TEACHERS' PERCEPTIONS OF THEIR EFFICACY IN TEACHING ORPHANED LEARNERS IN MASERU SECONDARY SCHOOLS

BY:

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (SPECIALISATION IN PSYCHOLOGY OF EDUCATION)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS IN THE FACULTY OF EDUCATION, NATIONAL UNIVERSITY OF LESOTHO

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AUGUST 2023

DECLARATION

I, Tšele Ishmael Setai hereby declare that this dissertation titled 'Teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools' is the result of my own independent research and intellectual endeavor. I affirm that this work has not been submitted, in whole or in part, for the award of any other degree or qualification at any institution of higher learning.

I further declare that all sources used in the preparation of this dissertation have been duly acknowledged and cited. Any material, whether directly quoted or paraphrased from the works of others has been appropriately referenced and attributed. The contributions of other researchers and scholars are duly recognised and acknowledged through proper references. Therefore, I declare this work as originally mine and it is hereby presented in partial fulfilment of the requirements for the degree of Master of Education (M. ED).

The Work was done under the guidance and supervision of Dr. Retšelisitsoe Matheolane, at the Faculty of Education; Department of Educational Foundations; National University of Lesotho.

By signing this declaration, I affirm that the statements made herein are to the best of knowledge and belief true and accurate.

Tšele Ishmael Setai

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SIGNATURE   **DATE**

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and gratitude to those who have supported me throughout the journey of completing this dissertation. Their guidance, encouragement and assistance have been invaluable in shaping this study.

First and foremost, I am immensely grateful to my supervisor Dr. Retšelisitsoe Matheolane for her continuous support, expertise and valuable insights. Her guidance and constructive feedback have been instrumental in shaping the direction of this research. I am thankful for her dedication, patience and willingness to go above and beyond in assisting me throughout the process

I am deeply grateful to my family and friends for their unwavering support, love and encouragement throughout this journey. To my mother, 'Masophia Setai, I am grateful for your support, continuous love and prayers. I am further grateful to my sisters Sophia Setai and Tsietso Sutha for their valuable support and assistance throughout this research. To my former students Adv. Tiisetso Challa and Malefetsane Matekane thank you for your unwavering support, encouragement and motivation throughout this journey.

I am grateful to the principals of different secondary schools in Maseru that afforded me the opportunity to undertake this research in their schools through interviewing teachers. To the teachers that generously created time to partake in the study, your valuable insights and contributions have provided significant depth and richness to this study. Without your contributions this research would not have been possible.

Lastly, I would like to acknowledge the Board and Principal of Qoaling High School for allowing me to further my studies and I am sure that the expertise gained in this qualification will be of significant benefit to the school.

DEDICATION

My dedication goes first and foremost to God; the ultimate source of wisdom and guidance. It is through his divine grace that all my endeavours related to study were a success. To my mother; Mrs. 'Masophia Setai and my brothers, thank you for your unwavering encouragement, moral support and understanding throughout my studies.

LIST OF ABREVIATIONS

B. ED – Bachelor of Education

B. ED (Honours) – Bachelor of Education (Honours)

M. ED- Masters of Education

MOET- Ministry of Education and Training

NGOs- Non-Governmental Organisations

PGDip- Post Graduate Diploma

DES - Diploma in Education Secondary

ABSTRACT

Lesotho is reported to have a high number of orphaned learners with 49, 698 orphans enrolled in Secondary Schools. Out of this number, 12, 846 orphans are in schools in the Maseru district. The gross enrolment rate of orphaned learners in secondary schools stands at 51.2%, with a completion rate at 37.5%. These figures point to the need for teachers who can take care of such learners and ensure that they complete their studies. The aim of the current study is to determine teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools. In this qualitative research, data was collected using semi-structured interviews with twelve teachers selected from six secondary schools in Maseru district. Thematic data analysis was used to analyse the data collected. The study's findings revealed that teachers perceive themselves to be highly efficacious because they are skilled in various areas such as communication, classroom management, parenting, interpersonal, referral, and counselling. The findings further disclosed that the sources of their efficacy beliefs include teaching experience, training, support from colleagues and school management, previous experience, subjects taught, reading books, policies, and mentorship. Participants in this study further asserted that their positive efficacy beliefs make them confident, stay motivated, happy, patient, prepared, open-minded and empathic in dealing with orphaned learners. The strategies used by the teachers to support orphaned learners include zero tolerance toward discrimination, provision of counselling, extracurricular activities for orphaned learners' social integration, competitions and positive reinforcements. The current study recommends that principals provide teachers with requisite professional development opportunities update their skills regularly to deal with orphaned learners. Moreover, the study recommends that higher education institutions develop specialised training programs to equip student teachers with skills to address the needs of different vulnerable learners, including orphans. Lastly, the study recommends that the Ministry of Education and Training offer support systems and resources necessary to secondary school teachers.

Keywords: Teachers' perceptions, Efficacy, Teaching, Orphan, Learner, Secondary Schools.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION AND THE CONTEXT OF THE STUDY

1.1   INTRODUCTION

In the context of education globally, teachers have a crucial role in influencing the educational journeys of their learners. One crucial factor that influences their ability to create an effective classroom environment is their perceived efficacy in teaching. The influence of teacher efficacy on student outcomes has been documented in educational studies (Fullan, 2014; Mieghem et al, 2018; Miller et al., 2017). When teachers possess a strong sense of efficacy, they can adeptly engage and guide their students, even those facing challenges such as low motivation or difficult circumstances (Woolfolk, 2004). However, for orphaned learners who often grapple with the loss of parents and experience other challenges, the presence of efficacious teachers becomes even more crucial.

In accordance with the Ministry of Education and Training (2018), Maseru secondary schools are a home to approximated 12, 846 orphaned learners who experience many challenges due to loss of parents. These challenges include amongst others, lack of necessities such as school uniforms as well as psychological conditions like depression and anxiety which hinder such learners' ability to engage in the learning process without distractions (Ntuli et al., 2020). These hardships can hinder their ability to effectively engage in the learning process, leading to lower retention rates and an alarming prevalence of dropouts. The Ministry of Education and Training (2016) highlights the severity of the situation, revealing that in 2015, the gross enrolment rate of orphaned learners in secondary schools was 51.2%, with a completion rate of only 37.5%. These figures underscore the urgent need to address the challenges faced by orphaned learners and improve their educational outcomes. Against this backdrop, this study seeks to shed light on the existing situation in Maseru secondary schools, where teachers may not be aware of their efficacy in addressing the needs of orphaned learners.

This chapter first outlines the background of the study and the statement of the problem. It then outlines the aims, objectives and research questions. The chapter ends by providing a brief

explanation of the underlying theoretical framework guiding this study and the research methodologies employed.

1.2   BACKGROUND OF THE STUDY

In Maseru, secondary schools serve as home to approximated 12, 846 orphaned learners (Ministry of Education and Training, 2018). According to the Ministry of Education and Training (2016) in its Education Sector Plan of 2021-2023, the gross enrolment rate of orphaned learners in secondary schools was 51.2% in 2015, while the completion rates of such orphans was 37.5%. This suggests that orphaned learners' retention and completion rates need attention. Such high attrition rates are attributed to numerous challenges that orphaned learners face both at home and at school.

One of the challenges which orphaned learners may encounter at school may be psycho-social difficulties. According to Ntuli et al. (2020), orphaned learners experience more unfavourable psycho-social difficulties than their peers. Ansell and Young (2004) reiterate that orphaned learners face numerous challenges such as mental health issues, educational challenges, and instability. Ansell and Young (2004) stipulate that the loss of parent(s) leads to loss of income and stability. As a result, orphaned learners are at a higher risk of developing psychological challenges like depression, anxiety, and post-traumatic stress which may affect their ability to attend school regularly and actively participate in learning. Parents' death results in emotional suppression in children and likelihood of depression, despair, loneliness, and hostility. These conditions can negatively affect their educational achievements (Stroebe et al., 2000). The psychological impacts stated earlier can make it difficult for teachers to ensure orphaned learners' high academic performance. This is because the early loss of a significant caregiver tends to render such learners to stress that may hinder them from grasping the content being delivered in the classroom.

Since parents are family breadwinners, their deaths may cause economic disruptions that may lead to limited concentration of orphaned learners in the classroom. This is because orphaned learners are susceptible to being taken advantage of as they lack essential needs like parental affection, proper school attire, and study materials (Oyedele et al., 2016). Orphaned learners are likely

exposed to financial abuse because sometimes guardians may often deprive them of their inheritance (Oyedele et al., 2016). As a result of this financial abuse, orphaned learners may find ways of generating income to meet their needs often at the detriment of their educational commitments. Consequently, orphaned learners may not perform according to the required standards and their abilities due to a lack of study time (Gökçe, 2019). Hence teachers' efficacy is of necessity in the teaching of orphaned learners in schools.

Due to inability to provide for necessities such as food, Kafwa (2005) stipulates that orphaned learners are more likely to be malnourished. Malnourishment can negatively impact the physical health of orphaned learners in various ways. Lack of essential nutrients can weaken their immune system thus making them more susceptible to infections and diseases (Drah, 2012). This can make orphaned learners face significant barriers in attending school regularly (Yosef et al., 2023). Malnourishment can also lead to cognitive deficits and hinder learning abilities as proper nutrition is essential for brain development, memory retention, and concentration (Drah, 2012). Malnourished learners may struggle with comprehension, retention of information, and overall academic achievement, leading to lower grades and decreased motivation to attend school (Iwaloye et al., 2022). Therefore, it is important for orphaned learners to be provided with vital nutrients for them to be able to perform better at school.

The incompleteness of families undermines the role of a family, leading orphaned learners to occasionally face challenges in their learning process. This is because of absence of daily nurturing, affection, assistance, and encouragement from their parents as those essential to every child. This makes it hard for orphaned learners to engage with the content delivered at school as family incompleteness and disharmony at home caused by the absence of parents due to death are non-academic factors that can make even a brilliant learner to underachieve (Oyedele et al., 2016). Due to the challenges that orphaned learners experience, there is a need for teachers who work with orphaned learners to have a high level of self-efficacy in order to address the challenges that such learners face in all spheres of their lives, both at home and at school. (Epstein, 2002; McBride, 2002). Hence the existence of the current study in the context of secondary schools.

1.2.1 Self-Efficacy

Self-efficacy represents an individual's belief in their ability to impact their surroundings and sustain their motivation when confronted with obstacles. As per Bandura (1977, 1986, 1997), an individual's self-efficacy pertains to their confidence in their capacity to carry out the necessary actions essential for attaining specific performance outcomes. Having confidence in one's ability to influence personal driving forces, actions, and social surroundings signifies self-reliance. Such self-assessments of cognitive capabilities influence various facets of human existence, including the objectives individuals establish, the level of exertion they invest in pursuing those objectives, and the likelihood of attaining particular behavioural levels. Teachers possessing strong levels of self-efficacy cultivate a school atmosphere that provides students with psycho-social support, thereby contributing to the establishment of conducive conditions for effective teaching and learning. The challenges, such as mental health issues, encountered by orphaned learners become even more pronounced for those who prematurely abandon their education. Ntuli et al. (2020) affirm that orphans contend with psychological difficulties and exhibit heightened internalising problems. Teachers characterised by elevated self-efficacy are better equipped to address the needs of these orphaned learners in this context. As a result, capable and innovative educators exert a positive influence on learners' performance by establishing a resilient and sustainable learning environment, utilising strategies that facilitate improved comprehension and learning outcomes (Nelson, 2007). This then could suggest the essence of teachers' self-efficacy regarding orphaned learners in secondary schools.

Despite the fact that teaching orphaned learners requires teachers with high levels of efficacy, there seems to be paucity of information with regards to how teachers perceive their efficacy in teaching orphaned learners who face many challenges due to orphanhood in the context of Lesotho. Studies relating to efficacy in Lesotho focus on principals' self-efficacy in their managerial competencies and teachers' efficacy in teaching and supporting visually impaired learners among others (Mphutlane, 2018; Mosola, 2020; Tseeke, 2021). Therefore, the current study aims to fill the information gap in the literature by exploring teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools.

1.3   STATEMENT OF THE PROBLEM

Education is essential in determining learners' future as it widens their opportunities (Holfender, 2019). Despite its importance, some learners do not adequately have access to it due to different challenges that they face (Walton & Engelbrecht, 2022). Amongst such learners are orphans who experience challenges such as emotional trauma, lack of stability, stress, anxiety, and lack of both necessities and learning materials (Ntuli et al., 2020). These challenges negatively affect their academic performance and participation in learning.

Within the estimated number of orphaned learners in Maseru secondary schools by the Ministry of Education and Training (2018), some orphans drop out of school due to different challenges which they face. In 2018, it was reported that the completion rates in secondary schools were poor (Ministry of Education and Training, 2018). This indicates high dropout rates as the completion rates are meager. Therefore, teaching orphaned learners require highly skilled and motivated teachers. Amongst such teachers are those who possess self-efficacy to ensure successful access to education and academic success of such learners despite the challenges that they face (Good & Brophy, 2003). This is because efficacious teachers positively impact learners' performance by creating a robust and a conducive learning environment that improves students' productivity by implementing strategies that pave the way for better learning and understanding (Nelson, 2007). Efficacious teachers enhance a school atmosphere that affords students psycho-social support, contributing to developing constructive conditions for efficient teaching and learning (Epstein, 2002). These attributes of efficacious teachers can enable them to ensure orphaned learners' academic success regardless of the challenges that such learners' experience.

In as much as self-efficacy is essential for teaching orphaned learners, it is unclear as to the existence of self-efficacy in teachers with regards to teaching orphaned learners as well as how teachers feel about their efficacy beliefs in teaching such learners in Lesotho. Studies conducted in Lesotho seem to have focused on self-efficacy in relation to principals' managerial competencies and teachers' support to visually impaired learners (Mphutlane, 2018; Mosola, 2020; Tseeke, 2021). Therefore, this study seeks to investigate how teachers view their efficacy in teaching orphaned learners in Maseru secondary schools.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study was to explore teacher's perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools. The particular objectives arising from this aim are:

    1.4.1   To determine teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools.

    1.4.2   To investigate teachers' perceptions on the factors that inform their efficacy in teaching orphaned learners in Maseru secondary schools.

    1.4.3   To determine teachers' perceptions on how their efficacy beliefs influence them to holistically support orphaned learners.

    1.4.4   To determine strategies that efficacious teachers use to support orphaned learners.

1.5 RESEARCH QUESTIONS

The study's main research question is: What are teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools? This research question is divided into the following sub-questions:

    1.5.1   How do teachers perceive their efficacy in teaching orphaned learners in Maseru secondary schools?

    1.5.2   What are teachers 'perceptions on the factors that inform teachers' efficacy in teaching orphaned learners in Maseru secondary schools?

    1.5.3   How does the perceived teachers' efficacy influence them to holistically support orphaned learners in Maseru secondary schools?

    1.5.4   What strategies do efficacious teachers use to support orphaned learners?

1.6 SIGNIFICANCE OF THE STUDY

Currently, there seems to be paucity of information on Maseru secondary schools' teachers' perceptions of their efficacy in teaching orphaned learners. Available literature (Mphutlane, 2018; Mosola, 2020; Tseeke, 2021) speaks to principals' efficacy perceptions in their managerial

competencies and teachers' self-efficacy in supporting visually impaired learners respectively but appears not to explicitly deal with how teachers perceive their level of efficacy in dealing with orphaned learners. The findings of this study intent to close the knowledge gap on teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools. The current study findings may inform the development of policies and interventions aimed at improving the educational experiences and outcomes of orphaned learners. The findings can also foster collaboration between teachers, schools, NGOs and government agencies to create a more supportive educational environment for orphaned learners in order to ensure their academic achievement. In essence, the current study can contribute to better educational practices, policies, and support systems for orphaned learners in Maseru secondary schools, ultimately enhancing their educational experiences and outcomes.

1.7 THEORETICAL FRAMEWORK

The present study investigated how teachers view their efficacy in teaching orphaned learners within Maseru secondary schools, employing Bandura's (1977) self-efficacy theory as a conceptual framework. Bandura's (1977) self-efficacy theory emphasises the importance of an individual's belief in their own capabilities as a key element in achieving positive results. Through an exploration of teachers' perspectives on their efficacy beliefs, the aim was to ascertain their capacity to establish an inclusive classroom atmosphere that fosters academic achievement, especially among orphaned learners.

Self-efficacy, according to Bandura (1994), refers to an individual's assessment of their capability to carry out the necessary actions to manage potential situations. It signifies an individual's beliefs in their ability to control their motivation, conduct, and social surroundings. Bandura's theory of self-efficacy emphasises the connection between an individual's belief in their capabilities and their readiness to perform a specific task effectively (Bahmanabadi & Buluchzade, 2013). Bandura's self-efficacy theory is rooted in understanding the correlation between an individual's confidence in their abilities and their willingness to proficiently perform a given task (Shooter, 2013).

Self-efficacy perceptions play a pivotal role in motivating individuals to persist in their actions (Bandura, 1977). When individuals have higher confidence in their abilities, they are more motivated to undertake tasks and achieve success. The stronger an individual's perceived self-efficacy, the more resolute and committed they become to accomplishing a task successfully, irrespective of the surrounding circumstances. In the context of the current study, teachers who have high efficacy beliefs are able to successfully teach orphaned learners and ensure their academic achievement despite the challenge that the said learners face. In the current study, the self-efficacy theory is pertinent as it serves as a framework to examine teachers' perceptions of their self-efficacy in teaching orphaned learners within Maseru secondary schools. Bandura (1977) has outlined four distinct sources of self-efficacy: mastery experience, vicarious experiences, verbal persuasion, and physiological states, each of which is explained in detail below.

1.7.1   Mastery Experience

Morris et al. (2017) point out that the most influential source of self-efficacy is mastery experience, which entails achieving objectives through direct personal engagement in specific actions. The theory proposes that in order for an individual's confidence in their efficacy to strengthen, they must have confronted and surmounted the challenges associated with the particular task.

1.7.2   Vicarious Experience

Vicarious experience involves observing others as they engage in a task and then forming perceptions about one's own capabilities to undertake that task. If the observed individual accomplishes the task successfully, the observer gains confidence in their ability to similarly succeed. Conversely, if the observed person fails at the task, the observer might become disheartened (Paulus et al., 2013). Jung et al. (2020) suggest that witnessing others who are comparable in some way perform a specific task and excel in it can heighten the observer's belief in their self-efficacy. However, when similar individuals fail at that task, the observer may develop a notion that they themselves cannot triumph in that particular task.

1.7.3   Verbal Persuasion

As per Bandura (1977), verbal persuasion refers to the act of persuading an individual that they possess the capability to effectively complete a task. An individual's self-efficacy beliefs can grow if they are persuaded and hold a strong conviction that they possess the necessary attributes to succeed in performing a task. Contrarywise, in the absence of such persuasion, one may not develop the belief that they are equipped to accomplish a task proficiently (Cialdini, 2016).

1.7.4   Physiological States

According to Bandura (1977), an individual's perceived self-efficacy is influenced by the feedback provided by their physiological states when they encounter challenging situations. Negative physiological states like high stress levels can negatively impact one's assessment of their self-efficacy, as such states can be associated with an inability to perform a task. Conversely, positive physiological states can lead individuals to interpret their physical condition as linked to their capability to perform a task, consequently boosting their self-efficacy (Bandura, 1977).

Given the substantial number of orphaned learners, approximately 12,846, enrolled in Maseru secondary schools (Ministry of Education and Training, 2018), it becomes crucial for teachers to grasp their own self-efficacy beliefs. This understanding is essential for teachers to effectively assist orphaned learners in overcoming the challenges they encounter both at home and at school. Bandura's self-efficacy theory is particularly pertinent to this study, as it provides the framework for assessing teachers' confidence in their ability to successfully educate orphaned learners.

1.8   RESEARCH METHODOLOGY

This section outlines the research methodology employed in the present study. McGregor and Murnane (2010) define research methodology as a structured approach to addressing problems, encompassing techniques for describing, explaining, and forecasting phenomena. Research methodology aims at establishing a well-defined roadmap for conducting a study, focusing on the stages encompassed, data collection and analysis methods employed. It also underscores the measures taken to ensure the study's credibility and ethical conduct.

1.8.1 Research Paradigm

The present study embraced the interpretive paradigm. This paradigm posits that reality is shaped through social constructs and can differ from one person to another (Schwartz-Shea & Yanow, 2012). Creswell (2014) explains that the interpretive paradigm recognises that individuals interpret their experiences uniquely. Additionally, researchers following the interpretive paradigm typically conduct their investigations within the actual environments of their participants to gain a deeper understanding of the phenomena under scrutiny (Creswell, 2014). In line with this paradigm, the researcher interacted with the participants within their natural settings to gain a comprehensive insight into the meanings they attributed to their perceptions of their abilities in teaching orphaned learners.

1.8.2 Research Design

Research design is a blueprint that delineates the structure of a study (Chisaka, 2013). In this investigation, the multiple cross-sectional design was utilised. The multiple cross-sectional design entails selecting two or more sets of participants, with each group being sampled only once. The primary aim of this design is to gather data from various groups to develop a holistic comprehension of the phenomenon under investigation (Bryman & Bell, 2007).

1.8.3 Research Approach

The present study was conducted using a qualitative approach, aligning with the interpretive paradigm. As outlined by McMillian and Schumacher (2010), the qualitative approach seeks to comprehend how individuals interpret and give meaning to their experiences and the world around them. This method aims to grasp the societal reality of individuals, groups, and cultures by deeply engaging with the study's participants. It further allows the researcher to interact closely with the participants, understanding their lived experiences, perspectives, emotions, and the significances they ascribe (Creswell, 2003). The qualitative approach was found suitable for this study, as it facilitated extensive interaction between the researcher and secondary school teachers in Maseru, enabling an exploration of their perceptions regarding their self-efficacy in teaching orphaned learners.

1.8.4 Participants

The participants for this study were selected from teachers working in secondary schools located in the Maseru district. This choice was driven by the researcher's belief that teachers could offer a comprehensive and informed perspective on the phenomenon being investigated. In qualitative research, the usual range of participants varies from three to fifteen (Creswell, 2014). For this particular study, a total of twelve (12) teachers were involved as participants.

1.8.4.1 Selection of participants

Participant selection involves choosing a specific number of individuals from a larger defined group. A commonly utilised method for participant selection in qualitative research, particularly to gather insights from knowledgeable and adept participants concerning the phenomena of interest, is purposive sampling (Palinkas et al., 2015). Purposive sampling aims to deliberately choose individuals who can offer rich and comprehensive insights into the studied phenomena. In this study, the researcher employed purposive sampling to identify twelve participants who were likely to provide extensive and insightful information about the subject under investigation (Creswell & Clark, 2011; Creswell, 2014).

Purposive sampling is a technique where participants are selected based on specific criteria derived from the research question or objectives (Cohen et al., 2018). For this study, teachers with a minimum of five years of experience in secondary schools were chosen to participate. This decision was made on the assumption that these teachers would possess substantial knowledge about teaching and learning, particularly with orphaned learners. Additionally, teachers with five years of experience might hold distinct perceptions about their efficacy in teaching orphaned learners. To ensure diverse viewpoints, both male and female teachers were included in the study. This approach aimed to capture a range of perspectives on their beliefs about their capabilities in instructing orphaned learners.

1.8.5 Data Collection Techniques

The present study employed semi-structured interviews as the data generation method. In this form of interview, the interviewer has a limited number of predefined questions (Pollock, 2019). Semi-structured interviews enable the researcher to gain insight into how participants perceive a phenomenon by posing follow-up questions and requesting explanations for their responses

(Creswell, 2003). This approach was chosen to explore participants' perspectives, convictions, and viewpoints concerning the subject under investigation (Nieuwenhuuis, 2010).

1.8.5.1 Piloting

A pilot study was carried out involving three teachers who shared similar characteristics with the participants of the main study. The objective of this pilot was to evaluate the feasibility of the actual study, as the pilot process ensured that the interview questions were clear and easily comprehensible (Polit, 2001). The pilot aided the researcher in determining whether the interview questions would yield a satisfactory variety of responses and whether the main study would generate valuable data for understanding teachers' self-efficacy concerning the education and learning of orphaned students.

1.8.6 Data Processing

As part of the data processing, the content of each interview was transcribed verbatim. According to Cohen et al. (2007), data processing involves a series of actions carried out on data, including organising it logically, transforming it into a usable format, integrating it with other pertinent data, and creating suitable formats for future utilisation. This process encompasses tasks like coding, categorising, tabulating, and charting research data to make it more manageable (Kothari, 2004). The researcher meticulously listened to the interview recordings multiple times to ensure the accurate transcription of participants' information, capturing every spoken word. Following transcription, the process of coding was initiated. As defined by Creswell (2010), coding is a method for categorising and structuring qualitative data to identify emerging themes and establish connections among them. Coding allowed the researcher to systematically arrange the data for further examination and analysis in an organised manner (Gibbs, 2007).

1.8.7 Data Analysis

As outlined by Cohen et al. (2007), qualitative research data analysis involves comprehending and interpreting the perspectives, viewpoints, and experiences of research participants regarding various situations. This process encompasses the identification of common themes, patterns, categories, and recurrent elements. Data analysis employs analytic techniques to transform data

into insights and understanding of the phenomena under investigation. In this study, the researcher examined the collected data to pinpoint themes that directly addressed the research question, in line with Elliott and Timulak's (2005) suggestion that irrelevant information unrelated to the essential and pertinent aspects of the phenomena should be excluded.

Subsequently, the researcher identified these themes using selective coding. In selective coding, the data is organised into themes based on the participants' viewpoints (Bohm, 2004). As such, themes elucidating teachers' levels of self-efficacy in teaching orphaned learners were identified and organised in a narrative structure to facilitate the understanding of the phenomenon being scrutinised.

1.8.8 TRUSTWORTHINESS

According to Simon (2011), validity in qualitative research corresponds to trustworthiness, while dependability is related to credibility. These aspects should be carefully considered by researchers throughout the study's design, data analysis, and quality assessment (Patton, 2001). Trustworthiness serves as a mechanism for researchers to persuade both themselves and their audience that their research findings are deserving of consideration. To ensure the trustworthiness of the research, the researcher employed four measures commonly used by qualitative researchers: credibility, confirmability, dependability, and transferability. These measures contribute to enhancing the rigor and credibility of the research findings.

1.8.9 Credibility

Credibility, conversely, refers to the extent to which the researcher's portrayal of participants' viewpoints aligns with the actual perspectives of the participants (Tobin & Begley, 2004). It pertains to the accuracy of the collected data (Gagani, 2019). According to De Vos (2005), the objective of credibility is to examine whether the research is truthful, believable, and whether the research findings substantiate the researcher's conclusions. In alignment with this objective, credibility in the present study was ensured through the selection of teachers with over five years of experience, particularly in public schools where orphaned learners are predominantly enrolled. This ensured that participants could provide substantial insights into their perceptions of self-

efficacy in teaching orphaned learners. To guarantee credibility in the current study, the researcher employed member checking. These strategies are described below.

1.8.9.1 Member Checking

In this study, member checking was conducted by sharing the gathered interview data with the participants. Member checking involves presenting the collected data to participants to verify the accuracy of the captured information. Its purpose is to allow participants to rectify any misinterpretations or factual inaccuracies made by the researcher (Creswell, 2014). Additionally, member checking permits participants to supplement any information they may have omitted. This process allowed them to validate their spoken words, affirm their initial statements, and include any additional details they deemed relevant. The aim was to ensure that the findings were either endorsed or not endorsed by the participants in accordance with their own experiences and to assess the alignment of these findings with their actual experiences, as suggested by Gunawan (2005.

1.8.10 Dependability

In this study, the researcher ensured dependability by implementing consistent and systematic procedures during data analysis, which encompassed coding, categorisation, and theme development. Dependability, as defined by Streubert (2007), pertains to the consistency and reliability of research findings and the extent to which research procedures have been comprehensively documented, enabling external reviewers to understand, scrutinise, and evaluate the research process. It predominantly centres on the reliability of the data collection methods (Leedy & Ormord, 2005).

1.8.11 Confirmability

In this study, the interview sessions with participants were meticulously transcribed word for word from tape recordings in order to ensure conformability, Conformability is concerned with the extent to which the findings of a study truly reflect the perspectives of the participants (Polit & Beck, 2017). Exemplary qualitative research is characterised by objectivity and the formulation of conclusions that demonstrate conformability (Polit & Beck, 2017). Conformability ensures that

research outcomes are rooted in participants' actual narratives and words, rather than being influenced by researchers' biases and presumptions (Gale et al., 2017). The meticulous transcription process aimed to eliminate bias and uphold the authenticity of participants' contributions.

1.8.12 Transferability

Transferability relates to the extent to which research findings can be broadly applied and generalised to diverse contexts or environments (Coglan & Miller, 2014). As stated by Merriam (2009), transferability denotes the degree to which the conclusions drawn from one study can be utilised to inform future research endeavors. The concept of transferability underscores that in order for research outcomes to be applicable to various contexts, researchers must thoroughly address all essential components of their work. Hence, in this study, the researcher took measures to ensure that the research process was clearly elucidated and that all fundamental aspects contributing to the phenomenon being studied were comprehensively presented. This approach bolsters the potential for the findings to be transferred and utilised in a broader research context.

1.9 ETHICAL CONSIDERATIONS

Creswell (2014) emphasises that researchers have a responsibility to address ethical concerns that might emerge during their studies, as they are tasked with safeguarding the well-being of their participants. Bouma and Ling (2004) further underscore that adhering to ethical standards is crucial to prevent unintended research dilemmas. In the context of this study, several ethical considerations were carefully taken into account. These encompassed obtaining permission to conduct the study, ensuring confidentiality and anonymity, promoting voluntary participation, preventing plagiarism, obtaining informed consent from participants, and upholding honesty in reporting the research outcomes.

1.9.1 Permission to conduct the study

Cohen et al. (2007) advise that researchers should secure formal approval prior to conducting research within the designated community. In alignment with this guidance, the researcher in this study obtained authorisation from both the Ministry of Education and Training as well as the

school principals of the institutions where the participants were selected. This measure was taken to ensure that the research was conducted within the bounds of ethical protocols and guidelines.

1.9.2 Voluntary participation

The participants were extended an invitation to take part in the study voluntarily. Prior to their participation, they were provided with a clear explanation of the study's purpose and objectives. This approach aligns with Fowler's (2009) recommendations, which highlight that, individuals involved in a study should be fully informed about its purpose and have the autonomy to decide whether to participate without any undue pressure. This was undertaken to ensure that participants could make well-informed and voluntary decisions regarding their involvement in the current research.

1.9.3 Confidentiality and Anonymity

Confidentiality refers to a circumstance in which the researcher possesses knowledge of the identities of research participants but implements measures to prevent these identities from being disclosed to others (Ramanathan, 2005). As highlighted by Savin-Baden and Mayor (2010), maintaining confidentiality necessitates the researcher to embody particular personal and professional attributes, such as integrity and respect for the rights of research participants. This is essential for building credibility, trust, and positive research relationships. In this study, pseudonyms were utilised instead of participants' actual names, ensuring that the identities of individuals who shared information could not be discerned. This precaution was taken to uphold the privacy and confidentiality of the participants and their contributions.

1.9.4 Beneficence

Beneficence, as outlined by Pieper and Thomson (2016), pertains to taking actions that contribute to the well-being and safety of others. The principle of beneficence involves maximising potential benefits while minimising potential risks. In the context of this study, researchers can uphold this principle by striving to enhance the benefits participants receive. In the present study, participants were provided with an overview of the research's purpose and objectives (Fowler, 2008). The researcher elucidated the study's aims and goals, highlighting how the participants could gain from

the outcomes. This approach ensured that participants were motivated to engage in the study. As a result, beneficence was observed in the study, as participants benefited from reflecting on their efficacy in teaching orphaned learners and considering ways to enhance the learning environment for these learners.

1.9.5 Plagiarism

Plagiarism encompasses the act of appropriating another person's work and presenting it as one's own (Sox, 2012). It involves utilising someone else's content without attributing or acknowledging their contribution (Helgesson & Eriksson, 2014). To prevent plagiarism in the current study, the researcher refrained from directly copying other authors' concepts by rephrasing them and offering proper citations within the text and in the reference list. Whenever information from other authors was used verbatim, quotation marks were employed to distinctly denote their words. This approach was taken to ensure the integrity and originality of the study's content.

1.9.6 Honesty

The study's findings were accurately reported, without any falsification or fabrication. Honesty in reporting research outcomes is a critical principle that guarantees the impartial presentation of both favourable and unfavourable findings, devoid of manipulation or distortion to suit a particular agenda. It ensures that researchers don't display bias by favouring certain outcomes over others when presenting their findings. This underscores the need for researchers to uphold honesty when conveying results, ensuring credibility and attributing proper credit to the sources of information. This principle was upheld in the current study.

1.10 DEFINITIONS OF KEY TERMS

Teacher: A teacher is an individual who facilitates the learning of students within an educational setting. Teachers design environments conducive to learning and engage students to foster critical thinking and acceptance of diverse perspectives (Farah, 2013).

Perception: Perception is an active cognitive process through which individuals attribute meaning to incoming sensory information. It plays a crucial role in directing attention, selecting pertinent

information, and structuring that information into a coherent mental representation (Mayer, 2009). Therefore, perceived self-efficacy pertains to the belief in one's capacity to organise and execute the necessary actions to achieve specific goals. It influences individuals' emotions, thoughts, motivation, and subsequently shapes the actions they opt to pursue (Bandura, 1997).

Efficacy: Efficacy refers to an individual's confidence in their ability to carry out the required actions to attain specific performance outcomes (Bandura, 1977).

Teaching: Schlechty (2012) characterises teaching as actively involving students in constructing knowledge and skills, leading to their comprehension and application of concepts and processes. Teaching entails engaging learners to enable them to participate actively in the learning process.

Orphan: Allen and Nakonechnyi (2023) define an orphan as a child under the age of eighteen (18) who has lost one or both parents. Orphans are categorised as double orphans (both parents deceased), maternal orphans (mother deceased but father alive), or paternal orphans (father deceased but mother alive).

Learner: According to the Ministry of Education and Training (2010) in its Education Act of 2010, a learner refers to an individual actively engaged in acquiring knowledge or skills, typically enrolled in an educational institution like a school.

Secondary schools: Within the educational hierarchy, secondary schools fall between primary and tertiary education levels. They encompass both lower and upper secondary stages. In the context of this study, the term 'secondary school' encompasses both levels as defined by the Ministry of Education.

1.11 ORGANISATION OF THE STUDY

This study comprises five distinct chapters, each contributing to the comprehensive exploration of the research topic. A concise description of each chapter is provided below:

Chapter One: **Introduction**. This chapter serves as the initial entry point into the study, introducing the research's context and problem statement. It establishes the study's significance, outlining its objectives, aim, and research questions. The theoretical framework guiding the

research is also presented. It concludes by summarising the study and providing a succinct overview of the methodologies employed in the investigation.

Chapter Two: **Literature Review and Theoretical Framework**. Chapter two is dedicated to a meticulous review of pertinent literature and a comprehensive elucidation of the study's theoretical foundation. Drawing on various sources and prior research, this chapter delves into a body of scholarly work relevant to the current study.

Chapter Three: **Research Methodology.** In this chapter, the research methodology employed in the study is outlined. This encompasses the philosophical underpinning of the research, its chosen research design, participant selection, data collection procedures, data processing, and analysis methods.

Chapter Four: **Data Presentation and Analysis.** Chapter four is dedicated to the presentation and analysis of the data amassed through interviews. This section involves the organised presentation of collected data and the systematic analysis that unveils patterns, insights, and implications.

Chapter Five: **Discussion, Conclusion, and Recommendations**. The final chapter engages in discussions arising from the study's findings, culminating in comprehensive conclusions drawn from the research. Additionally, practical recommendations are provided based on the outcomes of the investigation, suggesting potential actions and areas for further research.

Collectively, these chapters construct a thorough and insightful exploration of the study's subject matter, guiding the reader through the research process from inception to conclusion.

1.12 SUMMARY

This chapter served as an introduction to the study, encompassing the study's context and problem statement. It further outlined the study's goals, objectives, research questions, and emphasised its significance. Theoretical framework principles relevant to the study were summarised. In addition, this chapter detailed the methods and methodology to be utilised and furnished definitions for key study terms. It concluded by presenting an overview of the study's structure and a summary of the

chapter. The subsequent chapter will focus on the review of pertinent literature and the theoretical framework.

CHAPTER 2: LITERATURE REVIEW

2.1   INTRODUCTION

The previous chapter introduced this study by contextualising the problem of the study and exploring the methodology that was planned to be used in this study. The current chapter delves into the self-efficacy theory and examines how it can be applied as a theoretical framework for this study. Additionally, this chapter reviews existing literature on how teachers perceive their efficacy in teaching orphaned students. Arlene (2014) states that reviewing literature involves providing explanation, overview, and analytical assessment of the existing body of literature relevant to the topic being studied.

2.2   THEORETICAL FRAMEWORK

This study employed Bandura's (1977) self-efficacy theory as its conceptual framework. Bandura's (1977) theory of self-efficacy offers insights into the origins of efficacy beliefs and the role that self-efficacy plays in shaping individuals' behaviours. It underscores the significance of individuals' self-efficacy beliefs as a foundational element in attaining fovourable outcomes. The theory facilitated the researcher's grasp of the specific aspects of teachers' self-efficacy that are crucial in enhancing learners' learning experiences and their support within secondary educational settings.

Self-efficacy, as defined by Bandura (1994), corresponds to an individual's belief in their capacity to effectively overcome challenges. This concept encompasses one's confidence in effectively controlling motivation, conduct, and the social context. According to Bandura's (1977) self-efficacy theory, an individual's perception of their capabilities in tasks shapes their cognitive patterns and influences their success in accomplishing objectives. Individuals with elevated self-efficacy foresee success and are driven to complete tasks and achieve goals, whereas those with lower self-efficacy concentrate on potential obstacles and anticipate failure. Individuals possessing high self-efficacy perceive intricate tasks as opportunities for mastery, thereby fostering curiosity

and motivation (Bandura, 1994). This comprehension of self-efficacy has assisted researcher in comprehending teachers' convictions and their effects on teaching orphaned learners.

2.2.1 Sources of self-efficacy

As per Bandura (1977, 1994, 1997, 2011), there exist four origins of self-efficacy. These encompass mastery accomplishments, observational experiences, verbal encouragement, as well as emotional and psychological conditions. These origins mold an individual's self-efficacy convictions and their capacity to establish and accomplish forthcoming objectives (Penny, 2008; Gale et al., 2021). These self-efficacy sources function by means of an individual's cognitive processing and are pertinent to the educational setting, along with an individual's assessment of their competence (DeChenne et al., 2015).

2.2.1.1 Mastery experiences

Mastery experiences refer to a person's past successes or failures when attempting a particular activity (Bandura, 1977). Each accomplishment increases self-assurance, while each setback diminishes it (Woolfolk et al., 2005). When individuals have completed a task in the past, they gain confidence in their ability to do it again in the future, despite obstacles. Conversely, failure to complete a task leads to a belief that one cannot succeed in similar situations because an individual's level of efficacy depends on their past successes or failures. Mastery experiences significantly impact individuals' perception of their efficacy (Chen & Yeung, 2015). For example, if teachers consistently experience failure, such as poor student performance, they may lose confidence in their abilities.

On the other hand, a positive view of teachers' abilities boosts their confidence in achieving future goals (Tyler, 2006). Successful mastery experiences foster resilience, perseverance, and the belief that one has what it takes to overcome challenges (Bandura, 1977; Zulkosky, 2009). Teachers who consistently engage in effective teaching practices tend to exhibit higher levels of self-efficacy than those who do not (Shahzad & Naureen, 2017). Therefore, mastery experiences contribute to teachers' self-efficacy and enable them to develop strategies to enhance student engagement and motivation (Shahzad & Naureen, 2017).

2.2.1.2 Vicarious Experiences

Witnessing others perform tasks successfully can give individuals the confidence to succeed in similar activities (Zulkosky, 2009). Individuals strengthen their personal efficacy beliefs by comparing their capabilities to those of others (Bandura, 1989). Observing others who are similar to oneself achieve their goals through consistent effort can strengthen one's belief in their own ability to master similar tasks (Bandura in 1977). Watching successful performances can give individuals more confidence in their ability to accomplish similar tasks successfully (Cherry, 2017). Schunk (1991) reiterates that individuals benefit from observing models displaying higher motivation during instruction than those who do not observe a model. The most significant effects of observing a model occur when models are perceived as similar to oneself (Schunk & Meece, 2006).

Vicarious experiences can positively or adversely affect individuals' efficacy beliefs (Bandura, 1994). Observing others succeed gives observers the conviction that they can succeed while witnessing failure can instil doubt in their capabilities. In the context of teachers, vicarious experiences with other teachers regarded as similar can either heighten or hamper their efficacy beliefs (Wang'eri & Otanga, 2014). The relationship between the observer's abilities and those of the model determines how vicarious experiences influence self-efficacy. In situations where individuals have experienced repeated failure or have limited experience, vicarious experiences can have a more negative impact (Bandura, 1997). Therefore, the characteristics and similarities between the observer and the model are crucial in influencing the development of teachers' self-efficacy beliefs.

2.2.1.3 Verbal Persuasions

Verbal persuasion also plays a significant role in shaping self-efficacy beliefs. When individuals receive vocal encouragement and positive feedback about their performance, they are more likely to exert effort and persevere through challenges (Redmond, 2010; Luneburg, 2011). Vocal comments from others regarding performance on a task are interpreted as indicators of one's level of efficacy in completing it (Bandura, 1994). Encouragement, compliments, and praise from colleagues, principals, community members, and other stakeholders can boost teachers' self-efficacy beliefs (Bandura, 1994). However, the feedback provider's credibility and sincerity

influence verbal persuasion's impact (Gale et al., 2021). Whether positive or negative, the opinions of observers not respected or trusted by teachers may not impact their self-efficacy. Therefore, it is essential for verbal persuasion to be realistic and presented in a credible manner to foster growth in teachers' self-efficacy (Gale et al., 2021).

Negative feedback and criticism can undermine self-efficacy beliefs, just as positive feedback can enhance them (Bandura, 1986). People who believe they lack abilities tend to avoid complex tasks and quickly give up when faced with challenges (Bandura, 1994). Scholars state that when claims of unrealistic effectiveness are false, it frequently lowers a person's self-confidence and belief in their abilities (Bandura, 1994; Chen & Yeung, 2015). Verbal responses and persuasions can significantly impact teachers' efficacy beliefs, especially when faced with adversities and challenges (Bandura, 1977, 1986; Chen & Yeung, 2015). Teachers who receive constructive criticism and guidance can effectively influence their students' learning using verbal persuasion (Dibapile, 2012). By providing feedback that emphasises effort and offers specific suggestions for improvement, teachers can motivate and inspire students to excel (Shaughnessy, 2004). For example, teachers can guide learners on how best to solve particular problems upon realising that learners are struggling with such problems. This type of feedback acknowledges the students' efforts and provides them with a clear path to success.

Verbal persuasion is particularly influential for new teachers. Feedback from students, such as their excitement and engagement, can be a source of encouragement and motivation (Mulholland & Wallace, 2001). Similarly, feedback and advice from experienced teachers can provide valuable guidance and support for novice teachers (Nina et al., 2016). By receiving positive verbal persuasions and constructive feedback, beginning teachers can cultivate a heightened self-efficacy perception and feel empowered to improve their teaching practices.

It is significant to note that the impact of verbal persuasion on self-efficacy is contingent upon the source's context and credibility. Empty praise or insincere compliments may not have a lasting effect on teachers' self-efficacy (Gale et al., 2021). The credibility and trustworthiness of the feedback provider play a significant role in determining its influence. Therefore, feedback must come from credible and respected sources, such as fellow teachers, principals, and other education professionals.

In summary, verbal persuasion through encouragement, feedback, and guidance plays a crucial role in shaping teachers' beliefs about their capabilities. Constructive feedback and credible sources are particularly influential in enhancing self-efficacy. By understanding the impact of vicarious experiences and verbal persuasion, teachers and policymakers can create supportive environments that promote teachers' self-efficacy and improve teaching practices.

2.2.1.4 Emotional and psychological states

Bandura (1977) underscores the significance of emotional and psychological states in the formation of self-efficacy. An individual's emotional responses and psychological conditions, such as anxiety, stress, and mood, can exert a substantial impact on their perception of self-efficacy. For instance, when individuals confront heightened anxiety or stress while engaging in a specific task, they might question their competence to execute that task, ultimately diminishing their self-efficacy. Conversely, positive emotions and a self-assured demeanor can bolster self-efficacy and incentivise individuals to persevere when confronted with difficulties. This is because, teachers' emotional and psychological states profoundly impact their self-efficacy beliefs (Bandura, 1997). Tschannen-Moran & Woolfolk Hoy (2007) found that teachers who reported higher levels of stress and burnout had lower levels of self-efficacy. This suggests that negative emotional states undermine teachers' confidence in teaching and managing their classrooms effectively.

On the one hand, Bandura (1994) state that individuals' emotional and psychological states can be influenced by their interpretations of their physiological responses. For example, when teachers experience physiological arousal, such as an increased heart rate or sweating, they may interpret these bodily reactions as signs of anxiety or nervousness, leading to decreased self-efficacy. On the other hand, if teachers interpret these physiological responses as signs of excitement or readiness, it can enhance their self-efficacy and performance. Bandura (1994) highlighted the importance of social persuasion in shaping these states. Positive feedback and support from others, such as colleagues, administrators, and students, can boost teachers' emotional and psychological states, enhancing their self-efficacy. Conversely, negative feedback and criticism can undermine teachers' confidence and contribute to a decrease in self-efficacy. Teachers' emotional and psychological states are crucial to developing and maintaining self-efficacy (Bandura, 1994). Understanding how internal and external factors influence these states can provide insights into strategies for supporting teachers and promoting their self-efficacy (Bandura, 1997).

2.3   Orphanhood and teachers' efficacy

Orphaned learners need care and support for them to be encouraged to learn. According to Ntuli et al., (2020), parents' death may impose emotional distress on orphaned learners; thus, teachers must provide care and support to such learners and create a conducive learning environment. Orphans tend to withdraw, isolate themselves and have long-term psychological issues like melancholy, rage, anxiety, and grief due to losing a parent (s) (Newlin et al., 2016; Ntuli et al., 2020). Often, orphans are left alone and become in charge of households (Mogotlane et al., 2010). When orphaned learners become in charge of households, especially the older ones, they become exposed to the stress of running such households and taking care of siblings (Van de Mark, 2015).

As indicated by Mwoma and Pillay (2016), orphaned students, much like other vulnerable peers, have a tendency to discontinue their education prematurely, missing out on opportunities to acquire essential skills and knowledge necessary for overcoming various adversities. Orphaned learners confront financial constraints, malnutrition, inadequate educational resources, and social isolation, all of which increase their susceptibility to academic underperformance (Campbell et al., 2016; Smedley & Pepperell, 2010). Ganga and Mphalala (2013) discovered that a deficiency in appropriate social and emotional support is among the factors that contribute to the withdrawal of isolated learners, such as orphaned students, from school and the development of antisocial behaviour.

Darago (2016) asserts that the global count of orphaned learners within educational institutions is on the rise due to multiple factors, including illnesses and accidents. Consequently, many orphaned students within school communities grapple with an array of challenges stemming from the loss of parental figures (Dibapile, 2012). Educators play a pivotal role in students' education, serving as guides, motivators, and sources of inspiration (Nelson, 2007). Their influence on students' learning and accomplishments is the most direct and influential among all the school-controlled variables (Nelson, 2007). Hence there exists a necessity for educators to uphold positive efficacy beliefs to comprehensively support orphaned learners.

Moreover, educators play a pivotal role in establishing a fovourable learning atmosphere within the classroom and discovering methods to aid students who come across challenges in both their

academic and personal spheres (Hattie, 2009; Maranon, 2003; Stronger, 2010; Ward et al., 2008). As a result, innovative and resourceful instructors have a positive effect on students' performance by creating a robust and enduring learning environment that enhances their efficiency through strategies that encourage more substantial engagement and learning on the part of the students (Nelson, 2007).

The confidence teachers have in their own abilities also contributes to students' academic achievements (Barni et al., 2019). Thus, teachers require fovourable beliefs in their own competence in order to foster a supportive learning setting for orphaned learners who are seen as susceptible and prone to academic setbacks due to the difficulties they face both at home and at school (Galos & Aldridge, 2021). Woolfolk and Hoy (1990), along with Woolfolk (2007), suggest that there is proof indicating that teachers' self-efficacy impacts students' academic advancement and holistic growth. Thus, teachers' self-efficacy can be viewed as a crucial element influencing an individual's capacity to apply their skills and knowledge in diverse scenarios (Gorrell & Capron, 1994).

2.4   TEACHER'S EFFICACY IN TEACHING LEARNERS

Teachers' self-efficacy refers to the psychological concept encompassing teachers' confidence in their ability to organise and carry out the necessary actions to achieve specific teaching tasks within specific contexts (Tschannen-Moran & Hoy, 2001). This belief in their capabilities drives educators to create and deliver instruction that grants students access to content, facilitating the construction of new knowledge and understanding (Lewandowski, 2005). Studies, including those by Rashidi and Moghadam (2014) and Holzberger et al. (2013), underline the correlation between teachers' self-efficacy and student achievement, support, and instructional quality. Klassen and Chiu's (2010) meta-analysis shows a moderate positive link between teacher self-efficacy and student achievement across various subjects.

Teachers' self-efficacy not only influences their interactions with students but also predicts the quality of teacher-student relationships and the classroom environment, subsequently impacting students' outcomes (Miller et al. 2017). This efficacy fosters teachers' ability to manage students' engagement and learning, steering even unmotivated or challenging students in the desired direction (Woolfolk, 2004). Educators who develop close relationships with their students cultivate

positive classroom environments that support effective lesson planning, meaningful instruction, and adept classroom management (Woolfolk et al., 1990), thereby enhancing classroom management practices and establishing a supportive learning environment (Schwarzer & Hallum, 2008). Such an environment promotes cooperation and engagement between both teachers and students (Caprara et al., 2006).

Teachers' self-efficacy beliefs significantly impact students' achievement in multiple ways. Bandura (1997) emphasises that creating a conducive learning environment for enhancing students' cognitive competencies relies heavily on teachers' efficacy beliefs. Those with strong self-efficacy offer consistent, high-quality instruction, enhancing academic achievement (Baecher et al., 2012). Perceived self-efficacy, as outlined by Bandura and Adams (1977), influences one's activities, behaviour patterns, efforts, and persistence when confronted with challenges. Perceived teacher self-efficacy plays a vital role in shaping teaching behaviours and understanding the teaching process as well as aids in identifying training needs and addressing issues related to professional guidance (Gungor & Ozdemir, 2017).

Existing literature on perceived teacher efficacy focuses on inclusive education, care for vulnerable students, and the teaching profession (Campbell et al., 2016; Metin & Temel, 2019; Mosola, 2020; Tseeke, 2021). Metin & Temel's (2019) study suggests that teachers generally perceive high self-efficacy beliefs concerning teaching as a profession. However, when focusing on specific groups, such as orphaned learners, perceptions might differ. Campbell et al. (2016) found that Zimbabwean teachers perceived their roles mainly as teaching, learning, and discipline management, neglecting care for orphaned learners. This low perception of efficacy beliefs indicates that they underestimated their role in providing care and love to vulnerable students. Similarly, Tseeke's (2021) study revealed that teachers' perceived self-efficacy in addressing the needs of visually impaired learners was low due to challenges in skills, resources, and training. Teaching orphaned learners demands specific skills, which, when lacking, can lead to low self-efficacy perceptions. Teachers' perceptions are shaped by available resources and technical expertise (Tseeke, 2021), impacting how they handle different learners, especially vulnerable ones.

In conclusion, teachers' self-efficacy has a profound impact on their teaching effectiveness and student outcomes. Confidence in their abilities empowers them to create a positive learning

environment and effectively manage classroom dynamics, ultimately influencing student achievement and engagement. However, these perceptions are contingent on available resources, training, and skills, especially when dealing with vulnerable learners like orphans.

2.5   FACTORS THAT INFORM TEACHERS' EFFICACY IN TEACHING LEARNERS

2.5.1 Training

Staff developmental trainings are essential in keeping the teachers up to date with the changes affecting educational systems in their contexts. Grossman and Salas (2011) state that professional training stands out as a pivotal element for the success of an organisation. Further, Lee et al. (2004) stress the significance of training teachers to effectively adopt reformed-based practices, particularly in the context of ever-evolving educational systems. The dynamic nature of education necessitates continuous training to ensure alignment with changes. Enhancing teachers' abilities, expertise, and overall effectiveness relies heavily on teacher training (Al-zombi, Sultan & Abdel, 2011). The afore-mentioned statements imply the importance of training teachers continuously.

The importance of teacher training is underscored by its role in facilitating effective learning practices. Conversely, inadequate training contributes to subpar teacher performance (Senior et al., 2018). Trained teachers demonstrate competence by employing effective teaching methodologies to cultivate inclusive and conducive classroom environments, leading to elevated levels of student achievement (Senior et al., 2018). Recognising the transient nature of skills and knowledge, teachers must consistently update their capabilities to ensure learners' skill and knowledge development, as skills can become outdated over time (Shakoor et al., 2013). Gibbs and Coffey (2004) argue that proper investment in training is integral to the development of skills required for effective facilitation of learning. Consequently, an educational system's success hinges on directing resources and efforts towards training teachers (Leach & Liu, 2003).

Training equips teachers with not only skills but also motivation, fostering enthusiasm and dedication towards their roles (Sheridan et al., 2009). Owalabi (2012) and Oviawe (2020) emphasise that adequately prepared and trained teachers yield substantial impacts on student learning within the classroom setting. Consequently, highly qualified educators exhibit enhanced

confidence and self-efficacy compared to those with lower qualifications. However, some teacher training programs need to prepare educators for the realities of teaching diverse learners, including those with special needs and requiring care, love, and support (Wood & Goba, 2011). Hence the necessity of the current study on teachers' perceptions of their efficacy in teaching orphaned learners.

2.5.2 Mentorship

Costa and Garmston (1994) highlighted that mere qualifications and experience do not solely enhance teachers' efficacy. They emphasise the importance of mentoring and cognitive coaching to encourage teachers to reflect on their experiences. They further maintain that mentorship programs are crucial for teachers' growth, enabling them to excel in their teaching roles by providing guidance and support. By participating in mentorship initiatives, teachers can optimise their performance, as these programs offer valuable insights and assistance, helping them navigate their teaching responsibilities effectively. Mentorship programs create an environment in which teachers can refine their instructional strategies. According to Danielson (1999), mentoring has a positive impact on novice teachers, motivating them to experiment with new approaches and develop their teaching methods. Furthermore, mentorship programs enhance job satisfaction and fuel teachers' ambitions for professional growth (Amos & Aabi, 2017).

The significance of mentorship programs lies in their role in equipping teachers with new skills, knowledge, and innovative teaching strategies. These initiatives guide and expose teachers to various techniques that can bolster their classroom practices (John et al., 2021). Recognised as a potent tool, mentoring is directly associated with teachers' efficacy (Yost, 2002). However, the absence of mentorship programmes can potentially hinder teachers' capacity to create inclusive learning environments (Brydges & Mkandawire, 2020). The implication drawn from these statements is that, mentorship is one of the essential programmes that may be of help in dealing with teachers' perceptions of their efficacy in teaching orphaned learners.

2.6 THE INFLUENCE OF TEACHERS' EFFICACY IN HOLISTICALLY SUPPORTING LEARNERS

Teachers with high self-efficacy exhibit confidence in reaching all students, regardless of their academic abilities or background. They believe in their capacity to motivate and engage students, encouraging them to actively participate in learning (Shahzad & Naureen, 2017; Penny, 2008). These teachers are passionate about their profession, and their enthusiasm translates into effective planning and organisation of lessons (Woolfolk Hoy, 2004).

Teachers who possess strong self-efficacy beliefs are better equipped to identify and assist isolated learners, offering them care and support within the educational environment to address their psychosocial needs (Smedley & Pepperell, 2010). These efficacious teachers can identify and tackle challenges faced by isolated learners both at school and home, thereby positively impacting their academic achievements. This high level of efficacy empowers teachers to take on roles typically fulfilled by parents, such as providing emotional support and nurturing, leading to improved academic outcomes (Dibapile, 2012). Through genuine care and concern, teachers can inspire students to respond with heightened commitment and effort, which in turn contributes to enhanced social behaviour and academic performance (Friedman & Kass, 2008).

Teachers who possess the necessary knowledge and skills for inclusive education, particularly for vulnerable and isolated learners like orphans, can effectively support and mentor these students, fostering a sense of inclusion and love (Smedley & Pepperell, 2010). However, studies like Campbell et al. (2016) demonstrate that some teachers primarily perceive their roles as centered around teaching and discipline management, neglecting the care aspect for orphaned learners due to a lack of relevant knowledge and skills. Motsa and Marojele (2016) highlight the importance of teachers having the appropriate care delivery skills to effectively teach and support isolated learners. This could be because teachers often become the primary adult figures that orphaned learners can rely on to fulfill the role typically played by parents (Van Wyk & Lemmer, 2007). This then places a high responsibility on teachers to possess efficacy in addressing not only the academic but also the emotional and social aspects of orphaned learners' development. Consequently, teachers' efficacy significantly influences the support provided to isolated learners.

Teachers with strong self-efficacy are more likely to keep students engaged, dedicate more time to struggling students, and demonstrate a particular focus on what they can teach effectively (Good & Brophy, 2003). On the contrary, teachers with lower self-efficacy might find it challenging to support isolated learners, potentially avoiding difficult situations (McBride, 2002). High self-efficacy encourages teachers to become open-minded, creative, and motivated educators, enabling them to provide comprehensive support to orphaned learners (Fullan, 2014; Marzano et al., 2001; Slonge, 2002; Tschannen-Moran & Hoy, 2000). Through these qualities, teachers can offer holistic assistance to orphaned learners, fostering both their academic and personal development.

2.7 STRATEGIES THAT EFFICACIOUS TEACHERS USE TO SUPPORT LEARNERS

In the dynamic landscape of education, the role of teachers as facilitators of learning remains pivotal. As learners exhibit diverse learning needs and abilities, it becomes imperative for teachers to employ effective strategies that cater to these individual differences and foster meaningful learning experiences. These strategies include, creation of nurturing learning atmosphere, use of visual aids, use of innovative teaching approaches, use of learner centred pedagogy, use of mastery approach and use of individualised and collaborative learning.

2.7.1 Creation of a nurturing learning atmosphere

Teachers with high efficacy beliefs create a nurturing atmosphere. The teachers offer learners support and establish meaningful connections with such learners (Evertson & Poole, 2008; Friedman & Kass, 2002), which can positively influence student behaviour and engagement in the classroom (Hamre et al., 2008; Poulou, 2017). According to research conducted by Morris-Rothschild and Brassard (2006), teachers who possess a strong sense of efficacy in teaching play a significant role in cultivating positive interpersonal relationships among students. This dynamic shifts the classroom atmosphere into an inclusive learning environment where both teachers and students collaborate. This environment fosters a sense of security and freedom for learners, allowing them to engage in the learning process without apprehension. Moreover, it instills in students a sense of ownership over their learning journey (Dibapile, 2012). Creating a nurturing atmosphere fosters a sense of care and genuine concern, motivating learners to respond with increased commitment and effort. As a result, this supportive environment leads to better social

behaviour and academic outcomes (Friedman & Kass, 2002) for these learners. By creating this nurturing atmosphere, teachers with a high sense of efficacy can impact orphaned learners' performance and motivation for learning.

Efficacious teachers also recognise the importance of creating safe and orderly classroom environment. They establish clear and straightforward disciplinary rules that are consistently enforced, promoting a respectful atmosphere and improving learners' behaviour inside and outside the classroom (Centre for Justice and Crime Prevention, 2012). These teachers ensure every student has a designated seat and feels seen and valued within the classroom community (Harmon, 2017). Additionally, they possess strong classroom management skills, enabling them to handle the challenges of diverse classrooms and cater to the specific needs of isolated learners (Marsh & Seaton, 2013), leading to a positive learning environment (Poulou et al., 2018). When students feel safe and supported, they are more likely to participate actively in classroom activities and be receptive to new educational strategies (IIEP, 2022).

2.7.2 Using visual aids

Efficacious teachers use various visual aids to ensure that students understand the course content (Rushton et al., 2007; Stipek, 1998). Visual aids can include diagrams, charts, images, and other graphical representations that cater for different learning styles. By incorporating visual aids, teachers can make the learning process more engaging and accessible. These aids break down complex concepts into digestible components, making it easier for students to understand intricate ideas. Visuals have the power to simplify abstract concepts by providing concrete representations, which can be especially helpful for orphaned learners who might face additional challenges due to disruptions in their education. Moreover, the advantage of using visual aids is their ability to accommodate diverse learning styles (Rushton et al., 2007). Learners have different preferences when it comes to absorbing information thus visual aids address the needs of all learners who grasp information more effectively when presented in a visual format (Stipek, 1998). This inclusivity ensures that a broader spectrum of learners can engage with content, ultimately promoting a more inclusive learning environment.

In conclusion, efficacious teachers who adeptly employ visual aids create a more engaging, accessible, and interactive learning environment for learners. These aids accommodate different

learning styles, simplify complex concepts, enhance retention, and foster a sense of participation. By harnessing the potential of visual aids, teachers can help learners not only understand course content better but also improve their overall academic performance and emotional well-being.

2.7.3 Using innovative teaching approaches

Teachers with a high sense of efficacy embrace new ideas and teaching methods, such as differentiated instruction and constructivism, to enhance student learning and engagement (Martin et al., 2012; Suprayogi et al., 2017). These teaching methods, challenging lessons and establishing clear rules in the classroom contribute to improved learners' engagement and outcomes (Deemer, 2004; Good & Brophy, 2000). Learners benefit from lessons tailored to their needs, allowing them to participate, explore ideas, and construct their understanding actively. Additionally, establishing clear rules provides a sense of safety and predictability, enabling learners to focus on their studies and effectively interact with other learners.

Innovative teaching methods are in line with Bandura's theory of self-efficacy. As outlined in Bandura's theory (1977), individuals possessing high self-efficacy are more prone to approaching novel challenges with assurance and eagerness. In the teaching context, educators with elevated efficacy levels tend to readily adopt fresh concepts and instructional techniques, including differentiated instruction and constructivism. This aligns with Bandura's concept, as teachers who believe in their ability to adapt to and succeed with innovative approaches are more likely to incorporate them into their teaching practices. Therefore, by incorporating innovative teaching approaches, teachers can create a vibrant learning environment where even orphaned learners' participation can be enhanced.

2.7.4 Using learner-centered pedagogy

Efficacious teachers incorporate learner-centered pedagogy, which encompasses structured practices, clear objectives, active discussions, and inclusive lessons (IIEP, 2022). Classroom strategies aligned with learner-centered pedagogy encompass well-organised routines featuring explicit objectives, detailed lesson plans, regular reviews, and final assessments. These practices foster meaningful discussions within the classroom. Implementing learner-centered pedagogy involves engaging learners through questioning, encouraging interactions between teachers and

students (Patel-Junankar, 2017). This approach promotes students' active involvement and encourages them to ask questions to ensure comprehensive comprehension of the material. Learner-centered pedagogy also facilitates the creation of inclusive lessons by actively involving all students in the learning process (IIEP, 2022). This approach supports students' engagement in activities, essays, and presentations that connect to real-world contexts, fostering critical thinking skills.

Active discussions promote open dialogue and collaborative learning, enabling students to share ideas, ask questions, and develop deeper insights into any discussed topic. This creates inclusive lessons that cater for learners' diverse learning styles and backgrounds, ensuring that all students have equal opportunities to participate in learning. By implementing a learner-centered approach, teachers can create an environment that fosters critical thinking and encourages active student engagement, participation, and real-world connections.

A learner-centered pedagogical approach enhances academic success and encourages critical thinking (Patel-Junankar, 2017). Classroom practices in line with learner-centered pedagogy enable teachers to identify the different learning needs of all learners; thus, teachers can implement teaching strategies tailored to meet the different learning styles of all learners. The learner-centered pedagogy was critical because it supports teachers in developing methods to promote group and peer work, with problems to solve related to orphaned learners' concrete experiences from daily life (IIEP, 2022). Therefore, a learner-centered approach can actively involve learners in the educational process and ensure good academic performance (Penny, 2008; Tschaannen-Moran & Hoy, 2000; Woolfolk Hoy, 2004).

2.7.5 Using mastery-based approach

Efficacious teachers employ teaching practices aligned with a mastery-based approach rather than focusing solely on outcomes. They prioritise creativity, comprehension, and meaningfulness in their instructional methods, allowing students to develop a deep understanding of the subject matter (Deemer, 2004). Efficacious teachers design their teaching materials to resonate with the diverse backgrounds and experiences of their students (Deemer, 2004). This approach makes learning relatable and relevant, connecting academic concepts to the real-world situations that students encounter daily. By doing so, these teachers bridge the gap between abstract theory and

practical application, helping students grasp the significance of what they're learning (IIEP-UNESCO, 2022).

Efficacious teachers design engaging and interactive lessons that relate to students' backgrounds and provide innovative and creative demonstrations to enhance motivation and continuous challenge (IIEP-UNESCO, 2022). They recognise that the human mind is wired to learn through experiences and active participation. Thus, their classrooms are characterised with activity, as students collaborate, discuss, and solve problems together (IIEP-UNESCO, 2022). These mastery approach ensures that all learners engage in the learning process thus leading to comprehension of the content delivered in the classroom and that can ultimately lead to learners' academic achievement.

2.7.6 Using individualised and collaborative learning

Teachers with a high sense of efficacy tailor instruction to individual students, understand students' characteristics and facilitate collaborative learning (Sharma et al., 2011). Through individualised learning, learners become active participants in their education, benefiting from a more personalised learning environment. Additionally, collaborative learning encourages learners to interact, share ideas, and learn from one another. This also promotes understanding of the subject and nurtures essential social and communication skills. Moreover, efficacious teachers understand the importance of collaborative relationships in the classroom. They promote peer interaction, group work, and student participation by incorporating student input into lesson planning and implementation (IIEP, 2022). This involvement can create a sense of belonging and engagement among orphaned learners and their peers, fostering a supportive learning community (Pandolpho, 2020).

By tailoring individualised and collaborative instructions, teachers ensure that each student's learning pace, style, and preferences are accommodated, enhancing their understanding and engagement. They design engaging and interactive lessons that relate to students' backgrounds and provide innovative and creative demonstrations to enhance motivation and continuous challenge (IIEP, 2022). Therefore, using individualised and collaborative learning, teachers can provide the necessary support and inclusive learning environment for orphaned learners. These can effectively support the academic and emotional needs of orphaned students.

2.7.7 Positive discipline

The other strategy efficacious teachers employ to support orphaned learners encompasses positive discipline. Positive discipline, such as encouraging open communication, and reinforcing positive behaviour, empower learners to develop self-confidence and a positive attitude towards learning. With positive discipline, teachers rely not heavily on punishment but on building up their students (Yussif, 2023). Instead of solely focusing on correcting negative behaviour, positive discipline emphasises recognising and rewarding good behaviour. This can include verbal praise, certificates, small rewards, or other forms of acknowledgment. By reinforcing positive actions, students are motivated to continue exhibiting these behaviours (Yussif, 2013). Positive discipline aims to empower learners by fostering their self-confidence. When students are recognised for their efforts and achievements, they develop a sense of competence and believe in their ability to succeed academically and socially (Bandura, 1977).

Moreover, efficacious teachers using positive discipline encourage students to view mistakes as opportunities for growth and learning. Instead of punishing mistakes, teachers guide students to understand the lessons that can be gleaned from them, fostering a growth mindset (Yussif, 2023). By consistently applying positive discipline techniques, teachers can help students develop positive attitudes toward learning, problem-solving, and personal growth. This positive attitude extends to their overall life experiences (Centre for Justice and Crime Prevention, 2012). Efficacious teachers also use positive reinforcements to teach all learners, including orphaned, to understand and follow social rules within and outside the classroom to encourage self-discipline and mutual respect (Centre for Justice and Crime Prevention, 2012).

In essence positive discipline is an approach that prioritises building a supportive and empowering learning environment. By encouraging open communication, reinforcing positive behaviour, and focusing on growth and learning from mistakes, teachers can create a more engaged, motivated, and self-confident group of students, including orphaned learners. This approach aligns with psychological theories such as Bandura's social learning theory and contributes to the overall well-being and academic success of students.

2.8 SUMMARY

In this chapter, the focus was on reviewing body of literature that pertains to teachers' viewpoints regarding their effectiveness in teaching. At the core of this investigation was the utilisation of Bandura's self-efficacy theory, which provided a crucial framework for comprehending and assessing teachers' perspectives on their proficiency in instructing orphaned learners within Maseru secondary schools.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The preceding chapter concentrated on reviewing relevant literature concerning teachers' efficacy in instructing orphaned learners within secondary schools. It also expounded upon the theoretical framework utilised as the conceptual lens for the study. The chapter's organisation was aligned with the study's objectives, encompassing teachers' perceptions of their teaching efficacy with regard to orphaned learners, factors influencing this efficacy, the impact on holistic support, and the strategies efficacious teachers employ for aiding orphaned learners. Building upon the foundation laid in the previous chapter, the present chapter shifts the focus to the methodological approach adopted to address the research inquiries. According to Kallet (2004), research methodology encompasses the actions undertaken to investigate a research problem and the rationale behind implementing specific procedures. Consistent with Kallet's (2004) perspective, this chapter furnishes a comprehensive account, along with justifications, of the research paradigm and design, participant selection rationale, data collection methodologies, data processing and analysis approaches, ethical considerations, and the measures taken to uphold the reliability and credibility of this study.

3.2 RESEARCH PARADIGM

For this study, an interpretive paradigm has been adopted. A research paradigm embodies a researcher's perspective on the world (Kivunja & Kuyini, 2017). It encompasses the foundational beliefs and principles that guide a researcher's viewpoint, interpretations, and actions. In essence, it encapsulates the abstract concepts and principles that shape how a researcher comprehends the external world and how they analyse and interact within it. It is the lens through which a researcher perceives reality. This conceptual lens guides the researcher's considerations regarding the methodological aspects of their study, influencing the choice of research methodology and the approach to data analysis (Miskon et al., 2015).

In a similar vein, Khatri (2020) underscores that a research paradigm serves as a theoretical framework that aids researchers in examining the procedural aspects of their research endeavors. This framework informs the selection of research methodologies to be employed and guides the process of data evaluation. The establishment of a research paradigm lays the foundation for identifying an appropriate methodology for the study. Accordingly, a research paradigm establishes a connection between ontology, epistemology, methodology, design, and methodologies within a research endeavor (Khatri, 2020). Interpretive paradigm

Interpretivism, as described by Bhattacherjee (2010), represents a research paradigm grounded in the belief that social reality is not isolated or objective but is rather influenced by human experiences and social contexts. Thus, the interpretive paradigm underscores the importance of participants' viewpoints, the contextual setting, and the significance attributed by participants to specific issues (Creswell, 2013). This paradigm is centered around comprehending the world from the perspective of the individuals under study, exploring their experiences and interactions within their social environment (Ponelis, 2015). In the current study, this research paradigm enabled the researcher to gain insights into the world through the lens of participants' perceptions, capturing their subjective interpretations of their encounters (Thanh & Thanh, 2015). The overarching aim of the interpretive paradigm, as highlighted by Bertram and Christiansen (2014), is to unravel how individuals perceive and categorise their own realities.

Interpretivists derive and construct their understanding from collected data, drawing upon the experiences, perspectives, and insights of individuals to seek truth (Thanh & Thanh, 2015). They contend that reality is a socially constructed concept that varies from person to person. Consequently, individuals assign different meanings to their experiences (Creswell, 2014). Within the interpretive paradigm, multiple realities exist as people shape their own understanding based on their social milieu, cultural background, and interpersonal connections (Scotland, 2012). The adoption of the interpretive paradigm in this study facilitated the collection of comprehensive and in-depth data regarding how various teachers perceive their efficacy in teaching orphaned learners in Maseru secondary schools. Through social interactions, the researcher gained deeper insights into the participants' subjective perspectives (Weber, 2004).

3.3   RESEARCH DESIGN

In this study, a multi-cross-sectional research design is employed. To effectively address a research problem, a researcher must establish a suitable research design. The research design serves as a comprehensive strategy that integrates various components of the study in a coherent manner. It guides the collection, measurement, and analysis of data (De Vaus, 2001). The primary objective of a research design is to ensure that the evidence gathered enables the researcher to systematically tackle the research question (Creswell & Creswell, 2018). Essentially, the research design functions as a unifying framework that binds all elements of a research project together, akin to a work plan (Akhtar, 2016). It organises a researcher's selection of diverse methods and procedures into a structured approach (Ustafa, 2010), providing the overall structure that logically integrates various components of the study.

Multi cross sectional research design involves the collection of data from multiple individuals at a single point in time (Levin, 2006). By adopting this approach, the researcher gathers data from individuals participating in the research process (Levin, 2006). In the context of the current study, data was collected from various teachers in different schools and geographical locations. The utilisation of a multi-cross-sectional research design allows the researcher to capture diverse perspectives and information from a wide range of teachers.

3.4   RESEARCH APPROACH

The current study specifically employed a qualitative research approach. De Vos (2005) characterises a research approach as a methodological strategy employed for data collection. It pertains to the systematic approach that a study adopts to address its research questions. Research approaches can take various forms such as qualitative, quantitative, or mixed methods (Creswell, 2014).

3.4.1 Qualitative Approach

Qualitative research involves the study of specific groups or settings to gather and interpret data, with the aim of comprehending social phenomena (Flick, 2014). Qualitative researchers delve into the meanings, interpretations, symbols, and practices within social life (Creswell, 2007). This approach allows for both surface-level and underlying interpretations of phenomena in social

contexts. Qualitative research employs an inductive method and centres on real-world events and people's lived experiences. Its primary objective is to gain an understanding of human thoughts, behaviour, attitudes, and perceptions in relation to specific social or non-social matters within their respective contexts. Analysing qualitative data necessitates considering the socio-historical context, accounting for the diverse subjective perspectives of participants (Pham, 2018).

The essence of qualitative research is to grasp the significance that individuals within a particular context or situation attribute to their social experiences (Chetty, 2013). Gay et al. (2006) define qualitative research as the collection, analysis, and interpretation of comprehensive textual and visual data to gain insights into a specific phenomenon. In essence, qualitative research seeks to uncover the nuanced aspects of human interactions, behaviours, and perspectives, providing a deeper understanding of the intricacies of social life.

3.5   PARTICIPANTS

The term "participants" refers to a group of individuals from whom the research collects its findings (Shukla, 2020a, 2020b). For the present study, participants were drawn from secondary school teachers in selected secondary schools in Maseru. These teachers are actively engaged in teaching and interacting with learners, including orphaned learners. Their experiences and insights on their efficacy in teaching orphaned learners make them valuable sources of information for this study. Teachers, having direct experience, hold more credible perspectives than mere observers. Thus, teachers were considered the most suitable source for addressing the research questions and advancing the study's knowledge.

The study involved collecting data from twelve (12) teachers, selected from both government and church-owned secondary schools in Maseru. Each of the six secondary schools contributed two teachers. The schools were deliberately chosen to include diversity, with two schools in urban areas, two in a semi-rural area, and two in rural areas. This diverse selection aimed to capture varying perceptions of teachers' efficacy in teaching orphaned learners based on different work environments and available resources. Additionally, the chosen teachers had a minimum of five years of teaching experience and relevant qualifications such as Masters of Education (M. Ed), Bachelor of Education (Honours) (B. Ed Honours), Post Graduate Diploma (PGDip), Bachelor of Science in Education (BSc. Ed), and Diploma in Education Secondary (DES).

Both male and female teachers were included in the study to ensure a range of perspectives. It was believed that each gender might bring unique viewpoints that could influence how they approach orphaned learners and perceive their own efficacy in this context. The choice of teachers with at least five years of experience was based on the assumption that such educators would possess substantial knowledge and expertise in teaching learners with diverse backgrounds, including orphaned learners. These participants were categorised as follows:

Table 3.1: *Participants' characteristics*

Participants	Qualifications	Experience	Sex	Name of School
Teacher 1	B. ED	17 years	Female	School A
Teacher 2	B. ED Honours	25 years	Male	School A
Teacher 3	PGDip in Curricular Studies	14 years	Female	School B
Teacher 4	B. ED	15 years	Male	School B
Teacher 5	B. ED	13 years	Male	School C
Teacher 6	Diploma in Education Secondary (DES)	14 years	Female	School C
Teacher 7	B. ED Honours in Inclusive Education	16 years	Female	School D
Teacher 8	Diploma in Education Secondary (DES)	20 years	Male	School D
Teacher 9	B. ED Honours	11 years	Female	School E
Teacher 10	BSc. ED	9 years	Male	School E
Teacher 11	M.ED	36 years	Female	School F
Teacher 12	Diploma in Education Secondary (DES)	5 years	Male	School F

3.6   DATA GENERATION METHODS

Data generation in qualitative studies involves the process of collecting data (Sutton & Austin, 2015). Qualitative research employs various methods for data collection, such as observations, interviews, and document analysis (Scotland, 2012). In the current study, semi-structured interviews were utilised as the chosen data collection method, as outlined in more detail below.

Semi-structured interviews aim to capture participants' ideas, beliefs, perspectives, opinions, and behaviours through a conversational exchange (Creswell et al., 2007). In accordance with Longhurst's (2009) description, semi-structured interviews as a thorough data collection approach that unfolds in a dialogue-style manner, providing participants the opportunity to delve into topics they consider relevant to the phenomenon under investigation. In this type of interview, the researcher employs pre-planned questions to prompt participants' responses. Probing questions can also be used to seek clarifications when necessary. The interview guide used in these interviews is provided in Appendix A**.**

During the semi-structured interviews, the researcher employed both handwritten notes and audio recordings to document participants' responses and actions. Audio recordings captured participants' verbal responses, while handwritten notes documented the contextual details of the interviews. These notes served as valuable background information for analysing the audio-taped data, as highlighted by Sutton and Austin (2015). By utilising both methods, the researcher aimed to comprehensively capture and preserve the nuances of participants' insights and interactions during the interviews.

3.7   PILOTING

In this study, a pilot study was conducted to validate the formulation of semi-structured interview questions and to assess the overall design of the interviews. A pilot study, as described by Teijlingen and Hundley (2001), serves as either a scaled-down version of a full-scale study or a preliminary trial that precedes the main research. This pilot study involves testing research instruments, including interviews, to ensure their effectiveness. It entails conducting a small-scale investigation resembling the actual study to identify and address initial issues related to the research problem.

The purpose of the pilot study was to ensure that the semi-structured interview questions were well-constructed and easily understood by the participants. It also aimed to evaluate the feasibility of the main study. By conducting the pilot study, the researcher aimed to determine if the interview questions designed could yield valuable information to access teachers' perceptions of their efficacy in teaching orphaned learners. The pilot study included three (3) teachers who shared similar characteristics with the participants of the main study, such as having teaching qualifications and a minimum of five years of teaching experience.

During the pilot study interviews, questions 1, 2, 4, and 5 were found to be straightforward to administer and comprehend. However, interview question three (3) required rephrasing as participants did not understand it initially. The original question "In your opinion, how do your beliefs in your abilities to teach orphaned learners' impact in teaching such learners successfully?" was revised to "How do your beliefs as a teacher enable you to holistically support orphaned learners?" This adjustment was made based on the feedback and understanding of the participants during the pilot study, ensuring that the question was clear and aligned with the study's objectives.

3.8   DATA PROCESSING

Data processing in research involves transforming collected data into organised and usable information for analysis. This procedure encompasses tasks like editing, coding, categorising, and tabulating the gathered data to facilitate its analysis (Kothari, 2004). Additionally, data processing includes actions such as transcribing recorded interviews, organizing visual materials, and structuring data according to its source (Creswell, 2014). The process also involves converting spoken words into written text to streamline analysis (Sutton & Austin, 2015), essentially transforming raw data into a more comprehensible format, often a report. Data processing can be carried out manually or through automated tools.

In the context of this study, the audio-recorded interviews were transcribed and carefully reviewed to grasp the data within the context of participants' perspectives. Each line of the transcribed text was assigned a unique number for reference purposes. During the transcription process, the researcher also listened to the recordings and corrected any spelling or other errors. Additionally, punctuation marks like commas and full stops were inserted to ensure clarity and coherence in the

transcripts, addressing any potential issues that could affect participants' meanings (Sutton & Austin, 2015).

Thorough analysis of the transcribed data allowed the researcher to identify patterns, themes, and groupings, which were then systematically noted. These themes provided insights into the relationships and trends emerging from the interview data (Cohen et al., 2007). Memo reading and analysis aided in recognising patterns and themes, providing a foundation for understanding the data more deeply. These themes were subsequently used to identify connections and associations within the data collected from the interviews. The process of coding involved highlighting and labeling sections of the text and interview transcripts to categorise their content. Documentary evidence was also organised and numbered to facilitate easy reference and access.

3.9   DATA ANALYSIS

Data analysis is the systematic process of interpreting and summarising collected data using logical and analytical reasoning to uncover patterns, relationships, and trends (Shamoo & Resnik, 2003). In qualitative research, data analysis involves transforming raw data into meaningful findings (Patton, 2002). This process includes deducing insights from data collected from various methods and sources. Similarly, Manion and Morrison (2007) describe qualitative data analysis as the method of penetrating and organising interview transcripts, observation notes, or other non-textual materials that researchers gather to deepen their understanding of a phenomenon. In the context of this study, data analysis was essential in exploring teachers' self-efficacy beliefs in teaching orphaned learners.

Data analysis primarily encompasses categorising data, making sense of voluminous information by reducing its volume, identifying significant patterns, and finally deriving meaning from data to construct a coherent narrative (Wong, 2008). The purpose of qualitative data analysis is to interpret data and the resulting themes, facilitating an enhanced understanding of the phenomenon under study (Sargeant, 2012). Powell and Renner (2003) outlined the following steps in data analysis: categorising data, identifying relationships and connections among categories, and synthesising or deducing information. For the present study, thematic analysis was employed to analyse the data, as discussed below:

3.9.1 Thematic analysis

Thematic analysis is a qualitative data analysis method that involves delving into a dataset to identify, scrutinise, and report recurring patterns (Braun & Clarke, 2006). In the context of the present study, the data collected from semi-structured interviews was subjected to inductive thematic analysis. The researcher meticulously examined the data to identify common themes, ideas, and patterns of meaning that emerged consistently. Clarke et al. (2015) emphasise the importance of thoroughly engaging with the data, suggesting that the entire dataset should be read at least twice during this phase.

Once the researcher became familiar with the collected data, the process of generating initial codes, searching for themes, reviewing them, and subsequently defining and naming them was undertaken (Braun & Clarke, 2006). During the initial coding phase, the researcher identified significant elements in the data and labeled them according to their relevance to the research questions. Similar segments of data were grouped together to identify patterns (Clarke et al., 2015), and these groups were then assigned thematic labels, with the aim of uncovering insights about participants' perceptions, feelings, knowledge, practices, or values drawn from the dataset (Caulfield, 2019).

The next phase of thematic analysis involved the search for themes. As outlined by Clarke (2015), this stage includes creating a coherent and meaningful thematic map of the data, where the researcher clusters the codes to identify patterns. This phase concludes when the data has been mapped onto thematic categories that directly address the research questions (Clarke, 2015).

The subsequent phase focused on reviewing the identified themes within the context of the coded data or the dataset as a whole, as provided by the participants (Clarke, 2015). During this stage, the researcher assessed whether the themes accurately reflect the coded data and whether the dataset effectively addressed the research questions.

The fourth phase revolved around defining the themes. Clarke (2015) emphasises that themes need to be clearly defined to ensure conceptual clarity and accurate representation of the data. Lastly, the final phase involved drafting the research report, during which the researcher provided analytic interpretations based on the developed, defined, and reviewed themes. Thematic analysis is a

comprehensive process that allows for a deep exploration of the collected data, leading to meaningful insights and a rich understanding of the research phenomenon.

3.10 TRUSTWORTHINESS

Trustworthiness is a crucial aspect of qualitative research that ensures the credibility and value of the study's findings, methods, and interpretations (Pilot & Beck, 2014). It involves establishing procedures and measures to demonstrate the rigor and quality of the research (Amankwaa, 2016). Trustworthiness helps researchers build confidence in the validity and meaningfulness of their research outcomes for both themselves and their readers (Veal, 2013). Bryman (2012) outlines four key principles that contribute to trustworthiness in qualitative research: credibility, transferability, dependability, and conformability. Each of these principles plays a specific role in enhancing the quality and reliability of the research:

3.10.1 Dependability

Dependability refers to the consistency and unwavering nature of the outcomes of research. It pertains to how well the methods of investigation are recorded, enabling an external observer to comprehend, assess, and evaluate the evolution of the research (Streubert, 2007). Dependability encompasses the uniformity of the tools employed for gathering data in research (Leedy & Ormorod, 2005). In this particular study, assurance of dependability was established by employing a voice recorder during interviews, guaranteeing the comprehensive collection of all information without any loss. This approach empowered the researcher to extract patterns from a complete dataset that had been gathered.

3.10.2 Confirmability

Confirmability entails the degree to which a researcher's findings faithfully mirror the genuine perspectives of participants without any bias (Polit & Beck, 2017). Polit and Beck (2017) emphasise that top-quality qualitative studies showcase their impartiality, with findings aligned with confirmability. Confirmability fundamentally revolves around assuring that research outcomes stem from participants' narratives and expressions, rather than being influenced by

researchers' concealed inclinations and anticipations (Gale et al., 2017). The researcher secured confirmability by meticulously elucidating each step of the data analysis process to demonstrate absence of bias, thereby attesting that the results accurately reflect participants' input.

3.10.3 Transferability

Transferability addresses the extent to which study findings can be extrapolated and utilised in diverse contexts or scenarios (Coghlan & Miller, 2014). In support, Merriam (2009) notes that transferability often relates to external validity, concerning the extent to which the results of one study can be pertinent to other studies. Ellis (2000) and Tracy (2010) underscore that, owing to the dynamic and varied nature of qualitative research, meticulous attention to research details is necessary to avoid leaving any loose ends. To ensure transferability, the researcher provided comprehensive information about participants and data collection methods, ensuring applicability of findings to future research.

3.10.4 Credibility

Credibility encompasses the consistency of research results (Trochim, 2006). Mills (2010) further includes that credibility pertains to how well a research interpretation is plausible and fitting, particularly in terms of alignment between participants and the researcher. Devos (2005) adds that credibility strives to demonstrate that the research was executed in a manner where participants were accurately chosen and depicted. Methods enhancing credibility involve prolonged engagement, triangulation, saturation point, rapport building, pilot testing, collaborative questioning, participant validation, and thorough coding (Bryman, 2004). To bolster trustworthiness in this study, the researcher employed participant validation and pilot testing.

3.10.5 Member Checking

Member checking involves verifying and confirming qualitative findings by presenting collected and analysed data to participants for review and endorsement (Doyle, 2007). Member checking aims to rectify transcription errors and mitigate potential biases arising from the researcher's dual role as data collector and analyst (Guest et al., 2006). Beyond error validation, member checking empowers participants to rectify misinterpretations made during data collection and supplement any emotions or insights overlooked during interviews (Babbie & Mouton, 2006; Simon, 2011).

In this study, member checking significantly contributed to data accuracy and sufficiency, allowing participants to validate accuracy and add insights possibly omitted during interviews.

3.11 ETHICAL CONSIDERATIONS

Ethical considerations within research encompass a collection of principles that function as safeguards for research procedures. These principles ensure that participation in research is voluntary, well-informed, and harmless for those involved (Bhandari, 2021). A heightened and expanded emphasis on ethical conduct among researchers during studies has emerged in response to societal demands for increased accountability (Campbell & Pretti, 2017; Haggerty, 2004). This underscores the need for researchers to adhere to a specific set of moral values that guarantee the well-being of participants. Creswell (2014) emphasises the necessity for researchers to attentively address ethical concerns that might surface during their investigations.

A wealth of literature exists concerning guidelines for constructing ethically sound research methodologies (Berg & Lune, 2017; Lincoln, 2011). In the present study, specific ethical considerations were adhered to. These encompass authorisation to conduct research within the target community, safeguarding confidentiality and anonymity, ensuring voluntary participation, obtaining informed consent, and maintaining integrity in reporting findings. These ethical dimensions will be elaborated upon below.

3.11.1 Authorisation to conduct the research in the target community

Assisted by the guidance of their supervisor, the researcher composed a letter addressed to the Ministry of Education (MOET) to formally seek authorisation for data collection within the designated schools. The request to collect data was approved, and supporting documentation can be found in Appendix C. Subsequently, the researcher corresponded with school principals, seeking permission to conduct interviews with teachers within their respective schools. Each correspondence was accompanied by a consent form provided to every participant for their consideration and agreement.

3.11.2 Voluntary participation

Voluntary participation entails a scenario where individuals have the freedom to choose whether or not to be involved in a study, without any form of coercion or pressure (Bhandari, 2021). It constitutes a crucial ethical consideration in research, signifying that "an individual provides consent knowingly, voluntarily, and in a clear manner" (Arminger, 1997, p. 330). As highlighted by Strydom (2011), the absence of voluntary participation introduces a conflict between the researcher's pursuit of knowledge and the responsibility to protect participants.

In research, it is imperative that participation remains voluntary and devoid of coercion or undue influence (Rubin & Babbie, 2005). Participants have the right to withdraw from the study at any point without needing to provide a rationale for their decision. In the present study, participants were explicitly informed that their involvement was entirely voluntary, and they retained the prerogative to discontinue their participation without the need for explanation. Notably, no participant was coerced into joining the research against their will; all participation was entirely voluntary.

3.11.3 Informed consent

The concept of informed consent revolves around three key elements: participants' sufficient understanding of the study, their voluntary agreement to participate, and the absence of coercion or pressure in their interaction with the researcher (Eyler & Jeste, 2006; Neff, 2008; Rose et al., 1999). According to Denzin and Lincoln (2011), informed consent forms the foundation of ethical research. It involves detailing the study's purpose, procedures, benefits, risks, and funding to potential participants before inviting them to join the study. This gives participants the opportunity to make an informed decision about their participation (Bhandari, 2021; DeMatteo & Festinger, 2005).

In the context of the current study, the researcher prepared consent forms, offering potential participants nearly all the elements of informed consent for their review and comprehension. This approach respected the participants' right to autonomy, as defined by Beauchamp and Childress (2001), which refers to their ability to make self-determined decisions according to their personal intentions. Furthermore, the researcher ensured confidentiality and anonymity for those who agreed to participate.

Confidentiality, in research, entails upholding the privacy and independence of participants (Gregory, 2003; Oliver, 2003). It means that any personally identifiable information acquired during the research process remains undisclosed without the participants' consent. Iphofen (2009) adds that confidentiality varies, with some data deemed mundane and not requiring stringent protection, while other data is considered highly personal and must not be shared. In this study, the researcher retained information about the participants but eliminated identifying details from the report, following Bhandari's (2021) recommendation. Descriptions of the participants' schools were also crafted to prevent their identification.

Anonymity involves safeguarding participants' identities, refraining from revealing their cultural, social, or personal backgrounds, and avoiding the use of their names or any sensitive information (Mugenda, 2003). Protecting participants' data against harm, both physical and psychological, is paramount (Mugenda, 2003). Anonymity means that either no identifying data about individual participants, such as names or addresses, is gathered, or researchers cannot link individual responses to participants' identities (Norman, 2005). In this study, anonymity was ensured by not collecting personally identifiable information and adopting pseudonyms. Pseudonyms are alternate names given to participants to prevent their information from being tied to their identities (Bhandari, 2021).

Corden and Sainsbury (2006) caution against allowing participants to choose their own pseudonyms, as they might select the names of real people, potentially leading to identification. Therefore, the researcher in this study did not permit participants to select their pseudonyms, and chose fictional names that were unrelated to their characteristics or chosen by them, thus maintaining anonymity, as advised by Grinyer (2002).

3.11.4 Honesty

Maintaining honesty in reporting research results encompasses refraining from plagiarism and data fabrication. On one hand, fabrication, as described by Mugenda and Mugenda (2003) and Kour (2014), entails creating, inventing, or falsifying data or outcomes. On the other hand, plagiarism involves utilising the work of other authors without proper attribution, including submitting their work as one's own (Bhandari, 2021). In the present study, the researcher diligently acknowledged the sources of data and information within the text and the reference list. This practice was

undertaken to prevent both plagiarism and fabrication. As a result, the study's findings were accurately and transparently reported, without any form of manipulation or deceit.

3.11.5 Beneficence

Beneficence in research underscores the necessity for the study to provide benefits to its participants (Liddell & Baron, 2021). In the context of the current study, the teachers derived benefits from their involvement as the research aimed to increase their awareness of self-efficacy's significance in motivating orphaned learners to engage in learning at school. Consequently, the study aimed to aid participants by prompting them to assess and enhance their teaching techniques and interactions with orphaned learners. Through this process, the study seeks to facilitate teachers' self-improvement in their teaching methods and approaches towards orphaned learners.

3.12 SUMMARY

This chapter delved into the research paradigm and design adopted for the study. It also elaborated on the participants, the criteria for their selection, and the methods employed to collect information regarding teachers' efficacy beliefs in teaching. Additionally, this chapter elucidated the data collection, processing, and analysis procedures. Ethical considerations and the aspect of trustworthiness were also thoroughly discussed within this section. Moving forward, the subsequent chapter will be dedicated to the presentation, analysis, and interpretation of the gathered data.

CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION

4.1   INTRODUCTION

The previous chapter dealt with the research methodology used in the study. The chapter discussed the research methods, research design, and data analysis methods used in the current study. The current chapter will focus on presenting, analysing and interpreting data gathered on teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools. The data collected is guided by research objectives as follows:

- To determine teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools,

- To investigate teachers' perceptions on the factors that inform their efficacy in teaching orphaned learners in Maseru secondary schools,

- To determine teachers 'perceptions on how their efficacy beliefs influence them to holistically support orphaned learners, and

- To determine strategies that efficacious teachers use to support orphaned learners.

4.2   TEACHERS' PERCEPTIONS OF THEIR EFFICACY IN TEACHING ORPHANED LEARNERS

To get information about teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary schools, participants were asked to describe their beliefs in their abilities to teach orphaned learners successfully. All twelve participants perceived their efficacy as high regarding teaching orphaned learners. Reasons that they gave for their positive perceptions on their efficacy beliefs include effective communication, classroom management, parenting, interpersonal, referral and counselling skills. They also reported perceived efficacy in teaching orphaned learners due to their character and spiritual values. These themes are unpacked as follows:

4.2.1 Effective Communication Skills

Data collected indicated that participants have perceived efficacy in teaching orphaned learners as they have effective communication skills. Eleven out of twelve participants said they can teach orphaned learners as they can communicate well with such learners. These good communication skills enable orphaned learners to open up about their challenges. Teacher 2 from School A stated:

> *I call them, sit down with them and have them narrate what could be the issue. To achieve this, I establish close relationships with orphaned learners, ensuring they are comfortable enough to open up and talk to me about any issues they may face. This allows me better to understand the needs and problems of these learners.*

These participants stated that practical communication skills enable them to know how and when to help orphaned learners. The participants further explained that they try to understand the orphaned learners' situations and how the challenges they go through affect them, and they use that information as guidance to know how to treat such learners in class. This implies that the participants consider it essential to build trust and create a comfortable environment where orphaned learners feel safe to open up and talk about the challenges that they face.

The eleven participants also explained that when they do not have the means to help orphaned learners, they talk to somebody whom they think would be in the best position to help such learners. They pointed out that they invoke their communication skills when there are allegations that orphaned learners are abused. They inform these learners of the necessary steps to take to avoid such abusive situations. These participants showed that they use their communication skills to assist orphaned learners in all situations they may be facing, provided they have the means to do so. They also indicated that where they cannot afford assistance to orphaned learners, they use their communication skills to source external aid for them.

These eleven participants further reported that to understand why a particular orphaned learner behaves in a specific manner, they talk to them and try to find the cause of that behaviour because sometimes all they need is someone to talk to. This approach ensures that these learners change

their mindset to perceive their situations positively. Therefore, the participants stated that they help orphaned learners to see their orphaned hood not as a hindrance to their education. Teacher 6 from School C stated:

> *I prepare them for the learning process, and some of the things that I do is talk to them, especially if they have problems that hinder them from learning. In so doing, these orphaned learners realise that their issues may affect them positively, where they can source their strength.*

Three out of eleven participants opined that they involve third parties with the main aim of helping orphaned learners. They asserted that they speak to their colleagues, including the principals, and make them aware that there are orphaned learners in their classrooms; thus, they should take care when approaching such learners and be mindful of their situations. In this, Teacher 9 from School D stated:

> *If I am a subject teacher in a class, I go to the class teacher and ask the class teacher to call the guardian so that we can talk to them and find out the problem with a particular orphaned learner. But as the class teacher, I call the guardian to talk about the child.*

These findings highlight practical communication skills' significant role in teaching orphaned learners. Teachers can positively impact orphaned students' well-being and academic performance by building trust and creating a safe space for open communication.

4.2.2 Classroom Management

Data collected pointed to participants' perceptions of their efficacy in teaching orphaned learners as they have classroom management skills. Seven out of twelve participants emphasised the importance of instructional practices in teaching orphaned learners. This includes determining the approach to lessons, the effectiveness of such approach and its ability to engage and manage orphaned learners' behaviour and facilitate their comprehension of complex subjects in the classroom. These seven participants asserted that they actively listen to orphaned learners in class,

ensuring they give their full attention to their concerns, questions and issues. Participants also asserted that they adopt teaching methods that suit orphaned learners' academic needs to ensure that such learners understand the instructions. Teacher 7 from School C elaborated:

Recognizing that orphaned learners may come from diverse backgrounds, I tailor my instructions to meet these learners' needs. I employ teaching strategies, resources and materials to accommodate their learning styles and ensure that they receive personalized attention.

These findings underline the significance of instructional practices, active listening, engagement, and tailored instruction when teaching orphaned learners. The participants' insights reflect a thoughtful and effective approach to addressing the specific needs of orphaned learners, ultimately contributing to a more effective and supportive educational experience.

4.2.3 Parenting Skills

All twelve participants expressed perceived efficacy in teaching orphaned learners due to their parenting skills. These participants stated they are responsible for meeting orphaned learners' necessities at school and home. This includes living with the orphaned learners and providing for amenities such as school fees, exam fees, and uniforms. They emphasised that neglecting these essential needs can significantly impact orphaned learners' sense of belonging and well-being. The participants further explained that they become parents and friends to these learners so that they become open and able to share their problems with them. When orphans experience difficulties such as not eating at home, the participants noted that ensuring these learners have access to food is essential, as a lack of necessities can negatively impact their ability to concentrate in class. Teacher 7 from School C expanded on this topic:

I pay attention to things that might hinder learners from learning. For example, if I notice one orphaned student sleeping in class, I walk up to the learner and request to talk with them outside the classroom without distracting the learning process. I then inquired if they had breakfast at home. If not, I go to the school kitchen and request food.

The participants further reported that teachers are responsible for raising orphaned learners because they are their parents more than their teachers, as learners spend more time with them at school. Teacher 6 from School E stated: *"I become a parent to orphaned learners. I raise and teach them at the same time. I model them to be outstanding citizens."* Participants further stated that they give orphaned learners the same love they provide to their biological children to ensure that such learners develop passion for the subjects they teach and learning in general. Therefore, these participants stated that they step into the role of parenthood to ensure that orphaned learners are appropriately raised. Teacher 2 from School A explained: "*As a parent, I protect them from everything, and I do not expose them to any harsh circumstances; I protect their integrity.*"

Two of the twelve participants said they take money out of their pockets to either give orphaned learners or buy necessities such as school shoes, uniforms, and food. These participants stated that they also believe in things orphaned learners need when shopping. The participants also noted that when orphaned learners lack necessities for an extended period, they ask other teachers to help buy them. In this regard, teacher 10 from School E elaborated:

> *As a teacher, I am trained in all aspects of life; I am both a teacher and a parent, so to an orphaned learner who has nothing to eat at home, whatever I have, such as lunch, I share with them. Even as teachers, we come together to help such learners if I cannot provide for them. If the need persists, we raise funds here at school to help these learners to have something to eat. Also, some organisations offer sponsorships; after recognizing those who need sponsorships, we introduce them to sponsors so that they become like other learners.*

Two of the twelve participants further reported that if they do not provide necessities for the orphaned learners, such learners may be affected psychologically and end up feeling like they are not part of the class. Therefore, these participants provide for orphaned learners' necessities to ensure that such learners continue learning. Consequently, the participants stated they take time to understand the support guardians can offer orphaned learners. They also examine the relationship between the guardians and the orphaned learners to ensure that such learners are being raised in a

nurturing environment. They aim to create an atmosphere where these learners can thrive and feel like they are growing up in a positive and conducive setting. Therefore, the participants stated that they approach orphaned learners as if such learners were their biological children.

One of the twelve participants further elaborated on the role of teachers as parental figures for orphaned learners. They emphasised that through this parental role, teachers gain insight into the appropriate extent of discipline and guide them to recognise their mistakes. The essence of assuming a parental role for learners is ensuring they feel loved and cared for even when they face reprimands. Teacher 3 from School B reported: "*Since some orphaned learners seek attention, I interpret their behaviour as a desire for parental affection and fulfilment of basic needs. Hence, I become their support system in fulfilling these roles.*"

Therefore, this implies that parenting skills enable teachers to develop and build positive and supportive relationships with orphaned learners, thus enabling such learners to perform well. Teacher 1 from School A testified:

> *I always check up on these orphaned learners to assess if their situation improves; when such improves, they always come back to thank me for helping them move from a wrong position that made them feel destined to fail.*

4.2.4 Interpersonal skills

Data collected pointed to participants' perceptions of their efficacy in teaching orphaned learners due to their interpersonal skills. Seven out of twelve participants emphasised developing interpersonal skills to create a sense of acceptance in the classroom for orphaned learners. These participants recognised the significance of inclusivity and building connections between orphaned learners and other learners. They stated that they implement the same approach for orphaned and other learners, treating every learner equally regardless of their challenges, status or background. They also believe that no learner should be considered different or more important than others in the class.

The seven participants also stated that they treat every learner equally despite their backgrounds so that the orphaned learners get the same education as other learners. These participants further

opined that they do not sympathise with them because they are orphaned learners giving them small workloads, unlike others. Still, they give them the same workload as other learners and expect them to complete such work like other learners within the stipulated time. On the other hand, even though these seven participants recognise that they teach orphaned learners together with other learners, one teacher reported that his approach towards the said learners becomes different, even though this does not mean they are taught separately from other learners. Still, he considers how he talks about some things in class, which might wound them emotionally.

Moreover, these seven participants stressed that orphaned learners sometimes tend to isolate themselves and form bonds exclusively with fellow orphaned learners. To counter this trend, the participants stated that they work to raise awareness about disparities within the class and encourage students to share their resources so that those in need, including orphaned learners can benefit from their classmates' support. Teacher 2 elaborated: *"I aim to instil unity and acceptance among them, urging them to stand together and lend each other a helping hand."*

The connections that the teachers create between themselves and orphaned learners, as well as other learners, mitigate the feelings of isolation among orphaned learners and impact them to develop and maintain their engagement and focus in school. Thus, be more open towards them and other learners so that they can continue learning.

4.2.5 Referral Skills

Data collected showed that participants' perceptions of their efficacy beliefs in teaching orphaned learners were linked to their referral skills when dealing with such learners. Four out of twelve participants attested that referral skills enable them to help and support orphaned learners in their learning. With referral skills, participants stated that they could refer orphaned learners to other stakeholders such as counsellors, social workers, teachers, organisations like Higher Life Foundation and others who can better assist those learners with their problems. These referrals enable participants to outsource assistance for orphaned learners, especially when they feel they cannot give adequate help and support to these learners. Teacher 8 explained:

> *I can refer them to others who may help with some things that I cannot assist with*
> *so that their needs are addressed by those referred entities, such as the Ministry of*
> *Social Development and other individuals who have the means to support and assist*
> *them.*

The findings suggest that participants' referral skills are vital to their perceived efficacy in teaching orphaned learners. By effectively referring learners to appropriate support networks, they enhance their overall well-being and academic success. This aspect of their teaching practice demonstrates a comprehensive and collaborative approach to teaching and supporting orphaned learners, ensuring they receive the best possible care and assistance from various sources.

4.2.6 Character

Data collected showed that the participants perceive efficacy in teaching orphaned learners as they have good character. Three out of twelve participants posited that the characters that they have enable them to be able to deal with orphaned learners. The participants also recounted that their characters tolerate children, which allows the orphaned learners to feel comfortable around them and be confident enough to tell them their problems.

The participants testified that they are easy to talk to and work with. Teacher 1 explained: "*I am easy to talk to but short-tempered. But when it comes to some things like dealing with orphaned learners, I set my temper aside so that I do not end up hurting them with my temper*" These personality traits enable the participants to handle orphaned learners at all angles, understand the situations that these learners may be going through, be sensitive and accommodating towards such learners. Teacher 3 elaborated: "*I sympathize with orphaned learners more because of the many challenges they have which other learners do not normally have.*"

These findings highlight the significance of teachers' personalities in creating a conducive learning environment for vulnerable learners, such as orphaned learners. Teachers' good characters enable them to see when orphaned learners have problems at home or school and assist them.

4.2.7 Counselling Skills

Data collected disclosed that participants perceive efficacy in teaching orphaned learners as they have counselling skills. Five out of twelve participants testified their ability to help orphaned learners identify, analyse and solve their problems. These participants explained that they become lay counsellors when orphaned learners have issues that prevent them from learning properly like other learners. The problems that orphaned learners experience affect them psychologically and emotionally, some become depressed. The participants stated that they counsel such learners. Teacher 7 from School C said: "*I am a lay Counsellor, so when orphaned learners experience challenges such as depression, I counsel them.*"

The five participants further explained that they counsel orphaned learners until they are satisfied that they are fine and able to learn properly. This prepares the orphaned learners to be in the same environment as other learners and learn properly with clear minds and focus. Furthermore, the counselling that participants give to orphaned learners makes the said learners understand that their situation of orphan-hood does not mean that their lives are over. Still, they can continue going to school and learning despite their challenges.

The data indicates that the participants' counselling skills are vital in supporting orphaned learners academically and emotionally. Acting as lay counsellors, the participants create a safe and supportive space for these learners to express their feelings and concerns. This emotional support, problem-solving assistance, and encouragement contribute to the learners' well-being and academic progress. The findings underscore the importance of teachers' counselling abilities in addressing the specific needs of vulnerable learners, such as orphans and fostering a positive and conducive learning environment for their overall development.

4.2.8 Spiritual values

The data collected pointed out that participants' beliefs in their abilities to teach orphaned learners are linked to their spiritual values. Two out of twelve participants testified that they believe in their ability to teach orphaned learners because they understand that God created man with a purpose and that someone should show God's love by loving their neighbours. The participants further

reported that spiritual values enable them to show love to orphaned learners by addressing the needs that such learners may have. These spiritual values instil teachers with a strong desire to support and assist disadvantaged orphaned learners, thus ensuring that they have equal opportunities for learning like other learners. Teacher 3 from School B explained: "*I teach these learners God and pray with them, thus catering to their spiritual needs*."

In as much as teacher 3 stated that she teaches learners God and prays with them, this can be seen as imposing Christianity in learners, thus disregarding the fact that other learners may be from non-Christianity backgrounds. There is a diversity of religions among learners, including the orphaned; therefore, being specific on a particular religion can be considered discriminatory and inconsiderate of other faiths. In support of this assertion, Teacher 7 reiterated: *"I encourage learners to be strong on spirituality, regardless of religion, so they know that when it is challenging, their problems shall come to pass, not the end of the world."*

Therefore, participants believe that their spiritual values enable them to successfully teach orphaned learners by showing love towards such learners. However, teachers need to approach spirituality in a manner that respects the religious diversity of the learners and avoids imposing specific beliefs on them.

4.3 TEACHERS' PERCEPTIONS ON THE FACTORS THAT INFORM TEACHERS' EFFICACY BELIEFS IN TEACHING ORPHANED LEARNERS

Participants were asked to describe what makes them believe they can successfully teach orphaned learners in Maseru secondary schools to solicit information about factors that inform teachers' efficacy beliefs in teaching orphaned learners. Factors that inform participants' beliefs in teaching orphaned learners are teaching experience, training, support, background, subjects taught, reading books, policies and mentorship. Data on each of these themes is presented below:

4.3.1 Teaching experience

In this study, data collected showed that participants' beliefs in their abilities to teach orphaned learners were informed by their teaching experiences. Five out of seven participants talked about the impact of seeing successful end products of orphaned learners and being able to successfully teach them and ensure their academic success, as well as ending up in institutions of higher learning. The participants postulated that in their schools, they have many orphaned learners; this regular contact with orphaned learners gives them technical experience in teaching such learners. In his submission, Teacher 6 said: "*In my 14 years of teaching, I have taught orphaned learners, and some have been able to perform exceptionally well*." Therefore, these experiences make the participants confident they can successfully teach orphaned learners.

The participants also explained that their successful experiences in teaching orphaned learners also contributed to how they handle learners with different characteristics and from other families with diverse backgrounds. These participants reported that they have a lot of experiences with learners who have lost their parents. In this, Teacher 12 from School F opined: "*I have learned to deal with learners in a way that makes it easier for them to cope in class*."

From these findings, positive teaching experiences strengthen teachers' beliefs in their capacity to teach orphaned learners. The data suggests that teaching experience is crucial in shaping participants' efficacy in teaching orphaned learners. Witnessing the success of these learners and gaining technical expertise in teaching them contribute to the participant's ability to create a positive and supportive learning environment.

4.3.2 Training

Ten out of twelve participants believed that formal education informed their ability to teach orphaned learners successfully. These participants referred to the education and training they obtained from institutions of higher learning during their initial teacher training phase. The participants reported that the formal education they received from the institution of higher learning enabled them to know how to teach, handle and interact with orphaned learners. They credited their qualifications for providing them with the knowledge and skills necessary to effectively cater to disadvantaged and orphaned learners and integrate them into the classrooms. Teacher 10 from

School E opined: "*I was trained to teach orphaned learners. Without training, I would not be able to know how to teach and treat orphaned learners.*"

Three of the of the twelve participants three shared their relevant qualifications and courses that have equipped them to teach and support orphaned learners. These qualifications include Support Teaching which focuses on working with vulnerable children; Certificate in Psychosocial Support; and Micro-teaching which address teaching strategies for complex learners, including orphans, students with behavioural problems, and hyperactive learners. These programs enabled teachers to view orphaned learners holistically and understand the various factors that can impact their lives at home and school. Teacher 7 explained: *"I know that orphaned learners often face challenges at home and school that negatively affect their academic performance, so I have to be considerate in dealing with them."*

One of the twelve participants reported that although he underwent formal teaching training, back when he was in the university, the curriculum had no course or module on teaching orphaned learners. Hence, he had to learn this through the experience of teaching them. One participant stated that he did not receive training in teaching orphaned learners also requires him to read more about these learners, their social problems, and how to teach them and address their concerns.

Six of the twelve participants attributed their beliefs in teaching orphaned learners to informal training through workshops. Attending workshops and online courses helped participants upgrade their skills, enabling them to identify orphaned learners, provide counselling and navigate the unique challenges that these learners face. Teacher 3 elaborated: "*I was trained in workshops. This has helped me to understand how orphaned learners approach life, which is different from other learners because orphaned learners have many challenges due to the loss of parent(s).*" The six participants further stated that in the workshops, they received guidance on how to counsel orphaned learners from experts best. Teacher 4 from School B reiterated:

> *Due to the introduction of Life Skills Based Sexuality Education, I received training through workshops where I was taught that I have to know and understand orphaned learners' situations to be able to teach them. I acquired skills to deliver*

this subject to orphaned learners. There was also Psychosocial Care and Support training that emphasised the need to care for and support orphaned learners, where we were taught to keep them closer to us so that they benefit from that relationship.

Out of the six participants, one participant explained that there are online courses that he is currently enrolled in, which makes him believe that he can successfully teach orphaned learners. This teacher reported that a short course, Hope for Humanity and Helping a Grieving Child which he was enrolled in, enabled him to teach orphaned and other learners in class without discrimination. Teacher 6 stated: "*The short courses equipped me with the skills and knowledge to handle orphaned learners in and outside the class."*

The findings reveal that the combination of formal education, specialised qualifications, informal workshops, and online courses significantly shaped the participants' abilities and beliefs in successfully teaching orphaned learners. This reflects the importance of continuous learning and adaptability to meet the diverse needs of learners, especially those facing unique challenges like being orphaned.

4.3.3 Support

The support received from colleagues, school management, Ministry of Education and Training as well as other stakeholders was mentioned by five participants as a significant factor informing their efficacy beliefs in teaching orphaned learners. Participants reported that the support system provides them with the necessary resources, teaching materials, and guidance to identify and help orphaned learners. The encouragement and assistance from others reinforced these participants' knowledge and approach to teaching orphaned learners. These participants opined that the support from others allowed them to identify and help orphaned learners. Teacher 11 opined:

The office is always open for us, teachers, to come and talk about the issues affecting orphaned learners. We sit with these learners, allow them to open up about their problems, and then go to the office to seek assistance.

Three of the five participants reported that support that support from colleagues and school management positively impacts them as it reinforces their knowledge of approaching orphaned learners. These participants explained that they get encouraged to do more for orphaned learners through the support they get from colleagues, school management, guardians and parents. Teacher 9 elaborated:

> *Through the unwavering support and encouragement from my colleagues, school management, guardians, parents, and the broader community, I have witnessed a transformative impact on my approach to teaching orphaned learners. The positive reinforcements I receive have strengthened my knowledge and understanding of these learners, enabling me to address orphaned learners' unique challenges effectively.*

These findings show that the support that teachers get from others informs their efficacy in teaching orphaned learners successfully.

4.3.4 Background

Collected data pointed out that their backgrounds also informed participants' beliefs in their abilities to teach orphaned learners. Eight out of twelve participants reported that the experiences they encountered while growing up shaped them to be able to interact with and teach orphaned learners. These participants further noted that they grew up in a poor home, but they worked hard to succeed and achieve their goals. Therefore, this makes them believe they can teach orphaned learners because they understand their origins. Teacher 8 explained:

> *I clearly understand orphaned learners' situations because I had parents who were not on good terms, so in a way, I lived in a Child-Headed family where I struggled with necessities. When I grew up, I had to stop going to school and find means for my siblings to go to school and provide for their necessities, and this gave me an idea of the circumstances of orphaned learners as some have to look after their siblings and drop out of school. So, when you have been through something, you can understand when someone says they have no transport money and nothing to*

eat. My experiences growing up in a poor home and working hard to achieve my goals have shaped me to be able to interact with and teach orphaned learners effectively. I can positively impact these learners' lives because I understand where they come from and the challenges they may face.

The data suggests that participants' backgrounds and life experiences significantly impact their efficacy beliefs in teaching orphaned learners. These experiences foster understanding and a strong identification with the learners' circumstances. As a result, the participants feel confident in their ability to positively impact these learners' lives and support them in their educational journey. The findings highlight the importance of teachers' personal experiences and backgrounds in shaping their approach to teaching and their ability to connect with and understand the diverse needs of their learners, particularly those facing unique challenges, such as orphaned learners.

4.3.5 Subjects Taught

Data collected showed that the subjects the participants teach also inform their efficacy in teaching orphaned learners. Two out of twelve participants reported that their beliefs in their abilities to teach orphaned learners were informed by the subjects they teach. These participants highlighted subjects such as Religious Knowledge and Life Skills Based Sexuality Education. They further stated that these subjects enable them to approach orphaned learners in a manner that addresses their challenges. Teacher 7 explained:

> *The subject I teach, Life Skills Based Sexuality Education, has played a pivotal role in shaping my beliefs and efficacy in teaching orphaned learners. The topics covered in this subject are designed to cater to the needs of every learner, including those who are orphaned. Utilising experiential learning methods, this subject equips me with the necessary skills to address these learners' unique challenges effectively. Through Life Skills Based Sexuality Education, I am committed to providing a supportive and inclusive learning environment, ensuring orphaned learners receive the guidance and understanding they deserve to thrive academically and emotionally.*

These findings show that the subjects teachers teach can influence their beliefs and efficacy in teaching orphaned learners. Subjects designed to address the needs of diverse learners, including orphaned learners, can equip teachers with valuable skills and approaches to support and uplift these learners effectively. Such subjects play a vital role in creating a positive and nurturing learning environment that addresses the unique challenges and experiences of orphaned learners in the classroom.

4.3.6 Reading books

Reading books also emerged as another factor that informs teachers' beliefs in their abilities to teach orphaned learners successfully. Three out of twelve participants mentioned that books educate and inspire them to teach orphaned learners effectively. These participants reported reading books such as motivational and psychology related books informed them on how to approach and teach orphaned learners. In this, Teacher 8 from School D explained:

> *I read books to gain insight into orphaned learners' situations, lives, challenges, and ways to teach them effectively…This enables me to tackle their situations knowing what is applicable because I have read and discovered the situation.*

This data emphasises the importance of continuous learning through reading. Books provide teachers with a wealth of information and perspectives, allowing them to expand their knowledge and understanding of orphaned learners' needs and experiences. As a result, teachers can enhance their teaching practices, create supportive learning environments, and cater to the specific needs of orphaned learners with greater confidence and efficacy.

4.3.7 Policies

Data collected showed that teachers' beliefs in their abilities to teach orphaned learners were informed by educational policies such as inclusive education policy. Two out of the twelve participants stated that the inclusive education policy guides them in effectively teaching orphaned learners by ensuring their inclusivity in the classrooms. Teacher 6 stated:

The Ministry developed an Inclusive Education Policy that helps teachers to create inclusive classroom environments to ensure that all learners come to school, learn in class, feel included, and perform to the best of their abilities and required standards.

The findings suggest that by aligning their teaching practices with the inclusive education policy, teachers can play a vital role in creating a supportive and nurturing learning environment for all learners, regardless of their circumstances. This can foster a sense of belonging and empowerment for orphaned learners, enabling them to reach their full potential academically and emotionally. Implementing such educational policies ultimately contributes to the broader goal of promoting inclusive and equitable education for all learners.

4.3.8 Mentorship

Mentorship also emerged as another factor informing participants' beliefs about their abilities to teach orphaned learners. Only one participant out of twelve explained that the mentorship from a seasoned teacher helped him while in teaching practice. Teacher 2 stated:

During my time in teaching practice, the mentorship that I received from seasoned teachers helped me believe in my abilities to successfully teach orphaned learners. This is because I was shown that orphaned learners require much attention, assistance and support in school. After all, they have more problems than other learners.

While the data suggests that mentorship is not typical, it is evident that it can be highly effective in supporting new teachers and helping them develop the skills they need to be successful in the classroom. Mentorship offers valuable guidance, insights, and practical strategies for teachers, especially in dealing with diverse learners like orphaned learners with specific needs and circumstances.

Only one participant identified mentoring as a factor that informed his efficacy in teaching orphaned learners. This suggests that some participants need to be made aware of the concept of

70

mentorship or its potential benefits. They might have not experienced or been exposed to mentorship during their training or early teaching experiences, so they did not consider it relevant. These findings suggest that mentorship is unique, especially for teachers in teaching practice. Still, it can be highly effective in supporting new teachers and helping them to develop the skills they need to be successful in the classroom

4.4 TEARCHERS PERCEPTIONS ON HOW THEIR EFFICACY BELIEFS INFLUENCE THEM TO HOLISTICALLY SUPPORT ORPHANED LEARNERS

To get information on how teachers' efficacy beliefs influence them to support orphaned learners in Maseru secondary schools holistically, participants were asked how their beliefs in their abilities as teachers enable them to provide holistic support to orphaned learners. The data collected revealed the following: confidence, motivation, happiness, patience, preparation, open-mindedness and empathy. These themes are unpacked as follows:

4.4.1 Confidence

The study found that teachers' beliefs can influence their ability to support orphaned learners holistically, and confidence emerged as a critical factor. Out of the twelve participants, six reported that their belief in their ability to teach orphaned learners gave them the confidence to teach such learners. These participants explained that their confidence enabled them to stand before these learners and lead with conviction, resulting in positive outcomes. Additionally, their confidence improved their relationships with others, as they were able to advise fellow teachers and guardians on how to approach and treat orphaned learners. They emphasised that their confidence also played a crucial role in fostering a sense of confidence in the orphaned learners. By believing in their abilities and providing support, teachers empower orphaned learners to overcome any challenges they may face, regardless of their background. Teacher 7 offered further elaboration on this point:

> *Confidence helps me believe that I can teach and support orphaned learners. This confidence enables me to be proactive and address the myriad of challenges that orphaned learners may face. My belief in my abilities to teach orphaned learners*

instils confidence that I can master supporting orphaned and ensure their
challenges do not negatively affect their academic performance.

In essence, these findings underscore the critical role of teachers' confidence, in shaping their approach to teaching and supporting orphaned learners. Teachers who demonstrate self-assuredness not only improve their own teaching effectiveness but also contribute to learners' overall well-being and success.

4.4.2 Motivation

Seven out of the twelve participants expressed that their beliefs in teaching orphaned learners fuel their motivation and determination to excel in their role. These participants mentioned they are motivated to support these learners beyond the classroom, ensuring they master the concepts taught and achieve exceptional results. This motivation drives teachers to persistently work with the learners, identify and address their specific challenges, and continually enhance their teaching abilities. Their dedication and commitment create a learning environment that facilitates academic growth and provides fulfilment for teachers and learners. Teacher 6 from School C elaborated:

> *Because I am motivated, I can get the results I want from orphaned learners… And*
> *that motivates them when they do their work, and my subject becomes easy for*
> *them... When some of these orphaned learners are not performing well, they will*
> *see that I follow up on their work so that they will perform well. Therefore, this*
> *makes their learning to be effective.*

One of the seven participants who feel motivated by their efficacy explained that the passion for teaching gained through self-efficacy rub onto learners, make them passionate about their school work, and energise them to perform exceptionally. Teacher 4 elaborated: "*When these learners realise that teachers are passionate about teaching them, they forget about their orphanhood and passionately dedicate themselves to their work.*"

The findings reveal that teachers' efficacy beliefs are pivotal in fuelling their motivation and determination. Believing in their abilities to successfully teach orphaned learners, teachers feel inspired to invest extra effort and time in supporting their learning journey. This commitment

enables them to work with the said learners persistently, identify their specific challenges, and address them proactively, thus fostering a robust teacher-learner bond and academic success.

4.4.3 Happiness

One of the twelve participants mentioned that her belief in teaching orphaned learners also contributed to her happiness as a teacher. This happiness enables this teacher to establish positive relationships with the orphaned learners, making them feel accepted and included. This sense of acceptance and belonging fosters a nurturing and supportive learning environment for orphaned learners. Teacher 6 explained, "*I become happy as a teacher, and this enables me to have good relations with orphaned learners and approach them in a manner that makes them feel welcome and not isolated.*"

The findings point out that teachers' beliefs in their abilities to make a difference in the lives of orphaned learners bring them a sense of happiness in their profession. This positive mindset translates into interactions with the said learners. When teachers have positive beliefs about their students and teaching abilities, it can lead to greater happiness. This, in turn, influences how they interact with their learners, creating a positive and supportive learning environment that benefits all learners, including those who may face unique challenges like orphaned learners.

4.4.4 Patience

Data collected showed that participants' beliefs in their abilities to teach orphaned learners influenced them to be patient. Two out of twelve participants explained that they can keep their composure with their patience. This is because it is through patience that teachers can help orphaned learners with their needs. The two participants reported that they still persevere in the face of difficulties encountered while teaching these learners. Hence their patience breeds resilience. They further stated that with their patience, they help orphaned learners be resilient and develop coping mechanisms to persist, bounce back from every problem, and continue learning. These participants explained that they make orphaned learners aware of the challenges they can face to become resilient and not fall prey to situations that render them even more vulnerable. For instance, they should avoid entering into relationships with older people to make a living. Teacher

1 elaborated: *"Being able to teach and guide orphaned learners gives me patience which enables me to understand them and help them with challenges they may be facing."*

These findings reveal that teachers' beliefs in their abilities to teach orphaned learners profoundly impact their level of patience, which, in turn, play a vital role in creating a supportive and resilient learning environment for those learners.

4.4.5 Preparation

Collected data showed that participants' beliefs in their abilities to teach orphaned learners influenced them to prepare and plan. Two participants explained that with preparation, they could strategically approach orphaned learners and use all the relevant learning material to teach such learners successfully. These participants also reported that the approaches they operate through preparation and planning enable the orphaned learners to release their full academic potential. Teacher 6 elaborated:

> *I plan my lessons effectively and leave no room for failure; hence I have become an organised teacher. This helps learners, including orphaned, because I can properly deliver the content due to prior planning and preparation. Even when learners ask questions, I can respond.*

Therefore, this implies that preparation influences teachers to be able to support orphaned learners holistically.

4.4.6 Open-mindedness

Data collected show that participants' beliefs influence them to be open-minded. Being open-minded was found to have an influence on teachers' holistic support to orphaned learners. Of the twelve participants, two asserted that their efficacy beliefs in teaching orphaned learners enable them to be open-minded. These participants explained that by being open-minded, they become ready to approach orphaned learners with an open mind hence being able to address these learners' needs. Teacher 4 elaborated, "*My ability to teach orphaned learners enables me to be mentally ready and open to different ways of teaching orphaned learners and holistically support them."*

The data suggest that teachers' beliefs are crucial in shaping their attitudes and behaviour towards orphaned learners. Teachers with solid efficacy beliefs in their abilities to teach orphaned learners are likelier to approach their students with an open mind. This open-mindedness makes them more receptive to the learners' unique needs and challenges, leading to a more supportive and inclusive learning environment.

4.4.7 Empathy

The collected data indicate that participants' beliefs influence their empathy towards orphaned learners. Two out of twelve participants explained that beliefs in their abilities as teachers enable them not to be judgemental and understand where orphaned learners come from. Consequently, this allows participants to assist the orphaned learners through necessities, advice and other forms of help. Teacher 7 elaborated: "*Being empathetic enables me to understand where orphaned learners come from and relate to their problems.*"

These findings suggest that teachers' beliefs are pivotal in shaping their empathy towards orphaned learners. Teachers who believe positively in their abilities are probable to approach these learners with compassion and understanding. By being empathetic, teachers can holistically support orphaned learners.

4.5 STRATEGIES THAT EFFICACIOUS TEACHERS USE TO SUPPORT ORPHANED LEARNERS

Participants were asked what strategies they use to support orphaned learners. In their responses, the following themes were generated: zero tolerance towards discrimination, provision of counselling, using extra-curricular activities for orphaned learners' social integration, use of competitions and positive reinforcements and retaining orphaned learners through progression. These themes are unpacked as follows:

4.5.1 Ensuring zero tolerance toward discrimination

Ensuring zero tolerance towards discrimination emerged as one of the strategies that participants use as teachers to support orphaned learners in class, help them remain in school, and achieve academic success. Eight out of twelve participants explained that they do not discriminate orphaned learners from other learners in class. They teach orphaned and other learners in class and reprimand them like other learners. This is because treating orphaned learners differently will isolate them, and other learners might avoid them. The eight participants asserted that they integrate orphaned learners with other learners by ensuring that other learners and teachers do not harass such learners. The participants also posited that in class, they try to avoid examples that remind orphaned learners of the pain of losing their parents. They further stated that they ensure that other learners do not discriminate against orphaned learners. Teacher 7 reiterated: "*I ensure that in my class, all learners care for each other and do not discriminate against one another as they are one family.*"

The data collected further show that the said participants ensure that orphaned learners are not discriminated against by employing the same teaching methodologies for all learners including orphaned. In so doing, orphaned learners feel included and understood, knowing they have someone who relates to them, just like everyone in the class. Teacher 9 stated:

> *First of all, all learners must be the same and with orphaned learners… I do not always make them feel that they are orphaned. Therefore, I teach them with other learners as they are the same. Orphaned learners do things that others do in my class at that time. When I group them for discussion, I do not group them in isolation; I group them with other learners so that other learners will help them to feel like they are not orphaned and do not remain isolated in class.*

Teacher 5 from School C further reiterated: "*I provide an environment where orphaned learners can engage with other learners through group work, discussions and presentations.*"

These data highlight the significant impact of teachers' approach towards ensuring zero tolerance towards discrimination in the classroom. Teachers foster a sense of inclusivity and belonging by

treating orphaned learners equally and integrating them with their peers, which is crucial for their emotional well-being and academic success.

4.5.2 Provision of Counselling

Data collected showed that teachers use counselling as one of the strategies to support orphaned learners, help them to remain in school, and achieve academic success. Six out of twelve participants described that even when orphaned learners have sponsorship and their necessities are provided for, they develop depression, become lonely and feel lost due to loss of parent (s). To counteract the depression, participants stated that they provide counselling and make orphaned learners accept their orphanhood. According to these six participants, counselling can ease feelings of self-doubt and loss. As a result, orphaned learners can continue attending school and performing well academically. Teacher 7 reported:

> *I am a lay counsellor and orphaned learners come to me and open up about their problems. After opening up about their issues, I can provide them with counselling to ensure that their issues do not negatively affect their academic performance and mental health. Therefore, being a teacher and a counsellor helps because I can give all learners, including orphaned, psychological support and ensure their academic success.*

The data indicates that counselling supports orphaned learners' emotional well-being and academic success. The challenges of losing a parent(s) can profoundly impact these learners, leading to feelings of depression, loneliness, and uncertainty about their future. Therefore, counselling supports orphaned learners emotionally, psychologically, mentally, and physically.

4.5.3 Using extra-curricular activities for orphaned learners' social integrations

Data collected indicated that participants use engaging orphaned learners in extracurricular activities as one of the strategies to support them in class, help them to remain in school, and achieve academic success. Six out of twelve participants reported encouraging and inviting

orphaned learners to actively participate in extra-curricular activities, including sports, art, music, and clubs. These participants explained that the extra-curricular activities make orphaned learners feel like they belong in the school. The six teachers opined that to encourage more engagement in extracurricular activities such as sports, they buy sports equipment such as soccer balls and jerseys. When orphaned learners play, their confidence improves, and they end up performing well in the activities that they are involved in. Participants further explained that they translate orphaned learners' extracurricular activities performance into class.

They elaborated that when they involve orphaned learners in clubs such as the English, Science, Debate, and Student Christian Movement, such learners can learn some things they would not learn from class lessons. Therefore, these clubs can support these learners socially, academically and mentally. Teacher 7 elaborated, "*When orphaned learners participate in extracurricular activities and excel, they get encouraged and motivated that they can also excel in the classroom.*"

These findings reveal that the use of extracurricular activities is one of the strategies used by participants in supporting orphaned learners to engage such learners in the learning process and ensure their academic success. Encouraging orphaned learners to engage in extracurricular activities can play a pivotal role in integrating such learners within the school environments.

4.5.4 Use of competitions and positive reinforcements

Data collected indicated that motivating orphaned learners is one of the strategies participants use to support them in the learning process and ensure their retention and academic success. Three out of twelve participants reported that they motivate orphaned learners through personal experiences to show them that they, too, can succeed. Teachers stated that they also invite motivational speakers such as previous orphaned learners and professionals to motivate orphaned learners to instil in them the desire to remain in school and achieve academic success. Teacher 4 elaborated: "*The testimony that the motivational speakers give can make orphaned learners realise that what they are going through is not the end of the world, and through perseverance, they can succeed.*"

Data collected further indicated that teachers utilise competition to motivate orphaned learners in class, help them remain in school, and achieve academic success. Three out of twelve participants

stated that they encourage orphaned learners to enter competitions they hold at school and those they have between schools. The three teachers explained that in these competitions, orphaned learners can meet learners with different and exceptional capabilities, making them desire to win. As they win, they get motivated to remain in school. The three participants also reported that orphaned learners feel part of the school by entering these competitions even if they do not win. Teacher 10 elaborated:

Our school has competitions, and through these competitions, learners, including orphaned ones, get awards when they perform well. This helps all learners to stay motivated and remain in school. With these competitions, we alternate participants so that everyone has a chance to participate in the contest. Participation in these competitions enables orphaned learners to integrate within the school environment and interact socially with other learners.

Teacher 10 further reiterated:

We enter competitions with other schools, and orphaned learners become part of the team representing the school because we treat orphaned learners like other learners. We select participants based on their performance and capability.

Participants further reported that they use positive reinforcements as a way of motivating orphaned learners. Four out of twelve participants asserted that when learners, including orphaned, have performed well, they praise them for their excellent grades. They further described that they provide them with rewards to acknowledge their performance. The four teachers attested that these reinforcements motivate and drive these learners, including orphaned learners, to work hard, help them to remain in school, and achieve academic success. When orphaned learners realise that they are treated the same way as other learners, they get a sense of belonging and desire to remain in school. Teacher 3 elaborated: "*I reward my learners when they have done something good, and this drives them to obtain good grades and continue learning.*"

Teacher 8 further elaborated:

When I realise that a certain learner performs exceptionally well in other activities like sports, I say to such a learner, if you can do this in extracurricular activities, then you can extend that ability to the classroom and perform well.

These findings from the data suggest that motivational strategies play a crucial role in supporting orphaned learners and fostering their academic success. Through motivational speakers, competitions, and positive reinforcements, teachers create an inclusive and empowering learning environment that encourages orphaned learners to overcome obstacles and actively engage in their education. These motivational approaches can contribute to orphaned learners' retention and academic achievement.

4.5.5 Progression

Allowing orphaned learners to progress to the next class without failing emerged as one of the strategies teachers use to support orphaned learners. One out of twelve participants elaborated that in her school, orphaned learners do not repeat a class; even if they fail, they are promoted to the next class. This can encourage such learners to want to remain in school and strive to achieve academic success. Teacher 12 elaborated: "*In our school, vulnerable and orphaned learners do not fail a class because when they do, they forfeit the sponsorship, so we promote them to the next class.*"

The data collected suggest that only one participant considers allowing orphaned learners to progress to the next class, which can be a strategy to support these orphaned learners to not drop out of school and ensure that they feel like they belong in the school. However, this strategy cannot be considered beneficial to orphaned learners as allowing them to progress to the next class without passing may hinder them from progressing to institutions of higher learning.

4.6   Summary

This chapter dealt with the presentation, analysis and interpretation of data collected, based on the study's objectives. The chapter provided valuable insights into teachers' perceptions, beliefs, and practices concerning the teaching and support of orphaned learners in Maseru secondary schools. The findings presented in this chapter will serve as a foundation for the forthcoming discussion and conclusions in Chapter 5, which will also provide a comprehensive understanding of the implications and recommendations arising from the study.

CHAPTER 5: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

This study delved into an exploration of teachers' perceptions regarding their effectiveness in instructing orphaned learners within Maseru secondary schools. Chapter four undertook the task of showcasing, analysing, and interpreting the data acquired from six secondary schools situated in Maseru. The present chapter is dedicated to engaging in a comprehensive discussion of the outcomes derived from this study. Drawing conclusions from the central findings, this chapter will also put forth recommendations. Furthermore, it will address the study's limitations, providing a well-rounded understanding of the research's scope and implications.

5.2 DISCUSSIONS

The following research questions guide the discussions: 1) How do teachers perceive their efficacy in teaching orphaned learners in Maseru secondary schools? 2) What are teachers' perceptions on the factors that inform teachers' efficacy in teaching orphaned learners in Maseru secondary schools? 3) How does the perceived teachers' efficacy influence them to support orphaned learners holistically? 4) What strategies do efficacious teachers use to support orphaned learners? These questions are discussed as follows:

5.2.1   Teachers' perceptions of their efficacy in teaching orphaned learners

Eight themes relating to teachers' perceptions of their efficacy in teaching orphaned learners emerged during data analysis. These themes include perceived efficacy in teaching orphaned learners due to teachers' communication, classroom management, parenting, interpersonal, referral and counselling skills. Participants also reported perceived efficacy in teaching orphaned learners as a result of their characters and spiritual values. These themes are discussed as follows:

5.2.1.1 Effective Communication Skills

Participants reported a high sense of efficacy in teaching orphaned learners due to their ability to communicate with such learners practically. Some participants reported that they could

communicate effectively with orphaned learners, while others felt they needed to be adequately equipped with practical communication skills. Participants who reported a high sense of efficacy believed in their ability to have open communication lines with orphaned learners, which leads to discovering issues and challenges orphaned learners face. By maintaining open lines of communication, teachers understand orphaned learners' problems and needs, provide appropriate support and guidance. Effective communication skills enable teachers to offer targeted assistance and ensure that orphaned learners focus on their education without distractions. This is in line with Woolfolk's (2004) findings that efficacious teachers maintain open lines of communication with learners, enabling them to manipulate student engagement and learning regardless of the learners' diverse challenges. Dibapile (2012) further stipulates that teachers' communication skills can influence student engagement as learners are able to open up about their problems and seek assistance from teachers. This can ensure that the problems that learners face do not negatively impact on their learning. With effective communication skills, teachers can identify challenges that orphaned learners may be experiencing and thus pave the way for proactive problem-solving, while ensuring that orphaned learners' obstacles do not negatively impact their academic journey.

5.2.1.2 Classroom Management Skills

Participants also reported high self-efficacy perceptions in teaching orphaned learners due to their classroom management skills which enable instructional practices. Some participants reported having classroom management skills through invoking instructional practices, while the others failed to express their abilities in instructional practices. Teachers who reported the presence of classroom management skills recognised the significance of instructional practices in engaging orphaned learners and helping them understand complex topics. These teachers demonstrated commitment to individualised instruction and tailored their teaching methods to the specific needs of orphaned learners. This is in line with Poulou et al.'s (2018) findings that efficacious teachers are able to control their classroom, use constructive instructional strategies, create engaging lessons as well as adopt teaching methods that respond to diverse needs of learners. With classroom management skills, teachers can ensure orphaned learners' academic success regardless of the challenges that orphaned learners face by invoking teaching strategies that ensure learners' engagement in the classroom.

5.2.1.3 Parenting Skills

All of the participants expressed a strong belief in their ability to effectively teach orphaned learners due to their ability to act as parental figures towards such learners. The participants reported that in addition to providing academic instruction, they also take on the responsibility of meeting orphaned learners' basic needs, such as providing food, paying school fees, and providing uniforms. This extra care and support can make the said learners feel valued and loved thus enabling them to engage in the learning process within the classrooms without any distractions. This is in line with Wood and Goba's (2011) finding that efficacious teachers are capable of recognising the needs of orphaned learners and taking on the roles typically fulfilled by parents in situations where the parents are no longer present. Smedley and Pepperell (2010) also stipulate that teachers are responsible for building and maintaining caring relationships with isolated learners such as orphaned learners, a role typically fulfilled by parents. By assuming the parental responsibilities towards orphaned learners, teachers can ensure academic success of such learners as they can engage in the learning process without distractions such as lack of necessities

5.2.1.4 Interpersonal Skills

The participants highlighted perceived efficacy in teaching orphaned learners that arises from their strong interpersonal skills in teaching such learners. Some participants believed that possessing such skills enabled them to teach orphaned learners effectively, while others did not share the same belief. Teachers who acknowledged having interpersonal skills mentioned that they put in conscious efforts to create a sense of acceptance and belonging among the orphaned learners. Such teachers reported having closer relationships with their learners and interacting to improve their behavioural functioning. This is in line with Woolfolk et al. (1990) assertion that efficacious teachers maintain close relationships with their learners thus creating a positive learning environment. With this, teachers can integrate orphaned learners within their classrooms.

By integrating orphaned learners into the classroom, teachers can minimise isolation and discrimination, thus creating a supportive learning environment where all learners can thrive. High efficacy beliefs in teachers contribute to forming interpersonal relationships, as stated by Morris-Rothschild and Brassard (2006).

5.2.1.5 Referral Skills

Participants reported high self-efficacy perceptions in teaching orphaned learners, which is attributed to their referral skills in dealing with such learners. Teachers recognised their limitations in providing comprehensive help and support to orphaned learners and acknowledged the importance of involving other professionals and organisations. By referring orphaned learners to counsellors, social workers, and relevant foundations, teachers ensure that these learners receive the necessary assistance and support outside the classroom. This approach addresses the specific needs of orphaned learners and allows them to integrate into the school environment, similar to their peers. In support, Stoiber (2011) emphasises that teachers with a high sense of efficacy were more likely to make appropriate referrals for their learners with regards to some challenges that learners may be facing.

These findings are consistent with the research by Johnson and Birkeland (2003), which highlighted the significance of teacher referrals in connecting learners to appropriate resources and services. Teachers' belief in their referral skills reflects their understanding of the importance of a collaborative support network for vulnerable learners. As Stoiber (2011) stated, a relationship exists between teachers' efficacy beliefs and their ability to refer these learners for appropriate services. Teachers who believe in their referral skills demonstrate a proactive approach to meeting the needs of orphaned learners, thus aligning with the findings of other studies that emphasise the importance of teacher collaboration and the involvement with external professionals on behalf of learners (Ingersoll & Kralik, 2004; Skaalvik & Skaalvik, 2018).

5.2.1.6 Counselling Skills

Participants also reported high self-efficacy perceptions in teaching orphaned learners due to their abilities to counsel such learners. Some participants reported high perceived efficacy, while others perceived themselves as having low efficacy. Teachers who reported high efficacy recognised that orphaned learners' psychological and emotional challenges can hinder their learning progress. Therefore, these teachers highlighted the importance of addressing the challenges faced by orphaned learners as well as supporting them.

By offering counselling sessions, teachers help orphaned learners identify, analyse, and solve their problems, ultimately preparing them to engage in the learning process with a clear mind and focus.

Accordingly, Dahir (2008) recognised the importance of counselling skills in educational contexts and that these teachers' beliefs in their ability to counsel learners support learners' socio-economic well-being. Studies by Jennings and Greenberg (2009) and Durlak et al. (2011) have shown that teachers who possess counselling skills and provide social-emotional support contribute to positive student outcomes, including improved behaviour, increased engagement, and enhanced academic achievement. Therefore, this proactive approach to counselling addresses the psychological and emotional challenges orphaned learners face and contributes to their overall well-being and academic success.

5.2.1.7 Character

Participants highlighted that they perceive themselves as having high self-efficacy in teaching orphaned learners due to their characters towards such learners. Some participants reported a high efficacy in teaching orphaned learners due to their characters, while others reported low efficacy. Available literature predominantly focuses on teachers' personality traits that enable them to cultivate positive and supportive relationships with their learners. Research by Roorda et al. (2011) and Wubbels et al. (2016) shows that positive teacher-student relationships characterised by trust, support, and understanding significantly contribute to student well-being and academic success. Teachers with good personality traits, such as being approachable and empathetic, create a conducive learning environment where orphaned learners feel comfortable sharing their challenges and seeking assistance. Hughes et al. (2018) and Jennings and Greenberg (2009) emphasise the importance of teachers' socio-emotional competence and ability to create positive classroom climates.

5.2.1.8 Spiritual values

Participants further reported high efficacy perceptions in teaching orphaned learners, which is due to invocation of their spiritual values towards such learners. Teachers' efficacy beliefs arising from spiritual values were considered influential on their teaching effectiveness. Some participants reported a high sense of efficacy, while others reported a low sense of efficacy in spirituality. These teachers who believed in spirituality perceived their role in teaching orphaned learners as an opportunity to express their religious beliefs and values. By incorporating spiritual elements into their teaching, these teachers aimed to meet the spiritual needs of the orphaned learners. The

participants believed that their responsibility was to show love and care for their less fortunate neighbours.

While participants perceived a correlation between their spiritual values and their efficacy in teaching orphaned learners, no substantial research had been conducted to establish a clear connection between spiritual values and teachers' efficacy. As a result, the participants' perceived efficacy in teaching orphaned learners, rooted in spiritual values, cannot be considered existing as there seems to be no body of knowledge to support the correlation between perceived teachers' efficacy and spirituality. Moreover, the issue of spiritual values can be sensitive considering the religious diversity that may exist among teachers and learners, including orphans. Therefore, intensive research is required to substantiate this matter.

5.2.2 Factors that inform teachers' efficacy beliefs in teaching orphaned learners

The data analysis revealed eight themes relating to factors that inform teachers' efficacy beliefs in teaching orphaned learners. These themes are: teaching experiences, training, support, background, subjects taught, reading books, policies and mentorship. These themes are discussed as follows:

5.2.2.1 Teaching experiences

Teachers' work experiences emerged as informing factors shaping their perceptions of efficacy in teaching orphaned learners. A significant portion of teachers with elevated efficacy perceptions, expressed that their confidence and effectiveness in instructing orphaned learners developed over time due to positive outcomes and successful experiences. This pattern of findings aligns harmoniously with Bandura's self-efficacy theory (1977), which underscores the impact of mastery experiences on self-efficacy. Essentially, accomplishments seen as triumphs tend to elevate self-efficacy, whereas perceived failures can diminish it. This underscores the pivotal role that personal experiences play in molding teachers' convictions and self-assurance in their capacity to educate particular student demographics (Henson, 2001; Tschannen-Moran & Woolfolk Hoy, 2001). Moreover, Bandura's theory further posits that having surmounted challenges contributes to a belief in one's ability to overcome obstacles, irrespective of setbacks. These experiences equip teachers with the adaptability to cater for learners with diverse attributes and backgrounds,

facilitating the customisation of teaching methodologies to meet the distinctive requirements of orphaned learners.

5.2.2.2 Training

Participants reported that formal education and training significantly inform their efficacy beliefs in teaching orphaned learners. Most participants reported that formal education and training greatly enabled them to teach orphaned learners successfully. Teachers who have received relevant qualifications and courses related to teaching disadvantaged children, including orphaned learners, feel better equipped to teach them. Additionally, informal training through workshops and online courses helps teachers upgrade their skills and learn new strategies for teaching and supporting orphaned learners. In support, Tschannen-Moran & Woolfolk, (2001) highlight the importance of teachers' qualifications and training in building their confidence and competence.

Bandura's self-efficacy theory (1977) suggests that providing individuals with relevant training and experiences can positively impact their self-efficacy beliefs. If people receive proper training and have opportunities to gain mastery experiences, they are more likely to develop higher self-efficacy in their respective domain. Therefore, it is important that teachers should continuously keep updating their skills and knowledge (Shakoor et al. 2013) due to the inevitable obsolescence that transpires over time.

5.2.2.3 Support

Participants reported that their efficacy beliefs in teaching orphaned learners are also informed by the support that they receive from various stakeholders, including colleagues, learners, school management, guardians, and the wider community. Participants attributed their high efficacy beliefs to the support they received from these stakeholders, while others reported a low efficacy. Participants reported that support from their colleagues enables them to learn from their colleagues' experiences. This aligns with Bandura's (1977) self-efficacy theory under vicarious experiences in that when colleagues offer support or share their experiences with each other, they can learn from their successes, challenges, and insights.

The support provided by various stakeholders as mentioned earlier helps teachers to feel that they are not alone thus that reinforces their knowledge and approaches to teaching. These findings are

consistent with prior research highlighting social support's significance in promoting teacher efficacy (Henson, 2001; Tschannen-Moran & Woolfolk Hoy, 2001). The teaching materials from MOET, encouragement, resources, and guidance provided by these stakeholders further reinforce teachers' belief in their ability to teach orphaned learners effectively.

5.2.2.4 Background

Participants reported that their efficacy in teaching orphaned learners was further informed by their own personal experiences. For instance, teachers who grew up in difficult circumstances or have encountered orphaned learners may have a greater sense of efficacy than those who have not. These experiences enable teachers to empathise with the challenges faced by orphaned learners and provide them with the necessary support. Additionally, teachers who have overcome adversity in their own lives are more likely to understand and connect with orphaned learners. This finding is consistent with previous research that suggests teachers' backgrounds shape their attitudes and perceptions toward learners from diverse backgrounds (Ladson-Billings, 1994; Villegas & Lucas, 2002). Teachers' own backgrounds can be pivotal in enabling them to understand orphaned learners' situations and be in a position to know how best to approach them and engage them in the learning process.

5.2.2.5 Subjects taught

Participants reported that their efficacy in teaching orphaned learners is also informed by the subjects that they teach. The way certain subjects are taught, such as Religious Knowledge and Life Skills Based on Sexuality Education, can affect how teachers view their effectiveness. While some teachers expressed confidence in supporting orphaned learners due to teaching these subjects, others did not. These subjects are essential for teachers to be equipped with the skills and knowledge to help orphaned learners overcome their unique challenges. The subjects equip teachers with necessary skills and knowledge of how best to teach orphaned learners thus instilling confidence in their ability to teach such learners. Deemer (2004) states that confident teachers are more likely to be creative and innovative.

5.2.2.6 Reading Books

Participants further reported that reading books that offer insight and knowledge about teaching orphaned learners inform their efficacy in teaching such learners. When teachers read books offering insight and knowledge about teaching orphaned learners, it boosts their confidence in their teaching ability. A quarter of the participants reported reading books enable them to respond to the needs of orphaned learners thus inform their efficacy belief in teaching such learners. In contrast, others did not comment on their efficacy after reading books. Teachers who actively seek out resources and information on teaching strategies for orphaned learners are better equipped to meet their unique needs. This is in line with research (Tschaannen-Moran & Hoy, 2000; Woolfolk et al., 2005) which suggests that efficacious teachers are willing to try new ideas and strategies with their learners. This supports the idea that reading books can instill high self-efficacy beliefs in teachers which can give teachers the confidence to impart knowledge to their learners in a manner that responds to the different needs of learners in the classroom (Shahzad & Naureen, 2017). Through reading books that deal with orphaned learners, teachers can be in a position to understand such learners' situations and know how best to teach and approach them.

5.2.2.7 Policies

Participants reported that education policies such as the Inclusive Education Policy inform their efficacy in teaching orphaned learners. Policies provide clear guidelines and support thus enabling teachers to be better equipped to teach orphaned learners. Policies like Inclusive education policies ensures teachers' ability to address the diverse learners' needs, including those who experience challenges, like orphaned learners. This is line with Mieghem et al. (2018) findings that teachers' attitudes towards their efficacy are informed by their knowledge and skills related to inclusive education that caters for learners from diverse backgrounds.

5.2.2.8 Mentorship

Participants further reported that mentorship inform their efficacy perceptions in teaching orphaned learners. Experienced teachers' mentorship was considered as having positive impact on teachers' efficacy belief in teaching orphaned learners. One participant reported feeling highly efficacious as a result of mentorship, while others did not mention mentorship as a factor informing their efficacy beliefs which indicates that mentorship is not commonly used thus some teachers

may have not been exposed to it during teaching practice. Being mentored by seasoned teachers during teaching practice can help new teachers understand the unique needs of orphaned learners and develop effective strategies to support their learning. Similarly, Tom & Wycliff (2021) suggest that mentorship provides guidance, teaching, and exposure to strategies that inform classroom practices. These findings align with Abi's (2021) argument that mentorship enables teachers to succeed in their teaching tasks and maximise learners' performance.

5.2.3 The influence of teachers' efficacy beliefs in holistically supporting orphaned learners

During data analysis, seven themes relating to the influence of teachers' efficacy beliefs in holistically supporting orphaned learners emerged. These themes were: confidence, patience, preparations, open-mindedness, empathy, motivation and happiness. These themes are unpacked as follows:

5.2.3.1 Confidence

Participants expressed that their beliefs in their abilities to teach orphaned learners influence them to be confident in teaching such learners. This finding is in line with Bandura's (1977) self-efficacy theory which states that having a perceived sense of self-efficacy can help build an individual's confidence. This confidence enables teachers to stand in front of their learners with conviction. Additionally, this confidence extends to the learners, as it helps them develop a positive mindset and believe they can overcome any challenges they may face. This is supported by Lunenburg's (2011) notion that self-efficacy builds confidence in one's ability to complete a task.

5.2.3.2 Patience

Participants noted that their efficacy beliefs influence them to maintain patience while teaching and supporting orphaned learners. This patience allows teachers to keep their composure even in challenging situations, where they must constantly be alert and address the learners' needs. These findings align with Dibapile (2012) that efficacious teachers have to be patient with learners. Teachers' patience also helps foster resilience in the learners, enabling them to cope with difficulties and persevere in their learning journey. In support, Shaughnessy (2004) states that if teachers encourage learners and become patient with them, such learners will be motivated to learn.

5.2.3.3   Preparation

Participants reported that their efficacy beliefs influence their ability to prepare and plan effectively for teaching orphaned learners. This finding aligns with Hoy (2003) and Mojavezi and Tamiz (2012) that efficacious teachers are more organised. This preparation ensures teachers strategically approach the learners and use appropriate learning materials to facilitate successful teaching. Well-planned lessons enhance the learners' academic performance by creating a conducive environment for understanding and knowledge retention. Teachers' preparedness aligns with Poulou et al.'s (2018) findings that efficacious teachers can organise and carry out behaviours that lead to a positive learning environment.

5.2.3.4   Open-mindedness

Participants reported that their efficacy beliefs influence them to be open minded in teaching orphaned learners. Teachers highlighted the importance of having an open mind. By having open mind, teachers are able to gain insight into each student's needs and adjust their teaching styles accordingly. Teachers' open mindedness creates a connection between teachers and learners thus allowing for relatable real-life examples that aid in comprehension. This is in line with Marzano et al. (2001) and Slonge's (2002) assertions that efficacious teachers have specific traits and behaviours that empower them to excel in any situation, ultimately benefiting the learners' performance. Being open minded influence teachers to be able to identify the needs of orphaned learners and ensure that the learning methods are in manner that respond to the orphaned learners due to the challenges that they experience.

5.2.3.5   Empathy

Some participants shared that their beliefs in their ability to make a difference influence them to be empathetic towards orphaned learners. Teachers stressed the importance of their efficacy in fostering empathy and providing holistic support for these learners. Empathy is important for teachers because it helps them understand the unique challenges faced by orphaned learners, enabling them to offer appropriate assistance. According to a study by Davis et al. (2003), sympathetic teachers foster supportive relationships with their learners and a positive classroom environment. Teachers who demonstrate empathy can create a safe and supportive environment that addresses the emotional needs of orphaned learners. This is consistent with the findings of

Caprara et al. (2006) and Klassen and Chiu (2010), who highlight the importance of demonstrating empathy in creating an inclusive classroom environment. By being non-judgmental and relating to the challenges faced by orphaned learners, teachers can help these learners feel supported and valued.

5.2.3.6   Motivation

Participants expressed that they feel motivated to holistically support orphaned learners because they believe in their ability to teach well. This determination leads them to offer additional support to ensure that their learners understand the lessons. By persisting in their efforts to help their learners and solve their problems, the teachers are able to improve the student's academic performance. These findings align with Bandura's (1977) theory, which suggests that individuals who have confidence in their own abilities are more inclined to persist in the face of challenges. They are less discouraged by obstacles and remain dedicated to achieving their desired outcomes, often emerging stronger from setbacks.

When teachers are motivated as a result of their self-efficacy beliefs, they develop a passion for teaching. Teachers with a passion for teaching are likely to inspire orphaned learners to have a similar passion for their school work regardless of the challenges that they face. This is in line with Friedman and Kass's (2008) findings that efficacious teachers exhibit care and concern to their learners which can instill passion for schools work in the student and enable them to respond positively to the learning process regardless of the challenges that they face.

Passionate teachers' support can motivate orphaned learners to strive for exceptional performance, as they feel acknowledged and encouraged. This highlights the importance of teachers' investment in their learners' education and its impact on learner outcomes. Vallerand (2010), emphasises the importance of passion in promoting student engagement as passionate teachers can inspire learners to develop a similar passion for learning, leading to increased motivation and exceptional performance.

5.2.3.7   Happiness

One participant highlighted that her self-efficacy influences her to be happy in her profession thus enabling her to holistically support orphaned learners. Happy teachers establish positive

relationships with their learners, creating an atmosphere where orphaned learners feel accepted and included. The acceptance and accommodation provided by these teachers can significantly impact the well-being and engagement of orphaned learners. These findings are supported by Biswas-Diener (2008), who suggests that happy teachers are more emotionally available, compassionate, and nurturing toward learners. Positive teacher-student relationships foster a sense of acceptance and belonging among orphaned learners, enhancing their overall well-being and engagement.

5.2.4 Strategies that efficacious teachers use to support orphaned learners

Five themes relating to the strategies that efficacious use to support orphaned learners emerged during data analysis. These themes include; ensuring zero tolerance towards discrimination, provision of counselling, using extracurricular activities for orphaned learners' social integration, use of competitions and positive reinforcements and retaining orphaned learners through progression.

5.2.4.1 Ensuring zero tolerance towards discrimination

Participants reported that as a strategy of supporting orphaned learners, the ensure that their classroom environments are free of discrimination against orphaned learners in order to ensure that such learners can engage in the learning process without any distractions. The participants emphasised the importance of treating orphaned learners no differently from their peers. By integrating them with other learners and discouraging discrimination, teachers help orphaned learners feel accepted, included, and motivated to stay in school. Accordingly, when teachers do not tolerate discrimination in their classrooms that ensure that learning occurs in an inclusive classroom environment (IIEP-UNESCO, 2022). In sustenance, Pianta (1999) emphasises the importance of non-discrimination in the classroom environment as that can ensure that orphaned learners become fully engaged in the learning process without any distractions in the classroom.

5.2.4.2 Provision of counselling

Participants reported that as a strategy to support orphaned learners, they provide them with counselling in order to recognise the emotional and psychological challenges faced by such learners. Through counselling, teachers offer support, guidance, and a safe space for these learners

to express their feelings, accept their circumstances, and find the motivation to continue their education. Through the provision of counselling support, teachers establish a secure environment for orphaned learners to openly discuss their challenges, seek guidance, and cultivate resilience. This approach is consistent with Woolfolk's (2004) perspective, which suggests that efficacious teachers possess the ability to influence student engagement and learning outcomes, even for those who may be struggling. Hence, it becomes imperative for teachers to offer counselling services to orphaned learners, aiming to address their emotional needs and promote their overall well-being and academic advancement. McBride (2002) further emphasises that teachers need to possess high levels of efficacy to effectively address the cognitive, emotional, and social dimensions of orphaned learners' growth and academic achievements.

5.2.4.3 Using extra-curricular activities for orphaned learners' social integrations.

Participants reported that they encourage orphaned learners to engage in extra-curricular activities for social integrations as such foster their sense of belonging and effective engagement in the learning process. Engaging orphaned learners in extra-curricular activities such as sports, art, music, and clubs helps them develop a sense of belonging and boosts their self-confidence. These activities also provide opportunities for social, academic, and personal development, enhancing their educational experience. Additionally, participating in clubs allows orphaned learners to learn and socialise in a supportive environment, fostering their academic and personal growth. Accordingly, Mahoney et al. (2005) posited that participation in these activities can contribute to acquiring skills, personal growth and social relationships. The findings underscore the positive impact of extra-curricular activities on supporting orphaned learners and promoting their retention and academic success. In support, Eccles & Barber (1999) discovered that extra-curricular activities impact the academic performance, psychological well-being and social development of learners in school.

5.2.4.4 Use of competitions and positive reinforcements

Participants highlighted as a strategy for supporting orphaned learners, they use classroom competitions in order to inspire and motivate orphaned learners to work hard. Participating in competitions allows orphaned learners to showcase their skills, talents, and academic achievements. These experiences boost their self-esteem, motivate them to strive for success, and

instill a sense of pride in their academic accomplishments. Competitions allow these learners to showcase their abilities and integrate into the school community. The findings suggest that competitions catalyse orphaned learners' engagement and academic success. In support, Dweck (2006) emphasises the importance of fostering a growth mindset in learners, encouraging them to embrace challenges and see failures as opportunities for growth.

Participants further reported that they use positive reinforcement, such as praises and rewards in order to motivate orphaned learners to excel academically. These findings align with Bandura's (1977) self-efficacy theory in that positive verbal persuasion of learners can enhance their performance and encourage them to learn. This is because when individuals receive vocal encouragement and positive feedback about their performance, they are more likely to exert more effort and persevere through challenges (Bandura, 1977). In support, Hattie and Timperley (2007) and Redmond (2010) stated that positive reinforcements help learners understand their progress and make the necessary adjustments. By applying consistent reinforcement strategies, teachers can create a learning environment where orphaned learners feel equally valued and challenged, ultimately contributing to their retention and academic success.

5.2.4.5   Retaining orphaned learners through progression

One participant out of twelve expressed allowing orphaned learners to progress to the next class as one strategy to support these learners as allowing orphaned learners to fail and repeat a class can lead to low orphaned learners' retention rates. However, this strategy reflects the attributes of a teacher with low self-efficacy as such teachers shy away from diversity and consider difficult tasks as personal threats (Bandura, 1977). Allowing orphaned learners to progress to the next class regardless of the fact that they have not passed show the teacher's inability to effectively teach such learners. This strategy has the potential to be detrimental to orphaned learners. If they are consistently allowed to progress without acquiring the fundamental knowledge and skills, they are likely to struggle as they advance through their education. This struggle could lead to poor academic performance and hinder their chances of successfully pursuing higher education opportunities.

While the suggestion of allowing orphaned learners to progress to the next class might stem from a well-intentioned desire to prevent high dropout rates, it should not be upheld. The potential

implications for the educational development and long-term success of orphaned learners need to be carefully considered. An effective education system should aim to strike a balance between supporting learners' needs and ensuring that they acquire the necessary skills and knowledge for their future.

5.3   CONCLUSIONS

In relation to the research question which says "To determine teachers' perceptions of their efficacy in teaching orphaned learners in Maseru secondary school", the current study concludes that teachers believe that they are able to teach orphaned learners. The perceived self-efficacy in teaching orphaned learners is due to teachers' skills in effective communication, classroom management, parenting, referral, counselling as well as interpersonal skills. This further concludes that teachers' perceptions of their efficacy in teaching orphaned learners is attributed to their character and spiritual values towards orphaned learners. These efficacy beliefs play a significant role in supporting these orphaned learners and significantly impact teachers' ability to teach orphaned learners effectively. By leveraging their abilities and adopting a holistic approach, teachers strive to empower orphaned learners and ensure they receive the education and support they need to succeed academically and personally.

With respect to the research question that states "To investigate teachers' perceptions on the factors that inform their efficacy in teaching orphaned learners in Maseru secondary schools", the study concludes that teachers' efficacy beliefs in teaching orphaned learners are informed by a combination of factors including their teaching experiences, training, support, background, subject taught, reading books, policies, and mentorship. These factors shape teachers' confidence and competence in effectively teaching orphaned learners and addressing their unique needs. The factors also reinforce teachers' knowledge and ability to address the challenges orphaned learners face.

On the research question which says "To determine teachers' perceptions on how their efficacy beliefs influence them to holistically support orphaned learners", the current study concludes that teachers' efficacy beliefs enable them to be; confident, patient, prepared, open minded and empathetic. The study concludes that teachers' efficacy beliefs influence them to be motivated and happy in their profession. Teachers' efficacy beliefs empower them to support and assist orphaned

learners, including meeting their basic needs and seeking external help when necessary. These efficacy beliefs further enable teachers to positively impact orphaned learners' academic performance, behaviour, well-being, and overall outlook on life.

Lastly on the research question which says "To determine strategies that efficacious teachers use to support orphaned learners", the study concludes that the strategies employed by efficacious teachers to support orphaned learners encompass; ensuring zero tolerance towards discrimination, providing counselling, use of extracurricular activities for orphaned learners' social integrations, use of competitions and positive reinforcements and retaining orphaned learners through progression. These strategies support orphaned learners as they aim to create a supportive and inclusive learning environment; making them feel accepted, engaged, and motivated, thus enabling them to remain in school and achieve academic success.

5.4   LIMITATIONS OF THE STUDY

The limitations of this study are that it used a limited number of participants to collect data and as such the conclusions cannot be generalised to the whole population of teachers in the Maseru district. The views expressed during the interviews only reflect the opinions of the participants who participated in this study. However, the collected data was meticulously analysed to accurately depict participants' perceptions of their effectiveness in teaching orphaned learners in Maseru secondary schools.

Another limitation of the study is that it utilised purposive sampling, meaning that the participants were selected based on subjective considerations. Nevertheless, the researcher gathered comprehensive and detailed data due to the participants' experience and qualifications.

5.5   RECOMMENDATIONS

Based on the findings of the current study, the following recommendations are made to various stakeholders who provide services to orphaned learners. These stakeholders are teachers, principals, institutions of higher learning and the Ministry of Education and Training.

5.5.1 Recommendation to the teachers

For teachers' efficacy beliefs to be enhanced, teachers need to keep updating their skills, including counselling and psychosocial support skills, to teach orphaned learners effectively. This is in order to respond to the ever-changing needs of orphaned learners. Teachers should establish support networks where teachers can share experiences, best practices, and strategies for teaching orphaned learners. This network can include regular meetings, online forums, and peer mentoring programs. These platforms can also encourage the creation of policies that foster the inclusivity of orphaned learners within the schools' environments. Teachers should prioritize developing a deep understanding of the unique challenges that orphaned learners face in order to be able to create a more supportive and inclusive learning environment. They should create classroom atmosphere that encourages open communication and regularly checking in with orphaned learners to ensure that they feel valued and included. In essence, the findings of the study show that teachers in Maseru Secondary schools are not aware of their efficacy beliefs in teaching orphaned learners, thus I recommend that teachers ought to be aware and have high efficacy beliefs in order to be able to teach orphaned learners and ensure their academic success despite the challenges that such learners face.

5.5.2 Recommendations to the principals

Principals should establish a supportive and inclusive school culture. They should foster a school culture that values diversity and inclusivity. This can be done through organizing of workshops, seminars, and training sessions for teachers to increase their awareness and understanding of the unique challenges that orphaned learners may face. Such workshops, training sessions and seminars can encourage open discussions and dialogue about their concerns and experiences in teaching these learners.

Principals should also provide professional development opportunities to teachers. They should offer regular professional development opportunities to teachers that focus on strategies for effectively teaching orphaned learners. These sessions can include evidence-based instructional methods, trauma-informed teaching approaches, and ways to create a safe and supportive learning environment. Principals should also collaborate with social workers and counsellors as such professionals can offer valuable insights and support to address the emotional and psychological needs of orphaned learners, helping teachers better understand and cater to their learners' needs.

5.5.3 Recommendations to the Higher Institutions

Higher education institutions such as universities and colleges that train teachers should develop specialised training programmes to equip student teachers with skills that address the needs of different types of vulnerable learners including orphans. These programmes can include teaching strategies that foster resilience and promote the emotional well-being of vulnerable learners. Moreover, higher education institutions should hold collaborative workshops involving teachers from Maseru secondary schools and experts from the said institutions, such as psychologists and social workers, to enhance teachers' understanding of the psychological, emotional, and social needs of orphaned learners. This can enable teachers to provide appropriate support and create inclusive learning environments.

5.5.4 Recommendations to the Ministry of Education and Training

It is recommended that the government of Lesotho, through the Ministry of Education, offer support systems and resources to secondary school teachers. This can be done by ensuring that secondary schools in Maseru have dedicated counselling services to provide emotional support, guidance and mentorship to learners at risk, including orphaned learners. There should be external professionals, such as social workers deployed in secondary schools in Maseru that work closely with teachers to address the individual needs of orphaned learners.

It is recommended that the Ministry of Education and Training (MOET) should allocate additional resources, learning materials, and technology, to secondary schools with a high population of orphaned learners. These resources will help teachers implement innovative teaching methods and enhance student engagement. It is also recommended that MOET should provide more sponsorship to all orphaned learners enrolled in secondary school. On top of the school fees that the Ministry is already paying for orphaned learners, it should also cater for necessities such as food and toiletries. With these basic needs catered for, orphaned learners will not feel the burden of lacking necessities and will focus on their learning.

The Ministry of Education and Training should form partnerships and collaborate with Non-Governmental Organisations (NGOs). This collaboration can offer additional resources to orphaned learners as well as mentorship and extra-curricular activities that can enrich the learning experiences of orphaned learners. Lastly, the Ministry of Education should develop new policies

and improve existing policies within its framework that address the needs of orphaned learners and emphasize the importance of teacher support and efficacy in teaching them. After implementing the new policies, the Ministry should establish an evaluation mechanism that ensures that the developed policies not only exist on paper but are put into practice. This should also be the case with the already existing policies that have been developed. Lastly, the Ministry should launch advocacy campaigns to raise awareness among stakeholders, including policymakers, school administrators, parents, and the general public, about the challenges orphaned learners face and the crucial role of teachers in their education.

5.6 SUMMARY

The current chapter focused on discussing the findings acquired in this study. Conclusions were drawn from the findings, and recommendations for teachers, principals, higher institutions and the Ministry of Education and Training were made.

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APPENDICES

APPENDIX A: Interview questions
<u>Interview questions</u>

1. Please tell me about your beliefs in your abilities to successfully teach orphaned learners?

2. Please describe what makes you believe that you can successfully teach orphaned learners?

3. How do your beliefs in your abilities as a teacher enable you to holistically support orphaned learners?

4. What strategies do you use to maintain a supportive learning environment for orphaned learners?

4.1 What strategies do you use to help orphaned learners to remain in school (retention of such learners?

4.2 What strategies do you use to help orphaned to achieve academic success?

APPENDIX B: A letter to MOET

The National University of Lesotho

Telephone: +266
22340601/3631
Fax: +266 22340000
http://www.nul.ls

P.O. Roma 180
Lesotho
Africa

22nd March 2023

District Education Manager

Maseru

Lesotho

Dear Madam

<u>**Re: Request to collect data from Secondary schools in Maseru**</u>

Tsele Ishmael Setai is a Masters' student in the Faculty of Education, National University of Lesotho. One of the requirements of this programme is to conduct a study on topical issues in education. It is because of this requirement that he is conducting a study on **Teachers' Perceptions of their Efficacy in Teaching Orphaned Learners in Maseru Secondary Schools**. You are therefore requested to allow him to collect data from sampled schools. The sampled schools are attached therein for ease of reference.

Thank You in advance.

Regards,

Rets'elisitsoe Matheolane (PhD)

APPENDIX C: Letter from MOET

THE GOVERNMENT OF THE KINGDOM OF LESOTHO
MINISTRY OF EDUCATION AND TRAINING – MASERU

P.O.BOX 47 MASERU 100

TEL:22322816

The principal
.... high school
Maseru 100.

11th April 2023

Dear Sir/Madam

Re: PERMISSION TO CARRY OUT RESEARCH STUDY

Permission is hereby granted TO **TŠELE ISHMAEL SETAI (Mr)** to undertake a study whose topic is – **"Teacher Perceptions of their efficacy in teaching orphaned learners in Maseru Secondary schools"**.

It is the hope of the Ministry of Education and Training that the findings of this study will help it in its efforts to provide quality education.

I hope this will reach your favourable considerations.

Yours Sincerely

Teboho Moneri (Mr) - Regional Inspector Central

MINISTRY OF EDUCATION
AND TRAINING
REGIONAL INSPECTOR - CENTRAL

1 1 APR 2023

TEL: 22322816, P.O. BOX 47
MASERU 100 LESOTHO

APPENDIX D: Letter to the principals

<div align="right">

P.O Box 9907

Maseru 100

Lesotho

</div>

The Principal

Maseru

Lesotho

Dear sir/madam,

<div align="center">

Re: CONSENT TO PARTICIPATE IN THE STUDY

</div>

I, **Tsele Ishmael Setai,** am a Masters student at the National University of Lesotho. One of the requirements of my studies is that I complete a dissertation on topical issues in education. In line with this requirement, I am conducting a study on **Teachers' Perceptions of their Efficacy in teaching Orphaned Leaners in Maseru secondary schools**. A request to collect data for this study was approved by Regional Inspector Central in the Ministry of Education and Training. I therefore request two teachers from your school to voluntarily participate in this study. The information they will provide will be used for academic purposes only and their names and that of the school will be kept anonymous. Descriptions made will also be done in a manner that will not reveal their identity or that of their school.

If you agree to allow data to be collected in your school, please sign on the spaces provided below.

_____   _____

Mr. T.I. Setai   Date

_____   _____

Name of the principal   Signature

_____

Date

APPENDIX E: Consent letter to the participants

<div align="right">

Qoaling

P.O Box 9907

Maseru 100

</div>

Maseru

Lesotho

Dear sir/madam

<div align="center">

Re: CONSENT TO PARTICIPATE IN THE STUDY

</div>

I, **Tsele Ishmael Setai,** am a Masters student at the National University of Lesotho. One of the requirements of my studies is that I complete a dissertation on topical issues in education. In line with this requirement, I am conducting a study on **Teachers' Perceptions of their Efficacy in teaching Orphaned Leaners in Maseru secondary schools**. A request to collect data for this study was approved by Regional Inspector Central in the Ministry of Education and Training as well as the Principal of this school. I therefore request you to voluntarily participate in this study. The information you provide will be used for academic purposes only and your name and that of your school will be kept anonymous. Descriptions made will also be done in a manner that will not reveal your identity or that of your school.

If you agree to participate in this study, please sign on the spaces provided below.

_____   _____

Mr. T.I. Setai   Date

_____   _____

Name of the participant   Signature

_____

Date

TEACHER 7 Transcription

Interviewer- "Please tell me about your beliefs in your abilities to successfully teach orphaned learners?"

Participant- "Yes I do believe in my abilities to successfully teach orphaned learners. This is because I ensure that all learners are treated the same. Recognizing that orphaned learners may come from diverse backgrounds, I tailor my instructions to meet these learners' needs. I employ teaching strategies, resources and materials to accommodate their learning styles and ensure that they receive personalized attention. For orphaned learners, I take the responsibility of identifying them and be aware of their orphan-hood if I am a class teacher. Therefore, my responsibility as a teacher is to make them feel that they are not orphaned as I teach them together with other learners and consider them the same as other learners in my class. When I group learners for discussion, I do not group orphaned learners in isolation but I group them together with other learners. This is to ensure that the orphaned learners do not feel isolated in class due to their orphan-hood. As a teacher, one must approach such learners taking into account their psychological problems and how they respond to things. Sometimes, when I assign orphaned learners to groups I realise that they are not happy and then I take the responsibility of finding out what the problem could be. I do this out of the classroom. Then, they will open up and tell me their problems and then I provide counselling regarding the said problems. So in a nutshell, I prepare them to be in one environment with other learners."

Interviewer- "You said there are instances where you find that these orphaned learners are not happy, so when you talk to them and realise that there are problems that emanate from home, how do you address those problems?"

Participant- "I pay attention to things that might hinder learners from learning. For example, if I notice one orphaned student sleeping in class, I walk up to the learner and request to talk with them outside the classroom without distracting the learning process. I then inquire if they had breakfast at home. If not, I go to the school kitchen and request food."

Interviewer- "And then, please tell me about your beliefs in your abilities to successfully teach orphaned learners?"

Participant- "I know that orphaned learners often face challenges at home and school that negatively affect their academic performance, so I am considerate in dealing with them. In my background, it is true that I had both parents while growing up, but lacking basic necessities and being poor groomed me to be able to work with such learners. This enables me to identify certain needs that a certain orphaned learner has. "

Interviewer- "And then?"

Participant- "I have raised orphaned learners and put them through school thus I know how such learners can miss their parents. The fact that orphaned learners have certain needs that their parents would provide for if they were still alive makes such learners miss them. Therefore, I see to it that I help such learners."

Interviewer- "And then?"

Participant- "I think they are all."

Interviewer- "Please describe what makes you believe that you can successfully teach orphaned learners?"

Participant- "The subject I teach, Life Skills Based Sexuality Education, has played a pivotal role in shaping my beliefs and efficacy in teaching orphaned learners. The topics covered in this subject are designed to cater to the needs of every learner, including those who are orphaned. Utilizing experiential learning methods, this subject equips me with the necessary skills to address these learners' unique challenges effectively. Through Life Skills Based Sexuality Education, I am committed to providing a supportive and inclusive learning environment, ensuring orphaned learners receive the guidance and understanding they deserve to thrive academically and emotionally.

Interviewer- What else?

Participant- "Even the Education Act enables me to teach the orphaned learners in all circumstances. Reading motivational books also enables me to teach such learners."

Interviewer- "What else?"

Participant- "Others include social media which gave me exposure to ways in which other people address the challenges that orphaned learners face as well understand the depth of orphaned learners' problems. This exposure enables me to be able to address different needs of orphaned learners and see to it that I help them.

Interviewer- "And then, please describe what makes you believe that you can successfully teach orphaned learners?"

Participant- "Education has enabled me to know how to approach the orphaned learners."

Interviewer- "What else?"

Participant- "Also, the community social groups that my mother works with shaped me to have empathy towards other people especially those that are vulnerable such as orphaned learners. Again the fact that my father grew up without a mother enabled me to be empathetic to orphans; in this instance orphaned learners and understand how they live as I understood my father's situation while growing up."

Interviewer- "What else?"

Participant- "My Confidence also helps me believe that I can teach and support orphaned learners. This confidence enables me to be proactive and address the myriad of challenges that orphaned learners may face. My belief in my abilities to teach orphaned learners instils confidence that I can master supporting orphaned and ensure their challenges do not negatively affect their academic performance. Moreover, being empathetic enables me to understand where orphaned learners come from and relate to their problems."

Interviewer- "What else?"

Participant- "I think I have exhausted them all."

Interviewer- "How do your beliefs in your abilities as a teacher enable you to holistically support orphaned learners?"

Participant- "My beliefs motivate me to create a conducive platform for orphaned learners to share their problems with me so that I can help them. The motivation that I get from such beliefs enables me to be able to assist orphaned learners where I can; regarding their different problems."

Interviewer- "What impact does this have on orphaned learners?"

Participant- "It has a positive impact because when I approach them they become comfortable, open and tell me everything such as the challenges that they may be facing. And then I apply counselling to such learners. "

Interviewer- "And then?"

Participant- "It helps to be sociable because I am able to help raise funds for orphaned learners so that they have basic needs. When I am sociable to them, their welfare becomes good."

Interviewer- "And then?"

Participant- "I think I have exhausted them."

Interviewer- "What strategies do you use to maintain a supportive learning environment for orphaned learners?"

Participant- "One of the strategies I use is to create oneness amongst learners in the classroom thus they become a family and sympathise with each other. Where one learner encounters a certain problem, all learners in the class explore ways in which they can afford assistance to such a learner. I also encourage learners to join the Student Christian Movement so that they can be equipped on ways in which they can help each other and tackle some of the problems that they may have. I further encourage orphaned learners to join sociable clubs such as Science Club or Debate Club so that they feel as part of the school environment. When I assign class works or group work, I

ensure that orphaned learners do not become isolated as I group them with other learners. I also assign responsibilities to orphaned learners in order to ensure that they become integrated into the classroom and feel a sense of belonging. I also motivate orphaned learners in order to ensure that they keep up the good in different areas that they excel in. There is this one orphaned learner in my class who is very skilled with football and got an award. In order to encourage him, I paid for his quarterly fee as I noticed that such was not paid for.

Interviewer- "What else?"

Participant- "I think they are all."

Interviewer- "What strategies do you use to help orphaned leaners to remain in school (retention of such learners)?"

Participant- "Sometimes times orphaned learners drop out of school because of school fees which they do not have money to pay for. Therefore, as teachers we ask for assistance from Social Welfare Department to pay their fees. When I am a class teacher, I make a request in the staff meeting to raise funds for such orphaned learners to pay their fees, buy them some of the things that they need such as shoes, jerseys, uniform and others. Again I stay in contact with their guardians in order to keep them at school. I also regularly meet with such learners to check up on them. When they are absent from school, I take the responsibility of making a follow up as to why they are not in school. Moreover, I ensure that in my class, all learners care for each other and do not discriminate against one another as they are one family in order to ensure that orphaned leaners have sense of belonging and remain in school."

Interviewer- "What else?"

Participant- I am a lay counsellor and orphaned learners come to me and open up about their problems. After opening up about their issues, I can provide them with counselling to ensure that their issues do not negatively affect their academic performance and mental health. Therefore, being a teacher and a counsellor helps because I can give all learners, including orphaned, psychological support and ensure their academic success.

Interviewer- "What strategies do you use to help orphaned learners to achieve academic success?"

Participant- "I encourage orphaned learners to participate in extracurricular activities because when they excel, they get encouraged and motivated that they can also excel in the classroom. Moreover, I encourage orphaned learners to have home time tables that they can use to study while at home. Most of the time, such learners do not have books so I lend them mine and also print learning materials for them. I also make sure that they come early for morning study and also stay for the afternoon study. I encourage learners centred method where learners find things for themselves thus giving them exposure and the ability learn from their own findings."

Interviewer- "What else?"

Participant- "I encourage them to ask questions in class. I also look at areas where they excel and those where they struggle. In subjects where they struggle, I ask other teachers to give them extra work, remedial classes and regular feedback in order to enable them to master such subjects. In staff meetings, I talk about the orphaned learners to make other teachers aware of their situations. I think that is all."

Interviewer- "Those were the questions I had, thank you so much."

APPENDIX G: Originality Report

TEACHERS' PERCEPTIONS OF THEIR EFFICACY IN TEACHING ORPHANED LEARNERS IN SECONDARY SCHOOLS IN MASERU

ORIGINALITY REPORT

9%	3%	1%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to Eiffel Corporation** Student Paper	7%
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5	BinAli, Abeer(Jones, D and Koshy, V). "The impact of using stories in pre-school mathematics teaching in the Saudi Arabian context", Brunel University School of Sport and Education PhD Theses, 2014. Publication	<1%
6	scholarscompass.vcu.edu Internet Source	<1%
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APPENDIX H: Certificate of Language Editing

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P.O. Roma 180
Lesotho
Africa

lgmatee78@gmail.com/ lg.matee@nul.ls

Extension number: 3761

Faculty of Education

21st August 2023

Dear Sir/Madam

Re: Certification of Language Editing

This is to certify that **Tšele Ishmael Setai's** Master of Education thesis entitled **"TEACHERS' PERCEPTIONS OF THEIR EFFICACY IN TEACHING ORPHANED LEARNERS IN MASERU SECONDARY SCHOOLS"** has been language edited by Lihotetso Matee, an English Language Education lecturer in the Department of Language and Social Education, Faculty of Education, National University of Lesotho.

Thank you.

Lihotetso Matee
(Department of Language and Social Education)