

**UNIVERSITY OF KWAZULU-NATAL**

**The Geographies of Schooling Experiences of Orphaned**

**Children in One Rural School in the Shiselweni**

**Region of Swaziland**

**BY**

**Mzikayifani Bizzah Masuku**

A dissertation submitted in partial fulfillment of the requirements for the

Degree of

**Master of Education (Social Justice)**

**Supervisor: Professor Pholoho Morojele**

**DURBAN (Edgewood Campus)**

## **DECLARATION**

I, Mzikayifani Bizzah Masuku declare that this dissertation entitled:

**The Geographies of Schooling Experiences of Orphaned Children in One Rural School in the Shiselweni Region of Swaziland**

Is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references and citations. It has not been submitted before for any degree or examination at any other university.

.....

**Mzikayifani Bizzah Masuku**

**(Student Number: 214584312)**

**December 2016**

.....

**Professor Pholoho Morojele (Supervisor)**

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## **ABSTRACT**

This study set out to explore the geographies of schooling experiences of orphaned children in one rural high school in the Shiselweni region of Swaziland. There is paucity of knowledge regarding the nature and extent of orphanhood and its implications on children's schooling experiences, especially in rural communities of Swaziland ravaged by poverty, unemployment and HIV and AIDS. Drawing from Children's Geographies and the New Sociology of Childhood Studies, this study provided insights into the spaces and places occupied by the orphaned children in this context and how the orphaned children negotiated the complex and varied spaces of learning. It adopted a qualitative research methodology and utilised a narrative inquiry approach in which orphaned children's narratives were elicited through individual and focus group interviews, as well as by using photo voice as a participatory method. Six (three girls and three boys) orphaned children (three single-orphaned and three double-orphaned) from Form 4 and 5 (equivalent to Grade 10 and 11) were purposively sampled to form the participants of this study.

The study revealed that orphaned children experienced schooling both positively and negatively in this context. Dominating among the positives were activities like culture and sports which brought a lot of excitement to them thus motivating them to attend this school. Food provided at the school kitchen was also cited as a positive schooling experience by these children. Although some complained of its nutritional standard, the fact that some of these children had nothing to eat while at home made them to appreciate food provision in the school as a positive experience.

Many of the participants singled out the fatherly role played by their Head teacher as a major symbol of love and which they claimed motivated them to attend the school. The study, however, also found out some negative experiences that the orphaned children had in this school, particularly those related to bad and disrespectful behaviour by other children. These included some discriminatory statements of pride like name calling and ridiculing of the orphaned children. For example; mocking, name calling and isolation were cited as some of the main negative experiences that orphaned children went through in this school.

The study found that some children associated orphanhood with some kind of a curse ordained by providence as punishment from God for the wrong doing of their parents. Narratives of the orphaned children indicated incidents of bullying and victimisation levelled against them by both teachers and other children in the school. For instance, some teachers mocked the children taking advantage of their vulnerability, citing some local stereotypes which included the assumption that parents of the orphaned children died due to HIV and AIDS, which had a major negative stigma in these communities.

Another finding was the experience of travelling a long and tiresome distance, sometimes poorly clad in rainy seasons, by the orphaned children to get to school. This predisposed orphaned children to be late, thus relegating them into conflict with teachers from late coming, and also resulting in tiredness and fatigue which adversely affected their ability to concentrate and learn in class. The study also revealed that vulnerable children were not passive subjects of their negative or positive schooling experiences. These children were found to be resilient and defying

the odds that militated against their schooling in order to overcome or mitigate the challenges they faced related to their schooling. For example, orphaned children in this school involved themselves in self-generating projects like growing crops, gardening, doing temporary jobs, studying very hard and seeking assistance from friends, relatives and members of the community as coping strategies to alleviate their plight.

Based on the above findings, the study recommends that there is a need for the Swaziland government to increase the amount of money awarded to schools meant to support and enhance the schooling and academic experiences of orphaned children. Some educational workshops and lessons should be held to sensitise teachers and all children about the value of embracing social diversity, social tolerance, particularly focusing on supporting and enhancing the schooling experiences of orphaned children. Some form of education is also required to falsify the local myths regarding the relationship between HIV and AIDS and orphanhood. Building safe and conducive schooling environments that cater for a myriad of learner diversities should be prioritised as an overcoming strategy to tackle all forms of discrimination in the schools.

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## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 INTRODUCTION**

This is a qualitative narrative study which explores the geographies of orphaned children in one rural school in Swaziland. It aims at exploring the stories generated by orphaned children in this rural school set up. It also sets out to examine the factors that influence the children's experiences in this context, investigate the spaces and places that these children occupy; and lastly to ascertain navigation techniques employed by these children in trying to manoeuvre in their complex environments. The state of being orphaned in the world has been on the rise for a number of reasons but in Africa, in particular, it has been rising drastically, due to the catastrophic deaths brought on by HIV and AIDS. This catastrophe has caused so much damage that has left about 15 million orphaned children all over the world and 80 percent of these children live in Africa south of the Sahara Fredrikson-Bass (2004). The study adopts Children's Geographies and the Sociology of Childhood as its theoretical frameworks in order to understand how orphaned children experience their schooling in this context. It importantly aims at filling up the gaps on literature related to the study currently accessible.

This chapter provides an orientation to the study, its background, aims and rationale, contextual knowledge, objectives, research questions, significance and concludes with a summary for the entire dissertation.

## **1.2 BACKGROUND OF THE STUDY**

Alleyne (2014) elaborates that the background of the study is very significant as it includes an examination of the focus area, present material on the subject, previously documented materials pertaining the same issue and the appropriate past on it. It helps in proving the relevance of the study questions and to further develop it. This case study focuses on the schooling experiences of orphaned children in one rural school in Swaziland.

There have been international, regional and local debates that have ignited the rise of this explorative study, in order to unearth important phenomena surrounding orphaned children. Braithwaite et al. (2013) lament that in the year 2010; there were about 120534 orphaned children in Swaziland. This numerical representation of orphaned children, in a country of about a million people, justified the rationale that this was an issue of great magnitude that needs urgent solutions hence the researcher's desire to explore this field of study. This would not end well as "poor children of today will grow up to be the poor adults of tomorrow and the intergenerational cycle of poverty will repeat itself."

## **1.3 AIMS AND RATIONALE FOR THE STUDY**

The study aims at understanding the geographies of orphaned children, so as to use this inference to incorporate them into the educational planning strategies and societies for social, political and economic growth. Understanding the lives of orphaned children is of critical significance nowadays as children have become a backbone of our economy, so protecting them from



‘extinction’ is in line with the focus towards global economic growth. Collins and Coleman (2008) argue that intellectuals like geographers have ignored many social institutions like schools in preference for institutions like hospitals. The most critical areas where people mostly focus are educational institutions like schools. Schooling environments are capable of changing the identity of certain societies. As schools play a significant role in shaping social identities, it is; therefore, very imperative that we take all the socio-spatial dimensions of schooling hence the emergence of this study.

As a teacher, having taught in a number of rural schools in Swaziland, I have witnessed the most painful scenarios whereby orphaned children drop out of school due to matters beyond their control. To make matters worse, no one even bothers to come up with follow-up strategies to find out how they face the outside world, which has become so ruthless, corrupt and evil. Some have been chased away from school by head teachers demanding school fees throwing a lot of psychological confusion to them as some are double-orphaned and they have no place or someone to report to. This study could help principals in schools to fully master the geographies surrounding orphaned children so that they can understand them not only academically; but emotionally, socially, psychologically as well. This would help them to incorporate inclusive strategies in their curriculum that would act as a “shock absorber” to the problems faced by these under-privileged children.

As a result of this trauma associated with this syndrome, orphaned children experience phobias, withdrawal, aggressiveness and other social challenges. It has been out of this humanitarian and professional stand I have taken as a teacher that I have embarked on this research, so as to fill up

the gaps left by other scholars in trying to eradicate this syndrome threatening the economy of Swaziland, Africa and the world at large. The youth are the cornerstones in the development of a future world and their graduation into tertiary education should be nurtured and monitored. Children are our future, so a continued disappearance from the educational scene of these young brains puts the country in economic retardation. It is a cancerous situation because for now the impact is seen on its infancy stage, but as more children are lost before graduation Swaziland's and other countries' future facing the same social predicament is at risk Makama et al. (2002).

From a personal perspective, I have also sadly witnessed a number of incidents within my family set-up, neighbourhood and the community at large, where orphaned children face a number of challenges as they grow up and attend school. It is the duty of every human being including myself to make sure that orphaned children get the care they deserve in order not to feel neglected and isolated. Abebe (2009) argues that orphans are victims of circumstances, innocent, susceptible to any form of abuse and largely dependent on adults for their survival. It is not a new phenomenon, it has been a serious problem, as a result protecting and caring for orphaned children needs a lot of effort and initiative from government. This depends largely on the availability of resources and the behaviour of different sectors of society. This personal observation has also been the underlying factor regarding why the researcher undertook to embark on this research.

Drawing from policy values, it can also be noted that Swaziland being a member of the United Nations Organisation and having signed a number of declarations on the welfare of children, the researcher as a citizen of Swaziland and the world felt obliged to work towards attaining this

vision on orphaned children hence his interest in this field of study. Khumalo (2013) substantiates this assertion by highlighting that Swaziland being a member of the United Nations Organisation has signed a number of declarations on the rights of a child. It has been out of this agreement that Swaziland had to conform to all the standards set by the UN pertaining orphaned children. Swaziland being a member of the Southern African Development Community (SADC) and the African Union (AU) has also agreed to adhere to all the standards set by these organisations concerning the welfare of orphaned children in Africa.

## **1.4 CONTEXT OF THE STUDY**

### **1.4.1 Geographical Context of the Study**

The study was piloted in one of the rural schools found in the Shiselweni region of Swaziland. Swaziland is made up of four administrative regions being Manzini, Shiselweni, Lubombo and Hhohho. Armstrong et al. (2012) quoting a UNDP report state that Swaziland is a small country divided into four administrative regions. Geographically, the school is found within the Middleveld and the area enjoys a sub-tropical climate characterised by normal to average rainfall. It lies about 50 km from the closest city of Manzini and about 70 km from the closest town in the Shiselweni region in the south. There are numerous schools both primary and high within the vicinity.

### **1.4.2 Socio-Economic Context of the Study**

This is a government-aided school situated in an impoverished community where many families are poor. The subsistence economy is the main means of survival although climate change has changed the situation resulting in many families struggling to make ends meet. Armstrong et al. (2012) continues to argue that a larger percentage of the people in Swaziland suffer from higher levels of poverty; and a majority of the population live in remote rural areas. These rural folks depend on subsistence farming for survival. This has resulted in a number of able-bodied men leaving their homesteads for the mines in the Republic of South Africa and the local major cities and industrial areas. This has left many families with a dependent population of mainly females, old people and children.

The poverty nature of the region has made it more vulnerable to HIV and AIDS. This has resulted in many adults in particular dying as a result of AIDS-related illnesses thus reducing a number of families into destitute status. This has worsened the orphaned crisis in this community and has added a lot of burden to the region and the country at large. This has accounted for the increasing numbers of orphaned children enrolled at this rural school. The enrolment in the school from Form One up to Form Five currently stood at a ratio of about 346 students, to 20 teachers.

A majority of the children walk to and from the school, as a large number come from within and other neighbouring communities. Those few who do not walk commute using public transport. A mono-cultural setting exists at the school as almost all the children are Swazis thus creating a

cultural harmony. The most dominant languages spoken are SiSwati and English though the latter remains the official and failing subject in all schools in the country.

### **1.4.3 Policy and Educational Context of the Study**

Swaziland, like the rest of the world, has policies in place to tackle the issue of orphaned children. Fees, which have been a problem for most orphaned children have been cushioned at government's expense. Makama et al. (2002) concur that government introduced the Orphaned Vulnerable Children grant in 2002 to cover school fees for OVC's not for food and other needs. The government has also adopted a non-selfish approach as it has allowed various organisations to contribute in the financial upbringing of these children. There are organisations working with the Ministry of Health and Social Welfare such as Young Heroes. They work in conjunction with NERCHA (National Emergency Response Council on HIV and AIDS), a supportive wing under the same Ministry. Such organisations have made it a point that they offer both financial and medical help to orphaned children. All schools should make sure that all children are accommodated despite their physical, emotional, and financial conditions. Compulsory education is a must and no child should be at home as education has become free at primary level with the programme being rolled down to upper grades on an annual basis Ministry of Education Report (2015).

## **1.5 OBJECTIVES OF THE STUDY**

The study pursued to discover the stories generated by orphaned children about their schooling experiences in one rural school. It also sought to investigate the dynamics that influenced orphaned children's experiences in this context, state how these orphaned children negotiated the complex and varied spaces of learning; and finally investigate the spaces and places these orphaned children occupied in this context.

## **1.6 KEY RESEARCH QUESTIONS**

This study seeks to answer the following questions:

1. What stories do orphaned children tell about their schooling experiences in one rural school in Swaziland?
2. What are the factors that influence orphaned children's experiences in this context?
3. What spaces and places do orphaned children occupy in this context?
4. How do orphaned children negotiate the complex and varied spaces of learning?

In order to research the above questions the researcher used a qualitative narrative inquiry approach which involved the use of a participatory method called photo voice where the six orphaned children (3 females and 3 males) were given cameras to capture related phenomena to be used during focus group and individual interviews.

## **1.7 SIGNIFICANCE OF THE STUDY.**

A study without any significance is like a car without petrol. It is of critical importance that this study would add a lot of value to many societies currently infested with orphaned children and those still to experience such a social problem. The issue of orphanhood keeps on increasing on a daily basis, so it is very important that scholars keep themselves abreast with the developments within this field so as to grasp its twists and turns. Abebe (2009) comments that although this is not a new phenomenon; but taking care and making sure that orphaned children are protected still presents a major challenge to many governments worldwide.

The study would also help the government of Swaziland and other governments facing the same predicament to prioritise the issue of orphans in their legislative assemblies so as to formulate laws that would address this issue not as a social problem as it is nowadays; but as a catalyst for economic development as an aim towards improving the country's economy.

It would also raise awareness that each and every society in Swaziland and the world at large understand that orphanhood is not a generic disease; but rather a condition that can be broken through participation, cooperation, involvement, adoption of a non-egocentric approach in all societal/country's developmental projects.

The consequences of taking care of this issue would result in self-reliant societies as young people if well nurtured would contribute immensely in the economic development of the country. Turning a blind eye towards this social problem would have negative effects as societies would

be slowly deprived of young educated citizens who would have made a huge change in the development of their societies and the country under which they live. Demographic population pyramids show that young people were the most productive age group, so all efforts should be directed towards making sure that such a group was protected from ‘extinction.’

## **1.8 STRUCTURE OF THE DISSERTATION**

### **CHAPTER ONE**

The researcher maps a summary of the study. It features the introduction to the study, background of the study, aims and rationale, context of the study which divides itself into the geographical; socio-economic, educational and policy contexts as sub-themes; study objectives and key research questions. It also underlines the significance of the study.

### **CHAPTER TWO**

It focuses on related literature to the study. The literature discusses themes like the nature of orphanhood, conceptions (debates) on orphaned children; international, regional and local policies on orphaned children where legislation, in particular, is explored at length. It also touches upon the dynamics affecting orphaned children as they interact with nature on a daily basis. Support mechanisms on orphaned children are also tackled in this chapter; and finally the theoretical frameworks. This body of literature would be directed towards closing the current gaps on scholarly presentations on this issue.



### **CHAPTER THREE**

This chapter looks at the research methodology and design, which encompasses a lot of themes. It justifies why the qualitative narrative inquiry method was preferred for this study. It touches on how the population was sampled and the reasons for that. It also explains how the data was generated, analysed, issues of validity and how trustworthiness would be achieved; and finally how ethical issues were considered.

### **CHAPTER FOUR**

This chapter specifically looks at the discussion of the research findings. These findings would be discussed in correlation with literature related to the study, theoretical frameworks and the research questions.

### **CHAPTER FIVE**

This chapter provided conclusions and recommendations. It would also look at the limitations of the study, its strengths as well as implications on policy and further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE TO THE STUDY**

#### **2.1 INTRODUCTION**

The aim of the study is to explore the geographies of orphaned children in a rural school in the Shiselweni region of Swaziland. It seeks to understand the geographies of orphaned children so as to incorporate them in the country's educational planning strategies and societies for social, political and economic growth. This chapter is organised to discuss the nature of orphanhood, conventions or policies on orphaned children, the dynamics influencing these children experiences, support mechanisms and the theoretical frameworks.

#### **2.2 MAGNITUDES OF ORPHANHOOD**

Orphanhood in the world has been on the rise for a number of reasons but in Africa, in particular, it has been rising drastically due to the catastrophic deaths by HIV and AIDS. This epidemic has left millions of orphaned children worldwide and a larger percentage of them live in sub-Saharan Africa Fredriksson-Bass (2004). This has left a great challenge to the African governments to come up with strategies to curb this disaster threatening to deprive the continent of productive individuals. Wright (2009) reporting from UNICEF, points out that it has been estimated that by 2008, about 12 million children under the age of 18 had been orphaned by the disease.

Orphanhood, which is threatening almost every society in the world, is prevalent in continents like Africa where poverty is high. Drake et al. (2006) enlighten that the region found in Africa

south of the Sahara is currently the mostly hard hit by HIV and AIDS. The statistics show that there are about 43 million children who are orphaned in this region. Surprisingly these numbers are increasing at a faster rate.

Curley et al. (2011) share the same sentiments by pointing out that Africa south of the Sahara currently 'houses' about 43 million orphans where a third are a result of HIV and AIDS. They continue to pinpoint that as a result of the burden lying heavily on extended families, the children then resort to dropping out from school so as to support themselves and younger siblings. This then leaves the people of Africa with a great challenge to stand up and fight this disaster with solidarity. Without this intervention the continent will continue to be a breeding ground for poverty, disease, unemployment, hunger, and other catastrophes mainly caused by the lack of initiative. These intellectuals see no other ways to move out of this difficulty besides the empowerment of the mind through education.

Wagt and Comoly (2000) conclude that though orphaned children are on the rise, there seems to be a lack of care for them as many adults in extended families who are supposed to take care of them suffer from HIV-related illnesses and could not monitor their upbringing. This results in the increase of poverty within the families. The above scholarly debates are an indication of the significance of this field of study as it unearths the intensity of the problem in Africa and the world hence the need to inject new "blood" in all the debates that have been put forward over this issue. There has been extensive scholarly documentation on the issue of orphaned children worldwide judging by the large volumes of literature on this subject; but there still remain some gaps on how effectively and practically can these discovered strategies be employed. Armstrong

et al. (2012) argue that too many interventions to help children who are orphaned have not been compiled into literature nor examined closely to be sure that orphaned children benefited. Although many interventions and strides have been made to address the issue of orphaned children, there seemed to be a lack of an effective strategy to deal with this crisis.

A report from the Food and Agricultural Organisation FAO (2010) also share similar thoughts on gaps presently available by acknowledging that policy and other legislative measures have failed to provide adequate support to orphaned children. The report points at the lack of an effective and constructive understanding between departmental government structures and organisations providing support for orphaned children. It is, therefore, very significant that the spaces occupied by this literature be explored so as to reach the root of this matter. Collins and Coleman (2008) again bring an interesting observation, to the effect that many geographers have been ignoring schools, instead focusing on other social services like hospitals, thus depriving the populace of what transpires behind the scenes in schools. In our pursuit for knowledge on orphaned children it is, therefore, imperative that we take all the socio-spatial dimensions of schooling.

### **2.3 THE CONCEPT OF ORPHANHOOD**

The term orphan is conceptualised differently in various locations worldwide. This has resulted in many interpretations and difficulty to accept that orphaned children really need care in some societies. Some scholars are even arguing that the orphaned children's plight is very similar to that of other vulnerable children, so they should not be personalised because the whole vulnerable category needs attention. In order to clear such controversies, the researcher has

decided to unlock this subject through literature documentation. There are many definitions internationally of an orphaned child. According to the UNAIDS report (2002) an orphan is defined as a child who has lost a mother and is less than 15 years old. The terminology changed in 2004 as it was defined as a child whose both parents are deceased. In other African countries the term orphan differed from region to region Abebe (2006).

Abebe (2009) later differed by defining it as a universal classification adopted to describe a social and economic condition of children who have lost either of their parents due to different reasons. There is an age issue as Hall and Mentjies (2013) define it as a condition whereby a child under 18 years whose biological parents of both father and mother are deceased. According to UNICEF (2008) an orphan is a child who does not have both parents. An expansion by Kennington (2014) states that the word orphan is a Greek word meaning a child whose parents have died or have been permanently abandoned. USAID (2008) describes an orphan as a child under 18 years who lost either mother or father, or both. UNICEF (2008) conceptualises orphans as children who do not have both parents. The implication is that there were over 132 million orphans in Africa south of the Sahara, Asia, Latin America and the Caribbean in 2005. Of all these children, 13 million had lost both parents!

Ennew (2005) differs by arguing that an orphan is a disadvantaged child whose characteristics are shaped by a lot of factors ranging from being dependent economically and the intervention of international donors. This assertion by this scholar can be misconstrued as to mean that every disadvantaged child facing economic dependence is an orphan! Mentjies (2006) almost shares

the same view by unveiling that any child who is needy could be classified as an orphan. This removes the notion of biological connectedness.

Orphaned children are not any different from children suffering from poverty extreme Bray (2003). Some scholars base their debates on the aspect of dependence and accessibility, implying that some orphaned children do not really qualify to be called orphans as they have these support structures like extended families! Chigubu (2000) comments by pointing out that we should not be worried about orphaned children as they are well looked after in extended families. Beegle et al. (2009) observe that the increasing number of orphaned children raises questions whether extended family networks are equal to the task of taking care of orphaned children and the burdens associated with them. Berry and Guthrie (2003) challenge the debate on extended family by reporting that about 40 percent of children who are orphaned are nurtured by old family members. This then raises the question of whether does this reflect a good extended family support structure as asserted by some of the scholars? The old people expected to provide care for the orphaned children are also vulnerable!

Foster (2000) disagrees by stressing that orphans can no longer trust the existence of an extended family set up. The reliance on this family structure has been stretched to the limit by the effects of poverty and the increase in the number of children to be cared for. With all these debates based on definition it is very crucial for clarity to know the trend this research would follow. Mataka (2007) contributes to this body of knowledge by also defining an orphan as a child below the age of 15 whose both parents are reported to be deceased. The scholar further differentiates between a single and a double orphan. A single orphan is defined as a child who has lost either a

mother or a father and a double orphan as a child who has lost both parents. Skinner et al. (2006) add by stressing that an orphan is the child whose both parents have been lost; and this can be either due to death, disappearance, or the status unknown.

In Swaziland where the study was conducted they have adopted the recent universal adoptions of the definition from the United Nations, thus the Ministry of Education Report (2015) describes an orphan as a child below the age of 18 who has lost both father and mother. Losing the father or mother classifies the child under single-orphaned, while when both parents are deceased this is referred to as a double-orphan. The age factor is not a high determinant as what matters is whether the child is still schooling or not. Throughout this research, I use the term single for a child who has lost either the father or mother; and double for the child who has lost both parents. This is the terminology I will use throughout this research process. This research is based on the use, as an example, of six (6) orphaned children, three of which are single-orphaned and the other 3 are double-orphaned. Gender balance was maintained when sampling for this population.

## **2.4 UNDERSTANDING CONVENTIONS/POLICIES ON ORPHANED CHILDREN**

### **2.4.1 International Conventions/Policies on Orphaned Children**

International policing has endeavoured to intervene in the orphan dilemma. All children in Swaziland should be at school by 2015 according to children's rights as laid down in government developmental goals. It has been through the work of United Nations Agencies on which constraining efforts have been adopted in trying to safeguard the future of orphaned children.

The major aim of this corroborative involvement is to make sure that children are not intimidated within the environment in which they live Abebe (2006) citing from the United Nations of 2007. There have been a lot of meetings worldwide where the issue of orphanhood has been debated, but there still remain some discrepancies on this problem. The education of these children has been topping the agenda in most of these meetings. There are still cases of orphaned children not accessing education at all. In some scenarios even if they do enrol in some educational institutions they drop out Kalaba (2008-2010).

The United Nations Children Emergency Fund (UNICEF) somehow does not agree with the argument above. International policy has played a bigger role on the issue of the education of orphaned children worldwide. It has been largely due to the work of the United Nations Organisation and its Agencies. Policy clearly declares that education is an essential social right contained in the United Nations Charter on the rights of a child as cited in the United Nations report of 1989. Education remains the basic human right for all children orphaned or not, and all the children who have access to quality education have better opportunities in life than those who have been deprived of such a privilege UNICEF (2010). Drake et al. (2006) also note the contribution made by the United Nations Agencies and how international policy addresses it. It regards education as an essential social privilege, as acknowledged by the United Nations Organisation. Attending school helps orphaned children to forget about their misery and focus on their educational pursuits. This reduces the level of stress on their daily lives. On an analytical point of view one is tempted to argue that indeed the future of Africa and other orphaned infested regions worldwide lies within the education of its younger generation rather than any divine



miracle. The onus lies on policy adoption, implementation and delivery in an effort to protect our younger generation from extinction.

Peters (2004) quoting from the Samanca Conference for Action of 1994 adds that orphaned children should work together cooperatively putting aside their physical, intellectual, gender differences in a means to reach their full potential. They would easily solicit help if they are a united front. On a closer perspective as these scholars bring a lot of debates into this subject; it is notable that so far there seems to be no clear instrument in place on how some of these beautiful theories can be put into action to make sure that the orphaned child is nurtured until graduation into tertiary education.

The FAO (2010) again summarily pinpoints that the United Nations Assembly in 2001 again placed emphasis on orphaned children and invited all stakeholders in different countries to join hands in putting up policies and approaches towards this problem. Orphaned children need to be supported in schools with shelter, food, health; and be protected against abuse, violence, exploitation, and discrimination. With all these interventions the problem still exists and continues to be a threat to societal growth. In the same context but a different analytic tone, these scholars below bring a fascinating observation. Embleton et al. (2014) observe that though the international community strives for improvement much effort has been applied in many models aimed at uplifting the lives of orphaned children in Africa. It is worth mentioning that although there have been positive initiatives, but there is still lack of information on many of these models in Africa accessible in the literature. They cite models like orphanages and community-based care usually supported by organisations. With the growing number of

orphaned children looking up for more care and support in conjunction with high levels of poverty currently invading African societies; the remaining extended families may start crumbling. Having brought this argument it is, however, not the sole responsibility of extended families to cater for the orphaned child, but a responsibility for all citizens because when they engage in wayward behaviour they affect each and every citizen. Responsibility from all corners of the world is relevantly important to get to the bottom of this matter.

International policy is there but the only stumbling block is implementation by affected countries and a follow-up programme from the initiators. UNICEF has been the leading organisation in fighting this quagmire. Drake et al. (2006) again add that UNICEF in support with UNAIDS convened the Global Partners Forum which adopted the Framework of October 23 which was endorsed by all United Nations agencies. This Framework carries many recommendations like mobilisation to put orphaned children high on the development agenda. Closely looking into this, one can argue that international policy on orphaned children has almost covered every acre of space and the drafting of new policies would not yield much result unless the affected regions adopt and implement some of the policies in place. From the presentation above, it is clear that international observers do acknowledge that this problem is far from over hence this in-depth investigation. We call for all governments to a spirit of delivery so as to build a bright future for all children. Africa has been experiencing a lot of migrations both within and outside the continent mainly caused by the non-delivery of the governments.

## **2.4.2 Regional Conventions/Policies on Orphaned Children**

The FAO report (2010) states that in many African countries about 50 percent of the orphaned children under the age of 17 had their parents dying of HIV and AIDS related illnesses. UNAIDS maintains that the level of AIDS-related orphanhood is expected to rise to astronomical figures by 2030! This, therefore, sets the pace on Africa and defines the seriousness of this problem. We have discovered how far international policing has gone in the orphanhood dilemma. It is also crucial that we analytically look at the regional framework where this problem lies. There are numerous regional groupings and who have been very vocal on other issues, so it is quite interesting to hear their stand, comment, and planning on this crisis.

Kelly (2000) shows that in the SADC countries at present, there are about 5.096 million children below the age of 15 who are single and double-orphaned. There is an additional 6.228 million which accounts for the children who have lost their fathers. The orphan dilemma is one of the major problems to have been experienced by human beings in history. This underlines the magnitude of this issue in the SADC region. One wonders whether these numbers have a meaning on the top brass who influence decisions in every country! The question that boggles the mind is: how far have the people of this continent gone to wipe out this "orphan disease" before it wipes out our societies? Kelly (2000:p13) concludes such concerns by arguing that, "history will judge all of us educated people in the SADC countries, and the people we represent, and by the way we put aside individual and organisational differences and marshal our collective resources-financial, technical and human to make a lasting and beneficial difference to the

orphan question.” This regional involvement is significant as containment within the region is crucial to underline the love for the orphaned children.

The FAO Report (2010) highlights that according to the 2004 Cape Town Declaration SADC agreed to emphasise on the desire to harmonise all issues affecting orphaned children as well as the engagement of other societal players like families, political parties and community leaders. The Framework and Programme of Action for Orphans of 2008, a brain child of SADC has been born out of the desire to focus on the needs of orphans at regional level. It focuses on policy-driven mechanisms with the sole purpose of tackling orphaned children’s issues. Member states are devising programmes of action which would emphasise their intentions and willingness to cooperate with governments and other stakeholders on the orphan crisis. SADC Draft Report (2014) concurs with the legislative presentation above by adding that there are a number of AU and SADC policies that have been put in place to try and address the issue of orphanhood. Some of these include the following: the Bill on the Rights of Children of 1997; the Poverty Eradication and Sustainable Development Bill of 2008; the SADC Protocol on Gender and Equality of 2008; and finally the African Youth Charter which is a legal instrument which takes into account the needs and aspirations of most vulnerable youth. All these pieces of legislation are aimed at addressing the issue of orphanhood in this region. All SADC member states have, therefore, ratified these Conventions and Charters about orphaned children on their developmental goals.

Policy implementation by the international community on the African problem in particular; and such a global initiative is quite applauded and one can conclusively say that this community has

played its role. The FAO Report (2010) uncovered a very critical observation on the issue of non-delivery. It points out that the existence of dual systems and resultant conflicts between statute and traditional law in 14 out of 15 SADC member states make upholding of children's rights almost impossible. There are so many questions as to, is it because there is a lack of funds when resources in Africa lie untapped in abundance underground? SADC Council of Ministers chairperson Simbarashe Mumbengegwi commented to the press on this issue by pointing out that there is a need for SADC to find innovative ways of generating resources to bankroll its operations and projects. During the very same summit, Zimbabwean President Robert Mugabe posed, "How can we claim SADC to be our organisation when close to 60 per cent of the programmes are externally funded. We, therefore, feel that the current process underway to review the Regional Integrated Strategic Development Programme should not be a mere academic exercise, but a reality check which should redirect us. SADC should wean itself from exporting raw materials but instead seek to create value chains that lead to exportation of finished goods Mtika (2014).

### **2.4.3 Local Policies on Orphaned Children**

Swaziland is no different from her brothers in the continent. Orphanhood is dominant and has been worsened by the HIV and AIDS epidemic. Maphalala (2009) introduces this subject by stating that the nature of the AIDS epidemic in the country has taken an extreme toll on the country's education system and has had severe consequences on the ability of orphaned children to realise their rights to education. It is estimated that by 2010 there would be about 113,000 orphaned and vulnerable children in the country. Looking at these statistics, it is very surprising

for a country as small as Swaziland, with a population of about 1.2 million people. This spells doom for the future. This can be tackled through policing, the discussion and analysis below represents an effort towards that. Swaziland, for example, has adopted the Swaziland National Strategic Plan for HIV and AIDS, 2000-2005. All Children Safe in school adopted in January 2003 and ran until 2005 was an initiative aiming at addressing the specific needs of orphaned children by providing grants. This programme improved the school environment for all children by increasing educational capacity and providing food and health interventions. This was a very great initiative from the government underlying its intentions for the care of orphaned and other vulnerable children; however, this being a pilot survey proved to be centralised leaving a number of orphaned children countrywide languishing in poverty and facing difficulty to cope with the demand for education.

The initiation of these programmes by the government in conjunction with UNICEF and other donors cushioned the lives of some orphaned children in the country's rural schools and injected some hope in their living. This was indeed a right step towards the right direction. It yielded positive results, but did not address the situation as the scholar concludes that; due to limited resources, this financial gesture might end up benefitting only a few whereas there are so many orphans in need Maphalala (2009). Critically though, was that this programme showed that there was a great need to provide help to orphaned children, as this was evidenced by government's initiation to include orphaned and vulnerable children in the national budget from 16 million Emalangenani (equivalent to the rand) in 2004 to about E66 million (Emalangenani) in 2007. Although the effort is there from the government, there seems to be inadequate budgeting because this problem of orphans faced, instead of being solved is getting worse by the day. Some

of the policies are well decorated on paper, but what remain for policy makers are the implementation and follow-up strategies.

The National Children Policy as explained in the National Strategic Plan of 2010 has this major aim, “to promote and fulfil the rights of all children and ensure their full development and long term welfare including their physical and psychosocial development” National Children Coordination Unit (2011-2015: p13). It also looks at making sure that all children in Swaziland are compulsory included in education for free regardless of their gender, sex, age and life experiences. Other policies as cited in this document related to the welfare of orphaned children in schools include the following; the national food security policy of 2006 which focuses on making sure that there is food for all orphans, Draft National Policy on ECCD of 2008 which focuses on the national accessibility to all forms of formal education and other related activities to disadvantaged children in Swaziland; universal access to quality ECCD services and practices for all children in Swaziland including the vulnerable), National Policy Statement of Education of 1999 (focuses on the intellectual, moral, emotional, physical, psychological, spiritual development of all children)”. To show its willingness in improving the welfare of children, the government of Swaziland has embarked on the change of policy to be line with the needs of orphaned and other vulnerable children in the country National Children Coordination Unit (2011-2015).

The constitution of the country also embraces the rights of all children to education which is very positive. It is a clear observation that policies are in place. The question remains: why does the crisis continue and gain momentum when government seemed to have prepared the best

ammunition or is it a matter of using the wrong tools in a wrong field? Having compared these African governments including that of Swaziland, similarities are noted in popularising burning issues for political mileage. This has eroded the little trust that the people have on these institutions. Introspectively, there is a need to action things before they get out of hand. Orphaned children are having it tough outside there while government leaves decorated strategic plans to rot in cabinets. Delivery is the only sickness affecting the governments of today including Swaziland. It is like all the governments are only concerned about meeting the yardsticks by SADC. While the government promises to deliver, this report acknowledges the existence of a problem within the education system in Swaziland. The World Bank (2006) comments that in Swaziland many orphaned children in all levels face a number of challenges when it comes to enrolment and finishing school. These challenges further compromise the quality of education received as it affects the economic and social standing of these children. This, therefore, means that the government has to tighten its screws towards the orphaned children's crisis. At present, it seems, the key to unlock this problem rests on initiative, priority and delivery which are greatly compromised by government's unscrupulous spending!

## **2.5 DYNAMICS INFLUENCING ORPHANED CHILDREN'S EXPERIENCES**

Social researchers have discovered many and complex dynamics that come into play when the crisis of orphaned children in relation to their schooling is debated. Although the trauma can vary between being double and single-orphaned, but the experiences are almost similar though they can slightly differ in weight and magnitude. For a clear elaboration, the dynamics would be categorised below as they are presented. It is, however, very important that they be tackled



within the context of the school. Comparisons would be used as other inferences would be drawn from other scenarios in other rural regions of the world.

### **2.5.1 Psychological/Emotional Stress**

Gilborn et al. (2001) introduce this subject by pointing out that when a parent becomes ill and eventually dies, the education of the orphaned child is disrupted. Those children then suffer from emotional stress which interferes with school work. Even if both parents are deceased the orphaned child is left with the responsibility of becoming a parent to his/her siblings and this greatly interferes with academic work as well. They face a lot of anxiety, depression and anger, than other children. Abebe (2006) comments that orphaned children are stressed way before the parent(s) die especially in HIV infested areas. These children end up under the care of extended families who do not offer the same protection as their biological parents and this adds to anxiety and more stress. Oleke (2007) shares a different view in that orphaned children handed to extended families having external support receive almost all the necessary care.

Machingambi (2012) drawing from his study in Zimbabwe cites stress related to the curriculum offered in a number of schools which leads to boredom and loss of interest resulting in withdrawal. He labels the curriculum as too academic lacking the inculcation of a proper work ethic which would have provided the orphaned child with job-related competencies. He also punches holes in the quality of learning in some schools. Could this be the case in this study under review, this would manifest itself as this research aims at answering those questions. This is the challenge even in a number of rural schools worldwide and that is why this study was undertaken so as to correlate this literature with what actually happens in this school under study;

so as to draw inference for future reference. These psychological problems, if they continue unchecked by the teachers, guardians or that single parent end up causing a loss of concentration and misbehaving to the child which can eventually lead to failure and other disciplinary-related cases.

USAID (2008) reports that at times both the school and the home act as a place where the orphaned child battles with emotional problems which are very difficult to be forgotten. Their concentration at school suffers and these emotional scars may be resembled on their physical structure as they try to wrestle with their emotions. From such scholarly input one can add that education is an emotional exercise, so a balance between it and stress is needed if one aims to be successful in life. In most rural schools in Swaziland, like the one under study, there are numerous cases of indiscipline and some teachers spend a lot of their time trying to keep the emotions of children in check; time which would have been spent in maximising learning outcomes. In most cases the children that are rebellious are those under this vulnerable category. This might be because sometimes it crops up in their minds while in class that education is useless as they try to think of what will happen when they reach home. Some reach home on empty stomachs and painfully finding their siblings lying in agony due to starvation is a traumatic 'parental' burden to them. As a result of this psychological stress, they engage in violent behaviour without any intention.

### **2.5.2 Financial Challenges and Lack of Educational Opportunities**

Orphaned children either double or single face a lot of financial challenges both at home and at school. The two cannot be separated because the situation at home affects the situation at school. What is so painful in this subject under discussion is that in Swaziland's rural schools where orphan hood is dominant, orphaned children are chased away from the schools because they owe fees. Currently there is a lot of political debate between the government and the principals in schools pertaining the schooling of orphaned children. This has created great enmity between the two educational stakeholders. Government expects that orphaned children should not be chased away from school as some of the children are breadwinners in their families. The genuine concern from the school principals is that to be achieved, the government should commit itself on paying timeously for these children because the schools need funds to function well. Without such a financial climate the school crumbles. This would automatically have an impact on the children's academic performance.

A school like the one under study infested by a lot of orphaned children end up facing a shortage of teaching equipment which definitely lead to an increased failure rate. For the orphaned children, this is very tough because if he or she is a double-orphan the stress is even more as he or she has no one to report to except "extended" family members who might not bother themselves as they are also preoccupied with other family matters. For the single-orphan, it is slightly different because at least there might be someone at home to report to even if he or she can be a helpless parent may be due to unemployment. At least that child would have someone to absorb the pressure.

According to Foster and Williamson (2000) children that are orphaned after losing their parents are bound to perform very poorly at school due to the financial and domestic pressures associated with parental loss. This predicament relegates the orphaned children to a position of leaving school so as to support their younger siblings because the situation at home needs urgent solutions which the school cannot offer in the meantime. Abadien-Barrero (2002) differs by explaining that children like orphans placed in well-functioning households have better opportunities than the other disadvantaged children. Abebe (2006) quoting from his study on orphaned children in rural schools in Ethiopia also shares a different view from the scholar above by stating that these children face a lot of financial difficulties that threaten their ability to attend school.

Once again it should be elucidated that not all the orphaned children are faced with this scenario, but in most cases the ones falling under this category are mostly the double-orphaned. In most rural African areas including where I teach it is very difficult to find these support structures under the extended family set-up mainly due to the global changes which has contributed to the rise of the cost of living. Yaro and Dennis (2003) comment that when an orphan has lost one of his or her two parents, he or she has 50 percent chances of accessing school and only 10 percent when it is both parents. The children who are orphaned lose on a number of opportunities including their finances. These children, in order to survive need to engage themselves in other income generation strategies so as to take care of their younger brothers and sisters. This results in dropping out of school given that work and education are a dichotomy. Yaro and Dennis (2003) underline the dilemma an orphaned child finds himself or herself in and it has proven to be a major challenge forcing them out of school in most rural schools in Swaziland. This is also

because of the dependent economy under which they live which has been underperforming due to globalisation.

Wakam (2002) elaborates on this type of economy by highlighting that education is a problem for the guardians of orphaned children due to lack of resources in households with orphans, which mainly function on subsistence economy. Skinner et al. (2004) support that orphaned children may discontinue their education because of lack of money or the need to take care of their siblings. In Swaziland's rural schools the situation is bad for orphaned children's schooling because the government pays a percentage of their school fees. At present it stands at about E1950.00 for a high school child excluding uniforms and bus fare if he or she commutes. In most cases, rural high schools charge about E4000.00 per annum on average. The question now remains as to where would the orphaned child get the balance when he or she is chased away from school particularly in a country where the constitution stresses on free education for all? This is the contradiction which at present has created a lot of antagonism between the government and school principals. This fight has not helped the orphaned child either and dropping out from school has been the solution to escape this debate.

### **2.5.3 Poverty**

Poverty is severe in the country especially in rural Swaziland. Nkhoma (2013) supports this by arguing that about 69.2 percent of the people of this country live below the line of poverty. This scholar further claims that about 37 percent of the country's population are languishing in extreme poverty. The rural folk which accounts for a larger percentage of the population suffer

from extreme poverty. This has made children from poverty-stricken families to have difficulty in accessing education. The World Bank Report (2006) also quantify this poverty issue among the rural households by pointing out that about 78 percent of all rural households are suffering from the lack of basic necessities. The state of lacking the necessary basic needs which sustain life on a daily basis is defined by Nkhoma (2013) as poverty. This area where the study was conducted is poverty-stricken and the prevalence of HIV and AIDS in the region has worsened the situation. Makama et al. (2002) explain the correlation between Aids and poverty by pointing out that the country currently tops the charts in HIV and AIDS statistics in the world. This has worsened the orphan crisis in a number of rural schools in Swaziland.

The poverty issue is interrelated to that of financial difficulty though in this presentation a demarcation would be made for a clear discussion. It is widely known that poverty leads to financial struggle and a failure to pay fees. Poverty in itself has been found to have played a major role on the dynamics influencing orphaned children's experiences in rural schools in Swaziland and the world. It does not only affect their paying of school fees, but also goes as far as contributing to hunger and frustration. Poverty remains the main reason affecting orphaned children in many rural set ups worldwide. Poor households as a result of poverty are vulnerable to fluctuation of income, so this ends up leading to the withdrawal of orphaned children in order to save schooling costs and at times forced to work to earn money Elofsson and Jartsjo (2012). Lack of care for orphaned children is further worsened by the fact that those family structures where these children get support from have also been eroded by the effects of HIV and AIDS. This, therefore, increases poverty in the families Wagt and Comoly (2000).

The government of Swaziland through the school's feeding schemes usually supported by donors like the World Food Programme has tried to normalise the situation, but there still remains a situation as to who would feed the orphaned child's siblings when he/she returns home from school. The area where this school is situated is the most hit in as far as poverty is concerned. Feuerstein (1997) again defines poverty as a condition whereby an individual lacks the necessities to sustain oneself in life. Most of the children who are orphaned live in environments infested by poverty and dropping out from school become a reality not by choice. The failure to fulfil some of the crucial needs in life leaves the child with no option but to abandon schooling. Is this the case with the orphaned children of this school? This concept would be analysed to see how it fits in this context. There is, however, a correlation between poverty and performance; so there is a probability that the orphaned children at this rural school are dropping out and failing as a result of the unbearable state of poverty. This would be compared with the data that would be generated from the orphaned children at the school. The situation in Swaziland is that school feeding is available, but other necessities of the orphaned children are ignored thus exposing them to a lot of dangers.

#### **2.5.4 School Fees and Uniforms**

The burden of paying for fees and other related expenses is a problem for the orphaned children. This can be either direct or indirect. Direct costs of schooling could be tuition fees, as well as hidden costs like uniforms, books, and transportation Ellofsson and Jartsjo (2012). As a sweeping statement underlining the country's intentions towards the orphan issue, government ministries tasked with the mandate of taking care of orphaned children have made some great

strides towards the payment of their fees at high school. The government at present is committed to paying E1950 towards the tuition of each orphaned child, Ministry of Education Report (2015).

The complete nature of orphaned children demands the provision of school fees, buying stationery, uniform and other school related expenses. This has been strenuous to parents as the cost of education has risen to astronomical figures making the schooling conditions for orphaned children to be unfavourable. The governments, including that of Swaziland as a signatory of the United Nations has made education free and compulsory at primary level rolling the programme to high schools though it is limited to tuition at this level Woodhead (1998). The question about the funding remains whether is it enough to cater for the exorbitant fees charged by a number of schools in Swaziland? According to the World Bank Report (2006) government sponsored bursaries have alleviated the barrier of accessibility to education. This policy, however, has a lot of discrepancies and as a result has caused a lot of confusion in the education system. Government pays an amount which currently stands at E1950 per child. This amount is too meagre considering the amount charged by a number of schools in the country! Almost all schools charge far higher than this amount and the orphaned children are made to scout for the balance. This has brought a lot of frustration to most orphaned children in rural Swaziland where poverty is extreme.

UNICEF (2009) reports that school fees at a secondary school range between E2000 to E3000. This is, however, a statistical observation done around year 2000. At present school fees ranges between E5000 to E10000 in urban schools; E4000 to E6000 in rural schools. Presently there is a



political debate that orphaned children should not be chased away from the schools by the principals; whereas, the principals on the other hand chase them away. This has created a lot of confusion and noise. It is this burden of scouting for top-up fees coupled with an unclear educational policy and the demands of other necessities like buying of uniforms that ends up affecting orphaned children. Nyabanyaba (2009) adds that even in Lesotho children drop out of school some due to the failure to buy school shoes and the girls, in particular, are embarrassed when they are to attend school in a torn uniform. This leads to lack of concentration and withdrawal. According to Kalaba (2008-2011) the situation analysis of children orphaned indicates that the provision of school fees in Zambian schools necessitates for the payment of the demands of schooling like buying books and stationery; and many parents could not afford that. Even in Swaziland the guardians of orphaned children do not afford the fees and the other necessities demanded by the schools. In such an equation dropping out from school becomes an option. This study will get to the bottom of this factor to locate its contribution to this problem.

### **2.5.5 Family Responsibilities**

The death of parents especially in sub-Saharan Africa where HIV and AIDS has been rampant has contributed to a number of orphaned children being left with the responsibility of caring for the family at the expense of their education. The same scenario could be prevailing in Swaziland. Wright on behalf of UNICEF (2009) reports that in a study of 49 communities in Swaziland it was revealed that about 10000 children in child-headed families were forced out of school by family circumstances. Some children are deprived of their right to attend school because they are forced into parental roles due to the fact that they have taken of their younger siblings. Gilborn et

al. (2001) again underline the intensity of this problem by supporting that the absence of a parental figure due to death or any other misfortune disturbs the orphaned child in attending school as she/he has to remain at home as a breadwinner. This then increases the household responsibilities of the child. It has been reported that orphaned girls in poor villages have found themselves abandoning schooling in preference for taking care of sick family members.

Nkhoma (2013) also laments this situation by pointing out that the loss of the parents or other valuable members of the family greatly affects the orphaned children. They are forced to leave school and find alternative means of supplementing the family income so as to keep the family afloat. This is a critical matter which affects the girl child and the boy child. As for the boy child it is usually made difficult by the passing away of the father who has been the breadwinner; and in the case of the girl child it is usually the demise of the mother who was the caregiver. These eventualities later on measure the probability of remaining at school.

#### **2.5.6 Food, Illness and Discrimination**

A wide variety of problems can affect orphaned children including food insecurity Desmond, Michael and Grow (2000). Food is a basic need and all children should have access to it. Learning in an empty stomach becomes difficult leading to being impossible if the situation persists. Yamano and Jayne (2002) expand that studies in Kenya have shown that food production in many families decreased by 68 percent as a result of the death of the male head. When production suffers the children also suffer as this means reduced intake of food; while Donovan, Bailey, Mpyisa and Weber (2003) show that in Rwanda when the father dies, 53

percent of the families had no balanced diet; and the figure decreased to 23 percent when it was a female. This shows the contribution rate between father and mother in this food equation. This then affects the orphaned child and greatly disturbs the learning process. Each problem is two-faced as illness can be within the family or the child. Hunger can also be at school and at home. Makama, Ani and Grantham-McGregor (2002) come with a solution by arguing that food is provided in most schools under the school feeding programme. The very same scholars, however, again bring a very interesting question as to how the orphaned child copes at home because these programmes only cater for the child while at school only?

Even if this problem exists in a distant environment from school it has, however, devastating effects on the education of the orphaned children and greatly determines their continuation and dropping out from school. Of late these factors have been worsened by the effects of global warming and HIV and AIDS which has resulted in climate change leading to crop failure and a high mortality rate. The World Bank Report (2006) again highlights that the effects of Aids in many communities have contributed to the decrease of children in schools as they have been forced to drop out. The death of parent(s) leaves children to abandonment and neglect. In some cases general illness keeps the orphaned child absent from school; but of late this has been worsened by HIV and AIDS. Smart (2003) also emphasises on the effects of AIDS by stating that the ultimate death of a parent due to this illness and other related illnesses have an effect on orphaned children in a variety of ways, and this leads to the change in household structure. Elofsson and Jartsjo (2012) agree that illnesses and eventually death in the family affect orphaned children attendance in schooling.

Nyabanyaba (2009) elaborates that the loss of parents leads to the mental disturbance of the child. In cases where the cause of parental death is suspected to be Aids related the child's school attendance is affected. This means that although illness may vary, but of late, notably are the effects of HIV and AIDS. Salaam (2005): p11) elaborates: "the preoccupation with the illness or death of their parents, the isolation due to the loss of friends, and the undertaking of additional work that comes with caring for ill parents or supporting oneself after one's parents have died often make it difficult for orphaned children to concentrate in school". Discrimination also represents one of the major problems faced by orphaned children mostly at school and in communities where they live Desmond, Michael and Grow (2000). In many rural schools in Swaziland the school feeding programmes have contributed positively towards the hunger affecting the children, but the thought of the evening and morning having to endure an empty stomach has some negative effects on continuing with education.

## **2.6 UNDERSTANDING SUPPORT MECHANISMS ON ORPHANED CHILDREN**

### **2.6.1 International Support Mechanisms on Orphaned Children**

The orphan dilemma is one of the major problems affecting the world today. The international community is trying all it can do over this issue and a number of strategies have been employed at international, regional and local levels to try and neutralise this calamity. The United Nations Organisation through its agencies in particular has drafted a lot of policies, a lot forming a yardstick for member states to deal with orphanhood and education. UNICEF, FAO and WHO in particular have been the busiest agencies in the fight for the welfare of orphaned children. Irin

(2011) also points out that the European Union sponsors about 26000 pupils through the Ministry of Education.

This is an indication that the international community is trying its best in fighting against orphanhood around the world. What is similar though with these policies is that they are all well supported by their initiators while achievement remains at its lowest ebb. Although policy is somehow failing in Swaziland, but protecting orphaned children is very important as Salaam (2005: p8) notes: "it is human capital that drives economic growth, some experts argue, and when that is threatened so is the economic growth, and may even result in economic collapse."

### **2.6.2 The Government of Swaziland as a Support Mechanism on Orphaned Children**

The role of government has been positive although there are still a lot of areas related to policy that need to be addressed. This has been achieved especially through policing though achievement is at a slow pace. Khumalo (2013) attests to this observation by stressing that a lot of global conventions have either been signed or ratified by the government, but the signing of the documents happen at a faster rate than ratification and final domestication. The same scholar again highlights that the initiatives by government have yielded positive results as children's school fees and other related needs have been taken into account. This has created uniformity in the enrolment of orphaned children in most schools. There are UN Agencies like UNICEF and other non-government organisations who have also been very instrumental in providing services for orphaned children. This underlines the insights that I highlighted earlier on. Government though, is working with schools and teachers over this global issue.

The Ministry of Education Report (2015) states that it has a sole objective of making sure that all children have access to quality education; taking into consideration all the special needs of the children. To make sure that this is achieved the Ministry of Education has made remarkable efforts to aligning itself with global, regional, national policy initiatives. There are proposals for the construction of additional secondary schools, through external grant funding. The Ministry continues to execute programmes aimed at providing infrastructure, teaching and learning materials, student grant support and other educational amenities at secondary and higher education levels.

Irin (2011) again statistically argues that the Ministry responsible for the welfare of orphaned children pays school fees for about 140,000 orphaned and vulnerable children. Through the Ministry of Education (2015) the government has implemented the OVC (Orphaned Vulnerable Children) policy which accommodates the OVC strategic framework. This policy aims at identifying and monitoring the number of OVC's and other stigmatised or marginalised children at every level. This is an indication that the government is trying its best though there is still much ground to be covered.

### **2.6.3 Schools and Teachers as Support Mechanisms on Orphaned Children**

Schools are left with a mammoth task of tackling the orphaned problem as it exists within their spheres. This can be either through government or the schools themselves. It is, however, through teachers that schools function properly. Without their dedication, determination, love and motivation the school ceases from being a home away from home for the orphaned child.

Nkhoma (2013) argues that Swaziland has made some significant strides in taking care of orphaned children's needs related to their schooling. Through the Education Sector Policy all teachers in most schools have been capacitated through skill development to take good care of orphaned children. These teachers have been tasked with the responsibility of making sure that all children are guided towards making the right choices; counselled and given the necessary health-care support. This programme of schools as Centres of Care and Support was started by UNICEF and other United Nations Agencies. It was run through the schools and its effectiveness depended on each school. Through this help schools received water tanks, gardening equipment and seedlings. This was aimed at making the schools self-sufficient institutions capable of taking care of vulnerable children like orphans.

#### **2.6.4 The Community as a Support Mechanism on Orphaned Children**

African communities are based on the concept of brotherhood, so somebody's problem is everybody's problem as well. This philosophy of life has made it possible for orphaned children to survive as they are able to solicit help from neighbours. Donahue (1998) says that orphaned children cope through seeking relief from family members, friends and neighbours. They combine this by reducing food consumption, and engaging in income generating projects. It must be noted, however, that this philanthropic communal gesture has been eroded by the rampant effects of global warming which has led to frequent droughts that have yielded crop failure. This has resulted in many neighbouring homesteads and extended family members adopting the 'I do not care attitude' not because they really do not care but due to the rise in the cost of living.

## **2.7 THEORETICAL FRAMEWORKS**

### **2.7.1 Children's Geographies**

This study is guided by Children's Geographies and the Sociology of Childhood as its theoretical frameworks. Wyness (2003) describes Children's Geographies as a branch of geography which examines the space and place occupied by children in everyday existence. This explores the spaces they occupy as political beings, moral beings and the degree at which they experiment with life. Kraftl, Horton and Tucker (2015) explain it as another branch of geography which concentrates on the transitional development of children and young people from birth to around the age of 25. It draws on the central tenets of childhood studies; that childhood is a social construction, and that children are agents whose voices should be heard in research and societal decision making. The uniqueness of Children's Geographies, however, lies in the centrality of space and place. Children's Geographies argue that it is impossible to understand children's agency without interrogating their experiences of place.

Children's Geographies is a study based on human beings and traces on how these social beings occupy place and space in their everyday experimentation with life, expands Morrow (2011). The study focuses on the geographies of orphaned children in a rather rural setup. The orphanhood is a space on its own that these children occupy and it represents an uphill they need to climb to survive. According to Powell, Taylor and Smith (2008) the rural area can be one of the most tedious habitats for the orphaned child as it is characterised by close adult supervision,



shortage of space for activity, scarcity of transport and other important resources. Orphaned children need to develop strategies in order to survive in such an environment.

I have, therefore, incorporated children geographies in my study on orphaned children in order to underline the intentions that these children are active in their space and place. They do not need to be seen as pushovers rather as complete human beings who are capable of shaping their own destinies given all the necessary support. It has been out of these derivations that scholars such as Frones, Jenk and Qvortrup (2000) have explicitly explained that children's geographies have examined spatial variations in children as they intersect with the spaces and places they engage with and within as they play out their lives.

On a personal insight this means that, therefore, children despite their age are significant members of any given society and their input is also valuable; so it is imperative that they be included in every aspect of societal and human growth. Some geographers have tended to ignore the role played by children in many societies thus leaving them out in all decision making processes. They are capable in their own place and space. Kjørholt (2005) develops this argument by stating that orphaned children needed to be given an independent platform where they would be examined. This platform should present itself in the form of an interrogation on their present endeavours rather than a concentration on their past and future; they should be regarded as reliable contributors in life hence the stand taken by this researcher to fully involve them in the whole exercise.

Ansell (2009) supports this analytical assertion by arguing that children are regarded as minute beings and are always side-lined in most crucial platforms where they could have made a great contribution to their lives and society as well. This view which relegates children to useless beings by observing that they are not capable enough to choose the path they wanted to follow undermines the competence of orphaned children on independent thinking and survival. Barker and Weller (2003) agree that children are not like statues waiting for every opportunity to be presented by adults, but they are competent enough in manoeuvring in their own space. They are also capable of negotiating their complexities in life in trying to shape their future.

Such debates depicting children as ‘statues’ come from the old school of thought ignoring the positive contributions that children make in their societies. It has been under such stereotype thinking that this study has been propounded. There is, therefore, a great need to explore the spaces and places occupied by orphaned children so as to allow them to negotiate the complexities of their lives in their own pace hence the focus of this study. It is important to determine how these children occupy the spaces and the places and finally how they navigate these scenarios. This also means that besides being looked down upon, orphaned children need to be heard, respected and involved in all developments within their environment.

Morojele and Muthukrishna (2011) bring an interesting observation by arguing that children possess different talents, approach many situations without any help from adults, and are capable of shaping their lives to the desired destination. The implication is that even orphaned children if they can be given adequate support, care and love they can realise their full potential. Vulnerability does exist within their places of abode, but emphasis should not be on provision

but rather on allowing them to come out of their shells so as to shape their own destinies. This calls for support not channelling.

Ansell (2009) concurs that children should be taken seriously not for granted. Children can have an influence on many situations at a distance, but they should not be acted upon from that distance. This is a case in relation to debate on policy and involvements about their goals. This means that assumptions about orphaned children should not exist. It was also out of this assertion that I undertook to embark on this study in order to hear live stories from these children through interviewing rather than making wild perceptions about their lives. Things affecting orphaned children are not challenged and if done in most cases they are not included as they are labelled as minnows Young (2000). Sometimes children are forced to migrate for reasons beyond their control. Young and Ansell (2003) highlight the issue of HIV and AIDS which he said has forced a number of children to migrate for care with some children migrating to other families to take extra care of relatives who are sick. As these children move their social geography changes as well.

Kraftl, Horton and Tucker (2015) conclude this debate by making this sweeping observation that this subject deals with the abandonment of children by adults yet these children still find a lot of space to mingle with other children in their own ways. It also deals with how orphaned children understand each and every space they occupy which adults have failed to master; how the children try and outpace the physical barriers and demarcations set by adults; and finally how the children may engage themselves in strategies aimed at changing the way adults and society perceive them in their everyday lives.

Underlining the significance of this study Disney (2013) reasons that orphaned children are a feature in every region worldwide, yet there is still no universally accepted strategy to deal with this crisis. Many theories have been propounded, but the degree in which they reveal the complexities of orphanhood remains minimal. These theories have remained a subject for debate and contention thus signifying the need for more qualitative studies in this field. That is the major reason why I have taken upon myself to undergo this study on orphaned children. Conclusively this means that orphaned children should not demand attention from people around them including their friends, colleagues and adults; but rather earn it. Research should focus on their wellbeing instead of covering an unnecessary acre of space. Camfield, Streuli and Woodhead (2008) conclude by stating that much focus in research has been more historical rather than the discovery of spaces and places that orphaned children occupy; yet children's geographies make a contribution to children's lives by finding the significance of space and place.

### **2.7.2 The New Sociology of Childhood**

This study is also guided by the theory of the New Sociology of Childhood which disputes the old school of thought which classified children as "robots." According to Skanfors (2009) this is an offshoot of sociology dealing about how people perceive and understand childhood. The field of childhood studies has an important role to play in conducting current research on orphaned children supporting the principles set by the United Nations on the Rights of a child. This theory comes with a new approach that children are active members of society thus their submissions in any given situation are key. According to Morojele and Muthukrishna, (2011) children who are

orphaned are not just empty vessels, but capable individuals who are more than capable of influencing and shaping their own destiny. Kefyalew (1996) adds another dimension of the importance of this study by noting that all studies on children concern themselves about how adults perceive them. There are very few studies that ascertain how the orphaned children think of themselves.

This observation cited by these scholars indeed put orphaned children in the same intellectual roof with other human beings rather than being labelled as intellectually challenged by the so-called traditional geographers. This should not be misconstrued as to mean that orphaned children do not need adults to guide them. They do, but in a respectful and independent way as they are capable of making their social constructions as Bourdillon (2006) signify that children do not just add numbers in society, but are architects of their own production which allows them to partake in all societal activities. Most scholars, surprisingly still hold these traditional arguments that children should be silent observers whereas they need to be involved in all spheres of their development. These social constructions of children are ill-informed and there is enough evidence that this field of study needs further explorations and visitations. There has been a shortage of studies on children in the understanding of families and institutions like schools Emebet (2002). This is what has prompted me to explore those scholarly gaps on orphaned children in trying to level the ground of this argumentative field of study.

Quoting from the United Nations Bill of Rights of children, an orphaned child is someone who is below the age of 18 years Morrow (2011). This definition especially on the age issue sometimes differs from society to society. In some societies childhood elapses when that child reaches

marriage level despite the age. A child is an important member of society despite the age factor, so their involvement in any given situation is very important. Childhood studies are concerned about giving children the dignity they deserve as human beings. They also attempt to grasp how the children think and act without interfering in their thinking and judgement. It has an interest on how adult society conceives of the very idea of childhood and how this impinges on children's lives in many ways. This study poses a great challenge to every human being especially the adults on how best can we understand the developments in children's lives without judgement.

This underlines the fundamental principles protecting orphaned children as they are also human beings under the same construction hence deserve the same treatment as well. Orphaned children are citizens of the country they serve and deserve better treatment from the society they serve as well; as Prout and James (1990) interject by pointing out that orphaned children are citizens of a country who are capable of constructing and defining their own fate, that of people around them and societies they serve.

Tisdall (2011) propounds that the theory borrowed from sociology and social anthropology. It stresses on how orphaned children are constructed socially as compared to their normal progressive development. It raises awareness that adults are not 'ordained' to relegate children to nonentities, but giving them enough space to exercise their rights remains a priority. This approach adopted by these geographers has opened insights on how orphaned children are perceived in many rural societies worldwide. They have felt less human and have been treated with such stereotyped mentality, whereas their status though not through their own making should not put them in a different class with other human beings. Orphaned children are to be seen as agents and not passive objects of concern or empty vessels to be filled with adult

wisdom. There is a close affinity with children's rights and the United Nations Convention on the Rights of the Child, as a policy and practice agenda.

There is a great need at present of incorporating children's wisdom when conducting research of this manner. An inclusive approach is an ideal one as opposed to passivism which puts orphaned children at an inferior position. Shaping this approach presents a bright future for orphaned children as they would be considered in every developmental goal at grassroots level. Gallagher and Gallagher (2008) sum this up by underlining that the significance of childhood is to understand the way we treat children. Research should be based on the investigation with children not about them. It is understood when adults involve themselves at minimal level not a complete take-over of the children's rights. It is advisable that adults should always put the lives of children as first priority before theirs. James, Jerk and Prout (1998) support this conclusion by stressing that childhood is not a universal phenomenon, research needs to question hegemonic notions that have been taken for granted as 'normal' by drawing insights from children's point of view.

## **2.8 CONCLUSION**

This chapter was all about the review of literature related to the study of the geographies of orphaned children. This was where I looked at the concept of orphanhood and the policies that have been put in place for the welfare of orphaned children internationally, regionally and within the country of study. It also encompasses scholarly documentation on the dynamics influencing orphaned children's experiences and those mechanisms that have put forward towards this social

problem. It finally spelled out the theoretical frameworks of the study where Children's Geographies and the New Sociology of Childhood measured the perimeters to be covered.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 INTRODUCTION**

The study focussed on the geographies of orphaned children in one rural school in the Shiselweni region of Swaziland. By geographies I used an umbrella and accommodative term that would encompass almost all the children's experiences at the school. The study aimed at understanding the geographies of these orphaned children in rural schools so as to incorporate them in the school's educational strategies and societies for social, political and economic growth. This chapter is arranged to accommodate the following sub-themes: Researcher's positionality, methodological paradigm of the study, methodology and design, methods of data generation, data analysis, validity and trustworthiness and ethical considerations.

#### **3.2 RESEARCHER'S POSITIONALITY**

Children are social beings occupying an important space and place in human existence. In each and every society their impact greatly impacts on the future and productivity of that society. A world, therefore, without children can be like a 'world without people'. This position of social significance and construction shaped the beliefs the researcher had about children. In such a constructionist theory I discovered that it can be suicidal to treat children like an island; so their contribution to societal growth is vital.

Their importance is even underlined by the United Nations Organisation. Wright reporting from UNICEF (2009) explains that every child has a right to life including the right to education. This implies that a child is free to participate in any research activity as long as it would bring positivity in his or her life; but it is the sole responsibility of the adult to protect the child in whatever initiative he or she undertakes. This fundamentalism theory of rights is also encompassed in social constructions which shaped the researcher's position. Andrews (2012) argues that the theory of social construction dwells much with how knowledge is constructed not on matters related to ontology. It emphasises on how people as social beings mix with one another on everyday basis and the use of linguistics to interpret their actions. It considers the social activities people engage in as a basis for research.

The theory of the Sociology of Childhood influenced my position in that instead of viewing children as 'intellectually disadvantaged' beings it has placed them in a position where they construct their own reality. Berger and Luckmann (1991) add to this by arguing that the major concern is mainly on how knowledge is constructed and how it influences society. Knowledge is a product of the interaction between human beings and the way it is constructed is central to constructions.

Kim (2001) also elaborates that the world would be meaningless unless we construct it and that meaning is not founded but made; and the meaning is affected by our social interpretation of the thinking out of the interactive community. Of all these scholarly presentations above, qualitative narrative inquiry which is shaped by social constructions influenced my view about orphaned children. The gender demarcation between boys and girls has created a difference in social

constructions. Giving these orphaned children a friendly platform to express themselves in a socially-free environment gave me a chance to explore the children's difficulties in a cross-gender spectrum.

### **3.3 METHODOLOGICAL PARADIGM OF THE STUDY**

As a teacher based in rural Swaziland, I have personally observed traumatic experiences endured by orphaned children in the many spaces they occupy in life. From that personal experience as a teacher to a member of a community, that is why the study finds its location within the interpretive paradigm dealing with the social understanding of orphaned children hence the adoption of a two-fold theory approach of interpretive and criticism. Interpretive theories are interested in the formulation on how meanings are created, negotiated, sustained and modified Schward (2003). It revolves around working with meanings derived from personal experiences already existent in the world; being cautious of their contributions in order to avoid misrepresenting them so as to use them in theorising Silverman (1970).

This interpretive methodological implication has been derived from the social understanding that orphaned children being human beings are capable of constructing their own 'world'. The world is a compilation and duplicate of experiences shaped by human beings. The aim is to understand how humans as social beings and members of certain groups in society construct their own experiences in a way that meaning is understood and justified Orlikows and Baroundi (1991). This is the reason why the research was conducted so that the orphaned children could be given a platform to interpret and construct their own realities; without any interference from other human

beings. This study encompasses this interpretive approach because it seeks to explore the geographies of orphaned children so as to achieve and maximise inclusivity within their geography. It also seeks to discover the hindrances faced by these children as they wrestle with life and finally find navigation strategies at their disposal.

The interpretive research methodology is very critical as it requires me to understand the differences between these children in my role as a social actor. As human beings we play a role in one's stage of life and as actors we play a part which we interpret in a particular way Kubo and Saka (2002). According to Held (1980) biasness in research can be avoided by taking into consideration the historical background of the emerging truth. There exists too much power among human beings, so there is a need to critically look at those power relations and how this finally impact on the well-being of minnows like orphaned children. Mosqueda-Diaz et al. (2014) further argue on this critical social paradigm by observing that it is not merely about judgement outwardly, but also towards its own creators, that is; it is self-critique to prevent the dogmatism and totalitarianism it questions.

It focuses on the doings of man and the influential effects it has on the structures affecting his social life. It asks some questions including how individuals' studies have been limited to passive entities determined by natural forces opposing the supposed docility that characterises the study subject, proposing to recognise them as participative partners. It examines the existence of power relationships and how they affect social structures which have contributed to the emergence of inequality among members of society. It has been behind such a background that I have taken this route towards the orphaned children's dilemma so as to unearth a lot of

discrepancies in this field in a way to close the scholarly gaps. Data of this nature is unfortunately limited in sub-Saharan Africa where children who are orphaned are most prevalent Yarney et.al (2015).

### **3.4 STUDY METHODOLOGY AND DESIGN**

#### **3.4.1 Qualitative Research**

This is a form of inquiry that analyses information conveyed through language and behaviour in natural settings. It is used to capture expressive information not conveyed in quantitative data about beliefs, values, feelings, and motivations that underlie behaviours (Berkwits and Nui, 1998). It is a type of investigation explaining how nature has been constructed, how the subject under review correlates with the author's thoughts, and the surrounding situations guiding the whole research process (Denzin and Lincoln (2000)). This inquiry elucidates how human beings as social actors relate and find meaning to the problems they come across in their lives. It is a process involving the generation of data from the participants, its interpretation and analysis so as to arrive at meanings and different themes contained by the data (Cresswell (2013)). Qualitative research is based on studying the environment and the things happening around it in an effort to come out with explanations and interpretations people make out of it (Denzin and Lincoln (2005)).

This narrative inquiry research method is appropriate for the study because it focuses on human behaviour examined through face to face interaction which creates live interviewing thus creating concrete evidence rather than an abstract one. According to Anderson (2009) this

method has the ability to yield the most detailed data generated from the respondents. It provides a comprehensive overview which allows for a clear understanding of the phenomena being studied. Flick (2013) observes that qualitative research methodology is ideal for this study because it is appropriate to human social relations. He further points out that a research question needs this kind of approach and not a different one.

Crossman (2014) also concurs that this methodological tool is the ideal one for this study because of its emphasis on practice and process rather than outcomes. It concentrates on how the participants understand and respond to the phenomena surrounding them, while trying to understand how that influences their lives. It involves a participatory process whereby I physically visit the respondents, “setting, or site in order to observe the subject as it normally and naturally occurs or behaves.” Bernard and Ryan (2010) further elaborate that the “inductive and flexible nature of this type of data collection method offers unique advantages in relation to quantitative inquiry. The biggest advantage is that of the ability to probe into responses or observations as needed and to obtain more detailed descriptions and explanations of experiences, behaviours, and beliefs.”

On a nutshell, this type of method allows for more flexibility. I chose qualitative research methodology because of its broader spectrum where flexibility is exercised. The questions as they are qualitative also need a qualitative approach hence the adoption of this type of method. This requires an in-depth investigation on orphaned children's' perceptions and experiences. Brikci (2007) adds an important observation by pointing out that this “approach aims to answer

questions about the 'what', 'how' or 'why' of phenomenon rather than 'how many' or 'how much', which are answered by quantitative methods.”

The reason why I used few participants in this study was because I was looking for an extensive coverage of orphaned children’s perceptions, experiences and feelings so as to understand their whole behaviour in a school setting under the orphan syndrome. This kind of research approach gave me the opportunity to uncover a lot of rich sensitive information which would have not been explored in quantitative research. Through face to face interaction and the use of photo voice which creates a sense of affection as sympathy and empathy comes into play, I was able to even unearth a lot of sensitive information which would have been left untapped.

### **3.4.2 Narrative Inquiry**

The use of narratives in present social research has injected a lot of concreteness thus removing a lot of abstractness in the field. Narratives are acts whereby the participants tell stories about their experiences. Clandinin and Huber (2000) define it as a study of experience understood narratively following “a recursive, reflexive process of moving from field (with starting points in telling or living of stories) to field texts (data) to interim and final research texts”. This story telling adds a meaningful dimension to data which would have been categorised as 'silent'.

Bell (2003) also enlightens that a number of scholars “invoke the terms "story" and "narrative" to convey a sense of our human involvement in the creation of the realities we live and perceive. They point to the settings, characters, tropes, and plots through which we make sense of

experience, reminding us that we are implicated in what we know. They work against the limited conception of language as a tool of conscious purpose while foregrounding its power to evoke and resonate with our multifarious experiences”.

This underlines the power of using narratives, and this is what drove the researcher to adopt such a strategy as this was not a matter of suitability, but of effectiveness and productivity. This would allow the orphaned children to generate narratives in order to yield rich data. Schumacher and McMillan (2005) also comment that narrative inquiry allows the researcher to collect stories (narratives) that participants tell regarding their experiences of phenomena. In this study the narratives are, therefore, pivotal in capturing the subjective voices of the orphaned children regarding the complex dynamics of factors that play a role in constraining them.

I chose this approach as my study required that I understand the experiences of the orphaned children, so to effectively cover all acres of space these children cover, narratives were deemed a necessity. Jovchelovitch and Bauer (2000) quote Roland Barthes as arguing “that narrative” has no “age” boundaries, manifests itself in every location. Historical research based on the actions of man proves that stories are present in each and every happening. The stories generated from human beings make them to remember what transpired so that they derive meanings from it; “and play with the chain of events that shapes [an] individual and social life.”

It was from such a contextual angle that I employed such a research tool so as to understand how these children feel and out-manoeuvre some of these obstacles they experience daily. Without this tool, it would have been very difficult to dig deeper within their feelings and come out with



fact not fiction. It is within this paradigm that varying complexities in the magnitude of problems experienced are noted. The affection that exists as a result of trust developed between me and the participants made the whole exercise a fascinating, productive and lively one. Data added with a spice of narration represents an epic part in modern social research.

### **3.5 POPULATION, SAMPLE AND SAMPLING TECHNIQUES**

Sampling means selecting a number of respondents to participate in a research project where data will be generated Mshoriwa (2009). On the other hand Mugeru (2013) defines it as the use of a sub-set of the population to represent the whole population. Purposive sampling was used to choose the school and the participants for the study. This is a method which “involves a non-probability technique in which decisions concerning the individuals to be included in the sample are taken by the researcher based upon a variety of criteria which may include specialist knowledge of the research issue,” Sandelowski (2004). This was preferred because the participants targeted were known and the researcher was well aware that the number of participants earmarked would be representative as the numerical figure does not act as a deterrent to qualitative studies; and I had a purpose in mind of answering the research questions Mugeru (2013). The very same scholar highlights a loophole of using this method as he argues that it can be subject to biasness as generalisations over a larger population are made; as Gledhill et al. (2008) also add by stating that if populations sampled for research are small and selected without using a random procedure, this may pose as a great disadvantage towards making an informed conclusion about the population.

Wiedeman et al. (2000) still believe that this is the best method as they stress that it is utilised when the researcher wants to employ “intense focussed methods like in-depth interviews” which offer a unique means of understanding complex human behaviour. Curtis et al. (2000) concur that it results in large volumes of data yielded from a free flowing communication process hence a very ideal method for this type of research. This has been the major impetus why this method of sampling was finally adopted. It is a norm for children to be interested in something that involves photography, so a number of orphaned children were enthusiastic about taking part in this study. I with the senior teacher of the school had to purposely select them. This was done after politely explaining to them that not all of them would be considered. Finally, six orphaned children were selected of which three were males (one single and two double-orphaned) and the other three were females (two single and one double-orphaned). This balance was necessitated by the desire to yield gender equality.

It was well explained to the participants that confidentiality would be observed and pseudonyms would be used to protect their identities. McMillan (2006) justifies this assertion by stating that there is a need to consider ethics in research as it deals with human beings not objects. In order to conform to that, pseudonyms were used throughout the research process. I wrote consent letters to the parents or guardians’ participants to seek for their approval for their participation. Such approval was granted without any hassle as all people involved were happy that at least their rights had been respected. The emphasis that continued participation was also at their disposal was made and warmly welcomed. This gave me and the participants a green light to continue with the study with confidence.

## **3.6 METHODS OF DATA GENERATION**

### **3.6.1 Individual Interviews**

In the collection of data semi-structured interviews were preferred in order to understand individual experiences on the dynamics orphaned children face. The semi-structured interviews helped me to have flexibility to probe on new ideas the participants raised which I did not anticipate Schumacher and McMillan (2005). I decided to use semi-structured interviews because they are non-restrictive instead they gave me and the participants a platform to freely converse without any hindrance. Under such an interview platform the participants were free not to answer any question(s) which they felt was not suitable to them.

Participants were able to bring a lot of interesting observations and input which never crossed my mind. The interview guide helped me to focus on the topics at hand without constraining the participants to a particular topic. According to Cohen and Crabtree (2006) I used this type of interview because it enabled me to follow a simple guide of which I was even able to follow topical trajectories in the conversation which did not feature in the guide but appropriate for the study. The guiding questions were also prepared prior and this gave me the confidence and I appeared competent during the interview. What I liked was that the participants had the freedom to express their views in their own terms.

The school provided the computer laboratory after lunch where I conducted the interviews. I was privileged as I was allowed to use my school's recording equipment which did not put any

pressure on me and the interviewing as there were no time frames put for its use. The interviewing was conducted in English as the participants were attempting higher grades and the mastery of the language was not a problem. The interviewing process went smoothly and each session lasted for about twenty to twenty-five minutes. As they were interviewed they were also audio-taped. This was explained to them well in advance although some seemed to freeze at times due to anxiety. I told them to stay calm as this was not going to be recorded as marks, but as my research document. After all these assurances and motivation the interviewing continued smoothly with the participants focused on the task at hand.

### **3.6.2. Focus Group Interviews**

I also generated the data through the use focus group interviewing. This strategy presented an opportunity for the children to discuss and share their experiences in a group setting. Israel and Galindo-Gonzalez (2014) are also in favour of using this type of interviewing. They shed some light that this is an organised, voluntary form of interviewing where the participants use communication for unlocking certain topics. This type of interviewing has an advantage of providing feedback as fast as possible as only one interview session is allowed at a time. The interaction within a group set-up allows for an exchange of ideas which help in the emergence of new clues. This is necessitated by the fact that other people's ideas help in the formulation of one's idea. The asking of questions follows a non-restrictive approach where every member of the group is at liberty to express himself/herself freely without any fear. Israel et al. (1993) also agree by stating that this "is a planned, relaxed, naturalistic dialogue among a small group of people on a specific topic," and participants are allowed to utilise the ideas of others to arrive at a

conclusion. In a means to control the participants from deviating from the main theme at hand I prepared an interview guide as well taking the format of semi-structured interview. The children discussed as a whole because they were six, that is, three boys and three girls.

The focus group interviewing was initiated to supplement the individual interviewing. This means that grey areas that were not well covered during the individual interview were brought for further discussion by the group. For the purpose of yielding accurate results all the questions were once again covered during the focus group interviewing. According to Schumacher and McMillan (2005) I conducted focus group interviews so as to allow for the dialogical and live discussions to take place in a socially rich environment, which increased the richness and authenticity of the data generated. This also gave those orphaned children who are shy the platform to freely express themselves in a group set up. I also preferred this type of interviewing because I wanted to “yield rich, qualitative information which can be used to identify what should be done, what worked and what did not and why.” I also wanted to collect "success stories," the kind of information that would put an orphaned child's face on accountability Krueger and Casey (2000).

I stressed to the group members that they should be free to discuss whatever as this would be strictly protected and they were again reminded that this exercise had no incentives to motivate them. The discussion was again held at the computer laboratory where the recording equipment was placed. English was used as a medium of communication during the discussion to allow a free flowing interview, and the members were encouraged to speak freely in English which, although not their mother tongue they tried and well succeeded. Audio taping was used to record

the discussions. We also discussed some of the photos the students took using a camera given to them by me.

### **3.6.3 Participatory Techniques**

I also used a technique called photo voice in my data generation. Wang (1999) explains that photo voice means a participative strategy “by which people can identify, represent, and enhance their community through a specific photographic technique.” Carovano et al. (1998) allude that photo voice is a practical photogenic experience whereby the participants represent phenomena through the use of photographic tools like cameras. The participants also have the opportunity to deliberate on the “photographs as a means of catalysing personal and community change.” Before they started taking the photos I explained to them the significance of the photos and why they were taken and what type of photos were to be taken. I even went as far as asking the senior teacher to help them when the need arose. As they were six, I gave them a camera well in advance. I grouped them, that is, in threes of the same sex meaning that I ended up having two pairs. I told them to alternate the camera. They agreed that the girls would be the first group to use it. They seemed excited about the exercise and the experience as to some this was a rare opportunity.

Although faced with a lot of challenges as they are orphaned, this exercise almost boosted their confidence and moral. I decided to give the camera to a pair so that when there was a need for one to be photographed the other would do that as he or she could not photograph himself or herself. This was, however, applicable while they were still within the school premises. They

were instructed to take photographs of their experiences at the school as orphaned children; even at home. This mostly covered the challenges they faced in and outside the classroom, how they tried to overcome them. They were told that they would be asked questions related to the photographs they took, so taking the photographs should be with caution. Each student was allowed to take a maximum of six photographs to allow for some editing as some were out of context as children by their nature are known to be playful. Each pair was given two days. With the help of the senior teacher I took the camera from the students. I then washed the photographs to produce hard copies.

During the group interviewing, however, we did not use all the photos, but instead we chose those they liked for discussion. Wang (1999) notes that selecting photographs, contextualising, occur during a group. The discussion was based on those photographs picked emphasis being put on why they were taken in the first place. Some of the photographs taken were not that much good as they were not used, but the experience of photography was a great one for them. That is why some of the photographs were discarded.

### **3.7. DATA ANALYSIS**

Data analysis represents a critical stage in social research. Data analysis according to Shamo and Resnik (2003) “is the process of systematically applying statistical or logical techniques to describe and illustrate, condense and recap, and evaluate data”. I analysed the data through the use of a thematic approach where the research findings emerged from “frequent, dominant and significant events in the raw data,” Nieuwenhuis (2007). Analysing data is a process which

requires the generation of information from the respondents through the use of a tape recorder and changing it into software. As the interviewing was done in English, the data was then transcribed paying much attention to the research questions. This involved word for word listening while being written down again word after word. Upon completing this process, the data was then categorised and coded according to emerging themes. The codes captured both “semantic and conceptual reading of the data. Every data item was coded and this process ended with collating all the codes.”

Emerging themes resulted from dominating areas related to the study questions. “Codes [were] like bricks and tiles in a brick and tile house, and then themes [were] the walls and roof panels,” Krueger and Casey (2000). According to Cresswell (2013) analysis involved the identification of “broad categories of constructs across the data “correlated to the key research questions of the study. This involved a thorough scrutiny of all the data sets and identifying all the narratives to be used in the further discussion of the findings. It involved the identification of themes across the identical categories. It also involved reducing "loads" of information to an organised format of categorisation Fuller & Petch (1995).

The inductive analysis helped in allowing “categories and patterns to emerge from the data leading to sets of smaller and similar data that were more workable. [I used] the comparative method to compare one unit of information with the other looking for recurring regularities and patterns in the data to assign the information into categories. [I used this approach] to determine links between the categories enabling me to form a tentative hypothesis that led to the development of theory,” Merriam (1998). The data analysed came only from the individual and



focus group discussions. As the data was analysed emphasis was put whether it addressed the key research questions. The data was then interpreted and the interpretation gave rise to the emergence of the themes. This finally elicited the findings of the study related to the stories generated by the orphaned children pertaining their schooling, the factors affecting their schooling in this context; the spaces and places they occupied in this context and finally, the navigation techniques they employed to outsmart those obstacles.

This data analysis approach was suitable for the study because of its flexibility in that it could be used in a series of hypothetical outlines stretching from “essentialist to constructionist,” Guest, Macqueen and Namey (2012). It suits a “wide range of research interests and theoretical perspectives, and useful as a "basic" method because it works with a wide range of research questions, from those about people's experiences or understanding to those about the representation and construction of particular phenomena in particular contexts,” Braun and Clarke (2006) conclude.

### **3.8. VALIDITY AND TRUSTWORTHINESS**

Validity means an instrument adopted to verify the presence of truth in every research. The verification of the validity of a study is achieved through finding the correlation between what has been discovered against what was initially studied Mason (2002). Silverman (2004) argues that “validity and reliability” remain the most significant conceptions in present day inquiry and both of them play a major role in the trustworthiness of a study. The measurement of validity in research is based on testing “whether actions that arise from it solve problems and increase

participants' control over their own situation,” Levin and Greenwood (2001). Validity was, therefore, maintained by giving the children a free non-interfering participatory role where the stimulus came naturally. All questions asked were within their geography as orphaned children.

### **3.9. ETHICAL CONSIDERATIONS**

Ethical issues are present in every situation in research as human beings have those internal natural instincts which determine the aspect of right and wrong. In every situational confrontation the human being had to decide between what is right and wrong. It is not a matter of choice in research as the expectation is that one adheres to ethical issues for the study to be authentic. Respecting the participants is also very important because they are not objects and they have sacrificed their time to be used as scientific “animals” McMillan and Schumacher (2001). They are present in any kind of research and to avoid harming the participants you need to apply appropriate ethical principles Orb et al. (2001).

I wrote a letter to the principal of the school where my study is based. Besides writing the letter, I took it upon myself to personally visit the school to kindly and respectfully talk to the principal face to face and asked him to orient his staff about this research and for their cooperation. The University of KwaZulu-Natal through my supervisor also wrote me a letter on my behalf asking for permission from the principal to allow me to carry out this research in his school. I then sent a proposal to the University through my supervisor as a requirement to obtain ethical clearance. While waiting for clearance, I also wrote letters to the orphaned children’s parents and guardians asking for their permission which was obtained. I wrote letters to the participants asking for their

participation in this study as well. They also acknowledged the agreement by signing those letters. The ethical clearance from the University was finally obtained.

The participants were given the assurance that whatever data they would present “would be treated with anonymity and” great confidentiality through the use of pseudonyms. It was well stated from the beginning of this study that participation was voluntary and withdrawal was at their disposal as well. Denzin and Lincoln (2000) stress on honesty, openness, and never misleading the participants. McMillan (2006) reasons, “that since educational research deal[s] with human beings it is necessary to understand the ethical and legal responsibilities of conducting research. In order to conform to the accepted standard of ethical considerations, the following measures were taken.”

- under no circumstances were the participants and the school get any incentives or financial rewards for taking part in this investigation.
- the orphaned children were expected to show a high level of honesty when answering the questions and all answers were a reflection of their thoughts.
- the name of the school and the participants remained anonymous.
- all information was given the confidentiality it deserves.
- the participants’ willingness to take part in this research means that he/she was at liberty to withdraw at any time without incurring any repercussions.
- no intimidation was made, so the children were free to reserve any information they think will

not be appropriate.

- the use of any recording device by the researcher was on the willingness of the orphaned children.

- all information pertaining this project was kept in a place of high security under the watchful eye of my supervisor for five years and destroyed thereafter by being burnt.

- nicknames or coded numbers were be used in place of real names throughout the entire research project.

Obtaining ethical clearance marked the beginning of data collection. I collected, analysed and interpreted the data as discussed under research methodology and design. All letters written were attached as last pages at the end of this dissertation under the title 'Appendix'.

### **3.10 CONCLUSION**

This chapter focussed on the discussion of the study methodology and the design. This was also where the paradigm which underpinned the study was tackled and why the qualitative narrative inquiry method was preferred to other methods of research. The strategy to select the population of six orphaned children through the use of purposive sampling was also justified. I also explained why individual and focus group interviews were preferred for this study; and the use

of photo voice as a participatory method. Finally how the data would be analysed, validated and the way ethical issues would be achieved.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 INTRODUCTION**

This inquiry aims at discovering the stories generated by orphaned children about their schooling experiences in one rural school in Swaziland. It also sought to investigate the dynamics that influenced orphaned children's experiences in this context, state how these orphaned children negotiated the complex and varied spaces of learning, and finally to investigate the spaces and places the orphaned children occupied in this context. This is where the research findings would be analysed, interpreted and discussed at length. This analysis and interpretation is guided by the major questions of this investigation which were mentioned in some sections of this research. Key themes that emerge from the data are presented, interpreted, analysed and discussed to form the findings of this study. As stated in chapter three, pseudonyms were used to present the names of the participating children throughout this study. This has been done to protect the identities of the participants thus adhering to ethical expectations of research.

#### **4.2 CHILDREN'S SCHOOLING EXPERIENCES**

The study revealed that orphaned children experienced schooling in different ways. They came out with a lot of fascinating stories about their schooling. From a distance they could be assumed

to enjoy school whereas they did not and at times assumed they did not when in actual fact they did. These sub-themes that follow below illustrated the many perceptions derived from the respondents about their schooling.

#### **4.2.1 Personal feelings of being an orphan in the school**

It was discovered from this study that being an orphan was not an easy task. Orphaned children sometimes thought of themselves as different from other children. The researcher's line of thought had been influenced by children's geographies and the sociology of childhood. These schools of thought respected the way children were constructed. Disadvantaged as they were, orphaned children occupied certain places and spaces in life. Bourdillon (2006) expressed that orphaned children were valuable members of society not that they just add numbers. The researcher had also been influenced by the fact that within his family structure there were children who were schooling while they were orphaned. From that personal experience, I had discovered that inclusionary methods rather than the exclusionary ones were needed for orphaned children to be adequately accommodated. Orphaned children were affected by numerous problems of which many of them needed the attention of adults within their families. They complained that they were not accorded certain privileges enjoyed by those children who were not orphaned; and this they argued affected their emotions as well Togom (2009).

These orphaned children below; for example, narrated their schooling experiences in this context.

*Sometimes it is very difficult. Sometimes the teachers discriminate us. Our Head teacher is the best man who takes care and respects us.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

*In this school of mine we are gaining a lot as orphans because we are favourites of the Head teacher. We get free T-shirts, jerseys, dictionaries and all the stuff.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

From the above narration it showed that schooling was experienced positively by the orphaned children in this context. This meant that these children experienced inclusion considering the fact that they were not troubled at school. If they were troubled at both home and school it would greatly affect them academically USAID (2008). It also told us that if these children were treated like the rest of other children they would turn to like school very much. Orphaned children appreciated the way they were treated by their Head teacher. From this argument it could be deduced that the major player among the people within the school they adored the most was their



Head teacher who had been taking care of them. This means that some teachers and students did not care how these children live. The expectation was that all the teachers at the school displayed a positive attitude towards these orphaned children. The teachers were the ones who spent a lot of time with these children, so their attitude counted a lot in relation to their passing.

Orphaned children needed to be taken care of by each and every person within a school for them to feel at home. The loss of one parent relegated the child to vulnerability and the situation worsened if both parents were deceased. Love, therefore, especially within the school set up was very important so that the child may not suffer from exclusion Yaro and Dennis (2003). These findings were supported by this observation shared by Morojele and Muthukrishna (2011) that children should be treated with respect and love as they were human beings not empty vessels. Life, however, dictated that you could not be loved by all people, so the situation which prevailed in this context was not that much surprising. In a school set up though, the majority was expected to support the orphaned children as it had been declared a national disaster by so many countries including this one where the study was based. Besides the Head teacher, there were other students and teachers who supported the orphaned children as the following submission illustrated:

*Being an orphan is not a problem as friends support you at school. Even the school supports us as orphans.*

(Robert, a 20 year-old grade eleven male single-orphaned child, individual interview)

The respondents narrated their schooling experiences as orphaned children. Although some of their experiences were outside the school set up, they affected their schooling in one way or the other. They had been interviewed about their experiences of orphanhood. Understanding the concept of orphanhood within their space of vulnerability was very crucial. This would allow these children to manoeuvre in their space and accept their fate. This would provide a healing platform for the orphaned children thus building a sense of self-disclosure. This observation also told us that other children in this school accepted and sympathised with orphaned children and this enabled them to be accepted and supported. If they were supported, this would reduce the probability of dropout as support in most family structures had been corroded and many were no longer coping UNICEF (2009). These were the narratives the orphaned children gave:

*Children who are orphans do not afford anything; school fees money, food at home, only eat at school. They sleep on empty stomachs with water and end up committing suicide.*

(Robert, a 20 year-old grade eleven single-orphaned child, individual interview)

*They are abused in order to get money. They also sleep on empty stomachs with nothing to wear. They end up dropping out of school, then search for work, stay at home and take care of the smaller children.*

(Sthe, a 22 year-old grade eleven single-orphaned child, individual interview)

*Orphaned children are usually hard workers because they want to achieve something in life. The clever ones will fight in order to do well and the one who is not clever will relax expecting government to help him or her.*

(Boro, a 17 year-old grade eleven double-orphaned child, individual interview)

These submissions above showed that orphaned children were quite conscious of the many forms of abuse they were subjected to and what was expected from them to shape their destinies. This signified that they were aware of the places and spaces they occupied as orphaned children; and by so doing they would be very cautious as they dealt with life. It was this enlightenment that helped them deal with whatever problem that came their way on a daily basis. It would also open up a global picture on their minds that if that scenario unfolded in that place and space it could again be unfolded within their place and spaces of abode as well.

This prevailing scenario meant that this had a bearing on policy as well. If orphaned children were aware of the many forms of problems they experienced daily; this meant that government as policy makers needed to make sure that inclusionary policies for the welfare of orphaned children were put in place as a top priority.

#### **4.2.2 Orphan children's positive experiences of schooling**

The participants expressed a number of things they liked about the school in this context. These positives could be labelled as pull factors as they attracted these orphaned children towards the school. These participants cited activities like sports and culture as the ones motivating them to

attend this school. If the school acted as a magnet towards their schooling experiences this meant that they would love to be always at school. These stories that follow share the same sentiments with the findings:

*I like the sports and culture in my school. We are free to attend to all these activities. The Head teacher does not discriminate and the teachers are always behind us, when you ask they are never angry.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

*I like the sporting and cultural activities offered in the school. I also like my friends at school. I love them and they always respect me.*

(Nandos, an 18 year-old grade eleven female double-orphaned child, individual interview)

Evidence pointed at cultural and sporting activities as the major attractions to the orphaned children's ability to attend school in this context. These children liked these activities because of the outdoor experience they provided where they were able to take time off from their learning schedule thus refreshing their minds. These activities also came up with external trips where children visited even stadiums to participate and these were some of the moments they enjoyed.

Orphanhood came with a lot of stress as a result of neglect and other related responsibilities Nkhoma (2013). If these activities offered stress reduction mechanisms, this implied that government should make it compulsory that such activities were included in the curriculum where these types of children could play and forget about their fate. The availability of these activities had a positive effect on their learning as the implication was that if the learners liked these activities they would definitely enjoy being at the school. Once they enjoyed being at the school they would develop a feeling of love and patriotism for the school. Once that mentality developed, the children would make sure that they excelled in every dimension to make their teachers proud thus uplifting the name of their school.

The orphaned children had also explained why they liked these activities. In some of their submissions it could be noted that it was not just the aspect of playing that intrigued them, but the desire of taking different careers out of these activities. This observation had a lot of implication on social acceptance as well. During their time for playing, the orphaned children would have the opportunity to interact with other non-orphaned children. This type of interaction provided a platform that these children be accepted by their colleagues. This was where the orphaned children even if they were not gifted in class would show their capabilities. The success orphaned children experienced in these activities would go a long way in motivating them in such a way that it might end up influencing their results in class.

When the orphaned children were asked why they liked some of the activities they mentioned, they gave these responses. The children also shared success stories as to why they liked some of the things they mentioned:

*These activities refresh our minds. It also entertains us. Concentrating all the time is not good.*

(Robert, a 20 year-old grade eleven male single-orphaned child, focus group interview)

*In the history of the school there was once a student who was here. He was not gifted in class, but he is now a police officer through sports. He plays for one of the biggest teams, Royal Leopards and he also plays for the national team.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

Except these activities the respondents also mentioned some other positive things about the school. This provided an opportunity for the orphaned children to forget about their problem of being orphans. Once the school was able to provide such an environment it meant that it was an ideal place for the orphaned children. The following extract from a focus group interview illustrated the other things the orphaned children liked about their school:

Interviewer: *May you mention the things you like about your school?*

Boro: *sports.*

Kim: *culture.*

Sthe: *kitchen.*

Nandos: *Head teacher's patience.*

Robert: *internet in the computer lab.*

(Focus group interview)

Besides the major things the orphaned children had mentioned that they liked, these children also raised other related issues that motivated them to be at school. They responded on the issue of the kitchen which provided food during lunch and the presence of gadgets like computers which had exposed them to the internet. From these submissions it was evident the respondents felt that the curriculum was inclusive rather than being exclusive. That was the type of curriculum needed in almost all schools facing this dilemma because it gave the children an equal opportunity for them to participate and excel in all school activities.

### 4.2.3 Orphan children's negative experiences of schooling

The study revealed that the behaviour of the other students was one of the major reasons why they did not enjoy their schooling in this context. It was discovered that the other students engaged themselves in wayward behaviours like indulging in alcoholic beverages, bunking classes, lateness and indiscipline. This related to the orphaned children's schooling experiences as these negatively viewed behaviours affected the way the orphaned children behave towards the school.

*I do not like the behaviour of the students and some teachers. The language of the students is bad. They do anything like bunking classes, absconding classes and you find them all over the road doing all silly stuff. Some teachers do not attend classes and do not explain well certain concepts.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

*I do not like the behaviour of the students. Their dress code, lateness and have no respect. I also do not like that there is no limit in sports because in most cases we focus on soccer all the time. Even if you do not play you have to attend. We are going to fail.*



(Robert, a 20 year-old male grade eleven single-orphaned child, individual interview)

*The education in our school is bad and no one wants to attend this school. One day the Regional Education Officer visited the school and complained that students from this school are found by the road as early as 8.30 am, time they are supposed to be in class. During school games they drink alcohol, make noise in the bus.*

(Thobile, 22 year-old grade eleven single-orphaned children, focus group interview)

These allegations mentioned repeatedly by the participants showed that there was a problem in this school. From the above narratives it could be noted that there was indiscipline in this school as students absconded classes and indulged in alcoholic drinks. The major question from the parent would be where the administration and the teachers were when all this happened! Parents paid their hard earned money for their children to be educated only for administrators and teachers to neglect their duties! In most schools it was usually an up and down syndrome because at the top there was the Head teacher and his deputy who both had the role to supervise staff and monitor learning outcomes Ministry of Education (1982). If some teachers in this school neglected their duties this would become contagious and spread to the other teaching staff and eventually the whole school would be polluted. The result would be a host of disciplinary cases of both teachers and students leading to an increase in failures. No students wanted to associate

themselves with an undisciplined school which automatically becomes a breeding ground for delinquents.

This had a lot of educational implications on policy. Many schools including this one under study should make it a point that they eradicated such negativity which had chased children away from the school, and even prevented others from enrolling. This package usually came with bad publicity. The school should act as a family away from the biological family. If these orphaned children were placed in well-functioning families like the school they would have better opportunities Abadien-Barrero (2000).

Deriving from the personal schooling experiences as a teacher, it was evident that policy guarding against the behaviour of teachers was available. The current problem, however, in many schools even the one where this research was based might be mal-administration. Where policy was available supervision was very important especially to the teaching staff in order to produce desired results. It was very important on how teachers viewed orphaned children as this would have an influence on how they would nurture their talents. This meant that teachers as professionals with a sole mandate of teaching the orphaned child needed to redirect all their energies at school towards making sure that these children realised their full potential. A teacher who would fail in such a mandate would have failed in his/her duties as a teacher. Policy should cover as to what should be done to such a teacher!

Students young as they might appear in our eyes as teachers knew exactly what was expected from them. They knew that their role was to learn. They knew the things they were not supposed to do. They did some of the bad things not intentionally instead through their various experiments with life as they were undergoing various stages in their development. They also noticed if the teacher dodged them because they were also aware of the role the teacher was expected to play. The participants had also gone as far as telling stories on why they did not like some of the things they had said they did not like about their school. This had gone to show that they were very cautious of what they were talking about if they could elaborate on these things. These two children below gave narratives of their ordeal:

*One day during morning assembly there was a male orphaned student who started a crazy song. The teacher stopped him and insulted him using strong abusive language. The boy shouted back and there was a fight between the teacher and the boy and it was bad.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

*There was once a school which was doing sports and all the students were participating. As a result many students failed when only a few were supposed to attend. Even in this school the situation is the same.*

(Robert, a 20 year-old grade eleven male single-orphaned child, individual interview)

These stories by the orphaned children depicted that this was not an ideal school. These children sometimes felt the indiscrimination from their teachers and this represented one of the major problems affecting their schooling Nyabanyaba (2009). If teachers considered by the children as their parents and professional as they were, abused the orphaned children and went as far as fighting with them, it showed that a lot was amiss in this school. If these teachers insulted and fought with the children they had been employed to teach what precedent were they setting to all the children and to make matters worse to those who wanted to take the career of teaching! Children ended up losing respect for such teachers and become demotivated on matters related to their schooling.

#### **4.2.4 Geographical distance as a challenge for orphaned children's school attendance**

This was one of the major themes that emerged under research question number two on dynamics influencing the orphaned children's experiences in this school. Most of the participants highlighted that the issue of the distance represented one of the major problems related to their schooling. The study found that this affected the orphaned children in as far as school attendance was concerned. Many of the children expressed their frustration caused by the proximity of the school in relation to their homes. Although this was quite a common phenomenon in many of

Swaziland's rural schools, but this had greatly impacted on the education of orphaned children in this context. Below were some of the narratives providing evidence on how these participants were affected by the issue of distance. The narratives below provided the insights:

*Walking from home to school is very difficult for me. Shoes get torn along the way because of the distance I had to travel and the shoes are very expensive.*

*By the time I go back home from school I am very tired and this affects my studying as well.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

*The distance from my home area to school is too long and this affects me. On my way to school, I cross a big river and my school is found opposite my home; on the other side of the river. In summer when the river is flooded I walk a very long distance to the only bridge and I reach school tired, always sleep in class.*

(Kim, a 19 year-old grade ten male double-orphaned child, individual interview)

*Distance greatly affects us as we attempt to attend school. By the time we reach school we are tired and become lazy to concentrate. Sometimes we run short of bus fare. We then loose on learning as we find teachers already teaching.*

(Boro, a 17 year-old grade eleven double-orphaned child, focus group interview)

The above narratives were testimony enough that the end product which was passing would be defective for the orphaned children as long as this problem existed. If these children travelled long distances on foot to and from school that meant that they would be subjected to both physical and mental fatigue. By the time they reached school their muscles were tired and their minds exhausted as well. Chinyoka and Naidu (2013) argued that teachers always complained about the learners arriving late, hungry, tired, all of which depleted their concentration. When they walked back home they had limited opportunities to do homework. Then the next question would be what you expected from such physically and mentally traumatised minds! Failing then became the inevitable, and may be that was why this school was associated with a high failure rate. The distance did not only come with fatigue, but psychological stress as well. These children as they had to foot to school sometimes late faced psychological wars in their minds as they did not know what would befell them when they reached the school. Fears of lost time on learning and the infliction of corporal punishment dominated their minds and this finally impacted on their schooling.

This had a lot of implications on teachers as well as they were the ones dealing with these children on a daily basis. If the orphaned children travelled such distances to and from school sometimes on rainy seasons this meant that teachers needed to be accommodative enough to these children. To support their schooling the teachers should find an alternative tool of attaining positive outcomes instead of the use of abusive language as earlier alleged which had dominated most rural schools. To achieve such, added Nkhoma (2013) the teachers should be dedicated, determined, showed love and motivated these children. This also meant that there was a need for policy improvement on the use of abusive language against orphaned children.

#### **4.2.5 School fees, stationery and uniforms as a challenge for orphaned children's school attendance**

The study also revealed that the orphaned children were affected by the issue of fees and uniforms as they tried to attend school as Ellafsson and Jartsjo (2012); and Abebe (2006) alluded. The orphaned children faced financial problems like lack of income to pay fees which disturbed them as they attempted to attend this school. The orphaned children submitted that they were sometimes at loggerheads with the Head teacher over the issue of fees. The death of the parent(s) directly relegated the orphaned children “into a circle of poverty, economic debts” which finally deterred the children from schooling Togom (2009). A single-orphaned male child gave a painful narrative related to this.

*The way we are treated affects us as orphans. We are sometimes sent home by the Head teacher to request for fees. Sometimes students who are not orphans call us names as they claim we eat food during lunch which we have not paid for. As a result we feel isolated and we feel we are not human like the others. This causes stress to us.*

(Robert, a 20 year-old grade eleven male single-orphaned child, individual interview)

*As orphans sometimes we lack basic necessities like school fees, books and uniforms and we cannot attend school and learn without these things.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, focus group interview)

If orphaned children were chased away from school to request for school fees they were subjected to a lot of trauma. This was because sometimes it was way beyond their control that they found themselves at school without paying the necessary fees. It was better for the single-orphaned child because at least back home there was the father or mother to absorb the financial pressure. A higher traumatic experience was vested on the double-orphaned child because at home there was no one to report to except the guardian who in most cases happened to be a good Samaritan within the extended family household. Evans and Miguel (2007) observe that even in cases where the orphaned children were under the care of certain families; those families may



prioritise the issue of the education of their biological children at the expense of the orphaned children. Ismayilova et al. (2012) supported this argument by explaining that caregivers perceived tuition fees as another barrier that prevented their children from continuing with education and finally dropping out became an option. The burden was shifted to extended family household where it had been proved that the guardians are no longer coping, remarked Wakam (2002).

If these orphaned children spent most of the time away from the classroom, frustrated in the wilderness, results would definitely be compromised as this scenario led to failing. The repetition of the cycle of failing would eventually lead to demotivation which would finally result into drop out. This might be one of the reasons why so many orphaned children in most rural high schools in Swaziland including this one under investigation had been lost within the education ladder before graduating into tertiary institutions.

There was, however, hope in as far as this issue was concerned because earlier on in chapter two, literature documentation had proved that orphaned children fell under the wing of government bursary scheme. Government had indeed taken the initiative Ministry of Education Report (2015). The major question as of now lied on availability and adequacy of funding. Were government's coffers enough to cater for all these children's needs across the country? Absolutely no because these children were sometimes chased away by Head teachers to go and remind 'parents' of owed fees; but the question was where would they find those parents especially for the double-orphaned ones? This then meant that the government and the Head teachers needed to

come out with a working tool that would not affect the orphaned child. As of now there was a lot of finger pointing with government making political statements that these children should not be sent home. Head teachers on the other hand were pointing at government arguing that they would continue requiring top up fees from these children as the money paid by government for each child was inadequate. It currently stood at E1950 (equivalent to R1950) for the whole year at high school Ministry of Education Report (2015). Head teachers considered this amount insufficient to sustain the child for the whole year.

This then meant that for the better schooling of the orphaned children there was an urgent need for government to consider increasing the orphaned vulnerable grant for each child. The fees that the learners paid were used for things like books and maintaining the school Kalaba (2008-2010). This should be considered because the costs related to their schooling like books and stationery had risen. Schools were surviving through the revenues from the learners, so if the government was concerned about the existence of the schools increasing the grant was an option. The debates currently the order of the day between the government and the Head teachers were not benefitting the orphaned child. The orphaned child should feel accepted in order to focus on the task at hand which was academic excellence.

#### 4.2.6 Effects of hunger on orphaned children's learning in the school

Once the orphaned children attended the school the expectation was that they had to learn. The participants, however, disclosed that their learning was disturbed by a number of obstacles. This finally ended up affecting them in a number of ways. The following narratives showed the obstacles they encountered. They cited the major problem of hunger. Generally, this was said to be a two-faced dimensional factor as it was existent both at home and at school. The hunger that affected them at home had an influence on what transpired at the school hence the inclusion of the home, a place seemingly outside their schooling experiences. These narratives elucidated as to where the focus point was between the two 'habitats' of the child.

*Sometimes as the teacher is teaching I feel very hungry. This then makes concentration difficult and this disturbs my focus on the lesson taught. I cannot proceed with the lesson when I am hungry.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

*We suffer from hunger as students while at school and this disturbs us as we try to learn. It leads to loss of concentration.*

(Robert, a 20 year-old grade eleven male double-orphaned child, focus group interview)

Hunger affected the orphaned children's learning environment and greatly influenced their learning outcomes as well. These children were poverty-stricken as a result of the death of their parent(s). They were, as a result subjected to inadequate feeding, clothing, shelter and schooling Togom (2009). As the nature of hunger was not specified in relation to place it was evident from these narratives that it had a great effect on their schooling. If these children were affected by hunger while the learning process continued it implied that they would end up failing because hunger led to loss of concentration in class and memory lapses. This might result in dizziness and sleeping in class which might automatically lead to poor performance.

It was discovered that the school provided food for the orphaned children though at times it appeared inadequate Makama et al. (2002). The children, however, appreciated the fact that it was provided. The orphaned children complained about the type of food served at the school. This, however, explained the nature of children! Another observation was that of understanding when the hunger was dominant and the relationship between the home and the school. Analytically looking at what was discovered on the field; one may conclude that the most critical times were the mornings up until lunch as most orphaned children did not enjoy the privilege of eating breakfast at their respective homesteads.

This picture represented the type of food served during lunch at the school:



*It was during lunch time at school and I was inside my classroom. I was enjoying my meal provided at my school, rice and beans.*

(Nandos, an 18 year-old grade eleven double-orphaned child, enjoying lunch at school)

From the picture above it showed that one type of meal provided at the school was rice and beans. In most rural schools in Swaziland even where the researcher is based this meal dominated the menu served in those schools. Beans were also known for their nutritional value, so their provision was a positive step towards the hunger dilemma in most rural schools. Government provided food for most schools in the country. The access to food provision meant

that the problem of hunger was cushioned. On another note orphaned children should prioritise their education by mainly focusing on the academic side of school than dwelling much on non-academic issues. These issues might end up distracting them. It was, however, very important that government and the schools improved the menu served in schools as many of the orphaned children were on special diet. This had been caused by the prevalence of HIV and AIDS.

#### **4.2.7 Effects of discrimination and stress on orphaned children's learning in the school**

This again was raised by the respondents as a disturbance towards attaining positive learning outcomes in the school learning environment. The respondents pointed out that they were discriminated by their colleagues. They further elaborated that they were sometimes looked down upon. UNAIDS (2001) pointed out that being isolated was another challenge facing the orphaned children and that disturbs the child's concentration in class. If these children became discriminated this might have meant that they would end up being stressed. This was one of the most common and underrated problems in schools which administrators had unconsciously ignored. Desmond, Michael and Grow (2000) agreed that discrimination and bullying in schools was very common. It could come in different forms and sometimes happened in the presence of the teacher and just because he or she had not been exposed to it turned a blind eye. These narratives exposed this kind of ordeal:

*As you study as an orphan other children who are not orphans look down upon you. They tell you that no matter how hard you can try you will fail. They want you to join them while misbehaving. They sometimes steal our exercise books and we end up getting poor results just like them*

(Kim, a 19 year-old grade ten male double-orphaned child, individual interview)

*We are discriminated as orphaned children in the school. Other children look down upon you and you become much stressed and as a result lose concentration and that demotivates you. We are sometimes called names by the so called rich students.*

(She, a 22 year-old grade eleven female single-orphaned child, focus group interview)

This underlined the painful experiences that orphaned children endured in this school as they endeavoured to pave a future for themselves. If these children were being 'victimised' by their fellow colleagues the way they narrated these stories, it might have left them with a lot of mental and emotional scars. If their learning equipment was sometimes intentionally stolen and at times left to study alone as the following photo depicted they might have been affected as knowledge shared was powerful. From the discussion with others they got empowered, so if they were given such 'cold shoulders' by their colleagues they might be afraid to approach them if they did not understand something. This could end up compromising their school performance. Isolation was not a solution if they wanted to achieve something in education as interaction was very critical.

This orphaned child below displayed the many forms of isolation endured by orphaned children in this school. He cited discrimination from friends hence studying alone became an option:



*I was studying alone here preparing for an examination. While studying I fell asleep as I over concentrated. My friends ignored me that was why I was studying alone.*

(Boro, a 17 year-old grade eleven male double-orphaned child while studying at school)

This then increased the stress levels of these orphaned children. They had to deal with a lot of problems ranging from parental loss to stress and that had an impact on their emotions as well. This became too much for their concentration span to last thus sometimes found to have



relapsed. This had a bearing on student versus teacher relationship in the schools. All children should be taught to respect and accept one another no matter what the background, conditions and circumstances were. This was a social responsibility of the teachers to teach these children the significance of the relationship between human beings and their expectation to conform to social standards set by the societies and schools.

Machingambi (2012) noted that if orphaned children were bored they ended up dropping out from school. Expectedly, orphaned children should be surrounded by their friends at all times to comfort them. In schools, same as this one, this was not the case as other children cited busy schedules. Abebe (2006) concluded that orphaned children were so much stressed as they had to juggle with psychological-stress related matters both at school and home.

#### **4.2.8 Effects of peer behaviour on the orphaned children's social interactions in the school**

The orphaned children also disclosed that pride among some children affected the way they interacted with them. Although in the same category with the factor of discrimination which had been dominant, pride was mostly based on the personality of ‘I know it all, so why do I care about the people around me.’ This manifested itself in some of these scenarios:

*Some students who are not orphans and rich do not attend to you as an orphaned child. This becomes very difficult because if you do not have a pen or lack something else you cannot borrow from them because they have got pride And look down upon you.*

(Boro, a 17 year-old grade eleven double-orphaned child, individual interview)

*Sometimes, other students if you are an orphan laugh at you, and whatever you say they do not take it seriously. You feel alone, not feeling good to mix with them as you know that they would not give you the necessary attention.*

(Sthe, a 22-year-old grade eleven single-orphaned child, individual interview)

A human being at school or anywhere was a social being and interaction was one of the fundamental principles one had to apply in life as he or she interacted with the environment. A school was a social institution and everyone in it needed to interact in order to exchange ideas, solicited help as the learning process unfolded. There was a danger if a child in a school set up behaved like he or she was in an enclosure. If these orphaned children were not well received by their colleagues it would affect them because they would be lonely and this would lead to stress. If they were also deserted by their friends in times of need that would also disadvantage them as they pursued their educational goals as they might not always have the necessary tools for learning. They might as well lose vital information from their colleagues. All these combined would result in poor performance.

Through the responses it had been noted as well that not all the orphaned children were treated this way as some submitted that they mixed well with their colleagues. It could not, therefore, be proper to make a generalised analysis that all the orphaned children were subjected to this kind of behaviour. This meant that some were not affected by this hence their learning might not have been disturbed. This following narrative gave an example of this type of ordeal experienced:

*I like meeting with my colleagues as they do not give me any problems. I am an easy going person, so to me, mixing with others is not a problem.*

(Thobile, a 22 year-old grade eleven female single-orphaned child)

The behaviour of most children in the school which the orphaned children viewed as bad affected them as they mingled with them. Children, as young people, liked to experiment with new things in the environment and as they did that they found themselves on the wrong side of the school rules and regulations. If this behaviour was not controlled it could spill to other good-mannered children like these participants and might pollute their personality. This was one story told by an orphaned child:

*Students at this school abscond classes without a reason. You find them all over the road during school hours doing silly stuff. I do not like this school anymore.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

*The behaviour of the students is not good. They are rude, but some are polite. They also get drunk. Sometimes those who are polite can be attracted to the behaviour of the other students and copy it.*

(Robert, a 20 year-old grade eleven single-orphaned child, individual interview)

Bad behaviour was contagious and if these respondents due to their state of being disadvantaged Ennew (2005) were continuously exposed to such behaviours what effect could that finally have on their education? From the testimonies they had given, it was clear that most students in this school misbehaved; and if this was the situation at ground level the future of the school looked bleak. This might lead to poor results as indiscipline led to poor performance in most cases. If other children exhibited bad behaviour it meant that there was a lack of discipline in this school and a non-existence of a clear work ethic. This might then lead to this school becoming a breeding ground for poor performance. This might be one of the reasons why some orphaned children no longer wanted to be associated with this school.

The meaning derived from this was that there was a need to teach children who were not orphans to accept those who were orphaned as this was not self-inflicted. The orphaned children were sometimes stigmatised Nyabanyaba (2009) due to the many misconceptions that existed related to associating the death of their parents to HIV and AIDS. If the school, therefore, did not entice them through offering an exciting curriculum, these orphaned children faced with the stress of dealing with their friends and a boring curriculum Machingambi (2002) would prefer withdrawing from the school.

#### **4.2.9 The principle of respect on orphaned children's schooling experiences**

Of all the six respondents interviewed they revealed that orphaned children were respected in this school. This was crucial to their stay at the school as this was a key element of life. At school or

any place respect should be endowed by all people present. Some of the orphaned children responded:

*Orphaned children are respected in our school by everyone. We are not ignored as everyone is attended to. The fact that we are enrolled at the school means that we are respected. At most times we are not chased away by the Head teacher.*

(Boro, a 17 year-old grade eleven double-orphaned child, individual interview)

*We as orphaned children are respected so much. On paying school fees, for example, the Head teacher is patient. When other students are asked by the Head teacher to go home we are not chased away.*

(Nandos, an 18 year-old grade eleven double-orphaned child, individual interview)

This showed that the orphaned children were generally respected at this school. This meant that it was a positive sign for them and the school. Respect was one of the major ingredients for success. This principle started with respect for oneself then the next person closer to you. The existence of such an environment within this school as per these submissions meant that the orphaned children would have respect for their teachers and the work they had been entrusted to do. If students including these under study were respected they would be motivated and had pride in themselves and once such a patriotic feeling developed they would strive towards raising

the name of their school hence the improvement of results. Being respected also meant that they had been accepted by the people around them.

The very same participants when they were further probed during the interviewing shared a different view on the very same subject. This was what they had to say:

*We are partially respected at this school. Only the Head teacher respects us, the others do not care. They take us for granted. Some teachers verbally abuse us arguing that we are wasting money and they are the ones who pay tax.*

(Robert, a 20 year-old grade eleven male single-orphaned child, focus group interview)

*Only the Head teacher respects us as human beings. The others including some students and teachers do not care.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

This then left a question as to whether could it be conclusively argued that these orphaned children were adequately respected in this school? They only saw the Head teacher as the only one who exercised the role of being a parent through showing love and respect. If the supervisor was on their radar that meant that their learning which was key would not be disturbed that much. If there would be some forms of bullying from their colleagues and some teachers they would definitely be affected as well. This meant that the Head teacher as the immediate

supervisor in the school needed to make it a point through close supervision that these children were afforded the education they deserved as it seemed from the submissions they made that he understood their fate.

The study found out that orphaned children had an insight on the importance of respect and uncovered a lot of reasons why they should be respected. They shared the following sentiments:

*A good country is the one where everybody is respected even if he/she is an orphan. This is because that person would help the country one day.*

(Boro, a 17year-old male double-orphaned child, individual interview)

*It is hard and painful to lose a parent. Respect would comfort the orphaned child and make her comfortable.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

If orphaned children vulnerable as they were, were aware of their rights it meant that their future in schools and the societies they lived in would be bright because knowing their rights made them stand up and fight against any form of abuse. In the past, these children had been victims of different forms of abuse. This awareness would help them equip themselves so that they could be immune against all sorts of abuse be it within the family household, community or the school.

### 4.3 MISCONCEPTIONS RELATED TO ORPHANED CHILDREN'S SCHOOLING EXPERIENCES

From the findings of the study it was further revealed that there still existed a conservative mind-set on orphans and other disadvantaged children. Some teachers and students in particular believed that if you were an orphan at the school you stole the food you eat at the school kitchen because you did not pay. The orphaned children were sometimes subjected to name calling. It would be interesting to find out how teachers and students in this school conceptualised orphanhood.

*Orphans are viewed as thieves. At times, when we have been sent by the Head teacher back home some students who are not orphans say we should not come back to school; and we should not eat their food. This is too bad and can destroy people's lives.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

*Some mock you. If you are wearing a torn uniform, for example, they say that 'don't you know a shop! If your shoe is not polished, they say that ' don't you have money to buy a polish!*

(Thobile, a 22 year-old grade eleven single-orphaned child, individual interview)



*Some students wish to be like us as orphans because we get almost everything from the Head teacher. They think it is easy because they have not experienced it. If you lack something they sometimes tell you to go to another orphan.*

(Thobile, a 22 year-old grade eleven single-orphaned child, focus group)

These submissions proved that children in this school still did not understand what it meant to be an orphan. This meant that they were not aware of the serious repercussions that came with the ‘package’ of being an orphan. Other children still held those traditional stereotypes emanating from societal beliefs on the issue of HIV and AIDS. Makama et al. (2002) believed though that there was a correlation between AIDS and the characteristics that these children showed. Smart (2003) also supported this assertion by stating that Aids had an impact on these children's welfare. Many people still believed that orphanhood was a curse caused by the misdeeds of orphaned children's parents. This could be either true or false as it could not be measured by the naked eye. Medical and testing requirements for blood status were prerequisites in order to establish the presence of this virus in one's body. This, therefore, could not be used as a concluding yardstick.

This line of thinking from some students and teachers might be emanating from the myths and stereotypes which might be a result of a poor mental, cultural, and societal value for humanity. Some of the other students who were discriminative were from well-off families and lacked the essence of life. This meant that the orphaned child had a task of juggling between school work and dealing with these stereotypes. Productive time that would have been spent on books found itself being spent on non-educational debates like this one. There was a need, therefore, for

enlightenment that if you were an orphaned child it was not only a result of only HIV and AIDS, but other causes as well.

This also showed how orphaned children were treated in this school. There was still a need, however, for the holistic acceptance of these types of disadvantaged children in many rural societies. In order to remove such myths, people needed to be further educated about HIV and AIDS. Being HIV- positive did not mean that you were now confined to a grave thus different from other human beings. It did not mean that you needed to be secluded and put in a quarantine enclosure. This could not be generalised once again as this might be coming from a smaller fraction of the children at this school. A prompt informed analysis would again be retrieved from these narratives below:

*As orphans, I can generally say we are treated well. Most students say good things about us saying we should be provided with everything we need; for example, uniforms. We are almost provided with everything and there is no gap between us and those who are not orphans.*

(Robert, a 20 year-old grade eleven single-orphaned child, individual interview)

*Generally, we are treated well as orphans. Some students sympathise with us.*

(Nandos, an 18 year-old grade eleven double-orphaned child, individual interview)

From such evidence it could be argued that orphaned children in this school were treated well. If they were provided with food, uniforms, stationery what other major things did they need for effective teaching? This meant that, therefore, if they failed or dropped out of this school the problems might have been outside their schooling experiences. One of those problems common in most rural schools was the failure of the administration to supervise staff for effective teaching. This usually resulted in learning outcomes being compromised.

#### **4.4 STRATEGIES ORPHANED CHILDREN ADOPTED TO NAVIGATE THEIR SCHOOLING CHALLENGES**

The study discovered that the respondents were involved in a number of initiatives to make sure that they overcame the challenges that came with being an orphan at the school. The rural set up where these children were based was a challenging place, so in order for the orphaned children to survive they needed to plan Powell et al. (2008) observed. They cited initiatives like working very hard through studying, liaising with relatives for support and other strategies as tackled below.

Orphaned children who were subjected to such hardships were put at a disadvantage compared to other children and as a result experience obstacles in accessing school. They were less likely to be at school Evans and Miguel (2007). Some of these drives had been taken in the communities they lived in and some at school. Before seeking any external help it was very important that the desire to come out of your shell started from within hence the following narratives:

*I interact with my relatives on a regular basis. I am very respectful at home so that I can request for anything I want. I work hard at home. I have a garden where I grow vegetables and sell them to the community. When it comes to books I am a hard worker and where I am lacking I consult with my friends. During the holidays, I ask my uncle to ignore labourers, and then he buys me clothes in return.*

(Boro, a 17 year-old grade eleven double-orphaned child, individual and focus group interview)

*I study very hard as an orphan. At school I sell sweets to other students and teachers. With the profit I make, I am able to buy myself clothes and other things I need. I always ask teachers if there is something I do not understand. I grow vegetables in the garden at home.*

(Thobile, a 22 year-old grade eleven single-orphaned child, individual interview)

The above narratives showed that the orphaned children despite their vulnerability were doing something worthwhile in trying to change the situation they were in. Coping was very important and the participants take time to leave their homes seeking help from institutions, relatives, community and parents' friends. They also sought for other strategies of accumulating money even if they were exposed to danger. The time spent on those initiatives disturbed their learning schedule as they had to sacrifice schooling for money Togom (2009). Motivational speakers sometimes said that there was no situation that was permanent, so it was positively being noted

that these orphaned children in this school were doing something to help themselves. It was a fact that the death of their parent(s) came with the disruption of school Gilborn et al. (2001).

If these children engaged themselves in all these initiatives they had mentioned, it meant that chances of being abused would be minimal as they would be self-sufficient. It also meant that, especially for those who were double-orphaned, they would be able to put food on the table for themselves and their younger siblings. This would reduce the level of stress and they would be in a position to fully concentrate on their books thus increasing the probability of passing. They would find time to focus on their books at school instead of worrying themselves about tomorrow.

This picture illustrates that:



(Thobile, a 22 year-old grade eleven female single-orphaned child studying with his friends photo voice). This was then followed by an interview.

Interviewer: *What is happening in this picture?*

Nandos: *Studying with her group during study period.*

Sthe: *Discussing with her friends asking for help.*

Interviewer: *Why was the picture taken?*

Robert: *She wanted to show us the importance of studying in order to have a brighter future.*

Thobile: *Show us that even if you are an orphan you do have study group members.*

Kim: *She wanted to show us that as an orphan you have to use the opportunity at school because you might find at home that there are no candles.*

Interviewer: *What are your feelings about the picture?*

Nandos: *It makes me proud be as it shows that she wants to achieve something in life.*

Boro: *I am happy because it shows that this orphan is able to interact with her friends.*

The passing of more children means that the name of the school would be elevated and their lives would improve as well as they would take different careers. If one of many in a poverty-stricken orphaned family got a decent job it meant a change in the family's status, community and the country as a whole. This would again mean that Swaziland's future would be bright.

There were many educational implications related to this. This showed that orphaned children were not lazy as some people perceived. If the school could support and provide them with all the necessary tools for excellence like the provision of study periods as the photo depicted they could excel. Schools should have trust and motivated the children so as to instil a sense of belief in them. It also meant that parents and guardians needed to support these orphaned children through giving them ample time for their books instead of flooding them with a lot of family responsibilities. The photovoice technique came up with a lot of interesting stories on how orphaned children strived for excellence.

Note the following photos and interviews:



(Sthe, a 22 year-old grade eleven female single-orphaned child, photo voice.

Interviewer: *What is happening in the picture?*

Nandos: *Injecting the goats at home*

Robert: *she was treating the goats because she sells them to pay fees*

Interviewer: *Who is this person injecting the goats because she is not in school uniform?*

Sthe: *This is one of the orphans while at home.*

Interviewer: *Ok I see. Why was this picture taken?*

Nandos: *Wanted to show us that we can also keep goats to have money.*

Sthe: *even if you are young you can start a business to make money.*

Thobile: *showing her colleagues what she does to earn a living.*

Boro: *she wanted to show us her project.*

Interviewer: *I see. May you tell me a story of what is happening here?*

Sthe: *I was at home treating goats so that they can grow well. I loved what I was doing. As a woman you can start your own farming not only men.*

Interviewer: *Right. So tell me, what are your feelings about this picture?*

Boro: *I am happy because it shows that she can think for herself.*

Nandos: *I feel good because it shows that business is not all about crops even animals.*

Interviewer: *Ok.*



This was another coping strategy demonstrated by Robert.



(Robert, a 20 year-old grade eleven male single-orphaned child, photo voice)

Interviewer: *What is really happening in this picture?*

Robert: *Removing weeds from my maize at home.*

Interviewer: *Why was the picture taken?*

Nandos: *To show us how an orphan lives.*

Robert: *I was weeding my maize so that it would not compete with the weeds.*

*Then I would top dress it.*

*Sthe: Show us that as orphan maize can help you to get money.*

Boro: *show us how he earns a living.*

Interviewer: *Fine. May you tell us a story of what is happening in this picture?*

Robert: *I was in my garden at home next to the kraal where I was weeding, then top dress the maize. I was weeding my maize so as to grow well so that I can get a good harvest.*

The respondents understood that being an orphaned child did not mean that you were useless, so you could not help yourself to try and move out of that predicament. They did these projects to earn money as the effects of the economy Wakam (2002) had a profound meaning to them as orphaned children. The orphaned children from this school had shown that though they were challenged, but they were prepared to use their talents to make ends meet. Through these projects displayed, they were able to buy other necessities be at home or at school. This meant that they were very cautious about life and they approached it with the positivity it demanded. If they were to allow life to dictate terms to them they would always shift the blame of their fate to other individuals. The continued lack of money in their lives might result in the discontinuation of schooling Skinner (2004) as money was the key to every door.

Making the right choices at the right time prepared them for the future and if they equipped themselves with such livelihood skills it meant that even if they could not do well at school they would be able to survive not to join other youths who had decorated most towns and cities in Africa as vagrants. There were also some meanings derived from such initiatives. If orphaned children displayed such great enthusiasm towards certain projects it was the government's duty through community empowerment to motivate these children on such projects. If these children were able to cultivate crops and kept livestock as demonstrated it meant that policy focus should shift and focus on improving the skills that these children already have. From the photo analysis

it could mean that the government had a task of supplying more goats and farming inputs to these children so that they sharpened their survival skills. In that way their minds would be busy thus avoiding being attracted to risky adolescent behaviours. Not only was this a responsibility of government alone. It was also the responsibility of the communities where these orphaned children lived by supporting them. It could be through helping these children, for example, by weeding their fields, tendering and milking the goats. It could also mean buying the products so that the children could get the money they needed. This would also reduce the effects of poverty as about 78 percent of the rural population live in poverty in Swaziland World Bank (2006).

#### **4.5 OBSTACLES ORPHANED CHILDREN ENCOUNTERED IN OVERCOMING THEIR SCHOOLING CHALLENGES**

The study also found that there were some factors that disturbed orphaned children as they tried to overcome some of the challenges they faced on a daily basis. Most of the challenges were experienced at school than at home. Those experienced at home were infused to this study as well if they were related to their schooling. It emerged that the participants faced challenges such as the shortage of basic needs like food at home and other essential materials for studying such as candles. The death of the parent(s) came with food shortages especially if the male head died Yamano and Jayne (2002). The shortage of food and candles at home at times was directly linked to schooling hence the following narratives:

*Sometimes at home I run out of candles and this force me to abandon my studying and do study groups at school. I also run short of food and it becomes very hard. From morning no breakfast, this makes learning difficult.*

(Robert, a 20 year-old grade eleven male single-orphaned child, individual interview)

*I also suffer from stress. Sometimes I ask myself why me and this affects my studies. I easily get angry mostly at home.*

(Nandos, an 18 year-old grade eleven female double-orphaned child, individual interview)

*Sometimes when I reach home I am very tired and this makes me sleepy and I end up failing. Teachers sometimes mock us calling us names.*

(Thobile and Sthe, 22 year-old grade eleven female single-orphaned children, focus group interview)

From the above stories it was evident that orphaned children faced a lot of obstacles as they tried to overcome some of the challenges that affected their schooling. Issues of food had been mentioned especially at home because at school evidence had proved that food was provided as this photo which follows substantiated:



(Nandos, an 18 year-old grade eleven double-orphaned child enjoying her lunch at school)

Although it had been mentioned that some orphans were involved in self-generating projects it was beyond reasonable doubt that they did not meet all the basic needs. It also did not mean that all were involved in those initiatives and that was why most experienced food shortages especially the double-orphaned ones. If these children sometimes slept on empty stomachs it meant that they would have a challenge of concentration at home while studying and at school while learning. This also meant that all the hours spent at school before lunch the orphaned child would be holidaying in class as he or she would be either asleep or absent minded as the major focus would be satisfying the urgent need for food. Following was one example of the many instances proving this assertion?



(Boro, a 17 year-old grade eleven male double-orphaned child failed to concentrate while studying preparing for the external examinations and finally fell asleep because he was hungry, photo voice)

The participants also touched on materials like candles pointing out that they could not study at home if they ran out of candles. To some electricity was a far-fetched dream and if there were no candles, school work could not be performed adequately and this affected them. This meant that the government had to speed up the rural electrification programme so as to cover almost all rural areas. This also called for caring neighbours who would make it a point that these children were provided with such crucial needs like candles. The communities added Donahue (1988) did support the orphaned children with a number of initiatives as well.

Teachers and stress are interrelated because if they were sometimes mocked by the very same teachers they regarded as parents it caused them a lot of stress. Teachers were reported to be selfish and abusing their powers in that they sometimes swore at the students; at times mocking them and taking them out of the classroom Wild (2001). A school should be like a home away from home. The orphaned children if faced with a lot of stress-related matters at home, their only comfort zone becomes the school. In this situation, if again the school offered more stress than anticipated the road towards suicide or dropping out of school became the only solution. These orphaned children were stressed because they did not have parents, so they needed a lot of motherly and fatherly love from their teachers. If they were mocked it led them to lose hope and became demotivated in the whole education set up. Many orphaned children failed not because they were incapable, but because they had been failed by their own teachers!

#### **4.6 STRATEGIES FOR ENHANCING ORPHANED CHILDREN'S SCHOOLING EXPERIENCES**

The orphaned children revealed a variety of strategies that had been put in place to enhance their schooling. These strategies were found to exist between the school and the community.

##### **4.6.1 Importance of food provision in supporting orphaned children's schooling**

In this context, the school emerged as a support structure on the schooling of orphaned children. It had played a significant role towards their welfare thus creating an environment similar if not

better than that found in their homesteads and communities. The following photo showed one of the efforts by the school to create a better 'home' for the orphaned children:



(Sthe, a 22 year-old grade eleven female single-orphaned child eating rice and beans during lunch at school.

*At school we do not get hungry because there is a kitchen where they provide us with food for lunch.*

(Nandos, an 18 year-old grade eleven female double-orphaned child, focus group)

The orphaned children as it had been demonstrated were given food at school through the school feeding programme which was a wing supported by the government in response to the orphan crisis in the country Makama et al. (2000). It was a positive step as many orphaned children did



not even have access to a decent meal at home! To many, the school had turned to be the only place where they could get food. There were a lot of implications on this in that if the school provided a meal for these children during lunch it meant that they would love going to school and hated staying at home. These children if they would love going to school it meant that they would love to spend a lot of time at the school. This argued well for the school as it meant more learning to happy children. Once these children loved the school they would strive towards excelling to make it shine.

It had been noted, however, by some orphaned children that the food though being provided at this school was of lower standard. Braithwaite et al. (2013) reported that school feeding was there, but did not provide once on holiday or at home. From a critical point of view the school could not be blamed for a poor menu because in most cases this was the type of food provided by government throughout the country. A meal comprising rice, samp and beans was of good standard considering its nutritional value. The question of provision rather than absence was very important, so these children, because in most cases they did not pay should not be worried about such petty issues and accepted that at least there was food. It was a norm almost everywhere that children complained about the quality of food when in actual fact their focus should be education.

Schools, therefore, should take an example from the one under study as through the provision of food it had demonstrated the kind of expectation that schools these days should act as centres of care and support. It was no secret that such efforts were sometimes disturbed by lack of resources, but were there no other alternatives the schools could employ to at least provide one

meal per day for the orphaned child! All schools should at least shift their focus on growing vegetables only in school gardens on a small scale, but strive for maximising food security through growing crops such as maize and other leguminous crops like beans. This called for schools to secure more land for farming and this could not be a problem as most schools in rural Swaziland were surrounded by large acres of unused land under the jurisdiction of chiefs. The schools would not struggle to get such land as they fall under public works. The children could provide a source of labour during their spare time. The trend these days in most schools had been that of only growing vegetables and raising chickens and rabbits on a small scale as it was part of the syllabus.

#### **4.6.2 Importance of peer and teacher motivation in supporting orphaned children's schooling**

It was also discovered by this study that the respondents appreciated the fact that they were motivated by their teachers. This was the right step in the right direction as Morojele and Muthukrishna (2011) remarked that children were not just objects to be channelled. They should be motivated so as to shape their own destiny. They mainly singled out the Head teacher of the school who understood their plight and made sure that they did not appear different from the other children. This had resulted in them not to worry much about the issue of fees as they were usually the last to be reminded of top-up fees. These were some of the narratives they gave proving the support they get from the teachers and other children:

*My teachers help me a lot. They motivate me telling me to be patient and also control my temper because I am a person who easily loses her temper. They also motivate me as well not to always keep quiet.*

(Thobile, a 22 year-old female single-orphaned child, individual interview)

*The Head teacher is a very patient man. He does not send us home when he sends the other students to request for fees.*

(Nandos, an 18 year-old female double-orphaned child, individual interview)

These narratives provided the much anticipated kind of care in schools infested with orphans. Most of these children as they did not have parents needed to be loved. Besides the love they also needed to be motivated as many suffered from low self-esteem. The failure of these life attributes to be provided at home where they evidently lacked considering the status of these children, meant that the only hope for the orphaned child was the school. The school considered to be their only hope if it also failed in meeting this desire they would seek it somewhere. This might result in the child being exposed to drug abuse, exploitation, withdrawal Ellofsson and Jartsjo (2012) and even cases of pregnancy for the girl child.

Teachers as role models of the children including the orphaned ones under study were expected to lead by example. In this context the orphaned children would strive to please their teachers if they felt loved and cared for. A spirit of belonging would develop among them and passing would come spontaneously. That was why it was so disturbing to hear reports of teachers mocking the very same children they had been employed to motivate and shape for the future.

Statistically, it could be much surprising to find out that a larger percentage of students in rural Swaziland who had not been able to finish school due to various reasons were driven out by the very same teachers whom they regarded as their role models! Introspectively, these teachers needed to revisit their mandate and find out if they were still truly executing their duties the way they were taught at tertiary level! This called for effective Head teachers who would be clear of their mandate as well.

This called for every stakeholder especially those at school because they spend a lot of time with the orphaned children to understand their nature. Understanding the nature of the spaces and places that these children occupied was key to understanding their lives Morrow (2011). The nature of orphanhood demanded that the teachers always motivated and loved the orphaned children as they sometimes felt like useless people due to their parental loss. Having said that, it was also critical that orphaned children as a result of their status were not taken for granted Ansell (2009). This, therefore, called for everybody within the school environment to be enlightened about the nature of orphaned children so as to understand and accept them.

There were teachers as it had been proved in this study who had somehow forgotten their mandate of educating and motivating the orphaned children, instead called them all sorts of names. Such 'monsters' were not needed in this profession and era where most of the students in most rural schools were the vulnerable ones. Educational authorities should be vigilant and make sure that they wiped out such personalities in the teaching profession.

Demotivation sometimes also came from their colleagues as well. One of the orphaned children exposed this in the following extract:

*Some students demotivate you. They tell you that you cannot do a thing. If there is a meeting some tell you that there is nothing you can tell them because you are an orphan!*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

On another note the children revealed that sometimes they were also demotivated at school especially by their colleagues. This ended up undermining their efforts to overcome some of the challenges they encountered as orphaned children. Demotivation made the orphaned children to lose interest in the education system Ministry of Education (2001). Any sort of demotivation even if it might appear as minor on the eyes of the aggressor had a profound impact on the receiver. Even if it was directed by a section of the students to one orphaned child it had an effect. These orphaned children if also mocked by their colleagues led to the disturbance of their stay in the school and this might lead them to end up hating such an environment. They would strive towards withdrawing themselves from such an environment if it affected them.

This again symbolised that the concept of orphanhood had not been understood and embraced even by the other children in this school. Many students if they did not understand this concept meant that it would be difficult for them to accept these orphaned learners. It was, therefore, very important that the government should maximise its efforts towards educating the many rural

communities from societal grassroots level through caregivers about orphanhood. In all schools this type of education should be embraced and monitored.

#### **4.6.3 Importance of the community in supporting orphaned children's schooling**

The orphaned children pointed out that there were structures like community kitchens that had been built to take care of their wellbeing. This was usually where food was cooked where these children visited to enjoy some meals and also got food parcels. They also mentioned that there were donors who were touched by their plight and donated some items to them. Young heroes, for example, a grant programme made sure that orphaned children were catered for by providing some of the basic needs like food in most rural communities Braithwaite et al. (2013).

*In my community they help me. There is this company called Young Heroes which help orphans. They give me money to buy all the things I need at school. They also help me with food in the community.*

(Nandos, an 18 year-old grade eleven female double-orphaned child, individual interview)

*There are currently feeding programmes that are available for orphans in the community. There is also World Vision, an organisation, which help in the community in many ways.*

(Boro, a 17 year-old grade eleven male double-orphaned learner, individual interview)

It argued well for the orphaned children if in the community there were drives aimed at solving some of the problems they faced. The extended family household was now overburdened as it was flooded with a host of problems rendering it very ineffective to offer any help to the orphaned child. The implication was that there was a great need for the provision of extra care to orphaned children in the communities they lived in or other alternatives put in place to nurture them. If their welfare had been taken care off, it would mean their school work would not suffer that much as they would be able to concentrate. It also meant that in the first few hours at school before their lunch they would have much energy to focus on their education rather than being worried about where the next meal would come from. This would increase their probability to pass.

Many extended family households had turned a blind eye on the welfare of orphaned children because they had been overstretched Foster (2000). The changing climates which had come with food shortages due to drought had worsened the situation. It had turned out that not all extended families were over-burdened to a point of neglect. Though committed, but they still found some time to care for those orphaned children under their wing as Chigubu (2001). This narrative agreed on what was discussed above:

*My uncle supports and motivates me. He always tells me not to be disturbed as an orphan. He gives me money for lunch at school and supports me in everything.*

(Boro, a 17 year-old grade eleven male double-orphaned child, individual interview)

This was an example of an accommodative family household. Orphaned children's stress would be minimised if there could be responsible adults who would absorb the pressure while the child concentrated on his or her studies. This would definitely increase the chances of performing well at school.

This also had an impact on policy. This meant that there had to be an improvement on policy on orphaned children at community level. The government had a task of using community leaders and caregivers to identify all the orphaned children in their chieftaincies. This would help in identifying the kind of support they needed be it material or family attachment. Orphaned children that needed to be attached to family households would be identified and efforts to find those attachments be made. At present some of the orphaned children head their families because their parents were deceased. Doubling between family chores and school work became a difficult task for them.

#### **4.7. ORPHANED CHILDREN'S SUGGESTIVE STRATEGIES FOR ENHANCING THEIR SCHOOLING EXPERIENCES**

The participants raised a number of suggestions on how best they think the challenges they faced as orphaned children could be addressed. The orphan dilemma was one of the major problems to hit the country and Africa as a whole. Hands needed to be joined in order to come out with a solution. Evidence had proved that with such a problem of such magnitude and diversity mainly as a result of HIV and AIDS, containment was better than elimination. As long as people die in large numbers it meant that the problem could only be contained not wiped out altogether. The



building of many orphanages was cited as another solution towards this plight. This was largely dependent on government's coffers, but at least the children could have a safe place they would call home. Zhao et al. (2009) suggested that with the increasing number of orphaned children governments should consider building more orphanages. There were some in the country, but it seemed the intensity of the problem was more than the contribution that these structures made. The orphaned children gave out these suggestions.

*The government should take orphans to SOS villages and supply them with food and clothes so as to look similar. They must also be provided with breakfast so as to concentrate in class.*

(Sthe, a 22 year-old grade eleven female single-orphaned child, individual interview)

*Government should build more SOS villages for orphans and build one big school to accommodate all the orphaned children so that they can feel at home.*

(Thobile, a 22 year-old grade eleven female single-orphaned learner, focus group)

The building of more Save Our Souls (SOS) villages can make a great contribution towards the welfare of orphaned children. Earlier on it was noted that extended families were no longer coping to take care of orphaned children. The building of these villages would go a long way towards solving this problem. This could minimise the number of child headed households which

had resulted in decaying morals due to the absence of a parental figure to instil a sense of discipline. This also had implications on policy because this meant that there was a need for a shift of policy related to budgeting in order to meet these requirements. This also meant that acceptance and support was expected from the communities because this required land acquisition where these structures could be constructed.

Education through regular visits by government to schools and communities to educate its people on how best they could live with orphaned children was also pointed out by the respondents. Some of the people including their colleagues at school were behaving the way they did out of ignorance in that they lacked vital information about these children. These were other narratives related to the suggestions by the orphaned children:

*Other students should be taught that everyone should be treated well even if she or he is an orphan.*

(Boro, a 17-year-old grade eleven male single-orphaned student, individual interview)

*Government should visit the communities to teach them how to live with orphans and a support group is needed in the communities.*

(Kim, a 19 year-old grade ten male double-orphaned student, individual interview)

If people, including students in schools, were educated, they would be enlightened thus changing their mentality on how they viewed orphaned children. Through education minds and personalities were changed and shaped, so engaging the people in an educational forum would greatly enhance the chances of changing their behaviours. Many communities had been transformed through education. The home and the school as separate entities could not be separated because they both relate to the schooling of orphaned children. What usually happened at home had an influence on what happened at school.

*Other students in schools should be taught that everyone even if he or she is an orphan should be treated well*

(Boro, a 17 year-old grade eleven male double-orphaned student, individual interview)

*The government should visit communities to teach them how to live with orphans, and establish support groups in those communities.*

(Kim, a 19 year-old grade ten male double-orphaned student, individual interview)

Once the rural folk where most of the orphans were based had been enlightened about the plight of these children they would understand the concept of orphanhood. They would understand that it was not a syndrome you were born with, but a circumstantial calamity which could befall anyone. Some children in schools behaved the way they did against orphaned children because of the way their parents conceptualised orphanhood, a mentality that needed to be removed. Such

a mentality was not needed in schools so as to make sure that orphaned children experienced schooling in a positive way.

Below are also some of the many suggestions the orphaned children made:

Interviewer: *May you explain things you think can be done to overcome the challenges of being an orphan.*

Thobile: *The government should tighten its legislation on the abuse against orphaned children to punish wrongdoers.*

Interviewer: *What else?*

Thobile: *The government should provide good teachers and encourage all teachers to treat all children equally.*

Kim: *Chiefs should allocate more land to orphaned children so that they can establish gardens.*

Sthe: *Teachers should treat us as equals. The government should also build a big school for orphans so that we cannot be discriminated.*

Thobile: *Communities should strive at providing all the orphans need; for example, food and clothes.*

Robert: *We need to be counselled so that we can focus on our education and forget about our condition.*

(Individual and focus group interviews)

From the above narration, it may be understood that the orphaned children suggested the tightening of legislation and the improvement on counselling. It was true that laws were there to protect orphaned children, but there still remained a lot of loopholes as a culprit could roam around the streets sooner than expected. This meant that there were still very light sentences for heavy crimes. The interpretation from the narration meant that the orphaned children were appealing for the tightening of legislation so as to act as a deterrent to would be offenders, and these children could live without any fear of being targeted. The counselling role was supposed to be exercised at both community and school level. Teachers, for example, were within their line of duty to offer counselling to orphaned children as they imparted their knowledge. When this was done effectively these children would not be worried much about their status, but would strive towards focusing on their education.

#### **4.8 CONCLUSION**

This chapter discussed the findings of the study which had been presented in the form of an interpretive and analytical format. This allowed the findings to be brought down into simplest forms thus allowing easy understanding. The chapter was also characterised by the inclusion of literature related to the findings, so as to produce an informed scholarly interpretation and analysis. The presentation was also informed by the key research questions of the study.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The study sought to explore the geographies of schooling experiences of orphaned children in one rural school in Swaziland. The study focussed on the following research questions:

1. What stories did orphaned children tell about their schooling experiences in one rural school?
2. What were the dynamics that influenced the orphaned children's experiences in this context?
3. What spaces and places did the orphaned children occupy in this context?
4. How do orphaned children negotiate the complex and varied spaces of learning?

The chapter is organised to discuss the summary of the findings, the theoretical and methodological reflections, its limitations and implications.

#### **5.2 SUMMARY OF THE FINDINGS**

##### **5.2.1 Stories orphaned children tell about their schooling experiences**

The findings in the study revealed that schooling was experienced differently by these orphaned children. In their submissions they revealed that there were both positive and negative ways in which they experienced their schooling. It was discovered that the most dominating factors

among the positives about their schooling were the exciting adventures brought by the various sporting and cultural activities at the school. The provision of food was also very popular among the respondents. One of the major negatives in the findings was the behaviour of the students in the school which the children expressed a lot of disgust about. They gave examples such as the unruly behaviour by the students sometimes drinking alcohol during school games and bunking classes. What was noted was that they were aware that such things put the name of the school into disrepute.

### **5.2.2 Dynamics that influence orphaned children's experiences in this context**

The problem of distance seemed to dominate the factors influencing the orphaned children's experiences in this context. Most of the children travelled a long distance to school on foot as many, although there were buses, could not afford the costs of travelling. This was found to have greatly affected their attendance and learning as they either arrived late or lost a lot on the subject matter. Distance also meant that by the time they reached school they were tired and fatigue cropped up and this resulted in loss of concentration. It also meant that by the time they reached home in the afternoon they were tired and could not concentrate to study or write homework. The issue of fees, uniforms, stationery although not of such magnitude was also highlighted.

Hunger and being discriminated by both teachers and mostly their colleagues made their learning to be very difficult as they had to come out with coping mechanisms to manage this obstacle. It was, however, discovered that the most epic times for hunger were the mornings before they

were fed lunch at the school. The findings uncovered that the children interacted with their friends at school, but faced a challenge of bad behaviour and pride from the other children. They submitted that they were sometimes looked down upon by their colleagues. They were also affected by the bad behaviour from the other students which they were sometimes tempted to copy.

### **5.2.3 Spaces and places orphaned children occupy in this context**

The children conceptualised orphaned children as needy people who did not afford anything. They mostly slept on empty stomachs wondering on what they would eat the following day. These were people who were always in the centre of different forms of abuse as they were forced by circumstances to submit to the abusers. At the same time they also viewed them as hard working people who always strived to always find out how they would survive.

The findings also revealed out that on a general note the orphaned children were respected at this school. It was, however, noted that the degree of respect varied from class to class; that is, the classification of people. The classes were those of the Head teacher, teachers and other children. The Head teacher, from these findings had been described as the most respectful, caring and loving person. This had been evidenced by a lot of positive stories the children had told about his good mannerism.

There had been a traditional stereotype of thinking that orphaned children were not 'human enough' hence did not deserve better treatment. The way some children internalised orphanhood



had gone a long way to influence how they finally behaved against orphaned children. There had been reports from the narratives where orphaned children had been called names and mocked! This conservative mind set displayed by some children has had a negative impact on the orphaned children's schooling.

#### **5.2.4 Orphaned children negotiating the complex and varied spaces of learning**

The study revealed that orphaned children disadvantaged as they were had employed a number of initiatives in trying to outsmart this 'disability'. Although at school, it had been found that these children worked very hard to try and change their fate. They had submitted that they studied with friends, engaged in many agricultural projects like gardening where they got money to buy some of the things they needed. It had, however, been discovered that their efforts to get rid of the problems they encounter were hindered by some of the hindrances like stress caused by the loss of parent(s), the challenges it came with and tiredness usually caused by the distance travelled to and from school.

The communities and the school had been found to be the major support structures to these children. It had been discovered that both at school and the community food was provided. It could be minimal as the participants responded and not balanced as some of the photos have shown, but the fact that this basic need was provided was key to the children's welfare. It had also emerged that the orphaned children were generally motivated at the school and even in their communities.

The building of more orphanages countrywide and educating many communities especially from the rural society about orphanhood had been found to be the major submissions by the children on how best these challenges could be tackled.

## **5.3 THEORETICAL AND METHODOLOGICAL REFLECTIONS**

### **5.3.1 Theoretical Reflections**

This study was informed by the big conceptual umbrella of orphanhood which had drawn and underlined the perimeters it had to cover. This theoretical circumference explained below, therefore, marked the boundary of this study. Within this social location, this study had found its location within the New Sociology of Childhood Studies and Children's Geographies. These fields had influenced this study. The New Sociology of Childhood stressed on the social independence that should be given to children as they were seen as social actors Morojele and Muthukrishna (2011) capable of shaping their future without the use of offensive methods by the adults.

Within the school and the community, as the child found him or her migrating between these points, orphaned children occupied different spaces and places. It had been within this framework of the Children's Geographies that this study had followed. Through adopting this theory of the Geographies of Children, I was able to generate data through the use of a wide range of interviews. Yielding the rich data that was finally interpreted and analysed would have been a difficult thing to achieve without the use of such a theory.

There were, however, limitations in that some children during the interviewing process seemed to dominate especially during focus group and photo voice discussions.

It had also been influenced-by and followed an-interpretive approach where the children were given the platform to interpret their own world. The research questions were phrased in such a way that the children interpreted the scenarios around them through meaning deduction. They were given the platform to explore 'cause and effect.'

### **5.3.2 Methodological Reflections**

The methods used to generate the data were very instructive and generative. This involved the use of narratives, where the respondents narrated real stories thus creating live presentations of data. It also involved the use of individual, focus group interviews and the adoption of a participatory method called photo voice. The strength of these methods was the reflection that orphaned children were not just objects to be manipulated and used as research 'guinea pigs' but active members of society. The children, however, ended up taking more photos than those anticipated. This explained the nature of children being playful and this was allowed as it eased the stress on them as orphaned children because to some the camera was a gadget they had never used. They had no problem choosing those they finally used for the interviews. Some of the children during the individual interviewing were shy thus leading to their briefness in their responses. Some, by their nature, were not that much elaborative even if pursued by the interviewer, so the use of focus group interview greatly helped.

#### **5.4 LIMITATIONS OF THE STUDY**

The study had some conceptual, theoretical and methodological limitations. The concept of using purposive sampling had a limitation of making generalisations over all orphaned children in this context. For example, only a few were interviewed and those findings were used to make a conclusion for this school in this context. It did not mean that other orphaned children within the same geography were experiencing exactly the same challenges, hence the danger of reaching a biased conclusion. It did not mean either, that other orphaned children in other different contexts were experiencing the same as well. The way this study was conceptualised had those limitations as the objectivism had been noted. It, therefore, meant that this could not be finding enough to be accepted universally.

The study also had a limitation of geography. The geographical location of the study did not mean that orphaned children in other rural areas in the country of study and others internationally were experiencing the same problems. This meant that the findings of the study could be used in another geographical place, but not as a conclusive yardstick for that place. The fact that it was applicable in this area of study did not mean that it could also be applicable elsewhere in the world.

## **5.5 IMPLICATIONS OF THE STUDY**

### **5.5.1 Implications on Policy and Practice**

- The study findings had shown that the country had to revisit its policies on orphaned children. Some of the policies were there, but the delivery rate was so low. Therefore, this meant that the government had a task of implementing and speeding up all the policies on the welfare of orphaned children. So far, some of the policies were just decorations on paper. For example, government introduced the Orphaned Vulnerable Children (OVC) grant in 2002 to cater for school fees for orphaned children. Government currently paid about E1950 per child which was too meagre considering the fees charged by schools countrywide, Braithwaite et al. (2013). From my personal experience as a teacher this then left the orphaned child at the mercy of the head teacher and to make matters worse government paid the money very late when schools had long opened. These children sometimes found themselves at the mercy of the Head teachers who were always at war with government over this delay.
- Government had another task of making sure through policies on food that in schools and the communities where orphaned children are dominant enough food was provided for them. Food is a basic need, so currently orphaned children were fed in schools and that was the right step in the right direction. The food provided by government mostly comprised of rice, samp, cooking oil and beans. This meant that government had a task of improving this food provision to meet the balanced diet standard to reduce malnutrition in schools. Besides the school environment, the government had a task of providing food

security within the communities where these children live. Crops were failing as a result of the effects of global warming which had resulted in prolonged droughts. If this basic need was not secured within their vicinity these children will seek elsewhere to satisfy it thus falling as prey to abusers.

- The building of more homes for these children needs to be prioritised as well because orphanhood, as the world continued to be infested with many incurable diseases like HIV and AIDS seemed far to be eradicated. Drafting this in government's policy should be a must. The extended family set up had proved that it was crumbling and failing to cope with this worsening problem considering the burden it had to carry; so the government was left with the option of building more orphanages to accommodate the many orphaned children and those still yet to come. This would avoid a situation of orphaned children, due to neglect, joining the many streets in towns as social misfits.

### **5.5.2 Implications on Further Research**

- The government must again sensitise learners on the issue of HIV and AIDS through the use of the school curriculum. At present, the HIV and AIDS issue is the responsibility of the Ministry of Health, so the government should make sure that this problem was treated with the seriousness it deserved through including it in the school syllabus so that it could be taught and given the importance like other core subjects. There must be time in each and every school timetable allocated to this type of education because the youth which was so active was found in schools. The increasing numbers of school-going young girls

falling pregnant still showed that the youth especially were still ignorant of the relationship between pregnancy and HIV. Being pregnant meant there was unprotected sex, which might have placed the girl child at the risk of contracting the virus. This has worsened the orphan crisis in the country as many young parents die leaving children behind.

- The government should consider drafting a policy on birth rate. At present, people just give birth and there was no control and this had given rise to so many children. Many of these children if the parents were still alive ended up being classified under vulnerable children and this had stretched government's resources to the limit. This meant that at present the government was spending a lot of money on children who might not have been born in the first place.
- Government should offer incentives to control the high birth rate. Smaller families and those who had not given birth before marriage should be rewarded. It could not be always on monetary terms but it could; for example, be through sponsoring the education of those children whose families had conformed to the population standards. The many orphaned children that had added a lot of burden to government were born before marriage. The adolescent stage was the most active stage in human development. If the child was born out of HIV infected persons, after some time, one or both parents die from AIDS-related illnesses and these children are left to fend for themselves. Many people would be motivated by such incentives, the result of which would be a significant reduction in the numbers of children being born.

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# APPENDICES

## Appendix 1: Ethical clearance letter from the University of KwaZulu-Natal



16 September 2015

Mr MB Masuku 214584312  
School of Education  
Edgewood Campus

Dear Mr Masuku

**Protocol reference number : HSS/0213/015M**  
**Project title: The Geographies of schooling experiences of Orphaned children in One Rural School in the Shiselweni Region of Swaziland: A case study of Mkhondvo High School.**

**Full Approval –Full Committee Reviewed**

In response to your application dated 07 May 2015, the above mentioned project was discussed at the HSSREC Meeting held on 27 May 2015. It has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....  
**Professor Urmilla Bob**  
University Dean of Research  
On behalf of Dr S Singh (Chair)

/px

cc Supervisor: Professor P Morojele  
cc Academic Leader Research: Professor GH Kamwendo  
cc School Administrator: Ms B Bhengu, Ms T Khumalo & Ms PW Ndimande

**Humanities & Social Sciences Research Ethics Committee**  
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [snvmanm@ukzn.ac.za](mailto:snvmanm@ukzn.ac.za) / [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)  
Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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## Appendix 2: Consent letter and form to Principal



25 July 2015

Dear Principal,

I am a Masters Research student under the supervision of Professor P. Morojele in the School of Education and Development, Edgewood Campus University of KwaZulu-Natal. I am conducting a research study titled:

**The Geographies of Schooling Experiences of Orphaned Children in One Rural School in the Shiselweni Region of Swaziland.**

I am seeking your consent for your learners' participation, which will involve extensive interview and story account sessions, and they will be required to take photographs of their activities at school over a period of about a week or more. The participants will also be required to make a collage (assemble images) that will represent their experiences at school. Your learners' participation in this research is voluntary, and continued participation is also by choice.

You have the right to choose not to have your learners participate, and to withdraw your learners from participating at any time.

There is no penalty if a learner chooses not to participate in this research or chooses to withdraw from participation at any time. The outcome of this research may be published. In the event of this being the case, learners' name and identity will not be used.

All information you and your learners give concerning this research will be confidential. A code or number will identify the information your learners provide. Only authorised persons from the University of KwaZulu-Natal will have access to review the research records that contains your learners' information.

There is no benefit to your learners participating in this research.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.



- The research aims at understanding how orphaned children in Swaziland's rural schools experience schooling in Swaziland.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

<b>Willing</b>	<b>Not Willing</b>
Audio equipment	
Photographic equipment	
Video equipment	

If there is any question you wish to ask concerning the research or the participation of your learners in this research, please you can contact me or my supervisor Professor P. Morojele. You may also contact the Research Office through P. Mohun. Below are our contact details respectively:

**Mr M.B Masuku**

Email: chusenensele@gmail.com

Cell: (+ 268) 76446417

**Professor P. Morojele**

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: [Morojele@ukzn.ac.za](mailto:Morojele@ukzn.ac.za)

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Thank you for your contribution to this research.

Sincerely,

Mzikayifani B. Masuku

**DECLARATION BY THE SCHOOL PRINCIPAL**

I -----

(Full name of principal), principal of -----

----- (full name of school)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my school/learners to participate in the research project.

I understand that I am at liberty to withdraw my school from the research project at any time, should I so desire, and any participant is also at liberty to withdraw from the research project at any time, should the participant so desires.

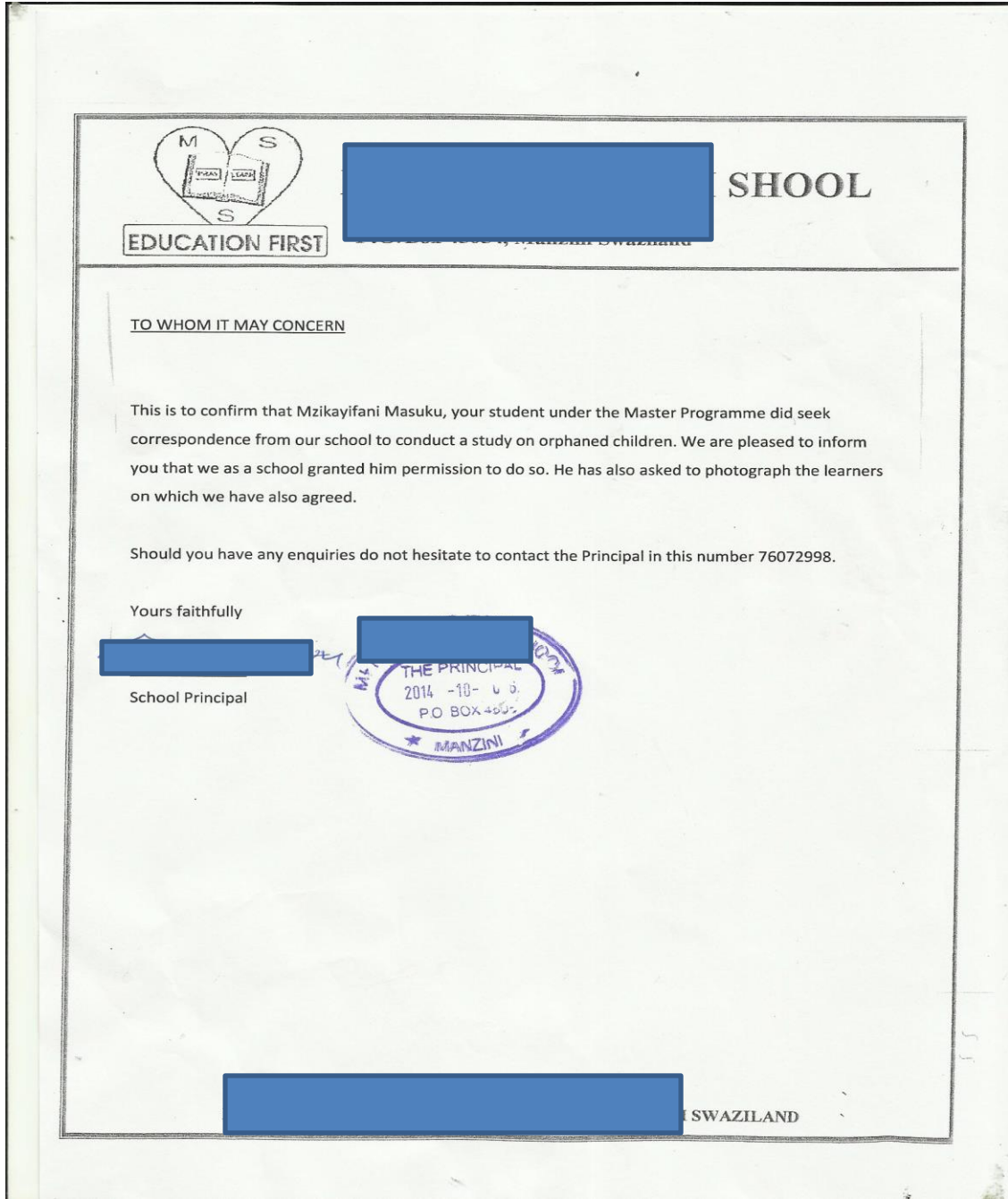
-----

-----

SIGNATURE OF PRINCIPAL

DATE

**Appendix 3: Consent letter from Principal**



#### Appendix 4: Consent letter and form to Parent of Participant



25 July 2015

Dear Parent of participant,

My name is Mzikayifani Bizzah Masuku. I am a Masters Research student under the supervision of Professor P. Morojele in the School of Education and Development, Edgewood Campus University of KwaZulu-Natal. I am conducting a research study titled:

**The Geographies of Schooling Experiences of Orphaned Children in One Rural School in the Shiselweni Region of Swaziland.**

I am seeking your consent for your child's participation, which will involve extensive interview and story account sessions, and he/she will be required to take photographs of his/her activities at school over a period of about one month. He/she will also be required to make a collage (assemble images) that will represent his/her experiences at school. Your child's participation in this research is voluntary, and continued participation is also by choice. You have the right to choose not to have your child participate, and to withdraw your child from participating at any time.

There is no penalty if your child chooses not to participate in this research or chooses to withdraw from participation at any time. The outcome of this research may be published. In the event of this being the case, your child's name and identity will not be used.

All information your child will give will be confidential. A code or number will identify the information your child provides. Only authorised persons from the University of KwaZulu-Natal will have access to review the research records that contains your child's information.

There is no benefit to your child participating in this research.

Please note that:

- Any information given by your child cannot be used against you, him/her, and the collected data will be used for the purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- The research aims at understanding how orphaned children experience schooling in rural schools in Swaziland.
- If you are willing for your child to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded

by the following equipment:

<b>Willing</b>	<b>Not Willing</b>
Audio equipment	
Photographic equipment	
Video equipment	

If there is any question you wish to ask concerning the research or the participation of your child in this research, please you can contact me or my supervisor Professor P. Morojele. You may also contact the Research Office through P. Mohun. Below are our contact details respectively:

**Mr M.B. Masuku**

Email: chusenensele@gmail.com

Cell: (+ 268) 76446417

**Professor P. Morojele**

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: Morojele@ukzn.ac.za

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Thank you for your contribution to this research.

Sincerely,

Mzikayifani B. Masuku

**LETTER OF DECLARATION BY PARENT/S OF PARTICIPANT/S**

I -----



(Full name of parent/s), parent/s of -----

----- (full name of learner)

Hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my child/children to participate in the research project.

I understand that I am at liberty to withdraw my child from the research project at any time, should I so desire, and my child is also at liberty to withdraw from the research project at any time, should he/she so desires.

-----

-----

SIGNATURE OF PARENT/S

DATE

## Appendix 5: Incwadzi nelifomu lekucela invumo kuMtali ngalolucwaningo



25 July 2015

Sawubona Mtali wemfundzi

Ligama lami ngingu Mzikayifani Bizzah Masuku. Ngenta liphepha lelucwaningo lwemfundzo lephakeme phansi kwa Professor P. Morojele etikweni letemfundvo nekutfufukisa eNyuvesi lenkhulu yaKwazulu Natal letinte e Edgewood. Lucwaningo lwami laleliphepha lengilibhalako limayelana ngekutsi:

**Bafundza Njani Bantfwana Labatintsandzane nekutsi Ngutiphi Tingcinamba Labahlangabetana Nato Basafundza kulesinye Sikolwa Lesisemaphandleni Esifundzeni sase Shiselweni eveni lakaNgwane.**

Ngicela invumo yekutsi umntfwanawakho angenele lucwaningo lolutofaka ekhatsi kubutwa imibuto nekutsi bacoce lokwentekako, baphindze batsatse tintfombe ngalabakwenta esikolweni esikhatsini lesilinganiselwa evikini linye kuya etulu. Utawucelwa atsatse tintfombe talakwentako lokuphatselene nekufundza kwakhe esikolweni. Kungenela lolucwaningo kusentsadvweni yakhe nekuchubeka nalo kanjalo. Unalo lilungelo lwekwalela umntfwanawakho kutsi angenele nome aphume kulolucwaningo nome kunini.

Kute inhlawulo yekutsi umntfwanakho abone kutsi angalungeneli lolucwaningo nome abone kuphuma kulo. Lokutfolakele kulolucwaningo kungenteka kungene etincwadzini. Uma kwenteka loko, ligama lemntfwanakho ngeke likhishwe. Konkhe lokutoshiwo ngumntfwanakho kutoba yimfihlo. Konkhe lakushito lomntfwana kutawubekiswa ngekusebentisa inombolo ngobe ligama lelitsite. Kutaba ngulabakhetfwe yiNyuvesi yaKwaZulu-Natal labataba nelilungelo lekuvula lawo mafayela laphetse imfihlo yemntfwanakho. Kute inkhokhelo yemntfwanakho ngekungenela lolucwaningo.

Caphela naku:

- Konkhe lokushiwo ngumntfwanakho ngeke kusetjentiswe kuwe ngendlela longayitsandzi kuye, phindze futsi konkhe lokutfolakele kutawusetjentiswa kuloluphenyo lolu kuphela.
- Konkhe lokungalolucwaningo kutawugcinwa endzaweni lephephile iminyaka ibesihlanu bese kuyalahlwa.
- Lolucwaningo luhlose kutfola kutsi bakutfola kunjani kufundza bantfwana labete batali etikolweni letisemaphandleni eveni lakaNgwane.
- Nangabe uyafuna kutsi umntfwanakho abutwe uyacelwa kutsi uthikhe lelibhokisi lelingentasi njengobe kushiwo nekutsi abutwe ngalemishini leballiwe.

<b>Uyafuna</b>	<b>Awufuni</b>
Ngekulekhoda ngemishini	
Ngekushutha ngemshini	
Ngekutsebula ngemishini	

Nangabe kukhona imibuto lonayo mayelana nalolucwaningo noma kusita kwemfundzi kulo, ungatsintsana nami nome longisitako Professa P. Morojele. Ungachumana phindze nelihhovisi lwelucwaningo utsintse P. Mohun. Ngaphansi tinombolo tetfu lasitfolakala khona ngekulandzelana.

**Mr M.B. Masuku**

Email: [chusenensele@gmail.com](mailto:chusenensele@gmail.com)

Cell: (+ 268) 76446417

**Professor P. Morojele**

---

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: [Morojele@ukzn.ac.za](mailto:Morojele@ukzn.ac.za)

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: [mohun@ukzn.ac.za](mailto:mohun@ukzn.ac.za)

Nginyabonga kubambisana

Ngimi,

Mzikayifani. B. Masuku

**INCWADZI LEGCWALISWA KUVUMA KWEMTALI WEMFUNDZI**

Mine -----

(Ligama lonkhe lemtali), umtali wa-----

----- (ligama lemfundzi)

Ngiyavuma futsi ngikuva kahle konkhe loku lokushiwo ngulencwandzi lengenhla lekhuluma ngalolucwaningo lolutsatfwako, ngiyavuma kutsi alungenele.

Ngiyati kutsi nginalo lilungelo lekwalela umntfwanawami kutsi asite nome kunini kulolucwaningo, nemntfwanami kanjalo unalonaye lilungelo lekuyekela kuchubeka nalo lucwaningo.

-----  
SAYINA MTALI

-----  
LUSUKU

## Appendix 6: Consent letter and form to Guardian of Participant



25 July 2015

Dear Guardian of Participant,

My name is Mzikayifani Bizzah Masuku. I am a Masters Research student under the supervision of Professor P. Morojele in the School of Education and Development, Edgewood Campus, University of KwaZulu-Natal. I am conducting a research study titled:

**The Geographies of Schooling Experiences of Orphaned Children in One Rural School in the Shiselweni Region of Swaziland.**

I am seeking your consent for your child's participation, which will involve extensive interview and story account sessions, and he/she will be required to take photographs of his/her activities at school over a period of one month. He/she will also be required to make a collage (assemble images) that will represent his/her experiences at school. Your child's participation in this research is voluntary, and continued participation is also by choice. You have the right to choose not to have your child participate, and to withdraw your child from participating at any time.

There is no penalty if your child chooses not to participate in this research or chooses to withdraw from participation at any time. The outcome of this research may be published. In the event of this being the case, your child's name and identity will not be used.

All information your child will give will be confidential. A code or number will identify the information your child provides. Only authorised persons from the University of KwaZulu-Natal will have access to review the research records that contains your child's information.

There is no benefit to your child participating in this research.

Please note that:

- Any information given by your child cannot be used against you, him/her, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- The research aims at understanding how orphaned children experience schooling in rural schools in Swaziland.
- If you are willing for your child to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:



	<b>Not Willing</b>
Audio equipment	
Photographic equipment	
Video equipment	

If there is any question you wish to ask concerning the research or the participation of your child in this research, please you can contact me or my supervisor Professor P. Morojele. You may also contact the Research Office through P. Mohun. Below are our contact details respectively:

**Mr M.B. Masuku**

Email: chusenensele@gmail.com

Cell: (+ 268) 76446417

**Professor P. Morojele**

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: Morojele@ukzn.ac.za

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Thank you for your contribution to this research.

Sincerely,

Mzikayifani B. Masuku

**LETTER OF DECLARATION BY GUARDIAN(S) OF PARTICIPANT/S**

I -----

(Full name of guardian(s)), guardian(s) of -----

----- (full name of learner)

hereby confirm that I understand the contents of this document and the nature of the research project, and I hereby give my consent for my child/children to participate in the research project.

I understand that I am at liberty to withdraw my child from the research project at any time, should I so desire, and my child is also at liberty to withdraw from the research project at any time, should he/she so desires.

-----

-----

SIGNATURE OF GUARDIAN(S)

DATE

## Appendix 7: Incwadzi nelifomu lekucela invumo kulomelele uMtali kulolucwaningo



25 Kholwane 2015

Sawubona Mtali wemfundzi

Ligama lami ngingu Mzikayifani Bizzah Masuku. Ngenta liphepha lelucwaningo lwemfundzo lephakeme phansi kwa Professor P. Morojele etikweni letemfundvo nekutfufukisa eNyuvesi lenkhulu yaKwazulu Natal letinte e Edgewood. Lucwaningo lwami laleliphepha lengilibhalako limayelana nekutsi:

**Bafundza Njani Bantfwana Labatintsandzane nekutsi Ngutiphi Tingcinamba Labahlangabetana Nato Basafundza kulesinye Sikolwa Lesisemaphandleni Esifundzeni sase Shiselweni eveni lakaNgwane.**

Ngicela invumo yekutsi umntfwanawakho angenele lucwaningo lolutofaka ekhatsi kubutwa imibuto nekutsi bacoce lokwentekako, baphindze batsatse tintfombe ngalabakwenta eskolweni esikhatsini lesilinganiselwa evikini linye kuya etulu. Utawucelwa atsatse tintfombe talakwentako eskolweni. Kungenela lolucwaningo kusentsadvweni yakhe nekuchubeka nalo kanjalo. Unalo lilungelo lwekwalela umntfwanawakho kutsi angenele nome aphume kulolucwaningo nome kunini.

Kute inhlawulo yekutsi umntfwanakho abone kutsi angalungeneli lolucwaningo nome abone kuphuma kulo. Lokutfolakele kulolucwaningo kungenteka kungene etincwadzini. Uma kwenteka loko, ligama lemntfwanakho ngeke likhishwe. Konkhe lokutoshiwo ngumntfwanakho kutoba yimfihlo. Konkhe lakushito lomntfwana kutawubekiswa. Kutaba ngulabakhetfwe yiNyuvesi yaKwaZulu-Natal labataba nelilungelo lekuvula lawo mafayela laphetse imfihlo yemntfwanakho. Kute inkhokhelo yemntfwanakho ngekungenela lolucwaningo.

Caphela naku:

- Konkhe lokushiwo ngumntfwanakho ngeke kusetjentiswe kuwe ngendlela longayitsandzi kuye, phindze futsi konkhe lokutfolakele kutawusetjentiswa kuloluphenyo lolu kuphela.
- Konkhe lokungalolucwaningo kutawugcinwa endzaweni lephephile iminyaka ibesihlanu bese kuyalahlwa.
- Lolucwaningo luhlose kutfola kutsi bakutfola kunjani kufundza bantfwana labete batali etikolweni letisemaphandleni eveni lakaNgwane.
- Nangabe uyafuna kutsi umntfwanakho abutwe uyacelwa kutsi uthikhe lelibhokisi lelingentasi njengobe kushiwo nekutsi abutwe ngalemishini lebaliwe.

<b>Uyafuna</b>	<b>Awufuni</b>
Ngekulekhoda ngemishini	
Ngekushutha ngemshini	
Ngekutsebula ngemishini	

Nangabe kukhona imibuto lonayo mayelana nalolucwaningo noma kusita kwemfundzi kulo, ungatsintsana nami nome longisitako Professa P. Morojele. Ungachumana phindze nelihhovisi lwelucwaningo utsintse P. Mohun. Ngaphansi tinombolo tetfu lasitfolakala khona ngekulandzelana.

**Mr M.B. Masuku**

Email: chusenensele@gmail.com

Cell: (+ 268) 76446417

**Professor P. Morojele**

---

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: Morojele@ukzn.ac.za

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Nginyabonga kubambisana

Ngimi,

Mzikayifani B. Masuku

**INCWADZI LEGCWALISWA KUVUMA KWEMTALI WEMFUNDZI**

Mine -----

(Ligama lonkhe lemtali), umtali wa-----

----- (ligama lemfundzi)

Ngiyavuma futsi ngikuva kahle konkhe loku lokushiwo ngulencwandzi lengenhla lekhuluma ngalolucwaningo lolutsatfwako, ngiyavuma kutsi alungenele.

Ngiyati kutsi nginalo lilungelo lekwalela umntfwanawami kutsi asite nome kunini kulolucwaningo, nemntfwanami kanjalo unalonaye lilungelo lekuyekela kuchubeka nalo lucwaningo.

-----  
SAYINA MTALI

-----  
LUSUKU



## Appendix 8: Consent letter and form to Participant



25 July 2015

Dear Participant

My name is Mzikayifani Bizzah Masuku. I am a Masters student under the supervision of Professor P. Morojele in the School of Education and Development, Edgewood Campus University of KwaZulu-Natal. I am conducting a research study titled:

**The Geographies of Schooling Experiences of Orphaned Children in One Rural School in the Shiselweni Region of Swaziland.**

Your school is where I will be conducting my research. In order to gather information for the research, you will be asked some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.

- Any information given by you cannot be used against you, and the collected data will be used for the purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- The research aims at understanding how orphaned children experience schooling in rural schools in Swaziland.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

<b>Willing</b>	<b>Not Willing</b>
Audio equipment	
Photographic equipment	
Video equipment	

If there is any question you wish to ask concerning the research or your participation, please you can contact me or my supervisor Professor P. Morojele. You may also contact the Research Office through P. Mohun. Following are our contact details respectively:

**Mr M.B. Masuku**

Email: chusenese@gmail.com

Cell: (+ 268) 76446417

**Professor P. Morojele**

---

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: [Morojele@ukzn.ac.za](mailto:Morojele@ukzn.ac.za)

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

Thank you for your contribution to this research.

Sincerely,

Mzikayifani B. Masuku

#### DECLARATION

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

-----

-----

SIGNATURE OF PARTICIPANT

DATE

## Appendix 9: Incwadzi yekucela invumo kumfundzi ngalolucwaningo



25 Kholwane 2015

Sawubona Mfundzi,

Ligama lami ngingu Mzikayifani Bizzah Masuku. Ngenta liphepha lelucwaningo lwemfundvo lephakeme phansi kwa Profesa P. Morojele etikweni letemfundvo nekutfufukisa eNyuvesi lenkhulu yaKwaZulu-Natal letinte Edgewood. Lucwaningo lwami laleliphepha lengilibhalako lumayelana nekutsi:

**Bafundza Njani Bantfwana Labatintsandzane nekutsi Ngutiphi Tingcinamba Labahlangabetana Nato Basafundza kulesinye Sikolwa Lesisemaphandleni Esifundzeni sase Shiselweni eveni lakaNgwane.**

Sikolwa sakho sikhetselwe lolucwaningo. Kuze kutfolakale lwati ngalolucwaningo utawubutwa imibuto.

Caphela naku:

- Konkhe lotokusho ngeke kusetjentiswe kuwe ngendlela longayitsandzi, phindze futsi konkhe lokutfolakele kutawusetjentiswa kuloluphenyo lolu kuphela.

- Lolucwaningo kungenteka lutsatse ngetulu kwemizuzu lelinganiselwa kulengetulu kwemashumi lasitfupha lungaphindze luhlukaniswe.
- Konkhe lotokusho kulolucwaningo ngeke bese kusetjentiswa ngendlela lengakafaneli lephambene nawe.
- Konkhe lokungalolucwaningo kutawugcinwa endzaweni lephephile iminyaka lesihlanu bese kuyalahlwa.
- Unalo lilungelo lekungalungeneli lolucwaningo ngeke ujeziswe.
- Lolucwaningo luhlose kutfofa kutsi bakutfofa kunjani kufundza bantfwana labete batali etikolweni letisemaphandleni eveni lakaNgwane.
- Kungenela kwakho lolucwaningo kumayelana nekufundza kuphela kute inzuzo yemali.
- Nangabe uyavuma kungenela ngekubutwa uyacelwa kutsi uthikhe lelibhokisi lelingentasi njengobe kushiwo nekutsi ubutwe ngalemishini leballiwe.

<b>Uyafuna</b>	<b>Awufuni</b>
Ngekulekhoda ngemshini	
Ngekushutha ngemshini	
Ngekutsebula ngemshini	

Nangabe ukhona umbuto lonawo mayelana nalolucwaningo uvumelekile kungintsintsa nome longiphetse Professor P. Morojele. Ungalitsintsa nelihhovisi lwelucwaningo nga P. Mohun. Sitfolakala kunati tindlela letingentasi ngekulandzelana kwetfu:

**Mr M.B. Masuku**

Email: chusenese@gmail.com

Cell: (+ 268) 76446417

**Professor P. Morojele**

---

Main Administration & Tutorial Building

University of KwaZulu-Natal

Edgewood Campus

Contact details: Tel: +27 (0) 31-2603432

Fax: (27)31-2603650

Cell: +27 (0) 71 041 0352

E-mail: Morojele@ukzn.ac.za

**Prem Mohun**

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: mohunp@ukzn.ac.za

Nginyabonga kubambisana.

Ngimi,

Mzikayifani B. Masuku

**INCWADZI LEGCWALISA KUVUMA KWEMFUNDZI**

Mine -----

(Ligama lemfundzi), -----

-----

Nginyavuma kutsi ngikuva konkhe loku lokushiwo ngulencwadzi lengenhla lekhuluma ngalolucwaningo lolutsatfwako, nginyavuma kutsi ngitalungenela.

Ngiyati kutsi nginalo lilungelo lekuphuma kulolucwaningo nome nini nangifuna.



---

SAYINA MFUNDZI

---

LUSUKU

## **Appendix10: Research questions and biographical data of the participants**

NAME: MZIKAYIFANI BIZZAH MASUKU

STUDENT NUMBER: 214584312

**TOPIC: The Geographies of Schooling Experiences of Orphaned Children in One Rural School in the Shiselweni Region of Swaziland.**

### **RESEARCH QUESTIONS:**

- What stories do orphaned children tell about their schooling experiences in one rural school in the Shiselweni region of Swaziland?
- What are the factors that influence orphaned children's experiences in this context?
- What spaces and places do orphaned children occupy in this context?
- How do orphaned children negotiate the complex and varied spaces of learning?

### **RESEARCH INSTRUMENTS**

#### **SECTION A: BIOGRAPHICAL DATA OF PARTICIPANT**

**AGE:**

**GENDER:**

**MALE.....**

**FEMALE.....**

**(Fill in the blanks by using words)**

**NATIONALITY:**

**NUMBER OF YEARS AT SCHOOL:**

**GRADE:**

**NO OF FAMILY MEMBERS:**

**ORPHAN STATUS:**

**Double orphaned.....Single orphaned.....**

**(Use words to fill in the blanks)**

## **2. SECTION B.**

**2.1 Research Question 1: What stories do orphaned children tell about their schooling experiences in one rural school?**

2.1.1 Please tell us about your experience of being an orphan at the school.

2.1.2 May you mention five things you like about your school?

2.1.3 Please may you tell me why you like the things you have mentioned.

2.1.4 Can you tell a story that explains why you like some of the things you have mentioned

above?

2.1.5 Mention five things that you do not like about your school.

2.1.6 May you tell us why you do not like the things you have just mentioned above.

2.1.7 Tell a story that explains why you do not like some of the things you have mentioned.

**2.2 Research Question 2: What are the factors that influence orphaned children's experiences in this context?**

2.2.1 What are the things that you think affect your attendance at the school?

2.2.2 Please tell us more how the things you have mentioned above affect your attendance at the school.

2.2.3 Tell us about the things you think affect your learning at the school.

2.2.4 Explain how the things you have mentioned above affect your learning.

2.2.5 What are the things you think affect your interaction with other learners at the school.

2.2.6 Please explain how the things you mentioned above affect the way you mix with the other learners.

**2.3 Research Question 3: What spaces and places do orphaned children occupy in this context?**

2.3.1 May you please tell us stories you have heard about orphaned children.

2.3.2 Are children who are orphans respected at your school? Why do you think so?

2.3.3 Give examples that make you think that they are respected or not respected.

2.3.4 Explain why you think children who are orphans need to be respected.

2.3.5 What are the myths and stereotypes regarding orphans at your school?

2.3.6 What do other children say about orphans at the school?

2.3.7 Generally, how are the orphaned children treated at this school?

**2.4 Research Question 4: How do orphaned children negotiate the complex and varied spaces of learning?**

2.4.1 Please tell us five things you do to ensure that you overcome the challenges of being an orphan at the school (it can be things you do at home with relatives, friends or teachers at school)

2.4.2 Tell us a story of one major thing you have done or doing that has greatly helped you to overcome your orphan hood.

2.4.3 Mention five things about yourself that you do to ensure that being an orphan does not affect your academic performance.

2.4.4 Tell us five things that disturb your efforts to overcome some of the challenges you face as an orphan.

2.4.5 What is it about you that impede your efforts to overcome some of these challenges?

2.4.6 What are factors in the school or community that support your efforts in overcoming the challenges you face as an orphan?

2.4.7 What are the factors in the school or community that undermine your efforts in overcoming these challenges?

2.4.8 May you please explain five things you think can be done to overcome the challenges of being an orphan?

### **3. FOCUS GROUP INTERVIEWS.**

#### **3.1 Research Question 1: What stories do orphaned learners tell about their schooling experiences in one rural school?**

3.1.1 Please tell me about your experiences of being orphans at the school.

3.1.2 May you mention five things you like about your school?

3.1.3 Please may you tell me why you like the things you have mentioned.

3.1.4 May you tell a story that explains why you like some of the things you have mentioned?

3.1.5 Mention five things that you do not like about your school

3.1.6 May you tell me why you do not like the things you have just mentioned above.

3.1.7 Tell a story that explains why you do not like some of the things you have mentioned.

**3.2 Research Question 2: What are the factors that influence orphaned children's experiences in this context?**

3.2.1 What are the things that you think affect your attendance as orphans at the school?

3.2.2 Please tell me more how the things you have mentioned above affect your attendance at the school.

3.2.3 Tell me about the things you think affect your learning at the school.

3.2.4 Explain how the things you have mentioned above affect your learning.

3.2.5 What are the things you think affect your interaction with other learners at the school.

3.2.6 Please explain how the things you mentioned above affect the way you mix with the other

**3.3 Research Question 3: What spaces and places do orphaned children occupy in this context?**

3.3.1 May you please tell me stories you have heard about orphaned children.

3.3.2 Are children who are orphans respected at your school? Why do you think so?

3.3.3 Give examples that make you think that they are respected or not respected.

3.3.4 Explain why you think children who are orphans need to be respected.

3.3.5 What are the myths and stereotypes regarding orphans at the school?

3.3.6 What do other children say about orphans at the school?

3.3.7 Generally, how are the orphaned children treated at this school?

**3.4 Research Question 4: How do orphaned children negotiate the complex and varied spaces of learning?**

3.4.1 Please tell me five things you do to ensure that you overcome the challenges of being

orphans at the school (it can be things you do at home with relatives, friends or teachers at school)

3.4.2 Tell me a story of one major thing you have done or doing that has greatly helped you to overcome your orphan hood.

3.4.3 May you mention five things about yourselves that you do to ensure that being an orphan does not affect your academic performance?

3.4.4 Tell me five things that disturb your efforts to overcome some of the challenges you face as orphans.

3.4.5 What is it about yourselves that impede your efforts to overcome some of these challenges?

3.4.6 What are factors in the school or community that support your efforts in overcoming the challenges of being orphans?

3.4.7 What are the factors in the school or community that undermine your efforts in overcoming these challenges?



3.4.8 May you please explain five things you think can be done to overcome the challenges of being orphans?

#### **4. PHOTOVOICE**

I will use six participants and they would be given a camera to share on a rotational basis. They would be first oriented how to use the camera and also the focus areas would be explained to them so that they could not just take photos that would end up being irrelevant to the study. They would capture their everyday experiences as orphans which automatically involve even the challenges they face and the strategies they try to employ to fight those obstacles. The participants would be told as well that not all the photos captured would be used. This means that as a group they would decide which one to use. Most of the photos taken would be silent phenomena so questions related to those pictures picked for discussion would be asked. Such questions as the following:

4.1 What is happening in this picture?

4.2 Why did you take it?

4.3 May you tell us a story of what is happening or happened in this picture?

4.4 Tell us how you feel about this picture.

5.5 Please tell us how you feel about the other pictures.

## **Appendix 11: Imibuto neminingwane yemfundzi ngalolucwaningo**

LIGAMA LEMPHENYI: MZIKAYIFANI BIZZAH MASUKU

INOMBOLO YEKUFUNDZA: 214584312

**SIHLOKO SELUPHENYO: Bafundza Njani Bantfwana Labatintsandzane nekutsi Ngutiphi Tingcinamba Labahlangabetana Nato Basafundza kulesinye Sikolwa Lesisemaphandleni Esifundzeni sase Shiselweni eveni lakaNgwane.**

### **IMIBUTO YALOLUPHENYO:**

- Ngutiphi tindzaba leticocwa bantfwana labatintsandzane kulesinye sikolwa sasemakhaya?
- Ngutiphi tintfo letiphazamisa kufundza kwebantfwana labatintsandzane kuloluphenyo?
- Ngutiphi tikhala netinzawo letitsandvwa bantfwana labatintsandzane kuloluphenyo?
- Bazama kanjani bantfwana labafundza batintsandzane kulwa naletingcinamba lababhekene nato?

## **EMATHULUSI ALOLUPHENYO**

### **1. SICEPHU SEKUCALA: IMININGWANE NGALOPHENYWAKO.**

**UMNYAKA:**

**BULILI:**

Mdvuna.....

Msikati.....

(gcwalisa litikhala ngekubhala bulili bakho)

**BUVE:**

**IMINYAKA KULESIKOLWA:**

**LIBANGA LEMFUNDVO:**

**EMALUNGA EMNDENI:**

**BUNTSANDZANE:**

Lote batali bobabili .....

Lonamunye umtali.....

(gcwalisa letikhala ngekubhala)

### **2. SICEPHU SESIBILI**

**2.1 Umbuto wekucala: Ngutiphi tindzaba leticocwa bantfwana besikolwa labatintsandzane kulesinye sikolwa sasemakhaya esifundzeni sase Shiselweni eveni lakaNgwane?**

2.1.1 Sicela usitjele ngekubayintsandzane kulesikolwa.

2.1.2 Ngutiphi tintfo letisihlanu lotitsandzako ngalesikolwa.

2.1.3 Asuchaze kutsi wentiwa yini utsandze letintfo lotisholangenhla.

2.1.4 Ungasicocela indzaba ngoba yinye nje leyentakutsi utsandze letinye taletintfo lotishito

2.1.5 Asusibalele tintfo tibesihlanu longatitsandzi ngalesikolwa sakho.

2.1.6 Asusitjele kutsi wentiwa yini kutsi ungatitsandzi letintfo locedza kutisho.

2.1.7 Sicocele indzaba leyentakutsi ungatitsandzi letinye taletintfo losibaleletona.

## **2.2 Umbutowesibili: Ngutiphi tintfo letiphazamisa kufundza kwebantfwana labatintsandzane kuloluphenyo?**

2.2.1 Ngutiphi tintfo letiphazamisa kuta kwakho esikolweni?

2.2.2 Sichazele kabanti kutsi letintfo lotibalile tikuphazami sanjani kuta kwakho esikolweni.

2.2.3 Sicela usibalele tintfo locabanga kutsi tiphazamisa kufundzakwakho kulesikolwa.

2.2.4 Sichazele kutsi letintfo locedza kutibala tikuphazamisa njani kufundzakwakho.

2.2.5 Ngutiphi tintfo locabanga kutsi tiphazamisa kuhlalisana kahle kwakho nalabanye bafundzi.

2.2.6 Sicela kutsi uchaze kutsi letintfo lotibalile langenhla tikuphazamisa njani kuhlalisana kahle

nalabanye bafundzi.

### **2.3 Umbuto wesitsatfu: Ngutiphi tikhala netindzawo letitsatfwa bantfwana labatintsandzane kuloluphenyo?**

2.3.1 Sicela usicocele tindzaba lokewativa ngebantfwana labafundza batintsandzane..

2.3.2 Bantfwana labatintsandzane bayahlonishwa yini kulesikolwa sakho? Chaza ushongani?

2.3.3 Asusinike tibonelo letikhomba kokutsi bayahlonishwa ngoba abahlonishwa.

2.3.4 Asewusichazele kutsi kumcoka yini kutsi bantfwana labafundza batintsandzane bahlonishwe.

2.3.5 Micabango mini lekhomba kubate ingcondvo nesidzala labanayo bantfu leninabo lapha esikolweni?

2.3.6 Bacoca batsini labanye bantfwana besikolwa ngetintsandzane lapha esikolweni ?

2.3.7 Nawubuka nje baphatfwa njani bantfwana labatintsandzane kulesikolwa?

### **2.4 Umbuto wesine: Bazama kanjani bantfwana labafundza batintsandzane kulwa naletingcinamba lababhekene nato.**

2.4.1 Sicela usibalele tintfo tibesihlanu lotentako kutsi ulwenaletingcinamba lobhekana nato uyintsandzane (kungaba tintfo lotenta ekhaya netihlobo, bangani nome bothishela bakho)

2.4.2 Sicocele indzaba yinye kulokumcoka lokwentile kwakusita kutsi ulwe naletinkinga lobhekana nato.

2.4.3 Sibalele tintfo tibesihlanu ngawe lotenta kokuze ungaphazamiseki esikolweni ngekutsi uyintsandzane.

2.4.4 Sitjele tintfo tibesihlanu letiphazamisa imezamo yakho kutsi ulwe naletinkinga lobhekana nato.

2.4.5 Yini lephatselene nawe lobona kutsi kuyakuphazamisa ekulweni naletinkinga.

2.4.6 Ngutiphi tintfo letila sikolweni nome landzaweni locabanga kutsi tiyasita kutsi ticedzele tinkinga lobhekana nato.

2.4.7 Ngutiphi tintfo letila sikolweni nome landzaweni locabanga kutsi tentela phansi imezamo yekutsi kuliwe naletinkinga.

2.4.8 Sicela uchaze tintfo tibesihlanu locabanga kutsi tingentiwa kulwa naletingcinamba lababhekana nato bantfwana labatintsandzane.

### **3. IMIBUTO YEBAFUNDZI SEBAKANYEKANYE.**

#### **3.1 Umbuto wekucala: Ngutiphi tindzaba leticocwa bantfwana besikolwa labatintsandzane kulesinye sikolwa sasemakhaya?**

3.1.1 Asenichaze ngekuba yintsandzane kulesikolwa.

3.1.2 Ngutiphi tintfo letisihlanu lenititsandzako ngalesikolwa.

3.1.3 Aseni chaze kutsi nentiwa yini kutsi nitsandze letintfo lenitisho langenhla.

3.1.4 Ningasicocela indzaba ngoba yinye nje leyentakutsi nitsandze letinye taletintfo lenitishito

3.1.5 Aseniba letintfo tibesihlanu leningatitsandzi ngalesikolwa senu.

3.1.6 Aseningitjele kutsi nentiwa yini kutsi ningatitsandzi letintfo lenicedza kutisho.

3.1.7 Sicoceleni indzaba leyenta kutsi ningatitsandzi letinye taletintfo lenisibalele tona.

### **3.2 Umbutowesibili: Ngutiphi tintfo letiphazamisa kufundza kwebantwana labatintsandzane kuloluphenyo?**

3.2.1 Ngutiphi tintfo letiphazamisa kuta kwenu esikolweni?

3.2.2 Ngichazeleni kabanti kutsi letintfo lenitibalile tiniphazamisa njani kuta kwenu esikolweni.

3.2.3 Ngicela ningibalele tintfo lenicabanga kutsi tiphazamisa kufundza kwenu kulesikolwa.

3.2.4 Ngichazeleni kutsi letintfo lenicedza kutibala tikuphazamisa njani kufundza kwenu.

3.2.5 Ngutiphi tintfo lenicabanga kutsi tiphazamisa kuhlalisana kahle kwenu nalabanye bafundzi.

3.2.6 Ngicela kutsi nichaze kutsi letintfo lenitibalile langenhla tikuphazamisa njani kuhlalisana

kahle kwenu nalabanye bafundzi.

### **3.3 Umbuto wesitsatfu: Ngutiphi tikhala netinzawo letitsatfwa bantwana labatintsandzane kuloluphenyo?**

3.3.1 Ngicela ningicocele tindzaba lenikenativa ngebantwana labafundza batintsandzane.

3.3.2 Bantfwana labatintsandzane bayahlonishwa yini kulesikolwa senu? Chazani kutsi nishongani?

3.3.3 Nginikeni tibonelo letikhomba kokutsi bayahlonishwa ngoba abahlonishwa.

3.3.4 Asenichaze kutsi kumcoka yini kutsi bantfwana labafundza batintsandzane bahlonishwe.

3.3.5 Micabango mini lekhomba kubate ingcondvo nesidzala labanayo bantfu leninabo lapha esikolweni?

3.3.6 Bacoca batsini labanye bantfwana besikolwa ngetintsandzane lapha esikolweni?

3.3.7 Nanibuka nje baphatfwa njani bantfwana labatintsandzane kulesikolwa.

**3.4 Umbuto wesine: Bazama kanjani bantfwana labafundza batintsandzane kulwa naletingcinamba lababhekana nato.**

3.4.1 Ngicela ningibalele tintfo tibesihlanu lenitentako kutsi nilwe naletingcinamba lenibhekana nato nitintsandzane (kungaba tintfo lenitenta ekhaya netihlobo, bangani nome bothishela benu)

3.4.2 Ngicoceleni indzaba yakunye lokumcoka lenikwentile kwanisita kutsi nilwe naletinkinga lenibhekana nato.

3.4.3 Ngibaleleni tintfo tibesihlanu ngani lenitentako kuze ningaphazamiseki esikolweni ngekutsi



nitintsandzane.

3.4.4 Ngitjeleni tintfo tibesihlanu letiphazamisa imezamo yenu kutsi nilwe naletinkinga

lenibhekana nato.

3.4.5 Yini lephatselene nani lenibona kokutsi kuyaniphazamisa ekulweni naletinkinga.

3.4.6 Ngutiphi tintfo letilasikolweni nome landzaweni lenicabanga kutsi tiyasita kutsi nilwe

naletinkinga lenibhekana nato.

3.4.7 Ngutiphi tintfo letilasikolweni nome landzaweni lenicabanga kutsi tentela phansi imezamo

yekutsi kuliwe naletinkinga.

3.4.8 Ngicela nichaze tintfo tibesihlanu lenicabanga kutsi tingentiwa kulwa naletingcinamba

lababhekana nato bantfwana labatintsandzane.

#### **4. UMTSEBULOVI**

Kuloluphenyo ngitosebentisa bafundzi labasitfupha labatofaka bobubili bulili. Batawuniketwa umshini wekutsebula titfombe labatawusebentisa ngekubolekana bashintjane. Batawuchazelwa kutsi lomshini wekutsebula titfombe usebenta njani bese phindze bayafundziswa lokumele bakutsebule bangaze batsebule titfombe letingadzingwa nguloluphenyo. Batotsebula konkhe lokuphatselene nemphilo yabo batintsandzane lokufaka ekhatsi netingcinamba lababhekana nato netindlela labezama ngato kulwa naletotinkinga. Bafundzi batochazelwa kutsi akusho kutsi titosebenta tonkhe titfombe letitsetjuliwe kodvwa batobonisana bona kutsi basebentisa tiphi.

Batabese babutwa imibuto lephatselene naletitfombe letitsetjuliwe. Itawufaka ekhatsi nayi lelandzelako:

4.1 Kwentekani kulesitfombe?

4.2 Yini lebange kutsi utsebule lesi?

4.3 Sicela sicocelwe indzaba kutsi kwentekani kulesitfombe lesi.

4.4 Utiva unjani ngalesitfombe?

5.5 Utiva unjani ngaleletinye titfombe?

**Appendix 12: Letter from the Editor.**

PO BOX 225

EZULWINI

SWAZILAND

H106

18 MAY 2016

Dear Sir/Madam

**TO WHOM IT MAY CONCERN**

This is to confirm that I have proofread and edited **Mzikayifani Bizzah Masuku's** dissertation who is one of your students at the University. His student number is: 214 584 312.

I am available for confirmation of this any day of the week, as I have attached my personal details below.

Sincerely,

Innocent A. Maphalala

Times SUNDAY Editor


Times of Swaziland

MBABANE

Email: [sundayeditor@times.co.sz](mailto:sundayeditor@times.co.sz)

CELL: (+268)76029576

## Appendix 13: Turnitin report from the University of KwaZulu-Natal.

 **Turnitin Originality Report**

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