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Educators' Perception of Their Psychosocial Support of Elementary Students in Gabon, Africa

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This is to certify that the doctoral dissertation by

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Walden University
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Abstract

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Although educators internationally have often provided care to vulnerable students who struggle to meet the needs of nutrition, health, protection, and access to essential social services, no formal social systems exist in Gabon to aid educators who work with these students. In the absence of relevant local research and drawing on Dewey's theory of progressive education as a conceptual model, this basic qualitative study asked about educators' perceptions in limited resource elementary schools in Gabon of the social needs and strategies employed with students who demonstrated signs of disengagement and alienation. Qualitative data collection included semi-structured recorded interviews with 12 participants over two months and journal notes consisting of observer reflections. Interviews and transcription were in French and translated into English. Through both content and frequency analysis in MS Word, the data generated 570 codes, eight categories, and six themes. Themes included the need for chariness/alertness, peer-to-peer support, resilience, social inclusion, small family business, and commonwealth, as well as challenges encountered in accessing social services, government agencies, and poverty-related issues. The study's findings showed consistent and recurrent messages about educators' perception of caregivers and students' vulnerabilities. The findings point to multiple recommendations suggesting both quantitative and qualitative studies to strengthen Gabon's understanding of ways to assist vulnerable students. The social change implications of this study recommend building participants' caregiving leadership in line with Dewey's progressive philosophy of education reform by creating partnerships between schools, social welfare services, and other key stakeholders.

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Dedication

I dedicate this research study to the multitude of Tsengi ethnic groups in the Haut Ogooue region of Gabon, Nyari region of Congo Brazzaville, and the Lemanassa diaspora scattered across continents. I dedicate this work to the Maghamba, Ipena, Chongo, and Mitchimba tribes along the Ogooue, Louetsi, Lekoko, Leyou, Lebombi, and Lombo rivers in the Congo-Basin. Despite the 15th-century slavery trade that destroyed our civilization and the 19th-century colonization that plundered our clans and families by creating artificial borders that divided the Tsengi nation, I owe you the birth of my grandparents and parents. Without the Tsengi and Nzebi historical legacy, I could have failed in my mission of being resilient to the last point of my academic journey. I thank you for the genetic inheritance you transmitted to me, whether in heaven or on earth.

Your Tsengi and Nzebi adage that made me proud of my background stated:

Ma mono pita mu pala

Ma mono mama mu kagha

I saw cassava thanks to its tubers

I saw my mother thanks to my grandmother

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To Marguerite Ikamba my wife, Nehemie Kivy Ikamba my son, Queen Evodie Moyira Ikamba my daughter, thank you for being patient. I sacrificed the time I could offer you as a husband and father. To the late Michel Ikamba senior my father and family's first geologist who enjoyed searching for minerals, to Mrs. Germaine Ikamba my mother, be proud of your son; I have fulfilled all your academic dreams. To the Christian and Missionary pastors, RARE Conservation NGO, and the Wildlife Conservation Society, thank you so much for your contributions to my human and spiritual development. To UNICEF Gabon, you gave me the inspiration and the professional assurance to take on the ultimate academic challenge of my life by showing me the importance of defending child's rights.

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Chapter 1: Introduction to the Study

This study about elementary educators' perceptions of their classroom care interventions took place in the Republic of Gabon (see Coquery-Vidrovitch, 2021). This first chapter introduces the background of the research, the problem statement, the study purpose, and the theoretical framework. The Republic of Gabon (referred to as Gabon) is a former French rainforest colony in West Central Africa (Edwards, 2018). The country became independent on August 17, 1960 (see Coquery-Vidrovitch et al., 2022).

Between the 15th and 19th centuries, European powers of that era controlled the coastal zone of Central Africa. The Portuguese were the first to reach this region, searching for the way to Cape of Good Hope and Asia in the 15th century. Gabon comes from the Portuguese *gabao*, a coat with sleeves and a hood. The description the Portuguese navigators gave alluded to the shape of the Komo River estuary (see Coquery-Vidrovitch, 2021; State Department, 2021). Other European powers that settled in various parts of the coast were the Spanish, Dutch, British, and French. Triangular trade between Europe, Africa, and America, with the slave trade as the main interest, left the area damaged and underpopulated (Green, 2017; State Department, 2022).

In 1839, the French formed treaties with a few coastal tribes and took over the whole territories of the Bantu and Indigenous Pygmies, who were Gabon's first inhabitants (see Coquery et al., 2021). In 1842, Protestant American missionaries from New England established a station and started education and health programs (State Department, 2022). This combination of different social systems stemming from very different cultures has impacted the modern complexity of Gabon's education system.

As a result of Gabon's history (Coquery et al., 2021), the Gabonese educational system relies on a French neocolonialist ideology and the practice of a post-independence era. Economic and educational dependency has become institutionalized through bilateral agreements that have allowed the French to send teachers, soldiers, and other experts to assist Gabonese development (Edwards, 2018). Even though the country produces oil, timber, and mining resources (see World Bank, 2021; Yaya et al., 2021), this middle-income status does not help the government improve essential social services such as education and health (International monetary fund [IMF], 2021). The country continues receiving foreign aid to develop its schools, roads, care, and health systems. According to Coquery et al. (2021) and Yaya et al. (2018), many experts from the United Nations, the United States, France, and Canada have developed Gabon's institutions. This international aid in education has introduced various educational and social welfare theories and approaches that have maintained some neocolonialism (Świerczyńska, 2017)). Due to that international assistance in education, the country has accepted to use a way of teaching called the competency-based approach ([CBA], Gauthier, 2009).

Figure 1 describes the design and functioning of the current Gabonese educational system. The system works according to the public administration organization in Figure 2, with a central government run in the capital city and nine governors as administrative heads of provinces. Under the governor of a region, a province academic director manages preschool, elementary, and secondary systems.

Figure 1

Structure of the Ministry of Education in Gabon

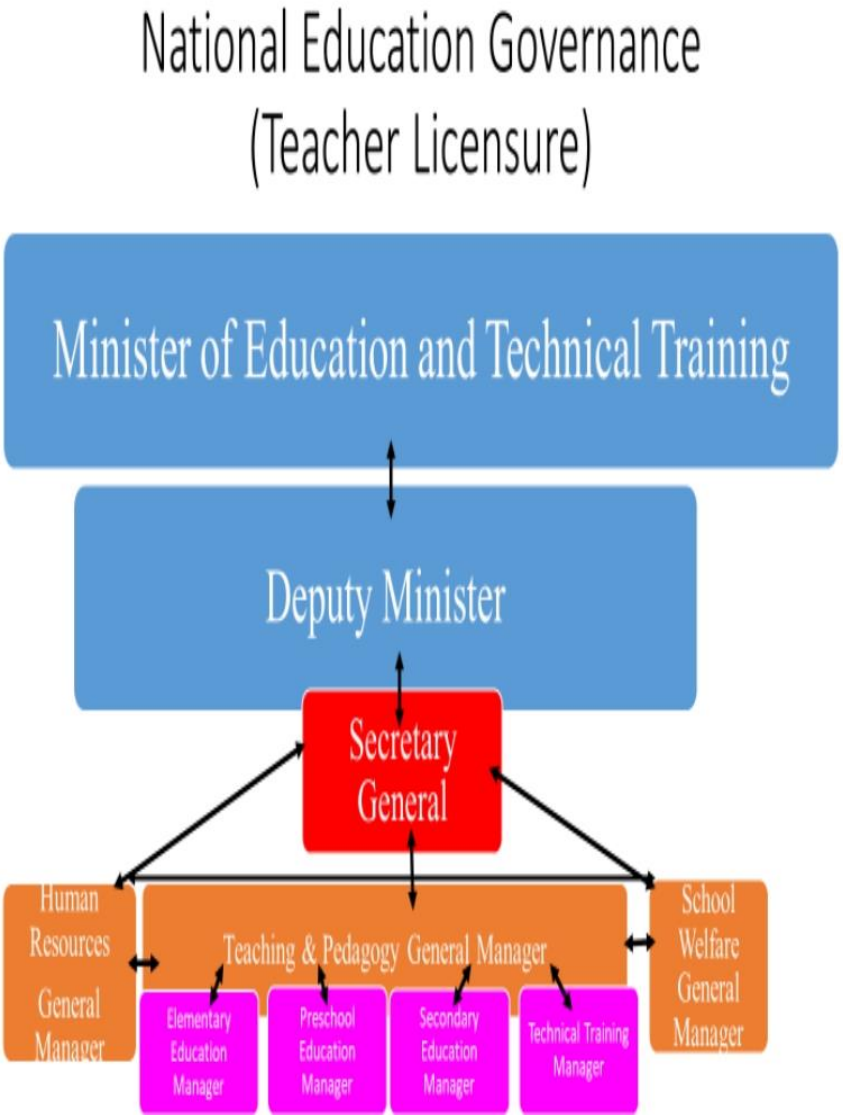
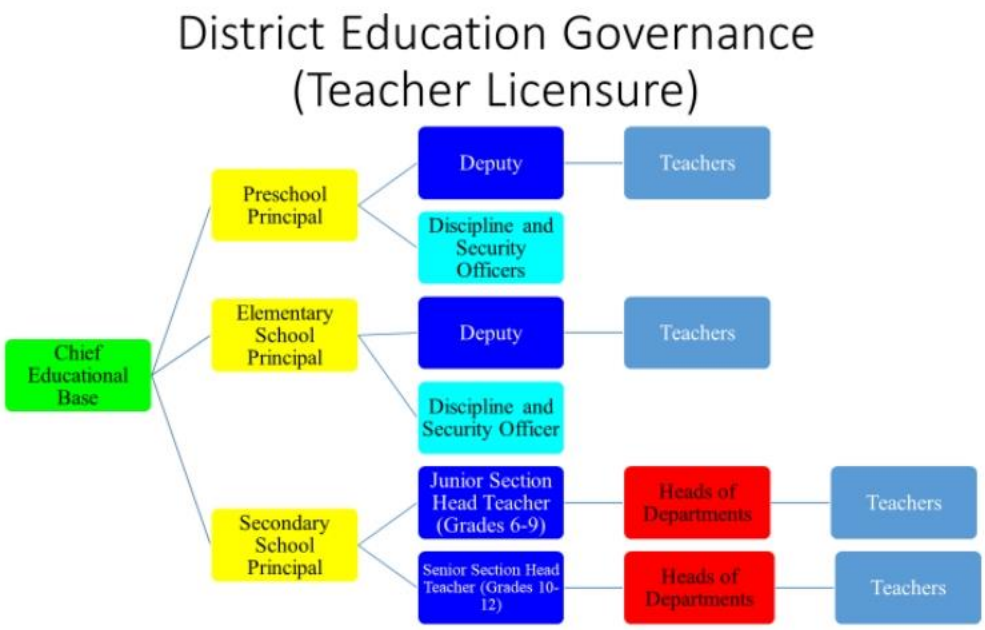


Figure 2

Gabonese Educational Management System



The specter of school failure, dropout, and illiteracy hovers over Gabonese students. Noting students and teachers' turmoil worldwide, the United Nations Educational, Scientific and Cultural Organization ([UNESCO], 2021) advised educators and policymakers to rethink education. In recent years, UNESCO has been focusing on social transformations that have brought about societal conflicts. Students have been among the primary victims of these conflicts. UNESCO called on educators and policymakers to address the younger generation's social tensions. In scenarios of rigid traditions and cultures, Ringson (2020) recommended that teachers play the role of caregivers to boost students' motivation.

The Gabonese social situation challenges the teaching and learning environment when students face complex social issues that require teachers' care (Miller et al., 2020). The International Monetary Fund (2021) and the World Bank (2021) reported that the decline of non-oil economic activities such as construction, transport, services, and commerce revealed the sharp increase in Gabon's public debt that went beyond the domestic ceiling. However, the origin of the economic turmoil was the instability of the oil market and shared governance, corruption, and the political system (see State Department, 2021; Yaya et al., 2021).

The political system has meant that since 1967, only one biological family has reigned over the Republic of Gabon with the complete control of the Parliament. The balance of power between the executive and legislative branches is challenging to practice and enforce (see State Department, 2021; Świerczyńska, 2017). As a result, social services such as schools and hospitals have suffered from the lack of realistic budgets to meet the population's needs. The International Monetary Fund's directors have asked policymakers to safeguard social spending and foster private sector participation. However, according to Bretton Woods institutions, these recommendations required a political balance of power between the judiciary, executive, and legislative bodies (see State Department, 2021). Until I finished writing this study, that balance of power did not exist. The International Monetary Fund (2021) described Gabon's social and economic paradox with reliable data: 1.8 million inhabitants, $7,728 gross development product, 94.7% literacy rate, and 34.3% poverty rate. The World Bank (2021) confirmed these socioeconomic data.

Like other students globally, Gabonese learners may have problems with sleep duration, obesity and cardiovascular disease, fitness, nutrition, language learning, and acquisition (Jones et al., 2017; Makubuya, 2017). Others may experience violence (Bajaj, 2018) or the impact of parents' low-income backgrounds (Hodges et al., 2017). Students may face economic or religious issues (Bajaj, 2018), discrimination because of race or gender (Bajaj, 2018), and disability or cultural obstacles (Sefotho & Onyishi, 2021). Sefotho and Onyishi (2021) noted that in East Africa, countries with large classes might not provide primary care. The same observations apply to other African countries, such as Gabon, where the same educational indicators of crowded classes have existed.

Background

Coquery-Vidrovitch (2021) discussed access to schools in Gabon. Gauthier's (2013) study was the only one that alerted scholars that Gabon has been using a CBA for some decades without any assessment. The gap in research was the lack of recent studies about education in Gabon. Studying the Gabonese educational system in the context of international examinations, Gauthier evaluated the CBA and curriculum reform process. Gauthier found that 40% of African students had left school without developing reading, writing, and calculation skills. Gauthier concluded that the need for curricula reform was paramount in African nations applying CBA. Building teaching and learning only on competencies may not comply with a more humane theory in education proposed by Dewey (1938). Dewey's work may be more applicable to Gabon's current social situation.

In the United States, many studies have addressed educational theory and teachers' interventions to support students with social difficulties. As early as the 1930s, Dewey (1938) wrote about how students lost the impetus to learn. Dewey explored the relationship between learning and ennui. Behind the concept of ennui or boredom, Dewey posited that there could be many social issues that could disturb and impact students' retention. The focus on the use of Dewey stemmed from parallels between Gabon's education challenges and the socioeconomic climate and challenges the United States faced as a multi-immigrant nation in the 1930s and 40s, which prompted Dewey's development of theories of education. Postcolonial (or perhaps still mid-colonial) Gabon has been bearing strong developmental similarities to Dewey's Chicago, especially concerning children's experiences and social challenges.

Lambert and Sassone (2020) demonstrated the impact of Covid-19 and violence on children and how teachers' interventions in the lives of learners helped discover students' vulnerability. The intervention revealed the magnitude of suffering in students who often hide the problem and the perpetrators. Lambert and Sassone showed the presence of trauma and neglect on the victims and their *de facto* school performance. If parents were the origin of the child's turmoil, educators played the role of new parents to give urgent and primary care to these children with social problems. The in loco parentis notion of teachers' legal responsibility of taking the place of a parent highlighted the obligation of educators to assist all students, especially vulnerable students (Carlisle, 2017). Educators are accountable for listening to at-risk students to align in loco parentis. Educators care for vulnerable students by identifying social problems. Schools' principals

help refer students with social difficulties to families, child protection police units, or social services. In loco parentis, educators act in the place of the legal guardians or parents (Carlisle, 2017). The term was the first part of the English Law, and for centuries the legal concept has governed the duties of teachers by granting them extraordinary powers over their pupils. Many scholars demonstrated that the U.S. Constitution had given educators the responsibility for students' education and care. In the case of Gabon, in loco parentis is in line with the universal rights to education and protection as stipulated by the United Nations (1989) Convention on the Rights of the Child and Gabon's Child Act (2019).

Different scholars have studied the effect of negative domestic behavior on children and suggested counselors' interventions (Aguliera & Nightengale-Lee, 2020). Kistruck and Shulist (2021) considered caregivers' role in working with traumatized children. Garner et al. (2017) delivered findings on what makes children vulnerable. The analysis of the power of trauma on children and the need for counseling was relevant in the homeless or foster care lives. This abundant literature about the U.S. students' situation helped me fill the gap in Gabon's literature by offering different models of how educators and schools have supported young people. For instance, several studies focused on an approach centered on sports and health development for vulnerable students and their families (Makubuya, 2017; Miller et al., 2020; Weatherly & Chen, 2019).

International studies have shown that states have done less to train educators and educate students to use psycho-social activities such as counseling and behavioral disorders reporting activities in schools' compounds (Sciuchetti, 2017). The assumption

about the usefulness of equity in unequal societies became relevant with Lac et al. (2020). The theory of change reduced the gap between teachers with no experience in primary care and the new school concept described by Dunn and Moore (2020). In significant learning of peer mentors, Dunn and Moore showed that the teaching profession and the state school were at risk because learners' communities did not use the interactive nature of learning received in classrooms. Lac et al. found that education corporatization has affected students. Legislators often want to vote and enforce new laws and ideologies in education and social welfare without dealing with the socioeconomic conditions of students and parents, as stated by Lac et al. These ideologies may affect educators' behavior towards vulnerable students (Lac et al., 2020).

In Australia, New Zealand, Canada, and the United Kingdom (Crawford-Garrett, 2017), the globalization of professional interventions and specialization around vulnerable children had extensive or substantial literature that has addressed the importance of social workers in foster placements and foster care. The impact of these interventions was evident when serving students and the country (Partha, 2019). Before them, other researchers spoke about the need for social workers and the recognition of the social work profession body by both families and educators, as recognized by Partha. He also pointed out the importance of service users' involvement in discussions about child social issues. Partha concluded that caregivers should encourage respect for children as service users and promote their fundamental rights and equal opportunities. Whether poor or wealthy, students facing social vulnerability need caregivers who respect their needs and rights.

Educational scholars such as Tabatadze and Chachkhiani (2021) noted that school systems had bridged education and social work to benefit students, parents, and society. The classroom evolved as a unique location for the child's cognitive development. However, the classroom has become a single institution for the work of teachers and caregivers to benefit the child (Tabatadze & Chachkhiani, 2021).

Issues stemming from an absence of social support systems and education had a far-reaching impact in Central and West Africa (Atitsogbe et al., 2021). In the region of Africa, many children in Central and West Africa were out of school without any identification process to connect with an educational institution and teachers (United Nations Children Fund [UNICEF], 2021). UNICEF (2021) and UNESCO (2021) pointed out that students with social and family problems remained the most at risk of losing their access to education if nobody granted them essential assistance. Atitsogbe et al. (2021) helped teachers describe their working conditions and their impact on students. Many researchers investigated the well-being of teachers and teen mothers and their children. Some found that children of adolescent mothers had the worst math and language skills scores than children born from adult mothers (Atitsogbe et al.,2021). The probability of becoming or remaining disengaged and alienated with the dropout risk was high when initial help at the school and family level did not exist (Atitsogbe et al., 2021).

At the global level, educators and school administrators had boosted vulnerable students with caregiving interventions because these educators were, according to Sefotho and Onyishi (2021) in South Africa, adults, whereas students were children who needed protection. Educators were fulfilling the duty because they carried the

responsibility of promoting and protecting students. Educators were like policymakers who oversaw the child's safety. Educators had to teach students about their health even in the pandemic context and inform students about what the governments should achieve for all children (Miller et al., 2020). Teachers in public schools represent the administrative authority on behalf of the ministry of education. Students were vulnerable because individual aspirations dedicated to children only existed in international legal instruments of the United Nations (1989). Gabonese students possessed a Child's Act (2018) because Gabon ratified the Convention on the Child's Rights in 1994 and enforced its provisions in the domestic educational system. Therefore, mayors, educators, legislators, and police officers were accountable for students' rights.

Gabon educators were asked to care for, counsel, and teach students because no social services existed for kindergarten and elementary school children (see Hodges et al., 2017). Educators were not experts in the care and mental health interventions (Manglos-Weber, 2017). Elementary schools may have experienced social challenges when they tried to improve students' achievement rate, decrease the dropout rate, change retention trends, and search out the assistance of caregivers to mitigate students' failure (Lozenski, 2017; Ross & Cote, 2017).

Makubuya's (2017) study pointed to the need for other professionals to provide caregiving support in low-income communities in locations where educators' interventions lacked external support. Educators could not address extra classroom concerns such as children's behavior, negative social habits of addiction to social media,

and diseases. However, Makubuya's idea challenged the issue of human resources in the context of special education and caregivers' specialization.

Problem Statement

According to my scholarly research in various online libraries, no study has been conducted within Gabon to understand the practical problem of how elementary teachers serve as both educators and social caregivers, nor has there been research to understand the types of interventions in which elementary teachers in Gabon have been required to engage. There has been little scholarly work on the impact of teachers' practices as caregivers on vulnerable elementary school students. Many students show signs of social problems, and they drop out before reaching the last grade of elementary school. Vulnerable students might often express alienation behavior as well as disengagement actions. I used the term alienation to describe students who demonstrated symptoms of someone losing friendship and human affection (see Chipchase et al., 2017).

By talking about vulnerable students' disengagement, I referred to the opposite of school retention and the right to education when the connection to the educational system was no longer interesting for children (see Chipchase et al., 2017). A gap in research about educators' care interventions needed further investigation. The study's findings may be used to introduce social change in the community and build educators' capacities. In some countries like the United Kingdom and Australia, there are transparent bridges between social systems and education for students who face social difficulties (Miller et al., 2020). In Gabon, these structures are absent or exist only in some schools (see Coquery-Vidrovich, 2021).

In many vulnerable human societies, teachers often provide care to students with social difficulties. I will often call these students vulnerable students through this research study. Vulnerable students often have problems with nutrition, health, protection, absence of family affection, preschool education, access to essential social services, and education tuition fees (Hosny et al., 2018). For teachers to succeed in educating their students, they must care for students with social difficulties (Lambert & Sassone, 2020). Academic institutions and policymakers need studies to understand how teachers served as educators and caregivers in low socioeconomic elementary schools in Gabon. Local scholars must understand the types of interventions in which teachers have engaged or are not engaged to assist their students beyond their role as an educator in the classroom (Hlongwa & Rispel, 2018).

Purpose of the Study

This basic qualitative study aimed to fill in the gap in research about teachers' practical interventions as caregivers in elementary schools with limited resources in Gabon by addressing students' social and family dilemmas of poverty. This study was grounded in Dewey's (1938) theory that "education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure" (p. 17). In this study, I sought to understand how educators served as teachers and caregivers in low socioeconomic elementary schools in Gabon and the types of interventions teachers have engaged or have not engaged to assist vulnerable students beyond their roles as educators in classrooms.

By exploring teachers' different interventions, I hoped to find research data for the school system's development of a systemic educational shift involving a change from traditional education based on CBA implementation to progressive education predicated on attempts to solve academic and social problems faced by students (see Dewey, 1938). Carlisle's (2017) social theory supported Dewey's philosophy by defending the role of human expectancy and motivation in social development. Learning involves more than students' behavior in classrooms. Learning as a process involves social factors and behavior.

In this study, I benefited from the findings of psycho-social and pedagogical supports that teachers have developed and used. From a social change perspective, results may offer educators and policymakers ideas and opportunities to improve students' achievement and well-being (see Manglos-Weber, 2017). The additional social change benefit of the study was that evidence from the findings could help recommend new educational interventions and social welfare policies (see Aguliera & Nightengale-Lee, 2020).

Research Questions

The central research question of this dissertation is: What are the perceptions of educators in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? The study addressed the issues of disengagement and alienation through teachers' practices in caregiving and education at the elementary school level in both rural and urban target areas (see Chipchase et al., 2017). Chipchase et al. (2017) defined

disengagement and alienation as intrinsic and extrinsic factors related to low motivation, inadequate preparation, unmet expectations, and institutional structures. These factors and others might lead to student disengagement and a lack of affective feelings for school and classmates or educators (Chipchase et al., 2017).

I hoped to address the most critical problems and identify the most relevant interventions by breaking down interlaced data units. In addition to the central question, I expanded the inquiry into five subquestions:

1. By what means did teachers identify students' social problems?
2. What methods and interventions did teachers use to address students' social problems?
3. Why did teachers refer or not refer students to professional caregivers outside of the school system?
4. How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students?
5. From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom? (The school institution as a structure in the Gabonese context means the quality of the buildings and classrooms, the policy framework, the principal's leadership, the school climate, and the administrative and social organization to attract students.)

Theoretical Foundation

The theoretical foundation for this study was the educational theory of Dewey (1938). The choice for this theoretical framework came from the universal nature of Dewey's philosophy of school reform. The idea helped the entire investigation process. Dewey's theory guided the data analysis approach and the recommendations at the end of the study. Gabon's evolution as an educational system was similar to what the United States encountered when Dewey proposed this theory. The United States was engaged in a metamorphosis from traditional teaching and learning to a progressive school approach with the potential to integrate care into a more humanitarian system.

The educational theory had its roots in the existence of the information, skills, attitudes, and history of success in the community (Dewey, 1938). The way children received their education about hunting and fishing techniques from their grandparents illustrated the educational theory in the traditional approach. Traditional education was most of the time in harmony with the way hunters or teachers transmitted their successful experiences to new generations. A teacher's business, in that context, was to transfer means and methods of writing, reading, calculations, and measurement. However, progressive education questioned systems and paradigms. Progressive education suggests that students may go beyond textbooks to address different social and more humane experiences. Progressivism was the theory in which "the relations of pupils to one another and the teachers" were more compassionate and social with a strong emphasis on cognitive activities and care (Dewey, 1938, p. 18).

Another critical theory underpinning this work was the progressive education theory (Gambone, 2017). The progressive education theory perpetuated Dewey's educational theory. Gambone (2017) identified the students' learning process through inputs, expected results, and the means to attain these results. In Dewey's doctrine, educators had to listen to vulnerable students who were often late and hardly did their homework. Educators had to ask questions about life outside of school and try to understand students' dreams. The learning process was in action, and the student had a high motivation to attend school and perform well. Gambone insisted on social justice and learning as a persistent change in students' performance.

Progressive education theory complemented Dewey's (1938) educational theory. A child who met a teacher caring for vulnerable students and dialoguing with pupils about family issues could not forget that experience. The experience might change the student's perception of school life. The knowledge of social discussion between a teacher and the student may develop new and sustainable social skills and opportunities for freedom of speech and the ability to trust someone who is not from the student's family. The experience could increase knowledge of some academic and cultural matters. The progressive educational theory was also in line with cognitive development and developmental theory defended by Seaman et al. (2017). Seaman et al. supported the knowledge acquisition process in which the student developed their mind through thinking.

Educational theory, corroborating the student-centered learning defended by Al Faruki et al. (2019), did not demonstrate how scholarly constructs clarified the role

played by extracurricular professionals such as counselors and psychologists outside of the school compound. Chipchase et al. (2017), in their effort to reflect on students' disengagement, demonstrated the importance of connecting teaching and learning theories with students' social or community life. Chipchase et al. studied the case of the Australian teaching system within a social context of multicultural paradigm and formalized ways of thinking. Educators had to lay the foundation for social behavior and resilience in students' early development. Students had to see arithmetic, sciences, and foreign languages as components of social life and not subjects that scare them. Educational theory needed the support of social welfare interventions to consolidate holistic care (Ringson, 2020).

Ringson (2020) backed up the critical relations between school principals and educators while involving students and parents in social debates. Caring for vulnerable students required multisector interventions and holistic responses. Dewey (1938) did not address students' retention, development, and trust but expected generalization through social change.

Conceptual Framework

In this study, various concepts helped me understand the orientation of this research study. Haste and Gardener (2017) explained the concept of service networking between institutions or services when caring for children. Haste and Gardener defined that networks exist between caregivers for holistic support of the child. Haste and Gardener introduced the concept of referral caregivers to talk about the process of institutional collaboration between educators and social service providers. According to

Garba's (2020) approach, the target schools belonged to an educational system. That system depended on the traditions, cultures, economic realities, and political realities of the area. A school in a room with insufficient financial resources became an institution for delivering knowledge and degrees to students and a public service that created linkages with health and social services. The concepts of networking and referral services showed the emphasis put on data treatment and taxonomy of findings.

Garba (2020) wrote about the concept of the child welfare system when developing an interactive process between system users working around a child. With the ideas of welfare, well-being, and holistic caregiving, the general challenge was to see educators' work proactive and systemic if they found out that some students were vulnerable. As Dewey (1938) spoke about the ideological battle between traditional education and progressive education, some teachers saw another job or burden in students' early care when they were already busy with large classes and the shortage of resources.

Nature of the Study

In this research study, I employed a basic qualitative method to investigate how educators of limited resource elementary schools in Gabon addressed the social needs of students who demonstrated signs of disengagement and alienation. Preston et al. (2020), Sefotho and Onyishi (2021), Dunn and Moore (2020), Mapplebeck and Dunlop (2019), Söhn (2020), and Ravitch and Riggen (2017) were scholars whose research findings influenced and guided this basic qualitative study. Yin (2018) wrote about the theories that supported qualitative studies and gave a substantial defense for using qualitative

methods, while Kimbrel (2021) concentrated on the difficulties with information technologies in data collection.

The basic qualitative method helped explore teachers' practical interventions to care for students. The inquiry included in-depth interviews that went beyond conversations between my interviewees and me (see Preston et al., 2020; Ravitch & Riggen, 2017). The research strategy was descriptive, and the collection of information from educators occurred only through interviews, as advised by Yin (2018). In this basic qualitative study, respondents were educators. The interviews with respondents were the primary sources of information (see Hlongwa & Rispel, 2021).

Twelve educators in various elementary schools were the respondents who participated in one-to-one interviews. The sample made the research method comprehensive and inclusive by targeting any elementary school educator without discrimination (see Preston et al., 2020; Yin, 2018). Each interviewee answered one set of questions based on the first interview and the follow-up questions to allow them to confirm or modify the initial answers. The study's primary data were the educators' perceptions of their interventions with vulnerable students. These students lived with their biological families or with extended families. These families experienced economic poverty due to social and political factors such as housing issues, poor road quality, drinking water quality, limited power connection to deliver electricity, and unemployment. Children had minimal access to basic social facilities in rural or urban settings.

Interviewed educators were senior and junior professionals who lived in rural or urban areas. I recruited some of the participants from rural areas. The rest came from urban areas. With the interviews of the educators, I obtained relevant information regarding the school interventions in line with the research questions in the context of a continuous flow of structured conversation on the topic of educators as caregivers (see Preston et al., 2020). The in-depth interviews allowed participants to describe their range of skills and resources in interventions to address students' social difficulties.

These interviews provided deep descriptions of how and why respondents cared for or did not care for students (see Hlongwa & Rispel, 2018). Participants responded to the stream of questions and expanded the discussions (Yin, 2018). In Table 1 and Appendix A, I showed the various data points that supported each question in the caregiving process. Each interview question generated evidence to answer the research questions. Participants from junior and senior backgrounds received appropriate information and preparedness aligned with the academic research procedures. I used the same collection tools, data source, and analysis methods for each interview question. The in-depth interviews served as the collection tools. Educators were the primary data sources, while description was the critical form of data analysis.

Questions to respondents focused on events and processes (see Preston et al., 2020). In a descriptive approach, these questions stimulated educators to share their ideas and practices about how and why they changed their interventions between two different educational theories (Walden University, 2018). I also asked why interventions worked or did not work with more experienced caregivers.

Definitions

The following technical terms have been used in various academic and professional fields: psychology, education, economics, law, human rights, and social welfare. However, these terms were central to this study, and I define them according to scholars or contexts. According to the experts ' domain, some of the words were similar in their definitions, but they became different.

Alienated students: In the school context, the concept means disaffected, detached, indifferent, resentful, and hostile students (Chipchase et al., 2017). There is a link between disengagement and other issues such as dropout.

Basic qualitative research study: According to Preston et al. (2020), "the research team collects, codes, and categorizes qualitative data using the constant comparative method from grounded theory methodology" (p. 454).

Caregivers: According to Hlongwa and Rispel (2018), the term refers to professionals, volunteers, or institutions looking after someone with social difficulties. People usually think of social workers as primary caregivers.

Case: A person, village, social group, project, work plan, or event researchers focused on during an investigation (Yin, 2018). In the current study, the case was the educator of the Gabonese elementary school.

Competency-based approach: Many educational systems adopt a teaching and learning technique mainly in Francophone Africa. The approach targets students' concrete skill development without any abstract study (Adinda, 2021). Usually, students

learn a tangible skill, and they move to the more complex steps without mastering the initial skill.

Disadvantaged Students: Individuals who present social, physical, cognitive, developmental, and behavioral problems. These issues affect their school performance and achievement (Manglos-Weber, 2017). Disadvantaged students are often vulnerable pupils when their parents survive in wooden houses in poor conditions. Some disadvantaged students are at-risk students when school attendance is bad with absenteeism and dropout. At-risk students are also children who start working and living on the streets. Other children are disadvantaged because they are students whose parents constitute low-income families. To some extent, vulnerable students are the target community of politicians and scholars who have invented the ideology known as "No Child Left Behind" (Lozenski, 2017, p. 162).

Disengaged students: According to Chipchase et al. (2017). the term means "the absence of engagement behaviors or the neutral to the negative pole of an engagement continuum. … disengagement is likely not to be a 'steady state' characteristic of students… may result in students dropping out from units or a course of study" (p. 32).

Gender parity: The idea of having in a group or organization women and men with a balance. If a firm had ten employees, five would be women and the other five men. Some people talked about gender balance, and others said gender parity (UNICEF, 2021).

Interview: When an informant, and in this case an educator, answers questions from the researcher and interviewer, that verbal conversation is an interview, which is an in-depth digitally recorded dialogue (Yin, 2018).

Limited resources: According to the World Bank (2021) and the IMF (2021), countries and communities where individuals live with less than two U.S. dollars a day are in limited resources status. Other economic concepts are middle-income, developing, Southern, and developing countries.

Junior teachers: Educators with a teaching degree but less than three years of experience in education who did not receive their permanent contract with the central government. They received a basic salary from the government until they became senior teachers with a presidential decree of entitlement as a civil servant with a permanent contract and all financial benefits such as housing and transport allowances.

Progressive school: An educational system that emphasizes the right to students' participation. Students and teachers design learning purposes through active cooperation (Dewey, 1938; Gambone, 2017). The class size reduction approach was an example of a case where students participated in formulating the policy and strategy. In studying class size reduction through the U.S. educational system, Sondergeld et al. (2020) investigated the impact of an urban community school using class size reduction. The focus was more on the costs of new schools' construction than on students' opinions about the class size and achievement.

Qualitative interviewing: Preston et al. (2020) called the method a responsive interview or collecting data from respondents by organizing an interview with questions, follow-up questions, and probes to retrieve responses from the source or the informants.

Respondent or informants (interviewees): In the current study, respondents were elementary senior and junior teachers who answered the interview questions during the data collection (see Preston et al., 2020).

Senior teachers: Certified teachers who held permanent contracts with a minimum of 5 years of experience and the complete professional incentives of civil servants employed by the central government. They changed their grade every two years with a salary increase and incentives.

Social work: The profession and school discipline that deals with problems faced by individuals, families, and communities to upgrade the person or group of persons (Sefotho & Onyishi, 2021).

Traditional School: An educational system in a nonsocial school environment (Dewey, 1938). Traditional educators did not have any interventions on students' social matters. Dewey (1938) stated that conventional school "erected silence into one of its prime virtues" (p. 63). The focus was on teaching and learning based on curricula.

Vulnerable child or student: A child/student who missed out on formal education, nutrition, protection, or living with disabilities (Hlongwa & Rispel, 2018). In the current study, the identified vulnerabilities included child victims of domestic violence (see Pinquart, 2017), victims of parents' illegal migration, victims of discrimination (Diesel et al., 2017), and victims of parents' negligence, bullying, and sexual abuse (Blankenship, 2017).

I employed the terms *vulnerable children* or *vulnerable students* to describe the category of children participants talked about during the interviews. I referred to

caregivers when explaining the findings of educators and the social workforce. Unexpected technical terms in the data analysis and interpretation had their definitions to illustrate situations and contexts usually happening in the French language and respondents' Gabonese cultures.

Assumptions

According to Batt and Kahn (2021), regarding data transparency in quantitative and qualitative research, the assumption is that the researcher accepts as true or certain to occur without proof. One assumption in the current study was that translation and interpretation of French and English interview questions and answers often make participants uncomfortable (Preston et al., 2020). I was not sure about their mastery of the topic related to caregiving. However, these assumptions were necessary for this qualitative study to confirm Bat and Kahn's definition of assumption.

Scope and Delimitations

My research question was: What were educators' perceptions in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? This study focused on educators' deep meaning of caregiving when they addressed the social problems of their pupils. I explored the perception of caregiving by educators; I grasped the factors of disengagement and alienation that prevented students from having a normal educational cycle from preschool to the other academic grades.

I included only 12 participants from the population of educators working in urban and rural zones. I excluded students, their families, and educational administrators (see

DISCOVERPHDS, 2021). This study did not include caregivers such as social workers, civil society organizations, and all towns with affluent or low-income families. My research objective was to explore educators' opinions about vulnerable students inside the classroom and on the school playground. The research question focused on educators' views of caregivers while being teachers. The research population could not go beyond active educators. Interview questions addressed respondents' perceptions of vulnerable students, their experience with Indigenous and disabled students, and peer support between educators.

Limitations

The fundamental limitation of this qualitative study was the potential weaknesses of the research I conducted (see Preston et al., 2020). The first limitation was my sample population. The selection process did not depend on my will because I relied on friends, relatives, and word of mouth to obtain appointments with potential respondents. I asked people I knew to find educators willing to be among the respondents.

The sample size was another challenge with the educational stakeholders I excluded. I limited the sample to 12 participants without including parents, social workers, administrators, and politicians. However, by focusing on educators as caregivers, I had the views of the studied population without any discrimination based on their physical or ethnic condition (see Hlongwa & Rispel, 2018). Another limitation was the lack of previous studies targeting the same geographical area and the studied population. Finding another research article or dissertation about the sampled population could have provided a deeper analysis of the problem. The data collection activity took

place during the Covid-19 pandemic. Exploiting new technologies such as Skype, Microsoft Teams, and Zoom video conferences was complex, costly, and impossible for some participants. The lack of donors to fund the study was another limitation that prevented me from purchasing the most reliable telecommunication and data processing tools (see Edwards, 2018).

Significance

This study was the first in Gabon to address the role of educators as social caregivers and the interventions used by educators in these situations. I explored educators' intervention systems in a country where multiple bilateral and multilateral donors have influenced curricula and educational methods since its independence from France in 1960 (see Coquery-Vidrovitch, 2021). The other significance of this study was the gap in the scholarly literature to understand the historical roots for the probable absence of caregivers and social support in Gabon's educational system. The findings from Ringson (2020) and Seaman et al. (2017) supported the significance of the current study at the selected elementary schools to highlight gaps with other institutions and schools of thought in the rest of the world.

This study might become another academic reference to promote the positive social transformation of teachers in a school system (see Gambone, 2017). The research findings may explain teachers as social caregivers and cognitive decision-makers and their processes to support at-risk students (see Garba, 2020). From the study, I hoped to identify obstacles that prevented the introduction of caregivers' practices in Gabon's elementary education legal framework (see Haste & Gardener, 2017).

Significance to Practice

The study had a significant role in raising academic discussions about the scope of teachers' and other stakeholders' social interventions. Hunleth (2017) discussed the importance of having a normative framework to guide any teacher's practice. If the new education law is sustained, teachers as caregivers may become relevant actors toward a more humane or progressive educational system. Framing teachers' care interventions, Hunleth noted that teachers should perform their pedagogy within a legal landscape with limitations and the right to obtain official authority from the government. If these teachers influenced their trade unions, they could draft an education law to adopt a more normative document and legalize their intervention. The study may encourage a legislative agenda that promotes teachers' ownership of caregiving as extra practice in the field. Kessel (2018) advised that legislators be the ones to give teachers the authority.

Significance to Theory

The research problem addressed the importance of teachers' interventions as caregivers while keeping their empirical positions in line with Dewey's (1938) progressive theory. Dewey and the method of experience that impacted the 20th century was relevant on another continent and within a different teaching culture. For Dewey, students always had a secure connection between education and classroom activities and their experience. When teachers listen to students about their family issues, when they take the time to refer students to professional caregivers and child welfare units, they can build life experiences in the mind of the students. Those students will never be able to forget the usefulness of this referral approach.

Significance to Social Change

Two significant social changes were in the planning process of this basic qualitative study. First, I expected social change through educators adopting new knowledge and practices from traditional teachers to become more progressive educators and caregivers. My dream was to see educators as agents of change in line with Dewey's (1938) advanced education theory. The data collection time was not appropriate for evaluating the social change in the schools where participants used to be educated. At this stage of data collection, I could not assess social changes. Still, in Chapter 5, I provide recommendations regarding evaluating and monitoring the research impact on participants (see Lac et al., 2020).

Second, the study findings indicated the need for capacity building to improve educators' caregiving skills and competencies (see Covington et al., 2017). Advocacy and capacity building were the main evidence-based strategies to influence educators and school administrators (Kessel, 2018). New practical implications of my findings may encourage educators to integrate positive communication with vulnerable students in their classrooms. Another competency that may be important is encouraging words and facial gestures to help susceptible students become resilient during the educational cycle. Finally, findings could help educators realize the need for partnerships with donors to fund seminars and workshops about teachers' interventions on at-risk students (see Yaya et al., 2021).

Summary

This study had its roots in the work of Dewey (1938). The responsive interviewing method in Gabon followed the qualitative evidence-based approach (see Preston et al., 2020). The inquiry addressed the central research question of how senior and junior teachers at the target elementary schools addressed the social needs of students who demonstrated signs of disengagement and alienation from their classroom. I meant the psychological and social rupture between vulnerable students and the school by disengagement and alienation. The central research question had five subquestions to investigate the depth and scope of students' vulnerabilities from educators' perspectives.

The theoretical foundation was Dewey's (1938) theory of educational philosophy. The findings generated by the inquiry may contribute new components to the research literature and the learning process. Humanitarian knowledge related to caregiving helped me investigate educators' skills. Target scholars and educators may shift their professional practices from superficial understanding to evidence-based practice to identify and support at-risk students. During the planning and data collection period, there was a discussion about the limitations of the study approach. The literature review in Chapter 2 bolstered the study's significance.

Chapter 2: Literature Review

Based on the research problem in this study, I addressed the challenge that due to a scarcity of economic resources, researchers did not conduct any research within Gabon to understand how elementary teachers served as both educators and social caregivers. There had been no research to understand the types of interventions in which elementary educators in low socioeconomic schools had been required to engage. There have been no studies on the impact on elementary school teachers' experiences as educators and caregivers. The problem occurred in the local context of a middle-income country with limited research literature and resources in education. I sought to understand how educators served as teachers and caregivers in low socioeconomic elementary schools in Gabon. The expression "low socioeconomic elementary school" referred to Edwards's (2018) concept of poverty in communities living below the economic standards. I also sought to understand the types of interventions in which teachers engaged or did not assist vulnerable students beyond their role as educators in classrooms.

The problem's relevance had its roots in Hodges et al. (2017), who pointed out the gaps between students of low-income households and those from middle-class communities and the role of teachers as caregivers. Hodges et al. examined quality education both in large and small size classes. Many scholars in the United States (Chipchase et al., 2017), Europe (Tabatadze & Chachkhiani, 2021), Asia (Sakiz, 2017), and New Zeeland (Crawford-Garrett, 2017) noticed that students needed caregivers in the context of low-income families with a high probability of poor teaching and learning conditions. Sefotho and Onyishi (2021) and Atitsogbe et al. (2021) proposed a link

between teachers' interventions, classroom environment, and other African extracurricular psychosocial factors.

In this chapter, I focus on the strategy for the literature review. The basis for the data collection method was Yin (2018), Preston et al. (2020), with Hlongwa and Rispel (2018). Other sections of this chapter include the discussion of the theoretical and conceptual framework. This chapter presents the literature background that helped ground this study and concludes with a summary.

Literature Search Strategy

This study benefited from online free and paid databases because the survey took place in an area with no municipal or national library available in English and in the country where the study took place. Therefore, the strategy relied on virtually available international sources. The primary research papers were from the United States and the European Union. To some extent, the literature from Asia, Francophone Africa, Canada, and the United Kingdom completed the global nature of the study.

The following online databases were consulted: EBSCOhost, PsycINFO, ProQuest, ERIC, Google Scholar, and SAGE. Books and research articles that were not free were available from online suppliers such as Amazon and VitalSource Bookshelf. In this study, I used specialized websites from regional, national, and international organizations such as IMF, UNESCO, UNICEF, U.S. State Department, African Journals Online, U.S. Department of Health and Human Services, National School Climate Center (School Climate Institute), *The Journal of Educational Research*, Pastoral Care in Education, and Gabon's governmental websites.

Technical words from education and social work were necessary when using search engines. Four main disciplines helped me identify critical terms: social sciences, education, psychology, and law. *Education*, *care*, *holistic*, *violence*, *bullying*, *vulnerable*, *needy*, *pedagogy*, *student*, *teacher*, and *welfare* were the terms that guided the research of articles. I often combined words to upgrade the search for findings in this study. This combination provided technical expressions such as *caregivers*, *progressive school*, *vulnerable child*, *social work*, *holistic education*, *traditional school*, *disadvantaged students*, or *competency-based approach* (see Miller et al., 2020).

Thanks to the iterative search, I generated more than 20,000 research articles, books, abstracts, online institutions, and magazines by typing the terms *teacher* and *caregiver* in databases such as ERIC and SAGE. The data gathering and comparison protocols helped me find 2,000 recent studies and older articles from the 21st and 20th centuries that served as the primary sources. Subscription to Google Scholar and other scholarly online libraries helped me receive new pieces every 24 hours. By typing combined terms such as *holistic education* and *caregiver*, I extended the findings in line with the theoretical framework and the research questions in PsycINFO and other online libraries. The surprising discovery was the volume of international literature on the research problem, whereas the local websites only offered fewer research articles.

VitalSource Bookshelf and Amazon.com have been strategic in providing specific books recommended by the academic institution or for the practical needs of the study. The online bookstore's advantage was the flexibility to store hundreds of virtual books available at any time of the day. The literature review process depended on the handling

and understanding of search engines and online libraries. Partha (2019) defined the research process as the screening or examining of scholarly data and academic information on relevant subject matters. In this basic qualitative study, the topic was educators as caregivers.

Theoretical Foundation

The theoretical foundation for this study was the educational theory of Dewey (1938). The choice for this scholar came from the universal nature of Dewey's philosophy of school reform and its capacity to describe the metamorphosis from traditional teaching and learning to a progressive school with the integration of care as a humanitarian approach to education. The educational theory had its roots in the existence of the information, skills, attitudes, and a history of success in the community (Dewey, 1938; Hosny et al., 2018; Sciuchetti et al., 2020). The way children received their education about hunting and fishing techniques from their grandparents in Gabon illustrated the educational theory in the traditional approach. The conventional school was most of the time in harmony with the way hunters or educators transmitted their successful experiences to new generations. Educators' business, in that context, was to transfer means and methods of writing, reading, calculations, and measurement. However, with the educational theory (Dewey, 1938), I questioned cultures, systems, and paradigms across students' lifespan at school. The theory became the opportunity to promote changes in schools and educational policies to go beyond textbooks to set up a progressive school. In a progressive school, I was seeking a state of mind in which "the

relations of pupils to one another and the teachers" were more humane and social, with a strong emphasis on cognitive activities and care (Dewey, 1938, p. 18).

Another theory that expanded on Dewey's theory and underpinned this work was the learning theory (Seaman et al., 2017). Seaman et al. (2017) identified the students' learning process through inputs, expected results, and the means to attain these results. In Dewey's doctrine, teachers had to listen to vulnerable students who were often late and seldom did their homework. Educators asked questions about life outside school and their dreams. The learning process was in action, and students developed a high motivation to perform well. Seaman et al. insisted on learning as a persistent change in students' performance and potential.

Students meet teachers who care for them and can dialogue about family or personal issues in learning and educational theory. The care experience changes students' perception of school life. The knowledge of social discussion between teachers and students develops new and sustainable social skills and opportunities. These skills are freedom of speech, the ability to trust someone, or listening to someone not from one's family. The experience increases school retention trends. The educational theory was further in line with the theory of cognitive development and developmental theory defended by Haste and Gardener (2017) in their study of Bruner's psychological achievements. According to Haste and Gardener, Bruner supported the knowledge acquisition process in which the student develops their mind through thinking.

The educational theory did not demonstrate how scholarly constructs helped understand extracurricular activities from other care communities such as churches or

secular associations. Wilson and Mantie (2017) thought about music in community development as pedagogical and extracurricular tools for students' motivation to learn. Wilson and Mantie saw many opportunities to prepare students for professional life and the bridge toward other school subjects in arts. The educational theory sought the support of social interventions to consolidate holistic care. Wilson and Mantie further uncovered the benefits of holistic education by combining students' well-being with academic gains.

Garner et al. (2017) described and supported the idea of human relations between school principals and teachers to involve students and parents in social debates about learning challenges. Garner et al. stressed caring for at-risk students because students required multisector interventions and holistic responses. Dewey (1938) did not address students' retention, development, and trust but expected generalization through social change. In the current study, one focus was to understand whether educators' interventions complied with their role as primary caregivers.

Conceptual Framework

Throughout the study, I used scholars' concepts related to students' vulnerability and the literature about teachers' responses as caregivers. These concepts were part of the vocabulary used in education and social services. Dejaynes et al. (2020) focused on the importance of service linkage. They referred to the definition of social welfare services to refer care process and its efficiency. They also advised using an interoperable approach between state agencies to collaborate with caregivers. The concepts of student vulnerability and teachers as caregivers corresponded with the other idea of service linkage or systemic approach. The purpose of linking the school with social services and

health systems showed how Lamber and Sassone (2020) focused on schools to address pedagogy and students' mental health, state of mind, and spirit. Sefotho and Onyishi (2021) studied the concept of the child welfare system in South Africa. They found the development of an interactive linkage process between stakeholders working around a child with an autism spectrum disorder. They also noticed that welfare, well-being, and holistic care, transformed teachers' social position. As Dewey (1938) spoke about the ideological battle between traditional education and progressive education, Sefotho and Onyishi saw another burden added to the shortage of resources in teachers' primary care for students with disabilities.

Literature Review

Globalization of Students' Vulnerability

There appeared to be a link between students' acquisition of academic skills, countries' welfare systems, and children's well-being (Al Faruki et al., 2019; Manglos-Weber, 2017). Other countries' studies suggested that students' poor social conditions made learners vulnerable (Lac et al., 2020; Dejaynes et al., 2020; Aguliera & Nightengale-Lee, 2020). Vulnerable students often go undetected and invisible (Lozenski, 2017). Boys and girls with social troubles also went unreported in educational information management systems (Chipchase et al., 2017). The same observations happened within traditional social services systems (Ross & Cote, 2017). A host of prominent affective and behavioral factors kept students from dropping out of school (Atitsogbe et al., 2021; Hodges et al., 2017)).

Educators' Mandate of Caregivers in Africa and the Rest of the World

Apart from educators, no other caregivers provided psychosocial support to vulnerable students (Swierczynska, 2017). Ansonga, Okumub, Bowena, Walkera, and Eisensmith (2017) stated that primary caregivers, educators, and psychologists were also duty bearers whose obligation was to raise awareness about child and mothers' rights. They carried the responsibility of speaking out about students' social issues. They dealt with domestic or school violence that impacted students' school results. Therefore, Ansonga et al. (2017) saw caregivers as the first institutions in the protection of victims. Social workers and educators were accountable for mothers and children who were the victims of violence. In Europe, Tabatadze and Chachkhiani (2021) noted that the classroom became the crossroads of societal turmoil.

Child-Friendly Social Policies in the Educational System

The findings by the Australian government with its Aboriginal Practitioners (Rueckert, 2017) explored the experience of low-income communities. She showed gaps related to information about low-income students among aboriginal groups. Unstudied gaps that Lozenski (2017) nicknamed the "achievement gap" or "opportunity gap" (p.162) existed at the intersection point between the school system and psychosocial systems (Hosny et al., 2018 & Miller et al., 2020). Covington et al. (2017) found education deficiencies, the welfare system, and social warrants when dealing with low-income or vulnerable students. Lambert and Sassone (2020) explained how Coronavirus social measures made students vulnerable in learning and calculus because of schools' closure. However, gaps in the literature existed. These gaps were about the specifics of

students in need or at risk of underperforming from the classroom perspective. Multidisciplinary interventions were feasible in developed countries, but gaps in research studies remained uncovered in low-income countries with insufficient revenues and experts to examine a clear focus on the primary school environment (Yaya et al., 2021).

Students Missing Caregiving and Education

Al Faruki et al. (2019) studied the role of education to strengthen modern societies. The assumption was valid for teen mothers' cases and their children's vulnerability in preschool education. Preschool students born to adolescents' mothers are underscored in developing language skills (Brian, Bernardi, Dowds, Easterbrook, MacWilliam, & Bryson, 2017). This community study was my opportunity to discover evidence about the cause of low preschool performance and the psychosocial causes. Being a teen mother for some students or a student with autism was already the aftermath of other social factors that increased child and student vulnerability regarding biological development and cognitive and economic transformation. Students born to adolescents or who are autists had a higher probability of developing school failure and illiteracy. Brian et al. (2017) researched information about students' social interactions with their parents. They also recommended that educators seek information about the habits that mothers have developed with their children to create a state of resilience and perseverance across the school and developmental challenges.

Schroer (2017) studied the trauma experienced by child sexual abuse victims. The research study focused on primary caregivers' behavior when discovering survivors' trauma. Schroer (2017) brought answers to the research questions. The scholar delivered

a variety of clues about how teachers behaved. The problem was how educators stood in front of a child with social difficulties. Vulnerability and social challenges were concepts that were important to caregivers in this context. Sexual abuse survivors, low-income students, victims of domestic violence, separated children, teen mothers, teens in conflict with the law, and any other categories of children were all students with social difficulties. They required protection and care from the governments. Based on Schroer's (2017) data analysis and findings, primary caregivers addressed the problem by supporting students who survived. However, gaps in the literature remained unsolved. Intrafamilial and extrafamilial child sexual abuse domains were hard to investigate (Schroer, 2017). The author found that survivors developed post-traumatic stress disorders symptoms, anxiety, and low self-esteem at school. The classroom became a place of students' social difficulties identification. The school did not replace police stations, social services, the health system, or prosecutors. Still, the institution sheltered students for eight hours or more and was the area where skills development created the conditions for the victims to speak out.

Brian et al. (2017) pointed out another vulnerable category of students by conducting a research study about students with disabilities. The research paper concentrated on caregiver interventions in community childcare as alternatives in schools where empirical corporal punishment was the approach. From the findings, the rate of students with disabilities suspended for discipline matters was higher than that of other students (Brian et al., 2017). However, from the perspective of the research problem in the current dissertation, students with a disability remained invisible in the whole

educational system or, to be specific, in the target classrooms. This category of students required attention even though the inclusive approach was paramount (Brian, 2017). The research conclusions of Brian et al. (2017) helped me understand educators' tight position when addressing student discipline issues and protecting students with disabilities. Students with disabilities were more vulnerable than their peers. Educators' decisions in the context of student discipline violation considered the care process applied to students with disabilities. Otherwise, they could make wrong decisions to promote the rights of people with disabilities and the fight against students' discrimination. Brian et al.'s (2017) description of Canada's educational, legal framework was an example of the practical management of schools if educators combined the Education Act with the school's daily management activities. By citing provisions of the Canadian Education Code about disabilities in schools, the research study brought enough evidence to show that educators were caregivers and teachers.

Caregivers' Need for a Legal Framework in Gabon as in Canada and the United States

Haddock, Lau, Ghrear, and Birch (2017), within the Canadian and U.S. context, but with a complete influence on global education, reminded all educational actors about the constitutional position of the school. They defined the school as a governmental agency, chiefly the public school. This position and statement of the governmental agency filled legal gaps in learning and teaching buildings. The other issue was the perception of human resources by families, students, and teachers. To junior teachers and administrators, Haddock et al. (2017) brought new knowledge that strengthened the

mission statement of rural and urban schools. In the perception of public budget holders and managers, a governmental agency meant that the school was a priority when funding public services such as the national defense or national roads.

The following definition from the authors (Haddock et al., 2017) summarized the connecting concept of disability law and school obligations: “Research on selective social learning reveals that children are not ‘passive sponges’ that absorb any information around them; instead, they are active and selective learners that routinely make inferences about the knowledge states of others.” This definition backed up all accepted and banned activities within the school compound. Research studies of educational systems or social services interventions commanded suitable activities. Whereas discrimination against students from poverty backgrounds, indigenous students in some countries, or the prohibition of children with disabilities to attend school belonged to wrong decisions that the state’s supreme power had not commanded. Caregivers had to abide by the law. They placed their operations in the context of the constitution. Special laws such as the education act adopted by each government reinforced caregiving. However, the challenge remained when states or nations did not have laws protecting educational systems and promoting students’ rights. Haddock et al. (2017) demonstrated how the school law could boost equal learning and teaching opportunities for minorities, students facing gender-related barriers, and race issues.

Caregivers’ Needs for Sustainable Leadership

The desire for social change in elementary school had become more concrete due to political changes in many countries previously ruled by one political party and one

ideology. In those countries where unique party systems were no longer in place, the development of democracy, ideological pluralism, social justice, and equity was widespread among teachers, administrators, and students (Gambone, 2017 & Edwards, 2018). This desire for social change in developing communities positively impacted citizens' choices for local transformation. Educational systems had benefitted from a health policy change in Zambia (Africa) when affected by the epidemics of tuberculosis and HIV (Hunleth, 2017). According to Gambone (2017) and Edwards (2018), curricula and caregiving programs had to bear and carry the features of strong and weak states, democracy, social justice, and positive changes. Educators had to become leaders with the aptitudes of democratized nations. Trade unions, political parties, civil society organizations, and other community structures diffused social changes in education in countries like Gabon. In the same way or much better, schools needed charismatic educators to introduce social justice in schools and maintain progressive educational philosophy (Dewey, 1938).

On the theme of educators as leaders of social change in caregiving in school, Zapalska, McCarty, Young-McLear, and Kelley (2017) demonstrated no successful organizations, schools included, without the active presence of charismatic leaders. Effective leadership determined the school administration and teaching orientation to sustain positive social values such as caring for needy or at-risk students. In rural or urban areas, in poor or rich countries, elementary schools could not escape positive social changes such as inclusive education, race parity dispositions, and the ratio of women and men in school human resources. That is why Zapalska et al. (2017) declared that the

behavioral characteristics of leaders in complex institutions such as elementary schools must comply with the fast changes that occurred with globalization. Educators might have built a wall between psychosocial support and pedagogical content, as stated by Uhl-Bien (cited in Zapalska *et al.,* 2017). Teachers' training colleges might review academic programs. The purpose is to train educators to sort out social, political, environmental, and economic obstacles. When they started their job, teachers were not leaders of social change in education. Training programs only focused on deliverables, such as teaching methods and learning psychology. Educators were not fit for problems of violence in schools or domestic poverty. They saw the economic issues of students as external issues to the school and refused any interference for at-risk students.

Real-life cases and the need for leadership in caregiving were absent from the corporate school policy to address the learning status of disabled students. Zapalska, McCarty, Young-McLear, and Kelley (2017) studied the concerns of vulnerable children in societies. Their research study concluded that many practitioners working with vulnerable students showed signs of a lack of confidence. Zapalska et al. (2017) discovered that this category of children and students is victims of undetected abuse and maltreatment, even at school and care institutions. Their findings revealed research limitations and progress in developed countries and those classified as upper-middle-income countries. They conducted a meta-analysis of various studies related to children's fundamental rights violations by all institutions. They found that vulnerable children being the victims of violence at the international level was three to four times more likely than non-vulnerable boys and girls. Violence against disabled children was present in

both households and schools. The research problem raised by Zapalska et al. (2017) directed this dissertation to correlate with low-income countries' educational systems. If disabled children faced abuse and maltreatment in developed countries, what could have been the case of disabled students in low-income schools with their crowded classes and often poorly trained teachers? Leadership training of low-income schools' teachers brought part of the answers to the above questions.

Social changes in education and leaders' behavioral development were also the findings of Ansong et al. (2017). Ansong et al. (2017) described teachers as social justice leaders in their research article. They demonstrated that the world was full of inequities. On the one hand, they showed policymakers' impact on leadership upstream. Equally, they supported seeing educators as leaders of school transformation with realistic and visible deliverables. The article gave incentives for educators to become leaders for the introduction of social justice and equity.

Hlongwa and Rispel (2018) granted researchers and academic programs designers a set of questions on what had made some managers leaders. They explored the way they became leaders that others could trust and follow in the context of education and care provision. Hlongwa and Rispel (2018) pointed out the complexities of theories around the concept of leadership and social support services. According to some scholars, leadership seems to be a behavior that characterizes some people. Others would prefer leadership regarding a trait in the lives of caregivers and educators addressing students with social burdens. The classroom context and school change perspective allowed the above scholars to standardize the theory of leadership and relationship within the frameworks

"of insufficient scholarly attention parental experiences and perceptions, this study reports on caregivers' perceptions of health service provision and support for children born with cleft lip and palate in South Africa" (p.1). The study included family leaders who worked at the heart of the community organization to lead family changes in children support. The caregiving concept was about individual traits that some leaders owned. They used these traits to conduct others towards the achievement of their ideal. In this second case of the leader's personality, they possessed special and unique human skills or characteristics to help mobilize the group's members. Some scholars have backed up developing leadership courses in academic programs and mainly in teachers' training colleges.

Meaning of Social Work in Schools

The International Federation of Social Workers (IFSW, 2018) defined social work as a practice-based profession and an academic discipline. By conceptualizing social work, IFSW (2018) showed that as a profession, social work involved practitioners known as social workers whose core mandate was to instigate social change, social development, empowerment, and the liberation of people. As an academic discipline, IFSW (2018) explained that social work had its theories, but the domain had also benefitted from social sciences, humanities, and indigenous knowledge. Social work dealt with field social interventions and research studies about social challenges that affect a human being.

According to IFSW (2018), the field of social work was both interdisciplinary and transdisciplinary to generate and improve knowledge from and within the theoretical

framework of other scientific sectors such as law, social pedagogy, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology. That was why research studies in schools about students' problems or educators' professions required interdisciplinary or transdisciplinary approaches. Preston et al. (2020), in the field of child counselor education, exploited law, human rights, and social work theories, examined the opinions of children about their participation in the child motivation and engagement process. Preston et al. (2020) supported the idea of students' participation in all decisions about their school attendance life issues in a family or sports context. To deal with challenges such as dropouts, bullying, inclusiveness, or indigenous knowledge, scholars of the educational field needed the partnership of the social work sector. Preston et al. (2020) examined theories of sociology and law to suggest an academic discourse for promoting learners' commitment to work with the help of social workers and considered the sociology of childhood paradigms to associate social work and education.

Social work theory considers students as social actors having autonomy in problem-solving situations. Students or children were active agents who constructed their future Preston et al. (2020). Social work in schools and education had strong ties to enforcing the overarching principle of doing no harm, respecting diversity, and promoting social justice for students and the nation (IFSW, 2018).

The meaning of social work in schools and other social institutions was also Manglos-Weber's (2017) research subject within inequalities, religion, and access to school in 17 African nations. Scandals of school prohibition against girls in many

countries are still present and will dwell in human habits for years. These scandals in educational institutions revealed the need for social work reinforcement or creation in every service where students spent much time Manglos-Weber (2017). This bold scholar confirmed that scandals of maltreatment, negligence, abuse, and violence, motivated researchers to focus on children's fate. Manglos-Weber (2017) thought that other fields such as monitoring, and evaluation and epidemiology should be in the package of social work and educational research programs to increase knowledge on the consequences of education delimitation to boys or urban students. The ban of some children from attending school creates traumatization in childhood.

The above scholars concluded their studies by indicating that investments should go to more research studies about the prevention and intervention of gender-based education and neglect of children in various settings where religion and tradition work together. Manglos-Weber (2017) proposed that research studies focused more and more on schools as one setting where children have spent at least some hours. Violence against children occurs everywhere and at any time. Students' vulnerability started at home and continued at school through religion and traditions. The role of social work services in schools and households was to monitor and evaluate the current situation of families, communities, individual students, a small group of students to identify opportunities or bottlenecks to students' normal development (IFSW, 2018). Student's life remained part of the child's development between family setting and school, as Manglos-Weber (2017) reported. Some governments, like developed countries, have invested significant money in research and disseminating findings to professionals of education and social work

Manglos-Weber (2017). The Sub-Saharan Africa case was a good example. However, that example remained a challenge for social work and education in low-income countries.

Need for African and U.S. Teachers' Leadership in Students' Resilience

The researcher Bajaj (2018) researched inequalities and social justice in education. I applied the same scholarly findings to educators' leadership in early childhood holistic development. The findings worked out in local communities with poor economic conditions and social and cultural contexts. The focus on challenges in the implementation of early education revealed the existence of resilience in low-income students at the earliest age of education. Bajaj (2018) and the respondents observed that in harsh conditions when students had to experience cognitive, language, perceptual, and motor development, governments and families could not afford substantial educational toolkits for the classroom in upper-middle-class societies. They noticed that elementary or preschool teachers had to become leaders with unique leadership talents to identify and address students' problems early. Bajaj (2018) also underlined that poverty and parents' low-income conditions affected students to motivate resistance to school admission. Teachers stimulated school projects that used students' potential to mold their personalities and equip them for life.

Educators' tasks went beyond teaching reading, drawing, writing, or calculus. That was why teachers' leadership in classrooms involved the introduction of innovative initiatives. Poindexter and Kramer-Jackman (2017) called these initiatives social tactics. The social leader or caregiver supports students' resilience by giving them a sense of

control over a hard time such as hunger or thirst. Poindexter and Kramer-Jackman (2017) thought leaders and teachers should initiate interprofessional collaboration. The result was that they came up with a change project that studied different perspectives within the classroom and families to find out the means and the ways of protecting students against any failure. The challenge for educators in challenging socioeconomic situations was to rapidly address students' capacities to overcome toughness and maintain the strong desire to graduate from the school cycle. Between family unemployment, parents' illiteracy, global warming, humanitarian crisis, education had never been in turmoil in some regions. In the meantime, Poindexter and Kramer-Jackman (2017) wanted the school to provide qualified caregivers/teachers, resources, curriculum, and staff-child ratio. Poindexter and Kramer-Jackman (2017) talked of leaders as resistance-reducers. They also thought that leaders or teachers should minimize resistance or social challenges and pursue their students' achievement goals.

Educators' leadership and students' resilience are more visible in implementing inclusive education for children with Autism Spectrum Disorder (ASD), as Brian et al. (2017) stated. They conducted a quantitative study on children at high risk for ASD development. In schools and care institutions that receive students who have ASD or any other form of impairment, Brian et al. (2017) discovered that educators had to address social-communication and behavioral challenges in children who had or could have ASD. These children presented signs of impairments in early education such as poor response to facial emotion and eye contact, slow reciprocal social smiling, and unnormal motor and sensory reactions to peers' actions. If impaired students developed resilience,

caregivers or teachers had to lead change in their practices by creating new strategies and encouraging diversity and growth (Poindexter & Kramer-Jackman, 2017).

Students' Social Profile

The research in education and social work has provided scholars with the profile and typology of vulnerable students in the educational socioeconomic literature. In the above description, Brian et al. (2017) presented two categories of students. One type was about students with the risk of having Autism Spectrum Disorder (ASD). The second category was about students who had ASD. In a broad sense, Brian *et al.* (2017) depicted students' lives with disabilities and how governments and families responded to the needs of these exceptional students.

Haddock et al. (2017) researched children with a different profile. Their study concentrated on typically developing children. They ran an experimental survey of applying the role social perspective-taking can play in children's well-being in communities with their struggle to become strong families around their disabled children. Haddock et al. (2017) described the deficiency of social protection in some communities affected by disabilities. The profile of students in these communities displayed two classes of community members. Some students had positive well-being. Some students did not find parents able to cope with the social issues of their children. Overgeneralizing the findings helped us understand that students became the victims of families unable to adapt to social perspective-taking. They could suffer the consequences of parents' mental health problems while being disabled and stressed.

Other categories of students appeared in numerous studies. Some named the problems to sleep deprivation or dropouts (Makubuya, 2017) in the perspective of youth behavior challenges. Some scholars have recently identified students as addicted to social media and victims of bullying or pornography (Spyer, 2017). The literature was abundant when treating the topics related to the victims of all forms of violence (Makubuya, 2017), witnesses of abuse (Manglos-Weber, 2017), and economic exploitation ((Manglos-Weber, 2017). In all these research studies and others, the central issue of states' accountability became clear, whereas understanding the experience of students' victimization demonstrated the need for further studies.

Limits of Pedagogy in Students' Failure

Even though educators do their best to create the most motivating classroom lessons, Rich et al. (2017) analyzed elementary teachers' self-efficacy in U.S. schools. They alerted the research community about educators that had limited professional development. Rich et al. studied how the Education Department had integrated STEM (science, technology, engineering, and mathematics) in schools. So far, teachers have emphasized the teaching of math and science. Their findings were clear about the gap in computing and information technology in the K-12 system. They compared the hole in the U.S. with the same computing integration in countries such as Finland, South Korea, and within the E.U. They recommended intensive training of preschool and elementary school teachers in computing so that students could solve their everyday problems and gain autonomy—pedagogy, in its broad and traditional meaning, limited teachers to empirical educational curricula. The issue remained teachers' professional development

in computing and technologies. The case was worse in low-income countries where computing and technologies were scarce. The supply of technologies and devices relied on bilateral or multilateral cooperation. Students suffered from the lack of new tools that could help them learn faster and cope with globalization.

Tolentino and Arcinas (2018) explored another limit, shown by pedagogy in the child's holistic development and care. They studied the theory of social capital among left-behind children. The two researchers investigated the relationship between parents and the school. The same scholars reviewed the intensity of the networking of children with their parents. What was also valuable was the definition they gave to social capital. Tolentino and Arcinas (2018) considered social capital as a resource generated by human interactions within the flow of social rules, networks, and mutual trust. Tolentino and Arcina's (2018) research study focused on the behavior of students whose parents left the Philippines and migrated as job seekers. Some of the studied students lived with their mothers when their fathers migrated. Other students lived with their fathers when their mothers moved to another country for economic purposes. In the two cases, the absence of one parent impacted the students' social capital. Unfortunately, the school and its pedagogy did not design social protection policies that supported families' protection with allowances and job creation. Pedagogy suffered from passive contemplation of students' psychosocial lack originating by family structure. Tolentino and Arcinas (2018) 's study acknowledged the role of families impacted by migration.

Joint Venture Between Education and Social Work

Interprofessional collaboration was already the research topic of Poindexter and Kramer-Jackman (2017) when public policies tried to foster the alliance between social work and education in countries where gaps in the research were deep. The base of their research paper was something they called the Reversal Theory. The theoretical framework underlined the joint venture of three professional sectors: healthcare practice, education, and research. While the critical assumption in this dissertation was the marriage between education and social work in the way study worked, Poindexter and Kramer-Jackman (2017) went further by adding three sectors instead of two.

While scholars did their best to advance the fields of social sciences and education, Poindexter and Kramer-Jackman (2017) contributed to the junction of social work and education through Reversal Theory Science. The two leading academics defined the collaboration between two research fields as profound and comprehensive cooperation that could help the institutions obtain a unique and unified position or view on a given problem. However, they clearly distinguished that cooperation within a multidisciplinary approach. The professionals of each community performed in their sectors. After that, they met to have a portion of their knowledge with other scholars.

Lozenski (2017) orientated his research study on Black youth in America to fight mediocrity in schools and find ways of reversing the trend. He reminded readers of the historical linkage between educational disparity and African American education since the slavery era and the long post-civil war period. This research article was also a description of Black students' failure under terms such as "achievement gap" or "learning

gap" (p. 162) to justify dropouts and other educational incidents occurring in the lives of Black youth. Lozenski (2017) made some efforts to uproot the causes of educational disparity through economic and structural reasons. He acknowledged the increase in educational investments. For instance, the State of Minnesota increased its education budget to 150 million USD in 2015 (Lozenski, 2017). However, schools need to collaborate with social workers to make budgets allotments more effective and efficient at the classroom level.

While this research study highlights the concept of a joint venture between education and social work, Danzig (2017) had already developed the notion of bridging the gap between the two sectors. Two outstanding elements appeared in Danzig's (2017) research paper. First, he framed the origins of education and social work. Second, he contextualized the definitions of the two institutions. Danzig (2017) saw education, whether in Ancient Egypt or the Middle Age, with the powerful presence of the Church, a setting that made a child ready to become an adult and actor in their nation's goals and needs. On the other hand, Danzig (2017) pointed out that social work was a more recent institution. Its birth happened only with the industrial revolution of the Nineteenth Century and the accentuation of poverty, disease, and the collapse of traditional societies.

Danzig's (2017)'s clear academic joint-venture of Education and Social Work supported Dewey's theory of Progressive Education when Danzig (2017) stated:

> Education in the twentieth century became liberal and progressive, with Dewey and Kilpatrick developing a community-centered approach. […] Education accepted the responsibility to create each child's personality so that he might

> achieve his most significant potential as a member of present-day society. […] Similarly, Social Work followed along parallel lines and accepted the progressivism of Dewey and Kilpatrick. (pp.344-345)

Danzig's (2017) detailed search of similarities and differences made converging points towards the junction of Education and Social Work. One relevant point was the desire to restore vulnerable children's dignity. Another point was the common purpose of the child to achieve their optimal potential. Danzig (2017) and Dewey (1938) sought the uppermost interest of the child at school and home. They suggested that some human beings existed below the line of inequity. Education and Social Work had to withdraw, raise, and restore vulnerable children to educational and social standards. Education and social work have a common academic background; they rely on the same disciplines such as Social Sciences, Anthropology, Psychology, and Economics or Child's Rights. Nonetheless, Danzig (2017) mentioned the existence and persistence of roadblocks. For Danzig (2017), isolationism of education was one roadblock that prevented the school from listening to the community.

Best Practices of Caregivers in the School Setting

Ansong et al. (2017) gave some practical cases of successful interventions of caregivers in the educational milieu. They found out that educators could offer formal and informal support to vulnerable students in the school setting. They also demonstrated that classmates could grant their peers informal support. Both educators and classmates can become informal caregivers. However, only educators can foster proper support. Ansong et al. (2017) came back with another rationale for educators serving as formal

caregivers. According to their observations and findings, educators can bring legal and informal psycholegal help to vulnerable students in democratized countries. Nevertheless, in countries with limited or no democracy, a wall exists between students and educators.

New Paths for Caregivers in 21st-Century Moral Education

Elchert, Latino, Bobek, Way, and Casillas (2017) added other inputs to the missions and roles of caregivers on the school's premises. They produced for ACT a report about Behavioral Skills and Navigation Factors. According to Elchert et al. (2017), fundamental and elementary subjects' teachings were not enough because employers thought that Behavioral Skills and Navigation Factors were the keys to students' and job seekers' adaptation and resilience in new, demanding, and challenging schools' contexts and companies. They believed that success in schools and companies relied on these two social variables.

Elchert et al. (2017) defined Behavioral Skills as non-academic indicators such as acting honestly, getting along with other students and teachers, and the ability to keep an open mind. They added other behavioral items features known as maintaining composure, socializing with classmates and educators, and sustaining the effort. Some scholars may think they are natural or religious behavior that one acquires at home or in communities. Those comments may slow down the training of teachers and human resources managers to develop behavioral skills among students at school and workers in companies. Debates among practitioners revealed that those skills were innate, whereas some thought they dwelled in the long process of social acquisition from family life to school.

Elchert et al. (2017) explained navigation factors in terms of one's treatment of knowledge across the lifespan and mainly during human time spent at school and work. Navigation factors assisted students and, later, staff in companies to process the knowledge they acquired to design realistic plans and achieve positive goals. Navigation factors such as self-knowledge, environmental factors, and managing career and education were essential to career readiness (Elchert et al., 2017). These factors were helpful to career developers and organizations for their human resources policies adoptions. The concept of navigation factors was helpful to caregivers while addressing students' needs. When Elchert et al. (2017) took the concept of integration as one of the navigation factors, one saw in the integration processes a combination of self-knowledge and environmental conditions that may lead children to enter into conflict with the school law or criminal justice system. Therefore, educators' observations of students' behavioral skills and navigation factors helped understand how some citizens became criminals or political leaders, gangsters or web developers, and businesspeople or terrorists. To conclude this sub-section, research work about behavioral skills and navigation factors were the new paths on which scholars filled the gaps in the literature related to behaviorism.

Caregiving and Gender-Based Violence

Lee and Sten (2017) conducted their research study on the issue of male versus female sports and education. When introducing gender disparities in the educational system, Lee and Sten (2017) came up with some conclusions that may reveal the unbalanced treatment of girls and boys at home and school. The two scholars discovered

that female students had a higher motivation rate than male classmates. However, gender disparities in playgrounds and classrooms did not change the scale of violence based on gender. Verbal violence, as well as physical violence, had a severe impact on students during sports activities as well as other physical or artistic activities.

Gambone (2017) explained the theme of gender and violence when describing the theory of a justice-oriented curriculum. Male and female differences in Gabon and Africa remain a global social justice issue. The curricula need revision to adapt the vocabulary and the drawings or cartoons to gender equality and equity. Both females and males should have the same profile in textbooks and teaching purposes. Gambone (2017) referred to Dewey's notion of social reconstruction to diffuse a new pedagogy based on students' collective work to adapt their perception of gender issues.

Caregivers' Professional and Individual Problems

This research study had thus far only focused on students and broadly on children and their schools' environment. Few things existed about the situation of caregivers, their social challenges, and the perception they had about their health and working conditions. Aguilar (2017) focused on the emotional stress of caregiving by studying the psychological impact of working with people who had dementia. Aguilar (2017) found out that workplace stress was severe among caregivers. To Aguilar's research, the communication problem between patients and caregivers had caused an increase in pressure among caregivers. Working with victims of emotional irritability, apathy, agitation, and aggression or hallucination was not easy for caregivers. Teachers and social workers dealing with large classes and overpopulated elementary or middle

schools faced stressful realities that led to personal life damage and health issues. Aguilar (2017) thought that the well-being of caregivers remained in permanent danger. The above behavior of patients was in students who showed agitation, aggressiveness, rebellion, and environmental discomfort. Educators or caregivers felt the same disappointment when treating students like any other patient with behavioral issues. Disappointment and frustrations lead to caregivers' emotional suffering.

Religious Communities' Contribution to Caregiving

Manglos- Weber (2017) explored the affirmation of religious impact in politics, public policies, liberal and orientated economies, and educational systems. The shift dwells between Christianity and Islam. However, the same scholar displayed religious images as the expression of social consciousness and moral development. According to Manglos-Weber (2017), there were the two faces of the same coin with contrasting views about the role of religion and religious movements. Faith encouraged extremism as well as peacebuilding.

Boehm and Carter (2019) studied religion and the state of disability of religious family members. In the examination of 530 participants, caregiving members of families with disabilities, they found out that faith-based lives contributed to the positive well-being of the participants. Despite the importance of faith in the American way of life, the examined church members remained mute about the contribution of the local congregations to the care of people with disabilities. The two scholars recommended bridging professional caregiving with faith-based support for children with disabilities.

Caregiving and Cash Transfers to Vulnerable Students and Families

Urbina (2020) examined the impact of welfare policy in Mexico on women's empowerment. The research study examined cash transfer to households and how the policy automized children's mothers. Cash transfers promoted women's development as the key actors in the household economy, and directly or indirectly, that funding system benefitted their children's education and development. As a result, students' well-being improved thanks to their mothers' revenues, positively impacting their classroom attendance. Gabon does not have such a direct cash transfer policy to empower single mothers to bring up their children in their daily fight against poverty. Despite the gap in Gabonese research studies about single mothers' social problems, the recent demographic census showed that about 30% of Gabonese women were single mothers who have been bringing up their children alone (International Household Survey Network, 2021). The cash transfer policy of Mexico (Urbina, 2020), if applied to Gabonese low-income families, especially single mothers, could boost the family economy and children's engagement at school.

Advantages and Difficulties of Translingual Research Studies

Since the existence of the planet Earth, languages and human diversities have been of high interest during migration across continents and generations of species. The theme of translingual was an unexpected issue in this research study because of my cultural background in Itsengi (a dialect of the Bantu ethnic group), French, Spanish, and English. Itsengi is my mother tongue. The language spoken by my ancestors until Portuguese and French conquerors imposed their languages to my forefathers. However,

most research activities needed a permanent translingual and multilingual approach. The key informants spoke different Bantu dialects of Central Africa. The same informants responded to the interview questions in French, whereas I, as the researcher, translated the received information into English. Karam et al. (2021) studied the importance of multilingualism, translanguage, and diversity. They worked with students and teachers to assess cultural identity loss, the opportunities of learning foreign languages, and the risks of resisting literacy development. Karam et al. discussed the instructional constructs of some educational institutions. They found that teachers' methods to negotiate literacy with students could generate disaffection or meaningful engagement (Karam et al., 2021). In my case, learning foreign languages created meaningful engagement or positive progress in professional development. When I left K-12, I could already speak French, English, and Spanish. At the same time, I had my roots in Itsengi (also known as Tsengi or Yitsengi) and Ndzebi, the languages of my parents and relatives across the borders of Gabon and Congo-Brazzaville (Ndinga-Koumba-Binza, 2017). The theory of multilingualism was finally fundamental in my adolescence and later in higher education in the US and England. Multilingualism theory is fundamental in my life because I carry on suffering from the consequences of colonialism that plundered my ancestors lifestyle. Even though I was born five years after African countries independence or so-called independence, French was the unique medium of communication at school. Preschools and elementary schools' students must learn in French and only communicate in French. Nevertheless, at home, every child of the 1960s or 1970s, had to speak their mother tongues. Some students used to speak Yitsengi, some could speak Fang and its dialects,

others could communicate in Yipunu or Lembaama (Ndinga-Koumba-Binza, 2017). Later, when starting middle school and high school, all students had to study English, Spanish or German and Arabic. There were some advantages and disadvantages in learning these foreign languages.

Based on Lankiewicz's (2021) work, the research study I conducted in English and French revealed the importance of translanguaging theory. Translanguaging was, to researchers, the tool of modernity. 21st-century academic programs are more and more universal and trans-borders. Modernity and migration worked together on the Internet and the web age. Speaking skills, writing, reading, and listening are essential to practice translanguaging (Margana & Rasman, 2021). Translanguaging helped me diffuse multilingualism in my data collection and literature review. Lankiewicz (2021) also found out the role of linguistic hybridity. The researcher described data I connected to my study: Linguistic hybridity always accompanied international students. Whatever I performed in research questions and purpose, my cultural background was present as a shadow. Nearly all 21st-century citizens are experiencing their linguistic hybridity in cookery, international sports tournaments, academic programs, business, and cinema. One adage in Yitsengi explains linguistic hybridity: "Lebaghala ngana mutsudu a pibi/ People are like an axe cheek." In other words, an axe cheek can confront any tree size and cut that tree. So, people can adapt to any context. My ancestors foresaw linguistic hybridity and cultural metamorphosis of human kind through centuries.

Ubuntu Philosophy and Ideology of Child Community Education

In South African languages and oral traditions, Ubuntu refers to human interdependence and humaneness, social responsibility, deliberative engagement, and attentiveness to one's neighbor (Waghid, 2020). The philosophy went beyond solidarity and charity to involve the spiritual implications of the eldest individuals towards the youngest. In many Bantu ethnic groups, the notion of "Mwana" to identify the beloved child, the boy and the girls, had that hidden meaning of caregiving delivered by engaged human beings who had to pay attention to the fate of the most vulnerable sister, brother, or alien. The Ubuntu seemed not to be just a philosophy but a deliberate religious deed that ancestors used to compensate by the blessings of the one who took the responsibility of caregiving. Rituals of boys' circumcision in my childhood, the care for widows, and the ancestral protection of old generations were signs of humaneness and social commitment before materialism. Egocentric policies emerged in Africa and the rest of the world.

In the above thoughts, I tried to rely on the theory of "thick description." The theory is too old but still good for current social and educational constructs. Jorgensen (2009) underscored two nouns, "interpreting" and "explicating," to raise the function of dealing with thoughts and ideas instead of actions and deeds, and coping with the Ubuntu philosophy meant working with idealism and oral literature and not with the material. So, when Jorgensen (2009) portrayed thick description, I saw the value and benefit of handling thoughts and concepts about African empirical ideology of caregiving and social obligations towards other vulnerable human beings in theory. Ubuntu is

community social welfare and the depth and width of the richness of a secular doctrine of caregivers (Waghid, 2020).

Care in the Time of the Covid-19 Pandemic

Corona's pandemic was an unexpected theme and reality that has damaged the earth and its inhabitants (Muller & Baum, 2020). Medical doctors called the disease a pandemic (Chandra, Christensen, Chandra, & Paneth, 2021) because of the way the sickness emerged and propagated across all the continents between March 2020 and September 2021 while I was writing this research paper. Chandra et al. (2021) studied the economic, religious, and social impacts of Covid-19 from China on the rest of the world. That impact was also visible in the designed and implemented data collection process. Caregiving was present in the entire data collection and analysis period because students in every country became vulnerable to the death of parents or relatives and the school shutdown. I used the World Health Organization (2021) to support the respondents' morale and perception of the pandemic. Schools were the institutions that suffered the most in the aftermath of the Covid-19 contamination of humankind (Muller & Baum, 2020). Governments had to lock down schools and other institutions that welcomed students and children. The literature about the pandemic was also abundant to track the development of the disease and the weaknesses of public health systems (Mahmood et al., 2021). In all the research articles, care has never been an isolated notion but a repeated case across policies, scientific interventions, and welfare responses. They all revealed the importance of care for the most vulnerable across ages, races, and ethnic groups.

Summary and Conclusions

The care of the child at home or in holistic institutions and the care of students in schools were fully present in the research literature. Research articles revealed that teachers at the global level had played the role of caregivers (Kistruck & Shulist, 2021). Educators have been teaching, but they were also performing other social functions for the benefit of students. The Educational Theory has long been the backbone of ideology and philosophy, linking teaching and caregiving with the progressive theory (Dewey, 1938). This theory proposed that schools should be progressive. Educational planners should set up a continuum of transformation toward implementing students' well-being within the school and outside. Many research studies in the U.S., European Union, Australia, and some developing countries demonstrate the relationship and the rationale between educational practices and care administered to students who show signs of social difficulties.

Lozenski (2017) reminded scholars and educators that the "achievement gap" was still present in research, and funds should go for the research on the topic. Another gap was the scarcity of research literature in countries with limited public funds and low education and social welfare incomes. That was why the research proposed for this case study on the relationship between educators' status and caregiving has tried to fill the gap in research for Gabon partially and perhaps other countries with problems of public governance and low performance of educational systems. In the studies related to other educational dilemmas and students' research studies, many scholars of recent years dealt with students with social difficulties or vulnerabilities (Schroer, 2017). Chapter 3 of this

dissertation will focus on the methodology, the rationale for the case study approach, and the justification of the selection made of the key participants and procedures created to ensure trustworthiness in the data collection process.

Chapter 3: Research Method

This basic qualitative study aimed to fill in the gap in research about teachers' practical interventions as caregivers in elementary schools with limited resources in Gabon by addressing students' social and family dilemmas of poverty. In this basic qualitative study, I sought to understand how teachers served as both educators and caregivers in low socioeconomic elementary schools in Gabon. My ambition was to understand the types of practical interventions in which educators engaged or did not assist vulnerable students beyond their role as educators in classrooms. I supported my theoretical framework with Dewey's (1938) educational theory that "education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure" (p. 17). There was limited information about the target students' natural inclination or social traits regarding their success and failure in the Gabonese educational system. The gap in research focused on the lack of local research related to Gabonese educators' practices when addressing students' social needs and strategies used to address at-risk students' childhood problems. By filling the gap in the literature, I increased the knowledge of scholars involved in educational data generation. I also contributed to filling the gap in research between social welfare scholars and education specialists. I noticed three significant positive social changes applications of the findings in this research study. One social change was about evidence-based leadership social mobilization of the educational community. Another was about caregiving communities within the educational system. A third was related to positive political change in state financial institutions about caregiving and new pedagogy skills for low-income students.

This chapter explains the research design and rationale, methodology, and the participants' choice among educators. I also explain my role as a researcher. An in-depth description of the instrumentation process is also part of this chapter. The data collection plan, the issues of trustworthiness, and ethics challenges address the means and methods of responding to research questions and the research problem. According to Yin (2018), Gambone (2017), and Seaman et al. (2017), qualitative research methods provide a grounding for responsive interviewing by showing the guidelines related to basic qualitative research.

Research Design and Rationale

The central research question of this dissertation was: What are the perceptions of educators in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? By students' alienation, scholars meant a student's effective breakup with the school or the educational rules. Engagement deals with physical separation when students drop out. Usually, educators talk about dropouts (Chipchase et al., 2017). The two terms often have the same meaning (disengagement and alienation) about personal demotivation to attend school (Chipchase et al., 2017). Limited resources elementary schools were public educational institutions and faith-based schools funded by the government. These schools were also known as low-income elementary schools. A few economic features described these institutions: the class size of around 80 students, often one or two educators from Grade 1 to Grade 5, no electricity and drinking water, and no

sanitation system. I added five subquestions to extend the comprehension of the central question:

1. By what means did teachers identify students' social problems?
2. What methods and interventions did teachers use to address students' social problems?
3. Why did teachers refer or did not refer students to professional caregivers outside the school system?
4. How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students?
5. From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom? (The school institution as a structure in the Gabonese context meant the quality of the buildings and classrooms, the policy framework, the principal's leadership, the school climate, and the administrative and social organization to attract students.)

In the central research question of this basic qualitative study, I focused on teachers' role as caregivers in Gabon's educational systems. Researchers demonstrated that caregiving supported pedagogy at the international level and mainly in developed countries. Welfare reforms accelerated learners' performance, mainly among students who have HIV/AIDS (Hlongwa & Rispel, 2018). In nations with limited resources and unstable public governance, Manglos-Weber (2017) described that the support system for disadvantaged students showed mixed results in elementary school completion.

A deep understanding of this phenomenon necessitated the basic qualitative method as the research tradition (see Gambone, 2017). In this basic qualitative study, one general research question and five subquestions were used to understand the educational phenomenon of caregiving and the role of teachers as caregivers in Gabon's elementary schools. Yin (2018) insisted that the more a researcher investigates with a plurality of questions, the more the relevance of the selection of the study.

Other research methods such as experiments, surveys, or archival analysis could have been possible (see Yin, 2018). One alternative design was a phenomenology that could have provided the essence of teachers' experiences, but this study did not focus on lived experiences. Narrative research could have been helpful in studying the lives of target educators. Still, the inquiry strategy could have been too long to collect the stories about educators' lives (see Yin, 2018). The basic qualitative design was acceptable for its relevance when studying a complex social problem. I only needed informants' answers and opinions about the raised phenomenon (see Sefotho & Onyishi, 2021). Most research methods focused on the present and historical events, whereas this basic qualitative study concentrated on complex and nuanced events without any phenomenological paradigm (Sefotho & Onyishi, 2021). Codes, categories, and themes emerged when I processed collected data framed by Dewey's theory to describe the phenomenon of educators as caregivers. The phenomenon of this study took place in the present time. There was no link to the history of the problem or data archives. Conducting interviews was an appropriate form of data gathering from the relevant stakeholders.

Role of the Researcher

I had my initial background and professional experience in education law, child learning psychology, and sustainable child development in coherence with child's rights. As a child protection specialist, I started working on students' subject matters in 1992 as a secondary school curriculum designer with the U.S. Peace Corps. I have achieved most of my jobs in human rights protection, Indigenous international law, biodiversity conservation, and caregiving in Africa, Europe, and America. As a volunteer, I chaired the Christian and Missionary Alliance Youth Fellowship in Gabon, Burkina Faso, Guinea, Mali, and Cote d'Ivoire between 1992 and 2008. Therefore, I have always been in touch with students and the child's world. Thanks to that long-standing experience, I conducted a study about the education and care of students. That experience benefited me because I could foresee educators' difficulties and problem-solving methods. However, that long experience in children's alienation and disengagement might have biased data analysis and interpretation by mixing my experience with respondents' transcriptions. I took mitigation measures to reduce bias by concentrating data interpretation on the answers given by the 12 participants of this research study.

I had to play the interviewer's role at distinct stages of the study. I intended to act before, during, and after the interviews with each participant. According to Dunn and Moore (2020), I had first to collect data from in-depth interviews. I also intended to identify codes from the interview transcript using a qualitative research taxonomy (see Dunn & Moore, 2020).

Before contacting respondents directly, I planned to recruit participants through relatives, friends, students, and church leaders or by word of mouth (see Sefotho & Onyishi, 2021). In my primary role, I planned an open communication with interviewees. I designed my data collection plan by seeking in-depth information and managing sensitive data with care. I explored the action of writing and sending letters of invitation to target educators (see Appendix D). I also designed respondents' consent forms with the approval of Walden University Institutional Review Board ([IRB] No 12-11-20-0340511) to sign before each interview. At the end of the data collection process, I had the project of debriefing each participant to confirm the quality and content of the recorded transcriptions. I sent WhatsApp and SMS messages of thankfulness to each respondent days after the interviews and asked for any other feedback for credibility's sake. During the design process, I drafted the ideas I wanted to ask in the primary interview (see Appendix A) in line with the central research problem and research subquestions.

I interviewed the participants who voluntarily accepted. I planned to remind them to draw on their interventions and experience with students' social problems (see Gambone, 2017). For these interviews, I possessed essential skills during the preparation of the investigations. I had to use a translated set of interview questions in French among the requirements. Before the interviews, I tested the questions with volunteers outside the field of research (see Appendix B). During the theoretical courses, I had developed skills and competencies in asking the right questions, being a good listener of respondents during interviews, and staying adaptive to field contexts such as the rainforest weather, road quality, school climate, and current research ethics training (Yin, 2018). I took the

Collaborative Institutional Training Initiative courses to reinforce research ethics skills through the Belmont Report and the Principles of Privacy and Confidentiality (CITI Program, 2019).

As far as ethics were concerned, I had no family, social, or professional relationship with participants. The only link that existed was a temporary human connection on the day of the interviews. I often reminded interviewees to select suitable dates and times (see Ansong et al., 2017). I notified participants that their participation was voluntary, and they could terminate the interview if they did not feel comfortable. Yin (2018) advised staying adaptive because of unanticipated situations, such as educators' attitudes toward an unknown interviewer. I had a firm grasp of the research problem. I had to convince participants about the academic purpose of the interviews. I had the competencies to solve any conflict of interest if it did not remain unsolved before any data collection.

As Yin (2018) insisted, to do research ethically means another critical test of the reliability and validity of the data collection process. A continuum of actions was regularly in place to contact chairs, Walden Writing Center, Walden Library, and the academic advisors. I put that communication strategy in place to prevent common ethical biases such as plagiarism, fake information, deceiving the review committee, or neglecting the limitations of this research study (see Yin, 2018).

Methodology

This section includes the method I exploited to recruit participants, the data collection instruments, and the plan to gather the needed information. Sabnis et al. (2019)

advised ways to organize my theoretical thematic data collection and analysis from sources, access, and permission to these sources. I wanted to know how to obtain the data I needed.

Participant Selection Logic

I utilized a non-random sampling technique. According to BYJU'S (2021), non-random sampling is a sampling technique where the selection criteria come from factors like my judgment and experience and not from probability. Random is not the same as probability. Random sampling is one form of probability and means that the researcher must use every sample with the same probability of becoming chosen without any bias. Non-random sampling refers to the lack of the representation of the whole population, and the concept remains a non-probability research technique in which the choice of the sample relies not on probabilities but on my views and bias or factors such as what I knew, or I wanted to achieve (Dunn & Moore, 2020).

I used non-random sampling. I recruited twelve participants according to some personal experience and social factors. I selected the twelve participants on a non-random basis in this research project. One factor was their professional status in education with many years of teaching experience. They were professionals who played a crucial role in students' educational lives *in situ*. They constituted a sample of rural and urban educators from public, faith-based, and private elementary schools. I considered essential factors in my recruiting plan when I interviewed male and female educators. I also wanted to interview educators with disabilities if I could find some of them. Poindexter and Kramer-Jackman (2017) gave a model for assessing the qualification of the research

sources. In this study, participants were informants, interviewees, conversational partners, and respondents. However, Poindexter and Kramer-Jackman advised researchers to keep in mind that participants remained casual partners because their direction relied on the interviewer and the interviewees.

To recruit the non-randomly selected participants, I prepared letters of introduction to the recruited elementary school educators, informing them about the research project, its benefits to the educational system, and the urgent need to interview junior and senior educators of all genders. Dates of my arrival in each town or village or my calls were in the letters or WhatsApp and SMS (short message service). However, I did not go to meet educators due to the pandemic. The applications were commonly used in communication systems in rural and urban areas. I planned to ask friends to send me the names and details of educators they knew (Appendix E). I also arranged to write to educators, asking them to confirm their availability for the interviews.

As the research study dealt with the educational theory of Dewey, I asked the participants to help me flesh out the research problem (Sefotho & Onyishi, 2021). That was why they were conversational partners. The recruitment approach was a non-random sampling (Kistruck & Shulist, 2021) to base my recruitment on some factors. The main factors were to be educators of elementary schools in Gabon and not any other country. Another factor was to be male or female with some teaching experience. Responding to interview questions in French was another factor. I also wanted participants to be altogether people I did not know. Finally, being available online was another condition

for an interview via videoconference software because the Covid-19 pandemic disturbed the initial interview plan.

Instrumentation

The term refers to the different steps of the process to construct a research tool, an instrument, or a device (Dunn & Moore, 2020). In this research study, my instrument was the interview questions. The original instrument I designed was in English (Appendix A). I translated the questions into French, the official language of Gabon, and the one used in public schools (Appendix A, Appendix B, & Appendix C). Dunn and Moore (2020) and other scholars used surveys, tests, or other suitable instruments for their research methods. I applied the in-depth interview to reflect on each participant's discussion and the setting. The interview questions benefited from Yin (2018) using the division of the subsections within the protocol question matrix. Therefore, I designed ten to fifteen questions (Appendix A) but retained 12 interview questions within three categories. In the first category, I focused on Students' Care or how educators administered caregiving to address students' vulnerabilities. In the second category, I pointed out the role of legal services by questioning the existence of social welfare services in schools and families. I desired to deal with colleagues' support in the third category to check if educators shared their caregiving burden with their peers. I deepened the interview with the rest of the dialogue within their knowledge of students' social problems and what participants did to address them.

I exploited new technologies of information to record data in the field. I took training courses on computerized recording systems and cell phone technology with a

video recording application (Dunn & Moore, 2020). However, I had one challenge to overcome. I needed to make sure that power facilities existed in the target areas. Another challenge was somewhat the translation of the interview protocol into French, the official language of Gabon. The translation of questions in French, the interpretation of these questions, and the reporting of the answers into English was challenging activities. Dunn and Moore (2020) gave a list of instrumentation techniques for excellent interviews, but they were all in English. Therefore, the discussion had to maintain the same questions but obtain different views and evidence from participants. A unique translation of questions into French was enough for the whole data collection process (Appendix B). The participants answered the same questions but not in the same context and background. I conducted twelve interviews within 60 days, interviewees, by dedicating one hour to each respondent in neutral places such as town halls. Each interviewee had an opportunity to clarify some answers or expand some understanding of the questions and problems for credibility's sake. Informants could reach me through WhatsApp, SMS, or Facebook Messenger to boost their views on forgotten aspects of the questions. I prepared the transfer of online data through transcription to a case report (Dunn & Moore, 2020).

Preliminary Translation Test into French

There was no pilot study. However, I conducted a translation test of the questions from English to French with two to three volunteers before running the actual interviews (Appendix A, Appendix B, & Appendix C). The translation test was a fruitful relationship with the fundamental research study. The first test needed to provide information about lessons learned in formulating questions and the impact of translating

from English to French (Appendix B & Yin, 2018). There were only papers on which the solved questions and the original sentences were available. The use of the same techniques and procedures kept the consistency and stability of the data validation.

Procedures for Recruitment, Participation, and Data Collection

Interviews

To interview the twelve interviewees, I introduced myself and the research topic. I gradually built up a relationship with participants on the subject of interest before asking the interview questions (Dunn & Moore, 2020). I needed to employ both the recording device available and take detailed notes. Many qualitative scholars advised developing the skills of jotting down information if the recording device breaks down or any other technical issue occurs (see Dunn & Moore, 2020). I exploited the recorded interviews to retrieve categories, patterns, and themes before matching them with recorded information (Egan et al., 2020). Before the interviews, my sampling design of interviewees had to be a non-random sampling (Söhn, 2020) because I included some factors in the participants' choices.

Some days before the interviews, target respondents received my telephone calls and WhatsApp messages before any invitation letter to inform them about the discussions (Appendix E). I explained the reasons for the interviews and how to interview educators in the notes. I prepared and shared consent forms. There were about four locations for twelve informants among educators working in towns and villages (see Söhn, 2020). This division of places was because of the research outputs related to rural and urban trends. I needed to capture information from two contexts. The central research question and the

five subquestions remained linked to each interview question (Dunn & Moore, 2020). I asked most of my interview questions focusing on the central research question. Step by step, I added follow-up questions to obtain depth and clarity (Dunn & Moore, 2020). Respondents had to answer questions in graduation order from question number one to question number ten. As Egan et al. (2020) showed, eight participants were invited to semi-structured interviews; my respondents had to be educational actors fully engaged in schools' activities.

The probes were the primary and descriptive questions that helped respondents use all possible communication strategies to clarify their understanding for credibility purposes. Mapplebeck and Dunlop (2021) wrote about oral feedback to use follow-up questions and clarification questions in learning settings between educators and learners to clarify the previous statements. Repeatedly, the informant explained their central answers and the primary responses by expanding with probes and examples of what they have known and done to care for students (Appendix C). The opportunity for successful interviews, as I researched, came from the fact that the interviewees were scholars of communication and education. There was time to record a follow-up with comprehension question less than one hour per interview.

Recording devices were available to record interviews before computerizing data and transcription. When time allowed, some respondents could listen to their recorded statements and confirm or expand previous ideas as credibility rules required the procedure the letters sent to the educators had to mention those aspects of the interview protocol. To sum up this subsection, the interview questions had the main framework and

expansion with follow-up queries, all recorded, and the transcription saved on an external hard disk.

Other Issues Around the Data Collection Procedure

Before the data collection phase, I became more talented in listening and adaptive to the videoconference's conditions. The above two skills were essential when interviewees' answers could often be too short or unclear. As a listener, I caught the answers and intervened with follow-up questions (Mapplebeck & Dunlop, 2021). I heard f interviewees' complaints about educational policies and working conditions. These answers helped redirect the conversation with probes. I ensured that follow-up questions and inquiries were ready to refocus interviewees on the research problem and questions.

I also had to develop social and cultural relationships at the beginning of the interview. I introduced myself and the research topic every time I started the discussion. I developed nice words and attitudes to build the confidence and trust of the respondents (Dunn & Moore, 2020). To support this introduction procedure, Yin (2018) stated that "without a firm grasp of the issues, you could miss important clues and would know when a deviation was acceptable or even desirable" (p.86). The first seconds of the interviews were challenging. A structured interview was different from a friendly conversation. Some interviewees panicked at the beginning of the online meetings. So, warm-up messages were important.

The desired data came from the p, primary source, public, private, and faith-based elementary school educators. The settings remained in different areas of Gabon. I recorded the responses on my computer and external hard disk and transcribed the

answers (Appendix I). I kept my field notes in my safe, and I remained the only investigator to better back up the rationale for the construct validity (Yin, 2018).

The dates and frequency of data collection activities were in the letters sent to respondents (Appendix D). The contents confirmed the informants' rights protection. I carried out the interview questions in the capital city with educators who were not among the participants. Dates depended on mentors and IRB approval. One month was enough for data collection despite unexpected events in the same period. After collecting data, I had a follow-up plan to maintain a relationship with participants. In that follow-up plan, I shared the comments of the interviews with the participants via WhatsApp. Informing respondents about the next steps of the research study was paramount to maintaining credibility. In the end, the conclusion of each interview was an opportunity for informal talks about the feelings and opinions interviewees had of the event.

Data Analysis Plan

In planning the analysis of data, Egan et al. (2020), Dunn and Moore (2020), and Mapplebeck and Dunlop (2021) advised setting up a protocol. Below is the protocol I made up to analyze data: (i) MS Word manual coding through content analysis and frequency analysis, (ii) retrieving categories from codes, and (iii) retrieving themes from categories. Before starting the analysis, I listened to the 12 recordings several times and transcribed the tapes in French. I translated the transcriptions into English while analyzing the content of each interview. Then I proceeded with the manual coding.

While educators answered my questions, I bore in mind the type of theory that derived from their words. When listening to the recording and reviewing my field notes, I

collected and underlined concepts and jargon mentioned by each participant. According to Mapplebeck and Dunlop (2021), I explored how these concepts and ideologies related to each other in participants' answers. Respondents' speech were nouns, noun phrases, or gerunds, as in Mapplebeck and Dunlop (2021). I also had to concentrate on helpful concepts that drove me toward constructing how Dewey (1938) informed the participants' responses before generalizing the results and analyzing frequencies.

Sabnis et al.'s (2019) data analysis showed that they identified participants' anecdotes about working with vulnerable students, highlighted relevant statements, and segmented the answers to retrieve codes. The themes in my results were derived from categories I previously recovered from codes. I could retrieve the pieces and designs that respondents generated during the interviews by doing so.

Issues of Trustworthiness

Credibility

To establish credibility, interviewing individuals and allowing them to review and comment on the recordings or transcripts were the rules I was to obey. I planned individual interviews in neutral locations such as town halls, public libraries, church courtyards, and other places that respondents could find. I reinforced credibility by planning to inform participants as follows: recording every interview and protecting the data for five years, signing the Consent Form translated into French before the interviews, receiving a letter of invitation to be participants, and reminding participants' willingness and freedom of speech during the interview or to withdraw at any time if they did not feel at ease with the project. I gave each transcribed interview verbatim file an

identification code to make the participation and transcription anonymous and confidential. That approach was one way of making data collection credible and testing internal validity (Dunn & Moore, 2020).

Translation from French to English, and vis versa, helped build the accuracy and objectivity of the findings' interpretation while considering participants' reflections and final comments (Dunn & Moore, 2020). The sequences of presenting interviewees' responses against themes and research questions were to help internal validity remain accurate. According to Sabnis et al. (2020), I drew on the thematic analysis and employed a comparison of data; I saw that the phenomenon was present elsewhere. In this basic qualitative research study, through the validity of the information, I needed to see if the issues relevant to educators as caregivers were possible from most of the participants interviewed according to their perception of different elementary schools. That strategy was also part of the validity point if most interviewees raised the same topics.

Transferability

According to Xerri (2018), transferability differed from external validity and generalizability. Transferability means that the probability of using the results of a qualitative research study in another new setting is actual. In contrast, generalizability signifies that the researcher can generalize the findings of the research investigation in another sample or place of study (Xerri, 2018). In the case of this dissertation, the likelihood of exploiting my research result about educators' perceptions of caregivers with effectiveness in a new setting remained certain. Participants' answers about how

they cared for vulnerable students' transferability means that I could exploit these answers in other villages or communities with the same effectiveness (see Xerri, 2018).

Dependability

Xerri (2018) defined dependability as the substitute for reliability. The concept is about the consistency of the research study's results. I wrote in chapter 4 the data analysis results as consistently as possible across coding. I used the surface of the results to prove that I constructed my research study on a global phenomenon of students' vulnerability and educators' interventions as caregivers. Dependability or reliability allows other researchers to conduct the same research study and find the corresponding outputs. If they see the same results, therefore, dependability answers the questions of the relevance of the responsive interview method (Yin, 2018). Dependability means securing and allowing people to access research design documentation and the step-by-step data collection and interpretation approach. Anyone who works on an interview was able to audit or assess my methodology in this dissertation paper.

Confirmability

Xerri (2018) underlined that confirmability indicates the level to which researchers can corroborate their results. Xerri (2018) wrote about confirming or supporting sources with additional evidence. I verified my sources by taking people through an audit trail (Xerri, 2018). Readers could follow this research study from the abstract to references and understand the steps I took. In that audit trail, people could evaluate the trustworthiness of my research results from educators' interviews.

Ethical Procedures

Richie (2021) addressed the issue of ethical procedures in terms of critically thinking, respect, and justice. I had to abide by the Institutional Review Board (IRB) protocols. These research protocols concerned morality, human rights, and copyright (Richie, 2021). I had to abide by the Copyright Provisions and Human Subjects' Protection when I interviewed each participant. I archived the recordings and transcriptions. The right to confidentiality and anonymity became mandatory throughout the research project to hide and protect every participant's identity and data. Yin (2018) recommended having human subjects and data protection. The basic qualitative research study was usually about human subjects. So, their protection obeyed the rules and laws related to the right to disclosure. Before they answered the questions, I assured them of the means of protecting their identities for five years after receiving the final dissertation paper. I utilized a protected portable computer and one external hard drive. I stored data in devices accessible to me with a secure password and identification code. I carried out all the transcriptions and translations and locked them on the same devices.

Appendix E shows one of the samples of the letters I sent to respondents for their permission (Mapplebeck & Dunlop, 2021). I would not violate their right to confidentiality or disclosure by keeping data confidential (secret) and anonymous (nameless). Each identity had an identifying number to keep the data anonymous or incognito and confidential or private. I accepted and coped with contrary evidence during the data gathering stage or evidence interpretation as a severe test of research ethics (Yin, 2018). One proof that would show that the research methods remained ethically

acceptable was my capacity to put up with opposing viewpoints. Yin (2018) inferred that other scholars were able to challenge the study data collection strategy.

In the institutional framework, IRB accords were the milestone. Other ethical standards aligned with IRB norms to make the moral side of the scholarship robust enough in all areas of the interview questions (Annex A). Individual permissions came from the target respondents after receiving my letters. IRB approval references were on the right page to demonstrate the institutional adhesion to the research study (Richie, 2021).

Summary

I have described the content of the research design and its rationale. Chapter three focused on the entire data collection, instrumentation, and data analysis plan aligned with research questions and the interview protocol. Four scholars helped design the data collection plan. Mapplebeck & Dunlop (2021) inspired the theory of qualitative study research. Ritchie (2021) defined most data collection and analysis stages by illustrating IRB procedures in each academic institution. Xerri (2018) helped with the models of trustworthiness by limiting credibility, transferability, and dependability in basic qualitative research studies. Sabnis et al. (2020) and Yin (2018) offered numerous examples of qualitative study sampling procedures and interview protocols. Another subsection addressed the research study methodology. The method described access to the participants, followed by a description of the role of the researcher. I, in this dissertation, remained an interpreter who gave new meanings to evidence. The chapter

explained how I planned to recruit participants, the interview protocol, data collection, and the plan for analysis of data as the operation scaled up in chapters four and five.

Chapter 4: Results

This study investigated educators' opinions supporting elementary students in Gabon, Africa. I harnessed the basic qualitative research method. Using interviews to collect data, I interviewed 12 respondents. The analysis of the data obtained from the 12 respondents is in this chapter 4. I described the size and format of the studied population and demographic information about the respondents by following the constructionist interviewing style (see Sabnis et al., 2020). Sabnis et al. noted that this style worked well when researchers accessed specific information delivered by interlocutors on events. The events addressed in the current study were moments educators had to face vulnerable students' social problems. I managed the urban and rural settings where respondents worked at the time; I interviewed them. Before concluding the data analysis, I explored the concept and practices of trustworthiness in this study (see Xerri, 2018).

Context of the Data Collection

The data collection activity occurred during the Covid-19 pandemic and its isolation measures, which impacted some of my planned research activities (see Adinda, 2021). Settings and samples did not change even though the social distance was a public health requirement (Chandra et al., 2021). The number of participants remained the same as planned in Chapter 3. However, I used innovative technologies to interview participants instead of face-to-face interviews as I originally proposed. The purpose was to abide by the Covid-19 measures (see Chandra et al., 2021). Like most of the World Health Organization member states, the government of Gabon prohibited human mobility between towns and within families or counties. The social distancing between persons

was mandatory during the data collection period to prevent contamination. The original data collection plan in Chapter 3 was to meet all participants in their settings. By the time I designed the research project and the research problem with the literature background in Chapter 1, my plan was about having face-to-face interviews. However, as the pandemic increased its impact on the world, I could only arrange and conduct teleworking interviews with participants via Zoom, Microsoft Teams, WhatsApp, and mobile phone.

Setting

Due to the Covid-19 pandemic (Chandra et al., 2021) and the social measures to avoid contamination, the telecommunication tools used in interviews varied from respondent to respondent. Before the pandemic outbreak, the pandemic was to interview respondents in public community places such as town halls, libraries, or church gardens. The test of the interview questions took place both in urban and rural settings on February 2, 2020. The feedback from voluntary respondents helped me review some of the caregiving, law, and educational sciences vocabularies. Voluntary respondents explained that preschool, elementary, and public or faith-based schools might not have the same academic and professional backgrounds. As a result, I revised the language of the interview questions to make them more accessible, and I translated them into French, the language of the interviews. 75% of the interviews were conducted using video conferences during the pandemic, and 25% occurred face-to-face. Seven interviews took place in urban areas, and five were in rural areas between March and June 2020. Constraints occurred when I arranged online appointments. Most of the respondents were available on WhatsApp but not by Microsoft Teams and Zoom. Rural respondents had to

rely on telecommunication shops or better-equipped friends in their areas to install Microsoft Teams or Zoom Cloud Meeting software. Power availability was another drawback during interviews. The internet connection cost was also severe for rural and urban respondents who had to buy mobile data at $10 per five minutes. I used Zoom, Teams, and Meet Google with their recording systems. Though the virtual settings were safer than physical locations for Covid-19 contamination, there were financial challenges for both the respondents and me, associated with the cost of conducting the interviews.

The issue of cost became another significant obstacle after the pandemic and its public health and psychosocial impact. To address the finance issue, I had to harness three approaches. First, I had to apply for academic grants through the Walden University grants website. I was happy when Walden University awarded me The Don E. Ackerman Research Grant in Educational Leadership in May 2021. I also borrowed an education loan from a bank in the United States. I could not forget my wife's donation from her business to support some of the telecommunication expenses. I addressed printing, calls, software, and tax costs to mobilize respondents until the data collection.

Another challenge was the availability of the 12 participants. I appreciated their faithfulness and commitment to the study. During the interviews, most of them spoke up to praise the initiative of conducting a study about their forgotten students and schools. They were enthusiastic and demonstrated eager enjoyment and interest in Zoom or Teams video meetings. They promised to be the stakeholders to launch awareness campaigns about students' care in schools. Thanks to my resilience and knowledge of the emergency context in the country, I attracted the participants by showing my care and leadership

competencies when the pandemic lockdown increased confinement stress. I was able to find out health information on the World Health Organization (2021) website and share it with participants to improve their knowledge of Covid-19 prevention and symptoms. I did not know the participants' faces until the videoconferences. I could not meet them, but I became familiar with them step by step during technical testing of the network before the interviews. I discovered that I had persuasive talents in mobilizing communities during public health uncertainties and lockdown. Respondents' positive behavior was another sign of trustworthiness. Xerri (2018) noted the importance of poststructuralist and postmodernist theories about the exploitation of language to mobilize communities for action. In my case, participants' mobilization was highly significant in Covid-19 stress and anxiety.

Demographics

The first unexpected discovery of this study was a significant number of women who used to work as educators in preschools and elementary schools. With the help of friends, relatives, shopkeepers, elementary school students, and word of mouth, I set up a list of potential participants. I obtained their names and telephone numbers. I made up the matrix of their names, locations, and WhatsApp phone numbers by using the recruiting method of Söhn (2020). I obtained 23 participants' phone numbers scattered between urban and rural areas. Most registered participants had WhatsApp when I saved their telephone numbers on my Android device. The potential respondents received SMS and WhatsApp messages to introduce myself and the research project. Although the 23 potential participants received my messages via WhatsApp and SMS, only eight

educators responded. The reasons the 15 other participants did not reply were unknown. Söhn gave compelling examples of meeting potential participants in companies, schools, and other communities with cultural and social barriers.

Thanks to the eight volunteers who aided in a snowballing recruitment technique, I was introduced to four other respondents who joined the group to make 12 participants. There were four men and eight women. So, 67% of the respondents were women, and 33% were men (see Table 1). Three worked in rural sites and five in urban places among the women. One was in the city's suburb among the four male educators, whereas three were in rural areas. One female participant was a senior educator working for a faith-based elementary school; another female was a private school educator teaching upper-middle-income families. The rest of the participants belonged to state elementary schools. Four rural school educators had considerable experience teaching Indigenous students among the Babongo, Bakoya, and Baka people. The four men were public elementary school educators (see Sabnis et al., 2020). Three men worked in rural areas, whereas one was in an urban school.

Table 1

Participants' Population and Profiles

Participant type	Number	Percentage
Female	8	67%
Male	4	33%
Rural female educators	3	25%
Rural male educators	3	25%
Urban female educators	5	42%
Urban male educators	1	8%
Faith-based school educators	1	8%
Middle-income school educators	1	8%
State school educators	10	83%
Educators with experience in teaching Indigenous students	4	33%
Total	12	100%

All participants had worked in rural or urban locations. All educators hired by the government were national civil servants. The education ministry and the social welfare ministry could appoint them to any school across the nine provinces. The same contractual rule could apply to males and females when the ministry of education assigned educators to teaching positions across the country. If the female educators were married and could provide a wedding certificate or legal proof that they could not accept an assignment in the countryside, the ministry of education could assign them to urban areas. All participants were educators with more than ten years of teaching experience. The oldest one started teaching in 1989. The youngest educator started her career in 2012.

I gave fictitious names to the 12 respondents for confidentiality's sake (see Sabnis et al., 2020). Each participant gave some data about their importance as the primary data source. Fictitious names were from the various ethnic groups of Gabon without any link

to respondents' family backgrounds. Ensuring participants' identities were confidential was legal and ethical in the recordings and transcribed files. One group was related to the female respondents, whereas the second group was the male group. I divided the participants into two groups to distinguish feminine and masculine names to show the role played by women in the educational and caregiving sectors in a country where men seem to be the dominant group in the working industry. I also raised a gender issue by demonstrating the significance of women in the development of Gabon, where traditionally, people thought men were more visible than women in the labor field.

Group 1: Female Respondents

Koundi had been an educator working in the countryside with Indigenous communities; she was between 35 and 40 years old, passionate about vulnerable children, and always ready to collect donations from priests and church communities.

Lefendi worked in the countryside schools as an educator and principal for 25 years; she was in her 50s and had been a long-standing primary caregiving educator who claimed the state's political failure in the interview. She thought politicians were accountable for the school system's failure because they gave up setting up canteens in kindergartens.

Mayada was in a middle town with 20 years of educational experience among the Baka Indigenous people. She pointed out birth registration failure as the central students' dilemma in rural areas. She admitted to staying in the countryside because of her Christianity, and she believed school was the road to development.

Mawanda had been in the capital city for five years, but before, she had spent ten years as an educator in the countryside faith-based school. Her husband used to work in the provinces, so she followed him as the administrative rule required. She was in her 40s, and she pointed out the lack of welfare services for students with disabilities. She reported that she has cared for girls with disabilities in her career and in classrooms with some sorrow.

Mbenga was a school principal teaching Grade 5 when interviewed in a suburb of the capital city. She was 35 when questioned, and she admitted being the mother of many caregiving initiatives in her school. She nicknamed herself the "Woman-Man" and the iron lady who challenged male educators and lazy fathers who neglected their children.

Ndila had been teaching for 12 years in the suburb of the capital city. In her late 40s, she admitted that her students did not have significant social issues. Later in the discussion, she changed her mind about students' social hardship. She used her own story of a single mother with four kids to condemn mothers who did not fight for their children's education.

Yandza teaches in a middle-income area with students belonging to that social class. She stated that there was no caregiving service experience in the vicinity of her private school despite her 15 years of education experience among wealthy families. She felt sorry and sad for the waste of money on unnecessary projects by the local government, which did not care for the schools' premises.

Yong'la has been in the rural educational system among the Bakoya and Baka ethnic groups for 20 years without seeing any student governmental development plan.

She laughed a lot during the interview because questions reminded her about her young dreams when she joined the national education. She laughed because all promises by the members of parliaments have never been tried once in twenty years.

Group 2: Male Respondents

Diablo was the principal of a public elementary school in the suburb of the capital city. He was in his forties and had 13 years as an educator and caregiver, but with no experience among the Indigenous people. He admitted being very imaginative when dealing with older students who struggled to cope with new standards that their age could not support. He said with a powerful tone and passion that he was very influential in the village, forcing negligent parents to send girls to his school.

Mavandza was 39 years old and the first interviewee. He worked in eastern rural areas as an educator interested in Bakoya and Baka students' development. He stated that those students who did not attend preschool and entered grade one of primary school late had more problems adapting. He said he was angry against politicians, and he used the local trade union to go on strike to claim educators' rights.

Ngwamba was a middle-town school educator in his forties and 11 years of experience. He was a former professional soccer player. He claimed with pride to be often ready to alert the principal when students used to show poverty signs. However, he did not trust state caregiving services. He did not accept the church's involvement in socioeconomic issues of the community.

Ndjigha was 55 years old and still in a regional capital, with 14 years of education. He was a unique educator with a long caregiving experience in different

disabled students' lives. He knew where to refer them but insisted that only the capital city had facilities to care for hard-of-hearing students. He gave enough information and lengthy answers to illustrate his experience with dropouts and disabilities. However, he thought parents were responsible for the fate of their children. He did not defend the state's lack of investments in education.

Data Collection

The answers and tones from respondents were living experiences and human stories. I could not remain insensitive to the touching words of participants. Before interviewing the 12 participants, they received letters of invitation with the promise of sending a consent form when they accepted the invitation (Laureate Education, 2017). The coronavirus pandemic and its consequences brought about the delivery of letters by WhatsApp and emails to avoid contamination (Chandra et al., 2021). Participants obtained the scanned letters of invitation between February and March 2020. I sent the consent forms in French to individuals (Laureate Education, 2017).

The respondents had to read and print the forms, sign, scan them, and send them back. However, most of them did not have printers. So, they used WhatsApp and SMS or electronic signatures to accept or reject the consent forms. I collected the documents and saved them in a password-protected external disk trademarked LACIE Porsche Design. On the day of the interviews or before, I sent MS Zoom, Team, or Google Meet invitations by email or WhatsApp. The 12 educators received my phone calls in which they had to follow a few steps to accept the invitation and confirm the time and date. For those who did not have the experience of videoconferences, I mentored them by phone on

finding the software and testing the quality of the mobile network. Mentoring virtual participants was a judicious and sagacious approach to securing a measure of trust with these respondents who were far from me (Sabnis et al., 2020). At the beginning of the interviews, I always asked their permission to record and store the recordings for five years. They were all delighted and accepted the interview protocol. However, one educator (Koundi) did not have an Android device, and she had to use traditional mobile phones to make calls. Telecommunication costs for a conventional call were high per one second. At the same time, I recorded the interview on a second mobile phone using a Smart Mobi Tools Voice Recorder Version 21.3.01.24 downloaded from Play Store (Gökbulut & Bakangöz, 2021).

I spent some days preparing the network with each participant to ensure they had enough chances to stay online with me on the day of the interview. Despite the telecommunication cost, the discussions were through Microsoft Team and WhatsApp. The time I exploited for each interview was 40 to 50 minutes. However, some participants could speak for 60 minutes, some answered for 35 minutes, while few could concentrate for only 30 minutes. The length of time spent by interviewees depended on their mastery of the interview questions, but I noticed some were short in their answers but very clear and concise (Gökbulut & Bakangöz, 2021).

Other interviewees gave long answers, often taking five minutes per answer without going straight to the point. Zoom settings had the advantage of showing the Stopwatch and Timer applications. Stopwatch helped me control the timing and reminded some respondents to stop or carry on answering. I divided time into three sections in each

interview to help the respondents control the flow of information while the conversation continued. Kimbrel (2021) had called the exercise a virtual interview with total changes in human relationships through screens. Each section of the discussion was related to the three parts of the interview questions: (a) the section about their perception and experience with vulnerable students, (b) the experience and opinion about services of reference, (c) and relationship with peer educators. Each group of questions had a backup with questions that reinforced the first data or raised the issues they did not discuss before.

The interview time often varied from respondent to respondent. That variability in responses time suggested different experiences from the twelve interviewees. That variability was in the length of the answers with very long and short sentences. Other participants were very brief. Respondents who gave long answers were the most experienced in caregiving and teaching. Long answers also suggested emotion, passion, and thirst for social justice (Bajaj, 2018).

Nevertheless, respondents with short answers seemed more administrative style. They limited their responses to the “Why,” “How,” and “What” structure of the interrogation. Their answers showed they did not have anything to add, and they corresponded to teachers’ profiles with interview difficulties in the virtual hiring system description from Kimbrel’s (2021) research study. They also seemed to stay far from making political comments about the government and the educational system for fear of conflict with the ruling political party.

Challenging Circumstances During Data Collection

I faced some constraints related to logistics and funding raising to support the supply of information and communication technology (ICT) to participants who saw software such as Microsoft Team for the first time. From the research study, I also understood the gap between ICT development in Gabon and the harsh working conditions of educators in developing countries. The salaries educators received were below the expectations to purchase computers and Internet modems. The problem was severe when some educators did not have any Android devices, and they had to find an Internet Cafe and book a desktop at the arranged time to call. Five respondents had to postpone the online meetings three times to obtain an improved network or electricity in their areas. Despite the abundant waterfalls in this tropical rainforest and twelve hours per day of sunny time, hydroelectric dams and solar panels are hard to find. As a result of the flawed connectivity challenges, four interviewees and I had to interrupt the interviews after two or three questions. After some time, we resumed the online discussions when the network was exemplary. These interruptions of the online interviews had some financial, time management, and psychological impact. The respondents and I had to pay network credits extension to continue the discussion. When the Internet cost was $20 in the initial plan with one interviewee, another $30 or $50 costs were necessary to obtain the Internet network after the interruption. The inconvenience was worse for respondents who traveled to Internet cafes or friends' houses with better network coverage.

Data Analysis

In this qualitative research study, I must underline that codes derived from participants' answers during the transcribed content analysis. Categories came from codes through ideas frequencies analysis. Themes emerged from categories (Kriukow,2020). All interviews and preparedness activities took place before the data analysis occurred. The interviews and their recorded answers were in French. One by one, the transcription of the recordings was finally manual despite my plan in Chapter 3 about using computers-based innovations in research studies data analysis. Using the software MyRecorder (MP3 version 1.01.35. 0219) was the first attempt when I downloaded it from Google Play Store. However, the transcription was not good because the software did not give correct sentences in French since the original built-in design was for English-speaking researchers. Later, with lessons learned, I realized that most of the software on the market had an English engineering design. English remains the leading tool of communication in the global industry, as stated by Lodge (2018), who demonstrated that the worldwide dominance of the English language brought about intense debates with the emergence of studies of English as a lingua franca in the world. I did not say that French computers-based electronic devices for data transcription did not exist. I could not find such a device in the city where I transcribed my data. I tried to download and play software such as Nvivo, Notta, and HyperResearch. However, there was a compatibility problem with my old PC, and the research budget was limited for online transactions to buy a license. The software design was in English while attempting the French transcription of the Audio. Kimbrel (2021) wrote about schools' principals'

barriers to technology access and innovative practices when the Covid-19 pandemic hit the United States of America in 2020. I faced the same technology access dilemma.

Consequently, even if the exercise was very long, the manual transcription of the recordings became the technique I mastered and used as my final alternative with the advantage of performing content analysis. The handwritten transcription was an excellent practice because I could listen to the same answers and memorize most of the ideas, which helped me mentally have an opinion of the categories, themes, and codes before the written analysis started. Wienkes et al. (2020) saw in this approach a thematic analysis with familiarization of the data. The above findings were crucial steps and results toward the outcome of the research study. The theories of multilingualism and translingualism were not part of the research purpose or inside the research questions (Karam et al., 2021). However, I had to cope with conducting bilingual research work in developing countries with limited resources. The data collection and analysis revealed the drawback of translingual studies, as I have described the case in chapter two of the literature review (Lodge, 2018).

The transcription of the twelve interviews responses in French took 20 working days. Playing the recorded interviews several times, listening, handwriting, and syntax review. I translated the transcribed twelve interviews from French to English. The translation took me fourteen days. Nonetheless, the translation and interpretation were complex with Gabonese cultural expressions, figures of style, and the risk of “false friends” between English and French (Karam et al., 2021). I translated and interpreted the French slang and jargon common to the respondents’ culture and environment in English.

Thanks to Google Translate (Google, 2021), I assessed the accuracy of the meanings in the two languages. Later, I exploited Grammarly.com to double-check any issue of misspelling, correctness, clarity, and engagement. The French file of the 12 interviews' verbatim responses had 31 pages that included interview questions and participants' comprehensive answers as transcribed from Microsoft Team, Zoom, WhatsApp, and mobile phone recordings. The English translation had 33 pages with the same components. I tried to exploit the accessible format of Sphinx (2021), a well-known software by Gabonese researchers, but I could not install it. The software had got many applications such as Didacticiel Sphinx Declic, Didacticiel Sphinx iQ 3, Didacticiel Sphinx iQ 2, Didacticiel Sphinx Online, Didacticiel Sphinx Quali, Didacticiel DATAVIV, Didacticiel Sphinx. I could not install one of them because my PC was not compatible. Finally, I performed data processing using a basic approach with Microsoft Word Qualitative Coding and Thematic Analysis (Kipar, 2019 & Kriukow, 2020a). In the below subsection, I explained how I passed from data to ideas by coding while developing a thematic framework linked to the research questions (Kipar, 2019). In the below subsection, primarily, I retrieved codes and then categories before I merged them into themes in the form of topics. Later, at the end of this chapter 4, I presented how I retrieved themes.

Codes and Categories in English Transcriptions

To perform the data processing, I exploited the theory and technique in the presentation made by Kipar (2019) about coding for themes. Due to technical and logistical obstacles, I finally did not use any planned data analysis software discussed in

chapter three. I followed a beginner's step-by-step approach to obtain the codes I summarized in Table 2 below.

Table 2

Line-by-Line Coding Style of Transcriptions

Analysis stage	Method	Observation
Coding	12 transcriptions in a Word table into two columns	Paste text in the left column
Coding	Add a second blank column on the right side of the table	Type codes in the correct columns
Coding	Line by line reading of every participant's answer	Team and Zoom recordings watching
Coding	Identification and retrieving of points from participants	Using Word Find (Ctrl+ F)
Coding	Writing codes in the right column	Seeking repeated key nouns or ideas
Codes' count	About 570 codes emerged	Numbers assigned to codes
Code's average	About 65 codes per interview	65 codes per participant
Cleaning up codes	Reviewing all data	Keeping recurrent nouns
Thematic framework	Create categories from codes	Similar codes = categories

Table 2 summed up the stages I used to code the qualitative data retrieved from the 12 transcriptions. By following Kriukow (2020a), I used Microsoft Word to save the transcriptions in one file. I created another file in which I drew a table of two columns. In the first column on the left side of the table, I copied and pasted the 12 transcriptions. Firstly, I read the text line by line; I jotted down all the codes I found essential and relevant to the research question and problem in the right column. I highlighted these codes with a blue color to make a difference with the original transcriptions and comments (Appendix F). I organized all the regulations with the letter C for code and

numbers such as C1 for code number one. For each transcript, I numbered codes by adding the numbers to the letter C. In the first transcript, by scrolling down the list of codes, I found C1 to C58. That is to say; the first transcript had 58 codes. Transcript number two started with C1 and ended with C82. That transcript generated 82 codes. I identified all the codes line by line using Word Find (Ctrl+F).

I copied and pasted more than 570 codes into a new Table. I created three columns to insert all ideas or codes (Criukow, 2020a). I maintained the relevance and consistency of each code with the transcript words, expressions, and sentences. While reviewing the codes table, I noticed that many nouns were identic or synonyms or very close to meaning the same vulnerability, environment, and stakeholders. I combined synonyms into single codes. From the coding results, I created categories. I deleted some codes or gathered them in one class. By cleaning up the table of repeated codes or giving new categories, I also reviewed the transcriptions wording to align the codes and the original text (Criukow, 2020a). That demanding word processing exercise was necessary to construct the consistency of the findings to move forward to the thematic framework (Kipar, 2019).

After cleaning up the similar codes, I observed that categories and themes emerged from the long codes list. Table 3 illustrates the mapping of the types under which I placed the corresponding codes. I counted the number of occurrences of the same codes with Word Find Navigation. I cleaned up many or put together synonyms and struck recurrent nouns with a short but more realistic coding framework (Kiurkow, 2020a). When I finished coding, I navigated between the transcriptions and the column of

an initial long list of codes to insert categories by exploiting Word Track Change. I highlighted the most recurrent principles with specific colors.

Table 3

From Coding to Categories

Category	Code (number)
1. Educator interventions	Funds raising (9); school transition (8); indulgence (3); disabilities (13); school snack (15); welfare surveys (5); groups lessons (1); no discrimination (9)
2. Nonexistence of social welfare	No social center (15); no food at home (9); girl education (10); early marriage (10); free school kits (15); health problems (8); clothes (15)
3. Talking to colleagues	method refusal (7); principals' roles (10); discussing (11); giving love (4); discouragement (9); children talk (13); mingle with Bantu (8)
4. Family incomes	Hunters gatherers (9); bush products (9); no snacks (9); child behavior (8); aggressive students (9); precariousness (15); no hygiene (5); parents' roles (9)
5. Informal caregivers	Politicians (6); religious groups (9); Parents' School Club (3)
6. Self-perception	Educators as little gods (8)
7. Birth registration	Born in the bush (5); birth certificate (13)
8. Fears	School shutdown (9); state accountable (12); social plans (1); care destitute child (1)

In Table 3, I made the categories' texts bold. Under each category, I put newly synthesized codes, and next to each new code, I wrote the number of regulations according to their occurrences across the translated transcriptions. Coding was not just about labeling; coding was about linking participants' ideas and thoughts together to give meaning to patterns by setting up a relationship with the central research question and the

subquestions I designed in chapter one (see Kipar, 2019). Under the key codes' titles, researchers or readers could see how many times in Table 3 participants spoke about one idea or social problem. In category number 7, participants mentioned birth certificates 15 times. That number of 15 showed how strong a given code was in the perception of students' social problems. Later, I linked the eight categories with the research questions in Table 4.

Table 4

Mapping the Thematic Framework with Central Research Question and Subquestions

Research question	Category
Q: What were educators' perceptions in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation?	Category 1 educator interventions Category 2 non-existence of social welfare Category 3 talking to colleagues Category 4 family incomes Category 5 informal caregivers Category 6 self-perception Category 7 birth registration Category 8 fears
SQ1: By what means did teachers identify students' social problems?	Category 1 educator interventions Category 3 talking to colleagues
SQ2: What methods and interventions did teachers use to address students' social problems?	Category 1 educator interventions Category 3 talking to colleagues Category 5 informal caregivers
SQ3: Why didn't they refer students to professional caregivers outside the school system?	Category 2 non-existence of social welfare Category 5 informal caregivers
SQ4: How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students?	Category 3 talking to colleagues Category 8 fears
SQ5: From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom?	Category 1 educator interventions Category 4 family incomes

Codes and Categories Alignment on Research Questions

Kipar (2019) defined codes as descriptors of the data segment, categories as concepts deriving from codes, and themes as a theoretical construct that shows similar or varying points throughout codes. Table 4 summarizes the link between the central research question, the subquestions, and the various data provided by respondents and represented by categories from one to eight. By describing data segments of the 12 transcriptions across categories, I had a straightforward approach to seeing whether my research questions and participants' answers met. I examined the alignment of research questions with participants' perceptions, caregivers' strategies, and professional ways of collaborating with colleagues; I was able to move toward the trustworthiness I had of the research methods I used.

Central Research Question

Educators' perceptions in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? One data segment of Category six summed up the perception and the alignment on the above central research question: Educators were professionals performing impossible things to help vulnerable students. That perception revealed both the satisfaction and frustration of the 12 participants. The statement was a paradox and ironic, but the opinion had all its meaning to describe how participants saw the classroom climate and disengaged students. A paradox because educators could not perform miracles. They were not able to be everywhere and do everything. Their training

was about teaching arithmetic, French, and other academic subjects, but not to become permanent caregivers and nutritionists.

From Category one to Category eight, I saw an alignment with the central research question because participants cited many words that I linked to educators as caregivers and students' disengagement and alienation. All participants talked about raising some cash for vulnerable students among teachers; some principals said they used to go downtown to buy school materials for their students. Those data referred to participants' interventions to care for students with limited resources. Some participants raised many economic needs, such as hunting and crops gathering for sale as the unique source of income among the indigenous people who could not afford students' snacks, clothing, and birth certificate. Those categories and codes aligned with students' tendency toward alienation, also known as self-detachment from school and separation from classroom activities. With such deprivation of essential valuable commodities, students could only become vulnerable and begin the disengagement process that led to dropout or silent withdrawal from classrooms.

Across all codes, categories, and below themes, nouns described the level of students' social problems and how tentatively participants brought solutions by being everywhere and doing everything possible to feed students, clothe them, and retain them in schools. Eleven out of twelve respondents admitted having faced various social issues when they taught students with socio-economic dilemmas (Category 1). Respondents of rural schools stated that the lack of new or clean clothes was an issue. They also added the lack of food and snacks (Category 1) and birth certificates (Category 7). Most

respondents stated that students could not enroll in any public or private school and preschool in Gabon without any legalized copy of the birth certificate (Category 7). Parents or legal guardians of children should present the birth certificate when they enroll their kids. They should also provide the same civil document before national exams and tests begin. Respondents explained that indigenous families who permanently live in the jungle could not go to towns to register their babies. Distance to town hall and prefecture has been an obstacle to birth registration.

Consequently, many indigenous children were stateless (Category 7). Their parents and siblings were often stateless as well. I went through the law, and I noticed that Gabon's Civil Act (Civil Code, 1972) of Article 167 to Article 172 provided that the registrations timeframe in urban areas were three days before September 2021 but 15 days in the amended 2021 Civil Act, while the delays were 30 days in rural areas. If a mother gives birth in a town, parents must register the baby within three days or 15 days in the new provision of September 2021. If the delivery occurs in villages, parents must go to the town hall or prefecture within 30 days. Parents who do not fulfill these legal requirements should go to the tribunal to apply for a supplementary judgment. They should pay a fine for the delay. However, most Indigenous families were jobless (Category 4) and unable to cope with the current conditions of birth registration.

In urban schools, respondents testified the problems of students who often live with grandparents and the lack of textbooks parents should provide to their children at the beginning of the academic year (Category 2). Respondents explained that many teen mothers had given birth to children and abandoned their babies with parents or

grandparents. Teen mothers had often migrated to towns to look for jobs or any source of revenue (Category 3). They had hardly come back home to care for their children. As a result, parents and grandparents struggled to enroll their grandchildren and feed them according to their obligations to carry snacks (Category 1). Respondents thought that early pregnancy might be a severe problem in low-income families, linking students' disengagement with participants' opinions of limited resources in schools. The respondents' statements quoted in the rest of the analysis always had the French translation next to the English sentence as a norm of trustworthiness.

Nine respondents noted the lack of birth certificates when parents enroll their children for the first time. In Gabon, preschool students must bear their health records. Educators have to help monitor students' vaccine records (Category 2). Educational settings became sectors of watching Vaccine-Preventable- Disease assessment as the World Health Organization recommended. The respondents supported the above social problems when they gave the profound reasons behind these social obstacles. Most respondents said that their students' parents were hunters and gatherers. Six participants responded that parents relied only on small farming activities to raise and save petty cash. Two words, "precariousness" and "poverty," came several times from the mouth of educators to back up the existence of vulnerable children in their schools. Rural respondents repeatedly stressed the fact of minimal households revenues. Another reason respondents found domestic violence was the cause of students' vulnerability. Finally, some participants saw that the cause dwelt in students' behavior because they were shy, timid, or violent (Category 4).

Subquestion 1

By what means did teachers identify students' social problems? I aligned categories one and three on this first sub-question. The means of social issues identifications were meetings with parents, direct talks with students, and to some extent, a few participants mentioned students' behavior observation during breaks and sports activities. Some participants underlined the importance of inviting parents, siblings, or extended family members to discuss the problems of vulnerable students. Meeting parents or discussing with students discovered the socioeconomic gaps between the schools' institutional requirements and parents' social issues that impacted students' retention, or dropout is seen in Category 8 and research sub-question number five.

The respondents' comments were the results of the meetings and talks with parents and vulnerable students. Only four respondents did not have any experience educating native Babongo, Bakoya, or Baka students. Parents' inability to present birth certificates on school enrollment days has been the greatest obstacle to registering indigenous students. Like their Bantu classmates, the indigenous students faced a lack of snacks and textbooks. Indigenous students also presented problems with language adaptation. They spoke their mother tongues until they entered preschool or elementary school, whereas their official language remained French.

Subquestion 2

What methods and interventions did teachers use to address students' social problems? Category one, three, and five contained some methods and interventions used

by participants. I synthesized these methods with the following: “turning to religious communities, donating.” Funds raising between teachers was already a strategy but a temporary one. Involving churches to collect clothes, food, and school kits was another approach. Reporting students’ social issues to principals, raising the points during educators’ quarterly meetings, and referring a few cases to social welfare agents, were also methods practiced by participants. I also added categories related to parents’ school clubs’ meetings and principals’ self-initiatives of supplying snacks or textbooks by spending tuition fees.

Other stories from participants could much better illustrate the methods and kinds of interventions used by participants to care for vulnerable students. Four respondents have experienced students with motor disorders, hearing impairment, and albinism. Respondents recognized that when they met students with disabilities, they first spoke to parents to understand the pathology background. Two types of approaches appeared to be the most recurrent in how respondents addressed the problems of disabilities. One method was exploiting religion and religious communities’ funding. The other one was more holistic.

Subquestion 3

Why didn’t they refer students to professional caregivers outside the school system? I aligned the above research sub-question with category one about educators’ interventions in the category known as “no social survey.” I also linked the question to category two about the “non-existence of social services.” Category five revealed how informal caregivers replaced the formal welfare system. One of the most recurrent codes

was about the “scarcity of social welfare services” and some attempts to find local solutions without the help of central state intervention.

Category number eight clarified why participants did not refer vulnerable students to social welfare services through the recommendations and the fear they expressed. Six respondents mentioned reporting the cases of vulnerable students to the social workforce. Four reported that they usually referred the patients to religious institutions. However, ten participants said they used to go to their school principals. Some noted the cases of their classrooms to parents. One hundred percent of the participants tried to solve their students’ problems in their social lives.

Nonetheless, the female teachers got more involved in finding social solutions by inviting their peers to collect funds. Those students needed snacks and lunch. The response revealed the magnitude of poverty.

Subquestion 4

How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students? Category three and eight were the constructs in which participants demonstrated signs and attitudes of encouragement or discouragement. In category three, participants stated that reporting to principals and running staff meetings were supportive. However, colleagues’ attitudes depended on the school. Some participants found their principals and colleagues very helpful. Some colleagues did not want to be the government’s substitution as “little gods who did everything.” The codes in category eight dealt with the level of satisfaction with the institutional support. All participants feared the government’s political and financial

disengagement to support the public school. Participants perceived that the school system did not back up their caregiving actions toward vulnerable students.

Speculations continued about that perception by participants. Only four participants named social welfare centers the services they referred students to find some care on the school premises instead of looking for colleagues' support. The majority did not know about social welfare services or care centers that we were able to assist. Some respondents described Churches as the institution that often helped vulnerable students. Eight participants mentioned that social welfare services did not exist in their areas. Two participants discussed a faraway institution for hard-of-hearing children in the capital city.

Despite the lack of institutional support, reporting to the school principal remained the first attempt to sort out the student's social dilemma. These answers, coming from the heart of education professionals, were more realistic than Gabonese's idea of the school system and the nightmare faced by each hungry and desperate student about how to reach the end of the day without an official public-school nutrition and clothing policy.

Subquestion 5

From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom? By school institution as a structure, in the Gabonese context, I referred to the quality of the buildings, the school climate, the local school policy, educators' skills, and competencies, as well as the strategies to attract disengaged and alienated

students. Categories eight and seven about participants' fears and the general issue of statelessness were in line with the participants' plans about the school institution and students' lives with social problems. From the participants' vision of the school, the institution has abandoned disengaged and alienated students. In category eight, data such as School Closure, State Accountability, Social Plans illustrated fears and recommendations participants issued to name the perspectives they say about the government's hypothesis to close some rural schools and the lack of child-friendly public welfare policies for schools with limited resources. In category seven, where the issue of birth registration occurred more than ten times, participants saw in the existence of statelessness students the stimuli to disengagement and alienation. Being stateless created frustrations and humiliation; students could feel the problem when they discovered that their parents and the governments did not care for their right to a name and biological parents. Because of negligence or misconduct, parents and civic services could not protect the rights of these students. Some participants insisted that birth registration became the greatest obstacle to the positive perception of the school institution by alienating students and their communities when principals refused their enrolment.

Themes

From Table 3, Table 4, and Table 5 about data analysis, I constructed themes by exploiting the scholarly definition of Kipal (2019), who defined themes as concepts scholars develop out of the patterns they find. Kipal sees themes as theoretical constructs that explain similarities or variations between codes. Here, I merged categories into

themes (Kriukow, 2020b). I merged categories using Kipal's (2019) technique by exploiting codes and merging themes from categories.

Table 5

Identified Themes from Participants Using Synonyms or Specific Nouns

Category	Theme	Theme mentioned across synonyms	Number of participants
Category 1 educator interventions Category 5 informal caregivers Category 6 self-perception	Chariness also named alertness, carefulness, and cautiousness	41	12
Category 3 talking to colleagues	Peer to peer	39	12
Category 2 non-existence of social welfare Category 8 fears	Commonwealth policy	14	12
Category 2 non-existence of social welfare Category 6 self-perception	Educators' resilience	48	12
Category 4 family incomes	Small family business	33	12
Category 2 non-existence social welfare Category 7 birth registration	Lack of social inclusion	17	12

Note. Adapted from "How to present qualitative findings" by Dr. Kriukow, 2020b, July 17, retrieved from https://www.youtube.com/watch?v=SYA7w25VLMM

In Table 6, I summed up the most vital notions close to merged categories and the expectations participants testified of caregiving and students' disengagement. I made a semantic comparison of the categories and searched the occurrences of the most recurrent

concepts. I concluded that my expectations turned around themes of chariness, peer to peer (abbreviated as P2P), and Commonwealth policy. I named this first group the common themes. By common themes, I meant the predictable themes I became familiar with during the transcription and translation into English (Kimbrel, 2021). They were themes I knew that could cover a wide range of categories. P2P was a pun I found to say Peer to Peer. I carried on merging themes, and I realized that other concepts were merging. I decided to name these concepts as unpredictable themes. I called them educators' resilience, small family business, and lack of social inclusion. These concepts were unexpected themes because I came across them after finding out the first three themes. However, I merged the six themes during the same data analysis, but I divided them into two groups for my convenience. Kimbrel (2021) introduced the research ideas of expected versus unexpected themes or anticipated research outcomes versus unexpected results. Finally, I decided to have both expected and surprising themes. After analyzing expected and unexpected themes, I worked on a section about the link between research questions and themes.

Expected Themes

Due to the link between research questions and respondents-based perceptions about how they used to help students in a challenging and impossible social context, the three common themes had their connections with the number of times participants discussed their opinions. Respondents avoided teaching and learning issues and instead focused on caregiving. Their responses focused on the following personal situation appraisal across the three common themes.

Chariness About Students' Vulnerability

The first theme, which had a link with caregiving, confirmed the hypothesis about respondents' experience of caring for students in category one about Educators' Intervention, category three about Social Welfare, and category five with Informal Caregiving. Chariness in this study demonstrated educators' alertness combined with carefulness and positive feelings towards their vulnerable students with compassion and love. Chariness like cautiousness was visible in educators' opinion about how they foresaw students' problems; they fed hungry students clothed those in need of garments. The patterns and the answers supporting respondents' behavior and opinion helped describe educators as the first stakeholders of social change and welfare agents because the theme appeared through "love, like, help, assistance, clothes, snack" and tens of words turning around caritative actions and chariness.

Educators' chariness in the context of circumspection in the remote areas of Gabon was in line with humanitarian interventions even though educators did not behave the same way from student to student and from one school to another school. In some educators' reports, perception of caregiving, chariness, and circumspection for vulnerable students came from the religious leaders. Participants explained that the religious leaders were able to show chariness by anticipating donating clothes, soaps, and food to vulnerable students on-demand or without any request. Some respondents declared they remained committed to the profession and love for students as a sign of chariness. The same participants saw in chariness the attitude of an educator and mission statement through carefulness for students.

Peer to Peer

Another theme that appeared across the categories, but linked to the type about talking to colleagues, was the relationship between respondents and the other educators or principals when they sought help to solve students' social problems. P2P was also the opportunity for educators to raise their colleagues' awareness about the suffering of some students. P2P was also a learning opportunity for educators to learn about good caregiving practices from their peers. I call the theme P2P across the section to point out the link with category two related to Talking to Colleagues and category six about Self-perception. The caregiving practice was also visible when participants reported social cases to the school principal and the rest of the management team. The P2P approach showed how vulnerable children became essential to their institution to mitigate students' disengagement and alienation.

Commonwealth Policy

In this research study, I connected commonwealth policy to public education and welfare aid in socio-economic benefit or advantage and political systems managed by the population through their representatives (Aung & Straubhaar, 2021). When respondents answered that they did not know about professional caregivers' existence and role, one could say that respondents were wrong or ignorant. Those answers revealed the issue of the Commonwealth and how the government has shared public funds to address citizens' vulnerabilities. Category eight, about participants' fear of government withdrawal from remote schools, was an example of commonwealth management. Category seven about statelessness was another obvious demonstration of the failure of the national wealth

distribution between the rich central government and the poor communities of the studied area in this dissertation. Most of the respondents mentioned the religious, moral, and social help of “Romans Catholics, the Christian & Missionary Alliance” in the vicinity of their working places. In towns or villages, respondents admitted having not been in touch with the social workforce. However, faith-based communities were not professionals in psycho-social care. They assisted in giving food, shelter, or clothes, but they were not psychologists, psychiatrists, or humanitarian professionals. Their social help was necessary and crucial, but that help had its limits and limitations to scale up the interventions for many students.

Unexpected Themes

From the data in Table 6, three unanticipated themes emerged while analyzing. Educators’ resilience, lack of social inclusion, and small family business. I investigated categories of family revenue, statelessness through the absence of birth certificates, and self-perception of educators’ caregiving interventions to find the importance of the three unanticipated themes. These unexpected themes focused on participants’ stories and disappointment to raise the phenomenon of poverty among students. These three themes summed up many comments made by all respondents about the unbalanced roles of educators and families in students’ social support. Educators’ testimonies helped reveal the vulnerable economic status of natives’ households. The fighting spirit of educators came to rescue single mothers and grandparents who cared for children.

Educators' Resilience

In this section, I dealt with educators' resilience in terms of strategies they built to survive and let their vulnerable students stay in the context of basic item scarcity. Participants' stories and experiences addressing the lack of school-funded canteens described their human character, courage, boldness, tenacity, and perseverance to aid vulnerable students. Through educators' resilience, I saw their imagination to generate informal caregiving for students. They knew that social welfare was nonexistent, so they had to make up their mind to initiate activities that could help students find some clothes and food. Through resilience, educators did not give up their chariness; they kept seeking help in situ and outside in churches. Participants' answers gave a realistic portrait of Gabon's rural inhabitants living conditions. Participants wanted to describe policymakers' failure to provide food, clothes, and health care to students in vulnerable areas. The road of development has not reached or crossed the Indigenous camps and settlements of the countryside. Participants depicted life in rural areas; they did not talk about manufactured or processed meat and fish. Through suffering, educators described the gap between state subsidies and the need for basic food in the rainforest, where indigenous people's first source of proteins remained bushmeat. The below section will explain the link between the research questions and educators' resilience.

Small Family Business

The category related to family revenue supported the above-unpredicted theme. The conversation with the twelve respondents helped me determine the importance of the rural economy. Such a short but intense vocabulary from participants about students'

physical and psychological conditions summarized the dilemma of parents' household's poverty and the lack of cash alternatives to increase the wealth and living of families. The above theme confirmed that families still practice agriculture on a rudimentary basis. The word plantation in these statements does not mean what one sees in the US or Europe, but just small farms for a living. Behind participants' speeches, they thought about small farms where families grow plantain bananas, sweet potatoes, cassava, and groundnut. Families exploited tiny plots of land with rudimentary tools such as traditional axes and machetes.

Lack of Social Inclusion

In this theme, I reflected on the absence of social protection policies, mechanisms, and allowances to support the inclusion of all vulnerable students but mainly students with disabilities and indigenous students. I especially thought about the rationale could integrate students with disabilities and indigenous students into public schools. Participants sought the assistance of the government to help children with disabilities. Most of their answers were that they did not know about disability care institutions in the vicinity of their schools. Categories dealing with the non-existence of social welfare, fear, and informal caregiving, had a converging point about the gap between public policies and the exclusion of students with disabilities and indigenous communities. The link existed with the theme of inclusion to mention that welfare services and educational planners did not address disabilities.

All the declarations from respondents about the inclusion of students with disabilities and indigenous children revealed the poor quality of social inclusion services.

The educators' statements of anger and frustration could help understand the total or partial absence of the social welfare system that supports the development of students living with disabilities. Vulnerable students could not rely on inclusive public policies because nobody enforced them. All respondents had the same answer in urban or rural areas about students with disabilities and Indigenous tribes with poor social backgrounds who could not meet the basic requirements of bringing imported manufactured biscuits to school, good clothes, and educational tuition fees. Therefore, most respondents relied on priests and religious communities present in the areas.

Two types of donors existed in participants' reports to help Indigenous children and students with disabilities: religious communities and respondents themselves. The qualitative data provided evidence that supported the research problem about the role of educators as primary caregivers in the Gabonese educational system. However, religious communities' interventions might not be inclusive because they were limited to the areas where they had their believers. Respondents who carried on feeding vulnerable students may run short of money themselves. In the category called fear, participants insisted on the role of the central government in implementing inclusion policies.

Themes' Alignment to Research Questions

Table 6

Matching Research Questions with Themes

Research question	Theme
CRQ: What were educators' perceptions in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation?	Chariness Peer to peer Educators' resilience Lack of social inclusion Commonwealth policy
SQ1: By what means did teachers identify students' social problems?	Peer to peer
SQ2: What methods and interventions did teachers use to address students' social problems?	Chariness Peer to peer
SQ3: Why didn't they refer students to professional caregivers outside the school system?	Chariness Educators' resilience Small family business
SQ4: How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students?	Peer to peer
SQ5: From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom?	Lack of social inclusion Commonwealth policy

Central Research Question

Educators' perceptions in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? Table 7 gives a big picture of the link between research questions and themes. The central research question had some connection with the themes of chariness, also seen as cautiousness for students, Peer to Peer, educators' resilience, lack of social inclusion, and commonwealth policy. Educators' perception of

their students' social needs was verifiable through their statements of chariness, compassion, and feeling of love. Educators perceived their chariness in how they defined their social alertness by filling up the gap left by the lack of a school canteen. P2P was the strategy educators used to mobilize their colleagues to back up their social interventions and help them with other ideas. Educators' resilience by fighting every day to find snacks and clothes for vulnerable students was another strategy to face students' social dilemmas. Educators perceived students' social needs by describing the problem of commonwealth mismanagement by politicians and administrators. They stated their fear about the government's lack of social investment and accountability issues before the people who voted for them.

Subquestion 1

By what means did teachers identify students' social problems? Teachers employed several means to find out about students' social issues. However, P2P remained the most strategic approach used by teachers to identify the issues. Behind P2P, I saw the communication strategy between teachers, between teachers and principals, and between teachers and other administrative stakeholders who can find the solutions to the dilemma of snacks, school kits, and birth registration. I also saw the talks teachers had with the parents' school club and the parents' call to discuss the issues of their children's disengagement and alienation. So, talking to colleagues, associations of parents, and sharing concerns with parents were all ways of sorting out students' social challenges.

Subquestion 2

What methods and interventions did teachers use to address students' social problems? In terms of circumspection, Chariness served as a human quality, a professional competency, and a method to address students' social troubles. Not every teacher had a chariness quality. Only teachers carrying the burden of students' social exclusion could speak to the religious community or wash dirty students. Chariness was the umbrella for many alerting signs to assist hungry students and those who needed book notes and textbooks. Teachers intervened through chariness to cautiously collect snacks or buy school material. P2P was the intervention that worked out to raise funds, mobilize other teachers and send requests to priests and parents' school clubs.

Subquestion 3

Why didn't they refer students to professional caregivers outside the school system? There must be many reasons. However, I limited my answers to chariness as teachers guided students to professional caregivers because they were prudent about doing harmful interventions that might demotivate students. Some teachers did their best to look for social welfare services, but they could not find any. However, they did not refer students to social welfare services because their resilience developed across the long experience of students with vulnerabilities. Educators' resilience sets some kind of individual self-sufficiency to raise funds and buy students' snacks and clothes or school bags. Teachers, in their resilience, knew that there was nothing to expect from the government and families, so they developed the strength to rely on their funds. Teachers also realized that the theme of the small family business was an illustration of family

hardship with limited incomes. Therefore, teachers did not refer students to civil registration services to apply for a birth certificate because the public service was not accessible.

Subquestion 4

How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students? P2P was the instrument to monitor peers' support. P2P was either the dialogue between teachers or the conversation with the school principal. The two approaches were the key opportunities to find institutional support. Transcriptions' analysis showed that some teachers were satisfied with colleagues' support and encouraging comments. Few teachers answered that they did not receive any support from peers. School meetings were ways of looking for peers' support as they mentioned the school board quarterly meetings to discuss global issues of students' progress and wellbeing.

Subquestion 5

From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom? Teachers saw a connection between the lack of social inclusion policies and activities and the school institution as a structure. Participants spoke of inadequacy between the physical form such as buildings and the school architecture that could not welcome students with disabilities. As a result, that category of students was likely to quit school. The theme of Commonwealth policy has its foundation in the category called fear in this research study. Teachers saw the relation between the poor management of public

wealth, the lack of commonwealth ideology, and the limited resources allocated to schools. Teachers saw in the issue of commonwealth policy the possibilities for students to disengage because the public school did not give any guarantee or protection to vulnerable students.

Discrepant Cases

Data discrepancy meant that two or more data sets were different when compared and that discrepancy in the qualitative research study was a strength and not a weakness (Jeff and Corey, 2020). I dealt with discrepant cases by linking the research data to the general matter of trustworthiness in qualitative research when studying participants' responses. I mentioned Jeff and Corey's (2020) research data to raise the problem of subjectivity and reflectivity in the way I processed the transcriptions. I reflected that discrepant cases from participants' data were either the result of the interview questions or the coding bias. Jeff and Corey (2020) found out that subjectivity was the views or position I brought into the research process. In contrast, reflexivity stood for the insertion of my reflections related to my subjectivities during the data analysis stages. By reflecting on the similarities and differences obtained from the 12 participants, I decided on incorporating opposed codes under the same categories. Therefore, I had discrepant cases to balance the findings and the recommendations based on the thesis and antithesis theory.

Most of the participants had common opinions about students' existence with social problems. All their data led to the same ultimate point: social issues were fundamental in students' lives. They declared that they used educators' meetings at the

end of the term to raise students' social dilemmas. All participants stated that they did not understand the government's lack of social protection for vulnerable families. However, discrepancies occurred in the answers when some participants shared their students' concerns with other colleagues. Some said colleagues did not support their intention of caring for students' clothing, food, and family care.

Results

The research problem was as follows: Due to a scarcity of economic resources, no research has been conducted within Gabon to understand the practical problem of how elementary teachers served as both educators and social caregivers, nor has there been research to understand the types of interventions in which elementary teachers in Gabon have been required to engage. The central research question was: What were educators' perceptions in limited resource elementary schools in Gabon of the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? The subquestions were the following:

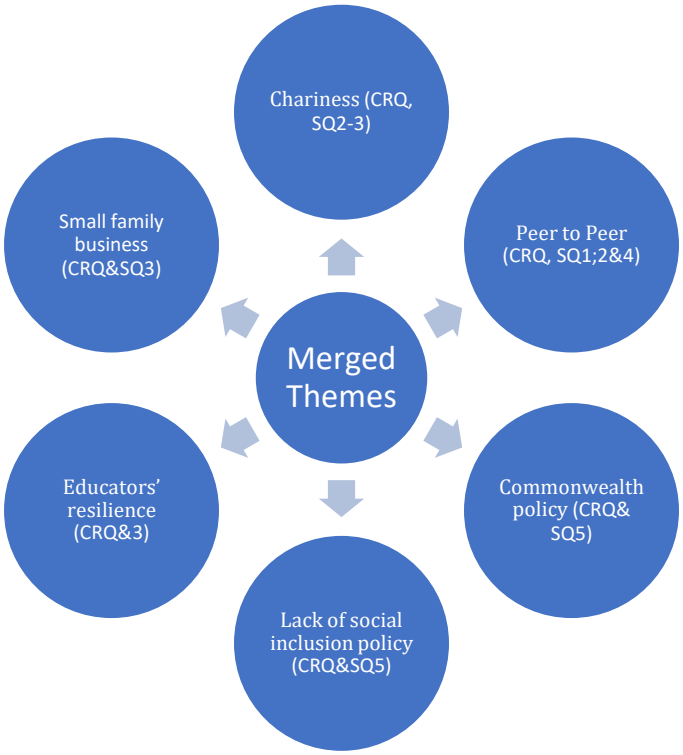
1. By what means did teachers identify students' social problems?
2. What methods and interventions did teachers use to address students' social problems?
3. Why didn't they refer students to professional caregivers outside the school system?
4. How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students?

5. From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom?

I identified and merged some codes, categories, and themes by analyzing the whole set of interviewees' responses. In the below section, I retrieved themes from the categories in Table 7 in Figure 4. I found eight categories in line with the related research questions in Table 7. I recovered the themes around vulnerable students in Figure 4. All participants reported their perception of the student's social condition with a realistic description of the local setting. Figure 4 was a way of circling the student situation from participants' words, notions, and feelings. In the middle was the target subject of study. The data analysis results appeared as social problems, institutions, and attitudes participants transcribed from their way of seeing the educational world around them.

Figure 3

Themes Aligned with Research Questions



In Figure 3, I made some abbreviations: CRQ meant Central Research Question, SQ stood for Sub question, and numbers referred to the above research sub-questions, numbers one to five. Each research question abbreviation followed each theme generated by the entire data analysis framework. Below is the analysis of the results by combining CRQ, SQ, or research question, with the corresponding strong theme.

Table 7

Number of Times Codes Were Counted to Construct each Category

Category	Number of times codes were mentioned
Category1: Educator interventions	63
Category 2: Nonexistence of social welfare	72
Category 3: Talking to colleagues	62
Category 4: Family income	73
Category 5: Informal caregiver	18
Category 6: Self-perception	8
Category 7: Birth registration	18
Category 8: Fears	23

Note. Adapted from "How to present qualitative findings" by Dr. Kriukow, 2020b, July 17, retrieved from https://www.youtube.com/watch?v=SYA7w25VLMM e

The numbers in Table 7 explain the importance of the categories. The bigger the number, the stronger the category aligned with the codes' occurrences. However, one category, as in Table 3, could have a few words or more words leading to one strong category in Table 5, but the social impact on vulnerable students depended on comments made by participants. With 18 codes appearances, birth registration seemed less important, but no child can enter school without that small piece of paper.

The Central Research Question matched all the codes, categories, and themes. In the central question, I sought participants' perceptions about how they dealt with students' social problems. I also sought their views about those students' signs of disengagement and alienation. When analyzing the entire interview answers, I observed that all interviewed participants had an opinion of caregiving with different degrees of intervention. The 570 codes extracted from the 33 pages of the transcript, after a lot of

screening and review by deletion of the similar nouns, gave eight categories and six themes. Some categories focused on educators' interventions perception, others on the existence or not of social welfare services. In some other categories, I concentrated on the following social challenges: Talking or not to colleagues to seek their support, low family income and revenue dilemma to pay school tuition fees, the presence of informal caregivers to replace the absence of public services from time to time, self-perception by educators about their interventions but also how they thought students' families perceived participants, birth registration as the major obstacle to citizenship and school enrolment, and last but not the least with fear about the school future in the studied areas injunction with the lack of public social investment. In the thematic framework, I merged six themes such as chariness, P2P, commonwealth policy, lack of social inclusion, small family business, and educators' resilience. These coding results were the endogenous and exogenous causes of students' disengagement or disconnection from school and alienation or loss of affection and friendship for the classroom, classmates, and educators.

Nearly all participants had cared for vulnerable students in their educational careers. Participants responded to the central question aspect of their perception of caregiving. Themes related to the lack of social inclusion, commonwealth policy, chariness, and small family business were the sad picture of the answer to the central question. I could not write all the narratives about participants' responses, but I picked up one participant's statement that highlighted the vulnerability level of students' disengagement throughout an academic year. The information from Ndjigha reported with his assurance and a smile about what he knew and addressed in his school: "There

are children who are autistic, who are disabled, those who cannot speak, those who have birth certificate problems are indescribably precarious. This exists especially in the provinces because I taught in Libreville a few years ago, but here it is something else/ difficulté avec une enfant malentendante ; retards des parents à amener les enfants à l'école malgré l'inscription faite ; la santé des enfants ; les absences d'actes de naissances." According to the above statement, chariness as a human value was educators' drive to boost the caregiving of autistic students. To address precariousness, participants needed the commonwealth policy enforcement to ensure the inclusion of students with disabilities within the educational and welfare system. However, Ndjigha alerted about the scope of "indescribably precarious" families. That alert linked the theme of Small family business and Commonwealth policy. Families living below the poverty line of two dollars a day with a child suffering from autism. Those families needed the state's specific interventions concentrating on bringing disabilities in children's development plans, budgets, and service delivery through and around schools.

Subquestion 1 Themes: Chariness and P2P

By what means did teachers identify students' social problems? Sub question number one dealt with the teachers' standards to identify students' social problems. P2P was one means of seeking peers' support by discussing students' cases and identifying the vulnerable ones with a caregiving response or intervention. Educators needed the help of their peers to identify students' problems. The theme of P2P happened to be essential and transversal because, in participants' comments, peers' discussions had different roles, such as advising peers, leveraging resources, asking for orientation, inquiring about

students' family backgrounds, and seeking best practices. Information across themes was about teachers encouraging or discouraging those seeking support. Not all P2P activities benefit educators and students. Participants' comments revealed that some educators refused to help because they admitted social aid was the government's responsibility. Results showed that not all teachers had the same perception of caregiving. Educators' dialogue with colleagues was intervention as the first attempt to understand students' disengagement. So, there was a link between the above two themes. Chariness, or the art of being aware of students' needs and serving human beings, was educators' aptitude and philosophy. Still, those bearing that human value needed a platform to discuss or share their opinion of caregiving. Debating between educators showed other means of investigating why students had dirty clothes or lacked snacks at break time. Behind educators' interventions, there were other means of investigation, such as educators' meetings with parents' school clubs or inviting relatives to discuss students' disengagement and alienation.

An enjoyable means of identifying students' social issues was contact with indigenous communities of remote areas. The theme of chariness from educators' perspectives related to Bakoya, Babongo, and Baka indigenous students showed that only participants educating in rural areas met and served indigenous people. Urban participants did not mention any case of indigenous students' care or education. In their perception of caregiving targeting natives of the studied areas, some respondents insisted that identifying social problems among the Baka or Bakoya natives was hard, which explained the limited interventions regarding that specific group of students. Mbenga was

as straightforward as possible about the lack of experience and relationship with indigenous people: “No native students here in town/ Pas d’eleves autochtones ici en ville.” Her prompt and short answers in some parts of the interview could explain that P2P talks in that school did not involve the cases of indigenous or rural communities. Mbenga confirmed what many educators would say about caregiving: it depends on where they teach or live. Mbenga’s answer was short, quick, and direct because her caregiving perception was urban-based orientation.

Subquestion 2 Themes: Chariness and P2P

What methods and interventions did teachers use to address students’ social problems? Sub question number two was about teachers’ practices and interventions to address students’ vulnerabilities. Chariness and P2P were the methods employed by teachers to support vulnerable students. Other themes existed to back up the idea of teachers’ approaches and interventions. There were no state-owned national caregiving strategies or standard operational procedures for caregivers. That is why one category was about informal caregiving. Chariness and P2P worked out as methods and interventions because they stimulated teachers’ caregiving when they faced vulnerability cases in their classrooms. There was no guideline to follow. That is why some teachers perceived that the school administration, as well as students’ parents, abandoned their duties of caregiving.

On the contrary, the same participants perceived teachers as “little gods/petits dieux,” as one of the participants stated during the interview. To them, “little gods” could perform social miracles of feeding, washing, and teaching vulnerable students while

struggling to prevent students' disengagement and alienation. Participants' opinions about "little gods" and chariness in alertness, sensitivity, awareness, prudence, and watchfulness were a semantic coincidence. Nevertheless, when I reviewed line by line the transcriptions to support themes, a few methods came as the result of coding: peers' careful discussion, meeting carefully with principals and parents, teachers' contribution, prudent advocacy to religious leaders, classroom observation, listening to vulnerable students, and sensitization without hurting students.

Mavandza illustrated chariness in a wary way and P2P that teachers exploited to address the issues of students' hunger and snack: "We talk about it first among colleagues. Sometimes some people have a better system than us; then, we will see our principals, who will contact social services to see how the social center supports it. The child may be sent to the social service or the hospital for further examinations before sending the file to Libreville in case they might not be of any help here/ Nous en parlons d'abord entre colleagues. Quelquefois certaines personnes ont une meilleure approche que la nôtre ; ensuite, nous allons voir notre directeur, qui contactera le service social pour voir comment les soutenir. L'enfant peut être envoyé au service social ou à l'hôpital pour des examens approfondies avant d'expédier le dossier à Libreville au cas où ils ne peuvent pas aider ici."

Many times, P2P comes back as the critical method to build a strong relationship between teachers, their principals, and other vital stakeholders to supply snacks and think about a suitable way of reducing children's statelessness status. When commonwealth practices through local and central government are absent, only talks between front liners

of the social turmoil could fight like teachers to become the caregiving agents. I realized that participants' viewpoints about P2P converged towards one method: talking between teachers.

Subquestion 3 Themes: Chariness, Educators' Resilience, and Small Family Business

Why didn't they refer students to professional caregivers outside the school system? In Figure 3, the themes that had a link with the issue of reference services and professionals were chariness, educators' resilience, and small family business. The reference system did not work in many cases because most of the participants did not know the existence of referral offices. Another reason the referral approach was not possible was the long distance between schools and the next town or district where social welfare existed. The welfare system offer was hard to implement. Teachers who referred vulnerable students to welfare services were also skeptical about the quality and availability of social responses and procurements. That skepticism was also visible in the absence of public agencies that supported the development of small family businesses. Participants could not refer families to an institution that could lend or donate some cash to improve farming. Without any financial reference to assist students and their families, participants knew that there was no need to appeal for social welfare.

In Tables 5 and 6, codes and categories mentioned social welfare services' existence, non-existence, or weaknesses. That was the most robust result because most participants spoke about the failure of the social welfare system. In the meantime, chariness and resilience increased among participants who often stated that they could see

vulnerable students in preschools and elementary classrooms without doing something. The absence of public budget sharing between the central government and local schools brought about the lack of commonwealth policy and ideology to think about the most vulnerable communities. The development of chariness and educators' resilience became evident in schools' structures. Later in sub-question five, participants showed the link between institutional failure and students' alienation or rupture with the public school system. Another result was the link between the absence of an organized P2P system and the rise of informal caregiving and talks between teachers to find out local solutions to local problems. In informal caregiving, chariness and P2P data showed the existence of religious communities, teachers' donations, principals' punctual help, and politicians' occasional aids. Other data under Chariness mentioned the long distance between the schools and the nearest social welfare office. The result was that nobody went to report students' cases to social workers.

Because educators were not professional caregivers to master the referral procedures, they declared that the presence of students who bore any physical or mental disorders was rare in the participants' testimonies. Only in three occurrences did respondents recognize the existence of disabled students in their classrooms and discuss the social assistance they provided. On the contrary, four participants spoke about the non-existence of disabled students in their caregiving experience. Five participants did not, at all, deliver any caregiving intervention to support disabled students. To demonstrate that he did not refer students to social welfare services, Ngwamba ensured that he helped students with disabilities as he courageously reported:

> Regarding disabilities, there are a few methods that we can use. Like a child whose household is not calm, he is removed to give advice, to console to try to alleviate his temper so that the latter is attentive in class. Because when a child has a mental problem in the classroom, his attention is not captured, and he does not participate. As we do not have a social service in primary school, the teacher himself is obliged to play the role of social worker, find ways and means to console the child and understand what is wrong. / Concernant les handicaps sociaux, il y a des petites méthodes que nous pouvons utiliser. Comme un enfant dont le ménage n'est pas calme, on le retire pour donner des conseils, consoler pour essayer d'atténuer son tempérament, de sorte à ce que ce dernier soit attentif en classe. Car lorsqu'un enfant a un problème mental au sein de la classe, ça se ressent souvent, son attention n'est pas captée, il ne participe pas. Comme nous n'avons pas de service social au primaire, l'enseignant lui-même est obligé de jouer le rôle de travailleur social, trouver les voies et moyens pour consoler l'enfant et comprendre ce qui ne va pas.

The above response contained more themes and social problems than the sought answer about why teachers referred or did not refer students to social workers. The respondent acknowledged that neither he nor other participants had the skills and capacities to deal with disabilities. Still, as a teacher with an excellent educational background, he was able to address the issues of alienation and disability. Ngwamba also recognized that he could only deliver primary care interventions such as comforting the students with kind words. That was a good approach but not enough in an environment

where nearly everything was absent. That statement has hidden the economic theme of the small family businesses. Behind Ngwamba's concept of "household is not calm" dwelt the category of family revenue and the methods parents apply to earn some cash. Through codes, I knew that most rural families were hunters and gatherers. Their sources of income were not enough to cover family expenses. Teachers had to become resilient in organizing fundraising to procure snacks for hungry students. The absence of cash or the scarcity of regular income made students more at risk of disengagement.

Subquestion 4 Themes: P2P

How did teachers perceive that they were supported or not supported by the school system in addressing the needs of disengaged and alienated students? Sub question four dealt with the ways teachers perceived the support they received from the institution, the administrators, the regional superintendent, and colleagues. The theme of P2P was the core strategy to monitor and follow teachers' perception of the support they deserved from stakeholders. The category known as educators' fear was about codes that expressed participants' moods during P2P sessions in teachers' meetings. P2P generated fear because one code was about state accountability to its populations. The result was that the government did not behave as if it was accountable for students' poor learning and living conditions. Because of the lack of accountability, participants feared that the government planned to close some schools as they did in other provinces for a lack of teachers or enough students. The fear participants wanted to show was part of their P2P discussions during school meetings. Participants testified that they used informal caregiving actions to save students and the school because they were aware of the government's failure to be

accountable for students' social difficulties. In every result, I saw the constancy and consistency of the link between all themes, codes, and categories to strengthen how teachers perceived the governmental and local support for their resilience and chariness.

That talking issue of fear of state disengagement became an irony when Diablo, while laughing and shaking his head as a sign of caricature in local culture, confirmed the lack of welfare infrastructure perceived as the state's negligence: "No, it's complicated. Only the Reverend supports us; other services are not available. / Non, c'est difficile. Il n'y a que le révérend qui nous apporte son soutien, d'autres services non." As I listened to the same answer from Koundi, teachers had a low perception of the institutional support for the fate of students in need of clothes and snacks. Religious institutions played an important role in areas where the government was not present with essential social services. Diablo's ironic answer revealed the opposition between service offers and citizens' demands for welfare protection. The gap was immense between students' needs and the government's welfare capacities as perceived by teachers who evaluated through observation a low satisfaction with public social interventions and the formal absence of teachers' support to the neglected students.

Subquestion 5 Themes: Lack of Social Inclusion and Commonwealth Policy

From the teachers' perspectives, what relationship did they see between the school institution as a structure and the experience of disengaged and alienated students in the classroom? To remind the family of scholars, the school institution in this research study referred to the local school in a village or town. The structure refers to the school premises and assets such as the playground, the gymnasium, the library, students' desks,

chairs, and the policies and standard operating procedures found in a village or urban school. Students spending some time in the school have disengaged or dwelt in a state of alienation by losing faith and trust in the institution and its managers. Participants saw a relationship between the school's absence of care policies and the feelings students developed before losing any positive sense about the school they used to enjoy.

This last sub-question was complex but very serious by the problems raised. The sub-question was about teachers' perspectives on how they see the educational institution development and the social challenges of students' alienation and disengagement through the lens of children's experience. Two data analysis results seemed practical here. On the one hand, some participants stated that there was hope because they were "little gods" and could find tricks and tips to change alienation into the affective perception of school by vulnerable students. That was part of the themes named lack of social inclusion and the category called educators' intervention. As "little gods," they were able to exploit informal caregivers' opportunities by donating 500 Francs (about $1) to buy snacks for hungry students. Students' disengaged student experience might change student commitment and connection to the classroom. On the other hand, some participants saw the school institution as a structure, a place of no hope because the government was not accountable and absent in commonwealth policy and social welfare. So, being "little gods" to imagine and make up survival actions were useless.

The synthesis of this dialectic discussion about teachers' perception of the structure versus students' experience was in the broad tendency of participants' talks about students' social dilemmas. These talks happened inside the community of

educators. Participants recognized that they regularly shared their concerns about students coming with social difficulties. The codes under Talking to colleagues helped understand the case: Community dialogue and encouragement, no exchange and discouragement, and loss of hope under Fear. On sharing the information with colleagues to seek their support and comments about their perspectives, many participants admitted discussing with colleagues during school councils or on a bilateral and informal basis: Sub question 5 assessed social inclusion and commonwealth drawbacks. Ndila, boldly but with the calm of an experienced teacher, insisted that peer-to-peer discussions were the approach used to address teachers' perspectives in front of students' experience of dropout and other social challenges: "Each colleague gives his idea, and we find solutions to that! / chaque collègue donne son idée et on trouve des solutions par rapport à ça!"

In urban versus rural areas, families' economic status and state showed many schools and family development gaps. Other results emerged among the various comments given by interviewees. One reflection was about the state's obligations toward vulnerable students. The theme of lack or absence of social inclusion described as urban and rural students' issue of age to remain at school occurred several times as an example of teachers' views of the school future in their areas. The answers to the last sub-question generated a consensus when I invited participants to have a final word or if they wanted to review previous answers, they all spoke about the need for government intervention to reduce family vulnerability. That was the themes of lack of social inclusion and commonwealth merging from the category named fear. Lefendi came with an astonishing report: "It is precariousness; also, people who let themselves go because poverty does not

prevent a human being from being clean. / C'est la précarité, les personnes aussi qui se laissent aller car la pauvreté n'empêche pas à un être humain d'être propre."

The root factor of students' turmoil remained precarious and stimulated by the theme of lack of social inclusion and small family business. Lefendi thought that parents were unstable, negligent, and not resilient. She separated economic poverty from moral poverty. She felt that living below the monetary poverty line did not prevent parents from cleaning their children before sending them to school. Participants also repeated the lack of facilities to build new educators' capacities. Under the theme entitled P2P and the category of talking to colleagues in the meaning of school perception by disengaged students, the school image and visibility were not lovely to see and evaluate. Respondents repeatedly pronounced the closure of teachers' training colleges as a severe concern to help anticipate students' alienation. Even with the existing educational facilities, respondents pointed out the aging of educational premises. Diablo complained, with a shameful attitude, about the government of Gabon: "The first responsibility of the situation was the national education minister when it decided to abolish the program of enrolling trainee teachers in the state education training college because training must be continuous to comply with the replacements of retired educators. / Le premier responsable c'est la tutelle, lorsqu'elle a décidé de supprimer le concours d'entrée à l'école normale, car la formation doit être continue, les remplacements doivent se faire." Teachers' perspectives about students' retention, as opposed to students' disengagement, had a link with the educational structure. The structure did not train teachers or recruit new educators. The closure of training colleges and the lack of tailored capacity building

in education gave teachers a negative perspective about students' frustration and willingness to drop out.

Evidence of Trustworthiness

Credibility

Positivist researchers found that credibility in qualitative research studies corresponded to internal validity in quantitative studies, but trustworthiness details remained very different in both research methods (Xerri, 2018). To make participants' transcriptions trustworthy, I made this research study credible by assessing or measuring what I intended to investigate in Gabon (Xerry, 2018). I studied educators' perception of caregiving from their experience and events in their classrooms when they addressed students' social difficulties. The topic, the participants, and the research problem remained unchanged throughout the research process to abide by credibility criteria.

The twelve respondents to my data collection method received invitation letters to become interviewees (Martin et al., 2020). They accepted, while others did not respond to my invitation. Before the interviews, I sent the consent forms to the twelve educators who took to be participants (Martin et al., 2020). They signed the physical shape or accepted it by SMS and returned the forms' files as WhatsApp attachment documents. According to Xerri (2018), "As a substitute for internal validity, credibility involves two tasks: researching in such a way that it is highly probable for the findings to be found credible and having the findings […] that is, the participants themselves" (p.39). The 12 participants approved what they told me, and they also supported the recordings that I promised to save and keep for five years.

Transferability

Based on the work of Monsen and Van Horn (cited in Xerri, 2018), the notion of transferability signified "the extent to which findings from a qualitative study are useful in understanding how people experience the target phenomenon in other settings or under other conditions" (p.39). In the case of this research study, findings from the 12 participants helped catch the way educators addressed the phenomenon of students' vulnerability in other schools' classrooms or under other political, cultural, or social conditions. I used a lot of international data sources in education and caregiving to confront the 12 participants' information with other caregivers' approaches. At the end of each interview, I asked participants to add or change some data during the debriefing session. All the participants wanted me to keep the recordings as they were with the Microsoft Team's videos to confirm what Ritchie (2021) called treating participants ethically. The concept of transferability was practical because the probability of replicating what I found out in a new environment was evident since the efficacy would not change (Xerri, 2018).

Dependability

According to Xerri (2018), the notion of dependability "concerns the consistency of a study's results" (p.40). The results extracted from the 12 transcriptions' analyses remained consistent. Urban participants and rural ones were informed of the same social trends that perpetuated students' disengagement and alienation within schools' environments. No matter where I asked the interview questions, respondents had the same portrait of social problems faced by students. Results consistency was again tested

when I compared telephone interviews with Microsoft Team's videos. The interview channel did not influence the consistency of the results.

I compared my interview questions with other studies about the same field and stakeholders. I also compared my interview questions to studies about Indigenous students' educational perception of the world. In Africa, I weighed up my interview with Garba (2020) about the care of children and early development. In England, I was interested in Mapplebeck and Dunlop (2019) about holistic education and the importance of feedback in classrooms. Also, in the USA, I focused on the work of Kessel (2018) about the importance of play in early childhood education. Interview questions and follow-up questions I wrote focused on the perception of caregiving (Garba, 2020), the experience with disabled and Indigenous students, and the existence of child rights associated with social justice reference services and systems (Bajaj, 2018).

I set up the dependability of the interview question by stabilizing the wording and number of questions with each participant. I did not change any words, and I asked the same questions to the twelve respondents. I followed Yin (2018), who defined reliability as the consistency and repeatability of producing the findings. I made the internal validity strong by consolidating of the interview questions with "How," "Why," and "What" required in a qualitative research study (Yin, 2018).

Confirmability

Xerri (2018) also wrote that confirmability "consists of the degree to which research results can be corroborated." Here, I see the IRB, URR, and mentors monitoring the research protocol I employed as ways and means of authenticating and validating my

research results. The Gabonese history in chapter one, the research problem as I stated across the five chapters, and the consistency of the research purpose, helped corroborate the below results that came only from the 12 participants in this research study.

I watched the recordings from videoconferences and listened to each audio interview. I took the time to translate and later interpret the twelve recordings (Muller & Baum, 2020). By analyzing from French to English and vis versa, I may have introduced some subjectivity by including my words and the translator's experience in how interview answers should stay. However, I reviewed or confirmed the words and sentences I translated and interpreted by comparing my translation with Google Translate results. My objectivity in the recording content conformed with the original transcription of the participants' opinions. Objectivity and subjectivity in a research study can be advantageous or disadvantageous. This medical doctor used to support patients with Covid-19 and later caught the virus before writing a research article (Lorenz, 2020). Achieving research outputs required objectivity, but my writing style and understanding of the environment may have influenced the data analysis method up to the codes and categories levels. However, the discussion about themes will come later after analyzing the results.

Summary

In conclusion, data analysis created ample space for reflection and trustworthiness about the nature and scope of educators' interventions to care for students with social dilemmas. The desegregation of these qualitative data into codes, categories, and themes was essential to understanding the research questions. Respondents spoke about their

efforts of being caregivers and teachers. The interviews demonstrated the depth of the social issues that families and the government must address, as the links between research questions and data analysis validated the thematic framework.

The structure of the interview questions was functional. I divided the questions into three sections. The main questions came first during the interviews. The follow-up questions helped respondents extend the discussion. Probes were necessary to verify that respondents confirmed what they meant. I noticed many similarities between the answers of respondents working in the urban areas and the information from rural locations. Geographical distance and the level of economic development did not determine participants' answers about social issues faced by students. The consistency of the responses with the data analysis results demonstrated that the caregiving of students was not as I expected. I came to the field with some apprehension. I hypothesized that students' social challenges were tropical diseases like malaria and diarrhea. I also speculated that HIV/Aids could have been the first obstacle to student disengagement and alienation in classrooms. Statelessness, school snacks, and tuition fees were the bottlenecks, to my surprise. In Chapter 5, I discussed the interpretation of the findings, the limitation of the study, and some recommendations to key stakeholders.

Chapter 5: Discussion, Conclusions, and Recommendations

The research problem was: Due to a scarcity of economic resources, no research had been conducted within Gabon to understand how elementary teachers served as both educators and social caregivers, nor had there been researching to understand the types of interventions in which elementary teachers in Gabon have been required to engage. The central research question was: What are educators' perceptions in limited resource elementary schools in Gabon about the social needs and strategies employed with students who demonstrated signs of disengagement and alienation? I reinforced the central question with five subquestions.

The information provided by the 12 participants who belonged to the same professional community showed consistent and recurrent messages about educators' perception of caregiving and students' vulnerabilities because they had suffered from all forms of social discrepancies. The literature review addressed studies about the bridge and partnerships between education and caregiving to address students' social difficulties. Researchers have produced abundant research studies about educators and students in wealthy or vulnerable social communities globally and mainly in developed countries. In Africa, South Africa was the country I found with research articles and online libraries available in the subject matters I dealt with in this qualitative study. However, I did not find enough scholarly articles about Gabon's educational system, caregiving in the country, and other related issues. When analyzing the data content and frequency, I collected from 12 participants, I found the link between teachers' perception of their role as caregivers and students' social problems in Gabon's urban and rural

studied areas. Although Microsoft Word was a popular instrument for many researchers, such as Kipal (2019) and Kriukov (2020a), it was a new finding because I only thought about more sophisticated software to analyze qualitative transcribed data.

The data I collected by interviewing 12 participants helped me find ideas and thoughts that I merged into 570 codes. These codes were nouns or compound words about how educators addressed the social problems of vulnerable students. I retrieved eight categories or essential concepts from these codes: educators' interventions, talking to colleagues, the nonexistence of social welfare, family revenue, informal caregiving, self-perception, birth registration issues, and fear of public services closure. I merged six themes from these categories, three of which were expected and three unexpected themes. The themes included chariness also known as alertness and cautiousness, peer to peer talks abbreviated as P2P, commonwealth policy issues or the mismanagement of public funds, lack of social inclusion for indigenous students and children with disabilities, small family business or local farming issues, and educators' resilience to address students social dilemmas. The codes, categories, and themes aligned with the findings of scholars such as Sefotho and Onyishi (2021), Chipchase et al. (2017), and Al Faruki et al. (2019) who wrote about families' social difficulties, social justice, and child survival or development. In this chapter, I present the interpretation of the findings, limitations of the study, recommendations, social implications, and a conclusion. Nonetheless, bilingualism theory described in chapter 2 is present in the findings' interpretation. Participants answers are both in English and French to maintain the uniqueness and authenticity of the data collection and the complexity of data analysis in countries where people must speak

more than three languages. The issue of bilingualism goes back to the aftermath of colonialism and neocolonialism with the loss of cultural roots.

Interpretation of the Findings

Grounding the study in the literature review helped me confirm the research problem and the purpose of exploring educators' perceptions regarding their interventions to care for students with social difficulties (see Urbina, 2020). A comprehensive thematic description of students' concerns, vulnerable children's social welfare systems, and educational institutions' roles also aided in limiting and localizing the research problem as some countries did with disabilities policies or cash transfers to low-income communities (Sabnis et al., 2020; Urbina, 2020). Educators did their best to prevent students from suffering social difficulties (Muller & Baum, 2020). In some countries, the social welfare system has worked well with educational institutions and civil society organizations or charities, as during the Covid-19 pandemic and schools' lockdown (Lambert & Sassone, 2020). In Gabon, the responses given by the 12 respondents showed that the welfare system did not work out in the provinces where I collected my data.

The target regions of the qualitative study did not have a national, regional, or county welfare system that provided school canteens and food, temporary or permanent shelters to homeless students, clothes and education tuition fees to jobless parents, and textbooks to vulnerable students, as found in the data analysis. They are reflected in Al Faruki et al. (2019). According to the respondents of my research study, the critical missing public services in rural areas were civil registration offices to apply for birth certificates, child nutrition centers or school canteens, farmers' technical support

agencies, household cash transfer services, disability care departments, and specialized education teams. The 12 respondents called for the state to have holistic interventions in households living with small businesses and schools with limited resources (see Schaffler et al., 2018). Educators could not replace the social workforce, and the opposite was impossible.

In this basic qualitative study, caregiving essential needs went beyond educators' rapid chariness and sporadic P2P support to disengaged students. One respondent, Mavandza, when I asked if he had something to add, concluded, "I come back to the difficulties regarding the absence of a birth certificate during students' registration at school for many reasons. / Je reviens sur les difficultés concernant l'absence d'actes de naissance des enfants lors de l'inscription pour multiples raisons."

Two themes corroborated this statement: lack of social inclusion and complicated commonwealth policy. Birth registration issues under the category known as statelessness occurred 18 times in the coding and content analysis process. By refusing to set up birth registration offices in remote areas, Indigenous people and many other ethnic groups became excluded from civil registration system. Birth registration in Gabon has many civic and administrative implications. To enroll in the universal health insurance system of Gabon, citizens must apply with an identity card. To obtain an identity card, citizens must provide their birth certificates. If citizens do not have birth certificates, they cannot apply for passports, opening bank accounts, or being candidates for political elections. The same barrier exists for job seekers and students who take national exams and tests. Schools did not adapt to new social realities of statelessness because administrators

carried on applying colonial rules inherited from the French rulers of the 19th and 20th centuries.

An educator cannot sort out statelessness issues because the Civil Act of Gabon allows municipalities and prefectures to be the only legal birth registration offices. Only the perfect and the mayor can sign birth registration because the law grants them the title of civil registrar officer. These fundamental issues make all the difference at the outset of a child's education journey. When I analyzed themes related to educators' perception of care interventions to help students, the respondents went far beyond their expected teaching and learning roles (see Kageyama et al., 2017). The absence of social inclusion and commonwealth policy to apply social welfare theories obliged educators to perform chariness and P2P with social work skills and competencies. Chariness as a manifestation of cautiousness to care, heedfulness to support, and alertness to foresee students problems, was proved by participants when Koundi bathed students, clothed them and fed the hungry ones. One respondent, Yong'la, noted that "in case I had such a case, I had to approach the dispensary or see the director who would guide us. / Au cas où j'avais un tel cas, je devais me rapprocher du dispensaire ou encore voir la directrice qui va nous orienter." This educator's intention was worth praising because the statement showed proof of chariness driving caregiving through anticipation and signs of social welfare values. However, reporting to the school principal and the district's small health unit was related to P2P. Documenting to principals did not holistically and comprehensively help the students who often came to the classrooms without any snacks and clean clothes. The

reason was the thematic limits of chariness and social inclusion as in the IFSW's (2018) definition of social work:

> Charity does not bring change; it can create dependency. Social protection is a community responsibility, but it also should lead to inclusion and social cohesion in our societies. Social workers have the skills, knowledge, and expertise to work alongside people and support them on that journey through change so that they can achieve individual and collective well-being. (n.d., Section 1)

In their responses to my interview questions, educators practiced chariness, or the art of being alert and sensitive to students' social struggles. None of the respondents mentioned the existence and activities of social protection services assigned by the local government or the central social welfare ministry. Gabon had a republican system of the commonwealth or public wealth share between central and local institutions. Nonetheless, subsidies did not reach the remote areas of the country. Commonwealth or public wealth distribution and regulation requires accountability from parliament, local government, and strong investigations from the court of audit. However, none of these republican institutions work as it should be in a real rule of law.

Social workers with skills, knowledge, and expertise were in urban areas. Working in a bureaucratic system, the social workforce had few relationships with the small family businesses in urban and rural students. The social welfare ministry posts civil servants in social services in all provinces and prefectures. However, some regions did not have any social benefits. Indigenous tribes in the jungle of Gabon were hard to reach. The social welfare system hardly goes to the natives of Gabon. Special rights

existed in the international humanitarian law to preserve and protect Indigenous communities' well-being with the 2007 Declaration on the Rights of Indigenous People (United Nations, 2021a). Gabon ratified the 2007 Convention on the Rights of People with Disabilities (United Nations, 2021b). Nonetheless, the six themes that I retrieved from respondents' statements revealed the poor development of the communities' social lives.

A link existed between the themes and the theoretical framework supported by Dewey's (1938) progressive education theory. Dewey noted that the quality of purposeful learning was universal and based on educational experience with all students. Purposeful learning encourages the freedom of speech and social changes. Among the current findings, such as the commonwealth policy and public funds mismanagement, lack of social inclusion, or small family businesses based on subsistence agriculture, factors behind these themes impeded purposeful teaching and learning. Lack of snacks and clean clothes reduced students' engagement and teachers' educational experience in disengagement and alienation. At the end of a teaching or learning day, students and teachers reflect on hunger and other social difficulties. Dewey's philosophical reflection on educational experience, even though written in the early part of the 20th century, resonated in the studied zones. Dewey knew Gabon and its problems of educators' interventions in schools to maintain a purposeful learning atmosphere when students lacked everything. Progressive education theory (Dewey, 1938) corroborated the contradiction between the themes of the current data analysis and the theoretical framework. Progressive education led to experiential learning, critical thinking, or social

skills development. To use those educational approaches, students needed school kits that were not available. Students needed regular food consumption to be active and proactive in progressive education. They hardly had snacks. Social pressure exaggerated by statelessness and dirty clothes created the conditions of disengagement and alienation.

The literature review findings provided similarities with the themes of the small family business to support the importance of quality of life, social welfare implications, and family revenue increase in progressive education (Garba, 2020; Hlongwa & Rispel, 2018). The literature included abundant findings on caregivers' poor perceptions of schools, hospitals, and nurseries as public institutions and how students and parents became disengaged and alienated (Chipchase et al., 2017; Hlongwa & Rispel, 2018). Perception had its subjective effect. Participants were the victims of the governing system. As victims of bad public governance, participants reported frustrations expressed in the theme of lack of social inclusion in the context of state accountability and the absence of birth registration. However, Garba's (2020) research in the same region but not the same country indicated that participants' statements were objective because the phenomenon of schools with limited resources was worldwide and not endemic to my research area. Al Faruki et al. (2019) addressed the same issues of students' vulnerabilities and poor educational response in Bangladesh.

Respondents showed a comprehensive perception of students' social environment. They illustrated the situation with realistic examples of educators as caregivers. Participants' answers described the roots of Indigenous and disabled students' disengagement and alienation. The responses to the 12 interviews corroborated

socioeconomic data from The World Bank (2021) about the Poverty headcount ratio among the Gabonese population. Gabon's poverty line is $2 that people spend per day. However, I could not desegregate the poverty line in urban and rural areas to assess the regional poverty level. The World Bank (2021) also reported that poverty issues might differ for different geographic places to reflect differences in living costs between rural and urban students and schools. Social students' difficulties reflected gaps in diets and consumption baskets between students who have snacks and those who expected educators to collect some food.

One answer from Diablo matched the finding of commonwealth policy controversy in the absence of state accountability. Diablo evaluated the state's interventions to mitigate students' social turmoil by stating that "the regional education administration wanted to divide the year into two semesters. Unfortunately, not all levels started simultaneously, so my satisfaction is 40%. / La tutelle a voulu que l'année se passe en quadrimestre, malheureusement tous les niveaux n'ont pas commencé au même moment, donc ma satisfaction est à 40%." That answer came after the question about the respondents' level of satisfaction with the way state accountability worked in their school. The respondent's perception of the government intervention was 40% positive. So, 60% of the opinion was negative or unsatisfactory about caregiving, snacks supply, clothes procurement, and textbooks delivery.

Hlongwa and Rispel (2018), in their findings on caregiver's perception, talked of the burden of care provision. Studying one child's disability known as cleft lip and palate, the above scholars found that interviewed parents mentioned child feeding and hospital

visits as burdens. In the 12 interviews, I realized that when the theme of chariness emerged from educators' intervention and informal caregiving categories, I came to the same understanding of caregiving as a burden for educators, parents, and students.

I found the bridge between P2P and other educational and social themes in the same approach. Nearly all respondents said they observed students' behavior, questioned students, talked to parents, and mainly discussed with colleagues or peers. The P2P process between educators had some relations with Dewey's (1938) freedom concept. Progressive education became a reality when educators, professionals, or stakeholders started debating the vision and philosophy based on Dewey's thesis. Bajaj (2018) was a practical case of the debates among scholars and educational professionals on some theories of resistance in academic research or liberatory education. What I tried to stress here was the importance of talks between educators. I thought teachers were in their lesson-centered approach without discussing students' vulnerabilities. I was wrong. Progressive education was already the momentum of participants in their schools. One prolific answer about the topics discussed in the P2P style was from Diablo:

> The first obstacle is the total abandonment of parents the lack of school supplies. The children are left to their own devices pedagogically because many live with grandparents, which hinders us because today we have to use the "Excellent" textbooks, the integration notebooks, which are at 8000 francs on the market. It is not easy for parents to buy them. The second difficulty is the children's clothing, they cannot dress appropriately for the lack of means, but we are to accept them. / Le premier obstacle est l'abandon totale des parents, l'absence des fournitures

> scolaires. Les enfants sont abandonnées à eux-mêmes sur le plan pédagogique car beaucoup vivent avec les grands parents, qui ne font pas un suivi. Et cela nous freinent parce qu'aujourd'hui on doit utiliser les manuels « excellent », les cahiers d'intégration, qui sont à 8000 francs sur le marché et ce n'est pas évident pour les parents de les acheter. La deuxième difficulté est l'habillement des enfants, ils n'arrivent pas à se vêtir correctement pour faute de moyen, mais nous sommes obligés de les accepter.

Progressive education in the context of Gabon's educational system meant opening dialogues between Diablo and his peers about students' dramatic situations. From the respondents' data, I set up the link with Urbina's (2020) research results in Mexico about the role of public welfare policies, inclusion policies, and reducing parents' fear in front of socioeconomic threats. Like Urbina (2020), many educators used the observation of students, social investigation, and case reporting. Urbina's (2020) findings presented the positive impact of cash transfers and states' interventions to support household development. However, the participants' testimonies replaced the government in the food supply chain, fundraising among educators, and spiritual support. One of the interviewees, Diablo, was bold in giving long detailed data:

> These problems exist because many are yet to realize the future of children and the importance of the word "school." For them, the teacher must solve all the children's problems; he has all the knowledge and must write for the child. It's difficult !/ Ces problèmes existent parce que beaucoup n'ont pas encore pris conscience de l'avenir des enfants et de l'importance du mot « école ». Pour eux

> c’est le maitre qui doit résoudre tous les problèmes des enfants, c’est lui qui a toute la connaissance et doit écrire à la place de l’enfant. C’est difficile!

Dealing with informal caregiving by religious communities and politicians, the clarity of the information and the courage of respondents were appropriate something like the “Progressa Program” was missing (Urbina, 2020). All respondents admitted that they did not refer vulnerable students to professional caregivers because the social welfare system failed in setting up offices and services in the area. Ndjigha, who guided disabled students to specialized educational institutions, gave up the project because there was only one technical school in the capital city:

> We had a case of an autistic child whom was a specialized educator for a year followed; he was then sent the following year to Libreville to enroll at the National School of Children with Auditive Deficiency (ENEDA). The service works with less money; it sometimes takes long before the central government allocates a reasonably large budget. It is difficult to follow these cases; it is even more challenging to help them as lengthy procedures. / Nous avons eu un cas d’enfant autiste qui a été suivi par un éducateur spécialisé pendant un an, puis il a été envoyé l’année qui suivait, à Libreville pour être inscrit à l’ENEDA. Le service travaille avec les moyens de bord, parfois c’est long, avant l’Etat attribuait un budget assez conséquent maintenant avec la récession il est difficile de suivre ces cas il est difficile d’aider tous ces cas dans la mesure où les procédures sont longues et elles prennent plus de temps.

The Gabonese nine provinces do not have specialized schools for students with severe disabilities. Teachers did not receive any special training to deal with inclusive classroom pedagogy. Urbina (2020) insisted that the Progressa Program started in rural villages and expanded to 30 million poor Mexicans.

In the P2P approach, some participants reported the cases to peers. Other participants reported straight to the schools' principals. Some of them thought that the principals were the right persons to write to, even if they did not receive any supply of food and clothes from the educational system. Some respondents used to raise the issues of vulnerable students during the board meeting. However, Diablo declared 40% of satisfaction in caregiving. The problem identified in the data analysis was about informal caregiving. There was no legal framework to define who should provide school welfare services. That social vacuum led to students' disengagement and alienation. Chipchase et al. (2017) linked students' engagement to learning, retention, and academic success. The findings in this research study related disengagement to dropout and academic failure. The truth was that they did not have any legal and planned support with a political commitment as Yandza became more open to sharing her perception of peer-to-peer activities:

> We talk about it first among colleagues; sometimes, some people have a better approach than us, then we will see our principals, who will contact social services to see how the social center gives its support. The educators may send the child to the social service or the hospital for further examinations before sending the file to Libreville in case they might not be of any help here. / On en parle d'abord

> entre collègues parfois il y a qui ont un coup d'œil mieux que nous, puis on va voir notre responsable qui a son tour se rapprochera du service social, pour voir comment le centre prendra en charge l'enfant. Il peut arriver qu'on envoie l'enfant au service social de l'hôpital pour plus examens avant d'envoyer le dossier à Libreville au cas où il ne pourrait résoudre la difficulté.

The respondents' point of view was evident about the rampant poverty that struck their students' families and alienation or loss of affective feeling for school. That poverty emerged in the students' eyes during class activities. The instructor's unmistakable style was irrelevant for many alienated students because they could not provide birth certificates, snacks, and clothes. Students dropped out because their parents could not afford educational tuition fees and textbooks. In the 21st century, readers of this research paper may assess the findings as strange or impossible to happen. The themes that emerged from the data analysis were social and human challenges already treated by Hlongwa and Rispel (2018): Small farm businesses refer to hunting and crops gathering, a government unable to provide lodging refers to living in the jungle and giving birth in the rainforest and compared to resilience. The answers were not a journalist report but primary qualitative data from 12 interviews in rural and urban settings. Vulnerability remained true according to respondents' data. Households in which grandparents were the primary caregivers of their offspring existed in the target areas of this research study.

In losing the African Ubuntu philosophy of solidary and child social support by elders, I found the link with mismanagement of public funds. That mismanagement, I linked the concept to the commonwealth dilemma or the existence of fraud and

corruption in managing public funds allocated to students. The Ubuntu emphasized interdependence and humaneness. Students' vulnerability and alienation were significant (Whaghid, 2020). The loss was visible in the traditional African context of solidarity and sharing of social benefits. When I listened to respondents, I realized that community responsibility that used to be the foundation of African resilience was over. Educators had no choice but to replace public services to feed and clothe students. The Ubuntu was like a commonwealth ideology and was visible when the elders could discuss the community's future and solutions for future generations without egocentric behavior. Villages did not develop their school canteens by providing crops and other land products without waiting for the failed state system. That is why Waghid (2020) wrote about the social responsibility of the institutions, the researchers, and the entire village.

The symbolism of Ubuntu philosophy matched with the role and functions of symbols in educators' thick thoughts and actions and the opportunity to develop critical thinkers (Dunn & Moore, 2020 & Jorgensen, 2009). Respondents' thoughts could have been those of simple teachers with learners. However, respondents' views of caregiving, alertness, and compassion became actions by feeding and clothing vulnerable students at their schools without seeking long-term interventions. According to participants, the act became a symbol nicknamed "little gods/ petits dieux" across data analysis, but that symbol generated subjective perception by parents and administrators. As in Ubuntu philosophy, educators' social responsibility lost its essence of commonwealth and resilience (Waghid, 2020).

In conclusion, the literature framework and the research findings matched the global research purpose of filling the gap in the literature. That literature framework is grounded in the scholarly investigation of educators' perception of their caregiving nature. The interpretation of the findings helped me understand the links between research literature and emerging themes.

Limitations of the Study

The limitations of this basic qualitative research study were the flaws and shortcomings related to my small research budget, the limited access to data analysis software, the small sample size of educators, and the gap in local research studies about the same topic and population (Hlongwa & Rispel, 2018 & Preston et al. 2020). The responses provided by the twelve interviewees were their personal history and story. They told me their perception of students' vulnerability and suffering (Martin et al., 2020). Nonetheless, perception and own stories might be subjective and limited to respondents' unique classrooms. The respondents' answers might bias the results and research findings (Futris et al., 2021).

Despite these limitations, the rigor of the methodology saved the findings. The stability of the interview protocol with the same planned interview questions and the same sample size reinforced the quality of the data (Coons, 2021). The research question and purpose remained unchanged and supported research standards' reliability and thoroughness. The various answers lead to the same conclusions and findings. The data were consistent in the diversity of respondents by sex, age, location, and school legal background (Futris et al., 2021).

Coding Reliability

As suggested by some experts, I realized the coding by using content and frequency analysis with Microsoft Word (Kipar, 2019). I identified codes by analyzing participants' ideas, line by line, before merging the codes into categories by following Kriukow's (2020a) presentation. I tried various innovative technologies available in qualitative research, but I could not afford to buy them for technical or financial reasons. However, the line-by-line coding results were reliable and a beneficial approach because of the advantage of familiarizing data with my memory and cognitive process (Wienkes et al., 2020).

Table 3, Table 4, and Appendix F described the entire coding path with letters and figures to refer to specific data across the twelve different participants' responses (Hodges et al., 2017). Without the above coding, I could have failed in finding my categories and themes. The coding approach in this research study developed a self-mental and mental discipline in my analysis. By exploiting Microsoft Word tables, I made up links between codes, designed the interpretation with a strong background on every participants' quotations, and anticipated the recommendations (Gökbuluti & Bakangöz, 2021).

Recommendations

This study increased knowledge about educators' roles in addressing students' social problems and their perception of their caregiving interventions. Different stakeholders intervening in education and social protection have in this study some data to fill the gap in research about elementary schools with limited resources. Therefore, I

suggested the following recommendations with evidence to support the implementation of child-centered development programming.

Recommendation About the Gap in Research

I recommend conducting a comprehensive quantitative and qualitative research studies about the scale of elementary students' vulnerability in Gabon. Gabon's political and economic context in Africa may not help to listen to the voices of educators in the areas where this research study took place. According to the World Bank (2021), Gabon's national income and low population can help fill the gap of social difficulties. The analysis of the categories and themes of the data I collected revealed three types of students neglected by policymakers, local and national governments, and parents: Hungry and poorly clothed Indigenous students from the Babongo, Baka, and Bakoya tribes, students with disabilities, and above all students from low-income households.

I also advise realizing a national situation analysis of the colonial rules and social norms consequences on Gabon's educational system since the 19th century. Educators' skills, capacities, and competencies to cope with the 21st-century school climate could help understand the social trends observed in schools and commonwealth management. Gabon's Law Number 21/2011 about education reform does not offer provisions for students suffering from several vulnerabilities. The same legal instrument does not mention the state's obligations to provide educators training. The educational law does not address issues of school canteens, special social protection for Indigenous communities, and mandatory capacity building of educators. School staff cannot match their skills with new social and learning dilemmas (Schaffler et al., 2018).

I suggest conducting a research study evaluating the social workforce and traditional caregivers in Gabon (Lorenz, 2020). In this dissertation, participants mentioned the absence of the social workforce in the long process of fulfilling child's requests and making school compulsory with the social inclusion of all students.

In fine, I advise exploiting this qualitative research study's database to design and conduct a commonwealth and social inclusion research study about the response plan for vulnerable schools. Scholars could use the collected data to elaborate specific and long-term work plans to address the issues by creating community birth registration centers, social welfare centers, and small family business strategies.

Strengthening Vulnerable Students' Social Inclusion System

I recommend conducting a mixed-methods research study by applying the theory of equal educational opportunity to understand why students with disabilities and Indigenous children cannot cope with the academic system. Students of the studied areas should have the same rights and social inclusion as their peers from other regions in the country or outside Gabon. Local culture used to have the tradition of caregiving where the elders played the role of educators and performed caregiving hand in hand, as underscored in the Ubuntu philosophy (Waghid, 2020).

I propose a practical research study about the evaluation of social inclusion services in target elementary schools or the assignment of social workers in Indigenous peoples' camps. These social workers should be Indigenous caregiving specialists. They should have specific training to acquire the anthropology, history, and beliefs related to Indigenous people. Specialized educators with a background in disability caregiving

should also be part of new services creation. The ultimate output is to mitigate the theme of chariness and the category of informal caregiving.

To conclude this subsection and based on Dewey's (1938) theory of education, I recommend a research study to survey elementary school students about the vulnerabilities they have faced by developing households' surveys with visits programs that reach vulnerable rural families. Social welfare surveys could help collect data about students' perceptions of alienation and disengagement. Respondents' claims in this study were often about their ignorance of services to refer students with disabilities or dirty clothes. From the findings of this research study, the social protection system did not operate in the areas (Coons, 2021). Respondents declared that they did not know the role of social workers.

Implications

Positive Social Change

If participants acquire leadership aptitudes and psychosocial values of chariness and inclusivity, the above findings could occur as the result of societal improvement or livelihood betterment at different social layers in the lives of the interviewed participants and their students. In this reflective work, I found out about the social transformation in individual educators, students' families, and state institutions. The foundation of this structural and behavioral betterment was the findings of this research studies illustrated by educators' chariness, small family business, commonwealth, social inclusion, P2P, and educators' resilience with a theoretical link to Dewey's (1938) progressive education theory.

If the six themes of this research study become part of the college of education academic package, positive social change implications in the lives and professions of elementary schools' educators and senior social models are possible in chariness implementation as a state of alert and cautious about students who show signs of disengagement and alienation (Waghid, 2020). As a social value and virtue involving carefulness, cautiousness, and circumspection, chariness adoption could become an official educational value with a practical modular implication in trainee education colleges. Training college of education introduces chariness teaching to boost social change. Participants did an outstanding performance by supporting vulnerable students. Nevertheless, they needed knowledge and skills in leadership and chariness as an academic discipline to know how to remain alert and cautious about students' problems and means to mobilize their colleagues, students' parents, and potential donors (Dunn & Moore, 2020). The positive social change expected result would be educators' capacities of building upon their successful interventions to mobilize other stakeholders to stay alert to students' challenges.

According to the found themes of P2P and educators' resilience in this study, the social change implication is participants' decision to adopt formalized standard operating procedures (SOP) for meetings with peers and ways to seek principals' interventions. I called that social change implication a P2P behavior change. Nonetheless, some teachers struggled alone to serve as educators and social workers. Their peers resisted or refused to be caregivers. Social change refers to perception and behavior change. To attract more educators and principals to support students, social change implications will be for school

principals to identify caregiving leaders among their peers and assign them with the task of social mobilization. Leadership is not innate; educators must acquire it through workshops, seminars, tailored training, and role models (Lambert & Sassone, 2020).

Stories of some participants showed determination to assist vulnerable students. They needed leadership to become social change agents. Dewey's (1938) philosophy of progressive and holistic versus traditional education backed up the notion of social change in education. Progressive education required people to change teaching paradigms in attitude and practice. Dewey's theoretical framework matched educators' progress toward a positive social leadership to mobilize social workers, civil society organizations, and other financial institutions around vulnerable students. Social change implication will be to mobilize other stakeholders who do not belong to the educational sector.

According to most participants' statements, caregiving agencies were hard to find. Gabon's social welfare organizations did not visit schools and families as reported by respondents of this research study. Therefore, a favorable social change implication expected from the social workforce was to see elementary schools and Indigenous people settings provide parenting programs and nutrition items like snacks. Social workforce positive social change requires social workers' solid and dynamic commitment to the hungry and dirty child through home and school visits and social welfare policies dedicated to Indigenous people (Sabnis et al., 2020).

A coalition of stakeholders around hungry and poorly clothed students might lead to social change implications between educators and social workers. If educational and welfare agencies shake the tree by removing the administrative obstacles, if the theme of

commonwealth influences legislators and the government becomes more accountable in governance and development programing, educators and social workers could unite and better care for vulnerable students (Martin et al., 2020). That theory of change has got external actors' implications to introduce social change behavior among state civil servants to improve political and funding assets. Respondents' experience of feeding vulnerable students was already part of the positive social change direction.

Findings in this research paper about family-based businesses was one support the entire tribe's life in rural areas. Without hunting, fishing, and farming, there was nothing to supply school snacks and pay tuition fees. Social change in that context was complex but necessary. Positive social change for hunters and farmers reflected the social transformation of women in the South American policy of cash transfers (Urbina, 2020). Cash transfers have got two faces of positive social change. The first face refers to policymakers whose positive social change is fundamental if caregiving must last longer with solid institutions. Positive political, social change can mitigate the theme of fear spoken up by participants when they showed skepticism about the government's signs of disengagement in rural Indigenous areas.

The second face of positive social change in the cash transfer context was farmers' attitudes and perceptions of modernizing local agriculture. I wondered if they were ready to initiate positive social change by espousing modern production techniques. According to participants' testimonies, local hunter-gatherers or farmers were bound to produce just enough food for basic needs as their ancestors did centuries ago. These changes are paramount because of the alarming findings in this research paper about the

need for jobs creation and financial incentives to promote themes of social inclusion and family business (Li et al., 2021).

Moreover, social change implication advocates the need for political changes. The perception politicians and citizens had of each other provided the perception educators described through the issue of statelessness and welfare services absence. The increase in knowledge about agriculture and household economy could enhance domestic economic activities and revenues. Thus, families' local business development may increase educators' and parents' resilience in fighting poverty and finding income to buy school snacks and clothes for children. Family revenue increases could influence the hedonic experience of adults (Li et al., 2021). The above researchers found out that the amount of cash one parent earns could speed up other social transformations. With sustainable revenues, families can afford to buy snacks and textbooks or travel to the civil registration unit to register their newborns. In Mexico, parents' sustainable economy became the shift from thought to action and a historical symbol of family empowerment (Urbina, 2020).

Methodological and Theoretical Implications

I used the basic qualitative research study method in this study. The research method helped design the literature framework, the data collection plan, and the analysis before guiding the data interpretation. Thanks to the basic qualitative research method, I dealt with the research problem and questions and connected them with the research results via MS Word manual data coding. Lambert and Sassone (2020) had many examples of methodological and instructional implications in vulnerable students'

education during the Covid-19 pandemic surge. As an example of instructional drift, Lambert and Sassone (2020) analyzed the impact of teachers' strikes in Argentina on students' incomes years later. They interpreted that the implication was worse because "that research also suggested that lost learning in early grades had the biggest impact" (p.10) in adulthood and a generational impact. I used that case to reflect on the methodological implication of this research study. The method filled the research gap by providing researchers, educators, and decision-makers with new and endemic data about the local school environment and causes of disengagement and alienation.

The theoretical implications existed in the link between Dewey's (1938) progressive education and the different research studies about students' and families' vulnerabilities. One theoretical implication was the constructivist support of progressive education to the research study's findings. John Dewey gathered enough material that backed up educators' statements and their thirst for educational progress. The category called fear and the code of state accountability and the absence of welfare services showed the need for progressive education. In Dewey's view of Gabon's school, Progress in education meant the linkage between the design of new social inclusive policies of the government and the new school policy.

Many international scholars defined education theories, vulnerabilities, and shifts to positive social change leadership (Li et al., 2021). Li et al. were in line with Dewey's (1938) viewpoints on holistic education. Again, I have to emphasize that my interest in Dewey's theory of education stood on the universal nature of the philosophy across time and continents. When I read Dewey (1938), I found linkages with respondents' answers

and testimonies about how the educational institution failed to include neglected and disabled children. Therefore, the qualitative method of allowing respondents to speak freely about their individual and unique experiences with vulnerable students was more valid and relevant than the participants' observation or case study.

The methodology I used had some implications for the literature review. The collected research data fed new scholarly projects in education and caregiving. Thanks to that literature review, I discovered that many researchers had written a lot about students' vulnerability, family poverty, educators' involvement as caregivers, and the failure or success of social welfare (Urbina, 2020). Some governments have addressed the problem of students' poverty by providing cash transfers policies and services with massive subsidies (Urbina, 2020). Religious communities' assistantship to vulnerable children has been the mark of human solidarity (Sefotho & Onyishi, 2021). Caregivers have always addressed individuals' problems by supporting massive, affected communities' pillars. The challenges of education and caregivers are part of the thoughts of Elchert et al. (2017). In conclusion, the methodological and theoretical implications helped respondents create the unheard voice of a vulnerable child and desperate educators who expected a lot from the government and human development agencies.

The basic qualitative method I used also bridged the theoretical and conceptual framework with the research question and the content of the collected data. The responses were all realistic and in line with caregivers, educators' roles as agents of change, and their perception of the status of vulnerable students (Li et al., 2021). Concepts such as vulnerability, caregivers, and social change, matched with the theoretical framework

defended by Dewey (1938). The latter spoke to student dilemmas that always started with a real purpose and impulse. That impulse led to inner desire. In this research study, respondents demonstrated the inner desires of students by the needs for snacks, clothes, birth certificates, and textbooks. The following statement from Yandza, with a typical local wisdom tune, reminded the bridge between educators' caregivers' engagement and John Dewey's theory:

> We talk about it, ask ourselves questions, and try to understand the source of the problem. In the case of children who have difficulties speaking, we try to look under the tongue to see if the student has an articulatory disability or by placing them near us to look closely at them. When there is entertainment, they try to make effort to speak. We see if they are trying to act out or not doing any activities, whether they blend in with the group. / On en parle d'abord entre collègues parfois il y a qui ont un coup d'œil mieux que nous, puis on va voir notre responsable qui a son tour se rapprochera du service social, pour voir comment le centre prendra en charge l'enfant. Il peut arriver qu'on envoie l'enfant au service social de l'hôpital pour plus examens avant d'envoyer le dossier à Libreville au cas où il ne pourrait résoudre la difficulté.

The interventions were complex for educators unless they remained alert and chary. In developing countries with minimal subsidies in education, investments were rare. Concepts of educators' resilience and caregivers in the literature review had their meanings and usefulness in such above testimony. When the respondent, Yandza, said, "We ask ourselves questions, and we try to understand the source of the problem," that

affirmation revealed not only the feeling of caregivers' chariness but merely John Dewey's (1938) notion of "interaction or cooperation with surrounding conditions" (p.68). Respondents acted in the context of poverty and child vulnerability. They did not ignore any facts about their surrounding families and students because they applied chariness and a predictable attitude. They did not pretend to be busy with assignments and exams preparedness. Educators cooperated with students to find out the desires of these innocent citizens. Later, the same respondent (Yandza) underlined:

> we do much social work. We take the time to observe children watching how they react because some are bright and others are shy. / Nous faisons beaucoup de social, nous prenons le temps d'observer les enfants en regardant comment ils réagissent car il y a ceux qui sont éveillés et d'autres qui sont timides, ceux qui sont lents, il y a ceux qui avec l'évolution font des efforts, ceux qui qui sont à part qui ne veulent pas se mélanger on les amène à s'intégrer. Ceux qui ne veulent pas partager on leur apprend à partager. Un éducateur doit avoir ces qualités. Un éducateur doit avoir au moins ces qualités-là.

When the participant stated she took the time to observe students, she meant using her chariness competencies and awareness to foresee disengagement and alienation. Koundi said with her humane feeling of chariness and P2P talent: "During our meetings, the director would come and tell the Gabonese that staying at home does not educate. / Lors de nos réunions le directeur venait lancer aux gabonaises que le fait de rester à la maison n'instruis pas." The theoretical implication was in the above statement about making progress in social behavior and resilience or perseverance. As if the principal

wanted to take the leadership by calling people to stand up and do something heroic for vulnerable students. The above statement was a principal's message to Koundi and her colleagues to be chary and ready to wake up for students' care. The participant claimed that caregiving started with alertness, passion, and high interest for vulnerable students. Firstly, carefulness and nothing else, as she insisted on theorizing the theme of chariness: "You have to love your job first; it's up to the educator to ensure that the child is always with him through little songs, stories, the way of staying with the child if he is hungry or wants to drink water. / Il faut aimer d'abord son métier, c'est à l'éducateur de faire en sorte que l'enfant soit toujours avec lui par des petits chants, des contes, la manière de rester avec l'enfant, s'il a faim ou veut boire de l'eau."

The declaration revealed what participants did to help students with social needs. Great caregiving was in the form of students' hunger and thirst. The participant who answered the above statement showed outstanding commitment by making up activities of songs and stories to retain hungry and thirsty students. However, working as an educator in Gabonese schools was very demanding because every respondent testified that they had to go beyond their teaching missions. After questioning themselves, educators decided to take their Ubuntu social responsibility and leadership (Waghid, 2020). This research study presented the theoretical implications across the theory of change, theory of holistic education, and theory of caregivers. Educators' perception of caregiving and their experience in delivering psychosocial services were part of John Dewey's answers in the last century.

Conclusions

The research problem was related to educators as caregivers. Dewey's (1938) theory of education was the foundation of the theoretical framework. The academic and conceptual frameworks had the same background. The research purpose, I articulated, connected the literature with caregivers in the global perspective of students' vulnerabilities and educators' solutions. Findings in the literature review raised the existence of vulnerable students across the Earth. Instead of having only social workers as the first caregivers, I found out that educators in the Gabonese countryside and towns were the primary social aid providers. The research questions bridged respondents' answers with John Dewey's progressive education theory versus traditional education.

Positive social change was present in the heart and hands of educators in rural and urban areas. Educators did their best to buy snacks for hungry students. Some educators in rural areas of Gabon cared for students by replacing parents and social workers. Among social problems that appeared as threats to students' welfare situation in Gabon were nutrition with the lack of snacks, dirty clothes with public health consequences, and statelessness with the absence of birth certificates. The data analysis also helped assess the challenges of general welfare policies and international development standards compliance with the local educational and welfare contexts. Apart from schools often built before France accepted Gabon's independence in 1960, state-owned social welfare services were absent in the studied areas. They did not have the funds and staff to apply the child-centered care approach if they were present. In other words, the government was absent or present but negligent in social inclusion. Educators had to play various

caregivers' roles. At least, there was hope because the findings from the mouth and hearts of participants pointed out that change was possible if evidence could help advocacy and positive social change for the generational benefit of students and their families.

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Appendix A: Interview Questions (English)

Interview Questions

Student Care:

1. *What are the main obstacles you face when working with vulnerable students? (Central question)*
2. *Why do you feel these obstacles exist?*
3. *If you specifically work with indigenous students, what social problems do you see among those students?*
4. *How do you address those students' problems?*
5. *How do you work to help children with disabilities?*
6. *How do you address those students' problems?*

Formal Services:

1. *When you have identified a student with social problems, how do you go about solving those problems?*
2. *Who are the persons you approach to address these problems?*
3. *What are the other services you can refer students to find out solutions?*
4. *Do you have these services in your area?*

Colleague Support:

1. *How do you share students' social problems with other educators?*

2. *What feedback do your colleagues offer you about your choice of interventions to care for students with social problems?*

Appendix B: Interview Questions (French)

Questions pour les entretiens	
Student care: *What are the main obstacles you face when working with vulnerable students?* *Why do you feel these obstacles exist?* *If you specifically work with indigenous students, what social problems do you see among those students?* *How do you address those students' problems?* *How do you work to help children with disabilities?* *How do you address those students' problems?* ***Formal Services:*** *When you have identified a student with social problems, how do you go about solving those problems?* *Who are the people you approach to address these problems?* *What are the other services you can refer students to find out solutions?* *Do you have these services in your area?* ***Colleague Support:*** *How do you share students' social problems with other educators?*	***Prise en charge de l'élève :*** *A quels obstacles faites-vous face quand vous enseignez des enfants vulnérables ?* *Pourquoi avez-vous le sentiment que ces obstacles existent ?* *Si vous enseignez spécifiquement les enfants des peuples autochtones, à quels problèmes sociaux font-ils face ?* *Comment traitez-vous les problèmes de ces élèves ?* *Que faites-vous pour vous occuper des élèves vivant avec un handicap ?* *Comment faites-vous face aux problèmes de ces élèves-là ?* ***Services formels*** *Quand vous identifiez un élève en difficulté sociale, quelle est votre démarche pour régler son problème ?*

What feedback do your colleagues offer you about your choice of interventions to care for students with social problems? 1.	*De qui vous rapprochez-vous pour apporter une solution à son problème ?* *A quel autre service pouvez-vous référencer cet élève pour résoudre son problème ?* *Avez-vous ces services dans votre zone ?* ***Appui des collègues*** *Comment faites-vous pour partager les soucis des élèves avec les autres enseignants ?* *Quel feedback vos collègues font-ils sur les choix de vos interventions pour prendre soins des enfants vulnérables ?*

Appendix C: Follow-Up Questions in English and French

2. ***English***	***Français***
Students' Care	***Prise en charge des élèves***
What is the main source of income of the families of indigenous pygmies' students? How does that income impact students' educational expenditures such as school fees? How do you get the social information about children who show signs of vulnerability? What are the vulnerable students' main behaviors during lessons in the classroom or playground? How do you relate these students' behaviors to their economic vulnerability?	*Quelle est la principale source de revenue des familles des élèves des peuples autochtones ? Comment est-ce que ce revenu affecte les dépenses scolaires telle que les frais d'écolage ? Quelles sont les principaux comportements des élèves vulnérables en classe ou sur les terrains de jeux ? Comment établissez-vous la relation entre ces comportements et la vulnérabilité économique ?*
Formal Services	***Services Formels***
What are the public or religious social services in your district? How do you often manage to alert the welfare system about your students' social situations?	*Quels sont les services sociaux publics ou religieux de votre zone ?*

What are the main responses from social workers? **<u>Colleagues Support</u>** What are the main topics of discussions with your colleagues during teachers or board's meetings? How do you try to make your colleagues more interested in students' vulnerability? What is your level of satisfaction when you receive their feedback? **3rd Interview to confirm previous answers** Did I understand you? Is this what you wanted to say? Do you wish to add anything or subtract anything?	*Comment faites-vous pour alerter les services sociaux sur la situation sociale de vos élèves ?* *Quelles sont les réponses qui vous parviennent des travailleurs sociaux ?* ***<u>Soutien des Collègues</u>*** *Quels sont les principaux points de discussion avec vos collègues pendant les conseils de classes ?* *Comment faites-vous pour intéresser vos collègues sur la vulnérabilité des élèves ?* *Quel est votre niveau de satisfaction quand vous recevez leur feedback ?* ***3e Entretien de confirmation*** *Vous ai-je bien compris ? C'est bien ce que vous voulez dire ?* *Voulez-vous rajouter ou retirer quelque chose de vos réponses ?*

Appendix D: Sample Letter of Invitation to Participants

Michel Ikamba
Walden University Student in the USA
PO BOX 16497 Libreville
Republic of Gabon
Telephone and WhatsApp: +24177502370

Date: M/D/Y

To:

Mrs./Mr. _____

_____

Subject: *Invitation to participate to an interview about a doctoral data collection project in the field of education.*

Dear Sir/Madam,

I am writing to ask for your voluntary participation to the above project of collecting data for my PhD dissertation in leadership and social change in education.

To begin with, the purpose of the interview will be to collect data from educators about the ways they care for vulnerable students while teaching. These data will serve an academic objective of doctoral study in the field of education. Data and any other information will remain confidential. You will be free to accept or reject the invitation of being interviewed without any consequence between you and the researcher. Before any interview, you will be able to know the context of this research study and the outputs of the data collection process. The recording of the discussion will help keep the quality and validity of the answers before transcription. When you receive the letter, you can phone, send an SMS or WhatsApp message to accept or reject the invitation. Please, at the beginning of the interview, feel free to sign the consent form and ask any question for a better understanding of the project.

I am looking forward to hearing from you.

Yours faithfully,

Appendix E: French Version of the Letter to Participants

Mr Michel Ikamba
Etudiant à Walden University aux Etats Unis
PO BOX 16497 Libreville
Republic du Gabon
Telephone et WhatsApp: +24177502370

Date: J/M/A

A
Monsieur/Madame …
_____
_____
_____

Objet : *invitation à participer à un entretien de collecte de données pour un projet de recherche doctorale dans le secteur de l'éducation.*

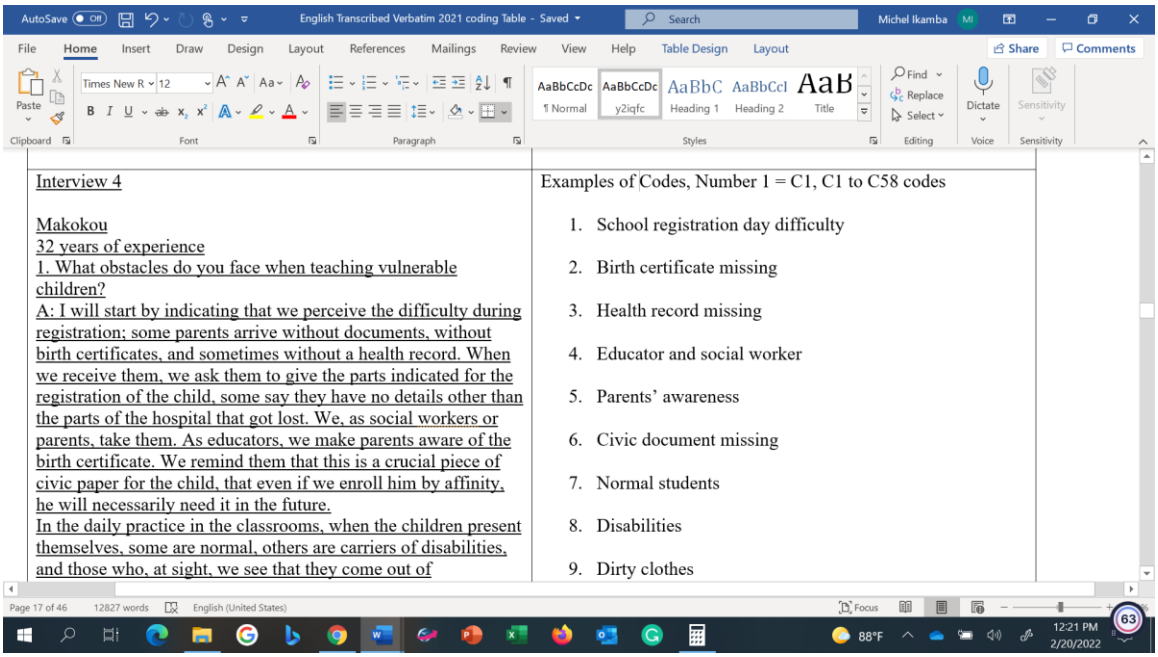
Monsieur/ Madame,
J'ai l'honneur de vous écrire pour vous inviter à participer volontairement comme personne ressource à un entretien de collecte de données pour des travaux de recherche doctorale.
En effet, le but de l'entretien est de collecter des informations sur la manière dont les enseignants s'occupent socialement des élèves vulnérables en dehors du curriculum standard. Les informations prises auprès de vous, volontairement auront une finalité académique dans la réalisation d'une thèse de doctorat dans le domaine de l'éducation. Les données collectées et les informateurs resteront confidentiels. Vous serez libres d'accepter ou de décliner l'entretien avant, pendant ou vers la fin sans conséquence dans les relations avec le chercheur. L'entretien pourrait etre par video ou teleconference si les mesures barrieres contre le COVID19 ne permettent pas un face-à-face. Avant l'entretien, vous aurez l'occasion de connaître le contexte de cette recherche et les résultats attendus. A la reception de la lettre, sentez-vous libre de repondre en appelant par téléphone, en envoyant un SMS ou un message WhatsApp pour accepter ou rejeter l'invitation. L'enregistrement audio des entretiens permettra de garder la bonne qualité des réponses et leur validité avant la transcription pendant une durée de cinq ans.

Dans l'attente d'une réponse favorable, veuillez agréer, Monsieur/Madame _____, l'expression de ma haute considération.

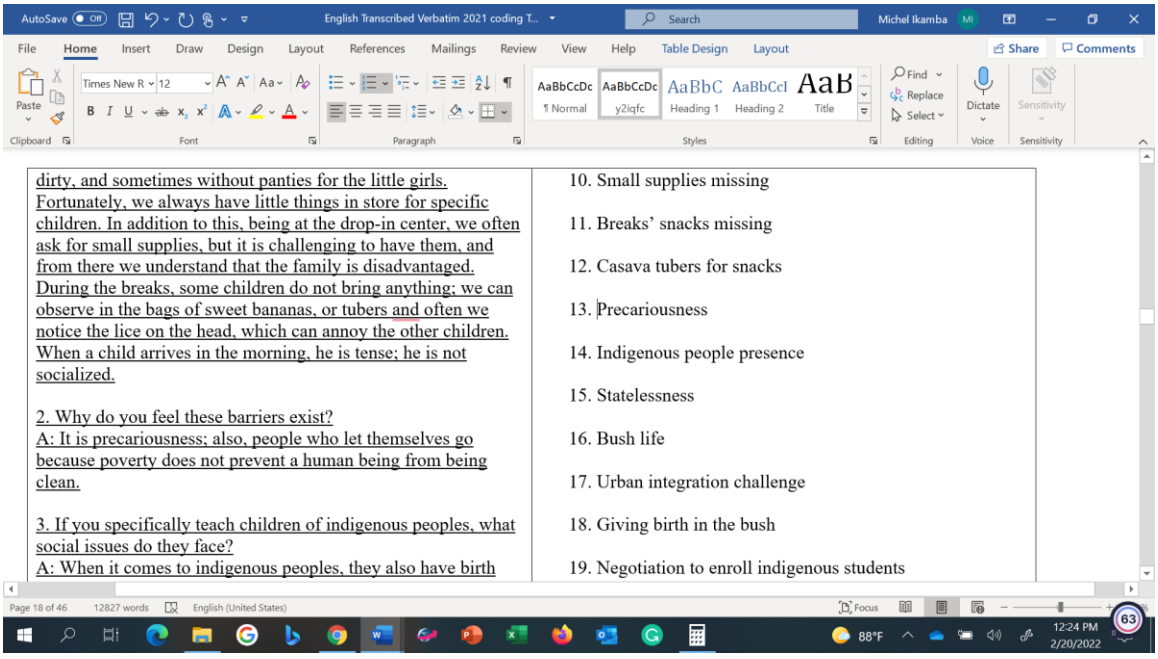
Michel IKAMBA

Appendix F

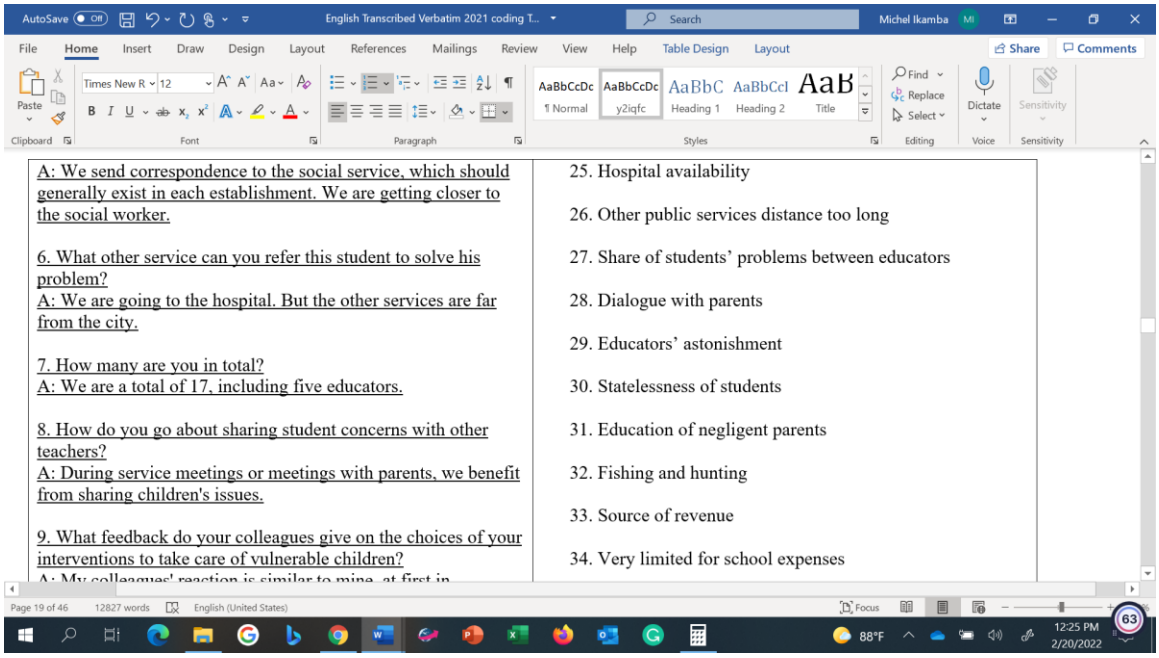
Print Screen Illustration of the Transcription's Coding Process Named C1 to C58



Interview 4	Examples of Codes, Number 1 = C1, C1 to C58 codes
Makokou 32 years of experience 1. What obstacles do you face when teaching vulnerable children? A: I will start by indicating that we perceive the difficulty during registration; some parents arrive without documents, without birth certificates, and sometimes without a health record. When we receive them, we ask them to give the parts indicated for the registration of the child, some say they have no details other than the parts of the hospital that got lost. We, as social workers or parents, take them. As educators, we make parents aware of the birth certificate. We remind them that this is a crucial piece of civic paper for the child, that even if we enroll him by affinity, he will necessarily need it in the future. In the daily practice in the classrooms, when the children present themselves, some are normal, others are carriers of disabilities, and those who, at sight, we see that they come out of	1. School registration day difficulty 2. Birth certificate missing 3. Health record missing 4. Educator and social worker 5. Parents' awareness 6. Civic document missing 7. Normal students 8. Disabilities 9. Dirty clothes



dirty, and sometimes without panties for the little girls. Fortunately, we always have little things in store for specific children. In addition to this, being at the drop-in center, we often ask for small supplies, but it is challenging to have them, and from there we understand that the family is disadvantaged. During the breaks, some children do not bring anything; we can observe in the bags of sweet bananas, or tubers and often we notice the lice on the head, which can annoy the other children. When a child arrives in the morning, he is tense; he is not socialized. 2. Why do you feel these barriers exist? A: It is precariousness; also, people who let themselves go because poverty does not prevent a human being from being clean. 3. If you specifically teach children of indigenous peoples, what social issues do they face? A: When it comes to indigenous peoples, they also have birth	10. Small supplies missing 11. Breaks' snacks missing 12. Casava tubers for snacks 13. Precariousness 14. Indigenous people presence 15. Statelessness 16. Bush life 17. Urban integration challenge 18. Giving birth in the bush 19. Negotiation to enroll indigenous students



A: We send correspondence to the social service, which should generally exist in each establishment. We are getting closer to the social worker.

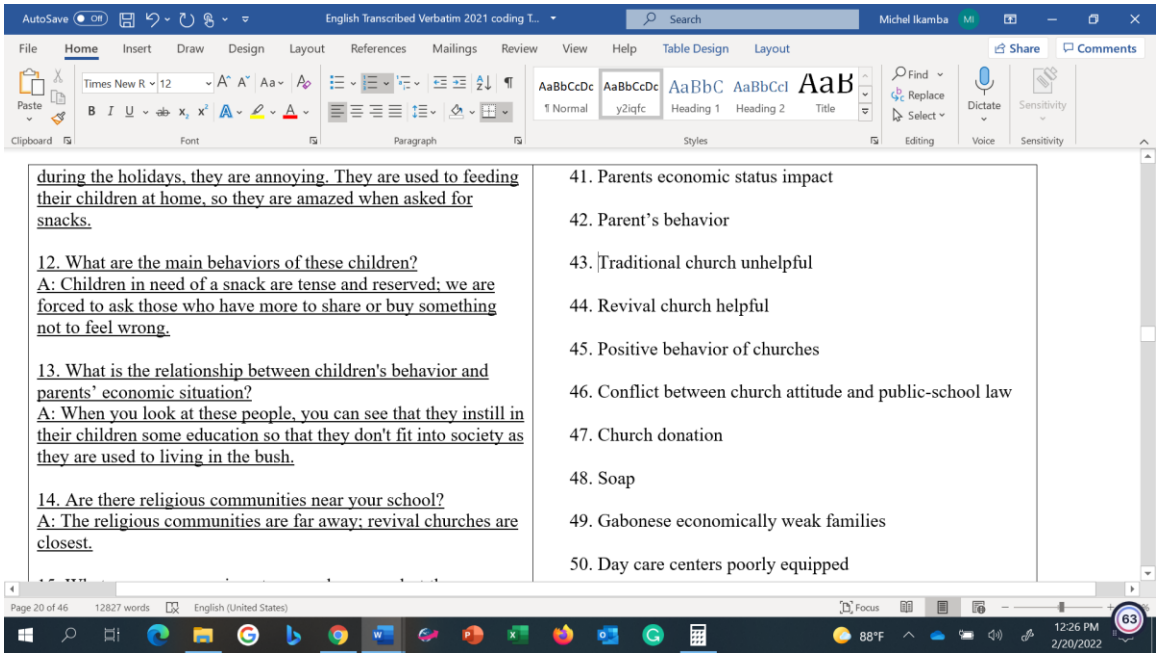
6. What other service can you refer this student to solve his problem?
A: We are going to the hospital. But the other services are far from the city.

7. How many are you in total?
A: We are a total of 17, including five educators.

8. How do you go about sharing student concerns with other teachers?
A: During service meetings or meetings with parents, we benefit from sharing children's issues.

9. What feedback do your colleagues give on the choices of your interventions to take care of vulnerable children?
A: My colleagues' reaction is similar to mine, at first in

25. Hospital availability
26. Other public services distance too long
27. Share of students' problems between educators
28. Dialogue with parents
29. Educators' astonishment
30. Statelessness of students
31. Education of negligent parents
32. Fishing and hunting
33. Source of revenue
34. Very limited for school expenses



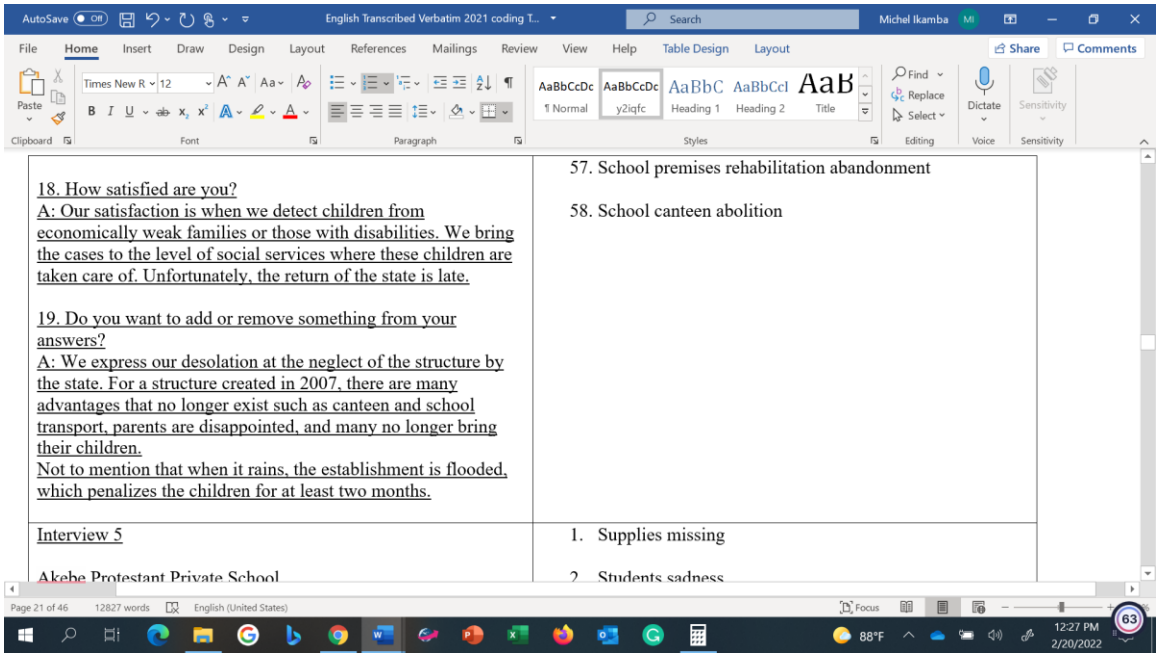
during the holidays, they are annoying. They are used to feeding their children at home, so they are amazed when asked for snacks.

12. What are the main behaviors of these children?
A: Children in need of a snack are tense and reserved; we are forced to ask those who have more to share or buy something not to feel wrong.

13. What is the relationship between children's behavior and parents' economic situation?
A: When you look at these people, you can see that they instill in their children some education so that they don't fit into society as they are used to living in the bush.

14. Are there religious communities near your school?
A: The religious communities are far away; revival churches are closest.

41. Parents economic status impact
42. Parent's behavior
43. Traditional church unhelpful
44. Revival church helpful
45. Positive behavior of churches
46. Conflict between church attitude and public-school law
47. Church donation
48. Soap
49. Gabonese economically weak families
50. Day care centers poorly equipped



18. How satisfied are you? A: Our satisfaction is when we detect children from economically weak families or those with disabilities. We bring the cases to the level of social services where these children are taken care of. Unfortunately, the return of the state is late. 19. Do you want to add or remove something from your answers? A: We express our desolation at the neglect of the structure by the state. For a structure created in 2007, there are many advantages that no longer exist such as canteen and school transport, parents are disappointed, and many no longer bring their children. Not to mention that when it rains, the establishment is flooded, which penalizes the children for at least two months.	57. School premises rehabilitation abandonment 58. School canteen abolition
Interview 5 Akebe Protestant Private School	1. Supplies missing 2. Students sadness