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**PROVISION OF PSYCHOSOCIAL SUPPORT TO ORPHANS BY EDUCATORS IN
SECONDARY SCHOOLS IN THE KING WILLIAM'S TOWN DISTRICT, EASTERN
CAPE, SOUTH AFRICA: TOWARDS A FRAMEWORK OF PSYCHOSOCIAL
SUPPORT**



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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

FACULTY OF EDUCATION

UNIVERSITY OF FORT HARE

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June 2016

DECLARATION

I hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled "Provision of psychosocial support to orphans by educators in secondary schools in the King William's Town District: Towards a framework of psychosocial support" is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources, both in the text and on the list of references.



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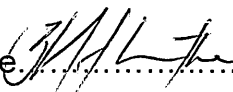
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DEDICATION

This study is dedicated to my late parents, Wilton Tembile and Princess Nozizwe Mtyobo, whose dedication and faith in me has been instrumental in my academic life. I believe that they continue to be proud of the woman and academic I am becoming, from the other side of the grave. I am ever grateful and proud of my parents.



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ABSTRACT

The study endeavoured to find out how teachers provide psychosocial support to orphaned learners in the selected 10 schools. In particular, Life Orientation (LO) teachers were targeted. This category of teachers was relevant as part of the Learning Outcomes for LO is pastoral care to vulnerable and orphaned learners.

The study was located in the post-positivist paradigm and, therefore, used the mixed methods design. Both qualitative and quantitative methods were used to understand the phenomenon under study. Data were collected through questionnaires, interviews and documents amongst forty teachers, eight life orientation teachers, three principals and three district officials.

The findings revealed that most teachers (80%) were not capacitated to provide psychosocial support to orphaned learners. To these teachers, Life Orientation was just another subject taught to any learner and by any teacher. Life Orientation was not necessarily meant to address psychosocial support to orphaned learners. As a result, these teachers were working in isolation from relevant entities such as nurses, social workers, NGOs and communities. These schools also reflected lack of School Based Support Teams. Consequently, the orphaned learners were not supported.

The other (20%) represented pockets of excellence in the provisioning of psychosocial support. In these contexts, not any teacher was assigned to teach LO; only qualified and capacitated teachers were responsible for Life Orientation. The latter schools also had functioning committees, social workers and NGOs that assisted orphaned learners. Consequently, psychosocial support and other forms of support were provided by the various sectors. Accordingly, this study calls for teachers to be capacitated to provide psychosocial support to orphans. School managers need to allocate Life Orientation to teachers who are adequately equipped to deal with the demands of the subject, including meeting the pastoral side of it. The study calls for increased efforts towards support and monitoring by district officials. It further recommends more concerted efforts by different sectors to work together to achieve integration in psychosocial support provision of orphaned learners in the district.

Key concept: Psychosocial support, Life Orientation, teacher.

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ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ANNEA	The NGO network of East Africa
AVSI	Association of Volunteers for International Service
AIDS	Acquired Immune Deficiency Syndrome
AIDSTAR-ONE	AIDS Support and Technical Assistance Resources
CSTL	Care Support for Teaching and Learning
DBST	District Based Support Team
DOE	Department of Education
DOSD	Department of Social Development
ECDOE	Eastern Cape Department of Education
EMIS	Eastern Cape Education Management and Information System
ESSS	Education and Social Support Services
FET	Further Education and Training
FOST	Farm Orphan Support Trust
HIV	Human Immune Deficiency Virus
HSRC	Human Sciences Research Council
IASC	Inter Agency Standing Committee
IIEP	International Institute for Educational Planning
ILST	Institution Level Support Team
INEE	Inter-Agency Network for Education in Emergency
INGO	International nongovernmental organisation
IRC	International Rescue Committee
LO	Life Orientation
LTSM	Learner Teacher Support Material
MESVTEE	Ministry of Education, Science, Vocational Training, and Early

	Education
NAEYC	National Association for the Education of Young Children
NCSNET	National Commission on Special Needs Education
NCSS	National Commission Support Services
NGO	Non-governmental organisation
PEPFAR	The U.S. President's Emergency Plan for AIDS Relief
PSCI	Psychosocial Support Crisis Intervention
REPSSI	Regional Psychosocial Support Initiative
SAIDE OER	South African Institute for Distance Education, OER: Open
AFRICA	Educational Resources, Africa
SBST	School Based Support Team
SIAS	Screening, Identification, Assessment and Support
STD	Secondary Teacher's Diploma
STI	Sexually Transmitted Infection
SACE	South African Council for Educators
SADC	Southern African Development Community
SAIRR	South African Institute of Race Relations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
YOCIC	Youth for a Child in Christ
WHO	World Health Organisation
WPA	World Psychiatric Association

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Orphans constitute a part of vulnerable children as the majority of them lack opportunities to succeed in life (Skinner & Davids, 2006). A vulnerable child is defined as a child under the age of 18 years who is currently at high risk of lacking adequate care and protection (UNAIDS, 2006; UNICEF, 2008). It is important to note that all children are vulnerable by nature compared to adults, but some are more vulnerable than others (UNAIDS, 2006; UNICEF, 2008). Certain aspects of life make children to be deemed as vulnerable. Vulnerability can be: being orphaned by the death of one or both parents, living on the street, living in poverty, living with disability, affected by armed conflicts, abused by parents, other family members and caregivers, being HIV positive and being affected by HIV and AIDS, being marginalised, being stigmatised and even discriminated against, being child labourers including domestic workers, street vendors and victims of human trafficking (UNICEF, UNAIDS, PEPFAR, 2006; UNICEF, 2007).

All the above factors contribute to the increase in the vulnerability of orphans and also to their development being affected and compromised (UNAIDS, 2006; UNICEF, 2006). Skinner, Tsheko, Mtero-Munyati, Segwabe, Chibatamoto, Mfecane, Chandiwana, Nkomo, Tlou and Chitiyo (2004) allude to the complexity of what constitutes a vulnerable child. It centres around three areas, which are: material problems such as inadequate clothing, social problems such as stigmatisation and emotional problems such as depression/violent behaviour (Skinner et al., 2004).

By virtue of being orphans, these children are likely to be prone to a variety of vulnerabilities. According to Skinner & Davids (2006), vulnerability is not an absolute condition; there are degrees of vulnerabilities depending on the condition and the situation of the orphaned child. Skinner & Davids (2006) maintain that the most vulnerable children are those who have no one to play a key role in their lives and to

protect their rights. Consequently, children can be affected psychologically, socially, emotionally and in many other forms (Skinner et al., 2004).

Due to their vulnerability, many orphans live in poverty; as a result, they become child labourers, street children, child soldiers etc. A number of them are also abused by caregivers or relatives and discriminated and stigmatised by them (UNAIDS, 2006; UNICEF, 2006). As the number of orphans is increasing daily, there are few support structures for them besides those from within their own families (Safaids, 2004). Orphans' basic human rights are often violated on a daily basis; consequently, they are usually emotionally deprived, financially challenged and desperate (Nyawasha, 2009).

The United Nations Children's Fund (UNICEF) defines an orphan as a child under the age of 18, who has lost either both parents (double orphan), or a mother (maternal orphan) or a father (paternal orphan) (UNICEF, 2006). An orphan is a child who has lost one or both parents. This could be due to HIV-related illness or other illnesses, violence or other causes of death (Skinner & Davids, 2006).

According to Statistics South Africa (2005), there were more than 3.4 million orphans in South Africa. This figure has since increased by 843 000 and it is estimated to be around 3.5 million (UNICEF, 2014; Statistics South Africa, 2012; Children's Institute, 2011). This figure is slightly over 18.6% of all children in South Africa. It is documented that between the years 2002-2011, KwaZulu-Natal and the Eastern Cape had the largest number of orphans in South Africa, and that orphan rates in the Eastern Cape are as high as 26% (Hall & Meintjies, 2013; Statistics South Africa, 2012; Children's Institute, 2011). According to the Eastern Cape Department of Education (ECDoE) (2008), a quarter of all children living in the Eastern Cape are orphans. Sixty eight percent of them are eight years and above. The majority of these children became orphans as a result of HIV and AIDS (ECDoE, 2008; UNICEF, 2011).

A survey by the South African Institute of Race Relations (SAIRR) (2012) revealed that only a third of South African children lived with their parents. SAIRR (2012) further notes that those children who live without both parents are more often vulnerable to poverty, unemployment and various forms of abuse. Children who lived

without parents are more likely to have behavioural problems or even turn to crime (SAIRR, 2012).

It has also been observed that when parents die, children's education is disrupted (Barnett & Whiteside, 2002; Davids, Nkomo, Mfecane, Skinner and Ratele, 2006; UNICEF, 2006; Magome, 2006; Ardington, 2007). Many of them are unable to continue with normal schooling or may drop out because grandparents, extended families and other caregivers may not be able to carry the burden of caring for orphaned children and ensuring that they access education (Barnett & Whiteside, 2002; Hepburn, 2005; Louw, 2001). In a study conducted by De Wagt (2002) in Uganda, he found that, among children of 15–19 years of age whose parents had died, only 29 % had continued schooling undisrupted, 25% had lost school time and 45% had dropped out of school. School-going children with greatest chance of continuing their education were those who lived with their parents. Children fostered by grandparents had the least chance of continuing with their education. Still in Uganda, in a study by UNAIDS, orphans revealed that their school performance had deteriorated, partly because of the need to engage in income generation activities and partly because of anxiety (UNICEF, 2007; UNAIDS, 2007).

Studies conducted in Western and Central Africa show that orphans are at a greater risk for poor schooling outcomes than other poor children due to increased economic demands on the household (Yamano & Jayne, 2005; De Wagt, 2002). Yamano and Jayne (2005) found that school attendance is affected prior to the death of a parent in poor households and that this is especially worse for girls who in some cases care for sick parents. In relatively poor households, boys' school attendance drops sharply after the death of a parent as many of them have to leave school to find work.

In a study conducted by Barnett & Whiteside (2002), it was observed that there is a drop in numbers of orphaned children in primary schools in Zambia, which implies that many of them become affected by the above mentioned factors. In a rural area in the Eastern part of the country, only 38% of the orphaned school children were attending school, compared to the provincial average of 51%. The study also revealed that 32% of urban and 68% of rural orphans were not enrolled in school (Barnett & Whiteside, 2002). These percentages are considerably higher compared

to non-orphans not in school, which is 25% urban and 48% rural non-orphans (Barnett & Whiteside, 2002).

Case and Ardington (2006) found that the situation in South Africa is no different from the ones discussed above regarding orphans and educational access. They observed that maternal orphans are less likely to be enrolled in school and are also likely to drop out of school after the death of a mother due to increased household demands on the orphaned children. With regards to paternal orphans, schooling is likely to be disrupted because of socio-economic conditions in their homes following the father's deaths. Moreover, Ardington (2007) found that there are poor planned educational opportunities among most orphans than non-orphans in South Africa.

A lack of school needs, such as uniforms and books, often contributes to the orphans' dropping out of school. Due to these challenges some orphaned children are withdrawn from school by caregivers/parents who are not able to meet these school demands (Skinner & Davids, 2006). Such frustrations make orphans to prioritise finding work rather than staying at school (Heat, 2002). That is why some of these orphaned children also end up running away from home. Access to education is not the only area where orphans' lives are adversely affected.

Orphans are also affected economically, socially, emotionally and psychologically (Skinner & Davids, 2006). This is because the African kinship where relatives used to take in orphaned children has disappeared, resulting in a large number of orphaned children becoming heads of homes at an early age (Skinner & Davids, 2006). Consequently, these children have greater needs and vulnerabilities than children who reside in homes that are normally headed by adults (Barnett & Whiteside, 2002). The result of this is that these children are unable to cope financially; consequently, they have limited access to vital resources like health, education and social security (Hepburn, 2005; Heat, 2002; UNICEF, 2006). The financial burden at home forces these children to drop out of school and look for work to supplement the family income. This, in turn, forces children to become victims of child labour; crime and girl children are predisposed to becoming victims of human trafficking, prostitution, sugar daddies and early marriage (UNAIDS, 2012). Besides these problems, orphans also experience stigma in social contexts.

Orphans are often victims of stigma and discrimination. People perceived to be infected or affected with HIV still experience isolation within their homes and in public and workplaces (Regional Psychosocial Support Initiative (REPPSI), 2012). Due to this stigma of HIV and illnesses associated with the disease, children often find themselves isolated from social settings and in school as well (REPSSI, 2012). Stigma can lead to other children teasing their classmates who have lost parents to HIV/AIDS (Gilborn, Nyonyintoro, Kabumbuli and Jangwe-Wadda, 2001). This results in children often hiding their parents' status and even their own because they want to protect them from stigma and ostracism associated with HIV. The result is that the burden of keeping this secret also becomes an additional stressor for some of them (Murphy, Roberts & Hoffman, 2002). Stigma and discrimination often means loss of dignity and self-esteem on the part of the sufferer and it tends to inhibit the growth of orphans who are already distressed (Nyawasha, 2006). Parker and Agleton (2003) maintain that learners who are often stigmatised and discriminated against can even internalise the stigma to which they are subjected. Furthermore, stigmatisation and discrimination must be understood as social processes linked to making the person feel unequal and excluded (Shilubana & Kok, 2004). Orphans are often labelled, patronised, exploited and rejected (Jackson, 2008). As a result of all these prejudices, orphans repeatedly face fear and harassment. The child may not only feel isolated but also victimised by other children, further lowering the orphan's self-esteem and confidence (Jackson, 2008). Discrimination is also experienced in orphans' homes as well.

There is evidence that, in poor households, orphans may experience discrimination in the allocation of resources against children who are direct biological children (Hepburn, 2005). In a study conducted in Tanzania, it was found that orphans were more likely to go to bed hungry than non-orphans (UNAIDS, 2006; UNICEF, 2006). In addition to this, a research carried in Lesotho found that children, who had migrated to other homes as a result of the death of a parent or parents, reported being given different food from other children in the household, being beaten up, often overworked and being given inadequate clothing (Skinner & Davids, 2006).

Orphans can also become victims of neglect, in which case, neglect can be defined as the absence of due care (Nyawasha, 2006). People often neglect orphans and other vulnerable children because they associate their condition with immoral

tendencies of which they do not approve (Nyawasha, 2006). It is important to note that it is the neglect which tends to aggravate the situation and in that way the vicious cycle of poverty and suffering never comes to an end (ibid). According to Gibson, Swartz and Sandenbergh (2002), when other people perpetuate trauma, either through carelessness or even deliberately, it can affect a person's sense of trust, not only in the world but also in other people. In this case, children will fear and mistrust strangers and even previously good relationships with other people can become poisoned and break down (Gibson, Swartz & Sandenbergh, 2002).

1.2 The need for psychosocial support

Orphans experience psychological and emotional problems before and after the death of parents, which sometimes makes it difficult for them to cope and adjust in school and social settings (UNAIDS 2007; Luther, 2004). Psychological impact occurs when the child loses a parent to whom an attachment was formed. Some have to watch their parents going through different stages of illness and eventually preparing for their death. This experience may be too traumatic for them. It may stay with them for a long time which, in turn, may disturb their learning at school. Studies by Tsheko (2007) and Ntshuntshe (2012) revealed that some orphans had gaps in memory and could not remember what was taught in class because of the trauma of losing parents. It can also lead to long periods of absenteeism and even dropping out of school (REPSSI, 2012).

According to Gibson et al. (2002), a common effect of a traumatic experience is that it can change a person's security and trust in the world and in people. This can lead to a person feeling that the whole world and all the things the person thought of doing in life, no longer have meaning because nothing will be safe and secure again (ibid). People exposed to trauma or to extreme ongoing deprivation often find it difficult to plan for the future, as the future is so uncertain (Ibid). This is one of the main reasons why orphans find it difficult to stay and continue with school, or even when they do stay, they do not perform well. Thus, Pridmore and Yates (2005) note that the experience some orphans go through can make them unproductive learners as a result of poor concentration in class, which might be interpreted as being troublesome, thereby making them isolated. That is why a change in a child's behaviour is often a serious indication of their struggle with their feelings and dealing

with the situation (Smith, 2012). The traumatic experience of losing a parent also comes with the process of grieving.

Children react differently to grief and these reactions may manifest themselves in their behaviours, because, even though children do not have the maturity to mourn as adults, they also feel the same intensity (Dent, 2005; Klaas, Silverman & Nickman, 2008). Childhood loss can predispose a child not only to physical illness but to emotional problems as well and an increased risk for suicide, especially in adolescence (Stroebe, Hansson, Shut & Stroebe, 2009; Dent, 2005).

A child going through grief and trauma is likely to display a variety of emotions. These include anxiety, anger, feelings of helplessness and hopelessness, guilt, shame, sleep disorders and depression (Dent, 2005). According to Robinson, Smith & Segal (2013) children who have been traumatised often view the world as a frightening and dangerous place. It is important to note that when childhood trauma is not resolved, this fundamental sense of fear and helplessness carries over into adulthood, setting the stage for further trauma (Robinson et al., 2013). Therefore, if childhood trauma is not resolved it can have a severe and long lasting effect on the child, hence the need for early intervention in the form of psychosocial support.

Psychosocial support is the process of meeting a child's emotional, mental, spiritual and social needs, which are all elements of positive human development (REPSSI, 2012; Clay, Bond & Nyblade, 2003; Rochat, Mitchel & Richter, 2008). It builds internal and external resources for children and their families to cope with adversity (REPSSI, 2012). Psychosocial support also helps build critical resiliency in children. Psychosocial support can be adapted in a particular situation to respond to the psychological and physical needs of the person concerned, by helping them to accept the situation and cope with it (ibid). It includes a range of supportive actions such as love and affirmation, ensuring the child's basic rights are realised, listening and responding to the child in order to assist him/her to cope in times of difficulties, such as coping with loss, ensuring that the child is well connected socially to others, and strengthening the life skills of the child (UNICEF, 2012; REPSSI, 2012).

Coping is the ability to find an appropriate reaction to the challenges one is facing (REPSSI, 2012; UNICEF, 2012). It is further defined as cognitive and behavioural effort responding to specific stresses that exceed the usual capabilities or resources

of a person (REPSSI, 2012; UNICEF, 2012). A person needs to have coping resources, referring to that which is available to people to help them to cope, and coping responses, which is how people respond to stressful situations (Ross & Deverell, 2010). Coping resources are divided into two i.e. internal resources, that being, personality traits of self-confidence and self-control over one's life and external environmental resources which can be social support from family and community. Coping responses are divided into problem-focused responses that try to find ways of dealing with the problem and emotion-focused responses that attempt to manage emotional consequences of the stressor e.g. coming to terms with the grief of losing a loved one (Ross & Deverell, 2010).

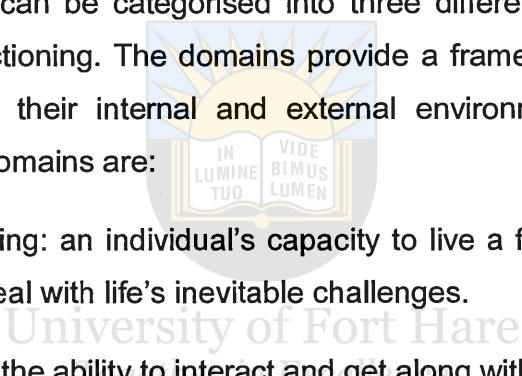
Resilience is the human capacity to face, overcome and be strengthened by and even be transformed by the adversities of life and the ability to bounce back after stressful and potentially traumatic events (Mallman, 2002). The ability to cope with adversity is related to the learner's capacity to understand a painful event, to believe that they can cope with a crisis because they know that they have some control over what happens and to be able to give deeper meaning to the event (REPSSI, 2012). In addition, resilience recognises that while people may face adversities, people often find ways to overcome these challenges, to cope and to thrive (Ross & Deverell, 2010). Resilience can be fostered by positive individual attributes and abilities or skills such as self-confidence, sociable temperament, optimism and willingness to accept responsibility and adapt to challenges (UNICEF, 2012; REPSSI, 2012). Good family relationships and the environment beyond the family i.e. supportive teachers and other actors who provide encouragement and positive feedback, can also contribute to fostering resilience in children (UNICEF, 2012; REPSSI, 2012).

Psychosocial support, therefore, focuses on strengthening resilience. Good practice in psychosocial support draws on the person's strengths and builds self-reliance and social responsibility in coping with emotionally difficult circumstances in a way that builds relationships, families and communities (UNICEF, 2012; REPSSI, 2012).

Psychosocial well-being is when individuals have the competencies and capacities to deal with life's demands and manage relationships well, enabling them to understand their environment, engage with it, make choices and have hope for the future

(REPSSI, 2012; UNICEF, 2012). Such well-being covers many aspects of the child's life; including psychological factors i.e. appropriate emotions, relevant thoughts, mental health, and being developmentally appropriate spiritually and morally. It also covers social factors, that being, positive relationships with family, friends, the community and positive engagement with the broader social environment. It thus refers to the holistic development of the child (REPSSI, 2012; UNICEF, 2012). Therefore, children's psychosocial wellbeing affects every aspect of their lives, from their ability to learn, to be healthy, to play, being productive and being able to relate well with other people as they grow (UNICEF, 2012; REPSSI, 2012).

Psychosocial support can be categorised into three different domains of personal and interpersonal functioning. The domains provide a framework for understanding how people relate to their internal and external environments (UNICEF, 2012; REPSSI, 2012). The domains are:

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- i. Emotional wellbeing: an individual's capacity to live a full and creative life and the flexibility to deal with life's inevitable challenges.
 - ii. Social wellbeing: the ability to interact and get along with others.
 - iii. Skills and knowledge or competencies: competencies and capacities to cope with life demands and stresses and to manage relationships well (REPSSI, 2012; UNICEF, 2012).

It is thus anticipated that, through psychosocial support provision, the three domains can be strengthened to produce a well-balanced individual.

In the face of these realities, the government of South Africa took a distinct stand to address the needs of orphans by implementing a number of intervention programmes (Ntshuntshe, 2012; Ardington, 2007). These programmes are also targeted at ensuring that all children access education with the intention of achieving the two Millennium Development Goals, that being: to eradicate extreme poverty and to achieve universal primary education by 2015. The programmes provided by government include the provision of school nutrition, scholar transport, and establishment of no-fee schools and fee exemption (Ardington, 2007). Besides material needs, the government has also ensured that psychosocial support is available at schools to orphans (Ntshuntshe, 2012; Ardington, 2007; REPSSI, 2012;

USAID, AIDSTAR-ONE, PEPFAR, 2007). Psychosocial support at the school level is supposed to be provided by teachers, Department of Education, Department of Social Development and non-governmental organisations (NGOs) (Ntshuntshe, 2012; Ardington, 2007). However, there is concern that provision of psychosocial support at the school level is provided on ad hoc basis and remains haphazard and uncoordinated (Ardington, 2007; City Press 16 January 2014; Daily Dispatch 30 November 2013).

In South Africa, all teachers who have gone through training are taught guidance and counselling in their pre-service teacher training programmes (REPSSI, 2012; Clay, Bond & Nyblade, 2003; Rochat, Mitchel & Richter, 2008). Hence, it is anticipated that most teachers would be able to provide psychosocial support to orphans and other vulnerable children in schools. However, there is concern over its provision in schools because, although some teachers are providing guidance and counselling to learners, it remains informal and ad hoc (ECDoE, 2008). Parents have complained in the media that some teachers who are supposed to provide psychosocial support to orphans are discriminating, stigmatising and labelling them in front of peers and classmates (*DailyDispatch* 30 November 2013; UNICEF, 2012).

According to the Department of Education, Life Orientation is mandatory for all learners in the Senior and Further Education and Training phases of Basic Education DoE, RSA (2008). Since schools no longer have time tables for guidance and counselling services on the school curriculum as a formal subject, Life Orientation was introduced to replace Guidance and Counselling to provide support to learners by equipping them with life skills, addressing learner problems and providing pastoral care (Bhana, Morrel, Epstein & Moletsane, 2006). Logically, Life Orientation teachers are also expected to provide psychosocial support to learners in schools. However, there is concern that Life Orientation teachers are overburdened and overwhelmed because all learner problems in schools are directed to them, for example, girl problems, teenage pregnancies, adolescent misbehaviour, substance abuse, violence among learners, and even for bereavement support (Care and Support for Teaching and Learning 2011; *DailyDispatch* 30 November 2013). Moreover, it has also been observed that many of them do not possess necessary skills to provide psychosocial support (*DailyDispatch* 30 November 2013). Concerns have also been raised regarding the fact that many teachers do not attach much

importance to Life Orientation as a core subject (Adewumi, 2012; *DailyDispatch*, 30 November 2013).

Psychosocial support for orphans is provided by health workers, social workers, psychologists, Department of Education and non-governmental organisations (NGOs) (Ebersohn & Ferreira, 2011). Teachers identify orphans and refer them to these support structures. Therefore, teachers rely on networking with the above supporting structures in order to provide school-based psychosocial support. It thus implies that teachers are in a position to identify the needs of the orphans and the type of assistance that should be rendered (UNAIDS, 2007; UNICEF, 2006; Tsheko, 2007). However, there have been complaints from stakeholders that teachers have not been able to identify and refer orphans who require psychosocial support to the above support structures. It has also been observed that services and support provided to such learners is haphazard, uncoordinated and ad hoc and, in many cases, they do not get the required support (*DailyDispatch* 30 November 2013; Ntshuntshe, personal communication, August, 2014).

In view of the concerns raised above, it is not clear what is actually taking place in schools with regard to the provision of psychosocial support to orphans (Care and Support for Teaching and Learning 2011; *DailyDispatch* 30 November 2013; *CityPress* 16 January 2014). Hence, the research study attempts to fill in this gap by finding out how teachers provide psychosocial support to orphans in secondary schools in the King William's Town Education District. The study, therefore, came up with a framework of providing psychosocial support to orphaned learners in schools.

1.3 Statement of the problem

Psychosocial support for orphans, which includes emotional well-being, social well-being and skills and knowledge or competencies, is provided by teachers through different ways (REPSSI, 2012; UNICEF, 2012). However, there is concern over its provision in schools because, although some teachers are providing guidance and counselling to learners, it remains informal and ad hoc (ECDoE, 2008). There are reports in the media that some teachers who are supposed to provide psychosocial support to orphans and other vulnerable learners are discriminating, stigmatising and

labelling them in front of peers and classmates (*DailyDispatch* 30 November 2013; UNICEF, 2012).

Furthermore, Life Orientation is mandatory for all learners in the Senior and Further Education and Training phases (DoE, 2008). It is supposed to provide support to learners by equipping them with life skills, addressing learner problems and providing pastoral care (Bhana, Morrel, Epstein & Moletsane, 2006). Consequently, Life Orientation teachers are also expected to provide psychosocial support to learners in schools. However, there is concern that Life Orientation teachers are overburdened and overwhelmed because all learner problems in schools are directed to them (Care and Support for Teaching and Learning 2011; *DailyDispatch* 30 November 2013; Ntshuntshe, Personal Communication, August, 2014). Moreover, it has been observed that many of them do not possess necessary skills to provide psychosocial support (*DailyDispatch* 30 November 2013). Many teachers do not attach much importance to it despite the fact that it is a core subject (Adewumi, 2012; *Daily Dispatch* 30 November 2013).

Teachers identify orphans and refer them to health workers, social workers, psychologists, Department of Education and NGOs (Ebersohn & Ferreira, 2011; UNAIDS, 2007; UNICEF, 2006; Tsheko, 2007). However, there have been complaints from stakeholders that teachers have not been able to identify and refer orphans who require psychosocial support to the above support structures. It has also been observed that services and support provided to such learners is haphazard, uncoordinated and ad hoc and in many cases they do not get the required psychosocial support (*DailyDispatch* 30 November 2013). Literature indicates that the quality of education can be greatly improved and learners' psychosocial well-being can also be positively enhanced when they are supported in school. However, in the absence of such support, the child's psychosocial well-being can be gravely affected, hence the need for psychosocial support.

The above reports indicate that it is not clear what is actually taking place with regards to psychosocial support provision in schools. Hence, the researcher attempted to fill in this gap by finding out how teachers provide psychosocial support to orphans in secondary schools in the King William's Town Education District. The

study then came up with a framework of providing psychosocial support for orphans in schools.

1.4 Research questions

1.4.1 Main research question

How do teachers provide psychosocial support to orphans in secondary schools in the King William's Town District?

1.4.2 Sub-questions

1. How do teachers identify learners who are in need of psychosocial support?
2. What training have teachers received in terms of providing psychosocial support?
3. What strategies do teachers use to provide support to orphans in schools?
4. How do schools and the department of education provide support (including monitoring) for teachers to enable them to provide psychosocial support?
5. How can findings of the study be used to develop a framework regarding provision of psychosocial support to orphans by teachers?

1.5 Purpose of the study

The purpose of the study was to find out how educators provide psychosocial support to orphans in secondary schools in the King William's Town District. Therefore, by carrying out a comprehensive literature review and an empirical investigation the purpose of the study was realized.

1.6 Research objectives

The objectives of the study were to:

- Find out how teachers identified orphans who are in need of psychosocial support.
- Find out training offered to teachers to enable them to provide psychosocial support.

- Establish strategies used by teachers to provide psychosocial support to orphans in schools.
- Establish how schools and the department provide support (including monitoring) for teachers to enable them to provide psychosocial support to orphans.
- Suggest a model for providing psychosocial support for orphans by teachers in schools.

1.7 Significance of the study

The researcher has a major concern that the number of orphans with emotional and psychological problems in the classroom is increasing, and it can become a barrier to their learning in school. There is inadequate support in the schools because it is not clear whether teachers are equipped to support orphans and, as a result, the majority of these learners perform badly at school, attend irregularly and even drop out. Assistance, in the form of psychosocial support, appears to be inadequate at schools hence the researcher is looking into how educators go about delivering psychosocial support in schools.

The findings of the study might help to inform and give a clear picture of what needs to be done to assist teachers in the provision of psychosocial support to orphans. Such information might enable policy makers, mostly from the Department of Education, to come up with measures that might assist teachers to overcome limitations in terms of providing psychosocial support to orphans. The study might come up with new ways in which educators could become more informed and become active participants in the provision of psychosocial support to orphans and other vulnerable children in schools.

1.8 Delimitations

Only 10 secondary schools in King William's Town District that comprised 19 circuits were used while teachers, principals and government officials formed the target population for this study. The study looked into the provision of psychosocial support for orphans by teachers in King Williams Town District.

1.9 Operational definition of key terms

Vulnerability is not an absolute condition; there are degrees of vulnerabilities depending on the condition and the situation of the orphaned child. Skinner and Davids (2006) maintain that the most vulnerable children are those who have no one to play a key role in their lives and to protect their rights. Consequently, children can be affected psychologically, socially, emotionally, educationally and in many other forms (Skinner et.al., 2004).

A **vulnerable child** is defined as a child under the age of 18 years who is currently at high risk of lacking adequate care and protection (UNAIDS, 2006; UNICEF, 2008).

An **orphan** is a child under the age of 18, who has lost either both parents (double orphan), or a mother (maternal orphan) or a father (paternal orphan) (UNICEF, 2006). Whether a child has lost one parent or both parents that makes him/her an orphan and she/he is considered a vulnerable child.

Psychosocial support is the process of meeting a child's emotional, mental, spiritual and social needs, which are all elements of positive human development (REPSSI, 2012; USAID, AIDSTAR-ONE, PEPFAR, 2007).

1.10 Chapter outline

Chapter one introduced the study by presenting the background of the study, statement of the problem, purpose of the study, research questions, as well as the objectives of the study, significance of the study, delimitations and definitions of terms.

Chapter two was divided into two parts of which part one discussed the theoretical framework of the study and then reviewed literature based on the research questions of the study.

Chapter three outlined the research methodology of the study. It spelt out the research paradigm, research approach, research design, population, sample and

sampling, data collection instruments and procedures, credibility and trustworthiness, data analysis procedures and ethical considerations.

Chapter four presented and analysed the data gathered. It explained how the data was analysed using themes created from the main research questions as well as the strategies used by teachers to provide psychosocial support to orphaned learners.

Chapter five focussed on the discussion of the findings of the study.

Chapter six gave a summary, conclusions and recommendations of the study.

1.11 Summary

In this chapter the researcher presented an overview of this study. This included, amongst other things, the background of the study, statement of the problem, research questions, significance of the study, delimitations of the study, methodology, definition of terms and chapter outline. The next chapter discusses the theoretical framework that informed the study and reviews literature in line with the research questions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature based on the main research question of the study which seeks to find out how teachers provide psychosocial support to orphans in schools. By virtue of being orphans, learners experience psychological and emotional problems, and the experience may also be too traumatic for them, which, in turn, may make it difficult for them to cope and adjust in school and social settings (UNAIDS, 2007; Luther, 2004). In view of this, the need for psychosocial support and its benefits for the emotionally vulnerable will be discussed in detail. The chapter is organised along these major sections: theoretical framework, the role of the teacher in the support process, the need for psychosocial support, identification of learners in need of psychosocial support, training of teachers in psychosocial support, strategies used by teachers to provide psychosocial support and support and monitoring for teachers to enable them to provide psychosocial support to orphaned learners.

2.2 Theoretical framework of the study

2.2.1 The psychosocial support interactive process model

The study was guided by the psychosocial interactive process model. According to this model, in order to develop an understanding of support needs, the psychosocial support needs were summarised into four main categories i.e. organisation of care, sense of control, validation of experience and feeling of reassurance (Marlow, 2003).

From these four themes, an interactive model of psychosocial support needs was developed. As a process model, it demonstrates that the provision of effective support is an integrated process. The categories of support are broad, and are made more inclusive through interactions with each other, providing room to accommodate individual needs and styles of adjustment (Marlow, 2003). The model is an accessible overview of the process for both client and helper (Marlow, Taning,

Cartmill, Cieplucha & Lowrie, 2003). In view of this, the model was used to demonstrate the integrated approach that could be employed by teachers in providing psychosocial support to orphans. This, in turn, could provide answers if teachers were able to identify orphans in need of psychosocial support, training offered to teachers to enable them to provide psychosocial support and strategies used by teachers to provide psychosocial support to orphans in schools.

2.2.2 The four categories

2.2.2.1 Organisation of care

This maximises the use of different systems in offering support (i.e. identifying/diagnosing) the problem of the child and then planning a course of action/providing steps to follow towards assisting him/her (World Health Organisation (WHO); World Psychiatric Association (WPA), 1997).

Due to the circumstances of the orphaned child, sometimes a child may be experiencing emotional problems/difficulties which may be causing learning difficulties. The first step in the process is to conduct some type of pre-screening with the intent of collecting data on the learner. This may be done by a committee and involves determining whether a child is experiencing difficulty that calls for a thorough evaluation. This determination is generally done by talking to the person who initially referred the child; it can be a teacher or a parent and even the child. This is done in order to obtain a description of the nature and history of the problems the child is experiencing. If possible, it is good for the committee/ person doing the pre-screening process to review records such as the child's workbooks, attendance register etc., or talk briefly with individuals other than the person who did the referring (Brown, Aylward & Keogh, 1992). The person/committee doing the interview should focus on responses to questions regarding the child's self-concept, peer relations, eating or sleeping disorders, separations difficulties, level of motivation, unusual fears, mood swings and many other related odd behaviours. Observation during the interview is also very important in identifying emotional problems (ibid.).

The pre-screening is for determining what type of evaluation will be most appropriate and lead to the most fruitful results. That is, the person conducting the pre-screening

must determine from a description of the child's problems, whether it would be more productive to explore the possibility of learning disorders as opposed to disability (serious emotional disturbances), (ibid.).

More importantly, the pre-screening process allows the committee to make arrangements if it deems necessary, for evaluations by a professional e.g. a psychologist. But even before the psychologist can see the child, the school-based committee would take the case to the District Based Support Team (DBST), who may even do the referral to the psychologist, speech therapist or occupational therapist (Ntshuntshe, Personal Communication, 25 February 2015). Finally, the person/committee conducting the pre-screening process should determine if there are any evaluations which have been done already, that can be relevant in the formulation of the diagnosis and therapeutic recommendations (ibid.).

After the pre-screening team has determined the evaluations that will be most productive, individual professionals may conduct appropriate evaluations. These evaluations consist of a thorough history (obtained through review of records and interviews with parents, teachers and the child) (ibid.).

After the data from the evaluations has been gathered, the case manager/team will need to summarise the data presented and formulate a tentative diagnosis. After the diagnosis has been established the team/individual should formulate a general treatment plan; for instance, it might be determined that parents should be provided with some training in behaviour management strategies (i.e. if the goal was for behaviour modification purposes) (ibid.).

However, if the child shows excessive anxiety, anger, destructive behaviour, lack of confidence in his/her responses, avoidance behaviours, lack of eye contact, inappropriate demonstrations of affection, low tolerance for frustration, etc., that child should receive further evaluation by a psychologist. The results from projective psychological tests may be of value in determining if the child is suffering from emotional disorders (ibid.).

2.2.2.2 The individualised educational plan (IEP)

However, the education sector talks of the individualised educational plan (IEP). The IEP is developed by a committee, usually based in the child's school. This committee might comprise of the same members as the screening team, meaning they will be the school based personnel, with selected input from outside professionals (e.g. psychologists, speech therapists, occupational therapists, and others). In addition to this professional staff, parents should be asked to contribute to their understanding of the child's needs, as well as what they would like to see happening for their child. The committee usually includes a child's current teacher, a special educator, a school psychologist and an administrator (Brown et al., 1992; DoE, 2008).

2.2.2.3 Components of the IEP

It is stated that even though each IEP is tailored to suit each individual's needs, all IEP's have certain components in common, and goals to which they are directed:

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- The logo of the University of Fort Hare is a shield-shaped emblem. At the top is a yellow sun with rays. Below the sun is an open book with the Latin motto 'IN LUMINE TUO VIDE BIMIUS LUMEN' written on its pages. The shield is flanked by two vertical bars. Below the shield, the text 'University of Fort Hare' and 'Together in Excellence' is written in a stylized font.
- i. Current Levels of Achievements must be stated from the most recent assessments.
 - ii. Planning for the student should reflect goals, i.e. what are the committee's desired outcomes, during a specified period. Therefore, the committee should specify short term objectives for attainment of the goals- observable or measurable steps towards achievement of the goals.
 - iii. Appropriate objective criteria to determine if and when an objective is achieved. Such criteria may be stated as a percentage and can change throughout the care programme.
 - iv. The IEP should indicate the extent of special education (specific services) and other related services such as psychologists, speech therapists, etc., and the amount of time that will be needed to help the student meet the outlined goals and objectives. Also of paramount importance, the IEP may specify particular methods that may be used in trying to assist the learner e.g. maybe outlining

modifications to be made in the instructional programme within the classroom, for instance, the learner may require special seating, etc.

- v. The IEP should also state when the programme will take effect and when they expect to see some results towards the attainment of specified goals and objectives. Normally, the duration should not take longer than a year.

The IEP can be reviewed, revised or rewritten at any stage during implementation, but, of course, with the parent's consent, however, all IEP's must be reviewed annually.

2.2.2.4 Implementation of the IEP

The IEP must be developed before the student is placed on the special educational programme, and must be implemented not later than thirty days after its development, and also be reviewed sixty days after its implementation. The IEP development team will periodically update the IEP, noting objectives met, success of the methods used, and if the IEP still reflects realistic programming. However, any change that is done cannot be implemented without the parent's consent. The IEP must be reviewed 60 days after any major revisions (Brown et al., 1992).

Just as individual team members need to understand the evaluation procedures employed by professionals, it is also important that they understand the various treatment strategies used, e.g. the psychologist needs to understand what types of reading programmes are used by special educators to deal with a child who demonstrates language processing difficulties (ibid.).

By understanding the various treatment options available to the child, team members can be in a better position to determine which treatments should be used, when and how they should be employed, how to evaluate their effectiveness and how to determine when they are no longer needed.

The team/person should, however, determine what procedures will be used to co-ordinate and monitor the implementation of the general treatment plan. Procedures for follow-up and re-evaluation should also be addressed.

Finally, the case manager/any person appointed by the team will share the results of the evaluation, the diagnostic formulation, and the general therapeutic recommendations with parents. This is necessary and important because it helps to promote the parents' understanding and acceptance of their child's disorders and to elicit their co-operation in the treatment process (ibid.).

As organisation of care states that different professional people, sometimes even from different sector, i.e. speech therapists, social workers, psychologists etc., will assist each other in identifying/diagnosing the problem of the child and planning a course of action towards assisting the child. All these people will work with the teacher towards assisting the orphaned child. When the teacher has identified a child needing assistance he/she will then make use of the School Based Support Team (SBST) to refer the child for further support or assessment. It is the duty of the SBST to organise care and, if they see the need for specialised care, they will seek further assistance from such professional people as social workers and psychologists. These professional people will craft support which is specifically planned to suit the needs of individual learners. This means that they will need to work with the caregiver/parents of the orphaned learner to discuss desired outcomes of the care programme: specific services needed as well as the start and expected end date of the programme. This is important to the study because in order to be able to successfully support orphaned learners it is essential for all schools to have SBSTs. The teacher is at the forefront of the support but the teacher cannot do all this alone, hence he/she needs the SBST to assist him/her to carry out the support.

2.2.3 Sense of control

This is whereby the individual needs reaffirmation that he/she is in control over the environment/situation in order for him/her to move on (Siegel, 2008). According to Siegel (2008), control is one of the deepest needs people have. This is because, from an evolutionary point of view, if people are in control of their environment, then they have a far better chance of survival (ibid.). According to Maslow's hierarchy of needs (1943), one of the basic needs that humans have is a sense of safety. Physical safety means freedom from harm and when people feel threatened they are likely to respond to a fight or flight reaction. This simply means that a man's deep subconscious mind makes him to undergo a biochemical change which when he

faces some kind of danger makes him to resort to fight or flight reaction (Straker, 2002)] Changing Minds, 2002-2015). This simply means that a person literally gets ready to fight or run away (Gibson, Swartz & Sandenbergh, 2002). The body undergoes a chemical change which results in the increase in the heart rate, blood pressure, blood sugar levels and respiration. Stress hormones and adrenalin are then released, heightening muscle functions and senses become keener, and thereby the body becomes primed to respond to a challenge (ibid.). Therefore, if one is in control he/she will be in a better position to take charge/control of the situation. Gibson et al. (2002) further add that having a sense of control lessens the feeling of threat.

Again, people need psychological safety because people can also psychologically threaten themselves from repeated self-harming cycles of recurring memories (perhaps some bad experiences, the person has gone through) (Straker, 2002).

2.2.3.1 Things that lead to a person to have sense of control

- A sense of certainty e.g. about the future;
- Completion of outstanding things, so that we don't worry about them e.g. education;
- Understanding how things work e.g. death will happen and life will go on;
- Being able to predict what will happen, e.g. secure future/ life;
- The fact that people including ourselves and things are consistent e.g. develops trust (Siegel, 2008).

An orphaned child who has lost a parent needs a sense of certainty about the future, that people will be there to support him and that all those plans the child had will come to fruition. Just because the parent is no longer there does not mean that all things, particularly his own life, must come to an end. It simply means that death is an unavoidable aspect of life and people must learn to accept it and move on. In order to do this people must be able to demonstrate consistency in the child's life for him to be able to trust people. Through ceding trust over to the teacher and, thereby, creating this trusting relationship, the child will know that the future can be something to look forward to. Therefore, the teacher and all people close to the child at this

moment i.e. peers, family and community will play a major role in creating that all important trust which is needed for emotionally sensitive people.

Teachers are there for the child and they represent the familiar and the friendly face and learners need to develop trust in them. Through identification the teacher can take charge/control of the situation. The learner, in turn, cedes his own control over to the teacher because he/she sees that the teacher has demonstrated consistency which he desperately needs and he/she now trusts the teacher. The learner, in turn, gains control of his/her own situation because he/she knows that he/she is not alone, there are people looking out for him. Then the learner can see things better, have hope for the future. Thus, through the positive presence of the teacher the orphaned learner can gain locus of control. Therefore, all these interventions that will be done by the teacher or SBST will all contribute towards building the orphaned learner's protective factors/resilience, which may assist in strengthening the individual's internal locus of control. Once this is achieved, he will be able to trust more and be more optimistic about the future.

When people feel out of control, they experience a powerful and uncomfortable tension between the need for control and the evidence of inadequate control. And it is important to note that the need is for a sense of control, not just for control (Siegel, 2008). People do not actually need to be in control all the time, what they really seek to have is a sense of control.

2.2.3.2 Power and trust

The sense of control is also closely related in opposite ways to power and trust. A person can get a sense of control by taking control and acting, which is effectively about power. While a person can also get a sense of control by ceding it to others, which requires trust (Siegel, 2012). Trust and control support one another. Not only does trust cede control, but the need for a sense of control drives us to seek trust (Siegel, 2012).

2.2.3.3 Control and risk

If people have control, then they risk less and threats can be avoided or better handled. The benefit of this is that it leads to a better chance of survival. People trust more and risk less when they have control. Vulnerable people, on the other hand, can do little about avoiding threats and must depend on others to help them (Siegel, 2008).

2.2.3.4 Pain and control

People who have a higher sense of control tend to feel pain less intensely than people who have a low sense of control.

2.2.3.5 Locus of control

There is a principle of locus of control whereby people tend to attribute the control they have in their lives either internally (I have control) or externally (others control my life). People with an internal locus of control are more pro-active and self-motivated, whereas external attribution leads more to passivity and belief in fate and luck (Siegel, 2008).

2.2.3.6 Harmony and control

A loss of the state of harmony that people seek is defined as a shift towards either chaos or rigidity (Siegel, 2008). When people become more rigid, they control more and when they become more chaotic, they control less. Harmony and integration can hence be understood as a balance of control (Siegel, 2008).

Despite the many challenges, barriers and risk factors, interventions may be directed at building the individual's internal protective factors/resilience factors which may assist in strengthening the individual's internal locus of control. Once this is achieved the individual will be able to trust more and also be more optimistic about the future.

2.2.4 Validation of experience

The child needs validation of experience, which is crucial for emotionally sensitive people. The child needs to get recognition and acceptance that the experience the person has just gone through was a valid one (Hall, 2002).

When it comes to achieving psychological wellbeing, validation plays an important role. Validation from others is one of the best tools to help emotionally sensitive people manage their feelings effectively. Validation, primarily, consists of two aspects: that one's inner experiences i.e. thoughts, emotions, feelings and behaviours will be acknowledged, understood and accepted by other people. On the other side, one's identity is accepted by others as well. To validate someone's feelings means, first, to accept someone's feelings. Following this is to understand and eventually to nurture them.

Validation helps a person to improve communication with other people. When one validates others, he/she invariably creates a safe context for them to express their fears, worries and issues that make them uncomfortable. When people have an open, accurate communication, it makes it possible for problems to be solved (Hall, 2002).

When one validates someone, they allow them to share their feelings and thoughts. One reassures them that it is okay to have the feelings that they have. In this way, people are demonstrating to them that they will still accept them after they have shared their feelings. This is also to let them know that people are accepting their perception of things at the moment. It is to help them to feel heard, acknowledged, understood and accepted (Hall, 2002).

Validation entails listening. Therefore, painful experiences that are expressed, acknowledged and validated by a trusted listener will diminish (Hall, 2002). On the other hand, painful feelings that are ignored will gain strength. Communicating when one is overwhelmed with emotion is most often very difficult and being able to trust someone enough to share one's feelings with is a great achievement.

2.2.4.1 Understanding validation

Validation is the recognition and acceptance of another person's internal experience as being valid. It may not necessarily mean that one is agreeing with or supporting feelings or thoughts of that particular person but that you acknowledge what the person is going through. Hay and Kessler (2014) view validation as acknowledgement that one has loved and cared for somebody else and that people are well within their rights to grieve and nobody should take that away from them.

2.2.4.2 Importance of validation

People have an inherent need to belong and feeling accepted is calming. Acceptance means acknowledging the value of oneself and fellow human beings. Events can make life confusing and difficult and, therefore, getting feedback from other people that what you are experiencing is normal or makes sense, lets the affected person know that what he/she is thinking and feeling is understandable. The internal experiences may differ but it helps to know that someone else has gone through a similar experience and it is understandable (Hall, 2002).

Validation helps regulate emotions: knowing that one is heard and understood, can be a very powerful experience and has the potential to release tension and relieve urgency (Hall, 2002). When people do not feel understood, it creates thoughts of being left out or not fitting in. Such thoughts lead to fear and maybe panic because of the importance of the need to be part of a group, which is critical for survival and the potential loss of love and acceptance, which is one of the basic human needs. Therefore, validation helps to soothe the emotional upset and imbalance.

Validation helps build relationships: As already alluded to earlier on, validation builds understanding and effective communication. It shows the other person that they are important, whether it is a child or an adult. Validation communicates that they are important to the listening party and that one cares about their thoughts and feelings and experiences. It demonstrates that one is there for them (Hall, 2012).

Validation helps people to persevere: When change is difficult, and having recognised the difficulty of the task, it helps people to keep working toward their goal. It helps to replenish the will power (Hall, 2012).

2.2.4.3 Basic steps to Validation:

- Acknowledging the other person's feelings;
- Identifying the feelings;
- Helping them label the feelings;
- Being there for them, remaining present physically and emotionally exercising patience;
- Being accepting and non-judgemental (Hein, 2007).

Validation helps to regulate emotions; knowing that one is heard and understood can be powerful in creating emotional stability which is much needed in orphaned learners. Therefore, when other people validate the orphaned learners' experiences, that gives them the courage to persevere because change is difficult and, having recognised the difficulty of the task, that alone helps him/her to keep striving for that goal. Therefore, validation, in turn, helps orphaned learners to gain a sense of control or vice versa. Once the child has a sense of control he gains validation, this, in turn, gives him/her reassurance that they are not alone and that other people are backing them. This is also interconnected to the role of the teacher, whereby through these supportive actions, roping in SBST and other professional people, the orphaned learner can be able to know and feel reassured about the future and also lost confidence is restored.

The opposite of validation is invalidation. Invalidation is when emotions are rejected, avoided, disregarded or negatively evaluated (Hall, 2012). When a person is invalidated, it creates frustration, anger and a lot of other emotional experiences. When children do not receive recognition, they sometimes resort to inappropriate behaviours to obtain recognition, despite the fact that this recognition is often negative (Brown et al., 1992). Invalidation can range from being ignored and unacknowledged to being physically and emotionally abused. In this case, abuse being the extreme version of invalidation. Invalidation carries its own form of pain and suffering.

2.2.4.4 Internal processes that go with invalidation

This is when a person experiences invalidation; they seldom express their thoughts, feelings and emotions. Sometimes, due to invalidation, people may not even be aware of how they are feeling, what they are thinking and their behaviour. The person may not even be allowing himself to feel, let alone letting other people to be aware of these feelings they are harbouring. All this can create repressed feelings and an internal split in the mind of a person.

What this means then is that there is a complete difference between being validated and being invalidated. This can be the difference between being happy and successful and being unhappy and unsuccessful (Cooper, 2012).

2.2.5 Feeling of reassurance

This is when the child is being reassured about the future/life and lost confidence is restored (Hall, 2012). Reassurance can also be the action of removing someone's doubts or fears and restoring confidence. This is usually achieved through language, by talking, where appropriate reassurance can be an important aspect of therapeutic techniques, particularly where people feel sanctioned or that there is something seriously wrong with them. Reassurance encourages clients to believe in themselves and in the real possibility of improvement (Wei, Mallinckroft, Larson & Zakalik, 2005).

Reassurance is also useful in diminishing anxiety by explaining to the person that the feeling of anxiety or tension is temporary and not at all unexpected (Psychology Dictionary).

2.2.5.1 The need for reassurance

Some people are emotionally insecure and need somebody else to tell them that what they are feeling is normal or it is okay to feel that way. Reassurance can also go a long way in making people feel they are not alone and that other people are backing them.

In this study, the psychosocial interactive process model will be used to explain the teacher's role regarding providing psychosocial support to learners. The relevance of the psychosocial support interactive process model to the study is that it will provide

an understanding of the supportive processes that will be used by the teacher in trying to meet psychosocial needs of the learner whose belief and confidence in them and the world was shattered following the traumatic experience in their lives. In view of this, the psychosocial interactive process model will be used to explain the steps the teacher will follow towards providing supportive assistance to the child, in terms of identifying the problem of the child and organising the appropriate care to follow, making the child aware of the fact that he/she has to take control of the situation for him to survive and move on, and acceptance of the experience he/she has undergone and, finally, to reassure him/her that what he/she is feeling is okay and everything will return to normal. All the processes are linked/ integrated so they cannot be dealt with one at a time but rather as inclusive interrelated interactions.

2.3 Studies conducted to examine provision of psychosocial support to vulnerable children by educators

2.3.1 The need for psychosocial support

According to Freeman (2005), grief is a natural response to a loss and grief responses are general responses to separation and loss (Bowlby, 1988).

Children's psychological damage can arise at any time after the event of the death of a parent (Luther, 2004). Children experience bereavement just as adults do and the intensity of the emotions is likely to be similar as well (Bernard et al., 1999). Freeman (2005) reaffirms this when he says that children often find it difficult to identify and express their feelings effectively. They can easily be dismayed, alarmed or even conflicted by these emotions they are currently feeling. On the other hand, failing to express these feelings may often lead to channelling them into negative behaviours (Freeman, 2005). Hence, it is important for teachers who work with children to recognise that following the experience, the behaviour exhibited may not necessarily mean the child is bad (ibid.). Therefore, the way teachers respond can significantly affect the outcome of the child's experience; so, they need to be informed (Barnard et al, 1999). Pridmore and Yates (2005) concur with the notion that teachers have unknowingly caused more problems for children. Moreover, children's reaction to or understanding of grief may also depend largely on their age, life experiences and personality (Nemours Foundation, 2014).

Furthermore, grief is a necessary part of the healing process (Freeman, 2005; Barnard et al., 1999). Smith and Segal (2013) postulate that grief has a specific function and, that is, to detach thoughts and feelings from the dead person so that the bereaved person can move on with his/her life. Therefore, the healing process may take time; it cannot be forced or hurried. Grief can be arranged into four general categories: i) feelings, ii) physical sensations, iii) cognitions, iv) behaviours. Thus, separation and loss impact on the afore-mentioned areas (Fiorini & Mullen, 2006). These can be further explained as:

(i) Feelings: Anxiety

Anxiety is a common reaction to grief and, according to Greenwall and Lippman (2004), anxiety is brought on by excessive worrying, fretting and being overly concerned about something. Anxiety can be accompanied to some degree by a sense of panic. This can be brought on by the realisation that the person is alone and the “attachment questions” now arise, that how is he/she is going to survive without the loved one (Starship Foundation & Paediatric Society of New Zealand, 2005-2015).

(ii) Physical sensations

Freeman (2005) alludes to physiological reactions that most people exhibit that are associated with grief, and these may include hollowness in the pit of the stomach, tightness in the chest/ throat, muscular weakness, lack of energy, dry mouth, insomnia, loss of appetite, depression, generalised anxiety, absence of pleasurable experience, and a sense of depersonalisation, as nothing seems to be real, including the bereaved person.

(iii) Cognitions

Cognitive responses to a loss may include disbelief, confusion, and passive suicidal thoughts and preoccupation with the deceased (Freeman, 2005). This is often a wish to undo the loss and also intrusive thoughts which can be attributed to guilt and the unresolved issues (ibid).

(iv) Behaviours

Some behaviour is consistent with people grieving the death of a loved one. For instance, dreaming about the deceased is a common reaction. Also the person may be consumed with avoidance whereby he/she avoids talking about the deceased or visiting the cemetery or the place where the deceased died. Others can even exhibit obsessive behaviour whereby the survivor obsesses about visiting the cemetery frequently, carrying a picture of the deceased, fearing that he/she might forget his/her face, clinging to belongings of the deceased (Freeman, 2005).

It has been noted that in some cultures death is not talked about to children, resulting in them not understanding what is going on in the home (UNAIDS, 2001). Furthermore, it is also noted that talking to children about death is difficult for all parties involved, because it may bring out sensitive issues that the parent or caregiver may not be ready to deal with (UNAIDS, 2012). The loss of a parent can be troubling for a child, and this can affect how he/she responds to it (UNAIDS, 2012, REPSSI, 2012). Also, it has been noted that children react differently to grief and these reactions manifest themselves in acting out behaviours because even though children do not have the maturity to mourn as adults, but they feel the same intensity (Dent, 2005; Klaas, Silverman & Nickman, 2008).

Children grieve, especially when they lose something to which a bond was formed (Smith, 2012). The child may become emotionally unstable due to unanswered questions, insecurity and attachment issues that he/she finds him/herself in, and these can be seen as a result of the loss of a parent (Gibson et al., 2002). Childhood loss not only predisposes a child to physical and emotional problems but also to increased risk for suicide, especially to adolescence (Stroebe & Shut, 2009; Dent, 2005). In addition, Aids orphans in rural Uganda revealed that they had higher levels of anxiety, depression and anger along with feelings of suicide (UNAIDS, 2006; UNICEF, 2006). Moreover, Makame, Ani and Grantham-McGregor (2002) found that orphans had higher scores for internalising problems compared to no-orphans and that nearly three times as many orphans had contemplated suicide.

Consequently, all these can have a negative effect on the child which, in turn, can have a negative impact on his/her participation in school. Pridmore and Yates (2005) postulate that the experience some orphans go through has the potential to make

them unproductive learners as a result of poor concentration in class. This can again be interpreted as being troublesome, thereby further isolating them.

Another important fact is the mental health of the child, especially orphaned children. According to Wattie (2003), childhood mental health is of paramount importance because a healthy start is very crucial for the mental health and well-being of a child throughout his/her life. It cannot be overemphasised that the results of poor mental health in childhood can extend to adulthood, resulting in poor educational outcomes, crime, violence, risk of unhealthy lifestyles and ill health. It has also been noted that the most at risk of poor mental health are orphans and vulnerable children (Olegbeleye, 2013). Therefore, unhealthy mental health can lead to unhealthy social behaviours. For instance, a study carried out by Foster (2002) in Tanzania, which compared psychological health of orphans to non-orphans, reported a substantial evidence of reduced psychological well-being for orphans. The study also showed that most orphans had psychological impairment, especially internalised behaviour changes such as depression, anxiety and low self-esteem. Thus, the study seeks to find out how orphaned learners are supported in schools because with the background of the orphaned child, the teacher can be able to respond appropriately. This can be further linked to validation because, even if the teacher does not go into detail about the child's experience, just validating the experience will go a long way towards helping the child achieve emotional stability.

2.3.1.1 The phases of grief

According to Bowlby (1980), a death loss is a disruption in the attachment bond a person has with a significant other in their environment. Consequently, the system must reorganise itself through a process involving four stages.

Phase i: This phase is characterised by emotional numbing and an initial disbelief that the death has actually occurred.

Phase ii: Includes searching and yearning. At this stage the numbness begins to wear off and there is now realisation of the loss which is faced by the individual.

Phase iii: Here the individual experiences disorganisation and despair. The reality of the loss is now complete and the attachment behaviours that were instrumental in

maintaining the attachment bonds between the deceased and the survivor are no longer working. As a result, withdrawal and isolation may be common behaviours experienced by the survivor. The survivor tries to re-evaluate and redefine himself and this requires full acceptance of the loss.

Phase iv: Phase four involves a greater or lesser degree of reorganisation. The bereaved individual slowly comes to realise that life must go on. There is a small, growing recognition of the possibility of the new life (Freeman, 2005). Children who have lost parents sometimes feel pain associated with the death because they feel that the deceased person has rejected them or somehow they have failed them. They may even feel isolated from the community. As a result of these feelings, they may lose interest in all things including people (isolate themselves). Hence, it is important for the teacher to be able to rope the child in, to help him/her regain interest in daily activities, school and other people. This is because through all these grief stages there will come a stage whereby the orphaned learner will gain acceptance over what has happened and he/she will want to continue with his life and social activities. New resolutions will come with acknowledgement that life will continue and thereby he/she will have some hope for the future.

2.3.1.2 The stages of grief

Freeman (2005) alludes to five stages of dying and these stages may also be used as a framework to understand the normal grieving process of both the dying and the bereaved.

Stage 1: Shock, denial and isolation, attempts to limit awareness: The bereaved usually experiences shock and numbness, which serves to protect the bereaved person from the devastation of the loss (ibid.). Denial serves as a temporary defence but will eventually, over time, give way to acceptance. Isolation is also frequent and is seen as a self-protective action in which the bereaved withdraws from others.

Stage 2: Awareness and emotional release: As the shock slowly wanes down, it is replaced by a conscious awareness, and emotions such as anger and guilt may erupt. Anger can be seen as a result of the helplessness experienced by the bereaved; of his/her inability to change or take control of the situation, and it is

important to note that this anger may be directed to the family members, the bereaved person and even the deceased.

Following the anger is the stage of bargaining (Freeman, 2005). Bargaining may be seen as the bereaved person's way of attempting to avoid the finality of the loss and the intense feelings that go with it. The person may even try bargaining with God to try and change behaviour, if the loss can be reversed (ibid.).

Stage 3: Depression: Depression usually follows as a result of the feelings of hopelessness. It usually follows when denial can no longer be maintained and the bargaining has failed to remove the reality of the loss (ibid.).

Stage 4: Acceptance and resolution: This is the final stage of grief, and the bereaved comes to terms with reality. Acceptance comes with the ability to talk about and remember the deceased without experiencing severe emotional upheaval (ibid.). At this stage, reinvestment in life and social activities resumes and forms part of the person's resolutions. There comes an acknowledgement that life will continue and there exists some hope for the future (ibid.). This is when the school environment should really come to the assistance of the orphaned child because now he/she is ready to communicate with teachers, peers and talk about the traumatic experience he/she has gone through. Now, if that experience is validated then that will give him reassurance that everything will be ok and he may even look forward to coming to school and having a future after all.

2.3.2 Common emotional behaviours associated with grief in children

Emotional and behavioural disturbances in children are manifested in different ways and in different degrees.

2.3.2.1 Aggression

Aggression is especially directed at external factors, and it is common among these children. The aggressive child shows resistance and is hostile, quarrelsome, cheeky and sometimes insolent. This behaviour may sometimes be linked to seeking attention.

2.3.2.2 Depression

Hallahan and Kauffman (2007) maintain that depression manifests in the form of concentration problems, lack of motivation, negative self-concept, excessive feelings of guilt, prevailing feelings of pessimism, sleep and eating disturbances, poor school achievement, thoughts of suicide, especially if linked with helplessness.

2.3.2.3 Withdrawal

These children are slow or unwilling to involve themselves in social relationships, especially with peer group, and they are often excessively preoccupied with the self to the exclusion of the outside world (ibid.).

2.3.2.4 Elective mutism

Emotionally disturbed children may express their tension and anxiety by refusing to speak, in certain social situations, although they are able to understand speech and able to talk, which is also some type of social withdrawal. A typical example would be a child may refuse to talk at school, while he will talk at home or vice versa. Excessive shyness, refusal to attend school, temper tantrums, anxiety and timidity, are some of the personal characteristics that go hand in hand with their psychological disturbance (ibid.).

2.3.2.5 Regression

The child regresses to the habits and behaviour of a much younger child, such as thumb sucking, nail biting, bed wetting/ soiling etc. This is indicative of a child's wish to go back to a safer and more predictable time in the child's life (ibid.).

2.3.2.6 Negativism

This occurs when the child refuses to carry out instruction or requests or simply chooses to ignore them. Reasoning or persuasion will not move them. This behaviour allows a child who feels weak to control and feel powerful against the forces that seem to overwhelm him (ibid.).

2.3.2.7 Juvenile delinquency and misconduct

Juvenile delinquency is described as an infringement of the law by a person under the age of 21 years but younger than seven years (Kapp, 2003). According to Sullivan (2006), crime, misconduct or deviant behaviour such as theft, burglary, assault, vandalism, sexual promiscuity are often expressions of the emotionally disturbed child's inner conflict. For these children, it is a way of releasing inner tension and anxiety, it is also the expression of passionate and aggressive feelings, and the search for love and attention, which the child does not receive (Kapp, 1991). According to Kamphaus, Thorpe, Winscor, Kroncke and Dowdy (2007) behavioural problems are associated with inappropriate child-rearing by dysfunctional families. Orphaned children are likely to fall under this category due to absence of parents and, as a result lack of care, discipline and supervision, this may lead them to seek company with peers who may involve them in deviant behaviour and activities (Olegbeleye, 2013; Babedi, 2013).

The presence of a parent creates an emotionally suitable climate which renders the child to be open to the influence of the parent's feelings, thoughts and values (Kapp, 1991). He further goes on to state that when the communication between parent and child is disturbed, be it through death or divorce, the child's personality development is also disturbed. When this happens the child experiences distress, feels insecure and his view for the future is also hampered (ibid.). Ultimately, the anxiety can create a multitude of possibilities for emotional and behavioural disturbances because if a healthy emotional bond between a mother and a child is not developed, the child's emotional life does not develop adequately either (ibid.). Therefore, the presence of a parent can help children to be resilient to behavioural and emotional problems (Kamphaus, Thorpe, Winsor & Dowdy, 2007; Babedi, 2013). Papalia, Olds and Feldman, (2008) postulate that these behavioural and emotional problems faced by these children, especially those undergoing the adolescent stage, may then be aggravated by this stage in their development.

2.4 Adolescence and grief

Puberty comes with social and physiological changes in adolescence and the adolescent may become preoccupied with the question of identity (Sadock &

Sadock, 2003). At this stage the young person is primarily concerned with what society/others think of him as compared to his own views about himself (ibid.). It is a particularly important stage because the adolescent is trying to connect with others in society outside the immediate family. At the end of this stage the young adult can have either successfully managed to form cliques or failure may end up in identity crisis. Failure to negotiate this stage leaves the adolescent without solid identity and the person may suffer from role confusion, characterised by not having a sense of self and confusion about their place in the world (ibid). This role confusion may manifest in behavioural abnormalities like running away from home and engaging in criminal acts.

For the adolescent, the experience with parental death and loss may have a strong impact on his/her development. For example, if the parent died while the adolescent was trying to detach him/herself emotionally from his/her parent, he/she can have conflicting emotions such as feelings of guilt, abandonment and lowered self-esteem (Freeman, 2005). At the same time, the adolescent may be filled with feelings of insecurity (ibid.). This can further be aggravated by the fact that teenagers tend to have intense feelings, because to them life can be meaningless without satisfying relationships, as a child depends on the parents to fulfil most of his/her needs (Greehead, 1998).

In adolescence, a major development is identity formulation. The adolescent starts to form other attachment relationships, as relationships with peers take prominent role and the parent-child relationship takes the backseat, as it is being renegotiated (Freeman, 2005).

For the people working with the bereaved, it is important for them to be acquainted with these characteristics of normal grief reactions in order for them to be able to bring reassurance to those going through these emotions/behaviours, namely, that it is a normal reaction to death and that life will continue (ibid.).

2.4.1 Trauma

Orphans require psychosocial support because of the trauma and stress they have experienced. Trauma is defined as an emotional shock that produces long lasting harmful effects on the individual (Gibson et al., 2002). For young children, trauma is

brought on by illness or death of parents (ibid.). Trauma goes hand in hand with stress, and stress is an emotional condition experienced or felt when an individual has to cope with unsettling, frustrating or harmful situations (ibid.). In these cases, people tend to have a sense of helplessness, which creates uncertainty and self-doubt. Therefore the purpose of psychosocial support is to help children and young people cope with emotional trauma and stress.

Again grief and trauma go hand in hand because a child going through grief and trauma is likely to display a variety of emotions (Dent, 2005). Children who have been traumatised see the world as a frightening and dangerous place (Robinson, Smith & Segal, 2012). Barnard (1999) concurs and also notes that often a traumatic experience can change a person's sense of security and trust in the world and other people. Hence, some people lose interest in life or the future and cannot plan ahead. For instance, Barnard et al. (1999) documented that children who had been involved in a transport-related disaster, had lost interest in planning for their future and felt they should live each day as it comes.

He also noted that, when a person goes through trauma, he/she feels that the whole world and all things the person thought of doing in life as no longer having meaning as nothing will be safe and secure again. Hence, it is important to note that when childhood trauma is left unresolved, this fundamental sense of fear and helplessness carries over into adulthood, setting the stage for further trauma (Robinson, Smith & Segal, 2012). Therefore, if childhood trauma is not resolved it can have severe and long lasting effects on the child. Hence, it is necessary for the teacher who is in daily contact with the child to be acquainted with bereavement issues and try and work with the child in resolving them.

2.4.2 Stress

Stress is a person's response to a stressor, an event that provokes some sort of reaction. Stress helps us to understand the ways in which people respond to changes in their lives. And changes become stressful because of the meanings we attach to them. Changes are often stressful because they stretch people's ability to cope. And when people become stressed they get into a fight or flight response. What is important is the way in which people cope with the stress, depending on the meaning the event/stressor has for the person (Gibson et al., 2002). Stress can turn into chronic stress if the stressed person is unable to come to terms/deal with the stressful event. It is important for the teacher to be on the lookout for warning signs of chronic stress which can include tension headaches, prolonged fatigue, sleeplessness, irritability, depression, feeling overwhelmed and a decreased concentration in the case of learners (ibid.).

That is why for many children and adolescents going through the adolescent stage, trying to form a new identity and then to be compounded by the loss of a parent, can be very difficult. That is a very big change in their lives. People in general have a certain capacity to deal with change. But, sometimes, when a major event occurs it falls outside their capacity to cope and that is when stress sets in (ibid.). That is why when they cannot find a platform to communicate how they feel or find reassurance, they lose control and act out in rebellion or in certain behaviours which can be construed as unacceptable. Again, Richards, Campania and MuseBurke (2010) in their research on "Emotional ability and social behaviours" concluded that a lack of emotional expression in people leads to misfit behaviours.

Negative experiences, deprivation or trauma can affect a person's ability to trust other people, including trusting themselves (Gibson et al., 2002). The negative experience may make the person to expect that people in general will respond in the same manner as well i.e. he/she will be disappointed, abandoned etc. (ibid.). A child who has not experienced the support of someone who could hold and manage his emotions, who could not manage himself, then will not be able to develop that capacity within himself. That child will not have learned that it is possible to contain oneself. They will otherwise be left with the notion that other people are not capable of containing their unmanageable feelings (ibid). This may confirm to them that there

is something wrong with them, thus leading to a negative/ low self-esteem. Hence, they will develop coping mechanisms. These coping mechanisms include internal mental processes as well as behaviours (ibid.), which will lead them to acting in certain kind of ways.

This leads the adolescent to have a negative self-concept. Self-concept refers to the way in which an individual perceives him/herself as far as abilities, limitations strengths are concerned (Greathead, 1998). All these lead to the formation of a negative self-esteem being in the form of poor self-image, feeling badly about oneself, having feelings of inadequacy and being full of doubt (Greenwall & Lippman, 2004).

2.4.3 Withdrawal and isolation

Withdrawal and isolation can culminate in the sufferer becoming withdrawn, that is purposefully detaching him/herself from people, thereby isolating himself. A person can end up living a life of a recluse (Greenwall & Lippman, 2004). This can easily lead to depression, which is when a person becomes totally withdrawn from other people (Gibson et al., 2002).

In his theory of human development, Erikson provides a framework for an understanding of the psychosocial needs of young people in relation to their societal environment (De Witt & Lessing, 2010; Woolfolk, 2010). The emergence of the self, the search for identity, the individual's relationships with others, are all important aspects in psychosocial development. Erikson's Theory of Psychosocial Development describes eight stages which play a role in the development of personality and psychological skills (Cherry, 2012). According to this scholar, Erikson's theory describes the impact of social experience across the lifespan. One of the main elements of this theory is the development of the ego identity. Ego identity is the conscious sense of self that people develop through social interaction. According to Erikson, people's ego identity is constantly changing due to new experiences and information they acquire in their daily interaction with other people. Therefore, as they face each new stage of development, they face a new challenge that can help to further develop or hinder the development of identity (Cherry, 2012). Thus, while the adolescent has been trying to connect himself with his/her peers and re-establishing his/her relationship with the parent, and tragedy strikes, and he/she

gets caught between the fear of losing a parent (perhaps through HIV) and being found out and shamed, and their wish to feel connected and to have a sense of being in unity with peers. This is also in keeping with the wish to establish a sense of belonging which is also a part of human needs. This, in turn, may create a dilemma in the adolescent as, in his attempts to be protective of the self, and being wary of other people's perception of him/herself, which can ultimately create a negative construction of the self/ identity and become a barrier to the construction of a positive self-image.

This may in turn have major impairments to their social behaviour and moral functioning (Pharoah, 2004; De Witt & Lessing, 2007). As already stated earlier on, these may perpetuate the development of behavioural problems, which can be manifested in signs of aggression, helplessness, sadness, depression (Nyamukapa et al., 2008). This is also reaffirmed by Richards, Campania and Muse Burke (2010) whose research on the emotional ability and social behaviours postulate that lack of emotional expression in people leads to misfit behaviours. These scholars go on to state that these behaviours are a direct reflection of their mental health and that self-destructive acts such as drug and alcohol abuse, physical fights and violence, may surface to suppress emotions (Richard et al., 2010).

Donnellan, Trzesniewski, Robin, Moffit and Capsi (2005) found low self-esteem in adolescence to be particularly damaging and indicate that it is directly associated with aggression, antisocial behaviour and delinquency. Already, orphans are at risk of developing low self-esteem due to a variety of reasons, and when there is no parent to play a significant role in the life of a child, the child may develop low self-esteem (Elegbeleye, 2013).

Self-esteem is a term used to describe a person's overall sense of self-worth or personal value. It can also be described as how an individual sees himself, how he/she perceives his value to the world, and how valuable he/she thinks he/she is to other people (Olegbeleye, 2013). People are often described as either having high self-esteem, in which case they think very well of themselves and their abilities, or low self-esteem (filled with doubts and criticism about themselves and their abilities). Self-esteem is important because it is an essential human need that is vital for survival and normal healthy development (Olegbeleye, 2013). According to Maslow

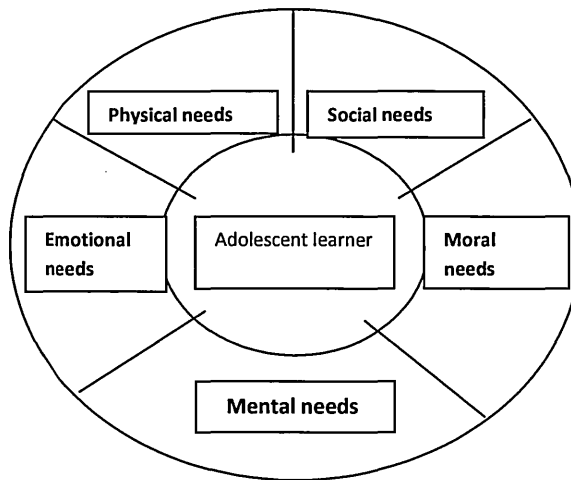
(1943), psychological health is not possible unless the essential core of a person is fundamentally accepted, loved and respected by others and by himself.

Self-esteem also allows people to face life with more confidence, benevolence and optimism, thereby easily reaching their goals to self-actualise (Cherry, 2012). According to Maslow's hierarchy of needs, there is the need to belong in that process of the adolescent trying to fit in with peers. Also, one of the esteem needs people have is to be acknowledged as individuals in their own right and as people of worth to others (Cherry, 2012). The self-esteem that a person has is a key factor in the way that a person relates to others, how he/she sees himself and the priority they give to meeting their own needs (Olegbeleye, 2013). Adolescents who do not have the required context/environment and experiences for the development of healthy identity or because of severe stress may not be able to develop healthy identity. They may experience self-doubt and later on engage in self-destructive behaviours to relieve anxiety associated with confusion (Reyland et al., 2002).

Maslow's hierarchy of needs states that until physical needs are satisfied, other needs cannot be met. However, literature has shown that interaction with orphaned and vulnerable children, especially young children, revealed that the need for love and caring is more important than many physical needs. Therefore, all needs are important to children and that the actual priority of each need will depend on the circumstance of each child (FOST, 2005).

Hence, REPSSI (2009) advocates for addressing the developmental needs so as to mitigate the rise in the behavioural and emotional problems among school children, especially those at secondary level. Further, REPSSI uses the wheel model in order to show the developmental needs, i.e. (physical, cognitive, social, moral, mental, and emotional), which need to be satisfied in order for children to be fully developed adults (Babedi, 2013; REPSSI, 2009; Huni, 2010).

The following diagram is an illustration of The REPSSI WHEEL.



Source: Huni (2010)

Figure 2-1: The REPSSI Wheel Model

According to Huni (2010) the focus of the REPSSI wheel is to:

- Illustrate the developmental needs of children which have to be satisfied in order to ensure a healthy adult.
- Involvement of parents, teachers and the community to identify learner problems with the aim of implementing psychosocial intervention measures.
- Equip learners with skills to cope in difficult times.
- Create an enabling environment which is conducive for growth and holistic development of the learner (Huni, 2010; Babedi, 2013).

Thus, the wheel is inclusive of emotional needs of children which are important for a holistic development of the child.

The wheel above illustrates orphaned learner's developmental needs which have to be satisfied in order to ensure they reach a healthy adulthood. The teacher who is one of the focus areas of the study has to play a role in equipping orphaned learners with skills to cope in difficult times such as losing a parent. Thus, teachers have to be trained in the identification of learners as well as equipping them with skills on how to support them. It is also important for teachers to know that they cannot achieve this monumental task alone, hence they need to rope in parents, family and community as these people are essential factors in fostering resilience in orphaned learners. Hence in the study, the interactive process model emphasises inclusive interactions

in order to successfully support a learner. All these interactive processes with the teacher, parents and community are contributing to the creation of an environment which is conducive to growth and holistic development of a child. In his theory of human development, Erikson provides a framework for an understanding of the psychosocial needs of young people in relation to their societal environment (De Witt & Lessing, 2010; Woolfolk, 2010). Thus, if the immediate environment contributes a positive impact on the learner one can witness the emergence of positive self-image. That is why it is important to address developmental needs first in order to mitigate a rise in emotional problems in later life of secondary school children. Therefore, the creation of an enabling environment is a collaborative effort which involves all parties i.e. teacher, family and community.

2.5 Teachers' identification of learners who are in need of psychosocial support

Identification refers to the establishment or determination of the nature of a problem on a basis of certain perceivable behaviour manifestations or symptoms that require further explanation (Kapp et al., 1991).

Due to the many challenges that learners meet with in their schools, classrooms even at home, it has become necessary for teachers to be able to identify learners in need of assistance (National Commission on Special Needs in Education and Training (NCSNET) & National Commission on Support Services (NCSS), 1997). According to Kapp (1991) and Toros (2013) early identification of behaviour/learning problems is of paramount importance in order to plan for their assistance. This is crucial because difficulties which cannot be planned for in advance often become barriers in the smooth course of the child's learning, and, ultimately, the way the child's education will turn out (Toros, 2013). This is again reaffirmed by Support and Guidance (SAIDE OER AFRICA, 2012) where it is stressed that it is important to identify and assess learner needs because if teachers try to teach learners without assessing their needs, that will only produce partial results, as far as academic outcomes are concerned (SAIDE OER Africa, 2012).

Due to the teacher's daily association with the child, the teacher is in a good position to notice behaviour and learning problems (Kapp, 1991; Giese, 2004; Bennel, 2006;

Education Gazette, 2013). In the same breath, Pridmore and Yates (2005) concur that since teachers interact directly with learners on a daily basis, they are in a prime position to identify those who are vulnerable. In addition to this, according to Heartland Alliance (2014), teachers are in a unique position to observe the behaviour and emotional state of the children in the classroom and are the first to notice any signs of distress in children. They also postulate that teachers have a significant protective influence in the well-being, mental health and psychosocial functioning of children, and with appropriate knowledge, skills and attitude, they can adapt the classroom interactions to the emotional, cognitive and spiritual needs of children. Above all, a caring school is one that ensures that all learners are supported, not only in their physical needs but also emotionally and psychologically as well, thus providing holistic support to its learners (SAIDE OER AFRICA, 2012).

According to UNESCO (2014), as teachers will be in contact with learners and vice versa, before and after the incident, therefore it is essential that teachers should be seen not only as people who are there for curriculum purposes only but also as mentors, who can provide psychosocial support to their learners when there is a need.

Again the Government Gazette (2000), DOE (2000) describes the teacher's role as identified in the norms and standards for Educator's Policy as pastoral caregiver. Yet again, Rogers (2004) concurs with this and sees the teacher's role as mediator, mentor, moral steward, facilitator, wiper of tears, bridge and change maker.

In addition to this, in a study by Bannink-Mbazzi and Lorschindter (2009) on evaluating the training of teachers on psychosocial support offered to vulnerable youth on vocational schools in Uganda, it was found that instructors who had completed the training felt empowered to better understand the individual problems of students and felt that they were able to respond appropriately in difficult situations, both with students in schools, as well as outside. Many of the instructors also felt that the training improved their understanding of the general development growth of the youth (ibid.).

Nicolai (2003) posits that teachers can provide a stable, affectionate relationship for a child. At the same time, teachers can be aware of those having difficulties in coping. Also, more time can be dedicated to understanding the crisis and its impact.

The school and the teachers present a structured and co-ordinated environment which can promote not only successes in learning but will increase self-confidence and resiliency in a child and thereby reinforcing the broken social structures.

Literature indicates that learners can be more easily identified by external signs of vulnerability such as neglect on the outside, inadequate clothing, especially uniforms, ill-health, signs of abuse, stress, disruptive behaviour in class and drop in school performance (Africare, 2013).

It is also imperative for teachers to be taught how to spot symptoms of stress, trauma and post- traumatic stress in children, and how to deal with them (UNESCO. 2014).

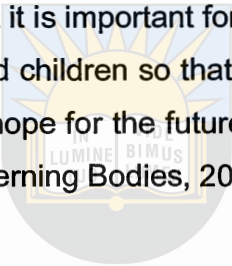
Many children may not be able to communicate the level of distress to their teachers but will show physical, emotional signs of and mental symptoms of stress. A child who is traumatised is unable to concentrate and learn. Therefore, it is the teacher's responsibility to be able to identify those who show signs/symptomatic behaviour of vulnerability so that appropriate support can be provided to enable them to participate fully in their learning (Heartland Alliance, 2014). In addition to this, teachers need to be aware that these behaviours maybe a sign that children are emotionally vulnerable and they need psychosocial support (SAIDE OER AFRICA, 2012).

In circumstances where a teacher suspects or there is concern that a child may have been abused, the role of a teacher is to observe, report, record and co-operate with social services and other relevant agencies such as the police and, most importantly, to support the child within the framework of the school based support plan.

There are significant patterns of behaviour in children that may call for a need for greater scrutiny by a teacher and these may range from personal outside appearance to the child's interpersonal relationships with teachers and peers in and outside the classroom.

As already alluded to in the previous chapter, there are a variety of reasons that may make children to be vulnerable, especially orphaned children, and these include unemployed parents, poor nutrition, parents who cannot afford to buy school uniforms or pay school fees, children coming from child headed homes, children

looking after sick parents, children dependent on old age pension, children showing signs of abuse, neglected children, children living in dangerous areas with gangs, where there is drug and alcohol abuse at home (Soul City, Supporting Vulnerable Children, 2006). All these may make children to exhibit behaviour which may be a direct result of their vulnerability. This vulnerability may even be transferred to the school and may contribute to the child not progressing in school. As already alluded to earlier on in the study that, due to the absence of adults in their lives and added responsibilities, orphaned children are often late for school, do not attend school regularly, may often sleep, and cannot concentrate in class. They may even display inappropriate and disruptive behaviour. Hence, the study has alluded to the important role of the teacher; that it is important for the teachers to be able to identify symptoms of distress in orphaned children so that he/she can respond appropriately to restore that reassurance and hope for the future (Soul City, Supporting Vulnerable Children, A guide for School Governing Bodies, 2006).



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The table below shows symptoms of distress in children.

Table 2-1: Symptoms of distress in children

AGE GROUP	POSSIBLE SYMPTOMS
VERY YOUNG CHILDREN (0-5 years) <i>Not able to rationalize what is happening around them and not able to understand the concept of death, equating it with separation.</i>	• Anxious clinging to caregivers • Temper tantrums • Regression, e.g. in speech development • Fear of going to sleep • Nightmares and night terrors • Excessive fear of real or imagined things, e.g., thunder, monsters
YOUNG CHILDREN (6-12 years) <i>Can recall and rationalize events in a more logical way. They will often use fantasy to deal with a stressful event, e.g. re-enacting or imagining a different outcome. They are more prone to feelings of guilt that they have not prevented bad things from happening.</i>	• Poor concentration, restlessness or bad behaviour in school • Anxious behaviour including hyperactivity, stuttering and eating problems • Psychosomatic complaints, e.g. headaches, stomach pains • Behavioural change, becoming aggressive or withdrawn and passive • Sleeping problems • Regression – acting like a younger child
ADOLESCENTS (13-16 years) <i>Have a good understanding of what has happened and also what the consequences might be. They are dealing with the emotional and physical changes of adolescence as well as coping with events and experiences related to the emergency.</i>	• Self-destructiveness and rebelliousness, e.g. drug taking, stealing • Withdrawal – cautious of others and fearful of the future • Anxiety, nervousness • Psychosomatic complaints

Source: Nicolai (2003b), adapted from Macksoud (1993).

2.5.1 Advantages of schools in the identification process

The schools are at an advantage in terms of providing support to learners. According to Giese (2004); Kapp (1991); Bennel (2006) and the Education Gazette (2013), children spend several hours a day at school over a period of many years; therefore, teachers are ideally placed to monitor children's behaviour and to recognise when a child may be experiencing difficulties. In addition, Kapp (1991) maintains that the school is a good place for conducting observations on the child in various situations i.e. in the classroom teaching-learning situation, sporting/extramural involvement. Thus, a vast majority of information can be easily gathered on the school premises.

Schools are central and relatively accessible when compared to other services such as health services. Moreover, many other problems children face when trying to access social workers could be overcome if they were able to access support through their schools.

By providing support to children through schools, fewer children will be forced to drop out of school, and those who actually did may be encouraged to return.

Furthermore, unlike health and social services, children do not go to school only when there is a problem. The school environment is not a problem focused one, and this makes it conducive to addressing vulnerabilities (such as emotional problems) in a non-stigmatising manner (Giese, 2004).

Ultimately, if schools were to play a more active role in identifying and referring vulnerable learners, more of these learners can be able to access support services and be in a better position to concentrate in class, thereby making learning easier (ibid.).

The teacher's main function will be to assist learners in overcoming the trauma and restoring the faith in the future just as it happened in Haiti where teachers were trained after the earthquake. The main objective of the training was for teachers to be trained in the prevention of mental distress after effects of catastrophes or violent events (UNESCO, 2014). It is also stated that, in recent years, emergency education is increasingly being recognised by the aid community as the "fourth pillar" of the emergency response along with food, shelter, and health (Sinclair, 2002; Nicolai & Triplehorn, 2003).

Consequently, the Inter-Agency Standing Committee (IASC) has developed guidelines in Mental Health and Psychosocial Support in Emergency Settings to help make the school environment or education system psychosocially supportive to students in emergency settings (Wheaton, Alumai & Onyango, 2008). According to these guidelines, education is considered to be a core mental health and psychosocial support domain (Wheaton et al., 2008). Also highlighted is the fact that education can be a vehicle teachers can use to restore a sense of normalcy, dignity and hope by offering structured an appropriate and supportive environment to learners on the road to rehabilitating those who have experienced violence, war,

displacement, or some other life changing event, and thereby improving the learners' psychosocial well-being (Wheaton et al., 2008).

Again a school can be seen as a child friendly environment where learning can effectively take place. This is why, if children can see the school as a safe place, it can effectively meet their psychosocial needs because it can help to restore their well-being without being subjected to judgement or being shamed. Hence, it is important to train teachers to be able to meet psychosocial needs of children in a school setting.

In instances of conflict, emergency education programmes with psychosocial intervention are designed to provide and establish a familiar environment, provide a regular schedule and instil a feeling of hope for the future. Hence, it is important that teachers, as people providing education should be properly trained in mitigating the psychological and social (psychosocial) impact on the learners (Inter-Agency Network for Education in Emergencies (INEE), 2007).

This can be adapted and used in dealing with children who have lost parents because the purpose of this programme is to try to support the re-establishment of social connections and through interacting with others, they, in turn, heal themselves. In addition, a teacher's intervention can have a positive impact on children's well-being (Winthrop & Kirk, 2005). If teachers are able to make early identification of traumatised children, it will enable them to improve children's educational outcomes. This is reaffirmed by Wolmer et al. (2005) who refer to teachers as potential clinical mediators but also note that teachers need adequate training and empowerment in order for them to be able to provide support to children. In the same breath, he views empowerment as a protective factor in children's resilience to trauma. The school and teachers provide children with a structured setting and the ties between the teacher and child may be the only setting which provides normalcy to the child (Toros, 2013). In essence, the teacher is the most important person in the school as he/she is the first person the orphaned learner comes into contact with. Therefore, the teacher is going to be at the forefront of the support process, bringing together SBST, other professional people to assist the orphaned learner. Hence, the teacher needs to be able to identify and then respond by supporting the learner. That is why teachers need to be trained in psychosocial

support to be able to use the four categories (organisation of care, sense of control, validation and reassurance) successfully.

2.5.2 The identification process: the Strategy on Screening, Identification, Assessment and Support (SIAS) in South Africa

The Strategy on Screening, Identification, Assessment and Support (SIAS) is there to guide teachers on how to screen, identify, assess and support these learners (DoE, 2008).

The first step in the process is to gain background information on the learner. This is done in order to acquire basic information which will inform and give an overall picture of who the child is, what kind of experience he/she has undergone i.e. before arriving at school, what his/her family/ home situation is and finally what his/her strengths, weaknesses and interests are (ibid.). The latter information may be added to the information already gathered earlier on.

The taking and checking of the family history is done because the teacher recognises that the child's identity is influenced by his /her family structure and the level of contact with his/her family members or caregivers. This information thus reveals the nature and level of support that may be required to assist the child.

Also, the caregiver's understanding of the child is sought so as to give a picture on the child's behaviour, at home and in school. Other information about the learner may be gathered from other teachers as well and may be based on their observations, behaviour/activities in the classroom, and also from the learner's portfolio/workbooks (ibid).

All these processes i.e. the taking of family history from family members/ caregivers, information from teachers, may help to shed light on the contextual barriers which exist for the learner, thereby contributing to him/her not achieving in school. All the information gathered at this stage of the identification process, will provide important information on how the school and teachers can effectively support the learner.

2.5.3 Individual support plan

In order to make sure that this support is actually provided and followed through an on-going review process, an individual support plan (ISP) must be completed to outline what support will be provided at school level, and how it is going to be monitored. Once the teacher has identified the learner as having support needs, she draws up an ISP to keep track of support given and progress made. This ISP is an important record that is maintained by the school of a learner's needs, goals and progress (DoE, 2008).

Parents and teachers, the SBT or any other support specialist can all be involved in making sure that the intervention progress is carefully monitored and adhered to (ibid.).

2.6 Training of teachers in psychosocial support

The training of teachers in psychosocial support is based on the premise that education brings normality, since the school is a stable environment and by attending school, the trauma healing process begins as the school and teacher represent a familiar, friendly and trustworthy environment which is much needed for the hope for the future (SAIDE OER AFRICA, 2012; INEE, 2007). Therefore, creating a normal, consistent and accessible school environment is important in fostering emotional stability among children and promoting learning (Heartland Alliance, 2014).

Firstly, it is necessary to train teachers to be able to monitor children in order to enable them to be in a position to identify those who may be experiencing difficulties when they are in school, even before training them on what to do.

2.6.1 Basic ways of understanding distress include:

- Observing children's behaviour and interaction with others for signs of distress;
- Training teachers to listen to children in order to help children talk and share their feelings by creating a supportive educational environment where teachers regularly interact with children;

- Recognise and build on the experience of children who have been affected by the emergency/trauma (UNESCO, IIEP, 2006).

2.6.2 The need to train teachers

Teachers can provide a stable affectionate relationship for a child (UNESCO, 2006). Also Education staff can be aware of those who experience difficulties in education and time can be better dedicated to understanding the crisis the child is going through and its impact on his educational outcomes. When the child is supported, he/she can succeed in learning and self-confidence will also increase (Nicolai, 2003).

Above all, as already mentioned earlier on that schools are seen as being best positioned to serve as protective resources for learners, therefore, teachers could be very well be seen as the driving force behind the provision of support and care, since now in the era of HIV and AIDS, the role of teachers has changed and teachers are the only adults in school who can provide for emotional needs of orphans (Bhana, 2006).

As already alluded to in the previous chapter, the roles of teachers has changed and now they have to take on a pastoral role as well, as stipulated by the Department of education, in the norms and standards for educators (DoE, 2000). Moreover, Giese et al. (2003) found that schools have the potential for acting as powerful vehicles through which psychosocial support could be provided to children. Furthermore, literature argues for the valuable role that teachers could play in providing Psychosocial Support to learners in school (Ferreira, 2006; Giese, 2003b; Loots & Mnguni, 2008).

Even though the previous chapter has already alluded to the challenges which face teachers with regards to teacher's pastoral role, but, nonetheless, within the school context, teachers should be able to develop supportive relations with children and then be able to respond appropriately to their needs (Werner & Smith, 1988).

2.6.3 Training teachers for emergency purposes

Currently, emergency education is increasingly being recognised by the Aid Community as the "fourth pillar" of the emergency response along with food, shelter and health (Sinclair, 2002; Nicolai & Triplehorn, 2003); hence there is now a closer

look at psychosocial intervention strategies within the education sector. According to Pigozzi (1999); de Jong, Ford and Kleber (1999), in emergency situations, education is considered a key mode of psychosocial intervention, hence the need to train teachers. These scholars believe that education can bring back a sense of normalcy, dignity and hope by offering structured, appropriate and supportive activities to help rehabilitate children who have experienced war, displacement or some other life changing event.

The purpose of emergency training programmes is to help children cope with the trauma and loss resulting from the conflict and displacement. UNESCO and the International Institute for Education Planning implemented a programme (Emergency Education) for schools to be able to respond to emergencies. This is accompanied by activities which help to put things back to normal for children, like sports and recreation activities. These programmes are believed to help children to begin the trauma healing process, and, consequently, they are able to learn skills that are needed for a more peaceful future. According to Gasic-Pavasic (2005), teachers play an important role in facilitating the integration of displaced children in schools, as well as in helping children and attending to children's physical, cognitive and psychosocial needs. The school and teachers provide children with a structured setting, which promotes normalcy, and, furthermore, the only link between the teacher and child may be the only thing that provides stability and a familiar environment to the child (Winter, 1998; Richardson, 1999; Jagodic, 2000).

Also imperative is the creation of a normal consistent and accessible school environment in fostering emotional stability among children and promoting learning (Heartland Alliance, 2014; SAIDE OER AFRICA, 2012).

Literature also indicates the importance of the training of teachers in psychosocial support for the purposes of recovery and reconstruction following natural disasters such as death or emergency situations and wars (Prewitt Diaz & Dayal, 2008). In such cases, psychosocial support addresses reactions to enormous losses, such as grief, displacement, disorientation and alienation, which are often ignored in the aftermath or forgotten during the recovery phase (Saraceno, 2006). The training of teachers to respond in such situations has been documented in primary schools in Bosnia and Herzegovina from 1992-1998 following war (UNICEF, 2001). UNICEF

(2009) promulgates for the training of teachers on how to give psychosocial support in emergencies. In the same breath, in Iran, they advocate for the training of teachers in cases of natural disasters (UNICEF, 2007).

Furthermore, in northern Uganda, training for after purposes, which was designed for teachers, with the main objective being to enable them to provide psychosocial support to children affected by war, started in 2002 (UNICEF, 2005). Again in China, UNICEF (2011) supported the training of teachers and school principals to help them recognise the signs of distress or impaired daily functioning among their students. This followed after their town of Situan suffered an earthquake. Teachers together with learners exhibited symptoms of withdrawal, anxiousness, fear, denial and depression. The principal, after participating in the training for teachers, reported that he realised that psychosocial support was important for children, after more than 100 students were identified as exhibiting signs of psychological distress and successfully recovered, after they had been provided with psychosocial support by the trained teacher. Not only the principal, but also the teachers agreed that the training improved their listening and communication skills and this put them in a better position to help students deal with after-effects of the earthquake (UNICEF, 2011).

Furthermore, an evaluation which was conducted on the training of teachers in psychosocial support in vocational schools in Uganda revealed that instructors who had completed the training felt empowered to better understand individual problems of learners. They felt that they were in a better position to respond appropriately in difficult situations, both with learners inside and outside of the school. Among the instructors, many of them felt that the training improved their understanding of the general developmental growth of the youth, which was something in which they were never trained before, and which contributed immensely to their disposition and behaviour (Bannink-Mbazzi & Lorschiedter, 2009).

In addition to this, in a psychological assessment of children who had been affected by floods in Pakistan, it was revealed that many students were facing several insecurity issues, especially behavioural and psychological problems (Save the Children, 2011). Evidence to this is a child who became terrified whenever he heard that it was going to rain. This was a result of the fact that the children there did not

receive any intervention despite the fact that most of them exhibited anxiety related symptoms whenever there were signs of rain. Another boy showed signs of post-traumatic stress as he hesitated going to a nearby town for errands with his father for fear of something terrible which might happen to them (Save the children, 2011). Clearly then, support in the form of psychosocial support intervention would have benefitted the children who had been flood victims.

In Iraq, training teachers in psychosocial support was done as a pilot project which was designed to provide Iraqi teachers with tools to address the needs of vulnerable children including those affected by war (Heartland Alliance, 2014). Another aim was to increase teacher awareness and to equip them with skills on how to respond to war related stressors thereby building their capacity in addressing psychosocial needs. Also, the training would help in increasing their use of expressive learning approaches (Heartland Alliance, 2014).

In such war-torn countries, teachers receive training in teaching methods appropriate for children suffering from the effects of war or trauma, thereby creating a safe supportive environment and also creating individualised plans for children experiencing difficulties. Additional benefits in this programme were: improving co-ordination with parents, and identifying and responding to children and families in need of psychosocial services or support.

It is advocated that an integrated programme for training teachers should be designed which provides an introduction to the much needed competencies together with continuing in-school guidance and support (UNESCO, 2006 & International Institute for Education Planning (IIEP), 2006). The rationale behind this is that many teachers are now facing new challenges, especially in the era of HIV and AIDS and new teachers coming into the field may be inexperienced in handling these fragile and difficult situations.

The in-service training is a programme aimed at supporting teachers already in the field. Teachers could be trained in providing psychosocial support. According to UNESCO and IIEP (2006), teachers should be guided and conducted along these lines:

- i) Coordinate or facilitate a needs assessment for teacher education and training, including development of a systematic structure that best meets the present and future needs of the (emergency) affected populations. This is because emergency education is targeted to meet the unique needs of that particular region, for instance, countries can either be afflicted by war or natural disasters, among other things.
- ii) In consultation with other education providers, develop a framework such that in-service training provided can build up cumulatively towards a recognised professional teacher status. This would be in keeping with the latest development coming out of SADAC that teachers need to be capacitated through the development of the Teacher's Diploma in Psychosocial Care, Support and Protection.
- iii) Promote classroom based training. This would not only be practical but also promote child friendly environments in the classroom. This is so important in establishing trust among learners as learners tend to respond better to friendly and trustworthy people like teachers whom they know.
- iv) Consider establishing teacher resource centre where teachers can get support through provision of teacher's manuals and teaching materials.
- v) Recognise that even teachers themselves may have stress related problems and so they also need to be prepared in order for them to be able to assist learners with psychosocial problems. This is so important because the teacher plays a pivotal role in the provision of psychosocial support in school so he/she has to be emotionally sound him/herself in order to respond adequately to orphaned learners' problems.
- vi) Plan for the renewal of full time pre-service teacher education and training in order to keep up with the escalating numbers of orphaned children needing psychosocial support in schools.

2.6.4 Implementing Care and Support for Teaching and Learning (CSTL)

In the latest developments, the Ministry of Education, Science, Vocational training and Early Education (MESVTEE) in Zambia, together in partnership with REPSSI have introduced a teacher's Diploma in Psychosocial Care, Support and Protection.

They identified reasons as to why there should be psychosocial care and support in schools. As a result of HIV and AIDS and poverty, learners are now facing numerous challenges that directly affect their schooling outcomes. These challenges have been widely discussed in chapter one and they include child headed homes, inability to access school, no money to buy uniforms and books, poverty and limited resources etc. Due to the various challenges they face, learners have poor psychosocial well-being which makes them prone to have emotional and behavioural problems resulting in low self-esteem and sometimes even suicide. The latter may be encouraged by absence of appropriate support needed to enable these learners to achieve good psychosocial well-being. Psychosocial well-being is when individuals have the competencies and capacities to deal with life's challenges and manage relationships well, enabling them to understand their environment, engage with it, make choices and have hope for the future (REPSSI, 2012). In the absence of this, learners have poor well-being which manifests in the above mentioned behaviours. Psychosocial well-being therefore mainly hinges upon resilience. When orphaned learners have the capacity to cope with adversity they may even go on to be strengthened by it. Therefore, when they have this ability to cope with life's challenges and manage their relationships well, they have good psychosocial well-being. Orphaned learners cannot achieve this on their own, they need well trained teachers to be there to assist them, to guide them, to teach and equip them with essential skills to face life's challenges.

Teachers have little training on how to address psychosocial needs of orphans and other vulnerable children; indeed, psychosocial support is a relatively new area whereby now, due to various challenges facing children today, teachers are now more than ever before expected to respond to learner problems/behavioural challenges. Literature shows that teachers are still not well equipped to deal with learner behaviour; hence, the efforts to train teachers to have proper qualifications in psychosocial provision of learners in school. Failure to address these issues would

seriously affect international goals such as Vision 2030 (which is education for all) and the Millennium Development Goals, which are to eradicate extreme poverty and to achieve universal primary education by 2015. Achievement of these goals would also be aligned to the Convention on the rights of the children.

In view of the above mentioned issues, this CSTL is a Southern African Development Community (SADC) initiated programme which aims to ensure care, support and protection for learners. Within CSTL, Psychosocial Support was identified as a key area that needed strengthening. In the forefront of the Ministry's agenda, was for a push towards the implementation of Guidance and Counselling in schools and the inception of the Act and Policy documents for the establishment of Guidance and Counselling services (DoE & Care and Support for Teaching and Learning, 2011). In Tanzania, for instance, seeing the enormous challenges affecting their communities, e.g. poverty, with 33 % Tanzanians living below the national poverty line, together with HIV and AIDS, and seeing how these challenges were affecting the Psychosocial Wellbeing of children (many lacking parental care and love, some being abused and stigmatised), they decided to mainstream Psychosocial Support in education (REPSSI, 2007, Miet 2008 & REPSSI, 2009).

Their reasons for mainstreaming was underpinned by the fact that providing education was not enough, children also have the right to be cared for, loved and protected. Children who had lost their parents and families also need to feel secured, to live with hope and dignity and ultimately to reach their educational goals. Unfortunately, due to various circumstances studies have showed that most of the vulnerable children drop out of school; attend poorly and are frustrated and also lack commitment to learn.

Although the trainings were initially meant for caregivers, including families and communities, it emerged that even teachers were in need of the training on Psychosocial Support. This resulted in the resolution that education curriculum for teacher's training colleges should ensure Psychosocial Support is mainstreamed and taught to enable teachers to support children, especially vulnerable ones, to achieve their educational goals (REPSSI, 2007; Miet, 2008 & REPSSI, 2009).

2.6.5 Positive outcomes of the training

With the implementation of the training, important milestones were achieved: relationships between teachers, parents and families were strengthened, the number of students dropping out of school reduced from 25% to 15% in 2013, school attendance by learners was raised from 65% to 80%, and children became strong and confident to talk about their future goals. This was because teachers became more aware of the fact that success lay not only in psychosocial support as an end in itself but it lay in greater participation between schools, families and communities.

In Zambia, the Teacher's Diploma Course in Psychosocial Care, Support and protection was introduced to support teachers in schools (REPSSI, 2013). This course offers teachers, amongst other things, a theoretical foundation on how to promote wellbeing through mainstreaming Psychosocial Support, Children's Rights and the ecological approach action learning. It also challenges teachers to conduct a baseline assessment of their community, as a basis for planning to change their schools to become more supportive to children's well-being.

This is also linked to SADC and the Care and the Care and Support for Teaching and Learning Programme. Although the course has only been launched in Zambia as a pilot project, but by the year 2015 it is planned to be rolled out in the entire SADC region OVC Support net (REPSSI, 2013).

2.7 Strategies used by teachers to provide psychosocial support to learners

Based on White Paper 6, supporting orphans and vulnerable children while they are in school is not only mandatory but also a child's right. The department of Education and schools have obligations to respond to the emotional, behavioural, social and mental health and wellness needs of learners and teachers (DoE, & CSTL, 2011). The following are clearly stipulated that:

- i) The Ministry will, on an on-going basis, analyse the effects of HIV/AIDS on the education system and develop and implement appropriate and timely programmes.
- ii) These programmes will, amongst other things, co-ordinate support and care programmes for learners, put in place referral procedure for educators, and

develop teaching guidelines on how to support orphans and other vulnerable children (DoE, 2011).

As part of the process of responding to the children's needs for Psychosocial Support provisioning, teachers in schools are forming partnerships with communities and are referring to outside centres and forming circles of support (REPSSI, 2012).

2.7.1 Referral systems

Identification and referring of learners by teachers is the most commonly used method of support by teachers in schools. Ebersohn and Ferreira (2011) found that teachers identified and referred learners to health centres and social development offices to receive primary health care and social welfare services. In their study to find out the role of viewing caring and support as a strategy to promote resilience in schools, they found out that teachers were using various existing resources in school settings to promote resilience. Teachers developed and used systems to identify vulnerable children and their families and to refer identified individuals to relevant services. The system of identification happened within the school environment e.g. classrooms and the playground. Teachers developed and implemented checklists to identify vulnerability based on behaviour change (drowsiness in class, withdrawal from activities, expression of anger, sadness and anxiety, etc.). They then used systems of referral which functioned within larger school settings as a way of linking vulnerable individuals with available resources e.g. clinics, social development services, police (in cases of abuse), etc. This is in line with other literature which indicates that collaboration and partnership are core essential elements in the quest to provide psychosocial support to orphans and vulnerable children in schools (REPSSI, 2012).

Again, inter-sectoral collaboration can never be over-emphasised because in order to be able to holistically address the needs of all learners, in a comprehensive and meaningful manner, it is best to engage a diversity of skills and resources at all levels between government and non-governmental role players (Miet, 2008; REPSSI, 2012; Department of Social Development, 2005; UNICEF, 2012). That is why teachers, in order to be able to effectively address the needs of learners, need to be skilled in observation, referral and networking skills (REPSSI, 2012). This entails identifying a learner in distress and knowing what to do to be able to provide

support and lastly, knowledge of community services and specialised care sites (ibid). This means that the intervention aims to achieve an integrated programme for psychosocial support that targets all services and all levels of the child's life (ibid.).

Through this networking, teachers are able to provide psychosocial support by forming meaningful relationships with these supporting structures. These relationships serve as a vehicle to access and mobilise identified resources for addressing identified needs. In turn, these relationships are maintained by means of communication and shared goals.

2.7.2 Forming partnerships

From the networks, partnerships with communities are formed with the aim of assessing resources which can be beneficial to the learner (REPSSI, 2011). Teachers are forming relationships with other supporting structures outside the school which serve as a means to access and mobilise resources to address the needs of vulnerable children. In their study into the way teachers provided psychosocial support to vulnerable learners, Ebersohn and Ferreira (2011) found that teachers were forming partnerships to promote resilience in school. Teachers followed a family centred approach by partnering with families and communities as a way of promoting resilience in schools. They encouraged struggling parents to start vegetable gardens in their communities. In the case of the vegetable gardens, this support strategy managed to draw parents into the school, whereas on previous occasions parents usually shied away from school (ibid.). Furthermore, following this initiative proved to have a ripple effect because parents showed genuine interest to participate in other school activities as well. This in turn added value, in the sense that teachers gained extra help, and could return back to their core business of teaching and learning.

In other instances, the networks are integrated and made to be collaborative to facilitate the smooth and easy referral of learners to various governmental departments, faith based organisations, clinics, and NGOs.

2.7.3 Forming circles of support

Another way in which vulnerable children can be supported is through the formation of an intervention strategy called the circles of support. This intervention strategy can be explained as a wide range of supportive relationships that are available to learners (REPSSI, 2012). These relationships cover both informal and formal social interactions, being care and support offered by caregivers, family members, friends, neighbours, educators, religious institutions, community members, psychologists, and social services (ibid). In this elaborate structure the learner is in the centre and surrounded by the “circles of support”; each offering reinforcement in the well-being of the child. Learners are best cared for by committed and affectionate adults who occupy the innermost circle of support (ibid.). The collective effort of the different providers of psychosocial support can strengthen each level of the learner's circle of support and guarding circles from breaking down (Richter, Foster, & Sherr, 2006). In essence, no child should stand alone as an island because she/he needs support from every member within that circle. All the different types of people have something to offer towards psychosocial support i.e. care and support of that child. They maintain that the overlapping layers of support can be a buffer to a child being isolated in the event of absence of one of the circles. This, in turn, will prevent the child from being left isolated.

Also important to note about the Circles of Support is that they need to be available in a consistent and loving way because they encompass aspects such as providing a close and secure relationship with caregiver, community members and other adults who are close to the child, such as the teacher, enabling the child to have access to food, shelter, clothing, education and health services and, last but not least, stability and self-confidence (REPSSI, 2012).

2.7.4 The Circles of friends

This is another strategy through which vulnerable children and orphans can be supported. Also, one of the most important ways in which a child can be helped to deal with difficult changes in their lives is to be with people whom they know and trust (REPSSI, 2012). It is documented that children who have supportive and caring relationships in their lives tend to cope and thrive well in life, and may even go on to

be strengthened by what has happened in their lives (REPSSI, 2012). The Circle of friends is similar to the one discussed above in the sense that it can be used by schools which recognise that a child is likely to suffer from distress and isolation from peers in and out of school (Newton, Taylor & Wilson, 1996). Miller (2003) sees it as the active participation of the peer group or creation of friendship group in order to promote acceptance of a child experiencing alienation/ rejection within the school.

This technique has been proven to increase the social inclusion of learners who are displaying emotional and behavioural difficulties (ibid.).

Again, friendships also form part of social support and are one of the main things that help children cope with difficult situations (REPSSI, 2012). If a child knows that he/she has, at least, one person in his/her corner, be it a friend or an adult, that too can go a long way in helping a child cope with many difficult situations/challenges. Also, it can boost a child's ego, if the child is getting positive feedback from peers, and thereby boosting his self-esteem as well (ibid). According to Mutie and Ndambukie (1999), peers are people of the same age, rank, status or ability. In this case they are friends or people of the same age who learn, talk, compare ideas and do things together. Santrok (2005) continues to add that they tend to be similar in their attitudes towards school achievement and their educational plans. Making use of peers is based on the reality that many young people make changes in their lives based not only on what they know but on the actions of their close and trusted friends (UNAIDS, 1999). Moreover, peers can communicate and make breakthrough in a way that adults cannot, and can also serve as role models for change (ibid.). Hence, schools should capitalise on the power of peer support and take advantage of what the peer structure can do for orphan learners. For instance, Madoerin (2008) documented that at Humuliza in Tanzania, child and youth-led organisations, were making special visits to those children who had lost their loved ones. This was brought on by the realisation of the fact that children are often neglected at funerals and so they were encouraging other children to show love and care to others as well.

Furthermore, since schools are providing stability and consistency, they are now more than ever before becoming important resources for children affected by different situations; they can help build good relationships with other children. Moreover, helping to keep good friends provides consistency, stability and social

support to a child who is undergoing a difficult time (REPSSI, 2012). Effective psychosocial support can really mean discussing with caring individuals of the same age with whom children feel safe and free to express their emotions, concerns and fear (Africare, 2013). Hence, encouraging cooperation and care amongst children in schools can never be overemphasised for effective psychosocial support to take place.

From the above mentioned strategy and its predecessors, the emerging role that is played by the educator at school is that of working in collaboration with other bodies which have been sourced from outside the perimeters of the school. Although the researcher acknowledges the important role played by the supporting structures, but the educator, by virtue of being in contact with the child for longer periods of time than anybody else within that circle, should play a more prominent role as far as providing the “first aid” in the long process of support the child is going to receive.

2.7.5 Back to school

This is a programme which runs in collaboration with other programmes to support sick children who have been away from school with the aim that they can be reactivated to regain their interest in school again (REPSSI, 2012; DoE, 2012). The programme is implemented in the form of home schooling, with two educators, with a programme designed with the special needs of the child in mind. The purpose of the programme is to regain lost knowledge and also to keep the child in contact with the teacher. Through this interaction, it is hoped that the child will regain lost confidence, self-respect and self-assurance, thereby giving him hope for the future (REPSSI, 2012; DoE, 2012).

Furthermore, Nelson and Rae (2004) talk of a “return” to school which is a replica of the latter in that it encourages orphaned learners to go back to school after the bereavement period. They postulate that children need this special time because there will be individual differences in terms of how much time a learner may require to return to school.

The researcher notes that this is not happening in our schools and, as such, learners who have been affected in this way are, unfortunately, lost either through death, dropping out of school or repeating the same grade. The support again is silent

about those learners who are coming back from bereavement, which the researcher believes can also be beneficial to them in the light of the traumatic experience they have just undergone.

2.8 Good practices of strategies for psychosocial support

From the INEE Good Practice Guide (2003), it is documented that what people are experiencing after a crisis/ life changing event is actually quite a normal reaction to an abnormal situation. Therefore, it is important that people should be reassured that the situation will not last forever but will improve with time. This explanation in itself will help the child to understand and be able to address the stress in their lives (INEE, 2003). In addition to this, it is important for learners to quickly return to their normal routine, like going to school, playing sports, engaging in hobbies because these activities not only help to bring normalcy in their lives but also mitigate the impact of the crisis (INEE, 2007).

This means that there should be good teaching and learning practices. It is promulgated that teachers should strive to create a good teaching and learning environment where learners feel safe and comfortable enough to learn. As far as the classroom situation is concerned, this means that lesson plans should be well planned with clear learning objectives, a clear beginning and ending, accompanied by teaching aids, with revision. The teacher should strive to involve all learners and make use of open-ended questions (INEE, 2003; INEE, 2004 & INEE, 2006). There should be a referral system in place. Teachers should be trained on how to identify all those learners needing additional care, and the review process for referral (INEE, 2003; INEE, 2004 & INEE, 2006).

Supporting the physical and psychosocial needs of teachers and facilitators should not be neglected. It should be remembered and acknowledged that teachers are also human; hence they will also have their own psychosocial needs. If these needs are not met/taken care of, teachers will likely be absent from school, suffer from burn-out, hence they also need support, and this can even be provided by them among themselves. In addition to this, Smith and Fritz (2008) argue that most of the time, teachers are not equipped or trained for that matter in the basic counselling skills needed for emotional problems they encounter in their classrooms. The two scholars

further state that teachers do not have the opportunity to be interrogated on their own emotional experiences and problems that they encounter on a daily basis in their classrooms. Hence, when teachers fail to respond adequately and appropriately to learners' problems they often feel out of depth, and frustrated. Thus, they may also be in need of some form of psychosocial support.

In addition to this, REPSSI (2011); UNICEF (2012) have identified needs that seem to be common among children after a traumatic event, which teachers should be encouraged to instil/bring back as part of restoring normality in the child's life. These include a sense of belonging, a safe place to be, forming relationships with peers, personal attachments, intellectual stimulation, normal routine/daily life, sense of control over one's life and the opportunity to express grief and other emotions.

In addition to this, there are guiding principles for psychosocial support which are consistent with UN Convention on the Rights of the Child, The Bill of Rights of the Constitution of South Africa (1996), Children's Act No 38 of 2005, Children's Amendment Act of 2007, the African Charter on the Rights and Welfare of the Child and the SADC minimum packages for OVC and Youth (Department of Social Development, UNICEF, REPSSI, 2012). These have been summarised below and teachers can be encouraged to practice them in their daily interaction with children.

Principles guiding psychosocial support:

- i) The child's rights: recognises that all vulnerable children have a basic right to identity, food, safety, shelter, health care, education and psychosocial support services.
- ii) Protection from harm: protection of children from all forms of violence and abuse by their families and communities.
- iii) The best interest of the child: in any changes regarding the life of the child, the primary consideration should be the best interest and the rights of the child.
- iv) Child participation: children's participation in discussions that affect them, in a way that is appropriate to their age, maturity and stage of development.

- v) Family based care: the best form of care for children is within their families and communities.
- vi) Promotion of Ubuntu: i.e. treating people with dignity, respect and kindness form the integral part in promoting Ubuntu.
- vii) Social and community integration: community support from caregivers, school staff and friends is crucial for reconstructing relationships for children who have lost parents.
- viii) A developmental perspective: interventions should be developmental in empowering children and youth to realise their physical, psychological, intellectual, spiritual, and economic potential.
- ix) Inter-sectorial collaboration and mainstreaming psychosocial support into all services: interventions should focus on creating integrated programming for psychosocial support, mainstreamed into all services and all levels of a child's life.
- x) Sustainability of services: services should provide lasting and long-term benefits for children and youth including their empowerment with livelihood and self-reliance skills and opportunities to earn a living.
- xi) Prevention as opposed to reaction: preventing children from being exposed to risk is preferable to focusing on alleviation of suffering.
- xii) Culturally appropriate psychosocial support: indigenous practices which strengthen psychosocial support should be encouraged.
- xiii) Gender sensitivity: acknowledging that both boys and girls are at risk of neglect and abuse and care should be taken not to discriminate against either gender.
- xiv) Age and developmentally appropriate support: psychosocial interventions should be chronologically appropriate to the unique needs of individual children and youth (REPSSI, 2012; UNICEF, 2012).

Table below shows best practices in providing psychosocial support

Table 2-2: Best practices in providing psychosocial support

CHILDREN'S NEEDS	POSSIBLE PSYCHOSOCIAL INTERVENTIONS
A SENSE OF BELONGING	Establish an educational structure where children feel included. Promote the restoration of cultural, traditional practices of childcare.
RELATIONSHIPS WITH PEERS	Provide a dependable, interactive routine, through school or other organised educational activity. Offer group and team activities(i.e. sports, drama, etc.) that require co-operation and dependence on one another.
PERSONAL ATTACHMENTS	Enlist teachers who can bond with children. Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of difference.
INTELLECTUAL STIMULATION	Enhance child development by providing a variety of experiences.
PHYSICAL STIMULATION	Encourage recreational and creative activities, both traditional and new, through games, sports, music, etc.
TO FEEL VALUED	Create opportunities for expression through group discussions, drawing, writing, drama, etc. which promote self- confidence. Recognize, encourage and praise children.

Source: International Rescue Committee (2003).

2.9 Support and monitoring by schools and the department to enable teachers to provide psychosocial support

The Department of Education provides a National Policy and a Broad Management Framework for Support (DoE, 1999).

From national strategy on screening: Education White Paper 6 proposes an integrated community based model of support provisioning. This involves support staff from the education District, Circuit, staff from curriculum, Institutional Development and Support and Psychosocial and Specialised Learning Support and Special School Resource Centres.

However, the District based Support Team is supposed to be the frontrunner and take a lead in co-ordinating the learner, educator, curriculum and institution development support, hence it has clearly defined roles.

2.9.1 The role of District Based Support Team (DBST)

The role of the District Based Support Team can be summarised as:

- Training Institution Level Support Teams (ILST) in all schools;
- Assisting educators in specific interventions for individual learners with high support needs;
- Providing direct support to learners in terms of specialised interventions;
- Monitoring whether support funding measures are being appropriately applied at all sites of learning;
- Co-ordinating and managing the systems for the identification of levels of needs of individual learners with high intrinsic needs at District, Circuit and School level.

2.9.2 More specific roles and procedures of the District Based Support Team in relation to the assessment and Support provision process

- Analysing assessments submitted by ILSTs to determine whether the school has exhausted all support measures, requests further assessment, requires endorsements or decisions around support provision;
- Conducting further assessment in collaboration with other relevant partners;
- Conducting a verification process;
- Identification and provision of support in collaboration with relevant partners;
- Monitoring and review of support provision (DoE, RSA, 2008).

Steiner and Sherman (2001) postulate that schools should be provided with freedom to determine how to meet standards set by the district officials. These scholars maintain that for the district support team to achieve best results, it should be clear in its purpose. This will be possible if there is consistent, coordinated communication and guidance from districts to schools. There should also be a coherent process for seeking and managing feedback. In order to effectively lead change and support performance in schools, the district should make sure that everybody is on the same

page i.e. everyone's work should be aligned with the stated goals of the district officials (Steiner & Sherman, 2001).

Support and monitoring should further go hand in hand with effective community involvement (DoE, 2008). Also, building relationships with external organisations in support of education is encouraged. The district officials should organise INSETs in order to uplift standards in the district. There should be a systematic approach to in service training, whereby there is needs analysis and cost effective needs programmes. Lastly, continued professional development opportunities for teachers need to be sustained (ibid.).

2.9.3 The School Based Support Team

According to Sullivan (2006), among other duties, teachers are also expected to meet learners' special needs in the classroom and to initiate school based support initiatives to promote positive development as well as addressing any challenges faced by the learner. This can be achieved by making use of the school based support team. It is expected that all educators at some point must serve on the school based support team. The school can make use of teachers with specialised skills and knowledge to serve in an advisory capacity in the team, as well as members of the school management team, and the referring teacher should also form part of the team (DoE, RSA, 2008). Even though the team will work in collaboration with other people, it is also very important that there should be a core team which will be held accountable.

It is important to note that the school based support team should not strive to work exclusively as a separate entity but should strive to work in collaboration with other internal structures and external organisations and try forging links that will be mutually beneficial to the common goal of helping the learner. These people with expertise could be brought into some of the SBST meetings to assist with particular challenges. Among the team could be parents/caregivers with specific skills to strengthen the team, government officials from health/social development and members from the DistrictBased Support Team (DoE, 1999).

Having a School Based Support Team (SBST) to identify and assist with support for orphans and vulnerable children is, in fact, a requirement set out in the National

Education Policy on HIV/AIDS for Learners and Educators in Public Schools (DoE, 1999). The school based support team has to offer informed support to orphans and vulnerable children as part of school based support strategy (counselling support for vulnerable children).

2.9.4 The core purpose of the school based support team

The core purpose of the school based support team is to:

- Collectively identify institutional needs and, in particular, barriers to learning at learner, educator, curriculum and institutional levels.
- Coordinate all learner, educator, curriculum and institution development support in the institution, so as to facilitate the coordination of activities.
- Collectively develop strategies to address these needs and barriers to learning.
- Draw in resources needed, from within and outside of the institution, to address these challenges.
- Monitor and evaluate the work of the team within an 'action-reflection framework (DoE, RSA, 2008).

2.9.5 The role of the SBST

The SBST is supposed to:

- Study the reports provided by the educator on identified barriers and the support provided.
- Determine the level of support that is needed.
- Assess support needed and assist to develop a programme for educators and parents.
- Provide training/support to be implemented in the classroom if necessary.
- Monitor after the proposed programme has been implemented for a period agreed upon by the SBST, educator and parents.
- Recognise and involve parents in all processes (DoE, RSA, 2008).

2.10 Summary

The chapter laid out the need for orphaned learners to be provided with psychosocial support in school. The important role of the teacher in the support process was

highlighted. The psychosocial interactive process model was the theoretical framework that underpinned the study and the interactive role of the teacher within the psychosocial support process of the orphaned child was discussed in detail. This included the interactive role that will be played by various professional people towards assisting the child. Various strategies that teachers use to support orphaned learners were discussed. This also highlighted the fact that teachers needed to work with various people, family and community in order to successfully support the orphaned child to achieve psychosocial well-being. The chapter ended with the role played by support and monitoring in the support of teachers in schools.



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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was followed in this study. Creswell (2007) refers to methodology as a strategy or plan of action that links methods to actions and governs the choice and use of methods. This chapter, therefore, presents a discussion on aspects that guided this research such as suitability and justification of the research paradigm, research approach, research design, population, sample and sampling techniques, data collection instruments, data analysis, reliability and ethical considerations. The study sought to find out how educators provide psychosocial support to orphans in secondary schools in the King William's Town Education District.

3.2 Research paradigm

It is important that all scientific research be conducted within a paradigm or way of viewing one's research material (de Vos, Fouche & Delport, 2005). Therefore, the first thing a researcher should do is to outline the paradigm that underpins the study i.e. his or her "world view", which is a basic set of beliefs that guide action (de Vos, Strydom, Fouche & Delport, 2011). Creswell (2014) defines a world view as a general philosophical orientation about the world and the nature of research that a researcher brings to a study. It addresses fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between the knower and known (epistemology) and assumptions about methodologies (Maree, Creswell, Eloff, Ferreira, Ivankova, Jansen, Niewenhuis, Pietersen, Plano Clark, van der Westhuizen, 2012). This implies that paradigms serve as the lenses or organising principles through which researchers perceive and interpret reality (Creswell, 2007).

Bryman (2012: 630) explains a paradigm as describing a cluster of beliefs and dictating which for scientists in a particular discipline influence what should be

studied, how research should be done and how results should be interpreted. Hence, Cresswell (2007) views paradigms as a philosophical stance that informs the methodology, provides the arena in which the logic and structure of research are embedded, and guides the process of research.

The idea of a paradigm is commonly used in natural sciences, however; in the social sciences, paradigms are referred to as research traditions or world views (du Plooy-Cilliers, Davis & Bezuidenhout, 2014). The important thing to understand is that, by following a particular paradigm or research tradition, researchers adopt a specific way of studying phenomena relevant to their field. Consequently, this is all important to the researcher because it guides him or her in determining what questions are worthy of investigation and what processes to follow for the answers to these questions for the research to be acceptable (du Plooy-Cilliers et al., 2014). Hence, the decision on the choice of the paradigm deemed relevant for this study was the post positivist paradigm. This was guided by the nature of the research question.

3.2.1 Post-positivistparadigm

As indicated, this study followed a post-positivist paradigm. This world view is sometimes called the scientific method or science research as it is associated with the scientific method of carrying out an investigation, which often involves hypothesis testing through conducting surveys or experiments in order to collect quantitative or numerical data. It is called post-positivism because it represents the thinking after positivism. It aims to challenge the “traditional notion” of the absolute truth of knowledge when studying the behaviour and actions of human beings (Creswell, 2008). Positivists believe there is no reality that can be verified through observation. Positivists approach research deductively and use research designs like tests, experiments and surveys (Cohen et al., 2011; Cresswell, 2013).

Positivists hold a deterministic philosophy in which causes determine effects/outcome (Creswell, 2014). Therefore, this means that the problem studied by post-positivists reflects the need to identify and assess the causes that influence the outcomes, such as the ones found in experiments. Thus, the knowledge that is developed is through a positivist lens is based on careful observation and measurement of the objective reality that exists out there in the world. Thus, developing numeric measures of observations and studying the behaviour of

individuals becomes of paramount importance to the positivist researcher (Creswell, 2014).

Post-positivist approaches assume that reality is multiple, subjective and mentally constructed by individuals (Leedy & Ormrod, 2014). For the post-positivist researcher, reality is not a fixed entity, and to a certain degree it is accepted that reality is somewhat a creation of those individuals involved in the research (Leedy & Ormrod, 2014). Post-positivists focus on establishing and searching for evidence that is valid and reliable in terms of existence of phenomena rather than generalisation (Creswell, 2008). Hence post-positivists employ the use of multiple methods in data collection. As a result of this, the study also incorporated the interpretivists' world view in order to understand the experiences of individuals and attach meaning to them. Interpretivist researchers use constructs such as culture, social context and languages to build their view of the world. They believe that social reality is shaped through social interactions (Gibbons & Sanderson, 2002). In this paradigm, the researchers wish to understand the subjective world of human experience. Hence, van Rensburg (2001) argues that the interpretivist shows an interest in contextual meaning, rather than generalised rules. Therefore, instead of surveying large groups, the interpretive researcher takes a look at individuals or small groups in their natural setting using in-depth case studies. These may involve a single case such as a person, institution or communities (van Rensburg, 2001). It is for this reason that the researcher employed the use of post-positivism in the study; starting with surveys and followed by case studies in order to get a better view of what was happening in reality. The focus of the study was on the "how" of the research problem and, therefore, it applied two approaches (quantitative and qualitative approaches) to understand the problem better (Cresswell, 2003).

Seale (1999) is of the opinion that post-positivism is a useful paradigm for researchers who maintain an interest in some aspects of positivism (quantification) and yet wish to incorporate interpretivist concerns around subjectivity and meaning, and also, who are interested in the pragmatic combination of qualitative and quantitative methods (Maree, 2007) to understand the phenomenon better. The post positivism paradigm fitted well with this study because the paradigm opened the door to multiple methods and different world views as well as to different forms of data collection and analysis. These dimensions were crucial to the study. This study

focussed on the provision of psychosocial support for orphans in King William's Town District in order to get a broader and in-depth view of what was happening. This is also supported by Trochim (2006) who posits that the post-positivists emphasise the importance of multiple measures and observations, each of which may possess different types of error. They, therefore, need to use triangulation across these multiple erratic sources to try to get a better view of what is happening in reality. Hence, post-positivists acknowledge that people are all biased and all their observations are affected (theory-laden), therefore their best hope for achieving objectivity is to triangulate across multiple fallible perspectives (Trochim, 2006).

The post-positivism paradigm allowed the researcher to use a combination of qualitative and quantitative research designs that enabled the researcher to carry out surveys among the subjects and also study individuals for an in-depth understanding of a phenomenon. The combination of the two different approaches, strategies and methods was likely to produce complementary strengths which would neutralise most of the weaknesses and biases of the respective qualitative and quantitative methods. This would result in data that would bring forth confidence in the research findings.

3.3 Research approach: Mixed methods approach

According to Creswell (2008), research approaches are plans, and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. Leedy and Ormrod (2014) see it as a carefully planned itinerary of the route you intend to take in order to reach your final destination.

The choice the researcher makes about which approach to use depends much on the researcher's philosophical orientation, and the type of knowledge sought; versus subjective, personal experience or both and of course the methods and strategies he/she uses to obtain this knowledge (i.e. he/she may use surveys and experiments versus open-ended interviews and observations or both (Maree et al., 2012). Each approach has its own purposes, methods of conducting the enquiry, strategies of collecting and analysing data and criteria for judging quality (Ibid). The selection of a

research approach is based on the nature of the research problem i.e. the issue being addressed.

According to Maree et al., (2012), the three recognised approaches for the procedures for conducting research are qualitative, quantitative and mixed methods. Creswell (2008) is of the opinion that qualitative and quantitative approaches should not be viewed as being at opposite ends of each other but rather as representing different ends of a continuum with the mixed methods being in the middle of this continuum because it incorporates both qualitative and quantitative approaches. The study will employ mixed methods design. But now, since mixed methods research employs both quantitative and qualitative approaches, it is fitting to first give a brief explanation of these two approaches before delving into mixed methods.

3.3.1 Qualitative research

This is an approach used for exploring and understanding the meaning individuals or groups ascribed to a social or human problem. This process of research involves emerging questions and procedures, with data collected from the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2008). Those who employ this form of enquiry support a way of looking at research that honours an inductive style, a focus on individual meaning and the importance of rendering the complexity of a situation. That is why Creswell (2008) sees qualitative research as an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words and reports detailed views of informants and conducts the study in a natural setting. Denzin and Lincoln (2005) see it as a process whereby the researcher approaches reality from a constructivist position, which then allows for existence of multi meanings of individual experiences. In view of the above descriptions, the view put forward by Tashakkori and Teddlie (2003), which says that mixed methods design is a standard part of the method in each of the four major qualitative research designs, makes sense.

Qualitative research looks at in-depth understanding of individual's experiences or issue at hand (Maree et al., 2002). Hence Creswell (2008: 265) says that the goal of qualitative research is to explore and understand a central phenomenon. Also, according to Patton (2002), the size of the sample is small and it is purposively

selected from those individuals who have the most experience with the phenomenon being studied. This was relevant to the study because the researcher wished to get an in-depth understanding of psychosocial support of orphaned learners from Life Orientation teachers. In view of this, the qualitative researcher collected information in the form of words and images about the central phenomenon from the people (Ivankova, Creswell, Plano-Clark (2008) in Maree et al., 2012). The researcher asked broad, open-ended questions in order for the interviewee to share their views and experiences about the provision of psychosocial support of orphaned learners in schools.

Qualitative data was collected from individuals, observations and documents. The data was then recorded by making notes based on interviews and observation, and from there it was analysed (ibid.). This data analysis was based on values and meanings that participants perceived of their world. In the end it produced an understanding of the problem based on multiple contextual factors. Hence Grey (2004) says it shows how and why things happen. Since this study used the mixed methods approach the next section discusses quantitative research approach.

3.3.2 Quantitative research

This is an approach used for testing objective theories by examining the relationship among variables (Creswell, 2008). These variables in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. Like all qualitative researchers, those who employ this form of enquiry, have assumptions about testing theories deductively, which is based on guarding against bias, also controlling for alternative explanations, and being able to generalise and replicate findings (Creswell, 2008). In other words in order for the quantitative researcher to develop knowledge, he/she relies on the post-positivist approach to knowledge which implies the existence of one objective reality (Teddlie & Tashakkori, 2009). From here he/she then tests the theories about reality, looks for cause and effect, and uses quantitative measures to gather data to test the hypotheses (questions). He/she then relates the variables to determine the magnitude and frequency of relationships (Maree et al., 2012). An example of a research study that employs quantitative research would be an experiment or survey study.

The goal of quantitative research is to describe the trends or to explain the relationship between variables (Maree et al., 2012). In order to do that the researcher can either ask specific questions, narrow research questions or formulate hypothesis about the variables that can be observed or measured. The researcher randomly selects a large sample, from a larger population in order to generalise the results to this population. Sometimes the researcher may opt for convenience sampling, due to the availability and willingness of the individuals.

There are four major quantitative research designs and they are: experimental, quasi-experimental, correlational and survey research designs. According to Creswell (2008), in order for the researcher to be able to determine the numeric data that needs to be collected for his/her study, he/she must identify the independent, dependent and control variables. Selecting reliable and valid measures will help control for bias. This data is then collected using existing or pilot-tested self-developed instruments (surveys, tests, scales, behavioural checklists), which are intended to yield highly reliable and valid scores (Maree et al., 2012).

These instruments are structured and contain close-ended items or questions with predetermined multiple choice responses (yes or no). To prepare the data for analysis, the researcher assigns a numerical value to each response category and variable. The data is then entered into a computer programme for further analysis. The data analysis consists of describing trends, comparing groups and relating variables and is conducted at two levels:

1. Descriptive statistics that indicate general tendencies in the data
2. Inferential statistics that analyse the data from the sample to draw conclusions about the unknown population.

The researcher then interprets the results in light of initial predictions and prior research on the same topic. The research reports reflect a standardised, fixed structure and exclude personal reactions to the study results (Maree et al., 2012).

This study is based on mixed methods research. It therefore made use of collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that involved philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and

quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2008). The researcher collected and combined quantitative and qualitative research techniques, methods, approaches, concepts or language in a single study in order to see things from different perspectives. This provided the opportunity to corroborate findings to enhance the validity of data and so provide the best understanding of a research problem (Denscombe, 2001; Robson, 2005). Mixed methods complement each other in that findings from one method can be checked against findings from another and allow for a more complete analysis of the research problem through comparing data produced by different methods (Denscombe, 2001, Robson, 2005). For this study, the researcher made use of the mixed methods which is explained fully below.

3.3.3 Reasons for the use of mixed methods

Leedy and Ormrod (2014) postulate that researchers make use of mixed methods based on the following reasons:

Completeness: a researcher can fully address a research problem and its sub problems only by collecting, analysing and interpreting both qualitative and quantitative data. This is because the two research approaches complement each other in the sense that qualitative aspects of the study can compensate for weaknesses in quantitative research and vice versa. For instance, in the quantitative phase various results might seem inconsistent or contradictory, then qualitative data could reveal underlying hidden meanings that can help the researcher make sense of the numbers. In terms of this study engaging in in-depth interviews with the respondents enabled the researcher to further explore certain aspects that were not clear in the quantitative phase of the data collection. This was made possible by developing appropriate tools and strategies of data collection. The survey informed and guided the following type of data collection instrument which were in-depth interviews with Life Orientation teachers, principals and district officials. This led to triangulation in the analysis of the data which enabled the researcher to come to more convincing conclusions by combining both qualitative and quantitative data.

Furthermore, the goal of social research is to understand the complexity of human behaviour and experience. Human behaviour has always been assumed to have multiple causes, often affected by differential perceptions of the environment

(Tashakkori & Teddlie, 2003). The researcher's task is to understand, describe and explain the reality of this complexity, which is usually limited by the methods used to do this. On the other hand, while specific research methods enable the researcher to describe, understand and explain the complexity of living by providing them with various perspectives, different methods are best designed for, and used to answer particular types of questions.

Therefore, by combining and increasing the number of research strategies that are used within a particular project, it can help to broaden dimensions of the project. Also by using more than one method within a research programme, the researcher is able to obtain a more complete picture of human behaviour and experience. Hence in that way understanding the phenomenon and reaching the research goal is that much quicker (Tashakkori & Teddlie, 2003).

When researchers are talking of using mixed methods, they are talking about using supplementary research strategies to collect data that would not otherwise be obtainable by using the main method and incorporating these data into the base method. For example, in quantitative research, it may be the inclusion of an observational aspect in the study, or supplementary open-ended questions, at the end of a Linkert scale (Tashakkori & Teddlie, 2003).

3.3.4 Strengths of using mixed methods

According to Tashakkori and Teddlie (2003), the major strengths of mixed methods designs are that they allow for research to develop as comprehensively as possible. On the other hand, when compared to using a single method, the domain of inquiry is less likely to be constrained by the method itself. Also, because the supplementary data are not as in-depth as they would have been, had they been a study on their own, then certainty is attained by verifying supplemental data with data strategies used within the core study. They increase the scope and comprehensiveness of the study in both qualitative and quantitative research. In a quantitative study, these strategies aid in the interpretation of data (in the core project) by providing explanations for unexpected findings or supporting the results. In a quantitative study, supplemental strategies may be used to identify notions, ideas or concepts that are then incorporated into the main study. They may provide different information or insights as to what is happening in the data as well as different

explanations or ideas about what is going on. These ideas are subsequently verified within the data or they are used to guide subsequent interviews or the collection of additional information to verify emerging theory. They may also be used to re-examine a category in the main study from a different perspective (Tashakkori & Teddlie, 2003).

However, it is cautioned that the researcher must remember that in both qualitative and quantitative studies, the supplemental data sets are mutually interdependent. For instance, in a quantitative research study, open-ended or unstructured interviews that accompany a quantitative survey are incomplete by qualitative standards and cannot be publishable apart from the survey data (Tashakkori & Teddlie, 2003).

3.4 Research Design: Concurrent Triangulation Mixed Methods Design

Research is a type of enquiry within qualitative, quantitative and mixed methods approaches which provides specific direction for procedures in a research design (Creswell, 2008). Research designs are procedures for collecting, analysing, interpreting, and reporting data in research studies. Denzin and Lincoln (2011) call them strategies of inquiry.

Research designs represent different models for doing research and these models have distinct names and procedures associated with them (Creswell, 2014). Research designs are important because they guide the methods, decisions that researchers must make during their studies and so set the logic by which they make interpretations at the end of studies (Creswell, 2014).

There are, however, four basic mixed methods designs that are most frequently used by researchers and they are:

- Triangulation Design
- Explanatory Design
- Exploratory Design
- The Embedded Design (Maree et al, 2012).

For this study, the researcher employed the Triangulation Design (Concurrent Triangulation Mixed Method Design). The decision for this choice is further explained below.

Concurrent Triangulation design is one of the most popular of the mixed methods designs (Tashakkori and Teddlie, 2003). The researcher collects both qualitative and quantitative data in parallel, usually at the same time and (with respect) to the same research question. It is most suitable to use as a design when the researcher wants to collect both types of data simultaneously in order to confirm, compare and contrast or even corroborate the different findings to produce well-validated conclusions (Creswell, 2007; du Plooy-Celliers et al., 2014; Tashakkori & Teddlie, 2003). In this design, a researcher can conduct a survey and at the same time he/she can conduct interviews with the same participants in order to then compare the findings from each method (du Plooy-Celliers et al., 2014). In this particular case, both forms of data collection are running concurrently i.e. occurring at the same time, during one phase of the study. Both quantitative and qualitative results are converged/merged during the interpretation phase in order to provide a comprehensive analysis of the research problem (Creswell, 2008; Tashakkori & Teddlie, 2003). The researcher would give equal weight to the two types of data and strive for triangulation, with the hope that the analysis of both data sets would lead to similar conclusions about the phenomenon under investigation (Leedy & Ormrod, 2014). The interpretation may note the convergence of the findings as a way of strengthening the knowledge claims of the study or explain any lack of convergence that may result. The concurrent data collection is of advantage because it results in shorter time in terms of data collection, compared to sequential designs (Tashakkori & Teddlie, 2003).

This study employed Concurrent Triangulation design for the collection of data that gave useful information about the provision of psychosocial support for orphans by educators in ten high schools in the King William's Town District. Concurrent procedures entailed collecting both forms of quantitative and qualitative data, at the same time, during the study and then integrating the information in the interpretation of the overall results. It was anticipated that the various methods of data collection in this study yield both qualitative and quantitative data. The quantitative data were used to triangulate the qualitative data or vice versa, hence the data supplemented each other during the data analysis and interpretation process to give a good picture into provision of psychosocial support to orphans by educators in the King William's Town District.

3.5 Population

Various authors refer to a population as a group of individuals, elements or objects that is of interest to the researcher (Tashakkori & Teddlie, 2003)..) [. Secondly, they conform to specific criteria which the researcher is interested in studying and to which he/she intends to generalise the results of the research (ibid.). With regard to the current study, the target population was chosen from circuit sixteen in the King William's Town District. According to the 2014 Education Management Information Systems (EMIS), there are 144 teachers in Secondary Schools in Circuit 16 in King William's Town District where this study took place. In this study the population included teachers, principals and district officials. For the survey, 40 teachers were randomly selected from the ten secondary schools in the circuit.

3.5.1 Sample: Definition of a sample

A sample comprises the elements of a population considered for actual inclusion in the study (Brink, 2006). It can also be viewed as a subset of measurements drawn from the population of the study. The researcher studies the sample in an effort to understand the population from which it was drawn. The researcher is interested in describing the sample not primarily as an end in itself, but rather as a means of helping him explain some facet of the population (de Vos, Strydom, Fouche' & Delport, 2002).

Sampling, therefore, allows the researcher to study a relatively small part of the population and obtain data that are representative of the whole (Sarantakos, 2000). A representative sample means that the sample has the same distribution of characteristics as the population from which it is selected (Marlow & Boone, 2011). Representativeness is always important when there is need to generalise from the sample to the larger population. Thus, du Plooy-Celliers et al. (2014) maintain that if the sample is representative of the population then the findings from the research can be generalised to the rest of the population (ibid.). Therefore, representativeness means the sample should have approximately the same characteristics as the population relevant to the research being done. Researchers can use two kinds of sampling which are, probability sampling, which is based on randomisation and non-probability sampling, which does not include randomisation.

The study employed both probability sampling and non-probability sampling because it was guided by the mixed methods. Consequently, quantitative data were collected through probability sampling and qualitative data were collected through non-probability sampling. For the survey, 40 participants were selected from the ten secondary schools. For the case study, 8 LO teachers were purposively selected out of the 40 teachers. Also 3 principals were selected from the ten secondary schools and 3 district officials were purposively selected to participate in the study.

3.5.2 Sampling Procedure

Sarantakos (2000) and Babbie (2013) describe probability sampling as the procedure in which the choice of respondents is guided by the probability principle, according to which every unit of the target population has an equal, calculable and non-zero probability of being included in the sample.

In view of this, in the first phase the study employed simple random sampling. By making use of probability sampling it is more likely to be representative of the population from which it is drawn as it rests on the use of a random selection procedure. For instance, in this study the sample for the survey was taken from the ten secondary schools in circuit 16. In this case, participants were randomly selected from the ten secondary schools. This means that the sample was representative of the population for the study. It removes human bias from the sampling process by using methods that are random and systematic (du Plooy-Celliers et al., 2014). This implies that the selection of the sample was not based, and dependent, on the judgement of the researcher. This means that participants were just randomly selected. For the survey, the forty teachers were randomly selected from the ten secondary schools in the circuit 16. All these participants responded to survey questionnaires.

In the second phase of this study, qualitative data was selected based on the judgements of the researcher. Here representativeness might not be the focus, especially in the case of qualitative research but rather the focus might be on how many are the people we need to interview for us to gain an in-depth understanding of the research problem (ibid.). Robson (2000) maintains that qualitative samples are small, studied intensively and each one typically generates a large amount of

information. A well selected sample, therefore, positively contributes to the credibility of the findings in any given research.

Again, the researcher selected individuals based on their particular knowledge of a phenomenon for the purpose of sharing that knowledge (Robson, 2000). In this study, the researcher selected a sample based on the purpose of the study. The study purposively selected ten schools. Purposive sampling involves selecting subjects because of some characteristic they possess (Patton, 1990). Purposive selection of the schools was justified in this study because the researcher was interested in schools with teachers who had attended training in Psychosocial Support or Life Orientation, as they perhaps might be able to share substantial information on how teachers offer Psychosocial Support to orphans in schools. The current study adopted purposive sampling which is a non-probability sampling technique where the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomena under study (McMillan & Schumacher, 2006). The selection of participants, settings or other sampling units is criterion based or purposive (Mason, 2002; Patton, 2002). Patton (2002) suggests that the logic and power of purposeful sampling lies in selecting information rich cases for in-depth study. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Purposive sampling also helped to include urban and rural schools that have teachers who had attended training where there are pockets of good practice of Psychosocial Support provision. The sample included six schools from an urban area and four schools from a rural area.

The sample for the qualitative data was eight Life Orientation teachers who were purposively selected out of the forty teachers from the quantitative sample. Teachers with long experience in the service and who showed good practices in the provision of psychosocial support were selected. It was assumed that these teachers would be able to provide first-hand information on provision of psychosocial support for orphans by educators. Again, three principals from the ten selected high schools were purposively selected for the interviews. Three District officials from King William's Town District were purposively selected and interviewed. These were two district officials from the district support team and one Life Orientation subject advisor. They were purposively selected because they are supposed to provide

support and monitoring to teachers in the district. Purposive sampling helped the researcher to get rich information from the above mentioned participants. Therefore, purposive sampling played a major role in the selection of these participants.

3.6 Negotiating Entry

In order to gain access to the schools, the researcher acquired an introductory letter from the University of Fort Hare to confirm her intentions to conduct a study in Eastern Cape Department of Basic Education. The researcher then applied to the King William's Town District office for permission to conduct the study in ten secondary schools. A copy of the letter from the university was attached to the application letter. When the clearance letter was received from the District office, she then proceeded to meet with the participants in the secondary schools. However, before the researcher met with the participants she first met with the principals to explain the purpose of the study. Permission to administer the questionnaires, conduct the interviews and document analysis with the principals and participants was sought.

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3.7 Data collection procedures

Burns and Grove (2003:373) describe data collection as the precise, systematic gathering of information relevant to the research problem/question, using instruments such as interviews, questionnaires, participant observation, focus group discussion, narratives and case histories. The adoption of a mixed approach in this study means that the researcher will collect both qualitative and quantitative data. The researcher found the use of interviews, questionnaires and document reviews as very ideal for data collection methods for the study. Maree (2007) advocates using at least three different data sources, concurrently administered. Thus the process of data collection provides an opportunity for the researcher to learn about an experience and to form ideas about its structure.

Data collection took place in two phases, namely the pilot phase and the main data collection phase as follows:

3.7.1 Pilot Phase

It is important to note that all questionnaires were pilot tested before their full scale use in schools. Pilot testing of the questionnaire was done on schools that would not form part of the target population. This was to ensure that the language that was used was understandable and that the categories used were not confusing to the respondents. Pilot testing also helped in determining whether the ways in which participants understand questions were relatively similar across the group and whether the information was easily accessible to participants (Collins, 2003). Pilot testing was also necessary in the study because it would ensure that the questions are such that responses given correlate to the aim of the study. The feedback from the respondents in the pilot study also led to some adjustments being made to the questionnaire.

3.7.2 Main Data Collection Phase

3.7.2.1 Questionnaires

Questionnaires vary according to the way they are administered as well as in their nature, which makes them to be diverse and hence the different questionnaire types which are:

- i. **Standardised questionnaires:** These are highly rigid with a high degree of standardisation. The answers are limited only to the one set in the questionnaire. They allow no additions (quantitative).
- ii. **Un-standardised questionnaires:** These are less rigid, standardisation is quite low, with well-defined but open questions and the answers are unstructured (qualitative).
- iii. **Semi-standardised questionnaires:** These questions include a combination of pre-structured and pre-standardised questions and unstructured and un-standardised sections. They are employed by both quantitative and qualitative researchers.

As indicated, semi-standardised questionnaires were used. These questions were administered to all participant teachers. This would solicit views on the nature of skills teachers possess to enable them to provide psychosocial support to orphans, what strategies are adopted by teachers and what support (including monitoring) is provided for educators. The data collected using the semi-structured questionnaires were answered qualitatively and quantitatively (Morse and Niehouse, 2009). This means that the semi-structured questionnaire was answered in writing or presented verbally to a participant in a face to face interview. The participant then answered as freely as he/she wished. In this way, the researcher had the advantage of rich qualitative description, in addition to the numbers or percentages of each type of response. Another advantage of the questionnaire is that the researcher was likely to get a high response rate since she administered it herself. The researcher could also help with any arising issues that were not clear in the questionnaire. The researcher made sure that the questionnaires followed the same standardised format which includes a cover letter, instructions and the main body (Sarantakos, 2000). Noteworthy is the fact that the questionnaires were pilot-tested before they were fully administered in the schools. This ensured that the language used was understandable and that the categories used were not confusing to the respondents. Questions that seemed to source the same answers were removed. The feedback from the pilot study led to some adjustments made to the questionnaire. This helped to modify and make the questionnaire understandable.

Limitations of the questionnaire

The questionnaire has the disadvantage that due to its impersonal nature and openness it can be abused by the respondents as they might not attach as much importance and relevance to some of the questions or decide to withdraw vital information. Hence, Neuman (2000) observes that some respondents may just withhold information because they do not wish to give it for some reason. Sometimes respondents can just answer positively just to please the researcher and write what they think the researcher wants to hear. This was taken care of through the introductory letter which explained the purpose of the research.

Another limitation of some questionnaires is that they do not give the researcher an opportunity to probe (Neuman, 2000). The answers have to be accepted as final; there is no opportunity to probe beyond the given answer, to clarify ambiguous answers, or to appraise the nonverbal behaviour of respondents. In this study, this was taken care of through the use of subsequent interviews.

3.7.2.2 Interviews

Sarantakos (2000) views interviews as questionnaires that are presented verbally. As such, one of the methods of gathering qualitative data is by conducting interviews (Babbie & Mouton, 2001). In this study, the researcher also conducted one on one interviews. This is a conversation between two people which is initiated by the interviewer for the specific purpose of obtaining relevant information pertaining to that particular research. Interviews are a qualitative method of research which is often used to obtain the interviewee's perceptions and attitudes to the issues under study.

Babbie and Mouton (2001: 289) describe a qualitative interview as an interaction between an interviewer and a respondent in which the interviewer has a general plan of enquiry but not a specific set of questions that must be asked in particular words and in a particular order. Furthermore, a qualitative interview is essentially a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent. The main aim of an interview is to encourage interviewees to share their perspectives, feelings, stories and experiences regarding a particular social phenomenon that is being studied.

Generally, the interviews can be classified into four categories, which are: structured interviews, unstructured interviews, semi-structured interviews and focus group discussion (Gratton & Jones, 2004).

The study employed unstructured interviews. Participants who were Life Orientation teachers, principals and district officials passed their knowledge to the researcher through conversations held during the interview process (Boeije as cited in Wahyuni, 2012). Patton and Cochran (2002) posit that interviews resemble everyday conversations although they are focused (to a greater or lesser extent) on the researcher's needs for data. Macdonald and Headlam (2009) emphasise that the key issue with conducting interviews is making decisions about who are the key participants to talk to and what type of interview the researcher is going to use.

3.7.2.3 Unstructured interviews

The unstructured one to one interviews are also known as the in depth interview/conversation with a purpose, because, as de Vos (1998) maintains, at the root of unstructured interviewing is an interest in understanding the experience of other people and the meaning they make of that experience. Furthermore, it is discursive as well as focused and it allows the researcher and the participant to explore an issue. These interviews are used to determine individuals' perceptions, opinions, facts and forecasts, and their reactions to initial findings and potential solutions (ibid.).

The researcher uses this type of interview to elicit information in order to achieve understanding of the participant's point of view or situation (ibid.). Unstructured interviews employ unstructured questionnaires (interview schedules) containing a number of open-ended questions, whose wording and order can be changed at will, in which case, the respondent is asked to provide his/her own answers to the questions. The structure of the interview is flexible with minimal restrictions.

In depth interviews (open-ended) were conducted with key informants concerned with the provision of psychosocial support to orphans in schools. Such informants included LO teachers, principals and government officials. Open-ended interviews were preferred to other forms of interviews because they offered a platform for conversation with the intention that the researcher explored with the participant his/her views, ideas, beliefs and attitudes concerning the provision of psychosocial support to orphans by educators. In so doing, the researcher would be able to see the world through the eyes of the participant (Maree, 2007). Information that was solicited through interviews included strategies used by teachers in the provision of psychosocial support to orphans. In the study, the interviewer actively moved the discussion through specific areas about the participant's experiences, feelings, attitudes, and thoughts about provision of psychosocial support. Still there was room for participants to move on these areas spontaneously and still be open to unanticipated issues raised by participants.

An interview guide, which is an essential component for conducting interviews, was used (Kajornboon, 2005). It had a list of key questions the researcher wished to ask.

The interview guide assisted the researcher to explore, probe and ask questions that would explain that particular subject “....to build a conversation within a particular subject area, to word questions spontaneously and to establish a conversational style but with the focus on a particular subject that has been predetermined” (Patton, 2002: 343). However, Arthur and Nazroo (2003) warn that a poorly designed interview guide, at best, can be confusing and, at worst, can restrict the exploratory and reflective nature of qualitative research. Regardless of the nature of the research, the use of interview guides in qualitative research is strongly recommended and careful investment in their design is needed. Therefore, before conducting the formal interviews the researcher held mock interviews with respondents. This was done to fine-tune the research instruments. Consequently, some expressions and words were modified to make the questions clearer so as to improve the interview guide.

The researcher, therefore, needed to put the interviewee at ease. She also needed to have good listening skills. This would help her to be able to manage the interview situation so as to collect data which truly reflected the opinions and feelings of the interviewee concerning the topic under discussion. The researcher interviewed the participants in their natural settings, that is, in secondary schools so that they were at ease because they were used to that environment. The questions in the interview guide were clear to avoid ambiguity (Kajornboon, 2005). The language used also allowed for flexibility in the sense that conversations that were responded to in vernacular were accepted. This flexibility allowed the participants to freely express themselves. Later on these conversations were transcribed into the English language. The researcher also listened attentively to the respondent's responses and allowed them to give their views, opinions, feelings and experiences on the provision of psychosocial support by educators to orphans in schools.

The interviews were also recorded. Recording an interview is necessary and needs to be done in a meticulous manner (Niewenhuis, 2007). A digital voice recorder was used as it is good to record interviews to minimise the risk of capturing inaccurate data. Permission was sought from the participants before recording was done (Hancock et al., 2007; Niewenhuis, 2007). The researcher also took notes during the interview (Wahyuni, 2012). Each interview session took 30-40 minutes. The researcher listened to recorded interviews so that she could make a written record

(transcript) of what was said for the purposes of data analysis (Niewenhuis, 2007). In this study, unstructured interviews were held with 8 Life Orientation teachers, 3 principals and 3 district officials. Using unstructured interviews assisted the researcher to obtain in-depth information from participants regarding the study and also observing non-verbal cues such as facial expressions.

Limitations of interviews

Despite the highlighted strengths of using interviews as a data collection instrument, Yin (2009) identifies quite a number of weaknesses associated with interviews. The weaknesses include the fact that data collected may contain biased information as a result of poorly phrased questions. Since it is possible to have poorly articulated questions in the research study, a pilot study was conducted to allow modification of questions to be done before conducting the actual research.

Another limitation of interviews may be inaccuracy due to poor recall (Yin, 2009). This is because some participants may fail to remember the exact details but feel inhibited to own up to this weakness. It is also possible for participants to contribute to the collection of false data because, at times, participants get enthusiastic and give the researcher information they think will be better appreciated than what may be authentic. The presence of the interviewer on the spot may over-stimulate the participant sometimes, even to the extent that he/she may give imaginary information just to make the interview interesting (Kothari, 2004). At other times, participants may feel uncomfortable to discuss their views and feelings with a complete stranger (Yin, 2009). The participant may profess ignorance, or may hide the real views and create false data as a cover-up or may just go along agreeing with the researcher in an uninformative way. Kothari (2004) and Yin (2009) further warn that interviews are costly and time consuming. Another demerit of interviews, as stated by Creswell (2003), is that some participants might not be articulate and this affects the data provided.

Regardless of the stated limitations, interviews remain a suitable data collection instrument for this study. To counteract bias due to poorly constructed questions, the researcher utilised the input of experienced researchers in order to get the best out of the interviews. Poor memory on the part of participants was overcome by triangulating data collection methods to bring out correct information. Finally, a great

effort was employed by the researcher who was fully aware of the possible obstructions and tried to put participants' fears to rest, which ensured that they participated fully.

3.7.2.4 Document analysis

Document analysis was used as a supplementary tool in gathering data. All types of written communication that shed light on the phenomenon under investigation were taken into account (Maree, 2007). These included attendance registers and assessment records. Researchers analyse written documents which are found in institutions under investigation as sources of data (Gall, Gall & Borg, 2006). Document analysis is important in adding knowledge to research. It also explains certain social events (Best & Khan, 2006). Document analysis provides a behind the scenes look at the phenomenon that may not be directly observable. The documents may reveal issues that are not found in face to face interviews. In this study, documents were used to corroborate face to face interviews. This helped to improve the trustworthiness of the findings on the provision of psychosocial support by teachers to orphaned learners in schools. Sources of documentary data included attendance registers and assessment records. The strength of documents as sources of data lies in the fact that they already exist in the schools and they do not intrude upon or alter the setting in ways that the presence of the researcher might do. They are also not dependent upon the whims of human beings whereby soliciting cooperation is essential for collecting data through interviews (Merriam, 2002). Document analysis was used to triangulate, where possible, what emanated from face to face interviews. In the study the data collected from documents was analysed thematically. The researcher noted that the issues of reliability should be ensured so that the rigour of processing the data ascertained reliability.

3.8 Analysing Quantitative Data

Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns & Grove, 2003). For the mixed methods, the process of data analysis proceeded in two ways, first by analysing either the quantitative data followed by the qualitative data.

This section examined quantitative analysis of data or the technique by which the researcher converted data into numerical forms and subjected them to statistical analysis i.e. quantification (Babbie, 2013). Again, Babbie (2013:414) explains that this process involves converting social science data into a form that can be read and manipulated by computer programmes such as SPSS (Statistical Package for the Social Sciences).

It is also important for the researcher that he/she must engage in a coding process after the data has been collected in order for him/her to conduct a quantitative analysis. For instance, open-ended questionnaire items might need to be coded before analysis can be done. Therefore, using an established coding scheme provides the researcher the advantage of being able to compare his/her research results with those of other studies (Babbie, 2013). Once data has been quantified and entered into the computer, quantitative analysis can start. This can take many forms e.g. univariate analysis, subgroup comparisons, bivariate analysis, sociological diagnosis etc. However, in this study, the analysis took the form of univariate analysis such as frequency counts, percentages, and the calculation of appropriate indicators.

3.8.1 Analysing Qualitative data: (Clustering of units of meanings to form the themes)

De Vos et al., (2011:397) describe qualitative data analysis as “the process of bringing order, structure and meaning to the mass of data.” Also noteworthy is that this process also involves reducing the volume of raw information, sifting what is important from trivia, identifying significant patterns and constructing a framework for communicating the essence of what data reveals (ibid.). In short, qualitative data analysis deals with reduction, organisation, interpretation and substantiation of data. Hence, coding is the key process in the analysis of social research data (Babbie, 2013). This entails classifying or categorising individual pieces of data. Cresswell (2014) defines classifying as taking the text or qualitative information apart and looking for categories, themes or dimensions of information. De Vos et al., (1998) maintain that the aim of qualitative coding is not the counting of data but to serve the purpose of the fracturing of data, with fracturing meaning that the researcher breaks the text down into codes and concepts and then rearranges and orders them into

meaningful categories. As this coding process takes place, so should the process of memoing i.e. the researcher writing the memos or notes to him/herself. Strauss and Corbin (1998: 217) present three kinds of memos: code notes, theoretical notes and operational notes, whereby code notes identify the code labels and their meanings. Theoretical notes cover reflections of the dimensions and the deeper meaning of concepts, relationships among concepts and theoretical propositions. Lastly, operational notes deal mainly with methodological issues (Babbie, 2013; de Vos et al, 1998).

When conducting qualitative content analysis, the researcher groups data together and then assigns them to broader categories of related meanings. This is a way of structuring data with codes and themes which can then be applied to all the text (du Plooy et al., 2014:235). By so doing, the researcher is giving the data some order so as to be able to identify/whether there are patterns embedded in the text (ibid.). Qualitative content analysis pays attention to unique themes that illustrate the range of meanings of the phenomenon rather than statistical significance of particular texts or concepts (ibid.).



In this study, data were systematically collected through recording proceedings during interviews, and document analysis. The data collected through interviews was first transcribed into a script. The data collected in vernacular was further translated into English. Transcribing is a procedure for producing a written version of an interview or conversation (Hancock et al., 2009). It is, therefore, a full script of this interview. It was, therefore, necessary that the researcher transcribe the interviews immediately after the process had been completed while the interview was still fresh and vivid in the researcher's mind. During the transcription, the researcher played the recordings and listened carefully to the interviews and then transcribed the data. Familiarity with the data and paying attention to what was said helped to bring ideas that emerged during data analysis.

The data was analysed to address the main research question. The qualitative data collected in the study were coded systematically, according to the specific themes as well as writing stories and tallying and ranking of responses to uncover the main issues that arose. Lastly, the researcher would embark on the interpretation of the data, where he/she tries to make sense of the data. The issues arising from the

interviews, the questionnaires and the document analysis were put together as findings of the study.

3.9 Validity and reliability in quantitative studies

Reliability and validity are terms that are used the most in quantitative research. Researchers conducting quantitative research tend to use research methods that generate measureable, numerical and statistical results. They also often seek causal relationships in quantitative research. Thus, they are often looking for the causes of certain effects. They can test and retest whether the same cause under the same circumstances will yield the same results or cause the same effects. Thus, piloting of the questionnaire also rendered the instrument as well as the data collected reliable and valid.

In this study, quantitative research reliability and validity was ensured through large samples, random sampling and reliable research tools.

Reliability is linked to the findings of research because, in research, people want to be able to trust the findings of research (du Plooy, 2014). It is about the credibility of one's work, hence it demands consistency from the researcher. This means that "reliability" refers to the fact that different research participants being tested by the same instrument at different times were able respond identically to the instrument (Mouton, 1996).

Generalisation is also another term that is used for reliability. Generalisation is an important concept in quantitative studies since the aim of quantitative research is often to find universal laws that are applicable in all circumstances (Collis & Hussey, 2003: 145; Wellman & Kruger, 2003: 139).

3.9.1 Validity in quantitative research

Validity is all about determining whether the research measured what it was supposed to measure, hence du Plooy et al., (2014) explain it as the extent to which the instrument that was selected actually reflected the reality of the constructs that were being measured. The answer to this can also be found when one asks this question "Do the findings reflect what is happening in the given situation?" (Babbie & Mouton, 2001:122; Collis & Hussey, 2003:58-60).

3.9.2 Internal and external validity

Internal validity refers to whether the research method or design will answer your research question. In other words, the research design should strive to be free from error, and the chosen research method should be able to assist the researcher in answering his/her research question (du Plooy-Celliers et al., 2014).

3.9.3 External validity

External validity focuses on the ability to generalize findings from a specific sample to a larger population. It refers to the researcher's ability to state with confidence that, if the same research method and design applied to his/her sample were to be applied to the rest of the population, he/she would find the same results.

3.9.4 Trustworthiness in qualitative studies

Trustworthiness is of the utmost importance in qualitative research. In contrast to quantitative research, qualitative researchers attempt to provide an in-depth understanding of a phenomenon. Therefore, they prefer to use the concept's trustworthiness to measure reliability and validity within qualitative studies (du Plooy et al., 2014: 253). Even though some qualitative researchers will still use the terms "reliability and validity", but the manner in which they determine this reliability and validity differs from how it is done in quantitative studies. For instance, they may use different terminology such as "trustworthiness" to indicate validity and reliability. This term "trustworthiness" can further be divided into credibility, transferability, dependability and confirmability (Guba & Lincoln, 2005). The latter are the key criteria of trustworthiness.

3.9.5 Credibility

This refers to the accuracy with which the researcher interpreted the data that was provided by participants. In this credibility was be increased by spending long periods of time with participants in trying to understand them better. It was also increased by using triangulation, whereby the researcher used more than one research method to collect data (Collis & Hussey, 2003; Shenton, 2004). A single method can never adequately shed light on a phenomenon under investigation. Using multiple methods facilitated deeper understanding of the provision of

psychosocial support by teachers to orphaned learners in schools (Cohen & Crabtree, 2005). Consequently, data triangulation was achieved through the use of face to face interviews and document analysis. Credibility enabled the researcher to establish confidence in the truth of her findings.

3.9.6 Transferability

This is the ability of the findings to be applied to a similar situation and delivering similar results (du Plooy-Celliers et al., 2014:258-259). This was achieved by carefully selecting the sample within the context of the study.

3.9.7 Dependability

This refers to the quality of the process of integration that takes place between the data collection method, data analysis and the theory generated from the data (Shenton, 2004; Collis & Hussey, 2003: 278-279). Dependability encourages researchers to provide an audit trail (the documentation of data, methods, and decisions about the research, which can be laid open to external scrutiny (Finlay, 2006). Dependability shows that the findings are consistent and can be repeated (Cohen and Crabtree, 2005). Therefore, for dependability, the researcher conformed to the laid down procedure of conducting the study i.e. she was constantly interacting with the supervisor.

3.9.8 Confirmability

This refers to how well the data collected support the findings and interpretation of the researcher. Confirmability indicates how well the findings flow from the data collected (Collis & Hussey, 2003; Shenton, 2004). To achieve confirmability, the researcher offered a self-critically reflexive analysis of the methodology used in the research.

Another way in which the validity of data collection can be increased in qualitative research is by doing member checking (Creswell, 2008). In this process, the researcher took the information collected from the respondents back to them for

them to verify and confirm if the researcher's interpretation adequately represented their reality (ibid.).

3.10 Ethical considerations

It is documented that over the past thirty years laws have been introduced to regulate the access of information as well as the behaviour of investigators and also in order to make research more systematic and more accountable (Sarantakos, 2004). In addition, codes of ethics have been formulated within research institutions, professional associations and tertiary institutions to ensure that enquiry is conducted according to professional and ethical standards which all members are expected to follow. In view of this, de Vos (2011) defines ethics as a set of widely accepted moral principles that offer rules for and behavioural expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

Tertiary institutions are expected to have adopted ethical guidelines and have established internal procedures and committees which assess all research projects proposed by their members, to ensure that they adhere to the ethical standards of their institution (Sarantakos, 2004). Accordingly, all ethical considerations were taken into account, for instance, the University of Fort Hare has rules and regulations which are prescribed in the faculty handbook and the researcher familiarised herself with these to ensure that she adhered to them. In pursuit of this, the first thing the researcher had to do was to obtain approval from the University of Fort Hare's ethics committee to enable her to proceed with data collection from the designated field. In addition to this, the researcher sought approval to conduct the research for the study from the Department of Education, Eastern Cape Province, via the District Manager of King William's Town. Permission letters from the above mentioned authorities were utilised as a means of gaining entry into the selected schools.

As part of upholding the standards with which researchers treat respondents, it is important that respondents are informed in writing of all aspects of the research process that they can withdraw at any time from the process (Sarantakos, 2004; Hardman & Hosp, 2008). The process is embedded within the principle of respect for

autonomy and includes providing participants with information about the benefits and risks of research (Holloway & Wheeler, 2002).

The principles of informed consent, voluntary participation, the protection of identity were carefully adhered to (Babbie & Mouton, 2001). In light of this the researcher had to get consent from the participants as to whether they were willing to participate in the study or not. To acknowledge voluntary participation, the researcher gave the participants informed consent letters to read with understanding and sign, and these were kept by the researcher. In order to dispel fears among participants and also to achieve cooperation from them, the researcher elucidated the reasons for conducting the study; that the information will only be used for academic purposes. Furthermore, before participants were interviewed the researcher presented the study to them by carefully explaining the nature and purpose of the study. The researcher also made sure that participants had a complete understanding of the methods of data collection to be used in the study, the potential risks and benefits involved, and the demands placed upon them as participants (Creswell, 2009).

The researcher ensured that promises and commitments of safeguarding the participants' identities are honoured. Measures to ensure confidentiality of personal information would include secure storage of the data and the use of a system of coding to protect participant's identities during the process of data analysis and publication of the research results (Streubert & Carpenter, 1999).

The most basic concern in every research is that no individual is harmed by serving as a participant (Drew et al., 2008). In the context of the research ethics, harm may be broadly defined to include extreme physical pain or death. It can also involve psychological distress, personal embarrassment or humiliation (ibid). Researchers should never expose participants to undue danger or injury (Leedy and Ormrod, 2005). The researcher assured all participants that their involvement in the study would not result in them getting any injury, discomfort or danger in any way. The researcher had to abide by the code of ethics to ensure that participants were protected from harm.

Besides ethical issues concerning participants, the researcher himself/herself also has to guard against the following: falsifying information, distorting results, allowing bias to influence interpretation of results, misusing information and using

inappropriate research methods (du Plooy-Celliers, 2014). In view of the above mentioned concerns, it is therefore necessary to give careful ethical consideration to ethical issues at all stages of the research process i.e. the planning, implementation and dissemination of results.

Levy (1993:3) and Babbie (2001:470) are of the opinion that ethics imply preferences that influence behaviour in human relations and they also see it as being synonymous with morality in that they both deal with matters of right and wrong. That is why these ethical guidelines also serve as standards and a basis on which each researcher ought to evaluate his/her own conduct. That is why it is highly recommended that each researcher should familiarise himself/herself with these guidelines so that whatever decision he/she makes is guided by these ethics.

3.11 Summary

The chapter laid out the methodology and methods that will be employed by the study. The study followed the post-positivist paradigm and the justification thereof was provided. The research approach chosen, which is mixed methods, which features the use of both quantitative and qualitative approaches, was explained in full. Also the population, sample and sampling procedures were discussed. The sampling procedures which employed both probability and non-probability sampling and the reasons for that were explained. Data collection techniques, which include the survey and were supplemented by interviews, were also discussed. Data analysis for both quantitative and qualitative data, validity and reliability, trustworthiness and ethical consideration were also discussed.

The next chapter focuses on data analysis and presentation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter laid out the research design and methodology. This chapter focuses on the presentation of the data, based on themes or responses to the research questions. The chapter aims to present information collected on the main research question, which is: How do teachers provide psychosocial support to orphans in secondary schools in the King William's Town District? The data were compiled from interviews with respondents which comprised three principals, eight Life Orientation teachers and three district officials. Questionnaires were administered to forty teachers.

Document analysis also supplemented both the quantitative and qualitative data. The quantitative data collected through questionnaires was coded and entered under SPSS. The researcher then applied analytical techniques to sum up the indicators. The analysis took the form of univariate analysis such as frequency counts and percentages. Where appropriate, cross tabs were also applied. The qualitative data were reduced by the clustering of common themes and the tallying and ranking of the responses to uncover the main issues that arose. The issues arising from the questionnaires, interviews and observations were put together as findings of the study.

The data is thus presented according to five major themes in the questionnaires and interviews, namely: biographical data, identification of learners who are in need of psychosocial support, strategies teachers use to provide psychosocial support, training of teachers in terms of providing psychosocial support and support (including monitoring) for teachers to enable them to provide psychosocial support.

Codes of Respondents for the Qualitative Data Collection are as follows:

Table 4-1: Codes of Respondents for the Qualitative Data Collection

Instrument	Respondents	Codes
Interviews	LO Teachers	T1-T8
Interviews	Principals	P1-P3
Interviews	Government Officials	DO1-DO3

The chapter begins with the profiles of the respondents.

4.2 Biographical data

The first section of this chapter presents biographical data of the respondents. This section is important in that some trends in behaviours of certain variables in the provision of psychosocial support to learners by educators can be better explained through reference to the biographic information of the respondents. The biographic data can provide important information such as teacher competencies in various areas as far as provision of psychosocial support in schools is concerned.

Thus, the biographic data examined variables pertaining to the respondents such as the profile of the research sites, biographical information of case study respondents, the number of teachers who responded to the questionnaire, the type of school, the gender of the respondents, the age of the respondents and number of years of their teaching experience. The type of professional training the respondents have received and including their academic qualifications is also provided; this will also include their area of specialisation. All the above were among the examined biographic variables. Below are the data on each of the above mentioned variables.

4.2.1 Profiling of the research sites

A total of ten (10) schools from circuit 16 in the King William's Town District were selected for the study. For ethical reasons, the real names of the schools were not used. The names that were used were pseudonyms.

Table 4-2: Profiling the Research Sites

School Name- Pseudonym	Location	Learner Population	Orphan Population	Numberof Teachers
School A	Peri-Urban	1011	606	34
School B	Peri-Urban	144	86	13
School C	Peri-Urban	587	293	16
School D	Peri-Urban	589	235	20
School E	Peri-Urban	239	95	8
School F	Peri-Urban	439	219	13
School G	Rural	514	205	16
School H	Rural	218	88	8
School I	Rural	133	27	8
School J	Rural	172	103	8

Table 4.1 indicates the location of the different schools in the circuit. The table indicates that most schools (6 out of 10) were from a peri-urban area while four (4) were from a rural area. This shows that schools from a peri-urban area were much more accessible than schools from rural areas. With regard to learner population, the table shows varying figures. School A had the majority of learners (1011) learners, while three (3) schools (School C, D & G) had between (500 and 600) learners. One school (School F) had(439) learners, while two (2) schools (School E & H) had between (200 and 300) learners and three (3) schools (School B, I & J) had between (100 and 200) learners. The table also shows that schools that are in the peri-urban area had the majority of learners compared to schools in rural areas. In terms of orphan population, school A had the majority of orphans, about (606), while four (4) schools (School C, D,F& G) had between (200 and 300) orphaned learners. One(1)

school (School J) had about (103) orphans and four (4) schools (School B, E, H& I) had between (20 and 100) orphaned learners. This indicates that all schools had learners who were orphans and in need of psychosocial support. The table again shows that School A had the majority of teachers (34), while five schools (5) had between 13 and 20 teachers and four (4) schools had eight (8) teachers.

4.2.2 Biographic Information of case study participants: LO teachers

Participants in this study involved eight Life Orientation teachers from 10 secondary schools in circuit 16. For ethical reasons the real names of the schools were not used. The names that were used were pseudonyms.

Table 4-2: Biographic Information of Case Study Participants: LO Teachers

School	Location	Respondent	Gender	Age	Highest Qualification	Post Level	Training for LO
School A	Peri-Urban	T 1	F	43	BA (Hons)	1	Yes
School B	Peri-Urban	T 2	F	53	BED	2	No
School C	Peri-Urban	T 3	M	49	STD	1	No
School D	Peri-Urban	T 4	F	47	STD	1	No
School E	Peri-Urban	T 5	M	45	STD	1	No
School F	Rural	T 6	F	48	BA	1	No
School G	Rural	T 7	F	49	STD	1	No
School H	Rural	T 8	F	59	BED	2	Yes

Table 4.2 indicates that 8 Life Orientation teachers participated in the case study (unstructured interviews). Most of the participants (5 out of 8) are from a peri-urban area, while two (3) are from a rural area. This shows that there was diversity as far as teachers' views on provision of psychosocial support for orphaned learners. Of these eight (8) participants, two (2) were male and six (6) were female. This shows that both views of male and female teachers were solicited. The age range of the participants is between 43 and 59 years, with the majority (5 out of 8) between forty

(40) and fifty (50) years of age. Two of the participants were between fifty (50) and fifty nine (59) years. This shows that most participants were old and experienced teachers. With regard to their qualifications, the participants reported varying degrees that included BA, BA (Hons), BED and STD. This shows that all teachers were qualified to be in the teaching profession. With regard to their post level in the teaching profession, most teachers (6 out of 8) were in post level 1, while two (2) were in post level 2. In terms of their qualifications in LO, the participants showed that most of them (6 out of 8) were not trained in LO. Only two (2) teachers were trained in LO. This shows their unique and vulnerable position as far as teaching LO and providing psychosocial support to orphaned learners in schools is concerned.

4.2.3 Profile of respondents in the survey

From the information provided in Chapter one, the study took place in the King William's Town District which has seventeen circuits, with circuit sixteen being the target population. This included forty questionnaires for the quantitative data and interviews with eight school teachers, three principals and three district officials for qualitative data. For the quantitative data, questionnaires were administered to teachers in the target population. Teachers participated freely and contributed their knowledge in an area that not only affects but also challenges them on a daily basis as figures of orphanhood continue to increase daily (Statistics South Africa, 2012). The information derived from the questionnaires contributes in better understanding of the issues that affect and also impede teachers in their daily task of teaching and assisting learners, thereby affecting education and provision of psychosocial support to learners in schools.

In addition to this, they derived particular interest as this was an opportunity for them to help and improve the quality of support and indeed education offered to learners in the King William's Town District. The researcher made sure that the sample was representative of all the teachers from the different schools in circuit sixteen.

Table 4-3: Profile of the respondents in the survey

	Frequency	Percent
Urban	1	2.5
Peri-Urban	19	47.5
Rural	20	50.0
Total	40	100.0

Table 4.3 above indicates the percentage of school location. It is observed that only one (2.5%) of the schools were located in an urban area; 19 (47.5%) of the schools were in a peri-urban area and 20 (50.0%) schools were located in a rural area. This shows that most of the schools in this study are from a rural area.

In addition to collecting the quantitative data through the questionnaires, the researcher also collected qualitative data through the interviews. It is important to mention that the respondents were interviewed freely and it was not compulsory for them to participate. Lastly, they were not under any obligation to do the interviews. Not all respondents that were targeted managed to do the interviews as it was not compulsory or forced for them to oblige. However, from the 80% of those who did the interviews, it can be deduced that they were the majority of the respondents. Furthermore, the researcher derived satisfaction from the fact that by participating in the study, these teachers contributed knowledge to an area that affects them as teachers. Such knowledge helped to better understand issues that affect education, in general, and the provision of psychosocial support for orphans in schools, in particular.

In total, the researcher conducted eight interviews with LO teachers, three interviews with principals and three interviews with district officials. From the side of the government officials, those who took part were two officials from the Education and Social Support Services (ESSS) in the King William's Town Education District of Education and the LO adviser.

4.2.4 Gender of respondents

This section covers the gender of the respondents and it is important because it shows that views from both males and females were captured. From the quantitative data it emerged that more than half of the respondents were females, 27 (67.5%), while 13 (32.5%) of them were male teachers. This indicates that most of the teachers who completed the questionnaire were female and shows that there are more female teachers dealing with psychosocial support than their male counterparts in the selected schools.

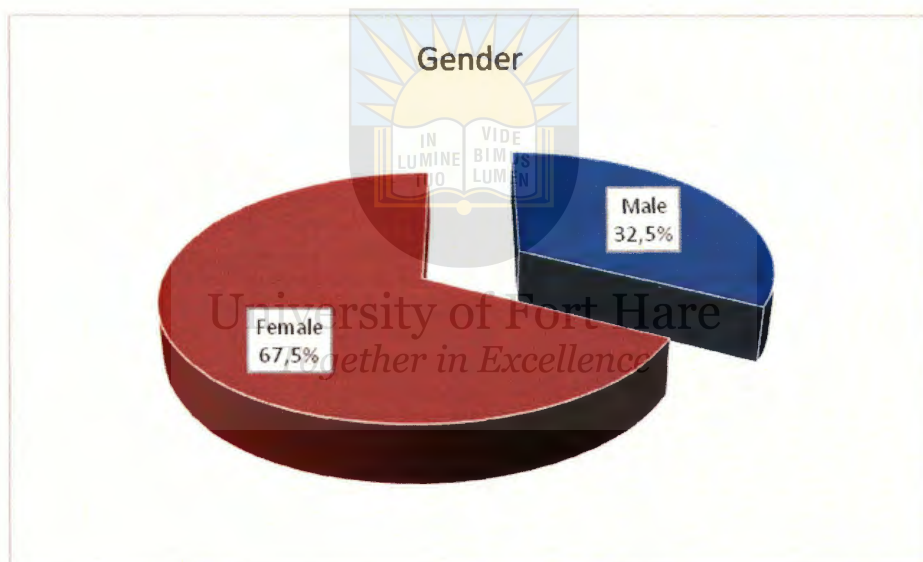


Figure 4-1: Gender of respondents

The figure above shows that more than half of the respondents 27 (67.5%) were female teachers while 13 (32.5%) of respondents were male teachers. Logically, by involving both male and female respondents in the study ensured that different opinions were solicited across the two genders.

From the qualitative data, only two male teachers responded to the interview and the rest (six) were female. One principal was female while two of the principals were males. All three government officials were females.

4.2.5 Age of the respondents

Most of the time, age is used as a tool to measure the maturity of the mind and therefore readiness for most of things in life. The South African Education System requires that a person undergoes training for at least three years to obtain the standard stipulated M+3 qualification to be registered as an educator (2010: 32-33). This at least gives a person room to be a qualified educator after twenty one years of age after completing Grade 12 or Matriculation. Therefore, it is reasonably assumed that people who are teachers are above twenty one years of age and capable of carrying out any duties in their chosen profession. In South Africa, the education system requires that the entry age for primary schooling be six years of age, followed by seven years of primary school and five years of high school. This totals 12 years of school life for any child. Added to this is the three years of formal professional training to qualify as an educator. The sum total of all this is twenty one years. Hence, the researcher maintains that the minimum age at which a person can qualify as a high school educator in South Africa is twenty one years.

The following figure illustrates the age categories of the respondents.

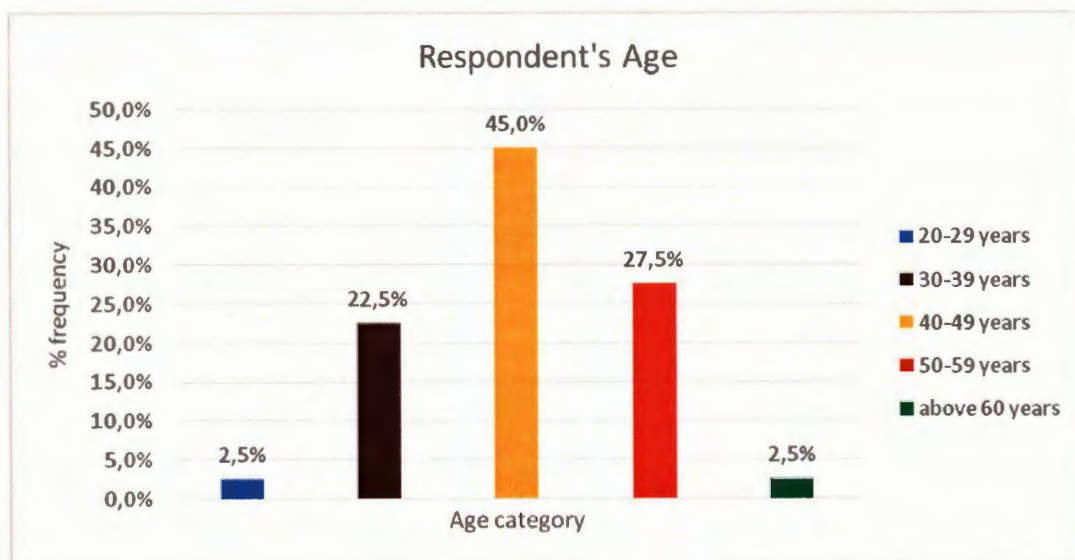


Figure 4-2: Age range of respondents

The figure above indicates that most of the teachers, 18 (45.0%), were between the age of 40-49 years; followed by teachers between 50-59 years who were 11

(27.5%); while nine (22.5%) of the teachers were within the ages of 30-39 years and 1(2.5%) of the teachers was 20-29 years and above 60 years, respectively.

All teachers were reasonably old enough to qualify as teachers and also mature enough to understand the psychosocial support duties that are required of them.

The ages of respondents from the qualitative data were also collected. Of the eight teachers that were interviewed, about six were in the range of 40-49 (75%) and two were between 50-59 (25%) which means that all of them were also old enough to understand psychosocial support duties that come with being LO teachers.

4.2.6 The type of academic qualification

In South Africa there are several avenues available to people who want to qualify as high school or secondary school teachers. They range from Secondary Teacher's Diploma (STD) which was formerly obtained from the teacher training colleges, which have since shut down, to the University Degree and Post Graduate Degrees, with universities currently remaining as the only teacher training institutions for secondary school teachers.

Teachers were asked about the type of academic qualifications they possessed. The results are presented in Table 4.4 below.

Table 4-4: Academic qualification of respondents

	Frequency	Percent
STD	12	30
B.A Honours	5	12.5
B.Arts	7	17.5
B.Ed.	5	12.5
B.Ed. (Honours)	5	12.5
BSc	1	2.5
Diploma	2	5.0
M.Art	2	5.0
No response	1	2.5
Total	40	100.0

Table 4.4 above shows that 12 (30%) of teachers have a Secondary Teacher's Diploma (STD), while five (12.5%) of the teachers were B.A honours graduates, B.Ed. graduates and B.Ed. (honours) graduates, respectively. However, seven (17.5%) of the teachers had B.Arts, one (2.5%) of the teachers had B.Sc. and two (5.0%) of the teachers had Diploma and M.Arts, respectively, and one (2.5%) of the teachers did not respond. This table shows that all respondents are fully qualified to be in the teaching profession as all of them hold professional certificates.

The above information indicates that the respondents are highly skilled people capable of teaching in high school. The qualifications of teachers are an important variable as they will give a picture on the type and quality of teacher that is able to respond and give support to orphans in secondary schools. Also noteworthy is that most teachers who responded to the questionnaire are those with STD, which can also shed more light on the type and quality of support provided to orphans in secondary schools.

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Academic qualification is regarded as an important variable because LO teachers are supposed to have undergone some training in order to be equipped with the necessary skills to provide support to orphans in addressing learner problems, pastoral care and provision of life skills.

According to the South African Council of Educators (SACE) and the Norms and Standards for Educators (DoE, 2000), the minimum requirement for a teacher to be a specialised LO teacher is that he/she should have an advanced certificate in Education (ACE), specialising in LO. In the interest of pursuing this, the researcher then sought professional qualifications of teachers to establish if they were properly qualified to teach Life Orientation.

The quantitative data from the respondents revealed that 30% of teachers have STD, from which it could be concluded that, since LO was at the time not formally expected to be a subject that is taught in schools, therefore those teachers may have a content gap as far as the requirements of the subject are concerned. Hence in chapter one it was highlighted that many of the teachers do not possess the necessary qualifications or skills to provide psychosocial support.

Qualitative data revealed that about 40% of the respondents have diplomas in education and 60% have university degrees, but 37.5% of those do not have specialised training in LO, which is also indicative of the fact that some teachers may have a content gap as some of them have not received any training in LO. It is also noted that the teachers in the sample taken have the necessary minimum academic qualification to be employed for secondary school education.

4.2.7 Area of specialisation

The researcher looked into the area of specialisation for teachers with the intention of finding out how many teachers were actually trained in the area of LO. The data retrieved revealed that the majority of teachers were actually not trained in the area. This implies that the majority of teachers were actually not qualified to provide psychosocial support to learners in high schools, even though most of them indicated that they were teaching LO as an additional subject. Their areas of specialisations were other subjects that they had received training for from their pre-service education, which meant that they were fully conversant with the curriculum requirements for those particular subjects and what their work entailed.

Table 4.5 below shows area of respondent's area of specialisations.

Table 4-5: Area of specialisation of respondents

	Frequency	Percent
Mathematics	3	7.5
Accounting	1	2.5
Biology and geography	1	2.5
Business studies	1	2.5
Consumers studies	2	5.0
Economics	1	2.5
English	6	15.0
Geography	4	10.0
Geography and Afrikaans	1	2.5
History	1	2.5
History and IsiXhosa	1	2.5
IsiXhosa	6	15.0
Life orientation	1	2.5
Life orientation and IsiXhosa	2	5.0
Life science	6	15.0
Mathematical literacy	2	5.0
No response	1	2.5
Total	40	100.0

Table 4.5 above indicates that three (7.5%) of the school teachers specialised in Mathematics, while six(15.0%) of the school teachers specialised in English language, IsiXhosa language and Life sciences, respectively; while four (10.0%) of respondents were teaching Geography; three (7.5%) and also two (5.0%) of the respondents specialised Consumer studies, Life Orientation and IsiXhosa and Mathematical Literacy respectively; and one (2.5%) of the respondents specialised in Life Orientation, History, History and IsiXhosa, Geography and Afrikaans, Economics, Business Studies, Biology & Geography and Accounting, respectively.

Information was solicited from the principals to examine variables pertaining to matching teacher to subject specialisation. On this issue principals commented:

P1: *LO was never provided for, let me start from there, with LO you fill up gaps. We look at the number of periods and say No, you are still not yet full, take that class. You see now, we do not even begin to look at the teacher and the capability of that teacher that is very far from what we will be doing. Now we are just concerned with filling up the number of periods.*

P2: *There is a tendency for people to just take it for granted because they think anyone can teach LO and yet it is not like that. Why I say that is because with LO people are just given the subject and they are expected to perform.*

P3: *Others got it here at school just to fill in the quota. Doesn't matter what you specialize in as long as you have less number of periods.*

It emerged that there was no correlation at all between the teacher and the subject allocated to him or her.

4.2.8 Years of experience as a teacher

The study collected data on the number of years of experience of each respondent as a teacher. This section examined variables pertaining to the respondents such as the number of years as a teacher. The number of years of experience of teachers was of paramount importance as it would have a direct bearing on the question of whether they could provide psychosocial support to orphans irrespective of the fact that most of them had not specialised in the area.

Figure 4.3 below illustrates the results of the quantitative data collected on teacher experience.

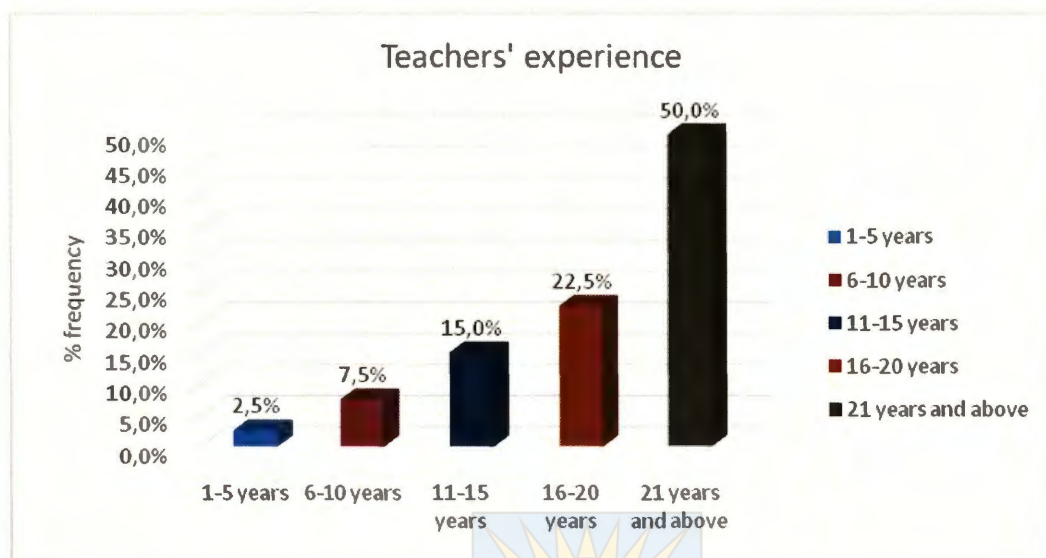


Figure 4-3: Teacher experience

The figure above indicates that half of the teachers, 20 (50.0%), had 21 years and beyond teaching experience, nine (22.5%) of teachers had 16-20 years of experience, six (15.0%) of teachers had 11-15 years of experience, while three (7.5%) of the teachers had 6-10 years of experience, and only (2.5%) teachers had 1-5 years of teaching experience. This information shows that most of the teachers in the study were well experienced in the field of teaching and well versed on issues that affect students in their schools and, in this case, orphans. This information also helps in determining the conditions for the provision of psychosocial support for orphans in secondary schools.

Under normal circumstances the more experience teachers have, the better they can deal with learner situations or problems in school. Teacher T8 and T2 responded that for them LO was given purely on the basis of their maturity and experience as teachers. On this issue teachers reported:

T8: I was never trained for LO. It is that thing whereby in schools we are given duties as teachers. Sometimes you are given a duty based on your qualities and experience, and then they decide you can be able to teach this LO. So it was given to me on that basis.

T2: *No specialized training but it was our experience in teaching that particular subject. Myself I have been a LO teacher for three years now so I do it from my experience because the things we deal with in the learning area are a reality.*

Thus, it emerged that sometimes teachers were given the task to teach LO and also provide psychosocial support due to their experience as teachers. But again issues such as teachers' lack of adequate training on the subject and possible content gap and lack of skills could impact negatively on learners.

4.2.9 Class size of learners

The study also sought information on the size of classes teachers were teaching. This might have a bearing on the type of support provided by educators as some have indicated that they have big numbers for them to be able to provide support on a one to one basis. The results for class are reflected on table 4.6 below.

Table 4-6: Class size of male and female learners

No of learners in class	Female		Male	
	Frequency	Percent	Frequency	Percent
1-20	27	67.5	10	25.0
21-30	12	30.0	21	66.5
31-40	0	0.0	6	15.0
41-50	0	0.0	2	5.0
Above 50	1	2.5	1	2.5
Total	40	100	40	100

Table 4.6 above shows that 27 (67.5%) of female learners and 10 (25%) of male learners were in class of 1-20 size, 12 (30%) of the female students and 21(66.5%) were in class of 21-30 size, and only one (2.5%) of the students, respectively, were in a class of above 50 students in a class. There were no female students in classes of 31-40 and only six (15.5%) were male students. In the classes of 41-50 sizes there were no female students and only two (5%) were male students.

4.3 Identification of learners who are in need of psychosocial support

This section analyses and presents data on the identification of learners who are in need of psychosocial support. It will cover variables of identification such as: record of orphaned learners in school and the percentages of orphan learners in school. It will, furthermore, cover areas such as orphan problems, effects of orphan hood on learning and the role played by psychosocial support in the lives of orphaned learners.

4.3.1 Record of orphaned learners

Respondents were requested to explain whether they kept a record of orphaned learners in their schools. The responses are provided in table 4.7 below.

Table 4-7: Responses on whether schools keep record of orphaned learners

	Frequency	Percent
Yes	20	50.0
No	18	45.0
Total	38	95.0
No Response	2	5.0
Total	40	100.0

Table 4.7 above illustrates that 20 (50%) of the respondents indicated that they had a record of learners who were orphans and 18 (45%) of respondents did not have such a record. Two (5%) of the teachers did not respond to the question.

The following are comments from the teachers on this issue:

T: *I think we have one the records are in the clerk's office where the learner files are kept.*

T: *We only do the list when the information is required by the department.*

T: *I think the principal might have it somewhere in his office for departmental use.*

T: *We do have a record but it is only for those learners who are in the children's home.*

From the information gathered from the data it appeared that schools did have records of orphaned learners even though sometimes the list was compiled only when it was needed by the department.

4.3.2 Percentage of orphaned learners in school

As a follow up question teachers were also asked if they knew the percentage of orphaned learners in the school. The results are presented in table 4.8 below.

Table 4-8: Percentage of orphaned learners

	Frequency	Percent
Yes	15	37.5
No	22	55.0
Total	37	92.5
No Response	3	7.5
Total	40	100.0

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The data on Table 4.8 revealed that most teachers, 15 (37.5%), said they knew the percentage of orphaned learners in the school, while 22 (55%) said they did not know and only three (7.5%) of the teachers did not respond.

The following are comments from teachers on this issue:

T: We get the information about these learners from EMIS records.

T: When guardians come to fill in forms for social grant then we get to know about these learners.

T: When we have to fill in the departmental forms requiring such records of orphaned learners in the school, then we go class to class and count them.

T: No I do not know the number or percentages of orphaned learners in the school because such records are in learner's files in the office.

The above statements revealed that some teachers knew about or at least were aware of the numbers and percentages of orphaned learners in the school through

EMIS records and from caregivers needing assistance with the filling in of social grant forms. However, there were still teachers who maintained that they did not know, as records were kept in the school's office.

4.3.3 Problems orphan children normally have

Teachers were asked to explain the kind of problems that orphaned children normally have and their responses are presented in table 4.9 below.

Table 4-9: Problems orphan children normally have

	Frequency	Percent
Behavioural problems	12	30.0
Often sick/absent at school	3	7.5
Poor nutrition	3	7.5
Social problems	2	5.0
Neglected children	2	5.0
Impaired concentration	2	5.0
No money to buy uniforms	1	2.5
All of the above	15	37.5
Total	40	100.0

Table 4.9 above reveals that respondents said 12 (30%) of orphans had behavioural problems, while three (7.5%) were often sick and absent at school and had poor nutrition, respectively, two (5%) orphans had social problems, another two (5%) were neglected children and orphans who suffered from impaired concentration, respectively, two (2.5%) of orphans had no money to buy uniforms and 15 (37.5%) of orphans fell victim to all the above mentioned variables.

The following are comments from the teachers:

T: *They sometimes lose focus and get addicted to substances.*

T: *You can see they are seeking attention because they want to be loved.*

T: *Most of orphaned girls end up becoming pregnant and they don't finish school.*

The fact that the data indicates that orphans become victims to all these challenges indicated in table 4.10 corroborates the argument put forward in Chapter One that by virtue of being orphans, children are most likely to be vulnerable (Skinner & Davids, 2006; Davids et al., 2006; South African Institute of Race Relations, 2012). Hence, the urgent need for psychosocial support of learners in school.

4.3.4 Effects of orphan hood on learning

Teachers were asked whether orphan status has an effect on learning at school. The results are presented in Table 4.10.

Table 4-10: Effect of orphan hood on learning

	Frequency	Percent
Behavioural change and substance addiction	11	27.5
Behavioural problem	5	12.5
Not always	10	25.0
Yes	9	22.5
Yes but Not always	5	12.5
Total	40	100.0

Of the information encased in Table 4.10 above, 11 (27,5%) out of 40 participants reasoned that orphan status changed children's lives as some got involved in substance addiction even though 5 (12,5%) said it was not always the case. Similarly, 9 (22, 5) of the participants agreed that orphan status affected them as 5 (12, 5%) exhibited behavioural problems even though 10 (25, 0%) said it was not always the case.

The following are comments from teachers on this issue:

T: *Yes it does have an effect, they fail because they are not focussed and also they are often absent from school.*

T: *Yes it affects them a lot, I can say this judging from their behaviour at times and many problems they have compared to other learners who have parents.*

T: *Yes because they don't have appropriate school uniform and books. They also have a high rate of absenteeism.*

T: *Yes it does, some become withdrawn and they always ask for food or money, they always want to be loved.*

T: *It does, most of them they end up being delinquents, always in trouble even here at school.*

T: *Yes because most girls become pregnant and are often absent at school.*

T: *Yes because they have many problems that affect their studies and then they end up failing.*

The data revealed that most teachers agreed that orphanhood had a negative effect on the lives of learners; as most of them were without school uniforms, books, food, they were always absent from school, and were often in trouble at school. All these things would eventually affect their learning and contribute to them not progressing in school.

4.3.5 Identification of learners in need of psychosocial support

Teachers were asked how they identified orphaned learners who were in need of psychosocial support.

The identification of learners needing support can only improve learners' educational outcomes. The National Strategy on Screening, Identification and Support (2008) states that there is a procedure of identifying, assessing and providing programmes for all learners requiring additional support so as to improve their participation and inclusion. The Strategy on Screening, Identification, Assessment and Support is there to guide teachers on how to screen, identify, assess and support learners.

The process of identification of learners needing psychosocial support by educators is an important aspect in the sense that information gathered at this stage may guide the teachers on how they can effectively support the learner (DOE, 2008).

Having or nominating a person/ people/structure responsible for identification of orphaned learners in need of psychosocial support indicates that the school has an organised system or they have a plan in place that they are following. This would be in line with a National requirement that schools are expected to have a School Based Support Team (SBST). As discussed in the earlier chapters, the SBST, among its other duties, is supposed to: collectively identify institutional needs and in particular barriers to learning at learner, educator, curriculum and institutional levels.

This implies that if a school has an SBST in place, the identification of learners can be a smooth and organised exercise. Therefore, the data gathered gave response on how orphaned learners in need of psychosocial support are identified.

The results are presented in table 4.11 below.

Table 4-11: Identification of orphaned learners in need of psychosocial support

	Frequency	Percent
Aggressiveness	7	17.5
Attention seekers	7	17.5
By collecting data from each class	13	32.5
Learners wearing old and torn uniforms	7	17.5
Outside appearance	6	15.0
Total	40	100.0

Table 4.11 above shows that six(15.0%) of the respondents said that learners were identified by their outside appearance; while seven (17.5%) said orphaned learners were identified through old and torn uniforms, by seeking attention and by aggressiveness, respectively; and 13 (32.5%) revealed they were identified through data on the number of orphaned learners collected from each class.

Furthermore, information on this issue was collected from principals and these are their comments:

P1: *By the behaviour mostly, if a child always gets reported, is always getting into trouble with the teachers and sent to the staff room or office.*

P2: *We talk among ourselves as teachers to identify learners in our respective classes and especially class teachers who see them on a daily basis. I even tell learners to come forward so that teachers can know their situation.*

P3: *They are attention seekers. They are not properly washed/clean. They are aggressive and this is a defence mechanism. They always isolate themselves.*

Data was also collected from individual LO teachers in schools. On being interviewed on the same issue they responded that they identified learners from various aspects ranging from absenteeism to the behaviour they displayed. These are some of their comments in this regard:

T1: *By dirty, torn uniforms, or small uniforms.*

T2: *Low self-esteem cannot pay for scholarly needs and performance deteriorates.*

T3: *From information we get from other teachers, isolates themselves, behaviour-bullying others and from their physical appearance.*

T4: *Behaviour, physical appearance, is always absent from school, isolates himself, bad mood, always angry.*

Documents analysed such as the attendance register also confirmed some of the teachers' views that some were identified through their constant absenteeism from class. As far as academic performance was concerned, the academic schedules revealed that these learners also had a tendency to score below average as compared to other learners in their grade.

This was a good indication on the part of the principals and teachers that they were able to identify orphaned learners needing psychosocial support.

4.3.6 Purpose of identification

The identification of learners needing psychosocial support is an important and essential factor as well as a guide for educators working towards improving learner's educational outcomes. Thus, it was necessary for the researcher to find out if

teachers knew what the purpose of identification of orphaned learners was who required psychosocial support. Their responses are provided in Figure 4.4.

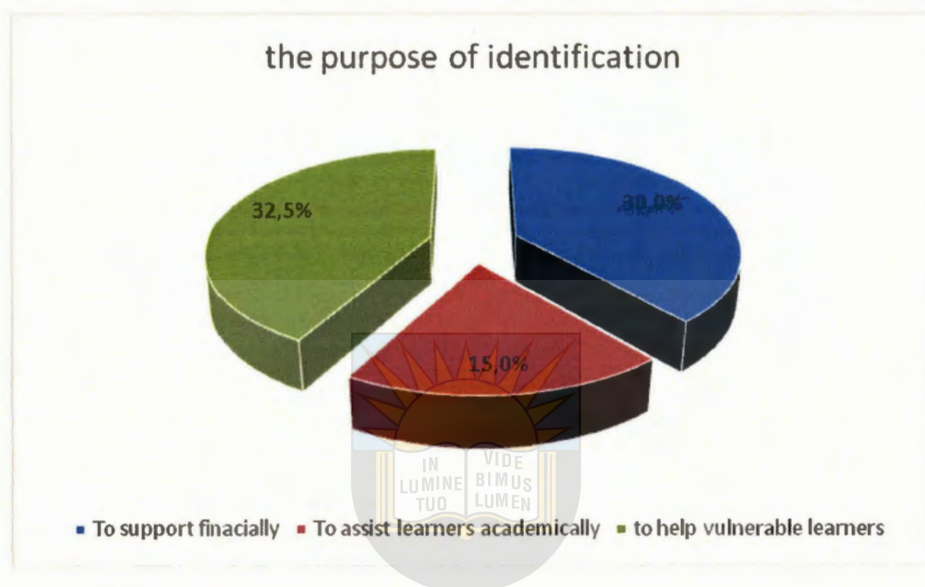


Figure 4-4: Purpose of identification

Figure 4.4 shows that 12(30.0%) of the respondents revealed the purpose of identification of orphaned learners is to provide them with financial support; 13(32.5%) of the respondents stated that the purpose is to help the vulnerable learners morally and physically, while 6 (15.0%) said the purpose is to assist the orphaned learners academically.

The following are comments from school principals:

P1: *The sooner you are able to identify these learners, the sooner you will be able to give assistance because if the assistance is delayed you will also end up being frustrated by the situation.*

P2: *So that you can give assistance needed.*

P3: *As we are here, we are here to help the learners, so we give assistance whenever it is required.*

Teachers interviewed also shared their sentiments on the same issue:

T1: *To assist and improve performance.*

T2: *To avoid those learners becoming problems in school, society and can even end up doing crime.*

T3: *Teachers spend a lot of time with learners in schools so if there is a problem you can find out what it is and assist.*

T4: *Teachers have a better understanding of children's behaviour than anyone else so it is easier to support/give assistance. Plus we stay with them in school for a long time so we are in a better position to identify and assist.*

From the data, it emerged that both teachers and principals were quite aware of the purpose of identification, which was to: improve academic performance, give financial assistance, improve behaviour, and give moral and emotional support.

4.3.7 Benefits of identification

The respondents were asked about their views on whether they found identification to be beneficial or not. From the data collected, it emerged that all respondents (100%) agreed that identification was beneficial to orphaned learners.

The following are comments retrieved from qualitative data from questionnaires on this issue:

T: *We try and help by referring to the social workers who then take up the matter after receiving the case from the LO teacher.*

T: *Their appearance changes and they will look happier than before.*

T: *They change in their behaviour and will also benefit from social grants.*

T: *They get free uniforms, sometimes from teachers or from other learners*

T: *Steps are taken towards helping the learner whereby other departments like social development get involved.*

T: *We as teachers try to help for instance there was a learner who did not have clothes for farewell and we all pitched in to assist and made sure he attended the function.*

It was then important for them to highlight briefly what those benefits were and what happened after identification had occurred. Table 4.12 presents the assistance provided to learners after identification by teachers.

Table 4-12: Assistance provided to learners after identification

	Frequency	Percent
They will be taken care of	11	27.5
Given free uniforms	10	25.0
They will be assisted	9	22.5
No response	10	25.0
Total	40	100.0

Table 4.12 above shows the assistance provided to learners after the identification of learners needing psychosocial support by teachers. Some teachers, 11 (27.5%), said learners will be taken care of, while 10 (25%) attested to learners receiving free uniforms, while nine (22.5%) affirmed that learners were given some kind of assistance and 10 (25%) of the respondents did not respond.

The majority of the respondents agreed that learners did receive assistance after they were identified as needing some sort of psychosocial support.

The following are comments from LO teachers:

T1: *You can call in the caregiver and inquire about the problem and then you can involve social workers.*

T2: *So that teachers can provide the support that is required.*

T3: *To assist and by doing so the learner's academic performance is also improved.*

T4: *After identification you can then find out what the problem is and see how you can assist the learner.*

T5: *So you can better understand the child's situation in order to assist if you can because here we are also nurses, social workers, and all in one.*

It emerged from the interviews with the LO teachers that teachers have the knowledge that, after identification, orphaned learners are supposed to be assisted and supported in whatever area that seems to be lacking. They also attested to learners receiving free uniforms and some other assistance which implies that, after identification has occurred, there is some improvement in orphaned learner's lives, including academic performance.

This in turn shows that there is good practice of psychosocial support which is in line with the National Strategy on Screening, Identification, Assessment and Support (SIAS, 2008). Notwithstanding the absence of formal structures within their schools, but they are still working and relying on their experience and referral strategies to provide support.

4.3.8 Person responsible for identification of orphaned learners in need of psychosocial support

Respondents were asked about the person responsible for identification of orphaned learners in need of psychosocial support in the school. With regard to the above mentioned statement, the results are presented in table 4.13 below.

Table 4-13: Person responsible for identification of orphans in need of psychosocial support

	Frequency	Percent
Co-ordinator of school committees	13	32.5
Every teacher	21	52.5
Social workers	6	15.0
Total	40	100.0

Table 4.13 above shows that 13 (32,5%) of respondents stated that the co-ordinator of school committees was responsible for identifying orphans who require psychosocial support; while 21 (52.5%) stated that orphans who require psychosocial

support are identified by teachers from schools and six (15,0%)revealed that social workers were responsible for identifying orphans who require psychosocial support.

Data on the above-mentioned aspect was also collected through the interviews with school principals. The following are comments from some of the participants:

P1: *There is a teacher because of the relationship she developed with social development, so whenever there is something, it is she who calls social development.*

P2: *There is no particular person, sometimes we use class teachers to go and look in their particular classes. Sometimes you just come across them just by looking around or when they come to the office and then you see them.*

P3: *All teachers should play a role in identifying children in school. It should not be the burden of LO teacher alone.*

Teachers were also interviewed on this issue. Responding to the same question T1; T3; T6 and T8 unanimously agreed that one teacher was responsible for identification of learners in their schools. On the other hand T2; T4; T5 and T7 reported that it was some teachers who were assisted by the LO teacher.

The researcher endeavoured to find out from principals if schools had structures like SBST as this would ensure that effective support of learners was going on. The following are comments from respondents who are principals:

P1: *It is not a formal structure, just teachers assisting each other.*

P2: *No, there is no formal structure.*

P3: *We have a support group made of teachers and learners but it not a formal structure they just come together whenever something arises like bereavement.*

From the above responses it emerged that in some schools all teachers were responsible for identifying orphaned learners in need of psychosocial support while in others the LO teacher together with other teachers assisted each other in the identification process.

It would appear that there were good practices as far as identification of learners was concerned, as most teachers were able to identify learners in need of psychosocial support. However, as far as having a formal structure that is responsible for identification of learners, it would appear that most of the schools do not have such a structure. It is done haphazardly. They were using different methods to identify learners, such as: teachers who were interested in doing the job, all teachers in the school were tasked with the job and LO teachers assisted by some members of staff.

4.3.9 Provision of psychosocial support in school

The question sought to find out the person responsible for providing psychosocial support to orphans in school. The data solicited will examine variables pertaining to the respondents on the question of the person/people who are providing psychosocial support in the school. This was important as the study wanted to find out if there was a formal structure that was followed or schools were operating according to their own rules.

Teachers were asked about the person responsible for providing psychosocial support to orphans in the school and the results are presented in Table 4.14 below.

Table 4-14: Person responsible for providing psychosocial support

	Frequency	Percent
School committee	13	32.5
All of us	10	25.0
Government	4	10.0
School management	4	10.0
Social worker	4	10.0
Teachers	4	10.0
No response	1	2.5
Total	40	100.0

From Table 4.14, it is clear that schools are utilising different avenues to provide psychosocial support to learners in school. Responses showed that 13 (32.5%) of learners were supported by the school committees, while 10 (25%) of the respondents indicated that all teachers provided psychosocial support, while four (10%) were government supported, also four (10%) were supported by school management, another four (10%) were supported by social workers, and four (10%) were teachers.

From the qualitative data collected from teachers, it emerged that some teachers were able to provide psychosocial support to learners while some could not. On this issue teachers reported:

T1: *Yes, everyone if they see there is a problem they can do it.*

T2: *We consult each other and discuss how we can assist.*

T3: *No, we don't have skilled approach to these things, we lack training.*

T8: *No some cannot handle learner problems and they then approach the LO teacher to intervene.*

On this issue principals said:

P1: *No, not all of them, as others are not better equipped to handle all these cases.*

P2: *Yes because we are parents, psychologists and everything else. We are trying to do what we can to provide support.*

P3: *Yes because I tell all teachers to be on the lookout for all children especially class teachers so that they can render assistance to learners.*

As the previous data has shown, most teachers have more than 16-20 years of experience in the teaching profession and, therefore, they are able to provide psychosocial support to learners based primarily on their experience as teachers. This further explains why they are able to do the work. However, some teachers and principals indicated that some lacked skills and were not adequately equipped to give support simply because of the fact that they had not received any training.

4.3.10 Role played by psychosocial support in the lives of orphaned learners

Respondents were requested to provide their opinions about the role played by psychosocial support in the lives of orphaned learners. The results are presented in Figure 4.5.

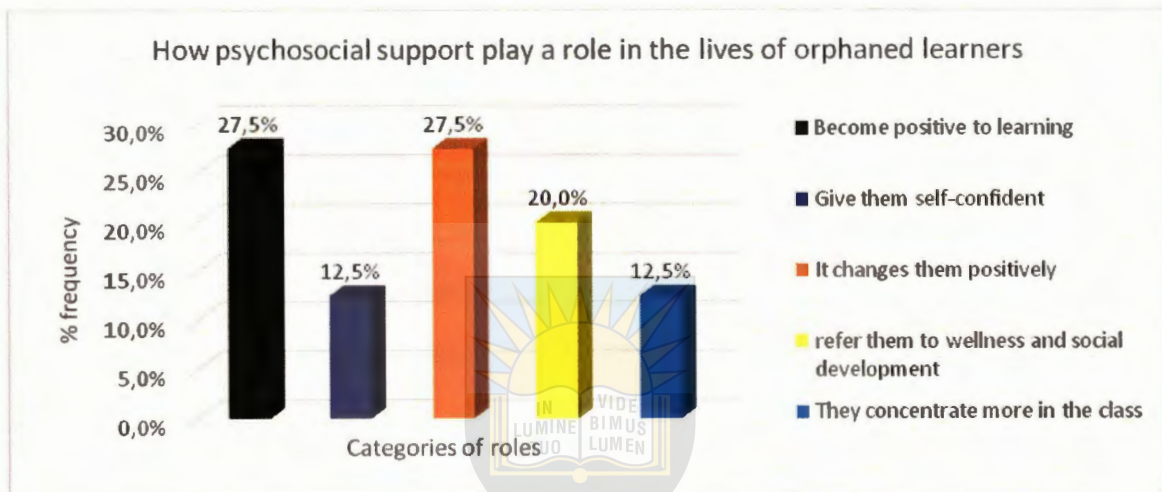


Figure 4-5: Role played by psychosocial support in the lives of orphaned learners

Figure 4.5 above indicates that 11 (27.5%) of the teachers believed that psychosocial support played a role in the lives of orphaned learners to become positive minded to learning, while five (12.5%) of the teachers believed that it gives learners self-confidence, 11 (27.5%) of the teachers indicated that it changes them positively, while eight (20.0%) referred them to committees and social development and 11 (12.5%) of the teachers believed that it makes them to concentrate more in the class.

From the above figures there is no doubt of the positive role played by psychosocial support to orphaned learners. However, 20% of teachers reported referring learners to committees within the school and social development, but there was a concern of teachers not getting feedback from certain structures.

4.4 Strategies teachers use to provide psychosocial support to learners

4.4.1 Type of support given to orphan learners

The data gathered on this section will try to find out from respondents the type of support given to orphans by teachers. This information is particularly important as it will shed light on the strategies teachers use to provide support to orphaned learners in school. This will be determined by:

- i. The kind of qualifications and training the teacher has in order to be able to know the strategies to use.
- ii. Secondly, by the resources the teacher has on his disposal which calls for the teacher to actively collaborate with stakeholders in order to access their resources. This was extensively dealt with in chapter two, where strategies revealed that teachers mostly relied on collaborating with social workers, NGOs and other structures to provide support.

As stated in Chapter Two, supporting vulnerable children in school is not only mandatory but also a basic right (DoE, 1999). In any event, the key goal is for all learners to be supported despite their differences or challenges they may have.

This section will, therefore, examine strategies that teachers use to provide psychosocial support to orphaned learners in school. It begins by examining the type of support that is provided by teachers in school. Teachers were asked about the strategies they used to support orphaned learners in school. The results are presented in Figure 4.6.

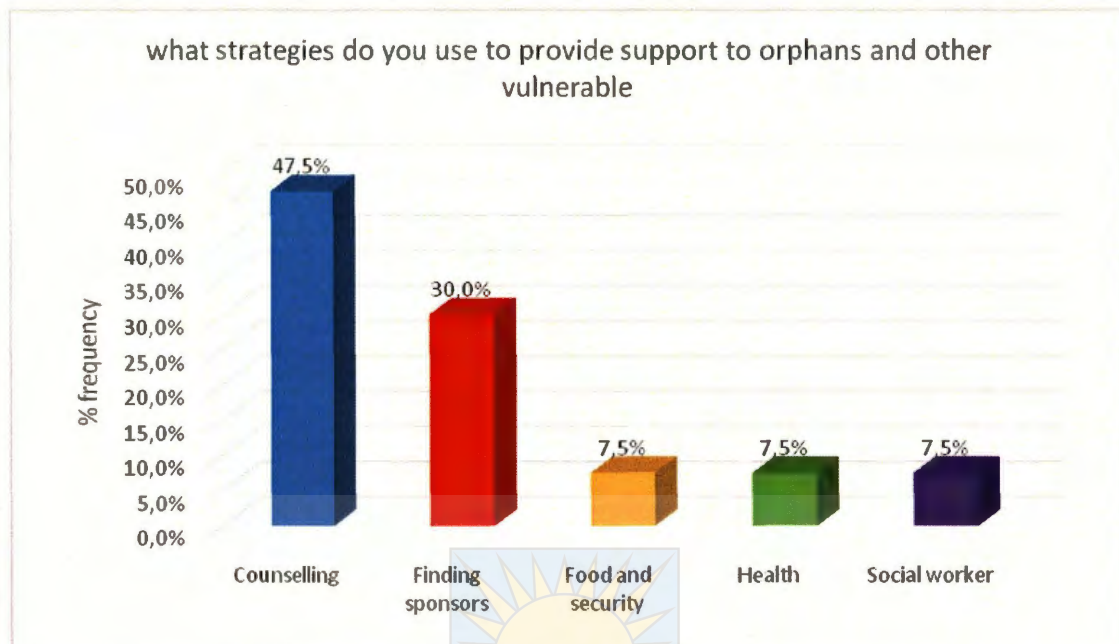


Figure 4-6: Strategies used to provide support to orphans

Figure 4.6 above shows that 19(47.5%) of the respondents said strategies used to provide support was counselling the learners; while 12 (30.0%) said they were providing and finding sponsors for the learners and three (7.5%) of the respondents said they supported orphaned learners through food security, health care and social worker interventions.

The following are comments from teachers on the strategies they use to support orphaned learners:

T: Mostly we use social workers and refer the learners to them so they can get further assistance.

T: We use social workers, sometimes even the police in cases where we suspect abuse and also the health department.

T: We use social development to provide uniforms and social workers for social grants and any other social problems they may have.

T: We try talking to the learners so we can understand their problems better and see how we can assist.

T: We refer them to the SBST who further refer them to the relevant place of help such as social development and other relevant NGOs.

T: School nutrition and social workers.

The following are comments from school principals on this issue:

P2: We refer them to social development, fortunately for us in terms of location we are near to social development, so there are cases that we always refer to them. We also invite those people to come and share whatever they have with learners.

P3: Here teachers do not run to social workers, as they are not readily available, we first see how we can assist. But we do have a social worker assigned to us but she only comes when there is a need because she too has a lot of work in her office. Sometimes we get sponsors to assist with uniforms. For instance there is an NGO in Zone six and we went there to get assistance. We also give food to those learners in need because sometimes some of them may eat here at school and do not know where the next meal will come from.

From the two sets of data there seemed to be similarities in the kind of strategies used by teachers to support orphaned learners in school. Common strategies included referring them to social workers, social development, the police, and school nutrition. Respondents also mentioned talking to learners and utilising NGOs.

4.4.2 Effectiveness of strategies used by teachers

Following up on the above question, the researcher sought to find out the effectiveness of these strategies. Teachers were asked about their views on the effectiveness of the strategies. The results are shown in the Figure 4.7.



Figure 4-7: Effectiveness of strategies

Figure 4.7 shows that 26 (65.0%) of the teachers find these strategies effective and helpful while 14 (35.0%) of the teachers did not find them effective.

Interviews were solicited from LO teachers regarding the effectiveness of the strategies. The strategies used could shed light on the common methods used, the effectiveness thereof and whether there was any coordination within the structures.

The following are comments from some of the respondent teachers regarding the effectiveness of the strategies:

T1: No they haven't been that effective, why I say that is because they only provide uniforms and they don't address the root cause of learner problems/behaviour.

T2: Yes there have been some cases where they were successful but they are slow, you have to be patient.

T4: Yes they have, social workers found a foster parent for a child headed family from Transkei and are involving police to arrest the uncle who was abusing the children since the mother died.

T7: Yes they are successful since learners get help in the form of school uniforms and social grants.

In response to the above question principals said:

P1: *It is an uphill battle, officials came only once, they are not regular and it seems as if they are more interested in writing up reports rather than helping these learners. We had a program with them, they were supposed to deal with these cases but maybe they came only once and then they disappeared. Unfortunately they can't write a report without the learner's names and the name of the school. So you find that the school just features there on that report.*

P2: *Officials from the district office do not respond quickly to come maybe they are understaffed.*

P3: *The officials from those offices don't come when you need them, which is why in this school we try and assist on our own first before we call outside assistance.*

Triangulation of the responses received from different data sources indicated that there were some common strategies used by teachers to support learners such as social workers, NGOs and care givers.

It is important to mention that the methods mentioned above are interactive methods. Interactive methods are supposed to be inclusive through interactions with each other, among other things. In the light of this, it appears as though there is non-integration coming through in the form of late responses from social workers and issues of not getting any feedback. Hence, there is a call from teachers for school-based social workers. However, there is one school which displayed the perfect example of good practice of the integrated interaction/process, whereby the school teacher together with social workers and the police worked together to rescue and find a foster home for a child. It emerged that the principals also expressed dissatisfaction about the support from the district officials because the response rate was too slow, hence in other schools they tried to assist on their own before soliciting help from outside.

District Officials were interviewed on the same question and they said:

DO1: *I encourage formation of SBST and encourage consultation with DBST and parents as there are forms that need to be signed. It is because by engaging the parent that makes him/her part of the school.*

DO2: *I support some of the strategies; those which are working well, for instance one example that comes to mind now was of a learner we took from the mainstream school, to a full service school. From the previous school they were saying they can't assist the child, the child is dyslexic according to the doctor's report. But where he is now there is great improvement. Some of the strategies are working well although there are those that are not working well.*

DO3: *The strategies are right when you involve people like social workers to help children but the support may not be continuous as it should be.*

From the teacher interviews it emerged that they regarded the strategies as being effective, especially when they solicited the help of social workers to obtain uniforms, foster homes and social grants for the orphaned children. However, there was some dissatisfaction voiced by some of the respondents with regard to the slow response they were receiving. The fact is that social workers and social development were mainly concerned with the provision of physical resources such as school uniform, but ,in the process, not actually addressing other areas like psychological and emotional factors that affect many orphaned children.

Another factor that filtered through the qualitative data in support of this is that the teachers cited a need for schools to have their own social workers due to their late response provided to schools. This was echoed by one teacher:

T8: *There is a need for a qualified social worker to be placed in the school so as to be readily available to assist whenever required.*

4.4.3 Assistance received from other agencies

The study sought to find out from teachers about other agencies that assisted them in providing psychosocial support to orphaned learners. The results are presented in Table 4.15.

Table 4-15: Assistance received from other agencies

	Frequency	Percent
Thuthuzela, Isibindi, NGO	7	17.5
Isibindi	1	2.5
NGO	13	32.5
NGOs/Individuals	12	30.0
Thuthuzela	2	5.0
No response	5	12.5
Total	40	100.0

Table 4.15 shows teacher responses with regard to agencies that assist teachers in providing psychosocial support to orphaned learners in school. The table indicates that seven (17.5 %) stated Thuthuzela, Isibindi including NGOs, while one (2.5%) of teachers reported Isibindi as one of the agencies that provided psychosocial support, while 13 (32.5%) stated other NGOs, 12 (30%) cited NGOs and individuals, two (5%) reported Thuthuzela as one of the agencies, and five (12.5%) of the respondents did not respond.

4.4.4 Role played by the agencies towards assisting teachers and schools

The researcher endeavoured to find out the role played by the above-mentioned agencies towards assisting teachers in providing psychosocial support to orphaned learners. The results of the quantitative data are presented in Table 4.16.

Table 4-16: Role other agencies play towards assisting teachers

	Frequency	Percent
Counselling and HIV awareness	8	20.0
Providing HIV education and awareness	12	30.0
Providing uniforms	4	10.0
Providing basic needs	8	20.0
Providing books	4	10.0
Providing food securities	4	10.0
Total	40	100.0

Table 4.16 above shows that 12 (30%) of the teachers reported that these agencies provided HIV education and awareness for learners in school, while eight (20%) of the teachers indicated that counselling and HIV awareness as well as providing basic needs for the learners was the assistance rendered by these agencies respectively, and four (10%) of the teachers respectively stated that providing uniforms, books and food was the role played by these agencies.

On the same issue District Officials commented in the following way:

DO2: NGOs like Sinovuyo Tin Project, those are taking it to a level whereby those who have parents who drink a lot, they show the parent and the child the best way of co-existing and even try to stop this drinking and how the parent can assist the child. Also there is a programme which is part of the Isibindi Project which helps with abused children but it is based in some parts not the entire King William's Town. Those assist learners with school work and also in cases of abuse where the child is afraid of the perpetrator because sometimes whoever is doing this abuse maybe someone close to the child, at home. So they take the learners to a place where they call "Safe Parks" and talk to the child in an environment that is free of this person.

DO3: Yes NGOs like Sinovuyo, has a car with scribbles on it. That NGO is supporting learners a lot. It does not only support learners but caregivers who look after these children as well.

It is evident that these projects are contributing a lot towards assisting teachers in providing support to learners. They provide essential support services like awareness campaigns against alcohol and sexual abuse, respectively, together with counselling services.

4.4.5 Collaboration between schools and centres

The subsequent question sought to establish whether the collaboration between the schools and the centres was useful or not. From the data it emerged that all respondents (100%) found the collaboration to be useful. This indicates that NGOs are playing a big role in assisting orphans in school.

4.4.6 Referral process followed at school

Teachers were asked about the referral process that is followed at school to refer orphaned learners to outside structures.

This question intended to find out issues pertinent to referral strategies used by teachers, including the process and success rate of these strategies. It was noted earlier in chapter two that identification and referral of learners is the most commonly used method of support used by teachers in schools. The triangulated data from the questionnaires and interviews revealed that there was a process of identification and referral to social workers that was followed by teachers. Table 4.17 presents teacher responses on how the referral process is done.

Table 4-17: Referral process followed at school

	Frequency	Percent
Refer to social workers	13	32.5
Class teacher identifies them	6	15.0
Educator spot a problem, investigate and send it to social worker	14	35.0
Principal sends them to social workers	6	15.0
No response	1	2.5
Total	40	100.0

Table 4.17 above shows that 13 (32.5%) of the teachers stated that learners were referred to social workers, while six (15%) of the teachers revealed that learners were identified by class teachers, and 14 (35%) of teachers said identification and referral was done by other educators, meanwhile six (15%) of teachers reported that identification and referrals was done by school principals and one (2.5%) of teachers did not respond.

This shows evidence of good practice in terms of the referral process by teachers despite the fact that schools did not have formal structures like the SBST for guidance.

The following comments were retrieved from qualitative data from the questionnaires:

T: The teacher contacts social workers by telephone to present the case for referral.

T: Teachers call social workers and explain the situation, and then they will come to school and even follow up the matter with the caregivers at home.

T: We talk to the learner affected and try and arrange a meeting with the social worker.

T: The committee works with social workers and a certain gentleman usually comes here and they help with whatever these learners need.

T: *The school management team (SMT) and school governing body take all the names of learners to the department of Social Development.*

4.4.7 Satisfaction with support from outside structures

Teachers were then asked about their level of satisfaction with the support they were getting from outside structures. The results are presented in Figure 4.8.



Figure 4-8: Satisfaction with support from outside structures

The data retrieved from teachers revealed that there were mixed emotions regarding the teachers' level of satisfaction. The figure above shows that 27 (67.5%) of the respondents were satisfied with the support, while 13 (32.5%) of respondents showed dissatisfaction with the support. District officials' views were solicited on this question. The district officials would be able to shed light on this issue as they were responsible for the training of teachers in the district. The following are comments from District Officials interviewed:

DO1: *We refer cases that warrant social workers to them. From the school we fill in the support needs information and then they show us the learner performances through samples of the child's workbook. If it is something beyond them, they facilitate the psychologists to come.*

DO3: *In most cases teachers bring the learners to us and we look for social workers for them. Sometimes we advise them to ask guardians to take them to the clinics so they can refer the child to the hospital, where the child will get a psychologist.*

The following are comments from teachers on this issue:

T1: *Sometimes they are successful but not always because there are no follow ups afterwards. There is no link with these places, you don't get any feedback so that you know what to look for or change this and that. You can't even know if the learners went there or not.*

T2: *No the support is not enough, if social workers could sometimes come and address learners who are directly affected and not call all of them at one time i.e. the school as a whole.*

T3: *No because I don't really know whether social workers come back to report or the school does not report back to us.*

T4: *Yes although they do not come here frequently unless you go to their offices.*

T5: *Social workers do not come back to us unless we ask them ourselves or get information from the learners.*

T6: *No the assistance is still not enough. The department should try and put more effort as far as this area of psychosocial support is concerned because they just take it social workers are there to assist us, meanwhile social workers are over loaded with work.*

T7: *Yes they do help. I had a case where I referred a child and she got the assistance she needed. The teacher came back and told me A, B, C & D has happened and the child is ok now.*

T8: *Yes it helps but there are no follow ups nobody checks how they are living.*

It transpired that although there was satisfaction but there was also great dissatisfaction due to lack of follow ups, which tended to be the order of the day. The teachers experienced challenges with issues of late feedback and, sometimes, not getting any feedback at all. Seemingly, there was no link between the social workers and schools. The consistent pattern of lack of follow ups may be an indication of

shortage of human resources on the part of social workers, which would support the view raised by some respondents that schools needed their own school based social workers. It was also suggested that the assistance is not enough and the department needed to put more effort into the matter.

4.4.8 Maintenance of referral support with outside structures

Furthermore, the researcher sought to find out how the schools maintained the referral support with outside structures. The results are presented in Table 4.18.

Table 4-18: Maintenance of referral support with outside structures

	Frequency	Percent
Build relationship with them	9	22.5
by invitation	11	27.5
Communities offer assistance	11	27.5
Visit to the office	9	22.5
Total	40	100.0

Table 4.18 shows that 11 (27.5%) teachers maintained referral support by invitation and offers by communities, respectively, while nine (22.5%) maintained referral support by building relationships with outside structures and also through visits to the office.

The following are comments from teachers on the same issue:

T1: *We make calls to the social workers who deal with the school and then send learners over to them.*

T2: *They come only because they are following their own programme.*

T4: *We hold meetings but it is not a fixed thing with that structure where there are social workers, police, prosecutors etc. It only happens at that particular time when there is a problem.*

T6: *We don't have a schedule, nurses only come for vaccinations, pregnancy, and health talk etc., and they just arrive randomly.*

It appeared that respondents had different responses as to how the referral support was maintained. But it became clear that some schools made phone calls to arrange for referrals to social workers. Teachers also maintained that social workers simply arrived because they were following their departmental programmes or health campaigns, while some other schools held meetings with special structures or gathered when there was a problem they needed to address.

There was no evidence of a properly structured way of conducting the communication between the schools and the various support structures as each school was doing its own thing. However, there was communication between teachers and the various structures, even though it was not properly structured.

4.4.9 Direct role played by teachers

Teachers were asked about the direct role played by the teachers in the intervention strategies besides referring learners to outside structures.

From the argument put forward in the earlier chapters, it became evident that from the challenges faced by orphaned learners today, it is a reality that teacher's roles have changed enormously in terms of providing support to learners. Nowadays schools can be viewed as being best positioned in terms of providing psychosocial support to learners. Teachers can also be seen as the "main actors" in driving the support and care. Hence, the researcher investigated the role of teachers in the provision of psychosocial support to orphaned learners in school.

The following are comments from school principals on this issue:

P1: The teacher hears the case and then refers to the relevant offices.

P2: We listen as we are all parents here and we do what we can to provide support, if we need to refer we do so.

P3: In our school we try to talk to the child first before calling in the social workers, but we can only do so much as we are not trained for that because some of them even come to relate their stories of orphan hood.

On this issue, all teachers expressed their wishes of having skilled teachers and school based social workers. The following are comments from some of them:

T1: There needs to be a permanent person who will assist with learner problems because teachers don't have the time or skills.

T2: Schools should have their own social workers based in schools.

T7: If we can have support teams like for instance here at school to have some form of committees to look after such things so that we don't overburden one teacher.

T8: Train teachers to equip them and raise level of awareness.

Teachers are providing support by listening and referring learners to social workers. This is good practice by teachers in view of the fact that they have not been trained to provide psychosocial support to learners. However, there is a cry for them to be equipped with skills as they are not trained for that. Hence, earlier on, the researcher alluded to the fact that teachers relied on their experience (number of years in school) rather than on any form of training to do the work.

It emerged that teachers were very much aware of their shortcomings and, consequently, put forward suggestions for improving the manner in which psychosocial support is provided. They suggested permanent personnel to be deployed to schools to assist with learners and structured committees like the SBST to be implemented in order to assist LO teachers who are overburdened and for teachers to be trained.

4.4.10 Improvement strategies envisaged by respondents

The teachers were asked about how these strategies used to provide psychosocial support to learners could be improved. This question was posed as a follow up to the challenges cited by teachers as far as strategies used to provide psychosocial support.

The following are comments from teachers on this issue:

T1: If each school can have a person to deal with learner problems even if it's a teacher but as long as he goes for training.

T3: If there can be a coordinated structure or a permanent person employed to deal with these.

T5: If people from social development can come to talk to the learners, instead of teachers, maybe that way they will pay attention.

T6: If schools can have their own social workers based at the school. As it is now social workers are busy with their own work at the offices and only come to see us after a long time. Even if they can be here for certain days but spend the whole day here at school.

T8: The department can come and organise some workshop or trainings to raise the level of teachers.

The sentiments echoed by teachers are in support with what they said when they were asked to express their views on the role played by teachers in the provision of psychosocial support to orphans in schools.

There seems to be dissatisfaction about the level of psychosocial support provided by teachers in school. Although teachers were trying their best to assist learners, but due to their lack of training they felt incompetent to do the work. Hence, they did not want to be too involved in psychosocial support in school. Furthermore, they suggested permanent school based personnel and on-going training for teachers to be implemented. Training of teachers is important as some teachers alluded to the fact that they lacked skills in approaching some of the cases they encounter in schools. This was revealed by one principal who said:

P1: Teachers are not equipped to handle some situations, they simply dive in and find out only when they are in too deep if they can swim or not.

Again he revealed that: *There was a child here who actually resorted to trying to commit suicide but fortunately he ended up in hospital. The parent goes to work at five in the morning and comes back at eight at night and the people who should have picked up on this is us teachers and we failed to do that. Anyway it started with the approach not being there where you get something like "hey so and so, what is this nonsense that I hear that you tried to commit suicide" and people are going to start saying things that this child is full of nonsense. But after some time you realise that*

this child is actually crying out for help. But we can't see the signs and only get to realise when we hear the child is in hospital. I think this is the part where training is needed.

Teachers seemed to lack sensitivity and approach towards learners and were not equipped to respond to their behaviours and this resulted in further damage because learners might be discouraged to go back to them for assistance for fear of abuse or rejection.

4.5 Training of teachers in psychosocial support

4.5.1 Training in psychosocial support

Teachers were asked if they had been trained in psychosocial support. The question was based on the notion that the training of teachers in psychosocial support is based on the premise that education is expected to bring normality due to its stable environment. Again, in the event of a traumatic experience, the healing process can begin at school as the school and the teacher represent a familiar, friendly and trustworthy environment (UNESCO, 2006).

Chapter Two discussed the need for teachers to be trained in psychosocial support. Therefore, the researcher considered it necessary to find out if teachers were trained in providing psychosocial support to learners in secondary schools in King William's Town District. From the data collected, it emerged that all respondents (100%) had not been trained in psychosocial support.

Principals were asked to share their views on the same issue:

P1: *No only LO teacher is trained.*

P2: *No, only LO teacher.*

P3: *Not at all, only the LO teachers and there is one of them now, the other one retired.*

Teachers were asked to voice their opinions on the same question. The following are some of their comments on the question:

T1: *No, I don't think so.*

T2: *Not sure but maybe LO teachers have received training.*

T3: *Only LO teacher, I think.*

T4: *Not as far as I know.*

T5: *I wouldn't know about other teachers but maybe only LO teacher is.*

T8: *No there is no training.*

It appeared that teachers concurred with what principals had said that there was no training of teachers in psychosocial support except for LO teachers.

The district officials were asked to share their opinions on this question. The following are comments from them:

DO1: *No training on psychosocial support, the only training I do is on content gap in LO and that part is touched only because you are dealing with LO.*

DO2: *The training is done on SIAS strategy and later on we do training on Inclusivity and how to deal with learners who are having barriers in the classroom.*

DO3: *We train the whole school on SIAS strategy, especially the primary schools. We train them on how to support the child as well so that they are able to follow on the process. We also train the SBST and show them their role.*

From the above statements, it emerged that teachers in schools were not trained in the provision of psychosocial support for learners but training was provided for LO teachers who received training to cover content gap for classroom readiness. As far as training on psychosocial support, teachers who were trained on SIAS strategy and Inclusivity were primary school teachers. (Training was also done for SBST of which some secondary schools did not have such a formal structure in place). It is important to note that training that is done by District Officials is only done for purposes of inclusive education targeted particularly to learners with special needs so they can be re-directed to special schools or supported for better academic results.

4.5.2 Qualifications pertaining to psychosocial support

Teachers were asked to explain the type of qualifications they had. Subsequent questions on training could not yield any information as it emerged that not all teachers have qualifications in teaching LO or provision of psychosocial support.

It emerged from the data that all teachers indicated that no one had received any qualification as far as psychosocial support is concerned. This can be linked to table 4.5 which shows that only 2.5% of teachers had specialised training in LO. This data also shows that most of the teachers had specialised in other areas, but not specifically in psychosocial support or LO.

4.5.3 On-going training in psychosocial support

Teachers were asked to explain if they were receiving on-going training in psychosocial support. On-going training for teachers could be done along the lines of in-service training programmes which are normally organised by the department to equip, uplift and enhance teacher capacity for teachers who are already in service. Teachers receiving on-going training in psychosocial support would receive training aimed at equipping them with skills to enable them to provide psychosocial support. Thus, continuous professional development of teachers at school is essential in order to address the gaps in training that can arise through time and change in the curriculum.

The researcher sought information on this question because it would give a clear picture on what training programmes were provided to improve psychosocial provision skills for teachers. From the data it emerged that all teachers (100%) were not receiving any in-service training on psychosocial support. The following are comments from principals on this issue:

P1: Training is very scarce; you get it once in a while.

P2: It seldom occurs.

P3: We go to workshops once in a while maybe once or twice a year not frequently like we used to when I first became a teacher.

Teacher's views on the same issue were:

On this issue T1, T6, T7 and T8 reported there was no on-going training on psychosocial support. However, other teachers reported:

T2: The workshop we had was back in 2013 on HIV/AIDS.

T3: The workshop was not really relevant to psychosocial support but on covering content gap.

T4: The last workshop we had was in August on careers, not for psychosocial support.

It emerged from the data that there was no on-going training, especially for psychosocial support. The principals commented that the trainings were scarce and only occurred once in a very long time. This was reaffirmed by teachers who acknowledged that there were some workshops that had been done but that the course content was not specifically related to psychosocial support. Therefore, because of their content the workshops were not really helpful as far as psychosocial support was concerned. It would appear that teachers relied mainly on the training they had acquired from pre-service training, as in-service trainings were not easily available.

4.5.4 Duration of workshops

Teachers were asked to provide information about the duration of the workshops. The data shows that all respondents (100%) had not received any training.

District officials commented on the same issue and said:

DO1: The training can take from 12:30-4pm or one full day or 2 days depending on what we need to cover.

DO2: SIAS takes two hours and then we schedule another 2 days so that we don't bombard them with a lot of information at one time.

DO3: SIAS training can take 1-2 hours, the introductory part can take the whole school. The SBST training takes 1-2 hours

It emerged that there were conflicting ideas as teachers claimed that they had not received any training while district officials maintained that trainings were short

trainings that can take anything from 1-2 hours, or even a full day – 2 days, depending on the material to be covered. However, it can be noted that the district officials were talking of training on SBST on SIAS which may not necessarily have been on psychosocial support.

4.5.5 Benefits of training

The researcher solicited information to find out if the teachers found the training they received beneficial or not beneficial. The above shows that teachers indicated that they had not received any training as far as psychosocial support was concerned and, therefore, cannot say if training was beneficial or not. This is a great concern as Figure 4.3 indicated that the majority of teachers had over 15-20 years of teaching experience. For instance, the total number of experience for teachers does not correlate with the number of trainings teachers had attended. Only LO teachers had training, with some having received it either in their pre-service education or while in service. It is a great concern that the majority of teachers had never received any training despite the fact that learner problems and behavioural change are the dominant factors on Table 4.6 and Table 4.7, respectively. Surely, if teachers are to be able to assist learners they need to keep up with latest developments as it also affects them in one way or another.

The following are comments from some of the teachers on this issue:

T1: Yes training is supposed to help.

T2: The workshop on HIV/AIDS I attended was relevant with regards to STI's and how they develop and circumcision. Even here at school learners who are about to go to circumcision we talk to them.

T4: For me my training helped me a lot but it is not enough as LO teacher I can never be equal to a psychologist. We need for teachers to be able to identify children with needs and support them.

T5: For me I came with my training but the workshops are not exactly related to what we are talking about (psychosocial support) but they focus on what we teach in class.

T7: My training I came with helps me a lot. As Life Orientation teacher I studied personal and social well-being as modules for the certificate and as educator I also learnt to accept my life situation which I try to pass on to my learners.

The researcher further sought information from the principals on the same issue and these are comments from them:

P1: Training is useful if it is done properly like for a week for instance. One teacher was teaching LO and you know the attachment was not there. And then he was one of that group that was taken to Grahams town for a week or so and when he came back his attitude towards LO was totally different. It was not just about I'm teaching. So I'm saying that's what it did, the training and it was a week-long not these one day trainings because these one day trainings are not effective.

P2: Training would be useful if they were more frequent.

P3: I can say useful, the last one we attended was in Port Elizabeth and it was HIV/AIDS based and we were trained on how to handle learners with problems and also encouraged to go out into communities and assist. Like when I was doing it with Grade eleven whereby we would go into communities and assist in the homes with grannies that live alone. We would clean for them and collect money to buy polish.

From the LO teachers' and principals' responses it emerged that the in-service trainings they had attended were beneficial, except for the fact that some were not really relevant as far as psychosocial support was concerned, but focused on other areas and what they taught in class. For instance, one teacher responded that they had attended a workshop on HIV/AIDS and STIs which helped them to support learners going to initiation school for circumcision. This implies that the purpose of the workshops may have been on awareness campaigns but not necessarily on psychosocial support.

4.5.6 Selection of teachers for workshops

Teachers were asked to explain how the selection of teachers who attended the workshop was made. The preceding quantitative data showed that all teachers (100%) had attended the workshops and, hence, no selection was made.

The data shows that all teachers (100%) indicated that there was no selection of teachers was made. The study further sought responses from the district officials and the following are comments from them:

DO1: *We train LO teachers.*

DO2: *We train the whole school.*

DO3: *We first start by training the whole school thereafter the SBST with its coordinator.*

It appeared that district officials held different views on this issue because from DO1 it emerged that only LO teachers were sent for training while DO2 and DO3 maintained they trained the whole school. However, previously, it had emerged that the training was done for primary schools at the present time, hence there may appear to be a difference of opinions.

4.5.7 Relevance of training in respect of challenges learners are facing

The researcher further sought information that would shed light in respect of relevance of the training offered to teachers. The data from questionnaires shows that all teachers (100%) had not received any training on psychosocial support.

However, the qualitative results from LO teachers revealed different results. The following are some of their comments.

T2: *The workshop I attended was on HIV/AIDS and STIs which is not relevant as far as the challenges learners have here at school. We have serious challenges here, we found that learners are smoking dagga and now they are using tik because it does not smell. So we have to deal with these learners on our own because police and social workers are not readily available. These learners become a problem to the school in general. It is easy for them to do crime and then these trainings are not equipping us in those areas.*

T6: *For me the training is not exactly related to what I have to deal with as far as psychosocial support is concerned but they seem to focus on what we teach in class. For me learners have so many challenges and I lack skills to deal with their*

challenges so it could be relevant if basically the training could be about life challenges.

T3: *No the workshop are scarce and if we have one it is not on psychosocial support but on some other thing directed at the classroom.*

On the other hand, the principals interviewed commented in a slightly different way. They reported the following:

P1: *It does help I have seen a difference in how a trained teacher deals with children and the ones who are just going through the motions for the sake of doing it.*

P2: *I think it does because she is better equipped to handle all types of challenges.*

P3: *It should especially if it is done properly so that trained teachers can be able to link the training to assisting learners.*

It appeared that teachers were getting some trainings but which may not necessarily be linked to psychosocial support or challenges learners are faced with in school. However, principals seemed to think that, as far as their observations were concerned, teachers who had received some training were better equipped to handle learner problems/challenges they faced.

Irrespective of what the workshops were about, what is noteworthy is that teachers were, to some extent, able to assist and support learners with their challenges which can perhaps also be attributed to the number of years of experience they have in dealing with such cases.

4.5.8 Need for teachers to be trained in psychosocial support

In light of the challenges learners were facing and the changed roles of teachers, the teachers were asked to express their views on the need for teachers to be trained in order to provide psychosocial support to orphaned learners. The data shows that all teachers indicated that there was a need for teachers to be trained in psychosocial support.

Data collected from teachers revealed that teachers echoed the same sentiments and felt that there was a need for teachers to be trained in psychosocial support. The following are comments from LO teachers:

T1: *Yes there is a great need for teachers to be trained so that every teacher is able to assist.*

T2: *If there can be standing programmes from the department so that teachers know there are specific people who deal with these problems.*

T3: *Teachers need more training it does not end with the one he/she had acquired from school only.*

T4: *Teachers need more training, it is not enough, and teachers need to be capacitated in identification and to deal with learner problems.*

T5: *All teachers need this training not only LO teachers because we are all affected by the child's behaviour and eventually this will lead to bad results.*

T6: *Because teachers are much closer to these kids they would know how to approach them better so training is very much needed.*

T8: *Because LO teacher will not always be there to assist teachers, so all teachers need to be skilled in listening and advising these learners.*

All teachers unanimously agreed that there was a need to be trained and equipped with psychosocial support skills because all of them were affected by the child's behaviour and eventually this would affect the learner's schooling outcomes.

Principal's views were also solicited on this question and they responded:

P1: *So that the teacher is able to deal with the learner problems effectively.*

P2: *Because you will also be trained in child psychology and you will be able to orientate the child about life.*

P3: *This day and age children are faced with so many challenges, so it is important to be trained and the need for them to be supported is greater now.*

Principals' views concurred with teachers that there was a need for teachers to be trained to enable them to deal with learner problems and be able to respond and support them.

4.6 Support and monitoring for teachers to enable them to provide psychosocial support

Monitoring is a continuous assessment that aims at providing all stakeholders with early, detailed information on the progress or delay of the on-going assessed activities. Its purpose is to determine if the outputs, deliveries and schedules planned have been reached so that action can be taken to correct deficiencies as quickly as possible (United Nations development programme, 2011). In schools, monitoring is used to assess the performance of teachers by principals and district officials.

4.6.1 Support from the principal and department

The researcher sought to find out the kind of support teachers received from the principal/head of department to enable them to provide support to learners. The results are presented in Table 4.19 below.

Table 4-19: Kind of support teachers receive from the school principal/heads of department to enable them to provide psychosocial support

	Frequency	Percent
Advice/counselling	27	67.5
Transport and food	13	32.5
Total	40	100.0

Table 4.19 above shows that the majority of teachers, 27 (67.5%), responded that they provided psychosocial support in the form of advice/counselling, while 13 (32.5%) of the support they provided was in the form of transport and food.

The following are comments from teachers on this issue:

T1: *You go and report the case to the principal but sometimes if you don't get support you do whatever you can on your own.*

T2: *When you get there you get that advice that says why you don't call in the parent so that I can also talk to him.*

T3: *Yes I get advice and support especially in calling the parents to come to school.*

T4: *Yes I get support from the principal.*

T5: *The principal is supporting me a lot with even transport and petrol. If I have to go somewhere during school hours he doesn't say No, not, if it involves helping a learner.*

T6: *The support I get is in the form of a go ahead if I go to the office for something, if maybe you want to see the child's parent, the principal gives you permission and not authorise that you should be in class.*

T7: *Yes he gives us support because he can see what kind of learners those we have.*

T8: *The principal gives us support especially when we identify these learners, he makes a follow up and asks Mam, how far are you now? What have you done and so on?*

The following are comments from school principals on the same issue:

P1: *I give emotional support to the teachers by talking to them and also getting involved in the learner cases they bring to the office. Basically it's about creating a platform where the teacher can be able to talk because at times just by talking takes off that weight. Then you talk to the teacher until you see that no this teacher is not going to be satisfied until he/she see the parent. And then you facilitate that.*

P2: *Usually these cases are usually referred to me as head of the institution. So I usually interact with learners and when the teacher needs my support, I usually give it by all means. I am fully behind them.*

P3: *I am happy with the support I give to my teachers. Firstly if a teacher brings a child I make sure I stay in the background so that the teacher has that confidence that the principal trusts me and only later on do I intervene and give suggestions that "Let us do it this way". And it is the teacher who is going to go back to the child. So I am very satisfied.*

Teachers unanimously agreed that they were receiving support from principals. This was further supported by principals, who attested to this.

4.6.2 Monitoring to ensure rotation and collaboration with inside and outside structures

The researcher sought to find out how the school monitored the teachers' effectiveness in order to ensure rotation within the school, including collaboration with both inside and outside structures. The data shows that all teachers indicated that they were not receiving any monitoring from the school as far as providing psychosocial support to learners.

The following are comments from LO teachers on this issue:

T1: *First of all we don't have a fixed structure or teacher for that so that we can say "monitor" as there is nothing officially put in place by the school.*

T2: *No, this thing we are doing from our passion and since it is not an official structure as such there is no rotation or official monitoring here.*

T4: *No, since we do not have anything official like a structure we don't have any rotation, nothing like that as far as I know.*

T7: *No I do not have anyone coming here monitoring me for support.*

On this issue, all school principals P1, P2 and P3 commented that there was no monitoring since it was not a formal official structure, as required by the department, but a makeshift structure set up by individual teachers doing the work out of interest. Thus, it emerged that teachers did not have any formal structures like SBST in their schools, hence, there was no rotation within their schools of members within that structure. They also highlighted the fact that they were not monitored as they were not officially appointed for what they were doing.

4.6.3 Support received from the department

The researcher endeavoured to find out the kind of support teachers received from the department to enable them to provide psychosocial support. The data revealed that teachers were not receiving any support from the department.

The following are comments from LO teachers on this issue:

T1: *There is no monitoring or support I'm receiving from the district officials.*

T2: No they have never come here before because I've never seen them coming here.

T3: I can't say we are not getting it, I can say there is a case that has gone and ended up in the district office, usually we have social workers and the police to assist us.

T4: No because I think if they were supporting us they would be coming to school. But now as it is I would not even know where to go, you see, there is no support. You only hear that so and so is an official in that office, that he/she is the one who is supposed to be helping you, but why is he/she sitting in the office whereas we have problems here at school.

T5: Yes there is support especially if you go there to ask for assistance. I have gone there and asked them to come and talk about drug abuse. They came here and talked about the dangers of drug use and they asked to separate boys from girls so that they can talk about teenage pregnancy.

T7: No from the department, no I don't get any support

T8: I've never, in most cases where I have reported, no I've never heard them coming on behalf of those. But they do come following their own programme, you see, not because you have a problem and therefore they are stepping in to assist you but still we don't know that but they do come to address learners to advise on a number of issues.

The following are comments from principals on this question:

P1: The unit is there, we know there is such a unit but when you need somebody you will never get anybody. They will say it's this and this will point to that one, so even among themselves they don't know who is supposed to be doing what, so that unit is haphazard. Let me go to a case where we referred a child and said here is a problem and the parent was angry because the child was stuck in one place, not progressing. We got to the office in Bisho and that was the relevant office. They came and gave the child a test, and they left and that was it. We searched for them but to no avail. The person said 'Look, we are only two for the province, not for the

district', so it renders the office dysfunctional if you think two people can handle the province So there is the support, forget about it.

P2: There is an office that is called ESSS in the district, I don't know if they are running short of staff or what but they are not responding in the way they should be responding to our problems. It takes time for them to respond. I don't know but I want to say they are understaffed. And as such we once said maybe the schools should be given one person, a psychologist, a nurse, a policeman. We throw these suggestions and they do not come up. But it is our wish they can come into being.

P3: No they don't support us. One thing I have heard is an organisation; I can't remember its name that goes to schools to teach learners about discipline especially in primary schools. We are just working here doing our own thing. And when things get tough because sometimes we even get drugs and we say we must call FAMSA. When we see that this is beyond us, if for instance caregivers are abusing social grants then we call in social workers.

It emerged that there was a great deal of dissatisfaction about support from the department as the principals concurred with teacher responses. Firstly, they claimed that they had never even seen them before. Secondly, they depended on the social workers for assistance. Thirdly, they only came following their own scheduled programme. Again, although the offices were there, it appeared as if they were not organised in terms of their duties. Lastly, principals and teachers were making assumptions about inadequate staff in the district office, but it was just speculation on their part, as they were not sure. However, there was a few that could attest to being given support but this only occurred if you went there to find the officials, and those were in the minority.

4.6.4 Challenges experienced by teachers in receiving support from the department

The teachers were asked about their views with regard to the challenges they experienced as far as receiving support from the department. The data revealed that all teachers (100%) indicated that they were not receiving any support from the department.

Qualitative data on this question was solicited from LO teachers and the following are comments from them:

T1: *There is no monitoring or support in this district that is to say as far as I know I've never seen them coming here.*

T2: *If there can be a structured thing and there to be a permanent person employed and the visit of social workers, nurses, police be done on a continuous basis and not once in a while.*

T3: *If the people from the department can visit us once a month or tem, since there is no interaction between us now, so they can hear our problems. Also to train us so that we can be equipped to deal with certain situations.*

T5: *If there could be training. For instance in the department we do have psychologists whom I think should be playing that role to ask teachers to a workshop as a psychologist because on her own she can't do that alone, so she can involve us and train us as far as even the signs that we should be looking out for. The training could be done by the psychologist because we do have one within the department. Then we can get rid of these attitude that say 'No, she is being silly, that's all', then our way of thinking towards the child can be changed.*

T7: *We need more visibility from them.*

T8: *I would love for them to be visible such that problems we have even though we refer to social workers, they are visible in such a way that we can say 'Mam we have a problem 'and then they can step in, you see. I wish they can be visible, not just to come that one time but for them to give on-going support. That's it yes.*

On this issue District Officials said:

DO1: *Things that disrupt us is non co-operation whereby you cannot go to a school to monitor. Other than that the main challenge we have is transport whereby you find that you cannot go to a school. And when you want to bring them hard copies, I have big volumes of material here, I can show you, a lot but I have a problem I can't deliver in schools. I have lesson plans I have developed for them and activities, the problem I can't deliver them using hard copies.*

DO2: *Sometimes we go to schools and train the school and then we follow up even if they don't call you. It is difficult to even bring up the names of the educators that are going to be on the SBST. Sometimes we go to monitor and find that teachers are saying 'Oh you were saying, we did not understand' because as a teacher delivering your lesson you see if learners are not following or not. But after some time you go and monitor, 'Oh no we did not understand' And then you see that these ones, they don't really want to move. And sometimes you repeat if you have the energy. Sometimes we say let them stand back and let's move with schools that are moving.*

DO3: *The challenges we normally come across is that the guardian is called and he/she doesn't avail himself to sign the consent form for the child to go for assessment or you find that the child's profile has not been done yet. As there is a form that has to be filled in and you find that the form has been filled in wrongly, it has spaces and you ask them to refill the form and explain.*

From teachers' comments what emerged is that there were various things which they highlighted that they wished to see happening. They mentioned: a co-ordinated structure within the various components, because now each one seemed to be doing their own thing individually, instead, they suggested that permanent school based personnel, visits by social workers and nurses will have to be on a continuous basis. Secondly, more visibility by the department officials and training of teachers by professional people like psychologists. The district officials mentioned non-co-operation on the side of teachers, and even parents sometimes, and transport challenges.

4.6.5 Co-ordination with other structures

The researcher further sought to find out how teachers liaised with other people/structures who give support to learners. On this issue teachers commented:

T2: *They come and there are channels of communication through liaising with other teachers. We also invite the police to come and test the learners for drugs.*

T6: *We work with social workers and people from health but it is not anything formal.*

T4: *We work with health department on some of these cases; we also involve social workers on a regular basis.*

T5: *The school works with social workers and even the police if there is such a need.*

T7: *Mostly we liaise with social workers.*

On this issue, teachers unanimously used social workers and occasionally involved the police as well.

4.6.6 Monitoring of psychosocial provision by DBST

Data was sought on how the District Based Support Team (DBST) monitored the provision of psychosocial support to learners by educators in the district. The ESSS services within the DoE in the District is responsible for implementation, support and monitoring of DBST in the district of King William's Town. Therefore, it is only normal for the researcher to seek information pertaining to monitoring mechanisms from teachers, principals and district officials. This would, inter alia, include benefits of the monitoring. Teachers responded in this way:

Table 4-20: Monitoring of psychosocial support provision by DBST

	Frequency	Percent
Yes	26	65.0
No	14	35.0
Total	40	100.0

Table 4.20 shows that for 26 (65%) of respondents there was monitoring done by district officials while 14 (35.0%) responded that there was no monitoring going on. On this issue, teachers responded:

T1, T3 and T4 Responded that there was no monitoring going on:

T2: *No I've never seen them and yet we have serious cases here. For instance in this school we have more than 600 learners. Why can't they employ just one person to deal with these cases?*

T8: *Yes they came once but they did not come for monitoring, they came to talk to the learners.*

On this issue P1 and P3 reported that there is no monitoring while P2 commented:

I can explain clearly there were two boys here who could not read and write at Grade 8 & 9. When we discovered that we sensitised that office and said we have a problem here, these boys need to be referred somewhere. They came only once, we are still seated with that problem here at school. They know when we come across them; they say 'Yes principal we are coming to your school'. Up until now they have not yet come, mind you that is a very serious problem. That is how they work. And at some stage you just say No I won't report anything. I will just do what I can.

The principals concurred with the teachers that there was no monitoring going on. This could be linked to the fact that there is no support to begin with, because, if there was support, it would go hand in hand with monitoring.

4.6.7 Frequency of monitoring

The question that followed was to find out on average how often monitoring takes place. Monitoring or lack thereof would have a bearing as to the kind of support by the department and output by the educators that exists. Monitoring, of course, would lead to good practices in delivering programmes by teachers.

Quantitative data from the questionnaires showed these results:

Table 4-21: Frequency of monitoring by the department

	Frequency	Percent
Once a term	5	12.5
Twice a term	3	7.5
Thrice a term	18	45.0
None	1	2.5
Other	13	32.5

Table 4.21 indicates that five (12.5%) of the teachers indicated that monitoring occurred once a term, three (7.5%) reported twice a term, while 18 (45, 0%) claimed three times a term, one (2.5%) recorded none and 13(32.5) reported other variables.

On this issue district officials said:

DO1: *Monday-Thursday are the days for monitoring. Friday is the day you spend at the office. But per month I would say at least you can monitor/support four schools. You can do more; you can support the same school to see if there is progress on the problems you encountered.*

DO2: *It depends honestly speaking there are those schools that would say please come, they give us a day. And for those that are moving we move. For instance this week we were at one school, next week again on Thursday we are going back there. On that day we were there the principal said "We would love to see you Thursday". Again even though it's wrong what I'm going to say, if they are not coming we push those because of the pressure that I said we are few and there are a lot of schools. So those that are keeping quiet, we continue with those that are moving forward. We know all is not well but it's just that we don't have the capacity to deal with all of them.*

DO3: *Monitoring is supposed to take place weekly but it doesn't happen like that. For instance myself I have to do circuit 7, 8,11,12,13 i.e. 5 circuits and there is two of us in those circuits. 5 circuits alone have many schools in them. The first challenge is transport. Otherwise monitoring is supposed to happen weekly but we can't do*

weekly. It can be done only once a month and the following month you go to another school. It doesn't happen smoothly at all.

On the same issue of monitoring by the DBST, qualitative data from teachers and principals showed that there was no monitoring taking place at all. However, T8 did say that district officials did go to the school once, although the visit was not for monitoring purposes.

The district official did attest to the fact that there was monitoring going on in the district, although their work was plagued by many difficulties. The first one they cited was lack of cooperation by schools which made them to only move with those schools that showed progress and interest in the programme. Secondly, they had transport problems which adversely impacted on their progress in order for them to access many schools. So, instead of going to schools on a weekly basis, they could only manage one visit per month. Thirdly, they cited lack of human resources. DO3 cited the fact that she had five circuits to cover on her own and yet there were only two of them for those. In light of the fact that one circuit can have schools from 25 up to 32, it was practically impossible for them to cover all those schools due to lack of human resource.

DO2 also concurred with the latter as she said that they lacked the capacity to deal with all those schools. This implies that the quantitative data collected from questionnaires is in agreement with the information collected from district officials, in the sense that it shows conflicting responses as teachers and principals maintain there is no monitoring, while data from district officials shows there is monitoring but that they are able to attend to a few schools at a time. Again, the data collected from District Officials may be referring mostly to primary schools, as DO 3 has already alluded to the fact that for now they were only starting with primary schools.

The lack of support and monitoring in the schools is, in the first place, not in keeping with the official requirements for Quality Management System (QMS) whose schedule the departmental officials are supposed to be following. In addition to this, as one of its requirements, it stated that QMS is supposed to be applied consistently (DOE, 2013). In the long run, the big gaps of intervals in monitoring would create problems for all stakeholders involved and also create the wrong perception about

SPSS services. The section revealed that a lot of improvement needed to be done as far as monitoring is concerned.

4.6.8 Teachers' views on monitoring

Teachers were asked to share their opinions on how they found the monitoring by the department. The results are presented in Table 4.22.

Table 4-22: Teacher's views on monitoring

	Frequency	Percent
No follow up	13	32.5
No response	27	67.5
Total	40	100.0

Table 4.22 shows that 13 (32.5%) of the teachers indicated that there were no follow ups by district officials and 27 (67.5%) of the teachers did not respond.

The following are comments from district officials on this issue:

DO1: *Because when you go to a school to monitor you are checking, as I have assisted you, for instance as I am now going to train some of them, I will know I have trained them from here up to here, then I can be able to go and monitor. I will be able to know I have assisted with training and things go from here to there. I will be able to know I expect at least I am going to monitor something I have taught earlier on. And as time goes on it helps to know how far the teacher is able to implement these things even when you go there to monitor you are not there to find out some wrong things, but there to see if he/she is still experiencing some problems.*

DO2: *Yes, like we are having one of our schools, where one of our learners was having a barrier to learning and then we gave the support to the educator and when it came to assessment she even said no, this one can be taken out, she has improved. But that is not at the level where we would want because I'm making an example of one of the schools out of the three hundred and something schools that are in the district, you know. We would want to see more of those but for a few that are doing what we want them to do, the improvement is there, we see the difference.*

We are still struggling with schools that do not want to do what we want them to do but the few that are doing, we are seeing the results.

DO3: *Yes because they have that thing that if a child has a problem because these psychological problems end up making a child to be regarded as a slow learner whereas that is not so. It is the problem that ends up affecting him academically and becoming a barrier to learning in school. So teachers when we go there to monitor and explain this to them, they can see as a result other learners end up benefitting. It opens teachers up to things they were otherwise not aware of or took for granted.*

From looking at the teacher responses in table 4.31, it shows 27 (67.5%) did not respond and 13 (32, 5%) cited no follow ups. This can be aligned to what they said earlier on that there was no support or monitoring going on.

However, district officials stated clearly what their duties were and how it was beneficial to teachers. Despite their vast knowledge and expertise on the benefits of monitoring, it is evident that teachers are still reporting that there is very little monitoring and, in some schools, even no monitoring going on at all.

The quantitative data was supported by qualitative data as interviews revealed a lack of monitoring and support for teachers providing psychosocial support in the district. In addition to this, there is little correlation between what the teachers and principals and the district officials are reporting.

4.6.9 Improvement strategies envisaged by teachers and district officials

Teachers were asked about their views on how these challenges could be overcome. The results are presented in Table 4.23.

Table 4-23: Teacher's views on ways in which challenges can be overcome

	Frequency	Percent
Teacher training	13	32.5
More support	13	32.5
No response	14	35.0
Total	40	100.0

Table 4.23 shows that 13 (32.5%) teachers responded that teachers needed more support from the department, while 13 (32.5%) said teachers needed training and 14 (35.0%) of respondents did not respond.

The district officials also explained the improvement strategy they envisaged for the district. The following are comments from district officials on this issue:

DO1: *For instance when I got here I found that they had a problem with recording sheets whereby they were using different recording sheets. You get to this school and the task is out of this, you get to another school you find a different story. So what I did was to improve that tool. I called meetings to address these things. We decided to do common tasks, especially in senior phase, since we have two phases. We have intermediate and senior phase. So our plan is to have common tasks especially for senior phase.*

DO3: *For instance filling in of the form when we do training with SBST we fill in the form for them and we do it with them line by line so that they go in and fill in the form with teachers as each teacher has to fill in his own child's form. So we ask them to fill in the form and show them how it is done. Then when they have a problem like a parent who doesn't want to come to school, then we take that one step up. Even there we go to social workers, and it is them who see that they can use SAPS when there is a need for SAPS, when they see that this person can turn violent on them.*

Importantly, on some of the issues the teachers and district officials had some common ground. It was envisaged that training of teachers on various aspects pertaining to filling in forms and common tasks could go a long way towards improving the level of support and monitoring in the district. In addition to this, the researcher sought to find out what more could be done to assist teachers to offer psychosocial support to learners in schools. The researcher sought to solicit teachers' views on how the support can be improved. Most teacher respondents recommended that training teachers should be at the fore front of improvement strategies. This was further corroborated by principals who emphasised that the training of teachers was necessary. They remarked:

P1: *Let me start at higher level because I think this is basically where our problem lies. At the provincial level they are the ones who are not making resources*

available. You cannot expect two people to function fully, this means that even the very office is hamstrung by the lack of support from above. Secondly if maybe we can begin to say let them become more serious about children's problems. And if they can begin to realise that this is an area that needs to be resourced and let them stop saying you have a thousand ways to solve a problem. Even teachers can't entertain something which they know they will leave it halfway, because they will get to a point where they will need somebody more professional to come to their assistance. They turn to the office and the office is not there to help them. So I would say they should seriously think about training teachers because teachers are not equipped to handle some situations.

P2: I think there is a need to train more teachers because if you look at this school, this is a big school so the training will assist us more in other aspects as well. So I'm trying to say is that the LO teacher alone is not enough we need more educators to be trained.

P3: It is important that teachers are trained firstly so that they can be able to orientate children, secondly so they can be well vexed about how to go about doing it and not what is happening right now.

4.7 Summary

The data presented in this chapter laid out a clear picture of how psychosocial support was provided by teachers in the King William's Town District. The evidence was further supported by district officials and principals. Teacher qualifications as well as their experience in selected secondary schools in the King William's Town District were presented. The study revealed that most teachers, other than LO teachers, had no qualifications for them to be able to provide psychosocial support. Even some of the LO teachers were not qualified in the subject but taught it from their experience as they had been in the teaching profession for a long time. This rendered them, in most cases, incapable of offering psychosocial support, as they had inadequate skills. Thus, most of them advocated for teachers to be trained in the area. The training of teachers was very scarce and very short (over 1-2 days). Training would equip them with methods on how to support learners. However, there

are pockets of good practices in some schools, such as collaborating with other structures, forming support groups, even though they never attended any training.

Monitoring and support was another critical area which was lacking in schools. District officials showed prowess in doing their work but due to various impediments such as being understaffed, transport challenges, lack of co-operation from teachers they were rendered incapable of fulfilling their duties, that being, support and monitoring.

The next chapter will discuss the findings of the study.



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CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter discusses the researcher's findings on the provision of psychosocial support by educators in ten secondary schools in the King William's Town District. The findings emanated from the data presented in the previous chapter. The findings were discussed according to the main themes that formed the foundation of the study. They are: biographical data, identification of learners in need of psychosocial support, strategies used by teachers to provide psychosocial support to orphaned learners in schools, training of teachers in terms of providing psychosocial support and support including (monitoring) for teachers to enable them to provide psychosocial support.

5.2 Academic qualification including area of specialization and years of experience

It is documented that teacher qualifications and experience have become a major concern for education practitioners and policy makers all over the world (Florian & Rouse, 2009:596; Savolainen, 2009:16). Even in the context of this study, it is not different because many scholars have argued that Life Orientation (LO) teachers have not been trained to teach the subject and, therefore, lack academic qualification and experience to be fully competent in teaching the subject. The lack of specialisation in the learning area has widely been criticised by scholars and that has significantly affected how this subject has been delivered by teachers in schools across South Africa (Rooth, 2005; Christiaans, 2006; Pillay, 2012; Adewumi, 2012).

First, teacher qualifications coupled with experience are the dominant factors that determine the quality of education the learners will receive (Chung, 2005). Secondly, according to the Department of Education, Life Orientation is mandatory for all learners in the Senior and Further Education and Training phases of Basic Education

(DoE, 2008; RSA, 2008). Therefore, LO should be given the attention it deserves given the fact that all learners are required to take it as a subject. This implies that teachers should be adequately qualified in the subject in order to be able to deliver quality and better education to learners. This is further supported by Bhana, Morrell, Epstein and Moletsane (2006) who pointed out that one of the important roles of the LO teacher is to provide pastoral care to learners in schools. So, armed with a good qualification, this can be possible. Robinson and Latchem (2003a:10; DOE, 2006) postulate that teachers are essential drivers of good quality education in schools. Therefore, teachers are seen as potentially valuable sources of information when it comes to the learners they teach because they discuss personal issues with them (Attawell & Elder, 2006:12) and they are also in a position to help them deal with problems of growing up (Egan, 2002: 3).

In the light of this, the academic qualifications of teachers in the subject are regarded as an important factor because, in order for these teachers to be able to successfully teach LO, they need to have undergone training to equip them with the necessary skills to provide support to orphaned learners in school. That support would include addressing learner problems and providing pastoral care and provision of life skills.

Thus, the South African Council of Educators (SACE) and the Norms and Standards of Educators (DOE, 2000) stipulates that the minimum requirement for a teacher to be a specialised LO teacher is that he/she should have an advanced certificate in education (ACE), specialising in LO. In this study, the data on teachers' qualifications revealed that the majority of teachers did not have any specialisation in LO. The data revealed that only one (2.5%) of the teachers had specialised in LO and another two (5%) teachers had specialised in LO and IsiXhosa. This shows that few teachers had, in fact, specialised in the learning area. The data containing the numbers was fully provided in the previous chapter.

Qualifications also revealed that the majority of teachers had Secondary Teacher's Diploma (STD) which they had obtained from teacher training colleges. One can safely say that this qualification is no longer provided since all Teacher Training Colleges were phased out. LO is also still a new subject since the first FET phase LO teachers were trained in 2006 (Adewumi, 2012).

It shows that the majority of teachers, 12 (30%), had STD, which then implies that they were not fully trained on the subject itself and that they may have a content gap, as far as the requirements of teaching the subject are concerned, because then LO was not even a formal subject taught in schools at the time they got their qualification.

Yet again, the data revealed that the age categories of most of the respondents who were between 40-49 years were the highest in the graph, meaning that most of these teachers might belong to the STD category, which would then again reflect that they may have a content gap since LO is still a new subject.

Coming to the area of specialisation, it transpired that most teachers did not specialise in LO. Only three teachers had specialised in LO out of the forty who had responded to the questionnaire. This shows that the majority of teachers in the selected high schools were actually not qualified to teach LO or provide psychosocial support to learners, even though from the interviews it transpired that most of them were, in fact, teaching LO as an additional subject. These teachers had other learning areas which they had specialised in and for which they had received training. This finding concurs with Christiaans' (2006) who also found out that LO was regarded as an "added on" subject, assigned after teachers had already received allocations for the subjects they specialise in. This finding also correlates with what was said by school principals because they stated that with LO they were just filling in the gaps (to make up the quota of work for each teacher). They also added that it did not matter what subjects teachers had specialised in, just as long as the teacher had less number of periods, he/she was given LO to top up. Secondly, this finding highlights Christiaans' (2006) concern that some school principals' attitudes are not conducive for implementing LO successfully in schools.

Hence, the same teachers who were given LO as an additional/top up subject, when they get into class, would use the time allocated to teach LO to teach and catch up on other subjects they specialise in and for which they had received training. This happens because Christiaans (2006:2) is of the view that LO is sometimes taught by teachers who had not received any training in the learning area. As a result, they did not know how to teach the content and this resulted in teachers using the time allocated to teach LO to each other learning areas. Christiaans (2006) is also of the

opinion that good educators are often swapped and trusted with the task of teaching LO and, as a result, they develop an attitude towards it or they become frustrated and do not perform. Moreover, teachers who lack adequate skills and experience can find difficulty in effectively executing their duties (Adewumi, 2012). Hence, teachers chose to teach the subjects they were comfortable with because they were fully conversant with the curriculum requirements for those particular subjects and they knew exactly what was expected of them.

Consequently, the purpose of LO teachers, which is to provide psychosocial support to learners in schools, was in a way hampered by the very same people who allocate them the subject. Firstly, they are frustrated by lack of training and, secondly, overwhelmed by learner problems which they are not adequately trained to deal with (including behavioural problems), and yet they are expected to perform.

To compound the situation, even the principals just allocate LO to teachers who have not even been trained, so that now there is no correlation at all between teacher and subject. All this points to the fact that there is no link at all between the teacher with the kind of work that they are expected to be doing (i.e. providing psychosocial support to learners). So, whatever support they are providing, will not be up to the level at which it is expected to be. For instance, a Mathematics or Science teacher may be given LO and expected to teach all aspects of LO, including providing psychosocial support to learners, which he/she may not be familiar with or is even be inclined to do, for that matter. Yet this is a subject for which LO teachers should at least possess qualities such as counsellor, love and concern for learners and friendliness (Gouws, 2004:8). Thus, the researcher is aligning this argument to our psychosocial interactive process model, on which this study is based. As noted from the above discussion, there is no interaction between the manner in which the principal, teacher and subject work together in order to deliver psychosocial support that is of the highest level. That is why subject knowledge and experience are very important with regard to LO teachers, and it could be a problem if teachers are not trained to teach LO (Khulisa Management Services, 2000). This study revealed that, in fact, only three (7.5%) of the teachers in the selected high schools had been trained in LO. These low numbers were in correlation with what Rooth (2005) found, namely, that 30% of teachers were in fact not trained to teach LO. This was also reaffirmed by Christiaans (2006) and Morrow (2003) who documented the low

quality of teacher training for LO teachers in South Africa and that these teachers are not only under trained, but also lack experience, knowledge and skills to teach the different learning areas, including LO.

Nevertheless, despite all the above mentioned obstacles teachers are using their experience, i.e. tried and tested teaching methods, their skills of attending to learner problems in order to (1) deliver lessons and (2) provide support to learners needing psychosocial support in school. This fact was also stated by some teachers who said that. for them, LO was given purely on the basis of the number of years as teachers, since they have been exposed to these kinds of situations for a long time. What the teachers are doing is, in fact, not far from what Fullan (1991:41) had observed: that there was a need for teachers to be experienced in order for them to effectively execute their duties.

Therefore, older and experienced teachers who were given LO to teach in school were in a better position than new and inexperienced teachers. In fact, Fullan (1991:14) sees teachers with long service as being conversant with numerous teaching strategies and teaching methods as well as with the interpretation of the syllabus. Hence, the researcher observed good practices by teachers who were providing psychosocial support to orphaned learners despite all the challenges they encountered.

5.3 Identification of orphaned learners in need of psychosocial support

5.3.1 Record of orphaned learners in school

In this study teachers were asked if their schools kept a record of orphaned learners. Half, 20 (50%), of the respondents indicated that they kept a record of orphaned learners while 18 (45%) did not have such a record.

The record on orphaned learners is there to guide teachers on the biographic information of the learners. Keeping a record of orphaned learners is another way in which orphaned learners can be identified in school. Nowadays, records of orphaned learners are required at schools so that these learners are given priority whenever there are free materials available like books, uniforms or a need to be exempted from paying for school trips or schools fees. These learners are supposed to be

given first consideration ahead of all other learners, but then again, since the numbers of orphans are often high, priority should be given to the neediest of the learners.

It transpired that some schools did have records of orphaned learners even though sometimes the list was compiled when it was needed by the department. Some respondents stated that the lists were compiled for those orphaned learners who stayed in the children's home. Having a list of orphaned learners is in line with Mutandwa and Muganiwa (2008) who noted that all learners who were identified as orphans were recorded in the master register and given prior consideration as the neediest children.

In the olden days, class registers had spaces at the back where teachers could fill in the admission number, learner names, date of birth, gender, home addresses, the status (orphan/not orphan) of the child (DOE, 2003). Currently, class registers have been modified and changed significantly. Presently, the information available in the registers is the date of birth, and registration numbers (Ntshuntshe, Personal Communication, October, 2015). The rest of the details are available in the learner files that are kept in the administrative offices. Hence, some teachers responded that they did not keep any records of orphaned learners in their schools. Such information is compiled by administrative personnel and kept in the office where each learner is supposed to have a file. Thus, some respondents claimed that the records were kept by the principal in the office.

It appears to the researcher that this new dispensation has led to the detachment of some teachers from their learners because they do not have first-hand information on their own learners; as a result, they lose focus when it comes to orphaned learners in their schools. Literature indicates that data management of orphans and vulnerable children in school should be administered accurately because, at some point, the school may need to start quantifying the number of these children in order to start thinking realistically about the kind of support strategies that are necessary (SAIDE OER AFRICA, 2012).

Apart from providing for daily recording of each learner attendance per day/week/month/term/year, the attendance register is also used by the district and regional offices as statistics for planning and policy purposes (ibid.). Another

important purpose for the collection of this information is to inform planning and to provide a basis for decisions about the nature of support to be provided for orphans and vulnerable children in schools (ibid.). Leaving that aside, if a learner shows signs of frequently being absent from school the attendance register helps teachers to decide whether that particular learner needs special attention or not. Since orphaned learners have been cited by teachers as being constantly absent from school, records such as attendance registers can help teachers plan ahead on how they can assist such learners to ensure daily attendance in school. This is further supported by literature which says that the teacher will have to look at specific attendance patterns for each learner and also observe any concerning personal changes including decline in academic performance (SAIDE OER AFRICA, 2012).

Attendance registers can also be helpful in orphaned learners in the sense that teachers can easily identify who needs referral to essential services like clinic, school nutrition, social workers and even the police in cases of suspected abuse. Although scholars like Richter, Manegold and Pather (2004) have expressed concern in this regard arguing that the registration of orphans can take the focus away from the crucial point, which is emotional support, in so far as they tend to focus on the material needs rather than psychological needs since the former is a lot easier to address than the latter.

Again, if the class registers contain information that reflects on the status of orphan hood of the learner; that is something that should speak to the teacher to mobilise efforts towards seeking assistance for that child through social workers, clinics, NGOs etc. Even literature supports this because it reaffirms that the teacher can use this information to inform his/her plans to manage key aspects of care and support in the school (SAIDE OER AFRICA, 2012). However, if the information is kept in the administrative offices, away from the teacher, that process of networking with possible sectors that could offer help would be lost because then teachers would assume that it is not part of their responsibility. It seems that this responsibility has been taken away and the emphasis is on the integrated interaction between the records, the learner, the teacher and the help out there.

5.3.2 Process of identification of learners needing psychosocial support

Identification of learners needing psychosocial support is one critical aspect which serves as the basis upon which all subsequent support strategies that teachers might use will be based. In this study, the data revealed that teachers were able to identify learners in need of psychosocial support. Pridmore and Yates (2005) postulate that as teachers interact directly with learners on a daily basis, they are better placed to identify orphans needing assistance. Teachers were found to be in a better position to observe and tell the external signs of vulnerability such as inadequate and torn uniforms, behavioural problems, absenteeism from school, poor nutrition, children showing signs of abuse, impaired concentration and others. This was also confirmed by Giese (2004) who maintains that this is possible because teachers are at an advantage to act promptly and respond appropriately.

Presently, schools are recognised as playing a significant role in the support of orphaned learners whose lives have been generally affected either through death, war or displacement (Kirk & Winthrop, 2007).

Within this context, teachers are seen as being at the forefront in the provision of support. Existing literature also talks of the changed role of teachers in the twentieth century; hence, there are increased expectations on teachers. To this effect, studies refer to teachers as being expected to act as protective resources for care and support, especially in the era of HIV/AIDS, as many learners have been orphaned as a result of the epidemic (Bhana et al, 2006; UNICEF, 2006; De Wagtand & Connolly, 2002; Barnet & Whiteside, 2002; Ardington, 2007).

These expectations on teachers are not exclusive to South Africa only, but are a worldwide thing because war ravaged countries such as Bosnia and Herzegovina and Uganda have been training teachers to be able to respond to war situations (UNICEF, 2011). Again in China (UNICEF, 2011), teachers were trained to be able to identify or recognise the signs of distress or any impaired daily functioning among their students. Similarly, this also applies to the South African situation where teachers are expected to be able to identify and assist learners in schools. This was spurred on by the breakdown and disappearance of the traditional support systems in terms of which, in the past, relatives could take in the orphans after the parents

had died (Barnett & Whiteside, 2002; Hepburn, 2005; Hosin, 2001; Allen et al., 2008).

Teachers in schools are in a better position to provide pastoral care as underpinned by the mandatory obligation of the South African Children's Act (Republic of South Africa, 2005; DOE, 1999). Furthermore, literature shows that schools together with teachers can be good promoters of resilience in children (Knight, 2007). With this in mind, the schools should have teachers who are able to identify and support learners in school. In that unique position, teachers are able to respond quickly and appropriately to learners. Thus, the identification of learners needing psychosocial support in school is an essential factor which also serves as a guide for educators towards supporting and improving learners' lives.

Again, where there is a School Based Support Team (SBST), this process of identification can be done in a much more organised manner. This is not only a necessity but it is also set out in the National Education Policy on HIV/AIDS for learner and Educator in Public Schools (DOE, 1999). This structure, among its other duties, is expected to identify barriers which may impede learners from continuing with their learning in school.

This study found that teachers were able to identify learners needing psychosocial support by external signs of vulnerability such as neglect on the outside, inadequate, old and torn uniforms, ill-health and signs of abuse, stress, disruptive behaviour in class, high rate of absenteeism and a drop in school performance. Teachers were able to tick all the boxes from the list that was given, which implies that orphaned learners exhibited all the mentioned problems on the list provided.

This was further supported by documents such as the attendance registers which revealed that these learners were constantly absent from school. In addition, academic schedules proved that these orphaned learners scored below average when they were compared to other learners in the same grade. This was good indication that teachers were able to identify orphaned learners needing psychosocial support. Ebersohn and Ferreira (2011) observed that teachers were able to identify and refer learners to health and other relevant centres outside the schools. Their study found that teachers developed and used systems to identify vulnerability based on behaviour change (drowsiness in class, withdrawal from

activities, expression of anger, sadness and anxiety etc.). Their study also showed that identifying children led to successfully implementing supporting measures. These measures, in turn, promoted resilience in learners. Their study revealed that teachers are better positioned to act as resources for building resilience in schools.

Toros (2013) postulates that early identification of children in school and timely referral to appropriate treatment improves schooling outcomes for many orphaned children. Hence, it is important for teachers to have knowledge and skills to be able to identify orphaned learners successfully. Thus, the early identification of learners would lead to teachers assisting them.

The fact that teachers were able to identify orphaned learners through the signs they exhibited is further supported by Africare (2013) which states that learners can be more easily identified by external signs of vulnerability such as neglect on the outside, inadequate clothing, especially uniforms, signs of abuse, stress, disruptive behaviour in class or drop in school performance. The fact that they were able to identify learners is also supported by UNESCO (2014) which states that it is imperative for teachers to be able to spot symptoms of stress, trauma, and post-traumatic stress in children and, above all, for them to be able to know how to respond appropriately. Thus, we can safely say that teachers were able to successfully identify orphaned learners needing psychosocial support.

The study found that teachers were very much aware of the purpose of identification and they stated that it was to: improve academic performance, give financial assistance to learners, to improve behaviour and also to give moral and emotional support. This indeed happened as teachers reported that after having successfully identified learners, learners were able to get new uniforms from Social Development and NGOs, and teachers were now in a better position to sit and chat with the children in order to find out more about the children's situation and how they can be assisted. Therefore, it appeared that teachers had the knowledge that, after the identification of orphaned learners, they were expected to assist in whatever area that seemed to be lacking in the child. It is also documented that, after orphaned children had been identified, they were able to access things like social grants, new school uniforms, food parcels, fee exemption and regular school attendance and punctuality was achieved through school nutrition (DOSD, 2005; Magome, 2006;

Ardington, 2007; Davids et al, 2006; Ntshuntshe, 2012). Furthermore, Giese (2004) insists that schools should play an active role in identifying orphaned learners to be able to access services.

Furthermore, schools are supposed to have a School Based Support Team (SBST), this is in line with the National requirement that states that schools are expected to have an SBST (DOE, 1999). This is due to the fact that teachers are expected to meet learners' special needs in the classroom and then initiate school-based support initiatives to promote positive development as well as address challenges faced by the learners. This implies that in a school where there is an SBST, the identification of learners can be done with ease and the planning for their support can be done in an organised manner. The SBST is supposed to make use of the strategy of Screening, Identification, Assessment and Support (SIAS) in order to successfully plan for the support of the learner. The manner in which this process is carried out was comprehensively dealt with in Chapter Two (Identification Process) where it culminated in the Individual Support Plan.

In this study, it was found that the selected high schools in the target population did not have such formal structures as required by the Department of Education and that teachers were, firstly, working individually to assist orphaned learners, and, secondly, that some schools had formed committees that operated only when it was needed at that particular time. In some schools, the LO teacher was assisted by other teachers in identifying orphaned learners in need.

It transpired from the responses in the study that teachers were able to identify learners needing psychosocial support but they were working in an informal manner as some of the principals even said that the teachers were doing it out of interest. The manner in which they were working was haphazard because they did not have any formal structures to begin with. It was also not co-ordinated to the extent that they can arrange an organised plan for learner support.

The SBST's main priority is to offer informed support to orphans and vulnerable children as part of a school based support strategy (DOE, 1999). In the absence of this structure, an educator's efforts can even fall by the wayside since there is no formal body to report to and do follow up on the teacher.

This support, which is provided by the teacher and the SBST, is supposed to be made more inclusive through interactions with each other. As it is now, the teachers are operating exclusively on their own without any assistance from the SBST or any one for that matter.

The theoretical framework on which this study is based emphasises a broad interaction between the support structures, thereby underlining the integrated approach that may be used by teachers in providing psychosocial support to orphaned learners in school.

First of all, the SBST is supposed to be working towards formulating an individualised support plan for a learner in need of it, which again involves a network of professional people, like teachers, psychologists and social workers to work together to assist the learner (DoE, 2008). In the absence of such a structure (SBST), efforts towards assisting the child may fall by the wayside due to the lack of follow-ups on the cases, as teachers have testified to this already happening. Hence, many orphaned learners end up not getting any proper care and assistance. These networks and integrated assistance would see these professional people/sectors coming together regularly to discuss and plan for the recovery and support of the child (DoE, 2008).

In Georgia, Caucasus region, they make use of the services of psychosocial teams which comprise of psychologists, other professionals from NGOs for the intervention on referred cases, referred by the person in the school in charge of support services (Toros, 2013). Regular meetings between these people take place twice a month in order to discuss the referrals and to make an overview of the situations in schools. From this, we see a perfect example of schools that use teams of professional people coming together in a co-ordinated way to support learners.

The same approach was used by the Slovenian governments where professionals like teachers, primary health care workers came together to help children overcome traumatic experiences like losing parents and other psychosocial adversities (Mikus & Zemlak, 2007). This programme is underpinned by an emphasis on the capacity building of partnerships towards psychosocial support for children. It is also interdisciplinary and inter-sectoral because it links up professionals in the educational sector and health sector in their psychosocial support programmes. This

means that teachers cannot work in isolation, they need to network with other professionals, form partnerships with other structures so that intervention programmes aimed towards assisting learners can be structured by all parties involved. In this way, intervention takes place on multiple levels, in school, the health sector, social services etc. This networking helps to open up lines of communication between the different sectors so that they are able to share their experiences and support each other (UNAIDS, 2001). It is through such networking that best practices can come out, thereby improving programmes and levels of support provided by teachers.

Ebersohn (2011) found that in South Africa, through Screening Identification Assessment and Support (SIAS) structures, teachers could use social networks, partnerships with people related to certain expertise like health care professionals, clinics, social workers and assets like small business men, to promote psychosocial support in schools.

This correlates with the above mentioned studies that emphasise the important role of networks and collaboration and forming partnerships as very central to strengthen interventions in schools (Toros, 2013; Ebersohn & Ferreira, 2011). With the absence of the SBST, many of these useful and important opportunities could be missed out on, this also includes the development of a co-ordinated network that can assist teachers in rendering effective support for orphaned learners in school.

5.3.3 Strategies teachers use to provide psychosocial support to orphaned learners

The key goal of psychosocial provision in schools is for learners to be assisted, whatever differences or challenges they may have. This is also supported by stipulations of the White Paper 6 that are binding which state that supporting orphans and vulnerable children while they are in school is a basic right (DoE, 1999). Therefore, the Department of Basic Education and all schools are obliged to respond to the emotional, behavioural, social and mental health and wellness needs of all learners and teachers (DoE; CSTL, 2011).

Strategies are methods that teachers may use to improve student learning. Therefore, in the teacher's teaching plans he/she may involve strategies to support

orphans and vulnerable learners. Thus, whatever strategy the teacher chooses to utilise, he/she may be guided by the goals that he/she wants to achieve for that particular purpose (National Association for the Education of Young Children (NAEYC), 2005).

Now, as far as psychosocial support is concerned, White Paper 6 says that teachers in schools may choose programmes (developed by the Ministry of Education), which will, among other things, (I) co-ordinate support and care programmes for learners (II) put in place referral procedures for educators to follow (DoE, 2011).

Therefore, as part of responding to these tasks, teachers are forming partnerships with communities and referring learners to outside centres and also forming circles of support, forming circles of friends and the back to school programme. It is against this background that the study endeavoured to find out what strategies teachers use to provide psychosocial support to orphaned learners in the King William's Town District.

In this study, it emerged that teachers counselled orphaned learners to try and understand their problems and situations. They also looked for sponsors and Non-Governmental Organisations (NGOs) to provide orphaned learners with physical materials such as uniforms. Again, teachers gave orphaned learners extra food from the school nutrition intervention programme to make sure that they had something to eat while they were at home. They also made use of the health sector by referring learners to clinics and again they referred orphaned learners to social workers so that they could be further assisted in accessing social grants. It also emerged that teachers made use of the police in those cases where they suspected abuse. Some teachers mentioned referring orphaned learners to school based support teams who further referred them to the relevant offices.

This is good practice of the referral system, but then again these strategies needed to be checked if they were effective or not in order to find out if orphaned learners benefitted from them. To this effect, respondents also attested to the usefulness of the strategies in helping learners. They agreed that orphaned learners were receiving the much needed uniforms and social grants. This was made possible by the NGOs who provided orphaned learners with much needed uniforms. Studies have observed that NGOs contribute an essential service to orphaned learners in

school (Hepburn, 2001; Kajawu & Mwakwa, 2006). According to these scholars, NGOs can offer assistance by providing much needed assistance to children at a cheap cost. The important role played by NGOs in assisting orphaned learners in schools is underscored in Ntshuntshe (2012). In her study, she found out that orphaned learners received assistance in the form of school uniforms. Davids (2006) also noted the important service in the form of food, clothing and other forms of care delivered to schools by NGOs.

As far as social workers were concerned, orphaned learners referred to social development offices were able to access social grants and other psychosocial support. In the year 2000, the government put in place policies and programmes to enable orphans and other vulnerable children to access social grants as a poverty alleviation strategy. The study revealed that orphaned learners have to be assisted by social workers in order for them to access these grants. Therefore, teachers referred orphaned learners and caregivers to social workers for social grants and other psychosocial needs. Studies by Skinner and Davids (2006) as well as Ardington (2007) have also brought to the fore the successes with regards to orphaned learners receiving social grants. *Excellence*

The study also revealed that some child-headed families were assisted by making contact with social workers and making them aware of the children's situation. The police were also involved in arresting the relative who was found to be abusing the orphaned children. The phenomenon of child-headed homes is nothing new to the Sub-Saharan region where a large number of orphaned children have been seen becoming heads of homes at an early age (Barnett & Whiteside, 2002; Skinner & Davids, 2006). This, as has been mentioned before, is due to the disintegration of the African kinship fabric in terms of which families and relatives used to take in orphaned children. Thus, orphaned children become vulnerable and exposed due to the absence of a parent or caregiver. The absence of a parent heightens the risk of sexual abuse in orphaned children, especially the girls (Thurman, Brown, Richter, Maharaj & Magnani, 2006; UNICEF, 2006). In this regard, the efficiency which the social workers and police displayed in the management of the above-mentioned case showed the good practice of using referral system by the teachers, social workers and the police.

This again displays a good interaction between the different sectors. It is also important to mention that these strategies used by the teachers are interactive methods which are inclusive as a result of interactions with each other. For instance, looking at the case where one school worked with social workers and the police to rescue a child-headed family and then they proceeded to find foster homes for the orphaned children. This is a perfect example of good results coming out of the interaction between the different sectors to provide psychosocial support to orphaned learners. This system of referral is a way of linking orphaned learners with available resources such as clinics, social development services, police (in cases of abuse) and is, in fact, in line with literature which indicates that collaboration and partnership are core essential elements in the quest to provide support to orphaned learners in schools (REPSSI, 2012). Therefore, this means that the intervention aims to achieve an integrated programme for psychosocial support that targets all services in an effort to assist the child (REPSSI, 2012).

As already stated in Chapter Two, inter-sectoral collaboration can never be over-emphasised because, in order to holistically address the needs of all learners in a comprehensive and meaningful manner, it is best to engage a diversity of skills and resources at all levels, whether it is government or non-governmental role players (Miet, 2008; REPSSI, 2012; DOSD, 2005; UNICEF, 2012).

The study again revealed that NGOs also participated in providing counselling to the abused learners and also conducted HIV/AIDS awareness campaigns to orphaned learners in schools. The district officials also noted the valuable support of the NGOs in providing counselling to abused learners. They also facilitated intervention strategies for homes where there were parents experiencing problems with substance abuse. The NGOs even went as far as assisting learners with school work. All teachers agreed that the collaboration with these NGOs was very effective as it was evident that they played a big role in assisting orphaned learners in schools. This kind of support provided by NGOs is just unique to South Africa; NGOs are collaborating with teachers and other members of the school community to form part of the solution to orphaned children all over the world. For instance, in Tanzania the project HUMULIZA is attached to orphaned children in Shamba district and functions under the West Victoria Development Health Association (UNAIDS, 2000:31). This project is, primarily, concerned with the psychosocial needs of

orphaned children by providing counselling sessions. They also conduct educational seminars for teachers and other NGOs on the importance of communicating, providing support to orphans and other vulnerable children (UNAIDS, 2000:30). In these seminars, which were held under the auspices of HUMULIZA, teachers were sensitised to a variety of issues concerning orphaned learners, ranging from the identification of problems and needs of students as well as attachment issues and how they could improve the learner's self-esteem. This project recorded success as children were more open to expressing their feelings to teachers because there was a sympathetic ear. This project had a ripple effect because even class attendance was also improved as learners were now encouraged to go to school (UNAIDS, 2000:31).

This project is not only known in Tanzania but it is also operative in Zimbabwe. The project has recorded success stories of interventions and provision of psychosocial support to orphaned children both in Zimbabwe and Tanzania (UNAIDS, 2001). The crux of their project is to see what support can be provided for the child before and after the death of the parent in order to enable the child to cope better with the situation. It also illustrates how networking between different sectors enables the schools and organisations to collaborate in addressing a variety of children's issues that they could not tackle alone (UNAIDS, 2001). This again is in support of the study's interactive model of psychosocial support which demonstrates that the provision of effective support is an integrated process. This study also found interaction between schools and NGOs to be useful and this was illustrated by the NGOs working with abused children by providing counselling to them and also assisting them in doing their homework. The NGOs and schools came together in collaboration to assist orphaned learners. However, the NGO's main concern in this study was providing counselling to orphaned learners and not necessarily to be actively involved in capacitating teachers with counselling skills. This would have been much beneficial to teachers in this district because the data had revealed that they did not receive any training in psychosocial support. In the end, this would see the two sectors coming together in efforts to building capacity and sharing best practices. It seems as if the schools considered their role in limited terms, as being confined only to facilitating the referral process for the learner to meet professional people in the other centres and not beyond that.

Another example of a collaboration by NGOs was seen coming out of East Africa (UNAIDS, 2001). The NGO network of East Africa (ANNEA) is a consortium of NGOs in Kenya, Uganda and the United Republic of Tanzania working in the HIV/AIDS field. In Kitgum District (Northern Uganda) the NGO AVSI was providing psychosocial support to those youths who had undergone traumatic experiences during the wars that lasted over two decades (Bannink-Mbazzi & Lorschiedter, 2009). Even in Tanzania, NGOs were also doing some valuable work in psychosocial provision albeit independently. As a result, ANNEA was established with the idea that through networking, organisations could better support each other in their efforts to conduct work related to HIV/AIDS so as to strive for more efficiency and effectiveness (UNAIDS, 2001). Through this networking, they envisaged greater sharing of experiences, organising of development and capacity building. Thus, ANNEA strived to build unity between NGOs working in the three countries in order to support each other's interventions in HIV/AIDS prevention and care. This whole idea of partnering was brought on by the realisation that NGOs were working as separate entities and did not know what the other one was doing in the same field. Therefore, they envisaged that through networking between the NGOs, communication was facilitated as a way of sharing experiences/ideas and improving support programmes. The findings of this study do not seem to reveal similar efforts from South African based NGOs. Instead, the study established that different NGOs provided support to orphaned learners but they worked in isolation. Their work is not an integrated effort between all parties whereby they can come together to share experiences, build capacity and even strengthen each other in their support efforts.

Again UNICEF, in Georgia, saw a network for trauma management and referral system for critical cases between schools and professional NGOs being developed. This initiative saw severely traumatised children from schools being referred to professional psychologists from the NGO (Toros, 2013). Thus, Psychosocial Support and Crisis Intervention Programmes (PSCI) were developed. The PSCI was a coordinated network of teachers and professional NGOs. However, this is not what came out from this study. From the above example, it is clear that there is a collaborative effort between the schools and professional people from NGOs, unlike in the current study where the researcher observed that various organisations are

working independently. The researcher did not see anywhere where the different people/sectors were coming together to talk about cases, referrals, methods of support etc. in order, firstly, to build their own capacity, secondly, to come out with a straight forward systematic way of carrying out the support in a way that would involve all of them.

Hence, one of the factors that came out of the study was that teachers expressed unhappiness because some of the strategies they used seemed not to be as effective. They said while NGOs and social workers may provide learners with food and uniforms that did not address the root cause of learner problems or behaviour. This is what was echoed by one respondent that learners may be identified and provided with material things but that the underlying psychosocial problem is usually ignored. Thus, the problem/behaviour may continue to exist despite the support provided. This was also observed by Richter, Manegold and Pather (2004). The researcher observed that many schools make the mistake of working as different entities to the exclusion of other parties/sectors because, in this instance, the teachers could see that one strategy of providing learners with uniforms etc. was not working then they would have engaged the other partners/sectors so as to discuss/share views of the way forward on these cases. They could also identify gaps and see where other strategies fall short. This means that what is needed is a multi-pronged approach rather than each cluster working in isolation of each other. The collective effort of the different providers of psychosocial support can strengthen each other in order to produce the best results (Richter, Foster & Sherr, 2006). As the study has already demonstrated, all the different sectors/types of people have something to offer towards psychosocial support i.e. care and support of that child (REPSSI, 2012). This again points to the need for integrating the psychosocial support effort provided to orphaned learners.

Secondly, the absence of School Based Support Teams is another factor that could assist in strengthening the support if other strategies are not effective enough. For instance, one of the duties of the school based support team is to make up an individual support plan and to follow-up with a review so as to make provision for an alternative plan if one strategy is not working. That kind of expertise from other parties/sectors would come in handy in such cases. Interestingly, one district official emphasised the formation of School Based Support Teams as one of the strategies

that teachers can use to provide support to orphaned learners in school. The researcher was able to make a link with the discussion on the identification of orphaned learners, where district officials commented that, if a school has an SBST, then, this structure informs the plans on how to manage the key aspect of psychosocial support in the school (Saide OER AFRICA, 2012).

Sadly, the findings of the study showed that the selected high schools did not have SBSTs and that teachers were doing the work of providing psychosocial support out of interest, which is a great pity because the presence of this structure makes psychosocial support provision for orphaned learners all the more easier.

Another strategy that could assist schools and also enhance the counselling provided to learners was by utilising peers. Friendships and social support are some of the things that help children cope with difficult situations and also contribute towards building positive self-esteem (REPSSI, 2012). In Chapter Two, it was discussed that, for the adolescent, attachment relationships contribute a lot towards identity formulation and self-esteem. However, the child alone may not be able to reach out to other children and this is where the teacher comes in. This is because the teacher is seen as the main "tool" in facilitating this process (REPSSI, 2012). Sometimes, by virtue of the teachers' personal attributes and his ability to exude warmth and compassion to his/her learners, these may be transferred to the learners and thus the mood and atmosphere to foster friendships is created.

Hence, the researcher maintains that another way in which orphaned learners in school can be supported is through formation of friendships (circles of friends). This is the way in which children can be helped to deal with difficult changes in order to bring them closer to people whom they know and trust (ibid). The idea of a circle of friends is based on the notion that children who have supportive relationships in their lives, tend to cope and thrive well in life, and they may even go and be strengthened by what has happened in their life (ibid). Miller (2003) sees this as the active participation of the peer group or creation of a friendship group in order to promote acceptance of a child experiencing alienation or rejection within the school. This scholar postulates that this technique has been proven to increase the social inclusion of learners who are displaying emotional and behavioural difficulties. It has also been observed that children going through difficulties like grief/loss find difficulty

in expressing themselves (UNAIDS, 2001). They have a tendency to internalise the situation and they feel a sense of personal responsibility for what has happened or what they see around them (UNAIDS, 2001). Peers can communicate and make a breakthrough in a way that adults cannot (UNAIDS, 1999). That is why peers are seen as playing an important role in reinforcing the positive self-esteem of orphaned learners, especially HIV/AIDS affected learners (UNAIDS, 2001). The different ways in which friends/peers can be used in fostering psychosocial support in schools has been dealt with in detail in Chapter Two. This strategy has also been used in Tanzania where Madoerin (2008) documented that child and youth led organisations are making special visits to children who had lost their loved ones. This was prompted by the realisation that children are often neglected at funerals and through these visits they were encouraging other children to show love and care to others as well. What the youth is doing here is even supported by Africare (2013) which sees effective psychosocial support as having discussions with caring individuals of the same age with whom children feel safe and free to express their emotions, concerns and fears.

In this scenario, teachers can play a very important role as facilitators by bringing the youth together. They can take part in training them on some important aspects of psychosocial support and even leading the groups sometimes. The teacher can schedule times for the groups to meet, even if they meet in school during break time or after school. One of the teacher's roles is to build self-esteem in children by helping them express their feelings/wishes in a safe environment with people who they trust and will listen non-judgementally to them (REPSSI, 2012). This, in turn, will restore confidence in learners. The teacher plays an important role by creating time for children to talk freely with others of the same age group. Through facilitation of these small groups, the orphaned learners can share their experiences because children who have been through loss of a parent, abuse, domestic violence and natural causes may find it helpful to talk about that experience (UNAIDS, 2001; REPSSI, 2012). These discussions can even go beyond dwelling on the past but, instead, it could be on their thoughts about the present and the future as well. The teacher can even build structured therapeutic activities like the art, music, dance and drama. All these interactions between the learner, peers and the teacher contribute to the creation of those friendly spaces, which, in turn, contribute to strengthening

the child's sense of control, coping capabilities thereby restoring normality, dignity and hope for the future (REPSSI, 2012; Siegel, 2008). People do not actually need to be in control all the time but what they really seek is to have a sense of control. Therefore, with the teacher taking control of the situation the child can also get a sense of control by ceding it to the teacher, which requires trust (Siegel, 2012). Therefore, by trusting the teacher the child also gains a sense of control. That is why Siegel (2012) postulates that trust and control support one another. Not only does trust cede control but the need for a sense of control drives us to seek trust (ibid). Hence, orphaned learners tend to thrive better in those environments where there are peers and teachers who are familiar to them and who are people whom they trust.

The strategy of using peers was used further in Tanzania, where there is a youth support group run entirely by the youth (UNAIDS, 2001). However, they are financially supported by Humuliza, and here orphans learn, from older orphaned youth, survival skills such as hygiene, interpersonal skills, self-esteem and responsibility in order to maintain a healthy and successful lifestyle. Within this group, orphaned youth learn skills because they believe that donation of food and money alone is not enough for orphaned children to survive on their own. The skills learnt will enable them to make empowered decisions, co-operation and they may even put the skills to use (UNAIDS, 2001). Unfortunately, in this study, the findings reveal that there were no youth/peer support groups for orphaned learners in the ten selected schools. This is a great pity because the above examples have demonstrated that peers can be a very powerful strategy that can be utilised in the psychosocial provision of learners in school.

Again in Zimbabwe, Youth for a Child in Christ (YOCIC) is an example of an organisation that works with Masiye Camp (run by the Salvation Army) to provide ongoing support for children in their own communities (UNAIDS, 2001). This is a youth initiative which is managed by youth in support of children affected by AIDS and orphans in particular. All Masiye Camp leaders are youth volunteers and they provide teenage orphans an opportunity to be actively involved in the care and support of peers in the community (UNAIDS, 2001). This is yet another good example of good practice of psychosocial provision of orphaned learners. In this instance, the church, Salvation Army and communities work in collaboration with

youths from school to provide support to orphaned children. The strategies involving peers/youth are very powerful and effective strategies that teachers can utilise to support orphaned learners.

These strategies involving peers and youth can further be utilised by teachers for children coming back to school after bereavement. One of those strategies is the Back to school strategy which Nelson and Rae (2004) refer to as a “return” to school. This strategy encourages orphaned learners to go back to school after the bereavement period. In this programme children are given special time to be at home; there may be individual differences as to how much time a learner may need to return back to school. The study found that schools were allowing learners to go home to be with their families during the bereavement period. They collected money as donation towards the bereaved family and then proceeded to the family for a prayer session. But that is as far as it goes and the child is expected back at school immediately after the funeral. Even the time that the child is allowed to be with the family is not an official thing but it is based on mutual understanding between the child’s family and the school (Ntshunshu, 2012). The Back to School strategy, for instance, could be used much more effectively to the benefit of the orphaned learner. For instance, in Chapter Two the concepts of validation and reassurance were discussed in detail. The learner at this stage needs that validation of experience which is recognition and acceptance that what the learner has just gone through is valid (Hall, 2002). Validation is important when it comes to achieving psychological/emotional well-being. Validation entails listening; therefore painful experiences will be acknowledged and this will, in turn, improve communication between the learner and the teacher (Hall, 2002). When the teacher validates the child, he/she invariably creates a safe context for the learners to express their fears, worries and issues that make them uncomfortable. All those painful experiences and concerns that are expressed, acknowledged and validated by a trusted listener will diminish (ibid.). Thus, through the process of validation, the child gains that reassurance which gives him/her hope for the future and regains lost confidence. Reassurance can actually go a long way in making people feel they are not alone and that other people are backing them. Again, in all these processes, the teacher is at the forefront and plays an important role in making the learner feel emotionally secure and helping him/her to persevere (ibid.).

The use of various strategies can never be over-emphasised because in the absence of one strategy, the others remain active (as support is supposed to be a multi-layered structure) and can even run concurrently at times. Also, the researcher imagines what can happen if all these strategies can be put to maximum use through interacting with one another. This is also what some of the teachers observed and commented upon, that it seemed that there was no link between the different sectors due to the absence of follow ups on learner cases by either the district officials or social workers.

In this study, it emerged from the district officials that they considered the strategies as effective since they had examples of how one learner, who was dyslexic, was successfully assisted and that he was now doing quite well in a main stream school. Another district official described the strategies as much effective, especially when the teacher involved people like social workers, because, then, social workers made sure that learners gained access to social grants and followed the cases as far as their homes if there was a need to do so, as some caregivers were prone to misusing the social grants. However, this report by the district officials is not in agreement with what the principals had observed. The principals maintained that the district office was delaying attending to their cases. To this effect, they cited two examples whereby two learners in one school could not read and write and the matter was reported to the district officials. The principal stated that the cases were never attended to and he was still battling with that problem. The other principal cited a similar situation where he reported a case of a child who was not making progress academically. The officials came and gave the child a test but they never got any results or feedback. As a result, they still had to grapple with the same problem. It appears, therefore, that there are contradictions in the two reports. In fact, what the principals were reporting was in line with other findings of late responses by district officials and social workers.

From the above discussion, it is clear that the strategies teachers are using, i.e. referring orphaned learners to social workers, the police and forming partnerships with NGOs, were working quite well because they saw good results, with the learners being assisted successfully. This bears testimony to an effective utilisation of strategies to provide psychosocial support to orphaned learners in school. The use of strategies discussed in this section (5.2.3) is also supported by literature

which shows teachers using these kinds of strategies to support learners. For instance, in South Africa, Ebersohn and Ferreira (2011) in their study found that teachers identified and referred learners to health centres and social development offices in order for them to receive primary health care and social welfare services. Referring orphaned learners to social workers is good because social workers have been professionally trained to enable them to provide psychosocial support to orphaned learners in need of assistance. The training of social workers is necessary because they have to work with orphaned children who may have emotional problems due to their circumstances. Thus, studies have found that social workers are fully capable of providing psychosocial support to orphaned learners and assisting with learners who need help in schools (Ntshuntshe, 2012).

The study found that teachers were also providing psychosocial support in the form of counselling to learners in school. They said they were doing this because social workers and district officials took time to come out to their schools, which is good practice of psychosocial support on their part. This made teachers to learn to be patient or even to rely on their own devices to try and assist the orphaned learners. Even district officials concurred with this, as they said that the support they were providing to learners in schools may not be as continuous as they wished it could be. This is what was observed by the school principals, that district officials are not regular in their visits and also that they do not respond as quickly as they would like them to be. The teachers resorted to providing speculative reasons/explanations for this behaviour, saying that, perhaps, the district office was short of staff. Some principals even speculated that perhaps the officials were just coming out to schools so that they can be able to write and produce reports that were needed by senior officials.

However, this strategy of providing psychosocial support to learners in school has been used by other schools as well. An example of this is Zwelitsha Primary School outside Port Elizabeth in the Eastern Cape where the Deputy Principal is offering school-based counselling support to learners in school. She then keeps a book where she records the names of the learners she sees and the kind of assistance that was provided. The book is kept safely in her office because of the nature and confidentiality of the work that she is doing (Saide OER Africa, 2012). This is a good example of school based counselling; however, from the study itself it is clearly

evident that teachers seemed to be working alone because they did not have any structured way to do their work. They did not have any records of the kind of support they had provided to be able to link up what they had done with further support from social workers or the district officials. They reported that they were just helping out and what they were doing was not anything formal. Even social workers, on their side too, seemed to be running their own programme without involving the teachers; this was stated by the teachers citing the late responses and lack of follow up on the cases by social workers as evidence of this lack of integration of strategies. Hence, teachers were complaining about the late responses and lack of follow up from the outside centres. Against this background then, one may surmise that there seems to be no evidence of a properly co-ordinated *modus operandi* for both teachers and social workers. This again reflects that there is no proper plan of action between these sectors. Each sector seems to be operating according to its own schedules/time frames and hence the provision of psychosocial support appears to be haphazard.

Schools are also forming partnerships with communities as a way of accessing resources which can be beneficial to learners (REPSSI, 2012). Teachers are forming relationships with other supporting structures outside the schools which serve as a means to access and mobilise resources to address the needs of orphans and vulnerable children. Firstly, teachers followed a family-centred approach by partnering with families and communities as a way of promoting resilience in schools. They encourage struggling parents and guardians to start vegetable gardens in their communities. Ebersohn and Ferreira (2011) found this strategy to be useful because it managed to draw parents to schools and there was increased interest on their part to participate in school activities, which was not there before. The study found that there was something similar to this strategy whereby the principal reported that the Life Orientation teacher, together with the learners, had a programme where they visited identified old and struggling community members. She reported that this was prompted by the fact that in that rural community, most people, in general, were struggling and that most old people were living alone because their children were either dead (through HIV/AIDS) or working in big cities. So what they were doing was to go their homes to clean up for them and also to fetch water. The learners collected money to buy essential items needed for

cleaning, like polish. This, of course, goes a long way towards providing evidence of working with communities, but they needed to capacitate them on activities like starting gardening to alleviate poverty in their homes, as the above mentioned example has already shown.

This is also happening in other countries as well (Mikus 'Kos & Zemljak, 2007). For instance, in 2003 the Austrian and Slovenian governments initiated a programme called "Psychosocial Help to Children, Families and Teachers in Iraq" which is a community based psychosocial programme for children. This project aims to empower Iraqi professionals like teachers, primary health care workers, parents and other caretakers to help children overcome traumatic experiences such as losing loved ones and other psychosocial adversities. The programme is supposed to contribute to the social wellbeing and social reconstruction of the communities by linking knowledge, best practices and resources in order to assist in the development of professionals and, at the same time, to support learners. The programme was initiated with a strong emphasis on capacity building of local partners, which includes the school system, primary health care and the communities (Mikus'Kos & Zemljak, 2007). Psychosocial activities aimed at protecting the mental health of the child were implemented in primary schools and primary health care settings. The researcher concurs with the two initiating partners of the programme, who see this programme as a model of psychosocial practice, in that in its endeavours to assist learners, it is forming partnerships with communities and other sectors, like health, in order to engage them, so that they can share best practices and resources in their quest to provide psychosocial support to learners in that country. This is something which the researcher did not find in this study; even though schools, health workers, police were making a contribution, however negligible, but there was lack of a concerted effort to share best practices and resources in a co-ordinated and continuous manner. This would, if effectively implemented, also contribute towards the development of professionals, especially teachers, in their psychosocial provision duties.

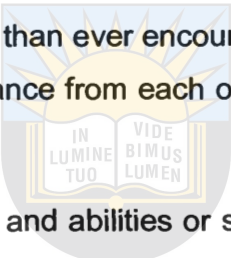
Farm Orphans Support Trust (FOST) is another national community-based support programme that facilitates support for orphaned children in difficult circumstances in commercial farms in Zimbabwe (UNAIDS, 2001). This programme is based on the belief that children have the best chance for development within family circles, i.e. in

a familiar environment and also without separating them from their siblings. Therefore, the primary aim is to increase the capacity of farming communities to respond to the orphan crisis. In this regard, they started gardening projects within the communities whereby each learner has some kind of responsibility towards the garden. Afterwards, the produce is sold to meet orphan material needs at school (UNAIDS, 2001). Secondly, they have recruited Child Care Representatives who do family visits, motivate and supervise community childcare and encourage interaction between orphans and non-orphans. These people also work closely with farm health workers to register and monitor the children. FOST has also established Community Project Clubs for equipping children with skills including organising HIV/AIDS awareness campaigns. Sadly, in this study the researcher hardly found such projects where communities and the youth were actively involved to such an extent as to form garden projects to sustain local communities. This project not only provides food but also teaches children and communities how to be financially independent. This is a pity because, although there was a school that was helping struggling older citizens by cleaning for them, but then their efforts end there and they do not offer anything beyond that. However, had they taken it further as to teach them such skills as gardening in order to combat poverty as well this would have certainly yielded positive results. Hence, the researcher maintains that schools and different centres seem to be working in isolation and their efforts are not integrated, in terms of them coming together to discuss and have an overview of the general psychosocial support provision in their schools and communities. Hence, the researcher feels that a properly well-structured plan of action would benefit the teachers in this district a lot. This would give them a chance to share views and also to see the gaps in their collaborative effort to provide psychosocial support to orphaned learners.

This strategy of forming partnerships with communities has also been observed in Lesotho. The Open Society Education Support Programme and the Open Society Initiative for Southern Africa carried out a study to assess the extent of the work/efforts towards assisting orphans and vulnerable children in schools. In particular, the study was intended to probe in greater depth the achievements of such initiatives in the two countries (Open Society Foundation, 2013). The study revealed that some of the support was direct (focusing on individuals – Lesotho Girl

Guides Association and Moya Centre), while some support was indirect and focused on strengthening systems and general community capacity (World Vision Lesotho or the Bantwana Schools Integrated Programme). What emerged as common across both cases was the need within communities to support vulnerable children because this in turn strengthened unity among community members as a whole (Open Society Foundations, 2013). Again, the study did not find similar scenarios whereby schools and communities were working in partnership to support orphans and vulnerable children.

Psychosocial support of orphaned learners by communities is based on the notion of building resiliency in learners and even communities themselves. Communities and learners vice versa are now more than ever encouraged to reach out to each other in order to draw support and assistance from each other (Warner, 2013). Resilience is fostered by three factors:

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- The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays emanating from it. Below the sun is an open book. The text 'IN LUMINE TUO' is on the left page of the book, and 'VIDE BIMUS LUMEN' is on the right page. The entire emblem is set against a background of a stylized sunburst.
- i. Positive individual attributes and abilities or skills e.g. self-confidence, sociable temperament, optimism and a willingness to accept responsibility and adapt to challenges; life skills and social skills;
 - ii. Family characteristics and relationships e.g. caring, nurturing and consistent parents and adults and a positive network;
 - iii. The environment beyond family e.g. supportive teachers, religious leaders and sports coaches who provide encouragement and positive feedback (DOSD, UNICEF, REPSSI, 2012).

Our focus will zoom in on the last one of the three, that is, the environment beyond the family, be it religious leaders, sport coaches or even communities (DOSD, UNICEF, REPSSI, 2012). Psychosocial support for orphaned learners can be fostered through the formation of these partnerships with communities, which would, in turn, lead to the strengthening of a learner's resilience.

Given the descriptions of the above mentioned strategies used by teachers to support orphaned learners in school, the researcher is of the opinion that the circles of support, in a way, would seem to encompass all the various strategies. This is because orphaned learners can be supported through the various methods already

discussed. The important thing is that the circles are supporting and strengthening each level of support from breaking down. This strategy can be described as a wide range of supportive relationships that are available to learners (REPSSI, 2012). These relationships cover both informal and formal social interactions, these being care and support offered by care givers, family members, friends, neighbours, educators, religious institutions, community members, psychologists, and social services (REPSSI, 2012). In this seemingly elaborate structure the learner is in the centre and is surrounded by the circles of support. Each circle offers reinforcement in the well-being of the child and the circles are made of caring and affectionate adults. The collective efforts of the different providers of psychosocial support can strengthen each level of the learner's circle of support and also guard circles from breaking down (Richter, Foster & Sherr, 2006). In essence, what this means is that no strategy can be effective when used in isolation, instead, they should work in collaboration as a way of providing support for the child. This, in turn, means that no child may be left without support, as, in the absence of one of the circles, then, the other support "circles" should be readily available to act as buffer, preventing a child from being isolated.

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The discussion on the above-mentioned strategies and the manner in which they are carried out (providing psychosocial support) to orphaned learners is a perfect example of these circles, but the researcher sadly notes that schools are not taking advantage of utilising all the different forms of strategies in order to achieve that collaboration between the different sectors. The schools and different sectors stand alone, working in isolation, to the exclusion of other parties. This is unfortunate because the collaboration would ensure that all the various people/ professionals/ sectors are involved/ roped in to create that integration and concerted effort towards providing psychosocial support for orphaned learners. Hence, there appeared to be issues that teachers, school principals and district officials were not happy with. Even the researcher observed that some of the useful strategies (such as the one discussed above); namely, forming partnerships with communities, circles of friends and back to school, were not utilised by schools. Lastly, the study found that not all the strategies that were highlighted in chapter two were utilised by teachers in schools. This leaves room for improvement and also to supplement other strategies that are currently used by teachers.

5.4 Support (including and monitoring) for teachers to enable them to provide psychosocial support

This section will start off by discussing the training of teachers in psychosocial support.

5.4.1 Training of teachers in psychosocial support

It has already been stated that training teachers in psychosocial support is based on the premise that education brings normality to distressed learners, as the school, through its stable environment and of course the presence of the teacher, presents a familiar, friendly and trustworthy environment (INEE, 2007). In this way, the school becomes a powerful vehicle through which psychosocial support can be provided (Giese, Meintjies & Chamberlain, 2003).

The study endeavoured to find out if teachers had been trained to provide psychosocial support. The data revealed that teachers had not been trained to provide psychosocial support. However, the school principals and teachers seemed to think that the Life Orientation (LO) teachers had received training. Training of teachers in psychosocial support is now gaining momentum globally, especially since now, more than ever before, schools and learners alike are faced with so many challenges, ranging from children orphaned through HIV/AIDS, wars and violence, teenage pregnancies, substance abuse etc. (UNICEF, UNAIDS, PEPFAR, 2006; UNICEF, 2007).

For a long time, literature seemed to focus on training teachers to respond to the provision of psychosocial support in schools for the purposes of natural disasters, violence or wars (Priwitt, Diazz & Dayal, 2008). But now, due to many challenges which schools and communities are faced with, we are beginning to see a gradual shift from this trend.

Various schools in different countries are training teachers in psychosocial support so as to be able to respond appropriately to those challenges unique to that particular country/region (UNESCO, 2010; UNICEF, 2011). This is because governments are recognising that schools are both a place for learning and a place where children can overcome the psychosocial stress of emergency. For instance, in

Haiti after the country was hit by an earthquake, a training course for teachers was organised by UNESCO in conjunction with Quisqueya University for psychosocial support in secondary schools (UNESCO, 2010). Here we see an example of different sectors coming together to combine their skills in their efforts to train teachers. Thus, from the different sectors, best practices and capacity building can be shared. The objectives of the course were to train education administrators to overcome the trauma of the earthquake and restore faith in the future among the learners. This would be done by capacitating them through team-building techniques, role playing and creating discussions between learners and teachers. School administrators would, in turn, train teachers who would then pass this knowledge to the learners in school. The main objective was to help the administrators to manage their own emotions first before they could help teachers and learners in school. They were taught how to spot symptoms of stress, trauma, and post-traumatic stress in both teachers and learners, as well as how to deal with them. This was done because they believed that teachers should be seen not to be school masters only, but to be mentors who can provide psychosocial support to their learners as well (UNESCO, 2010). The rationale behind this is important because, if teachers are unable to keep their own emotions in check, they might even perpetuate the stressful situation. The study found that teachers did not receive any training in psychosocial support but despite that they were able to identify learners needing psychosocial support by outside appearance and the behaviour they exhibited. Besides this, there was no training, even from other sectors like health department and NGOs etc. The study showed that identifying learners alone did not help, but that teachers needed to be trained so that they know what to do next. Thus training in psychosocial support proved to be the area which they lacked most. Lack of training of teachers in psychosocial support was also found to have a negative impact on children affected by floods in Pakistan. A psychological assessment of the children revealed that many of them were facing several issues of insecurities, behavioural and psychological problems (Save the Children, 2011). Children became terrified whenever there were signs of rain or they showed hesitation whenever they had to go to town, fearing something terrible might happen to them. This was a result of the fact that children did not receive any intervention even after they had exhibited signs of distress. Clearly, early intervention in the form of psychosocial support would have

benefitted the children but teachers might have not been trained to deal with that situation.

The training of teachers was done in Sichuan (China) to help them recognise signs of distress or impaired daily functioning among their students (UNICEF, 2011). This followed after the town had suffered an earthquake. Teachers and learners alike exhibited symptoms of withdrawal, anxiousness, fear, denial and depression. In addition to this, after the earthquake, schools were consolidated and re-organised, with students being moved around to other schools, where they were now faced with teachers who were not familiar to them. After participating in the training himself, the principal reported that he realised that psychosocial support was crucial in the reconstruction of a society. He came to this realisation after more than 100 students in Heigu Central Primary School were identified as exhibiting signs of psychological distress. They successfully recovered after they had been provided psychosocial support by a trained teacher. Apart from the principal himself, the teachers also agreed that the training helped them to improve their listening and communication skills. It also placed them in a better position to help students deal with the after-effects of the earthquake (UNICEF, 2011). *Excellence*

There are important lessons to be learnt from the above example because teachers are capacitated with skills to enable them to spot/identify signs of distress in learners. Secondly, they were now in a position to respond appropriately, which made their learners gain confidence in them and the training also equipped them with good psychosocial skills such as listening and communication. The researcher is linking this to one of the principal's comments in this study, that sometimes teachers are unable to identify signs of distress in learners, this, he said after he shared a story of how one learner attempted to commit suicide, but fortunately did not succeed and landed in hospital. Again, the principal continued to say that even after the learner had returned to school, the teachers' approach to the situation was confrontational towards the learner, which means that they clearly lacked skills to deal with the situation. The principal went so far as to say that he thought at that point that training teachers in psychosocial support would really be beneficial to them.

Hence, it becomes necessary for teachers to be trained how to respond to these situations as they are better placed to observe any signs of distress in learners. Identifying learners in distress does not only end there, teachers need to be taught what to do next. This is because teachers are regarded as the first point of call as they are the first ones to come in contact with the child before the child is later referred to other professional people like psychologists/social workers. The teacher is the only available adult in the school who can provide psychosocial support to the child (Winthrop & Kirk, 2005). Hence, the researcher sees teachers as the driving forces of support and care in the school. This explains why the study has alluded to the fact that teacher's roles have changed and there are now greater expectations placed on them than ever before (DoE, 1991).

Teachers were also trained to respond to violence and war situations. Training of teachers to respond to such situations was documented in many countries like Bosnia and Herzegovina and Uganda (UNICEF, 2001; UNICEF, 2005). This was also prompted by UNICEF (2001) who promulgated for the training of teachers in providing psychosocial support so that they could be able to respond to such emergencies. In this instance, we see organisations and governments working together in an effort to train teachers. The study found that there was no integrated effort between schools, district officials, the health sector, social workers and NGOs to train teachers and other professionals from other sectors by sharing ideas, best practices and capacity building. For instance, the study has already alluded to the fact that teachers should be trained how to identify signs of distress in learners. At the same time, they should know when they need to refer learners to psychologists for specialised therapy (REPSSI, 2012). Therefore, by partnering with other professionals in different fields, they stand a chance of acquiring knowledge and skills, just like teachers in Iraq who were trained to provide psychosocial support to learners affected by war (Heartland, Alliance, 2005). They were trained in order to equip them with skills to be able to respond to war related stressors which assisted in building their capacity in addressing psychosocial support needs of learners. This would further create a supportive environment for the learners.

Another important factor in training teachers in psychosocial support is that it was found that most psychological distress among learners in Kitgum (Uganda) was caused by minor symptoms which could be taken care of by training teachers so that

they can provide counselling in schools (Mbazzi & Lorschiedter, 2009; Annan, Blattman & Horton, 2006). Providing learners with counselling in schools was preferred, rather than taking them to psychiatrists. This was further supported by school administrators who requested teachers to be provided with adequate services at schools for those youths affected by war. The aim of that proposed intervention was to provide an integrated multi-layered approach for these youths. The multi-layer would be: vocational training offered by the school, the support offered by the school, plus psychosocial training for teachers, which were psychosocial interventions to benefit all youth in the project. Those who required more specialised care were referred to medical facilities for the attention of psychiatrists. Thus, the trainings were interdisciplinary and inter-sectoral as they were organised in close cooperation with psychiatrists, paediatricians, public health physicians, psychologists, educational workers and religious advisers. All professional people in the different sectors would contribute towards the training (Mikus'Kos & Zemlak, 2007). Thus, the different people/sectors would provide teachers with a variety of skills and the teachers, in turn, emerged with new attitude and knowledge in psychosocial support provision. This is, in fact, in line with the study's psychosocial interactive process model which emphasises that provision of support is an interactive process. Unfortunately, the findings of the study did not reveal anything similar to this one, which is a pity because cross cutting across the different sectors would provide psychosocial support of the highest level.

Teachers were afterwards evaluated on how they saw the training. Their response was that they saw the benefits of training as, subsequently, they were then in a position to understand the students' individual problems better. They also felt empowered to respond appropriately in difficult situations, both inside and outside of the school. The training also opened them up to many things, like they came to understand more about developmental growth of the youth, which was something they were never trained for (Mbazzi & Lorschiedter, 2009).

In addition to equipping teachers with counselling skills, training in war-torn Uganda was designed to enable teachers with skills such as identifying and referring youth with psychosocial problems. Teachers were encouraged to make use of the newly acquired skills in class as well as involving the learners' families and communities in the support of education (Mbazzi & Lorschiedter, 2009). The inclusion of family

members is also supported by Winthrop (2002) who says that it can help facilitate the task of community mobilisation and organisation i.e. arranging for camps where learners can be taught skills and other useful things. Here we also see international non-governmental organisations working together with teachers to provide training so as to provide them with much needed skills for psychosocial support provision. The study found that teachers were able to identify learners needing psychosocial support and mostly referred them to social workers. Sadly, the findings of the study revealed that teachers did not receive any training for this and that it was a skill they had developed through their years of experience as teachers. Unfortunately, there were no efforts towards community mobilisation or partnering with families.

The findings in this study revealed that the teachers had not received any training in psychosocial support. Of course, the researcher has already alluded to the fact that psychosocial support is done in other countries in a way that it responds to each country's particular challenges. But we have noted the global changes in climate change which everyone should be prepared for. Moreover, coming closer to the study itself, in South Africa the country has seen an escalation in the number of orphaned learners in the past two decades and the lessons learnt from other countries in terms of what they were doing, could be adopted and adapted to suit our particular situation i.e. responding to orphaned learners in schools. In addition, the study revealed that NGOs were providing counselling to learners at school and seeing the valuable assistance they provided to learners, teachers could also benefit from trainings by NGOs as well.

The study revealed that LO teachers were receiving training in content gap for class readiness, not necessarily in psychosocial support. As far as training in psychosocial support is concerned, according to the district official, only primary schools had thus far received training, and that training was on Screening, Identification, Assessment and Support (SIAS), which was done for the purposes of inclusive education. It mainly targeted learners with special needs so they could be re-directed to special schools or supported for the attainment of better academic results and progression purposes.

This shows that schools are really lagging behind because the latest development now is that there is an official course in psychosocial support (Teacher's Diploma

Course in Psychosocial Care, Support and Protection) which was launched in Zambia in 2013 (Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE); REPSSI, 2013).

This course arose out of the linkages to the Southern African Development Community (SADC) and Care and Support for teaching and learning programme. The Regional Psychosocial Support Initiative (REPSSI) also put in place linkages between the Teacher's Diploma and the Community Certificate in order to build a relationship between the school and the community, as schools were now beacons of hope that needed to reach out to communities (REPSSI, 2013).

This course was also encouraged by the fact that in areas where social services workforce is constrained, as it is the case in most countries in the SADC, it would make sense to consider training teachers in psychosocial support so as to make them a part of this critical component of the work force (Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE) (REPSSI, 2013). It is also a response to the commitment made in 2005 by SADC Education Ministers' commitment to strengthen education systems and to transform schools into inclusive centres of learning, caring and support (Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE); REPSSI, 2013).

On the issue of on-going psychosocial support, teachers explained that they were not receiving any in-service training on psychosocial support. Some teachers dated the workshops back to 2013. Some indicated that the workshops they had attended were not actually relevant to psychosocial support but were on some other topics like careers, HIV/AIDS and content gap bridging for class readiness. So, for most LO teachers, it appeared that they relied mainly on the training they had received from pre-service training as in-service trainings were not easy to come by. This is a concern because the data has revealed that only 3 (7, 5%) of the teachers in the selected schools were trained in LO. This implies that the majority of the teachers were in fact not trained in LO and yet they were given the subject as an add-on/top up subject to fill in the quota of their subject allocation. The data also revealed that teachers depended on their experience (number of years) to teach the subject. This brief explanation gives us a clear picture of the kind of psychosocial support

provision that is going on in the selected high schools in the King William's Town District.

This is a great concern because, first of all, the majority of teachers indicated that they had 15-20 years of teaching experience but this number does not correlate with the number of training sessions the teachers had received. Secondly, this is of great concern especially when the data reveals that the percentage of behavioural problems affecting learners in schools was the biggest in the graph (30%). Therefore, if teachers are to assist learners with overcoming their problems, they need to have training in psychosocial support in order to be equipped with the necessary skills to do so.

This is also the reason why when they were asked about how the selection of teachers (to attend training) was made, they responded that no teachers had gone for training, hence there was no selection made.

An example of in-service training was documented in Ethiopia where the International Rescue Committee (IRC), through its education programme, trained teachers in emergency education (Winthrop, 2002). This was brought on by the realisation that exposure to armed conflict could contribute to children's internalisation of a culture of violence. Therefore, they needed to introduce relevant education to break the future cycle of conflict. Teachers and youth leaders who were going for training went through an identification and selection process (even though this training was for emergency purposes). They had a minimum criterion which they used for the selection of teachers who would attend the training. Teachers were required to have passed a certain level of education (in this case Grade Six). There were those teachers who did not have prior experience as learners and for those they had to attend an additional series of intensive workshops to overcome deficiencies (Winthrop, 2002).

Thus, the purpose of the training for teachers and youth leaders was to provide them with the necessary skills and knowledge so that they can be deployed out to schools. Secondly, they needed to build their capacity to be able to engage effectively with communities. Their programme was designed to engage communities in activities that directly assisted children and parents, this included supervision, education and socialising activities. The content of the training ranged from curriculum development

(lesson planning) to general management (classroom management). On the side of the youth, youth leadership training topics included skills developments, sports/recreational activities, student clubs/associations and peer support activities (Winthrop, 2002).

The format of some of the above mentioned trainings is reflective of the integrated interaction between the different people/sectors. Firstly, the international organisation collaborated with the Ethiopian government to bring emergency education to teachers in that region. IRC Education Programme Managers and Programme Coordinators worked with government certified teacher trainers to conduct the training. In fact, what they are doing is in line with the International Institute for Educational Planning which stipulates that NGOs and other international organisations should work in consultation with governments of countries affected (International Institute For Educational Planning (IIEP) & UNESCO, 2006). This means they are striving towards an integrated programme for teachers' training that will involve all parties. Secondly, the programme involves training teachers in conjunction with youth leaders and also involving communities in their programmes to ensure inclusivity and success. Psychosocial support by communities is based on the idea of building resilience in learners and even communities themselves. Communities and learners are now more than ever encouraged to reach out to each other in order to draw support and assistance from each other (Winthrop, 2013). Sadly, the findings of this study, unlike what happened in Ethiopia, did not reveal any similar situations whereby organisations and government, teachers and youth or even communities were involved in working together for such training.

On the bright side though, the data revealed that teachers are vocal about their wish to have training provided for them. When teachers were asked if there was a need for them to be trained, they all agreed that there was a need for teachers to be trained so that they could be equipped with psychosocial support skills, because they said that all of them were affected by the child's behaviour and this would eventually affect the learner's schooling outcomes. The study revealed that teachers already knew how to identify learners needing psychosocial support, which is good practice in terms of identification on their part. Now they need to be capacitated with regard to responding appropriately, since they have not received any training for that. For instance, teachers are providing counselling and that counselling needs to be

reinforced through other interactive processes, as the discussion has already showed that in other countries teachers are already working with psychologists, learner peers/youth groups, communities and families to provide psychosocial support to learners in schools.

The researcher thinks that this is feasible, as has been seen from the discussion that the training of teachers in psychosocial support is something that is not only possible, but also beneficial to both learners and teachers as well.

5.4.2 Support and monitoring for teachers

Support and monitoring are supposed to be one of the core essential pillars of any education system. They are supposed to be a mirror through which the people tasked with the duty of monitoring see if everything is going well or if there are any improvements that need to be made.

The Department of Education provides a national policy and a broad framework for support (DoE, 1991). According to the National Strategy on Screening: Education White Paper 6, certain identified individuals/teams/centres are expected to carry out the monitoring and support responsibilities of the institutions of learning. These include staff from education district, staff from curriculum, Institutional Development and Support, Psychosocial and Specialised Learning Support and Special School Resource Centres (DoE, 1991). The District Based Support Team (DBST) is expected to take the lead in co-ordinating the learner, educator, curriculum and Institutional development support.

It is against this background that the researcher sought to find out the kind of support teachers are receiving from the schools i.e. from principals and heads of departments to enable them to provide psychosocial support to learners.

Evidence from this study suggests that teachers were receiving support from the principals in the form of advice or counselling on learner cases. Other teachers said that principals provided them with transport to take learners to various places like clinics, social development offices etc. Teachers also said that principals were providing or allowed special cases (preference given to those needy ones) to take home extra food from the school nutrition so that they can have food when they get there. This stems from the fact that one of the principals alluded to the fact that

some learners do not have anything to eat when they get home. They also said that principals assisted them when they needed to meet with parents or caregivers. Principals concurred that they were trying their best to be as supportive as possible in assisting the teachers.

It can thus be inferred from the data provided that principals fully support the teachers in their schools because all of them have the learner's interest at heart. It is a joint effort and the researcher links this with the example of Situan (China) where after the earthquake, the principal participated in the training of teachers because he wanted to understand what the learners were going through (UNICEF, 2011). It would be also beneficial for him to be in a position where he can assist his teachers in providing psychosocial support as well; instead of standing on the side-lines, leaving it to teachers to do all the work. All staff was involved and it was a joint effort.

As far as monitoring is concerned, the study revealed that there was no monitoring as the teachers reported that they were not receiving any monitoring from the principals or heads of departments. Teachers reported that the support they were providing was not a formal/official thing but that they were doing it out of their passion/love of the work. They further stated that there was no rotation of the teachers who were providing psychosocial support. The principals confirmed the report that they did not have a formal or official structure like the School Based Support Team (SBST) in their schools. Secondly, there were no officials coming out to monitor them as they were not officially appointed for what they were doing. Monitoring is supposed to be done by district officials as well; however, teachers reported that there was no monitoring done by the district officials from the district. Teachers seemed to have divergent or conflicting reports in that some said that there were some learner cases that were attended to by the district office and that if teachers go to the offices to ask for assistance, they usually get it.

The principals reported that there seemed to be a lot of confusion and disorganisation when it came to the department because it appeared as though there was no real commitment on their part. This came to the fore when one principal said that he once went to one office seeking assistance and there was no straightforward answer as to who was supposed to assist him. Secondly, both principals and

teachers reported that the district officials responded late to their cases. This was further supported by all the district officials who alluded to the fact that they were short of staff. Thus, it appeared that there was not much support or monitoring coming from the side of district officials.

What is happening is not in line with National Policy which stipulates the specific roles of the District Based Support Team (DBST) as that of monitoring and reviewing the fact that support provision takes place continuously (DoE, 2008). As in any educational arena, there are activities that are carried out towards monitoring and assessment. For instance, in Ethiopia, after teachers had undergone training in psychosocial support, there was structured monitoring that followed that exercise. The teacher's implementation of what they were trained on was regularly monitored by the International Rescue Committee (IRC) through monthly reports, regular meetings with relevant government officers and by conducting field visits (Winthrop, 2002). Hence, after the monitoring they were able to produce an evaluation report. The report would then be helpful in giving the founders of the programme an overview of the whole programme. This would help inform them what they needed to do which could be (1) to provide further training of teachers (2) follow up on the assessment to gain an understanding of the link between the education rendered and level of adjustment (on the part of the receivers) (3) they could see the overall impact of the programme.

This is a good example of support and monitoring. The researcher is able to say this because, to all intents and purposes, the support and monitoring have been carried out to perfection. If there is no support to begin with, then, it is going to be a challenge to monitor because the two are inseparable. Hence, the researcher feels that there will be no improvement in terms of psychosocial support that is provided by teachers in schools without proper monitoring processes. This was echoed by the district official who explained that when they go to monitor in schools they are going there to check if (1) has there been any improvement since the training was done? (2) to see the expected outcomes of the implementation of what was taught in training (3) to see if the teacher needs any further assistance or if he/she is experiencing any problems as far as implementation is concerned. For instance, one district official even gave an example of a case where one learner was experiencing problems in school then the district official intervened by providing support. Later on,

they did a follow-up by assessing the learner's situation and saw that there was much improvement. Therefore, it is clear that this district official is skilled; unfortunately, not all the schools benefit from such expertise. Firstly, the district official alluded to the fact that there were transport problems that impeded their progress because, she said, instead of going to schools on a weekly basis, they could only manage one visit per school per month. Secondly, the district officials alluded to the fact that there were many schools (more than 300) that they had to deal with in the district and they were seriously short of staff. One district official even gave the figures that there were two of them dealing with five circuits and that each circuit had twenty five to thirty two schools. In view of the fact that one circuit can be responsible for so many schools, it was practically impossible for the two of them to cover all of them due to the lack of human resources.

The district officials are aware of their duties and the benefits that support and monitoring would have on teachers. One of them even said that when they go to schools to monitor, they can see visible results and this does not only help one learner but the rest end up benefitting as well. She also said that even educators benefitted as this made them aware of things that they were otherwise not aware of. The district officials maintained that there was monitoring going on in the schools, pointing out, however, that, at the time, they were focussing on training the School Based Support Teams in primary schools. This could mean that the schools the district official was referring to were the primary schools. District officials cited their lack of progress due to non-co-operation by schools which made them to focus on schools that showed interest and progress in the programme. District officials said that teachers also lacked enthusiasm in learning administrative work like filling in forms, as forms were always wrongly filled and had to be redone. Despite the vast knowledge the district officials had about support and monitoring, schools continued to lack support in the two areas.

In spite of the district official's observations and concerns around teacher's non-co-operation, the researcher feels that the next example would benefit both district officials and teachers with regards to this problem. This example is on supervision training: capability to support and help teachers. In Georgia after the armed conflict, schools and teachers were seen as important resources for helping and supporting traumatised children (Toros, 2013). But, as it turned out, teachers themselves (who

were supposed to provide support) had also suffered traumatic experiences related to the armed conflict. They found out that the teachers' trauma enabled them to contribute efficiently to the implementation of the psychosocial programme. Therefore, they needed to be uplifted themselves. It is for this reason that psychosocial support that is aimed at enhancing skills and competencies in teachers should first focus on their well-being (Toros, 2013). Therefore, in this example, supervision played an important role as teachers were made to take part in supervision training. Teachers who took part in supervision training reported improved confidence in their ability to help children. In this example it came out that capability to support and help others was crucial for supervision training. This implies that district officials may involve teachers in similar scenarios where they can all go for training to enhance their skills and competencies. They could attend supervision trainings together and teachers can, in turn, do in-house supervision with each other within the schools. The researcher feels that this would not only enhance their skills and competencies but also their confidence and morale as well.

Teachers in schools were also calling for school based personnel to be deployed to schools. They said this because they believed that people like nurses, social workers, police, psychologists etc. could solve problems such as delays in coming to schools, thereby assistance could be easily accessible. This stemmed from the fact that in the study, it appeared that there was no link established on the work done on support and monitoring by the teachers, social workers and district officials. The district officials were working alone, doing their own thing, while principals who are also managers of the institutions could be roped in to assist, especially, since they had encountered problems from the teachers. Besides that, the principal as an instructional leader has to monitor the actions of all teachers in the school (in this case the psychosocial support provision by LO teachers) in order to see what is happening in the school and report back to district officials.

It can be inferred from this report, therefore, that there is a need for some serious intervention if the learners who need psychosocial are to benefit. This is why the researcher thinks that a concerted integrated effort from all parties concerned is pivotal in providing psychosocial support. The researcher feels that the gaps could be identified early enough and action taken by all parties involved.

An example of support and monitoring was observed whereby UNICEF sponsored two psychosocial support projects across Jakarta from 1991-2001 (UNICEF, 2003). The first "Psychosocial Support Training Project" aimed to support teachers and counsellors to provide basic psychosocial support to children in conflict zones. The project was meant to promote psychosocial well-being and prevent serious psychosocial distress in both teachers and learners. The second project trained professional and paraprofessionals and it aimed to treat the effects of trauma (UNICEF, 2003). UNICEF aimed to assess if the two projects were integrated with other UNICEF projects in that region. In the first phase, they found there was excellent integration with other projects as psychosocial activities were integrated into educational services, health and water sanitation activities. In the second phase there was no integration of the Jakarta training into other activities as trainees came from different conflict zones throughout Indonesia (UNICEF, 2003).

They also checked whether the project activities were coordinated with other psychosocial support programmes in the region. There was also evidence of coordination with other agencies including Save the Children, who were also conducting psychosocial activities in the region. The project involved collaboration with KOMNASA and the University of Indonesia. Other organisations also participated and subsequently collaborated with other psychosocial support providers in the region.

They also checked, among other things, for the efficiency of the project, that is, if objectives of the project were met and if the project was implemented according to its design. Monitoring proved to be useful because in West Timor the project was altered a number of times to ensure effectiveness and adjustments allowed for alternative activity implementation to be effected. They also checked coordination among counterparts, teachers, youth facilitators and counsellors. They also checked the level of satisfaction among the participants, for quality and effectiveness of strategies and if the projects were achieving targeted outcomes. From this project, one can see the aims of the monitoring i.e. exactly what they wanted to achieve by the monitoring the project. They obviously had a carefully laid out plan of how they were going to achieve this. In the event of any shortcomings in the implementation of the projects, they had alternative plans in waiting, which is what any properly planned monitoring should do. Most importantly, they checked for coordination

among the counterparts in the different sectors, as the project covered all kinds of people and different sectors. This is also in line with Inter Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings which stipulates that organisations/governments should ensure that assessments are coordinated and conducted in a participatory manner. They also stipulated using monitoring for reflection, learning and positive change. This is what integrated support and monitoring should look like; unfortunately, this study did not find such a structured programme in place whereby schools, social workers and district officials were working together on a properly planned monitoring programme.

Integrated monitoring was also seen being utilised by organisations in emergency situations. For instance, integrated support and monitoring was carried out in Kitgum (Uganda) whereby UNICEF together with identified partners collected information involving grave violations committed against children to share with the United Nations Security Council and to develop appropriate responses to children's needs (UNICEF, 2011). UNICEF engaged communities, government task forces and rebel groups to monitor this situation so that they could end and prevent the violations from taking place. They maximised participation of different people/sectors in the affected communities in order to achieve best results to their efforts of monitoring the situation (Inter Agency Standing Committee (IASC), 2008). This example shows that, even in monitoring situations, activities can be integrated as far as possible to achieve the desired results. In this case, it proved quite useful because government task forces together with communities worked in collaboration to bring a sense of safety to children; as a result, after visible efforts, people were seen going about their daily business like children going to fetch water (UNICEF, 2011).

5.5 Summary

The discussion on the above mentioned strategies gave a picture of the kind of support that is given to orphaned learners by teachers in the ten selected schools in the King William's Town District. The researcher sadly notes that schools are not utilising all the different strategies in order to ensure collaboration between the different sectors and achieve maximum results. The collaboration would ensure that all the various people/ professionals/ sectors are involved to form an integrated unit

towards providing psychosocial support to orphaned learners. Instead, we see that schools are working on their own by either providing counselling to the learners or referring them to outside centres.

Social workers and NGOs were providing uniforms and counselling to learners but they were still working as separate entities. There is no point where we see teachers and social workers or NGOs coming together to work as a unit. Yet again, the same tendency of working in isolation applies to social workers and district officials. This results in teachers complaining that some strategies are not working as district officials and social workers were not coming to schools or following up on learner cases. Teachers' main mode of providing psychosocial support was through referrals. The researcher identified that the problem with this strategy was that learners went to the various places and they did not bring back any reports. Even the professional people from those centres did not return to the schools to give reports. Hence, teachers said, in some instances, they did not even have evidence that learners really went there. This is supported by the claims made by teachers that there were no follow ups on learner cases. There are no records kept by teachers of the type of support that was provided at school so as to link this up with further support from other professional people. The perfect example is the deputy principal in Port Elizabeth who provided counselling to learners in her school and kept records of the support done. Once there is no record the importance of that exercise is lost. The absence of SBSTs is another detrimental factor in the provision of support because teachers serving in that team are supposed to be keeping records of learner cases in school. In fact, they are they are supposed to be at the forefront of psychosocial support in school because they are supposed to be involved in identification, doing referrals or even formulating individual support plans. The presence of this structure in the school would also see links being forged between the schools, DBST and the different centres. Hence, the researcher maintains that there is no systematic way of doing things. If schools had a proper system or work plan in place, that would create a chain which would link all the different people/centres together. Thus, provision of psychosocial support in schools would be made much more efficient.

The various sectors seem to be working in isolation, each one doing its own thing in its corner, at its own time. There is disconnectedness between the various sectors in

the sense that it appears as if there are no discussions or consultations in order to come up with consolidated strategies to provide way forward for learners, capacity building through sharing experiences and best practices. In the researcher's view, then, the manner in which the provision of psychosocial support is done appears to be somewhat haphazard. It is against this background that this study hopes to suggest a well-coordinated structure that would include all people from different sectors working together in an effort to provide psychosocial support to learners in the King William's Town District. The proposed model would see these different people/sectors coming together (strengthening each other) to work in a co-ordinated way that would be organised and systematic. Eventually, this formation would see a network of the different people/sectors coming out, which would hopefully work far more efficiently than what is happening at the present moment.



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CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The main purpose of the study was to find out how educators provide psychosocial support to orphans in secondary schools in the King William's Town District. The summary of the findings is crafted around the themes linked to the research questions. This section highlights the findings of the discussion on the provision of psychosocial support by teachers to orphaned learners. The role of the teacher in the process of psychosocial provision is also highlighted. This is further followed by a subsection that reflects on how the selected model was used to explain the methods as well as the challenges in the process of providing psychosocial support to orphaned learners in school. The justification and suitability of the research methodology that was used in the study is also explained. The chapter ends with a conclusion followed by recommendations.

6.2 Summary of findings

The purpose of the study was to examine how teachers provide psychosocial support to orphans in secondary schools in King William's Town District. The crux of the study was to find pockets of good practice which would expose the modus operandi of teachers in their provision of psychosocial support to orphaned learners. Another key aspect was to expose the role of the teacher as well as to get a holistic understanding of psychosocial provision in the King William's Town District.

6.2.1 Teacher qualifications

The data from the respondents revealed that most of the teachers were not trained in Life Orientation (LO) which psychosocial support is supposed to be a part of. The findings revealed that most of the teachers had not specialised in Life Orientation and that they did not have any academic qualification in the learning area. This is in

addition to the fact that they were teaching LO as an additional/top up subject, which was given to them after they had received allocations for the subjects they specialise in, in order to fill up their quota of work. It also transpired that principals did not attach too much importance to teacher specialisation in the subject, instead, they were only concerned with filling up the quota of teachers' allocations for the subjects. Hence, when it came to teachers teaching LO they just continued to teach other subjects they specialised in whose curriculum they knew. This also contributed to bringing down teacher morale because, firstly, they lacked qualifications and skills in the subject. Secondly, they were either forced or co-opted into the subject, hence some teachers even called for the 'powers that be' to take the subject and learner problems very seriously.

In fact, psychosocial support is supposed to be provided by teachers as an ancillary of LO. Life Orientation has a pastoral side which should be catered for by LO teachers. This pastoral side calls for teachers to have empathy, concern and love for learners as well as to show friendliness towards them. When teachers are just given LO without taking into consideration all the above-mentioned factors, then that can only lead to many problems for psychosocial support provision by teachers in the district. First of all, teachers are discouraged by lack of training, secondly, they are frustrated by the way in which allocation is done and, lastly, they are overwhelmed by the task of attending to learner problems which they are not equipped to handle. In the end, teachers are incapacitated by the very system which expects them to perform.

The findings further revealed that teachers were not equipped to provide psychosocial support to orphaned learners even though they provided it. This ended up affecting psychosocial support provision because teachers did not have any relevant skills and they depended on experience (number of years) and exposure to learner problems to provide psychosocial support. Teachers were also doing the work out of interest as it was not their area of specialisation. This is not enough; as the findings revealed that lack of knowledge and skills could sometimes end up doing more damage than good as teachers fall somewhat short in their approach when dealing with sensitive issues.

The findings revealed that psychosocial support was not at the level it was supposed to be at. This inevitably contributed to dissatisfaction expressed by teachers on the manner in which psychosocial support is provided. That is why LO teachers end up requesting for (1) more teachers to be trained in the subject (2) more efforts by the department to deploy school based personnel from the different sectors i.e. nurses, social workers, psychologists, police etc. They say this because they believe that these people can be better equipped to deliver psychosocial support that is of the highest level as they trained for this purpose. Training can also turn things around for teachers by enabling them to provide support.

6.2.2 Identification of orphans in need of psychosocial support

The study found that teachers were able to identify orphaned learners needing psychosocial support by observing external signs of vulnerability they exhibited such as inadequate and torn uniforms, behavioural problems, absenteeism from school, poor nutrition, signs of abuse, impaired concentration and others. Even documents such as attendance registers showed that orphaned learners were prone to be constantly absent from school. As far as the academic schedules were concerned, orphaned learners had a tendency to score below than their counterparts in the same grade. The study found that teachers were able to successfully identify the learners even though they were never trained in this. The findings further revealed that teachers were able to know and link identification to the purpose of identification, which was to provide assistance to orphaned learners in whatever area they were lacking. Teachers stated that providing learners with much needed physical resources like uniforms and social grants improved learner's academic performance and behaviour. Identifying orphaned learners also helped teachers to be in a position where they could find out more about a learner's background information. Again, through identification, teachers were able to refer learners to outside centres like social workers.

On the issue of the School Based Support Team (SBST) the study found that schools did not have SBSTs. The findings revealed that teachers were working individually to provide psychosocial support to orphaned learners in schools. The findings further revealed that teachers providing psychosocial support to learners in schools were not officially appointed to do that, hence there was no rotation of staff

members. This is a major concern because, as part of the duties of SBSTs, they are supposed to identify learners in order to successfully plan for their support. The absence of SBSTs in effect signified that schools did not have a plan of action for meeting psychosocial needs of orphaned learners and that psychosocial support was done on a needs basis.

The study also found that some schools had committees that provided assistance to orphaned learners but again the committees only assembled when there was a need to do that. In some schools, the LO teacher was assisted by other teachers to do the identification of learners. Thus, it transpired that teachers were able to identify learners needing psychosocial support, but they maintained that they were not officially appointed to do that but were working out of interest and concern for the welfare of learners.

6.2.3 Training offered to teachers to enable them to provide psychosocial support

The findings revealed that teachers were not trained to provide psychosocial support. The data revealed that only two of the LO teachers were in fact professionally trained to provide support to teachers. The rest were given either as a top-up subject or co-opted into taking the subject. These findings are in fact in agreement with the quantitative data that revealed that only three (7.5%) out of the forty teachers who had responded to the questionnaire were professionally trained in LO. This is a concern because, if a learner's behaviour is expected to improve, then the schools need more trained teachers in the learning area. Secondly, if the level of psychosocial provision is to improve, then, teachers' qualifications should form an integral part of that process. The findings also revealed that teachers were not trained to respond to learners' emotional/behavioural problems. Even though teachers were found to be able to identify learners needing psychosocial support, the crucial part was responding appropriately. The findings showed that in this area teachers were lacking a great deal. The findings revealed that teachers lacked the approach and attitude to deal with learners' sensitive issues. Teachers lacked communication skills necessary for successfully providing psychosocial support to learners. This lack of communication skills made teachers falter in their approach, ultimately leading to learners misreading this as an indication of not being

welcomed and wanted by teachers. Thus, the principals called for training of teachers in this area to enable them to deal better with learner cases.

The study found that the benefit of utilising different sectors in order to maximise the efforts of support provided to orphaned learners was not being tapped into. Teachers, NGOs, social workers and district officials were not organised in their psychosocial support initiatives. There was no integrated effort between these sectors to engage in training activities that could unite all parties in sharing ideas, best practices, capacity building. For instance, teachers provided counselling for learners but they were not professionally trained to do that. By working with other professionally trained people, like social workers and psychologists, they stand a good chance of acquiring not only knowledge and skills but also best practices in psychosocial provision.

The findings further showed that there were no concerted efforts to train teachers in useful activities like engaging learners in peer groups or camps where learners can be taught useful skills. Such trainings could capacitate teachers as orphaned learners get some therapy through interaction with other learner peer support groups.

The study did not find any efforts towards forming linkages with families and communities in an effort towards training teachers together with communities for purposes of psychosocial provision. Currently, schools are fostering resilience in the form of forming partnerships and collaborating with communities. This is even easier since schools, by virtue of their geographical location, have easy access to communities. Unfortunately, the findings revealed that schools were not taking advantage of this. As such, they were losing valuable opportunities whereby they could even encourage caregiver/parental involvement in the learner's school life.

The study did not find any new developments in the training of teachers towards psychosocial support provision. This was further exacerbated by the lack of in-service training on psychosocial support. This would see teachers going to in-service training and also receiving certification which would not only encourage teachers and principals to take psychosocial support seriously but would uplift their morale as well. The certification received from the training would also dispel the perception by teachers that the department does not take psychosocial support seriously.

As far as psychosocial support is concerned, training was very scarce and not really relevant to the learner problems they had to deal with on a daily basis. This made teachers to feel that they were not adequately equipped to provide psychosocial support to orphaned learners in school. Further training would equip them with better skills on how to do the work of providing support to orphaned children in schools.

The study found that there was training conducted for LO teachers in schools. However, the training was mainly for bridging content gap for class readiness. Therefore, this training does not necessarily address the problem of psychosocial provision in school. The study also found that training was conducted for teachers in Screening Identification Assessment and Support but that the training was for the currently only focussed in primary schools.

6.2.4 Strategies used by teachers to provide psychosocial support to orphans in schools

The findings revealed that the teachers' main mode of providing psychosocial support was by referring learners to outside centres such as social workers, NGOs etc. This method of psychosocial provision proved to be very useful because orphaned learners were able to get the assistance they needed. The data revealed that learners were able to access social grants and uniforms from social workers and NGOs. However, the referral systems have proved to have a lot of shortcomings. The findings showed that teachers reported delayed feedback from social workers. This delay resulted in teachers' uncertainty as to whether learners had received assistance or not. Findings also revealed that social workers took a long time to come out to schools which resulted in learner cases being forgotten. It thus emerged that the schools and social workers' interactions lacked proper coordination which resulted in the misdemeanours. This further revealed that proper coordination would take care of these shortcomings.

The findings revealed that teachers provided counselling to learners. Other sectors like NGOs were also providing counselling to learners. The findings, however, revealed a lack of proper coordination between these parties because teachers were providing counselling which they were not trained for, whereas the two could come together in capacity building but now they were operating as separate entities. They were not working in unison in their psychosocial support efforts. Each sector seemed

to be running its own programme, according to its own time frames. There was no properly coordinated plan of action.

The study found that teachers were giving extra food to orphaned learners to take home after school. Priority was given to special cases, “the neediest” of the orphans, because not all orphaned learners could benefit.

Findings revealed that, in some cases, schools, social workers and the police worked together to resolve cases especially where abuse was suspected. This was one example of good practice which showed that when there is participation of different sectors, positive results of efficiency and effectiveness can be achieved.

The study established that there was no recording of the psychosocial support provided by teachers because teachers maintained that they were just doing the work informally. This would be a problem if there was a need for further referral of cases to district officials/social workers/psychologists.

The study also revealed that schools did not have School Based Support Teams (SBST). Psychosocial support was provided by either individual teachers or LO teachers assisted by other teachers. The absence of SBST is a serious mistake because in a way it indicates the absence of a proper plan of action for orphaned learners. Thus, even other duties like keeping records of learner cases and the kind of support rendered, are not adequate. The study found that most schools were providing psychosocial support to orphaned learners to the exclusion of their immediate communities. The study did not find examples where schools were in partnership with communities to foster resilience for orphaned learners. However, the study found one school which was assisting old people in its village by cleaning for them. This initiative was good because both parties drew strength from each other as the old people had lost their children and the orphaned learners had lost parents.

It was established from the findings that schools were not taking advantage of useful strategies like the peer groups in providing psychosocial support to orphaned learners. The absence of peer groups, camps and Christian fellowships, structures that can foster resilience in learners because they increase social inclusion as well as contribute to building self-esteem in these learners is cause for concern.

The findings also revealed lack of strategies like the 'Back to School' strategy which teachers can utilise to accommodate learners coming back from bereavement. These are strategies that can really bring the teacher close to the learners in the sense that the teacher can get to show the learner that what he/she has gone through resonates within him/her, including other people, and that validates the experience and can give the child hope for the future.

The findings of the study revealed that there was a lack of support and monitoring by district officials. Teachers and principals reported the late response of district officials in coming to schools, as a result one school was still waiting to hear from them on a learner case. Findings also revealed that feedback on learner cases did not come in due time as a result schools were still waiting for results to come back. However, findings also revealed lack of transport for district officials as a reason for missing out on deadlines for offering assistance. This thwarted their attempts to reach as many schools as possible in the district. Findings also revealed lack of human resources as district officials had many schools to attend to and the officials were very few indeed. This was not helping as it impeded the performance of district officials.

Despite these draw backs, district officials managed to train primary schools in Screening Identification Assessment and Support (SIAS). District Officials were also following up the training with support and monitoring. However, district officials reported non-cooperation by which they meant that teachers displayed lack of interest in learning skills such as filling in forms. This resulted in trainings being repeated. This consumed valuable time that could be productively utilised if district officials could reach other schools which had not yet received any training.

Teachers also provided counselling to orphaned learners in school. The various sectors appeared to be working in isolation because there did not seem to be any consultations/discussions by the various sectors, which made their psychosocial support efforts to be disconnected. The lack of synchronisation in their working relationship contributed to a rise in the level of dissatisfaction by both teachers and district officials. This again pointed to the lack of collaboration between the different sectors because if they were working in close cooperation the gaps would be seen and dealt with timeously.

6.2.5 Support and monitoring

The findings revealed that teachers were receiving support from their principals with regard to learner cases. The support was in the form of advice and providing transport for learners to places like clinics, social development etc. Principals also facilitated meetings between teachers and parents when there was a need to do so. Principals also encouraged teachers to look out for orphaned learners who needed to take home extra food from school nutrition. The findings also revealed that principals were not exactly involved in monitoring psychosocial support provision by teachers in schools as they said teachers were not operating on an official capacity but that teachers were only helping out. Principals also stated that there was no monitoring of School Based Support Teams either as schools did not have such structures. The findings also revealed that there was no monitoring of SBSTs from district officials.

Teachers seemed to have varying opinions on support and monitoring by district officials as some reported receiving assistance. From those pockets we find examples of good practice as some teachers reported that there were cases which were referred to district officials and they were attended to. They also reported that teachers who went to the district office to ask for help usually received the assistance they needed. This is aligned to the findings of the study which revealed that transport shortages in the district office which hampered district officials from doing regular visits to schools. Due to transport challenges district officials could only manage one visit per school per month.

Further findings revealed lack of prompt action by district officials to attend to learners' cases in schools. Other findings had revealed lack of human resource in the district office. The researcher aligns the findings to the lack of prompt action in attending to learner cases, which could be caused by lack of human resource in the district office. Two district officials had to cover almost three hundred schools and it was impossible to do that.

Findings revealed that lack of transport and lack of human resources in the district office contributed to irregular monitoring activities of the district officials because district officials could only manage to visit a few schools at a time. Improvement of

psychosocial support was, therefore, hampered by the problems affecting the district office.

The findings revealed that district officials were very capable of carrying out support and monitoring duties. They knew exactly what support and monitoring entailed because they were able to say exactly what it is they were going to do and how teachers were supported. They pointed to what they looked for when they were doing monitoring. District officials also attested to the benefits of monitoring for both learners and teachers.

The study revealed that there was monitoring done by district officials because they were supporting primary schools by training School Based Support Teams (SBSTs) in Screening Identification Assessment and Support (SIAS). After the trainings they did follow up on identified learner cases in these schools.

The findings revealed a lack of interest and non-corporation by some teachers in school with regard to learning basic skills like filling in learner assessment forms and compiling learner files for district officials.

The study revealed that the level of satisfaction and teacher morale was low which meant that they needed some encouragement which could make them to take more interest in assisting orphaned learners in schools. This would not only be good for orphaned learners but for learners as well.

The findings revealed that schools could benefit from a well-coordinated support and monitoring plan whereby school principals, district officials, social workers and psychologists could synchronise their monitoring duties so as to bridge that gap of working to the exclusion of other parties. This, in turn, could create more openness between the various sectors and thereby contribute to the harmonisation of support and monitoring to bring more efficiency and effectiveness in the process of implementation. This would make them to be able to plan for their support and monitoring duties and also plan ahead for any gaps that might arise in the process of support and monitoring.

6.3 Implications for theory

According to Walliman (2005), theories are constructs that specify relationships between variables, which, in turn, fully explain aspects of a model which can be applied generally. In light of this, the psychosocial interactive process model was used to guide the study and also used to support the findings of the study. According to this model, in order to develop an understanding of support needs, the psychosocial support needs can be divided into four main categories i.e. organisation of care, sense of control, validation of experience and feeling of reassurance (Marlow, 2003). From these themes, an interactive model of psychosocial support needs was developed. As a process model, it demonstrates that the provision of effective support is an integrated process. It further states that the categories of support are broad and are made more inclusive through interactions with one another, providing room to accommodate individual needs and styles of adjustment (Marlow, 2003). The model is an accessible overview of the process for both client and helper (Marlow, Taning, Cartmill, Cieplucha & Lowrie, 2003). The model was used to demonstrate the integrated approach that may be employed by teachers to provide psychosocial support to orphans. Emphasis was, therefore, put on the integrated approach of the different professional people/sectors when providing psychosocial support to orphaned learners.

The study showed that the provision of support to orphaned learners by teachers was done haphazardly. The support that was provided by teachers lacked coordination with the various sectors and this resulted in the support that was provided being disconnected. The study revealed that teachers, social workers, district officials and NGOs worked in isolation, seemingly without a properly structured plan of action. Indeed, the teacher is the key person, who is closest to the child; hence, the teacher needs to gain the child's trust in order to be able to help him gain sense of control, validation of experience and reassurance. But the teacher cannot do this alone, that is why he/she needs to interact with social workers, district officials, psychologists and NGOs in order to effectively provide support to the child. The findings showed that the teachers needed training because they lacked skills to achieve that desired level where the child can put his/her trust in the teacher in order to get reassurance and hope for the future. The findings revealed that teachers

were providing counselling but that it was not yet at that top level, as most teachers were not trained to provide counselling to learners. The four categories mentioned above are directly linked to the teacher and that is why teachers need to be trained to enable them to assist learners in achieving self-esteem, which is crucial for orphaned learners who have just gone through a traumatic experience of losing a parent. The teacher cannot do all this alone, hence he/she needs to rope in other professional people from other sectors that can bring in their expertise and together provide a richer psychosocial support programme for orphaned learners. The quality of the relationship a teacher will have with a learner is very important because it will determine the breakthrough in the communication that the teacher will have with the orphaned learner. Therefore, there should be training for teachers so that they are fully capacitated to take charge of the situation; hence, the role of the teacher is so important in the process of psychosocial provision.

The theoretical framework was relevant to the study since it enabled the researcher to understand how schools provided psychosocial support based on their understanding of the interactive relationships between the different sectors. Thus, the provision of psychosocial support was viewed based on the interactions taking place between the various sectors i.e. schools, district officials, social workers, psychologists and NGO. If schools maximise the use of these interactions, the psychosocial support is bound to be of the highest level. But, if there is a break down/disconnection between these sectors (as the study has shown), then the level of psychosocial support is going to reflect that. Hence, the study found that psychosocial support provided in the selected secondary schools was haphazard. The relevance of the theoretical framework, therefore, lies in its ability to show how teachers, district officials, social workers and NGOs operated in isolation and how their actions lacked integration. There is evidence in the study of how disconnected actions can lead to unsatisfactory results. The findings showed that anything that lacks proper coordination does not deliver satisfactory results. As pointed out by Elhauge (2010), all forms of fragmentation lead to bad health care decisions. Elhauge postulates that fragmentation contributes to multiple forms of decision making which may, in turn, contribute to people making decisions that would be made better through unified decision making. This is because individuals responsible only for one fragment of a relevant set of health care may fail to understand the full

picture or may lack the power to take appropriate action given what they know, or may even have affirmative incentives to shift costs to others. The study showed that because of the fragmented way in which support was provided, the different sectors could not come together to discuss, share ideas or experiences and, thereby, come to joint decisions with regards to the support provided to orphaned learners. This resulted in most sectors failing to see the bigger picture of coordinating their efforts for added efficiency and effectiveness; hence, they failed to take prompt action when it was really needed.

6.4 Justification of research methodology

Post-positivism is the philosophical foundation which best suited the chosen design of the research study because the researcher was interested in the combination of qualitative and quantitative methods of research. The choice of a paradigm to guide the study was influenced by the nature of the problem and the research questions because the main objective of the study was to find out how teachers provide psychosocial support to orphans in the King William's Town District. The post-positivism paradigm opens the door to multiple methods and different world views as well as different forms of data collection and analysis which are dimensions that crucial to the study. Thus, the mixed methods approach was adopted by the study as the main goal was to set a holistic understanding of how teachers provide psychosocial support to orphans in secondary schools in the King William's Town District. Therefore, the triangulation of mixed methods design which uses both quantitative and qualitative methods of data collection concurrently was adopted in order to best understand the phenomenon of interest. In order to gain a holistic understanding of how support was provided, the researcher used two research instruments, questionnaires and interviews. The questionnaire was administered to forty secondary school teachers and interviews were conducted with three secondary school principals, eight secondary school teachers and three district officials. Both the quantitative and qualitative data was analysed simultaneously. The quantitative data was collected via the questionnaire and was coded and entered under Statistical Package for Social Science (SPSS). The qualitative data collected through interviews was reduced by clustering common themes as well as writing stories and tallying and ranking responses to uncover the main themes that arose.

Both quantitative and qualitative data from questionnaires and qualitative data from interviews was put together as findings of the study.

6.5 Conclusion

The study revealed that there was generally a lack of coordination between the various sectors in the implementation of their psychosocial support duties. Schools, social workers, district officials and NGOs were working in isolation, not really coming together as one unit to plan for their psychosocial support duties in the district. Seemingly, each of these people had a programme which they were carrying out to the exclusion of other sectors. For instance, teachers, social workers and NGOs were providing counselling to learners, each one working individually. The findings did not reveal a time where the three sectors met to compare and discuss what had already been done or even to make future alternative plans for further support or referrals. For instance, if these professional people were working in close cooperation, the absence of records whereby assistance already rendered could be kept would have been spotted early enough and effectively dealt with. They would then be able to know what the teacher has done and, in the event that this did not work, an alternative measure would be provided. Capacity building, particularly for teachers, would come into play by way of sharing of such knowledge and skills.

This would further encourage these sectors to organise trainings together as psychosocial support teams in the district. Social workers and NGOs are used to working with communities; they could even encourage teachers to involve communities in psychosocial support provision of orphaned learners in school. They could share valuable skills and strategies, share ideas and knowledge. The different sectors could put a concerted effort into their psychosocial provision duties as a district team and this would go as far as support and monitoring. They could come up with a more structured plan of action that could see a network of all the different sectors coming together, which would be much more efficient and effective. Hence, the study wishes to come up with a coordinated structure that would benefit all these different sectors involved in psychosocial support provision for orphaned learners in the district.

6.6 Contribution to knowledge

- The study established the fact that psycho-social support functions were better performed by the specialists.
- Such specialists and or professionals like the Guidance Counsellors (Counselling Psychologists) are better saddled with the responsibility for providing psychosocial support and or perspectives to orphans.
- It highlighted that School teachers and other professionals in the business of education of the child urgently need additional skills in the form of in-service training to beef up their competences and professional behaviour in offering psycho-social services to the needy.
- The study also confirmed that for an efficient, effective and elegant delivery and or provision of psychosocial support or services to learners, a humane and friendly structure was needed in schools.
- It identified that the coordination of professional efforts within the education super-structure would lead to a more harnessed and sustainable psychosocial support beneficial to all and sundry.

Hence, the researcher proposes an alternative model of implementing provision of psychosocial support by teachers in King William's Town District. The new framework emanated from reviewed literature and analysis of the findings of the study: Towards an integrated model of psychosocial support.

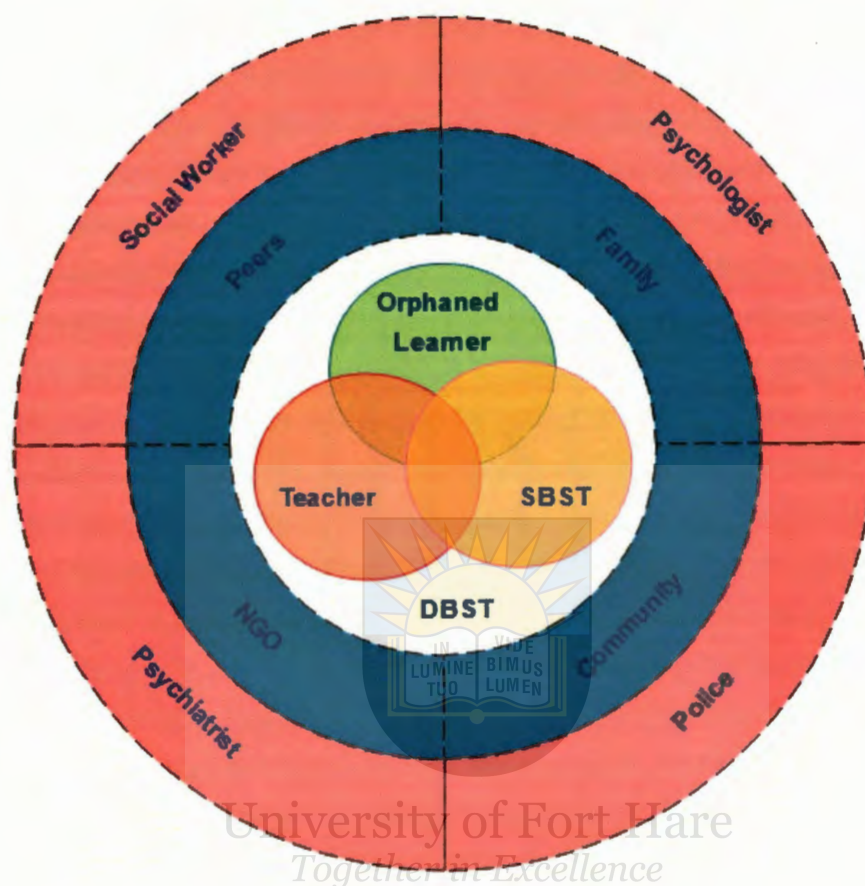


Figure 6-1: Towards an integrated model of psychosocial support

6.6.1 The model explained

Psychosocial support is a structured network of professional people and different sectors coming together to support the orphaned learner. This is a mutual agreement between the parties to maximise efforts in order to provide support to the orphaned learner. The support actions of all parties are monitored and evaluated by all parties on an on-going basis.

First, the three parties in the centre of the circle are the child, the teacher and the School Based Support Team (SBST). The three are linked up in a chain-like formation. The teacher represents the familiar and friendly face that the orphaned learner trusts. The teacher identifies the orphaned learner in need of psychosocial support and gains control of the situation. At the same time, the orphaned child cedes his/her control over to the teacher so that he/she can be helped. The teacher

in his/her efforts to assist the learner will maintain links by consulting the people closest to him/her, which is the SBST. The SBST in turn may organise a plan of care for the support of the orphaned learner. The SBST's duty is two-fold; they may also identify orphaned learners in need of psychosocial support in the absence of the teacher. The SBST then records the support that was rendered for the scrutiny of the District Based Support Team (DBST). Firstly, the DBST and SBST may bring into play family, community, peers and NGOs to provide support for the child. In the event that the child needs further assistance, the DBST and SBST may contact social workers and psychologists to give further support to the child. It is the social workers who, based on the merits of the case, may contact either the police or psychologists. The psychologist will, in turn, after careful assessment, further refer the orphaned learner to a psychiatrist. Thus, all these professional people are working together in close cooperation to bring support to the child. They are giving each other advice, sharing ideas and discussing best practices. The broken lines in the circles show that there is transference of information. They are not rigid but permeable to allow for increased collaboration and sharing of ideas and information. All these parties will make an effort to come together on a regular basis to review work done and progress made as well as to identify any gaps that might arise. They will also unanimously agree where to make adjustments where there are weaknesses in this network. The most important thing in this structure is to ensure that no person or sector works in isolation but that all parties are involved and unified in one action to ensure coordination of psychosocial support provision in the district.

6.7 Recommendations

The findings in this study indicate that psychosocial support in the 10 selected schools takes place sporadically in an unstructured manner. This resulted in learners not fully benefitting from the assistance provided. Also, levels of satisfaction with the manner in which the provision was provided among the teachers and principals was low. This study proposed a model for a co-ordinated programme that can be followed in schools to ensure effective provision for learners in school. In light of the questions asked and the aims set down, the researcher recommends the following:

6.7.1 Training of teachers in psychosocial support

The study revealed that teachers were not trained in Life Orientation (LO) and lacked much needed skills in psychosocial support in order to support orphaned learners. The study recommends, first of all, that teachers should be trained in LO. It clearly emerged from the study that most teachers were never trained in LO but they were still teaching it as an additional subject. Therefore, the study recommends that more teachers should go for training, which could be in the form of in-service training. In light of the fact that it is mandatory that all learners in FET should be taking LO as a subject, then it should be given the proper attention and seriousness it deserves by having adequately qualified teachers to teach the subject. It is very urgent that the Department of Education comes up with ways in which to address this issue of capacitating teachers in the teaching of LO.

Secondly, the study revealed that teachers were not capable of dealing with orphaned learners' problems, especially behavioural problems which were seemingly on the rise compared to other problems, and they had to rely mostly on referring these learners to outside centres. Training teachers in LO would not only be of assistance in the classroom but would also capacitate teachers on the pastoral side of LO. This would equip them with knowledge and skills to provide psychosocial support to these orphaned learners. The important role played by the teacher has been dealt with extensively and it is evident that psycho-social support without the teacher in the forefront is not possible. Hence, the study recommends that equipping teachers with adequate skills to support orphaned learners is of utmost importance because training a teacher gives him/her confidence to do the job.

In addition to this, the study recommends the separation in the task and duties of teachers. There can be those teachers who are mandatorily expected to be concerned with teaching and developing learners and this could, inter-alia, involve improvement of their curriculum rather than just offering counselling services as it is the case now under the umbrella of LO.

The study revealed that teachers were not utilising all the available strategies they can use to provide psychosocial support to orphaned learners. The teachers' main mode of providing psychosocial support was by way of referring learners to outside centres. They were using outside centres as vehicles to access resources to assist

orphaned learners. Although this is perfectly in order, teachers still have a primary role to play as they are the first adults with whom orphaned learners come into contact at school. Hence, the study alluded to the important role teachers can play in providing psychosocial support to orphaned learners in school. The study recommends that teachers utilise widely accepted ways of providing psychosocial support like utilising families, forming partnerships with communities and forming peer and youth groups. The important role played by communities has been widely discussed in the study and it was found that communities are an important resource that can be used to foster resilience for orphans. The dynamic interaction between the orphaned learner and the community can give a child a sense of belonging as well as help in strengthening his social relationships with other people. Therefore, schools are urged to start embarking on the process of forming meaningful partnerships with communities to assist psychosocial provision of orphaned learners in school.

This is further extended to peer groups as well. In order for orphaned learners to gain that self-esteem and lost confidence, there are things that can assist them in regaining dignity and hope for the future. Therefore, schools are encouraged to rekindle those activities which used to bring the youth together, things like camps, Christian fellowships and peer and youth support groups in schools.

In addition to this, the Department of Education is urged to look into employing full time Guidance and Counselling Professionals in all schools in the Districts, particularly, and South Africa, in general, since they are specially trained to handle and facilitate psychosocial adjustment holistically.

Furthermore, the study found that support and monitoring was an area which was most lacking in schools. Teachers needed to be supported by trained district officials who are well vexed and have expertise on what is expected of the teacher. The study found out that support and monitoring was not as regular as it should be and that transport and human resource challenges contributed a lot to this state of affairs. The study recommends that transport and more personnel be provided to address and assist in support and monitoring in the district office as these two issues posed as a major impediment to support and monitoring duties by district officials.

The study also found out that, on the whole, teacher morale was low and this contributed to their non-cooperation with district officials trying to carry out their support and monitoring duties. The study recommends that the department looks into activities that can (1) boost teacher morale and (2) bring back that spark and enthusiasm into their jobs. For instance, activities like team-building camps for LO teachers in the district could be planned. This is very important because teachers have an important role to play in the lives of orphaned learners. These are people who are supposed to uplift orphaned learners' broken spirits and give them hope for the future.

The study revealed the fragmentation of psychosocial support provision in the district. The study showed in great detail how the different sectors i.e. schools, district officials, social workers and NGOs worked in isolation of each other. This proved to have detrimental results in the kind of psychosocial support that was provided to orphaned learners in the district. The study, therefore, highly recommends a concerted effort by the different sectors to work together to achieve an integrated plan of action for psychosocial provision in the district. The study showed how disconnected actions can adversely result in an unsynchronised psychosocial provision in the district. Hence, it is highly recommended that it is a matter of urgency for these sectors to strive for a coordinated plan and provision of psychosocial support for orphaned learners that will work far more efficiently than what is happening at the present moment.

6.8 Areas for future research

Further research is needed on teacher development in the area of Life Orientation and Psychosocial support. Specific areas that need further research:

1. In-service training for teachers in Life Orientation and psychosocial support.
2. Implementation of support and monitoring by district officials.

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APPENDICES

APPENDIX 1: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: DUK171SNTS01

Project title: Provision of psychosocial support to orphans
by educators in secondary schools in King
Williams Town District: Towards a framework
of psychosocial support.

Nature of Project: PhD

Principal Researcher: Zoleka Ntshuntshe
Sub-Investigator:

Supervisor: Prof N Duku
Co-supervisor: Prof S Rembe

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

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

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

01 October 2015

APPENDIX 2: INTRODUCTORY LETTER FROM UNIVERSITY OF FORT HARE

Faculty of Education

*School of Further and Continuing
Education*

Stuart Hall, Alice

Phone: Alice: 040602412

| Email: nmayiya@ufh.ac.za |



29 September 2015

District Director

King William's Town Education District

Dear Sir/Madam,

Re: Permission to Collect Data – Mrs Z. Ntshuntshe (Student Number 8833850)

This is to confirm that Mrs Ntshuntshe is pursuing PhD studies in the Faculty of Education, University of Fort Hare. The title for her study is **“Provision of psychosocial support to orphans by educators in the King William's Town Education District: Towards a framework of psychosocial support”**. She is supposed to collect data from the district office and schools during the months of September and October 2015. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of district, school or person will be disclosed. The student will ensure that she does not disrupt ongoing activities during the period she will be collecting data.

Sincerely

Prof. S. Rembe

A handwritten signature in black ink, appearing to read 'S. Rembe', is placed below the printed name.

Lecturer, Research Methods Module

Faculty of Education

University of Fort Hare

APPENDIX 3: LETTER REQUESTING PERMISSION TO COLLECT DATA

641 Phase 2

Phakamisa

5620

04 September 2015

The District Director
King William's Town Education District

Dear Sir/Madam

RE: PERMISSION TO COLLECT DATA



I am a PhD student in the Faculty of Education at the University of Fort Hare in Alice, conducting a study on: "Provision of psychosocial support to orphans by educators in secondary schools in King William's Town District: Towards a framework of psychosocial support." I am therefore requesting permission from the department to collect data in secondary schools in the designated district.

Thanking you for your co-operation in this regard.

Yours Sincerely

Z. Ntshuntshe (Mrs)

A handwritten signature in black ink, appearing to read 'Z. Ntshuntshe', is written over a faint, larger version of the University of Fort Hare logo.

(Student No: 8833850)

APPENDIX 4: LETTER OF PERMISSION FROM THE EASTERN CAPE DEPARTMENT OF BASIC EDUCATION GRANTING PERMISSION TO COLLECT DATA



Province of the
EASTERN CAPE
EDUCATION

OFFICE OF THE DISTRICT DIRECTOR
45 Eales Street, King William's Town, 5600, Private Bag X74445, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

Email: lelethu.magele@ecdoe.gov.za

Mrs Z. Ntshuntshe (Student Number: 8833850)

641 Phase 2

Phakamisa

5620

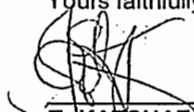
Dear Sir



APPLICATION TO CONDUCT RESEARCH

1. Permission is hereby granted for you to conduct research at Thembalabantu SSS, Xolani SSS, Nonceba SSS, Nompandolo SSS, Hector Petersen SSS, Nosizwe SSS, Enoch Sontonga SSS, Imiqhayi SSS, Siyababalwa SSS, Mgcawezulu SSS and two district officials from Curriculum: Life Orientation Subject Advisor and ESSS in the King Williams Town District of Education.
2. Please be informed that permission is only granted provided that school activities are not disrupted.
3. We wish you well in your endeavors.

Yours faithfully


E. KATSHAZA
(A) DISTRICT DIRECTOR

building blocks for growth



Ilumva eliquambileyo!

APPENDIX 5: INFORMED CONSENT AGREEMENT FORM



Ethics Research Confidentiality and Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

University of Fort Hare
Together in Excellence

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The University of Fort Hare / Department/ organization is conducting research regarding We are interested in finding out more about We are carrying out this research to help (*adapt for individual projects*)

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not to take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked

information. The information will remain confidential and there will be no “come-backs” from the answers you give.

The interview will last around (X?) minutes (*this is to be tested through a pilot*). I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen. (*adapt for individual circumstances*)

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

Principal Investigator Name:

Signature

Contact Details

CONSENT

I hereby agree to participate in research regarding Provision of psychosocial support by educators to orphaned learners in King William's Town District. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study



.....

Signature of participant

Date:.....

University of Fort Hare
Together in Excellence

APPENDIX 6: EDITOR'S DECLARATION

15 June 2016

TO WHOM IT MAY CONCERN

I hereby declare that the thesis titled "Provision of psychosocial support to orphans by educators in secondary schools in the King William's Town District: towards a framework of

psychosocial support" by Zoleka Ntshuntshe, has been edited and proofread. I have checked for language use, corrected spellings and grammatical errors, rewritten sentences where necessary and ensured logical flow of text.

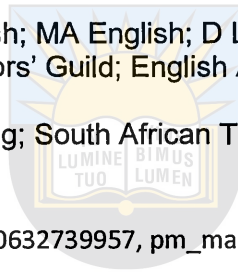
Yours Sincerely,

Dr Pamela Makati

Academic Editor (BA Hons English; MA English; D Litt et Phil)

(Memberships: Professional Editors' Guild; English Academy of Southern Africa; South African

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APPENDIX 7: QUESTIONNAIRE FOR TEACHERS

Questionnaire for teachers: "Provision of psychosocial support to orphans in secondary schools in King William's Town District: Towards a framework for psychosocial support."

I am a PhD student registered with Fort Hare University in Alice, carrying out a study on Psychosocial Support provision by educators to orphaned learners in the King William's Town District. You have been selected to participate in this study mainly because of your valuable experience. You are kindly asked to devote a little of your valuable time to complete this questionnaire. Please answer all questions truthfully and as frankly as possible. The information you supply will be treated with confidentiality and used only for academic purposes.

Thank you for your participation.

Section A: general background information

Date of questionnaire distribution.....September 2015

Type of school: Government ☐ Private ☐

Location of school: urban ☐ peri-urban ☐ rural ☐

What is your gender? Male ☐ Female ☐

What is your age? Below 20 years ☐

20-29 years ☐

30-39 years ☐

40-49 years ☐

50-59 years ☐

Above 60 years ☐

SECTION B: Teacher Capacity

What is your academic qualification? -----

What is your highest professional educational qualification?

Certificate in education ☐

Diploma in education []

Bachelor of Arts []

Bachelor of education []

Honours degree []

Master's in education []

Any other specify-----

What is your specialization? -----

What is your experience as a teacher? -----

Less than a year []

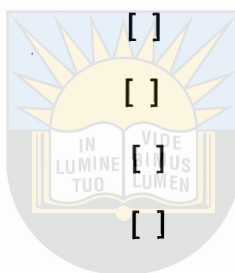
1-5years []

6-10 years []

11-15 years []

16-20 years []

21 years and above []



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Section C: Identification of learners who are in need of psychosocial support

What subjects do you teach?

.....
.....

What is the class size of learners you are teaching?

Males []

Females []

Do you have a record of orphaned learners in your school?

[Yes] [No]

.....
.....
In terms of numbers do you know the percentage of orphaned learners in your school?

[Yes] [No]

If yes, what is the percentage of orphan learners in your school?

If no, how do you know the number of orphans in your school?
.....

In your opinion, does orphan status affect their learning at school?
.....
.....

What problems do orphan children normally have? Please tick relevant box

Behavioural problems	☐	Child headed homes	☐
Often sick/absent at school	☐	Looking after sick parents	☐
Children showing signs of abuse	☐	Neglected children	☐
Poor nutrition	☐	Impaired concentration	☐
Social problems	☐	No money to buy uniforms	☐

Any other please specify
.....
.....

Please explain the type of support you normally give to orphan learners? Please tick the relevant box

Referring to outside structures	☐	Forming partnerships with communities	☐
Forming circles of support	☐	The school nutrition programme	☐

Any other please specify
.....
.....

Who is responsible for providing psychosocial support in your school?

.....

How does psychosocial support play a role in the lives of orphaned learners in school?

.....
.....

How do you identify orphaned learners who are in need of psychosocial support?

.....

Who is responsible for the identification of orphaned learners in need of psychosocial support in your school?

.....

How was this person selected?

.....

Can you please explain what the purpose of identification is?

.....

Do you find identification beneficial?

[Yes] [No]

If yes, please explain what happens after identification has occurred?

.....
.....

Section D: Training of teachers in terms of providing psychosocial support

In your school do you have teachers who have been trained in psychosocial support?

[Yes] [No]

If yes please explain what qualifications do those teachers have in order for them to be able to provide psychosocial support to learners?

.....
.....

Do teachers have this qualification?

.....

Please explain if teachers are receiving on-going training in psychosocial support?

[Yes] [no]

If yes, please explain who normally conducts psychosocial training programmes?

.....

Was the training relevant?

[Yes] [No]

If no, in what way was it not relevant?

.....

How long was the training?



.....

How did you find the training?

[Beneficial] [Not beneficial]

Please give reasons for your choice

.....
.....

Please explain how the selection of teachers who attended the workshop was made?

.....
.....

Please explain if teachers who have undergone the training are currently involved in providing psychosocial support to learners?

.....

How relevant was the training in respect of the challenges learners are facing?

.....

Please explain what challenges were you facing before you went to the training?

.....

.....

Do you think there is a need for teachers to be trained to provide psychosocial support?

[Yes] [No]

Give reasons for your answer



.....

.....

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Section E: Strategies teachers use to provide psychosocial support to orphans in schools

What strategies do you use to provide support to orphans and other vulnerable learners?

.....

.....

.....

Do you find these strategies effective?

[Yes] [No]

If no, why do you find these strategies ineffective?

.....

.....

What other bodies/agencies are there to assist teachers in providing support to learners?

.....

.....

What part/role do these agencies play towards assisting you?

.....

Do you find this collaboration useful or not

[Yes] [No]

If not, what makes it not to be useful?

.....

.....

Please explain the referral process that is being followed at school to refer orphaned learners to outside structures.

.....

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.....

Are you satisfied with the support you are getting from the outside structures?

[Yes] [No]

If no, why are you not satisfied?

.....

.....

How does the school maintain the referral support with outside structures?

.....

.....

Section F: Support (including monitoring) for teachers to enable them to provide psychosocial support

What kind of support do teachers receive from the school principal and the heads of departments to enable them to provide psychosocial support?

.....
.....

What support do teachers receive from the department to enable them to provide psychosocial support?

Are you satisfied with the support provided by the principal and the department?

[Yes] [No]

If yes, please explain in what way is support given?

If no, what makes you not to be satisfied?

.....
.....

Please explain challenges experienced by teachers as far as receiving support from the department?

.....
.....

Does the department have monitoring mechanisms to ensure provision of psychosocial support in schools?

[Yes] [No]

If yes, what type of monitoring mechanism is there?

If no, what kinds of problems do they experience?

.....
.....

On average how often does monitoring take place?

Once a term [] twice a term [] thrice a term [] none [] [other]

If other, please explain

Who does the monitoring?

.....

.....

.....

How do you find the monitoring?

Beneficial [] not beneficial []

If beneficial, please explain what makes it to be beneficial?

If not, please explain why it is not beneficial?

.....

.....

Please explain how monitoring assists teachers in the provision of psychosocial support?

.....

.....

Please explain if there are any challenges experienced by teachers as far as receiving monitoring from the department?

.....

.....

Please explain how these challenges can be overcome?

.....

.....

Thank you for your participation.

APPENDIX 8: INTERVIEW GUIDE FOR TEACHERS

A study of provision of psychosocial support to orphans by educators in secondary schools in the King William's Town District: Towards a framework of psychosocial support

I am a PhD student registered with Fort Hare University in Alice, carrying out a study on Psychosocial Support provision by educators to orphaned learners in the King William's Town District. You have been selected to participate in this study mainly because of your valuable experience. You are kindly asked to devote a little of your valuable time to answer these questions. Please answer all questions truthfully and as frankly as possible. The answers you supply will be treated with confidentiality and used only for academic purposes.

Thank you for your participation.



Interview Guide for teachers

Section A: Personal Information

1.1 Gender female ☐ male ☐

1.2 Age Range 25-39 ☐ 40-59 ☐

1.3 Highest Professional Qualification

Bachelor of Arts ☐ + Post Graduate Certificate in Education ☐

.....
Certificate/Diploma in Education ☐ + Bachelor of Education ☐

.....
Master's in Education..... ☐

Any other, specify.....

Length of service teaching at a high school

1-5 yrs. ☐ 6-10 yrs. ☐ 11+ yrs. ☐

Section B: Identification of learners who are in need of psychosocial support

1. What do you understand by psychosocial support provision for learners in school?
2. What are your views on psychosocial support being a basic right to children in school?
3. Please explain how you identify learners who are in need of psychosocial support?
4. In your school who is responsible for identifying learners who are in need of psychosocial support?
5. Is there any other structure in the school that assists teachers in the identification process?
6. Why is it important for teachers to be able to identify learners who need psychosocial support?
7. Please explain why you think teachers are the most suitable people to identify those learners who are in need of psychosocial support?
8. What is your role as a teacher, after the identification has been done?
9. What challenges do schools face in identifying children?

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Section C: Training of teachers in terms of providing psychosocial support

1. Please explain whether all teachers in your school are able to provide psychosocial support to orphans and other vulnerable children?
2. What qualification/professional training do you think teachers should have in order for them to be able to support orphans and other vulnerable children?
3. Please explain whether teachers in your school have this qualification?
4. Please explain how those who do not have it assist orphans and other vulnerable children?
5. Please explain which teachers provide psychosocial support in your school?
6. What kind of training does the life orientation teacher have to enable him to provide psychosocial support?
7. Please explain whether the course content of the training enables him/her to assist orphans and other vulnerable learners?
8. Which other training have your teachers received to improve their psychosocial provision skills to learners?
9. Please explain whether the training you received was adequate?
10. Please explain what challenges you encountered in the training?
11. Please explain why you think it is important for teachers to be trained in psychosocial support?

Section D: Strategies used by teachers to provide support to orphans in schools.

1. Please explain what strategies do you use to provide psychosocial support?
2. Please explain how the strategies used have been successful in meeting their needs?
3. Please explain how have you modified your teaching methods to accommodate the provision of psychosocial support?
4. Please explain how this modification process has helped?
5. Please explain whether you refer learners to individuals/ outside structures for psychosocial support?
6. To whom (which organisation) do you refer?
7. Please explain how have the learners benefitted from referral strategies utilised by teachers?
8. Please explain the challenges encountered by teachers in using the strategies for providing psychosocial support to learners?
9. Please explain how you make contact with outside structures?
10. Please explain what are the parents' views in terms of other people/organisations providing psychosocial support to learners in school?
11. As far as strategies used to provide psychosocial support to learners in school are concerned, how do you think they can be improved?
12. What are your views on the whole regarding the role played by teachers in the provision of psychosocial support to orphans in schools and how do you think it can be improved?

Section E: Support including monitoring for teachers to enable them to provide psychosocial support.

1. What kind of support as a teacher do you receive from the school principal, heads of departments or school based support team?
2. How does the school monitor your effectiveness in order to ensure your rotation within the school, collaboration with both inside and outside structures?
3. Please explain what kind of support do you receive from the District Based Support Team?
4. Please explain how the District Based Support Team monitors the provision of psychosocial support to learners by teachers in your district?
5. How does the school monitor the provision of psychosocial support?
6. Please explain: is there any improvement strategy that you receive from the District Based Support Team?
7. Please explain if this support is adequate.

8. Please explain how you co-ordinate with other people/ structures who give support to learners.
9. Please explain, what challenges do you encounter in providing support and monitoring by the school and the district?

Thank you for your participation



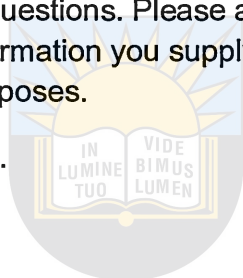
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APPENDIX 9: INTERVIEW GUIDE FOR PRINCIPALS

A study of provision of psychosocial support to orphans by educators in secondary schools in King William's Town District: Towards a framework of psychosocial support.

I am a PhD student registered with Fort Hare University in Alice, carrying out a study on Psychosocial Support provision by educators to orphaned learners in King William's Town District. You have been selected to participate in this study mainly because of your valuable experience. You are kindly asked to devote a little of your valuable time to answer these questions. Please answer all questions truthfully and as frankly as possible. The information you supply will be treated with confidentiality and used only for academic purposes.

Thank you for your participation.



Interview Guide for Principals

Section A: Personal Information

1.1 Gender female ☐ male ☐

1.2 Age Range 40-49 ☐ 50-59 ☐ 60+ yrs. ☐

1.3 Highest Professional Qualification

Bachelor of Arts ☐ + Post Grad Certificate in Education ☐

.....
Certificate/Diploma in Education ☐ + Bachelor of Education ☐

.....
Master's in Education.....

Any other, specify.....

1.4 Length of service teaching at a high school

10-15 yrs. ☐ 16-25 yrs. ☐ 26 + yrs. ☐

1.6 Length of service in the position of principal

1-5 yrs. ☐ 6-10 yrs. ☐ 11-25 yrs. ☐
26 + yrs. ☐

Section B: Identification of learners who are in need of psychosocial support

1. What do you understand by Psychosocial Support provision for learners in school?
2. What are your views on psychosocial support being a basic right for children in school?
3. How have you been supporting learners who need psychosocial support?
4. In your school who is responsible for identifying learners who are in need of psychosocial support?
5. How do teachers identify learners who are in need of psychosocial support?
6. Is there any other structure in the school that assists teachers in the identification process?
7. Please explain why is it important for teachers to be able to identify learners who are in need of psychosocial support.
8. Please explain why you think teachers are the most suitable people to identify those learners who are in need of psychosocial support.
9. What challenges do schools face in identifying children?

Section C: Training of teachers in terms of providing psychosocial support

1. Please explain whether all teachers in your school are able to provide Psychosocial Support to orphans and other vulnerable children.
2. What qualification/ professional training do you think teachers should have in order for them to be able to provide psychosocial support to orphaned and other vulnerable learners?
3. Please explain whether teachers in your school have this qualification.
4. Please explain how those who do not have it assist orphans and other vulnerable children.
5. Please explain which teachers provide psychosocial support in your school.

6. What kind of training does the Life Orientation teacher have to enable him or her to provide psychosocial support?
7. Do you think the course content of the training enables him/her to be able to assist orphaned learners?
8. Please explain which other training have your teachers received to improve their psychosocial provision skills to the learners?
9. What is your view on such training programmes?
10. Please explain the challenges encountered by the school with regards to training of teachers.
11. Please explain why it is important for teachers to be trained to provide Psychosocial Support.
12. What additional support do you think your teachers could require to assist them in their psychosocial skills and knowledge?

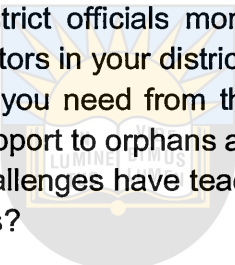
Section D: Strategies used by teachers to provide psychosocial support to orphans in schools.

1. What strategies do your teachers use to provide psychosocial support to orphans and other vulnerable learners?
2. Please explain how the strategies used have been successful.
3. Please explain the challenges encountered by the teachers in using the strategies for providing psychosocial support to learners.
4. In these interventions what is the direct role played by the teachers besides referring learners to outside centres?
5. Please explain what other strategies are used by the school besides those used by teachers to provide psychosocial support to learners.
6. What are your views on the provision of psychosocial support for orphans and other vulnerable children?

Section E: Support including monitoring for teachers to enable them to provide support to orphans in schools

1. How do you as a principal support the teachers in providing psychosocial support to learners?
2. What support do you get as a school from the District Based Support Team in terms of providing learners with psychosocial support?
3. Please explain how the district officials monitor the provision of psychosocial support to learners by educators in your district.
4. What additional support do you need from the District Based Support Team in provision of psychosocial support to orphans and other vulnerable learners?

5. Please explain whether the school has a school based support team.
6. Please explain what their duties are.
7. Please explain how you monitor the school based support team to ensure rotation among teachers, collaboration with inside and outside structures and for effectiveness.
8. Please explain what challenges do you experience in providing support and monitoring with regard to psychosocial support being offered in school.
9. What do parents/caregivers think of psychosocial support being offered in the school?
10. What do you think are the roles of parents in psychosocial support provision for their children in school?
11. Please explain what more can be done to assist teachers to offer psychosocial support to learners.
12. Please explain how the district officials monitor the provision of psychosocial support to learners by educators in your district.
13. What additional support do you need from the District Based Support Team in provision of psychosocial support to orphans and other vulnerable learners?
14. In your experience, what challenges have teachers encountered in trying to meet learner's psychosocial needs?



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Thank you for your participation

APPENDIX 10: INTERVIEW GUIDE FOR DISTRICT OFFICIALS

A study of provision of psychosocial support to orphans by educators in secondary schools in King William's Town District

I am a PhD student registered with Fort Hare University in Alice, carrying out a study on Psychosocial Support provision by educators to orphaned learners in King William's Town District. You have been selected to participate in this study mainly because of your valuable experience. You are kindly asked to devote a little of your valuable time to answer these questions. Please answer all questions truthfully and as frankly as possible. The answers you supply will be treated with confidentiality and used only for academic purposes.

Thank you for your participation.



Interview Guide for District Officials

Section A: Personal Information

1.1 Gender: Female ☐ Male ☐

1.2 Age Range 30-39 yrs. ☐ 40-49 yrs. ☐ 50-59 yrs. ☐

1.3 Highest Professional Qualification

Bachelor of Arts ☐ + Post Graduate Certificate in Education ☐

.....

Certificate/Diploma in Education ☐ + Bachelor of Education ☐

.....

Master's in Education..... ☐

Any other: please specify.....

1.4 Length of service as an education official:

1-5 yrs. ☐

6-10 yrs. ☐

11+ yrs. ☐

Section B: Identification of learners who are in need of psychosocial support

1. What do you understand by psychosocial support provision for learners in school?
2. What are your views on psychosocial support being a basic right to children in school?
3. In your district do you have learners who need psychosocial support?
4. Please explain how you assist schools in identifying children who need psychosocial support.
5. Please explain what processes are followed in identifying learners.
6. Who provides psychosocial support in schools to orphans and other vulnerable learners?
7. Please explain what challenges you encounter in the process of assisting schools.

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Section C: Training of teachers in terms of providing psychosocial support

1. Please explain what additional training have you provided to teachers in psychosocial support.
2. Please explain how you select teachers to train in provision of psychosocial support.
3. Please explain the specific qualification required for teachers to be able to provide psychosocial support to learners.
4. Please explain the training you have provided to the teachers to enable them to do their work as far as providing psychosocial support.
5. How long was the training?
6. What challenges do you encounter in training teachers?

Section D Strategies used by teachers to provide support to orphans in schools

1. What are your views regarding the strategies used by teachers to provide psychosocial support to learners in school?
2. Please explain whether you think the strategies used are useful.

3. Please explain whether the district is assisting in the provision of psychosocial support to learners in schools.
4. What other organisations offer psychosocial support to learners?
5. How are the learners referred?
6. Who co-ordinates this process?
7. What challenges do you meet in the process of assisting teachers?
8. How can psychosocial provision to orphans and vulnerable children be improved in your district?

Section E: Support including monitoring for teachers to enable them to provide psychosocial support.

1. As far as you are concerned, are there any benefits for teachers as far as monitoring is concerned? If the answer is yes, please explain.
2. How often does monitoring take place?
3. Please explain what happens when you conduct monitoring.
4. What challenges have you come across in your monitoring duties, as far as psychosocial support provision is concerned? If any, please explain.
5. What kind of an improvement plan do you have to deal with these challenges?

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Thank you for your participation

APPENDIX 11: DOCUMENT ANALYSIS GUIDE

Document Analysis Guide

The documents reviewed included:

1. Attendance registers.
2. Assessment records.



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