

Teachers' Perceptions and Expectations of Community and Government Involvement in Supporting Orphaned Learners

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ABSTRACT This paper investigates the teachers' perceptions and expectations concerning community and government involvement in caring for orphaned learners. The research was conducted in two rural primary schools in South Africa. Semi-structured interviews were used to collect data from ten teachers who were identified, using a snowballing process. The findings of the study indicate that the participant teachers perceive the community as uninvolved in supporting orphaned learners. Teachers in this study reported that support from the community was limited due to poor economic status and weak school-community relationships. Government support for orphans was found to be insufficient to fulfill the needs of the orphans. This study highlights the need to equip teachers with knowledge and skills for collaborative partnerships with the community in support of orphaned learners. It suggests that government policies and structural changes are crucial for supporting the schools and communities as caregivers of orphaned children.