

LIFE SATISFACTION AND COPING BEHAVIOUR OF ORPHANED CHILDREN IN MAFIKENG, SOUTH AFRICA.

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RUNNING HEAD: LIFE SATISFACTION AND COPING OF ORPHANED CHILDREN

**LIFE SATISFACTION AND COPING BEHAVIOUR OF ORPHANED CHILDREN IN
MAFIKENG, SOUTH AFRICA.**

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Mini-dissertation (article format) submitted in partial fulfillment of the requirements for the degree MSocSc in Clinical Psychology at the North-West University (Mafikeng campus).

Supervisor: Prof. E. Idemudia

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My late Grandmother, this is for you, you supported me throughout, and I got courage from your words.

Above all, Glory and honour be to God, for his abundant grace, for giving me strength and energy as well as for giving me the promise. Your name is exalted.

"I can do everything through him who gives me strength."

Philippians 4:13.

SUMMARY

Life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa.

Keywords: Coping/ Orphaned children/ satisfaction with life/ Mafikeng.

The aim of this study was to investigate life satisfaction and coping behaviour of orphaned children. Life satisfaction was defined as global assessment by an individual about his/her life in line with his/her own selected criteria whilst coping was defined as constantly changing cognitive and behavioural efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person. A cross sectional quantitative survey was conducted to meet the study objectives. The study sample comprised of 466 participants, including males and females representing orphans (n = 235) and a control group of non-orphaned (n = 231) children selected from schools around Mafikeng, North -West Province. Participants' age ranged from 9 to 16 years. Validated Setswana satisfaction with life and Setswana Cope scales were used to collect data.

Descriptive statistics and tests of significance including t- test and chi square -test analysis were used to verify the study hypotheses. In determining the difference between life satisfaction and coping behaviour of orphaned and non-orphaned children, the findings revealed that non- orphaned children report higher levels of life satisfaction ($X \text{ bar} = 32.9$) than orphaned children ($X \text{ bar} = 27.6$), and on coping behaviour orphaned children scored higher than non-orphaned children ($X \text{ bar} = 109.5$) than ($X \text{ bar} = 78.0$). The results also show that, male and female orphans differ in regard to their perception of life satisfaction and coping behaviour. Female orphans scored higher on life satisfaction than male orphans and the coping motive revealed an insignificant main effect. Results also indicated that there was an insignificant difference between perceived life satisfaction of children aged 9-12 years compared to 13-16

age group whilst the coping behaviour revealed a significant mean effect ($\chi^2= 12.494$, p-value< 0.05).

Limitations of the current study are that, the study design is cross-sectional in nature which unlike longitudinal designs does not allow for continuous monitoring of variables across time. The use of self-reports measures without collateral information could also be a limitation particularly in obtaining information from younger children. This study found that, non-orphaned children report higher levels of life satisfaction and use of effective coping strategies compared to orphaned children. It was also found that gender does not play any significant role in determining life satisfaction and coping of orphaned children. Lastly, life satisfaction of orphaned children is not dependent on children's age, however coping behaviour depends on the age of the individual.

Recommendations made for this study are that, future studies involving younger children should include obtaining of collateral information. In spite of these, the present study provided insight on how orphaned children cope with challenges of orphan-hood and how they evaluate their lives in general after being orphaned. The study findings would assist in future intervention plans.

PREFACE

Article format

The article format, as described in the General Regulation A. 13.7 of the North-West University, was chosen for purposes of this mini-dissertation and which is part of the requirements for a professional Masters degree.

Abstract

The study adopted *Journal of Social Sciences* abstract format.

Selected journal

The target journal for submission of the current manuscript is the *Journal of Social Sciences*. For the purpose of examination, tables are included in the text.

Letter of consent

The next page holds the consent from the co-authors where permission is provided that the manuscript, "Life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa", may be submitted for purposes of a mini-dissertation by Jeanette K. Mosinki, is attached

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For the purposes of this mini-dissertation, page numbering is sequential and numbered from the title page to the last page in the document. At the stage of submission to the *Journal of Social Sciences*, the page numbering follows their conventions.

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Referencing style and editorial approach for this thesis is in line as prescribed by the Publication Manual (6th edition) of the American Psychological Association.

Letter of consent

I hereby give consent that Jeanette Kejele Mosinki may submit the manuscript life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa, for purposes of a mini-dissertation as part of a Masters degree.

Prof E.S. Idemudia.

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ABSTRACT

The aim of this study was to assess life satisfaction and coping behaviour of orphaned children. The study used a quantitative cross sectional survey research design. The sample comprised 466 participants including both male and female orphans (n= 235) and a control group of non-orphaned (n=231) children selected from primary and secondary schools in Mafikeng. The age of participants ranged from 9 to 16 years. Test of significance including student *t* - test and chi-test analysis were used to verify the study hypotheses. Results showed that, non-orphaned children report higher levels of life satisfaction and cope better compared to orphaned children. It was also found that gender does not play any significant role in determining life satisfaction and coping of orphaned children. Lastly, satisfaction with life of orphaned children is not dependent on the children's age, however the coping behaviour depends on the age of individuals. Recommendations were made in line with the findings of the study.

Key words: life satisfaction/ coping behaviour/ orphaned children/ Mafikeng/ South Africa.

INTRODUCTION AND PROBLEM STATEMENT

UNICEF and UNAIDS reports respectively indicate that there are 48.3 million orphans in Sub Saharan Africa. South Africa is estimated to have 2.5 million orphans (UNICEF, 2010). Orphan hood usually results from causes such as traffic accidents, incurable diseases including HIV and AIDS (WHO, UNAIDS, UNICEF/ UNFPA, 2008). Among these causes, AIDS is regarded as the domineering cause (UNICEF, 2010 UNAIDS, 2010). UNAIDS and UNICEF (2002), Subbarao and Coury's (2004) definition of children orphaned include distinctions between maternal, paternal and double orphans (where both parents have died). All of these groups are included under the definition of total orphans. The South African Children's Act (2007) defines an orphan as a child who has no surviving parent caring for him/ her. This study conceptualise orphans as children who have lost one or both parents due to different causes.

Children orphaned may face psychological and social challenges, including stigmatization, the impending or actual death of the surviving parent, disruptions in subsequent care, and financial hardship (UNICEF, 2006). These challenges may further place these children at heightened risk of prolonged mental and behavioural problems (Cluver & Gardner, 2006; Sachs & Sachs, 2004). UNICEF (2006) reports that as a result of parental death, these children may also experience anxiety, depression and neglect, all of which can significantly affect their wellbeing. Compared to non-orphans, more orphans are known to drop out of school or have most of their educational requirements and needs remaining unmet (Kamali, Seeley, Nunn, Kengeya-Kayondo, Ruberantwari & Mulder, 1996; Urassa, Boerma, Isingo, Senkoro, Kumogola & Schapink, 1997). Most of the literature about orphans suggests that they are children who grow up without the care and support of their families, who have poorer learning and knowledge levels, and who suffer from the absence of adults in their socialization (Meintjes & Giese, 2006).

According to UNICEF (2006), orphans are also at particular risk of psychological distress compared with non - orphans. One of the challenges facing orphans is access to schooling and education. Apart from school, orphans may also miss out on valuable life skills and practical knowledge that would have been passed to them by their parents. Without the knowledge and basic school education, children may be more likely to face social, economic and health problems as they grow up (UNICEF, 2006). All these circumstances may force many children to have their own strategies to survive and some of their surviving and coping strategies may be dangerous for their mental, physical, social and emotional development.

The literature indicates that there are several studies that have been conducted on orphaned children focusing on different issues such as effects of orphan-hood, interventions and resource allocation (Anderson & Phillips, 2006; Bray, 2003; Cluver & Gardner 2006; Cluver, Gardner & Operario, 2007; De Witt & Lessing, 2010). However, there seems to be lack of studies which explore the psychological notion of life satisfaction and coping of orphaned children. This study therefore intends to add to the literature on orphaned children's issues by exploring these constructs.

The study builds on differential vulnerability hypothesis by Belsky (1997), differential – susceptibility hypothesis and Erikson's psychosocial development theory. According to Kessler (1979), differential vulnerability hypothesis represents general statements of hypothesis with many variants, all sharing the idea that differences in resources, social and personal challenges leave some people more vulnerable to effects of stress than others. The differential vulnerability hypothesis suggests that women report higher levels of health problems because they react differently than men to the material, behavioural and psycho-social conditions that foster health (McDonough & Walters, 2001). Differential - susceptibility hypothesis on the other hand, stipulates that individuals do not so much vary in the degree to which they are vulnerable to the negative effects of adverse experiences, but more generally so in their developmental plasticity. Some children may not be simply more vulnerable to adverse

environments but in fact more susceptible to both negative and positive experiences. What the differential - susceptibility hypothesis postulates, in contrast, is that the very children who are putatively "vulnerable" to adversity about problems in development may be equally and disproportionately susceptible to the developmentally beneficial effects of supportive rearing environments (Belsky, 1979). In accordance with this study, the differential vulnerability hypothesis guided in explaining gender difference in terms of life satisfaction and coping of orphaned children. It has been noted that female orphans and younger orphans as compared to others are the most vulnerable. Studies show that, girls who have been orphaned face an intersection of vulnerabilities, as children, they lack the legal rights (e.g., inheritance and property), maturity, and skills to care and provide for themselves (Seeley, Dercon & Barnett, 2010). This was also supported by Eaton and Bradley (2008) in their study, who pointed that women are more prone to develop depression or anxiety as compared to men.

As girl children, they most often do not have equal access to household resources for schooling, nutrition, or health care. Girls are more often the ones who must leave school and take on a greater burden within the home (Seeley, Dercon & Barnett, 2010). Another study also found a greater number of female orphans aged 15 to 18 having higher incidence of HIV infections than their non - orphan peers (Gregson, Nyamukapa, Garnett, Wambe, Lewis, Mason, Chandiwara & Anderson, 2005). Orphan - hood places jeopardy for young girls, who are more likely to be kept away from school, required to take over household care responsibilities, and diverted to support income-generation activities (Heymann, Sherr & Kidman, 2012). In spite of these findings, McDonough and Walters (2001) pointed out that differential vulnerability hypothesis to stress does not play any role in explanation of gender differences in health. They however made assumption that the associations between gender, health and chronic stress are invariant across life course (McDonough & Walters, 2001).

In terms of age the literature also demonstrates that there are differences in the ways that younger and older children evaluate their life satisfaction (Meyers & Diener, 1995) and cope

with stressful situations (Lynch, Kashikar-Zuck, Goldschneider & Jones, 2007) and that cognitive development plays an important role in the development of thinking and coping skills (Ryan, 1989).

This study followed Erikson's psychosocial stages of development in order to explain age differences in terms of orphans perceived life satisfaction and coping behaviour. According to Erikson (1982), each psychosocial stage has certain developmental tasks associated with it and these tasks are sets of skills and competencies that the individual attains as he achieves mastery over his environment (Erikson, 1982). Newman and Newman (2003), postulate that as children get older their cognitive skills become more developed. During middle childhood (6 to 12 year old), children's abilities to reason improve and this may lead to new ways in how they handle situations. During early adolescence, a child's thinking becomes more reflective (Newman & Newman, 2003) and children are able to cognitively make judgment about their lives and make use of functional coping skills. In terms of these differences it is expected that gender and age differences will be yielded by the study measures for both life satisfaction and coping among orphans.

Life Satisfaction: Life satisfaction represents a report of how a respondent evaluates or appraises his or her life taken as a whole. It is intended to represent a broad, reflective appraisal that a person makes of his or her life (Diener, 2006). Satisfaction with life is one of several aspects of positive mental health. It is not a direct, verifiable experience, nor a known personal fact, but a cognitive product that involves a comparative process between the individual's current life situation and internalised standards, allowing respondents to use the information they subjectively deem relevant when evaluating their own lives (Cummins & Nistico, 2002). According to Diener, Emmons, Griffen and Larson (1985), life satisfaction stems from a judgment process by an individual. Diener *et al.*, (1985), define life satisfaction as a global assessment by an individual about his or her life. It has been noted that people derive their life

satisfaction from different sources and vary considerably in their ideas about what constitutes a good life (Diener *et al.*, 1985). As the satisfaction with life scale measures people's perception of their life as a whole, it thus reflects a global evaluative judgment, partly determined by the respondent's current mood and immediate context, and partly by a stable personality factor (Fujita, Diener & Sandvik, 1991; Lucas & Fujita, 2000) and genetic influences (Stubbe, Posthuma, Boomsma & Geus, 2005). Information used by one person to evaluate his/her life satisfaction may be insignificant to another therefore, life satisfaction is thought to be moderated by the extent to which one's physical desires and one's psychological desires are met (Diener & Seligman, 2002). People use information from different areas to construct their judgments and also differ in the degree to which they evaluate their moods and emotions when calculating life satisfaction. Life satisfaction is likely to change from time to time (Snyder & Lopez, 2002).

Conceptualisation of life satisfaction was guided by the "broaden and build model of positive emotions" (Fredrickson, 2001) which hypothesises that positive emotions broaden an individual's awareness and then build upon the resultant learning to create future emotional and intellectual resources. Positive emotions also help an individual to increase their available alternative methods and these resources are longer lasting. Fredrickson suggests that high levels of life satisfaction and positive affect yield a state from which individuals can confidently explore their environment, approach new goals, and thereby gain important personal resources. Fredrickson (2001) also indicates that another advantage of positive emotions is that positive emotions may act as antidotes to negative emotions (Compton, 2005).

Another approach which guided the conceptualization of life satisfaction was a theory based on the bottom - up approach which was built on the view that life satisfaction or subjective well-being is influenced by the individual's demographic objective circumstances. The main emphasis in the bottom - up approach is the balance of pleasant and unpleasant experiences in one's life. According to Brief, Houston - Butcher, George and Link (1993), an individual will feel happy as long as he/she experiences many happy moments. According to

this view, some individuals have the tendency to be happier than others regardless of their specific circumstances (Costa, McCrae & Norris, 1981). Thus, a happy life, according to this view, is simply an accumulation of happy moments. The bottom - up perspective comprises both the view of life satisfaction as a direct expression of temporary information that comes to mind and research that investigates the importance of contextual sources such as life domains as the base of life satisfaction judgments (Lucas & Fujita, 2000). On the basis of this, if orphaned children learn to balance their pleasant and unpleasant feelings they may deem themselves to be satisfied with life.

Life satisfaction and gender: The literature indicates that gender effect on life satisfaction varies from one research to another. In their study, Zhang and Leung (2002) found that gender was not associated with general life satisfaction but was negatively associated with life domain satisfaction. A study done in South Africa has found that males scored significantly higher than females when measuring the satisfaction with life construct (Wissing & Van Eeden, 1997). Contrary to this, Lu (2000) reported different findings that, on the overall level of life satisfaction measure, women did not differ from men.

Age and life satisfaction: People differ in what they require for a satisfying life, and different dimensions of well-being seem to be meaningful to people of varying ages (Meyers & Diener, 1995). Different ages and life circumstances may cause systematic shifts in how people evaluate their life situation. Oishi, Diener, Suh and Lucas (1999), have, for example, proposed a model stipulating values as moderators of age by maintaining that change in values lead to changes in the life satisfaction. Internationally, levels of satisfaction with life have been reasonably consistent across age groups (Meyers & Diener, 1995). However, what drives young people to be satisfied with life has not been the same as among older people because their circumstances, values and aspirations change throughout the life course (Diener, 1984).

On the other hand, Compton (2005) argues that research does not support the cultural myth that young people are satisfied with life more than older people, although young people

experience more intense emotions. Some studies have, however, indicated a contradictory view and suggest that older people are indeed satisfied with life and more fulfilled than younger people (Argyle in Kahneman, Diener & Swartz, 1999). Another study (Clench-Aas, Nes, Dalgaard & Aaro, 2011) indicated that life satisfaction is not fully comparable across the age groups.

Coping behaviour: This study conceptualizes coping according to two models, the active-passive dimension of coping (Amirkhan, 1990; Carver Scheier & Weintraub, 1989; Endler & Parker, 1990; Folkman & Lazarus, 1984) and multi-axial coping approach (Monnier, Hobfoll, Dunahoo, Huisizer & Johnson, 1998a). Coping is therefore described as the thoughts and behaviour an individual uses to manage internal and external demands of situations that are appraised as stressful (Folkman & Moskowitz, 2004). Carver *et al.*, (1989) further theorise that the purpose of coping is to regulate behaviour towards people's goals particularly when faced with stressful circumstances. The active - passive model divides coping between problem-focused (active) and emotion focused (passive) domains (Elgar, Arlett & Groves, 2003; Monnier, Hobfoll, Dunahoo, Huisizer & Johnson, 1998a). The goal of problem focused coping is to solve the problem between the self and the environment, whereas the goal of emotion focused coping is to palliate negative emotions that arise as a result of stress (Compas, Connor - Smith, Saltzman, Thomsen & Wadsworth, 2001; Folkman & Lazarus, 1984;). Problem focused coping is directed at the stressor itself by taking steps to remove or to evade it, or to diminish its impact if it cannot be evaded. Emotion focused coping involves strategies to manage or reduce the emotional distress associated with traumatizing events (Folkman & Lazarus, 1984). Finally, avoidance coping refers to behaviour aimed at denial of, or distraction from the traumatizing events or suppressing the emotions associated with the event (Carver & Scheier, 2002).

The multi-axial model also guided the conceptualization of coping. According to this model, coping incorporates the active - passive dimension with two additional coping dimensions

(Monnier, Hobfoll, Dunahoo, Hulsizer & Johnson 1998b). These include an active - passive dimension, a pro - social - antisocial dimension and a direct - indirect dimension (Dunahoo *et al.*, 1998b; Hobfoll, Dunahoo, Ben-Porath & Monnier, 1994). The active - passive dimension depicts the degree to which individuals are active in seeking their goals or passive avoidance. The social dimension depicts the degree to which individuals act in terms of their social interactions while seeking their goals with pro- and antisocial behaviour defining the two ends of the continuum (Dunahoo *et al.*, 1998b). Directness is referred to as the more difficult concept to define because Western Culture associates indirectness with dishonesty, manipulateness and ineffectiveness (Hobfall in press). When acting antisocially, indirectness also shields individuals from blame and personal dishonour (Dunahoo *et al.*, 1998b). Indirect action may also be adopted by those with less power because they are denied avenues of direct power (Martin, in Fagenson, 1993). In contrast with other models, the multi-axial model of coping depicts shared reliance rather than self- reliance (Dunahoo *et al.*, 1998b). Coping skills are considered an influential element in the promotion of children and adolescent development, as the coping strategies used by children to deal with a specific situation reflect a higher or lower degree of adaptation skills and psychological wellbeing (Cappa, Moreland, Conger, Dumas & Conger, 2011). As far as adaptation skills are concerned, these strategies are efficient if the individual has to cope with stressors of being an orphan because they reduce the risks of illnesses and increase the chances of remaining healthy and of enjoying a good quality of life (Folkman & Moskowitz, 2004; Rodriguez, Torres & Paez, 2012). A number of factors may have an impact on the coping strategies used by children especially age and gender (Hampel & Petermann, 2005; Lapointe & Marcotte, 2000) as well as the child's coping responses when faced with problems (Kelly, Tyrka, Price & Carpenter, 2008).

Coping and gender. The literature on stress and coping provides numerous examples of the differences in coping strategies related to gender. It has been reported that males tend to endorse more active, problem-focused coping strategies (Folkman & Lazarus, 1984; Landis,

Gaylord-Harden, Malinowski, Grant, Carleton & Ford, 2007) and, as a result, are often viewed as more effective copers than females (Hovanitz & Kozora, 1989). Consolidated results show that girls are more likely than boys to use problem- focused coping which involves strategies such as seeking for social support (Rodriguez *et al.*, 2012; Tamres, Janicki, & Helgeson, 2002).

Furthermore, girls are more likely to focus on interpersonal relationships and express negative feelings (Frydenberg & Lewis, 1993; Seiffge - krenke, 2007) as they also seem to be more vulnerable to social stress (Frydenberg, 1997, Seiffge - Krenke, 2000). Girls are also found to use coping strategies that included reliance and positive imaginary (Compas *et al.*, 2001).

Another study found that girls employed more emotion-focused and more avoidance strategies when compared to boys (Donaldson, Prinstein, Danovsky & Spirito, 2000; Wilson, Pritchard & Ravalee, 2005). Further, Hampel and Petermann (2005) reported that, in general, girls employed more maladaptive coping strategies than boys. On the other hand, Copeland and Hess (1995) found that boys were more likely than girls to use avoidance, physical diversions and passive diversions to cope with their problems.

Coping and age: The way in which children and adolescents cope with stressors may change at different stages of life (Piko, 2001) which implies that there may be age differences with regard to coping strategies. Donaldson *et al.*, (2000) found that older adolescents (15–18 years), when compared with younger children (9–14 years), tended to use a broader range of coping strategies.

Lynch *et al.*, (2007) indicated that there are differences in the ways that younger and older children cope with stressful situations and that cognitive development plays an important role in the development of coping skills. Certain coping skills may be beneficial to use, whilst others may be detrimental or ineffective, for example, problem focused coping is related to less adjustment problems (Hampel & Peterman, 2005) and active coping is associated with positive adaptation (Herman - Stahl, Stemmler & Peterson, 1995). Older children might be more capable

of coping with the associated psychological burden. They may use a wide variety of strategies which are more directly orientated, which include cognitive components such as active problem solving (Rodriguez *et al.*, 2012; Williams & Mc Gillicuddy-Delisi, 2000). Altshuler and Ruble (1989) also found that children and early adolescents were more likely to attempt to alleviate uncontrollable stress through avoidance tactics than through attempting to change a situation, and these avoidance strategies became more cognitively advanced as children aged.

Aim of the study

The aim of the study was to assess satisfaction with life and coping behaviour among orphaned children.

Research objectives

To compare life satisfaction levels and coping behaviour of orphaned children with that of non-orphaned children.

To establish whether there are any differences in the perceived levels of life satisfaction and coping behaviour of male and female orphaned children.

To establish the existence of differences in life satisfaction levels and coping behaviour between young and older orphaned children.

Hypotheses

1. (a) There is a significant difference between perceived life satisfaction of orphaned as compared to non-orphaned children.
(b) There is a significant difference between perceived coping behaviour of orphaned children as compared to non-orphaned children.

2. (a) Male and female orphaned children differ with regard to their life satisfaction.

(b) Male and female orphaned children differ with regard to their coping behavior.
3. (a) There is a significant difference between perceived life satisfaction of younger orphaned children, aged 9-12 years compared to older orphaned children aged 13 – 16 years.

(b) There is a significant difference between perceived coping behaviour of younger orphaned children, aged 9-12 years compared to older orphaned children aged 13 – 16 years.

METHOD

Research design

A quantitative, cross sectional survey research design was used for the study. The independent variables of this study are gender, age, life satisfaction measured with Setswana satisfaction with life scale while the dependent variable is coping measured with Setswana coping orientations to problems experienced scale. Student *t* – test was used to test the main difference of life satisfaction and coping between orphaned and non - orphaned children and chi square test was used to test the main difference of females and males on life satisfaction and coping as well as the main difference between younger and older orphaned children on life satisfaction and coping.

Participants

The study comprised 500 subjects however, 466 respondents managed to complete the questionnaires. Cluster sampling method was used to select the participants. Orphaned and non - orphaned children were selected from public schools around Mafikeng, North-West Province. Only Tswana speaking orphans who have lost one parent, either their mother (maternal orphans) or their father (paternal orphans) or both parents (double orphans) were selected for the study. Both orphans and non- orphaned children were selected based on their

reading ability. The sample was made up of 235 orphans and 231 non- orphaned children. Both male (36%) and females (64%) participated in the study. The age of participants ranged from the ages of 9 years to 16. The age group 13 to 19 years dominated the age category with (57%).

Procedure

Following approval of the research by the University Ethics Committee, letters to acquire permission to conduct research (Appendix A) were sent to schools. After obtaining permission from schools, the schools identified subjects for the research and request letters were sent to their caregivers with consent slips attached to it (Appendices B & C). Consent was also obtained from the participants themselves. Details of the study were discussed with all parties concerned and the voluntary nature of participation was emphasized. Data was collected at their respective schools in the form of groups. Questionnaires were administered in sessions which lasted for forty-five minutes. Participants were assured of the confidential nature of the study and as such were told not to write their names or provide any information that would identify them. Caring for data during and after analysis was also discussed with the study participants. Only the researcher and the supervisor have access to the data. Data will be destroyed after one year commencing from the date of collection.

Measures

A structured compiled Biographical Questionnaire including information on age, gender, and level of study as well as the satisfaction with life scale (SSWLS) and Setswana Coping orientations to problems experienced (S-Cope) were administered.

i. Satisfaction with life scale

Satisfaction with life scale (Diener *et al.*, 1985) is a subjective self-report measure developed to determine global satisfaction with life. The SWLS measures people's assessment of their quality of life as experienced on a cognitive-judgmental level (Diener *et al.*, 1985; Wissing, Thekiso, Stapelberg, Van Quickelberge, Choabi, Moroeng & Nienaber, 2010). The Setswana translated satisfaction with life Scale (Wissing *et al.*, 2010), comprises five questions and indicates good psychometric properties recorded in Setswana scale. Cronbach alpha reliabilities vary between 0.84 and 0.79 in a multi-cultural South African sample (Wissing & Van Eeden, 2002). On the satisfaction with life scale, respondents were asked to respond to a Likert seven point response format (strongly disagree, slightly disagree, disagree, neutral, agree, slightly agree, and strongly agree). The scale range of 1 – 7 with 1 = low (strongly disagree and disagree) and 7 = high (agree and strongly agree).

ii. Setswana Cope Scale (S- COPE)

The Setswana COPE (Stapelberg, 1999) was used to measure coping behaviour. The S- COPE entails an adapted version of the COPE (Carver *et al.*, 1989) that has been translated into Setswana. The Questionnaire was adapted culture sensitively, translated into Setswana and validated for African speaking groups by Stapelberg (1999). The S-COPE manifested good reliability and validity for Setswana speaking subjects (Africans) in the North West Province (Stapelberg, 1999). Stapelberg (1999) extracted an emic factor pattern from the original COPE through exploratory factor analysis indicating three clear and reliable factors with loadings ~ 0.30 and eigenvalues > 1 . In the S-COPE, Some items were slightly altered to improve relevance in a South African context and only 43 items which were extracted from the original version were used out of the 53. The extracted factors of COPE scale which formed the subscales of

S - Cope included three clusters of active outreach to others, surrender and resignation as well as overt expression of distress (Stapelberg, 1999).

Active outreach to others includes active planning of actions and a focusing of energy and resources to solve problems characterize this factor. By reaching out to people or religion (including ancestors) for help or support, individuals trust the social system and/or religion and can use this as a supporting coping strategy, surrendering and resignation include behavioural and mental submissiveness which go hand in hand with denial and acceptance. The most prominent behaviour in this subscale includes denial, submissiveness, withdrawal, surrendering and acceptance. The third cluster of overt expression of distress reflects an openly overt expression of feelings of distress, anxiety and uneasiness together with an acceptance that nothing can be done to solve the problem (Stapelberg, 1999). In the coping scale, respondents were asked to respond to a Likert five point response format (strongly disagree, disagree, neutral, agree and strongly agree). The scale range of 1 – 5 with 1 = low (strongly disagree and disagree) and 5 = high (agree and strongly agree).

Data analysis

Computer aided statistical analysis (SPSS version) was used to analyze data. Descriptive statistics were calculated for both orphaned and control group of non-orphaned children to test the study hypotheses. Frequency distribution, test of significance including the t- test and chi square- test statistical method were employed in the analysis of data. Multifactorial ANOVA analysis was used to test interaction between variables.

Ethical considerations

Ethics approval was obtained from the University of the North West Ethics Committee. The study sample consisted of vulnerable and young participants, therefore, the researcher adhered

to ethical principles throughout the process. Institutional consent, guardian/ parental consent as well as participant informed consent were obtained. Information pertaining to the research including procedures, purpose, voluntary nature of participation, privacy of participants' information, confidentiality as well as equity and justice were explained to the participants.

RESULTS

Approximately 466 subjects participated in the study. Participants in this study were orphaned and non orphaned children selected from Primary and secondary schools in Mafikeng. Participant's age ranged from ages 9 years to 16 years. Sixty four percent (64%) of respondents were female and the other 36% of respondents were male.

The majority (64%) of the respondents were female. This clearly shows that the females dominate male. This might be due to the fact that female were willing to participate in the study. The results shows that the majority (57%) of the respondents falls between the age categories of 13 to 19 year. This clearly shows that the age group 13 to 19 year dominated the age category. The table below presents statistical age difference for orphans and non – orphaned children.

Table 1(a): statistical differences between orphan and non- orphaned children in terms of age category

	N	Mean	SD	Std. Error Mean
Age - orphaned children	236	12.74	2.214	.147
Age – non- orphaned	228	12.71	2.523	.167

The table above shows that there is no statistical age difference between orphaned and non-orphaned children.

The first hypothesis compares life satisfaction levels and coping behaviour of orphaned children with that of non- orphaned children. This was tested with a student *t* – test. Results for the first hypothesis are presented in Table 2 (a) and Table 2 (b). The results indicate that there was a statistical significant difference on the life satisfaction motive between orphaned and non-orphaned children. Table 2(b) indicates that there was also a statistical significant difference on the coping motive between orphaned and non-orphaned children. It is an indication that orphaned and non-orphaned children have a different perception on life satisfaction and coping motives. Orphaned children cope better as compared to non- orphaned children.

The relationship between the orphaned and non-orphaned for the life satisfaction and coping motives was statistically significant. Therefore, the study concludes that non-orphaned are better satisfied with life and coping than the orphaned children. The student t- test results of differences between orphaned and non- orphaned children are reported in Tables below.

Table: 2. (a): Difference between orphaned and non-orphaned children's life satisfaction.

Scale	groups	Total	Mean	Variance	<i>t</i>	<i>p</i> - value
Life satisfaction:	Orphaned	235	27.6	33.9	13.8	0.0001
	Non - orphaned	231	32.9	0.5		

Table2. (b): Difference between orphaned and non-orphaned children's coping behavior

Scale	groups	Mean	Variance	<i>t</i>	<i>p</i> - value
Coping	Orphaned	109.5	123.1	- 41.0	0.0001
	Non- orphaned	78.0	14.6		

The second hypothesis established whether there are any differences in the perceived levels of life satisfaction and coping behaviour between male and female orphaned children. The results for the second hypothesis are presented in Table 3(a) and Table 3(b). The results predicted that male and female orphans differ with regard to their perception of life satisfaction and coping behavior. This was tested with a chi-square test. Table 3 (a) indicates that there is an insignificant main effect with regard to male and female orphan's perception of life satisfaction. Table 3 (b) shows that coping motive revealed an insignificant main effect. Female orphans

scored higher on the perception of life satisfaction than male orphans. Results for the second hypotheses are reported in the tables below.

Table 3 (a): Gender differences in life satisfaction of orphaned children.

Scale	Gender		χ^2	df	Φ
	Female	Male			
Life satisfaction					
High	90.7%	95.2%	1.55	1	0.213 (n/s)
	137	80			
Low	9.3%	4.8%			
	14	4			

Table 3 (b): Gender differences in coping behaviours of orphaned children.

Scale	Gender		χ^2	df	Φ
	Female	Male			
Life satisfaction					
High	23.2%	26.2%	0.266	1	0.606 (n/s)
	35	22			
Low	76.8%	73.8%			
	116	62			

The third hypothesis was to establish the existence of differences in life satisfaction levels and coping behaviour of both young and older orphaned children. The findings indicate that there is a significant difference between perceived life satisfaction and coping responses of orphaned children aged 9-12 years compared to the 13 - 16 age group. This was tested with a chi-square test. According to Table 4(a), there was not significant difference between perceived life

satisfaction motive of children aged 9 -12 years compared to the 13 - 16 age group but a significant main effect was observed for coping. In other words, although children aged 9 -12 years and 13-16 years have gloomy picture of their life and as such are dissatisfied, however, children aged between 13 - 16 coped better ($\chi^2 =12.494$, $p\text{-value} < .05$). However, it is observed in the study that children 13 - 16 also have higher scores on life satisfaction, although it did not reach a significant level. Hypothesis 3 therefore can only be partially accepted. Table 4 (a) and Table 4(b) present results for the third hypothesis

Table 4(a): Age differences in life satisfaction of orphaned children.

Life Satisfaction	Age group		χ^2	df	Φ
	9 - 12 years	13 - 16 years			
High	92.1%	92.5%	0.017	1	0.896 (n/s)
	93	124			
Low	7.9%	7.5			
	8	10			

Table 4(b): Age differences in coping behaviour of orphaned children.

Life Satisfaction	Age group		χ^2	df	Φ
	9 - 12 years	13 - 16 years			
High	12.9%	32.8%	12.494	1	0.000
	13	44			
Low	87.1%	67.2%			
	88	90			

Table 5 (a): Interaction between life satisfaction and age.

Source	Type III Sum of Squares	df	Mean Square	F	
Corrected Model	.001 ^a	1	.001	.017	.897
Intercept	851.950	1	851.950	11943.657	.000
AQ02Age_category	.001	1	.001	.017	.897
Error	16.620	233	.071		
Total	886.000	235			
Corrected Total	16.621	234			

a. R Squared = .000 (Adjusted R Squared = -.004)

According to Table on satisfaction and age category above, there was an insignificant difference between perceived life satisfaction motive of children aged 9 - 12 years compared to 13 -16 age group ($F=0.017$, $p\text{-value}>0.05$). The relationship between the age categories for satisfaction motive was not statistically significant.

Table 5 (b): Interaction between coping behaviour and age

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.295 ^a	1	2.295	13.084	.000
Intercept	347.691	1	347.691	1981.754	.000
AQ02Age_category	2.295	1	2.295	13.084	.000
Error	40.879	233	.175		
Total	406.000	235			
Corrected Total	43.174	234			

a. R Squared = .053 (Adjusted R Squared = .049)

According to Table on the coping motive and age category above, it revealed a significant mean effect ($F=13.084$, $p\text{-value} < 0.05$). The relationship between the age categories for coping motive was statistically significant

DISCUSSION

The discussion is based on the results obtained on each of the research objectives. Based on the discussions, conclusions and recommendations are made. Finally, areas that need further research are proposed.

The results yielded that, there was a statistical significant difference on the life satisfaction motive between orphaned and non-orphaned children. There was also a statistical significant difference on the coping motive between orphaned and non-orphaned children. It is an indication that orphaned and non-orphaned children have a different perception on life satisfaction and coping motives. The relationship between the orphaned and non-orphaned for the life satisfaction and coping motives was statistically significant. Therefore, the study concludes that non-orphaned children are better satisfied with life than their orphan counterparts. The findings are consistent with some studies which found that, compared to non-orphans, more orphans are known to drop out of school or have most of their educational requirements and needs remaining unmet (Kamali, Seeley, Nunn, Kengeya-Kayondo, Ruberantwari & Mulder, 1996; Urassa, Boerma, Isingo, Senkoro, Kumogola & Schapink, 1997). They are children who grow up without the care and support of their families, who have poorer learning and knowledge levels, and who suffer from the absence of adults in their socialization (Meintjes & Giese, 2006) and they face financial hardships, psychological, social challenges as well as disruptions in subsequent care (UNICEF, 2006). The results show that with regard to coping orphaned children scored higher than non-orphaned children. This could probably be due to the fact that most of orphaned children stay in institutions where they are provided with the necessary care.

The results also showed that male and female orphans differ in their perception of life satisfaction and coping behaviours. The findings are similar to Zhang and Leung (2002) findings that, life satisfaction cannot be attributed to the issue of gender. The coping motive also reveals

significant. Therefore, hypothesis 2 shows that gender and coping motive and gender and life satisfaction motive are statistically independent. There is no relationship between gender and the two motives. The findings therefore do not support the proposed theory of differential vulnerability hypothesis on gender of orphaned children.

The third hypothesis shows that there is a significant difference between perceived life satisfaction and coping responses of orphaned children aged 9-12 years compared to the 13 – 16 age group. This was tested with a chi-square test. According to Table 3, there was not significant difference between perceived life satisfaction motives of children aged 9 - 12 years compared to the 13 - 16 age group. Life satisfaction does not depend on age. The coping motive reveals a significant mean effect. It is an indication that orphans cope with age. Children aged 13 - 16 years scored higher on life satisfaction than the 9 - 12 year age group. The results are similar to Argyle's (1999) findings on adult studies. Argyle (1999), found that older people are more fulfilled than younger ones. Younger orphans are relatively not coping and the percentage was supported by the p-value 0.000 indicating a statistically significant result. The findings are consistent with Donaldson *et al.*, (2001) and Lynch *et al.*, (2007) who in their studies found differences in the ways that younger and older children cope with stressful situations and the cognitive development plays a role in the development of coping skills in children(Lynch *et al.*, 2007). Some studies mentioned that older children might be more capable of coping with the associated psychological burden. They may use a wide variety of strategies which are more directly orientated, including cognitive components such as active problem solving (Rodriguez *et al.*, 2012; Williams & Mc Gillicuddy-delisi, 2000).The findings support the proposed theoretical framework which guided the explanation of age variable on coping behaviour. The relationship between the age categories for satisfaction motive was not statistically significant. Therefore, hypothesis 3 can only be partially accepted.

Limitations: The current study's limitations are that the study design is cross sectional which, unlike longitudinal designs, allows for continuous monitoring of variables across time. The use of self- report measures without collateral information could also be a limitation particularly in obtaining information from younger children.

Conclusions and Recommendations: In this quantitative investigation of assessing life satisfaction and coping behaviours of orphaned children, it was found that, non-orphaned children report higher levels of life satisfaction and use of effective coping strategies compared to orphaned children. It was also found that gender does not play any significant role in enhancing life satisfaction and coping of orphaned children. Lastly, life satisfaction of orphaned children is not dependent on age of children but coping behaviour depends on age of an individual. Recommendations made for this study are that, future studies involving younger children should include obtaining of collateral information. In spite of these, the present study provides insight into how orphaned children cope with challenges of orphan-hood and how they evaluate their lives in general after being orphaned. The study findings, it is hoped, will guide future intervention planning involving orphans and their behavior.

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Appendix A: LETTER TO INSTITUTIONS

University of the North West
Ipelegeng Child and Family Centre
Private Bag X 2046
Mafikeng
20th October 2011

The School Manager

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Jeanette Mosinki. I am a Masters in Clinical Psychology student at the University of North West, Mafikeng Campus. I am conducting a research as part of the requirements for the completion of the Masters in Clinical Psychology Programme.

The topic of my research is, "**Life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa**". The intended study is aimed at evaluating life satisfaction and coping behaviour of orphaned children aged 9 to 16 years in Mafikeng. This project will be conducted under the supervision of Prof E.S. Idemudia (UNW).

I am hereby seeking your permission and consent to undertake the study and draw participants for this project from your school. All the information collected will be treated with strictest confidentiality. Neither the school nor individual learners will be identifiable in any reports that will be written. If a learner requires support as a result of their participation in this research steps would be taken to accommodate that.

Jeanette Mosinki (Ms)

Researcher (NWU Student)

0783691676; jeemoss@yahoo.com

Appendix: B

Letter and Parent/ Guardian Consent

20th October 2011

Dear Parent/ Guardian

We are writing to request permission for your son/daughter to participate in a research project that the researcher at University of North- West (Mafikeng Campus) is conducting at your child's school. The project is entitled, "Life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa" This research study is concerned with investigating how orphaned children evaluate their life satisfaction and coping behaviour.

Listed below are several aspects of this project that you need to know:

Purpose: The purpose of this study is to find out how orphaned children (aged 9 to 17 years) evaluate their life satisfaction and coping behaviour. This study is being undertaken by Jeanette Mosinki under the Supervision of Prof E.S. Idemudia. The research will be part of the Masters dissertation.

Study Procedures: children who participate in this study will be asked to fill out three questionnaires, the biographical data, Setswana satisfaction with life and Setswana coping orientations to problems experienced. Data will be collected in group form, each child with their own questionnaires. The session will last for about 30 minutes in length.

The researchers will not provide any form of counselling during the session. If participating children appear to be stressed when participating in this research, they will be referred to a school counsellor.

Confidentiality: All of your child's answers will be completely confidential and will not be available to teachers, parents, or other school personnel. No specific child will be referred to by name or identified in any way in the report of the results. Data obtained from children will be kept in a locked file cabinet in the Supervisor's office

Contact: If you have any questions about this research project, please do not hesitate to call me at 0783691676.

Participation in this study is entirely voluntary and you or your child may refuse to participate or withdraw from the study at any time, even after signing this consent form.

Please keep a copy of this consent form for your own records.

Sincerely

Jeanette Mosinki

Appendix: C
STUDENT ASSENT FORM

October 2011

Dear Student,

The purpose of this form is to give you the information you need in order to decide whether or not you want to be in our research study entitled, "Life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa".

Purpose: The purpose of our study is to assess life satisfaction and coping behaviour of orphaned children aged 9 to 17 years.

Study Procedures: If you decide to be a part of this study, you will be asked to answer three Questionnaires, the biographical information questionnaire, Setswana satisfaction with life and Setswana coping orientations to problems experienced (S-Cope) Completion of questionnaire will take no more than 30 minutes. There is no right or wrong answer.

Confidentiality: No one at school or in your community (not even your parents/guardians, teacher, or school principal) will ever see your answers (they will be confidential). We will keep your answers from the questionnaires in locked cabinet at Ipelegeng Child and family centre, in supervisors 'office. No names will be used when the information is studied. In this way, the information that you give us will be kept private.

It is YOUR CHOICE whether or not you want to take part in this study. If you change your mind at any time during the study, you may stop answering the questionnaires and there will be no consequences (nothing will happen to you). If you choose not to participate, it will not affect your marks. We will be happy to answer any questions you have before signing this form now or later. Please show that you have read this form and agree to participate by signing your name on the line below.

I have read and I do understand the attached letter regarding the study entitled "Assessing life satisfaction and coping behaviour of orphaned children in Mafikeng, South Africa".

Date: _____

Name (Please print): _____

Thank you for your help.

Appendix D: Biographical Data

(Tshwaa le go tlatsa ka karabo ee maleba)/ (Tick the appropriate response)

1. Ke Mosimane Ke Mosetsana
2. Kena le dingwaga di le
3. Ke dira mophato wa (Grade)
4. Ke modumedu ga ke modumedu

Appendix E:

Setswana satisfaction with life scale (Wissing, Thekiso, Stapelberg, Van Quickelberge, Choabi, Moroeng & Nienaber, 2010)

Fa tlase go na le dipolelo tse tlhano tse o ka dumelanang le tsona kgotsa tse o ka di ganetsang. Dirisa sekale sa 1 – 7 go kaya mokgwa oo dumelanang le polelo nngwe le nngwe ka ona mme o tshwaye nomore mo semikeng fa tlase ga polelo.

1. Ganela gotlhelele (ganetsa gotlhelele).
2. Ke ganetsana le seo(ganela).
3. Ganela go le gonnye (ganetsa go le gonnye).
4. Ga ke dumelane le seo ebile ga ke ganetsane le sona (magareng).
5. Ke dumelana le seo go le gonnye (Dumela go le gonnye).
6. Ke dumalana le seo (Dumela).
7. Ke dumelana le seo thatathata/gotlhelele (Dumela gotlhelele)

1. Gantsi botshelo ba me bo gaufi le jaaka ke eletsa

Ganetsa gotlhelele	Ke ganetsana le seo	Ganetsa go le gonnye	Magareng	Dumela go le gonnye	Dumela	Dumela gotlhelele
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2. Maemo a botshelo jwa me a siame thata

Ganetsa gotlhelele	Ke ganetsana le seo	Ganetsa go le gonnye	Magareng	Dumela go le gonnye	Dumela	Dumela gotlhelele
--------------------	---------------------	----------------------	----------	---------------------	--------	-------------------

3. Botshelo jwa me bo a nkgotsofatsa.

Ganetsa gotlhelele	Ke ganetsana le seo	Ganetsa go le gonnye	Magareng	Dumela go le gonnye	Dumela	Dumela gotlhelele
--------------------	---------------------	----------------------	----------	---------------------	--------	-------------------

4. Go fitlha fa, ke fitheletse dilo tsa botlhokwa tse ke di batlang mo bophelong.

Ganetsa gotlhelele	Ke ganetsana le seo	Ganetsa go le gonnye	Magareng	Dumela go le gonnye	Dumela	Dumela gotlhelele
--------------------	---------------------	----------------------	----------	---------------------	--------	-------------------

5. Fa ke ne nka tshela botshelo ba me gape ke ne ke ka se ka rata go fetola sepe

Ganetsa gotlhelele	Ke ganetsana le seo	Ganetsa go le gonnye	Magareng	Dumela go le gonnye	Dumela	Dumela gotlhelele
--------------------	---------------------	----------------------	----------	---------------------	--------	-------------------

Appendix: F: S-COPE (Stapelberg, 1999)

Re na le kgatlhego ya go itse gore batho fa ba utlwile bothoko kgotsa ban a le mathata, ba rarabolola bothata jwa bona jang. Go na le ditsela di le dintsi tse motho a ka rarabololang bothata ka tsona. Dipotso tse di mo bukaneng e, di mabapi le se o ka se dirang ka gale fa o rakana le mathata. Ka metlha, ditiragalo tse di sa tshwaneng di tliša tharabololo ee sa tshwaneng, fela lek go nagana ka se o se dirang ka metlha fa o rakana le bothata kgotsa tiragalo ee utwisang bothoko. Ga go dikarabo tse di nepagetseng, kgotsa tse di fosagetseng. O se arabe se o se naganang gore batho ba le bantsi ba a se dira, fela se wena o se dirang. Motlathobi o tla bala dipotso kwa godimo. Reetsa ka kelotlhoko mme o tlhalose ka moo o ka dirang ka teng ka go tlhalosa ka methala ee fa tlase. Dirisa lefoko " ke fa gare" fela fa ele gore go thata go tsaya tshwetso

1. Nka se dire seo gotlhelele.
2. Nako nngwe ke dira seo.
3. Ke fa gare.
4. Ke dira seo gangwe le gape.
5. Ke dira seo go le gantsi

1	2	3	4	5
1. Ke botsa ditsala gore tsona/ bona ba ne ba ka dira eng/ jang.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
2. Ke direla ka bonako. Go botoka go mekamekana le bothata joo ka nako eo.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
3. Ke leka go nna mo taolong le fa ke naya ba bangwe kakanyo ya gore ke bona ba ka laolang				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
4. Ke ikanya mo go nna. Ga go a siama go ikanya batho ba bangwe.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
5. Ke tsepa loago (instinct) lwa me, eseng mo monaganong wa me.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
6. Ke ikgatholosa go mekamekana le bothata, gonne gantsi dilo tse di jaana di fela ka botsona.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
7. Ke mekamekana le bothata jo ka mafega.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi

RUNNING HEAD: LIFE SATISFACTION AND COPING OF ORPHANED CHILDREN

8.	Ke botsa ba losika gore ba ne ba ka dira jang.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
9.	Ke ikanya mo go se loago (gut feeling) lo reng ke se dire.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
10.	Ke motho yo o kelotlhoko, ebile ke sekaseka mekgwa e ke ka e dirisang.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
11.	Ke kopa batho bangwe go nthusa.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
12.	Ke kgona go mekamekana le bothata, fela ga ke dirise mekgwa yotlhe ya me ya go lwantshana le yona go fitiha ke itse gore ke bothata jo bo kana kang.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
13.	Ke lwantshana le bothata jo, mme ke fithele batho bas a lebelela.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
14.	Ke kopana le bangwe mme mmogo re leke go rarabolola bothata jo.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
15.	Ke a itshepa gore nka rarabolola bothata jo, le fa ke kopa bangwe ba ke ba itseng go nthusa.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
16.	Ke lebelela fela dilo tse di ntumedisang, le fa go raya gore ke tla bo ke utlwiswa bangwe botlhoko.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi

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17.	ke dira sengwe fela go leka go itebatsa bothata jo.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
18.	Batho bangwe ba rata go ikutlwa eketse ke baokamedi, ka jalo gantsi ke dira dilo dingwe bas a itse.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
19.	Ke iketla go le gonnye go fitlhela dilo di ya meriting.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape		
20.	Ke leka go thusa batho bangwe ba ba nang le seabe mo bothateng jo, gonne gantsi go a thusa go rarabolola mathata a tshwana le a.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
21.	Ke tsaya maikutlo a batho tsia pele ke nagana gore nka dira eng.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
22.	Ke emisa go le gonnye go fitlhela dilo di ya meriting.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
23.	Ke ya go mongwe go kopa tshegetso.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
24.	Ke dira dilo ka kelotlhoko, gonne go ka nna le dingwe tse di sa fitlhelegeng.				
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi	
25.	Ke leka go utlwelela/ dirisa dikeletso tsa batho gonne se seka thusa mo bothateng.				

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Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
26.	Ke mekamekana le bothata jo ka mafega gonne fa o ka kgona go fitlhelela batho bas a lebelela, dilo di ka diragala ka mokgwa oo eletsegang.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
27.	Bothata bo ne bo saye masweng, ka jalo ke ikgatholosa gotlhelele.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
28.	Ke tlogela ba bangwe gore ba nagane gore ke bona ba ka thusang, fela ke ntse ke gagamaditse marapo.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
29.	Ke eletswa ke tlhago (gut feeling) ya me			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
30.	Ke baya ditshwanelo tsa me pele ga dilo tsotlhe (assert my dominance)			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
31.	Ke dirisa batho dilo ka bonokwane fela gore ke kgone go fitlhelela maikemisetso ame.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
32.	Ke bua le batho go ritibatsa kutlobotlhoko ee mo go nna			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
33.	Ke tsaya dikgato ka bonako gore ke fenye babangwe.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi

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34.	Ke robaganya bothata jo ka dikgapetlana gore ke kgone go bo rarabolola bongwe ka bongwe.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
35.	Ke leka go kgotsofatsa maikutlo a botlhe ba ba amegang			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
36.	Ke dira se se tiang mo monaganong wa me ka nako eo gonne ka gale bothata jwa me bo kgona go rarabologa sentle.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
37.	Ke dira sengwe pele go retebatsa maikutlo mme morago ke leke go rarabolola bothata.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
38.	Ke lebelela bokoa jwa ba bangwe, mm eke bo dirise go fenya.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
39.	Ke mekamekana le bothata jo mm eke tswelile ka boganna.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
40.	Ke botsa maele mo ditsaleng le goba losika gore ke tseye dikgato dife.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
41.	Ke nagana ka sengwe se sele mme ke lete bothata go itharabolla.			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
42.	Ke tshepa monagano wa me gonne ke nna ke le esi ke nang le dikgatlhego tsa me mo			

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Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi
43.	Ke a tsetsepela, ke tshwara ka natal			
Nka se dire seo gotlhelele	Nako nngwe ke dira seo	Ke fa gare	Ke dira seo gangwe le gape	Ke dira seo gole gantsi