

**THE ROLE OF SELF-EFFICACY IN PROMOTING THE
PSYCHOSOCIAL WELL-BEING OF IN-SCHOOL ADOLESCENT
ORPHANS IN BOTSWANA**

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DECLARATION

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Exact wording of the title of the thesis as appearing on the electronic copy submitted for examination:

The role of self-efficacy in promoting the psychosocial well-being of in-school adolescent orphans in Botswana.

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.



SIGNATURE

January 2024

DATE

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“I can do all things through Christ who strengthens me” (Phil 4:3).

DEDICATION

I dedicate this thesis to my loving family: to my beloved wife and beautiful children, my dear parents – David and Sophie, and my wonderful siblings and in-laws.

To all those mentioned and others who have been part of my journey, I earnestly pray to God that my academic accomplishments serve as an inspiration and motivation for you. Always remember that each one of you possesses the capability to achieve the goals you set for yourselves. I wish to impart these words of wisdom:

"People who perceive themselves as highly efficacious act, think, and feel differently from those who view themselves as inefficacious. They shape their own future rather than merely predicting it" (Albert Bandura, n.d).

Additionally, Mahatma Gandhi's insightful words resonate:

"If I have the belief that I can do it, I shall surely acquire the capacity to do it, even if I may not have it at the beginning." With these profound thoughts, I encourage you not to set limits on yourselves but to continually strive for greater heights" (n.d).

It is my unwavering positive self-efficacy that has driven me from the commencement to the completion of this thesis.

The purpose of this study was to investigate the role of self-efficacy in promoting the psychosocial well-being of adolescent orphans in selected secondary schools in Botswana. Self-efficacy plays a crucial role in the promotion of psychosocial well-being, although it is largely overlooked in senior secondary schools. Bandura defines self-efficacy as the individual's belief in their capability to achieve tasks set for them and how people judge themselves against the designated performance levels that may exercise influence over event that affect the individual's live. The literature reviewed suggests that the level of self-efficacy of an individual can vary based on influences including personal experiences. The literature proposes that psychosocial well-being affects all facets of children's lives, including their interpersonal relationships and the ability to learn. Globally, psychosocial well-being is described as encompassing quality of life, the emotional, social, and physical dimensions of an individual, which are perceived to be some pivotal components for the survival and development of an individual's mental health. The dynamic interplay between personal, behavioural and environmental factors may influence human attachment and how humans function. The absence of a secured attachment can potentially lead to the emergence of emotional behaviours, thus proving it difficult for adolescent orphans to resist emerging emotional behaviours.

The study followed a qualitative approach and instrumental case study design within the phenomenological paradigm. Data collection methods included semi-structured interviews, focus group discussions, a reflective journal, and informal observations of participants. The schools were conveniently sampled whilst in-school adolescent orphans were purposively sampled. Thematic content analysis was used to analyse the data. The findings indicate that the understanding and definition of self-efficacy is limited because the construct is under-researched in Botswana. The participants described self-efficacy according to two dimensions, namely: perseverance against life obstacles, and remaining focused in the goals. Additionally, the participants described psychosocial well-being based on the status of the person's emotional feelings, life with no obstacles, and a supportive environment. The research confirmed that the level of self-efficacy directly impacts the motivation, self-esteem, and academic performance of in-school adolescent orphans. These individuals shared their perspectives on psychosocial well-being across four key dimensions: positive peer and teacher support, non-supportive environment, emotional pain and social disconnection, and helplessness and hopelessness.

Lastly, the study established that self-efficacy has a direct and positive influence on self-confidence, goal-setting, and coping strategies, ultimately contributing to the promotion of psychosocial well-being. Consequently, the study recommends the implementation of relevant

intervention programmes aimed at cultivating self-efficacy to enhance the psychosocial well-being of in-school adolescent orphans. The significance of this study is premised on its potential to make valuable contributions to the literature through acquisition of knowledge, informed literature and policy development.

KEY TERMS:

Self-efficacy; promote psychosocial well-being; adolescent orphans, school, Bandura's self-efficacy theory; Bronfenbrenner's bio-ecological systems theory; Bowlby's attachment theory; phenomenology; instrumental case study.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune-Deficiency Syndrome
AU	African Union
AU-SPF	African Union Social Policy Framework
CRC	Convention on the Rights of the Child
DSP	Department of Social Protection
EST	Ecological systems Theory
FGD	Focus Group Discussion
G & C	Guidance and Counselling
HIV	Human Immunodeficiency Viruses
INEE	Inter-Agency Network for Education in Emergencies
MESD	Ministry of Education & Skills Development
MLGRD	Ministry of Local Government & Rural Development
NRC	National Research Council
OVC	Orphaned and Vulnerable Children
PPCT	“Process Person Context Time”
RHVP	Regional Hunger Vulnerability Programme
SADC	Southern African Development Community
SCT	Social Cognitive Theory
SDG	Sustainable Development Goal
SLT	Social Learning Theory
TCA	Thematic Content Analysis
UN	United Nations

UNAIDS	United Nations Programme on HIV/AIDS
UNICEF	United Nations International Children's Fund
UNISA	University of South Africa
UNSDF	United Nations Sustainable Development Framework
WHO	World Health Organisation

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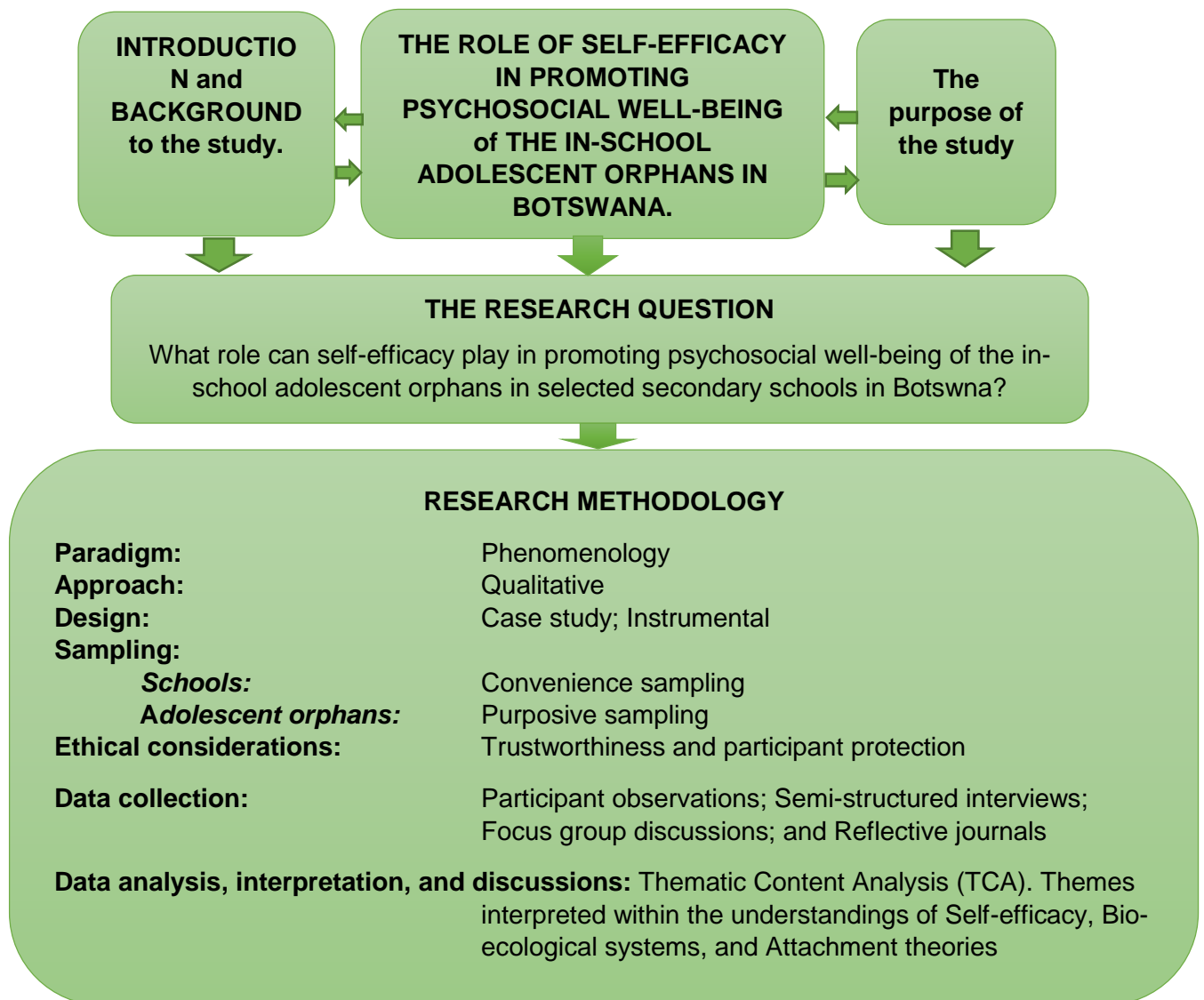
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CHAPTER 1:

INTRODUCTION TO THE STUDY

OVERVIEW OF THE CHAPTER

The arrows in this chapter overview demonstrate interconnectedness between the title, introduction, and purpose of the study and how they have led to the crafting of the research question; and the research methodology employed to answer the research question. This chapter overview provides insight on the approach to the study.



1.1 INTRODUCTION AND BACKGROUND

In 2020, the United Nations International Children's Emergency Fund (UNICEF) reported that 15.1 million children in sub-Saharan Africa (SSA) have lost both parents, with an additional 45 million classified as orphans. Consistent with UNICEF's report, Mohangi and Asikhia (2016) emphasised the escalating numbers of adolescent orphans and vulnerable children in SSA. They noted that current policies and programmes concerning orphans have not sufficiently addressed or promoted the psychosocial well-being of this demographic. Huynh et al. (2019) underscored the global challenge faced by leaders in establishing lasting solutions to ensure the psychosocial well-being and meet the basic needs of approximately 140 million orphans and vulnerable children (OVC). In this present study, the researcher intends to investigate the role of self-efficacy in promoting psychosocial well-being by exploring the perspectives and experiences of a selected group of selected in-school adolescents.

This research was carried out in Botswana, where UNICEF (2017b) recorded 130,000 orphaned children, 11% of whom were under 18 years old, and 70% of the orphans resulted from HIV/AIDS (Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome) (UNICEF, 2017a). Additionally, UNICEF (2016) documented that in Botswana, 100,000 orphans resulted from various factors, including HIV/AIDS. Consequently, a significant portion of these individuals could have been in-school adolescent orphans. Providing context, Kgamanyane (2019) reported that 23.7% of people aged 15 years and older were living with HIV/AIDS in Botswana in 2017. Other causes of orphanhood encompass chronic illnesses, parental disabilities, natural death, road accidents, and Covid-19 (Gorong, 2018; Unwin et al., 2022).

In SSA, the World Bank (2018) has documented instances of caregivers abandoning orphaned children due to insufficient resources to meet their basic needs. In Botswana, a child may be raised by a single parent with limited support from extended family, and one of the parents could be absent or deceased. In Botswana, the term "orphan" is defined to include a

child under the age of 18 raised by a single parent who has lost that parent. Additionally, the definition extends to a child from a married couple in civil or traditional marriage who may have lost either both biological or adoptive parents (Ministry of Local Government & Rural Development [MLGRD], 2019).

Based on the above, orphanhood emerges as a significant concern both in Botswana and SSA. It is reasonable to assume that the psychosocial challenges faced by adolescent orphans are particularly formidable due to potential developmental issues associated with adolescence. Generally, orphans experience emotional distress, depression, anger, anxiety, feelings of sadness, withdrawal, and self-isolation (Ntuli et al., 2020; UNICEF, 2009). In addition to that, Maundeni (2009) highlighted HIV/AIDS, income disparity, status of children, and substance abuse as some of the problems facing orphans in Botswana.

In my master's study, I discovered that caregivers and significant others were not adequately providing psychosocial and emotional support to OVC in a selected senior secondary school in Botswana (Otladisang, 2020). This observation raises the possibility that the psychosocial well-being of adolescent orphans may not have been adequately prioritised. Notably, a research gap requiring the execution of this study is thus evident. As highlighted by Thupayagale-Tshweneagae and Mokomane (2013), the majority of existing studies lean towards quantitative approaches, often prioritising OVC over in-school adolescent orphans. Consequently, as a researcher, my focus was directed towards investigating the role of self-efficacy in promoting psychosocial well-being, involving in-school adolescent orphans as participants. I have worked for 26 years in the Botswana education sector as a teacher, during which time I had opportunity to interact with and observe in-school adolescent orphans enduring persistent psychosocial distress. As part of my training to become an educational psychologist, my master's dissertation delved into the perceptions of teachers and social welfare officers regarding the self-efficacy of OVC in a selected senior secondary school in Botswana. In this

study, the findings of this study revealed that both caregivers and significant others were not providing adequate psychosocial support to OVC.

Moreover, my deep engagement in this current study is motivated by the prospect of psychosocial challenges and a potential decline in the quality of life that may arise during adolescence. Given this context, I maintain the perspective that the psychosocial well-being of in-school adolescent orphans might be overlooked. Consequently, this study endeavoured to investigate how self-efficacy could play a role in promoting their psychosocial well-being.

Considering the importance of adolescence, the study set out to establish the lived experiences and perspectives of in-school adolescent orphans regarding the role of self-efficacy in promoting psychosocial well-being. Adolescence marks a crucial developmental phase between childhood and adulthood, characterised by transitions in both physical and psychological components within the confines of puberty and legal adulthood (Kingham, 2018; Zaky, 2016). For the purposes of this study, "adolescence" is defined by the researcher as a developmental stage encompassing both positive and negative experiences. This phase may involve various psychosocial distresses and contextual life obstacles, necessitating adaptive coping strategies.

In this study, an "obstacle" could be low self-efficacy, whereas the "life goal" could represent improved or higher psychosocial well-being. To substantiate the researcher's viewpoint, Schunk and DiBenedetto (2016) argue that adolescents can proactively contribute to achieving their desired psychosocial well-being through enhancements in emotional, cognitive, and motivational processes. The implication of this assertion is that a heightened sense of self-efficacy might potentially facilitate the promotion of psychosocial well-being among in-school adolescent orphans.

According to Eiroa-Orosa (2020), "psychosocial well-being" is characterised as the quality of life, encompassing the emotional, social, and physical dimensions of an individual.

Kyaruzi (2022) emphasises psychosocial well-being as a pivotal component for the survival and development of a child's mental health. In a similar vein, Martikainen (2002) defines psychosocial well-being as involving psychological and emotional aspects. Positive psychological well-being, as described by Kubzansky et al., (2018), is associated with an enhanced quality of life. In the context of this study, psychosocial well-being is conceptualised as the improved quality of life and the alleviation of psychosocial distresses among in-school adolescent orphans.

A comprehensive understanding of the self-efficacy construct is imperative. According to Bandura (1977a), self-efficacy is defined as the “individual’s belief in their capability to achieve tasks set for them” (p. vii). Expanding on this concept, Bandura (1997b) further characterised self-efficacy as an individual's belief in their capability to organise and execute goals and planned activities. Drawing on Bandura's definitions and as elucidated by Nasongo et al., (2019), I propose that self-efficacy can be understood as an individual's belief in their personal capacity to succeed in any given situation. To illustrate, Schunk and DiBenedetto (2020a) characterise self-efficacy as an individual's perceived capabilities to learn and perform activities chosen for specific levels. For the purposes of this study, focusing on selected adolescent orphans in Botswana, this study describes self-efficacy as the ability of in-school adolescent orphans to recognise and believe in their innate and learned capabilities to achieve life goals they have set for themselves, notwithstanding contextual or potential systemic life obstacles (Bandura, 1997a; Schunk & DiBenedetto, 2020a).

Numerous studies have suggested that self-efficacy possesses the ability to impact learning, motivation, achievements, and self-regulation (Multon et al., 1991; Pajares, 1997; Schunk & DiBenedetto, 2014; Schunk & Usher, 2011). Furthermore, self-efficacy can shape various aspects of learners, including their choice of activities, the level of effort invested, as well as their interest and persistence levels. Drawing from this background, self-efficacy

emerges as a motivational construct that contributes to the success of motivational outcomes (Bandura, 1997a; Falco & Summers, 2019; Schunk & DiBenedetto, 2020a; Schunk & Usher, 2019). In my masters' study, as a researcher, I viewed obstacles as the impact presented by non-supportive environments (Otladisang, 2020). These obstacles consistently interact with in-school adolescent orphans (Bronfenbrenner, 1979; Schunk & DiBenedetto, 2016). Additionally, these obstacles are closely linked to psychological distress, stemming from attachment issues (Bowlby, 1969; Christopher & Mosha, 2021).

To offer further context to the aforementioned perspectives, it's important to note that the majority of senior secondary schools in Botswana offer boarding facilities to both Form 4 and 5 students, including adolescent orphans. Given that senior secondary education spans only two years, I posit that senior secondary schools equipped with boarding facilities have the potential to serve as a supportive environment as a positive microsystem (Bronfenbrenner, 1979). This assertion is grounded in the idea that the psychosocial well-being of orphans can be positively influenced by the environment in which they reside (Christopher & Mosha, 2021). In this regard, boarding schools can be deemed as fundamental living environments that have the potential to enhance the self-efficacy of adolescent orphans. This, in turn, could contribute to the promotion of psychosocial well-being in Botswana's senior secondary schools. Nevertheless, if the school no longer provides a supportive environment for in-school adolescent orphans, it could give rise to various negative emotional responses. These may include low self-efficacy, frustration, stress, and anxiety (Shankar, 2010; UNICEF, 2018).

1.2 STATEMENT OF THE PROBLEM

The ongoing narratives and discussions seem to suggest that caregivers and other significant people provide very little psychosocial and emotional supports to in-school adolescent orphans. This observation suggests that the needs of the in-school adolescent orphans might not be regarded as a priority. The assumption therefore would be that the

formidable psychosocial challenges facing adolescent orphans could potentially also be associated with systemic and developmental issues. In this context, the in-school adolescent orphans might require positive or high self-efficacy as a motivational construct to promote their psychosocial well-being. Self-efficacy involves perceived capabilities to learn and perform tasks and the achievement of life goals despite contextual life obstacles. As emphasised by Artino (2012) and Honicke and Broadbent (2016), research on the self-efficacy of adolescent orphans is predominantly conducted in high-income nations. Equally notable is the scarcity of literature addressing adolescent orphans in developing nations, particularly in SSA (Goodman et al., 2016; Oyuga et al., 2019; Yendork & Somhlaba, 2015). This means that the voices of in-school adolescent orphans as participants might have been underrepresented.

Pheko et al., (2013) identified research gaps within the field of psychology in Botswana, highlighting a deficiency where the output of available data does not adequately reflect the various fields of psychology. Notably, there is a dearth of research focusing on the psychosocial well-being of in-school adolescent orphans in Botswana. Furthermore, existing studies have not engaged in-school adolescent orphans as research participants, thereby limiting the direct capture of their perspectives and lived experiences related to the studied phenomenon.

According to Thupayagale-Tshweneagae and Mokomane (2013), a gap also exists because most available studies are quantitative studies. The available quantitative studies often prioritise material needs over the psychosocial well-being of the OVC, potentially excluding the specific experiences of in-school adolescent orphans (Otladising, 2020; Skinner et al., 2013; Thupayagale-Tshweneagae & Mokomane, 2013). Certainly, this does not imply the exclusion of all orphans. The significance of this study lies in its potential to offer insights into the meanings of self-efficacy and psychosocial well-being based on the unique perspectives and experiences of in-school adolescent orphans. Additionally, the study has relevance in elucidating the role of self-efficacy in promoting the psychosocial well-being of in-school adolescent orphans within

selected senior secondary schools in Botswana. This underscores the formulation of the following research questions, aim, and objectives.

1.3 RESEARCH QUESTIONS

The primary research question of this study was:

“What role can self-efficacy play in promoting the psychosocial well-being of in-school adolescent orphans in selected secondary schools in Botswana”?

The secondary research questions were:

- What is self-efficacy?
- What is psychosocial well-being?
- How do in-school adolescent orphans in selected secondary schools in Botswana perceive self-efficacy?
- How do in-school adolescent orphans in selected secondary schools in Botswana perceive psychosocial well-being?
- In what ways can self-efficacy promote the psychosocial well-being of in-school adolescent orphans?

1.4 THE RESEARCH AIM AND OBJECTIVES

The main aim of this study was to explain the role of self-efficacy in promoting the psychosocial well-being of adolescent orphans in selected secondary schools in Botswana.

To attain the study's research questions, the following research objectives were pursued:

- To explain what self-efficacy means.
- To describe psychosocial well-being.

- To understand how the in-school adolescent orphans in selected secondary schools in Botswana perceive self-efficacy.
- To ascertain the perspectives and experiences of in-school adolescent orphans regarding psychosocial well-being.
- To establish the role of self-efficacy in promoting the psychosocial well-being in selected secondary schools in Botswana.

1.5 SIGNIFICANCE OF THE STUDY

As noted by Cluver et al., (2008) and Zhao et al., (2007), existing literature underscores that the psychosocial well-being of children significantly influences all aspects of their lives, including interpersonal relationships and the ability to learn. There is a scarcity of literature in Botswana that directly involves adolescent orphans as research participants in matters related to psychosocial well-being and self-efficacy. Therefore, this study has the potential to make valuable contributions to the literature in the following ways:

Acquisition of Knowledge: The interpretation of the perspectives and experiences of in-school adolescent orphans, serving as research participants, may yield valuable insights into self-efficacy and psychosocial well-being.

Informed Literature Development: The study may contribute to the creation of more informed literature on self-efficacy and psychosocial well-being tailored to the context of Botswana, aiding future research endeavours.

Policy Implications: The findings could inform the Ministry of Education and Skills Development (MESD) in the development of relevant interventions aimed at promoting the psychosocial well-being of in-school adolescent orphans in Botswana.

1.6 ASSUMPTIONS OF THE STUDY

The assumptions of this study include:

- The definitions of self-efficacy and psychosocial well-being can be determined based on the perspectives and experiences of the in-school adolescent orphans.
- It is important to understand how in-school adolescent orphans perceive self-efficacy as this can provide guidance on their levels of self-efficacy and how level of self-efficacy could potentially influence psychosocial well-being.
- The experiences of the in-school adolescent orphans can provide new perspectives and understanding about psychosocial well-being.
- Psychosocial well-being can be promoted through positive self-efficacy.

1.7 RESEARCH DESIGN AND METHODOLOGY

The primary aim of this study was to elucidate the role of self-efficacy in enhancing the psychosocial well-being of in-school adolescent orphans. To address the research question effectively, a relevant research design and method were chosen. The study adopted a qualitative case study design within the phenomenological paradigm. The subsequent section provides a concise presentation of the research design and methods, with a more comprehensive discussion available in Chapter 4 of this study.

1.7.1 Research paradigm

For this study, I opted for a phenomenological paradigm. The selection of the phenomenological paradigm aims to elucidate the role of self-efficacy in promoting psychosocial well-being by delving into the lived experiences of in-school adolescent orphans (Marshall & Rossman, 2016; Mertens, 2005). Consequently, phenomenology offers the opportunity to comprehend the lived experiences of in-school adolescent orphans as research participants. Moreover, the adoption of the phenomenological paradigm facilitated my interaction and engagement with in-school adolescent orphans, thereby creating opportunities for gathering diverse opinions (Creswell, 2009; Thanh & Thanh, 2015). This approach allowed for a detailed

understanding (Dube, 2015) of the role of self-efficacy in promoting psychosocial well-being through the perspectives of the research participants.

1.7.2 Research approach

I employed a qualitative approach, wherein systematic exploration of subjective lived experiences was utilised to derive meaning and comprehend the phenomenon (Burn & Groove, 2003; Dube, 2015). This qualitative approach afforded me the opportunity to understand and explicate self-efficacy, psychosocial well-being, and the role of self-efficacy in promoting the psychosocial well-being of in-school adolescent orphans. Following this rationale, I utilised semi-structured interviews, focus group discussions, informal participant observations, and my reflective journal. These methods collectively provided comprehensive and triangulated qualitative data (Ponelis, 2015) pertaining to the role of self-efficacy in the promotion of psychosocial well-being.

1.7.3 Research design

I selected an instrumental case study as the research design, utilising this approach to address the research questions by acquiring comprehensive and detailed information and insights through vivid accounts provided by in-school adolescent orphans (Grandy, 2010; Magwa & Magwa, 2015). A case study is a research strategy where multiple sources are employed to facilitate the empirical investigation of a contemporary phenomenon within its real-life context (Saunders et al., 2009). The utilisation of a case study design afforded me the opportunity to gather detailed information on how self-efficacy might promote the psychosocial well-being of in-school adolescent orphans (Baxter & Jack, 2008). I considered the instrumental case study as the most fitting for this research study because, according to Creswell (2007), it involves the examination of a specific case that can offer insights into pertinent issues. In the context of this study, the specific case pertains to in-school adolescent orphans.

1.7.4 Sampling

The participants were purposively sampled since the study aimed to gather in-depth information regarding the role of self-efficacy in promoting the psychosocial well-being of in-school adolescent orphans. In qualitative research, purposive sampling involves deliberately selecting participants (Patton, 2015, 2002; Yin, 2011). Additionally, non-probability sampling was employed in this study, providing the opportunity to select adolescent orphans from two senior secondary schools in Botswana. The selection of schools in the Kgalagadi region was based on convenience for the researcher, considering factors such as availability, proximity, and the researcher's familiarity with the schools to be studied in order to answer the research questions (Nikolopoulou, 2023).

1.7.5 Data collection methods

To answer the research questions, I conducted 21 semi-structured interviews and four focus group discussions with adolescent orphans from two senior secondary schools in the Kgalagadi region. Additionally, I utilised reflective journals to capture thick, rich, and detailed descriptions of the perspectives and experiences of the participants (De Vos et al., 2011; Cohen et al., 2011). The use of multiple methods enabled data triangulation. As described by Bhandari (2020), triangulation involves utilising various sets of data methods as a research strategy to enhance credibility and mitigate possible biases. It also played a crucial role in faithfully approaching the reality of the study (Padilla-Diaz, 2015). Thus, data triangulation proved instrumental in enhancing the understanding of how self-efficacy could potentially contribute to promoting psychosocial well-being through the perspectives and experiences of adolescent orphans in schools.

1.7.6 Data analysis

Qualitative data analysis entails assessing and interpreting data to describe a phenomenon (Bhandari, 2023; Fossey et al., 2002). I employed an inductive approach, where

assessed findings were integrated with recorded data to enable the formulation of reliable assumptions and inferences (Caulfield, 2019; Dube, 2015; Fossey et al., 2002). To accomplish the aforementioned process, I conducted a thematic content analysis (TCA) in this study, relying on the identification and analysis of themes that emerged from the data (Braun & Clarke, 2019; Caulfield, 2019). The process of TCA involved the following steps: Step 1 – data familiarisation; Step 2 – initial coding; Step 3 – categorisation; Step 4 – refining themes; Step 5 – definition of themes; and Step 6 – summarising the data. This detailed research data analysis approach facilitated a deep understanding of the issues that emerged from the data (Magwa & Magwa, 2015). Based on the reasoning above, I was able to establish connections between various viewpoints and experiences expressed by the participants regarding the potential role of self-efficacy in promoting psychosocial well-being.

1.8 DELIMITATIONS OF THE STUDY

The research was carried out in the Kgalagadi region, covering Tsabong and Hukuntsi districts in Botswana. The choice of the Kgalagadi region was based on the researcher's familiarity with the areas and convenience (Nikolopoulou, 2023). The study was delimited to 21 interviews with Form 5 adolescent orphans from two selected senior secondary schools in the two districts in the Kgalagadi region. The focus of the study was to determine and explain the role of self-efficacy in the promotion of the in-school adolescent orphans' psychosocial well-being.

The following section presents the theoretical framework underpinning this study, which is further illustrated in Figure 1.

1.9 THEORETICAL FRAMEWORKS

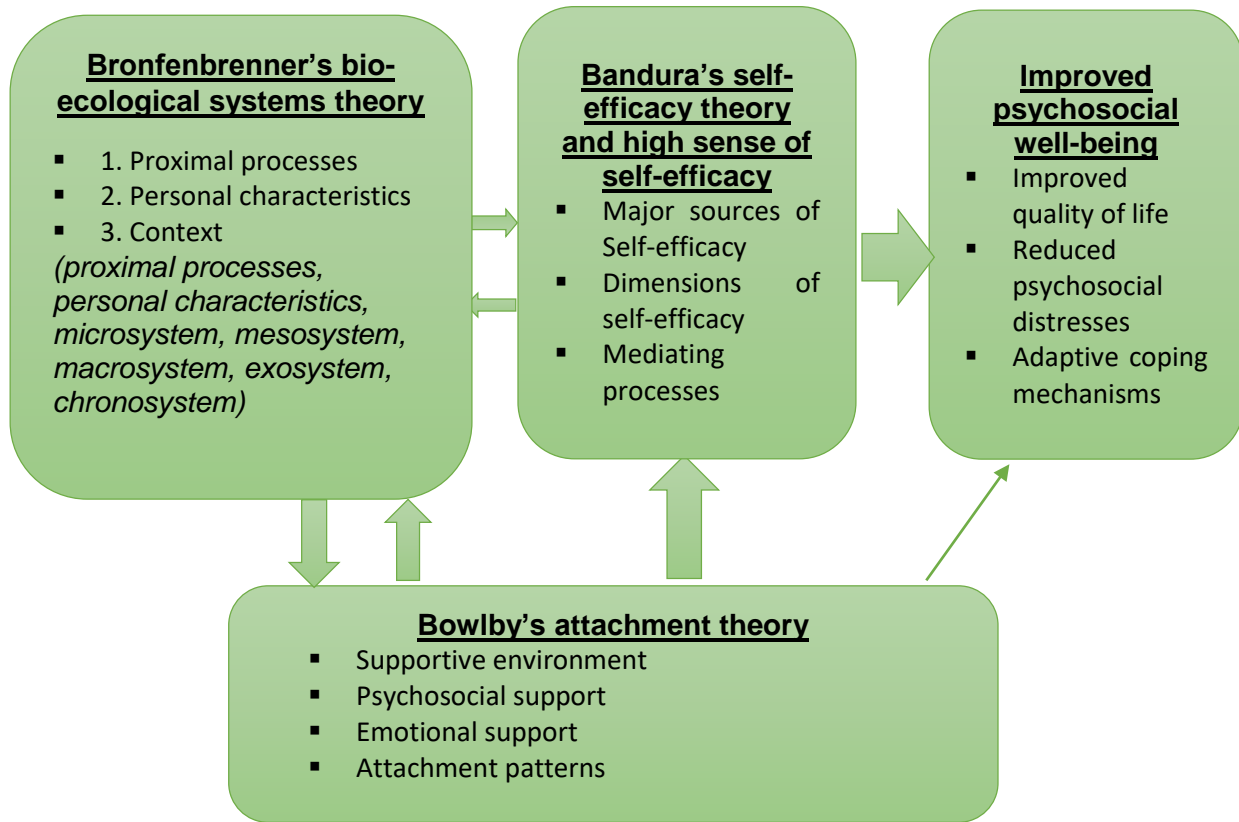


Figure 1: Visual representation of the theoretical frameworks

To provide a framework for elucidating the role of self-efficacy in promoting the psychosocial well-being of in-school adolescent orphans, Bandura's self-efficacy theory served as the primary theoretical foundation in this study. Additionally, it was complemented by Bronfenbrenner's bio-ecological systems theory and Bowlby's attachment theory to guide the research. Brief introductions to all three theories follow.

As depicted in Figure 1, the bio-ecological systems theory offered insights into the significance of personal and contextual factors, as well as the environment. This understanding contributes to unravelling the potential quality of life and the origins of psychosocial distress or difficulties encountered by in-school adolescent orphans. Attachment theory played a crucial role in elucidating attachment patterns and the role of individuals in fostering supportive

relationships for in-school adolescent orphans, thereby contributing to the promotion of psychosocial well-being. Refer to Figure 1 for a visual representation.

1.9.1 Bandura's self-efficacy theory

This study was guided by Bandura's self-efficacy theory (Bandura, 1977a, 1994; Pajares, 2002) to explain the meaning of self-efficacy and its potential role in promoting psychosocial well-being. De Wet (2020) posits that regardless of the capability, individuals with higher levels of self-efficacy surpass those with lower levels of self-efficacy in any area of human endeavour. Personal mastery and vicarious experiences might impact on self-efficacy levels (see Figure 1). Self-efficacy is not a universal trait but a context-specific and task-specific attitude of belief about one's capabilities (Bandura, 2012). As Figure 1 depicts, the accomplishment of quality of life and reduction of psychosocial distress could be determined by how the in-school adolescent orphans organise their self-belief system in relation to their personal capabilities as well as their psychosocial experiences in the family, school, and the broader society. In view of the above, self-efficacy theory guided the understanding of the in-school adolescent orphans' belief in their capabilities to perform any task, and the level of influence and persistence they may possess despite psychosocial distress (Rutherford et al., 2017).

1.9.2 Bronfenbrenner's bio-ecological systems theory

This study also employed Bronfenbrenner's bio-ecological systems theory to shed light on the quality of life and potential origins of the psychosocial distress experienced by in-school adolescent orphans. Figure 1 illustrates the multiple and holistic perspectives on human development, mutual interactions, and how individuals develop and interact with various environmental systems (Berns, 2013; Velez-Agosto et al., 2018). The bio-ecological systems theory is considered a representation of a non-reductionist model that enhances the understanding of the school as a learning environment, characterised by natural interactivity

(Tikly, 2015; Tudge et al., 2016). Various interactions of ecological systems situate the development of in-school adolescent orphans within the social context, including cultural settings (Bronfenbrenner, 1979; 1994; Clark, 2014; Sibisi, 2021). Therefore, Figure 1 epitomises the interactions with peers, teachers, and other factors at *micro, meso, macro, exo and chrono* levels. Consistent with four sources of self-efficacy and reciprocal determinism, these interactions can positively support the in-school adolescent orphans or even negatively contribute to the emergence of psychosocial distress (Bandura, 1997a; 1986; 1977a).

1.9.3 Bowlby's attachment theory

This study also employed Bowlby's attachment theory to aid in discerning the potential role of a supportive environment or emotional support for in-school adolescent orphans. The relationships and attachment patterns are likely outcomes of interactions between individuals. That is positive because a child's experience of a warm, intimate, and continuous relationship with the mother, or any other permanent mother substitute, could result in mutual satisfaction and enjoyment from each other (Bowlby, 1951).

In alignment with the above perspective, Makuu (2017) suggests that human attachment is biologically predetermined to enable individuals to form affection bonds for the purposes of safety, care, love, and support. More precisely, the absence of a secured attachment can potentially lead to the emergence of emotional behaviours in adolescents, thus proving it difficult for adolescent orphans to resist emerging emotional behaviours (Wambuya et al., 2018). The in-school adolescent orphans are predisposed to risks of experiencing depression, anger, anxiety, self-isolation, and sad feelings (Ntuli et al., 2020). As Figure 1 illuminates, the school might provide the opportunity for secured attachment in the form of a supportive environment and emotional support to the adolescent orphans, which could influence their self-efficacy positively and, in turn, promote their psychosocial well-being.

1.10 QUALITY ASSURANCE

Ensuring trustworthiness guarantees that the findings accurately reflect the perspectives of the researcher, the research participants, and the reader (Patton, 2015). Consequently, the results must be robust, providing accurate and valid results (LaBanca, 2010; Lincoln et al., 2018). Rigour and trustworthiness aim to bring the study to a certain level of objectivity, reducing bias by the researcher (Marshall & Rossman, 2016; Rubin & Babbie, 2010). The entire process to achieve quality assurance, rigour, and trustworthiness employed credibility, transferability, dependability, confirmability, and authenticity (Creswell, 2014; Dube, 2015).

1.11 ETHICAL CONSIDERATIONS

Prior to undertaking this research, a clearance certificate was obtained from the College of Education's Ethics Review Committee at the University of South Africa (UNISA) (see Appendix A). Throughout the research process, I adhered to the ethical guidelines outlined by the Department of Psychology of Education at UNISA. I made sure that participants were adequately informed about the purpose, nature, and procedures of the study (Marshall & Rossman, 2016; Fleet et al., 2016). The confidentiality and anonymity of the participants were ensured, and pseudonyms were employed to protect their identities. I safeguarded the participants from harm, and information was kept confidential by engaging in honest communication with them (Strydom & Delpont, 2011). Additionally, I offered to refer the participants to other professionals for psychotherapy or counselling if the need arose. The findings from the research process in this study were thoroughly analysed and articulated to accurately reflect actual experiences and minimise the potential risks of biased interpretations (McMillan & Schumacher, 2010).

1.12 CLARIFICATION OF KEY CONCEPTS

In this study, the following definitions were utilised. The key concepts are defined formally within the context of this study.

1.12.1 Self-efficacy

Within the context of this study, “self-efficacy” is defined as the in-school adolescent orphan's ability to recognise and believe in both their innate and learned capabilities to accomplish the goals they have set for themselves, despite potential systemic life obstacles (Bandura, 1997a; Schunk & DiBenedetto, 2020a).

1.12.2 Psychosocial well-being

Within the context of this study, “psychosocial well-being” refers to improved quality of life and the reduction of psychosocial distresses of the in-school adolescent orphans. Psychosocial well-being involves psychological and emotional well-being (Martikainen, 2002). It is further referred to as “quality of life” because it involves emotional, social, and physical components (Eiroa-Orosa, 2020).

1.12.3 Psychosocial

In this study, “psychosocial” refers to how the psychological and social aspect of a person interacts and influences each other (IFRC, Reference Centre for Psychosocial Support, 2014). According to the United Nations Relief and Works Agency (UNRWA) (2016), the aspect of psychological development could include the person’s thoughts, emotions, behaviours, memories, perceptions, and understanding, while the social aspect covers the interactions and relationships between the person, family, and the community.

1.12.4 Well-being

Within the context of this study, “well-being” is defined as the process of achieving a holistic health condition inclusive of physical, emotional, social, cultural, mental, and spiritual

aspects (ACT, Alliance and Church of Sweden, 2015; INEE, 2011). In this definition, key issues encompass, among others, experiencing happiness and hope, maintaining a meaningful social life, engaging in positive social interactions within a supportive environment, coping with psychosocial distresses through life skills, feeling a sense of security and protection, having access to quality services, and living in accordance with established values.

1.12.5 Adolescence

In the context of this study, “adolescence” is perceived as a stage encompassing both positive and negative developmental experiences, which may involve various psychosocial distresses and contextual life obstacles necessitating adaptive coping strategies. Adolescence is primarily characterised by the rapid occurrence of social, psychological, and biological changes, compelling adolescents to adjust their lives irrespective of their contextual circumstances (Ferguson & Walker, 2014; Kinghorn et al., 2018; Moretti & Peled, 2004; Pienaar et al., 2011; Zaky, 2016).

1.12.6 Orphans

For the purposes of this study, the Botswana definition of an “orphan” will be adopted to define the in-school adolescent orphans. The Botswana government defines an orphan as “including a child, under 18 years, of a single parent who lost that parent or a child of married couple including those in civil or traditional marriage who has lost both biological or adoptive parents” (MLGRD, 2019, p. 42). Internationally, UNICEF defines an orphan as a child, under 18 years of age, whose mother, father, or both parents, are deceased (MLGRD, 2019).

1.13 CHAPTER OUTLINE

This thesis consisted of the following six chapters:

CHAPTER 1: INTRODUCTION TO THE STUDY

This introductory chapter aims to orientate the reader to the research study. The chapter introduces the research topic and provides a background to the study. It also presents a brief analysis and statement of the problem, explicates the rationale of the research, presents the aims and objectives, as well as the research questions. Furthermore, a brief literature review is provided, along with a short explanation of the research methodology utilised in the study. The chapter also concisely discusses the theoretical frameworks that underpin this study, defines the key concepts used, and outlines the forthcoming chapters.

CHAPTER 2: LITERATURE REVIEW

This chapter provides a comprehensive review of related literature, guided by the research topic, research title, and the research questions outlined in Chapter 1. The study seeks to determine and explain the perspectives and lived experiences of in-school adolescent orphans regarding self-efficacy and psychosocial well-being. The literature is examined under the following main headings: 'self-efficacy'; 'psychosocial well-being'; 'adolescence as a developmental stage'; and 'understanding orphans and their psychosocial distresses'. The chapter ends with a brief conclusion.

CHAPTER 3: THEORETICAL FRAMEWORKS

This chapter presents and explains the suitability of the theoretical frameworks underpinning the potential role of self-efficacy in promoting the psychosocial well-being of in-school adolescent orphans in the selected secondary schools in Botswana. Bandura's self-efficacy theory served as the primary guiding framework for this research study, complemented

by the supplementary inclusion of Bronfenbrenner's bio-ecological systems and Bowlby's attachment theories.

CHAPTER 4: RESEARCH METHODOLOGY

Chapter 4 provides an in-depth exploration of the methods employed by the researcher for data collection. It delves into the chosen methodology, research design, and approach used to address the research questions. The research paradigm, research approach, sampling, data collection, and data analysis are thoroughly explained and discussed. Additionally, the chapter addresses the ethical considerations adhered to and quality criteria applied in this research study.

CHAPTER 5: PRESENTATION AND DISCUSSION OF THE RESULTS

This chapter presents the study results, organised around the themes derived from the TCA of the raw data. The inclusion of direct quotations from interviews, focus group discussions, reflective journal excerpts, informal participant observation notes, relevant literature, and other documents enriches and complements the identified themes and sub-themes. The findings are thoroughly discussed and contextualised within the reviewed literature and the theoretical frameworks underpinning the study.

CHAPTER 6: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In this concluding chapter, a comprehensive summary of the key findings is provided. The chapter encompasses conclusions drawn from the analysis and discussions of the findings, acknowledging any identified limitations. Additionally, recommendations are presented, suggesting potential avenues through which self-efficacy can contribute to the promotion of psychosocial well-being.

1.14 CONCLUSION

This study aimed to investigate the role of self-efficacy in enhancing the psychosocial well-being of adolescent orphans in selected secondary schools in Botswana. The primary focus was on eliciting the perspectives and lived experiences of in-school adolescents, aiming to understand their interpretations of self-efficacy and psychosocial well-being and how self-efficacy may contribute to the enhancement of psychosocial well-being. The introductory section provides an overview of the study, including the background, problem statement, significance, main objectives, research questions, and delimitations. The chapter further details the research design, methods, data collection, and analysis processes. The theoretical frameworks guiding the research questions are briefly presented, along with ethical considerations, key concepts, and an outline of the subsequent chapters. This chapter serves as a precursor to the literature review that follows next.

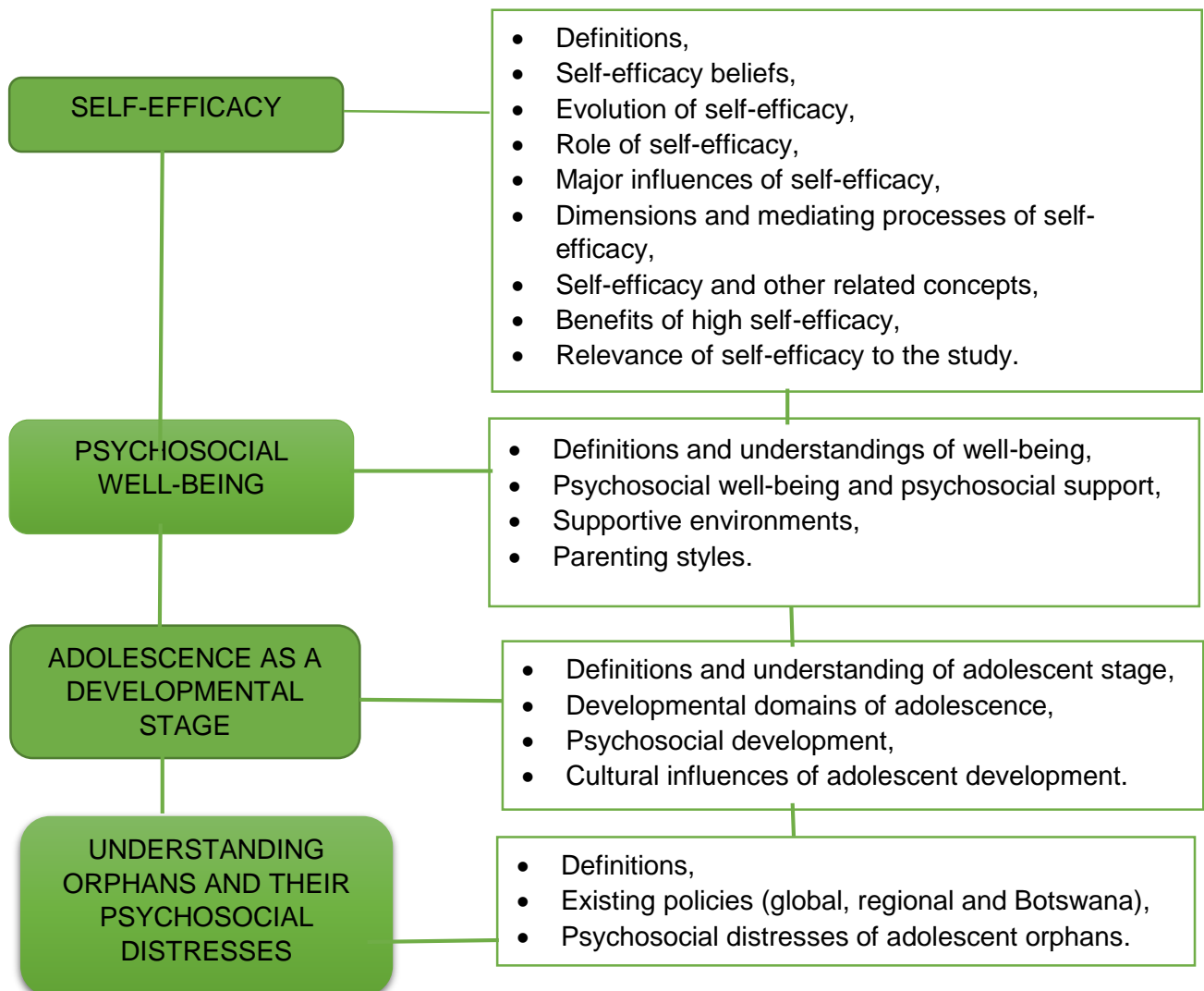
CHAPTER 2:

LITERATURE REVIEW

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning" – Mahatma Gandhi (Goodreads, n.d.)

OVERVIEW OF THE CHAPTER

The figure illustrates both the major concepts and their related subordinate headings; and how they connect in guiding the literature review of the research study.



2.1 INTRODUCTION

This chapter delves into the literature that centres on self-efficacy, the psychosocial well-being of in-school adolescent orphans, adolescence as a developmental stage, orphanhood and its psychosocial distresses in SSA. The study's particular context is Botswana. The chapter illustrates the potential impact of psychosocial distress on the self-efficacy and psychosocial well-being of adolescent orphans. Additionally, it offers a conceptualisation of self-efficacy and psychosocial well-being, along with an explanation of how self-efficacy can play a role in promoting psychosocial well-being.

Various methods were employed for literature searches, including consulting peer-reviewed and primary sources within the psychology field. Platforms such as SAGE, ERIC, PsycArticles, PsycINFO, SpringerLink, and ScienceDirect were utilised. Targeted searches were conducted for published journals in areas like psychology, education, and social work. A comprehensive review involved assessing both electronic and hard copies of relevant materials. Citations from theses, dissertations, and individual studies were scrutinised. UNISA Library resources were utilised for exploring and retrieving relevant literature.

2.2 DEFINING AND UNDERSTANDING SELF-EFFICACY

2.2.1 Self-efficacy defined

Bandura (1997a, p. vii) defines “self-efficacy” as “the individual’s belief in their capability to achieve tasks set for them”, and as “peoples’ judgement to produce designated levels of performance that exercise influence over event that affect their lives”. More recently, self-efficacy has been perceived as the capability to learn and perform activities at specified levels (Schunk & DiBenedetto, 2020a). Bandura (1986) also refers to self-efficacy as an individual's belief in their capacity to organise and execute goals and planned activities.

Self-efficacy is considered a crucial motivational construct and process that leads to strong and successful motivational outcomes. It is also seen as an internal mechanism of empowerment (Bandura, 1997b; Cattaneo & Chapman, 2010; Falco & Summers, 2019; Schunk & Usher, 2019). From the aforementioned definitions, it is evident that the belief in one's innate and acquired capabilities to accomplish tasks is a common element. According to Sharma and Gaur (2021), theories of learning, cognition, and social cognition have facilitated the exploration of the nature, sources, and psychological processes involved in the formation of self-efficacy beliefs.

2.2.2 Self-efficacy beliefs

There are several possible reasons why individuals, including in-school adolescent orphans in Botswana, believe in their personal capabilities. Bandura (2001, 1997a) argued that self-efficacy beliefs serve as important indicators of effective psychosocial functioning in individuals. Previous literature has identified four sources of influence that contribute to the development of perceived self-efficacy through cognitive processing (Bandura, 1995) and as discussed in sub-section 2.2.5, cognitive processing plays a crucial role in shaping the development of each child (Bandura, 1995; Stivaros, 2007).

Self-efficacy stands out as a crucial factor influencing self-regulation (Maddux & Kleiman, 2023). Consequently, it can be inferred that self-efficacy is intricately tied to individuals' beliefs and their assessments of their own capabilities. According to Bandura's (1997b; 1997a) definition of self-efficacy, it comprises a set of self-beliefs linked to specific domains of functioning, leading individuals to interpret information through the lens of their self-efficacy beliefs. Similarly, self-efficacy beliefs are concerned not only with one's skills but also with the judgment of what an individual can achieve using those skills.

Pajares (2002) underscores Bandura's perspective, citing empirical evidence that supports the notion that self-efficacy beliefs permeate various aspects of people's lives. Pajares

(2002) further suggests that self-efficacy originates from both personal and environmental sources, indicating that individuals' social and physical environments play a role in their development. Therefore, self-efficacy beliefs are not solely determined by individual factors, but are shaped by the interplay between personal characteristics, environmental influences, and behavioural patterns (see Figure 2). Bronfenbrenner (1994, 1979) supports this perspective by asserting that a child's development is influenced by various factors, including the ongoing interactions among interconnected systems that surround the child.

2.2.3 How self-efficacy evolved

The concept of self-efficacy was initially introduced by Albert Bandura (1977a), a cognitive psychologist, in his paper entitled 'Self-efficacy: Toward a Unifying Theory of Behavioural Change'. Self-efficacy emerged from Bandura's social learning theory (SLT) (Ashford & Le Croy, 2010). However, Bandura later renamed SLT as social cognitive theory (SCT) due to his dissatisfaction with the exclusion of cognition and situation in both behaviourism and psychoanalysis (Bandura, 2005, 2004, 1977, as cited in Redmond, 2010). SCT emphasised the role of cognitive, personal, and environmental factors in motivating and determining behaviour. Bandura referred to these interactions as *triadic reciprocal determinism* (Bandura, 1986; Crothers et al., 2011).

Figure 2 provides a comprehensive illustration of triadic reciprocal determinism. Consistent with this theory, Bronfenbrenner's bio-ecological systems theory suggests that individuals develop and grow through interactions within various environmental systems (Bronfenbrenner, 1994, 1979; Clark, 2014; Velez-Agosto et al., 2018). The development of self-efficacy is embedded within the social functioning of individuals. In the context of this study, the development of positive self-efficacy among in-school adolescent orphans is explained in terms of triadic reciprocal causation. This means that personal factors, such as cognitive, affective, and biological aspects, behavioural patterns, and environmental events, interact and mutually

influence the development of self-efficacy and psychosocial well-being (Bandura, 2004, 1999; Pajares, 2002).

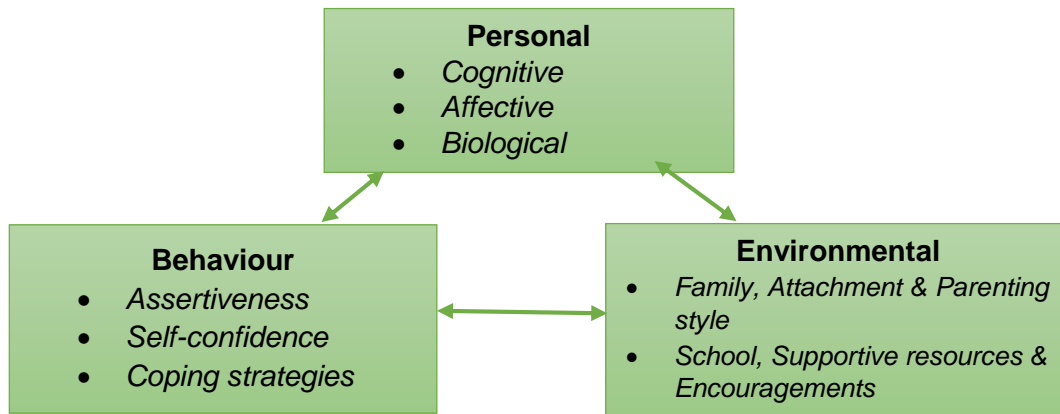


Figure 2: Diagrammatic representation of triadic reciprocal determinism
(Adapted from Bandura, 1986)

2.2.4 The role of self-efficacy

Over the years, researchers and scholars in various fields, including education, health, careers, business, wellness, and athletics, have recognised the significance of self-efficacy (Schunk & DiBenedetto, 2016).

According to Nasongo et al., (2019), a strong sense of self-efficacy has the potential to enhance personal well-being and human functioning. Thus, improved psychosocial well-being may be attainable, regardless of psychosocial distress or systemic life obstacles. The extent to which self-efficacy influences this outcome depends on its sources, mediating processes, and dimensions. Bandura (2012) explains that self-efficacy is not a universal trait, but rather a context-specific and task-specific belief in one's capabilities. Additionally, Bandura (1997a) clarifies that individuals can possess varying levels of self-efficacy. Building on this, De Wet (2020) emphasises that individuals with higher self-efficacy excel in any area of human endeavour, regardless of their innate abilities. Consequently, Bandura (1997a) hypothesises

that individuals interpret information based on four sources of influence, as discussed in the following sub-section.

2.2.5 The four major sources of self-efficacy

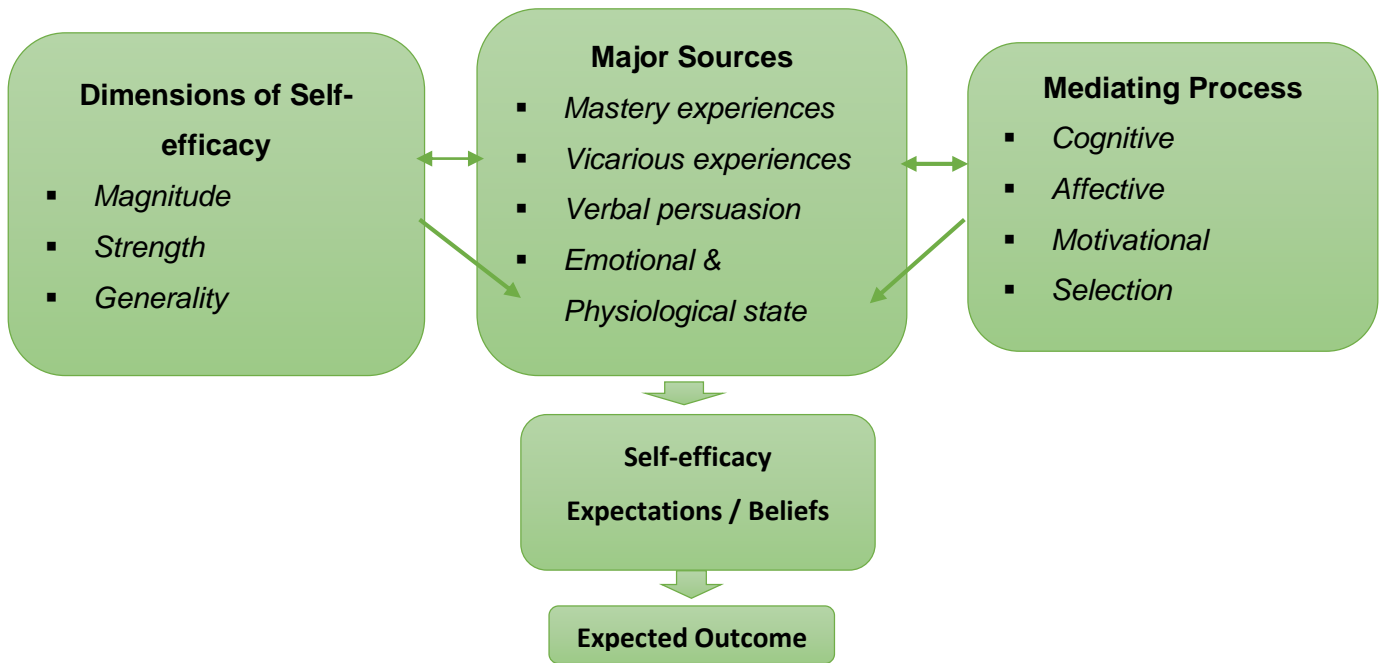


Figure 3: The relationship between self-efficacy and outcome expectation
(Adapted from Bandura 1997a, 1986)

As represented in Figure 2, Bandura (1997a; Schunk & DiBenedetto, 2020a; Schunk & Usher, 2019; Schunk, 2012) proposed four primary sources of self-efficacy. The interplay between these sources, the dimensions of self-efficacy, and mediating processes collectively shape the development of self-efficacy, subsequently influencing behaviour and performance (Bandura, 1977a). According to Nasongo et al., (2019) and Otladisang (2020), self-efficacy beliefs can contribute to the enhancement of emotional well-being and psychosocial functioning. The assumption is that the psychosocial well-being of in-school adolescent orphans could improve if they possess positive self-efficacy. The following section succinctly discusses the major sources.

2.2.5.1 *Mastery experiences*

Bandura (1994) and Nasongo et al., (2019) highlight the significance of mastery experiences in constructing a strong sense of efficacy. Mastery experiences refer to the performance outcomes based on an individual's past, and they are regarded as the most influential factor. Reeve (2014) equates mastery experiences to one's personal behaviour history. In this regard, positive experiences have the potential to enhance self-efficacy, while negative experiences can undermine it. Bandura (1994) contends that performance outcomes and accomplishments exemplify mastery experiences, as they offer feedback on one's capabilities, thus explaining their influential nature. In the context of this study, adolescent orphans attending school in Botswana may develop a heightened sense of self-efficacy as a result of their outstanding academic performance and the opposite might be true as well.

2.2.5.2 *Vicarious experiences*

People naturally react and compare their abilities to those of others in similar situations. According to Nasongo et al., (2019), witnessing another person's failure can potentially decrease self-efficacy. Bandura (1997b) further suggests that successful mentorship can increase self-efficacy. Bandura argues that self-efficacy can be strengthened through social modelling, as shared experiences can motivate individuals to exert more effort and believe in their capabilities. The development of self-efficacy beliefs can be influenced by contextual factors (Bronfenbrenner, 1979; Usher & Schunk, 2018). In the context of this study, the school environment offers opportunities for in-school adolescent orphans to interact, observe, model, and receive mentoring from their peers and teachers. A strong bond or attachment develops during the interaction in this microsystem. Furthermore, the orphans may benefit from the existing school policies. All of these elucidate the significance of the microsystems and mesosystems of the bio-ecological systems theory; and how they could potentially facilitate the development of self-efficacy.

2.2.5.3 *Verbal persuasions*

According to Bandura (1994), verbal persuasions are considered the third source of influence that contributes to the development of self-efficacy. The strength of these persuasions, as suggested by Won et al., (2017), can have a significant impact. Encouragements and discouragements can be closely linked to an individual's perceived ability to perform, and therefore, verbal persuasions hold the potential to influence self-efficacy. In educational settings, for example, peers and teachers can provide constructive feedback to learners, affirming their skills and capabilities and fostering their psychosocial well-being. Positive encouragement and appraisals are recognised as crucial elements of verbal persuasions in the context of this study (Schunk & DiBenedetto, 2020a; Usher & Schunk, 2018). Consequently, the messages conveyed to adolescent orphans in Botswana by their teachers could potentially contribute to their acquisition of information and enhance their psychosocial well-being efficacy.

2.2.5.4 *Emotional and physiological states*

The emotional and physiological states encompass the subjective feelings and personal capabilities of individuals (Bandura, 1994). These feelings and self-perceptions of efficacy are influenced by their responses to stress, emotions, and moods (Nasongo et al., 2019; Redmond, 2010). Positive mood has been shown to enhance self-efficacy, while feelings of hopelessness diminish it (Ombuya et al., 2012). Furthermore, Dey and Beena-Daliya (2019) emphasised that individuals who possess self-efficacy and resilience tend to develop positive mood and self-esteem, which contribute to a protective social environment. Consequently, by fostering self-efficacy, in-school adolescent orphans in Botswana may potentially employ effective coping strategies to mitigate psychosocial distress.

Understandably, children are susceptible to mental and emotional health issues, including anger, hatred, loneliness, grief, depression, and anxiety (Eneji & Archibong, 2021;

Shankar, 2010; UNICEF, 2018). Consequently, these mental health concerns and associated psychosocial distress can have a detrimental impact on the development of self-efficacy. Recognising the potential influence of mood on an individual's approach to coping with psychosocial challenges, Bandura (1994) suggests that self-efficacy can be bolstered by a positive attitude. In other words, positive emotional experiences among in-school adolescent orphans in Botswana may contribute to the acquisition of efficacy information. According to the bio-ecological systems theory, the individual's personal attributes form part of the micro-system that can possibly promote the development of the positive self-efficacy of in-school adolescent orphans.

Bandura (1997a, 1982b, 1977a) employs three dimensions to measure self-efficacy, which are briefly outlined below.

2.2.6 The dimensions of self-efficacy

Bandura (1997a, 1982b, 1977a) has identified three dimensions of self-efficacy: magnitude, strength, and generality. These dimensions serve as scales to measure individuals' perceptions of self-efficacy. Magnitude of self-efficacy measures the level of difficulty an individual feels regarding task performance requirements (Lippke, 2020). Self-efficacy strength refers to an individual's conviction and the effort they exert to successfully complete or perform a task, regardless of its difficulty (Lippke, 2020; Van der Bijl & Shortridge-Bagget, 2002). The third dimension, generality, as described by Lippke (2020) and Lunenburg (2011), involves the extent to which individuals generalise their expectations across various situations. Generality also encompasses the consideration of self-efficacy as a potential personality trait (Lippke, 2020; Lunenburg, 2011).

To illustrate the relevance of these three dimensions in the context of this study, in Botswana, adolescent orphans attending school may question their ability to effectively apply their emotional intelligence skills both within and outside of the school setting, given the

challenges of managing their own emotions and those of others. These orphans may also ponder the extent to which they are convinced of their ability to manage emotions. Emotions are feelings of an individual under the microsystem and they also can affect the development of self-efficacy if they are not properly managed. All of these dimensions of self-efficacy are pertinent to the mediating processes, which will be briefly discussed in the following subsection.

2.2.7 The mediating processes of self-efficacy

In addition to the four primary sources of self-efficacy, Bandura (1995) put forth the notion of mediating processes and anticipated outcomes, as depicted in Figure 3. These mediating processes encompass selection, motivation, cognition, and affect, and are succinctly elucidated below.

2.2.7.1 The selection process

The process of selection pertains to the deliberate avoidance of tasks by individuals who choose to pursue tasks that align with their perceived level of competence. Through task selection, individuals perceive a discrepancy between their own abilities and the demands of certain tasks (Bandura, 1977a).

2.2.7.2 The motivational process

In the motivational process, Bandura (1986) elucidates that self-efficacy beliefs play a crucial role in shaping decisions related to goal selection, engagement in activities, and the level of effort and persistence exerted when faced with challenges and obstacles. Therefore, it is plausible that the self-efficacy beliefs of in-school adolescent orphans in Botswana might significantly influence their capabilities in promoting psychosocial well-being.

2.2.7.3 *The cognitive process*

Self-efficacy beliefs exert influence on cognitive processes in four distinct ways (Bandura, 1997b; Maddux, 1995). Initially, elevated self-efficacy beliefs contribute to the establishment of more ambitious goals. Subsequently, individuals with high self-efficacy are prone to envisioning successful scenarios. Moreover, cognitive processes play a pivotal role in the formulation of rules for predicting and influencing events. Lastly, a heightened self-efficacious attitude significantly fosters analytical thought processes.

2.2.7.4 *The affective process*

Regarding the affective process, self-efficacy beliefs play a vital role in both discerning and regulating emotional states. Bandura (1997b) proposes that individuals with high self-efficacy can contribute to creating a less threatening environment through their behaviour, thereby reducing stress and anxiety levels. In this context, in-school adolescent orphans in Botswana with low self-efficacy beliefs may encounter feelings of hopelessness, potentially negatively impacting their psychosocial well-being. Conversely, those with high self-efficacy in Botswana may experience heightened self-confidence, positively influencing the enhancement of their psychosocial well-being.

2.2.8 Self-efficacy and other related concepts

In this study, I define self-efficacy operationally as the in-school adolescent orphan's recognition of and belief in their innate and learned capabilities to accomplish life goals they have set for themselves, despite the contextual and potential systemic life obstacles (Bandura, 1997b; Schunk & DiBenedetto, 2020a). Self-efficacy is often used interchangeably with "self-concept" and "self-esteem". The following brief descriptions of these concepts are provided to establish their relationship with self-efficacy.

According to Frank (2011), “self-concept” refers to an individual's true perception or view of themselves. Others define self-concept as the mental representation of one's ideas, perceptions, and feelings about their personality (Coon et al., 2022; Fite et al., 2017). Although self-concept and self-esteem are related, they are not identical. Self-esteem involves specific feelings and the sense of self-worth and self-respect (Coon et al., 2022; Frank, 2011; Maddux & Kleiman, 2023).

Based on the above, it is important to note that “self-efficacy” should not be used interchangeably with “self-concept” or “self-esteem”. “Self-efficacy” differs from “self-confidence” and “self-esteem” because it not only concerns a person's abilities, but also their belief in what they can accomplish with those abilities. For instance, “self-efficacy” refers to a person's belief in their ability to achieve a particular goal or task (Bandura, 1997b; Frank, 2011; Machida & Schaubroeck, 2011; Schunk & DiBenedetto, 2020a). Therefore, the in-school adolescent orphans in Botswana may exhibit characteristics of high or low self-efficacy based on factual and personal descriptions, as depicted in Table 1 below. To distinguish self-efficacy from self-esteem, the characteristics of self-esteem are also included in Table 1.

Table 1: Characteristics of self-efficacy

(adapted from Frank, 2011)

High self-efficacy	High self-esteem	Low self-efficacy	Low self-esteem
<p>1. Self-confidence</p> <ul style="list-style-type: none"> • Approaches tasks with a strong belief in the ability to succeed • Results in seeking more experiences • Contributes to increased overall ability <p>2. Accurate self-evaluation</p>	<ol style="list-style-type: none"> 1. Responsibility 2. Goal attainment 3. Genuineness 4. Forgiving 5. Internal values 6. Positivity 7. Self-improvement 	<p>1. Fear of risks</p> <ul style="list-style-type: none"> • Perceives oneself as unsuccessful • Unwillingness to try new things <p>2. Fear of uncertainty</p> <ul style="list-style-type: none"> • Experiences self-doubt • Seeks a guarantee of success <p>3. Feelings of failures</p>	<ol style="list-style-type: none"> 1. Unhappiness 2. Anxiety 3. Inferiority 4. Impatience / irritability 5. Externally oriented goals 6. Negativity

<ul style="list-style-type: none"> • <i>Engages in realistic self-examination</i> • <i>Self-improvement pursued as a result</i> • <i>Maintains a balanced view, avoiding extremes of over-criticism or excessive positivity</i> <p>3. Willingness to take risks</p> <ul style="list-style-type: none"> • <i>Embraces calculated risks, leading to increased chances for success</i> <p>4. Sense of accomplishment</p> <ul style="list-style-type: none"> • <i>Views mistakes as an opportunity to improve</i> 		<ul style="list-style-type: none"> • <i>Commonly experiences feelings of failure</i> • <i>Approaches tasks half-heartedly</i> <p>4. Impression management</p> <ul style="list-style-type: none"> • <i>Attempts to control others' perception about himself or herself</i> • <i>Feels incapable but presents a successful and competent image to others.</i> 	
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2.2.9 The benefits of high self-efficacy attributes

Firstly, individuals with high self-efficacy exhibit strong motivation and a belief in their ability to effectively complete any given task (Bandura & Locke, 2003; Maddux & Kleiman, 2023). Within the context of Botswana, in-school adolescent orphans who possess a sense of self-efficacy can enhance various aspects of their psychosocial well-being and foster increased motivation to work diligently and regulate their behaviour in order to attain their goals.

Secondly, highly self-efficacious in-school adolescent orphans may demonstrate perseverance in the face of psychosocial challenges in pursuit of their goals (Maddux & Kleiman, 2023; Vancouver et al., 2008).

Thirdly, self-efficacious adolescent orphans are more likely to believe that they possess control over a given situation, enabling them to engage in behaviours that facilitate the attainment of desired outcomes (Maddux & Kleiman, 2023).

Lastly, adolescent orphans commonly encounter a multitude of psychosocial challenges that can impede the promotion of their psychosocial well-being (Christopher & Mosha, 2021; Huynh et al., 2019; Ntuli et al., 2020). In line with these findings, highly self-efficacious adolescent orphans may exhibit greater confidence in their problem-solving abilities and utilise their cognitive resources to make well-informed decisions despite the presence of psychosocial challenges (Cervone et al., 1991; Maddux & Kleiman, 2023).

Overall, self-efficacy is a crucial component of self-regulation and serves as a predictor of individuals' functioning in relation to their thought patterns, emotional reactions, behaviour, effort expenditure, and persistence (Maddux & Kleiman, 2023; Van der Bijl & Shortridge-Bagget, 2002). In other words, self-efficacy has an impact on people's emotions, thoughts, actions, and self-motivation. In the context of this study, these influences, along with the supportive environment discussed in section 2.3.2, may have a direct association with the quality of life experienced by orphaned adolescents attending school in Botswana, as well as the potential alleviation of their psychosocial distress.

2.3 PSYCHOSOCIAL WELL-BEING

This section delves into relevant literature on psychosocial well-being. Haroz et al., (2013) suggest that the strength of connections between individuals and supportive social systems can impact children's psychosocial functioning, acting as a protective barrier against stressful events. Emphasising the importance of accessible supportive social systems for children, Thurman et al., (2006) stress the role they play in facilitating proper development and growth. Additionally, Goronga (2018) posits that individual attributes and perceived social support systems can function as buffers against stressful experiences. This perspective is consistent with the assumptions presented by the self-efficacy and bio-ecological systems theories that continuous interaction between the person and environmental factors could provide opportunity for the development of self-efficacy and in turn of psychosocial well-being.

In section 2.3.1 below, I offer a description of well-being and establish the definition of psychosocial well-being within the study's context, drawing upon various definitions found in the literature. The subsequent exploration of the understanding of psychosocial well-being is informed by the literature.

2.3.1 Defining and understanding psychosocial well-being

2.3.1.1 Well-being

An individual's "well-being" is frequently assessed based on optimal physical and psychological functioning, along with personal experiences (Allen et al., 2018). According to WHO (1997) and Temane and Wissing (2008), quality of life is multidimensional, encompassing diverse aspects of well-being such as personal beliefs, psychological state, social relations, independence, physical health, and relationships, all of which are salient features of the environment of the adolescent orphans. Padmaja et al., (2016) further found that gender and anxiety resulting from social interactions are associated with children's psychosocial problems and well-being. Consequently, the status of well-being is believed to drive the development of life skills, offering multiple perspectives and fostering healthier interactions between individuals and other environmental systems, such as families and communities as key microsystems of the bio-ecological systems theory (Bronfenbrenner, 1994, 1979; Berns, 2013; Temane & Wissing, 2008; Velez-Agosto et al., 2018).

Building upon the perspectives mentioned above, the concept of well-being is explored within the context of interdependence and an individual's interactions with environmental systems. Consequently, communities play a pivotal role in shaping an individual's development (Bronfenbrenner, 1979; Temane & Wissing, 2008; Velez-Agosto et al., 2018). This study investigates the potential impact of the quality of these relationships and interactions on the positive and meaningful adjustment and development of orphaned adolescents attending school

in Botswana. It is anticipated that such relationships and interactions may contribute to the fostering of self-efficacy and psychosocial well-being.

2.3.1.2 *Defining psychosocial well-being*

The definition of “psychosocial well-being” lacks consensus. In the context of this study, psychosocial well-being is defined as an enhancement in quality of life and a reduction in psychosocial distress. “Quality of life” refers to an individual's perceptions of their position within cultural contexts and systems of values pertaining to objectives, expectations, interests, and standards (WHOQL, 1995). Others define psychosocial well-being as encompassing overall well-being and how an individual's level of health and comfort influence their ability to participate joyfully in life events (De Witt & Haroz, 2013; Jenkinson et al., 2013).

Most studies have defined psychosocial well-being in relation to psychological, emotional, social, spiritual, and physical components (Eiroa-Orosa, 2020; Fitzgerald et al., 2019; Karunanayake et al., 2020; Kumar, 2020; Martikainen, 2002). According to East Africa Community (EAC), psychosocial well-being involves the development of cognitive, emotional, and spiritual strengths within individuals and families, which in turn foster positive social relationships with others. Furthermore, psychosocial well-being is viewed as encompassing meaningful engagement in life, self-satisfaction, optimal psychological functioning, and development at an individual's highest potential level (Ryff, 1989). These dimensions, including autonomy, personal growth, environmental mastery, positive relationships with others, self-acceptance, and the sense of purpose in life, serve as indicators of psychosocial well-being. Furthermore, these dimensions explicate the importance of the three theories that frame this study. For example, positive relationship with others relates to the development of attachment.

The psychosocial well-being of individuals and communities is best understood by considering three core domains: human capacity, social ecology, and culture and values (IFRC, 2009). This group further highlights that psychosocial well-being is experienced at both

individual and social interactive levels and is influenced by external factors such as livelihood, shelter, and physical health (IFRC, 2009).

Psychosocial well-being involves establishing connections between individuals, communities, and society, which constitute the social aspect (Bronfenbrenner, 1994, 1979). Meanwhile, the psychological aspect encompasses individuals' feelings and thoughts about themselves. In the context of this study focused on in-school adolescent orphans in Botswana, it is conceivable that these interpersonal connections may impact the psychosocial well-being of these individuals, as is observed in other social contexts. Karunanayake et al., (2020) assert that improved psychosocial well-being plays a crucial role in the survival and positive development of children. In other words, every aspect of children's psychosocial well-being, including their health, play, growth, and their relationships with others' emotional and mental states, can be affected (Atwine et al., 2005; Cluver et al., 2008; Gilborn et al., 2001; Richter et al., 2006).

The study conducted by Christopher and Mosha (2021) revealed that achieving optimistic psychosocial well-being relies on the individual's emotional state and social relationships. Despite the prevalent psychological, behavioural, and emotional challenges faced by orphaned adolescents, research has shown that there is inadequate psychosocial support provided by the general school environment (Mohangi & Asikhia, 2016; Otladising, 2020). According to Gilborn et al., (2001), psychosocial well-being can only be considered satisfactory or high when there are healthy, positive, and adaptive emotional and social interactions.

2.3.1.3 *Defining psychosocial support*

“Psychosocial support” refers to the positive development of human beings by addressing their emotional, social, spiritual, and physical needs (Meyer, 2013). It is seen as a dynamic relationship between a person's psychological and social dimensions (IFRC, 2009). In this study, the psychological dimension refers to internal thought processes, emotions, and

reactions, while the social dimension includes relationships, family, schools, community systems, social values, and culture.

Insufficient psychosocial support can have a detrimental impact on the psychosocial well-being of in-school adolescent orphans, as demonstrated by the findings of Caserta (2017) and Otladisang (2020). Ntuli et al., (2020) also found that maternal death and dropping out of school have negative effects and can contribute to poor psychosocial well-being. Ramsdal et al., (2018) suggested that the absence of a supportive network can influence school dropout, as learners compare themselves to others in various aspects of their lives. Therefore, the family and schools play a crucial role as microsystems in providing psychosocial support for in-school adolescent orphans (Bronfenbrenner, 1979, 1994).

In Botswana, most in-school adolescent orphans are housed in boarding facilities provided by public schools, and they receive material support from the government through the Department of Social Welfare. Overall, psychosocial well-being entails an improved quality of life and the alleviation of psychosocial distress for Botswana's in-school adolescent orphans. To achieve good or high psychosocial well-being (Gilborn et al., 2001), attachment and supportive environments serve as the foundation for developing a strong sense of self-efficacy, leading to improved psychosocial well-being. All learners require supportive environments for their survival, development, and increased perceived self-efficacy in the school setting.

2.3.2 Supportive environments

In the context of this research, the term "supportive environment" encompasses various factors such as families, schools, and communities, which can contribute to the formation of secure attachments. Moreover, considering the developmental stage of adolescents, an examination of peer relationships is essential, given their significant impact on overall well-being (Magiera & Pac, 2022). As highlighted by McLeod (2017), various social relationships, including those within school settings, can facilitate the development of attachment. The presence of

individuals within school settings, in particular, can serve as examples of such social relationships, particularly for in-school adolescent orphans in Botswana. The school, viewed as a microsystem (Bronfenbrenner, 1979, 1994), engages in continuous interactions with in-school adolescent orphans and other ecological systems in Botswana.

Given that humans are born into social groups, it is crucial to understand the importance of a supportive dyad relationship (Bowlby, 1969) between in-school adolescent orphans and their peers and teachers. A study by Simonsen and Rundmo (2020) revealed the necessity of a supportive learning environment that resonates with learners in order to achieve their educational objectives. Similarly, Allen et al., (2018) emphasised that a supportive dyad relationship is essential for fostering a sense of belonging within a school community. Moreover, Maundeni (2009) suggested that exposure to unsupportive environments has the potential to negatively impact a child's health, mental and emotional well-being, physical security, and educational development. Another study conducted by Lee et al., (2018) highlighted the significant role of family, friends, and attachment to others in promoting emotional well-being and health among young individuals.

According to Teenage Cancer Trust (2020), peers can provide valuable support, share experiences, and instil hope in others. This unique connection among teenagers can resemble the support provided by teachers, whose encouragement and persuasive language (Redmond, 2010) can positively influence self-efficacy, thereby promoting psychosocial well-being. Bandura (1986, 1977a) and Bronfenbrenner (1979, 1994) both assert that if the continuous and dynamic interplay between personal, behavioural, and environmental factors remains unhealthy and unsupportive, it may lead to negative effects on psychosocial well-being. Ross et al., (2020) have established that self-efficacy, connectedness, and bodily experiences have a direct influence on adolescents' capacity to make and execute choices. This implies that self-efficacy can shape individuals' perception of their capabilities to effectively achieve their psychosocial

well-being goals (Bartimote-Aufflick et al., 2016). In the absence of support, the experience can mirror fractured attachment and a lack of a supportive environment. It should be noted, however, that not all adolescent orphans will emotionally attach to teachers in the same way. Nonetheless, in the context of this study, an unsupportive and insensitive school environment may have a negative impact on the development of attachment among adolescent orphans, both to their teachers and their peers. Conversely, a supportive environment can have the opposite effect.

In Botswana, the psychological and emotional stability of substitute or surrogate parents, whether it be a guardian at home or a teacher, possibly determines the type of attachments formed by in-school adolescent orphans. For adolescent orphans in Botswana, the loss of one or both parents may imply the absence of any attachment figures. Previous studies have shown that the loss of parents predisposes orphans to various psychosocial distress (Gilborn et al., 2001; Chipungu & Bent-Goodley, 2004). As noted by Llorca-Mestre et al., (2017), emotional instability can be predicted by peer attachment, as well as emotional and cognitive variables, and parenting styles. In other words, parenting style is a family characteristic that could potentially facilitate the provision of a supportive environment.

In the following section, I will briefly discuss parenting styles and situate them within the context of this study.

2.3.3 Parenting styles

Guided by Bowlby's attachment theory, this study explores the relevance of parenting styles in enhancing self-efficacy and promoting psychosocial well-being. In both family and school settings, there are various ways to control and supervise a child's behaviour. In the case of in-school adolescent orphans in Botswana, teachers often serve as substitute or surrogate parents (Coon et al., 2022), and their interactions with the orphans can influence the type of attachment formed and the impact on self-efficacy. The emotional and cognitive development of

individuals is inseparable from their early attachment experiences. The family, where parenting typically takes place, serves as the primary context (see section 2.3.4) for the development of attachment patterns. The parental role in the early years and adolescent development is crucial (Dorita & Nijiloveanu, 2015). Both guardians and teachers, as surrogate parents, are part of the microsystem (Bronfenbrenner, 1979, 1994).

Parenting style refers to identifiable patterns of caretaking during interactions with children (Coon et al., 2022). It encompasses the emotional climate, socialisation process, and parental behaviours, support, and attitudes involved in controlling and supervising children's behaviour (Agbaria et al., 2021). Gopnik (2016) emphasises the significant impact of parenting styles on individuals' psychosocial outcomes. Based on these perspectives, parenting styles, attachment, and psychosocial support are closely associated with meeting the fundamental psychosocial needs of in-school adolescent orphans in Botswana. These socioemotional or affectional needs include security, love, encouragement, a sense of belonging, personal identity, self-acceptance, and social interaction (Family Health International, 2011).

2.3.3.1 *Authoritarian style of parenting*

Parents establish clear behavioural standards with explicit expectations for obedience and compliance, and their authority is absolute, requiring unquestioning acceptance and implementation (Coon et al., 2022; Berg, 2011; Zupanic et al., 2004). While there may be certain advantages to the *authoritarian parenting style*, it also carries the risk of creating an unsupportive environment in which adolescents may feel unable to freely express their experiences of psychosocial distress, fearing that doing so would violate the established standards. Consequently, secure attachment may not be adequately fostered within this parenting style.

2.3.3.2 *Authoritative style of parenting*

In the *authoritative parenting style*, parents strive to strike a balance between exerting high control and acknowledging the desires and individual perspectives of their children (Coon et al., 2022; Zupanic et al., 2004). Rather than simply enforcing rigid rules, parents engage in negotiations and provide explanations in an attempt to guide their children's actions. If teachers were to adopt this parenting style, it could foster a safe and nurturing environment for the educational development of adolescent orphans in Botswana.

2.3.3.3 *Permissive style of parenting*

Parents exert less control and provide more support to their children (Coon et al., 2022). In fact, parents do not use punishment as a means of discipline. Dwairy (2004) argues that the *permissive style of parenting* can be seen as a more effective way of meeting the child's emotional needs.

2.3.3.4 *Uninvolved style of parenting*

Insufficient psychosocial support in schools may imply characteristics of an *uninvolved parenting style for orphans* (Otladising, 2020). To support this assertion, Huver et al., (2010) propose that children raised by parents who lack emotional responsiveness, care, and love may struggle to form emotional attachments. Bronfenbrenner conceptualises attachment as a proximal event, in which the mother, as the primary caregiver, represents the microsystem and serves as the foundation for attachment formation (Bronfenbrenner, 1994, 1979).

2.3.4 Attachment and attachment patterns

2.3.4.1 *Describing attachment*

From its inception, "attachment" has been defined as the relationship between an infant or young child and their parent, usually the mother or preferred caregiver (Bornstein, 2006). According to Bowlby (1969, p. 194), attachment is a "lasting psychological connectedness

between human beings". This perspective suggests that attachment entails a deep emotional bond between two individuals, and the terms emotional bond and attachment are often used interchangeably. From this viewpoint, attachment can be seen as the infant's first and fundamental coping mechanism, as the mental representation of the caregiver is formed in the infant's mind. Bowlby (1969) compared attachment to specific behaviours such as seeking proximity to the attachment figure, who is typically the caregiver that provides protection, care, and support to the child.

Attachment research is based on the belief that secure attachment in infancy is likely to predict positive social and emotional outcomes (Bornstein, 2006). Ainsworth et al., (1978) developed key concepts and a methodology for assessing an infant's attachment style, which is commonly referred to as the "strange situation". This research gave rise to four distinct attachment styles or patterns: secure, insecure-ambivalent, insecure-avoidant, and disorganised or disoriented attachments (Shumaker et al., 2009). In the following section, I will concisely present and apply these attachment patterns to the present study.

2.3.4.2 *The major attachment patterns*

The attachment patterns exhibited by in-school adolescent orphans may serve as a manifestation of their initial interactions with their caregivers. The following four primary attachment patterns are succinctly examined below, as they hold significance in comprehending the behaviour and socio-emotional conditions of in-school adolescent orphans in Botswana.

2.3.4.2.1 Secure attachment pattern

Secure attachment refers to a situation in which an individual is confident that the caregiver is consistently available and ready to offer assistance when needed (Nelson & Rae, 2004). Irrespective of the level of distress or fear experienced, children with secure attachment tend to remain at ease in such situations. In essence, securely attached children demonstrate optimal attachment. Correspondingly, the parent-child attachment relationship, as a socio-

emotional factor, is strongly correlated with the well-being of adolescents (Herrera-Lopez et al., 2017). Existing literature indicates that adolescents who develop secure attachment with their parents tend to report higher life satisfaction and experience lower levels of stress (Kerestes et al., 2019). It is worth noting that the absence of secure attachment could potentially give rise to emotional difficulties among adolescent orphans. Within the school setting, these orphans may require a sense of security, and its absence could potentially impact their self-efficacy and consequently their psychosocial well-being.

2.3.4.2.2 Ambivalent attachment pattern

The *ambivalent attachment* pattern is relatively rare, typically emerging due to inconsistent parental availability. Children exhibiting this pattern are unlikely to rely on their primary caregiver to be consistently present when needed (Lyons-Ruth, 1996; Nelson & Rae, 2004). This suggests that the child may remain vigilant and closely monitor the caregiver's responses due to the uncertainty of what might happen next. It could further imply that the child's demands are made as a signal of inadequate capacity for emotional regulation, either on their own or with others. This view is suggestive of a less than optimal mother-child bond (Shumaker et al., 2009).

2.3.4.2.3 Avoidant attachment pattern

The *avoidant attachment* pattern is indicative of a suboptimal mother-child bond (Shumaker et al., 2009). Nelson and Rae (2004) argue that the avoidant style of attachment stems from the individual's lack of confidence and the belief that caregivers will not be available when needed. This perspective suggests that the child rejects the caregiver's attempts to reunite and instead presents themselves as strong and independent. In the context of this study, it is possible that in-school adolescent orphans may exhibit this pattern during the identity versus role confusion crisis, similar to a child who avoids their parent or caregiver by showing no preference between them and a complete stranger (Lyons-Ruth, 1996).

The development of an avoidant attachment style can be attributed to neglectful or abusive caregivers, as these children may learn to avoid seeking help in the future. Therefore, it is important to explore how in-school adolescent orphans react to their teachers. It is possible that these orphans may also display an avoidant attachment style if they have experienced a non-supportive and neglectful environment during their early years of development.

2.3.4.2.4 Disorganised/Disoriented attachment pattern

A disoriented and confusing mix of behaviour can be expected with this type of attachment (Lyons-Ruth, 1996). In other words, the *disorganised attachment style* represents the least functional relationship in terms of quality due to the potential inconsistent caregiver behaviour (Lyons-Ruth, 1996). A disoriented and confusing mix of behaviour can be expected with this type of attachment (Lyons-Ruth, 1996). In other words, the disorganised attachment style represents the least functional relationship in terms of quality due to the potential inconsistency in caregiver behaviour (Lyons-Ruth, 1996). With this pattern of attachment, the child may remain anxious and apprehensive, resulting in incoherent strategies that lead to unpredictable and inflexible relationships.

One of the most important lessons from attachment patterns is the essential role of the quality of caregiving. When the caregiver consistently responds to the child's needs, the child may learn to depend on these individuals who demonstrate responsible care. In the context of this study, adolescent orphans who attend boarding or non-boarding schools, orphanages, or homesteads may fail to develop a sense of trust and form attachments in the absence of their primary caregiver. This implies that adolescent orphans may have missed opportunities to form connections with their primary caregivers during their early years, which may hinder their ability to form trusting relationships with guardians, peers, teachers, or any other individuals they interact with. From this perspective, self-efficacy of in-school adolescent could be negatively affected.

The following section concentrates on adolescence since the participants in my study belong to this developmental age bracket.

2.4 ADOLESCENCE AS A DEVELOPMENTAL STAGE

Adolescence stands as a central theme in this study, with a specific focus on in-school adolescent orphans. Their perspectives and experiences serve as the foundation for elucidating the potential role of self-efficacy in fostering psychosocial well-being in Botswana. Extensive research has correlated the development of adolescents with self-efficacy, considering it a personal attribute (Catalano et al., 2004; Tsang et al., 2012). This section aims to define adolescence and thoroughly explore each developmental domain associated with this phase. Additionally, a brief discussion of Erik Erikson's psychosocial development theory is included to offer insights into the dynamics of identity versus role confusion during adolescence.

2.4.1 Defining and understanding adolescence

2.4.1.1 Defining adolescence

Adolescents, according to WHO (2013), are individuals aged between 10 and 19 years, and Kinghorn et al., (2018) characterise *adolescence* as the transitional phase from childhood to adulthood. This developmental stage holds considerable importance, marked by rapid changes in social, biological, cognitive, and neurological aspects, irrespective of contextual factors (Blakemore, 2018; Ferguson & Walker, 2014; Kinghorn et al., 2018; Moretti & Peled, 2004; Pienaar et al., 2011; Sawyer et al., 2018; Zaky, 2016).

To effectively differentiate between normal and abnormal behaviours in adolescents, it is essential to possess a comprehensive understanding of adolescence. This is particularly crucial as adolescents may display varying behaviours across different age levels (Bender & Emslie, 2010). Rogers (2013) posits that adolescence commences around the ages of 10–12 and extends until 18–22, whereas McGoldrick (2011) proposes that adolescence initiates between

11–13 years and concludes around 17–21 years. Wild and Swartz (2012) have further classified adolescence into three stages: early adolescence (11–14), middle adolescence (15–17), and late adolescence (18–21). Some authors view adolescence as a period of turbulence (Inlay, 2005), troubled teens (Kingshott, 2012), or a phase of storm and stress (Coon et al., 2022). These perspectives likely arise from the intense pubertal bio-psychosocial changes experienced by adolescents (Rogers, 2013; Lesser & Pope, 2007). Bronfenbrenner's bio-ecological systems theory firms this view especially the microsystems where the adolescent orphans reside the most part of their lives. Also, their level of self-efficacy might be affected either positively or negatively which in turn may affect the status of psychosocial well-being.

This study focuses specifically on the age range of 16–18, which falls within middle adolescence (Wild & Swartz, 2012). In Botswana, adolescent orphans in this targeted age group attend senior secondary school and are enrolled in Form 4 and 5. During this transitional phase between childhood and early adulthood, significant changes are expected across various developmental domains. Of utmost importance, adolescence is a period of substantial physical, emotional, psychological, cognitive, and social development. Adolescents undergoing this developmental process must adapt to the cultural expectations associated with transitioning into adulthood.

The subsequent section will discuss the developmental domains of adolescence as well as the potential influence of culture on adolescent development.

2.4.2 Developmental domains of adolescents

The key to the adolescent stage lies in the changes that occur due to the influence of various factors, such as the interactions between the adolescent and different environments, including peers and teachers at school, family members, policies for orphans, attachment through relationships, and their level of self-efficacy.

Subsequently, the discussion will explore the developmental domains of adolescence in relation to the changes that take place during this stage.

2.4.2.1 Physical development

Adolescence is characterised by physical changes that occur as part of development and are experienced by adolescents during puberty (Coon et al., 2022; Wilson et al., 2011). Hormonal changes, sexual growth, and self-image are particularly prominent during this stage (Kail & Cavanaugh, 2017; Rogers, 2013). Adolescents place a high value on their self-image. As noted by Wilson et al., (2011), all of these physical changes have the potential to influence relationships and behaviour. Due to cultural differences, adolescents may respond and experience distress in varying ways (Coon et al., 2022). The ability or inability to cope with these physical changes may explain why adolescents have low self-efficacy. Rogers (2013) also pointed out that physical changes alone cannot solely influence behaviour, but other environmental factors, including cultural factors, play a role (Wild & Swartz, 2012).

In the context of the current study, these environmental factors can also impact self-efficacy, which in turn affects the psychosocial well-being of in-school adolescent orphans in Botswana. A study by Karunanayake et al., (2020) revealed that children in children's homes lack sufficient spiritual, emotional, and social support to promote their psychosocial well-being. In addition to material support, adolescents require adequate and responsive relationships for optimal emotional development (Karunanayake et al., 2020).

2.4.2.2 Emotional or psychological development

Throughout adolescence, the support provided by family and school systems is considered indispensable for the development of self-concept and the establishment of friendships, which are integral components of the developmental crises (Lesser & Pope, 2007). The primary task during adolescence involves cultivating identity and a strong sense of individuality (Lesser & Pope, 2007; Wilson et al., 2011). Inlay (2005) has also observed that,

during the adolescent stage, independence and the formation of relationships with peers are recognised as part of the developmental crises. Emotional issues, self-image, self-concept, and identity represent examples of these developmental challenges. For example, research highlights the significant role of emotions in adolescence (Co-Odess et al., 2019). According to Kingshott (2012), adolescents undergo distinct emotional processing compared to adults, rendering them more susceptible to emotional fluctuations. Adolescents may exhibit occasional overreactions and are prone to misinterpreting others' feelings, experiencing more frequent mood swings than in their earlier years (Coon et al., 2022; Rogers, 2013).

2.4.2.3 *Cognitive development*

Wilson et al., (2011) argue that adolescents have the ability to distinguish between reality and fantasy due to the gradual improvement of their cognitive capacities and memory skills. During the process of decision-making, adolescents develop diverse perspectives and can reflect on their personal values in relation to their life choices (Wilson et al., 2011). From a cognitive standpoint, the choices made by certain adolescents to partake in behaviours like alcohol, sex, and drug experimentation may result in irrational decisions and negative consequences (Rogers, 2013). Such decisions could also subject adolescents to psychosocial distress (Ntuli et al., 2020; Shiferaw et al., 2018). Stransburger et al., (2009) emphasise that the structure and function of adolescent behaviour are influenced by both physical and emotional changes.

2.4.2.4 *Social development*

The social development of adolescents is influenced by society and significant individuals in their lives (Louw & Louw, 2007). During adolescence, individuals strive for autonomy, independence, and the formation of their own identity (Arnett, 2016; Bender & Emslie, 2010; Coon et al., 2022). This developmental stage presents challenges and exposes adolescents to psychosocial crises related to identity. To gain insight into the development of

self-understanding during this stage, Erikson's psychosocial development theory will be briefly discussed, focusing on the Identity versus Role Confusion stage.

2.4.3 Erikson's psychosocial development of adolescence

Erik Erikson's psychosocial development theory places great emphasis on socio-cultural factors and the development of a sense of self and adequacy in the process of human development. He specifically categorises adolescence under the identity versus role confusion stage of development, as this is a time when individuals typically grapple with notions of personal identity and selfhood. Adolescents often define their identities through their personal values, beliefs, and ideals. During this stage, they explore their independence and gradually develop a stronger sense of self (Malone et al., 2016). It is worth noting that an individual's personal identity is shaped by their experiences and interactions with others (Bronfenbrenner, 1979, 1994; Susman, 2022).

In my opinion, the concept of identity holds great significance for adolescents. Achieving a cohesive and integrated sense of self can aid them in guiding their beliefs, actions, and behaviours as they navigate through the years of development and growth. For instance, in my study that involved orphaned adolescents in school, those who struggled to develop a true sense of self and identity often experienced feelings of insecurity and role confusion. Consequently, they were at a higher risk of being perceived as troublemakers and causing disruptions in their families, schools, and communities (Melgosa, 2011). Undoubtedly, the adolescent stage appears to be the most challenging phase in the human development cycle (Taukeni, 2015). As De Witt and Lessing (2010) have highlighted, various aspects such as the search for identity, the emergence of self, and the individual's relationships with others and culture all play significant roles in the process of psychosocial development.

2.4.4 How culture influences adolescent development

Bishop (2013) explains that cross-cultural perspectives emphasise the significance of considering values, customs, and individual cultures in the identity versus role confusion stage of Erikson's (1974) psychosocial development. These socio-cultural aspects play a crucial role in defining a person's identity (Velez-Agosto et al., 2018). As Thwala (2012) points out, culture is essential for enriching children's identity and is characterised by values, codes, norms, and ideas related to ethics and morality.

According to Kayombo et al., (2005), culture provides a sense of connection, belonging, and scaffolding. In the context of this study, cultural traditions such, as kinship and socialisation, influence the development and growth of adolescent orphans. Kinship care, as highlighted by Maundeni and Malinga-Musamba (2013), offers access to ethnic and cultural traditions, thereby enhancing children's well-being. The sense of belonging to a family (Allen et al., 2018) is an integral part of adolescent development and the search for identity.

Ethnicity and culture, as elements of the macrosystem, contribute to shaping the experiences and interactions of adolescents (Bronfenbrenner, 1994, 1979; Velez-Agosto et al., 2018). In a review of bio-ecological systems theory, Velez-Agosto et al. (2018) suggest a repositioning of culture from the macrosystem to the microsystem within Bronfenbrenner's theory. They contend that the proximity of culture to an individual's functioning and interactions renders it more relevant to the microsystem. Bishop (2013) highlights that the duration of adolescence varies due to social, cultural, and ethnic conditions. Culturally based policies and interventions can promote self-efficacy and psychosocial well-being.

Allen et al., (2018) emphasise the need for adolescents to feel a sense of belonging in school. The perception and interaction of in-school adolescent orphans in Botswana with their social and cultural environments greatly influence their identities (Ferguson & Walker, 2014). According to Barber et al., (2005), healthy adolescent development across various cultures is

associated with experiences of connectedness, including loving and supportive relationships in different social contexts such as family, peers, school, and neighbours (Wild et al., 2011). This is consistent with the presentation under section 3.2.2.5 wherein the bio-ecological systems theory is contextualized for better understanding.

The next section will focus on orphans and their psychosocial distress.

2.5 UNDERSTANDING ORPHANS AND THEIR PSYCHOSOCIAL DISTRESSES

Defining and comprehending “orphanhood” and its associated psychosocial distresses within the framework of this study holds significant importance. The global and regional conventions, protocols, and policies concerning orphans in Botswana are presented in a concise manner. This study acknowledges the fundamental significance of orphanhood within Bandura's self-efficacy theory, the contextual systems of the bio-ecological systems theory, and Bowlby's attachment theory.

2.5.1 Defining orphans

In this study, the definition of an "orphan" aligns with the adopted interpretation in Botswana, considering that both the researcher and participants are situated in the same geographic context. An orphan in Botswana is defined as “including a child, under 18 years, of a single parent who lost that parent or a child of married couple including those in civil or traditional marriage who has lost both biological or adoptive parents” (MLGRD, 2019, p. 42). The term "orphan" is also used to refer to a child who has lost one or both parents (UNAIDS & UNICEF, 2004). Internationally, UNICEF defines an orphan as a child under 18 years old whose mother, father, or both parents are deceased (MLGRD, 2019).

Orphans are further categorised as maternal, paternal, or double orphans. Maternal orphans are children who have lost their mothers, while paternal orphans are those who have lost their fathers. Double orphans are children who have lost both parents (Francis-Chizororo,

2008). The objective of this study was to explore the role of self-efficacy in promoting the psychosocial well-being of adolescent orphans in selected secondary schools in Botswana. Therefore, the participants in this study included maternal, paternal, and double orphans.

2.5.2 Policies concerning orphans

Numerous conventions, protocols, and policies were established at global, regional, and national levels. These are concisely described next to offer perspectives and to situate them within the context of Botswana.

2.5.2.1 Global conventions and protocols

The Universal Declaration of Human Rights (UDHR) of 1948 stipulated the right to education, protection and support of every child (UN, 1948). Similarly, the UN Convention on the Rights of the Child (CRC) of 1989 emphasised the rights of all children (UN, 1989). Both conventions evidently emphasise the promotion and protection of the rights of all children, safeguarding them against neglect, mistreatment, and various forms of exploitation and violence. This commitment extends to the rights and psychosocial well-being of orphans.

2.5.2.2 Sustainable Development Goals

The Sustainable Development Goals (SDGs) are of global importance as they seek to eradicate poverty and ensure the well-being and prosperity of individuals. In Botswana, the UN is actively involved in working towards these seventeen goals. Although all the goals are interconnected and equally significant, the objective of this study is particularly aligned with SDG 3, the goal of promoting good health and well-being. The study aims to explore the role of self-efficacy in enhancing the psychosocial well-being of orphaned students in selected secondary schools in Botswana.

The United Nations (2017) and the UN in Botswana emphasise collaborative and targeted programming to enhance the quality of life for all individuals in the country. However,

considering the unique vulnerability faced by orphaned individuals, especially during adolescence, it would be beneficial for the programmes or framework to explicitly address how the psychosocial well-being of orphaned students in secondary schools will be promoted.

2.5.2.3 *Regional initiatives*

The African Union (AU), formerly known as the Organisation of African Unity (OAU), has officially adopted the African Charter on the Rights and Welfare of the Child, and Botswana is an active official member (AU, 1990). The charter specifically focuses on Articles 11(5) and 16(1), which state that a child should not be denied the right to education due to intimidation by peers or educators, and no child should be subjected to any form of abuse or mistreatment (AU, 1990). Botswana is also an active member of other significant regional initiatives that address children's rights and discrimination against women. These initiatives include the AU-SPF of 2008 and the SADC Code on Social Security of 2007 (RHVP-Regional Hunger and Vulnerable Programme, 2011). These initiatives are relevant because orphaned children are particularly susceptible to psychosocial distress (Munodawafa, 2017; Ntuli et al., 2020; UNAIDS, 2010). In the context of this study, the researcher believes that the aforementioned protocols and initiatives could be effectively applied to all children, including in-school adolescent orphans, given their vulnerability at every stage of their development and growth.

2.5.2.4 *Botswana's Vision 2036 and national policies on orphans*

Botswana's Vision 2036, particularly its pillar on Human and Social Development, has aligned with and embraced SDG 3 (Government of Botswana [GoB], 2016). However, the specific targets and indicators for promoting the psychosocial well-being of in-school adolescent orphans remain unclear. The Botswana Vision 2036 does not explicitly address the needs of orphans. Nevertheless, Botswana has shown relative commitment to developing social programmes for vulnerable, impoverished, and marginalised groups in society (RHVP, 2011). Over the years, various national policies have been introduced to promote inclusivity and

protect the psychosocial well-being of OVC. These policies include the Revised National Policy on Rural Development, National Health Policy, National Policy on Needy and Vulnerable Families, and the National Policy on the Rights of Persons with Disabilities (RHVP, 2011). However, orphans are often subsumed within these existing policies, which may not adequately address the unique challenges they face in terms of psychosocial distress. This view is aligned to the assumptions of the mesosystems and macrosystem of the in-school adolescent orphans. Sections 3.2.2.3.2 and 3.2.2.3.3 provide concrete understanding of the impact these policies may have on the development of self-efficacy of adolescent orphans who attend senior secondary school in Botswana.

While the policies mentioned above demonstrate well-conceived plans to address the needs of orphans in general, there may be shortcomings in their implementation in Botswana. Many of these policies appear to prioritise material and physical support, while undervaluing the importance of psychosocial well-being (Mohangi & Asikhia, 2016; Otladisang, 2020).

The following section provides a brief overview of the psychosocial distress experienced by adolescents and orphans.

2.5.3 Psychosocial distresses of adolescent orphans

Various distressing changes at individual and contextual levels are expected during adolescence as individuals navigate the transition to adulthood. Psychological distress, which can also be referred to as psychological challenges or difficulties, is the term used to describe the difficulties faced by adolescent orphans in various areas of their personal and social functioning (Timalsina et al., 2018). Adolescents are particularly vulnerable to psychosocial distress due to the substantial changes and growth they experience, second only to infancy (WHO, 2017).

The experience of orphanhood gives rise to distress that impacts individuals across all age groups, extending beyond adolescence (Francis-Chizororo, 2008). Orphans constitute one of the most affected, vulnerable, and disadvantaged groups (Akwara et al., 2010; UNAIDS, 2010). Whether maternal, paternal, or double orphans, they are equally prone to various distressing experiences, including school dropout, different forms of abuse, social exclusion, stigma, poor health, and psychosocial distress (Munodawafa, 2017), and these experiences might have negative impact on their attachment within their microsystem. Bowlby's attachment theory demonstrates the importance of affection bond, refer to section 3.2.3.1. Numerous studies have established a connection between orphanhood and psychological distress (Cluver et al., 2007; Puffall et al., 2014).

Adolescent orphans are equally predisposed to distress, including illnesses, disabilities, physical, emotional, and sexual abuse, lack of access to services, poverty, and more (Skinner & Davids, 2006). Therefore, both maternal, paternal, and double orphans are equally vulnerable to various challenging experiences, such as dropping out of school, different types of abuse, social exclusion, stigma, poor health, and psychosocial distress. Maundeni (2009) states that orphans often face mistreatment, violence, and exploitation from the public, including their close relatives and guardians.

In general, psychosocial distress in orphans is often characterised by behavioural difficulties, depression, and suicidal ideation (Atwine et al., 2005; Cluver et al., 2007; Harms et al., 2010). Other psychosocial distress includes feelings of guilt, various types of abuse, withdrawal, grief, and hopelessness (Ntuli et al., 2020). In their study, Saeswat and UNISA (2017) found that parental loss and inadequate support and care for the psychosocial needs of children in orphanages may lead to anxiety and sorrow, even if their physical needs are being unmet. Similarly, Kaur et al., (2018) point out that insecure families and deprivation of parental care can potentially predispose children to psychological distress. For example, parental loss

can lead to withdrawal, anxiety, and depression in adolescence (Shiferaw et al., 2018). As highlighted by Sreekanth and Verma (2016), orphans are weaker in terms of psychological well-being compared to their non-orphan peers, thus making them more susceptible to psychosocial distress.

Orphans commonly experience long-term psychological distress, including grief, confusion, anger, loneliness, and anxiety (Cluver et al., 2008). Additionally, behavioural aspects of adjustment linked to self-efficacy among youth and adolescents encompass delinquent behaviours, depression, loneliness, withdrawal, and internalisation of problems (Bandura, 1999a; Caprara et al., 2010; Hermann & Betz, 2006). This suggests that the adverse psychosocial effects following parental death include various feelings, thoughts, and behaviours, such as shame, guilt, insecurity, inferiority, mistrust, improper conduct, social disruption, grief, and different forms of abuse (Atwine et al., 2005; Baaroy & Webb, 2008; Campbell et al., 2014; Kumar, 2012; Christopher & Mosha, 2021). It is important to note that when HIV/AIDS orphans face stigma and labelling, they become even more vulnerable (Cluver & Orkin, 2009; Li et al., 2015).

2.6 CONCLUSION

This chapter discussed the various components of self-efficacy, including major influences, dimensions, and mediating processes. It outlined the benefits of high self-efficacy and underscored the relevance of self-efficacy to the study. The section on psychosocial well-being covered supportive environments and parenting styles. Furthermore, the study explored the developmental domains of adolescence and the psychosocial development of adolescents, as well as the influence of culture on adolescent development. Additionally, it provided a comprehensive understanding of orphans, including existing policies and the psychosocial distress experienced by adolescent orphans.

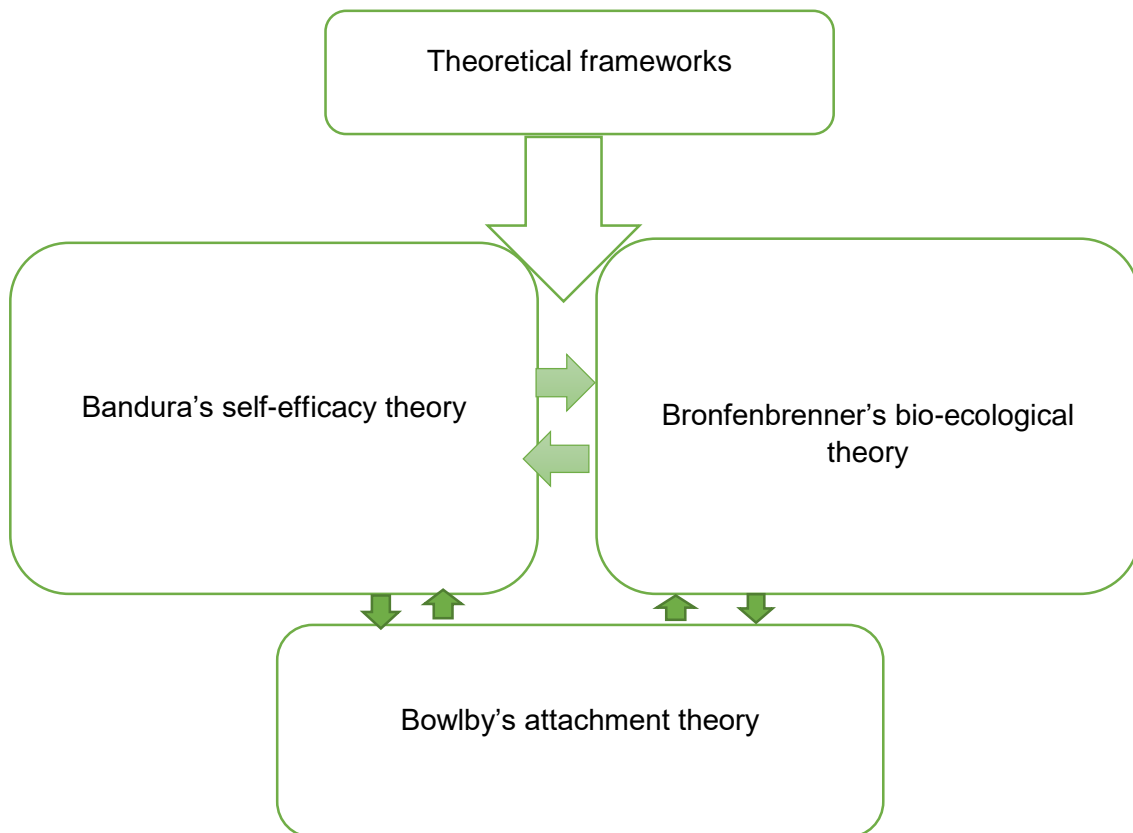
In the subsequent chapter, the research will delve into theoretical frameworks, elucidating the reasons for their selection and demonstrating their suitability for this study, integrating them accordingly.

CHAPTER 3: THEORETICAL FRAMEWORK

"People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it".

Albert Bandura (n.d.)

CHAPTER OVERVIEW



3.1 INTRODUCTION

The previous chapter highlighted the lack of research on the role of self-efficacy in promoting psychosocial well-being among in-school adolescent orphans in Botswana. To explain and understand the self-efficacy of these orphans and how it may contribute to their psychosocial well-being, the study utilised Bandura's self-efficacy theory, Bronfenbrenner's bio-ecological systems theory, and Bowlby's attachment theory, which form the focus of the current chapter. These three theoretical frameworks were chosen because they were considered the most appropriate for guiding and gaining insight into the perspectives and lived experiences of in-school adolescent orphans in Botswana. This chapter also explores the environmental systems that may have influenced the perspectives and experiences of these orphans.

The literature reviewed in this study was obtained from various international sources, including books, theses, and research publications, and other relevant sources. Aligned with Lichtman's (2014) suggestion, the literature review extends beyond its dedicated chapter. Accordingly, this study will provide a thorough overview of the theoretical framework explored in the literature. Furthermore, it will analyse and integrate their relevance to the current research, adhering to the guidance provided by Lichtman.

3.2 THEORETICAL FRAMEWORKS

Theory plays a fundamental role in qualitative research by aiding the achievement of study objectives. Schram (2006) emphasises the importance of carefully selecting both the theoretical and conceptual frameworks to position the study within relevant and established ideas. However, it is crucial to validate the chosen theoretical frameworks. As Marshall and Rossman (2016) suggest, the theoretical framework should be grounded on the rationale to shed light on the broader issues addressed by the study. Without a theoretical framework, the structure and direction of the study may become unclear (Grant & Osnaloo, 2015). According to Bloomberg and Volpe (2016), theoretical frameworks support the most significant

characteristics of a study, providing researchers with a framework for formulating research questions and organising collected data.

Considering the research question, Bandura's self-efficacy theory was chosen as it could offer insights into the potential levels of self-efficacy among adolescent orphans attending school (Bandura, 1995, 1977b; Zimmerman et al., 2017; Schunk & DiBenedetto, 2020b). In this context, the in-school adolescent orphan is an individual who interacts with various environmental systems, including the family or parents, school and educators, peers, and the wider community (Solvang, 2007). Taking this into account, Bronfenbrenner's (1994, 1979, 1977) bio-ecological systems theory was also considered relevant and selected to provide guidance on the interplay and reciprocal influence of ecological systems on in-school adolescent orphans. These two theories are employed in conjunction with Bowlby's (1988a, 1980, 1969) attachment theory. Consequently, the theoretical frameworks contribute to a comprehensive understanding of the potential role played by self-efficacy in promoting the psychosocial well-being of adolescent orphans in Botswana. Each of these theories will be discussed in more detail below.

3.2.1 Bandura's self-efficacy theory

Although Bandura dominated research and extensively wrote about self-efficacy, the concept gained popularity in motivation theories during the 1950s (Kear, 2000; Schunk & DiBenedetto, 2020a). For example, Robert White (1959) developed ideas around actions and outcomes, suggesting that motivation is not solely driven by animal instincts or drives, but also by the efficacy beliefs that arise from interactions with the cultural and contextual environment (Schunk & DiBenedetto, 2020a, 2020b). Through these extensive investigations, the concept of self-efficacy emerged. According to Bandura (1977a) and Schunk (2012), self-efficacy refers to a set of self-beliefs through which individuals interpret information, as detailed in section 2.2.5, and individuals may possess varying levels of self-efficacy (Bandura, 1997a; De Wet, 2020).

The renaming of social learning theory (SLT) to social cognitive theory (SCT) implied a shift in understanding the regulation of behaviour. It suggested that behaviour is guided by an inner psychic life involving dynamic instincts, operating at a subconscious level and masked by defensive mental processes (Bandura, 1977b, 2004, 2005). The transition from SLT to SCT was primarily driven by Bandura's emphasis on recognising individuals' capacity to construct their own reality, encode information, self-regulate, and exert control over their behaviour. This distinction aimed to differentiate the concept from the prevailing perspective of SLTs (Pajares, 2002).

In relation to behaviourism, Bandura (2005) expressed that this theoretical framework had gained significant popularity when he embarked on his career. The process of learning assumed a prominent position within this paradigm. The predominant analyses of learning primarily centred around the acquisition of knowledge through the consequences of one's actions. The explanatory mechanisms of behaviourism were formulated in terms of establishing associations between stimuli and responses at the peripheral level, primarily through the use of reinforcement and punishment. However, Bandura noted that this behaviouristic perspective failed to align with the observable social reality, which emphasises the substantial influence of social modelling on our learning experiences.

In light of the aforementioned, Bandura (2004) posited the necessity of a re-conceptualisation of behaviour change due to the insufficiency of existing approaches in terms of prediction and explanation. Bandura (1997a, 1977a) asserted that within social cognitive learning theories, the role of internal processes is to mediate the relationship between external influences and observable behaviours. These internal processes encompass beliefs, expectations, feelings, and self-efficacy, with the latter being a significant internal factor that has garnered considerable empirical scrutiny (Bandura, 1997a, 1977a).

Bandura (1977a) made significant contributions to the field of SCT and self-efficacy theory. Numerous authors have since adopted and supported Bandura's concept of "self-efficacy", as evidenced by the extensive literature on the subject (Schunk & DiBenedetto, 2020a). Lippke (2020) notes that some authors mistakenly use SCT and self-efficacy theory interchangeably; however, self-efficacy is the central construct of SCT.

According to Pajares (2002), approaches to promoting well-being focus on enhancing emotional, cognitive, and motivational processes in order to increase behavioural competencies and modify the social conditions in which individuals live. The SCT may potentially aid in efforts to promote psychosocial well-being by examining the interactions between cognitive, personal, and environmental factors, as well as the concept of "triadic reciprocal determinism or reciprocity" (Bandura, 1986; Crothers et al., 2011, Schunk & DiBenedetto, 2020a).

In accordance with the concept of *triadic reciprocal determinism*, the bio-ecological systems theory expounds on the psychosocial functioning of humans and posits that individuals experience development and growth through the reciprocal interactions between various environmental systems (Bronfenbrenner, 1979; Clark, 2014; Velez-Agosto et al., 2018). This implies that personal factors, such as cognitive, affective, and biological aspects, behavioural patterns, and environmental events, interact and exert a bidirectional influence that may impact the development of self-efficacy (Bandura, 1999a; Bronfenbrenner, 1979, 1994; Schunk & DiBenedetto, 2020a; Usher & Schunk, 2018).

Although Bandura's primary initial interest was behaviour change in therapy, he conceptualised that individuals intentionally influence their own psychosocial functioning, life circumstances, and environment, and that events occur as a result of their actions (Bandura, 2004, 2001). Moreover, Bandura (1986) emphasised that self-efficacy beliefs encompass both skill level and the ability to make judgements about what individuals can do with those skills.

Instead of being passively influenced by external factors and internal instincts, individuals are perceived as possessing the capacity to take initiative, organise themselves, engage in introspection, and exercise self-control (Pajares, 2002). Numerous studies conducted by Bandura have validated the notion that individuals are not merely passive recipients of circumstances, but rather inherently proactive beings driven to accomplish and make meaningful contributions (Schunk & DiBenedetto, 2020a, 2020b). Consequently, individuals are not only endowed with the capability to pursue their aspirations, but also exhibit intrinsic motivation to establish goals aligned with their envisioned success.

Self-efficacy beliefs play a mediating role in the relationship between knowledge and behaviours, as well as in the connection to environmental situations (Schunk & DiBenedetto, 2020a). Therefore, Bandura argues that self-efficacy beliefs are crucial for human agency and an individual's ability to take action (Bandura, 1977a; Dellinger et al., 2008). The significance of self-efficacy beliefs lies in their potential to assist individuals in maintaining focus on their desired goals (Schunk & DiBenedetto, 2020a). To support this notion, Pajares (1996, p. 307) asserts that "beliefs are best indicators of the decisions individuals make throughout their lives". In other words, self-efficacy beliefs influence people's emotions, thoughts, motivation, and behaviour (Bandura, 1994).

Most importantly, self-efficacy is considered to be task-specific and is not conceptualised as a generalised personality trait (Bandura, 2012). To illustrate, an individual may possess high self-efficacy in solving mathematical problems, but exhibit low self-efficacy when it comes to delivering public speeches (Pajares, 1996). In the case of an individual with a consistently low perception of self-efficacy, there is a tendency to anticipate failure and be less inclined to persist or persevere through challenging tasks (De Wet, 2020; Kear, 2000).

That being said, self-efficacy primarily revolves around individuals' beliefs and their assessment of their own abilities and understanding based on the four sources. It is important to

note that an individual can possess either high or low levels of self-efficacy (Bandura, 1997a; De Wet, 2020).

Figure 4 illustrates how self-efficacy beliefs influence and cause effect on people's choices, effort and persistence, thinking and decision making, and their emotional reactions.

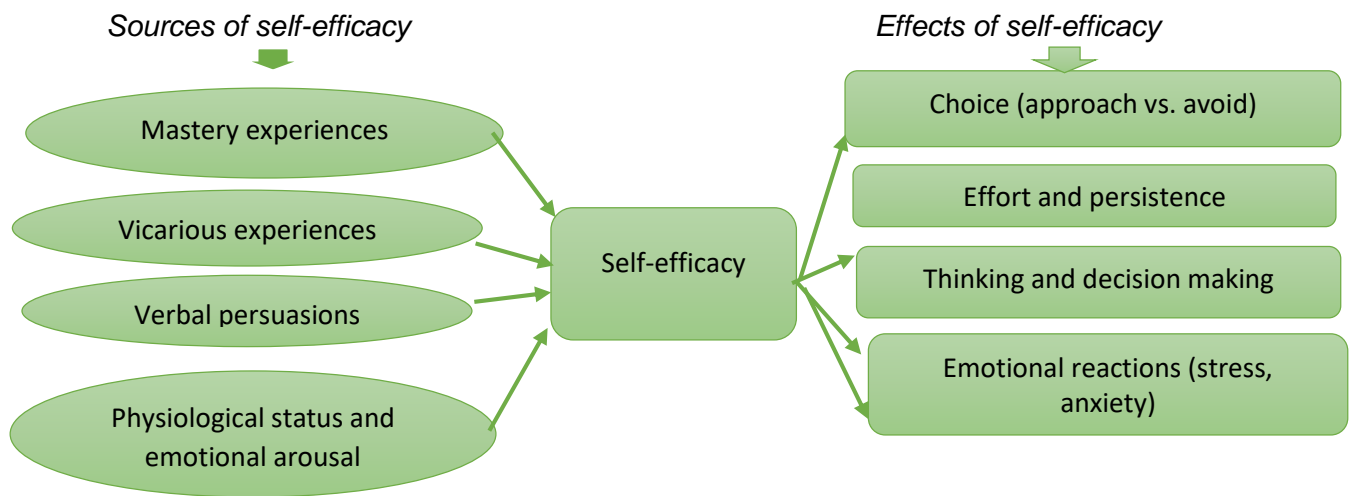


Figure 4: Self-efficacy, its sources, and its effects
(adapted from: Bandura, 1977a; Reeve, 2014).

3.2.1.1 Contextualising Bandura's self-efficacy theory

The two quotations by Albert Bandura and Mahatma Gandhi provide valuable insights into the concept of self-efficacy. A fundamental aspect of self-efficacy is captured by Bandura (1977a), who defines it as “people’s beliefs in their capabilities to produce desired effects by their own actions” (Bandura, 1977a, p. vii). In a similar vein, Mahatma Gandhi expressed the idea that having the belief in one's ability can lead to the acquisition of the capacity to achieve, even if it is not initially present: “If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning”. These quotations collectively

underscore the significance of self-efficacy, highlighting how performance and motivation are, in part, influenced by individuals' beliefs in their own capabilities (Bandura, 1982b).

Indeed, self-efficacy beliefs transcend mere predictions about behaviour. They do not function as causal attributions or explanations of events, nor are they intentions to engage in or achieve specific behaviours. Unlike motives or the need for control, self-efficacy beliefs are distinct entities. They should not be conflated with self-esteem, self-confidence, or self-concept. Additionally, it's important to note that self-efficacy is not synonymous with a personality trait, and it differs from behaviour-outcome expectancies (Bandura, 2012, 1997a; Maddux & Kleiman, 2023; Maddux, 1999a). Bandura (2012) highlights that self-efficacy is intricately tied to the specific context and task at hand. It involves the individual's attitude and belief regarding their capabilities in a particular situation.

As noted by Bandura (1997a) and Schunk (2012), an individual's level of self-efficacy can vary, influenced significantly by their personal mastery experiences and other sources of self-efficacy. The core concern regarding self-efficacy lies in an individual's belief in their own capabilities and what they perceive themselves as capable of achieving. It encompasses one's belief in their ability to engage in behaviours that lead to desired outcomes, as well as their confidence in coordinating skills to attain goals within specific domains (Bandura, 1997a; Maddux & Kleiman, 2023; Maddux, 1999a).

In light of the aforementioned, self-efficacy assumes greater importance within the context of this study, as Botswana adolescent orphans are constantly exposed to various social systems in which they observe and learn from others' behaviours (Bandura, 1997a; Bronfenbrenner, 1994, 1979; Schunk, 2012). This underscores the significance of providing concrete evidence to individuals in order for them to believe in and achieve success (Maddux, 1999a). Furthermore, self-efficacy serves as a guiding principle in comprehending the efficacy

beliefs, capabilities, and levels of perseverance of adolescent orphans when facing challenging, difficult, or distressing experiences (Reeve, 2014; Rutherford, 2017).

The relevance of verbal persuasion and physio-emotional states as additional sources of self-efficacy remains significant in this study. For instance, motivational speeches given to adolescent orphans attending schools in Botswana by their teachers or guardians could potentially enhance their level of self-efficacy. It is important to note that individuals experience grief in various ways, and it can be assumed that the Botswana in-school adolescent orphans are currently experiencing grief. Consequently, grief, as an emotional state, may have a negative impact on self-efficacy, particularly if these adolescent orphans perceive their interactions with peers and teachers, or the proximal processes, as unpleasant (Bronfenbrenner, 1994).

To further emphasise the relevance of self-efficacy to this study, Bandura (1997a) asserts that individuals' sense of control over their behaviour, environment, thoughts, and emotions is fundamental to their psychological well-being. For instance, Bandura (1997b) and Maddux (1999a) indicate that low self-efficacy expectancies are significant factors in depression. They further argue that individuals experiencing depression are likely to believe that they are incapable of effectively coping with various distressing experiences in their lives. Similarly, the low self-efficacy beliefs of orphaned adolescents can result in avoidant behaviours when faced with life-threatening situations (Bandura, 1997b). Self-efficacy has also been linked to physical health, self-regulation, and psychotherapy (Bandura, 1997a; Maddux & Kleiman, 2023; Maddux, 1999a).

To summarise, De Wet (2020) argues that regardless of ability, individuals with higher levels of self-efficacy are more likely to outperform those with lower levels of self-efficacy in various domains of human achievement. In the context of this study, it is likely that in-school

adolescent orphans in Botswana who possess high self-efficacy would demonstrate positive psychosocial well-being outcomes.

3.2.1.2 *Criticisms against Bandura's self-efficacy theory*

The scope of this research study does not include the critique of Bandura's self-efficacy theory. However, it is deemed necessary by the researcher to highlight certain criticisms in order to situate this theory within the study and acknowledge the potential limitations of the concept of self-efficacy. Despite the widespread popularity and predictive power of self-efficacy, some authors argue that self-efficacy ratings are more of a reflection rather than a determinant of motivation to engage in health-related behaviours (Maddux, 1999a; Williams & Rhodes, 2016). In the context of this study, the self-efficacy levels of in-school adolescent orphans may not necessarily determine their motivation to enhance their self-efficacy.

Additionally, Hawkins (1995) expressed concerns regarding the limitations of self-efficacy in influencing or altering behaviour. Through a comprehensive review of various studies, Hawkins (1995) determined that self-efficacy proved to be more effective in describing and predicting intricate personal choices rather than directly causing behaviour. According to Ryan and Deci (2006), self-efficacy serves as a crucial factor in personal motivation. However, they also noted that self-efficacy fails to differentiate or accurately forecast the consequences associated with distinct actions that fall within the spectrum of either alienated or autonomous behaviour.

In terms of ethnocentricity, Klassen (2004) argues that self-efficacy is primarily a construct rooted in Western and American contexts. Consequently, its universal applicability is questionable, and there exists limited knowledge regarding how it is operationalised among non-Western cultural groups. Although Klassen's (2004) review appeared to be thorough and comprehensive, it failed to mention the African context. The researcher concurs with the belief that most African countries are predominantly collectivist in their cultural arrangements, as

opposed to the individualistic cultures prevalent in the West. Considering the dynamic nature of culture, it is plausible that the significant diversity within collectivist cultures and contextual factors may influence the promotion of self-efficacy (Bandura, 2005; Schunk & DiBenedetto, 2020b; Klassen, 2004).

Despite the criticisms mentioned above, self-efficacy continues to hold relevance in the context of this study. It is important to note that self-efficacy has often been used loosely and interchangeably with terms such as self-confidence, self-concept, and self-esteem. This has resulted in a lack of understanding regarding self-efficacy as a construct that is task-oriented and context-specific. Therefore, it is crucial to avoid confusing self-efficacy with other related concepts, and instead, view it as a self-assessment of one's competence to perform a specific task within a particular context, or as a judgement of one's ability to engage in a desired activity (Bandura, 1986; Pajares, 1997).

It is worth noting that an individual may exhibit low self-efficacy in one aspect of their life while demonstrating high self-efficacy in another. For example, an adolescent orphan may possess high mathematics efficacy, but struggle with low self-efficacy in social interactions. Thus, within the scope of this study, it remains the responsibility of in-school adolescent orphans in Botswana to evaluate their competence and capabilities in performing specific tasks that can contribute to the enhancement of their psychosocial well-being.

3.2.2 Bronfenbrenner's bio-ecological systems theory

Urie Bronfenbrenner identified a significant gap in the field of developmental psychology, particularly in understanding the role of contextual factors in human development. This notion has greatly influenced the development and advocacy of EST (Bronfenbrenner, 1977). Initially, the model mainly emphasised the impact of environmental influences on individual behaviours (Bronfenbrenner, 1979; Thembela, 2007). The model delineated five levels of interactive environmental systems that exerted dynamic effects on child development.

Bronfenbrenner's Bioecological Model of Human Development

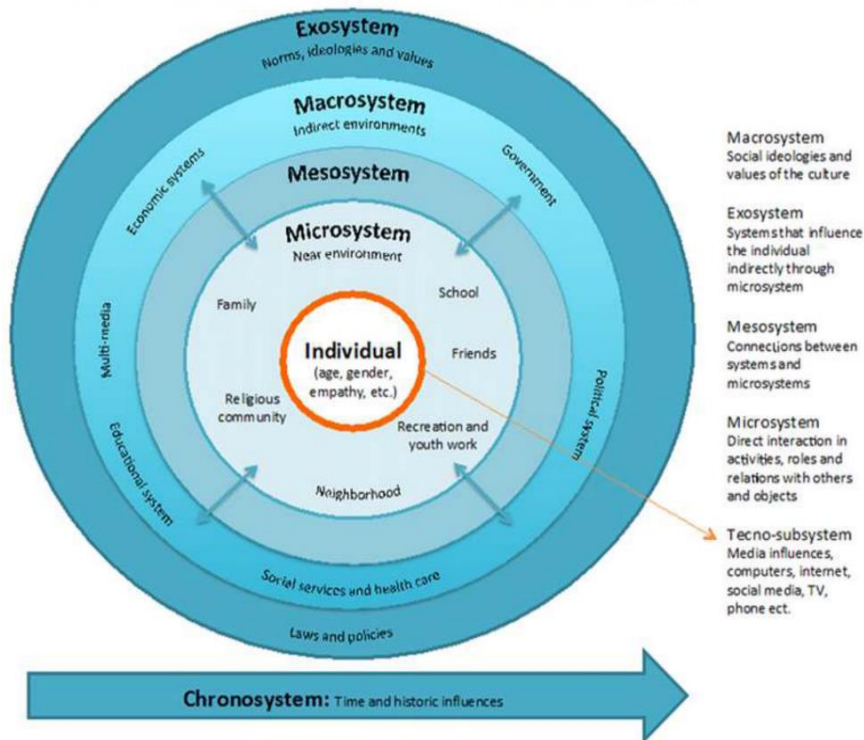


Figure 5: Bronfenbrenner's bio-ecological model of human development (Adapted: Bronfenbrenner & Ceci, 1994)

As depicted in Figure 5, the concept of "development" encompasses the continuity and changes in the bio-psychological characteristics of individuals and groups (Bronfenbrenner, 2001). This phenomenon extends throughout the lifespan, encompassing successive generations and historical time, both past and present (Bronfenbrenner, 2001). Initially, Bronfenbrenner's EST emphasised the interactive interdependence between individuals and their physical environments, which exerted a significant influence on child development.

The revised version of the EST incorporates the proximal processes, person characteristics, context, and time, forming what is widely known as the 'Process – Person – Context – Time' (PPCT) model, or the bio-ecological systems theory. Figure 5 visually illustrates

the reciprocal interaction between in-school adolescent orphans and the five systems of the contextual environment. Each component of the PPCT model is described in more detail below.

3.2.2.1 The proximal processes – the first ‘P’ of PPCT

All types of interactions in the immediate environment are referred to as proximal processes (Figure 5). The form, power, content, and direction of these proximal processes, which have an impact on human development, systematically vary as a combined result of the characteristics of the developing person, the immediate and more distant environment in which the processes occur, and the nature of the developmental outcomes being considered (Bronfenbrenner & Morris, 2006).

In this model or theory, proximal processes are perceived as the daily milestones and interactions through which individuals engage as they develop, hence being termed the “engines of development” (p. 798). According to Bronfenbrenner (1995, p. 620), Human development takes place through processes of progressively more complex reciprocal interactions between an actively evolving bio-psychological human organism and the persons, objects, and symbols in its immediate environment”. In the context of this study, the immediate environment of in-school adolescent orphans includes, among other elements, the family, school, and friends, as depicted in Figure 5.

3.2.2.2 The person’s characteristics – the second ‘P’ of PPCT

Regular activities and interactions are partly dependent on the characteristics of a developing person (Bronfenbrenner, 1995). In the context of PPCT, the characteristics of a developing person are classified under demand, resource, and force characteristics. Demand characteristics encompass characteristics such as age, race, gender, and physical attractiveness, certain behavioural aspects, reactions from the environment, as well as reactions that influence development. Resource characteristics encompass attributes such as low birth weight, persistent illness, abilities, and knowledge. On the other hand, force

characteristics comprise combinations of cognitive, social, emotional, and motivational factors, along with temperament and personality.

Bronfenbrenner has illustrated how person characteristics can influence proximal processes. The force characteristics of teachers, for instance, can significantly impact the proximal processes they engage in with in-school adolescent orphans. If teachers hold perceptions that label these orphans as underperformers or as children receiving material care or support from the government, it is possible that the teachers might mistreat, neglect, or provide them with little support. As Bronfenbrenner (1979, p. 27) describes it, “development never takes place in a vacuum, it is always embedded and expressed through behaviour in a particular environment”. A succinct description of the contextual environment is provided below.

3.2.2.3 *The context of the PPCT*

The bio-ecological systems theory situates individuals within a social context (Sibisi, 2021). This context encompasses "the five interlocking contextual systems that influence the developing child" (Papalia, 2006, p. 38). In this study, in-school adolescent orphans are placed within the school context. However, the influence of other contexts on the thoughts, emotions, and behaviours of these adolescent orphans should not be underestimated (Bandura, 1997a; Schunk & DiBenedetto, 2020a) (see Figure 5). Other contexts or systems include the family, peers, and the community (Bronfenbrenner, 1994; Donald et al., 2010).

Proximal processes are shaped not only by the characteristics of the individual but also by the context (Tudge et al., 2016). In essence, the development of in-school adolescents may be influenced by “the environment, both immediate and remote, in which the proximal processes are taking place” (Bronfenbrenner, 1995, p. 621). It is important to note that the context represents just one element of the PPCT model, also recognised as the bio-ecological systems theory, wherein the proximal processes hold critical importance (Tudge et al., 2016).

Each of the five layers of the context will be discussed below to offer additional perspectives, with examples integrated to illustrate the model's significance to the study.

3.2.2.3.1 The microsystem

The microsystem, identified as the closest layer or environment to the child, is recognised as the most influential on an individual's behaviour (Sibisi, 2021). It encompasses diverse patterns of activities and interactions within the child's immediate surroundings, including the home, school, and neighbourhood or community (Bronfenbrenner, 1979). This suggests that within the immediate community, there are events and interpersonal interactions in which in-school adolescent orphans actively participate. The microsystem serves as the immediate social and physical environment for these adolescents, with proximal relationships embodying the activities in which they engage (Sibisi, 2021; Stivaros, 2007).

For instance, according to Bowlby's theory, attachment patterns may develop based on interactions between the social and physical environments. As depicted in Figure 5, the Botswana in-school adolescent orphans continuously interact in unique and dynamic ways with their collection of personal characteristics, thus influencing their peers, families, and teachers in a bidirectional manner to shape their development.

3.2.2.3.2 The mesosystem

The intricate network of relationships and interactions within the microsystem of a child's life constitutes the mesosystem (Bronfenbrenner, 1995; Stivaros, 2007). In the context of this study, particular significance is attributed to the relationships within the microsystem that contribute to the development of in-school adolescent orphans (Figure 5). Mthimunye and Daniels (2019) assert that isolating systems from each other can have detrimental effects, hindering development and growth. The relationship between systems should ideally remain dynamic, with the in-school adolescent orphan positioned at the centre of all interactions.

For example, Figure 5 illustrates that parent-level factors, such as lack of parental involvement, lack of parental support, negative adult influences, or exposure to an environment with insufficient support, can impact the development of self-efficacy and ultimately influence the psychosocial well-being of in-school adolescent orphans in Botswana. Bandura (1995, 1994) asserts that a strong sense of efficacy helps individuals remain focused even in the face of obstacles, failures, and setbacks. Conversely, individuals with low self-efficacy are often plagued by self-doubt, leading to a deterioration in their performance, particularly because their goals are shaped by self-appraisal of their capabilities (Bandura, 1995, 1994).

3.2.2.3.3 The macrosystem

The macrosystem refers to the broader societal cultural patterns that signify the social ideologies and values of the culture (Bronfenbrenner, 1994, 1979; Papalia, 2006). It encompasses a collective of individuals who share values, beliefs, practices, resource accessibility, and a sense of shared identity (Tudge et al., 2016). Furthermore, the values of parents are not solely influenced by their own personal characteristics, but rather reflect, in part, the macrosystem in which they exist. The macrosystem can be regarded as a "cultural blueprint that may shape the social structures and activities that occur within the immediate systems level" (Bronfenbrenner, 1977, p. 30). Cultural practices and beliefs play a role in determining the cognitive, motivational, affective, and selection processes of adolescents in the school setting (Bandura, 1995, 1994). In this study, the selected districts are not necessarily economically prosperous; however, they have the potential to impact the proximal processes in various ways, including parental interactions with their children (Tudge et al., 2016).

3.2.2.3.4 The exosystem

Bronfenbrenner (1979) conceptualises the exosystem as the dynamic interplay among multiple settings that do not directly involve the child. In this framework, the individual is not physically present in the events that shape their development. Instead, the exosystem serves as

an indirect influence on the individual through their microsystem (see Figure 5). Additionally, there are other structural components that come into play, whereby the person within the microsystem is indirectly affected by their close relationships with other individuals (Donald et al., 2010). In the context of this study, as illustrated in Figure 5, it is conceivable that the behaviour, emotional responses, and psychological reactions of in-school adolescent orphans in Botswana may be impacted by school policies, Guidance and Counselling policies, and other national laws. This influence becomes particularly significant if these policies and laws are not tailored to address the unique circumstances of individual adolescent orphans.

3.2.2.4 *Time of the PPCT*

Part of the PPCT, or Bronfenbrenner's bio-ecological systems theory, is the chronosystem, which pertains to the dimension of time and historical events that influence the development of children and communities throughout their lives (Bronfenbrenner, 1979; Sibisi, 2021). It is important to note that values, beliefs, and practices are not fixed entities (Tudge et al., 2016). In the context of Botswana, a notable change that may occur involves family systems, often resulting from factors such as death and others. For instance, the diminishing presence of extended family structures could be a cause for concern (Maundeni, 2009; Papalia, 2006).

Attachment is a proximal phenomenon that underscores the emotional and physical proximity between individuals and holds critical significance in their lives (Bronfenbrenner, 1979). To provide further relevance, divorced, remarried, and single-parent families can be categorised within the chronosystem framework, as the adverse consequences arising from these family arrangements may have long-term impacts on the development of orphaned adolescents in general.

3.2.2.5 *Contextualising Bronfenbrenner's bio-ecological systems theory*

Bronfenbrenner (1979) has provided insightful views on human development, especially concerning the interactions between an individual and their systemic environments. The ecological environment that interacts with the individual is described as “a set of nested structures, each inside the next, like a set of Russian dolls” (Bronfenbrenner, 1979, p. 3). Tudge et al. (2016, p. 199) referred to this relationship as the “person-context interrelatedness”. In other words, Bronfenbrenner’s bio-ecological systems theory is, by nature, interactive (Tudge et al., 2016). The theory also provides multiple and holistic perspectives on human development, mutual interactions, and how individuals develop and interact with various environmental systems (Berns, 2013; Velez-Agosto et al., 2018). Figure 5 illustrates how interactions between in-school adolescent orphans and their family, peers, teachers, and other factors at the microsystem, mesosystem, macrosystem, exosystem, and chronosystem levels could potentially impact self-efficacy and, consequently, influence psychosocial well-being, either positively or negatively.

3.2.2.5.1 The role of the family in the development of adolescent orphans

The family is one of the closest microsystems that plays a significant role in shaping the social and behaviour interactions of the child (Mushayi, 2013). According to Von (2001), guardians or parents serve as the primary attachment figures, presenting themselves as the closest and better models for their own children. Leong and Gomby (2005) further note that positive early relationships with parents can potentially establish a solid foundation for building peer relationships. As highlighted by Mushayi (2013), parents have the capacity to provide motivation, serving as their children’s gateway to accessing the ways of thinking within their own cultures and subcultures as they interact within different systems or environments.

3.2.2.5.2 The role of culture in the development of adolescent orphans

Various definitions exist for the terms "development" and "culture", with contextual influences and other factors contributing to diverse interpretations. According to Bronfenbrenner (2001) and Korten (1990), development refers to the process within communities where changes in bio-psychological characteristics occur, and personal capacities are increased, leading to an improvement in the quality of life.

Culture, on the other hand, is a complex concept with multiple definitions (Bennet, 2015; Raeff et al., 2020). Hofstede's viewpoint on culture appears to align with characteristics outlined by Spencer-Oatey (2012). These characteristics include, among others, the dynamic nature of culture, its lack of homogeneity, its impact on behaviour and interpretations, and its influence on biological processes. Notably, African cultures are often characterised as collective cultures (Hofstede, 2011).

Culture plays a significant role in early child development (Keller, 2016; Opong, 2015). As asserted by Clark (2014), a child's development is dependent on their interaction with the social environment, encompassing cultural settings and people. According to Abo-Zena and Midgette (2019) and Weisner (2014), such cultural exposure and experiences may, in various ways, influence socio-emotional, cognitive, physical, moral, and spiritual development.

3.2.2.5.3 The role of the community in the development of adolescent orphans

"It takes a village to raise a child" (Hart et al., 2003). Similarly, "the social influence and presence of others is also paramount in training the individual's developmental progress" (Bronfenbrenner, 1979, p. 7). As highlighted by Von (2001), social relationships play a pivotal role in the generation of emotions. These emotions, coupled with stress and moods, influence the feelings and judgements of peoples' abilities and self-efficacy (Nasongo et al., 2019; Redmond, 2010). Furthermore, the significance of the interconnectedness of community

socialisation processes has an influence on the children's social, emotional, developmental, and behavioural needs (Bronfenbrenner, 1979, 1994).

3.2.2.5.4 The role of the school in the development of adolescent orphans

This study situates adolescent orphans within the school context, considering the school as an extension of the community (Motha & Frempong, 2014). Following the home or family, the school is recognised as the second most important environment for a child's development (Abry et al., 2017; Campos-Gill et al., 2020; Evans, 2004). Maxwell (2009) asserts that various factors within the school, such as changes in teachers, classmates, and infrastructure quality, can significantly impact children's development. Consequently, the school holds immense potential in shaping the social development of adolescents (Chandrasekaran et al., 2017). As surrogate parents, teachers play a crucial role in supporting the development of in-school adolescent orphans (O'Connor et al., 2011).

Parents are considered the primary educators, with the school seen as an extension of the home (Motha & Frempong, 2014). Therefore, the parents' main responsibility is to address the physical, socio-emotional, religious, and cultural needs of in-school adolescent orphans, while the school supplements and enriches these experiences as an extension agency (Motha & Frempong, 2014). This implies that parental absence in their children's lives could have an impact on school work and academic achievement (Makondo & Tabane, 2023; Yeung & Gu, 2016).

3.2.2.6 *Criticisms of Bronfenbrenner's bio-ecological systems theory*

One prominent critique of Bronfenbrenner's bio-ecological systems theory is that the PPCT model places significant emphasis on the biological and cognitive aspects of human development, potentially neglecting the socio-emotional dimension, particularly in its original version. However, the theory has evolved and expanded into the Process – Person – Context –

Time, or PPCT model, to address and integrate the biological, cognitive, and socio-emotional dimensions (Bronfenbrenner & Ceci, 1994).

To bolster this theory in the current study, Bowlby's attachment theory was utilised to elucidate the potential attachment patterns of adolescent orphans within the interacting and interwoven systems that surround them. Furthermore, the attachment theory aids in assessing the potential role of a supportive environment in offering emotional support to in-school adolescent orphans.

3.2.3 Bowlby's attachment theory

Attachment theory is based on the pioneering work of John Bowlby (1988a, 1980, 1969), who posited that human beings have an innate drive to form relationships that foster a sense of security. Bowlby emphasised the crucial significance of attachment bonds between the primary caregiver, usually the mother, and the infant (Bowlby, 1988a, 1980, 1969). Additionally, a sense of protection is established by the primary caregiver through various sets of reciprocal interactions. Bowlby's perspective on reciprocal interaction aligns with Bandura's triadic reciprocal determinism, where reciprocity exists between personal, environmental, and behavioural factors (Bandura, 1986). The child's world comprises five interlocking systems that continuously interact and influence each other (Bronfenbrenner, 1995, 1994, 1979).

3.2.3.1 *Contextualising Bowlby's attachment theory to this study*

Individuals, including adolescent orphans, may exhibit different responses to distressing situations in their own unique ways. The behaviour of a child in emotionally distressing situations can provide insight into the level of attachment security in a relationship. A secure relationship, as outlined by Ainsworth's (1978) strange situation, is characterised by a child and caregiver who are attuned to each other. When the child has a need, they seek contact with the caregiver, who in turn provides support. On the other hand, an insecure adolescent orphan may become insignificant or seek attention if they feel ignored by the caregiver. In cases of

disorganised attachment, the child may display fear and distance themselves from the caregiver, occasionally even exhibiting aggressive behaviour towards them.

According to Bowlby (1951), the child's experience of warmth and a close, continuous relationship with their mother or a permanent mother substitute can contribute to the satisfaction and enjoyment of both parties involved. In the context of a school setting, an in-school adolescent orphan may form secure attachments with multiple caregivers, resulting in a consistent sense of comfort and optimal attachment.

In the scope of this study, it is crucial for the school environment to consistently provide opportunities and a safe atmosphere, as this can positively influence the self-efficacy of in-school adolescent orphans and, in turn, promote their psychosocial well-being. Human attachment is biologically ingrained in individuals to establish emotional bonds for safety, care, love, and support (Makuu, 2017). This concept aligns with Bronfenbrenner's (1979) proximal occurrence theory, which suggests that emotional and physical closeness between two attached individuals is significant. Adolescent orphans may require such attachments in order to nurture their self-efficacy, thereby promoting their psychosocial well-being.

This study situates the role of adolescent orphans within the school. Both insecure and disorganised attachment patterns suggest that adolescent orphans may exhibit certain behaviours towards teachers and peers during proximal processes. Attachment style can be seen as a personal characteristic that influences systemic interactions or proximal processes (Bronfenbrenner, 1994). Insecure and disorganised attachments have the potential to negatively impact the self-efficacy of adolescent orphans.

According to Wambuya et al., (2018), the absence of secure attachment could potentially lead to the development of emotional behaviours in adolescents. Similarly, Ntuli et al., (2020) found that adolescents are predisposed to experiencing emotional distress, such as depression, anxiety, sadness, and self-isolation. In this sense, adolescent orphans may require

a sense of security while at school. Otherwise, the absence of security may have a negative influence on self-efficacy and hinder the promotion of psychosocial well-being.

The expected outcome of individuals depends significantly on their perceived competence and various physical, social, and self-evaluative factors that can influence the expected outcome (Bandura, 1986). This perspective suggests that the interaction between ecological systems and proximal processes (Bronfenbrenner, 1994, 1979), as well as attachment concerns, may also affect self-efficacy and expected outcomes among in-school adolescent orphans in Botswana. For example, the lack of secure attachment within a school setting could potentially give rise to emotional behaviours in these adolescent orphans. Similarly, the family, with the guardian serving as the primary caregiver, represents the microsystem and serves as the foundation for attachment formation (Bronfenbrenner, 1994, 1979).

3.2.3.2 *Criticisms of Bowlby's attachment theory*

One identified limitation of Bowlby's attachment theory is its omission of the presence of multiple attachment figures, a factor particularly relevant in the African context. Despite its decline, the extended family system persists to furnish a robust social support network (Maudeni, 2009). Consequently, children within the African family structure can form attachment bonds with various family members. Mturi and Nzimande (2006) have suggested that in certain households, children may reside with a single parent.

3.3 SYNTHESIS OF THE THREE THEORIES

Within the context of this study, negative self-evaluation among adolescent orphans attending schools in Botswana could have an impact on their self-efficacy and expected outcomes. This perspective suggests that the interactions between ecological systems and proximal processes (Bronfenbrenner, 1994, 1979), as well as attachment concerns, can also influence self-efficacy and have an effect on psychosocial well-being and expected outcomes

(Schunk & DiBenedetto, 2020a). As Usher and Schunk (2018) explain, contextual variables may influence the formation of self-efficacy beliefs. As depicted in Figure 5, the guardian serves as the primary caregiver within the family, representing the microsystem and forming the foundation for attachment formation (Bronfenbrenner, 1994, 1979). As illustrated in Figure 4, the absence of secure attachment within both the family and school contexts could lead to the emergence of emotional behaviours among adolescent orphans attending school.

The sense of control over one's behaviour, environment, thoughts, and feelings is essential for psychological well-being (Bandura, 1997a). From this perspective, observing the behaviours and actions of others can influence the self-efficacy of adolescent orphans in school and help them understand the potential consequences of such behaviours (see Figure 4).

Adolescent orphans engage with various systems (Bronfenbrenner, 1994, 1979) in which they observe the behaviours of others and also exert some influence on the systems or environments during their interactions. Therefore, the saying "seeing is believing" is relevant, highlighting the importance of providing tangible evidence to individuals for success to occur (Maddux, 1999a). The bio-ecological systems theory, closely related to Bronfenbrenner's work, suggests that human functioning is the outcome of the continuous dynamic interplay between personal, behavioural, and environmental influences, as emphasised by Bandura (2004) and Pajares (2002).

3.4 CONCLUSION

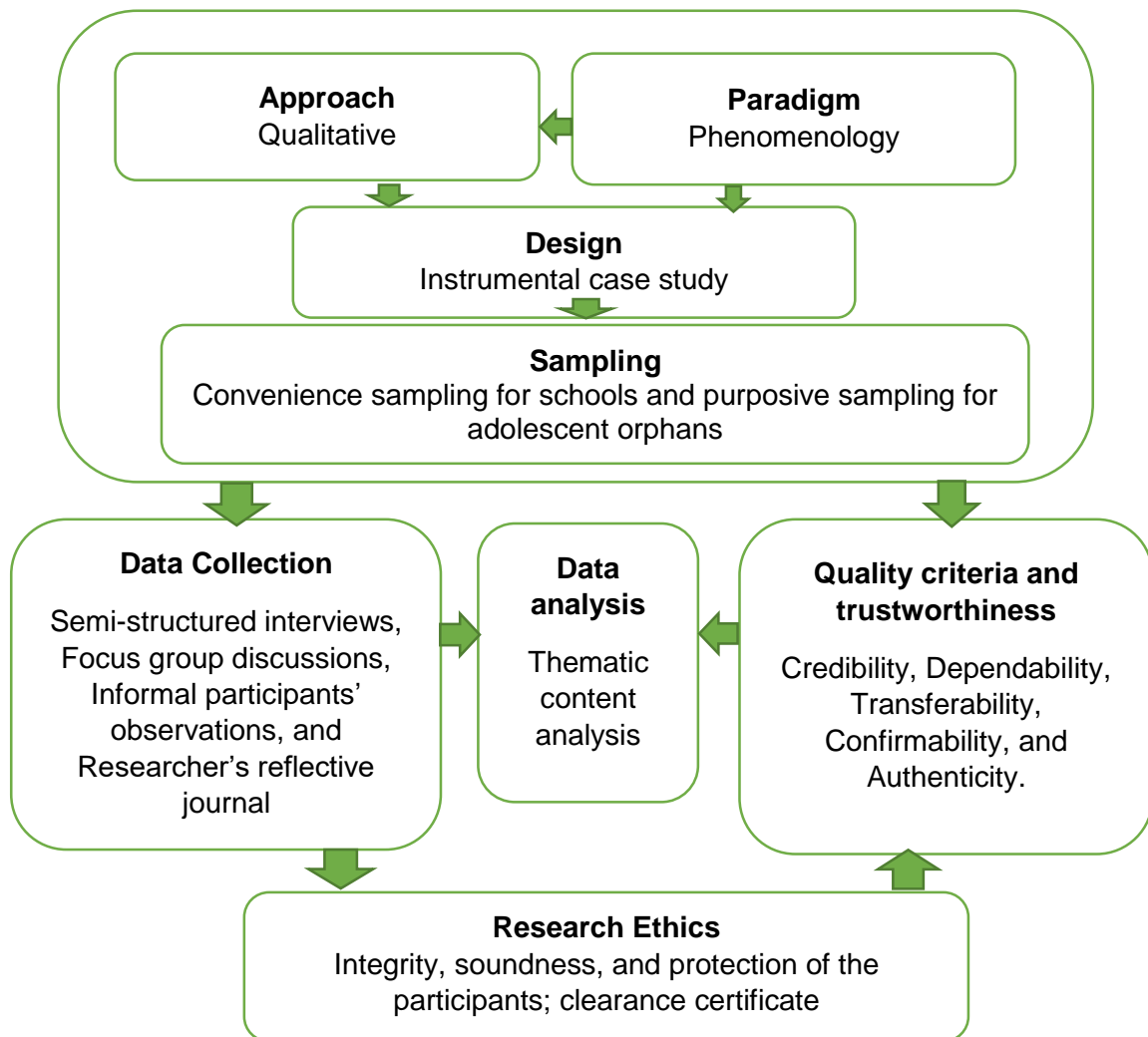
This chapter outlined the theoretical framework that forms the foundation for the present study, integrating Bandura's self-efficacy theory, Bronfenbrenner's bio-ecological theory, and Bowlby's attachment theory. The interconnected nature of these theories provides a comprehensive basis for the research. The subsequent chapter will delve into the research paradigm, design, approach, and methodology employed in this study.

CHAPTER 4:

RESEARCH METHODOLOGY

OVERVIEW OF THE CHAPTER

This arrows in the figure demonstrate the relationship of key aspects of the research methodology of this study in answering the research question. In the entire process, research ethics form the basis for integrity since the study employed people as participants.



4.1 INTRODUCTION

In Chapter 2, a comprehensive literature review of research related to the topic of this study was provided, while Chapter 3 discussed the theoretical framework underpinning this study. Shifting the focus to the methodology, this chapter outlines the strategies employed to conduct the research. The topics covered include the role of the researcher in qualitative research, as well as the research methodology, paradigm, approach, and design, which were aimed at answering the research questions presented in Chapter 1. Additionally, the chapter details the research methods, including the methods used for data collection and data analysis. Lastly, attention is given to the quality criteria and ethical considerations that were applied and adhered to in this study.

4.2 THE RESEARCHER'S ROLE IN QUALITATIVE RESEARCH

This is a qualitative research study where the researcher is considered a crucial instrument for data collection, playing a pivotal role in determining the success of the qualitative research (Creswell & Creswell, 2018; Denzin & Lincoln, 2018; De Vos et al., 2011). Throughout the data collection process, I documented informal notes detailing personal observations and feelings regarding participants' behaviours. These notes were recorded in my research diary as reflective journals, facilitating the instrumental role of preparing for the interviews and data analysis, for example. As I prepared, I felt sympathetic and empathetic about what the in-school adolescent orphans may be experiencing based on my past experience as a teacher. I also considered each participant's uniqueness and their role as an experiential expert on the phenomenon under investigation (Eatough & Smith, 2006). This consideration helped me to allow the participants to share their real perspectives and experiences, while also prompting me to reflect on my personal feelings in order to bracket possible bias.

4.3 RESEARCH METHODOLOGY

This section delves into the phenomenological paradigm, research approach, and the case study design applied in this study. The sampling of the senior secondary schools and participants are also presented.

4.3.1 Research paradigm

A “paradigm” refers to a belief system that guides the actions and worldview of the researcher, also shaping the research approach (Creswell, 2009, 2014; Creswell & Poth, 2018; Denzin & Lincoln, 2018). A researcher’s worldview encompasses abstract beliefs and principles that define and shape the way the researcher perceives the world, influencing their interpretations and actions within that context (Kivunja & Kuyini, 2017). In this study, the paradigm facilitated my comprehension and acquisition of knowledge or information, considering aspects such as the nature of reality (ontology), the philosophical study of the nature, origin, and limits of human knowledge (epistemology), the associated values of research areas (axiology), and the strategies for gathering, collecting, and analysing the data, constituting the methodology (Gaudet, 2018; Taukeni, 2015; Tracy, 2013). The issue of how we come to know the reality is addressed through epistemology, whereas the methodology is used to identify the special practices used to acquire knowledge (Creswell, 2016; Creswell & Poth, 2018). All of these can be viewed as patterns of assumptions. As highlighted by Krauss (2005), epistemology raises questions such as: what is the relationship between the knower and what is known? How do we know what we know? and what counts as knowledge? Therefore, the epistemological question of this study was: what role can self-efficacy play in promoting the psychosocial well-being of in-school adolescent orphans in selected secondary schools in Botswana?

In consideration of the above, I used the paradigm to shed light on perspectives that can underscore the importance of the research and guide the methods of data collection and

interpretation. In the context of this study, paradigms also illuminate cultural beliefs, values, and underlying assumptions (Johnson et al., 2007) pertinent to the potential role of self-efficacy in promoting psychosocial well-being among in-school adolescent orphans. In this study, I sought to understand what reality was in respect of self-efficacy and psychosocial well-being through the meanings attached to the descriptions of the perspectives and experiences of in-school adolescent orphans in Botswana. As such, this study was located within the phenomenological paradigm, which is discussed next.

4.3.1.1 *Phenomenological paradigm*

This study adopted a *phenomenological paradigm*, employing purposive sampling to select 21 participants. Phenomenology involves how the participants perceive, describe, feel about, judge, remember, make sense of, and talk about the phenomenon (Patton, 2015). The focus lies on the subjective role in interpreting human experiences, acknowledging that reality may not be absolute but subjective (Chan et al., 2013). This implies that phenomenological approaches are focused more on exploring, describing, and analysing the individuals' meanings of lived experiences. In light of this, I conducted several in-depth interviews with in-school adolescent orphans who have experienced the phenomenon under study. As Patton (2015) and Seidman (2006) have asserted, the phenomenological paradigm to research interviews centres around describing experiences, and the phenomenological paradigm's question revolves around the meaning, structure, and the essence of the lived experience of the phenomenon under study.

The perspectives and experiences of the 21 participants regarding self-efficacy and psychosocial well-being were gathered, treating them as experts due to their first-hand experience of how self-efficacy could potentially enhance their psychosocial well-being. Thus, the phenomenological paradigm offered an opportunity to delve into the lived experiences of in-school adolescent orphans in Botswana as research participants (Marshall & Rossman, 2016;

Mertens, 2005, 2020). Therefore, the phenomenological paradigm facilitated interaction and engagement with the in-school adolescent orphans through interviews and informal observations, thereby creating opportunities for multiple opinions (Creswell, 2014, 2016; Thanh & Thanh, 2015) regarding the role of self-efficacy in promoting psychosocial well-being.

Certain presumptions made by qualitative researchers can potentially influence the data interpretation, leading to biased reporting (Chan et al., 2016). To prevent such potential biases, I declared my values in the research reports, as suggested by Carnaghan (2013) (see subsection 4.8.4). For example, during my visit to collect the data at secondary School 'B', I witnessed the G & C Senior Teacher administering corporal punishment to a group of learners. This activity immediately triggered my past experiences, knowledge, and other presumptions I have always held about possible neglect and abuse faced by orphans in schools, which could negatively impact the psychosocial well-being of in-school adolescent orphans. This I declared and made sure did not influence the real experiences and perspectives of the participants concerning self-efficacy in promoting psychosocial well-being.

4.3.2 Qualitative research approach

The research approach includes specific procedures such as data collection and analysis relating to the aim and the philosophy that underpins the study (Chetty, 2016).

4.3.2.1 Qualitative research

I chose a qualitative research approach for this study due to its aim. Qualitative research is a form of social inquiry based on the philosophy of constructivism, where multilayered reality is interactive and interpreted by the individual (Dube, 2015; McMillan & Schumacher, 2010, 2014). Often, the focus of the qualitative research approach is on understanding the meaning of actions as per the experiences and perspectives of the research participants, as well as addressing the how, what, and why questions (Creswell & Creswell, 2018; Denzin & Lincoln,

2018; Magwa & Magwa, 2015; Poneis, 2015; Thanh & Thanh, 2015). The how and what questions of this study were better described through the qualitative research.

In this study, my aim was to describe and understand the perspectives and experiences of Form 5 in-school adolescent orphans, thereby explaining the potential role of self-efficacy in promoting their psychosocial well-being. Consequently, I deemed qualitative research most appropriate, as it provided me the opportunity to collect detailed and thick descriptions to establish core experiences. Additionally, I recognised that human experiences can be better studied through qualitative approaches rather than quantitative approaches (Creswell, 2014; Creswell & Creswell, 2018; Moustakas, 1994). For this study, semi-structured interviews and FGDs provided me the opportunity to have a conversation with and make comprehensive descriptions of the in-school adolescent orphans' perspectives and experiences as well as their views about the significance and the potential role of self-efficacy in promoting psychosocial well-being.

I acknowledged the existence of reality as perceived by the participants in this study, and thus, my assumptions, limitations, and delimitations were not imposed (Denzin & Lincoln, 2018). Throughout the interpretation of the data, I engaged in reflexivity and maintained continuous contemplation. My focus was primarily on understanding the participants' meanings of the phenomenon throughout the entire processes of data collection and analysis. To regulate the process, I also employed member-checking. Despite the possible limitations of this approach, the characteristics of the qualitative research approach were deemed most relevant to this study.

The next section discusses the research design used in this study.

4.3.2.2 *Research design*

I opted for an *instrumental case study design* for this study, given the phenomenological qualitative approach and the nature of the research questions. A research design refers to a

general study plan and a framework detailing how research questions are answered, along with the implementation of the research (Creswell, 2014; Creswell & Creswell, 2018; Magwa & Magwa, 2015). Case studies focus on the contextual interactions and provision of answers to the *how, what, and why* questions of the research problem (Magwa & Magwa, 2015; Marshall & Rossman, 2016). For this study, a case study afforded me the opportunity to use multiple sources for the empirical investigation of the phenomenon in its real-life context and conduct an in-depth examination of the unit of interest (Magwa & Magwa, 2015; Saunders et al., 2002; Saunders, 2011). The chosen research design guided how I collected, analysed, and interpreted the data, providing the most relevant roadmap to execute this study (Denzin & Lincoln, 2018).

4.3.2.2.1 Instrumental case study design

Creswell (2014) identified three types of case studies, namely: Instrumental, intrinsic, and collective. I selected an *instrumental case study* to investigate the specific case of in-school adolescent orphans and to gain insights into issues related to them. As emphasized by Marks (1996) cited in De Vos et al., (2005), the instrumental case study elaborates on a theory and also provides insightful understanding and facilitating the researcher's knowledge about the social issue. I deemed the instrumental case study design appropriate for this research considering the nature of this study, the research questions, and the phenomenological paradigm applied. Specifically, the aim of the study was to elucidate the role of self-efficacy in promoting psychosocial well-being of in-school adolescent orphans hence the relevance of the instrumental case study as the method of inquiry. Through the instrumental case study, I gained insights into issues and obtain comprehensive and thick descriptions of the perspectives and experiences of the in-school adolescent orphans (Baxter & Jack, 2008; Grandy, 2010).

In the context of this study, possible rich explanations of self-efficacy's role in promoting psychosocial well-being were obtained by employing the "how" and "what" questions, along with

the use of semi-structured interviews, FGDs, and my reflexivity as multiple methods for data collection. This approach ensured the credibility of the data.

For this specific study, I sampled Form 5 adolescent orphans from two selected senior secondary schools in Tsabong and Hukuntsi Districts in the Kgalagadi region. This provided me with the opportunity to describe detailed revelations of the unique perspectives of each participant in a real-world context (Cohen et al., 2011; Magwa & Magwa, 2015).

The *intrinsic case study* involves exploring one specific case to gain a better understanding of it, while the *collective case study* involves studying several cases jointly. This is undertaken as an inquiry into the phenomenon, population, or general activities (Baxter & Jack, 2008).

Despite the rigour and various sources of gathering data associated with the qualitative approach, Baxter and Jack (2008) emphasised that overwhelming data is inevitable. To manage this, I opted to use a computerised database to organise the large amount of data. Contrary to the benefits, qualitative case studies have received criticism regarding their incapability to provide generalisations (Babbie, 2020; Denscombe, 2010). As a limitation, a case study does not provide an adequate basis for scientific generalisations, especially because small numbers are sampled as subjects (Cohen et al., 2011; Yin, 2015; Creswell & Creswell, 2018). This study did not aim to generalise the findings to a wider theoretical proposition.

4.4 POPULATION

The “population” characterises a group from which the participants are selected based on specific criteria of interest to the researcher (Burns & Groove, 2003; De Vos, 2002; Grad Coach, 2022). The target population for this study comprised all Form 5 adolescent orphans from two selected senior secondary schools in the Tsabong and Hukuntsi Districts in the Kgalagadi region in Botswana. The perspectives and experiences of the target population aided

in gaining insights and thick descriptions of the potential role of self-efficacy in promoting psychosocial well-being.

4.5 SAMPLE AND SAMPLING PROCEDURES

In this study, the schools were *conveniently sampled*, and the participants were *purposively sampled* because they were important factors in determining reasonable conclusions. While qualitative researchers may differ on what may constitute a sample in qualitative research (Goronga, 2018), there is a consensus among qualitative researchers that small samples are more appropriate for collecting in-depth data about human experiences (Eddles-Hirsch, 2015). Specifically, when samples are deliberately selected, this is called “purposive sampling” (Patton, 2015; Yin, 2015).

A sample comprises selected elements used to make statements regarding the targeted population (Creswell & Creswell, 2018; Dube, 2015; Magwa & Magwa, 2015; Taukeni, 2015). Sampling is perceived as a process in which a representative group is chosen to characterise the larger group from which it was selected (Chikutuma, 2013; Denzin & Lincoln, 2018; Patton, 2015).

For the purposes of this study, purposive sampling was chosen for the participants, as it facilitated the acquisition of in-depth information about the relevance of the sample and the phenomenon under investigation (Babbie, 2013, 2020; Denzin & Lincoln, 2018; Creswell & Poth, 2018). As mentioned in section 4.5.1, the schools were selected conveniently. I held the belief that in-school adolescent orphans possessed valuable insights into their own experiences concerning self-efficacy and psychosocial well-being. Purposively sampled participants usually possess specialised in-depth knowledge about issues (Cohen et al., 2011). The detailed information shared by the participants aligned with my confidence that in-school adolescent orphans could provide illuminating and pertinent data regarding the potential role of self-efficacy in promoting psychosocial well-being (Magwa & Magwa, 2015; Yin, 2015).

The primary drawback of purposive sampling, as highlighted by Magwa and Magwa (2015), is the increased likelihood of researcher bias. This bias can arise from the sample being heavily reliant on the researcher's judgment, and there is a risk that the researcher might be inclined to consistently justify their pre-determined preferences. However, my decisions were guided by various data collection methods, including semi-structured interviews, FGDs, my reflective journals, and informal observations of the participants. The demographic details of the sample are presented in Table 2.

Table 2: Demographics of the sampled Form 5 adolescent orphans

	Number of sampled Form 5 adolescent orphans	Gender		Orphans living in a selected boarding school	Orphans living in a non-boarding school	Age range		Type of orphan <i>M=Maternal</i> <i>P=Paternal</i> <i>D=Double</i>		
		M	F			16–17	18+	M	P	D
Senior secondary School 'A'	12	6	6	8	4	9	3	10	1	1
Senior secondary School 'B'	9	5	4	8	1	8	1	8	0	1
Total	21	11	10	16	5	17	4	18	1	2

Table 2 illustrates the sampled participants, consisting of 12 Form 5 adolescent orphans from senior secondary School 'A' and nine (9) Form 5 adolescent orphans from senior secondary School 'B'. The selection process and inclusion criteria for the participants are discussed in section 4.5.2

Yin (2015) posits that the confidence of the study's findings can be enhanced not solely through large samples. This is why, although the sample did not fall precisely within the 25–50 participants range, I chose to sample 21 Form 5 adolescent orphans. Instead of relying on large

samples, I opted for triangulation using multiple sources. To implement triangulation in this study, I used semi-structured interviews, FGDs, informal observations of participants, and reflective journals to collect data from 21 Form 5 adolescent orphans. Through these diverse sources, valuable insights emerged from the in-school adolescent orphans, who served as experts of their own perspectives and experiences.

4.5.1 Sampling senior secondary schools

Convenience sampling was employed to select two senior secondary schools from both Tsabong and Hukuntsi Districts in the Kgalagadi region. The choice of these districts and schools was based on my familiarity as the researcher. Both schools offer boarding facilities, and some orphans are placed there by social welfare officers, while others may choose to reside in the hostels or not. Boarding facilities in Botswana are free for all learners. As indicated in Table 4.1, 16 out of the 21 participants reside in these boarding facilities. The schools are located in the southern and northern parts of the Kgalagadi region. School 'B', located in the southern part, is a Unified Secondary School which accommodates Forms 1 through 5 and is situated in a semi-urban township. On the other hand, School 'A', situated in the northern part, is located in a village and offers only Forms 4 and 5.

As highlighted in Chapter 2, no specific study in Botswana has examined the potential effects of boarding schools on the development of self-efficacy and psychosocial well-being among in-school adolescent orphans. Nonetheless, studies conducted outside Botswana have indicated that learners residing in boarding facilities may encounter distinct experiences that differ from those of day scholars or non-boarders (Behaghel et al., 2016). Boarding learners often engage more with their teachers (Fryer & Curto, 2014), while urban and non-boarding learners may have interactions with advanced technologies like the Internet (Magwa & Magwa, 2015). This assertion may not be universally applicable to all boarding schools in Botswana, given that the GoB, through the MESD, provides free Internet access to most schools in the

country. Nevertheless, despite Internet availability, the surrounding environment for boarders and non-boarders may differ, potentially influencing them in distinct ways (Bronfenbrenner, 1994, 1979). Table 4.1 outlines the characteristics of the sampled participants.

4.5.2 Sampling Form 5 adolescent orphans

Participants were selected based on the following inclusion criteria:

- (a) A Form 5 learner
- (b) An orphan
- (c) Adolescent aged 15 to 18 years of age
- (d) No gender preference
- (e) Residing in the village of the selected school
- (f) May not necessarily be a boarding student
- (g) Be free to participate in the study
- (h) Must have completed Form 4 in the same school
- (l) Can either be a boarding or non-boarding learner

Three participants from School 'B' declined to participate, and the G & C Senior Teacher could not provide a reason for their withdrawal. I can only speculate that the participants may have felt uncomfortable or chosen not to participate due to their familiarity with the researcher, who is a former teacher at School 'B' and a resident of the same township where the school is located.

Gender balance was prioritised to ensure an equal representation of views from both genders and prevent potential biases in the perceptions of the studied phenomenon. Additionally, the choice of Form 5 adolescent orphans was based on the assumption that they, being more mature, would be better able to articulate their perspectives and experiences related to the concepts of self-efficacy and psychosocial well-being.

The selection criteria for participants, including teenage girls who had dropped out of school and were re-admitted, were guided by the school's readmission policy. Consequently,

some participants older than 18 years were included in the sample. Most of these readmitted individuals were girls. All the participants from both schools were selected with the assistance of the G & C Senior Teacher. In Botswana, the senior teacher referred to above is regarded as the main custodian of orphans in public schools, and he or she maintains confidential information about all orphans in a locked office. In the process of selecting participants in schools, the senior teacher was rightly placed to facilitate and liaise with the social welfare officers (SWO) in the two districts that were sampled from the Kgalagadi region.

In this study, I adopted the definition of an orphan as defined by the GoB, which reads thus: an orphan includes “a child, under 18 years, of a single parent who lost that parent or a child of married couple including those in civil or traditional marriage who has lost both biological or adoptive parents” (MLGRD, 2019, p. 42).

4.6 DATA COLLECTION

Data were collected using semi-structured interviews, FGDs, the researcher’s reflective journals, and informal observations of the participants during the interviews and FGDs (Cohen et al., 2011; Leedy & Ormrod, 2014). These tools were deliberately chosen to enable access to thick, rich, and detailed descriptions of the participants’ perspectives (De Vos et al., 2011). The following sections provide concise discussions of each data collection method.

4.6.1 Semi-structured interviews during data collection

I employed twenty-one individual semi-structured interviews which preceded the focus group discussions. I utilised an interview schedule with a set of open-ended questions for its adaptability (Bullock, 2016; Rubin & Babbie, 2016). The interview schedule, outlined in Appendix G, provided a framework for our conversations. The flexibility inherent in semi-structured interviews meant that the schedule was not rigid; it served as a guide, allowing the sequence of questions to be determined by the participants’ responses rather than a

predetermined order. This flexibility fostered rapport and dialogue between the researcher and participants, contributing to the richness of the data obtained (Smith & Osborn, 2015).

Interviews play a crucial role in qualitative phenomenological research, representing one of the most commonly utilised tools for collecting qualitative data (Alase, 2017; Padilla-Diaz, 2015). Serving as verbal interfaces, interviews involve asking specific questions and noting participants' responses to gain a deeper understanding of the interviewee (Johnson et al., 2021; Rowley, 2012). Interviews can be categorised into structured, unstructured, and semi-structured types (Edward-Holland, 2013).

In the context of this study, the interviews took on the form of a conversation between myself as the researcher and the research participants. This conversational approach allowed participants to interact in a naturally relaxed manner, enabling me to gain insights into their authentic experiences of the phenomenon under investigation (Qu & Dumay, 2011). For instance, during the interviews and FGDs, I sought consent from the guardians and assent from the participants for audio recording. This approach provided me with the opportunity to capture nuanced information embedded in the participants' responses.

The possibility of the participants providing false responses to impress the researcher is a shortfall that defeats the essence of objectivity in the responses (Magwa & Magwa, 2015). To curb this possibility, I explained to the participants how their honest viewpoints and experiences would assist in providing a credible and true reflection of how self-efficacy could possibly promote psychosocial well-being.

4.6.2 Focus group discussions during data collection

For the purposes of this study, FGDs were chosen as a data collection strategy. A focus group is a naturally interactive and qualitative data collection method where data is gathered from multiple research participants (Babbie, 2013; Braun & Clarke, 2014, 2019; Leedy & Ormrod, 2016; Kumar, 2014). As the researcher, my role was to facilitate the discussions and

ask specific questions to guide the participants' discussion. The aim was for them to dialogue and share their common perspectives and experiences regarding self-efficacy and psychosocial well-being (Babbie, 2020; Kumar, 2014). The FGDs were conducted in a conversational manner to create a natural and comfortable environment, which allowed for the collection of rich and insightful data (Finch et al., 2014; Qu & Dumay, 2013).

FGDs offer several advantages, including synergism, snowballing, stimulation, security, and spontaneity (Hess, 2012). Therefore, the familiarity of the school environment was key when I interacted with the in-school adolescent orphans, as it provided a sense of security for them to interact freely (Bronfenbrenner, 1979, 1994; Patton, 2015). All of the FGDs were conducted during the school day programme to ensure minimal disruption and interference with the participants' learning activities. It is worth noting that at School 'B', some participants were scheduled to write school internal examinations, impacting the appointed time for the FGDs, and as a result, some did not turn up.

Four FGDs were conducted at each of the selected senior secondary schools (see Appendix H) on the third day of data collection. It is recommended that the ideal size for a focus group ranges from six to 12 participants (Babbie, 2013, 2020; Maughan, 2003). However, in this study, the smallest group consisted of only four participants. This was due to some participants in School 'A' being scheduled to write end-of-month tests, while others declined the invitation and failed to attend the FGDs, despite having verbally agreed to participate during the face-to-face interviews.

The researcher displayed attentiveness towards obtaining consent and employing appropriate strategies to effectively engage the adolescent orphans, taking into account their vulnerability as elucidated in Chapter 2 of this study. As a result, a sample of Form 5 adolescent orphans was chosen to articulate their viewpoints and share their experiences regarding self-efficacy and psychosocial well-being. The open and inclusive nature of the group dynamics

encouraged adolescent orphans to freely express themselves, thereby fostering the exchange of ideas among their peers (Cargan, 2007).

In order to facilitate the FGDs, all of the participants were required to complete a confidentiality agreement before the discussions commenced. This agreement ensured that all information and personal identities would remain confidential. The purpose of the FGDs, among other strategies, was to gain insights into the perspectives and experiences of Form 5 adolescent orphans in the selected senior secondary schools. This approach was chosen because the participants themselves were directly affected by the topic being studied. However, it should be noted that the FGDs may have limitations, such as the potential for false information, bias, manipulation, and difficulty in analysing and interpreting the results, as pointed out by Heinze (2008). To mitigate these limitations, I informally observed the in-school adolescent orphans during the FGDs and maintained reflective journals. This approach aimed to enhance data crystallisation and triangulation.

4.6.3 Informal observation of participants during interviews and focus group discussions

I opted for informal observations of the participants because of its ability to capture relevant details and its non-reactive nature compared to other data collection methods (Bailey, 1994, as cited in Cohen et al., 2011). During this study, I conducted informal observations concurrently with the interviews and FGDs, documenting them in my field notes and reflective journals. These observations focused on non-verbal cues, vocal tones, and specific interactions between myself and the participants, as well as among the participants themselves. This provided me with the opportunity to naturally observe and gain insight into the participants' interactions through my active involvement (DeWalt & DeWalt, 2011; Yin, 2015).

4.6.4 Researcher's reflective journal

I maintained reflective journal in which I recorded my notes and engaged in introspection regarding my thoughts and emotions concerning the perceptions and experiences of the participants (Appendix I). I employed reflexivity as a means to enhance the interpretation of the data collected through other methods (Friedemann et al., 2011), thereby facilitating data triangulation and minimising potential bias. Additionally, my reflexivity fostered a conducive environment for transparency in the research process and enabled an examination of how critical self-reflection may have influenced the research design (Orange, 2016). Consequently, by reflecting on my personal emotions, I have been able to set aside any potential bias.

4.7 DATA ANALYSIS

Data analysis is a systematic process that arranges and breaks data into manageable patterns, relationships, and themes to obtain a deep understanding of the phenomenon (Magwa & Magwa, 2015; Marshall & Rossman, 2016) (see Appendix K). The data analysis in this study provided an opportunity to consolidate, interpret, and make sense of the data (Dube, 2015), ultimately discerning the possible influence of the self-efficacy construct on psychosocial well-being.

The main objective of the data analysis in this qualitative research study was to identify distinct patterns or themes. To achieve this, I employed TCA to analyse and identify emerging themes from the transcribed data. Additionally, I utilised my reflective journals to provide support for the transcribed data by reflecting on my own thoughts and feelings. With TCA, I was able to present a concise, coherent, and non-repetitive explanation of the data descriptions. By employing reflexivity and drawing on informal observations captured during interviews and FGDs, I consolidated the various perspectives of the participants on self-efficacy and psychosocial well-being. Through the use of multiple sources for data collection, I was able to establish connections and correlations between different viewpoints, as well as identify

similarities and differences among Form 5 adolescent orphans regarding self-efficacy and psychosocial well-being. Ultimately, this approach provided valuable insights into the potential role of self-efficacy in promoting psychosocial well-being.

During the process of data analysis, I maintained a flexible approach in order to generate in-depth and comprehensive interpretations for complex data. This flexibility was applied across various theoretical frameworks, thereby adding depth and richness to both the research topic and the data analysis process. The utilisation of TCA played a significant role in addressing the research questions outlined in Chapter 5, pertaining to data analysis and interpretation.

During the data analysis process, I had the opportunity to systematically and inductively provide subjective interpretations of the collected data (Zhang, 2006). This means that the final sub-themes did not emerge spontaneously, but rather, I actively contributed to their emergence through subjective means. The most essential task in the analysis of research data is coding, which involves organising relevant segments of data into thematic categories (Magwa & Magwa, 2015).

To systematically process qualitative research data and identify patterns and themes, I adhered to a step-by-step procedure as succinctly outlined by Braun and Clarke (2006, 2019) and Caulfield (2019):

- *Familiarisation with data:* In this step, I immersed myself deeply in the data, actively and frequently reading responses to discern patterns.
- *Initial coding:* In this step, I thoughtfully assessed fragmented texts to generate initial codes that captured the essence of the content.
- *Categorisation and identification of patterns:* In this step, I organised different codes into broader themes and sub-themes, utilising these themes to encapsulate nuanced data relevant to the research questions. Developed symbols to represent meaningful patterns.

- *Refining themes:* In this step, I reviewed all coded extracts to refine themes, combining similar ones and eliminating diverse themes with scant supporting information. This process aimed at creating coherent, clear, and noticeable themes.
- *Defining and naming of identified themes:* In this step, I crafted coherent narratives linking to the coded extracts, and then defined and named the themes. Ensured that the themes not only restated data but provided reasons why the data was relevant, interesting, and related to the research questions.
- *Data summarisation and reporting of the findings:* In this step, I compiled and reported the final analysis, discussing the results in a comprehensive manner (Braun & Clarke, 2006, 2019; Caulfield, 2019).

The insights provided above were invaluable for analysing the data collected in this study. They served as a foundation for identifying themes and patterns emerging from the participants' responses, as documented through the research tools. The themes and patterns identified were categorised in alignment with the guiding research questions.

4.8 QUALITY ASSURANCE

A study is deemed "trustworthy if and only if the reader of the report judges it to be so" (Gunawan, 2015, p. 4). The credibility of a study is enhanced when data are collected using multiple methods, providing diverse perspectives for interpretation (Creswell & Poth, 2018; Neuman, 2014; Yin, 2015). The level of trustworthiness in a study determines its overall quality, ensuring that the findings accurately reflect the researcher's perspective, participants' viewpoints, and resonate with the readers, thereby indicating an authentic representation of reality (Babbie, 2020; Patton, 2015; Rubin & Babbie, 2016). In the following sub-sections, I briefly elaborate on *credibility*, *dependability*, *transferability*, *confirmability*, and *authenticity* (Creswell, 2016; Dube, 2015).

4.8.1 Credibility

Credibility is a crucial aspect for researchers as it ensures the accurate identification and description of subjects (Schurink et al., 2011; Yin, 2011, 2015). From a qualitative perspective, credibility refers to the level of believability and trustworthiness of both the data and data analysis (Dube, 2015). To ensure credibility in this study, I utilised various methods including interviews, FGDs, informal observations of participants, and my reflective journals. By using multiple data sources, I aimed to enhance credibility, especially considering the diverse interpretations arising from the responses of 21 Form 5 adolescent orphans. Through the use of different qualitative data collection methods, I sought to address potential limitations of the participants by exploring their strengths, thereby corroborating, elaborating, or shedding light on the research study (De Vos et al., 2011; Dube, 2015).

4.8.2 Transferability

In this study, ensuring the *transferability* of the research findings was a key objective. This goal was accomplished by providing detailed descriptions of the research participants, delineating the research boundaries, explaining the data collection methods, and presenting the resulting findings (Seale, 2011). Transferability, in this context, denotes the ability of the research to generate similar findings or results that can be applicable to different contexts (Braun & Clarke, 2006 2019; Denscombe, 2010; Lincoln et al., 2018; Marshall & Rossman, 2016; Morse, 2015). Transferability is achieved when the qualitative research results can be extrapolated and applied to other settings or situations.

4.8.3 Dependability

In this study, the aim was to ensure *dependability* through the use of overlapping data collection methods, such as crystallisation, as exemplified by my reflective journals. The inclusion of my personal reflections concerning participants' perspectives in these journals helped to mitigate potential bias on my part as a researcher. As Schurink et al., (2011) suggest,

dependability is crucial for ensuring that the research process is documented and audited in a logical manner. Essentially, dependability refers to the process of consistently obtaining the same explicit research findings with similar subjects in a comparable context (Creswell & Creswell, 2018; Morrow, 2005). Given the unpredictability of human behaviour and the potential for multiple interpretations, achieving dependability is indeed a challenging endeavour.

4.8.4 Confirmability

For this study, the primary objective was to prioritise objectivity by maintaining an unbiased approach when engaging with the literature during data collection, thus minimising subjectivity and the influence on the interviews. To enhance *confirmability*, triangulation was utilised by documenting events in a diary and reflecting on personal feelings and thoughts. Confirmability encompasses critical aspects of research, including integrity and neutrality (Morrow, 2005; Seale, 2011). Data interpretation should not be influenced by the researcher's personal feelings or imagination (Mertens, 2020). Confirmability, in fact, refers to the measures implemented by the researcher to ensure that findings are derived directly from the data itself, rather than being influenced by personal biases.

4.8.5 Authenticity

In an effort to attain *authenticity* in this study, I employed various data collection tools that were well-suited for capturing and accurately representing the participants' views. Authenticity, in this context, pertains to the faithful depiction of people, places, and events (Mahlo, 2011). The participants in this study offered diverse descriptions of their perspectives and experiences concerning self-efficacy and its potential impact on promoting psychosocial well-being.

4.9 ETHICAL CONSIDERATIONS

Ethics encompassed the manner in which I conducted myself during interactions and interviews with the participants. Recognising the significant responsibility, I held, I approached the study as a guest in the world of the adolescent orphans and guardians. My conduct was guided by moral principles throughout the research process, from its initiation to the publication of the findings. The study adhered to the research ethics and guidelines outlined by the Ethics Committee of UNISA, College of Education.

4.9.1 Permission to conduct the research

Before conducting research studies, researchers must always obtain approval from the research participants (Leedy & Ormrod, 2014, 2016; Majoko, 2013; Neuman, 2009, 2014) as the authenticity of the research depends on the permission to carry it out (Chikutuma, 2013). To secure this approval, ethical clearance was sought from the College of Education at UNISA. This approval was then used to request permission from the MESD via the Kgalagadi Regional Director of Education, as well as the school heads of the selected secondary schools in the Tsabong and Hukuntsi Districts in Botswana.

4.9.2 Informed consent and assent

Informed consent and assent represent fundamental principles in research, wherein the participation of individuals must be approached with utmost respect and transparency, free from any form of deception (Braun & Clarke, 2013 2019; Marshall & Rossman, 2016; Webster et al., 2014). Informed consent is an ethical practice that affords participants the opportunity to make an informed choice about participating in the research, having full information about the potential risks and benefits associated with their involvement (Magwa & Magwa, 2015).

For this study, consent from the guardians and parents was sought on behalf of the in-school adolescent orphans aged below 18 years. Before obtaining consent, I engaged in

discussions with the guardians, explaining the purpose of the research, audio recordings, and potential publications of the research findings in journals and presentations at international conferences. It was emphasised to the guardians that their granting of consent does not compel the participants to take part in the research, and the participants would also be asked to provide assent willingly.

Assent serves as a mechanism to ensure that participants fully understand the nature of their involvement in the research. Therefore, before initiating interviews and FGDs, participants were asked to sign assent forms, indicating their agreement to participate in the research. Participants were informed about the research's purpose and their autonomy to choose whether to participate or not (Leedy & Ormrod, 2016). Through giving assent, participants not only affirmed parental and guardian consent but also endorsed their willingness to participate in the research study. This agreement allowed the use of audio recording during semi-structured interviews and FGDs. Additionally, participants were assured of their freedom to withdraw from the research at any point without facing negative consequences.

4.9.3 Confidentiality

Confidentiality is an ethical principle that encompasses the careful handling of information and ensures the continuation of privacy (Neuman, 2009, 2014; Strydom & Delport, 2011). In this study, the participants were informed that semi-structured interviews and FGDs would be audio recorded and conducted in a private setting to ensure confidentiality. Participants were assured that only the researcher and the supervisor would have access to the audio recordings. To enhance confidentiality, all potential identifiers, including the actual names of participants, were removed to prevent any possible tracing back to individuals. Pseudonyms were assigned to the selected secondary schools to further safeguard the identities of the participants.

4.9.4 Anonymity

Ensuring *anonymity* is crucial in research, and as advised by Strydom and Delpont (2011), the use of pseudonyms is a method to safeguard participants' identities in the research report. In this study, participants were explicitly informed that their identities would remain confidential, and their responses would not be connected to any other identities. Due to the use of face-to-face interviews and FGDs in this study, complete anonymity could not be guaranteed. To uphold participant anonymity, all information in the transcripts that could potentially identify the participants was removed and replaced with pseudonyms.

4.9.5 Protect from harm

In adherence to ethical principles, precautions were taken to *protect* the research participants from potential harm, encompassing social, emotional, spiritual, and physical well-being (Patton, 2015; Somekh & Lewin, 2011). Efforts were made to avoid exposing participants to psychological and emotional distress by steering clear of potentially sensitive issues. This was achieved by excluding sensitive questions from the interview schedule for both the semi-structured interviews and FGDs.

4.9.6 Honesty and professionalism

Maintaining *honesty and professionalism*, and avoiding deliberate misrepresentation or misleading interpretations in the reporting of the findings, is a crucial aspect emphasised by many qualitative researchers (Denzin & Lincoln, 2018; Leedy & Ormrod, 2014, 2016; Majoko, 2013). Hence, in this study, I took measures to prevent the fabrication of data to support specific conclusions, recognising that fabrication would compromise the authenticity of the participants' perspectives and experiences related to self-efficacy and psychosocial well-being. Adhering to ethical standards, I acknowledged the importance of respecting the intellectual property of others, as outlined by the (APA, 2002) and Majoko (2013).

4.10 CONCLUSION

This chapter provided an in-depth exploration of the research methodology employed for data collection and analysis in this study. It elucidated the phenomenological paradigm, qualitative methodology, and instrumental case study design, serving as a guide for data collection. Additional topics covered included the convenient sampling of schools, purposive sampling of Form 5 adolescent orphans, considerations for ensuring trustworthiness in qualitative data analysis, and a discussion of ethical considerations. From the data collected and analysed, fifteen sub-themes emerged namely: perseverance against life obstacles, remaining focused on the set goals, personal motivation improved, self-esteem affected, academic performance, status of the emotional feelings, life with no obstacles, a supportive environment, positive peer and teacher support, non-supportive environment, emotional pain and social disconnection, helplessness and hopelessness, increase of self-confidence, buttresses the setting of goals and promotes coping strategies.

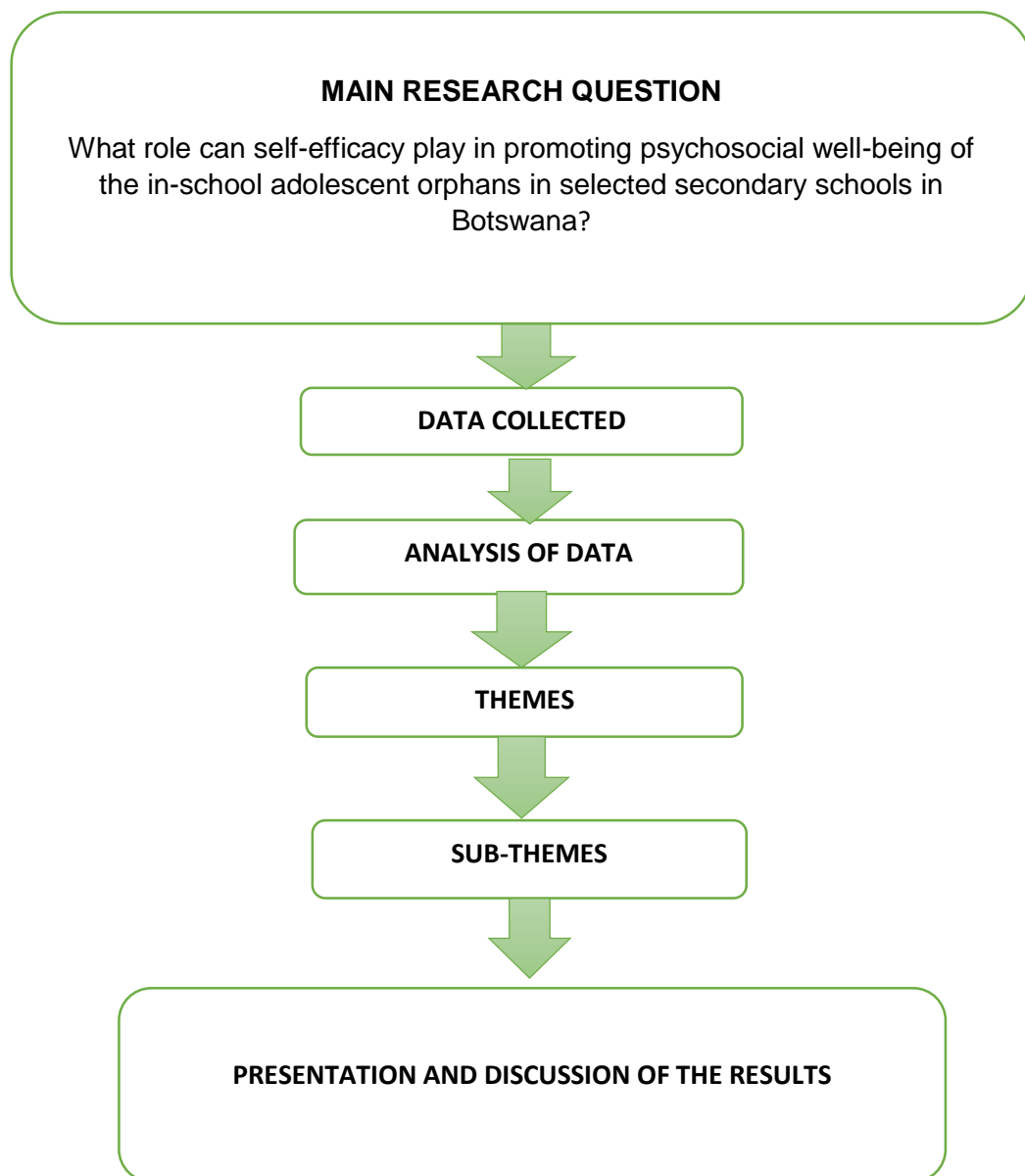
The next chapter presents a discussion of the research findings and themes, sub-themes, and categories that emerged from the TCA.

CHAPTER 5:

PRESENTATION & DISCUSSION OF THE RESULTS

OVERVIEW OF THE CHAPTER

This figure below highlights the process that was followed to answer the research question up to the presentation and discussion of the results.



5.1 INTRODUCTION

The preceding chapter unpacked the research methodology, which included the research paradigm, research design, the employed method for data collection, and the process of data analysis. Ethical considerations and quality criteria adopted in this study were also comprehensively addressed. The focus now shifts in the current chapter to a discussion of the research results in relation to the primary research question: "What role can self-efficacy play in promoting the psychosocial well-being of in-school adolescent orphans in selected secondary schools in Botswana?" The presented data are based on the guidelines of the secondary questions outlined in Chapter 1.

TCA was conducted to identify important categories and sub-themes within the data. The sub-themes revealed the participants' primary interpretation of their lived experiences. To enhance rigour and open-mindedness in the study, direct quotations from the semi-structured interviews and FGDs were included. In this way, the findings from the data analysis, along with my reflections, allowed for the use of direct quotations to verify the findings and maintain focus on the participants' words as captured in the collected data (Patton, 2015). The direct quotations also served to support and substantiate the identified sub-themes based on the participants' responses.

I have incorporated relevant excerpts from my reflective journal to augment and enrich the exploration of the sub-themes. The researcher's reflexivity meticulously documented all potential assumptions and preconceived ideas associated with the study, purposefully steering clear of biases stemming from personal or literary knowledge. This approach ensures a focused examination of the described experiences and perspectives of participants (Giorgi, 2008; Wertz, 2005). Additionally, I analyse the findings in relation to the existing literature and theoretical frameworks as outlined in the conceptual framework.

5.2 PRESENTATION AND DISCUSSION OF RESULTS

The role of self-efficacy based on the perspectives and experiences of in-school adolescent orphans is discussed. The research findings guided the categorisation of sub-themes corresponding to each major theme. These major themes were derived from the analysis of raw data associated with the secondary questions outlined in Chapter 1. The first theme, the meaning of self-efficacy, is primarily situated within Bandura’s self-efficacy theory, while the subsequent four themes align with the conceptual framework encapsulated in this thesis. The major themes encompass: the meaning of self-efficacy as described by orphans (Theme 1); the perceived effects of self-efficacy level on in-school adolescent orphans (Theme 2); the meaning of psychosocial well-being (Theme 3); the in-school adolescent orphans’ experiences and perspectives of psychosocial well-being (Theme 4); and the ways in which self-efficacy can promote psychosocial well-being (Theme 5). Table 3 below provides an overview of the five main themes and their corresponding sub-themes.

Table 3: Main themes and sub-themes

Main themes	Sub-themes
<p>5.3 Theme 1</p> <p>The meaning of self-efficacy as described by the orphans</p>	<p>5.3.1 Sub-theme 1.1: Perseverance against life obstacles</p> <p>5.3.2 Sub-theme 1.2: Remaining focused on the set goals</p>
<p>5.4 Theme 2</p> <p>The perceived effects of self-efficacy level on the in-school adolescent orphans</p>	<p>5.4.1 Sub-theme 2.1: Personal motivation improved</p> <p>5.4.2 Sub-theme 2.2: Self-esteem affected</p> <p>5.4.3 Sub-theme 2.3: Academic performance</p>

<p>5.5 Theme 3</p> <p>The meaning of psychosocial well-being</p>	<p>5.5.1 Sub-theme 3.1: Status of the emotional feelings</p> <p>5.5.2 Sub-theme 3.2: Life with no obstacles</p> <p>5.5.3 Sub-theme 3.3: A supportive environment</p>
<p>5.6 Theme 4</p> <p>The in-school adolescent orphans' experiences and perspectives of psychosocial well-being</p>	<p>5.6.1 Sub-theme 4.1: Positive peer and teacher support</p> <p>5.6.2 Sub-theme 4.2: Non-supportive environment</p> <p>5.6.3 Sub-theme 4.3: Emotional pain and social disconnection</p> <p>5.6.4 Sub-theme 4.4: Helplessness and hopelessness</p>
<p>5.7 Theme 5</p> <p>The ways in which self-efficacy can promote psychosocial well-being</p>	<p>5.7.1 Sub-theme 5.1: Increases self-confidence</p> <p>5.7.2 Sub-theme 5.2: Buttress the setting of goals</p> <p>5.7.3 Sub-theme 5.3: Promotes coping strategies</p>

I now present the interpretation and discussion of the major themes and the sub-themes that emerged from the data analysis.

5.3 THEME 1: THE MEANING OF SELF-EFFICACY AS DESCRIBED BY THE ORPHANS

Theme 1 primarily explores the participants' perceptions and understanding of the meaning of self-efficacy within the framework of Bandura's self-efficacy theory. It centres on the participants' perspectives and experiences as orphans, examining the shifts in their lives following parental loss. Additionally, it investigates the participants' views on the helpfulness of sharing their feelings of loss and seeks their personal definitions and characteristics that constitute self-efficacy. Two distinct sub-themes surfaced: perseverance against life obstacles (sub-theme 1.1), and remaining focused on the set goals (sub-theme 1.2).

5.3.1 Sub-theme 1.1: Perseverance against life obstacles

Within the context of this study, "life obstacles" encompass psychosocial distresses or difficulties related to attachment concerns and a non-supportive environment, which consistently interacts with in-school adolescent orphans (Bowlby, 1969; Bronfenbrenner, 1979; Christopher & Mosha, 2021; Otladising, 2020; Schunk & DiBenedetto, 2016). Virtually all participants described self-efficacy as the achievement of goals despite facing obstacles or distressing environmental circumstances. The following participant quotes are provided below to illustrate their perspectives.

Self-efficacy refers to believing in yourself, that you can reach your goals even when you have problems in life (Participant B).

Self-efficacy; I would say by believing in myself, my capabilities, and being able to do something you are capable of doing regardless of difficulties and struggles that you may face (Participant HI).

Based on the quotations, it seems as if the participants understand self-efficacy to be characterised by self-trust, working hard, being able to express oneself freely, and being focused in order to succeed. This suggests that in-school adolescent orphans acknowledge the significance of personal mastery or experiences as the primary catalyst for achieving life goals. During the FGD, certain participants articulated their opinions in nearly identical terms, stating:

Believing in yourself. For example, as we will be writing our Form 5 examinations, some of us believe that we are going to make it and proceed to [the] University of Botswana as orphans (Participant A).

Receiving compliments: sometimes being praised when you are doing something motivates you to do better (Participant, KL).

The aforementioned quotes indicate that self-efficacy is perceived by in-school adolescent orphans as encompassing belief in one's abilities and perseverance. This suggests that personal mastery experiences, vicarious experiences, and verbal persuasions are recognised by these individuals as potential influences on self-efficacy.

5.3.2 Sub-theme 1.2: Remaining focused on the set goals

The in-school adolescent orphans additionally characterised self-efficacy in terms of self-regulation, emphasising the ability to exercise self-control without succumbing to negative influences in order to attain personal goals. This view implies they are able to control themselves and remain focused to achieve goals they have set for themselves. To illustrate this concept further, the participants conveyed their sentiments as follows:

Do your best to achieve the goals that you've set for yourself, and being able to withstand problems and focus your mind on achieving your goals for a better future (Participant, I).

As an individual, what you want to achieve will drive you to know what you need to do, and believe in yourself that you can achieve your dreams. And also, whether your goal is in your limit and if you can achieve it. The other thing is your effort, how much effort do you put into achieving your dreams (Participant, LM).

The above quotations appear to indicate that crucial elements defining self-efficacy include, among others, inner drive, clarity about one's objectives, and the exertion of effort toward goal achievement. To reinforce this concept, additional participants in the FGD expressed the following perspectives:

Believing in yourself, your strengths, and working on your strengths to reach your goals. Weakness include being vulnerable to stress, strengths include things that you can achieve, and then you focus on that strength no matter what happens (Participant, LM).

Self-independence, when people try to bring you down, don't doubt yourself, believe that you can do it. Stand up for yourself by giving yourself support. Most orphans are independent, and they no longer depend on people, they stand up for themselves like selling sweets (Participant, IJ).

Building on the aforementioned quotes, participants seem to endorse the importance of independent thinking, diligent effort within the scope of personal strengths, and unwavering focus on established goals, despite potential psychosocial obstacles.

5.3.3 Discussion of Theme 1

The understanding and definition of self-efficacy among in-school adolescent orphans aligns with the proposed definition presented in Chapter 1. It suggests that these adolescents can acquire abilities and harness their innate capabilities to achieve life goals, regardless of potential environmental obstacles in the bio-ecological systems. These findings are in line with definitions within the framework of Bandura's self-efficacy theory. For example, Bandura (1997b) articulated self-efficacy as the belief in one's capabilities to achieve tasks set for themselves, and how individuals assess themselves against specific performance standards to instigate changes in the experiences that influence their lives.

The study uncovered that self-efficacy is a motivational construct and a form of internal empowerment (Bandura, 1997a; Falco & Summer, 2019; Schunk & Usher, 2019). This implies that positive self-efficacy can trigger internal motivation, leading individuals to feel internally empowered to perform any given task. This explicates why in-school adolescent orphans appeared to indicate that, despite facing psychosocial distress, they believed in their inner drives and personal capabilities, motivating them to stay focused.

The above viewpoints are also supported by Kear's (2000) assertion that a person with positive self-efficacy always expects to persevere in order to complete the task. Kear's assertion is consistent with the view that self-efficacy is an important determinant of self-regulation which influences the person's feelings, thoughts, behaviours, and personal motivation (Bandura, 1994; Maddux & Kleinman, 2023). Hence, in my interpretation, self-regulation entails autonomous thinking, resilience against negative influences, and the exercise of self-control, as

substantiated by nuanced data information. From my perspective, this aligns seamlessly with the perceived definition of self-efficacy held by the in-school adolescent orphans.

The study also confirmed that motivation serves as the mediating process causing the development of self-efficacy, as posited by Bandura (1986). According to Bandura, the selection of goals, exertion, and persistence in the face of life obstacles by the in-school adolescent orphans are influenced by their self-efficacy beliefs. In this context, Bandura's self-efficacy theory implies that self-efficacy can be positively influenced (Bandura, 1997a; Schunk & DiBenedetto, 2020a; Schunk & Usher, 2019).

The study further indicated that the personal experiences of the in-school adolescent orphans motivated them to persist and endure through psychosocial obstacles. For instance, the participants believed that receiving compliments from their teachers boosted their self-efficacy. This perception among the participants indicates the presence of personal mastery experiences, vicarious experiences, and verbal persuasions (Bandura, 1997; Usher & Schunk, 2018).

In accordance with this insight, Bandura (1997a) emphasised that social modelling can enhance self-efficacy because similar experiences prompt the observing individual to exert more effort, thereby activating their beliefs in their own capabilities. Participants, for instance, mentioned being motivated by teachers' positive encouragements and appraisals, such as compliments (Schunk & DiBenedetto, 2020a; Usher & Schunk, 2018). This is particularly significant due to the understanding that self-efficacy's influence is considered personal and internal, yet potentially influenced by both physical and social environments (Pajares, 2002). Consequently, all the environmental systems that surround adolescent orphans within the school setting have the potential to impact their development, including their level of self-efficacy (Bronfenbrenner, 1994, 1979).

In view of the above, it can be inferred that self-efficacy is characterised by diligence, perseverance, self-motivation, and concentration depending on the support provided by the environment. Furthermore, it can be assumed that socio-emotional factors play a significant role in how the in-school adolescent orphans understand and define self-efficacy.

5.4 THEME 2: THE PERCEIVED EFFECTS OF SELF-EFFICACY LEVEL ON THE IN-SCHOOL ADOLESCENT ORPHANS

Three sub-themes emerged concerning the perceived effects of the self-efficacy level of in-school adolescent orphans. It is crucial to emphasise that self-efficacy is distinct from motivation, self-esteem, and self-confidence (Bandura, 2012, 1997b; Maddux & Kleinman, 2023). Nevertheless, the data analysis revealed that the self-efficacy level does impact the participants' personal motivation, self-esteem, and academic performance. The emerged sub-themes are discussed in more detail below.

5.4.1 Sub-theme 2.1: Personal motivation improved

Motivation comes from within and outside. As Reeve (2014) describes it, motivation provides the inner drive and direction needed to engage with the environment to solve problems openly and in an adaptive way. This implies that motivation is a guiding means, a control measure, and a drive for perseverance. During the interviews and FGDs, the majority of the participants in this study associated the effects of self-efficacy level with improved self-motivation. The participants conveyed their perceptions as follows:

My level of self-efficacy is high, and it has positively affected me because every time I always try to achieve, and I end up achieving all the goals that I have set for myself (Participant, L).

I believe that my level of self-efficacy is high because I am very good in football, and I have had big opportunities to show my talent. My level of self-efficacy has affected my life as an orphan in school because I have the capabilities to do things on my own that could help me one day to improve my life status (Participant, CD).

My level of self-efficacy has affected my life in the sense that it motivates me not give up in life and stand up for myself because I have lost my parents who would be the ones to stand by me and support me. Standing up to myself when it comes to supporting myself and waiting for the other person to support me (Participant, LM).

Building on the aforementioned expressions, the participants appear to maintain the perception that an elevated self-efficacy level can enhance personal motivation, prompting them to exert effort against the psychosocial challenges posed by the bio-ecological systems. The nuanced data information underscored an internal locus of control, seemingly reigniting the participants' intrinsic motivation. It is conceivable that a self-motivated orphan can diligently work to transform orphanhood into a source of strength. In a FGD, one participant articulated the following to reinforce the aforementioned views:

I have experienced that being an orphan is not the end of life, but it can be a motivation to you. Meaning you can live and succeed even though you are an orphan, and it motivates you to do better and be a better version of yourself (Participant, H).

In light of this excerpt, when self-efficacy is adequately cultivated, personal motivation may improve, enabling individuals to withstand systemic psychosocial life obstacles. It is evident that enhanced personal motivation could potentially influence self-esteem.

5.4.2 Sub-theme 2.2: Self-esteem affected

Many individuals perceive self-esteem as wielding a significant impact on an individual's life, shaped by both internal factors and external environmental systems. Self-esteem has the potential to affect personal motivation, particularly when an individual feels unloved and perceives themselves as a misfit. It is construed as a human construct encompassing intrinsic feelings related to self-worth, self-respect, and the judgements made by people regarding their perception of social standing and personal value, influenced by ecological systems (Goodwin & Thomson, 2012; Rosenberg, 1979; Vinoth et al., 2023). Based on the analysed data, a significant majority of the participants in this study indicated that their self-esteem was adversely impacted by their level of self-efficacy. To exemplify this perspective, the sentiments expressed by the participants are presented below:

I believe my level of self-efficacy is medium. My level of self-efficacy has made me more concentrated on my schoolwork. I am talkative naturally but when I am in school, I don't talk much. There are times I doubt myself even though I know that I can achieve my dreams (Participant, J).

My level of self-efficacy is medium, and this has affected my life in such a way that it is not easy because I know there are reasons that limit me from being capable of reaching some things. And those are the same reasons that make me doubt myself. And because I don't really have a close relationship with my peers, I lack courage (Participant, KL).

My level of self-efficacy is medium. To me, sometimes I feel like I can do something I won't be able to do it. As some people always discourage me on something and end up believing it, that I can't do it – and I easily lose confidence (Participant, H1).

From the expressed opinions above, it seems that the participants perceive their level of self-efficacy to be moderate. It also appears that participants harbour considerable self-doubt stemming from people's discouragements, negatively affecting their self-worth. Additionally, nuanced data information indicates that in-school adolescent orphans desire recognition and value from their environment. Without it, their self-esteem is likely to continue suffering. Conversely, nuanced data information suggests that a few participants with perceived high self-efficacy reported a positive impact on their self-esteem. One participant had this to say:

My level of self-efficacy is high. Self-efficacy can be identified by having confidence, trust in yourself and hope. My high level of self-efficacy has affected my life in school because my grades in school are good, and I also interact well with other students in school. I am well mentally, and I trust myself that I can achieve whatever I want in life (Participant, D).

Building upon this verbatim quote, it appears that a high self-efficacy level contributes to improved mental health and positive interpersonal interactions in living environments. Further analysis of the data revealed that a high self-efficacy level fosters hope and positively influences self-trust and self-confidence. Additionally, the data analysis indicated that self-efficacy levels can potentially impact academic performance.

5.4.3 Sub-theme 2.3: Academic performance

While academic performance is not the primary focus of this study, in the context of this research, it pertains to the success or inability to undertake tasks related to academic or educational activities. According to the data analysed and participants' perceptions, the self-efficacy level had a negative impact on the academic performance of in-school adolescent orphans. A significant majority of the participants in this study have conveyed that their level of self-efficacy negatively affected their academic performance. To illustrate this perspective, most participants implied the following:

My level of self-efficacy is low, and this has affected my academic performance, my performance is low. It makes me overthink on how I will live without achieving better grades in school (Participant, H).

I think my level of self-efficacy is medium, and it has affected me because it makes me lose focus during classes and my grade suffer. Sometimes they teach with me not understanding anything (Participant, I).

My level of self-efficacy is medium; the way I see things are going to be hard to achieve my goals. My level of self-efficacy has affected my life in the sense that I'm in a position where I often lose patience in a lot of things, and it has affected my academic performance (Participant, AB).

My level of self-efficacy is medium, and it has affected me because sometimes I don't take my studies serious. Low self-efficacy can affect schoolwork because one would not believe in their own capabilities (Participant, A).

Summarising the above, the participants acknowledge that low self-efficacy levels can impact academic performance. Additionally, from the analysed data, it emerged that the participants were overly anxious about their future, particularly concerning their declining academic performance. Nuanced data information suggests that in-school adolescent orphans tend to overthink their orphanhood status, associating it with a loss of focus and concentration. Furthermore, nuanced data information revealed that the participants expressed impatience, linking it to a perceived failure to achieve their goals.

During the FGD, one participant expressed the following:

Believing in yourself can help orphans to work hard in their studies and be able to stand being called names (Participant, J).

This excerpt implies that the in-school adolescent orphans exert more effort to enhance their academic performance, which appears to be negatively affected. The nuanced data information from this quotation also suggests that adequately nurtured self-efficacy can offer strength to resist negative labelling and discrimination that appears prevalent within the social circles of the in-school adolescent orphans.

In view of the above, it may therefore be conjectured that the level of self-efficacy affects motivation, self-esteem, and academic performance. It can further be assumed that higher self-

efficacy can improve mental health and interpersonal interactions as well as assist individuals to focus on achieving their goals.

5.4.4 Discussion of Theme 2

The study unveiled that the level of self-efficacy has the potential to enhance an individual's motivation. In essence, positive self-efficacy influences the inner drive to aspire to achieve and engage with the environment to address possible psychosocial distresses. Put differently, the intrinsic motivation of in-school adolescent orphans could be influenced by positive self-efficacy. This perspective aligns with the assertion by Maddux and Kleiman (2023) and Pajares (1996) that self-efficacious individuals are typically motivated and have confidence in effectively executing tasks, as beliefs serve as reliable indicators of a person's life decisions.

This suggests that if in-school adolescent orphans perceive an improvement in their self-motivation, they may feel more independent and prepared to confront psychosocial obstacles. In essence, beliefs play a crucial role in directing and achieving a person's goals. This implies that self-efficacy could remain high, subsequently boosting motivation as a construct and mediating process (Bandura, 1997a, 2012), provided that the necessary psychosocial support is offered by all the bio-ecological systems in their reciprocity (Bandura, 1999a; Bronfenbrenner, 1994, 1979; Crothers et al., 2011; Velez-Agosto, 2018).

This study established that self-efficacy levels negatively impacted the self-esteem of in-school adolescent orphans. For example, some participants contemplated quitting school, while others considered suicide. As revealed by nuanced data information, orphans felt worthless due to negative labelling and discrimination that appeared pervasive in their homes compared to schools. This position is corroborated by the research conducted by Hurford et al., (2016), which revealed that low self-esteem can contribute to school dropout and suicidal thoughts. Nuanced data information pointed to a pervasive sense of negative labelling and discrimination, supported by Arishi et al., (2017), who acknowledge its potential to erode self-esteem. For

example, some participants noted that, as orphans, they have been bracketed as 'government children', which refers to orphaned children who receive food hampers and depend entirely on government support. Hegstad (2017) highlighted that derogatory or negative labelling has the potential to impact self-esteem negatively. Similarly, Frank (2011) established that low self-esteem leads to unhappiness, anxiety, and feelings of inferiority. Following this line of reasoning, the in-school adolescent orphans felt unworthy, like outcasts, and experienced a sense of being belittled.

Moreover, it appears that the level of self-efficacy had a negative impact on the academic performance of in-school adolescent orphans. Some participants considered quitting school due to feeling overwhelmingly neglected and insufficiently supported. This observation aligns with Munodawafa's (2017) finding that, irrespective of the type of orphanhood, orphans are equally vulnerable and overwhelmed by distressing experiences, including contemplating dropping out of school. This implies that their academic life will be cut short. Indeed, dropping out of school becomes unavoidable when there is no supportive relational network, especially when students find themselves comparing their situations with others (Ramsdal et al., 2018).

As discovered by Ntuli et al., (2020), maternal death and dropping out of school have a detrimental impact on a student's life, underscoring the significance of offering adequate psychosocial support within educational institutions. In line with this perspective, Simonsen and Rundmo (2019) provide insight that a supportive learning environment is crucial for the attainment of students' educational objectives. Furthermore, Bandura (1986, p. 417) highlights that "...students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative". In other words, regardless of the life situation, orphans can work hard to improve their self-efficacy. The in-school adolescent orphans in this study are not an exception as they have expressed decline in academic performance due to non-supportive environments, especially at family level. Maundeni (2009)

concur that the child's educational development can be affected by the interacting non-supportive environments.

In conclusion, it can be hypothesised that a high self-efficacy level enhances personal motivation and fosters independent and forward-thinking among in-school adolescent orphans. Moreover, it can be inferred that interactions with the surrounding environment catalyse the improvement of personal motivation. Based on data analysed, it can also be concluded that low levels of self-efficacy negatively impact both self-esteem and academic performance. It is further surmised that some experiences of in-school adolescent orphans include a pervasive sense of negative labelling and discrimination, more prevalent in their families than in schools and the community.

5.5 THEME 3: THE MEANING OF PSYCHOSOCIAL WELL-BEING

Under this theme, I present sub-themes relating to the understanding of psychosocial well-being as perceived and defined by the in-school adolescent orphans. Three sub-themes emerged, namely: the status of the emotional feelings, life with no obstacles, and a supportive environment, which were prevalent in my study as well. I will now expound on each of these sub-themes in the ensuing sub-sections.

5.5.1 Sub-theme 3.1: Status of the emotional feelings

An individual can experience both positive and negative emotional feelings depending on the situation at hand. Nearly all participants depicted psychosocial well-being as the condition of emotional feelings and highlighted how emotions are influenced by people's reactions. The following verbatim quotes aptly capture these sentiments:

According to my own understanding, 'psychosocial well-being' refers to how someone is mentally, emotionally, and physically treated. Emotionally treated, I mean whether someone's emotions are hurt or not (Participant, L).

'Psychosocial well-being' refers to how you feel when you are with people and how you interact with them. When you interact with people you may feel accepted and feel like you belong with them. And it feels good because there would be people who appreciate your existence. So far, I have not experienced any challenges in school (Participant, B).

As an orphan, I think the pain of losing my mother will never go away.

'Psychosocial well-being' is how a person perceives himself or herself when around other people. It is the reduction of stress in someone's life. Stress can be reduced by counselling. Stress in an orphan from my own experience, when I see a child with a mother, I wonder how it would be like to also have my mother to share my issues (Participant, I).

Psychosocial well-being: in 2009, after my mother passed, I didn't know anything about death; hence, I didn't show any emotions, as I thought my mother was just sleeping and she will eventually wake up. But in 2016, when my grandmother passed away, I was broken, and I cried a lot because I wondered why people around me were dying. And it also opened wounds about losing my mother. When I was in standard 7, we went on a boot camp where we received counselling and got to accept death – that all of us are eventually going to die. I recently lost my cousin, and though I was deeply hurt, I did not cry (Participant, DE).

Based on the aforementioned quotations, the nuanced data information suggests that psychosocial well-being encompasses positive interpersonal relationships and social acceptance, ultimately contributing to enhanced emotional stability. Conversely, it appears that if individuals' presence is not acknowledged and valued, the process of healing from the loss of loved ones may be prolonged, and stress may not diminish. Stress, a psychological construct that I will succinctly address in this thesis, is of paramount importance.

The data analysis reveals that participants perceive psychosocial well-being as encompassing both self-perception in relation to others and a sense of belonging. However, the nuanced findings suggest that individuals find it challenging to openly discuss their concerns when experiencing emotional distress. Consequently, participants tend to suppress these issues, which can lead to health problems such as stress and depression. It appears that participants believe that unstable emotions hinder their ability to freely express their feelings, fearing that doing so may prolong the healing process following the loss of a trusted individual.

In response to the same inquiry during a FGD, one participant articulated the following viewpoint:

Psychosocial well-being is how an individual reacts to different situations like emotional stress. I mean, how to deal with it (Participant, LM).

In light of this perspective, it appears that the state of emotional feelings plays a crucial role in shaping how individuals respond to and cope with the prevailing psychosocial distresses. Additionally, nuances from the data analysis suggest that the in-school adolescent orphans aspire to a quality of life devoid of obstacles.

5.5.2 Sub-theme 3.2: Life with no obstacles

There is no doubt that life will always have obstacles. Within the context of this study, “obstacles” refer to psychosocial distresses or difficulties. These are the difficulties that affect various areas of the personal and social functioning of in-school adolescent orphans (Timalsina et al., 2018). Almost all of the participants described psychosocial well-being by stating their wish for a comfortable and safe society as well as good life with less stress and problems. To demonstrate this, the majority of the participants expressed the following perceptions:

*I think, ‘well-being’ refers to living a good life with less stress and less problems
(Participant, J).*

*Well-being means being comfortable in a society with no obstacles that make you
lose self-confidence and self-esteem (Participant, BC).*

*It can push them to their limits, let them to interact more with others. And having
the will to do something with no obstacles hindering you from doing that.
(Participant, B).*

*According to my understanding, I think psychosocial well-being refers to having the
ability to live well with others with no conflicts. Meaning that people work together
to improve their lives with no arguments and insults (Participant, F).*

Well-being – I understand ‘well-being’ as how someone is being treated, whether they are treated good or bad, or whether they are discriminated or not (Participant, L).

Building upon the verbatim quotes provided above, this study disclosed that stress is a prevalent life obstacle faced by in-school adolescent orphans, significantly impacting the quality of their lives. The participants seem to indicate a desire for harmonious relations in society, where conflicts and discrimination are absent, and everyone is treated fairly. Based on nuanced data information, if self-confidence and self-esteem are compromised due to the lack of societal harmony and other obstacles such as family conflicts and mistreatment, achieving a high quality of life becomes unattainable.

Responding to the same question during the FGD, one participant expressed the following sentiment:

In the society, our peers are the ones that can make self-efficacy of orphans to go down because they like teasing orphans. They often make remarks that they [non-orphans] are not taken care of by the government, all they need is bought by parents, this is emotionally draining (Participant, BC).

In light of this quote, it can be inferred that negative labelling is prevalent. Nuanced data information also indicates that non-orphans boast about having living parents, while orphans continue to be labelled as 'government children' who rely entirely on the government for material support. This can be interpreted as an obstacle to the orphans' lives due to the negative

remarks by peers, leading them to be less interactive in various social environments, including school.

5.5.3 Sub-theme 3.3: A supportive environment

In the context of this study, communities, families, and schools are considered environmental systems that offer support. Nearly all of the participants framed psychosocial well-being in terms of characteristics like parental love, empathy, and harmonious interactions. To illustrate this perspective, the participants expressed the following:

Well-being refers to how one lives whether it is good or bad, and how it affects your life either negatively or positively. My life can be affected if my guardians love me like my mother did and I would achieve my goals and be able to change my attitude towards life (Participant, IJ).

Well-being means living in an environment that is healthy and living with people whom you know well and living in harmony with them (Participant, KL).

Psychosocial well-being means being treated fairly by everyone in the society, living a happy life like other children, and receiving empathy from the society, and is not being discriminated because you are an orphan (Participant, BC).

It is evident from the participants' quotes that parental love is irreplaceable. Additionally, nurturance and empathy appear to be key elements that define psychosocial well-being. This suggests that a non-supportive, unhealthy, and non-harmonious living environment cannot offer

the much-needed quality of life. To further illustrate this perspective, one participant expressed the following:

Psychosocial well-being, I would say it is how you feel and interact socially or the feeling you get from the community, as in like how the community treat you as an orphan or if they label or discriminate you as an orphan (Participant, HI).

Considering the quote above, a pervasive sense of negative labelling and discrimination in the living environment could result in reduced social interactions, indicating a non-supportive environment. This implies that the quality of life will not be achieved, and psychosocial distresses will not be alleviated. During the FGD, one participant expressed sentiments about psychosocial well-being as follows:

Psychosocial well-being is living in an environment that you are free, accepted and you can get assistance. Living in an environment that doesn't have discrimination and that doesn't violate other people's rights. I haven't been experienced discrimination, just labelling, being called names. And when it comes to our right, the society feels like we are still young to defend ourselves and stand up for our rights (Participant, KL).

It appears that the participants perceive psychosocial well-being as the contextual environment that is free from discrimination and negative labelling. It can be assumed that psychosocial well-being pertains to positive social interactions where people's rights are respected and supported. Nuanced data information revealed that independent or autonomous

thinking should be encouraged, as it empowers individuals to confront mistreatment they receive from other people in various environments.

5.5.4 Discussion of Theme 3

The status of emotional feelings appears to be prevalent among the perspectives of the in-school adolescent orphans regarding their understanding of psychosocial well-being. This refers to how emotions are affected and whether they experience positive or negative feelings. The latter aligns with Co-Odess et al.'s (2019) assertion that emotions play a significant role in adolescents. As adolescents, the participants are in the Identity Crisis versus Role Confusion stage (Erikson, 1974), where they are exploring personal values, identity, and independence. In line with this view, self-perception or self-concept emerged in the narratives and is also considered a fundamental aspect for adolescents because it forms part of their developmental crises (Lesser & Pope, 2007). As we may know, various aspects of a person's psychosocial well-being are affected by their relationships, emotional health, and mental health (Atwine et al., 2005; Cluver et al., 2008; Ritcher et al., 2006). Therefore, it is likely that adolescent orphans will have a slightly different perspective on what psychosocial well-being means compared to others. Kingshott (2012) agrees that adolescents are always prone to emotional issues because their way of processing feelings differs from that of adults.

In view of the aforementioned, the participants understand psychosocial well-being as involving healthy interpersonal interactions, being appreciated and accepted, self-perception, as well as a sense of belonging. These perspectives align with Christopher and Mosha's (2021) assertion that a healthy emotional state and social relationships are perfect determinants of psychosocial well-being. Karunanayake et al., (2020) affirmed this assertion by stating that children develop and thrive if positive psychosocial well-being exists. Similarly, Gilborn et al. (2006) highlighted that psychosocial well-being is considered good only in the presence of healthy and positive socio-emotional interactions. Therefore, according to the adolescents, the

status of their emotional feelings becomes an important defining factor of psychosocial well-being because they regularly experience high emotional distresses (Ntuli et al., 2020).

The study revealed that the in-school adolescent orphans have a desire to be valued and accepted in order to achieve positive psychosocial well-being. If they encounter emotional instability or disturbances, as indicated by the data analysis, their ability to interact with others may be compromised, leading them to believe that they are not accepted or appreciated. Llorca-Mestre et al., (2017) agree with this notion and emphasise that emotional stability is influenced by factors such as peer attachment, emotional and cognitive variables, and parenting styles. These findings highlight the importance of environmental influences, where ecological systems interact with the development of adolescent orphans attending school (Bronfenbrenner, 1994; Donald et al., 2010; Papalia, 2006; Sibisi, 2021; Tudge et al., 2017).

The aforementioned perspective further elucidates the significance of a permissive parenting style. Coon et al., (2022) assert that this style of parenting offers sufficient support and exerts less control, thereby fulfilling the affectional and socio-emotional needs of orphans. Consequently, it can be theorised that secure attachment plays a critical role in defining psychosocial well-being. This is because the attachment and relationships between parents and adolescents are associated with satisfaction and reduced stress levels, which are crucial elements of adolescent well-being (Herrera-Lopez et al., 2017; Kerestes et al., 2019). In the context of in-school adolescent orphans, such attachment is particularly crucial, aligning with Bronfenbrenner's (1979) notion of proximal occurrence, which emphasises the emotional and physical proximity between two individuals in an attachment relationship.

Furthermore, when defining psychosocial well-being, the participants expressed their desire for a society or life without obstacles and a supportive environment. In my opinion, a supportive environment is achievable. However, I also believe that a life without obstacles cannot be attained in the short term; otherwise, it would be merely an illusion. The analysed

data indicated that stress, family conflicts, negative labelling, and discrimination were perceived as obstacles by the participants. In other words, the orphans' personal and social functioning in various aspects were affected due to a prevailing sense of negative labelling and discrimination. It seemed that the participants longed for love, care, and acceptance, which suggests that their socio-emotional and physical well-being, as they define it (Eiroa-Orosa, 2020), was being neglected. This longing sheds light on their current emotional state. Adolescent orphans who attend school are likely still grieving as a natural response to loss. As Wimpenny (2006) explains, orphans do not simply accept the loss and move on with their lives after a death; instead, they maintain a connection with the deceased and continue to mourn, which takes an emotional toll on them.

The participants identified a supportive environment as an additional factor that contributes to psychosocial well-being. This concept aligns with Bronfenbrenner's (1994, 1979) perspective on the interacting microsystem, which includes immediate contexts such as the home, school, and neighbourhood. Various other contextual factors, such as the mesosystem, macrosystem, exosystem, and chronosystem, indirectly influence the socio-emotional status of in-school adolescent orphans. Goronga (2018) emphasises that family, peers, and significant others serve as crucial social systems that offer protection against distressing experiences. Furthermore, a study conducted by Lee et al., (2018) demonstrated the importance of family, friends, and meaningful relationships for young individuals. Since orphans are part of social groups, they require supportive connections and meaningful attachments to foster a sense of belonging (Allen et al., 2018; Bowlby, 1969). In summary, a supportive environment plays a vital role in defining psychosocial well-being.

Based on the aforementioned evidence, it can be inferred that the comprehension of psychosocial well-being among in-school adolescent orphans aligns with the definition proposed in Chapter 1. I posit that the enhancement of life quality and the reduction of

psychosocial distress constitute the fundamental components that define psychosocial well-being. The concept of life quality encompasses an individual's self-perception in the context of various factors, such as culture, values, expectations, and interests, and how these elements collectively influence the overall psychosocial well-being of the individual.

5.6 THEME 4: THE IN-SCHOOL ADOLESCENT ORPHANS' EXPERIENCES AND PERSPECTIVES OF PSYCHOSOCIAL WELL-BEING

This section introduces three sub-themes that emerged concerning the experiences and perspectives of psychosocial well-being among in-school adolescent orphans. The sub-themes are: positive peer and teacher support, non-supportive environment, emotional pain and social disconnection, and helplessness and hopelessness.

5.6.1 Sub-theme 4.1: Positive peer and teacher support

In the present study, the concept of "support" is defined as akin to psychosocial support. Psychosocial support encompasses the fulfilment of an individual's socio-emotional, physical, and spiritual needs in order to foster positive development. Furthermore, it involves the provision of care to promote mental well-being (Meyer, 2013; Save the Children, 2009). Based on the participants' own experiences and perspectives, the majority indicated that they had received positive support from their peers, teachers, and a few from their orphaned family members. The profound influence of peer and teacher support on psychosocial well-being should not be underestimated in the overall growth of an individual. To illustrate this stance, the sentiments expressed by the participants are presented below:

Some of my peers encourage me not to think about me being an orphan and they encourage me to have a positive view on life (Participant, L).

My relationship with my peers in school is good. Most of my peers never talk about orphans so the relationship between us is good because they never mention anything about parents who passed away. When one tells them he/she is an orphan, they don't make fun of you or discriminate you. Because you lost your mother. They treat you the same way they treat someone who has parents. My family members often say provoking things especially our neighbours, who most of the times make remarks that every time after we get food rations, we never give her, and continues to say the food bought will finish. And that always hurt me the way she says it (Participant, K).

There are teachers who advise us in class, and I would feel mother's love when they do, and I would wish they could talk for long as they are the only people give me advice and support. Sometimes when I tell my peers somethings, they take me for granted that is why I prefer to seek for advice from my teachers. Most of the times I hardly ever ask for advice from my family members, some of my relatives treat me well when I visit them, and I would feel happiness, especially my maternal aunts. I don't know who my father is (Participant, IJ).

The aforementioned quotations appear to indicate that the participants received a greater amount of support and encouragement from their peers in comparison to individuals in other roles. The nuanced data analysis reveals that positive support assists in directing attention towards achieving goals. Moreover, the analysed data implies that peer encouragement and support contribute to the enhancement of adaptive coping mechanisms. Additionally, the teachers have acknowledged and reinforced the assistance provided by peers.

During the FGD, one participant expressed:

In life friends are important and they can have an impact in your life because they would comfort you and help you forget about something. I joined karate to help keep me busy. When I say friends are important, I mean that when you are at home it is hard to talk to parents, unlike when you are with age mates who can help keep you busy and distract you from thinking about a lot of things. At first, I thought that I was being ill-treated when asked to do house chores and receiving punishment. But as I grew, I realised that it was just part of grooming me. When I was doing Standard 7, I was grounded from watching television, and I just focused more on my schoolwork, and it helped me do well. Even when I was doing Form 3, they did the same and I passed (Participant, DE).

The nuanced data suggests a robust presence of secure attachment with both teachers and maternal parents. However, there appears to be a notable absence of secure attachment with paternal relatives. Interestingly, the analysed data also indicates that some participants hold the belief that punishment administered by a guardian should be regarded as a form of positive encouragement. This suggests that these participants view mistreatment by guardians as a means of support rather than abuse. It is important to note that any type of punishment that inflicts emotional pain on an individual indicates that they are living in a non-supportive environment.

5.6.2 Sub-theme 4.2: Non-supportive environment

A “non-supportive environment”, as defined in the scope of this study, refers to any setting that fails to offer psychosocial support to in-school adolescent orphans. In contrast to the findings presented in section 5.5.3 regarding supportive environments, as well as the discussion on positive peer and teacher support in this chapter, the majority of participants identified a non-supportive environment as a negative experience for them as orphans. Specifically, the family

or home was frequently cited as an environment that did not provide the expected psychosocial support. This sentiment was expressed by a significant number of participants, illustrating their standpoint:

The main thing that I have realised as an orphan is being mistreated at home by my aunt and my grandmother and elder sister. And in school there a teacher who does not treat me well because I had made a mistake in in the past. I don't understand why he is like this because it's like he has not forgiven me, and he can label me out of a group of students and even say that he wants to take me to the customary court to receive strokes. Even during meals when I come late, I can be denied food while others – students who came after me – will be allowed to eat (Participant, F).

The psychosocial difficulty that I face in school as an orphan is that during report collection and meetings in school there is no one who comes to represent me (Participant, BC).

I haven't had any challenges in school, I only have challenges at home because like a said the only person who supports me is my younger maternal aunt. My other relatives are just looking at themselves. And my aunt also has her own kids to take care of, which makes it hard for her to always help me. And this is difficult on me because am a boarding student, this issue on its own doesn't make me feel good because I feel like I am only loved by one family member while the rest don't love me. The reason why I say this is because I always ask some of my relatives because I know they are capable of helping. For example, I have an uncle who

works in xxxxxxxx, whom I would ask him to buy me some things and he would tell me that he doesn't have money, but I knew that he always has some set aside. And sometimes when I need some supplies in school to use in my schoolwork, they would refer me to my aunt that I mentioned earlier on that she is the only one who loves me (Participant, KL).

Based on the aforementioned quotations, it can be inferred that schools offer greater support in comparison to participants' homes or families. Detailed data analysis reveals that mistreatment of orphans by family members or relatives is widespread, with most guardians failing to provide academic assistance to the in-school adolescent orphans. Furthermore, the analysed data suggest that participants receive love and support from only a few family members, who themselves are burdened by their own experiences of being orphans.

In the FGD, a participant expressed their views on the prevalence of a hostile and unsupportive environment:

Since my mother passed away, we have faced abuse from both my grandmother and my uncle. So as time went on, I had to stand up for myself and my younger sibling. When I was writing my final in Form 3, we had boiled eggs, and instead of using a spoon to remove the eggs from the pot, I used a cup, and my grandmother was not happy about it. My uncle then approached me and started slapping me, and he went on provoking me and calling me names. My sister opted to take my friends halfway and when I wanted to follow them, my uncle and my grandmother dragged me into the house and locked it, I then used the backdoor and went with my uniform with the intention of going to seek for help from our neighbours; it was late, around 10pm. Eventually we went back home and then they started arguing

about a lot of stuff. During my JC final examinations, I was disturbed, and I couldn't concentrate in my schoolwork. Even last year there were issues within our family (Participant, HI).

Drawing upon this quote, it can be inferred that rather than offering assistance, family members have subjected orphans to physical and verbal mistreatment. Consequently, it seems that orphans endure emotional suffering and social isolation as a consequence of unsupportive family and educational surroundings.

To shed light on the potential impact of these circumstances on the psychosocial well-being of adolescent orphans, I present an excerpt from my reflective journal.

On this other day, I walked across the school towards the interview room, and I found this male teacher administering corporal punishment in an open space to some students. On my way, I asked one student why they were being beaten and she said: 'because we are late from the restroom'. I would later learn that it was the Senior Teacher [Guidance & Counselling] who administered the punishment. I got hurt and began to imagine orphans being subjected to such a physical abuse. I immediately concluded that both physical and emotional abuse were rampant in the school considering that even the most trusted custodian students could administer corporal punishment. I even thought that perhaps there is a lot happening in public schools that interferes with psychosocial well-being of student community (20 June, 2023).

5.6.3 Sub-theme 4.3: Emotional pain and social disconnection

The study uncovered emotional distress and interpersonal isolation as key experiences among the in-school adolescent orphans. A significant number of participants reported that the most crippling consequences following the death of their parents were feelings of emotional distress and social disconnection. The following participant excerpts exemplify this viewpoint:

As an orphan, I have experienced emotional trauma. I have been going through emotional break down. After losing my parents, I then became [a] teen mother. I couldn't accept that I am a teen mother, and I have also lost both my parents. I became pregnant when I was doing Form 3, and I wrote my Junior Certificate examination while on confinement. It was not easy, and my grandmother had to force my aunt to help me because she did not want. It was very hard; she did not treat me well and there were times where she would come to school while we were in the middle of the examination, and she would say my baby is crying. Even when I am at xxxxxxxxx, they treat me different from before a teen mother. Even the way they talk to me, it's not the same, and they would use words that hurts my feelings. Even in school, ever since I lost my parents, I lost concentration, and I feel like I am a different person. I used to have friends, but ever since I became an orphan and had a baby, they stopped being my friends (Participant, LM).

My father has a different woman in his life, and he is concentrating on his children excluding me. When I am with him, I feel like a stranger and that I don't belong with them (Participant, M).

Most orphans will be told stories about their parents, so that they know who they are and where you belong and know their culture. I want to know more about my father and know more about his experiences in life and his true origin, because I don't know much more about my father. I don't have any negative experiences that I have gone through in my life (Participant, B).

I often think of my mother when I am at the hostel, and I would get emotional and cry. When other students ask me what's wrong, I will start arguments with them. Ever since I lost my mother, other students started stealing my things at the hostel, for example, last week money amounting to P150, shoes, and food were stolen from me (Participant, JK).

The aforementioned quotations imply that participants experience feelings of harm and trauma due to the mistreatment they endure from their guardians. Consequently, it can be inferred that participants do not experience a sense of belonging; rather, they feel somewhat excluded and neglected.

When asked the same question during the FGD, one participant expressed the following sentiment:

One shouldn't let being an orphan define him or her and it should not stress a person. And as a student, you do not have to think much about being an orphan because it can negatively affect academic performance (Participant, K).

The nuanced data provided in the above quote indicate that the participants were compelled by their circumstances to cultivate positive thoughts regarding their orphanhood as a means to mitigate stress and alleviate feelings of helplessness and despair.

To further illustrate the potential impacts of self-efficacy levels on the in-school adolescent orphans, I present an excerpt from my reflective journal below.

As I started engaging with and analysing data, I remembered orphans' incapacitating and daunting encounters during my years as a teacher. Many anger and experiences resurfaced immediately as I listened to [an] audio where one participant narrated how she has been victimised and threatened by this male teacher who even den[ied] her to feed from the school feeding hall. So, I began to think a lot about negative labels, and discrimination, and corporal punishment on the orphans. I asked rhetorically, would not this cause emotional harm and trauma to the orphans? What about their well-being, generally? (14 July, 2023).

5.6.4 Sub-theme 4.4: Helplessness and hopelessness

Additional experiences of the in-school adolescent orphans, as identified through the data analysis, encompass helplessness and hopelessness. "Helplessness" is defined as the state of perceiving oneself as lacking the power to take action and effect change in the face of recurring stressful circumstances (APA Dictionary of Psychology). Naturally, helplessness often leads to feelings of hopelessness, as it can contribute to heightened levels of stress and depression. "Hopelessness", in turn, refers to the profound belief that one will not encounter any positive emotions or witness any improvement in their current situation (APA Dictionary of Psychology).

Almost all of the participants expressed a profound sense of helplessness and hopelessness upon assuming the status of orphanhood. The following excerpts succinctly capture their emotions and thoughts:

Psychosocial difficulties that I've experienced is that it is difficult to make friends and often when they talk about their mothers its hard and sometimes, I lose focus and concentration in schoolwork and this can affect my academic performance. And one would isolate himself from other people and this can make someone to think about taking their lives [suicide]. It's hard for me to make friends, and sometimes I feel jealous and envy them because they have parents, hence they are exposed to good things that I can't experience. The other issue is that I need one true friend whom I can trust and be able to confide in. I remember one time I was beaten so bad and felt that if my mother was alive, I wouldn't have experienced that. We have a hunting rifle at home, and I once thought of using to take my life but then I thought hard and wondered what the future had for me and abandoned the thought of suicide (Participant, DE).

When my family members take long time to visit me in the hostel I get hurt and wish that my mother was still alive. And I often feel lonely (Participant, AB).

It has affected my school performance, because I do have potential but these days I seem to lose interest in school. Sometimes I wonder if I could just give up on school altogether and find something to do that can help improve my life since I have lost interest in school. There are times I would think of just leaving school

altogether because I can spend over a week without coming to school (Participant, IJ).

Presumably, the participants lack confidants and have reached a state of feeling devoid of value, loneliness, neglect, and isolation. These psychological experiences strongly indicate that the participants are truly experiencing helplessness and hopelessness, leading to their contemplation of suicide.

5.6.5 Discussion of Theme 4

The study uncovered that positive support from peers and teachers was identified as a highly beneficial aspect of the psychosocial well-being of adolescent orphans within a school setting. This perspective was found to be prevalent in the present study. From my perspective, positive support refers to the provision of socio-emotional, physical, and spiritual needs by both peers and teachers, thus emphasising the urgent need for enhanced psychosocial well-being. This corresponds with the notion that peer and teacher support is crucial for the survival and development of adolescent orphans attending school (Karunanayake et al., 2020). Furthermore, the Teenage Cancer Trust (2020) also affirms that peers, who are able to share personal experiences and offer hope, serve as a valuable source of free support. Consequently, it can be inferred that peer-to-peer attachment appears to form the primary support system for in-school adolescent orphans amidst their experiences of psychosocial distress.

Similarly, Magiera and Pac (2022) argue that peer relations play a significant role in the lives of adolescents. Furthermore, teachers are considered as surrogate parents (O'Connor et al., 2016), and schools are seen as part of the community for the development of orphaned children (Abry et al., 2017; Campos-Gill et al., 2020). Consistent with this perspective, the perceived positive support from teachers has been found to have a beneficial impact on in-school adolescent orphans, fostering social relationships, connectedness, encouragement,

appraisal, and verbal persuasion, which in turn can enhance self-efficacy and promote psychosocial well-being (Bandura, 1977a; McLeod, 2017; Redmond, 2010; Schunk & DiBenedetto, 2020a; Usher & Schunk, 2018; Won et al., 2017).

Contrary to the aforementioned findings, this study has established that orphans experience emotional distress and social isolation in non-supportive households. In line with this, the significance of maintaining a healthy emotional state and fostering social relationships is highlighted by Christopher and Mosha (2021). In other words, the interactions within the environment play a crucial role in an individual's development (Bandura, 1986, 1997a; Bronfenbrenner, 1979; Lee et al., 2018). In my opinion, in order to achieve emotional stability, a supportive and nurturing environment is essential to cultivate self-efficacy, which in turn promotes psychosocial well-being. Regrettably, our research has found that adolescent orphans who attend school have reported unsupportive homes and families. This finding is reinforced by the studies conducted by Caserta (2017) and Otladisang (2020), which reveal a lack of adequate psychosocial support for OVC. As expressed by the participants, they have experienced a sense of social disconnection, which aligns with Ross et al.'s (2020) assertion that the absence of connectedness and self-efficacy mirrors an unsupportive environment.

Adolescents are in a critical stage of development when they strive for autonomy, independence, and identity (Arnett, 2016; Bender & Emslie, 2010; Coon et al., 2022; Erikson, 1974). Due to experiencing emotional pain, social disconnection, and an unsupportive home environment, adolescent orphans may overreact and misunderstand the emotions of others (Coon et al., 2022; Rogers, 2013). Considering these factors, it is reasonable to assume that adolescent orphans perceive psychosocial well-being differently across various levels of the bio-ecological systems. In fact, the unsupportive home environment appears to worsen the emergence of other psychosocial experiences, such as emotional pain and social disconnection. Therefore, it can be inferred that adolescent orphans are equally exposed to

different forms of psychosocial distress, which are amplified by unsupportive surroundings. Examples of psychosocial distress mentioned by adolescent orphans include emotional and sexual abuse, social exclusion, stigma, poor health, violence, and exploitation by relatives and guardians (Skinner & Davids, 2006; Maundeni, 2009).

The study further revealed that participants experienced feelings of helplessness and hopelessness. According to Bandura's (1994) self-efficacy theory, emotional stress and moods, among other factors, influence individuals' judgement of their own abilities and self-efficacy (Nasongo et al., 2019; Redmond, 2010). Similarly, Ombuya et al. (2012) emphasise that a hopeless mood can diminish self-efficacy. Within the context of this study, in-school adolescent orphans who feel helpless and hopeless perceive themselves as lacking the necessary skills and capabilities to cope with these psychological stressors. Consequently, they may believe that their situational experiences will remain unchanged indefinitely.

The in-school adolescent orphans have experienced significant changes throughout their growth and development from infancy (WHO, 2017). Currently, they undoubtedly encounter a range of psychosocial distresses (Christopher & Mosha, 2021; Huynh et al., 2019; Ntuli et al., 2020). Consequently, their feelings of helplessness and hopelessness have been validated by various studies, which have identified that psychosocial distresses encompass depression, suicidal thoughts, guilt, various forms of abuse, withdrawal, grief, anxiety, loneliness, anger, and hopelessness (Atwine et al., 2005; Cluver et al., 2008; Harms et al., 2010; Ntuli et al., 2020; Sarawat & Unisa, 2017).

In conclusion, based on the aforementioned information, it can be inferred that in-school adolescent orphans generally express satisfaction with the support they receive from their peers and teachers. Additionally, it can be surmised that these orphans have faced challenging circumstances within their immediate social environment, such as unsupportive families or guardians, which aligns with Bronfenbrenner's bio-ecological systems theory. The detrimental

effects of an unsupportive environment on self-efficacy and psychosocial well-being should not be underestimated, as it has led in-school adolescent orphans to experience profound feelings of distress, helplessness, and hopelessness. Overall, it can be concluded that in-school adolescent orphans have not had positive experiences in terms of their psychosocial well-being.

5.7 THEME 5: THE WAYS IN WHICH SELF-EFFICACY CAN PROMOTE PSYCHOSOCIAL WELL-BEING

This section presents data on the ways in which self-efficacy can contribute to the promotion of psychosocial well-being, as perceived by the participants. The three sub-themes that emerged under this theme are also discussed. The analysed data revealed that self-efficacy can possibly promote psychosocial well-being by increasing self-confidence, buttressing the setting of goals, and promoting adaptive coping strategies.

5.7.1 Sub-theme 5.1: Increases self-confidence

Self-confidence is regarded as a positive attitude, indicating an individual's judgement of and trust in personal abilities and capabilities to successfully meet the demands of a task (APA Dictionary of Psychology, 2002; Olutola et al., 2023). Nearly all of the participants expressed that self-efficacy enhanced their confidence. The following participants' quotes are highlighted to illustrate this viewpoint:

Self-efficacy can enable orphans to live in harmony with other people in the society and it can also boost their self-esteem (Participant, BC).

I think that when a person believes in what he is capable of doing it helps him to be strong and face problems head on. And I also believe that it makes one strong

and gives motivation to express his emotions and feelings to those [a]round her (Participant, KL).

It can help to improve the difficulties I face in school. Difficulties like when people label you and discriminate you about being an orphan (Participant, AB).

Building on the quotes, the participants seem to suggest that high self-confidence has the potential to address the causes of negative labelling and discrimination against orphans. The nuanced data also suggest that self-efficacy can boost self-esteem and self-motivation. These views imply that for the promotion of psychosocial well-being, individuals should be intrinsically motivated to recognise their self-worth and innate abilities.

For further substantiation, one participant expressed the following during a FGD:

It can help to improve the difficulties we face in school. Difficulties like when people label you and it can help orphans in school to believe in themselves and it helps them not to think much about them being orphans and always stand up for themselves, if students bully or discriminate them. Orphans lose confidence if they are bullied and also lose confidence in their dreams. And their goals will be shattered because they will be afraid of some students who bully them. And it can also affect their academic performance (Participant, K).

Derived from this quote, bullying, negative labelling, and discrimination can diminish a person's self-confidence. Conversely, the opposite is also true because self-confidence, as a characteristic of high self-efficacy (Frank, 2011), can contribute to promoting psychosocial well-

being. From the data analysis, nuances seem to indicate that increased self-confidence can positively influence the goal setting of in-school adolescent orphans.

5.7.2 Sub-theme 5.2: Buttresses the setting of goals

Goal setting is the process of establishing specific, measurable, achievable, realistic, time-oriented, and behavioural targets (APA Dictionary of Psychology, 2002). This process of goal setting is directly associated with higher self-confidence, self-esteem, motivation, and autonomy (Benabou & Tirole, 2002; Locke & Latham, 2006; Perkins, 2018). The data analysis revealed that most of the participants expressed sentiments on how self-efficaciousness can assist in promoting psychosocial well-being. The following participants' excerpts demonstrated this position.

They will share their problems with others, and it will make them to focus on schoolwork. I have learnt that one should never give up on himself or herself and their capabilities (Participant, C).

Self-efficacy can help us as orphans to encourage ourselves to do things that can improve our lives. It can also make us to take our schoolwork serious (Participant, CD).

It can help orphans to be able to achieve their goal. When you have the ability to stand up and ask for help from teachers you can gain knowledge and you might feel loved which will motivate you to focus more on your schoolwork. Sometimes when I need advice it's hard for me to open up and ask for help because the one

person who I trusted is no longer there. I used to talk to my mother about everything before she passed away (Participant, IJ).

Based on the verbatim quotes, it appears that the participants indicate that goal setting plays a crucial role in enhancing psychosocial well-being. The detailed data reveals that participants perceive self-efficacy as encompassing various attributes such as prioritising established goals, demonstrating perseverance, motivation, achieving aspirations, and self-encouragement. These characteristics are believed to facilitate the entire goal-setting process for individuals. This is because individuals with high self-efficacy are assumed to possess self-confidence, enabling them to approach tasks with a belief in their ability to succeed (Frank, 2011).

To buttress the above views, some of the participants had this to say during the FGD:

Some of us orphans we are capable of performing well in school while some are not. So as orphans we have the capabilities to bring change into our community. If we put in more effort, trust, and aim for your success (Participant, HI).

Self-efficacy can help promote psychosocial well-being because you will work hard, and then maybe you get close to teachers who will help you with schoolwork so that performance can improve. Because working hard is a good thing to teachers. When a teacher realizes that a student works hard and is focus, they can get close to you in order to help you. So, what I think we should do as orphans is to work hard so that we achieve our goals (Participant, F).

According to these verbatim quotes, working hard, remaining focused, and achieving set goals characterise positive self-efficacy, which, in turn, can promote psychosocial well-being. This implies that self-efficacious individuals are highly motivated to work harder, persevere, and aim higher. The nuanced data information highlighted that exerting more effort and being focused leads to success and the accomplishment of personal goals.

5.7.3 Sub-theme 5.3: Promotes coping strategies

Coping strategies refer to the actions and thought processes employed by a person to address distressing or stressful situations, as well as manage their personal reactions to unpleasant situations that present themselves (APA Dictionary of Psychology, 2002). The majority of the participants voiced that it was possible for coping strategies to be promoted by positive self-efficacy. To demonstrate this position, the participants shared the following sentiments captured below:

I think orphans who have self-efficacy they will be able to cope with the fact that they are orphans, they will be able to be independent, and they won't just sit down and do nothing because they are orphans. But rather they would be motivated to do better. Orphans are easily stressed; they will be able to cope with the stress that they are orphans, and they won't compare themselves with other children (Participant, LM).

I think self-efficacy can promote psychosocial well-being by reducing stress, and you won't feel alone instead you will be able to do well in school. I avoid stress by avoiding being alone and being involved with my peers so that I will not miss my mother (Participant, I).

It can help one to stand up for themselves and be independent. In school, I am always chit-chatting with my friends, and at home I keep myself busy by playing games and watching movies. This makes me forget what happened in the past (Participant, DE).

Self-efficacy can help orphans in school to believe in themselves and avoid having emotional traumas about their loss. I avoid psychosocial difficulties in school by accepting my loss and the fact that I do not have parents. I just trust in God and ignore it. And also sometimes when other students talk about their parents, I would change and talk about something else (Participant, L).

It teaches orphans how to conduct themselves and to seek for advice when they have problems. After losing a parent you can bully other students over their properties (Participant, JK).

Based on the provided quotations, it can be argued that positive self-efficacy plays a significant role in fostering independent thinking, self-motivation, peer interaction, and effective stress management as adaptive coping mechanisms. The detailed information extracted from the data indicates that adolescents who are orphaned and attending school engage in social interactions as a means of avoiding loneliness. These interactions primarily involve participation in sports and religious activities, as well as seeking advice from others. Furthermore, the analysis of the data revealed that these participants engage in socialising with friends, prayer, and meditation. Additionally, they have embraced the loss of loved ones and their orphanhood as positive coping strategies that contribute to their overall psychosocial well-being.

Contrary to the aforementioned perspectives, the analysed data revealed that a subset of the participants predominantly resorts to negative coping mechanisms, namely bullying and avoidance of the reality of loss or emotional trauma, as a means of dealing with their pervasive feelings of helplessness and hopelessness. In essence, it was observed that adolescent orphans within the school environment may exhibit a state of denial regarding their orphan status, which subsequently prompts them to employ these unfavourable coping strategies.

5.7.4 Discussion of Theme 5

The study has established that self-efficacy has the potential to enhance psychosocial well-being by fostering self-confidence. In the context of in-school adolescent orphans, it is believed that positive self-confidence is nurtured through a strong belief in one's own capabilities. In my opinion, orphans feel empowered to cope with psychosocial challenges when their self-confidence is strengthened. For example, this study reveals that a pervasive sense of negative labelling, discrimination, and lack of support from families or guardians can hinder psychosocial well-being. Supporting this perspective, Rubio (2007) argues that fear, anxiety, social disconnection, and insecurity can negatively impact students' level of self-confidence. In the case of in-school adolescent orphans, they are equally affected by these factors (refer to section 5.6.5 for a concise presentation). Self-confidence is one of the key attributes of high self-efficacy, encompassing self-trust and the belief in one's own abilities to effectively perform tasks and meet their demands (Frank, 2011; Olutola et al., 2023).

In relation to the aforementioned perspectives, self-confidence, self-esteem, perseverance, and intrinsic motivation are closely interconnected and inseparable constructs. This assertion is supported by Benabou and Tirole (2002), who elucidate that self-confidence enables individuals to effectively motivate themselves to bring about behavioural change. Perkins (2018) concurs with this viewpoint, asserting that self-confidence is associated with achievement, success, and overall well-being. Additionally, self-efficacy, self-esteem, and self-

compassion are identified as factors that can influence one's level of self-confidence (Perkins, 2018). These findings are in alignment with the existing literature, which suggests that individuals who possess self-efficacy are more likely to exhibit confidence and make better decisions when solving problems (Cervone et al., 1991; Maddux & Kleinman, 2023). Consequently, it can be argued that the promotion of psychosocial well-being can be achieved through the cultivation of self-efficacy, thereby enhancing self-confidence.

Based on the analysed data, it has been found that self-efficacy can positively impact self-esteem (Maddux & Kleinman, 2023; Vancouver et al., 2008). The participants emphasised that self-motivation, responsibility, goal attainment, and self-improvement are perceived outcomes of a high level of self-efficacy, which aligns with Frank's (2011) characteristics of self-esteem. In line with this, in-school adolescent orphans believe that increased self-confidence can contribute to the promotion of their psychosocial well-being. By cultivating self-confidence, these orphans are able to take positive risks and work diligently towards their goals (Perkins, 2018).

Drawing from the aforementioned points, individuals who possess self-confidence tend to establish personal objectives in order to accomplish them. Substantiating this perspective, the investigation divulged that self-efficacy plays a vital role in enhancing one's psychological and social state of well-being by facilitating the process of goal-setting. The comprehensive data analysis further indicates that self-confidence, self-esteem, motivation, and autonomy are the primary dimensions of psychosocial well-being that are influenced by individuals with moderate levels of self-efficacy, a perspective that Locke and Latham (2006) consider inseparable. It is evident that when in-school adolescent orphans possess positive self-esteem and high confidence, they are inherently motivated to establish and diligently pursue goals in order to achieve them successfully. This aligns with Bandura's (1986) explanation of self-efficacy beliefs as "people's judgments of their capabilities to organize and execute courses of action required

to attain designated types of performances" (p. 391). For the purposes of this study, I propose defining psychosocial well-being efficacies as the enhancement of quality of life and the alleviation of psychosocial distress experienced by adolescent orphans attending school. Similarly, Bandura (1995, 1994) underscores that a sense of efficacy directs individuals' attention towards overcoming obstacles.

Therefore, in order to attain psychosocial well-being, it is necessary to establish goals as the driving force behind meaningful activities and individuals' lives, with the aim of experiencing psychological well-being (Austin & Vancouver, 1996). Goals symbolise the future, and individuals consistently strive to achieve them (Austin & Vancouver, 1996), with goal setting being closely linked to self-efficacy and influencing motivation (Macklem, 2020). It is important to acknowledge that the continuous interaction of contextual environments exerts a reciprocal influence (Bandura, 1997a; Bronfenbrenner, 1979, 1994; Clark, 2014; Velez-Agosto, 2018), which can impact the development of self-efficacy and, in turn, influence goal setting. For instance, the study reveals that in-school adolescent orphans may struggle to establish attainable goals if their living environment lacks support, is unhealthy, and is accompanied by numerous life obstacles.

Numerous studies have established that mental well-being can be enhanced through goal motivational processes (Dickson et al., 2021; Iddon et al., 2019). Locke's (1996) study on working professionals revealed that highly ambitious goals can result in improved performance and productivity. Bandura (1986) and Rutherford (2017) supported this finding by explaining that self-efficacy beliefs play a crucial role in goal setting and persistence, determining the choice of goals, activities to be undertaken, and the level of effort exerted in overcoming challenges and obstacles. Additionally, Bandura (1997a) and Maddux (1995) emphasised that self-efficacy, at the cognitive level, fosters positive attitudes and visualisations by setting higher goals. Therefore, setting higher goals can contribute to the promotion of psychosocial well-being.

This study further establishes that self-efficacy can promote psychosocial well-being by enhancing coping strategies. Adolescent orphans undergo physical changes, which present challenges and may strain their interpersonal relationships (Coon et al., 2022; Kail & Cavanaugh, 2016; Rogers, 2013; Wilson et al., 2011). Therefore, in my opinion, in-school adolescent orphans need to develop more effective coping strategies to not only navigate the challenges of this developmental stage, but also to manage the various psychosocial distresses revealed by this study. Coping strategies such as self-motivation and autonomy emerge as effective responses to psychosocial distresses. As previously discussed in this section, motivation, self-esteem, and autonomy or independence are closely linked to self-confidence (Frank, 2011). High self-confidence is a key characteristic of self-efficacy (Frank, 2011), which can contribute to the promotion of psychosocial well-being.

It also emerged from the data analysis that stress management is among the strategies that can be employed. Undoubtedly, stress is an inherent aspect of life and is essentially unavoidable (Meyer et al., 2022). Stress can be defined as an elevated emotional state stemming from mental, physical, and psychosocial distresses, as well as environmental challenges that surpass an individual's adaptive and coping capacities (Lazarus, 1966; Menaghan, 1983; Gmelch, 1993). It is evident that orphans experienced negative stress within their households, which are perceived as lacking in support. Consequently, adolescent orphans are prone to developing feelings of stress, helplessness, and hopelessness. For an in-depth understanding of the psychosocial well-being experiences of adolescent orphans in educational settings, please refer to sections 5.6.2, 5.6.3, and 5.6.4 of this thesis. Building upon this reasoning and aligning with Bandura's self-efficacy theory (Bandura, 1977a; Meyer et al., 2022), self-efficacy plays a crucial role in mediating individuals' perceptions of stress and their ability to cope with it. When stress is effectively managed, positive psychosocial well-being can be fostered.

The participants also mentioned engaging in peer interaction or forming friendships, as well as engaging in practices such as praying and meditation, in order to avoid feelings of loneliness. Considering the points mentioned above, it is evident that social or interpersonal interactions within the microsystem (Bronfenbrenner, 1979; Mofokeng et al., 2017) are crucial for human functioning. In fact, participants indicated that participating in religious activities, exercise or sports, and making friends all contributed to promoting psychosocial well-being.

Building on this reasoning, it is important to emphasise that social interactions have an impact on the cognitive, socio-emotional, moral, physical, and spiritual development of in-school adolescent orphans (Abo-Zena & Midgette, 2019; Weisner, 2014). Consistent with this perspective, Makuu (2013) argued that adolescent orphans require biologically predetermined human attachment for their safety, care, love, and support. Unfortunately, the extended family system, which should provide social security for these orphans, is currently facing disintegration (Maundeni, 2009). Aligning with this viewpoint, the analysed data revealed a prevailing sense of non-supportive families or guardians as one of the psychosocial obstacles. Considering the above, the importance of the saying "it takes a village to raise a child" by Hart et al. (2003) cannot be overstated, as a supportive community plays a vital role in achieving psychosocial well-being.

Bullying, although not prevalent in the present study, emerged as a coping strategy employed by certain in-school adolescent orphans. It is my contention that bullying constitutes a negative coping mechanism. Indeed, numerous researchers have identified delinquent behaviours, depression, and internalisation of problems as behavioural adaptations associated with self-efficacy in young individuals and adolescents (Bandura et al., 1999; Caprara et al., 2010; Hermann & Betz, 2006). From my perspective, bullying is akin to delinquency and may be precipitated by stress and depression, among other factors. These behavioural adaptations and challenges may be mistakenly perceived as mischievous behaviour by many individuals

(Taukeni, 2015), when in reality, adolescent orphans are signalling the adverse impact of their diminished psychosocial well-being.

In conclusion, and based on the aforementioned findings, it can be argued that self-efficacy holds the potential to enhance psychosocial well-being among in-school adolescent orphans. This is achieved through the cultivation of self-confidence, the facilitation of goal-setting, and the promotion of adaptive coping strategies. Notably, the study revealed that certain participants employed negative coping mechanisms as a means of deflecting from their genuine emotions and thoughts regarding the loss of their loved ones.

5.8 CONCLUSION

This chapter showcased the results derived from the analysis of data collected through face-to-face interviews, FGDs, and reflective journals. The findings were organised under five main themes and several related sub-themes, substantiated by pertinent literature and direct quotes.

Chapter 6, the subsequent concluding chapter, will summarise the study's findings, addressing the research questions, drawing conclusions, and offering recommendations for future research. Key limitations of this study will also be outlined.

CHAPTER 6:

FINDINGS, RECOMMENDATIONS & CONCLUSIONS

6.1 INTRODUCTION

Chapter 5 presented and discussed the study's findings, examining the analysed data obtained from face-to-face interviews, FGDs, and my reflective journal. I connected these findings with pertinent literature and theories. This chapter offers a concise summary of the study, providing an overview of the findings concerning the research questions posed in Chapter 1.

Subsequently, I draw conclusions based on these findings, addressing the primary research question. Additionally, I present recommendations arising from the findings. Finally, the chapter concludes by exploring the potential contributions and limitations of the research.

6.2 OVERVIEW OF THE STUDY

This study elucidated the role of self-efficacy in fostering the psychosocial well-being of adolescent orphans within chosen senior secondary schools in Botswana. The central inquiry guiding this study was:

“What role can self-efficacy play in promoting the psychosocial well-being of the in-school adolescent orphans in selected secondary schools in Botswana?”

In order to obtain a comprehensive understanding of the conceptual issues and to buttress the primary research question, the following secondary questions were examined:

- 1) What is self-efficacy?
- 2) What is psychosocial well-being?

- 3) How do in-school adolescent orphans in selected secondary schools in Botswana perceive self-efficacy?
- 4) How do in-school adolescent orphans in selected secondary schools in Botswana perceive psychosocial well-being?
- 5) In what ways can self-efficacy promote the psychosocial well-being of in-school adolescent orphans?

Adolescent orphans possess inherent capabilities that empower them to exert greater effort in achieving their goals of psychosocial well-being. This underscores the significant role played by self-efficacy in promoting psychosocial well-being. Positive self-efficacy serves as a mechanism through which self-confidence, goal-setting, and coping strategies can be influenced and enhanced. Recognising the importance of self-efficacy in promoting psychosocial well-being, this study aimed to elucidate the perceptions and experiences of in-school adolescent orphans in Botswana. Despite numerous educational research endeavours in Botswana, the concept of “self-efficacy” has not been thoroughly investigated and contextualised within the context of Botswana secondary schools. In light of this background, this study was necessary to provide an understanding of how self-efficacy can be utilised to promote the psychosocial well-being of in-school adolescent orphans.

6.3 FINDINGS

The aim of this study was to elucidate the role of self-efficacy in fostering psychosocial well-being among adolescent orphans attending secondary schools in selected regions of Botswana. Chapter 1 formulated research inquiries designed to guide the study. In this particular section detailing the research findings, the subordinate questions were addressed, thereby striving to answer the primary research question.

6.3.1 What is self-efficacy?

I discovered answers to this question both in the literature and through interviews with the participants. As demonstrated in section 5.3, the majority of adolescent orphans described their self-efficacy in two dimensions: perseverance in the face of life's challenges and maintaining focus on their goals. They believed that their inner drive and personal capabilities motivated them to overcome the difficulties associated with psychosocial distress and stay focused. This suggests that positive self-efficacy enhances intrinsic motivation. Based on my findings, it appears that adolescent orphans also believed that motivation plays a mediating role, leading to persistence and increased effort towards achieving their goals. Additionally, the majority of adolescent orphans agreed that personal mastery, vicarious experiences, and verbal persuasions have significant influences on self-efficacy (Bandura, 1997a; Schunk & DiBenedetto, 2020a). From the explanations provided by the adolescent orphans, it is evident that self-efficacy is manifested through traits such as persistence, diligence, self-motivation, and staying focused, with the assistance of a supportive environment (see section 5.3.3 of this thesis). Drawing from the perspectives shared by the participants, I propose that self-efficacy can be defined as the capacity of in-school adolescent orphans to acknowledge and have faith in their inherent and acquired abilities to achieve the objectives they have established, even in the face of potential systemic challenges.

6.3.2 What is psychosocial well-being?

As indicated in section 5.4, the answers gathered for this study were sourced from both existing literature and the participants themselves. The findings revealed that the majority of adolescent orphans conceptualised psychosocial well-being in terms of three key dimensions: the emotional state of the individual, a life free from obstacles, and a supportive environment. According to their perspectives, psychosocial well-being entails establishing healthy relationships, feeling valued and accepted, and fostering a positive self-perception and a sense

of belonging. Notably, the research identified stress, family conflicts, negative labelling, and discrimination as significant factors contributing to psychosocial distress and hindrances to attaining psychosocial well-being among adolescent orphans.

Moreover, a significant number of adolescent orphans have identified a supportive environment as a crucial factor in promoting their psychosocial well-being. This finding suggests that a supportive environment plays a vital role in mitigating psychosocial distress by providing acceptance, love, and care (section 5.4.4). According to the participants' explanations, psychosocial well-being encompasses a supportive environment, acceptance, harmonious interactions, empathy, and parental love. Based on the results, I argue that psychosocial well-being should be defined as an enhanced quality of life and a reduction in psychosocial distress among in-school adolescent orphans.

6.3.3 How do in-school adolescent orphans in selected secondary schools in Botswana perceive self-efficacy?

This study aimed to investigate the perception of in-school adolescent orphans regarding the impact of their self-efficacy levels. Almost all of the participants associated their self-efficacy with factors such as self-motivation, self-esteem, and academic performance. They believed that having a positive level of self-efficacy contributed to an improvement in their self-motivation. Therefore, it can be inferred that when self-efficacy is high or positive, intrinsic motivation and internal locus of control are strengthened. Based on the findings, it was evident that the participants' self-esteem was negatively affected by what they perceived as low and medium levels of self-efficacy. They expressed consistent self-doubt, resulting from discouragement received from various individuals, including guardians.

Moreover, it was noted that the academic performance of the in-school adolescent orphans was adversely affected as a result of their low and moderate self-efficacy. According to the findings presented in section 5.5.4, these orphans believed that their low self-efficacy

hindered their ability to maintain focus, concentration, and led to excessive overthinking, thus negatively impacting their performance in the classroom. Drawing from the insights provided by these in-school adolescent orphans, I posited that the level of self-efficacy can exert either a positive or negative influence on an individual's hope, self-trust, self-esteem, self-confidence, mental well-being, motivation, and ultimately, their academic achievement.

6.3.4 In what ways do in-school adolescent orphans in selected secondary schools in Botswana perceive psychosocial well-being?

This study aimed to explore the perspectives and experiences of in-school adolescent orphans in relation to their psychosocial well-being within different contextual systems, as outlined by Bronfenbrenner's bio-ecological systems theory. The findings revealed that the participants predominantly associated psychosocial well-being with positive support from peers and teachers. These findings suggest that in-school adolescent orphans benefit from positive experiences, which in turn enhance their ability to set goals and employ adaptive coping strategies when faced with challenges.

As indicated in section 5.6.5, the majority of the participants reported experiencing negative situations and holding negative viewpoints. These included an unsupportive environment, emotional distress, social disconnection, and feelings of helplessness and hopelessness. These findings suggest that the ecological systems in place did not offer sufficient psychosocial support. Based on the participants' explanations, it became evident that they experienced isolation, loneliness, and neglect, as well as a lack of parental warmth and affection. In one isolated case, a participant viewed physical punishment by guardians or family members as a form of motivation and support. I consider this perspective to be unfounded and infeasible. Furthermore, I regard this perception as an indication of helplessness and hopelessness, potentially influenced by socio-cultural beliefs and practices that are instilled in children as they grow up.

Moreover, I attribute this perception to the prevalence of corporal punishment in public schools in Botswana. According to accounts from adolescent orphans attending school, both peer and teacher support seemed adequate. However, I hypothesise that these in-school adolescent orphans have also had negative experiences, such as feelings of not belonging, pervasive negative labelling and discrimination primarily by caregivers, feelings of helplessness and hopelessness, and an unsupportive family environment.

6.3.5 In what ways can self-efficacy promote psychosocial well-being of in-school adolescent orphans?

The research question aimed to elucidate potential pathways through which self-efficacy can enhance psychosocial well-being in secondary schools. Participants highlighted high self-confidence as a strategy to foster psychosocial well-being. According to my findings, a majority of in-school adolescent orphans believed that positive self-efficacy contributes to increased self-confidence (Perkins, 2018). This suggests that with positive self-confidence, in-school adolescent orphans can effectively address pervasive negative labels and discrimination, which are significant psychosocial barriers to the promotion of overall well-being. In light of these findings, it can be deduced that positive self-efficacy creates opportunities to enhance psychosocial well-being by boosting self-confidence and supporting goal-setting.

In addition to the aforementioned perspective, the study illustrated that positive self-efficacy serves as a motivator for goal-setting. The investigation revealed that high self-efficacy is characterised by attributes such as self-confidence, motivation, achievement, self-encouragement, and perseverance (refer to section 5.7.4). Drawing on these findings, I infer that these characteristics are closely intertwined with goal achievement. The realisation of psychosocial well-being efficacies hinges on the goals that are set. Accordingly, self-efficaciousness propels motivation to set goals that need to be achieved, to aim higher, to work hard, and to persevere – all of which can contribute to the enhancement of psychosocial well-

being. In conclusion, I posit that positive self-efficacy not only supports the setting of goals, which serve as the driving forces behind meaningful activities in people's lives, but is also associated with the promotion of psychosocial well-being.

Lastly, the study established that self-efficacy promotes adaptive coping strategies. Almost all of the participants expressed the belief that positive self-efficacy facilitates improved methods for managing stress, promoting social interaction, fostering motivation, and encouraging independent thinking. Based on the participants' explanations, I found that engaging in peer interactions, forming friendships, and participating in religious activities could contribute to the promotion of psychosocial well-being among in-school adolescent orphans.

Drawing from these findings, I deduce that the development of self-efficacy should encompass the integration of skills related to stress management, autonomy, and assertiveness, as these are pivotal factors in the process of enhancing psychosocial well-being.

The above research findings affirm the research assumptions presented in Chapter 1:

- The definitions of self-efficacy and psychosocial well-being can be determined based on the perspectives and experiences of the in-school adolescent orphans.
- It is important to understand how in-school adolescent orphans perceive self-efficacy as this can provide guidance on their levels of self-efficacy and how level of self-efficacy could potentially influence psychosocial well-being.
- The experiences of the in-school adolescent orphans can provide new perspectives and understanding about psychosocial well-being.
- Psychosocial well-being can be promoted through positive self-efficacy.

The aforementioned assumptions demonstrate that the issues posited at the outset of the research study in Chapter 1 have been corroborated by the research findings in this study.

6.3.6 Answering the primary research question

Regarding how the in-school adolescent orphans understood and defined self-efficacy, the study established that persevering against life obstacles and being focused on goals is key. The study also found that a supportive environment, a life without obstacles, and the individual's emotional state explain psychosocial well-being. Additionally, the study showed that self-motivation, self-esteem, and academic performance were more dependent on the level of self-efficacy. It was discovered that a non-supportive environment, emotional pain and social disconnection, and feelings of helplessness and hopelessness were negative experiences of psychosocial well-being, while positive peer and teacher support were identified as positive experiences. Lastly, psychosocial well-being can be promoted through various strategies, including increased self-confidence, goal-setting, and adaptive coping strategies.

6.4 RECOMMENDATIONS

Based on the insights of this research, this section presents recommendations for future research, enhancements in research methodology, improvements in future teacher training, and suggestions for policy and strategic interventions at the school level.

6.4.1 Recommendation for future research

The following research possibilities were identified for consideration in the future:

- That this study be extended to tertiary students who are orphans.
- Conduct a quantitative study to investigate the self-efficacy level of Botswana's students both at secondary and tertiary levels.
- Conduct a large-scale study focused on the possible effects of teacher self-efficacy levels on the academic performance of learners in primary and secondary schools in Botswana.
- Investigate the role of media in promoting the self-efficacy of adolescent orphans.

6.4.2 Recommendations for research methodology

- Previous research studies have predominantly utilised quantitative methods for data gathering. Hence, it is suggested that a comprehensive mixed-method approach be considered for this study on a larger scale. This approach may offer deeper insights into the role of self-efficacy in promoting psychosocial well-being.
- A longitudinal study is highly recommended to investigate the enduring effects of low self-efficacy among orphaned learners, spanning from primary schools to tertiary levels. Qualitative data collection should be incorporated to capture nuanced perspectives over time.

6.4.3 Recommendation for teacher training

In the near future, it is highly recommended to develop a pertinent teacher training curriculum that empowers and provides insights and knowledge to future teachers regarding the concepts of self-efficacy and psychosocial well-being in the context of child development.

6.4.4 Recommendation for policy

Based on the outcomes of this study, it is highly recommended that the MESD in Botswana should reconsider reviewing policies to provide relevant guidelines relating to the promotion of psychosocial well-being. This includes a thorough review and alignment of school-based policies and programmes, such as the Pastoral Care policy, Guidance and Counselling policy, School Healthy policy, Circles of Support programme, and Child Friendly Schools programme need to be reviewed and aligned. Reviewers should recognise the school environment as an extension of the family and community, emphasising its crucial role in nurturing the well-being of young minds.

6.4.5 Recommendation for a strategic intervention at school level

Based on the study's outcomes, it is recommended that a self-efficacy enhancement programme be initiated to help promote the psychosocial well-being of in-school adolescent orphans.

6.5 CONTRIBUTIONS OF THE STUDY

In this section, the potential contributions of the study are presented. The aim of this study was to contribute to the existing knowledge base and address the gaps in the research that were identified and discussed in Chapter 1. The potential contributions can be summarised as follows:

Based on the findings of Schunk and DiBenedetto (2016), it has been established that adolescents have the potential to enhance their psychosocial well-being by improving their emotional, cognitive, and motivational processes. Taking this into consideration, the present research study is the first of its kind in Botswana to provide comprehensive theoretical frameworks explaining the potential role of self-efficacy in promoting psychosocial well-being among in-school adolescent orphans.

This research study utilised Bandura's self-efficacy theory and the perspectives of the participants to gain a comprehensive understanding of self-efficacy. According to Bandura (1997a), self-efficacy refers to an individual's belief in their ability to accomplish assigned tasks. It can also be defined as an individual's belief in their personal capacity to organise and carry out planned goals and activities (Bandura, 1997a, 1997b). In simpler terms, self-efficacy pertains to an individual's belief in their perceived abilities to effectively perform selected activities at specific levels (Nasongo et al., 2019; Schunk & DiBenedetto, 2020a). Consequently, high levels of self-efficacy can contribute to the enhancement of psychosocial well-being among in-school adolescent orphans, as it allows them to resist psychosocial distress and overcome obstacles. I consider life challenges and obstacles to be the consequences of unsupportive

environments (Otlaadisang, 2020) that continuously interact with in-school adolescent orphans (Bronfenbrenner, 1979; Schunk & DiBenedetto, 2016), as well as the potential psychological distress stemming from attachment issues (Bowlby, 1969; Christopher & Mosha, 2021).

Research studies on the self-efficacy of adolescent orphans predominantly focus on high-income countries (Artino, 2012; Honicke & Broadbent, 2016). Furthermore, the available studies primarily adopt a quantitative approach, leading to generalised findings (Thupayagale-Tshweneagae & Mokomane, 2013). Consequently, there is a dearth of literature on adolescent orphans in SSA (Goodman et al., 2016; Oyuga et al., 2019; Yendork & Somhlaba, 2015). The representation of in-school adolescent orphans as participants has been limited, resulting in their voices being underrepresented. This study aimed to address this issue by including in-school adolescent orphans from Botswana as participants, in order to gain a deeper understanding of their voices and lived experiences in relation to self-efficacy and psychosocial well-being. Consequently, in-school adolescent orphans were adequately represented in this research study. The study employed semi-structured interviews and FGDs to allow in-school adolescent orphans the opportunity to express their perspectives and experiences regarding the potential ways in which self-efficacy can enhance psychosocial well-being.

Psychosocial well-being is a concept that varies in interpretation among individuals, potentially influenced by their unique circumstances. The research conducted by Christopher and Mosha (2021) established that positive psychosocial well-being can be attained through maintaining a healthy emotional state and fostering social relationships. The study employed a comprehensive data analysis to provide a more nuanced understanding of psychosocial well-being. In light of these findings, psychosocial well-being is considered to encompass an individual's meaningful engagement, self-satisfaction, optimal psychological functioning, and development at their highest potential level (Ryff, 1989).

Additionally, dimensions such as autonomy, personal growth, environmental mastery, positive relationships with others, self-acceptance, and a sense of purpose in life serve as indicators of psychosocial well-being (Ryff, 1989). Building upon this foundation, the study contributes to expanding the knowledge base regarding the potential ways in which self-efficacy can enhance psychosocial well-being.

6.6 LIMITATIONS OF THE STUDY

Certain limitations should be acknowledged and considered for future research:

- i). **Generalisation Constraints:** The findings of this study may have limited generalisability as an instrumental case study research design was employed. It is important to note that the nature of a case study design is not primarily intended for generalisation.
- ii). **Sample Size Limitation:** The study was conducted with a relatively small sample of participants, which may affect the broader applicability of the results. Future research could benefit from larger and more diverse samples.
- iii). **Geographic Restriction:** The study focused exclusively on two secondary schools in the Kgalagadi region, potentially limiting the broader geographical applicability of the findings. Future studies could explore a more extensive range of schools for a comprehensive understanding.

These limitations provide insights for researchers to consider when designing and conducting future studies in this field.

6.7 CONCLUSION

This research has illuminated the significant impact of self-efficacy as a dynamic construct influencing various aspects of individuals' lives. Positive self-efficacy, characterised by traits such as persistence, hard work, self-motivation, and unwavering focus, emerged as a crucial factor in promoting the psychosocial well-being of in-school adolescent orphans.

Unfortunately, the study identified multiple challenges faced by these adolescents, including insufficient psychosocial support, a lack of a sense of belonging, pervasive negative labelling and discrimination, especially from guardians, feelings of helplessness and hopelessness, and non-supportive family environments.

An important contribution of this study is its unique focus on in-school adolescent orphans in Form 5, filling a gap in existing research in Botswana. Unlike previous studies that predominantly employed quantitative approaches and explored orphans' experiences through the perspectives of others, this research centred on amplifying the voices of adolescent orphans themselves.

In light of the findings, a key recommendation is the implementation of a school-based self-efficacy enhancement programme tailored specifically for orphans. Additionally, teacher training institutions should incorporate learning modules in their curriculum that emphasise the importance of self-efficacy and its connection to psychosocial well-being. These interventions have the potential to empower in-school adolescent orphans, offering them the tools to navigate challenges and cultivate self-efficacy and psychosocial well-being.

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APPENDICES

APPENDIX A: ETHICS CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/04/12

Ref: **2023/04/12/57361231/28/AM**

Dear Mr SK Otladising

Name: Mr SK Otladising

Student No.: 57361231

Decision: Ethics Approval from
2023/04/12 to 2028/04/12

Researcher(s): Name: Mr SK Otladising
E-mail address: mamitto72@gmail.com
Telephone: 002773169467

Supervisor(s): Name: Dr H. Olivier
E-mail address: olivih@unisa.ac.za
Telephone: 0124296753

Title of research:

**THE ROLE OF SELF-EFFICACY IN PROMOTING PSYCHOSOCIAL WELL-BEING OF THE
IN-SCHOOL ADOLESCENT ORPHANS IN BOTSWANA.**

Qualification: PhD Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2023/04/12 to 2028/04/12.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2023/04/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2028/04/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2023/04/12/57361231/28/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

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APPENDIX B: EXAMPLE OF LETTER REQUESTING PERMISSION FROM THE DIRECTOR, KGALAGADI REGIONAL EDUCATION OFFICE

The Director
Kgalagadi Regional Education Office
Tsabong
Botswana

Request of permission to conduct research in the Kgalagadi regional education office

Dear Madam

My name is Smith Otlaadisang. I am a PhD student at the University of South Africa (UNISA). I hereby humbly request your esteemed office to grant me permission to conduct a research in two senior secondary schools in your Kgalagadi regional education district whereby twelve Form 5 orphans will be requested to participate in the face-to-face interviews and focus group discussions. The research will take place under the supervision of Dr. H. Olivier (olivih@unisa.ac.za) with the ethical approval of the University of South Africa (UNISA). Reference for the Ethics Approval is: **2023/04/12/57361231/28/AM**. *My research title is: **The role of self-efficacy in promoting psychosocial well-being of in-school adolescent orphans in Botswana.***

This study aims to explain the role of self-efficacy in promoting psychosocial well-being of the in-school adolescent orphans in selected senior secondary schools. Several objectives can be identified in this regard.

- To explain what self-efficacy means.
- To describe psychosocial well-being.
- To understand how the in-school adolescent orphans in selected secondary schools in Botswana perceive self-efficacy.
- To ascertain the perspectives and experiences of the in-school adolescent orphans regarding psychosocial well-being.
- To establish the role of self-efficacy in promoting psychosocial well-being in selected secondary schools in Botswana.

Matsha Community College and Tsabong Unified Secondary School have been selected because of meeting the convenience sampling criteria and research aims and objectives. The perspectives and experiences from the Form 5 orphans from these schools form the basis of this research. This study is qualitative research, whereby face to face interview and focus group discussions will be conducted and the Form 5 orphans will be purposefully sampled depending on their willingness to participate. Thematic content analysis will be used to analyze data obtained from the interviews and focus group discussions.

The participation of the Form 5 adolescent orphans in the study will involve both twelve individual interviews and two focus group discussions in each of the selected school. Each of the session is estimated to take 60 minutes. There will be no immediate and direct benefits to the participants. The participation of the Form 5 orphans will likely help me to get to the understanding of the role

of self-efficacy in the promotion of psychosocial well-being of adolescent orphans in schools. There is no foreseeable risk to the participants in this study. However, should the participating orphan feel any emotional discomfort during or after the interview, he/she will be able to speak to a psychologist or a professional counsellor about this.

Confidentiality of the participants will be upheld. The information that I will collect from this research will be kept confidential. Any information about the participant will have a code in place of his/her name and the school to protect him/ her. Participation remains voluntary. Participant has the right to withdraw from the study at any time without any penalty.

At the end of my study, I intend to share my findings with the participants at an arranged meeting. A written report will also be given to the Ministry of Education and Skills Development (MESD) for the possible implementation of the recommendations regarding promotion of psychosocial well-being. I will also publish the results in reputable journals in order that other interested people may learn from my research.

The research will be expected to take place for the period 14th to 23rd June, 2023.

Matsha Community College: 14th to 16th June, 2023.

Tsabong Unified Secondary: 19th to 21st June, 2023.

For effective communication I can be notified by phone that the permission letter has been emailed to my email address provided below.



Mr Smith Othladisang
PhD Student (Student number: 57361231).
University of South Africa (UNISA).
Email: **mamitto72@gmail.com**
Cell no: +26771806364.

APPENDIX C: EXAMPLE OF LETTER REQUESTING PERMISSION FROM SCHOOLS

The School Head

Dear Sir

Request of permission to conduct research in your school

My research title is: **The role of self-efficacy in promoting psychosocial well-being of in-school adolescent orphans in Botswana.**

Name of Researcher: Mr Smith Othladiang PhD (Psychology) 90058.

Student number: 57361231. University of South Africa (UNISA). Email: **mamitto72@gmail.com**

Cell no/ +26771806364.

My name is Smith Othladiang. I am a PhD student at the University of South Africa (UNISA). I hereby humbly request your school's permission to conduct 12 face-to-face interviews and 2 focus groups with the Form 5 orphans. The research will take place under the supervision of Dr. H. Olivier (olivih@unisa.ac.za) with the ethical approval of the University of South Africa (UNISA). Reference for the Ethics Approval is: **2023/04/12/57361231/28/AM.**

This study aims to explain the role of self-efficacy in promoting psychosocial well-being of the in-school adolescent orphans in selected senior secondary schools. Several objectives can be identified in this regard.

- To explain what self-efficacy means.
- To describe psychosocial well-being.
- To understand how the in-school adolescent orphans in selected secondary schools in Botswana perceive self-efficacy.
- To ascertain the perspectives and experiences of the in-school adolescent orphans regarding psychosocial well-being.
- To establish the role of self-efficacy in promoting psychosocial well-being in selected secondary schools in Botswana.

Tsabong Unified Secondary School has been selected because of meeting the convenience sampling criteria and research aims and objectives. The perspectives and experiences from the Form 5 orphans from your school form the basis of this research. This study is qualitative research, whereby face to face interview and focus group discussions will be conducted and the Form 5 orphans will be purposefully sampled depending on their willingness to participate. There will be twelve Form 5 orphans from your school expected to participate. The same orphans will participate in the focus group discussions. Thematic content analysis will be used to analyze data obtained from the interviews and focus group discussions.

The participation of the Form 5 adolescent orphans in the study will involve both the individual interviews and focus group discussions. Each of the session is estimated to take 60 minutes. There will be no immediate and direct benefits to the participants. The participation of the Form 5 orphans will likely help me to get to the understanding of the role of self-efficacy in the promotion of psychosocial well-being of adolescent orphans in schools. There is no foreseeable risk to the participants in this study. However, should the participating orphan feel any emotional discomfort during or after the interview, he/she will be able to speak to a psychologist or a professional counsellor about this.

Confidentiality of the participants will be upheld. The information that I will collect from this research will be kept confidential. Any information about the participant will have a code in place of his/her name and the school to protect him/ her. Participation remains voluntary. Participant has the right to withdraw from the study at any time without any penalty.

At the end of my study, I intend to share my findings with the participants at an arranged meeting. A written report will also be given to the Ministry of Education and Skills Development (MESD) for the possible implementation of the recommendations regarding promotion of psychosocial well-being. I will also publish the results in reputable journals in order that other interested people may learn from my research.

The expected date for the research in your school is estimated to start from 19th to 21st June, 2023.

For effective communication, the permission letter can be emailed to the email address provided below.

Mr Smith Othlaadising
PhD Student (Student number: 57361231).
University of South Africa (UNISA).
Email: **mamitto72@gmail.com**
Cell no: +26771806364.

APPENDIX D: EXAMPLE OF LETTER OF INFORMED CONSENT BY THE GUARDIAN

Date: _____

Dear Guardian

This letter of informed consent is directed to the guardian. **Read this consent form carefully before you decide to fill it in.** This consent letter may contain words that you do not understand, if so, please feel free to ask.

My name is Smith Otlaadisang. I am a student at the University of South Africa (UNISA). I hereby humbly ask you to give consent that your orphan could participate in my research by participating in individual interviews and focus group discussions related to the above stated topic. It is an ethical requirement for me to ask for your agreement before I can start the research. The research will take place under the supervision of Dr. H. Olivier (olivih@unisa.ac.za) with the ethical approval of the University of South Africa (UNISA). Reference for the Ethics Approval is: **2023/04/12/57361231/28/AM.** *My research topic is entitled: The role of self-efficacy in promoting psychosocial well-being of in-school adolescent orphans in Botswana.*

This study aims to explain the role of self-efficacy in promoting psychosocial well-being of the in-school adolescent orphans in selected senior secondary schools. The findings will be able to offer some understandings into how psychosocial well-being can be promoted in secondary schools.

Your orphan's participation in the study will involve both the individual interviews and focus group discussions. Each of the session is estimated to take 60 minutes. There will be no immediate and direct benefits for your orphan or yourself. However, your orphan's participation is likely to help me to get to the understanding of the role of self-efficacy in the promotion of psychosocial well-being of adolescent orphans in schools. There is no foreseeable risk to the participants in this study. However, should your orphan feel any emotional discomfort during or after the interview, he/she will be able to speak to a psychologist or a professional counsellor about this.

The information that I will collect from this research will be kept confidential. Any information about your orphan will have a code in place of his/her name and the school to protect him/ her. Participation remains voluntary. Your orphan has the right to withdraw from the study at any time without any penalty.

At the end of my study, I intend to share my findings with the participants at an arranged meeting. A written report will also be given to the Ministry of Education and Skills Development (MESD) for the possible implementation of the recommendations regarding promotion of psychosocial well-being. I will also publish the results in order that other interested people may learn from my research.

Mr Smith Otlaadisang
PhD Student & Researcher (Student number: 57361231).
University of South Africa (UNISA).
Email: mamitto72@gmail.com
Cell no: +26771806364.

PARENTAL CONSENT FOR PARTICIPATION OF MINOR'S IN THIS STUDY

(Return slip)

I, _____ (guardian's name), confirm that the person asking my consent to allow my orphan to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and my orphan is prepared to participate in the study. I understand that my participation is voluntary and that my orphan is free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that the participation of my child will be kept confidential unless otherwise specified.

Name of parent or guardian _____

Relationship to the orphan and designation _____

Signature of parent or guardian _____

Cell/ Phone number _____

Researcher's Name & Surname (please print) _____

Researcher's signature _____ Date _____

APPENDIX E: EXAMPLE OF LETTER OF ASSENT BY PARTICIPANTS

Dear: Prospective participant

Date: _____

Read this assent form carefully before you decide to fill it in. This assent form may contain words that you do not understand, if so please feel free to ask. My research title is: **The role of self-efficacy in promoting psychosocial well-being of in-school adolescent orphans in Botswana.**

I hereby humbly ask you to take part in my research by participating in face-to-face interviews and focus group discussions related to the above stated topic. I will also ask for your agreement before I can start the research. The research will take place under the supervision of Dr. H. Olivier (olivih@unisa.ac.za) with the ethical approval of the University of South Africa (UNISA). Reference for the Ethics Approval is: **2023/04/12/57361231/28/AM.**

The study aims to explain the role of self-efficacy in promoting psychosocial well-being of the in-school adolescent orphans in selected senior secondary schools. The findings will be able to offer some understandings into how psychosocial well-being can be promoted in secondary schools. I have thought it necessary to include you in the sample so that your perspectives and experiences could be heard regarding the role of self-efficacy in the promotion of psychosocial well-being of adolescent orphans in senior secondary schools.

Participation in this study is entirely voluntary and you are free to choose to participate. You may choose not to participate and you may withdraw your consent to participate at any time and you will not be penalized. If you accept to take part, this research will involve your participation in focus group discussions which will take about 60 minutes. You may indicate if you wish not to respond during focus group discussions. There will be no one else, except the researcher, to present during the focus group discussions. The study poses no foreseeable risk to the participants. However, should you feel any emotional discomfort during or after the discussions, you should speak to a psychologist or a professional counsellor about this. Your participation is likely to help with more information that can promote psychosocial well-being in senior secondary schools.

In order to protect your identity, only pseudo names (not real names) shall appear. Prior to signing this form, it is very important that you first talk to your parents or guardians of your intention to participate in this study so that you may be granted permission.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your guardian or another adult call me at a number indicated above. Do not sign the form until you have all your questions answered and understand what I would like you to do and why.

Mr Smith Othladiang
PhD student and Researcher
University of South Africa (UNISA).
Student number: 57361231.
Email: mamitto72@gmail.com / Cell no/ +26771806364.

-

WRITTEN ASSENT TEAR OFF SLIP: PARTICIPANTS

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

Learner's name (print): Learner's signature: Date:

Witness's name (print): Witness's signature Date:

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print): Parent/guardian's signature: Date:

Researcher's name (print): Researcher's signature: Date:

**APPENDIX F: CONFIDENTIALITY AGREEMENT FOR PARTICIPANTS IN THE
FOCUS GROUP DISCUSSION**

I _____ grant consent/assent that the information I share during the focus group may be used by Mr Smith Otladising for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant 's Name (Please print): _____

Participant Signature: _____

Researcher's Name: (Please print): _____

Researcher's Signature: _____

Date: _____

APPENDIX G: INTERVIEW SCHEDULE FOR THE PARTICIPANTS

1. BIOGRAPHICAL INFORMATION OF THE IN-SCHOOL ADOLESCENT ORPHAN

Full name:	Age: 15/16/17/18/ 19	Form: 5	Number in a family / homestead:	Guardian / Caregivers: Names:
Pseudonym: <i>AB-BC-CD-DE-EF-FG</i>				Contacts:
Gender: MALE	Residence: Day-scholar / Boarding			Email address:

2. PARTICIPANT'S UNDERSTANDING AND PERCEPTION OF SELF AND ORPHANHOOD.

a) Can you tell me about yourself and your family?	
b) Please tell me about any changes in your life that you may have experienced as a result of loss of your parent(s) due to death or any other cause?	
c) Do you find it helpful to share your feelings of loss? (Please elaborate).	

3. PARTICIPANT'S PERCEPTIONS AND UNDERSTANDING OF PSYCHOSOCIAL WELL-BEING.

a) Can you describe in your own words what your understanding of well-being is?	
b) Now that you have described well-being to me, how then can you describe psychosocial well-being / what is your description or definition of psychosocial well-being? (Probes)	
c) Please can you share with me what your psychosocial difficulties or challenges have been like as an orphan in a senior secondary school (Probes).	
d) As an orphan, how do you view your relationship with and the support from your peers, teachers in school, family members and other people in your home village?	

4. PARTICIPANT'S UNDERSTANDING OF SELF-EFFICACY AND ITS POTENTIAL ROLE IN THE PROMOTION OF PSYCHOSOCIAL WELL-BEING.

a) Please describe, in your own words, what your understanding of self-efficacy is / How do you define self-efficacy in your own words? (the concept will be clarified).	
b) As an orphan and in your own understanding, what characteristics make up self-efficacy? (Ask for clarification)	
c) Can you share how your level of self-efficacy has affected your life as an orphan in a school? (Ask for elaboration).	

d) In your own view, describe how self-efficacy can help promote psychosocial well-being of orphans in schools / How do you overcome psychosocial difficulties or challenges in school, as an orphan? (Elaborate / probes).	
---	--

APPENDIX H: FOCUS GROUP DISCUSSIONS SCHEDULE

I will ask one of the participants to pray.

Establishing rapport with the participants

- *I thank you all for coming to this group discussion.*
- *I am Smith Otladising, a PhD (Psychology) student at the University of South Africa (UNISA). In my last meeting with each of you, I explained to you that we were to meet so that you can talk to me about the role of self-efficacy in the promotion of psychosocial well-being of adolescent orphans in schools.*
- *Just to emphasize what I said in the assent letter, your name will be kept confidential.*
- *You are kindly asked to be honest in giving your views. Y*
- *You should not feel forced to say something you are uncomfortable with.*
- *If you wish to withdraw from the research, you are free to do so and you will not be penalized.*

Purpose of the focus group discussion

- *This focus group discussion seeks to elicit information from you that relates to the role of self-efficacy in promoting psychosocial well-being of adolescent orphans in schools.*
- *The information that you provide will help to promote psychosocial well-being of adolescent orphans in senior secondary schools.*

Duration of the focus group discussion

- *The discussions should take about 60 minutes.*
- *Are you available to talk at this time?*

a) Can you describe, in your own words, what your understanding of psychosocial well-being is? (Probes will follow).
b) In your own view, what characteristics make up psychosocial well-being? (Probes).
c) As orphans, what are your experiences of your psychosocial well-being in a senior secondary school / How do you perceive your psychosocial well-being to be like in relation to the support you receive from your school / In your own description what has been your psychosocial difficulties or challenges as orphans in school? (Probes).
d) How do you define self-efficacy, in your own words / what is your own description of self-efficacy? (clarity will be sought).
e) Describe in your own words the characteristics that make up self-efficacy / In your own words, what are the things that can improve your self-efficacy? (ask for elaborations).
f) As orphans, describe how self-efficacy can help improve your psychosocial well-being in school / Describe what role can self-efficacy play in promoting psychosocial well-being in your school? (Probes will follow).
g) Lastly, do you as orphans have any thoughts or experiences that you would like to share?

APPENDIX I: EXTRACTS OF MY REFLECTIVE JOURNAL

On the day I received ethics approval from UNISA / College of Education Ethics Review Committee, I was exceedingly excited and started overthinking and preparing for data collection. I was anxious until the last day of my data collection. I was anxious because I wondered whether the schools would grant me permission. I also wondered whether all the participants will be excited to partake of the study and what if parents refuse to give consent. The thing that got me more worried was the vastness of the two districts regarding travelling and lodging costs to reach out to the guardians for consent I had thoughts and questions around the possible reactions from the schools' teachers because I worked as senior teacher (Guidance & Counselling) and Head of Department (Pastoral Care). Indeed, I observed that the reception was tense and thought to myself that perhaps they were uncomfortable with me conducting research in their schools because they know me as a teacher who advocate for the welfare of students in schools (17 April, 2023)

On a particular day, I interviewed this young girl who shared how her uncle sexually molested her in the absence of her aunt. She narrated how the case is dragging before the other family uncles. I could sense that she desperately needed my immediate assistance, which I could not offer. There were some emotional transference and countertransference. My tears went uncontrollably as I reminiscent on the incident in the same school where I previously worked and I reported one male teacher to the Ministry officials for indulging with school schools and he was dismissed from work (13 June, 2023).

On a certain day when I conducted focus group discussion, I observed dominance of girls over boys. Even among the girls, there were some who were outspoken and free to share personal information whilst other girls were reluctant. I proceeded to assure and invite all of them to participate feely and I also made a comment about skewed participation. They all expressed there was nothing wrong with their silence or limited participation. However, I felt that they were perhaps uncomfortable to open up and share and they also did not trust others (15 June, 2023).

On this other day, I walked across the school towards the interview room and I found this male teacher administering corporal punishment in an open space to some students. On my way to room I stopped and I asked one student why they were being beaten and she said: "because we are late from the restrooms and we were said to be making noise". I later learnt that it was Senior Teacher (Guidance & Counselling) who administered the punishment. I got hurt and began to imagine orphans being subjected to such a physical abuse. I asked myself, how are orphans coping here? I immediately concluded that both physical and emotional abuse were rampant in the school considering that even the most trusted custodian of students administers corporal punishment. I even

thought that perhaps there is a lot happening in public schools that interferes with psychosocial well-being of student community (20 June, 2023).

On this other particular day, I got worried by this girl who did not show up for the scheduled interview despite guardian's consent and her assent as well. My feelings were that perhaps she did not want to share her personal experiences as it might scratch the healing emotions or perhaps she does not believe in her personal capacity to face reality (21 June, 2023).

As I started engaging and analyzing data, I remembered orphans' incapacitating and daunting encounters during my years as a teacher. Many anger and experiences resurfaced immediately as I listened to audio where one participant narrated how she has been victimized and threatened by this male teacher who even denied her to feed from the school feeding hall. So, I began to think a lot about negative labels and discrimination and corporal punishment administered on orphans in public schools. I asked rhetorically, would not this cause emotional harm and trauma to the orphans? What about their well-being, generally? What if their self-efficacy is low, will they be able to cope? (14 July, 2023).

APPENDIX J: EXAMPLES OF SEMI-STRUCTURED INTERVIEWS AND FOCUS

GROUP DISCUSSION TRANSCRIPTIONS

THE PRIMARY RESEARCH QUESTION:

What role can self-efficacy play in promoting psychosocial well-being of the in-school adolescent orphans in selected secondary schools in Botswana?

QUESTION 1

Can you tell me about yourself and your family?

(School A-Males)

	Transcripts
A	<i>After my mother passed away, I was disturbed in my studies, but I still managed to do well.</i>
B	<i>I live well with my family. Sometimes it's painful and hard for me because when I'm with my peers they would talk about their fathers, this makes me uncomfortable. I think I have moved on from losing my parent since I'm happy living with my family.</i>
C	<i>At home everything is ok, they are taking care of me. They provide me with everything that I need.</i>
D	<i>Most of the times I live with my grandmother. The main issue is poverty at home. My uncles work and live far from home. Hence my grandmother and I depend on the food coupon from the government. But right now I have been cutoff because I have turned 18 years. I haven't seen my biological father in a long time, but when I was in primary school his girlfriend used to take care of me but she then stopped.</i>
E	<i>I have accepted that I don't have parents and I must work hard for a better future. I have lost my mother, and my father is an absent father.</i>
F	<i>Honestly, I don't know what is going on with my family because my family members are always arguing and having misunderstanding. I don't like the environment because not a day passes when they don't argue and shout at each other over small issues. When confronted my uncle he mentioned that one of the issues that causes conflicts in the family is inheritance. My elder sister does not want me to visit my maternal aunt at [REDACTED] I only have one sibling who is my elder sister. And when in asked her why she doesn't want me to visit our aunt she told me that she is the one who knows what happened to my mother's inheritance. My sister gets angry, and she does not treat me like her brother every time I visit my aunt. I really do not know what to do anymore because I don't understand whether it's because my thinking capacity is still not mature hence, I don't understand some things. We are hardly happy at home. We will seem to be okay with each other until something happens and then misunderstandings will arise. I often think that maybe if my mother was still alive, I would not have to deal with all this. Because maybe I will be staying with her, just the 2 of us, away from all the family members. My father long told me when I was doing form 3 that I will go to him. But every time I talk to him, he will say that the problem is money. My father always gives me false promises that he will send me money so that I can visit him, which he never does.</i>

QUESTION 1

Can you tell me about yourself and your family?

(School A-Females)

	Transcripts

H	<i>I started staying with my mother's sister after she passed away. Her family has been taking care of me and they are responsible for me, they also support me. The way they take care of me, it doesn't make me miss my mother.</i>
I	<i>being an orphan stresses me a lot and it makes me lose concentration I class some times</i>
J	<i>we are five (5) in our family, my elder sister and 3 younger sisters. I don't like being an orphan because it is hurtful since our mother passed away when we least expected it. In do not like being called an orphan and I don't want people to know that I am one.</i>
K	<i>I love school and take schoolwork very seriously. I'm shy and I don't appreciate being provoked because I am short tempered. At home I stay with my maternal grandmother and my younger sibling. All three of us are happy.</i>
L	<i>I was in primary when my father passed away in 2014 and I went to live with my grandparents and they raised me like their own. They have been taking care of me and giving everything I needed until now. And this January my mother passed away, but still the way my grandparents treat me hasn't changed and they don't want me to feel like an orphan.</i>
M	<i>I was still in standard 2 when my mother passed away and I moved to my aunt's place because my father spends most of his time at the cattle post. My father and I are not close, and I don't share my feelings with him. I then decide to bottle things up.</i>

QUESTION 1

Can you tell me about yourself and your family?

(School B-Males)

Transcripts	
AB	<i>My mother passed away in my presence. I cried a lot when she passed away but during the funeral I didn't cry because I had accepted that she passed my elder brother helped me cope with her passing. During my Junior Certificate Examinations my mother's death motivated me to work hard so that I can be able to come to a senior school since all my older siblings haven't made it here. And I ant work hard so that I can make our family proud.</i>
BC	<i>My family always stand up for me, like right now as a boarding student every time I call them requesting to be bought somethings, they would always make sure that they provide. About myself, there is not much I can say about myself.</i>
CD	<i>My family always treat me well, when I need things they buy for me and would go around seeking for assistance so that they can help me. And then me in return I want to focus and take my studies seriously so that I can be able to take care of my siblings at home.</i>
DE	<i>My mother passed away in 2009 and I have been living with my grandmother since then. She raised me up until she passed away in 2014 when I was doing standard 5. From there my uncle took over and raised me properly and well. In 2020 he took transfer, and I chose to remain behind in boarding.</i>

QUESTION 1

Can you tell me about yourself and your family?

(School B-Females)

Transcripts	
HI	<i>My mother died in 2013, she was involved in a car accident. Ever since then my grandmother has been taking care of me and my sister. I have 2 sisters. Our first born works in [REDACTED] Since the passing of my mother, we have had issues with our family members but sometimes we tell them or we and verbally abusing us, that's why my sister took transfer after she completed standard 7 to go stay with our aunt in [REDACTED] After left I had to cope with the abuse, and I survived.</i>
IJ	<i>A lot of things changed ever since I lost my mother. I have lost interest in a lot of things ever since. My mother was the only person I relied on for advice and support. I keep most things to myself and I'm independent in most cases because my guardian is not there for me.</i>
JK	<i>The passing of my mother made me depressed, after her passing their conflicts between my mother's elder sister and my stepfather. These conflicts were triggered by money. Last year my mother's younger sister</i>

	<i>took me to [REDACTED] and my mother's elder sister who stays in [REDACTED] bought children in the house clothes including my sisters, but she didn't buy me anything. And she made comments that she will never buy me clothes. So, this issue stress me, when I am in the hostel and I always cry and think about my mother. My mother used to take care of me and always brought me food and toiletry in the hostel but now I lack because there is no one to do that for me. I am talkative but when I have a problem I bottled up and just keep everything to myself. And I normally just lock myself in the room and cry. My cousin who schools in Matsha is the only one who understands me.</i>
KL	<i>I am from [REDACTED], my mother died in 2021 when I was doing form 3. She died in April and I was a boarding student by then. I had a strong bond with my mother than anyone in the family, so losing my mother wasn't easy because I had to start a new bond with other family members. She had a younger sister, and she treats me like her sister as well, she is also open to me and she was loving. And I think by that she was the only one who provided me with the support I needed. After that I have a brother and 2 sisters, but they don't stay at home. My brother stays in [REDACTED], and my other sisters are working in [REDACTED]. I have a young sister who is doing standard 5.</i>
LM	<i>My mother comes from Middlepits, my biological father died when I was 2 years then my mother got married in [REDACTED]. I was raised by my stepfather who died when I was doing form 3, shortly after my mother died. I live in an extended family. Most of the times I stay with my grandmother who is 90 years. Ever since I lost my parents, my family members are not supportive, everyone is just living their own lives. They never call or come and check up on us. When I was doing form 3, I fell pregnant and my elder brother disowned me. I am a teen mother and I stay with my sister, but she spends most of her time in [REDACTED] as she attends school there. During school vacations I stay at Werda unless I go home in [REDACTED]</i>

QUESTION 2

Please tell me about any changes in your life that you may have experienced as a result of loss of your parent due to death or any other cause.?

(School A-Males)

Transcripts	
A	<i>Yes, it is helpful to talk about losing my mother because I will be able to concentrate on my studies as teachers counsel me.</i>
B	<i>I think it is helpful to talk about my loss because I can express myself and talk about my feelings. When I express my feelings, I have satisfaction. Talking about my loss also helps me to accept that I lost my father.</i>
C	<i>Ever since my mother passed away, I started isolating myself from people and wanted to be alone.</i>
D	<i>since my mother passed away, I'm emotional stressed. Losing someone close to you is stressful because sometimes you can't concentrate well.</i>
E	<i>My mother used to buy me everything I needed but since her passing I struggle to get basic supplies that in need to sustain myself. Every time I hear people calling or talking about their mothers I get hurt.</i>
F	<i>After my mother passed away at first, I was treated okay and taken care of properly. But things changed when I went to junior school until now. For example, ever since I came here beginning of the school term they haven't called to check on me and how I'm doing. But my cousin completed form 5 last year and she has numbers of most teachers in school. When I tell my family that I don't have toiletry food they always say that they have money. I'm used to this treatment because even when the school holidays approach and I tell them I need transport money back home they would say they don't have money. I will then ask from my sister, and she will say she doesn't have money, but she always makes sure that she sends it. My grandmother's words hurt me so much that even when I need something I can't tell them because I know it will raise unnecessary issues.</i>

QUESTION 2

Please tell me about any changes in your life that you may have experienced as a result of loss of your parent due to death or any other cause.?

(School A-Females)

Transcripts	
H	<i>Skipped / missed</i>
I	<i>my mother passed away when I was still little. Growing up I didn't have any challenges of missing her. But as I got older it then started affecting me. The only thing that I need in my life is mother's love. My current family gives me love even though it does not fill the gap of losing my mother.</i>
J	<i>Ever since I lost my mother I don't have sympathy for others, even when someone is in pain I don't take it seriously. There is a lot of pain in my heart, it stresses me a lot and I am not, and I am very emotional and easily cry for example even when a teacher talks about certain topics like death. I often lose concentration in class. Staying with my aunt doesn't feel right because I was used to staying with our mother. My aunt has lots of children so it is difficult to take care of my younger siblings because it would look like we are discriminating. Our 5-year-old sister often asks hurting questions like where our mother misses her our and when she is coming. Our aunt often tells us to call her our mother, but she does not treat us equally and he does not take care of us equally.</i>
K	<i>My mother passed away when I was little so, and I don't have experience of not living with her.</i>
L	<i>After losing both my parents, there are people in the community who would say negative things about me being an orphan. Since my father died my mother has been unemployed and she was addicted to alcohol and people in the family from my father's family will make unpleasant remarks about it.</i>
M	<i>It is helpful to talk about losing my mother because it relieves me, and I don't feel the burden.</i>

QUESTION 2

Please tell me about any changes in your life that you may have experienced as a result of loss of your parent due to death or any other cause.?

(School B-Males)

Transcripts	
AB	<i>Before I lost my mother, I was healthy but now I am prone to diseases and am always sick.</i>
BC	<i>My mother long passed when I was still doing standard 2 so I didn't have much connection with her since I was very young.</i>
CD	<i>I have not experienced any changes since the passing of my mother. I was still young and since she passed away, I was raised by my aunt.</i>
DE	<i>If I remember very well when my mother died, we stayed in Gaborone, and I was almost spoiled. That's when I moved to stay with my grandmother where I was exposed to traditional live and academically, I did not care about school. After the passing of my grandmother, moving in with my uncle taught me to take my schoolwork serious. And I learnt to do basic skills on how to take care of myself and focus more on my schoolwork and I started performing well. I then came to a boarding school in order to improve my social and interacting skills. I lost interest in school after losing my mother because it suddenly felt like everything was irrelevant. When I first moved into boarding, I learnt that I should interact with others, I used to share my feelings with my friend.</i>

QUESTION 2

Please tell me about any changes in your life that you may have experienced as a result of loss of your parent due to death or any other cause.?

(School B-Females)

Transcripts	
HI	<i>Life is not fun like when my mother was alive. She used to reward us when we passed at school, she will either take us shopping or buy us whatever we want, and we would be happy together as a family. But nowadays there is none who does these things for us. My father does not talk to us since our mother passed, he has disconnected from us. I find it helpful to talk about my loss, but I don't trust my family members except for a few of my cousins and my sister. Sometimes when I express my feelings to my grandmother, she would twist it and say I am disrespecting her. Even when I try to confide in my cousin she would go and tell my grandmother even though I would ask her not to tell them.</i>
IJ	<i>I have changed after my mother passed. My mother was very helpful with schoolwork and after she passed away the was no one to fill her stop hence I lost interest in studying and on ly do it when I want.</i>
JK	<i>Ever since my mother passed away, I am not getting enough money to sustain myself in the hostel. When I am out of toiletries my family hardly provides for me and they never come and check up on me.</i>
KL	<i>At home I don't have confidence when I don't feel good ever since my mother passed away, I feel that my family members no longer want anything with me and it is not easy for me to ask for assistance when I run short of supplies; considering how education. I am not open to them because sometimes it's hard and I don't want to trouble them even though they feel they are the only one who can give me anything, but I don't feel free to them about some things. After my mother died, everything changed. At home we stayed with far from relatives before she passed, that's why we had a close bond with our mother, then other relatives. So, after she passed away it was hard for me because I had a different perception of how my relatives were. And I also wanted to be alone most times because, I felt like they were not going to treat me the same way my like my mother did. And after that my younger sister's behavior changed because after the passing of our mother, she then lost her father. And then everything changed as we were forced to separate. Her paternal relatives wanted her so that they could be able to take care of her. So, I was forced to stay with my maternal relatives, and this was difficult for me to handle because I wasn't used to being apart with my sisters.</i>
LM	<i>Ever since my parents passed away there is a huge difference and I struggle to find emotional support. I struggle to find someone to talk, and I find it difficult to accept that I'm an orphan. Sometimes I feel like there is gap in my heart that needs to be closed and ever since my parents passed away, I just feel like I'm all alone and there is no-one by my side. I feel unloved and since they passed, I fell unwanted. When they were still alive, I felt like in had everything but now I feel like I am all alone.</i>

QUESTION 3

Do you find it helpful to share your feelings of loss?

(School A-Males)

Transcripts	
A	<i>Yes, it is helpful to talk about losing my mother because I will b e able to concentrate on my studies as teachers counsel me.</i>
B	<i>I think it is helpful to talk about my loss because I can express myself and talk about my feelings. When I express my feelings, I have satisfaction. Talking about my loss also helps me to accept that I lost my father.</i>

C	<i>It is helpful to talk about my loss, and I haven't shared with anyone. It is hard for me to talk about losing my mother. It is difficult for me to talk about my mother, but I have accepted losing her.</i>
D	<i>I find it very helpful to talk to other people about losing my mother. I always tell people that being an orphan is one's mistake but take it as part of life where we can't avoid somethings.</i>
E	<i>I find it helpful to talk about losing my mother because people encourage me and support me thus reducing the distress that I often find myself in.</i>
F	<i>Sharing my feelings of loss with other family members is useless because they don't take me seriously. Except for when I talk to my aunt, the one I mentioned that I like to visit. She takes my concerns serious, and when I tell her that I need some items she always buys for me.</i>

(School A-Females)

Transcripts	
H	<i>I find it helpful to share my feelings of loss because it helps me deal with my mother's passing.</i>
I	<i>talking about losing my mother is helpful because some people comfort me and counsel me, though after some times the pain comes back again.</i>
J	<i>I am an open person and I have one friend at the hostel and I always talk to her about the tragedy that befell my mother. But mostly I don't show them I am hurt and I encourage them to love their mothers while they are still alive.</i>
K	<i>Sometimes when some students tell me that their parents had come to check on them, talking about their parents had come to check up on them, talking about their mothers. I don't feel good. I feel sad that my mother is late. Talking about the loss of my mother is helpful because then they can help soothe my emotions. I normally talk to my grandmother.</i>
L	<i>I find it helpful to share my feelings with my closest friend Sedi who is also an orphan because I think she understands my pain.</i>
M	<i>It is helpful to talk about losing my mother because it relieves me, and I don't feel the burden.</i>

(School B-Males)

Transcripts	
AB	<i>It is helpful to talk about losing my mother because it lifts the burden from my heart, and I will feel lighter as I often tend to relive the emotions that in have went through.</i>
BC	<i>Talking about losing my mother is helpful, there was some students in school who said painful and harsh things to me and I went to my guidance and counselling teacher who counselled me and I felt better after. One student in class once attended a lesson without his book and our teacher called him useless, I then called him useless as well. That's when he started saying harsh things about me being an orphan.</i>
CD	<i>I don't find it helpful to talk about loss of my mother because it's all in the past and I've forgotten about it.</i>
DE	<i>I find it helpful to share my feelings of loss. When I open up and talk about my mother with my friend it felt good and lighter and had hope that I can start my life afresh and live well without my mother.</i>

(School B-Females)

Transcripts	
HI	Skipped/ missed
IJ	<i>I find it helpful to talk about losing my mother because sometimes I can think about her when I'm hurt because I would remember the times she was there for me through similar situations. I also keep all the hurt to myself because I no one can help me.</i>

JK	<i>I find it helpful to talk about losing my mother because I might find help with toiletries in school. And I can get support and receive counselling. And they encourage me to always open when I have problems (my guidance and counselling teachers).</i>
KL	<i>I find it helpful to talk about losing my mother because sometimes I feel like sharing my troubles with others relieves me from being stressed. Sharing with others gives you the chance to tell people your true feelings and it hinders you from having negative thoughts. And sharing with other people gives you the chance to receive advice on how you can cope with the situation.</i>
LM	<i>I find it difficult to share my feelings, so mostly I just keep everything to myself. I bottle up things even though I would be hurt.</i>

QUESTION 4

Can you describe in your own words what your understanding of well-being is?

(School A-Males)

Transcripts	
A	<i>Wellbeing is being normal like people with parents.</i>
B	<i>Well-being refers to how you emotionally feel.</i>
C	<i>Well-being refers to how a person lives, whether his/her life is good, or he/she is suffering. It is about improving the life of someone.</i>
D	Skipped / missed
E	<i>I think well-being refers to how a person is and how he/she tackle challenges they may face.</i>
F	Skipped / missed

(School A-Females)

Transcripts	
H	<i>I think well-being is all about anything that can clean up your mind and mental health.</i>
I	<i>I think well-being is how a person behaves when he is with other people.</i>
J	<i>I think well-being refers to living a good life with less stress and less problems.</i>
K	Skipped / missed
L	<i>Well- being ;I understand well-being as how someone is being treated ,whether they are treated good or bad or whether they are discriminated or not .</i>
M	<i>Well-being means how your minds works and how you handle emotions and abuse that happens in life. As an orphan one is prone to things like abuse. When I was doing form 3, I was staying with my uncle and his wife. It was on a Sunday and his wife had gone to work, it was just me and him. He then came into my room and started to sexually abuse me.</i>

(School B-Males)

Transcripts	
AB	<i>Well-being is the way you live or the status or standard of how you live.</i>
BC	<i>Well-being means being comfortable in a society with no obstacles that make you lose self-confidence and self-esteem.</i>
CD	Skipped / missed
DE	<i>Well-being is how a person lives and monitors his or her mind on how to react to certain situations.</i>

(School B-Females)

Transcripts	
HI	<i>Well-being is how a person lives and feels.</i>
IJ	<i>Well-being refers to how one lives whether it is good or bad, and how it affects your life either negatively or positively. My life can be affected if my guardians love me like my mother did and I would achieve my goals and be able to change my attitude towards life.</i>
JK	<i>Well-being refers to feeling open to share your problems, so that you can be helped.</i>
KL	<i>Well-being means living in an environment that is healthy and living with people who you well and living in harmony with them.</i>
LM	<i>I will describe well-being as the state of being emotionally and socially fit.</i>

QUESTION 5

**Now that you have described well-being to me, how then can you describe psychosocial well-being/ what is your description or definition of psychosocial well-being?
(School A-Males)**

Transcripts	
A	<i>Skipped / missed</i>
B	<i>Psychosocial well-being refers to how you feel when you're with people and how you interact with them. When you interact with people you may feel accepted and like you belong with them. And it feels good because there would be people who appreciate your existence. So far I have not experienced any challenges in school.</i>
C	<i>Well-being is about me believing in myself that I can do it, even living in a difficult times and hard situations. I will be able to report to someone if I'm not treated well at home.</i>
D	<i>Psychosocial well-being is whereby one reduces emotional distress by not letting situations overcome you.</i>
E	<i>Skipped / missed</i>
F	<i>According to my understanding I think psychosocial well-being refers to having the ability to live well with others with no conflicts. Meaning that people work together to improve their lives with no arguments and insults.</i>

(School A-Females)

Transcripts	
H	<i>Psychosocial well-being refers to ways that can help to improve your way of life and how to deal with mental distress.</i>
I	<i>as an orphan I think the pain of losing my mother will never go away. Psychosocial well-being is how a person perceive him/herself when around other people. It is the reduction of stress in someone's life. Stress can be reduced by counselling. Stress in an orphan from my own experience, when I see a child with a mother, I wonder how it would be like to also have my mother to share my issues.</i>
J	<i>Skipped / missed</i>
K	<i>Skipped / missed</i>
L	<i>According to my own understanding psychosocial well-being refers to how someone is mentally , emotionally and physically treated . Emotionally treated I mean whether someone's emotions are not hurt.</i>
M	<i>Skipped / missed</i>

(School B-Males)

Transcripts	
AB	<i>Psychosocial well-being is the way you think or understand something. The way you perceive things either negative or positive.</i>
BC	<i>Psychosocial well-being means being treated fairly by everyone in the society, living a happy life like other children. And receiving empathy from then society and is not being discriminated because you are an orphan.</i>
CD	<i>Psychosocial wellbeing is about interactions we have with friends, parents, teachers, and school mates and how they treat us</i>
DE	<i>Psychosocial wellbeing; in 2009 after my mother passed, I didn't know anything about death hence I didn't show any emotions as i thought my mother was just sleeping and she will eventually wake up. But in 2016 when my grandmother passed away, I was broken, and I cried a lot because I wondered why people around me were dying. And it also opened wounds about losing my mother. When I was in standard 7 we went on a boot camp where we received counselling and got to accept death that all of us are eventually going to die. I recently lost my cousin, and though I was deeply hurt I did not cry.</i>

(School B-Females)

Transcripts	
HI	<i>Psychosocial well – being I would it as how you feel and interact socially or the feeling you get from the community, as in like how the community treat you as an or if they label or discriminate you as an orphan.</i>
IJ	<i>Skipped / missed</i>
JK	<i>Psychosocial well-being refers to being able to share what is in your mind, for example sharing your feelings when you miss your late parent or when you are suicidal, so that you can receive counselling and encouragement from other people. I am always stressed because I want to finish school, so that I can take my younger siblings and live with them. And I always encourage my sister to take her schoolwork serious and work hard.</i>
KL	<i>Psychosocial well-being is living in an environment that you are free, accepted and you can get assistance. Living in an environment that doesn't have discrimination and that doesn't violate other people's rights. I haven't been experienced discrimination, just labelling, being called names. And when it comes to our right, the society feels like we are still young to defend ourselves and stand up for our rights</i>
LM	<i>Psychosocial well-being is how an individual reacts to different situations like emotional stress (how you deal with it)</i>

QUESTION 6

Can you share with me what your psychosocial difficulties or challenges have been like as an orphan in a senior secondary school?

(School A-Males)

Transcripts	
A	<i>Coming to school without school uniform, not having money for transport to school. Students would all be wearing school uniform and I would not, and it makes me feel embarrassed and not able to face my peers.</i>
B	<i>Skipped / missed</i>
C	<i>For me there haven't been any issues or problems about being an orphan. My life has been ok. Most people do not know that I'm an orphan hence why I think I haven't had any problems. I think that if people knew that I'm an orphan maybe I will have issues because maybe some of them will tease me about its so, I don't feel comfortable to share it with people in school that I lost my mother.</i>
D	<i>the challenge that I have is that I enjoy my personal space and my grandmother raised me up in the ways of the lord. And sometimes when I am with other students, I get bored because I'm used to</i>

	<i>being alone. The challenge I have in school as an orphan is that sometimes I will need something like school shoes. I will then have to hustle for money to buy. For example, I play keyboard, so most of the times I charge people a certain amount so that I can be able to support myself.</i>
E	<i>The psychosocial challenges that I face are not being able to get what other students have, I haven't fully recovered from losing my mother. And sometimes during lessons I lose concentration and then daydream about her.</i>
F	<i>I have not experienced any psychosocial difficulties or challenges. The reason why I say this is because school is the only place, I find happiness unlike when I'm at home where it is stressful.</i>

(School A-Females)

Transcripts	
H	<i>It was a challenge to me after losing my mother. It was not easy for me to stop thinking about her because when we are chatting with other students, they would mention their mothers and I will be hurt and uncomfortable as I will also wish my mother was still alive.</i>
I	<i>Most times students would talk about their mothers and what they do for them, and it makes me miss my mother.</i>
J	<i>I think it is getting attention from your family but now I am away but they do not check me and also getting support, but they give me that. I feel my family should be more interested in how I am doing, and they never check how I am even though they know what I went through. I have anxiety because I'm always wondering if I will make it to tertiary and ever find a job and take care of my siblings. The most thing that I am focusing all my energy on schoolwork.</i>
K	<i>Sometimes when I am in school and I want something but at that time my grandmother would say she doesn't have money, that would be a problem to me. Sometimes other students would call their parents requesting them to buy some items for them and they would do so. And then when I call home and request for the same thing my grandmother would say there is no money.</i>
L	<i>Some of my peers encourage me not to think about me being an orphan and they encourage me to have a positive outlook on life.</i>
M	<i>My father has a different woman in his life, and he is concentrating on his father excluding me. When I am with him, I feel like a stranger and that I don't belong with them.</i>

(School B-Males)

Transcripts	
AB	<i>When my family members take long time to visit me in the hostel I get hurt and wish that my mother was still alive. And I often feel lonely.</i>
BC	<i>The psychosocial difficulty that I face in school as an orphan is that during report collection and meetings in school there is no one who comes to represent me</i>
CD	<i>I don't have any psychosocial challenges that I come across as an orphan in school because I am always like other students, I am always happy, interacting with them and then ask for academic assistance from both teachers and students and I am also free.</i>
DE	<i>Psychosocial difficulties that I've experienced is that it is difficult to make friends and often when they talk about their mothers it's hard and sometimes I lose focus and concentration in school work and this can affect academically performance. And one would isolate himself from other people and this can make someone to think about taking their lives (suicide). It's hard for me to make friends and sometimes I feel jealous and envy them because they have parents, hence they are exposed to good things that I can't experience. The other issue is that I need one true friend whom I can trust and be able to confide in. I remember one time I was beaten so bad and felt that if my mother was alive, I wouldn't have experienced that. We have a hunting rifle at home, and I once thought of using to take my life but then I thought hard and wondered what the future had for me and abandoned the thought of suicide.</i>

(School B-Females)

Transcripts	
HI	<i>Most students don't know that I am an orphan and I interact well with other students hence I haven't experienced any psychosocial difficulties in school.</i>
IJ	<i>It has affected my school performance, because I to have potential but these days I seem to lose interest in school. Sometimes I wonder if I could just give up on school altogether and find something to do that can help improve my life since I have lost interest in school. There are times I would think of just leaving school altogether because I can spend over a week without coming to school.</i>
JK	<i>I often think of my mother when I am at the hostel, and I would get emotional and cry. When other students ask me what's wrong, I will start arguments with the. Ever since I lost my mother other students started stealing my things at the hostel, for example last week money amounting to P150, shoes and food were stolen from me.</i>
KL	<i>I haven't had any challenges in school, I only have challenges at home because like a said the only person who supports me is my younger maternal aunt. My other relatives are just looking at themselves. And my aunt also has her own kids to take care of, which makes it hard for her to always help me. And this is difficult on me because am a boarding student, this issue on it's own doesn't make me feel good because I feel like I am only loved by one family member while the rest don't love me. The reason why I say this is because I always ask some of my relatives because I know they are capable of helping. For example, I have an uncle who works in Tsabong, whom I would ask him to buy me some things and he would tell me doesn't have money but I would know that he always has some set aside. And some times when I need some supplies in school to use in my curriculum, they would refer me to my aunt that I mentioned earlier on that she is the only one who loves me.</i>
LM	<i>The psychosocial difficulties I face in school include when there are meetings in school or there is report collection, I would be hurt as I don't have anyone to come and represent me as my parent. and also, when parents come to see their children in the hostel I will also be hurt. When my peers in school talk about their parents, I will have nothing to say since I don t have parents.</i>

QUESTION 7

As an orphan how do you view your relation with your peers, teachers, family members and other people in your home village?

(School A-Males)

Transcripts	
A	<i>My peers give me support and advise me to have self-confidence, so that I can be able to face challenges and everyone. Sometimes when I don't have money my peers lend me hence, I will be able to go home during school holidays. My teachers encourage me to do well in my studies, so that I can have a bright future. Even at home they treat me well and they encourage me to do well in my studies.</i>
B	<i>My peers are supportive because sometimes they can counsel me, most of the times we chat and that cheers me up. My teachers support me because they often encourage me to be determined on my education. And they give us life lessons in a form of stories that will be directed to all students in c lass. I never question my family about my father because I feel like I will trigger pain to my mother about losing my father. My family is supportive.</i>
C	<i>My peers don't know that I'm an orphan. Some of my teacher know that I'm an orphan and they treat me well. Every time they talk to me, they choose their words correctly so that they don't end up hurting me. They treat me the way they great other students. My family members understand the situation I am in and they don't talk about my mother's life or anything about her. They also choose words when they talk to me.</i>
D	<i>In school there are people who are supportive and those who can expose someone. Mostly when I have problems, I seek advice from teachers. I hardly share my issues with my peers because I fear that they will expose my problems. Most of the teachers are supportive and offer certain help. I spend, most of my time with my grandmother but some family members help where they can.</i>

E	<i>There are few of my peers who know my situation and appreciate them because they always advise me and support me. My teachers do not know that I am an orphan. My family try to support me where they can, and they always make sure that they buy me whatever I need for school. Even the community that I come from is supportive and they always encourage me to work hard in school to improve life at home.</i>
F	<i>There are some students whom I relate well with, and they understand the situation that I am in as an orphan. And then there some students who I thought we were okay until recently like my dorm mates who often say hurtful things to me when I make mistakes. There words will so hurtful that I will regret making a mistake. And there is my other dorm who is also my classmate, and we relate ok and she treats me well because she knows my situation. Some of my teachers understand like my class teacher, she helps me sometimes and she told me that whenever I need something I should tell her. I don't understand my relationship with my neighbors because sometimes they treat me well and some days, they don't talk to me. My cousin and I are treated differently. and they can buy him somethings while they don't buy for me.</i>

(School A-Females)

Transcripts	
H	<i>My relationship with my peers is ok because when I'm with them they don't discriminate me or treat me badly. I never share anything with my teachers because I don't feel comfortable sharing my issues with them. Back at home everything is fine, and I relate well with them.</i>
I	<i>sometimes when my peers see me sad, they comfort me and then I would not feel sad and lonely. My teachers are also supportive. Even my family members are very supportive.</i>
J	<i>Some of my peers treat me well but others mock me. There are some who make fun of me because I am an orphan and others comfort me when I min an emotional state and encourage me to work hard in school. Boys are the one who like mocking me like last time I got an award for performing well in one of my subjects. And they teased me that they wonder who will be proud of me since my mother is dead. All my teachers treat me well and I can talk to them when I have problems. I am not close to my elder sister because she moved from home. I am closer to my younger sisters. I am also not open with my aunt, I fear her. I can't freely ask her for anything. Even when I need toiletry, she doesn't support me and then I would call my father. Being focused on what you want to do, eg focusing on school.</i>
K	<i>My relationship with my peers in school is good. Most of my peers never talk about orphans so the relationship between us is good because they never mention anything about parents who passed away. When one tells them he/she is an orphan, they don't make fun of you or discriminate you. Because you lost your mother. They treat you the same way they treat someone who has parents. My family members often say provoking things especially our neighbors, who most of the times make remarks that every time after we get food rations, we never give her, and continues to say the food bought will finish. And that always hurt me the way she says it.</i>
L	<i>They encourage me to have a bright path and to avoid thinking too much about my parents because they are never coming back. (My peers encourage me look at life positively. Some of my teachers do not know that that I am an orphan, but sometimes when they teach and there are topics that involves orphanhood, they would teach us that being an orphan is not the end of the world and one should focused and proud of themselves. My family members are also supportive and those who are also orphans often encourage me that I should focus and stop thinking too much about being an orphan.</i>
M	<i>I don't like sharing my problems with my peers hence they know little about me. I don't have any relationship with my teachers. my cousin often encourages me to work hard in my studies so that I can have a brighter future. Elders in our neighborhood also encourage me to work hard at school and get good grades.</i>

(School B-Males)

Transcripts	
AB	<i>Some of my peers often say that they wonder if they would be able to cope with the passing of their parents the way I did, and this motivates me. My teachers are supportive, and they encourage us and teach us how to cope with loss and pain. My family are supportive, and they always encourage me to respect my guardian and take her as my mother. There are people in the community who used to gossip about my mother's death but now I have accepted that people will always talk whether negative or positive.</i>
BC	<i>There are some of my classmates and my friends whom we relate to well and they support me and then there are some who I don't relate well with. When we started form 4 I was bullied because I didn't have school shoes. Other students during lunch breaks when I don't have money, they would buy for me at the school tuck-shop. My teachers are supportive, for example my class teacher often lends me her phone when I need to call back home. My family members who I live with at home treat me well, when I ask for monetary support, they always help me and if they don't have money, they tell me. Most of my community members don't know that I am an orphan except for my neighbors, and the few that know they treat me well.</i>
CD	<i>My peers treat me well and take me as their own. My relatives love me and treat me well. My teachers treat me well as well as people from my community. When I say they treat me well it's because they never discriminate me, but they encourage me to perform well. My relatives show me love by providing me with all I need.</i>
DE	<i>I think my peers are supportive and they care about me, especially my best friend whom I can confide in him. And mostly when I was with him, I would forget about my mother. And then in school there are teachers whom their teaching methods are funny and interesting, and they would motivate us unknowingly and that would make an individual to be serious about their schoolwork. At home I realized that my family care about me and them punishing me is a way of shaping my life and making sure that I don't derail. My community is also supportive because they often make donations to orphans. And even the social worker is supportive, and I go to him whenever I have challenges and she would help and give me advice.</i>

(School B-Females)

Transcripts	
HI	<i>I relate well with my peers and sometimes when I don't have something in school and my grandmother says she doesn't have money I often borrow toiletries from my friends and then return them when my grandmother sends me money. I also love interacting and opening up to my friends because it reduces the thoughts that I have and because sometimes I can day dream and I wouldn't want to be alone. And when I feel lonely I go and talk to my class teacher. My relationship with my class teacher is very good and I am open with her. And she supports me and she gives me advice be it academically or in life in general. My grandmother and I don't relate because we are always arguing over silly stuff and then me and my uncle are not close either. As for my sister and cousin our relationship is well and I can open up and tell them everything. My community members are very supportive, and they treat me well.</i>
IJ	<i>There are teachers who advise us in class, and I would feel mother's love when they do, and I would wish they could talk for long as they are the only people give me advice and support. Sometimes when I tell my peers somethings, they take me for granted that is why I prefer to seek for advice from my teachers. Most of the times I hardly ever ask for advice from my family members, some of my relatives treat me well when I visit them and I would feel happiness, especially my maternal aunts. I don't who my father is.</i>
JK	<i>My peers at the hostel complain that I'm always asking for assistance from them, and I often think that if my mother was still alive, I wouldn't be suffering. My teachers treat me well. After I lost my mother my class teacher collected monetary donations for me and, he told me that whenever I need something I should tell him, unfortunately he took transfer. My grandparents are not supportive at all and they like saying hurtful things when we ask for assistance. My community members are supportive, especially our neighbors who are also our relatives and they even give me money.</i>
KL	<i>Some of my peers know that I am an orphan and they are just okay and they treat me well. Soon after I lost my mother they were very supportive and felt that I needed them the most but as time</i>

	<i>went by I started being alone again. And with my teachers at first I didn't get much support from them and I did not even receive counselling after my mother died. But now there are teachers whom I can approach when I need advice on some things. The people from my community are just okay but they feel like someone is a burden when he or she seeks even though at first, they would show interest that they would assist.</i>
LM	<i>My peers are supportive and when they realize that I am not okay they console me and give me any kind of support that I might need. Some of my teachers are supportive while others are just okay and treat me like any students in school. And then my family members ever since I became an orphan, they are not supportive except for my sister even though I often feel like I am a burden to her. I can't say much about the community that I come from because I don't spend most time there. And then where I live now at my stepfather's village people who know me are supportive and they help me where they can.</i>

QUESTION 8

Please describe, in your own words, what your understanding of self-efficacy is/ how do you define self-efficacy in your own words?

(School A-Males)

Transcripts	
A	<i>Self-efficacy means believing in yourself and having confidence. My level of self-efficacy is medium, and it has affected me because sometimes I don't take my studies serious. Low self-efficacy can affect schoolwork because one would not believe in their own capabilities.</i>
B	<i>Self-efficacy refers to believing in yourself that you can reach your goals even when you have problems in life.</i>
C	<i>Skipped / missed</i>
D	<i>self-efficacy is whereby one find some ways on how to overcome situations like emotional stress.</i>
E	<i>I think self-efficacy refers to the ability of someone to believe in themselves that they will achieve what they want in life. It can help motivate an orphan that he/she can achieve anything that they want even though they have lost parents.</i>
F	<i>Self-efficacy refers to working hard in order to get what you want without giving up.</i>

(School A-Females)

Transcripts	
H	<i>Self-efficacy refers to skills one can use to make his/her goals to come true, regardless of who you are whether you are an orphan or not. Like me there are things that I can do to achieve my dreams</i>
I	<i>do your best to achieve the goals that you've set for yourself and being able to withstand problems your mind on achieving your goals for a better future.</i>
J	<i>self-efficacy is the ability to overcome any problems to reach the goals you want to achieve.</i>
K	<i>The natural believe that one has in himself/herself. My level of self-efficacy is high. It is high because I believe in myself and there is nothing that can stop me from reaching my goals.</i>
L	<i>Self-efficacy is believing in your capabilities to ensure that you fulfil them without looking at your background. Background meaning that for example if I want to be a journalist, I shouldn't think about negative things.</i>
M	<i>Self-efficacy means having determination to achieve your goals, ignoring challenges that you may face. When people believe in themselves and find happiness in everything they do, they will not feel the absence of their parents. And also if they create a healthy environment they won't feel depressed.</i>

(School B-Males)

Transcripts	
AB	<i>Self-efficacy is that feelings of myself towards things. Feelings like when you want to do something, and you don't tell people about because you think you will fail once they know.</i>
BC	<i>Skipped / missed</i>
CD	<i>Self-efficacy; is the ability or what you believe in order to achieve goals.</i>
DE	<p><i>Self-efficacy means a goal that you live for or something that gives you meaning to your life.</i></p> <p><i>I think my level of self-efficacy is medium because I want to pass and there is nothing that can stop me from passing. For example, 5 years ago when I was doing form 1, I had friends who then wanted to distract me and badly influence me but I was able to resist their temptations and told them I wanted to achieve the goals I had set for myself. There are some things in life that can easily distract my studies. There are things that I can defend myself from like being bullied and then there are some things that can easily distract me from my studies and make me fail. Everyone has goals that they thrive to achieve. For example, I think all students have dream cars and homes that they would like to own in the future. And if they are not focused they might even make other students to lose focus.</i></p>

(School B-Females)

Transcripts	
HI	<i>Self – efficacy; I would say by believing in myself, my capabilities and being able to do something you are capable of doing regardless of difficulties and struggles that you may face.</i>
IJ	<i>Self-efficacy means being able to stand up for yourself, working hard and using the potential you have to stand-up for yourself to achieve your goals.</i>
JK	<i>Self-efficacy is how you interact with other people in school.</i>
KL	<i>Self-efficacy refers to believing in one's capabilities and what he or she can do.</i>
LM	<p><i>Self-efficacy I understand it as an individual how I believe in myself in achieving my goals, whether I believe I can achieve my goals despite challenges faced.</i></p> <p><i>My level of self-efficacy is medium, the reason why I am saying it is medium is because I believe that I can achieve my goals and I will work hard towards it. But there are sometimes I feel overwhelmed and feel like dropping everything just quit. Despite feeling like this, I still believe I am capable of achieving my goals.</i></p>

QUESTION 9

As an orphan and in your own understanding, what characteristics make up self-efficacy?

(School A-Males)

Transcripts	
A	<i>Skipped / missed</i>
B	<i>Skipped / missed</i>
C	<i>Skipped / missed</i>
D	<i>you have to work hard to achieve your goals, and also asking for help where necessary. one should always have the zeal to make it in life.</i>

E	<i>I think self-efficacy refers to the ability of someone to believe in themselves that they will achieve what they want in life.</i>
F	<i>Characteristics of self-efficacy include being focus, this means that you should concentrate on what you are doing so that you can easily understand the concept you are doing. Article Table 1.</i>

(School A-Females)

Transcripts	
H	<i>Skipped / missed</i>
I	<i>being confident about yourself and believing in yourself. And avoiding being alone and then sharing your problems with others so that they can help you. Article Table 1</i>
J	<i>being focused on what you want to do for example focusing on schoolwork. Being brave even when people call you names. Being able to fit in and participate in activities available in school.</i>
K	<i>It can be believing in oneself and always not letting people bully you.</i>
L	<i>Characteristics of self-efficacy include believing in your yourself, not getting influenced by people when making decisions, having self-confidence ,have good communication skills and conflict resolution skills Article Table 1</i>
M	<i>Self-efficacy can be achieved by believing in yourself, creating your own safe environment for yourself</i>

(School B-Males)

Transcripts	
AB	<i>Characteristics of self-efficacy include hard work, never give up, self-confidence. During my Junior examinations I had a target, but I didn't reach but this did not discourage me.</i>
BC	<i>Skipped / missed</i>
CD	<i>Characteristics that make up self- efficacy include talents. Some of us believe that our talent can lead us to achieve goals that can improve our lives, for example I am good in football, and I believe that one day I will have a career in football which will improve my life. Article Table 1</i>
DE	<i>Skipped / missed</i>

(School B-Females)

Transcripts	
HI	<i>Characteristics of self-efficacy include trust, believing in oneself, patience, support and self-respect. If I have trust I am capable of doing something, for example my dream is to become a professional runaway model, so I trust in myself that I will reach my goal because I believe in myself that I will achieve it. As an orphan I really need support and I mostly get it from cousins and my sister. My sister is very supportive in my dream, and she encourages me. When you are supported, you start to really believe that you can make it in life.</i>
IJ	<i>Characteristics of self-efficacy include hard work, ability to differentiate right and wrong, being able to think for yourself and how you live if it is beneficial to you. Meaning that you think positively about yourself and being open.</i>
JK	<i>Self-confidence, high self-esteem and self-assertiveness. When you have self-confidence, you will be able to open up about your problems and share with people you trust. You also have to believe in yourself and avoid making bad decisions. These days I have a friend whom I can share my issues with and also my younger sister who often tells to avoid arguing with other students. Last week when I had an argument with one girl at the hostel, my younger came and told me to stop arguing. And told me to go seek counselling from my guidance and counselling teacher my</i>

	<i>level of self-efficacy is medium because sometimes I when I tell my sister or my friend my problems, they take me for granted.</i>
KL	<i>Characteristics of self-efficacy includes hardworking, being courageous, being able to make informed decisions. I defined self-efficacy as believing in what one can do something, you must be a hard worker in order to reach your full potential so that at the end you can believe that you can do it. And then with informed decision, for you to see your capabilities you must make sure that it is something that is suitable for you and those around you</i>
LM	<i>As an individual what you want to achieve will drive you to know what you need to do and believe in yourself that you can achieve your dreams. And also, whether your goal is in your limit and if you can achieve it. The other thing is your effort, hoe much effort do you put into achieving your dreams.</i>

QUESTION 10

Can you share how your level of self-efficacy has affected your life as an orphan in school?

(School A-Males)

Transcripts	
A	<i>Skipped / missed</i>
B	<i>My level of self-efficacy is high. Self-efficacy can be identified by having confidence, trust in yourself and hope. My high level of self-efficacy has affected my life in school because my grades in school are good, and I also interact well with other students in school. I am well mentally, and I trust myself that I can achieve whatever I want in life.</i>
C	<i>I think my level of self-efficacy is in the middle.</i>
D	<i>I believe my level of self-efficacy is high, because I'm a hard worker and if I want something I make sure I work hard plus I am self-motivated. I don't bring myself down despite the situations I face.</i>
E	<i>My level of self-efficacy is medium, I say this because I can't express myself well when I am in class.</i>
F	<i>I think my level of self-efficacy is medium. And it affects my learning in school because sometimes I lose focus and found myself jumping over the fence in school, leaving the school without permission. The reason I mentioned losing concentration is because, I am easily influenced by other students without thinking about the consequences of the actions.</i>

(School A-Females)

Transcripts	
H	<i>My level of self-efficacy is low, and this has affected my academic performance, my performance is low. It makes me overthink on how I will live without achieving better grades in school.</i>
I	<i>I think my level of self-efficacy is medium, and it has affected me because it makes me lose focus during classes and my grade suffer. Sometimes the teach with me not understanding anything.</i>
J	<i>I believe my level of self-efficacy is medium. My level of self-efficacy has made me more concentrated on my schoolwork. I am talkative naturally but when I am in school I don't talk much. There are times I doubt myself even though I know that I can achieve my dreams.</i>
K	<i>Believing in myself gives me motivation that I can do something without somebody's help.</i>
L	<i>My level of self-efficacy is high, and it has positively affected me because every time `I always try to achieve and end up achieving all the goals that I have set for myself.</i>
M	<i>My level of self-efficacy is high because I believe in myself that if I put effort, I can achieve my dreams. My level of efficacy benefits me because though I have difficulties in sciences and mathematics I always put in more effort and ask for help from my peers who perform better than me.</i>

(School B-Males)

Transcripts	
AB	<i>My level of self-efficacy is medium; the way I see things are going to be hard to achieve my goals. My level of self-efficacy has affected my life in the sense that I'm in a position where I often lose patience in a lot of things, and it has affected my academic performance.</i>
BC	<i>My level of self-efficacy is medium because even though I try to forget that I'm an orphan, there are things or people who would remind me that I don't have a mother. I have registered to write single science award, but I know that I'm capable of doing better academically. I don't what might be the cause of my dropped academic performances.</i>
CD	<i>I believe that my level of self-efficacy is high because I am very good in football, and I have had big opportunities to show my talent. My level of self-efficacy has affected my life as an orphan in school because I have the capabilities to do things on my own that could help me one day to improve my life status.</i>
DE	<i>My medium level of self-efficacy worked for me in the sense that, I know what I want to achieve when I grow up, I want to build arcade games and I know that for me to achieve it, I must work hard. And also, I don't want to be overconfident because I can cause adrift between me and my friends. There are people whom you can have straight conversations with or those who can't use common sense. Those people who are overconfident, in my own opinion would call them know it all. You need to be corrected while you also correct others. You can't always be right.</i>

(School B-Females)

Transcripts	
HI	<i>My level of self-efficacy is medium. To me sometimes I feel like I can do something I won't be able to do it. As some people always discourage me on something and end up believing it that I can't do it. And I easily lose confidence.</i>
IJ	<i>My level of self-efficacy is medium. Often when I have troubles with schoolwork, I would be hesitant as to whether I should as for assistance or not. I doubt my potential in my schoolwork, and it makes it difficult for me to ask for help.</i>
JK	<i>Skipped / missed</i>
KL	<i>My level of self-efficacy is medium, and this has affected my life in such a way that it is not easy because I know there are reasons that limit me from being capable of reaching some things. And those are the same reasons that make me doubt myself. And because I don't really have a close relationship with my peers, I lack courage.</i>
LM	<i>My level of self-efficacy has affected my life in the sense that it motivates me not give up in life and stand up for myself because I have lost my parents who would be the ones to stand by me and support me. Standing up to myself when it comes to supporting myself and waiting the other person to support me.</i>

QUESTION 11

In your own view, describe how self-efficacy can help promote psychosocial well-being of orphans in school, how do you overcome psychosocial difficulties or challenges in school, as an orphan?

(School A-Males)

Transcripts	
A	<i>Skipped / missed</i>
B	<i>It can push them to their limits, let them to interact more with others. And having the will to do something with no obstacles hindering you from doing that.</i>
C	<i>They will share their problems with others and kt will make them to focus on school. I have learnt that one should never give up on him/herself and their capabilities.</i>
D	<i>orphans should not just be orphans they should work hard to achieve regardless of the situations they face.</i>

E	
F	<i>Self-efficacy can help promote psychosocial well-being because you will work hard, and then maybe you get close to teachers who will help you with schoolwork so that performance can improve. Because working hard is a good thing to teachers. When a teacher realizes that a student works hard and is focus, they can get close to you in order to help you. So, what I think we should do as orphans is to work hard so that we achieve our goals.</i>

(School A-Females)

Transcripts	
H	<i>It can be their motivation and help them get along with what they want to be in life.</i>
I	<i>I think self-efficacy can promote psychosocial well-being by reducing stress, and you won't feel alone instead you will be able to do well in school. I avoid stress by avoiding being alone and be involved with my peers so that I will not miss my mother.</i>
J	<i>believing it yourself can help orphans to work hard in their studies and be able to stand being called names.</i>
K	<i>It can help orphans in school to believe in themselves and it helps them not to think much about them being orphans and always stand up for themselves, if students bully or discriminate them. orphans lose confidence if they are bullied and also lose confidence in their dreams. And their goals will be shattered because they will be afraid of some students who bully them. And it can also affect their academic performance</i>
L	<i>Self-efficacy can help orphans in school to believe in themselves and avoid having emotional traumas about their loss. I avoid psychosocial difficulties in school by accepting my loss and the fact that I do not have parents (trusting in God and ignoring it.) And also sometimes when other students talk about their parents I would change and talk about something else.</i>
M	<i>Skipped / missed</i>

(School B-Males)

Transcripts	
AB	<i>It can help to improve the difficulties I face in school. Difficulties like when people label you and discriminate you about being an orphan.</i>
BC	<i>Self – efficacy can enable orphans to live in harmony with other people in the society and it can also boost their self-esteem.</i>
CD	<i>Self – efficacy can help us as orphans to encourage ourselves to do things that can improve our lives. It can also make us to take our schoolwork serious.</i>
DE	<i>It can help one to stand up for themselves and be independent. In school and I am always chit chatting with my friends and at home I keep myself busy by playing games and watching movies. This makes me forget what happened in the past.</i>

(School B-Females)

Transcripts	
HI	<i>Some of us orphans we are capable of performing well in school while some are not. So as orphans we have the capabilities to bring change into our community. If we put in more effort, trust and aim for you success.</i>
IJ	<i>It can help orphans to be able to achieve their goal. When you have the ability to stand up and ask for help from teachers you can gain knowledge and you might feel loved which will motivate you to focus more on your schoolwork. Sometimes when I need advice it's hard for me to open up and ask for help because the one person who I trusted is no longer there. I used to talk to my mother about everything before she passed away.</i>

JK	<i>It teaches orphans how to conduct themselves and to seek for advice when they have problems. After losing a parent you can bully other students over their properties.</i>
KL	<i>I think that when a person's believes in what he is capable of doing it helps him to be strong and face problems head on. And I also believe that it makes one strong and gives motivation to express his emotions and feelings to those round her.</i>
LM	<i>I think orphans have self-efficacy they will be able to cope with the fact that they are orphans, they will be able to be independent and they wont just sit down and do nothing because they are orphans. But rather they would be motivated to do better. Orphans are easily stressed; they will be able to cope with the stress that they are orphans and they won't compare themselves with other children.</i>

QUESTION 12

Conclusion: is there anything else that, as an orphan, you have experienced, and you would like to share?

(School A-Males)

Transcripts	
A	<i>My experience as an orphan in school is that, I have learnt to participate in school like other students.</i>
B	<i>Most orphans will be told stories about their parents so that they know who they are and where you belong and know their culture. I want to know more about my father and know more about his experiences in life and his true origin, because I don't know much more about my father. I don't have any negative experiences that I have went through in my life.</i>
C	<i>Missed / skipped</i>
D	<i>I have realized that most of the orphans when they are mistreated, they fear to report because they feel once they do, they support they got will stop. What in have e experienced in my life as an orphan is that my father does not care about me because when I need something from him, he never responds. Hence why I always tell my grandfather that I want to excel in life and live a better life.</i>
E	<i>My experience as an orphan is that sometimes you struggle to get some things in life.</i>
F	<i>The main thing that I have realized as an orphan is being mistreated at home by my aunt and my grandmother and elder sister. And in school there a teacher who does not treat me well because I had made a mistake in in the past. I don't understand why he is like this because its like he has not forgiven me and he can label me out of a group of students and even say that he wants to take me to the customary court to receive strokes. Even during meals when I come late, I can be denied food while others students who came after me will be allowed to eat.</i>

(School A-Females)

Transcripts	
H	<i>I have experienced that being an orphan is not the end of life, but it can be a motivation to you. Meaning you can live and succeed even though you ate an orphan, and it motivates you to do better and be a better version of yourself.</i>
I	<i>Missed / skipped</i>
J	<i>most of the experiences is in school, I have a hard time accepting that my mother is no more. She used to work here in our school as a cook. There are times I skip meals because i can't stand being where I used to see her every day. My teacher advises me to move on with my life and b e happy that my mother is resting from all that she went through before she passed on.</i>
K	<i>One shouldn't let being an orphan define him/her and it should not stress a person. And as a student you do not have to think much about being an orphan because it can negatively affect academic performance.</i>
L	<i>The experience I have as an orphan is that at home they always say bad words to us.</i>

M	<i>I don't think my late mother's family and my father's family relate well because when I visit my mother's family they always tell me that my father is actually not my biological father but my stepfather and I don't feel comfortable asking him about it.</i>
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(School B-Males)

Transcripts	
AB	<i>. Missed / skipped</i>
BC	<i>In the society, our peers are the ones that can make self – efficacy of orphans to go down because they like teasing orphans. They often make remarks that they are not taken care of by the government, all they need is bought by parents, this emotionally is draining.</i>
CD	<i>I have experienced that the best thing to do is to take our schoolwork serious because some families when orphans finish school you will have to fend for ourselves. Education is the key to a good life and success. I also take my talent of playing football serious because I believe it will help improve my life.</i>
DE	<i>In life friends are important and they can have an impact in your life because they would comfort you and help you forget about something. I joined karate to help keep me busy. When I say friends are important, I mean that when you are at home it is hard to talk to parents, unlike when you are with age mates who can help keep you busy and distract you from thinking about a lot of things. At first in thought that I was told to do house chores and receiving punishment. But as I grew, I realized that it was just part of grooming me. when I was doing standard 7, I was grounded from watching television and I just focused more on my schoolwork, and it helped me do well. Even when I was doing form 3, they did the same and I passed.</i>

(School B-Females)

Transcripts	
HI	<i>Since my mother passed away, we have faced abuse from both my grandmother and my uncle. So as time went on I had to stand up for myself and my younger sibling. When I was writing my final in form 3 we had boiled eggs and instead of using a spoon to remove the eggs from the pot I used a cup and my grandmother was not happy about it. My uncle then approached me and started slapping me and he went on provoking me and calling me names. My sister opted to take my friends halfway and when I wanted to follow them, my uncle and my grandmother dragged me into the house and locked it, I then used the backdoor and went with my uniform with the intention of going to seek for help from our neighbors, it was late around 10pm. Eventually we went back home and then they started arguing about a lot of stuff. During my JC final examinations, I was disturbed and I couldn't concentrate in my school work. Even last year there were issues within our family.</i>
IJ	<i>I have experienced that some orphans lose interest in a lot of things that they might have potential on. My other experience is that some orphans lose complete trust after the loss of a loved one and they are not open to create bonds with other family members or anyone.</i>
JK	<i>There is a relative who had conflicts with my mother while she was still alive, now when we go to our grandparents' house, he chases us away and verbally abuse us. And my aunt who stays in kang whenever we ask her for help, she would say we only know her because our mother is dead. If she was alive, we wouldn't be asking her for anything.</i>
KL	<i>As an orphan I have learnt that not everyone will treat you well. And I have also realized that some people will take advantage that you're an orphan especially if they realize that your family is not supportive and also most of us orphans are labelled and other orphans cant take well as they feel discriminated.</i>
LM	<i>As an orphan I have experienced emotional trauma., I have been going through emotional break down. After losing my parents I then became I teen mother. I couldn't accept that I am a teen mother and I have also lost both my parents. I became pregnant when I was doing form 3 and I wrote my junior certificate examination while on confinement. It was not easy, and my grandmother had to force my aunt to help me because she did not want. It was very hard; she did not treat me</i>

well and there were times where she would come to school while we were in the middle of the examination, and she would say my baby is crying. Even when I am at Middlepits, they treat me different from before a teen mother. Even the way they talk to me its not the same and they would use words that hurts my feelings. Even in school ever since I lost my parents, I lost concentration and I feel like I am a different person. I used to have friends but ever since I became an orphan and had a baby, they unfriended me.

FOCUS GROUP DISCUSSIONS

SCHOOL A: GROUP ONE (A.H,K,L,O)

In your own view, what characteristics make up psychosocial well-being?

- *Ability to solve tough challenging problems.*
- *Highly motivated to reach goals.*
- *Strong sense of self confidence*
- *Your self-evaluation and self-awareness must be high.*

Ability to interact well with others, a person should cooperate with others to improve. A person who interacts with others will learn many things from others than the person who do not interact. A; person who mis not highly motivated look down upon him/herself and tells him/herself can she he/she cannot achieve anything. A person who is highly motivated trust him/herself

As orphans what are your experiences of your psychosocial well-being in a senior secondary school, how do you perceive your psychosocial well-being to be like in relation to the support you receive from school/ in your own description what has been your psychosocial difficulties or challenges as orphans in school?

In school our teachers encourage us though they do not know that we are orphans, that they should not look down upon ourselves but rather look up to the bright side and not be affected by orphanhood. Parents and teachers encourage us to study hard so that we don't move around not knowing what we are doing.

How do you define self-efficacy in your own words/ what is your description of self-efficacy?

- *Is to believe in yourself so that you can be able to achieve the goals.*
- *Ability to reach your capabilities.*
- *Believing in yourself for example as we will be writing our form 5 examinations some of us believe that we are going to make it proceed to University of Botswana as orphans.*

Describe in your own words the characteristics that make up self-efficacy/ in your own words what are the things that can improve your self-efficacy?

- *High self esteem*
- *Being autonomous, ability to make your own decisions without being influenced by others.*
- *How self-efficacy can help improve life of orphans.*
- *It makes you to be motivated as we have already mentioned that self-efficacy is believing in oneself, it makes to be motivated and not look down upon yourself. Because you can achieve your goal and likely not to think negative things. Its is easy to find solutions to your problems. If you fare highly motivated, you will be able to solve your challenging problems. If you are highly self-confidence, you will be able to solve your problems.*

Lastly, do you as orphans have any thoughts or experiences that you would like to share?
I have learnt that I should have high self confidence in order to be able to face life challenges. We also have learnt that self-efficacy can help us to achieve our goals as it means that one should believe in oneself.

SCHOOL A: GROUP 2

Can you describe in your own words, what your understanding of psychosocial well-being is?

- *It is the ability to control emotions.*
- *I think it is the capability to believe in yourself despite the obstacles.*

In your own view, what characteristics make up psychosocial well-being?

- *Mental state*
- *How people behave*
- *How people interact with others, if you don't share your problems with others, they overwhelm you and end up with depression*

As orphans what are your experiences of your psychosocial well-being in a senior secondary school, how do you perceive your psychosocial well-being to be like in relation to the support you receive from school/ in your own description what has been your psychosocial difficulties or challenges as orphans in school?

- *Sometimes you get disturbed, not being able to concentrate and often daydreaming while in class. You will often forget that you in a classroom and start thinking about problems. You will try to focus but your mind will think about other things like why did my mother pass away, what I am I going to do with my sibling, their welfare at home how it is. You will be worried about how they live because you will be far from them.*
- *Sometimes after receiving corporal punishment in school, you will think of quitting school. And sometimes you can be blamed for something that you haven't done. You will feel lonely, as se stay in the hostels, some parents come to visit their children and bring them what they need but as an orphan there will be no one to check you. And you will think that maybe if your parent was still alive, they will do the same for you.*

Your friends and teachers will support you, but you will feel like it is not enough, and it won't heal you. The material support you receive from other people; as an orphan you will feel that it is given to you out of pity.

How do you define self-efficacy, in your own words /what is your own description of self-efficacy? (Clarity will be sought)

Self-efficacy means the capability to believe in yourself despite obstacles in life. E.g. anxiety and depression. Anxiety means worrying about the future and how your life will turn out. Capabilities refers to your ability to do something.

Describe in your own words the characteristics that make up self-efficacy/ in your own words, what are the things that can improve your self-efficacy?

- *Self confidence*
- *Assertiveness*
- *High self esteem*

As orphans, describe how self-efficacy can help improve your psychosocial well being in school/ describe what role can self-efficacy play in promoting psychosocial well-being in your school?

Being confident in yourself can help you go interact with others and be able to share your problems. You will walk with you head high not allowing being an orphan define you. Self-assertiveness being able to pour your emotions and it helps relieve stress and you won't feel overwhelmed. And it can help avoid depression and suicidal thoughts.

Lastly, do you as orphans have any thoughts or experiences that you would like to. share?

We experience bullying from our peers, they call us names like a thing that does not have parents, orphans are vulnerable to physical and sexual abuse. For example, someone may be sexually abused by a relative and they will be scared to report, and there is discrimination between children at home. Orphans often receive harsh punishment than children with parents at home. Using mistakes from the past to define someone, you will always be reminded of a mistake you did in the past. They will even say you take after your late parent. Being blamed for someone else's

mistake because you are an orphan and there is no one to defend you. Feeling lonely, having a void in your heart and there is nothing to fill it even when you try to put a smile on your face.

SCHOOL B :GROUP ONE

Can you describe in your own words, what your understanding of psychosocial well-being is?

- *I think it deals with how one thinks about the society he/she lives in as an orphan and how one cope in the society that he/she lives in. coping means how you conduct yourself when facing different situations.*
- *I think coping means how you live and treat those you live with. When we say an orphan is coping in the society it means that an orphan is able to accept being an orphan and he/she is able to live well with others without isolating from other people.*

In your view what characteristics make up psychosocial well-being?

- *Self-confidence: avoid being alone, mingle with people so that they give you ideas to cope instead of thinking about your parents. You should not lose hope in life and accept that one or both of your parents have passed away. It also helps avoid anxiety and depression.*
- *High self esteem*
- *Courageous*

As orphans, what are your experiences of psychosocial well-being in a senior school/ how do you perceive your psychosocial well-being to be like in relation to the support you receive from your school, in your own description what has been your psychosocial difficulties or challenges as an orphan in school?

- *The way I see it the support we get as orphans is counselling, I haven't had any material support in school. Interaction is good and I haven't come across any discrimination of orphans in school. I think the counselling we receive in school is enough, but it often comes late after we have tried to cope with challenges in school.*
- *Most orphans like isolating themselves from others and it is difficult to create bonds with others. And it often seems hard to share their feelings. We are not open to share our issues with others because we don't really trust our friends to keep our secrets. Some we don't share our problems because we are afraid of being judged. And then think that being alone will be comfortable and peaceful and I can think about my deceased parent. When I miss my mother, I call my younger sister or I just lock myself in the room and cry, then I will feel better.*
- *To cope about losing a parent I talk to my sister or listen to music and take walks to get fresh air, sometimes drawing helps me.*
- *I cope by writing down my thoughts and then read them later and I will feel better as if I have no experienced what I was reading.*

How do you define self-efficacy, in your own words/ what is your own description of self-efficacy?

- *What one is capable of doing*
- *A person's capability to do something and his/her strengths. I think being able to play football is someone's capability (JK) School B*

Describe in your own words the characteristics that make up self-efficacy/ in your own words, what are the things that can improve your self-efficacy?

- *Hard work: for a person to believe he is capable, he/she has to work hard and put effort into achieving goals set in life. When you are a hard worker, you will be able to identify your strengths and what you are good at (KL), School B*
- *Receiving compliments: sometimes being praised when you are doing something motivates you to do better. (KL) School B*
- *Motivation: when given a task in school and then your teacher advice you to do the task faster it can motivate you to want to do better.*

As orphans, describe how self-efficacy can help improve your psychosocial well-being in school/ describe what role can self-efficacy play in promoting psychosocial well-being in your school?

- *When you believe in your capabilities you can have confidence in the environment that you live in. you will also be able to function well in any given environment.*
- *Some orphans lose hope even though they are capable of something but with self-efficacy it can build hope.*

Lastly, do you as orphans have any thoughts or experiences that you would like to . share?

- *As orphan we appreciate emotional support*
- *I feel orphans need support to focus and finish school because I have realized that most orphans are school drop outs. This may be because they lack support from family and friends.*
- *Orphans need counselling from different stakeholders not just teachers in school because I can get angry when I receive counselling from same teachers in school. It would be better if our teachers would just talk to us about issues like coping with stress during their lessons randomly. And they should create groups in school so that we meet and share our thoughts and help each receive support and counselling all at once.*
- *I think we should remember our parents and if we are in a group we will both talk about our parents and grieve together.*
- *We also need counselling because we are filled with pain and sorrow of losing our parents. Sometimes I can feel left out and depressed so I think counselling can help me cope.*
- *As an orphan I think that if some orphans fail form 5 there could be a program that allows them to attend vocational training school because some fail as a result of losing their parents not because they are no capable and some even lost their parents when they were writing final exams.*

SCHOOL B GROUP 2

Can you describe, in your own words, what your understanding of psychosocial well-being is?

- *I understand psychosocial well-being as how an individual takes care of his/her mental well-being in order to dal with social interactions or get well along with other people. Mengal well-being as in if you are able to cope with that stress, and so that you don't end up having conflicts with other people due to your stress.*
- *I think most orphans when they face stress, they seek advice from people they are close to.*
- *Avoiding being alone and interacting with people, and having one person you can always vent to*
- *Most boys don't like sharing their problems, they prefer to bottle things up.*
- *A boy child hardly ask for help because traditionally it is believed that boys are tough. So, they believe that if they ask, they for help they will be seen as being beak and less a man.*

In your own view, what characteristics make up psychosocial well-being?

- *Mental health, social health, environment you're living in and your interaction with other people. Appreciating the environment, you are living in, you have accepted that you are an orphan and how people treat you. Because eventually people around will realize your worth.*
- *Social health is being able to get along with people around you and socializing and sharing ideas with people.*
- *Mental health means being able to accept things the way they are, it won't be a burden into your mental state.*

- *As an orphan when people discriminate, you have to be strong and believe in yourself. Always think positive things even when you're going through a rough patch.*

As orphans, what are your experiences of psychosocial well-being in a senior school/ how do you perceive your psychosocial well-being to be like in relation to the support you receive from your school, in your own description what has been your psychosocial difficulties or challenges as an orphan in school?

- *Peers can make someone to have negative thoughts.*
- *Some peers bragging about their parents when they are with orphans and this hurts orphans.*
- *When you argue with your peers, they can shut you up by saying hurtful things. And there is labeling and discrimination by our peers.*
- *Labelling and discrimination can make an orphan to have a desire to quit school because of embarrassment.*
- *You can feel like you don't belong in school or to be around people because of the harsh things they say.*

How do you define self-efficacy, in your own/ what is your own description of self-efficacy?

Believing in yourself, your strengths and working on your strengths to reach your goals. Weakness include being vulnerable to stress, strengths include things that you can achieve, and then you focus on that strength no matter what happens.

Self-motivation

Describe in your own words the characteristics that make up self-efficacy/ in your own words what are the things that can improve your self-efficacy?

- *Standing up for yourself: stand up for yourself and ask for help when you need it.*
- *Coping with the environment you live in*
- *Self confidence*
- *Self-independence, when people try to bring you down, don't doubt yourself, believe that you can do it. Standing up for yourself by giving yourself support.*
- *Most orphans are independent, and they no longer depend on people, they stand-up for themselves like selling sweets.*
- *Self-confidence: believing in yourself, you will be able to work on your capabilities. Working on improving your strengths.*
- *Standing up for yourself gives you motivation to work hard for you to achieve anything you want in life. And you won't let people to hurt you or to drive you to stress/depression.*

Lastly, do you as orphans have any thoughts or experiences that you would like to share?

- *Some thoughts don't trust people, because they might have trusted the deceased parent hence, they lose hope in life and people.*
- *I think orphans are not treated equally in life, e.g. when you arrive late at the SNCD offices to get transport money they talk to us any how because we depend on the help we get there, so we can't talk back. For example, once when the schools were opening, they called my sister for me to go get transport money. I went to the offices and waited for the person in charge, but she didn't come. I was told to go back home and come back later. But I couldn't to go back and went back the following day. The woman at the office was mistreating me and said harsh things to me.*

APPENDIX K: EXAMPLE OF DATA ANALYSIS

Data analysis: Activity 1

1. Coding: interview translations per school per gender

School A- Males

A	Feelings about people; way of interacting with people; sense of belonging
B	Believing in oneself
C	overcoming difficult situations
D	Reduced emotional stress
E	No conflicts
F	Ability to live well with others; harmonious relations

School A- Females

H	Improving way of life
I	Self-perception around others
J	Reducing stress
K	Managing mental stress
L	Mentally, emotionally and physically strong
M	No emotional disturbance

School B- Males

AB	How you perceive things-negative or positive
BC	Fair treatment; happy life; no discrimination; empathetic community
CD	Treatment by others
DE	Showing no emotions

School B- Females

HI	Treatment by the community; no labelling and discrimination
IJ	Positive feelings
JK	Opening up your feelings; being counselled and encouraged
KL	Accepting the environment; no discrimination and labelling; no violation of rights
LM	Individual reaction to emotional stress

2. Focus group discussions translations per school per group

School A - Group 1

Solving problems; high motivation; achieving goals; self-confident; self-evaluation and self-awareness; self-trust
--

School A – Group 2

Control emotions; believing in self; strong mental state; interaction with people; experiences of depression
--

School B – Group 1

How you think about society; reactions to different situations; relations with others; self-acceptance; living well with other people


School B – Group 2

Good care of mental well-being; good social interactions; coping with stress; avoiding conflicts; seeking advice; sharing experiences; trusting someone to share problems with
--

3. Emerging sub-themes: Activity 1

THEME 3	Sub-themes	
<p style="text-align: center;">The meaning of psychosocial well-being</p>	<ul style="list-style-type: none"> • Good care of mental well-being • A strong mental state • Opening up feelings • Coping with stress • An emotional control • Experiences of depression • Self-acceptance • Being mentally, emotionally and physically strong • Positive feelings 	<p>Status of emotional feelings</p>
	<ul style="list-style-type: none"> • Self-evaluation and self-awareness • A happy life • Fair treatment • Harmonious relationships • Good social interactions • No emotional disturbance 	<p>Life with no obstacles</p>
	<ul style="list-style-type: none"> • No discrimination and labelling • No violation of rights • A sense of belonging • An empathetic community • The ability to live with others 	<p>A supportive environment</p>

APPENDIX L: LANGUAGE EDITING CERTIFICATE



PROOF-READING

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BTH (HONS) PRACTICAL THEOLOGY (UNISA) • BTH PASTORAL COUNSELLING (UNISA)

24 January 2024

TO WHOM IT MAY CONCERN

RE: LANGUAGE EDITING

This letter serves to confirm that I have edited the thesis titled:

**THE ROLE OF SELF-EFFICACY IN PROMOTING PSYCHOSOCIAL WELL-BEING
OF IN-SCHOOL ADOLESCENT ORPHANS IN BOTSWANA**

By

SMITH KABELO OTLAADISANG

This certificate does not cover any alterations made subsequent to the editing process.

Please feel free to contact me if you need any further information.

Yours sincerely,

Dr Lee-Anne Roux

APPENDIX M: PERMISSION BY THE EDUCATION REGIONAL DIRECTOR

Tel No. 6540210

Fax No. 6540618

Date: 17 May 2023



Regional Director- Kgalagadi Region
Ministry of Basic Education
Box 288
Tsabong

17 May 2023

Smith Otlaadiang
Gaborone

Dear Sir

RE: PERMIT TO COLLECT FIELD DATA

This serves to grant you permission to conduct your study in the sampled areas in Kgalagadi Region Senior Secondary Schools to address the following research topic:

The Role of Self- Efficacy in Promoting Psychosocial Well-Being Of In-School Adolescent Orphans In Botswana.

It is of paramount importance to seek **Assent** and **Consent** from the Schools Heads, Heads of Department, Senior Teachers, Teachers and Students sampled that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit.

The validity of the permit is from **17th May 2023 to 17th July 2023**. You are requested to submit a copy of your final report of the study as stated in the Research Guidelines (**para 4.5-4.6, 2007**) to the Ministry of Education and Skills Development, Department of Educational Planning and Research Services, Botswana.

Thank you.

Yours faithfully

Daniel Zulu
For/Regional Director (Kgalagadi Region)

cc: School Head:

- Matsha Community College
- Tsabong Unified Secondary School



APPENDIX N: PERMISSION BY THE SCHOOL HEAD-SCHOOL 'A'

MATSHA COMMUNITY COLLEGE

TELEPHONE : 6517016
TELEGRAMS: MATSHA
FAX No. : 6517018



PRIVATE BAG 001
KANG
BOTSWANA

15 December 2023

Mr Smith Otladising
University of South Africa (UNISA)
South Africa
Email: mamitto72@gmail.com
Cell no: +26771806364

REF:PERMISSION TO CARRYOUT A RESEARCH-YOURSELF

This is in response to your request to collect data using Matsha Community College on the topic: **The Role of Self-efficacy in Promoting Psychosocial Well-being of In-school Adolescent Orphans in Selected Secondary Schools in Botswana.**

You are granted permission to conduct your research from the 14th until the 16th of June 2023. This permission allows you to freely interact with Matsha College community. Your feedback would be highly appreciated after the completion of your study.

Thank you



Mr T. Mothabi
For/School Head

APPENDIX O: PERMISSION BY THE SCHOOL HEAD-SCHOOL B



Republic of Botswana

Ministry of Education and Skills Development
Tsabong Unified Secondary School
Private Bag 006, Tsabong Tel: 6540229 Fax: 6540190 email:
tsabongunified1@gmail.com

REF: 660817000

16th June 2023

Mr Smith Otlaadisang
University of South Africa (UNISA)
South Africa
Email: mamitto72@gmail.com
Cell no: +26771806364

PERMISSION TO CONDUCT A RESEARCH STUDY

Reference is made to your letter, in which you requested permission to carry out the research in our School as from **19th to 21st June, 2023**.

This letter serves to grant you permission to conduct research on your topic: **The Role of Self-efficacy in Promoting Psychosocial Well-being of the In-school Adolescent Orphans in Botswana**.

We are pleased by your interest in carrying a research in our school. You are further advised to feel free to give us feedback after completion of your study.

Yours Faithfully

Mr Mazwi Mapange
For/School Head
Contacts: +267 72959077

