

**THE ROLE OF CHILDREN'S HOMES IN THE EDUCATIONAL PERFORMANCE
OF PRIMARY SCHOOL LEARNERS IN MBABANE, SWAZILAND**

By

THABSILE NOKULUNGA MAGAGULA

**Submitted in accordance with the requirements
For the degree of**

MASTER OF EDUCATION

In the subject

Inclusive Education

At the

UNIVERSITY OF SOUTH AFRICA

**SUPERVISOR: PROF VG GASA
FEBRUARY 2015**

DECLARATION

Student number: 44151691

I, Thabsile Nokulunga Magagula, declare that: **The role of children's homes in the educational performance of primary school learners in Mbabane, Swaziland** is my own original work and has not previously been submitted to any other university for the award of a degree, either in part or in its entirety. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

TN Magagula

A handwritten signature in black ink, appearing to read 'TN Magagula', written in a cursive style.

DATE:

February 2015

DEDICATION

This dissertation is dedicated to all the Orphans and Vulnerable Children in Swaziland and to my late grandmother who was so passionate about orphans but never lived to see the completion of this study.

ACKNOWLEDGEMENTS

I wish to thank the Lord God Almighty for strengthening me throughout the study.

I would like to express my sincere gratitude to my supervisor Prof V.G. Gasa for her persistence, encouragement, guidance and support that led to the completion of this dissertation. Thank you for your patience, wisdom, support and the extra miles you always took to ensure I get every chapter done comprehensively.

Special gratitude goes to my family; my parents Mr L. Magagula and Mrs E.B. Mhlabane-Magagula, my brother Philemon, my sisters Dudu and Zandile whose moral, emotional and financial support was priceless as well as my nephews and nieces. My thanks also goes to my dear friend Dr JO Peleowo for his medical, emotional and financial support as well as the encouragement I continuously received from him during the course of the study. To my spiritual parents, Apostle C. and Mrs S. Samunenge, thank you so much for the prayers and spiritual upliftment.

I would also like to extend my heartfelt gratitude to all respondents who made this study a reality, this work would not have been possible without your sincere participation. Special thanks also go to the Ministry of Education and Training, the Children's home for granting me the permission to conduct the study. Lastly, my great appreciation goes to the Kellogg Foundation - UNISA Student Grant for funding the study.

ABSTRACT

The study aims to explore the role of children's homes in the educational performance of primary school learners. It employed qualitative approach which follows a case study design. It was conducted in three schools and children's home. The participants consisted of six caregivers, six teachers and six learners whose responses were collected using in-depth interviews as an instrument. They were all purposefully selected as they possess information that is rich and relevant to my study. Participants were told that their interview was voluntary and they were free to withdraw at any time if they feel uncomfortable. The confidentiality in order to protect the identity of the participants was maintained.

The data were collected by writing response from participants and using tape recorder. It was then transcribed, organised, marked by hand, and coded to produce themes. The major findings are that children's homes can affect the performance negatively or positively; positively, if homes create enough time for children to study and have more access to people and resources in support of their studies and negatively in that there are numerous educational barriers that the caregivers in the children's home face daily when it comes to assisting the orphaned and vulnerable learners in their school work.

Based on the findings, the study gives a number of recommendations, namely, there is need to strengthen collaborative efforts between government and other non-governmental organisations to ensure increased availability of necessary resources to the orphaned and vulnerable learners; caregivers in children's homes need to receive proper training and assistance in order to be able to handle the psychological difficulties experienced by the orphaned and vulnerable learners; education and legal campaigns must be put in place to eliminate stigma associated with orphan-hood.

Key words: children's homes, academic performance, orphan, vulnerable learner

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv

CHAPTER ONE
AN INTRODUCTORY ORIENTATION

1.1 INTRODUCTION	1
1.2 MOTIVATION OF THE STUDY	2
1.3 PROBLEM STATEMENT	2
1.4 AIMS AND OBJECTIVES OF THE STUDY	3
1.5 RESEARCH DESIGN AND METHODOLOGY	4
1.5.1 Research design	4
1.5.2 Sample and sampling strategy	4
1.5.3 Data collection	5
1.5.4 Data analysis	5
1.5.5 Measures to ensure trustworthiness and credibility	6
1.5.6 Ethical considerations	7
1.7 CLARIFICATION OF CONCEPTS	7
1.7.1 Children's home	8
1.7.2 Academic performance	8
1.7.3 Orphans	9
1.7.4 Vulnerable learner	10
1.7 DIVISION OF CHAPTERS	11

CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION	12
2.2 THEORETICAL FRAMEWORK	12
2.3 THE CONTEXT OF CHILDREN'S HOMES AND ORPHANHOOD	13
2.3.1 Implementing inclusive education to support vulnerable learners	16
2.3.1.1 <i>The concept of Inclusive Education</i>	16
2.3.1.2 <i>Barriers to inclusion of vulnerable learners</i>	18
2.3.2 Inclusive Education in the context of Swaziland	20
2.4 THE RELATIONSHIP BETWEEN CHILDREN'S HOME AND POOR ACADEMIC PERFORMANCE	23
2.5 EDUCATIONAL IMPLICATIONS CAUSED BY THE LENGTH OF STAY IN THE CHILDREN'S	30
2.6 THE ROLE OF EDUCATION IN SUPPORTING ORPHANED AND VULNERABLE LEARNERS	32
2.6.1 The Department of Education and non- governmental organisation	33
2.6.2 The engagement of schools	35
2.6.3 The involvement of faith based organizations	37
2.7 CONCLUSION	37

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION	39
3.2 RESEARCH DESIGN	39
3.2.1 Case study	40
3.2.1.1 <i>Strength of case study</i>	41
3.2.1.2 <i>Weaknesses of a case study</i>	41
3.3 SAMPLING PROCEDURE	42
3.3.1 Research site	42
3.3.2 Selection criteria and sampling	45
3.3.3 Sample size	46
3.4 DATA COLLECTION	47
3.4.1 Data collecting instrument	47
3.4.2 Interview procedure	49
3.5 DATA ANALYSIS	50
3.5.1 Methods of data analysis	51
3.6 MEASURES TO ENSURE TRUSTWORTHINESS AND CREDIBILITY	53
3.6.1 Credibility	54
3.6.2 Transferability	54
3.6.3 Dependability	54
3.6.4 Confirmability	55
3.7 ETHICAL CONSIDERATION	56
3.7.1 Permission to conduct the study	57
3.7.2 Informed consent	57
3.7.3 Confidentiality	58
3.8 CONCLUSION	58

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION	59
4.2 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS	59
4.2.1 Caregivers' biographical information	59
4.2.2 <i>Learners' biographical information</i>	60
4.2.3 <i>Teachers' biographical information</i>	60
4.3 FINDINGS AND DISCUSSION	61
4.3.1 Experiences of caregivers who care for learners staying in children's home	61
4.3.1.1 <i>The role and contributions of caregivers to the learners under their care</i>	61
4.3.1.2 <i>Involvement of caregivers in learners' schooling</i>	62
4.3.1.3 <i>Effect of children's home on the orphaned learners' academic performance</i>	63
4.3.1.4 <i>Educational barriers</i>	65
4.3.1.5 <i>Length of stay in the children's home</i>	67
4.3.1.6 <i>Support systems available in the community or at school to refer learners from children's home</i>	69
4.3.1.7 <i>Training received to perform the duties of a caregiver</i>	69
4.3.2 Experiences of orphaned and vulnerable learners residing in children's home	70
4.3.2.1 <i>The academic performance of learners since they started staying at the children's home</i>	70
4.3.2.2 <i>Support given to learners by the caregivers in their school work</i>	71
4.3.2.3 <i>Activities available at the children's home that makes learners to do their school work</i>	71
4.3.2.4 <i>The relationship between the caregivers and the orphaned and vulnerable learners</i>	72
4.3.2.5 <i>The lifestyle in the children's home</i>	73
4.3.2.6 <i>Barriers that limit caregivers from providing educational support</i>	73
4.3.2.7 <i>Support groups that help the orphaned and vulnerable learners to cope with life challenges</i>	74
4.3.3 The experiences of teachers on the academic performance for learners who resides in children's home	75

<i>4.3.3.1 Contributions of children's home to the learners' poor academic performance</i>	75
<i>4.3.3.2 Differences in the academic performance of learners from children's home and those from normal homes</i>	76
<i>4.3.3.3 Role of teachers regarding the learners from the children's home</i>	76
<i>4.3.3.4 Behavioural differences between the learners living in the children's homes and those living in normal homes</i>	77
<i>4.3.3.5 Confiding of learners from the children's home about their home situations to the teachers</i>	77
<i>4.3.3.6 Support given to learners from the children's home and their caregivers</i>	78
4.4 CONCLUSION	79

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

5.1	INTRODUCTION	81
5.2	SUMMARY OF THE STUDY	81
5.3	LIMITATIONS OF THE STUDY	83
5.4	RECOMMENDATIONS	83
5.5	SUGGESTION FOR FURTHER RESEARCH	86
5.6	CONCLUSION	86
	REFERENCES	88

LIST OF APPENDICES

APPENDIX A- INTERVIEW QUESTIONS	101
APPENDIX B- LETTER TO THE MINISTRY OF EDUCATION AND TRAINING	103
APPENDIX B1- PERMISSION FROM THE MINISTRY OF EDUCATION	105
APPENDIX C- LETTER TO THE CHILDREN'S HOME	106
APPENDIX C1-PERMISSION FROM THE CHILDREN'S HOME	107
APPENDIX D- LETTER TO THE PRINCIPALS	108
APPENDIX D1- PERMISSION FROM SCHOOLS A, B, C	109
APPENDIX E- LETTER REQUESTING PERMISSION FROM CAREGIVERS FOR LEARNERS AND ASSENT LETTER	110
APPENDIX E1- CONSENT AND ASSENT LETTER	112
APPENDIX E2- TEACHERS CONSENT LETTER	113

CHAPTER ONE

AN INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The focus of this study is on the role of children's homes in the educational performance of primary school learners in Mbabane. The study explores the influence of SOS Children's homes on the academic performance of primary school learners. This study emanates from the outcry by teachers in different schools in which they are teaching. They indicated that their learners have behavioural problems and also academically underperforming. This taints their academic prowess and making the process of teaching and learning difficult (SOS Children's Village Newsletter, 2010: 8). Therefore, this issue cannot be taken lightly considering the fact that the number of orphaned and vulnerable learners is escalating yearly. The Education Statistics (2010: 3) has also revealed that the Primary School Enrolment was 241, 231 and 140, 170 of those learners are orphaned and vulnerable children in Swaziland. As a result, drastic measures are to be put into operation to make sure that these learners become responsible citizens with the expertise to help cultivate the economy that is paying for their education.

SOS Children's Villages also called SOS-Kinderdorf in German is an independent, non-governmental international development organisation which has been working to meet the needs and protect the interests and rights of children since 1949. This organisation continues to develop child-care approaches to respond to the ever-changing needs of societies. Providing specialised family-based care for children who have nobody else to turn to remains the priority. The organisation work focuses on the abandoned, destitute, and orphaned children requiring family-based care (Wikipedia SOS Children's Village, 2012).

Based on this exposition, this study seeks to explore the academic performance of these learners with the aim to come up with the recommendations that will inform the Ministry of Education and Children's homes of the required support and diverse needs of these learners.

1.2. MOTIVATION OF THE STUDY

Teaching in a school that has a large number of learners from the children's home has motivated me to embark in the study at hand. According to information sourced from Ministry of Education and Training (2012:20), it is estimated that 30% of the learners are from the children's home which is situated in the same premises as the school while 20% are non-institutionalized orphans and the rest of the learners are from normal households. As an educator, my job includes monitoring the academic performance of the learners, something I have been doing for the past eight years.

The SOS Children's Village (2010:5) argues that a large number of children who are orphans get more traumatised when hearing their siblings describe how difficult it is for them (the caregivers) to cope with the burden of caring for them (the orphans). When grandmothers were engaged prior to the study, they insisted they will not put their grandchildren in children's home no matter how difficult life may become. This has also motivated me to engage in this study to help identify the effects, if any, that the different types of custodian have on the academic performance of orphaned learners.

Having two learners in my class who were first placed in the children's home after the death of their parents also motivated me to embark in this study. These learners' ordinary lives with their parents were disrupted and they began to live a semi-normal life out the comfort of their parents' home. In Swaziland, semi-normal life means a life where children live with strangers who become a guardian, separated from family members, relatives' siblings and the community in which the children grew up when their parents were still alive. This made me to be curious on whether this disruption in their life has any implication in their education as well as academic achievement.

1.3. PROBLEM STATEMENT

According to the Ministry of Education and Training (2011: 7), 58% of the orphaned pupils repeat classes at least three times between Grade 1 and Grade 7, 36% leave school, although some join other schools. As it has been documented that there is an increasing number of orphans in Swaziland (UNAIDS 2004: 6), it seems logical to

examine the educational implications of learners who are orphans and residing in children's homes.

Based on this problem, this study seeks to explore the following main research question and its sub-questions:

What role do children's homes play (if any) towards the educational performance of orphans and vulnerable primary school learners?

In order to explore the main research question the following sub-questions are stated:

- How do children's homes influence the academic performance of orphaned and vulnerable learners?
- How do caregivers in children's homes contribute to the academic performance of orphaned and vulnerable learners?
- Which educational barriers are experienced by orphans and vulnerable primary school learners residing in children's homes?
- Which support systems (if any) available in the community and at school to (if necessary) to support primary school learners from children's homes?

1.4 AIM AND OBJECTIVES OF THE STUDY

The aim of the study is therefore to explore the role that children's homes play towards the academic performance of orphans and vulnerable primary school learners in Mbabane, Swaziland.

The following are the objectives of study:

- To establish the effect of children's homes on the academic performance of orphaned and vulnerable learners.
- To evaluate the contribution of caregivers on the academic performance of orphaned and vulnerable learners.

- To identify the educational barriers experienced by orphaned and vulnerable learners.
- To find out if there is availability of support systems to help learners from children's homes and their caregivers.

1.5 RESEARCH DESIGN AND METHODOLOGY

1.5.1 Research Design

Babbie (2007) as cited by De Vos, Strydom, Fouche and Delport (2011:142) defines research design as the process of focusing your perspective for the purposes of a particular study. According to these explanations, a research design focuses on the end product and all the steps in the process to achieve the outcome anticipated. A research design is also defined by Mouton (1996:107) as a set of guidelines and instructions to be followed in addressing the research problem.

This study employed qualitative approach in a form of a case study. The qualitative approach case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This approach is an ideal design because it provided the researcher with an in-depth understanding of the role that is played by the children's home on the academic performance of the orphaned and vulnerable learners. Creswell (2007) as cited by Maree (2012:265) states that qualitative research is an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants and conduct the study in natural setting. According to Murray and Berglar (2009:48), a case study is an in-depth study of an individual or specific context or situation. They further mention that the strength of a case study method is its potential to illuminate a case in great depth and detail and to place this case in real context.

1.5.2 Sample and Sampling Strategy

The main function of a sample according to Springer (2010: 189) is to allow the researcher to conduct the study to individuals from the population so that the results of their study can be used to derive conclusion that will apply to the entire population.

Several researchers have drawn samples in their respective studies on familial, environment and academic achievement. Accordingly, the study used purposive sampling to select a proportional number of orphans who live in children's home. Purposive sampling refers to the deliberate selection of specific individuals, events or settings because of the crucial information that they can provide that cannot be obtained so well through other channels. According to (Patton 2002) as cited in Liamputtong (2013: 14), the logic and power of purposive sampling lies in selecting information-rich cases for the study in-depth. Only schools with learners from the SOS Children's Village were selected and the study was carried in three nearby schools. The target population included six teachers, six orphaned and vulnerable learners from the children's home and six caregivers.

1.5.3 Data Collection

In this study, individual interviews were used as the main data collection strategy. Maree (2007:87) defines interviews as a two-way conversation in which the interviewer asks the participants questions to collect data and to learn about ideas, beliefs, views, opinions, and behaviours of the participants. He further explains that the aim of qualitative interview is to see the world through the eyes of the participants and they can be valuable source of information provided they are used correctly. The participants were interviewed in their schools and at the children's home. A tape recorder was used to record the interviews. Each participant was interviewed based on the factors that are likely to contribute to the poor academic performance. In addition, each interview took 45 to 60 minutes. The benefit of conducting face-to-face interviews is that it enables the researcher to gain participants' cooperation by establishing a relationship with them, which facilitates the production of high response rates.

1.5.4 Data Analysis

Data collected on the orphaned learners from the children's homes with the data from the other participants has been analysed using qualitative research techniques. Five specific techniques for analysing case studies are possible, person matching, explanatory building, time series analysis, logic models and cross case analysis. Yin (2003: 109) further mentioned that for case study, analysis one of the most desirable

techniques is using a pattern matching logic. If patterns coincide, the results can help a case study to strengthen on its validity. The verbatim accounts on the interview were transcribed.

The oral interviews were recorded and typed. The researcher read through the data in search for meaningful segments and units (Brink, Van der Walt & Van Rensburg, 2006:184). Data analysis of the data collected through interviews and observations involved the following steps (Leedy & Omrod, 2005:136).

- Organisation of details. Relevant facts were arranged in a logical order.
- Categorisation of data. The data were clustered into meaningful groups.
- Identification of patterns. Themes and patterns that characterise the case were unravelled.
- Synthesising and generalisation. An overall portrait of the case was constructed.
- I advanced further by drawing conclusions that may have implications beyond the specific case that has been studied.

Upon the completion of coding of the data and organising it into categories and subcategories, similar categories and sub-categories data were grouped together to form themes.

1.5.5 Measures to ensure trustworthiness and credibility

Trustworthiness refers to the quality of the research findings and it focuses on the way in which a researcher or reader judges the quality of the findings (Miles and Huberman 1994: 277). Maree (2012:80) points out that when qualitative researchers speak of “validity and reliability” they are usually referring to a research that is credible and trustworthy. In view of Davies and Dodd (2002:280) reliability and validity remain appropriate concepts for attaining rigor in qualitative research. Qualitative researchers have to salvage responsibility for reliability and validity by implementing verification strategies integral and self-correcting during the conduct of inquiry itself. This ensures the attainment of rigor using strategies inherent within each qualitative design, and moves the responsibility for incorporating and maintaining reliability and validity from external reviewers’ judgments to the

investigators themselves.

Lincoln and Guba's (1985: 316) model which emphasise credibility, transferability, dependability, and confirmability was used to ensure trustworthiness in this research. A detailed description of this model and its application in this study is presented in chapter 3.

1.5.6 Ethical Considerations

Creswell (2007: 44) pointed out that the anonymity of the participants must be protected at all times. According to Brink *et al.* 2006:35 and Streubert Speziale and Carpenter (2003:16), it is the researcher's responsibility to protect any data gathered during the study from being divulged or made available to any other person, as well as ensuring that there is no linkage of the individual's identity to the information provided. The names or any other form of the participant's identity in the tape-recorded interviews or transcription and in the report were not mentioned. Most importantly, I have strictly adhered to the principle of anonymity in dealing with information provided by the participants. When quoting information in the reporting of the findings, there was no link of the participants with the quotes. The data were kept in a safe place and the tapes will be destroyed after the report has been written. To further ensure confidentiality, the names of the places where the interviews were conducted were not mentioned in the report. Informed consents were gained from teachers and the principal. Informed consents from the learners' caregivers were also requested as well prior to their involvement to the study. All the participants were informed that they can withdraw from the study at any stage of the research.

1.6 CLARIFICATION OF CONCEPTS

In this section, the concepts children's home, academic achievement, orphaned children and vulnerable learners are clarified as the main concepts pertaining to this study.

1.6.1 Children's home

Children's home is defined as an institution that houses children whose parents are deceased. It is also defined as a public institution created to provide care for children without parents, abandoned and destitute. It is a public institution created to provide care for protection for children without parents. Children's homes are residential institutions devoted to the care of large numbers of vulnerable children (Adamec & Miller, 2007: vii).

Although many people presume that most children who live in a children's home are orphans, this is often not the case with four out of five children in children's home having at least one living parent and most having some extended family. Few large international charities continue to fund children's home; however, they are still commonly funded by smaller charities and religious groups.

Some children's home, especially in developing countries, prey on vulnerable families to ensure continued funding. Children's home in developing countries are rarely run by the state (Adamec & Miller, 2007: 3). Thiele (2005:36) also describes children's home as the traditional model orphan care.

For the purpose of this research, children's home was taken to be a residential institution that houses children whose parents are deceased, those who were abandoned and have nobody to support and take care of them.

1.6.2 Academic performance

According to Ward, Stoker and Ward (1996: 2), academic achievement or academic performance is the outcome of education, that is the extent to which a student, teacher or institution achieved their educational goals. It is commonly measured by examinations or continuous assessment. In addition, Oberholzer (2005:12) states that within the school environment, the term academic refers to the intellectual and scholarly aspects of learning. He also mentioned that, traditionally, successful academic performance requires that the learners meet the promotional requirements of a particular institution at which they are learning (for example, passing examinations, tests, projects and assignments) and at the end of the academic year being promoted to the next academic level.

Sunitha (2005: 16) also defines academic achievement as knowledge acquired and skills developed in school subjects generally indicated by marks obtained from tests and in an annual examination. He also states that achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance at the part of the achiever and also parents, teachers, and all those helping to achieve and thus a result of directional results.

In this study, the learners' academic achievement was measured in terms of their performance as reflected in their continuous assessment and end of year examination schedules.

1.6.3 Orphans

According to Hepburn (2002: 88), orphan is a socially constructed concept and varies among cultures and countries. For some it refers to children who have lost one parent, while in others it refers to those who have lost both parents. The Central Statistics Office (2007: 263) describes an orphan as a child who has lost a parent or parents and is less than 18 years of age. The UN Integrated Regional Information Network (IRIN News) (2006: 36) defines an orphan as a child under the age of 18 who has lost his or her parents. But Germann (2005:59) cautions us on the usage of age to define an orphan, he maintains that the main variables is whether one or both parents are deceased. He points out that some definition has an age limit of 15, which might have a potential of excluding orphans from 15 to 22 years old who are vulnerable as they are heading households.

Southern African Development Community (SADC) countries differ in the ways they define an orphan. Following are the definitions of orphans in selected SADC countries.

- Zimbabwe – A child who has lost one or both parents.
- Botswana – a child below 18 years who has lost one (single parent) or two (married couples) biological or adoptive parents.

- Namibia – A child under the age of 18 who has lost a mother, father or both. (Or a primary caregiver due to death or a child who is in need of care.
Swaziland – A child under the age of 18 who has lost his or her parents

In this study, an orphan should be understood as a child who has lost one or both parents.

1.6.4 Vulnerable learner

According to Oberholzer (2005:12), the term learner is used to refer to children registered in a school to attend classes and is used interchangeably with children. IRIN (2006:36) defines a vulnerable child or learner as a child under 18 who is in a risky situation where he or she may suffer significant physical, emotional or mental harm and are destitute.

Skinner, Tsheko, Mtero - Munyathi, Segwaba, Chibatamoto, Mfecane, Chandiwana, Nkomo, Tlou and Chitiyo (2004:10) also define a vulnerable child as IRIN and states that a vulnerable child satisfies the following criteria:

- An orphan
- Parent or guardian is incapable of caring for the child.
- A child who lacks access to health care, education, food, clothing, psychosocial care and or has no shelter.
- A child who is neglected by parents, abandoned and rejected by parents.

According to Salomao (2008:5), vulnerable children are deprived or likely to be deprived or harmed as a result of their physical condition or social, economic, political and environment and require external support because their immediate care support can no longer cope. In this study, the term vulnerable learner will be used interchangeably with vulnerable children. For the purpose of this study, a vulnerable learner was taken to be a person under the age of 18 years who satisfies the above-mentioned criteria.

1.7 DIVISION OF CHAPTERS

Chapter One covers the rationale for the study, the purposes and aim of the study. This chapter also contains the research problem, research question and purpose of the research.

Chapter Two concentrates on literature review which covers both primary and secondary sources on the impact of children's home on the academic performance of orphaned and vulnerable learners.

Chapter Three focuses on research design and methodology of the study as well as data collection.

Chapter Four presents data analysis and findings of the study.

Chapter Five provides a summary, conclusions and recommendations and suggest areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature pertaining to how children's homes influence the academic performance of orphans and vulnerable learners who stay in children's homes. In this chapter, literature will be reviewed based on Maslow's theory which is the theoretical framework that underpins this study as well as its application to this study.

2.2 THEORETICAL FRAMEWORK

Maslow's Hierarchy of Needs forms the framework of the study. Maslow (1943:370) outlines the basis of what would later be known as the hierarchy of needs model. The needs-based theory stems from Maslow's work as a clinician and his interest in a healthy population. The model has been used to understand children who are gifted, neglected, and vulnerable (Claret, 2008: 10). In his theory, Maslow (1943:370) depicts that one must meet each lower need before one can move to the next level. The emergency of higher-level needs often rests on the satisfaction of lower needs. Maslow categorised his hierarchy of needs as physiological needs, need for safety and security, need for love and belonging, the need for esteem, cognitive needs, aesthetic needs and self-actualisation needs, including the need for self-transcendence.

As a social scientist, Maslow understood that for one to acquire the highest point in self-actualisation, he or she must have gone through later fundamental stages such as physical needs, safety and security, to mention a few. However, this study borrows much of the emotional-related needs for safety and security, need for love and belonging because these are the ones that are directly related to the care givers who in this case of an orphaned child can be seen as guardians or foster parents.

In belongingness and love, Maslow regarded these needs as to affiliate with others, to be accepted without isolation, rejection and ridicule and in self-esteem. He defined

it as to achieve, be competent, and gain approval and recognition. Vanitha (2009: 1) further mentioned that those learners who do not feel that they are loved and that they are capable are unlikely to have a strong motivation to achieve the higher-level objectives. These include search for knowledge and understanding for their own sake or the creativity and openness to new ideas that are the characteristics of self-actualizing person. Maslow and Lowery (1998), as cited by Huit (2001:7), differentiated the growth need of self-actualisation. This is explained as to find self-fulfilment and realising one's potential.

Maslow specifically named two levels that precede self-actualisation as cognitive needs. This is the need to know, understand and explore aesthetic needs, which is the need for order and beauty. Beyond all these needs, he mentioned self-transcendence. This is defined as the need to connect to something beyond the ego or to help others find fulfilment and realise their potential (Huit, 2001: 6). In most children's homes, the lower-level needs sometimes are not met due to the lack of finances, inadequate support staff and lack of government support.

Lastly, he pointed out that for cognitive, aesthetic and self-actualisation needs, they seek edifying information to improve morally and intellectually. Maslow states that learning, which is the desire to know and understand, can only be achieved if the lower-order needs are satisfied and that when they are not met learning outcomes may be compromised. Maslow adds that creative and scientific activities are not prominent among learners who have to struggle for food, shelter and safety (Atkinson, Atkinson, Smith, Bem, & Hilgard, 1990:525).

2.3 THE CONTEXT OF CHILDREN'S HOMES AND ORPHANHOOD

One is aware of the effect of the HIV /AIDS pandemic and other death-related circumstances in the country of Swaziland and can assume that there are many more orphans in our country. Understanding orphans who perform better at school can assist communities and educators in supporting orphans to maintain some sense of self-realisation and actualisation which are highest points of motivation according to Abraham Maslow. Again, factors can be identified and used by the

caregivers and educators in assisting orphans who perform poorly at school to perform better.

The negative effects of children's homes are well documented. Poor care giving, lack of stimulation and the absence of a consistent caregiver have been implicated in the negative outcomes among institutionalised children (Rutter, Kreppner & O'Connor 2001: 97). As fostering and adoption are not as yet available or even accepted in some countries, children's homes are still being used as child placements following disasters, war situations and other causes of parent loss or absence. Although such settings can provide a secure and positive alternative to abusive and unsafe family or community environments, they cannot provide individualised and family nurturing (McKenzie, 1999: 1, 5). Instead, evidence, predominantly from studies with infants and young children, indicates the risk of attachment disorders and developmental delays in the physical, behavioural, social and cognitive domains (Suman, 1986: 137). More to this, Daunhauer, Bolton and Cermak, (2005: 33, 40) state that these are largely accounted for by the absence of individual nurturing relationships with primary caregivers. Age of admission to the institution and length of stay are important factors involved (Leite & Schmid, 2004: 281).

In relation to the research on the caregiver as part of the environment of a learner, Ahmad and Mohamad (1996: 116) found out that children who lived in a setting where the entire staff participated in decisions and self-reliance was encouraged through interaction with staff showed significantly lower emotional distress than those living in an environment with fixed rules and schedules and impersonal staff-child interactions. In Iraqi Kurdistan, children in children's homes reported more mental health problems, particularly post-traumatic stress reactions than children in foster care.

Even among internationally adopted children, those who had previously lived in children's homes were more likely to have developmental and mental health problems, at least in the short or medium term, than those previously in foster care (Miller, Comfort & Tirella, 2005: 710). Drew, Foster, Kambeu, Makufa and Mashumba (1997:397) state that losing a parent is a stressor which is capable of producing symptoms like confusion, anxiety, depression and behavioural disorders

associated with adapting to social change. These symptoms may cause learning problems associated with learning concentration in class, lack of interest on school work, low self-esteem and consequent bad academic performance.

According to Makoni (2006: 52), orphans in Africa suffer psychological trauma, starting with the illness and death of their parents. This is because they receive neither death education, bereavement counselling, nor emotional rehabilitation sessions. Consequently, their grief and depression remain hidden and unrecognised. This according to the researcher has a potential bearing on school performance when the sense of loss produces sadness and the inability to learn and achieve.

Death of parents introduces a major change in the life of orphaned and vulnerable learners. This change may involve moving from a middle or upper class urban home to a lower class relative poor home in the rural area. It may involve separation from siblings which is done arbitrarily when the orphaned and vulnerable learners are divided among the relatives without the consideration of their needs. These may mean the end of a learner's opportunity for education due to lack of school fees. Furthermore, it is feared that many children may find it difficult to adapt to the new changes.

However, it is not the social change that may cause psychological problems rather the failure of the orphaned and vulnerable learners to adapt on social change which may cause learning problems. Learners who are fearful, depressed and frustrated may fail to concentrate in class and therefore perform badly. Failure by the school and the home system to recognise these symptoms and address them will aggravate the child's psychological problem which impacts greatly on their academic performance (Sengedo & Nambi, 1997: 107). The researcher also mentioned that negative emotions of anger, self-hatred and worry were weighing down the orphaned and vulnerable learners. Learners whose minds are occupied with negative emotions, which cannot sleep and are tired all the time, cannot be expected to concentrate on their studies and fully benefit from school.

Ombuya, Yambo and Omolo (2012:117) argue that orphan-hood creates a state of hopelessness among learners who are orphaned and vulnerable when they realise

that little quality would be realized in their education endeavours. Similarly, the case in Paxon and Ableidinger (2004) also cited in Ombuya *et al.* (2012:117) indicated that orphaned and vulnerable children in the sub-Saharan Africa are less likely to be enrolled in school than non-orphans with whom they live with. This calls for educational support that can only be realised in inclusive schools settings.

2.3.1 Implementing inclusive education to support vulnerable learners

The context given above shows that the learners who are residing in Children's Homes may be vulnerable and need educational support. This support can be realised through the changing of inclusive education conceptions. It is important to note that thinking has moved beyond the narrow idea of inclusion as a means of understanding and overcoming a deficit and it is now widely accepted that it concerns issues such as social conditions, health and human rights, gender, ethnicity, class, access, participation and achievement (Ouane, 2008). In line with this argument, UNESCO (2008: 3) has defined inclusive education as: "an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination".

To further explore how the orphaned and vulnerable learners fit in the context of inclusive education, it is necessary to expand on the definition, basic aspects and principles of inclusive education as detailed in the sections below.

2.3.1.1 The concept of inclusive education

Inclusive education is defined differently by different countries. Definitions of inclusive education are based on the recognition that education is a human right supporting a wider view and a more comprehensive strategy of Education for All (EFA) (Acedo, 2008: 12). In Swaziland, inclusive education is a policy approach that includes and meets the needs of all learners, irrespective of their gender, life circumstance, state of health, disability, stage of development capacity to learn, level of achievement, financial or any other circumstance. It enables schools to serve and welcome all learners (Ministry of Education and Training 2011:17). Inclusive

education is rooted in the basic human right to education and shares many of the goals and approaches of the EFA movement. According to the Ministry of Education and Training (2011:17) as a cross-cutting approach, inclusive education should inform and guide the sub-sector policy goals and strategies which follow and provides a principled guiding framework for the planning and coordination of the Swaziland Education and Training Sector Policy at every level. Inclusive education adds dimension to sub-sector policy goals and strategies and should be seen as an overarching checklist for strategic planning and implementation.

The guiding principle of inclusive education as stated by UNESCO (2008) is that inclusion is a process that responds to various needs of learners by increasing participation in education training, culture and community while preventing segregation and alienation in schools and in the larger society. Perhaps the most comprehensive definition that encompasses the needs of learners who are orphaned and vulnerable is given by UNESCO (2005), which defines inclusive education as a process intended to respond to learners' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized. This definition constitutes an essential element to advance the EFA agenda and requires an in-depth transformation of the education systems. Without inclusion, certain groups of learners are likely to be excluded. Inclusion should be a guiding principle for educational policies and programmes so that education can cater for the diverse needs of all learners including those who are orphaned and vulnerable.

Daniels and Garner (1999: 37) points out that the aim of inclusion is wider than the aim of other systems such as integration. Inclusion is intended to realize that all the people have a right to a high quality education, focusing on those who, due to differing reasons, are excluded or at risk of being marginalized. These groups vary depending on the country but, in general, include people with disabilities, those belonging to an ethnic or linguistic minority, those from isolated or poor areas, children from migrant families or without a birth certificate, those affected by HIV and AIDS, as well as those victimised by armed conflict or violence. Inclusive education reflects the values, ethos, and culture of an education system committed to

excellence by promoting education opportunities for all learners. Inclusive education is about building a more just society and ensuring the right to education for all learners regardless of their individual characteristics or difficulties (UNESCO: 2008).

Dyson (2001) also wrote about 'varieties of inclusion' which include certain broad principles of inclusion such as social justice, educational equity and school responsiveness to learner diversity. He suggests that these principles should be interpreted and applied by policy makers and practitioners according to the specific context, culture and circumstances of their particular country. The concept of inclusion will therefore have different meanings for different countries and should be applied in the unique ways that a specific context requires. He also emphasised that inclusion requires major changes and not just a tinkering of the education system.

2.3.1.2 Barriers to inclusion of vulnerable learners

The major impetus for inclusive education was given at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain in June 1994. Its conclusion was that *an inclusive education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities. The Conference proclaimed that regular schools with [an] inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system* (UNESCO, 1994: ix).

Despite these proclamations, most school systems are still confronting external and internal barriers. Children face external barriers before coming to and getting enrolled in schools. The nature of such barriers could be physical location of schools, social stigmatization or economic conditions of children. Sometimes non-availability of school or when it's located in area that cannot be accessed becomes the major barrier for children to get education. On walls and barriers confronting the school system today, it is observed that the removal of barriers and bringing all children together in school, irrespective of their physical and mental abilities, or social and

economic status, and securing their participation in learning activities, leads to the initiation of the process of inclusive education. Once walls within schools are broken, schools may move out of their boundaries, end isolation and reach out to the communities.

Ferreira and Graça (2006: 210) recommend some aspects that need to be included in teacher education in order to take full account of the diversity of the current school population. These aspects are learning difficulties and disabilities; emotional and behavioural problems; communication techniques and technologies; symbolic representation, signification and multiculturalism; different curricula; teaching methods and techniques and educational relationships. It is clear then that teachers need to have not only theoretical and practical knowledge but also the capacity to bring about optimal levels of learning for all students (Bakken, Aloia, and Aloia, 2002: 45). In addition to that Forlin (2010: 35) points out that teachers also need a detailed understanding of their roles as teachers which require 'self-critical perspective that involves constant involvement in a process of reflection and introspection'. She also adds that *'effective inclusive teaching also requires a high level of ethics and morals, an understanding that the teacher's role is not only to inform and facilitate learning but also to act as a role model for guiding the development of their students, and a commitment to enable inclusion to happen'* (Bakken et al., 2002: 65).

Moving towards more inclusive education systems requires a strong political will reflected in the development of long-term policies involving different sectors of government and civil society. It also requires the definition of legal frameworks which would establish the rights and responsibilities, as well as the provision of the necessary resources, in order to strengthen the existing systems for guaranteeing the right to education. It is a means to advance towards more democratic and fair societies. Quality education for all and the development of schools which receive learners from different socio-cultural contexts and with different capacities are powerful tools to contribute to social cohesion. Nevertheless, the development of more inclusive and egalitarian schools and societies cannot only be achieved by means of education, as social equity is necessary to guarantee the basic conditions leading to learning (Daniels & Garner, 1999:36). Through this process, the schools

may build their capacities to accept all learners from the local community who wish to attend and, in so doing, reduce the need to exclude learners.

In developing countries there is still a large proportion of children who are still out of school. Those who get enrolled are unable to complete minimum prescribed number of school years due to institutional barriers. The 'Salamanca Statement' also realized this situation when it argued that a school should, ...accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions. This should include children with disabilities, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized areas and groups (UNESCO, 1994: 6). It was emphasized that these inclusive schools, must recognize and respond to the diverse needs of their learners, accommodating both different styles of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities (UNESCO, 1994:11-12).

2.3.2 Inclusive Education in the context of Swaziland

The government of Swaziland is committed to free, universal inclusive primary education. To promote Education for All (EFA), the Swaziland government drafted the Inclusive Education Policy in 2005. The draft policy was implemented in 2006. To ensure consistency and the continuous quality improvement of the policy, an Inclusive Education Unit was formed by the Ministry of Education to monitor the draft policy. The policy emphasises that all primary schools must be sensitive to issues of inclusion when developing their School Development Plan. The School Development Plan has an inclusive education section with stringent requirements for record keeping and for making improvements in providing education for every child.

The policy of inclusion further refers to an approach that includes and meets the needs of all learners regardless of their gender, state of health, capacity to learn, level of achievement, disability, stage of development, financial or any other circumstance (Ministry of Education and Training 2011:16; Nxumalo and Lukhele 2012: 56; Pather and Nxumalo 2013: 430). The government of Swaziland also

embraced the international declarations that supported Education for All (EFA), and the rights of the child had since been clearly articulated in national policies. In addition to the constitution of the Kingdom of Swaziland, other policy documents that specify government's desire to achieve inclusive education include: Smart Programme on Economic Empowerment (SPEED); Poverty Reduction Strategy and Action Programmes; National Development Strategy (NDS); the National Policy Statement on Education; and the Draft for Inclusive Education Policy (The Swaziland Education and Training sector policy 2011; Nxumalo and Lukhele 2012; Pather and Nxumalo 2013).

The Kingdom of Swaziland's national response to psychosocial needs of children (2010:25) defines inclusive education as a policy approach that includes and meets the needs of all the learners. Furthermore, the Swaziland national children's policy (2009:25) stipulates that compulsory inclusive basic education be provided free for all children in the country, irrespective of gender, age, life circumstances, health, and disability, stage of development, capacity to learn or financial circumstances. The constitution of the Kingdom of Swaziland states that every Swazi child within three years of the commencement of this constitution has the right to free education in public schools at least up to the end of primary school, beginning with the first grade (Swaziland government 2005:38). The policy as detailed above appears to show the government has made valiant efforts to ensure that children such as the orphaned and vulnerable are not excluded from the education process.

The Kingdom of Swaziland has a constitution which came into force in July 2005. The national constitution, which was influenced by the Millennium Development Goals and Education for All, has made provisions for access to primary education for every child. Specifically, the constitution expresses education as an explicit constitutional right for every Swazi child as referenced in Section 29 (7) Rights of the Child (Swaziland government, 2005: 38-40). There are other pro-inclusive education national policies such as the National Development Strategy, Vision 2022 (1997), Smart Programme on Economic Empowerment and Development, (2005), Poverty Reduction Strategy and Action Plan of (2006). These policies also re-affirm the importance of education and the implementation of the Education for All agenda as an important programme aimed at ensuring efficient and equitable distribution of

educational resources and guarantees that all citizens have access to basic education (Smart Programme on Economic Empowerment and Development, 2005:10).

Swaziland as a developing country has been keen on following international trends as a way of respecting the rights of her marginalized members. Like other SADC countries, Swaziland embraced International Declarations that set the basis for Education for All and Inclusive Education. Swaziland has adopted Inclusive Education as a broad vision for Education for All. No child is excluded from education. The country believes that in an inclusive education system, a school place must be provided for every child of school age and barriers must be removed so that all children attend school unless there are exceptional reasons for their formal exemption from attendance (Ministry of Education, 2008:1, Ministry of Education, 2011:16). The idea is to develop an inclusive education system that enables all children and young people to learn effectively, wherever possible, in mainstream pre-school, schools, colleges and universities with appropriate teaching and support so that their individual needs are met. The curriculum and teaching methods used in every class in every school should take into account the different abilities of the children recognizing that children with or without any disabilities that are in the same class have different levels of ability and different support needs (Ministry of Education, 2008:1).

According to the Ministry of Education (2008:2) groups considered to be more vulnerable include children and youth with disabilities, orphaned children, abused and poverty stricken children. Children with disabilities suffer most of the constraints and their chances to get an education are weak given the current education system in Swaziland. Another group that is vulnerable is that of children who are in school but are excluded from learning. The education system itself and the way it is organized needs to be re-structured to make it more responsive to the diversity of learners' needs. This may ensure that learners who are raised in Children's homes are also supported in order to improve their academic performance.

2.4 THE RELATIONSHIP BETWEEN CHILDREN'S HOMES AND POOR ACADEMIC PERFORMANCE

According to UNICEF (2007: 42), it has been well documented that education is seriously and negatively affected by orphan-hood. These and other negative effects begin long before the parents' death and affect all areas of the children's homes lives. Each level of Maslow will be discussed in relation to orphans in children's homes and academic performance.

In a study based on Maslow's theory conducted in Ghana by Voyk (2011: 6), the researcher assumed that orphans would be challenged and have little or problematic access to basic resources they needed to survive including food, shelter and clothing. In the field, the researcher realised that access to food by orphans in children's homes was largely equal to that of any other child from a normal household. Furthermore, they had access to material support that often seemed to supersede other locals. Nevertheless, it was noted that the orphans were stigmatised, treated poorly and were vulnerable. The study also discovered that the orphans in the children's homes had access to good education but performed poorly in their academic work because they were often ridiculed, abused, taken advantage of and little was given to their mental wellbeing.

However, in her study of learners from children's homes in Mozambique, Claret (2008: 13) contends that learners from children's homes suffer from a chronic lack of basic needs, including going to school. She mentioned that this is because they totally depend on donors and government, which are not consistent in taking care of the physiological needs of the orphans. In addition, she pointed out that the lack of the basic needs among learners who stay in children's homes makes it unrealistic for them to cope at school. These learners focus on attaining food and not scholastic knowledge. Noted also was that orphaned and vulnerable children in children's homes are not well fed. They are always hungry and repeatedly served the same meals. If the physiological needs are not fulfilled on a regular basis, they dominate all other needs (Maslow, 1970:15-17). For example, learners who lack food and shelter due to orphan-hood, which are mostly found in children's homes, cannot benefit from schooling until the basic needs are met (Claret, 2008:15).

For safety needs, Maslow (1943: 377) believed that most children preferred a safe and predictable world where there is something that can be counted upon, not only for the present but also far into the future. Related to this view is Osofsky (2004: 160), who writes that safety is something that occurs when a child experiences the feeling of being safe and free from danger or threat. According to Claret (2008: 12), both these statements include elements that are utterly lacking for institutionalised orphaned and vulnerable children, especially in the developing world. Some children's homes are understaffed and overcrowded and sometimes lack qualified staff that can help learners with their academic work efficiently.

Other frequently mentioned problems are financial in nature or the fact that they lack proper security and caregivers who show little concern for the children's homes emotional needs. Children have to spend much time alone, are disliked and lack role models. They feel unsafe because they do not have a comforting reference. So, they lose hope and they do not trust in humanity making them bad citizens as adults since they spend less time with their caregivers and lack role models. They also spend too much time with others their own age and have no adult to guide them in difficult situations but refer to their peers. This was believed to stunt the children's homes development in many ways; linguistically, cognitively, and emotionally, which has an impact on their academic work (Claret, 2008: 25).

Love needs and belongingness are characterised by interactive and relational aspects such as to give and receive. This also includes the desire to be connected to others, to a group, to have personal relationship and enjoy friendships. This need is highly necessary for survival and Maslow believed that humans have an innate need for love (Claret, 2008:12). In addition, Sperling and Berman (1998: 19) believe that everyone is born with a desire to form affectionate relationship like attachments to a primary caregiver. This need is met with difficulty given that time for interaction in children's homes is limited due to low staff to children ratio (Bolton & Day, 2007:135-136).

Furthermore, Capps (2003:15) asserts that learners who do have a strong sense of belonging are more likely to be academically motivated and engaged in learning than

those who have a weaker sense of belonging. Capps further argued that stigmatised minority learners may feel unsupported and discouraged from school, which results in poor academic outcome. In addition, Zeanah (1999: 6) points out that attachment difficulty among children staying in children's homes stems principally from the lack of primary caregivers at a very young age. In other words, the lengths of time spent in children's homes as well as the age of the child are two vital components in the development of orphans as well as other attachment difficulties.

Osterman (2000: 268) states that the experience of belongingness is associated with important psychological processes. Children who experience a sense of relatedness have a stronger supply of inner resources. They perceive themselves to be more competent and autonomous and have high levels of intrinsic motivation. Moreover, they have a strong sense of identity, engagement, and performance. Those learners who have a sense of belonging have more positive attitudes toward school, class work, teachers, and their peers. They are more likely to enjoy school, and they are also more engaged. In addition, they participate more in school activities, and they invest more of themselves in the learning process. However, Claret's (2008:29) study discovered that some employees in the children's homes socialise with other staff members, which makes it difficult for the orphans to be attached to their caregivers and this affects their academic performance. This may also lead to troublesome behaviour or being withdrawn at school amongst orphans staying in children's homes.

Self-esteem is the basis of good interpersonal relationships and mental health. It is believed that for orphans and other vulnerable children to develop the concept of self-esteem, they need to have well-grounded and good bonding with the persons who are bringing them up. Unfortunately, this is usually difficult to achieve with learners from the children's homes because the caregivers do not have time to bond with them. Instead, they spend their time socialising amongst themselves, which affects the self-esteem of these orphans (Haludilu, 2005: 97).

In self-esteem, the need for self-respect also implies the need for an individual to attain positive self-concept and the respect for others, which enhances the individual's sense of dignity and self-worth (Mwamwenda, 2004: 344). Orphans and

vulnerable learners have feelings of inferiority and frustrations, which impact negatively on their self-esteem and give rise to disciplinary problems at schools. This leads to problems with quality control and classroom management in the school, disrupting curriculum coverage and resulting in poor academic performance of the orphaned learners (Nxumalo 2006: 35).

Claret (2008: 34) also states that some children's homes are owned by foreigners which make them to follow foreign rules. These children's homes also teach foreign values that make the orphans and vulnerable learners to be stigmatised more especially at school which impact negatively on their academic performance. The researcher further mentioned that some learners from the orphanage suffer from concentration difficulties and fatigue because they are overcrowded. They lack enough space to relax well at night, this according to the researcher result in general problems at school.

When the need for self-esteem is satisfied, the individual strives for self-actualisation. Self-actualisation refers to a person's constant striving to realise the potential within and to develop inherent talents and capabilities. Thus, every person strives to be the best he or she can in order to reach his or her full potential. Maslow (1970: 18) admits that the thin thread of human potential for self-actualisation may be overcome by a poor culture, bad parenting or faulty habits, and it never completely disappears. Therefore, striving, reaching beyond oneself, looking ahead and transcending the usual, mundane ways of living are important dimensions of self-actualisation. This self-actualisation is one of the basic human needs that most people, including orphans and vulnerable children, have to develop further and they need to move beyond where they are at that moment. "Self-actualisation is not a destination at which one can arrive but rather a goal towards which one is constantly moving" (Haludilu, 2005: 38-39).

Self-actualisation is the highest level of the needs model. An orphaned child or one who is vulnerable, neglected, hungry, or ill might not be motivated to become actualised in what he or she is potentially able to do (Maslow 1943: 382). However, Claret (2008: 36) argues that they are certain individuals who have an innate creativity that does not stem from the need to be self-actualising. Instead, they are

creative in spite of not having fully satisfied their basic needs and in his research he observed this kind of creativity in the children's homes as children solved problems in the face of adversity.

A study conducted by Harris and Schubert (2001), as cited by Makoni (2006: 46), noted that the percentage of learners who have lost one or both parents had increased from 12% to 17%. The study also noted that learners whose mothers were dead had a higher absenteeism rate than those learners whose parents were living or whose fathers were dead. Furthermore, the study revealed that the orphaned and vulnerable learners sometimes missed school to care for someone who was sick including accompanying the sick to the hospital or doctor while some were ill themselves. Makoni's (2006: 155) findings also pointed out that absenteeism is also caused by lack of other education costs such as bus fare, basic needs like food, clothing, which includes uniform and school fees, the top up fee amongst orphans in Swaziland. These factors, according to this researcher, compromise the learning outcomes of the orphans and vulnerable learners.

Levin and Haines (2007:222), argue that many children's homes experience "untrained caregivers and high caregiver-children ratio". In their study conducted in South Africa, they found out that the ability of caregivers to engage with learners in children's homes are compromised due to the level of education of caregivers and lack of training in child care as well as their work load. In addition to that, Beekink, Van Poppel and Liefbroer (1999:653) state that family income and parental education and level of education in particular have an impact on the survival of children. Makoni (2006:51) also mentioned that the lower the level of education of parents or caregiver, the less value they attach to education and the less likely they are to invest in their children's homes schooling, which may be reflected in lower enrolment of orphans. The status of the family is an important factor that can influence the educational outcome of the learner.

According to Brown and Iyengar (2008:21), generally, learners from homes with higher level of education more often transfer their cognitive competence as well their attitudes to the value of education to their children. Furthermore, these researchers mention that the orphanage caregiver level of education is more tied to positive

academic performance and fewer behavioural problems. Lassi, Mahmud, Syed and Janjua (2011:787) state that anxiety and depression on orphanage caregivers also has an effect on the academic performance of orphaned and vulnerable learners and is also associated with behavioural problems. According to these researchers, these behavioural problems often start very early in life. Due to their caregivers' anxiety and depression, the orphaned and vulnerable learners experience learning and reading difficulties, depression and hyperactivity. In addition to that, they kick and hit other learners.

Lassi *et al.* (2011: 792) conducted a study in which they compared the behavioural problems of children living in SOS Village of Karachi, Pakistan on the caregivers' anxiety and depression. In their study, they found that anxiety and depression of caregivers negatively impact on the academic performance of the orphaned and vulnerable learners. According to these researchers, this is because caregivers put on a number of commands and criticism towards the learners. The orphaned and vulnerable learners in turn respond with noncompliance and deviant child behaviour which persist to the classroom and cause learning difficulties. These researchers emphasised that the orphanage outcome is highly determined by the caregivers.

In a more particular approach, caregivers' behaviour is governed by three underlying themes that have been characterized as an "institutional culture" in children's homes from many countries over the last 60 years (Tharp-Taylor, 2003: 1). However, caregivers do not get emotionally attached to children and remain affectively disengaged and aloof because they believe children will be less able to adapt to harsher subsequent children's homes environment. The caregivers also want to avoid the pain of inevitable separation and minimise the amount of their work. Lastly, caregivers are highly directive and require child conformity. Thus, care giving chores are conducted in a business-like, perfunctory manner with little talking, minimum face and eye contact and limited social interaction and affectionate expression.

Many studies have been conducted on this relationship such as the studies on parental influence on academic achievement of learners, Jubber (1994) and Kinard (1998) mentioned that in assisting learners who are orphans, it is important that the focus be on learners who are achieving in spite of their parents' death. In addition,

Jubber (1994:139) found that there is an association between school performance and parental structure. Children who lived with both parents were found to perform better academically. "The single parent and any other type of parental structure affect school performance more negatively than does the two parental structures." The above studies suggested that orphans may be at risk, that is, when their parents die, their family structures change which exposes them to risk of academic problems.

Levin and Haines (2007:233) stated that children's home have been found to influence child outcomes including educational outcomes. Zeanah, Smyke, Koga, and Carlson (2005: 102) also pointed out that lack of connectedness has been demonstrated in the last 50 years of research and has recognised poor attachments as a major psychosocial issue in children. This was also supported by the St Petersburg- USA Orphanage Research Team (2008:1) which stated that one attribute of the orphanage environment, namely very limited caregiver-child social-emotional interactions and the lack of opportunity to develop impact negatively on the life of the orphaned and vulnerable learners in the children.

However, to affirm the relationship between the caregiver and the orphaned child and illustrate how it affects educational performance at school is again addressed in the research conducted by Zimmerman (2005:40) in Malawi. He states that it was possible to observe the children's homes attitudes towards their caregivers and infer about the relationship between them. Among orphans living in children's homes, all reported that one of their house partners had accompanied them to a clinic or hospital, and all reported that this parent had followed up after the medical treatment to be sure the child continued to heal, either by administering medicine or simply monitoring the child's improvement. This is supported again by Zimmerman, (2005:8), who states that "Children's homes residents view their caregivers as compassionate and loving, this sounds positive. However, the research about the quality of these children's homes has been mostly negative." As a result, this negative aspect affects their performance at school.

In addition, the research conducted by Zimmerman (2005:40) indicated that 80% of the orphans in children's homes gave some indication that their caregivers were loving and sympathetic while they were sick, either by allowing them a special

privilege or by demonstrating worry. However, the remaining 20% did not comment on their caregivers' attitudes during their narrative. Moreover, sympathy and love may or may not have existed, by virtue that the 80% of the children appreciated the intervention of the care givers in their personal social problem could be a clear indication that the possibility for them to remain motivated in school and earn good marks or grades can actually be positive. Another study in China conducted by Tu, Lv, Li, Fang, Zhao, Lin, Hong, Zhang and Stanton (2009:199) revealed that orphaned and vulnerable learners' educational expectations is significantly lower due to financial support.

2.5 EDUCATIONAL IMPLICATIONS CAUSED BY THE LENGTH OF STAY IN THE CHILDREN'S HOME

According to MacLean (2003:863), children in children's homes are intellectually compromised as a result of being orphaned and vulnerable and being in children's homes at the age when cognitive stimulation is most needed. Cognition refers to how people perceive, learn and think about information which is a vital part of human function and that includes academic work (Sternberg 2006:25). Similarly, St Petersburg- USA Orphanage Research Team (2008:3) points out that the age in which the child is adopted in the orphanage as well as the length of stay sometimes relates to the frequency and severity of longer term delays in the physical growth, mental and academic performance, internalising and externalizing behaviour problems. The researchers further mentioned that the deficits may persist in children who spend the first several years in children's homes like rigidity in thinking, inability to generalise solutions to specific problems, poor logical and sequential reasoning, poor concentration, attention regulation and restlessness which affect their academic performance.

A recent study by Van Ijzendoorn (2008:355) was carried out in meta- analysis of 75 studies on more than 3 888 children in different countries including Kenya. It was conducted in order to investigate the intellectual development of learners from the children's homes in comparison with those in foster families. The findings concluded that children growing up in children's homes showed substantial delay in IQ compared to those reared in foster families. Nevertheless, these researchers eluded

the intellectual delay of learners from children's homes to the poor development environment, length of stay and the age at which the learner was adopted by the orphanage, the caregiver insensitivity issues as well as lack of cognitive stimulation.

However, MacLean (2003: 860) points out that learners perform well in their school work if they are reared in better quality institution in which perceptual and sound environment have been enriched. The researcher also agrees with the other researchers that poor academic performance and repetition of grades has been found in learners from children's homes in connection with their length of stay in the children's home. The damage is greatest during the first years of life and increase dramatically with the length of stay in the orphanage. In addition to being irreversible, the resulting damage affects a wide range of psychological and social traits which in turn affect their academic performance (McKenzie, 1999: 130).

Zeanah and Boris (2000: 358) also argue that due to the length of stay and the age at which the learner was adopted by the orphanage, the learner may have learning difficulties adding to their behavioural challenges. Similarly, Nalven (2013:1) also mentions that children who had spent more than two years in an orphanage sustain a range of intellectual deficits resulting in poor school performance, including grade retention. Also mentioned is that the learners who live longer in children's homes and had medical problems, exhibited a greater degree of delay. However, contrary to that the researcher also states that though the length of stay impact on most of the learners intellectual development there are those who demonstrate normal development.

In addition, Save the Children (2009: 11,12) mentions that children exposed to children's homes under the age of five years, without a stable primary caregiver for a varying length of time suffer from disorganised, disoriented or disinhibited attachment disorder. The presence of attachment disorder is more common in children who have spent most of their infancy in the orphanage. However, this pattern according to this research is not an inevitable consequence of early deprivation and there are mediating factors that can ameliorate the negative effects such as the child being the favourite of the orphanage caregiver and receiving sensitive care giving. Further mentioned is that this is rare and children in children's

homes clearly have limited opportunities to form selective attachment. These learners perform poorly on intelligence test and become slow learners at school as well as attention seekers.

Browne (2009:11) conducted a study on the harm caused by the length of stay of orphaned and vulnerable learners in children's homes. About 17 studies measured social and behavioural problems that were more prevalent in children's homes compared with other children. Evidence of negative social and behavioural consequences for children raised in children's homes was reported by 94% of the studies, highlighting problems with anti- social conduct, social competence, play and peer or sibling interactions.

Oren (2012: 505) also asserts that hopelessness level of learners is affected by the age and length of stay of learners in the orphanage. As a result, it impacts negatively in their academic performance. This researcher argues that because the learners in children's homes spend their first years of life loveless due to poor child to caregiver ratio they experience loneliness, feelings of fear, despair and insecurity resulting in hopelessness which affects their school work. Oren conducted a research on Turkish children in the second grade at primary school who were either living with parents or living in an orphanage on hopelessness. The study had 130 participants, when data were analysed the findings showed that the hopelessness level of learners living in an orphanage was significantly higher than that of learners living in with their parents. According to Oren (2012: 502) hopelessness on the learners result in feeling of worthlessness, indecisiveness, inability to take action, as well as school failure and feeling of guilt.

2.6 THE ROLE OF EDUCATION IN SUPPORTING ORPHANED AND VULNERABLE LEARNERS

Learners who are orphaned and in vulnerable situations for whatever reason, but particularly because of HIV and AIDS, constitute a problem that is receiving specific attention in the education sector. Increasing numbers of local, national and international organisations are involved in advocating for and supporting those learners. The following are some of the intervention measures that have commonly

been undertaken by various organisations and government establishments both in Africa and the world in general to support the orphaned and vulnerable learners educationally.

2.6.1 The Department of Education and Non-Governmental Organisations

According to the Ministry of Education and Training (2011:21), the incidence of orphaning and vulnerability has always been a feature of the education system but has grown dramatically in scale since the advent of the HIV and AIDS pandemic. The government of Swaziland through the Department of Social Welfare in collaboration with the ministry of education provide a comprehensive, equitable, integrated and decentralised social welfare that addresses the vulnerability of the orphaned and vulnerable learners. The department also protects and promotes the rights of children in line with existing national and international legal framework to make sure that their rights including their rights to basic education are met. In an effort to support the orphaned and vulnerable learners, in 2013 the department was able to pay school fees for 78 890 orphaned and vulnerable learners (Performance Report 2013:6-7).

The Department of Social Welfare also train orphanage caregivers on Child Welfare Act. This act deals with children protection to make sure that the children's homes provide an environment conducive to the orphaned and vulnerable learners. The department further makes sure that orphans and vulnerable learners in children's homes have access to quality education. Professional counselling and guidance to the orphaned and vulnerable learners is also provided by the department (Performance Report 2013:12).

In 2006, the Ministry of Education in Swaziland began gradual introduction of universal primary education through orphaned and vulnerable learners' grants, the provision of free books and stationery for all children, and the reduction of school fees. Government grants of US\$ 7.2 million in 2006 brought back to school more than 80,000 orphaned and vulnerable learners (UNICEF 2007:3). A comprehensive approach to addressing orphaned and vulnerable learners retention in schools is being phased in through the schools as Centres of Care and Support initiative, which

seeks to make schools child-friendly through a strengthened protective school and community environment for children.

To further support the orphaned and vulnerable learners, the Swaziland government also implemented the Education For All (EFA) programme. This was done by introducing the Free Primary education in all public primary schools. With the help of the European Union, the programme was first introduced to grade one and two in 2010 and has been rolled up to grade six. The implementation of the Free Primary Education has helped in increasing the number of orphaned and vulnerable learners in schools (National Development Plan 2009/10- 2011/12:154).

The Child Protection Network in 2006 to 2010 also helped more than 140 communities to establish 438 of these innovative Neighbourhoods Care Points (NCPs), enabling daily support to more than 33,000 orphaned and vulnerable learners. This was launched by the Prime Minister in the presence of over 230 government, civil society stakeholders and children (National Plan of Action for the Orphaned and Vulnerable Children, 2011:13). Furthermore, the government of Swaziland through the help of World Food Programme and UNICEF has also been able to provide a feeding scheme in all primary school since 2008. This initiative has increased the school enrolment of orphaned and vulnerable learners as well as their attendance, cognition and educational achievement (UNAIDS, 2011:16)

Much of the intervention measures taken in Swaziland are also depicted by UNICEF (2009:4) on Swaziland Progress Report on support for UNICEF's Education in Emergencies and Post-Crisis Transitions Programme.

This report illustrates the stakeholder involvement which includes the National Coordinating Unit comprising mainline government ministries such as the Deputy Prime Minister's office, National Children's Homes Coordinating Unit and the Department of Social Welfare, the Ministry of Education and Training, Ministry of Health, Royal Swaziland Police (RSP), various NGOs, UN agencies and faith-based organisations. These sectors have joined efforts for the benefit and protection of the orphaned and vulnerable learners in Swaziland.

Save the Children Swaziland (2014:4) in an effort to support the orphaned and vulnerable girl learners pays school fees for 43 orphaned and vulnerable girl learners all over the country in grade seven and also provides school uniforms and other education-related material. The organisation also provides psychosocial support to the orphaned and vulnerable girl learners through workshops to enable the girls to have resilient skills. The programme further seeks to boost the self-esteem of the girls which enables them to open up and express issues bothering them. With the increase in HIV/AIDS prevalence in many African countries, Ministries of Education have been proactive in including HIV/AIDS education in primary school curriculum.

2.6.2 Engagement of schools on supporting the orphaned and vulnerable learners

Schools provide venues for the exchange of ideas and learning. Schools do not exist in a vacuum, but play an integral role in any community. Schools also play an important role in supporting all the dimensions of a comprehensive response to HIV/AIDS including prevention, treatment, care and support. They offer the infrastructure to reach a vast number of young people before they become infected. They are also used as a care-giving centre for orphaned and vulnerable learners and as a site for data gathering for the orphaned and vulnerable learners (Dibinga, Anah, & Matinhure, 2006:3).

Furthermore, research has shown that schools, particularly teachers, should be targeted for HIV/AIDS life skills education to enhance the access of education for orphaned and vulnerable learners, more especially for girl learner in order to reduce their own risks to HIV/AIDS (World Bank, 2002:3). Educators are seen as caregivers and the school as the care-giving environment. The educators are the only adults other than the learners' care-giving family with whom learners interact on a daily basis. Schools as care-giving environments provide a unique opportunity for HIV/AIDS intervention in the lives of their staff, learners and communities. As a result of substantial investment of resources in education and other government policies, countries like Kenya and Zambia saw impressive gains in education access at all levels (Arjun, 2002:10). In as much as it was a basic children's homes right to get education, this benefited the orphaned and vulnerable learners as well.

Jacob (2005:15) argues that schools cannot drastically reduce risk-taking behaviour without having comprehensive support in a variety of ways by the broader community and it is unrealistic to expect educators alone to be responsible for the education and hence the changing of high-risk behaviour patterns amongst learners. In support to this, H.E. Absalom Themba Dlamini former Prime Minister of Swaziland National Plan of Action for Orphaned and Vulnerable Children (2007:3) stated that "... there are community support groups like *Lihlombe lekukhalela and Banakeleli* that has been set up in the country to address the issues of orphans and vulnerable learners in the communities.

As in the case of Swaziland, the government of Swaziland in partnership with UNICEF have equally advocated for the creation of the child-care- points. Since 2000, UNICEF's regular programme has worked closely with an 'Orphans and other Vulnerable Children's homes network' which has grown to include more than 100 government and civil society partners in a 'Child Protection Network'. They have developed a community-centred model to establish an infrastructure of volunteer protectors of orphaned and vulnerable learners at neighbourhood levels, through 'Neighbourhood Care Points' (NCPs). UNICEF (2007:3) humanitarian action-Swaziland has advocated an act for Child Protection. This act has brought hope because the 'invisible' in their homesteads has become visible in the NCPs, raising consciousness of orphaned and vulnerable learners issues in their own communities, among service providers, for national leaders, and among donors.

The schools also started providing a programme called All Children Safe at School in a number of schools in 2003 in a bid to provide a comprehensive package of measure that would enable orphaned and vulnerable learners to access education (UNICEF, 2009:36). This programme used grants to provide meals for the learners and farming opportunities which established school gardens in the schools. The programme also improves water sanitation in the selected schools. In addition, the schools offer a programme called *Inqaba* which was established in 2006 in all primary schools. The aim of the programme is to create a child friendly environment in the school so that orphaned and vulnerable learners are accommodated and have access to education (Ministry of Education and Training, 2013:32).

2.6.3 The involvement of faith-based organisations

Faith-based organisations also provide support to orphaned and vulnerable learners. UNICEF (2003:11) conducted a study in Uganda, Kenya, Mozambique, Namibia, Malawi and Swaziland on these organisations and found that they give support to the orphaned and vulnerable learners through paying school fees for primary education in particular. The study also concluded that these organisations especially the Roman Catholic Church provide school fees for those in children's homes. Some programmes provide school uniforms, books, equipment and boarding fees. The findings of the study also concluded that the faith-based organisations also provide orphaned and vulnerable learners with psychosocial support.

World Vision, a faith-based organisation through Hong Kong funding has been able to support the orphaned and vulnerable learners by paying their school fees, building houses, providing food and buying clothes for them. The organisation also provides the orphaned and vulnerable learners with livestock like goats and cows so that they can develop life skills and have nutritious diet through the milk from these livestock. The organisation further trained pastors from different communities to become caregivers and help the different churches to plough gardens so that they provide the orphaned and vulnerable learners with vegetables on weekly basis. In addition, they also train home visitors who visit and give psychosocial support to the orphaned and vulnerable learners. These caregivers also help the orphaned and vulnerable learners with their school work (World Vision, 2010: 9).

2.7 CONCLUSION

Many factors do affect the output of orphaned and vulnerable learners, especially those housed in children's homes. However, this literature study focused on caregivers and length of stay in the orphanage as a fundamental factor that influenced the learner's academic performance. The study considered the theoretical input borrowed from Abraham Maslow's theory that for the final expected outcome of an individual which is desired to be obtained, he or she must have gone through the later stages of physiological needs, safety and security, and belonging. It is from this that this study was motivated to consider the fundamental aspect of security and

belongings from the perspective of caregivers and the length of stay in the orphanage and how they could influence the outcome of the orphaned and vulnerable learner. It has also been noticed that despite the vast range of support geared towards children's homes by different organisations, the orphans and vulnerable learners' educational performance has not been improved to a satisfactory level. Therefore, it is imperative to explore different dimensions involved in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter focused on reviewing literature on the educational implications of orphaned and vulnerable learners living in children's homes in Mbabane. In this chapter, research design, data collection and data analysis methods are discussed. The study population is described and the study sampling procedure is explained. The chapter also discusses the ethical guidelines followed during the data collection stage of the study.

3.2 RESEARCH DESIGN

A research design is the plan of the study that provides the overall framework for collecting the data. It outlines the detailed steps in the study and provides guidelines for systematic data collection (Leedy & Ormrod, 2005:94). In addition, Merriam (2002: 27) states that a research design is similar to an architectural blueprint. It is also a plan for assembling, organising and integrating information, that is the data and it results in a specific product namely research findings. According to Basit (2010:185), though qualitative data is gathered from smaller numbers, it is likely to be detailed and in-depth. Furthermore, Tatek (2007:3) asserts that a research design need not to be fixed since the research process itself is dynamic and flexible. A qualitative research approach was used in this study and the specific design of choice was a case study. The qualitative approach case study is an approach that facilitates exploration of a phenomenon within its context using a variety of data sources. It is an ideal design because it provided the researcher with an in-depth understanding of the role that is played by the children's home on the academic performance of the orphaned and vulnerable learners. As the research was conducted in different settings, a multiple or collective case study was considered as it allowed the researcher to analyse within each setting and across settings.

3.2.1 Case study

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2003: 13). Furthermore, a case study is a problem to be studied which will reveal an in-depth understanding of a “case” or bounded system, which involves understanding an event, activity, process, or one or more individuals (Creswell, 2002: 61).

Therefore, case study research is a descriptive research that involves describing and interpreting events, conditions, circumstances or situations that are occurring in the present. Moreover, it seeks to engage with and report the complexities of social activity in order to represent the meanings that individual social actors bring to their social settings. It excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

In other words, it is inherently a very flexible methodology. In practice, a case might typically refer to a person, a learner, a teacher, an administrator or an entity, such as a school, a university, a classroom or a programme. In some policy-related research, the case could be a country. Case studies may be included in larger quantitative or qualitative studies to provide a concrete illustration of findings, or they may be conducted independently, either longitudinally or in a more restricted temporal period.

Unlike ethnographic research, case studies do not necessarily focus on cultural aspects of a group or its members. Case study research may focus on a single case or multiple cases. This study followed a case study design and it was based on children’s homes home located in the city of Mbabane in Swaziland only. Data were comprehensively collected from such homes as well as the schools where the learners of such homes were enrolled including the teachers.

3.2.1.1 Strengths of case study method

The strength and weaknesses of the case study as a method of research can be articulated as follows (Yin 2003: 9-11):

- It involves detailed, holistic investigation of all aspects of the unit under study.
- It can utilise a wide range of measurement tools and techniques.
- It enables the researcher to assess and document not just the empirical data but also how the subject or institution under study interacts with the larger social system.
- Case study reports are often written in non-technical language and are easily understood by laypersons.
- They help in interpreting similar other cases.

3.2.1.2 Weaknesses of case study method

- The small sample size prevents the researcher from generalising to larger populations.
- The case study method has been criticised for use of a small number of cases and offer no grounds for establishing reliability or generality of findings.
- The intense exposure to study of the case biases the findings.
- It has also been criticised as being useful only as an exploratory tool.
- Case studies are often not easy to cross-check.

Yin (2009: 19), a recognized leader in case study methods, emphasised that case studies may also be useful for explaining presumed causal links between variables (for example, treatment and intervention outcomes) “too complex” for survey or experimental designs. Furthermore, they may describe the real-life context in a causal chain, illustrate specific constructs, and illuminate a situation when outcomes are not clear. Theoretical ideas are important in case study design and are usually developed prior to data collection, since they guide the type of data collected. These can be “stories” that relate to events in a process or describe traits and abilities within a structural framework and are instrumental in explaining complex results.

Yin (2009: 52) also believes that case studies are “eminently justifiable” in several circumstances, including critical theory testing, unique situations, and typical cases that are especially revealing or require observation and data collection over time. Although a case study design may include only a single case (perhaps one person, classroom, or school), designs built around multiple cases (or at least two) are often more informative, given their potential to replicate findings and test or rule out rival explanations. According to McMillan and Schumacher (2014: 32), a case study examines a bounded system or a case over time in-depth employing multiple sources of data found in the setting. The case in this study is a set of individuals bounded in time and place.

3.3 SAMPLING PROCEDURE

According to Liamputtong (2013: 14), qualitative research is concerned with in-depth understanding of the issue under examination. It relies heavily on individuals who are able to provide rich accounts of their experiences.

According to Morse (2006: 530) as cited in Liamputtong (2013: 14), qualitative research works best with small number of individuals. Furthermore, qualitative research searches for meaning rather than frequency. It also aims to examine a process or the meanings that people give to their own social situation. According to Springer (2010: 189) the main function of a sample is to allow the researcher to conduct the study to individuals from the population so that the results of their study can be used to derive conclusion that will apply to the entire population. The procedure that was followed in selecting the sample of this study is given below.

3.3.1 Research site

De Vos, Strydom, Fouche and Delport (2002: 282) mention that an ideal research site should be easily accessible, co-operation with the participants easily achieved and the researcher should feel at ease to acquire the information for the study. The research sites for this study were accessible to the researcher because she teaches in one of the schools that forms part of this study and the school is also in the same compound with the children’s homes. The study was conducted in three schools around Mbabane. Mbabane, the capital city of Swaziland is found in the western part

of the country in the *Hhohho* region, which is 19.15 km away from the Republic of South Africa boarder Oshoek (Maps of Swaziland & Mbabane, 2005: 3). These schools are close to one another and located in the formal settlement of the capital city. Most of the learners in these schools are from the Children's homes. These schools are labelled as school A, B and C, and their profiles are presented below.

School A is located 8 kilometres from the capital city, Mbabane. It has fourteen classes, a library, a Home Economics department, a garden and a big school hall as well as a school kitchen. The classes are big and overcrowded. There are three teachers who are well trained for the Inclusive Education. The school has enough recreational facilities like a big playground and provide sports activities like soccer, netball, basketball, volley ball and swings. There is enough reading material in the library. The school kitchen provides the learners with breakfast and lunch. A large number of learners are from the Children's Home because the school was built to provide education for the learners from the Children's Home.

School B is 4 kilometres from the capital city and 300 metres from the main road. The school has a sloppy ground with a vast playing space. There is a school kitchen as well that provides breakfast and lunch to the learners as well as a school garden that provides vegetables for the school kitchen. There is a playground for both netball and soccer which is the only sports activities done in the school. It has fourteen classes and also very crowded due to the implementation of the Free Primary Education which is being rolled out in all primary schools in Swaziland. The school building has a lot of steps and there are no ramps to give easy access to the environment for learners who are on wheel chairs. The school has enough furniture for the learners. There are two qualified teachers for the Inclusive Education.

School C is also 4 kilometres away from the capital city and 500 metres away from the main road. It is referred to as a resource school for Inclusive Education for Mbabane cluster schools. The school was transformed to a resource school when the country started implementing the Inclusive Education in all schools in response to the Education for All goals (National Development Plan 2009/10- 11:1156). The school is well equipped for Inclusive education, it has well qualified teachers for Inclusive Education and there are ramps for learners on wheelchairs as well as

Braille lessons for learners with visual impairment. Some of the teachers in school C are well trained in Psycho Social Support programme. There are fourteen classes in the school, a playground, school kitchen and a garden.

Only one Children's home was used as a research site in the study. This Children's home is located 8 kilometres away from Mbabane at *Sidwashini* Township. It was built in response to the ever increasing number of orphaned and vulnerable learners in Swaziland to provide specialised family-based care for homeless and destitute children. The organisation work focuses on the abandoned, destitute, and orphaned children requiring family-based care. Another purpose of building the children's homes was to build families for children in need and further help them to shape their future by ensuring that children receive education and skills training they need to be successful and contributing members of the society. The work of SOS Children's homes Village in Swaziland started in the 1980s and the national SOS Children's homes Village in Mbabane was founded in 1987 (Wikipedia SOS Children's Village, 2012).

The children's home has a beautiful garden which is well taken care of with all the houses well furnished. There is running water and electricity. Learners have adequate sleeping space since each one of them owns a bed. There is also a large area for the learners to play, swings, ball games field as well as an access to health care since there is a hospital within the children's homes compound. In addition, learners have enough study space. However, they have a shortage of reading material and educational toys to enhance their learning.

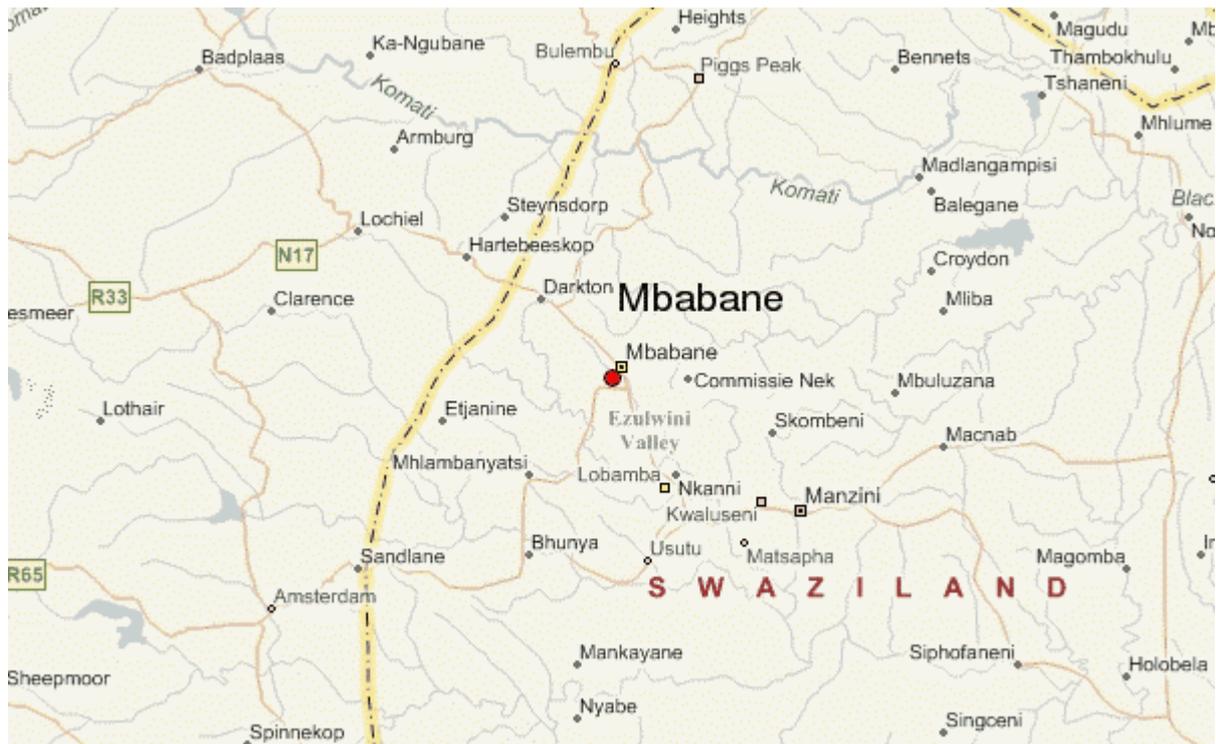


Figure 3.1: Map of Swaziland

3.3.2 Selection criteria and sampling

A researcher usually chooses between either comprehensive sampling or purposeful sampling. The latter provides a strategy where groups are usually large and resources not plentiful (McMillan & Schumacher, 2006: 319). The chosen sampling strategy for this research is purposeful sampling. The participants were chosen through identification from prior information; this helped to enhance data quality. Qualitative research heavily relies on purposive sampling strategies (Liamputtong 2013: 14). Purposive sampling refers to the deliberate selection of specific individuals, events or settings because of the crucial information that they can provide that cannot be obtained so well through other channels.

Furthermore, Liamputtong (2013: 14) argued that the logic and power of purposive sampling lie in selecting information rich cases for the study in-depth. Information-rich cases are individuals, or events or settings from which researcher can learn extensively about the issue under examination. Through continued use of techniques, the researcher learns how to choose informants efficiently and wisely, and to choose the level of analysis necessary to answer certain objectives. As one

becomes more familiar with a method, a higher skill level is expected to be obtained (Bridges & Lau, 2006: 116). Purposeful sampling seems to be the most widely used sampling method especially in the context of qualitative research. Basically, it is a method of sampling in which the researcher select subjects who have experience or knowledge of the issue/s being addressed in the research.

Marshall (1996: 522) notes that purposive sampling may take the form of maximum variation approach in which the researcher identifies varied characteristics of the target population and then select sample of subjects that matched the identified characteristics. The choice of variables will depend on researcher's knowledge of his area of research, information gained from relevant literature, and clues from ongoing study. From school records, lists of orphaned and vulnerable learners who are residing in the children's homes were selected. Furthermore, teachers who teach learners from the children's homes were purposively selected in three nearby schools as well as caregivers who care for the selected learners. According to McMillan and Schumacher (2014: 152), the researcher selects particular elements from the population that will be representative or informative about the topic of interest. My participants were purposely selected as they deemed to bring rich information to my study.

3.3.3 Sample size

A sample is a portion of the total set of objects, events or persons that together comprises the subject of the study and is studied to understand the population from which it is drawn (De Vos, Strydom, Fouche & Delport, 2011:193). In addition, qualitative researchers focus on the quality of information rather than the size of the sample (Burns & Grove, 2005: 358). In qualitative research, the number of samples is adequate when the emerging themes have been efficiently and effectively saturated with optimal quality data and sufficient data to account for all aspect of the phenomenon have been obtained (Liamputtong, 2013: 19). Tjale and De Villiers (2004: 242) also assert that the sample size depends on when saturation is reached, that is, when no new themes emerge from the data. In the present study adequacy was reached when there was repetition of themes from data collected from all the participants. The table below outlines the sample size of my study:

Type of respondents	Frequency
Care givers	6
Teachers	6
Learners	6
Total	18

Table 3.1 Sample

3.4 DATA COLLECTION

Burns and Grove (2005: 733) describe data collection as a process of gathering information from identified participants in a precise, systematic manner to answer a research question.

3.4.1 Data collecting instrument

All participants were interviewed using semi-structured interviews which are also called in-depth interviews. Researchers use the semi- structured interviews in order to gain a detailed picture of participant's belief about, or perceptions or accounts of, a particular topic.

They are especially suitable when one is particularly interested in complexity or process, or when an issue is controversial or personal (De Vos, *et al.*, 2011:151-352). Their aim is to elicit rich information from the perspective of a particular individual and on a selected topic under investigation. Furthermore, they also aim to explore the insider's perspective (Liamputtong, 2013: 52). Marvasti (2004) as cited in Liamputtong (2013: 52) states that semi – structured interviews permits the researcher to delve into the 'hidden perceptions' of their participants. Furthermore, Hesse-Biber and Leavy (2011:98) assert that in-depth interviewing method is particularly valuable for accessing subjugated knowledge which makes it suitable for collecting information from vulnerable and marginalised people.

According to Corbin and Morse (2003), Taylor (2005) and Low (2007) as cited by Liamputtong (2013: 71), in- depth interviewing has some advantages:

- It is valuable for exploring research topics when little is known about them or the issue is complex.
- It allows researchers to examine the perceptions of the participants and how they give meaning to their experiences. Hence, it assists researchers to address research issues from the subjective experience of their participants.
- The participants' own words can be captured by the method and hence the researcher can focus on issues that are important to the participants.
- It gives the participants more power and control over what and how they will speak in the interview.
- It provides opportunity for the researcher to probe and explore the great depth, and to follow-up clarification immediately.
- The researchers are able to observe and record non-verbal behaviour during the interview.
- The interview is flexible and can be carried out to suit the needs of the participants.
- The method needs minimum specialist equipment; only a tape recorder is required.
- The process is based on existing skills of conversation and communication that most people possess.

Whereas Tylor (2005) and Low (2007) as cited by Liamputtong (2013: 71) in addition to advantages also provide some disadvantages:

- It is a time – consuming process, particularly in terms of transcription and data analysis.
- The interview format may differ between participants and can be problematic for novice researchers.

- Interviews may only obtain individuals' reconstructions of events but not how they may actually do it. Researchers may have to use other methods to observe what people do, such as observation and ethnography.
- It can be difficult for a novice researcher to conduct good quality interview because it requires sound knowledge and technique to elicit in-depth information from participants.
- More complicated interviews or interviews with some groups of participants require complex skills in the researchers. Without sound practice and experience, the interview may not go well and the information collected may not be good enough.
- The method may be very demanding and often exhausting for the researchers this is particularly so when the research involves vulnerable and marginalised people.
- Other social structures such as the class, gender, ethnicity and age of the researcher can have an impact on the interview process. Therefore, the position of the researchers must be taken into account during the interview and in the interpretation of the data.

3.4.2 The interview procedure

An appointment for the interview was made after the participants had agreed to participate in the study. The date, time and venue convenient to the participants were also agreed on. A tape recorder that records for a long time was tested to ensure its functionality. According to Blaxter, Hughes and Tight (2008: 173), tapes that record for a long duration of time must be used to avoid disturbing the participant's line of thinking during the interview and the researcher by changing tapes. I had a set of predetermined questions on the interview schedule to guide the interview and open-ended questions were used.

All the interviews were conducted at the agreed venues. I ensured a conducive atmosphere by selecting a well-lit, ventilated and quiet place. The former was created by greeting and politely thanking the participants for their willingness to

participate in the study. The learners were interviewed in their schools after obtaining a written consent from their caregivers. The caregivers were interviewed in the children's homes and the teachers were interviewed in their respective schools. I introduced the subject of the study. Informed consent was obtained after the purpose of the study and the objective of the study were explained to the participants as well as why they were chosen to be participants in the study. The participants were made aware that they are not obliged to participate and they can withdraw at any time of the study. Ethical issues of confidentiality and privacy were strictly observed.

I listened attentively during the interview for the content, sequence of the events and emotions for further questions probes. Participants were not interrupted by the researcher during the interview to avoid disturbing the line of thought; instead questions were noted down for later reference. Furthermore, participants were given time to frame their responses. I rephrased the questions if the participants show facial confusion or doubt but avoid leading the participants to respond in a way that would invalidate the data.

Audio tape recorder was used to capture the information from the participants. Permission was asked from the participants. The use of audio tape recorder allowed the interviewer for an eye contact which makes it easy to observe non-verbal cues, participants could speak normally while the researcher pays full attention to what is said and can ask for clarification where necessary. Rossouw (2003: 143) states that using an audio tape recorder is advantageous because all the information is captured and the tape provides detailed and accurate information which cannot be elicited from memory. The researcher assured the participants that the tapes will only be accessible to the researcher and the supervisor of the study. Participants were also assured that the tapes will be destroyed after completion of the report.

3.5 DATA ANALYSIS

Data analysis is the process of bringing order, structure and meaning to the mass of collected data (De Vos, *et al.*, 2011: 397; Liamputtong 2013:241). It is also conceived as the activity of making sense of, interpreting and theorising data (Schwandt, 2007: 6) as cited in (De Vos *et al.* 2011:397). These authors further state

that data analysis can begin soon after the first interview has been undertaken and transcribed. The researcher should dwell with the data in order to gain understanding of what the data is trying to convey. The process of data analysis needs a high degree of dedication to reading, intuition, analysis, synthesis and reporting of the discoveries. The researcher should pay attention to what is seen, heard and experienced to discover the meaning.

Polit and Beck (2008:763) assert that in analysing qualitative data, the researcher should deliberately and carefully scrutinize the data presented. This must be read over and over in search for meaning, deeper understanding and insight which is called immersion to the data. Immersion assists the researcher in identifying and extracting significant statements from the data as the understanding of the context intensifies (Streubert Speziale & Carpenter, 2003: 69). Similarly to these authors, data analysis for the present study started immediately after I had completed the transcription of all the interview sheets. It has been mentioned that in this study data were collected from six caregivers taking care of orphaned and vulnerable learners in children's home, six teachers teaching orphaned and vulnerable learners from children's home and six learners residing in children's home.

3.5.1 Method of data analysis

Analysing qualitative data typically involves immersing oneself in the data to become familiar with it. It also involves looking for patterns and themes, searching for various relationships between data that help the researchers to understand what they have, then visually displaying the information and writing it up.

Patton (1987:115) indicates that three things occur during analysis: data are organized, data are reduced through summarisation and categorisation, and patterns and themes in the data are identified and linked. LeCompte and Schensul (1999: 140) suggest that data analysis be done as data are collected in the field, as soon as possible after the data have been collected, both while the researcher is still in the field, and later, when the researcher is no longer in the field. They describe in-the-field analysis as including inscription, description, and transcription.

Qualitative researchers have shared a variety of strategies used to analyse qualitative data. For example, to analyse data, LeCompte and Schensul (1999:147) suggest:

- **Looking at the theoretical framework.** The theoretical underpinning provides the lens through which the data are viewed and helps the researcher to situate the results in the theory, which helps to facilitate the understanding of the data within that theoretical perspective. In the context of these studies, the theoretical framework was indeed used as a reflection and modelled the collected data hence giving the researcher an opportunity to analyse data within the theoretical boundaries suggested in chapter two of this study. Findings were viewed and discussed in the light of how well they support or deviate from the theoretical framework provided.
- **Reviewing the research questions.** The research questions in qualitative studies are used to guide the design and implementation of the study. They are the questions one wants answered by the study; hence, it is important to view the data in terms of ensuring that sufficient data were collected to enable the researcher to answer the questions posed within the study. As of part of data analysis, this study specifically used the collected data to comprehensively answer the research questions thereby ultimately meeting objectives of this study.
- **Creating summaries of interviews or survey results.** Peer review is an effective way to help researchers begin to make sense of the data by encouraging the researcher to summarise what has been found thus far. I summarised data collected from all the participants and systematically, categorised similar concepts and developed the pattern of immersing from the data.
- **Creating vignettes.** These snapshots provide an overview or summary of data, encouraging the researcher to organise the data into smaller segments that help to develop understanding.

Merriam (1998:187) included five categories or stages of analysis:

- **Narrative:** these techniques include suggested actions that are preparatory to the coding process or which help the researcher to derive meaning through narrative approaches, such as narrative reading or writing of textual data. I extensively used this method during the procedure of data analysis.
- **Coding:** these techniques apply to those actions that involve organising and reorganising the data into categories that enable the researcher to identify relationships between and among categories. It was imperative that data from various be coded in order to develop patterns which would make interpretation easier and accurate.
- **Interpretation:** these techniques are those actions that enable the researcher to make meaning from the narrative and coding activities and facilitate the researcher's understanding of the conceptual framework generated through the coding process.
- **Confirmation:** these techniques enable researchers to be confident that the interpretations they have derived are from the data and not from researcher construction. I used this strategy especially when comparing findings with other relevant literature in previous studies.
- **Presentation:** these techniques are those actions that researchers may use to present the findings to a particular audience in a cogent manner and which serve as a tool for further analysis and explanation. I used many presentation methods including narration and tables to logically present the data.

3.6 MEASURES TO ENSURE TRUSTWORTHINESS AND CREDIBILITY

Trustworthiness refers to the quality of the research findings. It focuses on ways which a researcher or reader judges the quality of the findings (Miles and Huberman 1994: 277). The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985:290). This is quite different from the conventional experimental precedent of attempting to show validity, soundness, and significance. In any qualitative research project, four issues of trustworthiness demand attention: credibility, transferability, dependability, and confirmability.

3.6.1 Credibility

Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985:296). McMillan and Schumacher (2014:2) also define credibility as the extent to which the results of the study approximate reality and are thus judged to be trustworthy and reasonable. To address credibility I enlisted the help of a competent expert my supervisor who was responsible for guiding the construction of the interview questions, meeting with me as I refined my procedure for conducting the study, after I collected the data, and periodically during the process of data analysis. During the study, my supervisor received regular progress reports of the project, and posed questions regarding the research question, methodology, ethics, trustworthiness, and other research issues. She made observations, suggestions, and posed questions throughout the process. Her role was generally consistent with that defined by Lincoln and Guba (1985: 316).

3.6.2 Transferability

Transferability is the degree to which the findings of this inquiry can apply or be transferred beyond the bounds of the project. It also refers to the probability that the study findings have meaning to others in similar situations (Polit and Beck 2008: 539). In addition to that De Vos et al (2012:420) state that for transferability in a qualitative study to encounter challenges, the researcher can refer back to the original theoretical framework to show how data collection and analysis will be guided by concepts and models. By doing so the researcher states the theoretical parameters of the research. In this study the available audit trail on the research process allowed for transferability judgement in similar situations. To ensure transferability in this study the findings were also found to be congruent with Maslow's Hierarchy of Needs Theory and other studies on the same phenomenon.

3.6.3 Dependability

According to Polit and Beck (2005: 539) dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory

generation. It also refers to the stability of data over time and over conditions. In addition, dependability refers to the degree to which the reader can be convinced that the findings did indeed occurred as the researcher says they did (Maree, 2012: 305). The study must provide its audience with evidence that if it was repeated under similar circumstances or context, it will yield similar results (Polit and Beck 2008:539). Holloway (2005:289) also asserts that qualitative research report should provide a clear path of decision- making process so that trustworthiness or validity thereof can be established. In this study my supervisor followed the process and procedures that were used when conducting the study to determine if they were acceptable. The research objectives were checked by my supervisor to clarify and congruency with the research design. Findings were also validated by the participants that they accurately reflect their experiences.

3.6.4 Confirmability

Confirmability is a measure of how well the inquiry's findings are supported by the data collected (Lincoln & Guba, 1985). It refers to the degree to which the findings of the study are a result of the participants responses and conditions of research only, without biases, motivation and perceptions of the researcher (De Vos et al,2005: 347). Furthermore Polit and Beck (2008:539) state that confirmability is a criterion for evaluating quality of data in terms of its objectivity or neutrality. Rossouw (2003:261) mentions that a study that demonstrates credibility, transferability and dependability is said to possess confirmability.

To address the issue of conformability in this study, the research process was given in detail giving a complete picture of how the process was done. Member checking was also done. According to Cohen, Manion and Morrison (2001: 36) member checking is when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data was originally taken. According to the qualitative research guidelines project (Cohen et al, 2001: 36-37), the positive aspects of member checking include the following:

- Provides an opportunity to understand and assess what the participant intended to do.

- Give participants an opportunity to correct errors and challenge what is perceived as wrong interpretation.
- Provides the opportunity to volunteer additional information which may be stimulated by the playing back process.
- Gets respondent on the record with his or her reports.
- Provides an opportunity to assess adequacy of data and preliminary results as well as to confirm particular aspects of the data.

Lincoln and Guba (1985:315) consider member checking as vital in the establishment of the credibility of qualitative data. Furthermore, Polit and Beck (2008:254) emphasise that *“in a member check, researchers provide feedback to study participants about emerging interpretations, and obtain participants realities; participants should be given an opportunity to react to them.”*

I completed member checking with the eighteen participants. All the themes, categories and sub-categories were given to the participants in printed version and were discussed in face-to-face meetings. The participants offered comments on whether or not they felt the data were interpreted in a manner congruent with their own experiences and all the participants involved in the study rated the findings of the data analysis as relevant and accurate.

3.7 ETHICAL CONSIDERATIONS

Ethical considerations are a set of moral principles that aim to prevent research participants from being harmed by the researcher and the research process (Liamputtong, 2013:36). It is the responsibility of the researcher that ethical issues and standards are critically considered when conducting a study. In the present study I adhered to the ethical principles which include permission, informed consent, self-determination, confidentiality, anonymity and publication of findings.

3.7.1 Permission to conduct the study

Permission to conduct the study in the three schools around Mbabane was requested from the Ministry of Education and the children’s home through writing

and was granted. A proposal of the study was submitted to the Ministry of Education as per their requirements to having a permission to conduct any research in the schools. Letters were written to the schools by the Ministry of Education to inform the principals about the research. The permission to conduct the study in the children's home was also given to me in writing. A written informed consent form was made available for participants to sign soon after the purpose of the study and data collection methodology was explained to them.

3.7.2 Informed consent

Informed consent is the provision of information to participants about the purpose of the research, its procedures, potential risks, benefits, and alternatives so that the individual understands this information and can make a voluntary decision whether to enrol and continue to participate (Liamputtong, 2013: 39). This author also contends that for the researcher to make sure that participants are able to give full informed consent, they should provide a full disclosure of the nature of the research. According to Polit and Beck (2008: 172), the researcher has an obligation to provide the participants with relevant, true and adequate information about the research in order to obtain informed consent. In addition, Greig, Taylor and Mackay (2013: 255) state that gaining informed consent should involve giving appropriate information and advice that is relevant to the individual's understanding of the consequences of their participation.

In this study, the participants were given adequate information about the purpose of the study and the objectives to enable them to make informed decisions on whether to participate in the study or not. All participants were assured from the beginning and during the interviews that they have the right to withdraw from the study at any time and that there will be no penalty attached to the decision. The participants gave written permission after the consent form was read and discussed. Liamputtong (2013: 39) as well asserts that because children cannot give their own consent legally, researchers have to secure informed consent through adult gatekeepers such as parents and guardians. Therefore, the learners' consent forms were signed by the caregivers.

3.7.3 Confidentiality

It is the researcher's responsibility to protect all data gathered during the study from being divulged or made available to any other person and to ensure that there is no linkage of the individual's identity to the information provided (Brink, Van der Walt & Van Rensburg, 2006: 35). Confidentiality aims to conceal the true identity of the participants. To protect the confidentiality of the research participants and their activities, the researcher must not record names and other data at all or must remove names and identifying details from confidential data as early as possible. To ensure confidentiality and anonymity of the research participants, the researcher can also securely store all forms of data in a password-protected computer files or in locked filing cabinets as well as using pseudonyms in field notes, in transcripts and in writing (Liamputtong, 2013: 4).

I ensured that confidentiality was maintained and participants were treated with respect and dignity. I made sure that the information provided by the participants is not accessible to other people but only to me and the supervisor of the study. Furthermore, I kept in strict confidence the information provided by the participants even when quoting information in reporting the findings. There was no linkage of the participants with the quotes or meaning units. The data were kept in a safe place and made accessible to the supervisor of the study only. The tapes will be destroyed after the report has been written.

3.8 CONCLUSION

This chapter focused on the research methodology used during sampling, data collection, storage and analysis. It was revealed in this chapter that the research design of choice was the case study, its strength and weaknesses were noted. Within the case study design a purposive sampling approach was used for the identification of eighteen information rich respondents.

The research instrument of choice was a semi-structured interview guide for each respondent. The procedure followed in analysing data was explained at length. The chapter ended up by capturing the ethical guidelines followed during the process of data collection. The next chapter will focus on data presentation and analysis.

CHAPTER FOUR PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter consists of the findings that were obtained through the interviews with the selected participants. In this chapter, data relating to the role of children’s homes in the educational performance of primary school learners will be analysed and presented in the form of themes, and sub-themes. The findings will be discussed with relevant to the literature reviewed. The themes and sub-themes that emerged from the data analysis will also be discussed and supported by the recurring extracts from the participants’ utterances and input received. The recurring extracts are linked to the literature review, where possible.

I interviewed six caregivers who are caring for the learners in the children’s home, six teachers who teach learners from children’s home and six learners who reside in children’s home. Below is their biographical information.

4.2 BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

4.2.1 Caregivers’ biographical information

	Female	Male
Gender	6	0
Age	38 to 58	-
Educational level		
• Up to form1 (Grade 8)	3	
• Up to form 3 (Grade 10)	1	
• Up to form 5 (Grade 12)	2	
Number of learners in their care		
• 1 to 5	0	
• 5 to 9	1	
• 10 to 15	5	
Number of years as a care giver		
• 5 to 10 years	2	

<ul style="list-style-type: none"> • 10 to 15 years 	1	
<ul style="list-style-type: none"> • 15 to 20 years 	2	
<ul style="list-style-type: none"> • 21 to 25 years or more 	1	

4.2.2 Learners' biographical information

	Female	Male
Age	10-18	10-18
Grade	5-7	5-7
Age the learner started staying in children's home		
<ul style="list-style-type: none"> • Since birth 	1	
<ul style="list-style-type: none"> • From the age of 5 		4
<ul style="list-style-type: none"> • From the age of 10 	1	
Receiving Government grants	2	4

4.2.3 Teachers' biographical information

	Female	Male
Gender	4	2
Age	38 to 58	40 to 55
Educational level		
<ul style="list-style-type: none"> • Up to Degree level 	2	2
<ul style="list-style-type: none"> • Up to Diploma level 	1	
<ul style="list-style-type: none"> • Up to certificate level 	1	
Number of orphaned learners in their classes		
<ul style="list-style-type: none"> • 1 to 5 	3	
<ul style="list-style-type: none"> • 5 to 10 	2	
<ul style="list-style-type: none"> • Above 10 	1	
Number of years as a teacher		
<ul style="list-style-type: none"> • 5 to 10 years 	2	
<ul style="list-style-type: none"> • 10 to 15 years 	-	
<ul style="list-style-type: none"> • 15 to 20 years 	1	2
<ul style="list-style-type: none"> • Above 20 	1	

4.3 FINDINGS AND DISCUSSION

In this section the findings of the study will be presented beginning with findings obtained from caregivers, learners and teachers. The findings will also be thoroughly discussed in the light of the literature review comparing and contrasting the findings with other studies as presented in Chapter 2. The purpose of the presentation and discussion of findings is indeed to address and assess the findings with regard to the research objectives.

4.3.1 Experiences of caregivers who care for learners staying in children's home

A number of themes emerged under this section, namely, the contributions of caregivers regarding the learners under their care; involvement in the learner's schooling; their academic performance and the environment; educational barriers; and length of stay and lack of support.

4.3.1.1 *The role and contributions of caregivers to the learners under their care*

The caregivers in the children's home mentioned that their duty is to provide leadership to the children's home families and guide the children to self-sufficiency. They are also responsible for the care and development of the children under their care as well as creating a family environment where every child can heal from his or her background and perform to his /her potential in such a way that they feel that they belong to the family. Some of them mentioned that: *"You develop the child holistically so that they can adapt to the children's home and perform according to their potentials but it is very difficult to achieve"*.

Although it is believed that they have to create a home where a loving relationship can grow, McKenzie (1999:1, 5) argues that such settings provide a secure and a positive alternative to abusive and unsafe family or community environments, they cannot provide individualised and family nurturing relationship. It also leads to behavioural problems amongst the learners which also affects their academic performance.

In addition, some caregivers indicated that they “...provide support in all their academic work including homework, supervision of the study, attend open days, collect term or end of year reports and attend teacher - parent meetings. They further provide motivation and encouragement in their school work”. In their research, Sengedo and Nambi (1997:107) found that the children find it difficult to adapt to the caregivers and the environment and may lack a sense of belongingness. According to these researchers, this causes psychological problems which result to learning problems. Learners who are fearful, depressed and frustrated may fail to concentrate in class and therefore perform badly (Ibid).

4.3.1.2 Involvement of caregivers in learners’ schooling

The caregivers also reported that they are involved in making daily assessment of the learners and observations so to report to the relevant personnel for further assessments and internal supports before outsourcing or making referrals to other pedagogical services like psychologists and other therapists. They also develop the child through supporting his cognitive, building his/her self-esteem and ensuring that his/her health is monitored. Responses formed in relation to this theme also indicated that all participants are engaged in supervising and assisting in home works and studies but with those in lower grades mostly. As they said: “*The most important thing that the children come for in the children’s home is education so as a caregiver you have to make sure that it is achieved in all possible ways.*”

Not only did the participants highlight their efforts to ask for help if they do not understand the learners’ work, but they inadvertently highlighted that they were also not embarrassed to ask for help from other staff members in the children’s home. This was revealed by some of the participants when saying: “*I just phone the office and ask the village father to help the child since he is highly educated. I always make a plan I don’t give up on the child, I don’t just leave it.*”

By asking for help openly, the caregivers indicated that they had the ability to place the needs of the children before their own embarrassment in order to promote their learning. What they are doing is also seen by Voyk (2011: 9) as an indicative of

positive parental involvement. The results indicated that participants felt confident that they could ask for help, especially from management and other caregivers.

4.3.1.3 Effect of children's home on the orphaned learners' academic performance

In relation to this theme, it is very important to understand that the people around the learner either at school or at home also form part of the children's homes environment. The child's academic performance may be affected positively or negatively due to the relationship that grows between the caregiver and each child under her care; she imparts a part of herself to them. If the caregiver is ruthless or abusive, the child tends to follow those trends as the caregiver is the primary responsible educator of the orphaned and vulnerable learners. According to the St Petersburg- USA Orphanage Research Team (2008:1), the children's home environment has many attributes in the life of the orphaned and vulnerable learners. The negative one may be a limited caregiver-child social and emotional interactions and lack of opportunity to develop. This may impact negatively on the life of the orphaned and vulnerable learners in the children's home.

It is well-known that the caregivers have their own families that they leave behind when taking the noble job of being caregivers. The caregivers haunting past or their biological children whom they leave behind to be caregivers also affect the academic performance of the learners in the children's homes. In addition, the participants reported that sometimes they get so depressed and suffer from anxiety because of their own children that they leave on their own to become caregivers. They pointed out that this affect the children under their care in the children's home if their own children are not well or facing some challenges on their own. This was pointed out by one of the participants when saying, *"I can't help the children under my care when it is not well with my family, it hurts because when you go back home you find a lot of things not in order and your own children show some bad behaviour because you never there to guide them"*.

Similarly, Lassi, Mahmud, Syed and Janjua (2011: 787) observed that anxiety and depression on children's home caregivers has an effect on the academic

performance of the orphaned and vulnerable learners in the children's home. They further mentioned that it is associated with behaviour problems. According to these researchers, the caregiver's anxiety and depression cause these learners to experience learning and reading difficulties, depression and hyperactivity.

The participants also mentioned that in the children's home, everything is done in routine that suits the caregiver not at the best of interest of the child. During study time, the caregiver stick to a specified routine and the children get bored and start to devise strategies to cope with the routine. The environment promotes copying of bad behaviour from one another since it is a cluster of children who come from different backgrounds. This cluster is composed of children who have lost parental care and those who are at risk of losing parental care due to many chronic illnesses.

The various backgrounds they have been exposed to such as abuse becomes a cycle that repeats itself and they begin to manifest those behaviours to the other children in the children's home. Moreover, all the participants during the interviews pointed out that the children pass their bad experiences and bad behaviour to one another which results to a certain bad behaviour pattern among the orphaned and vulnerable learners in the children's home. This was captured when some of the participants say: *"They copy and teach each other the habits they adopted prior to coming to the children's home, the young ones copy the bad habits from their older siblings and pass it on to others as they grow up which becomes a cycle."*

In support of these sentiments, Claret (2008: 25) concurs that children in children's home spend most of their time alone, are disliked and lack role models; they spend too much time with others of their age and have no adult to guide them in difficult situations but refer to their peers. In his study, Claret also points out that this is due to the fact that the caregivers socialise with each other. This sometimes makes it difficult for the orphaned and vulnerable learners in the children's home to be attached to the caregivers and in turn it affects their academic performance. It may also lead to troublesome behaviour or being withdrawn at school.

The research findings also reveal that a children's home may affect the performance negatively or positively; positively, they have enough time to study and they have a

more access to people who can support them and negatively, some are not serious with their school work so others easily copy the bad habits from one another. Some children are full of anger of what happened in their lives before coming to the children's home and therefore, find it difficult to perform well in the school.

4.3.1.4 Educational barriers

The research findings revealed that there are numerous educational barriers that the caregivers in the children's home face daily when it comes to assisting the orphaned and vulnerable learners in their school work. Almost all the caregivers during the interviews pointed out that they are not well educated; they did not finish high school; and the school curriculum has changed which makes it difficult for them to assist the learners. This is in line with the study conducted by Levin and Haines (2007: 22) in South Africa, they noted that the academic performance of learners from the children's home is compromised due to the caregivers' low level of education as well as the fact that they have not been in the schooling system for long so the curriculum has changed with time. This was emphasized by one of participants, *"I am not learned and I didn't finish high school, so it's really difficult to assist so I end up helping those in lower grades only and ask the others to go to other officers or their older siblings."*

According to Brown and Iyengar (2008: 21), the children's home caregivers' level of education is more tied to positive academic performance. It can be assumed that, should participants be willing to engage in rectifying their knowledge gaps, in order to promote their self-efficacy, this would in turn improve the academic performance of the orphaned and vulnerable learners. Furthermore, participants were asked whether or not they would like to receive further training relating to helping the children because they found it extremely difficult to help a child with their school work, when they themselves had no knowledge of the subject. The participants responded positively: *"Yes I really need training and I was also thinking if I could ask the office to organise a workshop with the teachers to upgrade us on the curriculum, you know we went to school long ago, things have changed."* This participant's acknowledgement of her need to upgrade her knowledge and skills was thought to be significant; as such advances were suggested to be valuable for the improvement

of the academic performance of the orphaned and vulnerable learners in the children's home.

Most participants felt very strongly towards the advancing of their skills and compared their role to that of a mother. They highlighted that caregivers are not perfect and therefore seek help as well thereby normalising their inadequacies and promoting the best interests of the children through help seeking behaviours, which, in light of this research, is thought to be a positive factor. They emphasised that school subjects had changed since their era and they found it extremely hard to help the learners with their school work.

Research findings indicated that all the participants responded positively to the question highlighting that they would want further training, especially in relation to knowledge about school subjects. The children's homes rights were also seen as a barrier among the caregivers; they felt that it contributes to poor academic performance and behavioural problems among the learners from the children's home. Participants felt that it makes it difficult to control the children in the children's home because whenever they are supposed to study, *"...if they don't feel like, you have to leave them, you can't even shout at them because that is considered as an emotional abuse..."* In addition, Participants continuously said: *"The introduction and over emphasis on the children's homes rights has changed this place to be difficult to handle and help the children to grow up to responsible citizens who will contribute positively in the country, there are no values that you can instil now, it's all about their rights. These rights cause them not to even do their school work if they don't feel like and as a caregiver you don't have to push them as that might put you at risk of losing your job."*

This finding is corroborated by the study conducted by (Claret 2008) in Mozambique on children's home where she reported the fact that children's homes are owned by foreigners which makes them to follow the foreign rules and foreign values. According to Claret, this makes the orphaned and vulnerable learners to be stigmatised more especially at school and it impacts negatively in their academic performance. Another barrier that seemed profound to the caregivers is the child-caregiver ratio. According to participants, the ratio is too high since each caregiver

has nine to ten children under her care. This makes the caregivers not to be able to give quality care to all the children under their care.

4.3.1.5 Length of stay in the children's home

The data from this study supports the assertion that the length of stay at the children's home has a negative effect on the academic performance of the orphaned and vulnerable learners residing in children's home. In addition, Nalven (2013:1) contends that children who had spent more than two years in the children's home sustain a range of intellectual deficits resulting in poor school performance including grade retention.

According to MacLean (2003: 860), this is connected to the length of stay of the orphaned and vulnerable learner in the children's home, as most of the participants highlighted that, *"It is difficult to have a strong attachment with this children because of past difficult experiences and other traumatic events in addition to exposure to a new environment for those who come to the children's home having spent some time with their parents, it becomes difficult for them to adapt to the new family"*. Zeanah (1999: 6) also observes that in children's home there is lack of connectedness between the caregiver and the orphaned and vulnerable learners and they have recognised poor attachment as a major psychosocial issue in children's home.

In this sub-theme, the caregivers also pointed out that the length of stay and the age at which the child came to the children's home have a huge effect on their academic performance and their behaviour. The attachment they have with the children contributes a lot to their academic performance but the effect depends on different individuals. As some of them said: *"Although a child who started staying in the children's home at a young age takes time to mature, and is not independent... as a caregiver you get more attached to that child because she takes you as a biological mother which makes her or him to easily takes instruction and show less behavioural problems."* According to the participants, this is because those who come just after birth depending on the personality of child they get attached to the caregiver as the real parent because they do not know anyone else besides the caregiver so they

developed a strong attachment to the caregiver however they take long to mature in life.

St. Petersburg-USA Orphanage Research Team (2008: 3) pointed out that the age in which the child is adopted in the orphanage as well as the length of stay sometimes relates to the frequency and severity of longer term delays in the physical growth, mental and academic performance, internalising and externalising behaviour problems. The researchers further mentioned that the deficits may persist in children who spend the first several years in children's homes. These deficits may be the rigidity in thinking, inability to generalise solutions to specific problems, poor logical and sequential reasoning, poor concentration, attention regulation and restlessness which affect their academic performance. Children who grow up in children's home show substantial delay in IQ (Van Ijzendoorn, 2008: 355). These researchers attributed the intellectual delay of learners from children's homes to the poor development environment, length of stay and the age at which the learner was adopted to the orphanage, the caregiver insensitivity issues as well as lack of cognitive stimulation.

Another finding of this study is the fostering of a sense of belonging among the orphaned and vulnerable learners in the children's home. Participants pointed out that since these children who are placed in the children's home were abandoned and have no background which means some of them do not know any of their relatives, their academic performance get even more affected because he or she worries about his or her unknown family. In addition, even those who are placed in the children's home already old get affected as well because they take long to adapt and that causes them to drop off their academic grades since they are trying to adapt to the new environment. According to Oren (2012: 505), because sometimes the learners in children's homes spend their first years of life loveless due to poor child to caregiver ratio, they experience loneliness, feelings of fear, despair and insecurity resulting in hopelessness which affects their school work. Oren also asserts that these make the learners to be hopeless which results in feeling of worthlessness, indecisiveness, as well as inability to take action, school failure and feeling of guilt.

4.3.1.6 Support systems available in the community or at school to refer learners from children's home

The participants' responses indicated that the learners have much support both at school and in the community. They mentioned that there are public libraries within the community where librarians assist them with reading. Kids clubs are available at the local neighbourhood's care points where children meet and tackle certain challenges ranging from psychosocial to academic issues. All the participants responded positively: *"These children have a lot of support here, in the school and the community as a whole."*

The participants mentioned that Waterford *KaMhlaba*, the pan-African institution which offers life defining experiences for young people, provides assistance to learners by helping them to study and remediate those who need help. UNICEF, Swaziland Action Group Against Abuse (SWAGAA), police officers and Social Welfare Department also provide workshops to the learners and caregivers about life in general and child development. The learners are also sent to psychologist and therapists.

4.3.1.7 Training received to perform the duties of a caregiver

There was an indication from the participants that all the caregivers had undergone some training in various aspects of child development and care, child protection, parenting skills, psycho-social and counselling prior to resuming the position of a caregiver, as they stated: *"The organisation sends you to training immediately you get employed as a caregiver so that you perform your duties well and it's done from time to time."*

The responses suggest that there is a network of exchange and experience sharing for caregivers available. It allows them to learn all aspects of child care, including the right to privacy, to supporting children to make informed decisions, listening to the voice of the children and treating the children with dignity and respect. It was pointed out that the Department of Social Welfare also train orphanage caregivers on Child Welfare Act. This act deals with children protection to make sure that the children's home provide a conducive environment to the orphaned and vulnerable learners.

Professional counselling and guidance to the orphaned and vulnerable learners is also provided by this department (Performance Report, 2013:12).

4.3.2 Experiences of orphaned and vulnerable learners residing in children's home

The following themes emerged in this section, namely, academic performance since learners started staying at the children's home; support given to learners by the caregivers in their school work; activities at the children's home that make the orphaned and vulnerable learners do their school work; the relationship between the orphaned and vulnerable learners and their caregivers; and barriers that limit the caregivers from providing educational support and support groups.

4.3.2.1 *The academic performance of learners since they started staying at the children's home*

The findings of the study indicated that the orphaned and vulnerable learners' performance got negatively impacted since they started staying in the children's home. The participants during the interview continuously said: *"my school work became very poor when I started staying at the children's home; I used to be good when I was staying with my real mother..."* According to Foster, Makufa, Drew, Mashumba and Kambeu (1997:397), losing a parent is a stressor which is capable of producing symptoms like confusion, anxiety, depression and behavioural disorders associated with adapting to social change. These symptoms may cause learning problems associated with learning concentration in class, lack of interest on school work, low self-esteem and consequent bad academic performance.

When a child enters a new environment such as children's home, it is important that he/she must feel physically and psychologically safe. It is feared that many children may find it difficult to adapt to the new changes. It is not the social change that may cause psychological problems rather the failure of the orphaned and vulnerable learners to adapt on social change which may cause learning problems. Learners who are fearful, depressed and frustrated may fail to concentrate in class and therefore perform badly (Sengedo & Nambi, 1997: 107).

4.3.2.2 Support given to learners by the caregivers in their school work

In response to this theme, the participants highlighted that the caregivers encourage and motivate them about their school work. *“They help me with my school work but for others they don’t, they only send them to their peers who laugh at us and we end up not asking for help, the need to supervise our studies and make time for our studies even when the schools are closed.”* In relation to this finding, Claret’s (2008: 29) study discovered that some employees in the children’s homes socialise with other staff members, which makes it difficult for the orphans to be attached to their caregivers and this affects their academic performance. This may also lead to troublesome behaviour or being withdrawn at school amongst orphans staying in children’s homes.

4.3.2.3 Activities available at the children’s home that makes learners to do their school work

Indications from some of the participants were that *“...there is a stipulated and supervised time for the children to study, which starts from 6 pm to 8 pm.”* Furthermore, some of the participants elaborated that: *“They check our school work frequently.”* Waterford KaMhlaba also provides remedial and supervised studies from Monday to Thursday as well as the literacy school in the children’s home. In addition, participants echoed that: *“They provide camps where we travel to a certain place and study and discuss our school work.”* According to some participants, the camps do not benefit everyone. One participant had this to say: *“I have never been to the camps because the caregivers choose the people who will attend the camps but they don’t choose me because my caregiver hates me and I don’t care because they are very choosy.”*

Claret (2008: 25) observed that some of the children in the children’s home are disliked by their caregivers. So, this makes them to feel unsafe because they do not have a comforting reference so they lose the sense of belonging and not become academically motivated. Similarly, Capps (2003:15) asserts that stigmatised minority learners may feel unsupported and discouraged from school, which results in poor academic outcome. Other observed activities that are available in the children’s home are the afterschool study that is provided by pre-school teachers and some

volunteers from different countries more especially from overseas countries. This afterschool study is provided in order to make the orphaned and vulnerable learners do their school work.

4.3.2.4 The relationship between the caregivers and the orphaned and vulnerable learners

All participants feel their relationship with the caregivers has a good and a bad side. They pointed out that the caregivers shout at them a lot even for a wrong reason and say unpalatable words to them. In addition, they sometimes remind them about their painful backgrounds if they have done wrong things.

Furthermore, they do not treat them equally and they punish them by not giving them food sometimes and overwork them. Some participants reveal that: *“caregivers shout at us a lot, they punish us for even wrong reasons and keep on reminding you about your painful past when you have done wrong,...”* if you are punished you wake up at 4 am and work in the house and in the evening you work until late so you get to school very tired...” Similar findings were noted by Voyk (2011: 6) in his study which was conducted in Ghana, he highlighted that although the orphaned and vulnerable learners in the children’s home had access to good education; they perform poorly in their academic work because they are often ridiculed, overworked, abused, taken advantage of and little is given to their mental wellbeing.

The findings from this study also support the conclusion by Zimmerman (2005: 17) that orphaned and vulnerable learners in children’s home are more likely to have most of their physical and material needs met. Participants kept on saying *“You can get anything you want, especially material things and food.”* I also observed that the orphaned and vulnerable learners from the children’s home wear uniform that is in excellent shape and fit them well. Furthermore, some of the participants also mentioned that, *“... the caregivers are loving and sympathetic more especially when you are sick.”* Contrary to that, one participant felt that in terms of food the caregivers do not provide them with enough food, ... its either the food goes missing in the house or you are told you won’t eat because of something wrong you would have done... In emphasis, the other participant stressed that: *“Mother punishes me with*

food sometimes or else we go for days without food and that's make us to steal other learners food at school."

Most participants reported that their caregivers do not make time to talk to them as a family and they are not involved in decision making. Tharp-Taylor (2003: 1) argues that caregivers do not get emotionally attached to children and remain affectively disengaged and aloof because they believe children will be less able to adapt to harsher subsequent children's homes environment. The caregivers also want to avoid the pain of inevitable separation and minimise the amount of their work. Lastly, caregivers are highly directive and require child conformity. Thus, care giving chores are conducted in a business-like, perfunctory manner with little talking, minimum face and eye contact and limited social interaction and affectionate expression.

4.3.2.5 The lifestyle in the children's home

This study noted that most participants in the study consider the lifestyle in the children's home good; "... *it trains me to be independent and to be able to make good life choices....*" This was confirmed by Zimmerman (2005: 38) when saying the children's home has more free time which provides the orphaned and vulnerable learners' autonomy to make their own decisions and manage their own schedule. The interaction with many children both older and younger during that free time encourages the development of life survival skills in which they can take pride. According to this researcher, orphaned and vulnerable learners who reside in children's home are more confident of themselves. Such attributes were also observed in this study. However, participants also mentioned that the lifestyle in the children's home is also not good because, "... *you meet and spend time with people you don't know and they tell you they are your brothers and sisters...*" Participants also highlighted that the children's home provide a good environment for copying bad habits from each other and those habits becomes a cycle among each one of them.

4.3.2.6 Barriers that limit caregivers from providing educational support

The level of education for the caregivers was considered the main barrier for providing educational support to the orphaned and vulnerable learners in the

children's home as well as their age. It was also observed that most of the caregivers were about to retire and they also felt that the syllabus in schools has changed and is difficult for them since they went to school long ago. According to Brown and Iyengar (2008: 21), the children's home caregivers' level of education is more tied to positive academic performance and fewer behavioural problems of the orphaned and vulnerable learners.

Participants also highlighted that the high caregiver-children ratio is also a barrier that limits the caregivers from providing efficient educational support to them. Some of the participants said: *"If we were not too many in the house my mother [caregiver] would have helped me with my school work, I wish she could check my work every day and help me."*

This finding was supported by Levin and Haines (2007: 222) who state that the ability of caregivers to engage with learners in children's homes are compromised which is due to the level of education of caregivers and lack of training in child care as well as their work load. The caregivers' work load was also considered as a barrier that also limits the caregiver from giving the orphaned and vulnerable learners from the orphanage the support they need. This was revealed by the participants when saying: *"because we are many my caregiver only checks my school work if its test otherwise she has to help my younger siblings."*

4.3.2.7 Support groups that help the orphaned and vulnerable learners cope with life challenges

According to participants, there are a number of support groups that help them to cope with life challenges. Different organisations including Save the Children, UNICEF, police officers, health workers, Social welfare as well as faith based organization like the Roman Catholic Church and World Vision. The children's home also provide workshops when the schools are closed.

4.3.3 The experiences of teachers on the academic performance for learners who resides in children's home

The research findings yielded the following themes: contributions of children's home to the learners' poor academic performance; differences in the academic performance of learners from children's home and those from normal homes; teachers' role regarding the learners from the children's home; behavioural differences of learners living in children's home and those from normal homes, support groups or organisation to which orphaned and vulnerable learners can be referred to and their caregivers. School counsellors or support groups for learners living in children's home, confiding of learners in teachers about their home circumstances and support offered by the department of education to the learners from the children's home.

4.3.3.1 Contributions of children's home to the learners' poor academic performance

The results from the interviews indicated that the children's home impacts negatively on the academic performance of orphaned and vulnerable learners who resides in children's home. Participants pointed out that the caregiver ratio to the children is too high and thus makes the caregivers not to be able to give enough attention to each learner in the children's home. Some participants indicated: *"The children are too many there and it becomes difficult for the caregivers to supervise them efficiently in their school work and these caregivers are not educationally inclined."* According to the participants, the school work is not well supervised which they said it's an indication that there is poor supervision in the children's home. According to Claret (2008: 12), children's home lack qualified staff that can help learners with their academic work efficiently.

Participants also highlighted that the caregivers do not give enough motivation to the orphaned and vulnerable learners in the children's home so that learners cannot perform well. The environment does not channel them properly due to the rules set up by the children's home that the caregivers must follow.

4.3.3.2 Differences in the academic performance of learners from children's home and those from normal homes

The findings of the study revealed that there is a big difference in the academic performance of these two groups of learners. The learners from the children's home seem not to be channelled properly when they get home because there is lack of communication between the caregiver and the child due to the high ratio and that affect their academic performance. Participants also pointed out that a low ratio affects them because of their different backgrounds. This can be linked to the views of Oren (2012: 505) who states that the hopelessness level of learners is influenced by the age and length of stay of learners in children's home which sometimes impacts negatively in their academic performance. Moreover, this researcher argues that because the learners in the children's home spend their first years of life loveless due to poor child to caregiver ratio, they experience loneliness, feelings of fear, despair and insecurity resulting in hopelessness which affect their school work.

4.3.3.3 Role of teachers regarding the learners from the children's home

The study showed that teachers understand their roles towards the learners from the children's home. According to participants, their role is to make sure that these learners get equal learning opportunities with those from normal homes without being labelled and to create conducive atmosphere for learning. One of the participants echoed that, *"I must make sure that these learners from children's home feel welcome in the classroom and be treated the same way the others are treated."*

This is in line with the programme called *Inqaba* which was established in 2006 in all primary schools. The aim of the programme is to create a child friendly environment in the school so that orphaned and vulnerable learners are accommodated and have access to education (Ministry of Education and Training, 2013:32). In this programme, the teacher is seen a caregiver to the learners more especially the orphans. Participants also mentioned that their role is to make sure they motivate and encourage the orphaned and vulnerable learners in their school work. One of the participants said: *"These children are not capable they lack motivation because of their past experiences prior to coming to the children's home, with enough motivation they can perform well."* According to Vanitha (2009: 1), learners who do

not feel that they are loved and that they are capable are unlikely to have a strong motivation to achieve the higher-level objectives. The findings of the study also revealed that it is their role to make sure that there is a good teacher-learner-relationship between the teacher and the learner.

4.3.3.4 Behavioural differences between the learners living in the children's home and those living in normal homes

Participants revealed that the learners from the children's home show a deviant behaviour than those from normal homes as they said: "*The learners from the children's home show a lot of behaviour problem and they make classroom behaviour very difficult, there is no continuity of instilling good behaviour in the children's home by the caregiver.*" In addition, participants highlighted that the children's home environment and the level of discipline by the caregivers reflected in their behaviour. Similarly, Lassi *et al.* (2011:787) state that anxiety and depression on orphanage caregivers also has an effect on the academic performance of orphaned and vulnerable learners and is also associated with behavioural problems. According to these researchers, these behavioural problems often start very early in life.

Participants also revealed that the orphaned and vulnerable learners also lack a parental figure because the caregivers treat everything as a job; they do not nurture the children properly. According to Lassi *et al.* (2011:787), caregivers put on a number of commands and criticism towards the learners. The orphaned and vulnerable learners in turn respond with non-compliance and deviant child behaviour which persist to the classroom and cause learning difficulties.

4.3.3.5 Confiding of learners from the children's home about their home situations to the teachers

Participants agreed that the learners from the children's home sometimes confide in them. But this is not efficiently done due to fear of being exposed and mistrust among other people. The learners from the children's home are very secretive according to the participants: "*These children are very secretive; it's very difficult to get the truth among them...*" According to Claret (2008:25), learners who grow up in

children's home spend most of their time alone and they lack a comforting reference because of the high ratio between caregivers and the children. However, they do not trust in humanity so they do not easily open up. I also observed that the relationship between the teacher and the orphaned and vulnerable learners from the children's home is poor, some of the participants stigmatise the learners from the children's home instead of supporting them.

4.3.3.6. Support given to learners from the children's home and their caregivers

In this section, the findings pertaining to the available forms of support given to learners from the children's home and their caregivers are discussed. The discussion includes support given by Non-Governmental Organisations (NGOs), government, and other stakeholders as they attempt to aid the plight of orphaned and vulnerable learners.

Support groups or organisation to which learners from the children's home and their caregivers can be referred to

The findings of study revealed that some organisations provide care and support to the orphaned and vulnerable learners who stay in children's home through faith based organizations like World Vision and the Catholic Church. Most importantly, these organisations provide emotional support by making the children feel loved, protected and have a sense of hope for life. Organisations like Save the Children also provide care and support to the orphaned and vulnerable learners. Of particular note, Save the Children Swaziland (2014:4) offers extensive support to the orphaned and vulnerable girl learners by paying for their school fees for orphaned and vulnerable girl learners in throughout the country in grade seven and also provides school uniforms and other education related material.

- **Counsellors or support groups offered by the schools for learners who are living in children's home**

Participants revealed that the *Inqaba* programme is offered in schools to provide friendly environment in the schools to orphaned and vulnerable learners. Other programmes that were mentioned are: The Schools as Centres of Care and Support

initiate and All Children safe at school. These programmes are also offered to support the orphaned and vulnerable learners from the children's home (UNICEF, 2009:36). Participants also revealed that there are teachers trained for psychosocial support in schools which help the orphaned and vulnerable learners in any case there is a need. Because the teachers with psychosocial support skills are limited the orphaned and vulnerable learners' situation is aggravated by the fact that they attend schools where teachers do not have the capacity to respond appropriately to the emotional needs of orphans nor are they able to tutor learners with learning problems as required by the Department of Education. The ability of these learners to experience successful schooling is therefore compromised (Ministry of Education and Training, 2011:121).

Support offered by the department of education to the learners from the children's home

The Ministry of Education and Training provide feeding scheme to all primary school in an effort to keep orphaned learners in school through the World Food Programme and UNICEF. According to participants, this initiative improved the academic performance of the orphaned and vulnerable learners. This is also confirmed by the UNAIDS (2011) when they report that food security is major problem in Swaziland, a quarter of the population is food insecure and dependent on assistance, and 39 % of children under five are stunted, which is above the World Health Organisation (WHO) thresholds. Food security to orphaned and vulnerable learners should be a priority for all stakeholders. Government through the Department of Education also provides free primary education for all primary school learners up to grade 6 which also benefit the orphaned and vulnerable learners from the children's home. According to participants, teachers are also trained by the Department of Education through the Department of Social and Welfare on how to provide care and support to the orphaned and vulnerable learners.

4.4 CONCLUSION

In this chapter, the analysis of the findings, the relationship of the findings to literature, theory and practise were discussed. The experiences of the caregivers in children's home in relation to the academic performance and behaviour were

discussed. Experiences of teachers who teach learners from the children's home were also analysed as well as those of the learners. The findings of the study revealed that the caregivers do contribute to the academic performance of the orphaned and vulnerable learners although there are some barriers that limit them from providing satisfactory support.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to find out the educational implications of primary school learners residing in Mbabane children's home in Swaziland. This guided the main objectives followed in the study in order to offer suggestions for improvements in the academic performance and social development of learners from children's home. This chapter mainly deals with the summary, conclusions and recommendations of the study. The summary, conclusion and recommendation were guided by the problem statement and objectives of the study as presented in Chapter One. It is the closing chapter of the study and as such draws the major conclusions of the study and paves the way forward in the form of recommendations regarding major findings.

5.2 SUMMARY OF THE STUDY

The study was set out to fulfil three objectives, being; to investigate the impact of children's home in the academic performance of orphaned and vulnerable learners; to evaluate how caregivers affect academic performance of orphaned and vulnerable learners; to find out if there is any relationship between the length of stay in the children's home and academic performance of orphaned and vulnerable learners.

The statement of the problem was centred on the assumption that there is an increasing number of orphans in Swaziland. It was logical that the societal, familial and other factors which might contribute to the poor academic performance of orphaned learners be examined. The study focused on children's home in the city of Mbabane in Swaziland. Chapter Two of the study reviewed the relevant literature where a number of sources were visited to gain more insight on other cases of orphans in children's home and their academic performance. Perhaps, the most notable contributions were made by Claret (2008), Levin and Haines (2007) whose studies focused on caregivers as well as Zimmerman (2005) whose study focused on the orphaned and vulnerable learners in children's home. Maslow's Hierarchy of

Needs was the theoretical framework underpinning the study. The model has been used to understand children who are gifted, neglected, and vulnerable (Claret, 2008: 10). This model best depicted the struggles of the orphaned and vulnerable learners in their plight for success.

The research methodology was the focus of Chapter Three of the study. The study assumed a case study design, the sample of the study was purposefully executed and a sample size of eighteen respondents was used in the study. The research instrument depended upon in the collection of data was the structured interview guide. Data were subsequently analysed using the narrative technique as it was better able to accurately present findings for the purposes of drawing conclusions. Key research ethics were also observed including informed consent and seeking permission to conduct the study from relevant authorities.

Chapter Four of the study dealt with presentation of key findings. The key research question was set to discover how children's home affect academic performance of orphaned and vulnerable learners in primary schools in Swaziland. The findings did reveal that orphaned and vulnerable learners from children's home encounter significant problems that eventually contribute towards poor performance. Key points revealed by the findings contributing to poor academic performance included the lack of academically equipped caregivers, the stigmatisation of such orphaned and vulnerable learners from homes as well as the lack of trained counsellors to help both children and caregivers with their social and psychological issues.

It was revealed that there is a negative relationship between children's homes prolonged stay in children homes and academic performance. It was further indicated that the longer a learner stays in a children's home, the more deteriorated their behaviour becomes and hence contributing to their lack of progress academically and socially. It was also discovered that caregivers within the study had no formal education viewed assisting learners academically as adequate. As a result, this also contributed to the poor academic performance of learners within children's home. To a greater extent, the theoretical framework was proven when the findings were put in its context. As a social scientist, Maslow understood that for one to acquire the highest point in self-actualisation, he or she must have gone through

later fundamental stages such as physical needs, safety, the need for belonging, the need to discover one's greatest potential. In practice, the findings of the study indicated that orphaned and vulnerable learners in children's home desire the need to belong to a family.

I observed and concluded that many of the issues affecting the respondents were due to the fact that they felt like they have no belonging. With the need to belong to a family set-up comes the need to feel safe. No learning could effectively take place when orphaned and vulnerable learners are constantly feeling insecure. It was also proved that when food was made available, this encouraged the learners which had direct impact on performance. This is quite in line with Maslow's physiological needs assessment. In Maslow's model, if the lower level needs are not fulfilled, it is difficult or nearly impossible to satisfy the higher level needs such as self-esteem and self-actualisation for the orphaned and vulnerable learners since their lower level needs are not well fulfilled.

5.3 LIMITATIONS

- a) A key limitation was that as a result of the small sample and the qualitative mode of data gathering, the findings of this study might not be generalised to schools in all the regions of Swaziland. I would have greater confidence in generalising research results based upon broader samples for example the sample consisting of all orphaned learners in children's home across Swaziland.
- b) The study used only one instrument in collection of data; there is a need to supplement the method of data collection used in this study to allow triangulation to happen so that quality of data collected is better and more accurate.

5.4 RECOMMENDATIONS

Based on the study findings, the following recommendations are made:

- Given the spectrum of needs of the orphaned and vulnerable learners, it is clear that a multi-layered and integrated response to their care and support is required,

involving children's home, communities, non-governmental and community-based organisations and the government. There is need for strengthened collaborative efforts between government and other NGOs to ensure increased availability of necessary resources to the orphaned and vulnerable learners in order to ensure normal growth and development within the children's home.

- Caregivers in children's home need to receive proper training and assistance in order to equip them to handle the psychological difficulties experienced by the orphaned and vulnerable learners. It is necessary for a legal framework to be set regarding the minimum skills and qualifications for those entrusted with the orphaned and vulnerable learners in children's home. Essentially, it is not enough for caregivers to have the basic social skills of care giving, they should be academically qualified, equipped with the skills and techniques to deal with the demands of the orphaned and vulnerable learners in many dimensions including psychological, social, academic and emotional.
- It is recommended that all children's home and centres caring for the orphaned and vulnerable learners be manned by at least one fully qualified psycho-social counsellor, whose role is to provide comprehensive guidance and counselling to the orphaned and vulnerable learners as well as caregivers. Helping the caregivers deal with their own issues and difficulties will enable them to provide better care for the orphaned and vulnerable learners.
- Education and legal campaigns must be put in place to eliminate stigma associated with orphan-hood and poverty. Such campaigns must champion a deliberate policy to protect the orphaned and vulnerable learners and other vulnerable groups from stigma and discrimination, so that there is increased access of education and quality service.
- It is also recommended that the administrators of children's home provide more congruent administrative systems in children homes, such a system should not only spell the responsibilities of the caregiver but accommodate follow-up and supervisory procedures to see if objectives of giving quality service are being met. In addition, caregivers should have a clear mandate which is not influenced by their personal circumstances as is the current situation. Caregivers should be trained and made to understand that they are giving a significant professional

service and not giving favours to the orphaned and vulnerable learners in children's home.

- The Ministry of Education and Training in collaboration with the relevant sections within the Ministry of Social and Welfare should organise more frequent regional and local level workshops to be held with key stakeholders. These should include the orphaned and vulnerable learners and their primary caregivers, to establish the duties and obligations of each duty bearer, identify unmet needs and capacity constraints and agree on a plan of action to ensure the realization of the rights of children. It must be borne in mind that the different duty bearers and role players often do not have the capacity to fulfil their obligations. These capacity gaps need to be addressed comprehensively to facilitate the academic, social development and additional needs of children in care points.
- The Ministry of Education and Training in collaboration with relevant government departments must develop an integrated training programme that locates the provision of care and support services to OVC within the context of children's homes rights. This training programme could be supported by UNICEF and UNAIDS and should be co-ordinated with other NGO initiatives. Training workshops to be convened at the service delivery level, including all stakeholders to build relationships, identify areas of common ground, clarify roles and responsibilities, acknowledge capacity constraints and explore practical means to overcome these.
- Much research is currently needed around children's home as custodians for the orphaned and vulnerable learners and their academic performance. In particular, a comparative study is needed to investigate resilience of orphans who stay with other caregivers for instance grandparents and those in children's home.
- It is recommended that all teachers, during their pre-service training, be equipped with comprehensive skills to handle stressful circumstances and problems commonly associated with the orphaned and vulnerable learners both from children's home and beyond. Additionally, government should provide all teachers already in service with a similar training programme to achieve the same purpose.
- As the findings revealed that the unavailability of food for orphaned and vulnerable learners to eat at the home contributed to the poor academic

performance of learners. Therefore, it would be of benefit that school's nutrition programmes be fully implemented, coordinated and monitored in all schools as well as the number of meals saved a day.

- The findings revealed that there are factors which contribute to the orphaned and vulnerable learners' academic performance; for example, food available for breakfast and supper; assistance with homework; availability of time to do homework; reading books other than school books. In this regard, it is recommended that a program incorporating these factors needs to be developed to assist children's home in providing academic, physical and emotional support to these learners.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The following areas are recommended for further research in the future

- A comparative research on the academic performance of the orphaned and vulnerable learners in children's home and those from other caregivers should be conducted.
- The cause of behavioural change and deterioration of academic performance for children living longer in children's home.
- The impact of stigmatisation on the orphaned and vulnerable learners particularly those who are victims of HIV/AIDS.

5.6 CONCLUSION

It is the conclusion of this study that caregivers within children's home are a critical component to the academic success of the orphaned and vulnerable learners they are entrusted with. The study revealed that caregivers are involved directly and indirectly in the academic performance of orphans. Directly, caregivers primarily assist through the social support given to the learners in meeting basic needs as well as assisting in children's homes work in the form of homework and assignments. However, a further conclusion reached was that the caregivers in this study were ill-equipped to meet all the needs of the orphaned and vulnerable learners. This was particularly true in view of the fact that when the caregivers' social lives were not well, it reflected in their work leading to negative attitudes and lack of services to the

children. Clearly, where the children got lack of support, it directly impacted on their academic performance.

It was also a notable conclusion of this study that the caregivers were not well educated and possessed no formal academic qualifications deemed necessary to assist the learners both academically and socially. This without doubt had an impact on the quality of service and contribution to the total social and academic wellbeing of the children in the children's home. Another key conclusion backed by the findings was that the duration of stay in the children's home often negatively impacted on behaviour of the child and led to continued decrease in academic performance.

The relationship of caregivers and children in the children's home was not strong. Throughout the study the involved learners were concerned about not getting support and being well treated by their care givers. No trust can develop if caregivers and children do not have a strong relationship. This weak link subsequently transforms into poor quality service to the primary occupants of the children's home.

Findings in this study revealed that a significant relationship exists between the environment the orphaned and vulnerable learners stay in and their academic achievement. The reason for this could be that learners need more of a warm family environment where they can experience a sense of belonging. Teachers received problems and issues from the orphaned and vulnerable learners. However, because generally primary schools have no set structures to deal with these problems, the learner's concerns are not effectively dealt with. The general teacher is also ill-equipped to deal with challenges facing the individual orphaned and vulnerable learners.

REFERENCES

- Acedo, C. 2008. Open File for Inclusive Education. *Quarterly Review of Comparative Education Journal: Prospects*, 38 (1): 5-13.
- Adamec, C. & Miller, C. 2007. *The encyclopaedia of adoption*. 3rd Edition. New York: VB Hermitage.
- Ahmad, A. & Mohamad, K. 1996. 'The socio emotional development of orphans in children's homes and traditional foster care in Iraqi Kurdistan', *Child Abuse & Neglect*, 20 (12):1161–1173.
- Arjun B. 2002. *Higher costs, reduced benefits, and HIV kept children out of school during the 1990s*. Nairobi: Kenya Institute for Public Policy Research and Analysis (KIPPRA).
- Atkinson, R.L., Artiknson, R.C., Smith, E.E, Bem, D.J. & Hilgard, E.R. 1990. *Introduction to psychology*. 10th edition. Florida: Harcourt Brace Jovanovich.
- Bakken, J. P., Aloia, G. F. and Aloia, S. F. 2002. Preparing all teachers for all students in Obiakor, F. E., Grant P. A. & Dooley E. A. (eds.) *Educating all Learners: Refocusing on the Comprehensive Support model*. Springfield, IL: Charles C. Thomas 84-98.
- Baglieri, S. 2007. *Constructing the LRE*. Paper presented at Disability Studies in Education conference. Chicago: National – Louis University.
- Basit, T. 2010. *Conducting Research in Educational Context*. London: Continuum International Publishing Group.
- Beekink, E, Van Poppel, F., & Liefbroer, A. C. 1999. Surviving the Loss of the Parent in the Nineteenth – Century Dutch Provincial Town. *Journal of Social History*, 32 (3): 641.
- Blaxter, L., Hughes, C. & Tight, M. 2008. *How to research*. 3rd edition. New York: Open University Press.
- Bolton, M. K. & Day, D. 2007. *A systematic evidence based literature review of medical and developmental issues of international adoptees with emphasis on the need for immediate and thorough medical attention post- adoption in proceedings:*

3rd Annual symposium: Graduate Research and Scholarly Projects. Wichita, KS: Wichita State University.

Bridges, K. & Lau, Y.H. 2006. The skill acquisition process relative to ethnobotanical methods. *Ethnobotany Research and Applications* 4:115-118.

Brink, H., Van der Walt, C. & Van Rensburg, G. 2006. *Fundamentals of research methodology for health care professionals*. 2nd edition. Cape Town: Juta.

Brown, L. & Iyengar, S. 2008. Parenting styles: The impact of students' achievement. *Marriage and family review*, 43 (1):14- 35.

Browne, K. 2009. *The Risk of Harm to Young Children in Institutional Care*. London: Save the Children.

Burns, N. & Grove, S.K. 2005. *The practice of nursing research: conduct, critique and utilization*. 5th edition. Philadelphia: Elsevier Saunders.

Capps, M. A. 2003. *Characteristics of a sense of belonging and its relationship to academic achievement of students in selected middle schools in region IV and VI educational service canters, Texas*. Unpublished dissertation for Doctor of Philosophy in Education Administration. Texas: Texas A and M University.

Central statistics office. 2007. *Swaziland demographic health survey*. Mbabane: Central statistics.

Claret, L. 2008. *The psychological well-being among institutionalized orphans and vulnerable children in Maputo*. Unpublished dissertation. Maputo: Stockholms Universitet Psykologiska Institutionen.

Cohen, L., Manion, L. & Morrison, K. 2001. *Research methods in Education*. 2nd Edition. London: Routledge falmer.

Creswell, J. 2002. *Research design: Qualitative, quantitative and mixed method approaches*. London: Sage.

Creswell, J. W. 2007. *Qualitative Inquiry and research design. Choosing among five approaches*. 2nd Edition, California: Sage.

Daniels, H. & Garner, P. (Eds.) 1999. *Inclusive education. World yearbook of education*. London: Kogan.

Davies, D., & Dodd, J. 2002. Qualitative research and the question of rigor. *Qualitative Health research*, 12 (2): 279-289.

Daunhauer L, Bolton A and Cermak S. 2005. 'Time use patterns of young children institutionalized in Eastern Europe', *Occupation, Participation & Health*, 25 (1): 33–40.

De Vos, A.S, Strydom H., Fouche, C.B, & Delpont C.S.L. 2002. *Research at Grassroots: For Social Science and Human Service Profession*. 2th Edition. Pretoria: Van Schaik.

De Vos, A.S, Strydom H., Fouche, C.B. & Delpont C.S.L. 2011. *Research at Grassroots: For Social Science and Human Service Profession*. 4th Edition. Pretoria: Van Schaik.

Dibinga, K., Anah, K. & Matinhure, N. 2006. *Evaluating the effectiveness of educational block grants to orphans and vulnerable children*. Mbabane: UNICEF.

Donald, D. (1996). The issue of an alternative model: Specialised education within an integrated model of education support services in South Africa. In P. Engelbrecht, S. M. Kriegler, & M. I. Booyesen (Eds.). *Perspectives on learning difficulties: International concerns and South African realities* (pp. 71-85). Pretoria: Van Schaik.

Drew, R., Foster, G. Kambeu, S., Makufa, C. & Mashumba S. 1997. Perception of Children and Community Members Concerning the Circumstances of orphans in Rural Zimbabwe. *AIDS Care*, 9 (4): 391-405.

Du Toit, L. 1996. An introduction to specialised education. In P. Engelbrecht, S. M. Kriegler, & M. I. Booyesen (Eds.), *Perspectives on learning difficulties: International concerns and South African realities* (pp. 4-19). Pretoria: Van Schaik Publishers.

Dyson, A. 2001. Varieties of Inclusion. *Paper presented at the conference, VI Jornadas Cientificas de Investigacion sobre Personas con Discapacidad, Salamanca, Spain, 17-19 March 2001*.

Education Statistics. 2010. Mbabane: Swaziland Government.

Engelbrecht, P.1999. A theoretical framework for inclusive education. In P. Engelbrecht, L. Green, S. Naicker, & L. Engelbrecht (Eds.), *Inclusive education in action in South Africa* (pp. 3-11). Pretoria: Van Schaik Publishers.

Ferreira, H. and Graça, R. 2006. Special educational needs: An experiment in teacher education in Portugal. In Gash, H. (ed.) *Beginning teachers and diversity in school: A European Study*. Instituto Politécnico de Bragança Report of research undertaken within Comenius Project 94158-CP-1-2001-FR.

Forlin, C. (ed). 2010. *Teacher Education for Inclusion: Changing Paradigms and Innovative Approaches*. London: Routledge.

Germann, S. 2005. *An exploratory Study of Quality of Life and Coping Strategies of Orphans Living in Child – headed households in the High HIV/AIDS prevalent city of Bulawayo, Zimbabwe*. Unpublished Doctoral Thesis. Pretoria: University of South Africa.

Gay, G. and Kirkland, K. 2003. Developing cultural critical consciousness and self-reflection in pre-service teacher education. *Theory into Practice*, 42 (3): 181-187.

Greig, A., Taylor, J. & Mackay, T. 2013. *Doing research with children*. 3rd edition. London: Sage.

Haludilu, P.N. 2005. *Basic human needs of orphans and vulnerable children and fulfilment in Windhoek*. Unpublished Master's thesis in Public Health. Windhoek: University of Namibia.

Hepburn, A. 2002. Increasing Primary Education Access for children in AIDS-affected areas. *Perspective in Education*, 20 (2): 87- 98.

Holloway, I. (ed). 2005. *Qualitative research in health care*. London: Open University Press.

Hesse-Biber, S.N. & Leavy, P. 2011. *The Practice of Qualitative Research*, 2nd edition. New York: Sage.

Huitt, W. 2001. *Motivation to learn: An overview*. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University.

IRIN News. 2006. *Child rights advocates highlight plight of under – fives*. Retrieved on October 3, 2012, from <http://www.irinnews.org>.

Jacob, L. 2005. *The myth of caring and sharing*. Unpublished Master's Thesis Kwadlangezwa: University of KwaZulu Natal.

Jha, M.M. 2002. *School Without Walls: Inclusive Education for All*. Oxford: Heinemann.

Jubber, K. 1994. Early home influences, reading performance and standard four and standard ten school performance. *South African Journal of Education*, 14 (14): 169-179.

Lassi, Z.S., Mahmud, S., Syed, E.U., & Janjua, N.Z. 2011. Behavioral among children living in orphanage facilities of Karachi, Pakistan: Comparison of children in an SOS village with those in conventional orphanages. *Soc. Psychiatry Epidemiol*, 46 (8): 787-796.

LeCompte, M. D., & Schensul, J.J. 1999. *Analyzing and interpreting ethnographic data*. Walnut Creek, CA: Altamira Press.

Leedy, P. D. & Ormrod, J. E. 2005. *Practical Research: Planning and design*. 8th edition. New Jersey: Prentice Hall.

Leite, C.L. & Schmid P, (2004) 'Institutionalization and psychological suffering: notes on the mental health of institutionalized adolescents in Brazil', *Transcultural Psychiatry*, 41 (2): 281-293.

Levin, K., & Haines, S. 2007. Opportunities for development of communicative competence for children in an orphanage in South Africa. *Child Care in Practice*, 13 (3): 221- 236.

Liamputtong, P. 2013. *Qualitative research methods*. 4th edition. Victoria: Sage.

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

MacLean, K. 2003. The impact of institutionalization on child development. *Development and psychopathology*, 15 (4): 853-884.

- Makoni, P. 2006. *Factors that impact on learning in orphanhood in Zimbabwe*. Unpublished Thesis in Doctor of Literature and Philosophy in Health Studies. Pretoria: University of South Africa.
- Maps of Swaziland and Mbabane*. 2005. Mbabane: Swaziland Government.
- Maree, K. 2007. *First Step in Research*. Pretoria: Van Schaik.
- Maree, K. 2012. *First Step in Research*. Pretoria: Van Schaik.
- Marshall, M. N.1996. Sampling for qualitative research. *Family Practice*, 13(6): 522-525.
- Maslow, A.H. 1943. *A theory of human motivation psychological review*, 50: 370-396.
- Maslow, A.H. 1970. *Motivation and personality*. 3rd edition. New York: Harper and Row.
- McKenzie, R.B. 1999. *Rethinking orphanages for the 21st Century*. London: SAGE Publications Inc.
- McMillan, J. & Schumacher, S. 2006. *Research in education: Evidence based enquiry*. 6th edition. Boston: Pearson Education, Inc.
- McMillan, J. & Schumacher, S. 2014. *Research in education: Evidence based enquiry*. 7th edition. Harlow: Pearson Education, Ltd.
- Merriam, S. B. 1998. *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Merriam, S. B. 2002. *Introduction to qualitative research*. San Francisco: Jossey-Bass.
- Miller L, Comfort K & Tirella L, (2005) 'Health of children adopted from Guatemala: comparison of orphanage and foster care', *Paediatrics*, 115 (6): 710- 717.
- Miles, M.B. & Huberman, A.M. 1994. *Qualitative data analysis: An expanded source book*. 2nd edition. London: Sage.

Ministry of Education. 1998. *Discussion document on Inclusive Education*. Mbabane: Swaziland Government.

Ministry of Education and Training. 2006. *Draft for Inclusive Education Policy*. Mbabane: Swaziland Government.

Ministry Of Education and Training. 2008. *The Development of Education: National Report*. Mbabane: Swaziland Government.

Ministry of Education and Training. 2011. *School's performance File 20007 – 2011*. Mbabane: Swaziland Government.

Ministry of Education and Training. 2011. *The Swaziland Education and Training Sector policy*. Mbabane: Swaziland Government.

Ministry of Education and Training. 2012. *Daily attendance register*. Mbabane: Swaziland government.

Ministry of Education and Training. 2013. *National Education and Training Improvement Programme*. Mbabane: Swaziland Government.

Mkhonza, L. A. 2006. *Factors which contribute to orphaned learners' academic achievement*. Unpublished Master of Education Psychology Dissertation. Kwadlangezwa: University of Zululand.

Mouton, J. 1996. *Understanding Social Research*. Pretoria: Van Schaik.

Murray, N. & Berglar, D. 2009. *Writing Dissertation Thesis*. London: Pearson Education.

Mwamwenda, T.S. 2004. *Educational Psychology- An African Perspective*. 3rd edition. Sandton: Heinemann.

Nalven, L. 2013. *The impact of Early Orphanage Live on Development*. Retrieved from <http://www.valleyhealth.com/adoption.aspx?id=178> on October 7, 2013.

National Development Plan. 2009/ 10- 2011/12. Mbabane: Swaziland Government.

National Plan of Action for the Orphaned and Vulnerable Children. 2007. Mbabane: Swaziland Government.

National Response to Psycho-social Support of Children. 2010. Mbabane: Swaziland Government.

Neves, R. 2003. *Orphans and vulnerable children assessment. A baseline study report for UNICEF*. Mbabane: UNICEF.

Nxumalo, C.P. 2006. *Teachers' attitude towards including children with special needs in main stream schools*. Unpublished Master's thesis. London: Roehampton University.

Nxumalo, C. P. & Lukhele, B.S. 2012. Inclusive Education: Responses, Challenges and Prospects for Swaziland. Paper presented for Open Society Initiative of Southern Africa (OSISA) 2012. *Study on Education for Children with Disabilities in Southern Africa*. Pretoria: Secretariat of the African Decade of Persons with Disability.

Oberholzer, B. 2005. *The Relationship between reading difficulties and academic performance among a group of foundation phase learners who have been identified as experiencing difficulty with reading and referred for remediation*. Unpublished Master's dissertation in Education Psychology. Kwadlangezwa: University of Zululand.

Ombuya, B.D., Yambo, J.M.O. & Omolo, T.M. 2012. Effect of Orphanhood on Girl-child Access and Retention to Secondary school Education; A Case Study of Rongo District, Kenya. *International Academic Research in Progressive education and Development*, 1(4): 114- 136.

Oren, N. 2012. Hopelessness level of children living with their parents or in orphanage. *Social behaviour and personality*, 40 (3): 501- 508.

Osofsky, J.D. 2004. *Young children and trauma: Intervention and treatment*. New York: Guilford Press.

Osterman, R. 2000. Students need for belonging in the school community. *Review of Educational Research*, 70 (3): 323-367.

Ouane, A. 2008. Creating education systems which offer opportunities lifelong learning. *Paper presented at UNESCO International Conference on Inclusive Education: The way of the future 48th session*. Geneva, 25- 28 November 2008.

Pather, S. & Nxumalo, C.P. 2013. Challenging understandings of inclusive education policy development in Southern Africa through comparative reflection. *International Journal of Inclusive Education*, 17(4): 420-434.

Patton, M. Q. 1987. *How to use qualitative methods in evaluation*. London: Sage.

Performance Report. 2013. Mbabane. Swaziland Government.

Polit, D.F & Beck, C. T. 2008. *Nursing Research: generating and assessing evidence for nursing practice*. 8th edition. Philadelphia: Lippincott Williams and Wilkins.

Rossouw, D. 2003. *Intellectual tools skills for human sciences*. Pretoria. Van Schaik.

Rutter, M., Kreppner, J. & O'Connor T. 2001. Specificity and heterogeneity in children's homes responses to profound institutional privation. *British Journal of Psychiatry*, 179: 97–103.

Salomao, T. A. 2008. *Comprehensive care and support for orphans and vulnerable children and youth (OV CY) in the Southern Development Community strategic framework programme of action (2008- 2015)*. Gaborone: SADC.

Save the Children. 2009. *The risk of harm in young children in institutional care*. UK: Save the Children.

Save the Children. 2014. *Education Programme for forty- three girls*. Mbabane: Save the Children.

Sebba, J. & Ainscow, M. 1996. 'International development in inclusive schooling: Mapping the issues.' *Cambridge Journal of Education*, 26 (1):5-18.

Sengedo, J. & Nambi, J. 1997. The Psychological effect of orphanhood; a study of orphans in Rakai District. *Health Transition Review*, 7:105- 124.

Skinner, D., Tsheko, N., Mtero-Munyati, S., Segwabe, M., Chibatamoto, P., Mfecane, S., Chandiwana, B., Nkomo, N., Tlou, S. & Chitiyo, G. 2004. *Social aspects of*

HIV/AIDS and health research programme: definition of Orphanhood and vulnerable children. Cape Town: HSRC.

Smart Programme on Economic Empowerment and Development (SPEED). 2005. Mbabane: Swaziland Government.

SOS Children's Village. 2010. *SOS Children's Village Newsletter: A warm home for children.* Mbabane: SOS Children's Village.

Sperling, M.B. & Berman, W.H. 1998. *Attachment in adults: Clinical and developmental perspectives.* New York: Guilford.

Springer, K. 2010. *Educational Research: A Contextual Approach.* New Jersey: John Wiley & Sons Inc.

St. Petersburg-USA Orphanage Research Team. 2008. The effects of early social-emotional and relationship experience on the development of young orphanage children. *Monographs of the Society for Research in Child Development*, 73 (3): vii-295.

Sternberg, R. 2006. *Cognitive Psychology.* 4th edition. New York: Thompson Wdsworth.

Streubert Speziale, H.J. & Carpenter, D. R. 2003. *Qualitative research in nursing: Advancing the human imperative.* 4th edition. Philadelphia: Lippincott Williams and Wilkins.

Suman, S. 1986. A study of the mental health status of children in orphanages at Bangalore: *Indian Journal of Social Work*, 47 (2): 137–146.

Sunitha, N. H. 2005. *Academic learning environment of students from aided and unaided co- educational high schools.* Unpublished Doctorate Thesis. Dharwad: University of Agricultural Sciences.

Swart, E., & Pettipher, R. (2005). A framework for understanding inclusion. In E. Landsberg, D. Kruger. & N. Nel (Eds.), *Addressing barriers to learning* (pp. 3-23). Pretoria: Van Schaik.

Swaziland government. 2005. *Constitution of the kingdom of Swaziland, section 29*. Mbabane: Swaziland government.

Swaziland National Children's Policy. 2009. Mbabane. Swaziland Government.

Tatek, A. 2007. *Children, AIDS, and the politics of orphan care in Ethiopia. The extended family revisited*. Dragvoll: Norwegian Centre for child research.

Tharp- Tylor, S. T. 2003. *The effects of early social deprivation on children reared in foreign orphanages*. Unpublished manuscript. Pittsburgh: University of Pittsburgh.

Thiele, S. 2005. *Exploring the feasibility of foster care as a primary permanency option for orphans*. Unpublished dissertation in Master of Arts in Social Studies. Pretoria: University of South Africa.

Tjale, A.A. & De Villiers, L. 2004. *Cultural issues in health and health care*. A resource book for Southern Africa. Cape Town: Juta.

Tu, X., Lv, V., Li, X., Fang, X., Zhao, G., & Lin, X. 2009. School performance and school behaviour of children affected by AIDS in China. *Vulnerable child youth study*, 4 (3):199-209.

UNAIDS /WHO. 2005. *Report update on the global HIV/AIDS epidemic*. Geneva. Joint United.

UNAIDS. 2004. *Report on the Global HIV pandemic. 4th global report*. Geneva: Joint United Nations.

UNAIDS.2011. *United nation's development assistant framework for 2011 – 2015*. Geneva: Joint United Nations.

UNESCO. 1994. *The Salamanca Statement and Framework on Special Needs Education*. Paris: UNESCO.

UNESCO. 2005. *Guidelines for inclusion. Ensuring Access to Education for All*. Paris: UNESCO.

UNESCO. 2008. *Inclusive Education: The way of the future*. Conclusions and recommendations of the 48th Session of the International Conference on Education (ICE), International Conference Centre, Geneva, 25- 28 November. Paris: UNESCO.

- UNICEF. 2003. *Study of the response by faith based organization to orphaned and vulnerable children*. Mbabane: UNICEF.
- UNICEF. 2007. *Humanitarian action Swaziland report*. Mbabane: UNICEF.
- UNICEF. 2007. *The state of the world's children: Women and children- Child survival*. New York: UNICEF.
- UNICEF. 2009. *Swaziland Progress Report on support for UNICEF's Education in Emergencies and Post-Crisis Transitions programme*. Mbabane: UNICEF.
- Van Ijzendoorn, M.H., Luijck, M.P.C. & Juffer, F. 2008. IQ of children growing up in children's home. A meta- analysis on IQ delays in Orphanages. *Merril- Palmer Quarterly*, 54 (3): 341-366.
- Vanitha, K. 2009. *Developmnt of Blogs and their effectiveness on Advanced Educational Psychology*. Trichy: Barathidasan University.
- Voyk, E. 2011. Orphan vulnerability, NGOs and HIV/AIDS in Ghana. Unpublished senior honors thesis. Ohio: The Ohio State University.
- Ward, A., Stoker, H.W. & Ward, M. 1996. *Educational Measurements: Basic Concepts and Theories*. Michigan: University Press of America.
- Wikipedia. 2012. SOS Children's Villages. Retrieved on April 14, 2012, from <http://www.e.nwikipedia.org>.
- Word Vision. 2010. *Community of Care Coalition*. Mbabane: World Vision Swaziland.
- World Bank. 2002. *Education and HIV/AIDS report: A Window of Hope*. Washington, DC: World Bank.
- Yin, R. 2003. *Case study research: Design and methods*. 3rd edition. Thousand Oaks, CA: Sage.
- Yin, R. K. 2009. *Case study research: Design and methods* 4th edition. Thousand Oaks CA: Sage.

Zeanah, C. H., Smyke, A. T., Koga, S. F., & Carlson, E., 2005. Early Intervention Project Core Group. Attachment in institutionalized and community children in Romania. *Child Development*, 76 (5):1015-1028.

Zeanah, C.H. 1999. *The handbook of infant mental health, 2nd edition*. New York: Guilford.

Zeanah, C.H. & Boris, N.W. 2000. Disturbances and disorders of attachment in early childhood. In Zeanah, C. H. (Ed), *Handbook of infant mental health, 2nd edition*. New York: Guilford press.

Zimmerman, B. 2005. Orphan living situations in Malawi: A comparison of orphanages and foster homes. *Review of Policy Research*, 22 (6): 881–917.

APPENDIX A

INTERVIEW SCHEDULE

Teachers

1. Do you think children's homes contribute to the learners' poor academic performance? Elaborate.
2. As you have been working in this school for a number of years, what differences do you find in the academic performance of the learners from children's homes and those from normal homes?
3. Describe your role as a teacher regarding the learners from children's.
4. According to your observation, does the behaviour of learners living in an orphanage differ from the behaviour of learners from normal homes? What causes you to come to such conclusion?
5. Can you tell me about any support groups or organisations to which you can refer these learners and their caregivers?
6. Does your school offer any counsellors or support groups for the learners who are living in children's homes? If no, what are the limitations and if yes, in what way?
7. Do any of these learners confide in you or any other teacher about their home circumstances? If no, what are the limitations and if yes, in what way?
8. Tell me about the support that is offered by the department of education to the learners who are from children's homes.

Learners

1. Describe your academic performance at school since you started staying at the orphanage.
2. Give an account about how your caregivers support you in your school work?
3. What activities do you have at the orphanage that makes you do your school work?
4. Tell me about your relationship with your caregiver. If you consider it good, give reasons and if it is bad, give reasons?
5. Do you consider your lifestyle at the orphanage good or bad? Why?
6. Tell me about the barriers that you think limit your caregiver from providing you with educational support.

7. Do you belong or have you been referred to any support group that help you to cope with life challenges?

Caregivers

1. Describe your role or contribution as a caregiver regarding the learners under your care.
2. Tell me about your involvement in these learners' schooling.
3. Explain how the orphanage environment may affect the orphaned and vulnerable learners' academic performance.
4. Tell me about the barriers that limit you from providing educational support to the orphaned and vulnerable learners.
5. Do you think the length of stay at the orphanage may affect the learners' academic performance at school? Elaborate.
6. Which support systems are available in your community or at the school to help you to refer these learners to?
7. Have you ever received any training that helps you to perform your duties as a caregiver?

APPENDIX B

LETTER TO THE MINISTRY OF EDUCATION AND TRAINING

P O Box A838
Swazi Plaza
Mbabane

12 June 2014

The Director
Ministry of Education and Training
P O Box 39
Mbabane

Dear Sir / Madam

RE: **REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN SCHOOLS**

I am a student at the University of South Africa enrolled for a Masters Degree in Inclusive Education. I am conducting a research on '*The educational implications of primary school learners residing in Mbabane children's home in Swaziland.*' The purpose of the study is to investigate the effects of staying in children's homes on the academic performance of orphaned learners and to evaluate whether caregivers have an effect on the academic performance of the learners who are staying in the children's homes.

I hereby request for a permission to conduct the research in three primary schools around Mbabane with learners from the children's home. The interviews will be held in each school.

If the permission is granted, please note that:

- Confidentiality and anonymity will be upheld.
- Will be free to withdraw at any time.
- Will not be obliged to participate.
- Their identity as well as their schools will not be revealed
- There will be no financial gain in the study it is only for academic purposes
- Research outcome will be shared with the Ministry of Education and Training.

My credentials can be verified with Prof VG Gasa who is my supervisor at UNISA (gasavg@unisa.ac.za) and I thank you in advance for your positive cooperation in this regard.

Yours faithfully

Thabsile Magagula

Cell +268 76336361

Email – thabsilemagagula@yahoo.com

APPENDIX B1: PERMISSION FROM THE MINISTRY OF EDUCATION

The Government of the Kingdom of Swaziland



Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax: (+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

29th August, 2014

Attention:
Head Teachers

THROUGH
Hhohho Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF SOUTH AFRICA (UNISA) STUDENT – MS. THABSILE MAGAGULA

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Ms. Thabsile Magagula, a student at the University of South Africa (UNISA), that in order for her to fulfill her academic requirements at the University of South Africa, she has to collect data (conduct research) and her study or research topic is: *The Educational Implications of Primary School Learners Residing in Mbabane Children's Home in Swaziland*. The population for her study comprises of two (2) teachers from each of the above mentioned schools and six (6) learners (two from each school) who are orphans. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Magagula begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.
3. The Ministry of Education and Training requests your office to assist Ms. Magagula by allowing her to use above mentioned schools Hhohho region as her research sites as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.

Yours Faithfully


DR. SIBONGILE M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION AND TRAINING



cc: Regional Education Officer – Hhohho
Chief Inspector – Primary
3 Head Teachers of the above mentioned schools
Prof. V. G. Gasa.

APPENDIX C LETTER REQUESTING PERMISSION FROM THE CHILDREN'S HOME

PO Box A838
Swazi plaza
Mbabane

12 June 2014

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN YOUR CHILDREN'S HOME

I am a student at the University of South Africa enrolled for a Masters Degree in Inclusive Education. I am conducting a research on *'The educational implications of primary school learners residing in Mbabane children's homes in Swaziland.'* The purpose of the study is to investigate the effects of staying in children's homes on the academic performance of orphaned learners and to evaluate whether caregivers have an effect on the academic performance of the learners who are staying in the children's homes.

I hereby request for a permission to conduct the research in your children's home. The participants will be caregivers of orphaned learners. There are no known or anticipated risks to them as participants in this study but if they feel any discomfort they are allowed to withdraw from the interview immediately.

If the permission is granted the participants:

- Confidentiality and anonymity will be upheld.
- Will be free to withdraw at anytime.
- Will not be obliged to participate.
- Their identity as well as their schools will not be revealed
- There will be no financial gain in the study it is only for academic purposes
- Research outcome will be shared with the Ministry of Education and Training.

My credentials can be verified with Prof VG Gasa who is my supervisor at UNISA (gasavg@unisa.ac.za) and I thank you in advance for your positive cooperation in this regard.

Yours faithfully

Thabsile Magagula

Cell +268 76336361

Email thabsilemagagula@yahoo.com

APPENDIX C 1 PERMISSION FROM THE CHILDREN'S HOME

25 August 2014

Ms T.N Magagula

Researcher

RE: PERMISSION TO CONDUCT STUDY IN THE CHILDREN'S HOME

I refer to your letter dated 12 June 2014 and proof of registration for the current academic year issued by the University of South Africa (UNISA) dated 8 April.

Permission is hereby granted to you to conduct the study "*The Educational Implications of Primary School learners Residing in Mbabane Children's home in Swaziland.*" We hope the study will assist in supporting the learners staying at the children's home to improve their academic performance.

The permission is granted on the following conditions;

- The research must be conducted on voluntary basis.
- All ethical issues relating to research must be considered.
- On completion of the study you provide the organization with results or final findings of the study to inform programs in the children's home.

Yours Sincerely

PO Box A838
Swazi plaza
Mbabane

12 June 2014

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN YOUR SCHOOL

I am a student at the University of South Africa enrolled for a Masters Degree in Inclusive Education. I am conducting a research on *'The educational implications of primary school learners residing in Mbabane children's home in Swaziland.'* The purpose of the study is to investigate the effects of staying in children's homes on the academic performance of orphaned learners and to evaluate whether caregivers have an effect on the academic performance of the learners who are staying in the children's homes.

I hereby request for a permission to conduct the research in your school. The participants will be two teachers with orphaned learners from the orphanage in their classes and two learners who come from the orphanage. There are no known or anticipated risks to them as participants in this study but if they feel any discomfort they are allowed to withdraw from the interview immediately. The letter from the Ministry of Education and Training that is granting me permission is attached.

If the permission is granted the participants:

- Confidentiality and anonymity will be upheld.
- Will be free to withdraw at anytime.
- Will not be obliged to participate.
- Their identity as well as their schools will not be revealed
- There will be no financial gain in the study it is only for academic purposes
- Research outcome will be shared with the Ministry of Education and Training.

My credentials can be verified with Prof VG Gasa who is my supervisor at UNISA (gasavg@unisa.ac.za) and I thank you in advance for your positive cooperation in this regard.

Yours faithfully

Thabsile Magagula

APPENDIX D 1: PERMISSION FROM THE SCHOOLS (A, B AND C)

To: Ms Thabsile N. Magagula

From: The Principal

Date: 4 September 2014

REF: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN OUR SCHOOL

The above matter refers.

Permission to conduct a research in our school is hereby granted.

You are hereby requested to meet the teachers you are going to work with and arrange suitable time for this so that teaching and learning is not compromised.

Yours Sincerely

APPENDIX E LETTER REQUESTING PERMISSION FROM THE CAREGIVERS FOR LEARNERS AND THE CONSENT

PO Box A838
Swazi plaza
Mbabane

12 June 2014

Dear Caregiver

I am a student at the University of South Africa enrolled for a Masters Degree in Inclusive Education. I am conducting a research on *'The educational implications of primary school learners residing in Mbabane children's homes in Swaziland.'* The purpose of the study is to investigate the effects of staying in children's homes on the academic performance of orphaned learners and to evaluate whether caregivers have an effect on the academic performance of the learners who are staying in the children's homes.

I hereby request the participation of the learner who is under your care in an interview. I would also like to ask the permission to record the interviews.

As a participant in this study, the confidentiality of your child will be protected and his/her identity will not be revealed instead pseudonym will be used. The research outcome will be shared with the Ministry of Education and Training. An interview will be conducted at his/her school for 45 to 60 minutes using a tape recorder which will later be transcribed and analysed. All the tapes will be locked in a safe until the completion of the study and will later be destroyed. Please also note that there shall be no financial gain to your child for participating in this study. Your child is not obliged to partake in the study and can withdraw at anytime. There are no known or anticipated risks to the learner as a participant in this study but if he/she feels any discomfort he/she is allowed to withdraw from the interview immediately.

My credentials can be verified with Prof VG Gasa who is my supervisor at UNISA (gasavq@unisa.ac.za) and I thank you in advance for your positive cooperation in this regard.

Yours faithfully

Thabsile Magagula
Cell +268 76336361
Email- thabsilemagagula@yahoo.com

TO BE RETURNED WITH THE LEARNER

I _____ (caregiver/guardian) have read this consent form. I agree that my dependent _____ (name of the learners) attending at _____ (name of school) to participate in this study out of his/her free will. I understand that she/ he can withdraw from the study at any time she/ he wants and there is no financial gain that he will get from participating in this study.

Caregiver/Guardian'sname:_____

Signature:_____

Date:_____

Researcher'sname_____

Signature:_____

Date:_____

APPENDIX E1 CAREGIVERS CONSENT LETTER

PO Box A838
Swazi plaza
Mbabane

12 June 2014

Dear Participant

I am a student at the University of South Africa enrolled for a Masters Degree in Inclusive Education. I am conducting a research on 'The educational implications of primary school learners residing in Mbabane children's homes in Swaziland.' The purpose of the study is to investigate the effects of staying in children's homes on the academic performance of orphaned learners and to evaluate whether caregivers have an effect on the academic performance of the learners who are staying in the children's.

You were selected as a possible participant because you are a caregiver for a learner/s who stay in an orphanage. The data will be collected at the orphanage where you are working using a digitally recorded interview which will last for 45 to 60 minutes. The recordings will be locked in a safe place for audit trail purposes. There are no known or anticipated risks to you as a participant in this study but if you feel any discomfort you are allowed to withdraw from the interview immediately.

Please note as a participant:

- Confidentiality and anonymity will be upheld.
- You are free to withdraw at any time.
- You are not obliged to participate.
- Your identity as well as your schools will not be revealed
- There is no financial gain as this is only for academic purposes
- Research outcome will be shared with the Ministry of Education and Training on anonymity bases.

My credentials can be verified with Prof VG Gasa who is my supervisor at UNISA (gasavq@unisa.ac.za) and I thank you in advance for your positive cooperation in this regard.

Yours faithfully

Thabsile Magagula
Cell +268 76336361
Email- thabsilemagagula@yahoo.com

AGREEMENT TO PARTICIPATE

I have read the above letter and I agree to participate in the interview as described.

Participant's signature

Date

Researcher's signature

Date

APPENDIX E 2

TEACHERS CONSENT LETTER

PO Box A838
Swazi plaza
Mbabane

12 June 2014

Dear Participant

I am a student at the University of South Africa enrolled for a Masters Degree in Inclusive Education. I am conducting a research on '*The educational implications of primary school learners residing in Mbabane children's homes in Swaziland.*' The purpose of the study is to investigate the effects of staying in children's homes on the academic performance of orphaned learners and to evaluate whether caregivers have an effect on the academic performance of the learners who are staying in the children's homes.

You were selected as a possible participant because you have learners who stay in an orphanage in your class. The data will be collected at your school using a digitally recorded interview which will last for 45 to 60 minutes. The recordings will be locked in a safe place for audit trail purposes. There are no known or anticipated risks to you as a participant in this study but if you feel any discomfort you are allowed to withdraw from the interview immediately.

Please note as a participant:

- Confidentiality and anonymity will be upheld.
- You are free to withdraw at any time.
- You are not obliged to participate.
- Your identity as well as your schools will not be revealed
- There is no financial gain as this is only for academic purposes
- Research outcome will be shared with the Ministry of Education and Training on anonymity bases.

My credentials can be verified with Prof VG Gasa who is my supervisor at UNISA (gasavq@unisa.ac.za) and I thank you in advance for your positive cooperation in this regard.

Yours faithfully

Thabsile Magagula
Cell +268 76336361
Email- thabsilemagagula@yahoo.com

AGREEMENT TO PARTICIPATE

I have read the above letter and I agree to participate in the interview as described.

Participant's signature

Date

Researcher's signature

Date