tasks or they stay alone. It is the matter of finding out what happens at home.*

10. Do orphaned children play truant?

In those I worked with I never saw truancy.

10.1 If yes, what is the main cause of this?

11. Do orphaned learners experience learning difficulties?

They do have learning difficulties.

11.1 If yes, what kind of problems do they experience?

I don't see them as free as other learners. It's like they are not happy when you look at them. You will find that they don't have resources, in the case of where the exercises from the government is finished or lost; you will find that to find another one is not that simple.

12. How do you remedy these problems?

If you have identified those orphans as there is ER42 forms filled where you will identify orphans and non-orphans, when you discover that she doesn't have school resources in class you give her another one, you supply her with another one. In the case of where they isolate themselves, I give them the work to do in groups.

13. Do orphaned learners complete their homework tasks well?

Sometimes, not all the time.

13.1 If no, what do you see as the cause of this?

I think it is because they stay on their own or the caretaker is illiterate and cannot assist with homework, or they are not given enough time to do the homework.

14. What kind of psychosocial support at school is given to these children in their behavioural problem?

As a school we don't have anything specifically for orphans except grouping them so that they interact with others.

15. Do you have specialised training in dealing with orphaned learners?

No, except that I am a trained teacher, I learned how to deal with learners with various needs there are no workshop trainings for this learners.

15.1 If yes, what kind of training/ qualification did you receive?

16. Are orphans isolated by others?

NO. There might be the cases where learners choose friendships based on appearances and they are rare cases.

16.1 If yes, does the school have policies or rules on discrimination of other learners on the bases of their orphan-hood status and HIV and AIDS?

No. There is no policy, except that the learners are taught that being an orphan is not choice and they should love and accept other people as they are.

17. Do orphans play and form and form friendship exclusively with other orphaned learners only?

As I said, they seem not free, you will find them sometimes standing aside, sitting alone and no more playing with others.

17.1 If yes, what does school do to encourage orphaned learners to interact with others?

As I said, I put them in groups, I remember one time I also played with them.

18. What problems do they meet at home and at school?

Sometimes they might stay alone and when they stay alone there might be loss of control. When they stay alone they might be vulnerable. They might be abused.

18.1 Are there such cases?

Yes, there was one case of sexual abuse.

19. Are there any support structures in and around the area of the school that support the orphaned learners?

Yes, there is grant I don't know if it is specifically for orphans or all vulnerable children. They get food from the shops. I think is from WFP. There are some learners who receive the grant in the form of money from Social Development.

10.1 If yes, what linkage is there between the school and institutions and individuals that support orphans?

These organisations come to school to get the lists and sometimes the parents come to school to explain... in the case where learners are supposed to go to high schools the parents are given the letters to apply for the bursary from Social Development. That is the one that I know. I don't know the one for food if the school is involved.

20. What do you think should be done to assist these orphans in general?

END OF INTERVIEW

Thank you for participating in this interview and using your time to respond to questions.

Appendix G: Fieldnotes

I went to some of participants' home to meet their guardians for signing of the children's consent forms. The shelters for different double orphans in two different schools were in poor condition. One old-aged grandmother who did not get along with the grandchildren owned two huts and she resided in one covered with plastics while the smaller hut was the habitat for her two grandchildren who lived on their own in that hut. Two drawings were for other double orphans who explained that they were their neighbours' houses. These reminded me of the shelters I saw during my visits to these learners' homes. They both live in one small hut each, with their maternal grandmothers. The boy's grandmother had one small hut and the walls for a house which she mentioned that its roof was blown off by the wind, while a girl lived in small hut with a shack by the side.

From the conversation with some caregivers I realised that most orphans reside with their maternal grandmother and one paternal grandmother does not like her grandchildren. They stayed in separate shelters and do not eat the same food as their grandmother. I also realised that some orphans wear dirty clothes and their uniforms were not complete.

In an informal conversation with some of the teachers they mentioned the need to take orphans living in child-headed families to the orphanage homes. Their reasons for this are that orphan girls are at risk of being abused. The other reason was that orphans' relatives collect the grants for their own benefits. They mention the case of on family member who comes home to get the funds and leave the orphans with nothing.

The World Vision officer also mentioned that they do not assist orphans specifically but in their group of children they have some orphans. She also mentioned the one caring for her young sibling while the sister went in South Africa for job seeking. She also mentioned that they sometimes provide food for their members and other vulnerable children in their area, but the project helps the villagers to produce their own food such as vegetable production and poultry for the society groups.

Appendix H: Photographs of Some Orphan Participants' Housing



Appendix I: Editors' Letters

CORRIE GELDENHUYS
POSBUS 28537
DANHOF 9310

☎ 083 2877088
corrieg@mweb.co.za

22 January 2020

TO WHOM IT MAY CONCERN

Herewith I, Cornelia Geldenhuys (ID 521114 0083 088) declare that I am a qualified, accredited language practitioner and that I have edited the following dissertation:

PSYCHO-EDUCATIONAL CHALLENGES OF HIV AND AIDS ORPHANS IN MPHAKI, QUTHING

by

ROSINA MAKHETHANG RANTHAMANE
(2007038728)

All changes were indicated by track changes and comments for the author to verify, clarify aspects that are unclear and finalise.



.....
C GELDENHUYS
MA (LIN – *cum laude*), MA (Mus), HED, Postgraduate Dipl, Library Science, UTLM

ACCREDITED MEMBER OF SATI – Membership number: 1001474 (APTrans)
GEAKKREDITEERDE LID VAN SAVI – Lidmaatskapnommer: 1001474 (APVert)
Full Member of/Volle Lid van PEG (The Professional Editors Guild)

11/05/2020

Student: RM Ranthamane
Student number: 2007038728

I declare that I edited the master's dissertation titled, *Investigating the Psycho-educational Challenges of HIV and AIDS orphans in Mphaki, Quthing*

During the editing process, I looked for and corrected spelling, grammar, punctuation, sentence and paragraph errors. Where I noticed inconsistencies or unclarity in the text, I made comments to draw the author's attention to the inconsistency or unclarity. I also made suggestions where changes could be made. I double-checked the references in-text and in the reference list to make sure that they are consistent throughout. Where sources or source information were missing, I indicated such to the author so that she could locate and add the missing information.

Yours sincerely

Johannes Pieter Odendaal

