

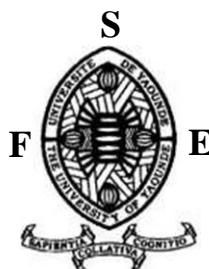
UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE
L'EDUCATION

CENTRE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
HUMAINES, SOCIALES ET EDUCATIVES

UNITE DE RECHERCHE ET DE
FORMATION DOCTORALE EN SCIENCES
HUMAINES ET SOCIALES

DEPARTEMENT D'EDUCATION
SPECIALISEE



THE UNIVERSITY OF YAOUNDE

FACULTY OF EDUCATION

POST GRADUATE SCHOOL FOR
SOCIAL AND EDUCATIONAL
SCIENCES

DOCTORAL RESEARCH UNIT FO
SOCIAL SCIENCES

SPECIAL EDUCATION
DEPARTMENT

**CONDITIONING AND EMPOWERMENT TO
PROFESSIONAL ACTIVITIES AMONG ORPHANS OF AIDS
PARENTS. CASE STUDY: YOUTHS AGED 15 TO 25 OF
ROGER MILLA COEUR D'AFRIQUE FOUNDATION**

*A Dissertation Submitted and haven defended on the 9th of September 2022 for the fulfilment
of the Requirements for the Award of a Master's Degree in Special Education.*

Option: Social disability

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March 2022

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DEDICATION

To the Wiysanyuy's family

ACKNOWLEDGEMENT

I am greatly indebted to my supervisor, Pr MBAHA Joseph and my Co-supervisor Dr BANINDJEL Joachim for their relentless efforts put in the guidance of this work. Despite their busy schedule, they dedicated their precious time in shaping, correcting and orienting ideas to produce this academic piece.

Special thanks equally goes to all the lecturers of the faculty of Education and especially to the dean of the said faculty and head of department of special education Pr MAYI Marc Bruno for their permanent support and advices.

I extend my heartfelt gratitude to Dr SONG Frederic Esaie for his support and coaching, and equally more thankful to all the lecturers of the department of special Education especially, Dr EBE ZAMBO Francois, Dr IGOUI and others for the knowledge imparted in us in the course of the training: may they be rewarded abundantly.

Again, I thank the personnel of ROGER MILLA'S COEUR D'AFRIQUE FOUNDATION for their availability during our collection of data in their foundation, and as well thank OVC who collaborated and willingly agreed to be used for the realization of this work.

I acknowledge the love and support I enjoyed from some special friends, my appreciation to Ernestine, HASSAN and above all a special thanks to NUGHA Thiery Sama for their encouragement.

My gratitude to my parents Mr. WIYSANYUY ATTO MBUR and Mrs. DELPHINE JAIKA for their sacrifices put in place to sponsor me throughout, since my tender age, special thanks to my number 1 supporter daddy OUSMANOU NGAH and Mummy Doris for their love, encouragement and support to see I succeed in school. My appreciation to daddy LEMNYUY Divine and mummy YIYI Leopodine, along with grand maa LITIKA for their love and care all throughout, and finally, special thanks to my lovely aunties; Mr/Mrs FOMONYUY Jude and JAVNYUY Precila for their love and support. May the lord all mighty continue to bless you all.

LIST OF ACCRONYMES, SIGLES AND ABBREVIATIONS

ACT	:	Acceptance and Commitment Therapy
AIDS	:	Acquire immune deficiency syndrome
CBO's	:	Community Based Organizations
CIDA	:	Canadian International Development Agency
CNLS/GTC	:	National Control Committed Central Technical Group
HIV	:	Human immune deficiency Virus
ILO	:	International Labour Organization
IPEC	:	Implementation of the International Program on the Elimination of Child Labour
MINAS	:	Ministry of Social Affairs
NGO	:	Non-governmental organization
OVC	:	Orphans and Vulnerable Children
PADES/BAKA	:	The BAKA Economic and Social Development Support Project
R.H.	:	Research hypothesis
R.Q.	:	Research question
SDC	:	Swiss Agency for Development Cooperation
UNAIDS	:	United Nations Program on AIDS
UNFPA	:	The United Nations Population Fund
UNICEF	:	United Nations International Children's Emergency Fund
UNO/UN	:	United nations organization/United Nations
USAIDS	:	United State Agency for International Development
WHO	:	World Health Organization

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ABSTRACT

This study entitled “conditioning and empowerment to professional activities among orphans of AIDS parents”. It is inscribed in the field of special education, particularly in the domain of social disabilities. It poses the problem of the fact that despite the efforts being put in place the Government, NGOs, capacity building centers, synergies and other partners to make sure OVC gain autonomy through acquisition of skills, thus favoring social integration of the latter, they still find it hard to have mastery over their lives and be autonomous. The main objective is to show how conditioning can help or facilitate empowerment of the latter and help them better cope or be resilient at life’s situations, as they integrate the society after acquiring skills in the capacity building centers.

As a guide to the problem, we used behavioral theory of Watson; self-efficacy by Bandura and empowerment theory by Rappaport respectively. The research question that throws more light to our research is as follows “Does conditioning facilitates or favors empowerment process to professional activities among orphans whose parents died of HIV/AIDS?”. The answer to this question has given rise to the general hypothesis formulated as follows; “Conditioning favors during empowerment to professional activities among orphans whose parents died of HIV/AIDS”. The operationalization have given rise to three research hypothesis. To test them, we used a sample of 10 selected OVC based on inclusive criteria established from the outset using theoretical sampling techniques. These OVC were met under Coeur D’Afrique Foundation of Roger Mila. We collected the data using semi-directive interviews. The data we collected was analyzed using the qualitative interpretation method which is simply analyzing the content. The process of analyses identified 3 themes which are behavioral conditioning (operant, classical, and observant conditioning), empowerment (support), and self-efficacy (verbal encouragement) respectively. To this effect, our results show that there are three ways through which empowerment to professional activities among OVC can be effective, thus showing some limitations in what is currently going on in the field.

It is important to note that these findings contribute in Special Education practices by improving empowerment methods to be put in place in order to effectively help OVC gain their autonomy and as well socially integrate the society while being efficient in whatever they undertake despite their past experience. It will help ameliorate empowerment methods being put in place already, for rapid results in the future. Given the complexity of this phenomenon, it is worth reiterating a long term holistic program for the implementation of empowerment methods at capacity building centers for OVC which will of course render their autonomy at all levels easy to deal with after being empowered in a particular skill.

Key words: conditioning, empowerment, Orphans AIDS parents.

RESUME

Cette étude intitulée "conditionnement et autonomisation aux activités professionnelles chez les orphelins de parents sidéens" ; s'inscrit dans le champ de l'éducation spécialisée, notamment dans le domaine du handicap social. Nous sommes partis du constat selon lequel les OEV trouvent toujours de difficultés à s'intégrer dans la société malgré les efforts fournis par les ONG, le MINAS, les partenaires, les centres de formation professionnelle, les orphelinats, les personnes de bonne volonté etc. qui veillent à ce qu'ils s'autonomisent. L'objectif principal est de montrer comment le conditionnement peut aider ou faciliter l'autonomisation de ces derniers et les aider à mieux faire face ou à être résilients face aux situations de la vie, qu'ils s'intègrent à la société après avoir acquis des compétences dans les centres de renforcement des capacités.

Pour résoudre ce problème, nous avons utilisé la théorie comportementale de Watson, la théorie de l'auto-efficacité de Bandura et la théorie de l'autonomisation de Rapport, respectivement. La question de recherche qui éclaire notre travail est la suivante : "Le conditionnement aide-t-il ou affecte-t-il le processus d'autonomisation vers des activités professionnelles chez les orphelins dont les parents sont morts du VIH/SIDA ?". La réponse à cette question a donné lieu à l'hypothèse générale formulée comme suit : "Le conditionnement a un impact ou aide lors de l'autonomisation aux activités professionnelles chez les orphelins dont les parents sont morts du VIH/SIDA". L'opérationnalisation a donné lieu à trois hypothèses de recherche. Pour les vérifier, nous avons utilisé un échantillon de 10 OEV sélectionnés sur la base de critères inclusifs établis dès le départ en utilisant des techniques d'échantillonnage théorique. Ces OEV ont été rencontrés dans le cadre de la FONDATION COEUR D'AFRIQUE de Roger Mila. Nous avons recueilli les données à l'aide d'entretiens semi-directifs. Les données recueillies ont été analysées par la méthode d'interprétation qualitative qui consiste simplement à analyser le contenu. Le processus d'analyse a permis d'identifier 3 thèmes qui sont respectivement le conditionnement comportemental (conditionnement opérant, classique et observant), l'empowerment (soutien) et l'auto-efficacité (encouragement verbal). A cet effet, nos résultats montrent qu'il existe cinq façons par lesquelles l'autonomisation aux activités professionnelles chez les OVC peut être efficace, montrant ainsi certaines limites de ce qui se passe actuellement dans le domaine.

Il est important de noter que ces résultats contribuent aux pratiques d'éducation spécialisée en améliorant les méthodes d'autonomisation à mettre en place afin d'aider efficacement les OEV à gagner leur autonomie et à s'intégrer socialement dans la société tout en étant efficaces dans tout ce qu'ils entreprennent malgré leur expérience passée. Cela permettra d'améliorer les méthodes d'autonomisation déjà mises en place, pour des résultats rapides dans le futur. Étant donné la complexité de ce phénomène, il est utile de réitérer un programme holistique à long terme pour la mise en œuvre de méthodes d'autonomisation dans les centres de renforcement des capacités pour les OEV, ce qui rendra bien sûr leur autonomie à tous les niveaux faciles à gérer après avoir été autonomisé dans une compétence particulière.

Mots clés : conditionnement, autonomisation, parents orphelins du sida.

GENERAL INTRODUCTION

The problem of AIDS orphans commonly classified under OVC has become a major problem at the national and international level. It is more common in our society, and affects all categories of persons, the poor, rich, young, old etc. Lately, the number of children orphaned by AIDS keep increasing in Africa as a whole and Cameroon in particular. It is in this light that global fund and COP-2020, emphasized on the fact that Cameroon is one of the 13 countries in Africa with high prevalence of HIV/AIDS. Some OVC continue to live in abject poverty, isolated, abandoned, stigmatized, etc all this causing low self-esteem, social isolation, low self-confidence, discouragement, as they go about with life's situations. This rendering them powerless and not to be resilient enough even when trained in a particular domain to be integrated in the society.

Globally, the orphan crisis caused by the human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) pandemic remains a serious issue with long-term social consequences. At the end of 2001, an estimated 14 million children worldwide had lost their mother or both parents to AIDS or related causes. Sub-Saharan Africa is the most severely affected, accounting for more than 80 percent of those orphaned as a result of AIDS. Without the care of parents or an appointed caregiver, children are likely to face extraordinary risks of malnutrition, poor health, inadequate schooling, migration, homelessness, and abuse. Strengthening existing family and community capacity to assist orphans in Africa should be the first priority. Community support must be coupled with support for education for orphans. Combining local and international responses to deliver protection and services to all orphans and vulnerable children is critical. In addition, saving the lives of parents through access to antiretroviral therapies in resource-poor countries in conjunction with bold support for alleviation of poverty and education must be an integral part of the global response to the orphan crisis in sub-Saharan

Generally, poverty, gender inequalities, social and economic exclusions continue to pose major challenges to HIV victims, making it difficult for them to cope in some situations in life. More than 30 years since HIV was discovered, AIDS has become one of the most devastating diseases humankind has ever faced. By the end of 2012, an estimated 35.3 million people globally were living with HIV, with 1.8 million AIDS related deaths and 2.3 million new HIV infections. Sub-Saharan Africa is still the region most affected, with 69% of all people infected with HIV living in Sub-Saharan Africa. Women and children are the most affected by HIV accounting for 70% of new HIV infections. According to the 2009 UNAIDS report in Sub-

Saharan Africa young women (aged 15-24 years) and children are 3-5 times more likely to be HIV positive than men. This has highlighted the importance of relational dynamics such as economic and power imbalances, which in turn influence children's vulnerability to HIV and AIDS. It is important to note that children after the loss of their parents are often denied property rights or access to other primary facilities; thus deteriorating their situation as they grow up. This being the reason for the existence of our topic entitled 'Conditioning and empowerment to professional activities among orphans of AIDS parents'. This deduced after noticing some OVC still face problems in the streets despite having acquired skills in a specific domain thus a major problem to be solved to reduce the number of OVC in the streets and improve their living standards. It is inscribed in the field of special education, particularly in the domain of social disabilities. As problem of the study, it highlights on the fact that despite the efforts being put in place by the Government, NGOs, capacity building centers, synergies and other partners to make sure OVC gain autonomy through acquisition of skills, (favoring social integration of the latter) they still find it hard to have mastery over their lives and be autonomous. Thus questioning their empowerment methods and seeking appropriate methodological approaches to enhances practices at the different capacity building centers.

The main objective is to show how conditioning can help or facilitate empowerment of the latter and help them better cope or be resilient at life's situations, as they integrate the society after acquiring skills in the capacity building centers. Or better still our study intends to examine or show how empowerment to professional activities among OVC can be efficient through conditioning, despite their terrifying experience as victims of HIV/AIDS. To apprehend this problem, we divided our work into two main parts; the first part is made up of three chapters and the second part is made up of three chapters.

Part one of our work is termed the theoretical framework, which is made up of the following chapters; chapter one titled the problematic of the study, chapter two, empowerment and social vulnerability and finally chapter three with title conditioning and self-efficacy.

Part two on the other hand is equally termed the methodological part, made up of the following chapters; chapter four titled methodology of study, chapter five, presentation and data analysis, and finally chapter six, data interpretation, discussion of results and suggestions.

CHAPTER 1: THE PROBLEMATIC

In this part of our work, we will focus on context and justification of our study, observations and problem of study, empirical context, theoretical context, thematic analysis, factor analysis, research questions, hypothesis, objectives, interest, and finally limitation and delimitation of our study.

1.1 CONTEXT AND JUSTIFICATION

Globally, the orphan phenomenon caused by the human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) pandemic remains a serious issue with long-term social consequences. At the end of 2001, an estimated 14 million children worldwide had lost their mother or both parents to AIDS or related causes. Sub-Saharan Africa is the most severely affected, accounting for more than 80 percent of those orphaned as a result of AIDS. Without the care of parents or an appointed caregiver, children are likely to face extraordinary risks of malnutrition, poor health, inadequate schooling, migration, homelessness, and abuse. Strengthening existing family and community capacity to assist orphans in Africa should be the first priority. Community support must be coupled with support for education for orphans. Combining local and international responses to deliver protection and services to all orphans and vulnerable children is critical. In addition, saving the lives of parents through access to antiretroviral therapies in resource-poor countries in conjunction with bold support for alleviation of poverty and education must be an integral part of the global response to the orphan crisis in sub-Saharan

Generally, poverty, gender inequalities, social and economic exclusions continue to pose major challenges to HIV prevention efforts. More than 30 years since HIV was discovered, AIDS has become one of the most devastating diseases humankind has ever faced. By the end of 2012, an estimated 35.3 million people globally were living with HIV, with 1.8 million AIDS related deaths and 2.3 million new HIV infections. Sub-Saharan Africa is still the region most affected, with 69% of all people infected with HIV living in Sub-Saharan Africa. Women and children are the most affected by HIV accounting for 70% of new HIV infections. According to the 2009 UNAIDS report in Sub-Saharan Africa young women (aged 15-24 years) and children are 3-5 times more likely to be HIV positive than men. This has highlighted the importance of relational dynamics such as economic and power imbalances, which in turn influence children's vulnerability to HIV and AIDS. A fundamental difference between AIDS and other diseases generally linked with poverty in sub-Saharan Africa, such as tuberculosis or

malaria, is that it's primarily route of transmission is sexual intercourse or mother to child right from pregnancy. It has been argued that the economic vulnerability of children increases their vulnerability to HIV and AIDS. Children after the loss of their parents are often denied property rights or access to other primary facilities.

Some statistics shows that Since HIV/AIDS was discovered in 1981, more than 20 million people have lost their lives to the virus. According to the Joint United Nations Program on HIV/AIDS (UNAIDS), nearly 40 million are currently living with HIV/AIDS, including nearly 2.2 million children under the age of 15. In 2004, 4.9 million people acquired the virus, and 3.1 million died from AIDS. Sub-Saharan Africa remains the most affected region with 25.4 million people living with HIV/AIDS at the end of 2004, 1.9 million of whom were children under the age of 15. The United States Agency for International Development (USAID), the United Nations Children's Fund (UNICEF), and UNAIDS estimate that at the end of 2003, 15 million children under the age of 18 had lost one or both parents to AIDS, with the majority (82%) in sub-Saharan Africa.

In just two years, from 2001 to 2003, the global number of children orphaned by AIDS increased from 11.5 million to 15 million. By 2010, it is expected that more than 25 million children will be orphaned by this deadly virus. Due to the 10-year time lag between HIV infection and death, officials predict that orphan populations will continue to rise for a similar period, even after the HIV rate begins to decline. Experts say only massive spending to prolong the lives of parents could be expected to change this trend. The impact of HIV/AIDS on children is just beginning to be explored. Not only are children orphaned by AIDS affected by the virus, but those who live in homes that have taken in orphans, children with little education and resources, and those living in areas with high HIV rates are also impacted. Children who have been orphaned by AIDS may be forced to leave school, engage in labor or prostitution, suffer from depression and anger, or engage in high-risk behavior that makes them vulnerable to contracting HIV. Children who live in homes that take in orphans may see a decline in the quantity and quality of food, education, love, nurturing, and may be stigmatized. Impoverished children living in households with one or more ill parent are also affected, as health care increasingly absorbs household funds, which frequently leads to the depletion of savings and other resources reserved for education, food, and other purposes.

In line with this, the Congress passed P.L. 108-25 ("The United States Leadership Against HIV/AIDS, Tuberculosis, and Malaria Act of 2003") in the 108th session, which authorizes 10% of HIV/AIDS funds to be used for children orphaned or made vulnerable by the virus. A

number of other pieces of legislation were introduced to support this population, though none made it to full conference. It is expected that related legislation will be introduced in the 109th session. Some of the issues that the drafts are expected to address include streamlining U.S. global HIV/AIDS initiatives, establishing a senior coordinating position for children orphaned by HIV/AIDS, and expanding aid to children orphaned from other causes. This report explores some of the challenges facing children affected by HIV/AIDS and governments with large populations of those children, reviews U.S. and international efforts to address the needs of children affected by HIV/AIDS, and outlines some key issues that may be considered by Congress in the 109th session.

Again, HIV/AIDS has been a major public health problem in Africa and particularly in Cameroon, and the challenges of orphans and vulnerable children are a threat to child survival, growth and development. The HIV prevalence in Cameroon was estimated at 5.1% in 2010. In 1995, 7,900 people died from AIDS in the country; and the annual number rose to 25,000 in 2000. Out of 1,200,000 orphans and vulnerable children in Cameroon in 2010, 300,000(25%) were AIDS orphans. Orphans and the number of children orphaned by AIDS has increased dramatically from 13,000 in 1995 to 304,000 in 2010. By 2020, this number is projected to rise to 350,000. These deaths profoundly affect families, which often are split up and left without any means of support. Similarly, the death of many people in their prime working years hamper the economy. Businesses are adversely affected due to the need to recruit and train new staff. Health and social service systems suffer from the loss of health workers, teachers, and other skilled workers. OVC due to HIV/AIDS are a major public health problem in Cameroon as the HIV prevalence continues its relentless increase with 141 new infections per day. In partnership with the Ministry of Social Affairs and other development organizations, the Ministry of Public Health has been striving hard to provide for the educational and medical needs of the OVC, vocational training for the out-of- school OVC and income generating activities for foster families and families headed by children. A continuous multi-sectorial approach headed by the government to solve the problem of OVC due to AIDS is very important. Factors responsible for the spread of this epidemic or Factors that Contribute to the Spread of HIV in Cameroon are, Multiple sexual partners, Low condom use, Low status of women (with few economic opportunities and great power differential with men, women do not have the power to demand safer sex), High prevalence of other sexually transmitted infections, which facilitate HIV transmission through unprotected sexual relations, Harmful socio-cultural practices, Migration etc.

This study is designed to explain how conditioning can facilitate or favor empowerment. To this effect, we focus on the impact of the 3 types of conditioning, which are classical conditioning of the Russian physiologist Pavlov 1849-1936, operant conditioning by SKINNER, and finally, observational conditioning by Bandura in the empowerment of process to professional activities amongst orphans whose parents died of HIV/AIDS in Roger Mila's foundation 'COEUR D'AFRIQUE'. This study specifically will be based on the three types of conditioning throughout which the results will determine the type of conditioning suitable for a successful empowerment thus efficient socio-professional integration.

1.2. OBSERVATIONS AND PROBLEM OF STUDY

1.2.1. Observations

The growing population of children orphaned by HIV/AIDS is a concern, because had it not been for HIV/AIDS, the global percentage of orphans would be declining instead of increasing. By the end of 2003, 43 million children (12% of all African children) were orphaned in sub-Saharan Africa, 12.3 million (32% of all African orphans) of those were due to AIDS. The majority of children orphaned or made vulnerable by HIV/AIDS are living with a surviving parent, or within their extended family (often a grandparent). An estimated 5% of children affected by HIV/AIDS worldwide have no support and are living on the street or in residential institutions. Although most children live with a caretaker, they face a number of challenges, including finding money for school fees, food, and clothing. Experts contend that effective responses must strengthen the capacity of families and communities to continue providing care, protect the children, and to assist them in meeting their needs. There are thousands of localized efforts, many of them initiated by faith-based groups, to address the needs of children made vulnerable by AIDS. Proponents argue that supporting these "grassroots" efforts can be a highly cost-effective response, although additional mechanisms are needed to channel such resources. They further assert that additional resources are needed to expand the limited programs and to support the children who are on the street or in institutional care. Reasons for the existence of capacity building centers who have as aim to empower the OVC in order for them to be autonomous as they integrate the society. It is in this light that Bandura (1986) defines empowerment as the process through which individuals gain efficiency.

Despite all the efforts put forth to enable the wellbeing and the autonomy of vulnerable children, especially orphans of aids parents all round the world, (by the government, synergies,

associations, NGO's and some individuals,) these children are still frustrated, they still undergo hardship, and are often left out on their own. Some of the facilities offered to this set of vulnerable children are free access to social services (like health, education, nutrition, homes and some basic materials), psychosocial caregiving, protection of rights through fighting against stigmatization (judiciary assistance), reinforcement of capacities of families, community institutions and rehabilitation centers, which does not somehow contribute so much because their vulnerability in the society is obvious, they still suffer so much despite all the professional centers or institutions available to enable their autonomy thus not favoring professional integration. This therefore call for attention and concern because poverty still remain a problem among these children exposing them to the disease their parents died from, exploitation in all its forms, prostitution etc.

After doing some observational works, while discussing with some youths and children in some centers or institutions and streets in the center region,(through which we can't disclose their identity) we noticed there wasn't a significant change of behavior and way of living after receiving skillful formation in a particular domain, meaning the formation they received wasn't very effective as they were unable to socially and professionally find their way out alone in the society despite the measures being put in place by their peers, Some individuals plainly said they weren't motivated to do anything and unable to be efficient in their various skills, though having received the proper formation, while a hand full of others said all they need is someone to motivate them and follow them up as they try to practice their skills thus facilitating their socio-professional integration. Reason why some rehabilitation centers, skill formation centers or capacity building centers like "coeur d'Afrique foundation" and others do their best to accompany, shape vulnerable individuals behavior, help them set goals and equally help them show how to accomplish the aforementioned, and finally, motivates them so as to facilitate their socio-professional reinsertion and integration, Thus, conditioning will be more effective in the process of empowerment to professional activities among these children. Therefore, leading us to our topic "Conditioning and empowerment to professional activities among orphans of AIDS parents; case study: youths aged 15-25 years of Roger Milla's Foundation "COEUR D'ARIQUE.

➤ **Theoretical observations**

The study shifts its focus from building individual's capacity i.e. empowerment through conditioning, to coping/resiliency skills used by the OVC to develop self-esteem, self-

efficacy, self-confidence, personal locus of control etc thus total change of behaviour, that as well will facilitate autonomy amongst the latter. Given the fact that orphans and vulnerable children go through stigmatization, marginalization, social limitation, etc all being traumatizing for the latter, there comes a need for coping/resiliency strategy that will enable the latter gain total control over his whole being and daily activities while being efficient.

Conceptually, the study employs behavioural theories, empowerment theory and finally self-efficacy theory to explore the interplay between conditioning and empowerment. This concept “coping” therefore helps us to better understand its process through behavioural theory developed by Skinner, considered as the ‘father’ of behaviourism, empowerment theory by Rappaport and finally Self-efficacy theory by Bandura. In more detail, the term coping refers to the ways that people respond to and interact with problem situations (Zamble & Gekoski, 1994). Life continuously presents people with circumstances that can affect their physical or psychological wellbeing. The way they deal with these situations can determine whether they surmount them or suffer a variety of undesirable consequences.

Cohen and Lazarus (1979) defined coping as the action-orientated and intrapsychic efforts to manage environments and internal demands, and conflicts among them, which tax or exceed a person's resources. Later, Lazarus and Folkman (1984) revised this definition to be the constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person.

According to Hobfoll (1988), coping is one specific domain of activities for resisting the vicissitudes of stress. Moreover, the term coping in stress research refers to the set of behaviours we used in our efforts to manage stressful situations, regardless of whether such attempts are beneficial (Lazarus & Folkman., 1984).

Different individuals use different coping strategies, in addition to that different problems lead individuals to use different coping strategies in different times. And according to Buettner et al., (1995), coping is a process that it changes over time. A person may use an emotion-focused strategy and then shift to a problem-focused strategy or vice versa. A variety of idiosyncratic coping measures exists, but in recent years, researchers have typically used one of two instruments: The Ways of Coping measure (Folkman & Lazarus, 1980) or the COPE (Carver, et al., 1989). Both of these two instruments focus on the two types of coping (problem-focus and emotion-focus). In addition, the COPE was developed and expanded from the way of coping, but it was classified as problem, emotion-focused or other ways of coping. Therefore,

the researcher tried to concentrate on this method as being the latest one, but classified it into two problem and emotion focused only.

From the above definitions, one can say that coping is the capacity to respond and to recover from something stressful. To this effect, coping helps OVC to overcome their vulnerability, therefore helping them cultivate strong self-esteem, self-confidence etc that will help them better cope and integrate the society professionally thus autonomy.

1.2.2. Formulation and problem statement.

Popper 1972 declares that all research endeavors are aimed at solving a given problem. Looking at context and justification of this study, one can deduce that OVC go through discrimination, stigmatization, social isolation, poverty etc as a result of their situation. This has provoked in them low self-esteem, self-pity, social isolation, depression, anxiety this making them not to easily cope in the different centres/institutions where they are to receive skills to help them better integrate the society professionally. Due to lack of motivation, lack of commitment, lack of initiative, lack of strategy to come out of dependency etc OVC find it difficult gaining skills despite the efforts put in place by the different bodies to ensure their autonomy or empowerment it is in this regard that the phenomenon we are about to study will be apprehended or studied using 3 theoretical approaches which are behavioral theory by Skinner, empowerment theory by Rappaport, and finally self-efficacy theory by Bandura.

According to UNAIDS, stigma, discrimination, exploitation, social limitation continues to accompany the HIV/AIDS victims, they are being mocked and even abandoned by close friends etc. This experience has far reaching consequences or repercussions on the later both at the psychological, physical, and social level. On this note, conditioning is used in treating and shaping behaviors, alongside with associated therapies such as aversion, systematic desensitization and flooding therapies, which all contribute in the reinforcement of self-dependency, thus autonomy. This is because we have noticed through empirical findings that despite the efforts been put forward by NGO's, MINAS, skills training centers, and some well-wishers, to empower the vulnerable individuals especially orphans of AIDS parents, there continue to be high rate of dependency, unemployment, among some orphans, through which if they were conditioned during education and skill training, there would have been an outstanding change and modification of behaviors thus psychological, economic, educational and social empowerment. Given the fact that empowerment is based on the idea that giving a group of individual's skills, resources, authority, opportunity, motivation, as well as holding

them responsible and accountable for outcomes of their actions, will contribute to their competence and satisfaction. Power is the key word of the term 'Empowerment' which means control over material assets, intellectual resources and ideology. It is in this light that Apte (1995) says that empowerment means Control over ideology, signifies the ability to generate, capacity to propagate, capacity to sustain and institutionalize specific sets of beliefs, principles, values attitudes, actions and behaviors 'virtually' determining how people perceive think, and in a given socio economic and political environment (Apte. 1995). Still, findings indicate that compared to children orphaned due to other causes, children orphaned as a result of HIV/QIDS are more likely to experience anxiety (Atwine, et al, 2005; Pelton and Forehand, 2005), depression, sadness, hopelessness (Bhargava, 2005; Ssengendo and Nambi, 1997), posttraumatic stress disorder and suicidal feelings (Cluver; Gardener and Operario, 2007), AIDS orphaned children also suffer from peer problems, conduct problems (Atwine et al., 2005) and higher level of internalizing problems and delinquency.

From the above facts, one can say that HIV/AIDS epidemic still has and continue to have a tremendous impact in the lives of the affected. And this has called so much attention and a lot has been invested by different bodies and partners alongside with the government to ensure the well-being of the affected especially the youths who are orphaned by the disease. After carrying out findings, we have discovered with the use of behavioral, self-efficacy and empowerment theories a lot will be accomplished to ensure their socio-professional integration thus autonomy, which is the aim we are working for.

Given the fact that behavioural theory has as aim the shaping of behaviours, self-efficacy theory and empowerment theory respectively all have as aim rendering an individual autonomous or independent at all levels. But it is rather unfortunate that it has not been so effective, this deduced after carrying out empirical findings. We noticed that some youths orphaned by HIV/AIDS are still in the streets even after having gone through a specific training in a capacity building centre, and despite the efforts being put in place to ensure their autonomy, much is still to be ameliorated in order to facilitate the latter's socio-professional integration. Therefore, from the above facts, one can say that the theories do not totally match the reality in the field, given the rapid increase of vulnerable children and their deplorable situations, still after passing through capacity building centres. It is evident that the trainers are supposed to reorganise their empowerment methods and readapt it according to the set of OVC they have in their care.

1.3. RESEARCH QUESTIONS

A research is simply a question that a research project sets out to answer or it is an answerable inquiry into a specific issue, meaning that it is an initial step in to a research project. We will have two types of research questions i.e general and specific.

1.3.1. General question

Does conditioning facilitate or favours the empowerment process to professional activities among orphans whose parents died of HIV/AIDS?

1.4. THEMATIC ANALYSIS

This is a statistical technique used to discover whether items or questions on a test or survey reflect broader underlying dimensions or abstract variables called factors, which are ideally independent of one another (Cattel, 1973; child, 2006: Yong and Peace, 2013)

Table 1: Factorial analysis

Principal factor (conditioning)	Number	Secondary factor	Percentage	
Do you think that conditioning has a link with the following secondary factors?	1	Operant conditioning	Yes	90
			No	10
	2	Classical conditioning	Yes	80
			No	20
	3	Observant conditioning	Yes	70
			No	30
	4	Coping	Yes	60
			No	40
	5	motivation	Yes	50
			No	50
	6	Self-efficacy	yes	40
			No	60
	7	Resilience	Yes	30
			No	70

	8	Autonomy	Yes	20
			No	80
	9	Support	yes	10
			No	90
	10	Self-confidence	yes	5
			No	95

According to the above factor analysis carried out among some intellectuals, through which the above question was asked, more emphasis will be laid on 3 factors of conditioning that probably will have tremendous effects on our study all through out.

1.4.1. Specific questions

RSQ 1 Does operant conditioning reinforce and favors empowerment process to professional activities among orphans whose parents died of HIV/AIDS?

RSQ 2. What role does classical conditioning plays in socio-professional integration of orphans whose parents died of HIV/AIDS?

RSQ 3; Does observant conditioning facilitates the acquisition of skills of orphans whose parents died of HIV/AIDS?

1.5. HYPOTHESIS

We equally have general and specific hypothesis

1.5.1. General hypothesis

Conditioning facilitates empowerment to professional activities among orphans whose parents died of HIV/AIDS;

1.5.2. Specific hypothesis

SH.1. Operant conditioning favors empowerment process to professional activities among orphans whose parents died of HIV/AIDS through reinforcement.

SH.2. Classical conditioning plays a vital role in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS.

SH3; Observant conditioning facilitates the acquisition of skills among orphans whose parents died of HIV/AIDS.

1.6. OBJECTIVES

We can distinguish two types which are general and specific.

1.6.1. General objectives

The general objectives of this study are to establish the link or relationship between the two variables, i.e to explain how empowerment to professional activities among orphans whose parents died of HIV/AIDS, is done through conditioning, or to examine the impact of conditioning in the empowerment process of OVC to professional activities.

1.6.2. Specific objectives

SO.1 Demonstrate the implications of conditioning through operant conditioning during empowerment process, so as to facilitate socio-professional integration of orphans whose parents died of HIV/AIDS thus autonomy.

SO.2. Demonstrate how classical conditioning can help in facilitating coping skills that contribute in the empowerment process to socio-professionalism among orphans whose parents died of HIV/AIDS;

SO 3. Demonstrate how observant conditioning can facilitates the empowerment process to professional activities among orphans of AIDS parents.

1.7. INTEREST

We have divided the interest into three i.e scientific interest, social interest, and personal interest, which will better be expatiated in the below paragraphs.

1.7.1. scientific interest

Its fundamental interest is the importance of its contribution in renovating knowledge, here we refer to scientific interest of the researcher . Many theories have been used to explain this educative and social phenomenon by recent researchers. This dissertation or essay constitute a handbook or guide full of knowledge susceptible of helping other young researchers in related fields, to better re-orientate their bases.

1.7.2. Social interest

Being an orphan or classified under OVC is first of all considered a social case, talk less of an orphan whose parents died of HIV/AIDS. This is because the latter here suffers from social exclusion, social limitation, marginalization, stigmatization by their entourage and the society as a whole. To this effect, they are unable to socialize and integrate themselves socio-professionally thus live in isolation. In Cameroon like in the world, some victims are often frustrated and prefer to giving up with their life is the solution to their torments. The social objective of this study is to show or demonstrate how or what role conditioning can play in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS. This study is equally out to propose another effective method to use during empowerment to socio-professionalization that will lead to autonomy of the latter. Through this, there will be increase in their standard of living and they will equally contribute in the development of the country as a whole and their society in particular.

1.7.3. Personal interest

As a student in specialized/special education, option social handicap and counseling, this study will help us detect the different problems faced by OVC in the society and how we can contribute in helping them out from the situation they didn't hope to be in therefore facilitating as well their social inclusion and integration, since they are classified under social handicap, it will equally help us acquire knowledge in research domain, help us understand what victims of HIV/AIDS go through and how they cope with the status by developing self-confidence, self-esteem, self-efficacy, motivation in integrating the society socio-professionally after receiving skillful formation or subjected to capacity building in a particular domain.

1.8. Limitation and delimitation of the study

There are limitations involved with all investigations (Cresswell & Clark, 2007; Thomas & Brubaker, 2000). Leedy (1997) on the other hand indicated that the limitation of a problem should be carefully bounded for a research effort as a parcel of land for real estate transfer. In the course of this subheading, we talk of geographical and thematic limitation and delimitation.

1.8.1. Geographical limitation

With the specificity of Cameroon that is made up of 10 regions, our study will be limited precisely in the Centre region, (Yaoundé) which is the political capital of Cameroon, the place

that will serve us for our case study is no other place but “COEUR D’AFRIQUE” foundation of Roger Milla, situated in the neighborhood of ‘EMOMBO VIEUX PANIER’.

1.8.2. Thematic limitation

Our study is aimed at demonstrating and examining the impact of conditioning in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS. This will as well be a suggestion on how to ensure efficient methods to be used by trainers for effective socio-professional integration of the trainees in the society, therefore leading to autonomy, given the fact that much efforts have been put in place by different non-governmental organizations, government, MINAS, capacity building centres, some well-wishers etc. to ensure the above results but yet the rate of unemployment of the latter is still high meaning the method being use is not efficient enough. In the topic “Conditioning and empowerment to professional activities among orphans of AIDS parents. CASE STUDY: youths aged 15-25 of Roger Milla’s “Coeur d’Afrique foundation”, we will limit ourselves on the empowerment of the latter to professional activities through conditioning. We will lay more emphasis on OVC, especially orphans of whose parents died of HIV/AIDS and how they gain autonomy through socio-professionalization.

1.9. NOTIONAL APPROACH

1.9.1. Definition of concepts

For better assimilation and understanding of our topic, we will begin by defining the key terms or words, which are conditioning, operant conditioning, empowerment, orphans, AIDS, parents, professional activities, youths, orphans of AIDS parents respectively.

1.9.2. Conditioning

Etymologically, conditioning comes from the word condition, which was considered in the mid 14c., *condicioun*,” particular mode of being of a person or thing’, also ‘a requisite or prerequisite, a stipulation, from old french *condicion* ‘stipulation; state; behavior; social status

Conditioning according to Advance English dictionary is a learning process in which an organism’s behavior becomes dependent on the occurrence of a stimulus in its environment.

Conditioning according to Cambridge Dictionary of Psychology is the process of learning analyzed from a behavioristic point of view, usually described as the increase or decrease of particular actions after their pairing with particular stimuli.

Learning is an adaptive function by which our nervous system changes in relation to stimuli in the environment, thus changing our behavioral responses and permitting us to function in our environment. The process initially occurs in our nervous system in response to environmental stimuli. Neural pathways can be strengthened, pruned, activated or rerouted, all which causes changes in our behavioral responses. Therefore, conditioning which is a learning process, has been spear headed by 3 authors that is, Pavlov a Russian physiologist who through his dog experiment brought out classical conditioning, Skinner through operant conditioning conducted experiments on rats which he described as “skinner box”, and finally Albert Bandura’s observational conditioning who tested his theory through his famous Bobo-Doll experiment.

Conditioning simply, being the process of training or accustoming a person or animal to behave in a certain way or to accept certain circumstances.

Conditioning in physiology, is a behavioral process whereby a response becomes more frequent or more predictable in a given environment as a result of reinforcement with reinforcement typically being a stimulus or reward for a desired response.

Conditioning in behavioral psychology, is a theory that the reaction (response) to an object or event (stimulus) by a person or animal can be modified by learning, (classical conditioning).

1.9.3. Operant conditioning

Operant conditioning from the basic level is a conditioning through which an operant response is brought under stimulus control by virtue of presenting reinforcement contingent upon the occurrence of the operant response.

Operant conditioning according to Dictionary of Psychology is a form of learning in which an organism learns to act so as to bring about certain effects in the world. Thus a cat may learn that if it meows loudly on the porch, the door will be opened and it can enter the house. Also called instrumental conditioning.

Skinner being a behaviorist, he developed the theory of operant conditioning with the idea that behavior is determined by its consequences, be they reinforcements or punishments, which make it more or less likely that the behavior will occur again. This is operant conditioning: “the behavior is followed by a consequence, and the nature of the consequence modifies the organism’s tendency to repeat the behavior in the future.”

1.9.4. Observational conditioning

Observational learning or conditioning is a method of learning that consists of observing and modeling another individual’s behavior, attitudes, or emotional expressions. Although it is commonly believed that the observer will copy the model, American psychologist Albert Bandura stressed that individuals may simply learn from the behavior rather than imitate it. Observational learning is a major component of Bandura’s social learning theory. He also emphasized that four conditions were necessary in any form of observing and modeling behavior: attention, retention, reproduction, and motivation.

1.9.5. Classical conditioning

The classical conditioning is also referred to as Pavlovian conditioning where an association is the means of learning. This theory is attributed to the Russian physiologists, Pavlov where he develops a connection between two stimuli. The theory is based on assumptions that through the familiarization with the environment, development of learning arises. Besides, the habits and internal mental is shaped in the environment. Organisms here move their responses from one stimulus to prior neutral stimulus. Classical conditioning is made up of four components that are “unconditioned stimulus, unconditioned responses, conditioned stimulus, and conditioned response.” The effectiveness of this theory was the first experiment by Pavlov using a dog. However, the theory has gained sentiments and has been employed in different ‘biopsychosocial perspectives.’

1.9.6. Empowerment

The most conspicuous feature of the term empowerment is that it contains the word power. To sidestep philosophical debate, it may be broadly defined as control over material assets, intellectual resources and ideology. The process of challenging existing power relations, and of gaining greater control over the sources of power, may be termed as empowerment. This broad definition is defined by feminist scholars and activists within the context of their own

regions (Batliwala 1995). As Srilatha Batiwala observed, "In grassroots programs and policy debates alike, empowerment has virtually replaced terms such as welfare, upliftment, community participation, and poverty alleviation to describe the goal of development and intervention".

Rappaport, (1987) defines empowerment as a process by which people, organization, and communities gain mastery over issues which are of concern to them. Again, Oxford English Dictionary (1998) on the other hand defines empowerment as giving someone the authority or power to do something. Power, in turn is given for a purpose, that is to enable action. Still; Empowerment has been defined as an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources; or a process by which people gain control over their lives, democratic participation in the life of their community, and a critical understanding of their environment (Perkins & Zimmerman, 1995).

Also, the Swiss agency for development and cooperation defined empowerment as a process of emancipation in which the disadvantaged are empowered to exercise their rights, to obtain access to resources and to participate actively in the process of shaping society and making decisions.

Dodd and Gutierrez (1990) says, "although empowerment has been a social work "buzzword" since the 1960's most members of the profession have not taken serious, systematic look at the major root of the word—power. Yet understanding power is essential before one can discuss what empowering practice is "Power is usually defined in two ways: as the ability to get what one wants and the ability to influence others to think, feel, act and or believe in ways that further one's interest (Parenti 1978) .This relational concept is reflected in two kinds of power — personal and social power. A third kind of power political power depends not only on who influences whom. Personal power is based on Bandura's (1981) concept of perceived self-efficacy. Personally powerful individuals actively engage in their world and know both how to get what they want and how to influence others in ways that further their own interests. In contrast personally powerless individuals avoid challenging activities and give up readily in the face of difficulty, either because they cannot get what they want or because they cannot influence others in ways that further their own interests.

Power is the key word of the term 'Empowerment' which means control over material assets, intellectual resources and ideology. The material assets over which control can be established may be of any type — physical, human, financial, such as land, water, forests, people's bodies and agencies. Labour, money and access to money.

Knowledge information, ideas can be included in intellectual resources. Control over ideology, signifies the ability to generate, capacity to propagate, capacity to sustain and institutionalize specific sets of beliefs, principles, values attitudes, actions and behaviors 'virtually' determining how people perceive think, and in a given socio — economic and political environment (Apte. 1995).

Power is not likely to be handed to "have-not" groups in our society. Power must be developed or taken by the powerless themselves, as well as being granted (Hess, 1984) It is possible for individuals or groups to empower themselves rather than merely being the recipients of power bestowed by others. Our own definition of "empower" as a transitive verb relates back to the connection of the prefix "em" to the noun "power". Staples defines this term as : to gain power, to develop power, to take or seize power, to facilitate or enable power, to give, grant, or permit power.

The concept of power refers to the ongoing capacity of individuals or groups to act on their own behalf to achieve greater measure of control over their lives and destinies. The literature on empowerment offers further insight. It has been characterized as the antithesis of paternalism (Swift, 1984) with key themes being the participation of people in their own empowerment (Rappaport, 1984) and self — help for social change. A number of writers emphasize the importance of recognizing existing competencies (Rappaport, 1984) and building on individual and collective strengths (Pinderhughes, 1983; Biegel, 1984). Individual qualities associated with empowerment includes self — efficacy (Barton, 1984), participatory competencies (Kieffer, 1984) critical analysis (Kiefer, 1981) rationally motivated action (Mondros, 1981) skill (Biegel, 1984)

Karl (1995) feels that, Empowerment is word widely used, but seldom defined. Long before the word became popular, women were speaking about gaining control over their lives, and participating in the decisions that affect them in the home and community, in Government and international development Government and international development policies. The word 'empowerment' captures this sense of gaining control, sense of participating and sense of

decision making. More recently, the word has entered the vocabulary of development agencies, including international organizations and the United Nations.

According to Pillai (1995), "Empowerment" is an active, multidimensional process which enables women to realize their full identity and powers in all spheres of life. Power is not a commodity to be transacted; nor can it be given away as alms. "power has to be acquired and once acquired, it needs to be exercised, sustained and preserved".

Empowerment is a process and is not, therefore, something that can be given to people. The process of empowerment is both individual and collective, since it is through involvement in groups that people most often begin to develop their awareness and the ability to organize, to take action and bring about a change. Women's empowerment can be viewed as a continuation of several interrelated and mutually reinforcing components:

Gutierrez et al (1995) says that the term "empowerment is ubiquitous, used by presidents and poets alike, yet its meaning often seems hazy and undeveloped. The concept of empowerment has been unevenly developed and has been used in different ways. Some describe empowerment primarily as a goal, others as a process, others as a form of intervention.

As regards the definition of empowerment, practitioners describe it as a psychological process to change. One critical element of this change is gaining awareness of the power that exists within any individual, family group or community. This focus on empowerment as a process is emphasized by practitioners involved in different levels of practice (for example individual, group or community work) and with different populations. The applicability of empowerment to varying foci of practice suggests an underlying unity to the concept; although practitioners may work with individuals, groups, or communities that have different goals, empowerment is described as a method for developing personal and interpersonal power through a process of self-awareness.

According to Zippy (1995), empowerment represents a means for accomplishing community development tasks and can be conceptualized as involving two key elements giving community members the authority to make decisions and choices and facilitating the development of the knowledge and resources necessary to exercise these choices.

Empowerment is often described as building "community capacity" which involves enhancing the aptitude of community groups to procure and manage social and economic resources (Mayer. 1984) implies a focus on developing the resources and skills necessary for individuals and communities to exert authority and power.

Bandura (1986), Empowerment is the process through which individuals gain efficiency, defined as the degree to which an individual perceives that he or she controls his or her environment.

The essence of empowering vulnerable individuals is to promote Capacity building and skills development, especially the ability to plan, make decisions, organize, manage and carry out activities, to deal with people and institutions in the world around them, Participation and greater control and decision-making power in the home, community and society.

Empowerment is broadly defined as control over material assets, intellectual resources and ideology. Or the process of challenging existing power relations, and of gaining greater control over the sources of power, the purpose of empowerment is based on the idea that giving employees skills, resources, authority, opportunity, motivation, as well holding them responsible and accountable for outcomes of their actions will contribute to their competence and satisfaction.

Empowerment in its broad sense is the expansion of freedom of choice and action; it involves increasing ones authority and control over the resources and decisions that affect ones life. It is also the act of enabling people to act on their own in order to reach their self-defined goals. (Zimmermann, 1995).

1.9.7. Orphans/Aids Orphans (OVC)

From the basic point of view, an orphan is a child who has lost both parents or someone deprived of both parents.

In 2004, the World Bank established an OVC Thematic Group to respond to the worldwide OVC crisis due to HIV and AIDS, and developed an OVC toolkit for sub-Saharan Africa (SSA) (World Bank Africa Region and World Bank Institute 2005).

The World Bank defines OVC as children who are—

- Orphaned
- Separated from their parents

- Living with caretakers with serious problems like illness, disabilities, trauma, substance addictions, abusive habits, or
- Having normal families, but special needs that even well-functioning parents will need help to address (trauma, disability, behavioral problems).

The World Bank further defines OVC as children who, in a given local setting, are most likely to fall through the cracks of regular programs, policies, and traditional safety nets and therefore need to be given special attention when programs and policies are designed and implemented.

UNAIDS defines OVC much more narrowly, focusing only on orphans and defining them as children under 18 years of age whose mother, father, or both parents have died as a result of AIDS (United Nations, 2004). The United States President's Emergency Plan for AIDS Relief (PEPFAR) on the other hand defines OVC as children ages 0-17, who are either orphaned or made more vulnerable because of HIV and AIDS. PEPFAR defines a vulnerable child as one who is living in circumstances with high risks and whose prospects for continued growth and development are seriously impaired. According to PEPFAR, a child is more vulnerable because of any or all of the following factors that result from HIV and AIDS (The President's Coordinator 2006):

- Is HIV positive
- Lives without adequate adult support
- Lives outside of family care, and/or
- Is marginalized, stigmatized, or discriminated against.

For the purposes of this document, we examined programming under different definitions of OVC and of orphans, but used PEPFAR OVC categories to structure both the findings and recommendations (with the exception of including 5 year olds in the range of early childhood, as many SPRING's partners include children 2-5 in their early childhood activities). UNAIDS uses the term orphans to describe children who have lost either one or both parents or children who are made vulnerable by HIV. UNICEF and global partners also define an orphan as a child under 18 years of age who has lost one or both parents to any cause of death.

❖ **AIDS orphans**

This term not only stigmatizes children, but it also labels them as HIV-positive, which may be untrue. Identifying a human being by his or her social condition alone shows a lack of

respect for the individual, in the same way as identifying a human being by his or her medical condition.

Contrary to traditional usage (but consistent with the dictionary definition), UNAIDS sometimes uses orphan as a subset of orphans and other children made vulnerable by AIDS to describe children who have lost either one or both parents to HIV.

1.9.8. AIDS (Acquire Immune Deficiency Syndrome)

AIDS is a collection of diseases that results from infection with HIV (Smart, Pleaner & Denni, 2001:4). AIDS is an epidemiological definition based on clinical signs and symptoms. Aids is often referred to as a steady incurable disease, but this may create fear and increase stigma and discrimination. It has also been referred to as manageable, chronic illness, much like hypertension or diabetes but this may lead people to believe that it is not as serious as they thought. It is preferable to use the following description: AIDS is caused by HIV, the human immune deficiency virus. HIV destroys the body's ability to fight all infections and disease, which can ultimately lead to death. (UNAIDS guidelines terminology October 2011)

HIV and AIDS are different. The human immunodeficiency virus (HIV) causes the acquired immune deficiency syndrome (AIDS). AIDS is a condition that compromises the immune system and leads to opportunistic infections and malignancies, or cancer, and eventually death.

1.9.9. Parents

Etymologically, a parent comes from a Latin word; *parents* meaning parent, which is a care taker of the off spring in their own specie. In human, a parent is a mother or father figure of a child. children can have one or more parents but they must have two biological parents.

Also, according to Advanced Learners Dictionary (2002), a parent is defined as a person either a father or mother. A parent is a caregiver of the offspring in their own species. In humans, a parent is the caretaker of a child (where child refers to offspring, not necessarily age). A biological parent is a person whose gamete resulted in a child, a male through the sperm, and a female through the ovum. (a non-invasive test to determine paternity in pregnancy' new England journal of medicine may 3, 2012)

A parent can also be elaborated as an ancestor removed one generation; with recent medical advances, it is possible to have more than two biological parents. The most common types of parents are mothers, fathers, step parents, and grandparents. (paternity indices. April

19, 2004. Archived from the original on April 19, 2004.) In family court, a legal parent is a biological parent who has not had his or her parental rights severed or an adopted parent

Being a parent is the most important job in the world. The first 1.000 days of life is a once-in-a-life time opportunity to build a baby's brain and shape a child's ability to learn and grow. (UN global day of parents 1ST JUNE) The global day of parents is observed on the 1st of June every year. The day was proclaimed by the UN General Assembly in 2012 with resolution A/RES/66/292 and honours parents throughout the world. The global day provides the opportunity to appreciate parents in all parts of the world for their selfless commitment to children and their lifelong sacrifice towards nurturing this relationship.

1.9.10. Professional /activities

Professional activities according to English dictionary for learner's captures everything that does not fall within publications, teaching, or grants.

1.9.11. Youths

Persons between the age of 15 and 24 years. *United Nations General Assembly Resolution A/RES/50/81 ("World Program of Action for Youth to the Year 200 and Beyond")*

The UN, for statistical purposes defines youth, as those persons between the ages of 15 and 24 years, without prejudice to other definitions by member states. This definition was made during preparations for the international youth year (1985), and endorsed by the general assembly (see A/36/215 and resolution 36/28, 1981).

Many countries also draw a line on youth at the age at which a person is given equal treatment under the law-often referred to as the age of majority. This age is often 18 in many countries and once a person passes this age, they are considered to be an adult. However, the operational definition and nuances of the term youth often vary from country to country, depending on the specific socio-cultural, institutional economic and political factors.

We are going to unfold with our next chapter entitled literature review and theoretical approach, through which we will focus on recent works on conditioning, empowerment and social vulnerability of orphans whose parents died of HIV/AIDS, and then on behavioral theory, empowerment theory and finally self-efficacy theory respectively.

**CHAPTER 2: EMPOWERMENT AND
SOCIAL VULNERABILITY.**

2. EMPOWERMENT TO PROFESSIONAL ACTIVITIES

The most conspicuous feature of the term empowerment is that it contains the word power. To sidestep philosophical debate, it may be broadly defined as control over material assets, intellectual resources and ideology. The process of challenging existing power relations, and of gaining greater control over the sources of power, may be termed as empowerment. This broad definition is defined by feminist scholars and activists within the context of their own regions (Batliwala 1995). As Srilatha Batiwala observed, "In grassroots programs and policy debates alike, empowerment has virtually replaced terms such as welfare, upliftment, community participation, and poverty alleviation to describe the goal of development and intervention".

The term 'empowerment', has been widely used in the literature, programmes initiated by the Government as well as NGOs to mean more effective participation of the people at the grass root level. That requires removal of barriers to participation so that people may participate freely within the existing institutional arrangement to derive benefits meant for them. However, such concept of empowerment has been criticized as disabling as it puts excessive emphasis on formal institutional arrangement (Mohant, 1995).

Empowerment can be understood by examining the concepts of power and powerlessness (Moscovitch and Drover, 1981). Power is defined by the Cornell Empowerment Group as the "capacity of some persons and organizations to produce intended, foreseen and unforeseen effects on others" (Cornell Empowerment Group, 1989, p.2). There are many sources of power. Personality, property/wealth, and influential organizations have been identified by Galbraith (1983) as critical sources of power in the last part of this century. Others have pointed out that the class-dominated nature of our society means that a small number of people have vast economic or political power, while the majority have little or none (Moscovitch & Drover, 1981)

The literature describing empowerment practice is based primarily on the empowerment theory and case examples of empowerment practice. The focus of this literature has been on definitions of empowerment practice (Parsons, 1991 Rappaport, 1981 ; Simon, 1990; Staples, 1991 ; Swift & Levin, 1987) and the description of specific methods (Freire, 1973) and outcomes (Maton & Rappaport, 1984) ; Zimmeraman & Rappaport (1982). Less attention has been paid to how the structure, culture and management of human services organizations can support the empowerment of workers and consumers. Rappaport, (1987) defines empowerment

as a process by which people, organization, and communities gain mastery over issues which are of concern to them. Again, Oxford English Dictionary (1998) on the other hand defines empowerment as giving someone the authority or power to do something. Power, in turn is given for a purpose, that is to enable action. Still; Empowerment has been defined as an intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources; or a process by which people gain control over their lives, democratic participation in the life of their community, and a critical understanding of their environment (Perkins & Zimmerman, 1995). Also, the Swiss agency for development and cooperation defined empowerment as a process of emancipation in which the disadvantaged are empowered to exercise their rights, to obtain access to resources and to participate actively in the process of shaping society and making decisions.

Empowerment is a process and is not, therefore, something that can be given to people. The process of empowerment is both individual and collective, since it is through involvement in groups that people most often begin to develop their awareness and the ability to organize, to take action and bring about a change. Bandura (1986), Empowerment is the process through which individuals gain efficiency, defined as the degree to which an individual perceives that he or she controls his or her environment.

Empowerment to professional activities at this point is a process through which an individual or group of persons gain total control or gain efficiency over their life through the acquisition of developmental skills which enable them plan, make decisions, organize, manage, and carryout other activities in the society. However, apart from being economically empowered, one would as well acquire life coping skills, manipulative skills, intellectual skills, artistic skills and communicative skills, all enabling one have control over his or her life. To conclude, the essence of empowering vulnerable individuals is to promote Capacity building and skills development, especially the ability to plan, make decisions, organize, manage and carry out activities, to deal with people and institutions in the world around them, Participation and greater control and decision-making power in the home, community and society.

2.1. TYPES OF EMPOWERMENT (Chamberlin,J. (1997). A working definition of empowerment. Psychiatric rehabilitation journal, 43-46.)

Empowerment in a nutshell means

1. Having decision making power.
2. Having access to information and resources.
3. Having a range of options from which to make choices (not just yes/no, either/or).
4. Assertiveness.
5. A feeling that the individual can make a difference (being hopeful).
6. Learning to think critically; unlearning the conditioning; seeing things differently; e.g.,
 - a) Learning to redefine who we are (speaking in our own voice).
 - b) Learning to redefine what we can do.
 - c) Learning to redefine our relation-ships to institutionalized power.
7. Learning about and expressing anger.
8. Not feeling alone; feeling part of a group.
9. Understanding that people have rights.
10. Effecting change in one's life and one's community.
11. Learning skills (e.g., communication) that the individual defines as important.
12. Changing others' perceptions of one's competency and capacity to act.
13. Coming out of the closet.
14. Growth and change that is never ending and self-initiated.
15. Increasing one's positive self-image and overcoming stigma.

Empowerment is a word that has been used so often and so widely that its definition has become blurred. The question is what do they mean by empowerment and who do they empower? The term empowerment first was introduced in regards to civil rights. It is in this light that the first article on the word was written in 1975 titled “Toward black political empowerment-can the system be transformed” and that’s how other articles were brought forth using the term depending on their domain. Still, other groups from political entities to health organizations, latched on to the word citing it in articles such as “Grassroots empowerment and government response” in social policy and counselling for health empowerment”, the term later embarked on talking about empowerment of marginalized peoples, such as women, the poor and especially with community development. For example, in 2010, articles were published entitled “Power and empowerment: Fostering effective collaboration in meeting the needs of orphans and vulnerable children”. In a paper written by Solava Ibrahim and Sabina Alkire entitled “Agency and empowerment: a proposal for internationally comparable indicators”, they document 32 different definitions of empowerment that are currently in use, however, most of the definitions define empowerment in terms of agency, “an actor’s or groups ability to make purposeful choices”, it is due to this that Ibrahim and Akire define empowerment simply as the expansion of agency.

The world bank measured empowerment in their world development report 2001 by defining it as the existence of choice, the use of choice, and the achievement of choice.

In “empowerment in practice from analysis to implementation” by Alsop, Bertelsen and Holland, they define empowerment as the process of enhancing an individual’s capacity to make choices and then transforming those choices into sought after outcome. From the above definitions and assertions one can deduce that empowerment is very multidimensional and it can be exercised on many different levels and domains. In the below lines, we will stress on the different types of empowerment.

- a) Economic empowerment. Economic empowerment seeks to ensure that people have the appropriate skills, capabilities and resources and access to secure and sustainable incomes and livelihoods. Related to this, some organizations focus heavily on the importance of access to assets and resources.
- b) Human and social empowerment. Empowerment as a multidimensional social process that helps people gain control over their own lives. This is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their

communities and their society, by being able to act on issues that they define as important (Page and Czuba, 1999).

- c) Political empowerment. The capacity to analyze, organize and mobilize. This results in the collective action that is needed for collective change. It is often related to a rights-based approach to empowerment and the empowering of citizens to claim their rights and entitlements (Piron and Watkins, 2004).
- d) Cultural empowerment. The redefining of rules and norms and the recreating of cultural and symbolic practices (Stromquist, 1993). This may involve focusing on minority rights by using culture as an entry point.

2.2. EMPOWERMENT: A MULTIDIMENSIONAL APPROACH TO POVERTY REDUCTION AND FAVOURING OF SOCIAL INTEGRATION

Despite the multiple ideological roots to the concept, empowerment can be broadly defined as ‘a progression that helps people gain control over their own lives and increases the capacity of people to act on issues that they themselves define as important’. A failure to clearly define what is meant by ‘empowerment’ can weaken its value, either as an agent for change or as a tool for analysis. A lack of distinction between the types of power and clarity about the appropriate strategies to address such imbalances can mean that many empowerment-focused interventions fail to explicitly address power. Being aware of the different forms of power and their dynamic nature helps in understanding the multiple ways in which voices can be marginalised from (or included in) decision making. Understanding this helps to identify the kinds of strategies needed to shift unequal power dynamics.

SDC (Swiss agency for development cooperation) conceptualises empowerment as an emancipation process in which the disadvantaged are empowered to exercise their rights, obtain access to resources and participate actively in the process of shaping society and making decisions. The activities of SDC are therefore designed to strengthen the poor through bolstering self-confidence and ability to develop potential solutions of their own. However, SDC’s commitment to empowerment also involves a political dimension, which aims to tackle those development models, interests and power relations that are the causes of injustice and poverty (SDC, 2004).

Taking a multidimensional approach requires defining empowerment in terms of both individual capacities and collective action to address inequalities that are the causes of poverty. A focus on empowerment emphasises that poverty not only is about low incomes, but also

emanates from social exclusion and the lack of access to power, voice and security. NGOs such as Save the Children, CARE international, foundation Coeur d’Afrique and Concern also take a strong rights based approach to policy and programming of empowerment. There are organisations that take a less ‘political’ approach and do not include a HRBA in their empowerment strategies. The World Bank has been active in the evolution of thinking around empowerment and has included principles such as empowerment and accountability within its new Social Development Strategy 2005 (Foresti et al., 2006). However, until recently, it has been constrained by its Articles of Agreement from working directly on human rights owing to the perception that these are ‘political’ issues. The Canadian International Development Agency (CIDA) also does not mention rights in its discussions of empowerment, but its women’s empowerment programmes are often implemented alongside women’s rights programmes.

2.3. THE EMPOWERMENT PROCESS MODEL AND THE COMPONENTS OF THE EMPOWERMENT PROCESS MODEL

We identified the core concepts in the process of empowerment using several criteria: the extent to which the literature supports its importance, the ease with which it can be communicated both to researchers and practitioners, and the applicability of the concept to the fulfillment of particular goals in particular contexts.

❖ Setting Personally Meaningful, Power Oriented Goals

Goals are not often included explicitly in definitions of empowerment or in empirical work based on those definitions, but qualitative descriptions convey the process as one strongly driven toward personal aims. In his study of citizen leaders, Kieffer (1984) described a pressing desire for change awakened when these leaders’ “sense of integrity [was] directly violated or attacked” (p. 18) and noted that such experiences were energizing only in the context of their meaning to those particular people. Similarly, Boehm and Staples (2004) discussed the meaning of empowerment with 20 focus groups made up of social workers and recipients of social work services in Israel, and described participants’ painful or life-changing experiences as the common reference point. In sum, the empowerment process is driven by a subset of the goals a person might pursue. As is evident in these descriptions, these goals are not only power oriented but personally meaningful. Understanding the nature of such goals and how they differ across people and contexts is critical to facilitating the process of empowerment.

❖ **The importance of personally meaningful goals.**

Self-determination theory, originated by Edward Deci and Richard Ryan (2000), elaborates the idea of personally meaningful goals. The theory suggests that an individual is personally committed in varying degrees to every behavior he or she undertakes. An individual engages in some behaviors for the sake of fleeting pleasure, or in relation to externally imposed consequences, and engages in others as conscious attempts to reach personally important goals. Cultural values influence both the importance of particular goals and the choice of avenues to reach them. Motivation for these behaviors is called integrated regulation, because the goals are integrated with a person's sense of self and core beliefs. Behaviors supported by integrated regulation are likely to occur autonomously, because the individual believes that the goal is important enough to overcome difficulties. However, unlike intrinsic motivation, which involves activity that is intrinsically enjoyable, the goals involved in integrated regulation involve reaching for some kind of external reward (Markland, Ryan, Tobin, & Rollnick, 2005). In the case of empowerment, the reward is power.

Evaluating the personal meaning of goals necessitates the consideration of social context, because a wide range of contextual variables influence one's sense of self and core beliefs. In fact, in their discussion of counselors engaging in advocacy, Toporek and Liu (2001) cautioned that advocating on behalf of a client without collaborating on the goals of advocacy can render even the very well-intentioned counselor "paternalistic and condescending" (p. 399). There is solid support for the idea that when research or practice is out of step with this context, at the very least it misses the mark (Boehm & Staples, 2004). For example, Kasturirangan (2008) noted that for some domestic violence victim's violence is not the only—or the most important—problem they are facing, and their goals may be markedly different from those assumed by service providers. A helping professional's insistence on her or his goal, when it differs from the client's, would not facilitate the client's empowerment process.

Elaborating the important role of culture in the personal meaning of goals, Constantine and Sue (2006) argued that it is not possible to "separate definitions of optimal human functioning from the cultural context in which they arise" (p. 229). In their discussion of ethical dilemmas that arise when counseling psychologists work within a social justice agenda, Goodman and colleagues (2004) provided a clear example. As part of a training experience in a social justice-oriented program, graduate students developed "empowerment groups" for Asian American middle school students who reported feeling marginalized at school. The goals of these groups were for the students to identify and assert their needs in the classroom. Over

time, however, the facilitators “came to recognize that the girls did not share these individualistic goals. Many disclosed that they felt uncomfortable with the behaviors associated with ‘empowerment,’ such as speaking up in class. Instead, the girls wanted to hold onto their cultural values of modesty, respect, honor, and collectivism” (Goodman et al., 2004, p. 820). The notion of personally meaningful goals makes the empowerment process model particularly sensitive to the influence of sociocultural context on empowerment.

A range of literature, particularly in the context of therapy, supports the suggestion that identifying personally meaningful goals is a key step in making positive changes of various kinds (not limited to empowerment). For example, a focus of humanistic approaches to therapy is on creating a safe and supportive environment where the client may find his or her authentic self and begin to make choices consistent with his or her own values rather than the “ought’s” which are externally imposed (Rogers, 1961, p. 168). Models of brief therapy and motivational interviewing both rely on the therapist’s ability to empathize and to identify a focus that resonates with the client’s own motives (Bennett, 2001; Rollnick & Miller, 1995). Acceptance and Commitment Therapy (ACT) has particular techniques for identifying clients’ values and the goals associated with them, such as asking clients to consider the content of the eulogy they would want read at their own funeral (Hayes, 2004). The importance of goals with personal meaning is thus supported by theory and research both inside and outside of the empowerment literature and is integrated in many models of psychotherapy. What sets the empowerment process apart from this literature is its application across contexts (outside the therapy office), its extension outside the intrapsychic realm (highlighting the very real contextual obstacles for many people in reaching their goals), and its focus on power.

❖ **The importance of power-oriented goals.**

We established earlier that the goals pursued in the empowerment process are power-related and embed the process of empowerment in social interactions. We described a power-oriented goal as an aim to increase one’s influence in social relations at any level of human interaction, from dyadic interactions to the interaction between oneself and a system. Such a goal could forward one’s own interests and/or the interests of a group and could move one toward greater connection or autonomy.

In sum, the process of empowerment is motivated by goals that are related to power and that are profoundly compelling to the individual because of their personal meaning. The pursuit of a goal that is power oriented but not personally meaningful as we have defined it, and vice versa, would not be empowerment. For example, the pursuit of hedonistic pleasure would not

meet either of these criteria. The pursuit of a promotion at work might meet the power-oriented criterion but would only meet the personal meaning criterion if it fit with the individual's core beliefs and sense of self. Making a resolution to be kind to others might meet the personal meaning criterion but would only meet the power-oriented criterion if it was meant to increase influence.

Identification of goals that do meet these criteria may range from acknowledging something that is immediately obvious to engaging in a lengthy and complex process in and of itself, and might involve the identification of smaller goals or objectives that serve an overarching goal. Because personally meaningful goals are particularly motivating (Deci & Ryan, 2000; Markland et al., 2005), successful identification of such goals should fuel the behavioral components of the model—gaining relevant knowledge, building competence, and taking action. One's experience in the empowerment process is also likely to lead one to redefine goals—part of the iterative action–reflection process described earlier.

❖ **Self-Efficacy**

Scholars describing empowerment often include the individual's sense of agency—the individual's beliefs about his or her abilities that Riger (1993) set apart from the individual's actual power. For example, in the context of social work Gutierrez (1991) described part of empowerment as an increase in “personal power,” or “experiencing oneself as a powerful or capable person” (p. 202). In the context of an agricultural cooperative, Kroeker (1995) stated that the “psychological goals of empowerment are to increase feelings of value, self-efficacy and control” (p. 752). Fitzsimons and Fuller (2002) suggested that “an empowerment approach promotes recognition of the power and capabilities that individuals already possess” (p. 483). As mentioned earlier, intrapersonal empowerment is a broad conceptual umbrella in Zimmerman's (1995) network, including overlapping concepts such as self-efficacy, mastery, perceived control, and locus of control. For the purpose of greater clarity and consistency, this is the component of the empowerment process most in need of narrowing.

On the basis of the criteria we have described, we identify self-efficacy as the core element of this part of the empowerment process. Compared with related concepts such as locus of control and mastery, self-efficacy has been much studied and measured in a domain-specific fashion, and there is a large amount of consistent evidence linking it to motivation and performance across situations and cultures, including both communal and individual efforts (e.g., Bandura, 2002; Bandura & Locke, 2003; Stajkovic & Luthans, 1998). Further, goal-setting theory identifies self-efficacy as a moderator between goals and performance and specifies

motivation as an offshoot of highly valued goals for which a person has high self-efficacy; Locke in fact has termed personally valued goals and self-efficacy as the “motivation hub” (Locke & Latham, 2002, p. 709). Consonant with this theory, we view this part of the process as the engine for the rest.

Earlier we described Sue’s (1978) elaboration of the concept of locus of control, which brings cultural ideology and social experiences to bear on a concept that is often viewed and measured intrapsychically. A similar point applies to the influence of social context on self-efficacy (Bandura, 2002). In particular, the opportunities, obstacles, and resources in one’s environment have obvious impact on one’s beliefs about what one can accomplish. Assessing the links between self-efficacy and other components of the empowerment process model helps to highlight these dynamics.

❖ **Knowledge**

After identifying a goal and feeling that one can accomplish it, one must identify a course of action. Both McWhirter (1991) and Zimmerman (1995) integrated versions of this “how to” component in their definitions (as an awareness of power dynamics and as a part of the interactional component, respectively). In our model, we define knowledge as an understanding of the relevant social context, including the power dynamics at play, the possible routes to goal attainment, the resources needed, and ways to obtain them.

The type of knowledge required depends on the goal of the process; within this broad range, the literature has discussed attunement to power dynamics most extensively. Gutie´rrez (1991) described conducting a “power analysis” with clients, in which counselors help clients to become aware of the ways in which power disparities function in their lives. Indeed, a central tenet of feminist theory is that power asymmetries become “embedded in daily life” in “invisible and sometimes non conscious ways,” and a fundamental goal of feminist therapy is to help the client gain awareness of these dynamics (Brown, 1994, p. 17). Freire (1970/2000) originally termed this process *critical consciousness (concientizacao)*, in which the disenfranchised gain power through recognizing themselves as oppressed and taking action. Mart´ın-Baro´ (1994) also used this concept to describe the liberation of the oppressed, a change in mentality moving hand in hand with social change.

In a recent experiment, Chronister and McWhirter (2006) applied the idea of critical consciousness to a career intervention for battered women and provided empirical support for its importance in the pursuit of goals. They developed two versions of the intervention, one with

a component meant to increase participants' critical consciousness, and one without. The women who received the critical consciousness component persisted in goal pursuit for a longer time and made more progress in achieving goals. More generally, Speer (2000) provided evidence of a link between knowledge and community participation. Both of these studies support the notion that knowledge—of power dynamics or of systems in general—is linked to other components of the empowerment process.

❖ **Competence**

Once an individual knows what is required to reach a goal, his or her level of actual (as opposed to perceived) skill relevant to the task becomes salient. This element of the process is an explicit part of McWhirter's (1991) definition, and Gutie´rrez (1991) similarly viewed the identification of skill deficits and learning new skills as a key element of the empowerment process. Zimmerman (1995) included it in his interactional component, together with knowledge. We believe it is important to articulate competence separately from knowledge because it is conceptually distinct—knowing what to do is not the same thing as knowing how to do it—and there may well be different obstacles to each of these components.

Success or failure with gaining skills is certain to have a reciprocal relationship with other pieces of the process. Learning skills to accomplish a task will increase self-efficacy and promote action, and experience with taking action will refine skills, further influencing self-efficacy and action (Kieffer, 1984). Before a person has taken action, assessing their perception of their own competence is the same as assessing their self-efficacy. Taking action may confirm parts of this perception, but likely will also yield new information about strengths, weaknesses, and environmental obstacles and opportunities.

❖ **Action**

In order to actually achieve goals, one must take action. The action is shaped by the pieces of the process that come before it—it is driven by particular goals, motivated by the personal value of those goals and beliefs about one's ability to reach those goals, informed by relevant knowledge, and carried out using relevant skills. We have adopted the term *action* because it is intuitive and because of its connection to the action–reflection dynamic described earlier (Freire, 1970/2000). This element of our model is similar to Zimmerman's (1995) behavioral component of psychological empowerment as he originally defined it, though it has been translated rather narrowly, most often as participation in a community group. Our model differs from this conceptualization in that we consider participation only one of an almost limitless range of actions that might be employed toward fulfillment of goals. For example, an individual

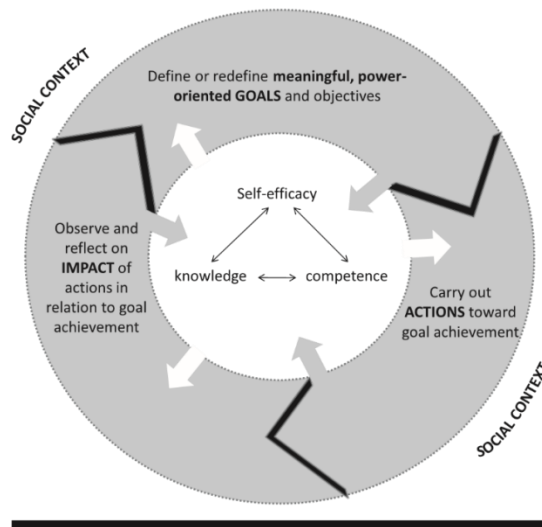
may actually desire less contact with a community group if she or he wishes to be less subject to external influence (“power from”) or may wish to have more influence within an important dyadic relationship (“power to”) as opposed to a community group, which might involve asserting herself or himself with a significant other rather than participating in an organization.

Freire (1970/2000) wrote convincingly of the links between action and other elements of the empowerment process. In particular, he wrote that action that leads to liberation cannot be imposed from without but instead must be generated by a person’s perception of his or her situation. In the terms of the empowerment process model, action is linked to people’s knowledge about the power dynamics that operate in their lives and the ways they can or cannot change them. An important source of information about these possibilities and the limits others place on the individual’s freedom is the next component of the empowerment process model impact.

❖ **Impact**

This element of the empowerment process involves an assessment of what happens following the individual’s actions. The environmental response will be a result of much more than one individual’s actions—as we mentioned earlier, not all people have an equal chance of gaining power. The individual’s perception of his or her personal impact likely moderates the relationship between impact and other elements of the process. This perception is in turn determined by many factors, including people’s culturally informed beliefs about personal control (the extent to which they believe they are “masters of their fate”) and whether they or the environment have primary responsibility for success or failure (Sue, 1978, p. 422), their experiences with discrimination, and structural obstacles to their goals. An environmental response that corresponds to individuals’ goals will increase their self-efficacy to the extent that they view the outcome as directly connected to their behavior. This link has been much explored in the self-efficacy literature discussed earlier, where it has been shown that one’s level of perceived success or failure and one’s explanations for it are the strongest influences on one’s efficacy beliefs, and this finding holds true whether the action is undertaken on one’s own or as part of a group (Bandura, 2002). It is in reflecting on impact that obstacles to success such as discrimination, lack of resources, and institutionalized racism will become glaringly clear, revealing related power dynamics (knowledge) and leading to the refinement of goals. This is the component of the model in which the role of social context is most explicit.

Figure 1: The empowerment process model



ALIYA R. CHAPMAN

Source: Cattaneo & chapman, 2010; Empowerment Process Model

2.4. EMPOWERMENT BY RAPPAPORT 1987

Exemplars of Definitions of Empowerment We have already described prior literature on empowerment as including a wide variety of definitions. Here, to give a sense of this landscape, we describe several of the most frequently cited definitions and their primary strengths and weaknesses. We then draw from these descriptions and the broader literature on empowerment to crystallize the most pressing issues in prior work that our model addresses.

- ***Empowerment is mastery.***

Rappaport (e.g., 1987, 1995) has contributed much to the thinking on empowerment, calling for it to be the center of theory development in community psychology. His frequently cited definition of empowerment as “a mechanism by which people, organizations, and communities gain mastery over their affairs” (Rappaport, 1987, p. 122) captures the sense of gaining personal control that is intuitively central to the concept. However, this “mastery” notion of empowerment has also been critiqued as giving insufficient attention to the relevance of the construct for community well-being (Goodman et al., 2004; McWhirter, 1998a; Prilleltensky, 1997; Riger, 1993; Toporek & Liu, 2001). Riger (1993) suggested that this emphasis promotes a conflict-based model of empowerment and marginalizes the human need for social integration. She challenged empowerment theory to integrate these fundamental drives—to include both mastery and connection.

- **Empowerment is participation.**

Rappaport later endorsed the Cornell Empowerment Group's narrower definition of empowerment as involving respectful, caring, and reflective participation in a community group in order to gain equal access to and control over resources (Rappaport, 1995). This definition addresses the criticisms of Riger and others in that it explicitly involves social connection, but it does so quite narrowly (specifying participation) and only as a mechanism toward greater control of resources.

2.5. EMPOWERMENT THEORY ACCORDING TO RAPPAPORT 1987

Most of the literature also associates empowerment with personal control. Rappaport (1987) points out that "by empowerment I mean our aim should be to enhance the possibilities for people to control their own lives" (p. 119). Cochran (1986) believes that people understand their own needs far better than anyone else and as a result should have the power both to define and act upon them.

Rappaport's (1987) concept of empowerment, "conveys both a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights" (p.121). Empowerment is as well the process of transition from a state of powerlessness to a state of relative control over one's life, destiny, and environment. This transition can manifest itself in an improvement in the perceived ability to control, as well as in an improvement in the actual ability to control.

Disempowering social processes are responsible for creating a sense of powerlessness among people who belong to groups that suffer from stigma and discrimination. A sense of powerlessness leads to a lack of self-worth, to self-blame, to indifference towards and alienation from the environment, beside inability to act for oneself and growing dependence on social services and specialists for the solution of problems in one's life.

For the purpose of this study, empowerment was defined as *processes whereby individuals achieve increasing control of various aspects of their lives and participate in the community with dignity.*

2.6. STRENGTHS AND WEAKNESSES OF EMPOWERMENT THEORY

Empowerment theory is a social process that assists individuals in gaining control and fostering power over their own lives and environment. This theory promotes self-efficacy,

consciousness, personal responsibility, dual perspective, and a reduction in self-blame. (Langer & Lietz, 2015)

As strength, empowerment method focuses on the achievement of goals and change of systems by utilizing available strengths, resilience, and resources. By focusing on competence rather than deficits in individual or social functioning, the empowerment model supports resourcefulness and the development of skills to remove social barriers for individuals and communities. Empowerment based practice actuates a strengths perspective, centering the social work process towards competence promotion and away from the stigmatizing notion of deficit reduction. An empowering approach reveals the worker's unwavering commitment to social justice. Also, being empowered is not a static condition but rather a dynamic and cyclical one. Human individual and social systems are in perpetual motion, either "getting better" or "getting worse" at any given moment. It is in this light that Saint Ambrose School of Social Work Field Instruction Manual, 2012/2013 emphasize on the fact that empowerment indicates a simpatico state in which one's perception of self-efficacy and essential value is mirrored in and accentuated by social relationships and the larger environment. Empowerment is a confluence of the individual, the interpersonal, and the sociopolitical where the experience of power in each sphere continually replenishes the other. The realization of interpersonal success builds confidence, personal control and esteem.

On the other hand, empowerment has some weaknesses. Empowerment theory's weakness is that there is too much room for reliability on another's strengths and dedication towards a common goal.

In a nutshell, empowerment theory has a direct link in our study which is laying emphasis on the fact that vulnerable individuals through the said concept gain control over ideology, have the ability to generate, capacity to propagate, capacity to sustain and institutionalize specific sets of beliefs, principles, values attitudes, actions and behaviors virtually determining how people perceive think, and in a given socio-economic and political environment. Therefore, through empowerment theory, OVC will gain control of their lives alongside with acquisition of skills for economic integration and thus be autonomous which is the aim of empowerment.

2.7. ORPHANS OF AIDS PARENTS

The HIV/AIDS epidemic in sub-Saharan Africa has already orphaned a generation of children – and now seems set to orphan generations more. Today, over 11 million children

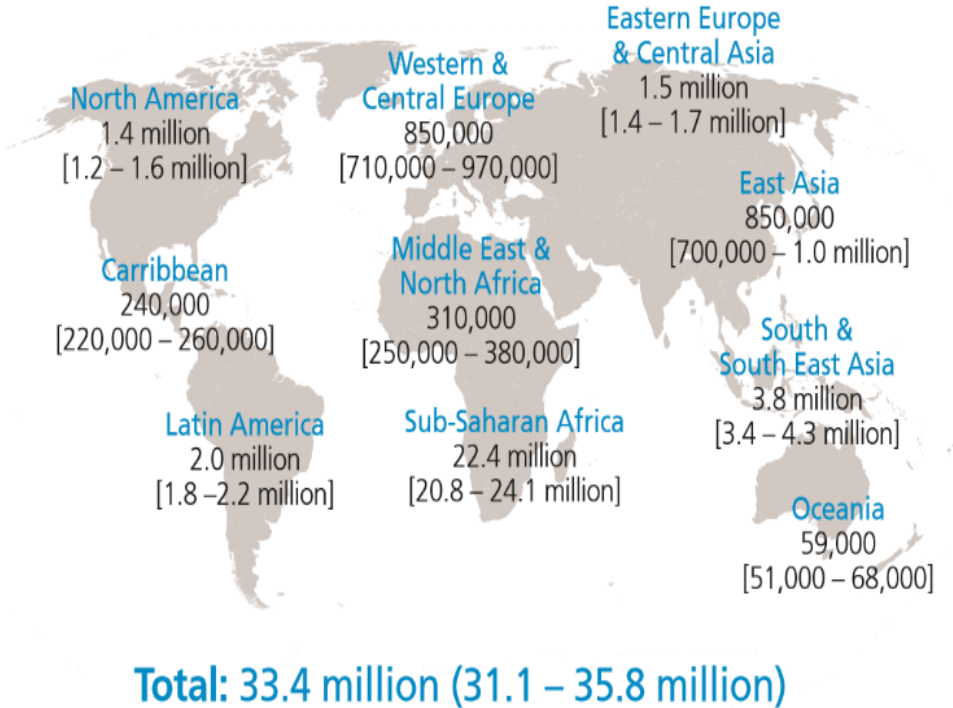
under the age of 15 living in sub-Saharan Africa have been robbed of one or both parents by HIV/AIDS. Seven years from now, the number is expected to have grown to 20 million. At that point, anywhere from 15 per cent to over 25 per cent of the children in a dozen sub-Saharan African countries will be orphans – the vast majority of them will have been orphaned by HIV/AIDS.

Africa’s Orphaned Generations reports on the life circumstances of today’s orphans with new data and fresh analyses. It presents the possibility of change – for those already orphaned and for the generation to come – if certain things are done now.

Tragically, the number of orphans in sub-Saharan Africa will continue to rise in the years ahead, due to the high proportion of sub-Saharan African adults already living with HIV/AIDS and the continuing difficulties in expanding access to life-prolonging antiretroviral treatment. But, it is not inevitable that these children should be left to suffer twice, denied their rights because they are orphaned.

In 2009, the Joint United Nations Programme on AIDS (UNAIDS) estimated that almost 70 percent of the 33.4 million adults worldwide infected with HIV live in sub-Saharan Africa.

Figure 2: Estimated Number of People Living with HIV worldwide, 2008



Source: UNAIDS 2009 update (based on data from 2008).

Available at: http://data.unaids.org/pub/EPISlides/2009/2009_epiupdate_core_en.

The AIDS pandemic represents a serious threat to Africa. Twenty years ago, the HIV prevalence rate in East Africa was similar to today’s rates in West and Central Africa. Cameroon’s HIV prevalence rate is estimated at 5.1 percent²—the highest rate for the West and Central Africa sub region

The AIDS pandemic slows economic development efforts and erodes the social fabric throughout sub-Saharan Africa. The National AIDS Control Committee/Central Technical Group (CNLS/GTC) estimates that there are 141 new HIV infections per day in Cameroon, which means six newly infected persons each hour, every day. The time to act is now.

Table 2 : .HIV/AIDS prevalence rate in some African states estimated by UNAIDS (2009)

Country	HIV Prevalence Rate (UNAIDS, 2009)
Benin	1.2%
Mali	1.5%
Burkina Faso	1.6%
Ghana	1.9%
Nigeria	3.1%
Togo	3.3%
Côte d’Ivoire	3.9%
Cameroon	5.1%

To halt the devastating effects of its epidemic, Cameroon needs to expand HIV and AIDS treatment, care, and support services and prevent mother-to-child transmission and other new infections among the general population and most-at-risk groups.

2.6.1. Difference between HIV and Aids

HIV and AIDS are different. The human immunodeficiency virus (HIV) causes the acquired immune deficiency syndrome (AIDS). AIDS is a condition that compromises the immune system and leads to opportunistic infections and malignancies, or cancer, and eventually death.

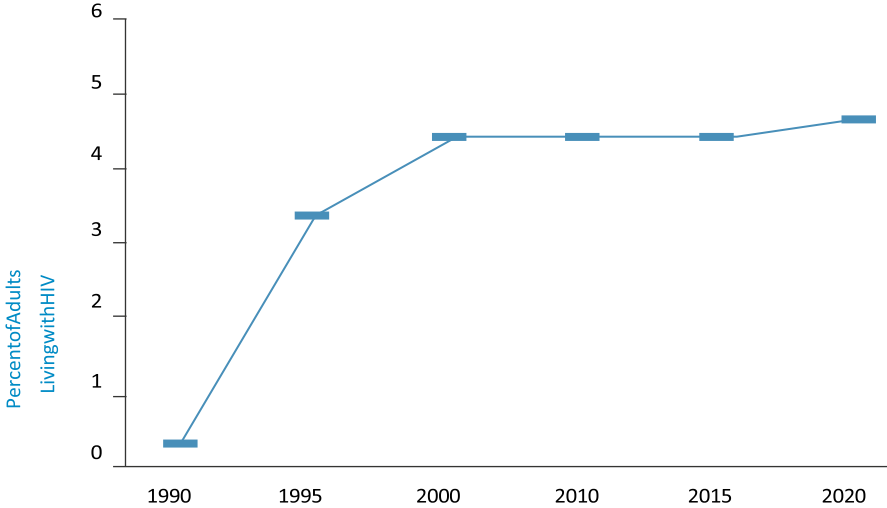
Most people living with HIV appear healthy and do not have symptoms. Unless they are tested for HIV, they do not know that they are infected and may unknowingly transmit

the virus to others. Knowing one’s HIV status is a key element in preventing new infections. Voluntary counselling and testing (VCT) slows the epidemic because it encourages people to take proper precautions.

2.6.2. The HIV epidemic in Cameroon

Cameroon’s adult HIV prevalence rate (percentage of population ages 15–49 who are HIV positive) has gone from 0.6 percent in 1990 to 5.1 percent in 2010. If Cameroon continues to expand and strengthen its national programme against HIV, the national prevalence rate could stay below 6 percent through 2020.

Figure 3 : Adult HIV Prevalence, Ages 15–49, 1990–2020



Source: AIDS Impact Model projections

The prevalence of HIV varies across the different regions of Cameroon. Four regions have HIV prevalence rates of 8 percent or higher: North West (8.7%), East (8.6%), Yaoundé (8.3%), and South West (8%). The two northern regions have prevalence rates at or below 2 percent. The scale of the response needs to be adapted to the conditions and opportunities in each region.

2.6.3. Factors that contribute to the spread of HIV in Cameroon

Many factors contribute to the rapid expansion of the HIV epidemic:

- Multiple sexual partners
- Low condom use

- Low status of women (with few economic opportunities and great power differential with men, women do not have the power to demand safer sex)
- High prevalence of other sexually transmitted infections, which facilitate HIV transmission through unprotected sexual relations
- Harmful socio-cultural practices
- Migration

2.7. SOCIAL VULNERABILITY OF ORPHANS OF AIDS PARENTS.

Findings from various programme assessments have revealed that OVCs are most at risk of vulnerabilities than the non-OVCs in various ways (Mishra and Simona, 2008). An analysis of a national survey of 40 countries in sub-Saharan Africa by Monasch and Boerma (2004) on orphan hood and child care patterns, shows that they are abused, stigmatized, discriminated and their inheritances denied after the death of their parents and post trauma after the death of their parents thus rendering them vulnerable socially.

❖ Addressing the non-material needs of orphans: succession planning and psychosocial support

Psychosocial needs of children affected by AIDS, especially orphans, are most often neglected in programme design. Most organisations, governments, donors and indeed even CBOs have felt that the material, economic, nutritional and other physical needs are the most critical, requiring immediate response. However intangible, psychosocial needs of children are critical – as they have a direct bearing on all the development aspects of a child growing in any context. Psychological wounds might be manifest in different guises including, but not limited to, depression, isolation, aggression, listlessness, attention deficits, nightmares, unresolved guilt and eating disorders.

As parents become sick, children worry about them and about their own future. Children usually do not verbalise these feelings, making it difficult to assess whether the child has reached closure about the terminal illness or death of their parent. Children may instead become withdrawn, aggressive, play truant, engage in antisocial behavior and are prone to depressive disorders in adult life (Poulter 1997). The children do not just lose parents, they also suffer a loss of parenting – which entails a loss connectedness, a bond, a sense of trust and continuity. Sibling separation also exacerbates feelings of isolation.

A working definition of psychosocial programming should be embedded in the psychological and social dimensions of a specific culture. Generally, the main aim of psychosocial programming is to protect children from the accumulation of stressful events; to enhance the capacities of families and communities to respond to the psychosocial needs of children as well as to enable children's participation in their own rebuilding of a sense of normalcy and continuity. The goals should be to ideally implement programmes that support outcomes that include the enabling of secure attachments with caregivers, the establishment of meaningful peer relationships, social and cultural ties and connections, the development of self-esteem, trust and key competencies; access to economic opportunities and a sense of hope for the future (Duncan et al. 2001)

❖ **AIDS in the context of poverty – the challenge of resource mobilisation and flows**

It has been suggested that HIV/AIDS will be the main obstacle to reaching national poverty reduction targets and the UN Millennium Development Goals. Hitherto most policy responses internationally has been focused on prevention, control and treatment. There has been little on mitigation, even less specifically on orphans (Loewenson and Whiteside 2001). Yet AIDS and impacts cause and deepen poverty. HIV/AIDS is directly and indirectly linked to a host of negative outcomes that include reduced social sector spending, giving rise to a lack of access to affordable health care and prevention services; and lower education status; falling household per capita income, increased spending on medicines and funerals; lost productivity, disrupted farming cycles and systems; increased dependency ratios, worse gender inequalities, increased number of orphans, street children, crime, and commercial sex work. These outcomes inevitably and unavoidably give rise to perverse household risk management strategies including sell of land and assets (Cohen 1998; Hunter 2000; Loewenson and Whiteside 2001; Adeyi et al. 2001, see also chapter 11 of this compilation of studies)

❖ **Resources to base: channelling resources to the frontline of the response**

It is evident that households, community members and families are the ones that are caring for orphans, visiting and supporting them in various ways, raising whatever they need to pay the various educational and health costs. Various grassroots organisations and faith-based initiatives are also helping in the effort. However, given the fact that most of the communities, carers and grassroots organisations do not have the economic means to manage adequately, given the pervasive poverty in these communities and the increasing numbers of orphans it is important that internal and external resources are mobilised to assist. The challenge however is

to ensure those external resources trickle right down to the communities. In the past international organisations efforts to get resources to the communities have been beset by problems of poor targeting, insignificant impact and extremely low levels of resources in proportionate terms actually reaching the targets (Williamson et al. 2001). At the same time, we have to be careful that organisations, as well meaning as they may be, do not undermine communities' ownership of responses by overwhelming them with resources right at the beginning of the mobilisation process, thus creating the impression and expectation that this is a problem that will be solved by the external agency providing the money. More often than not that agency, at any rate, will only be there for two or three years. Community action cannot be mobilised as well as sustained by providing resources as a carrot for motivation. Funding should come in tandem with capacity building geared to the establishment of structures to strengthen absorption, accountability and democratic principles (Phiri et al. 2001).

Williamson et al. (2001) suggest a number of mechanisms that can be utilised, adapted singly, or in parallel. They caution that these are not the only options and they are not mutually exclusive and they all may have advantages as well as limitations in given contexts

❖ **The AIDS stigma, discrimination and depression.**

The distress and social isolation experienced by children, both before and after the death of their parent or parents, are strongly exacerbated by the shame, fear and rejection that often surrounds people affected by HIV/AIDS. Because of this stigma and the often-irrational fear surrounding AIDS, children may be denied access to schooling and health care. And once a parent dies, children, particularly in the case of girls, may also be denied their inheritance and property. Moreover, as the rights of children are inextricably linked to those of their surviving parent, laws and practices that deny widows their rights and property have devastating consequences for children after their father's death.

According to UNAIDS, stigma and discrimination continue to accompany the HIV/AIDS epidemic that that is, children are not immune from stigmatization. Some go the extent of losing their friends, they are mocked upon.

❖ **Street children and exploitation**

As HIV/AIDS rates continue to soar around the world and household poverty deepens, the pressure on children increase to support the household financially. At this stage, the street become the place where children orphaned and made vulnerable by HIV/AIDS often turn to

supplement lost wages, find refuge, and sometimes to find an escape from stigma. To this, they are often exposed to rape, drug abuse, child labour, including prostitution and other forms of exploitation, making them more vulnerable to contracting HIV/AIDS.

❖ **Education and the economic impacts**

Some social scientist are concerned that the growing number of children affected by HIV/AIDS could lead to a decrease of skilled labourers within a country, further destabilising the national economy and society at large. A 2003 world Bank report warned that *a widespread epidemic of AIDS will result in a substantial slowing of economic growth, and may even result to economic collapse of the affected states.*

It is important to note that children affected by HIV/AIDS are less likely to be employed in professions like teaching, lawyer, engineers, miners, police etc as they have lower chances of completing basic and secondary education. Again, without education and skill training, children orphaned and made vulnerable by AIDS are more likely to fall deeper into the cycle of poverty and engage in high risk behaviours, which perpetuates the cycle of HIV transmission.

To conclude, one can say that orphans whose parents died of HIV/AIDS are socially vulnerable despite the efforts put in place by the government, synergies, NGOs etc to ensure their wellbeing. Their situation remains a call for concern and operant conditioning will permit the later to gain total control of their lives as they integrate the society socio-professionally.

**CHAPTER 3. CONDITIONING AND
SELF-EFFICACY**

To enfold with this study, it is essential to build a theoretical framework. Theory is a way to explain some observed phenomenon. Expressed as abstract thoughts or general subject principles, theories help make sense of the world and research findings (The Merriam-Webster Dictionary, 2016). Theories provide the theoretical framework to view the process of learning, however it helps make sense in what you observe. It is a way to view relationships among observed phenomena. On this part, we will focus on conditioning through behavioral theory by Watson and self-efficacy theory by Bandura 1977.

3. CONDITIONING

3.1. Conditioning And Different Types Of Conditioning

Learning is an adaptive function by which our nervous system changes in relation to stimuli in the environment, thus changing our behavioral responses and permitting us to function in our environment. Again, the process initially occurs in our nervous system in response to environmental stimuli and through this, neural pathways can be strengthened, pruned, activated or re-routed and thus causes changes in our behavioral responses. Therefore, conditioning which is a learning process, has been spear headed by 3 authors that is, Pavlov a Russian physiologist who through his dog experiment brought out classical conditioning, Skinner through operant conditioning conducted experiments on rats which he described as “skinner box”, and finally Bandura’s observational conditioning who tested his theory through his famous Bobo-Doll experiment. Conditioning in simple terms is the process of training or accustoming a person or animal to behave in a certain way or to accept certain circumstances.

To add, Conditioning in physiology is a behavioral process whereby a response becomes more frequent or more predictable in a given environment as a result of reinforcement with reinforcement typically being a stimulus or reward for a desired response. To add, conditioning in behavioral psychology, is a theory that the reaction (response) to an object or event (stimulus) by a person or animal can be modified by learning, (classical conditioning). To conclude, one can deduct from the above definitions of conditioning that conditioning is a learning process that helps shape one’s behavior to better integrate the society or environment.

3.1.1. Types of conditioning

Literature informs us through recent works that conditioning in psychology was elaborated upon by Pavlov, Skinner and finally, Bandura. In the course of our study, we will focus more on operant conditioning.

3.1.2.a. Operant conditioning

Skinner was one of the most influential of American psychologists. Being a behaviorist, he developed the theory of operant conditioning with the idea that behavior is determined by its consequences, be they reinforcements or punishments, which make it more or less likely that the behavior will occur again. Skinner believed that the only scientific approach to psychology was one that studied behaviors, not internal (subjective) mental processes. It is in this light that Skinner's theory is based on operant conditioning. The organism is in the process of "operating" on the environment, which in ordinary terms means it is bouncing around its world, doing what it does. During this "operating," the organism encounters a special kind of stimulus, called a reinforcing stimulus, or simply a reinforce. This special stimulus has the effect of increasing the operant that is, the behavior occurring just before the reinforce. This is operant conditioning: "the behavior is followed by a consequence, and the nature of the consequence modifies the organism's tendency to repeat the behavior in the future."

Still, Skinner conducted research on shaping behavior through positive and negative reinforcement and demonstrated operant conditioning, a behavior modification technique which he developed in contrast with classical conditioning. His idea of the behavior modification technique was to put the subject on a program with steps. The steps would be setting goals which would help you determine how the subject would be changed by following the steps. The program design is designing a program that will help the subject to reach the desired state. Then implementation and evaluation which is putting the program to use and then evaluating the effectiveness of it.

❖ Illustration of Skinner's Theory of Operant Conditioning

Place a rat in a special cage (called a "Skinner box") that has a bar or pedal on one wall that, when pressed, causes a little mechanism to release a food pellet into the cage. The rat is moving around the cage when it accidentally presses the bar and, as a result of pressing the bar, a food pellet falls into the cage. The operant is the behavior just prior to the reinforce, which is the food pellet. In a relatively short period of time the rat "learns" to press the bar whenever it wants food. This leads to one of the principles of operant conditioning that is, a behavior followed by a reinforcing stimulus results in an increased probability of that behavior occurring in the future. Meaning that If the rat presses the bar and continually does not get food, the behavior becomes extinguished. This leads to another of the principles of operant conditioning

thus, a behavior no longer followed by the reinforcing stimulus results in a decreased probability of that behavior occurring in the future.

Now, if you were to turn the pellet machine back on, so that pressing the bar again provides the rat with pellets, the behavior of bar-pushing will come right back into existence, much more quickly than it took for the rat to learn the behavior the first time. This is because the return of the reinforce takes place in the context of a reinforcement history that goes all the way back to the very first time the rat was reinforced for pushing on the bar. This leads to what are called the Schedules of Reinforcement.

❖ Schedules of Reinforcement

Continuous reinforcement is the original scenario: Every time that the rat does the behavior (such as pedal-pushing), he gets a food pellet. The fixed ratio schedule was the first one Skinner discovered: If the rat presses the pedal three times, say, he gets a goodie. Or five times. Or twenty times. Or “x” times. There is a fixed ratio between behaviors and reinforcers: 3 to 1, 5 to 1, 20 to 1, etc. The fixed interval schedule uses a timing device of some sort. If the rat presses the bar at least once during a particular stretch of time (say 20 seconds), then he gets a goodie. If he fails to do so, he doesn’t get a goodie. But even if he hits that bar a hundred times during that 20 seconds, he still only gets one goodie! One strange thing that happens is that the rats tend to “pace” themselves: They slow down the rate of their behavior right after the reinforce, and speed up when the time for it gets close.

Skinner also looked at variable schedules. Variable ratio means you change the “x” each time, first it takes 3 presses to get a goodie, then 10, then 1, then 7 and so on. Variable interval means you keep changing the time period that is first 20 seconds, then 5, then 35, then 10 and so on. With the variable interval schedule, the rats no longer “pace” themselves, because they can no longer establish a “rhythm” between behavior and reward. Most importantly, these schedules are very resistant to extinction. It makes sense, if you think about it. If you haven’t gotten a reinforce for a while, well, it could just be that you are at a particularly “bad” ratio or interval, just one more bar press, maybe this’ll be the one time you get reinforced.

❖ Shaping

A question Skinner had to deal with was how we get to more complex sorts of behaviors. He responded with the idea of shaping, or “the method of successive approximations.”

Basically, it involves first reinforcing a behavior only vaguely similar to the one desired. Once that is established, you look out for variations that come a little closer to what you want, and so on, until you have the animal performing a behavior that would never show up in ordinary life. Skinner and his students have been quite successful in teaching simple animals to do some quite extraordinary things. Beyond fairly simple examples, shaping also accounts for the most complex of behaviors. We are gently shaped by our environment to enjoy certain things.

❖ **Aversive stimuli**

An aversive stimulus is the opposite of a reinforcing stimulus, something we might find unpleasant or painful. This leads to another principle of operant conditioning that is a behavior followed by an aversive stimulus results in a decreased probability of the behavior occurring in the future. This both defines an aversive stimulus and describes the form of conditioning known as punishment. If you shock a rat for doing x, it'll do a lot less of x. If you spank Johnny for throwing his toys he will probably throw his toys less and less.

On the other hand, if you remove an already active aversive stimulus after a rat or Johnny performs a certain behavior, you are doing negative reinforcement. If you turn off the electricity when the rat stands on his hind legs, he'll do a lot more standing. If you stop nagging when I finally take out the garbage, I'll be more likely to take out the garbage. You could say it "feels so good" when the aversive stimulus stops, that this serves as a reinforcer. Another operant conditioning principle which says Behavior followed by the removal of an aversive stimulus results in an increased probability of that behavior occurring in the future.

Skinner did not advocate the use of punishment. His main focus was to target behavior and see that consequences deliver responses. From his research came "shaping" which is described as creating behaviors through reinforcing. He also came up with the example of a child's refusal to go to school and that the focus should be on what is causing the child's refusal not necessarily the refusal itself. His research suggested that punishment was an ineffective way of controlling behavior, leading generally to short-term behavior change, but resulting mostly in the subject attempting to avoid the punishing stimulus instead of avoiding the behavior that was causing punishment. A simple example of this, he believed, was the failure of prison to eliminate criminal behavior. If prison (as a punishing stimulus) was effective at altering behavior, there would be no criminality, since the risk of imprisonment for criminal conduct is

well established, Skinner deduced. However, he noted that individuals still commit offences, but attempt to avoid discovery and therefore punishment. He noted that the punishing stimulus does not stop criminal behavior; the criminal simply becomes more sophisticated at avoiding the punishment. Reinforcement, both positive and negative (the latter of which is often confused with punishment), he believed, proved to be more effective in bringing about lasting changes in behavior.

❖ **Behavior modification**

Behavior modification -- often referred to as b-mod, is the therapy technique based on Skinner's work. It is very straight-forward: Extinguish an undesirable behavior (by removing the reinforce) and replace it with a desirable behavior by reinforcement. It has been used on all sorts of psychological problems that is addictions, neuroses, shyness, autism, even schizophrenia and works particularly well with children. There are examples of back-ward psychotics who haven't communicated with others for years who have been conditioned to behave themselves in fairly normal ways, such as eating with a knife and fork, taking care of their own hygiene needs, dressing themselves, and so on.

There is an offshoot of b-mod called the token economy. This is used primarily in institutions such as psychiatric hospitals, juvenile halls, and prisons. Certain rules are made explicit in the institution, and behaving yourself appropriately is rewarded with tokens, poker chips, tickets, funny money, recorded notes, etc. Certain poor behavior is also often followed by a withdrawal of these tokens. The tokens can be traded in for desirable things such as candy, cigarettes, games, movies, time out of the institution, and so on. This has been found to be very effective in maintaining order in these often difficult institutions.

3.1.3. Classical conditioning

The classical conditioning is also referred to as Pavlovian conditioning where an association is the means of learning. This theory is attributed to the Russian physiologists, Pavlov where he develops a connection between two stimuli. The theory is based on assumptions that through the familiarization with the environment, development of learning arises. Besides, the habits and internal mental is shaped in the environment. Organisms here move their responses from one stimulus to prior neutral stimulus. Classical conditioning is made up of four components that are "unconditioned stimulus, unconditioned responses, conditioned

stimulus, and conditioned response.” The effectiveness of this theory was the first experiment by Pavlov using a dog. However, the theory has gained sentiments and has been employed in different ‘biopsychosocial perspectives.’

❖ **Classical Conditioning**

A significant influence brought to the Behaviorism which is a psychological school of thought is the classical conditioning theory which was initiated by Pavlov, a Russian physiologist. This theory has a process of learning that occurs through interactions of a naturally occurring and an environmental stimulus. Even though classical conditioning is attributed to the work of a physiologist, its relevance has been in the field of psychology where it is used to predict behavior (Behaviorism). Behaviorism operates with the fundamental principles that learning is said to take place when there are associations with the environment and that the environment has an impact on the behaviors. What is essential with classical conditioning is that before a reflex occurs naturally, there is a need for the use of a signal which is neutral (Goldman, 2012). Pavlov carried his experiment using dogs were for this case, the reflex occurring the salivation of a dog naturally as it is responded to the presence of food while the neutral signal applied was the ringing of a bell. The association of food (the environment) with the tone (natural stimulus) causes salivation of the dog even in a case where there was no food, but the bell is ringing. However, to understand the work of Pavlov, someone needs to get familiarized with the fundamental principles of the classical conditioning process.

❖ **The phases of classical conditioning**

The process of classical condition primarily deals with the interaction of two stimuli which causes a learning process. It is comprised of three phases; before conditioning, during conditioning, and after conditioning.

❖ **Before Conditioning**

This is the first phase of classical conditioning that needs the presence of a stimulus that occurs naturally that will spontaneously provoke a response. An excellent example of such a stimulus is the presence of the food which in many animals especially dogs causes salivation which is a response. At this part, the unconditioned stimulus (food) causes an unconditioned response (salivation). The unconditioned stimulus is a stimulus that operates under no condition but naturally to initiate a response. For instance, someone may feel hungry after smelling the

food aroma; food aroma for this case is the unconditioned stimulus. On the other hand, feeling hungry is an unlearned response but which occurs naturally thus it is called unconditioned response. A neutral stimulus which is perceived as causing no response exists in this point, but it causes no effects unless it is paired with the unconditioned stimulus.

❖ **During Conditioning**

This is the second part of the process of classical conditioning where the initial stimulus which elicited no response at first (neutral stimulus) is repeatedly associated with the unconditioned stimulus which as a result causes the relationship between the unconditioned response and the neutral stimulus. The neutral stimulus then changes at this point to be a conditioned stimulus. It is conditioned because after pairing it severally with the unconditioned stimulus it comes to stimulate a conditioned response (Cherry and Gams, 2005). In reference to the smelling of the food, in an event where someone smells food and at the same time he or she hears a bell ringing then this happens repeatedly, after some days, when he or she hears the ringing of a bell then getting hungry follows what is called conditioned response. At this point, the ringing of the bell will be a conditioned response

❖ **After conditioning**

At this phase conditioned response tends to elicit a response (conditioned) even without the presence of the unconditioned stimulus which at the earlier stages played a role of causing a response. The unconditioned stimulus is detached from the conditioned stimulus after repeated pairing which has created a relationship between the conditioned stimulus and the conditioned response. The conditioned response is a response learned caused by the former neutral stimulus. For instance, someone tends to get hungry by just hearing the bell ringing even without smelling the food.

❖ **Principles of classical conditioning**

Classical conditioning is associated with a number of phenomena which the behavioral psychologists have studied and described. These principles are associated with the creation of a response while some are associated with the fading of a response. Studying these principles help in understanding the whole process of classical conditioning.

The first principle is the acquisition. This is the first stage in the learning process where the development of response is initiated and then reinforced gradually. The response is said to be acquired after the initially neutral stimulus develops a capacity to trigger conditioned responses. The second principle is extinction which is described as the disappearance of the conditioned response this happens if the conditioned stimulus happens repeated without the unconditioned stimulus. Thirdly is the spontaneous recovery principle which states that a response which was learned can appear after it has long extinct. Spontaneous recovery also occurs after the period of rest. For example, when we take the case of the dog trained to salivate when it hears the bell then after stopping the reinforcement exercise, the response disappears (Cherry and Gams, 2005). The rest period which represents the period without the use of conditioned then follows. During this period is the bell is ringed, and the dog salivates (a response learned) then it is termed spontaneous recovery. If there is no pairing of the unconditioned stimulus and the conditioned stimulus after the spontaneous recovery, then extinction would follow. Another principle is the stimulus generalization where the conditioned response may cause other similar responses like the conditioned responses. In this principle, it is taken that people tend to associate things and make a generalization based on the similarities expressed. For instance, the dog may salivate when they hear other sounds similar to that of the bell if it has been conditioned to sounds. On the contrary is the principle of stimulus discrimination which is defined as the ability of a learner to distinguish other stimuli not associated with the unconditioned stimulus from the conditioned stimulus.

❖ **Examples of classical conditioning**

Classical is both applicable to the real-life situations and to most of the experimental exercise. Some practical examples are the classical conditioning of taste aversions and response to fear.

❖ **Fear Response**

Watson carried out an experiment using a boy to demonstrate a response to fear. This is a classical conditioning experiment which proved successful. The initial status of the boy was that he was not shy and didn't fear a white but after the appearance of the rat was associated with loud and terrifying sounds, the boy started to cry when he sees the rat (Watson, 1920). The boy went further to generalize the stimulus by getting scared of white furry substances. Referring to the phases of the classical condition, the white rat before the conditioning process

was a neutral stimulus (Floyd, 2018). The unconditioned stimulus was the terrifying sound which caused the unconditioned response of fear. Pairing the rat severally with the unconditioned stimulus made the rat to be a conditioned stimulus which caused the conditioned response of fear in the boy. Watson's experiment can be a good illustration of the development of phobia through the process of classical conditioning.

❖ **Taste Aversions**

The aversion of taste is another example of the classical conditioning where the tastes are conditioned. An experiment carried by two researchers (Garcia and Knelling, 1955) gave rise to this phenomenon when they established that the rats which were exposed to radiations causing nausea tend to avert the flavored water after the radiation and water were presented repeatedly together. For this case, the unconditioned stimulus is the radiation while the unconditioned response is nausea. Associating radiation to water makes water to be a conditioned stimulus which causes nausea (a conditioned response) after several pairing. This research illustrated that aversions could be developed through conditioning and also can be developed where the conditioned stimulus is earlier presented before the unconditioned stimulus. Taste aversion is necessary for animals especially for their survival by avoiding toxic substances. For instance, when it eats something which causes illness, the animal in the future will avoid the same substance to avert sickness or death. These associations and conditioned responses enable an animal to be biologically prepared.

❖ **Other real-world examples of classical conditioning**

Drug addiction can be understood through classical conditioning perspective. For example, using a drug severally can make the body to respond to it in the aim to equalize with the effects caused. As a result, the body of the user will have a need for more drugs for the body to tolerate the drug (Sajin, 1970). The ability of the body to tolerate the drug also depends on other environmental factors. For instance, when alcohol is consumed daily, it tends to taste in a specific way, and the body will tend to respond to prevent the effects. However, if alcohol is presented in a relaxed setting, the user may overuse it. The different environmental setting would then be a conditional stimulus that makes the body to be ready for the drug which is a conditional response. The absence of the conditional stimuli, however, may hinder the body from adjusting to the effects of the drugs and thus causing effects.

3.1.4. Observant conditioning

Observational learning is a method of learning that consists of observing and modeling another individual's behavior, attitudes, or emotional expressions. Although it is commonly believed that the observer will copy the model, American psychologist Albert Bandura stressed that individuals may simply learn from the behavior rather than imitate it. Observational learning is a major component of Bandura's social learning theory. He also emphasized that four conditions were necessary in any form of observing and modeling behavior: attention, retention, reproduction, and motivation. It occurs through observing the behaviors of others and imitating those behaviors even if there is no reinforcement at the time. Hans Eyes-Albert Bandura (1916-1997) noticed that children often learn through imitating adults and he tested his theory through his famous bobo-doll experiment. He learned that children would attack the bobo-doll after viewing adults hugging the doll.

➤ CONDITIONS FOR OBSERVATIONAL LEARNING

Attention

If an organism is going to learn anything from a model, he or she must be paying attention to it and the behavior it exhibits. Many conditions can affect the observer's attention. For instance, if the observer is sleepy, ill, or distracted, he or she will be less likely to learn the modeled behavior and imitate it at a later date. In addition, the characteristics of the model have an influence on the observer's attention. Bandura and others have shown that humans pay more attention to models that are attractive, similar to them, or prestigious and are rewarded for their behaviors. This explains the appeal that athletes have on the behavior of young children and that successful adults have on college students. Unfortunately, this aspect of modeling can also be used in detrimental ways. For example, if young children witness gang members gaining status or money, they may imitate those behaviors in an effort to gain similar rewards.

- **Retention**

The second requirement of observational learning is being able to remember the behavior that was witnessed. If the human or animal does not remember the behavior, there is a less than probable chance that they will imitate it.

- **Reproduction**

This requisite of behavior concerns the physical and mental ability of the individual to copy the behavior he or she observed. For instance, a young child may observe a college basketball player dunk a ball. Later, when the child has a basketball, he or she may attempt to dunk a ball just like the college player. However, the young child is not nearly as physically developed as the older college player and, no matter how many times he or she tries, will not be able to reach the basket to dunk the ball. An older child or an adult might be able to dunk the ball but likely only after quite a bit of practice. Similarly, a young colt observes another horse in the herd jump over the creek while running in the pasture. After observing the model's jumping behavior, the colt attempts to do the same only to land in the middle of the creek. He simply was not big enough or did not have long enough legs to clear the water. He could, however, after physical growth and some practice, eventually be able to replicate the other horse's jump.

- **Motivation**

Perhaps the most important aspect of observational learning involves motivation. If the human or animal does not have a reason for imitating the behavior, then no amount of attention, retention, or reproduction will overcome the lack of motivation. Bandura identified several motivating factors for imitation. These include knowing that the model was previously reinforced for the behavior, being offered an incentive to perform, or observing the model receiving reinforcement for the behavior. These factors can also be negative motivations. For instance, if the observer knew that the model was punished for the behavior, was threatened for exhibiting the behavior, or observed the model being punished for the behavior, then the probability of mimicking the behavior is less.

- **Application of observational learning**

Modeling has been used successfully in many therapeutic conditions. Many therapists have used forms of modeling to assist their patients to overcome phobias. For example, adults with claustrophobia may observe a model in a video as they move closer and closer to an enclosed area before entering it. Once the model reaches the enclosed area, for instance a closet, he or she will open the door, enter it, and then close the door. The observer will be taught relaxation techniques and be told to practice them anytime he or she becomes anxious while

watching the film. The end result is to continue observing the model until the person can enter the closet himself or herself.

Bandura's findings in the Bobo doll experiments have greatly influenced children's television programming. Bandura filmed his students physically attacking the Bobo doll, an inflatable doll with a rounded bottom that pops back up when knocked down. A student was placed in the room with the Bobo doll. The student punched the doll, yelled "sockeroo" at it, kicked it, hit it with hammers, and sat on it. Bandura then showed this film to young children. Their behavior was taped when in the room with the doll. The children imitated the behaviors of the student and at times even became more aggressive toward the doll than what they had observed. Another group of young children observed a student being nice to the doll. Ironically, this group of children did not imitate the positive interaction of the model. Bandura conducted a large number of varied scenarios of this study and found similar events even when the doll was a live clown. These findings have prompted many parents to monitor the television shows their children watch and the friends or peers with which they associate. Unfortunately, the parental saying "Do as I say, not as I do" does not hold true for children. Children are more likely to imitate the behaviors versus the instructions of their parents.

It is important to note that Learning can occur through Associations. The classical conditioning process works by developing an association between an environmental stimulus and a naturally occurring stimulus. In physiologist Ivan Pavlov's classic experiments, dogs associated the presentation of food (something that naturally and automatically triggers a salivation response) with the sound of a bell, at first, and then the sight of a lab assistant's white coat. Eventually, the lab coat alone elicited a salivation response from the dogs.

Equally, different factors can influence the classical conditioning process. This is because during the first part of the classical conditioning process, known as acquisition, a response is established and strengthened. Factors such as the prominence of the stimuli and the timing of presentation can play an important role in how quickly an association is formed. When an association disappears, this is known as extinction, causing the behavior to weaken gradually or vanish. Factors such as the strength of the original response can play a role in how quickly extinction occurs. The longer a response has been conditioned, for example, the longer it may take for it to become extinct.

Still, Learning can also occur through rewards and punishments. Behaviorist Skinner described operant conditioning as the process in which learning can occur through reinforcement and punishment. More specifically, by forming an association between a certain behavior and the consequences of that behavior, you learn. For example, if a parent rewards their child with praise every time they pick up their toys, the desired behavior is consistently reinforced. As a result, the child will become more likely to clean up messes.

Reinforcement schedules are important in operant conditioning. This process seems fairly straight forward—simply observe a behavior and then offer a reward or punishment. However, Skinner discovered that the timing of these rewards and punishments has an important influence on how quickly a new behavior is acquired and the strength of the corresponding response. Continuous reinforcement involves rewarding every single instance of a behavior. It is often utilized at the beginning of the operant conditioning process. But as the behavior is learned, the schedule might switch to one of partial reinforcement. This involves offering a reward after a number of responses or after a period of time has elapsed. Sometimes, partial reinforcement occurs on a consistent or fixed schedule. In other instances, a variable and unpredictable number of responses or time must occur before the reinforcement is delivered.

There are a number of therapeutic techniques rooted in behavioral psychology. Though behavioral psychology assumed more of a background position after 1950, its principles still remain important. Even today, behavior analysis is often used as a therapeutic technique to help children with autism and developmental delays acquire new skills. It frequently involves processes such as shaping (rewarding closer approximations to the desired behavior) and chaining (breaking a task down into smaller parts and then teaching and chaining the subsequent steps together). Other behavioral therapy techniques include aversion therapy, systematic desensitization, token economies, modeling, and contingency management.

3.2. BEHAVIORISM OVERVIEW

Behaviorism is an approach to psychology that combines elements of philosophy, methodology, and theory. It emerged in the early twentieth century as a reaction to mentalistic psychology, which often had difficulty making predictions that could be tested using rigorous experimental methods. The primary tenet of behaviorism, as expressed in the writings of Watson, Skinner, and others, is that psychology should concern itself with the observable behavior of people and animals, not with unobservable events that take place in their minds. The behaviorist school of thought maintains that behaviors as such can be described

scientifically without recourse either to internal physiological events or to hypothetical constructs such as thoughts and beliefs. From early psychology in the 19th century, the behaviorist school of thought ran concurrently and shared commonalities with the psychoanalytic and Gestalt movements in psychology into the 20th century; but also differed from the mental philosophy of the Gestalt psychologists in critical ways. Its main influences were Ivan Pavlov, who investigated classical conditioning although he did not necessarily agree with behaviorism or behaviorists, Edward Lee Thorndike, Watson who rejected introspective methods and sought to restrict psychology to experimental methods, and Skinner who conducted research on operant conditioning.

In the second half of the 20th century, behaviorism was largely eclipsed as a result of the cognitive revolution. While behaviorism and cognitive schools of psychological thought may not agree theoretically, they have complemented each other in practical therapeutic applications, such as in cognitive-behavioral therapy that has demonstrable utility in treating certain pathologies, such as simple phobias, PTSD, and addiction. In addition, behaviorism sought to create a comprehensive model of the stream of behavior from the birth of a human to their death. Behaviorism focuses on one particular view of learning: a change in external behavior achieved through a large amount of repetition of desired actions, the reward of good habits and the discouragement of bad habits. In the classroom this view of learning led to a great deal of repetitive actions, praise for correct outcomes and immediate correction of mistakes. In the field of language learning this type of teaching was called the audio-lingual method, characterized by the whole class using choral chanting of key phrases, dialogues and immediate correction.

- **Operant Conditioning**

Operant conditioning (or instrumental conditioning) is a type of learning in which an individual's behavior is modified by its antecedents and consequences. Mechanisms of instrumental conditioning suggest that the behavior may change in form, frequency, or strength. The expressions operant behavior and respondent behavior were popularized by Skinner. The former refers to an item of behavior that is initially spontaneous, rather than a response to a prior stimulus, but whose consequences may reinforce or inhibit recurrence of that behavior. Operant conditioning is distinguished from classical conditioning (or respondent conditioning) in that operant conditioning deals with the reinforcement and punishment to change behavior. Operant behavior operates on the environment and is maintained by conditioning of reflexive

(reflex) behaviors which are also elicited by antecedent conditions, while classical conditioning is maintained by its antecedents and consequences. Behaviors conditioned through a classical conditioning procedure are not maintained by consequences. They both, however, form the core of behavior analysis and have grown into professional practices.

- **Propositions of behavioral theory**

The propositions of behavioral theory as they are understood today are as follows (Olson & Hergenhahn, 2013; Slavin, 2015):

1. Behavior that is followed by reinforcement tends to strengthen the behavior, Praise reinforces the client's behavior and increases the likelihood of further attempts to transfer.

2. Behavior followed by punishment tends to be suppressed. For example, a young man is compliant with his father's commands because he knows that his father will react negatively to his behavior. The son complies because he has learned that rebellion or questioning will result in punishment.

3. Behavior followed by the removal of a negative stimulus tends to increase in strength. Deep breathing relieves tension during an asthma attack and thus decreases the severity of the attack. When clients experience how proper breathing makes a difference, they are motivated to continue this type of breathing.

4. Behavior that tends to recur is in some way being reinforced or is reinforcing itself. An infant crawls and gets into things because it is fun and satisfies the infant's curiosity. Overeating under stressful conditions is reinforcing when it relieves anxiety.

5. A behavior may serve to reinforce or strengthen another behavior. Some individuals can be persuaded to act appropriately for something they value. For example, a client can be given something in exchange for sitting quietly.

6. Irregular and inconsistent reinforcement of a behavior strengthens the continuance of that behavior. Parents who try to resist an uncooperative child's demands but who eventually give in are inadvertently strengthening the behavior with the most powerful method known: intermittent reinforcement.

7. Immediate and consistent reinforcement of a behavior strengthens that behavior most rapidly. A breastfeeding baby soon learns that sucking satisfies hunger.

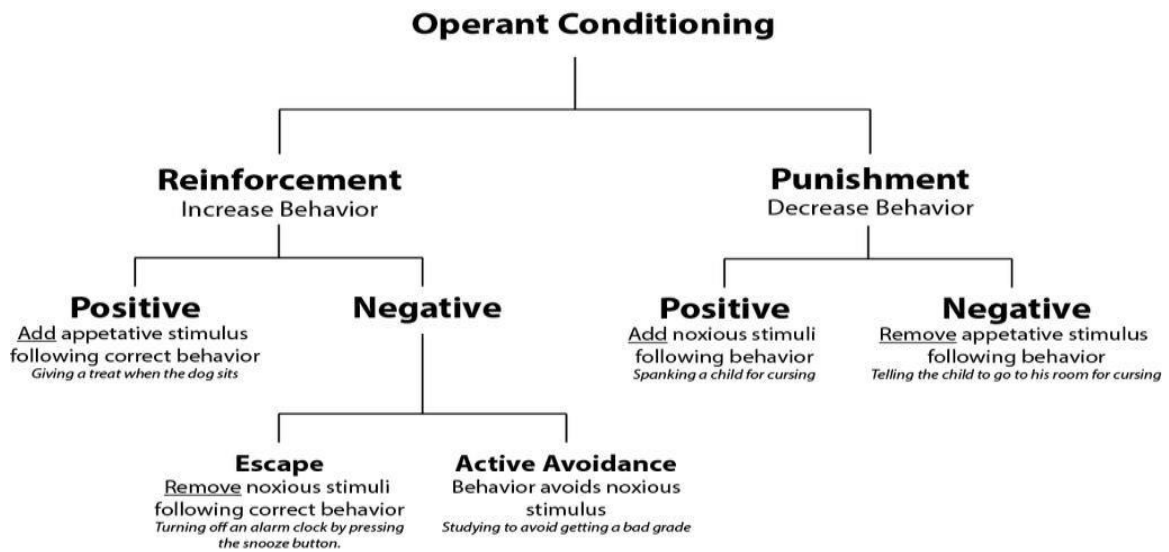
8. Rewards that are specific to and desired by the learner are more powerful than general or routine rewards.

9. Rewards and punishments that are clearly connected to the behavior are more powerful than vague or inconsistent responses. A client who moves in certain ways after surgery quickly learns that certain motions produce pain, so those movements are avoided. This principle helps explain why eating disorders are so difficult to change. The pleasure or relief that the overeater experiences outweigh the hazards because the pleasure is more immediate and the hazards are more remote. The effects of overeating do not show up on the body or the scale for days, and the health hazards may not become evident for many years. The connection between overeating and health issues is vague and inconsistent because other variables, such as genetics and exercise, are thought to add to or reduce the health risks.

10. Behavior that receives no response and meets no biologic need tends to extinguish. Children bring home new words that they hear while playing. Some of the words may include language the family does not sanction. Children who experience no response when they try out the new vocabulary tend to lose interest in those words.

Behavior modification is the application of learning theory to modify a behavior by changing the stimulus that elicits it or by changing the consequences that follow it. Classical conditioning emphasizes that whatever came before a behavior (antecedent event) influences that behavior (responding behavior). Operant conditioning stresses that a behavior is influenced by the response that follows. A behavior that is followed by a negative response or no response at all will diminish, whereas a behavior followed by a positive consequence will increase. When both of these theories are applied together, behavior is seen as a result of an antecedent event, and that behavior is further influenced by the consequences that follow it.

Table 3 : Operant Conditioning Process



- Positive** presence of a stimulus
- Negative** absense of a stimulus
- Reinforcement** increases behavior
- Punishment** decreases behavior
- Escape** removes a stimulus
- Avoidance** prevents a stimulus

3.3. BEHAVIORISM ACCORDING TO WATSON

WATSON was an American psychologist who is best known for establishing the psychological school of behaviorism. His theories, research and work were influential to the field of psychology, and through that, he left his marks on the larger world. WATSON created the school of behaviorist methodology within psychology and he published this views on this psychological theory in 1913. The article was entitled “Psychology as the behaviorist views it”, and it is commonly considered a manifesto on behaviorism. The article outlined behaviorism as an objective branch of science that would base its theories and findings on experimental research using purely observable data. One goal of behaviorism was to understand how certain behaviors develop as a consequence of conditioning to external stimuli. Watson was not particularly concerned with thought, cognition, introspection, or other forms of internal consciousness. He thought it was foolish to interpret the inner workings of the mind and believed psychologists should concern themselves with only what they could see.

He hypothesized that just as people learn to associate sounds with objects or symbols, so too did people learn to associate certain feelings, behaviors, and other things with situations, objects and symbols. This was Watson's blueprint for learning, through which he believed all people learn or can unlearn and relearn lessons as needed.

3.3.1. Strength and weaknesses of behavioral theory

Behavioral psychology has some strengths. Behaviorism is based on observable behaviors, so it is sometimes easier to quantify and collect data when conducting research. Effective therapeutic techniques such as intensive behavioral intervention, behavior analysis, token economies, and discrete trial training are all rooted in behaviorism. These approaches are often very useful in changing maladaptive or harmful behaviors in both children and adults.

It also has some weaknesses. Many critics argue that behaviorism is a one-dimensional approach to understanding human behavior. They suggest that behavioral theories do not account for free will and internal influences such as moods, thoughts, and feelings.

3.4. SELF-EFFICACY THEORY

At 80 years old, Albert Bandura is still an active teacher and researcher at Stanford University. And while Bandura's influence on educational psychology has been vast, his social cognition theory, and, more specifically, the self-efficacy component of the theory, is believed by many to be his most enduring contribution to the study of academic achievement, motivation, and learning (Pajares, 1996, 2004; Schunk, 1991). In his most recent book on the topic, Bandura (1997) summarized the importance of self-efficacy in the following way: People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy. (p. 2) According to Bandura (1977, 1986, 1997), self-efficacy beliefs lie at the core of human functioning. It is not enough for a person to possess the requisite knowledge and skills to perform a task; one also must have the conviction that s/he can successfully perform the required behavior under difficult circumstances. Effective functioning, then, requires skills and efficacy beliefs to execute them appropriately—two components that develop jointly as individuals grow and learn. Moreover, these two components of successful human functioning act upon one another in reciprocal fashion, what

Bandura (1997) calls “reciprocal causation,” where the functioning of one component depends, in part, upon the functioning of the other.

3.4.1. Self-efficacy theory by Bandura 1977.

Bandura (1986) defined self-efficacy as, “People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p. 391). Two important aspects of this definition warrant further explanation. First, self-efficacy is a belief about one’s perceived capability, and as such, does not necessarily match one’s actual ability in a specific domain. In fact, research findings have suggested that most students actually overestimate their academic capabilities (Bandura, 1997; Pajares, 1996). Bandura (1986) argued, however, that the most useful efficacy judgments are those that slightly exceed one’s actual capabilities, as this overestimate can actually increase effort and persistence during difficult times. A second important aspect of Bandura’s (1986) definition of self-efficacy is the idea that individuals make use of their efficacy judgments in reference to some goal (“attain designated types of performances”), which reflects both the task- and situation-specific nature of efficacy beliefs. This aspect of self-efficacy stands in contrast to other, more general measures of expectancy such as self-concept and self-perceptions of competence, which, although they may be domain specific, tend to be more global self-perceptions (Pajares, 1996).

❖ Self-Efficacy Influences on Human Functioning

Bandura (1977) hypothesized that self-efficacy affects an individual’s choice of activities, effort, and persistence. People who have low self-efficacy for accomplishing a specific task may avoid it, while those who believe they are capable are more likely to participate. Moreover, individuals who feel efficacious are hypothesized to expend more effort and persist longer in the face of difficulties than those who are unsure of their capabilities (Bandura, 1977, 1997). The tendency for efficacious people to “expend more effort and persist longer” is of particular importance because most personal success requires persistent effort. As such, low self-efficacy becomes a self-limiting process. In order to succeed, then, people need a strong sense of task-specific self-efficacy, tied together with resilience to meet the unavoidable obstacles of life (Bandura, 1997).

❖ Sources of Self-Efficacy

Self-efficacy theory postulates that people acquire information to evaluate efficacy beliefs from four primary sources: (a) enactive mastery experiences (actual performances); (b)

observation of others (vicarious experiences); (c) forms of persuasion, both verbal and otherwise; and (d) “physiological and affective states from which people partly judge their capableness, strength, and vulnerability to dysfunction” (Bandura, 1997, p. 79). Of these four information sources, research has shown that enactive mastery experiences are the most influential source of efficacy information because they provide the most direct, authentic evidence that an individual can gather the personal resources necessary to succeed (Bandura, 1977, 1997). As one might expect, past successes raise efficacy beliefs, while repeated failures, in general, lower them (Bandura, 1977). However, the influence of performance successes and failures is a bit more complex than this. For example, “after strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced” (Bandura, 1977, p. 195). Thus, the effects of failure on personal efficacy really depend on the strength of individuals’ existing efficacy beliefs, as well as the timing of failures with respect to the totality of their performance experiences. In other words, later failures may not negatively impact efficacy beliefs to the same extent as earlier failures might. While experienced mastery has been shown to produce the most powerful influence on efficacy beliefs, individuals also can learn by observing the successes and failures of others. According to Bandura (1977, 1997), so-called vicarious experiences can generate efficacy beliefs in observers that they too can attain success through persistence and effort. However, such vicarious experiences, which rely on social comparisons and modeling, are postulated to be less dependable sources of information about one’s own capabilities than is experienced mastery. As such, efficacy beliefs induced solely by observation and modeling of others tend to be weaker and more susceptible to change (Bandura, 1977). A third source of efficacy information comes from verbal persuasion from others. Such social persuasion is widely used in the classroom to help students believe that they can in fact cope with difficult situations. In the words of Bandura, “verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds” (Bandura, 1997, p. 101). On the other hand, overly optimistic persuasive comments tend to be ineffective, particularly if the individual being persuaded ultimately fails—a result that acts to discredit the persuader and undermine the recipient’s efficacy beliefs (Bandura, 1977, 1997).

The fourth and final source of efficacy information comes from one’s own physiological and emotional feedback during performance, particularly those involving physical activity. For example, according to Bandura (1977, 1997), individuals interpret stress reactions (e.g.,

increased heart rate, sweating, hyperventilation, and feelings of anxiety and fear) during demanding tasks as signs of vulnerability. Because excessive physiological and emotional

arousal can often negatively impact performance, individuals tend to expect success, to a greater extent, when they are not overcome by stress reactions than if they are “tense and viscerally agitated” (Bandura, 1997, p. 106). Unfortunately, fear reactions tend to generate further thoughts of impending danger, thereby significantly elevating an individual’s anxiety level far beyond what may be warranted by the actual situation (Bandura, 1977). Ultimately, information conveyed by physiological reactions is cognitively assessed by individuals and can positively or negatively influence efficacy beliefs, depending on the level of arousal and a person’s cognitive appraisal (Bandura, 1997).

❖ **Measuring Self-Efficacy: Domain Specificity**

An important aspect of self-efficacy is its domain specificity. That is, people judge their capability depending on the particular domain of functioning (Bandura, 2006). Personal efficacy, then, is not a general disposition void of context, but rather a self-judgment that is specific to the activity domain. As such, high self-efficacy in one domain does not necessarily mean high efficacy in another. For example, a student may have high efficacy for understanding historical passages in a political science text and low efficacy for completing time-rate-distance word problems in mathematics. Therefore, to achieve predictive power, measures of perceived self-efficacy should be “tailored to domains of functioning and must represent gradations of task demands within those domains” (Bandura, 1997, p. 42).

In educational research, perceived self-efficacy is often measured using self-report surveys that ask participants to rate the strength of their belief in their ability to execute the requisite activities (Bandura, 2006). In many cases, however, educational researchers have miss-measured self-efficacy due, in large part, to their misunderstanding of the construct (Bandura, 1997, 2006; Pajares, 1996). As Pajares (1996) pointed out, “Because judgments of self-efficacy are task and domain specific, global or inappropriately defined self-efficacy assessments weaken effects” (p. 547). Therefore, a researcher attempting to predict or explain an academic outcome, for instance, is more likely to find a strong relationship between self-efficacy and the outcome of interest if the efficacy scale follows two theoretical guidelines: (a) it assesses specific aspects of the task and (b) the specificity corresponds to the characteristics of the task being assessed and the domain of functioning being analyzed (Bandura, 1997). In Bandura’s (1997) words, “this requires clear definition of the activity domain of interest and a

good conceptual analysis of its different facets, the types of capabilities it calls upon, and the range of situations in which these capabilities might be applied” (p. 42). Thus “omnibus measures” of general, context less dispositions have relatively weak predictive power; whereas domain-linked measures of perceived efficacy have been shown empirically to be good predictors of numerous outcomes, including such diverse criteria as academic performance, pain tolerance, proneness to anxiety, and political participation (Bandura, 1997). Although it is clear that task and domain-specific measures of perceived efficacy have greater predictive power than global measures of the construct, Bandura (1997) warned that it is incorrect to believe that self-efficacy is concerned solely with “specific behaviors in specific situations.” In his words “domain particularity does not necessarily mean behavioral specificity” (Bandura, 1997, p. 49). In fact, Bandura (1997) distinguished among three levels of generality of assessment. The most specific level measures self-efficacy for a particular accomplishment under a narrowly defined set of conditions. The next level measures perceived efficacy for a class of performances within the same domain and under similar conditions. Finally, the most general level “measures belief in personal efficacy without specifying the activities or the conditions sharing common properties” (Bandura, 1997, p. 49). As discussed before, however, undifferentiated, context less measures of perceived self-efficacy have meager predictive power. Thus, Bandura (1997) advised, “the optimal level of generality at which self-efficacy is assessed varies depending on what one seeks to predict and the degree of foreknowledge of the situational demands” (p. 49).

3.4.2. Strengths of self-efficacy theory

- High levels of self-efficacy enhance one's accomplishments and feelings of personal well-being (Pajares, 1996).
- Self-efficacy helps one to remain calm when approaching challenging tasks (Pajares, 1996).
- Building self-efficacy in multiple areas increases one's confidence in mastering new domains (Ormrod, 2008).
- High self-efficacy increases one's willingness to experiment with new ideas (Ormrod, 2008).
- Self-efficacy encourages one to set higher expectations for future performances (Ormrod, 2008).

- High self-efficacy increases one's persistence and focus on a given task beyond previous levels (Ormrod, 2008).

3.4.3. Weaknesses of self-efficacy theory

- People with high self-efficacy and high skills may lack the resources and equipment's to perform. According to Bandura (1986, p. 396); "when performances are impeded by disincentives, inadequate resources, or external constraints, self-judged efficacy will exceed the actual performance."
- High self-efficacy beliefs do not always guarantee positive outcome expectations (Pajares, 1996).
- Self-efficacy beliefs vary greatly between individuals, which makes them very difficult for researchers to assess (Pajares, 1996).
- People with high self-efficacy and high skills may lack the resources and equipment to perform. According to Bandura (1986, p. 396), "When performances are impeded by disincentives, inadequate resources, or external constraints, self-judged efficacy will exceed the actual performance."
- Basing one's self-efficacy for a new task on results of previous tasks may be misleading (Bandura, 1986).
- Personal factors and distorted memories of previous performance can distort one's self-efficacy (Bandura, 1986).
- Rather than high self-efficacy, one might have low self-efficacy following failure or setbacks that causes them to lose faith in their capabilities and to develop increased stress and depression (Bandura, 1984).

3.4.4. Link between conditioning, and self-efficacy in our study

Skinner being the founder of operant conditioning believed that peoples personalities rise from response tendencies and that consequences shape the response. In this light, conditioning is the learning of voluntary behavior through the effects of unpleasant consequences to responses. Therefore, behavior is changed by its consequences. Conditioning is learning through positive and negative reinforcement; a form of learning that takes place when an instance of spontaneous behavior is either reinforced by a reward or discouraged by punishment, behavior followed by a consequence, also called behavior modification. On the

other hand, self-efficacy affects an individual's choice of activities, efforts and persistence. People who have low self-efficacy for accomplishing a specific task may avoid it. While those who believe they are capable are more likely to participate. Thus someone with high self-efficacy would expend more efforts and persist longer when he/she encounters difficulties in life, reason why we included it in our study; It all gives possibilities for people to control their own lives and better cope with life situations, therefore favoring autonomy. In a nutshell the two variables all have a specific role to play in the lives of orphans whose parents died of HIV/AIDS because they all impart high self-esteem, coping capacities, self-efficacy, motivation, autonomy and total control of their lives.

Conclusively, behavioral theory, empowerment theory and self-efficacy theory all have a vital role to play in our work. This is because they all boast individuals' personalities and help them better cope with life situations while integrating the society and contributing to its development. As such, in all this, behaviors are modified or changed, while executing different task in their lives efficiently, thus gaining control of their lives and being autonomous.

CHAPTER 4: METHODOLOGY

It is vital to follow a scientific methodological approach because it will help us better understand the phenomenon and the results obtained. It is equally important to note that empirical research is very important in today's world because most people believe in something only they can see, hear, or experience. It is used to validate multiple hypotheses and increase human knowledge and continue doing it to keep advancing in various fields. In this section of our work, we will focus on recalling our research problem, research questions, hypothesis, research design, research method, research format, research techniques, data collection, population, sampling, sampling techniques, data analysis etc. all to better expatiate and understand the outcome of our scientific research.

From recent works, one can deduce that empowerment to professional activities among OVC is primordial given the fact that much has been done already by NGOs, professional institutions, rehabilitation centers, MINAS, etc. to see that the latter is empowered thus autonomy. Through empirical findings, one can affirm that despite the efforts put in place by the above bodies to ensure autonomy among OVC, much is still to be done because they instead focus on empowering an individual economically without first of all taking into account the latter's state of mind, personality, behavior. It is in this light that we formulated our topic as such "conditioning and empowerment to professional activities among orphans of aids parents" which lay emphasis on using operant conditioning, classical conditioning, and observant conditioning respectively to choose which one of the conditioning is suitable during empowerment or skill acquisition.

4.1. RECALL OF THE PROBLEM

The research problem is the axis around which the whole research efforts revolves, and is the basis for inter relational elements of a research study, including purpose, research questions, method, results and conclusions. The purpose of this theoretical paper is to show how conditioning and its components can positively facilitate empowerment process in capacity building centers thus rendering them autonomous as they integrate the society socio-professionally.

However, we have noticed that despite the efforts being put in place by NGOs, MINAS, partners, capacity building centers, orphanages, individuals etc to make sure OVC in Cameroon are empowered and be autonomous, much is still to be done as we still find many of them stranded in streets still after having trained in a particular domain. Therefore, much is still to be done as far as follow-up and methodological approach is concerned during empowerment.

4.1.1. Recall of research questions

A research question is simply a question that a research project sets out to answer or it is an answerable inquiry into a specific issue, meaning that it is an initial step in to a research project. We will have two types of research questions i.e general and specific.

4.1.2. General question

How does conditioning facilitates or favors the empowerment process to professional activities among orphans whose parents died of HIV/AIDS?

4.1.2. The synoptic table ‘

Table 4 : Synoptic table highlighting research questions, hypothesis, variables indicators, instrument of data collection and finally data analysis.

GENERAL HYPOTHESIS	VARIABLES	MODALITIES	INDICATORS
Conditioning favors or facilitates empowerment to professional activities among orphans whose parents died of HIV/AIDS;	Conditioning	Operant conditioning	<ul style="list-style-type: none"> • Behavior modification • Aversive stimuli • reinforcement • punishment • shaping
		Classical conditioning	<ul style="list-style-type: none"> • Fear response • Taste aversive
		Observant conditioning or observational learning	<ul style="list-style-type: none"> • Retention • Attention • Reproduction • Motivation

4.1.3. Recall of hypothesis

4.1.4. General hypothesis

Conditioning facilitates empowerment to professional activities among orphans whose parents died of HIV/AIDS.

4.1.5. Presentation of variables

Table 5 : Presentation of variables

General hypothesis	General research questions	Specific hypothesis	Specific research questions	I.V	D.V	Data collection instrument	Data analysis
Conditioning favors or facilitates empowerment to professional activities among orphans whose parents died of HIV/AIDS.	Does conditioning favors empowerment process to professional activities among orphans whose parents died of HIV/AIDS ?	S.H.1. Operant conditioning favors empowerment process to professional activities among orphans whose parents	S.R.Q.1 Does operant conditioning reinforce and impact empowerment process to professional activities among orphans whose parents	<ul style="list-style-type: none"> • Operant conditioning • Classical conditioning • Observational conditioning or learning 		Interview guide	Analysis of content

		died of HIV/AIDS through reinforcement.	died of HIV/AIDS?				
		S.H.2 Classical conditioning plays a vital role in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS.	S.R.Q.2 What role does classical conditioning plays in socio-professional integration of orphans whose parents died of HIV/AIDS?				
		S.H.3.	S.R.Q.3.				

		Observant conditioning favors acquisition of skills among orphans whose parents died of HIV/AIDS.	Does observant conditioning favors the acquisition of skills of orphans whose parents died of HIV/AIDS?				
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4.2. SITE OF STUDY

A site of study according to Fonkeng, Chaffi and Bomda (2014) is a geographical and sociological place where your population of study lives, With the specificity of Cameroon that is made up of 10 regions, our study will be limited precisely in the Centre region (Yaoundé) which is the political capital of Cameroon, Within a time, frame OCTOBER to NOVEMBER 2020. Our sample will be made up of youths aged 15 to 25 of the COEUR D'AFRIQUE FOUNDATION of Roger Milla. The place that will serve us for our case study is no other place but "COEUR D'AFRIQUE" foundation of Roger Mila, situated in the neighborhood of 'EMOMBO VIEUX PANIER'.

4.2.1. Description of site of study

Created in 2005 cœur d 'Afrique Foundation Roger MILLA is an apolitical NON---profit association working to improve the quality of life of vulnerable groups. Its founding president is H.E ALBERT ROGER MILLA who works every day to ensure a better tomorrow for the underprivileged. The association is surrounded by like-minded people in order to lay the groundwork for a better future for all communities

It operates through nine major areas of activity;

- psychosocial and legal assistance to vulnerable people.
- Health and nutrition.
- Education et tic.
- Promotion and protection of the environment.
- Community development.
- Water and sanitation.
- Promotion and protection of human rights.
- Sport.
- Art and culture.

Our Mission

- The mission of Coeur d'Afrique -foundation roger MILLA are divided into the following objectives
- Assistance and psychosocial support for orphans; vulnerable children; people with disabilities; people infected and or affected by HIV/AIDS and other scourges.

- Support for institutions of health education. Youth supervision: the advancement of women: the environment and sport.
- Carrying out community programs and projects in the water: livestock; agriculture, fishing, electricity, infrastructure and environment sectors.
- Support for artistic and cultural organizations and projects. Promotion and protection of human rights.

4.3. POPULATION AND SAMPLE

It is important to note that data collection imposes your choice of population of study. It is a group of individuals on which research will be carried out on. This group of individuals should be able to bring out objective and positive responses to the researcher's questions. Champagne and al (1994) paraphrased by Noubissie. A population is the entire group that you want to draw conclusions about. Whereas a sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population. In research, a population doesn't always refer to people. Throughout our research, we will work with orphans whose parents died of HIV-Aids and who are in a capacity building centers for empowerment. In this regard, the population we are going to use for our scientific research are orphans whose parents died of HIV/AIDS and who are in Roger Milla Coeur D'Afrique foundation for empowerment to professional activities thus autonomy. As sample, we have decided to take 10 youths aged 15-25, males and females and respectively of the said center or institution.

4.4. SAMPLING AND SAMPLE TECHNIQUE

Sampling is a technique of selecting individual members or a subject of the population to make statistical inferences from them and estimate characteristics of the whole population. We can distinguish 2 main types of sampling I.e, probability and non-probability sampling. In non-probability sampling, the sample is selected based on non-random criteria, and not every member of the population has a chance of being included. on the other hand, non-probability sampling methods include convenience sampling, voluntary response sampling, purposive sampling, snowball sampling and quota sampling.

On this note, 10 youths both boys and girls, aged 15 to 25 who are undergoing empowerment through conditioning and others who have already been empowered were selected as research participants in this research. Using qualitative interviews, this study was designed to understand and demonstrate the impact of the use of conditioning during empowerment to professional activities, this is done through a descriptive and comparative study of the phenomenon. The aim of which is to reduce personal powerlessness and dependency, thus favoring autonomy and self-efficacy. This qualitative approach (Guba & Lincoln, 1989; Lord, Schnarr, & Hutchison, 1987; Patton, 1990) has provided an in-depth examination of the process of empowerment to professional activities of orphans of AIDS parents through conditioning.

4.5. PROCEDURE AND CRITERIA OF SELECTION OF PARTICIPANTS.

Our study is based on examining how conditioning favors or facilitate empowerment process to professional activities among OVC of Roger MILLA's Coeur d'Afrique foundation in Yaounde. So to act as participants of this research, you have to fulfill certain conditions that are the criteria of selection. Besides the criteria, we have a scale of selection and this will be done following a strict procedure.

4.5.1. Criteria of selection

To be selected our participants have to be submitted to the criteria of inclusion and exclusion.

❖ Inclusion criteria.

We primarily limited the article search to literature in English and on Articles which dealt solely with conditioning, empowerment, and OVC were focused upon.

Also, participants chosen for our research were first under ROGER MILA's FOUNDATION, then orphans whose parents died of HIV/AIDS, within the age range 15-25yrs, who can speak English or French and finally, and who is undergoing training or who has undergone training in a specific domain. This was guided by the principles of theoretical sampling (Charmaz, 2014).

❖ Exclusive criteria

You can be an OVC though not empowered at Roger Milla's Coeur d'Afrique foundation, or a former trainee already empowered.

4.6. TYPE OF RESEARCH: CHOICE AND JUSTIFICATION OF CHOICE

Being a descriptive form of research, our work will be based on qualitative research methodology, using interviews and focus group discussion as data collection method. Qualitative research method is an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. This formulation is developed as a tool to help improve research designs, while stressing that a qualitative dimension is present in quantitative work as well. A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complete, holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting. (Cresswell 1994). We choose this research method because of our desire to directly harvest responses to our questions in a natural setting which is more reliable compared to other forms of research methods. Again, it provides an in-depth understanding of the ways people come to understand, act and manage their day to day situations in particular settings.

It is important to note that research methods in research are essential, for it determines its success, validity, and reliability. Stemming from an interest in thorough understanding of human behavior, social scientists tend to use qualitative research aiming to accumulate a detailed account of human behavior and beliefs within the contexts they occur in. (Rubin, 2005).

4.7. DATA COLLECTION

The research team used four main approaches to study the process of empowerment: an extensive literature review; interviews with a number of key informants; in-depth biographical interviews with people who had undergone empowerment to professional activities through conditioning, interviews with people who didn't undergo the process, those to whom the process wasn't successful. and focused group interviews in order to gain further reflections on the initial findings from the biographical interviews (de Boer, 1992; Lord, 1991).

4.7.1. Choice of technique or data collection method

An interview in qualitative research is a conversation where questions are asked to elicit information. We decided to use interview as data collection method because it helps us come in contact directly with the concerned and at the same time evaluate their responses for better analysis of the data.

According to Kvale (1996; p174) an interview is a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee with respect to interpretation of the meanings of the described phenomena

4.7.2. Instrument of data collection

❖ INTERVIEW GUIDE

We are going to use an interview guide to collect data. In a nutshell interview guide is a set of prepared questions designed to be asked exactly as worded. Interview guide have a standardized format which means the same questions are asked to each interviewee in the same order. An interview guide is basically a list containing a set of structured questions that have been prepared, to serve as a guide for interviewers, researchers and investigators in collecting data or information about a specific topic or issue.

In other to collect data for this study, we are going to use the semi-structured interview.

FIELD: Special Education (EDS)

SPECIALITY: Social Handicap or Disability

TOPIC:

Conditioning and empowerment to professional activities among orphans whose parents died of HIV/AIDS. Case study: youths aged 15-25 of Roger Milla's Coeur d'Afrique foundation.

Presented by:

Wiysanyuy Sylvie Diye

Matricule 17S3174

SUPERVISED BY:

Pr. MBAHA Joseph

Sociodemographic character and information of the participant.

SEX:

AGE:

REGION OF ORIGIN:

Background infos about subjects;

THEME (modalities)	SUB THEMES(indicators)	CLARIFICATION
1. operant conditioning	<ul style="list-style-type: none">• Behavior modification• Shaping• Punishment• Aversive stimuli• Reinforcement	
2. Classical conditioning	<ul style="list-style-type: none">• Fear response• Taste aversions	

3. Observational learning or conditioning	<ul style="list-style-type: none"> • Attention • Retention • Reproduction • Motivation 	
4. Motivation	<ul style="list-style-type: none"> • Encouragement • Follow-up • Support 	
5. verbal encouragement	<ul style="list-style-type: none"> • Optimism • Encouragement • Motivation • Moral boosting 	

FORMULAR OF CONSCENT

Good morning.

I will like to thank you all for giving me this opportunity for us to work together. I am WIYSANYUY Sylvie Diye, a masters 2 student in special Education, option Social Handicap in the University of Yaoundé 1, Cameroon. The research am carrying out is entitled: conditioning and empowerment to professional activities amongst orphans of AIDS parents, and the main objective is to understand how conditioning can favor or facilitate empowerment to professional activities among the later, therefore paving the way for their socio-economic integration. In this light, we will carry out a semi-structured interview using our variables through structured questions. This will help us better understand the impact of conditioning during acquisition of skills amongst our population of study.

IF you find no inconvenience in being part of this exercise, all our discussion will be recorded with a Dictaphone (tape recorder). This is because we will not like to forget any part of our discussion. You should also know that immediately the information is analyzed it will be deleted and that your identity will never be disclosed anywhere nor to anyone.

If you think you can be part of this discussion, you will sign below as a sign of your contentment. Thanks for your understanding

Signature of the participant

4.7.3. Choice justification of data collection method

Interview helps us explain, better understand, and explore research subject's opinions, behavior, experiences, phenomenon, etc. interview questions are usually open ended questions so that in-depth information will be collected. The reason why we decided to use interview as a data collection method in our work is simply to gather very detailed information on our topic, and also because our interview guide requires lengthy explanations.

4.8. DATA ANALYSIS

The frameworks of qualitative research and biographical analysis were used to guide the research process. Most interviews were done in Roger Milla Coeur D'Afrique Foundation. All interviews were taped and transcribed verbatim and supplemented by field notes (Patton, 1990). Following the initial data analysis of the individual interviews, we returned to the field and conducted the focus group interviews.

The data will be analyzed in the tradition of qualitative research. A five step qualitative analysis process will be designed to ensure that patterns and themes which might emerge from the data could be carefully verified. These include: transcribing the notes from the interviews; coding the data with key words as a way of identifying commonalities and variations; identifying common and variable patterns within each group as well as across groups; and identifying themes which link or explain the data (Miles & Huberman, 1984; Patton, 1980). We are going to carry out the content analysis throughout our data analysis.

4.9. DATA ANALYSIS GRID

Themes	Codes	Modalities	Codes	Indicators	Codes	Observation		
						+	-	±
behavioral conditioning	A	Operant conditioning	a	<ul style="list-style-type: none"> • Behavior modification • Aversive stimuli • reinforcement • punishment 	1	Ab1±		

		Classical conditioning	b	<ul style="list-style-type: none"> • fear response • taste aversions 	2			Ab2±
		Observational learning or conditioning	c	<ul style="list-style-type: none"> • retention • Attention • Reproduction • motivation 	3	Ac3±		
Empowerment	B	support	d	<ul style="list-style-type: none"> • Motivation • Encouragement • Follow-up 	4	Bd4+		
Self-efficacy	C	Verbal encouragement	e	<ul style="list-style-type: none"> • Motivation • optimism 	5	Ce5+		

**CHAPTER 5: PRESENTATION AND
DATA ANNALYSIS**

This part of our work will permit us present data obtained, analyze different responses and finally the results obtained. In the other words, it consists of putting in place data collected and facilitating its comprehension or understanding of results, regarding explicative theories in our research topic.

5.1. DESCRIPTIVE PRESENTATION OF DATA.

Table 6: Identification of orphans whose parents died of HIV/AIDS.

Pseudonymes	Gender	Ages	Matrimonial situation	Niveau scolaire
Mr Sida	Male	35yrs	Married	
Mrs Linda	Female	30yrs	Married	
Daisy	Female	18yrs	Un married	Form 4
Maria	Female	19yrs	Un married	Form 4
Charlot	Female	21yrs	Un married	Form 5
Belinda	Female	24yrs	Un married	Form 5
Ismael	Male	20yrs	Un married	Form 5
Ghandi	Male	24yrs	Un married	Lower sixth
Frank	Male	22yrs	Un married	Lower sixth
Zacks	Male	16yrs	Un married	Form 3
Suzy	Female	20yrs	Un married	Form 5
Alain	male	21yrs	Un married	Lower sixth

The above participants except for the two trainers have been in the orphanage for about five to six years respectively, all with different experiences and different personalities. Above, we have their pseudonyms, gender, age, marital status, and their classes, given the fact that they

are being educated at their orphanage. From the above information, we can notice all are still schooling and therefore totally depending on the orphanage hosting them.

5.2. INDIVIDUAL PRESENTATION OF PARTICIPANTS.

❖ DAISY

She is an 18 years' student in form 4. Her story goes thus; she is an OVC whose parents dies when she was 15. Being the first among her siblings, she had to go through hardship because her family didn't support them and more to that the little things their parents left for them were seized. Her 2 younger ones were taken by some family members and she was left alone. Being close to the church a Reverend sister took her to the orphanage where she could be cared for.

❖ MARIA

A daughter of a single mother who was chased out of their home because of unwanted pregnancy. Her mother suffered and did odd jobs to take care of her, including sleeping with men for money which led to her disease (HIV/AIDS). She later became sick and died after 2years when she was 16. She was helped be a well-wisher to stay at the orphanage where she had her basic needs as an adolescent.

❖ CHARLOT

She was born by infected parents and so lived to see her parents struggle with the disease coupled with the stigma and discrimination inflicted on them by the society. Her parents finally died one after another and left her at the age of 18. Having no one to rely on she began to beg in streets until was helped by well-wisher who took her to where she was trained.

❖ BELINDA

She was raised by a single father because her mother died of HIV/AIDS when she was still an infant. Her father being her only source later on died after battling with the same disease. With this life becomes difficult for her as she sells cold water in mokolo market in order to take care of her needs. Was confronted with violence and finally dropped with business and stayed home. A neighbor showing concern helped her get access to a capacity building center where was empowered and school being taken care off.

❖ ISMAEL

He is an ovc from the north whose parents died of HIV/AIDS and he ran from the village to go fend for himself in yaounde town. Arriving here life was not easy on streets for years until was helped by a responsible man who took care of his school needs for some time then took him to Roger Milla's foundation for empowerment.

❖ GHANDI

He has been at the orphanage for years and was later sent in a capacity building center Roger Milla foundation where he gained life impacting skills for his autonomy. His parents died too of the same HIV/AIDS consecutively which equally made life miserable for him.

❖ FRANK

He grew up with his grandmother after his single mother died of the disease. Being too young, he was taken to the orphanage where he grew up and was later empowered at the Roger Milla foundation.

❖ ZACKS

His mother died after giving birth to him and so he was raised by his father with the help of his grandmother who passed away and left him with his father. The father was a victim of HIV/AIDS and he took his ART but later stopped and thus felt sick and later on died. He was also taken to the orphanage by a family friend and he was cared for.

❖ SUZY

She was born infected and so grew with it alongside with both parents. But after some years the father died and after a year the mother died, when she was 15. She was taken right away to a Christian orphanage because her parents where faithful members of the church where they fellowshipped. From there she landed at the capacity building center where she was to be trained and empowered to better cope with life situations.

❖ ALAIN

He was orphaned by HIV/AIDS at the age of 16, which led to unwanted behaviors thus delinquency. He was later corrected and taken to a Christian orphanage where he became calm and focused on studies; later on was transferred to Roger milla foundation for training so that he would grow to take care of himself and be responsible after obtaining his advanced level.

5.3. THEMATIC ANNALYSIS

In this part of our work, we will focus on presenting the different responses obtained during interview sessions with youths aged from 18-25 who were undergoing training at the Roger Milla's Coeur d'Afrique Foundation situated at the centre region precisely at Emombo neighbourhood.

❖ Reinforcement

OVC being a set of vulnerable persons in Africa at large and in Cameroon in particular go through stigmatization, marginalization, discrimination.....which causes them to have low self-esteem, lack of self-confidence, social isolation, frustration, continuous living in abject poverty which at times results to suicide just because of the virus their parents died of. The rapid growth of these set of persons keeps booming therefore calling the attention of the government, NGO's and other well-wishers. This situation at times lead to despair and frustration therefore making them develop unwanted behaviors that has an impact both to the latter and the environment at large. To this effect, there comes the need for behavior modification through reinforcement. Reinforcement according to skinner is any event that strengthens or increase the behavior it follows. He distinguishes 2 types of reinforcers which are positive reinforce and negative reinforcers all with the aim of either encouraging wanted or pleasant behaviors or discouraging un wanted behaviors.

“throughout our training at Roger Milla's Coeur D'Afrique Foundation begins with theory part which at times its quite easy for me and then the practical's. Our trainers make sure they encourage me when I find it difficult assimilating some things especially during practical's for it is not always that easy, there is complete close support and trainers from time to time motivate us and repeat lessons until well understood” says Ismael

“well, I noticed the trainers would punish those whose behavior was not appropriate and descent, the trainers personally supported me when I felt like giving up and emphasized on the importance of the training for me and my society. They motivated me and I felt empowered to continue the training which of course ended well and today I Thank God for them because they imparted good morals in me” says Belinda

Undergoing training at this stage is not always easy for someone who has undergone trauma due to loss of parents, coupled with the stigmatization, discrimination, frustration etc. because they are most often abandoned to themselves. To this effect they tend to develop unwanted behaviors that does no good to them and their entourage, therefore the need for social reinsertion which is done through acquisition of life skills that will help them to be autonomous

and be like any other free being in the society having full mastery of his or her own life. For this to be effective of course unwanted behaviors should be eradicated through reinforcement which will likewise strengthen the personality of the OVC thus helping the latter to easily cope when fully integrated after training leading to autonomy.

❖ **Punishment**

Punishment is the act or process of imposing and/or applying a sanction for an undesired behavior when conditioning toward a desired behavior. Punishment is one of the means of eliminating unwanted behaviors and facilitate transformation and shaping. In psychology, it refers to any change that occurs after a behavior that reduces the likelihood that that behavior will occur again in future. OVC during training can sometimes exhibits unwanted behaviors during training due to the poor state of mind due to the trauma they went through. Punishment is a method to put back the OVC back on track and help them focus on the goals ahead of them.

“during training, most often, the trainer would exercise corvee method of punishment to those who would misbehave. Also, the trainers would sometimes withdraw those disturbing others from concentrating then later on try to caution them privately on their unwanted behaviors thus transforming the latter to be better and focus. One day a mate stole his mates class materials and claim it was his, later on investigation were made and it was found out he actually stole the said things. To punish the latter, he was withdrawn and given serious advice and warnings. He was cautioned not to continue with such behaviors for he will end up in prison which is something a young man will not wish to experience at his youthful age given his background” Says Daisy

“I was personally withdrawn from class after I was disturbing my mate during theory lessons, and this caused some dissatisfaction within myself for I really wanted to learn but found myself trying to tease and disturb my mate. After I was sent out, I felt so bad after the trainer had to remind me of my objectives for being at the center and what is at stake if I don't focus and gain the skills so that I would be autonomous when I integrate the society. “says Maria

Initially, punishment is the act or process of imposing and/or applying a sanction for an undesired behavior when conditioning toward a desired behavior. It is important to note that punishment is likely to be effective at this situation. This is because punishment is more effective when it is applied quickly, for instance, immediately an unwanted behavior is exhibited, the trainer has to punish the concerned as soon as he has committed.

❖ **Behavior modification**

Behavior modification -- often referred to as b-mod -- is the therapy technique based on Skinner's work. It is very straight-forward: Extinguish an undesirable behavior (by removing

the reinforcer) and replace it with a desirable behavior by reinforcement. Meaning that the behavior is eliminated by non-reinforcement. Extinction is more powerful than punishment for long-term reduction in unwanted behaviors.

“Al throughout our training at times the trainers would ignore some unwanted behaviors and this made some to drop down those behaviors for some just wanted particular attention or special care” says Alain

Some behaviors can be extinguished successfully without the use of punishment. It is important to note that it can't be applied in all set of individuals especially prisoners etc. It is important to note that operant conditioning through reinforcement, punishment and extinction or behavior modification were all used by trainers during empowerment process to professional activities, all with the aim of helping them better integrates the society thus autonomy.

❖ **Fear response**

Conditional fear can be powerful and long lasting for some individuals. It is a form of classical conditioning, involves learning that certain environmental stimuli (CS) can predict the occurrence of aversive events (CR). It is the mechanism we learn to fear people, objects, places and events. In evolution, this form of fear learning can promote our survival in the face of future threats. Although meant to be a survival mechanism, unchecked conditioned fear may contribute to disorders of fear and anxiety in human, such as panic disorder, specific phobias or post-traumatic stress disorders (PTSD).

❖ **Taste aversions**

In a nutshell, it is important to note classical conditioning through taste aversions and fear response are used to modify behaviors depending on the set of people involved.

❖ **Retention**

Another requirement of observational learning is being able to remember the behavior that was witnessed. If the later can't recall the behavior, there is less than probable chance that they will imitate it.

“we were always reminded of what we were supposed to do and who we should look up to as models, so that we may be successful, reason why the trainers would urge us to retain well and always recall our objectives”. Says Charlot

One would not be able to reproduce what has been taught if he or she can't recall what he learned, meaning that retention is very vital in learning process because it permits one to simply reproduce the skills acquired through imitation. This won't be possible if the latter is distracted during acquisition of knowledge

❖ Attention

IF one wants to learn anything from a model, he/she must be paying close attention to it and the behavior it exhibits. Many conditions can affect the observer's attention, because if the observer is sleepy, ill, or distracted, he or she will less likely to learn a modeled behavior and imitate it at a later date. Bandura and others have shown that human pay more attention to models that are attractive, similar to them, or prestigious and are rewarded for their behavior.

“most often throughout the training, our trainers used models or people who had succeeded in life especially those who were in the same position as we, to motivate us focus on our goals set for us and be efficient in it as well. Therefore, we would use their achievements in our models to inspire ourselves accomplish ours after acquiring skills needed”. Says Ghandi

One can't focus and learn a skill if one is distracted with things like sleep, fidgeting, illness, because learning needs attention for one to retain the skills needed. Therefore, for one to properly learn, he or she should keep aside distractions he can control and put more attention in the learning process.

❖ Reproduction

It is the mental and physical ability of the individual to copy the behavior he/she observed.

“we were encouraged during training to reproduce whatever our trainers did efficiently during training and after, for they were as well models to imitate and follow. It was quite easier for they were with us always pushing us ahead indiscriminately”. Says Alain

Most at times, learning is done through observing a model perform, then we copy or imitate; learning is a continuous process and can be achieved at any time either through observation or other forms like retention, attention etc...

It is important to note that the most important aspect of observational learning involves motivation meaning if the later does not have a reason for imitating the behavior, then no amount of attention, retention, or reproduction will overcome the lack of motivation. It is

important to note that Observational learning is a method of learning consists of observing and modeling another individuals Behavior, attitudes or emotional expressions. Individuals learn from others. It is in this light that the Americans psychologist Albert Bandura stressed that individuals may simply learn from the behavior rather than imitate it. He emphasized that four conditions were necessary in any form of observing and modeling behavior; attention, retention, reproduction and motivation.

❖ **Encouragement/persuasion**

Among the factors that affect self-efficacy is verbal persuasion or encouragement. The verbal persuasion factor describes the positive impact that our words can have on someone's self-efficacy. When people are persuaded verbally that they can achieve or master a task, they are more likely to do the task. Having others verbally support attainment or mastery of a task goes a long way in supporting a person's belief in himself or herself. Conversely, when people are told they do not have the skills or ability to do something, they tend to give up quickly (Bandura, 1994).

“my experience throughout the training was great from the personal point of view. Most of the times when discouragement set in, the trainers would encourage and persuade us that we can achieve the goal or task fixed for ourselves and that no matter the difficulties we should always remain strong and persistent in mastering the skills at hand for it will help us be autonomous once integrated in the society.” Says Frank

“well, during training at Roger Milla's foundation, the trainers paid so much attention in helping us accomplish the different task we had at hand. They imparted in us optimism spirit and equally persuaded us we could accomplish all task available and be efficient in it. The verbal support they gave helped boost our self-esteem helped us master well the different task available for us. Since the aim of was for us to be autonomous once we integrate the society. They all supported and motivated all of us and accompanied us closely”. Says Zacks

From the above words, one can say that encouragement or persuasion had a vital role to play during empowerment process for it boost self-esteem, optimism spirit, motivation spirit, and help them to be more efficient as they accomplish their task when integrated. Verbal persuasion or encouragement being an element of self-efficacy is so vital given that self-efficacy itself is the belief in one's own ability to successfully accomplish something. It is a theory by itself, as well as being a construct of social cognitive theory. Self-efficacy theory tells us that people generally will only attempt things they believe they can accomplish and won't attempt things they believe they will fail. However, people with strong sense of efficacy believe

they can accomplish even difficult tasks. They see these challenges to be mastered rather than threats to be avoided (Bandura, 1994).

❖ **Follow-up**

Another step in empowering others is support them by providing the resources needed to succeed and closely follow-up their accomplishment of goals set initially. This requires not only providing the time, resources, and encouragement necessary for accomplishing goals but also actively working to eliminate barriers to success.

“throughout our training so far, our trainers made sure they followed us up with the necessary resources so that we will be able to accomplish our goals set initially so that by the time we integrate the society, we will be efficient in our activities thus autonomous as well. They would closely follow us up indiscriminately, strengthening us with encouragements that of course boast our morals”. Says Suzy

Empowering people means helping them gain control of their lives in all aspect and be autonomous therefore fully integrating the society. This help us focus on 3 main elements of empowerment which are clarity, support and autonomy, meaning one need goals and makes sure he achieves them (setting an expected outcome), support which involves resources needed and how obstacles should be removed during accomplishment of the set goals, all the above with the aim of rendering them stronger and autonomous to carry out their daily battles efficiently without help.

❖ **Motivation**

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. In other words, it is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. According to Spritzer, empowerment is as an inner motivational state and is involved with job as well as is defined with four dimensions of impact or personal consequence, competence (self-efficacy), meaningfulness and self-determination. One of the reasons people can be motivated to do something is when they are closely followed up, supported, encouraged or even appreciated for the little work well done. This indirectly boast their morals and help them continue working well in the same light thus being efficient as their capacities are built.

“as an apprentice, training was not easy for most of us for it was a new domain we were been introduced in to help us gain autonomy. Trainers would encourage us through appreciation of efforts we were putting during training, they would equally support and follow us up closely

reminding us of our objective and how important the skill acquisition would be for us. At one point when things became tough for understanding, the trainers had to break it up into smaller steps and tried setting our sights on achieving that first step toward progress. Again, the trainers helped improve our confidence since I for one and others had same issues.” says Charlot

“well I really appreciate the work the trainers did because they gave us a reason to forge ahead with training and succeed even after it through integrating the society with more confidence and self-esteem ready to cope in the midst of any tribulations encountered in the outer world. The trainers equally activated in us direct and sustain goal-directed behaviors. I became more optimistic about life’s situations. The environment during training was conducive and favorable and besides goal settings and reaching target was the other of the day throughout our training. Adding to this trainer could identify some things I felt insecure about and tried helping me to Improve so that I would feel more skilled and capable” Says Ghandi

Given the fact that motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It involves the biological, emotional, social, and cognitive forces that activate behavior. It is important to note that people who are motivated will be more productive and perform better at work. Both intrinsic and extrinsic factors are important during the empowerment process, for that will be their reason for successfully partaking in the training. A good environment during empowerment process matters as well. Understanding motivation can help improve the efficiency of people as they work toward goals, help people take action, help people avoid unhealthy or maladaptive behaviors such as risk-taking and addiction, help people feel more in control of their lives etc. Three major components of motivation should be taken into account that is, activation (which involves the decision to initiate a behavior), persistence (is the continued effort toward a goal even though obstacles may exist), and finally intensity (which can be seen in the concentration and vigor that goes into pursuing a goal). The degree of each of these components of motivation can impact whether or not you achieve goal.

❖ **Optimism**

Optimism and self-efficacy significantly predict higher levels of cognitive, emotional, and physical engagement. Optimism in an individual increases performance, and it tend to maintain positive expectation about what will happen in the process of work or during execution of challenging task. There are two key frameworks pertaining to optimism and its role in positive change; attribution or explanatory style (Seligman, 1998) . Optimist are people who expect good things to happen to them; pessimists are people who expect bad things to happen to them (Carver & Scheier, 2002, p.231). In addition to this positive expectation, Seligman

(1998) proposed another optimistic framework based on attribution or explanatory style. Optimist tend to explain success as internal (attributed to personal abilities), stable (likely to happen again in the specific context), and global (likely to happen in other contexts) and failure as eternal, unstable, and specific. These attributions sustain the individual's motivation and efforts. Optimist tend to expect good things to happen to them, have more positive moods and are persevering in their endeavors throughout the change process (Seligman & Csikszentmihalyi, 2000).

Conclusively, OVC all throughout remain vulnerable so long as they are not empowered and trained to have a particular behavior as they face the society. It is very important to shape their behaviors as they are being trained in a particular domain for it will enable them be efficient, motivated and easily armed to cope in whatever situation they find themselves thus resilient. All of that with the aim of rendering them autonomous thus reducing dependency among themselves for they will strive to accomplish the goals set to help them succeed in life.

**CHAPTER 6: DATA INTERPRETATION,
DISCUSSION OF RESULTS AND
SUGGESTIONS.**

Throughout this chapter, we are going to interpret results obtained from data collected, and at the end give suggestions and perspectives for a way forward to ensure efficient empowerment to professional activities among OVC in Cameroon.

6.1. INTERPRETATION OF RESULTS.

Today, HIV/AIDS continue to handicap the population and render it vulnerable through its numerous effects it has on the latter. Victims of HIV/AIDS or individuals rendered vulnerable and orphaned by this disease, go through hardship to survive even after undergoing skilful formations, they still live in abject poverty, exposing them to diseases and other unpleasant and traumatic events. At this point in time, they need to be empowered economically, educationally, socially wise etc through conditioning which is a form of learning that helps shape behaviours thus leading to self-empowerment. The plight of children affected by HIV/AIDS is gaining increased congressional attention as the death toll from AIDS continues to rise in Cameroon. AIDS-related deaths profoundly affect families, which often are split up and left without any means of support. In Cameroon, many OVC live outside of family support, and many are marginalized, stigmatized, and discriminated against. Consequently, they are exposed to harmful conditions such as lack of schooling, illiteracy, begging, pedophilia, juvenile delinquency, prostitution, and the transmission of HIV and other sexually transmitted infections, low standard of living etc

Conditioning, being a method of Learning is an adaptive function by which our nervous system changes in relation to stimuli in the environment, thus changing our behavioral responses and permitting us to function in our environment. The process initially occurs in our nervous system in response to environmental stimuli. Neural pathways can be strengthened, pruned, activated or rerouted, all which causes changes in our behavioral responses. Therefore, conditioning which is a learning process, has been spear headed by 3 authors that is, Pavlov a Russian physiologist who through his dog experiment brought out classical conditioning, Skinner through operant conditioning conducted experiments on rats which he described as “skinner box”, and finally Albert Bandura’s observational conditioning who tested his theory through his famous Bobo-Doll experiment.

We have taken into account some characteristics of our targeted population that is the concerned, such as age, level of education, matrimonial status, employment status. The aim here is to give meaning to different results obtained during verification of hypothesis. Being a scientific study, our hypothesis goes as thus; Conditioning have an impact or helps during

empowerment to professional activities among orphans whose parents died of HIV/AIDS. This permitted us to segment 3 specific hypotheses from the above hypothesis which are; SH.1. Operant conditioning impact empowerment process to professional activities among orphans whose parents died of HIV/AIDS through reinforcement. SH.2. Classical conditioning plays a vital role in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS. SH3; Observant conditioning has an impact during acquisition of skills among orphans whose parents died of HIV/AIDS.

Being a social case, it is important to note that OVC are classified under vulnerable set of persons among others and therefore calls for attention. OVC being traumatized by events experienced due to their state tend to develop unwanted behaviors not suitable for the society that does more harm than good to the latter. To this effect, there comes the need for intervention through which they will be empowered through the use of conditioning. This is because they need to be motivated, encouraged, behaviors need to be modified or shaped through reinforcement, punishment, close follow-up, verbal encouragement etc, all with the aim of rendering them autonomous and efficient, ready to be resilient as they go about their activities when socially integrated in the society thus social inclusion.

From data analyzed, it is obvious that OVC can be empowered successfully to professional activities through operant conditioning, classical and observant learning but more through operant conditioning for it has significant impact on the latter. This is because it has been 80% successful during empowerment process to professional activities among orphans whose parents died of HIV/AIDS. From the data analyzed after interview, 7 out of 10 participant succeed after being empowered through operant conditioning, meaning it works more than other types of conditioning during acquisition of skills. Results obtained during our research shows that orphans whose parents died of HIV/AIDS are being successfully empowered through operant conditioning, using reinforcement, punishment, behavior modification/modeling, motivation, encouragement etc. which all works to permit the latter to be autonomous and socially integrate.

Through operant conditioning, with the use of reinforcement, behavior modification, punishment, orphans whose parents died of HIV/AIDS are being empowered, strengthened. This is because the latter after going through stigmatization, discrimination, social isolation etc find it difficult coping with life situations and therefore socially isolate themselves from others.

From the classical conditioning point of view, fear response and taste aversions to an extent helps shape behaviors and enhances efficacy to a lesser extent after acquisition of skills.

Equally through observational learning, reproduction, attention, retention, and motivation during acquisition of skills help or favors socio-professionalization or orphans whose parents died of HIV/AIDS. It is important to note that OVC need special care during acquisition of skills, therefore conditioning has a great impact during empowerment process to professional activities among orphans of Coeur d’Afrique foundation of Roger Mila.

6.2. THEORETICAL SYNTHESIS

Behavioral theory by Watson is also an approach in psychology, that combines elements of philosophy, methodology, and theory. The primary tent of behaviorism, as expressed in the writings of Watson, Skinner, and others in that psychology should concern itself with the observable events that take place in their mind. Behavioral theory emphasizes on the fact that behavior that is followed by reinforcement tends to strengthen the behavior, also, behavior followed by punishment tends to be suppressed, again, behaviors followed by the removal of a negative stimulus tends to increase in strength, immediate and consistent reinforcement of a behavior strengthens that behavior most rapidly, rewards that are specific to and desired by the learner are more powerful than general or routine rewards etc. Therefore, the aforementioned all help in transforming or shaping behaviors to suit the societal standards and as well strengthen the latter’s ability to remain strong and firm when faced with life’s situation thus developing resiliency spirit, self-esteem, self-confidence, motivation, optimism, uprightness etc.

According to Watson’s theory, in his article entitled “Psychology as the behaviorist view it”, behaviorism is considered as an objective branch of science that would base its theories and findings on experimental research using purely observable data. One goal of behaviorism was to understand how certain behaviors develop as a consequence of conditioning to external stimuli. Watson was not concerned with thoughts, cognition, introspection, or other forms of internal consciousness. He hypothesized that just as people learn to associate sounds with objects or symbols, so too did people learn to associate certain feelings, behaviors, and other things with situations, objects and symbols. He believed all people can learn or can unlearn and relearn lessons as needed.

According to empowerment theory by Rappaport, empowerment is mastery. He frequently cited empowerment as a “mechanism by which people, organization, and

communities gain mastery over their affairs” (Rappaport, 1987, p. 122), thus capturing the sense of gaining personal control that is intuitively central to the concept. However, this “mastery” notion of empowerment has also been critiqued as giving insufficient attention to the relevance of the construct for community well-being (Goodman et al., 2004; McWhirter, 1998a; Prilleltensky, 1997; Riger, 1993; Toporek & Liu, 2001) suggested that this emphasis promotes conflict based model of empowerment and marginalizes the human need for social integration.

He equally considered empowerment as participation, emphasizing through the endorsed Cornell Empowerment Group’s narrower definition that empowerment is involving respectful, caring and reflective participation in a community group in order to gain equal access to and control over resources (Rappaport, 1995). Given the fact orphans whose parents died of HIV/AIDS suffer from stigmatization, discrimination, social isolation etc., they find it difficult gaining control of their lives and mastering every part of their lives thus they prefer to stay aside from others and lament on their deplorable state. This has called so much attention of NGOs, government through the ministry of social affairs and capacity building centers or institutions to see into how they can help this socially vulnerable set of individuals to learn a trade or a skill that will help them get out of poverty and all its disadvantages thus helping them better gain mastery of their own lives and integrate the society confidently. It is on this note that Rappaport (1987) points out that empowerment’s aim is to enhance the possibilities for people to control their own lives (p. 119). Empowerment is all about supporting, following-up, and encouraging the less privilege gain control over their lives and be open to gain skills that will permit them better integrate the society while fighting poverty through an economic activity. Rappaport’s (1987) concept of empowerment, conveys both a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights (p. 121). One can say that empowerment is as well the process of transition from a state of powerlessness to a state of relative control over one’s life, destiny, and environment.

Bandura’s self-efficacy theory is believed by many to be his most enduring contribution to the study of academic achievement, motivation, and learning (Pajares, 1996, 2004; Schunk, 1991). People guide their lives by their beliefs of personal efficacy. (p. 2) according to Bandura (1977, 1986, 1997), self-efficacy beliefs lie at the core of human functioning. It is not enough for a person to possess the requisite knowledge and skills to perform a task; one also must have the conviction that he/she can successfully perform the required behavior under difficult circumstances. Effective functioning, then, requires skills and efficacy beliefs to execute them appropriately, two components that develop jointly as individuals grow and learn. It is

important to note that verbal encouragement as a motivational tool alongside with optimism all helps boost self-efficacy in orphans whose parents died of HIV/AIDS during and after acquiring skills that will help them efficiently integrate the society professionally. It is in this light that Bandura (1986) defines self-efficacy as people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (p. 391). In the framework of our research, the above psychological, psychosocial and psychoanalytic theories permitted us better corroborate our hypothesis.

6.3. INTERPRETATION OF RESULTS IN RELATION TO THE RESEARCH HYPOTHESIS.

6.3.1. Interpretation of results in relation to the research hypothesis 1

The results we obtained goes in line with the behavioral theory of Watson which approves the fact that conditioning through operant conditioning, with the use of reinforcement, punishment and behavior modification has an impact or favors empowerment process to professional activities because behaviors of OVC are being shaped, facilitating the intake of skills needed for their social and economic integration thus autonomy.

6.3.2. Interpretation of results in relation to the research hypothesis 2

The results we obtained goes in line as well with the empowerment theory by Rappaport which focuses on the fact individuals needs to have mastery and participate in the process meant at helping them gain total control of their lives as a whole, being able to take charge of their own being in all aspects thus autonomy.

6.3.3. Interpretation of results in relation to hypothesis 3

This results goes in the same line with self-efficacy theory by Bandura which affirms that empowerment process can be more effective when orphans whose parents died of HIV/AIDS are being motivated, encouraged, and followed-up to be efficient as he or she integrates the society. This is because, self-efficacy Bandura (1986) is all about people's judgements of their capabilities to organizes and execute courses of action required to attain designated types of performances (p. 391). One would not of course be capable of executing tasks efficiently if he or she was not attentive, did not retain, and is not capable of reproducing the skills imparted in the latter during training.

6.4. INTERPRETATION OF RESULTS IN RELATION TO THE LINK BETWEEN THE HYPOTHESIS AND THE THEORIES.

Our SRH1 present the fact that operant conditioning impact the process of empowerment to professional activities among orphans whose parents died of HIV/AIDS through reinforcement.... We have noticed through empirical findings that much have been done by stakeholders, NGOs, ministries etc to make sure OVC go through capacity building institutions with the aim of integrating them in the society thus autonomy. With the continuous failure of some of these programs there comes a need for change of method, which is effective through operant conditioning, using reinforcement, punishment and behavior modification as tool.

Given the fact that orphans whose parents died of HIV/AIDS are classified under vulnerable set of being that need special care and treatment, because due to the loss of their primary care givers, they experience daily stigmatization, discrimination which impact negatively their self-esteem causing them to isolate themselves from the society. This causes some to develop unwanted behaviors that don't suit the society causing them more harm. It is for this reason that operant conditioning needs to be applied during acquisition of skills through behaviors will be shaped to suit the society and their resiliency capacity strengthened alongside. It is obvious that the above hypothesis has a close link with the behavioral theory of Watson, which lay emphasis on shaping observable behaviors through reinforcement, punishment and behavior medication. Here unwanted behaviors are extinguished and good behaviors reinforced positively.

SRH2; Classical conditioning plays a vital role in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS. From the aforementioned hypothesis which state that classical conditioning impact or plays a vital role in the empowerment process to professional activities among orphans whose parents died of HIV/AIDS, we can deduce that apart from operant conditioning, classical conditioning through fear response and taste aversions somehow have a role to play in the empowerment process for it shapes and strengthens personality. It is important to note that the results we obtained goes in line as well with the empowerment theory by Rappaport which focuses on the fact individuals needs to have mastery and participate in the process meant at helping them gain total control of their lives as a whole, being able to take charge of their own being in all aspects thus autonomy without being influenced by fear.

Our SRH 3 goes thus; Observant conditioning has an impact during acquisition of skills among orphans whose parents died of HIV/AIDS. We affirm that orphans whose parents died of HIV/AIDS can be empowered through observational type of learning, which is all about retention, reproduction, motivation, and attention all respectively with the aim of enhancing learning capacities on the latter. For one to be efficient, that is capable of carrying out tasks or goals set initially, he or she should be attentive, retain, reproduce and be motivated be it intrinsically or extrinsically during acquisition of skills that will help the latter better integrate the society and be efficient. The above clearly defines the link between the SRH3 and self-efficacy theory which is all about helping shape behaviors and imparting in them skills that will help them to easily be capable of coping with life situations as they carry out their daily activities after being empowered, meaning observational learning has great impact during empowerment to professional activities among orphans whose parents died of HIV/AIDS.

6.5. DISCUSSIONS

Our research has been realized under the topic; Conditioning and empowerment to professional activities among orphans whose parents died of HIV/AIDS. The growing population of children orphaned by HIV/AIDS is a concern, because had it not been for HIV/AIDS, the global percentage of orphans would be declining instead of increasing. By the end of 2003, 43 million children (12% of all African children) were orphaned in sub-Saharan Africa, 12.3 million (32% of all African orphans) of those were due to AIDS. The majority of children orphaned or made vulnerable by HIV/AIDS are living with a surviving parent, or within their extended family (often a grandparent). An estimated 5% of children affected by HIV/AIDS worldwide have no support and are living on the street or in residential institutions. Although most children live with a caretaker, they face a number of challenges, including finding money for school fees, food, and clothing.

This work or research shows that orphans whose parents died of HIV/AIDS commonly classified under OVC, remain a burden to the society at large. According to UNAIDS, stigma, discrimination, exploitation, social limitation continues to accompany the HIV/AIDS victims, they are being mocked and even abandoned by close friends etc. This experience has far reaching consequences or repercussions on the later both at the psychological, physical, and social level. On this note, conditioning is used in treating and shaping behaviors, alongside with associated therapies such as aversion, systematic desensitization and flooding therapies, which all contribute in the reinforcement of self-dependency, thus autonomy. This is because we have noticed through empirical findings that despite the efforts been put forward by NGO's, MINAS,

skills training centers, and some well-wishers, to empower the vulnerable individuals especially orphans of AIDS parents, there is continues high rate of dependency, unemployment, among some orphans, through which if they were conditioned during education and acquisition of skills, there would have been an outstanding change and modification of behaviors thus psychological, economic, educational and social empowerment. Given the fact that empowerment is based on the idea that giving a group of individual's skills, resources, authority, opportunity, motivation, as well as holding them responsible and accountable for outcomes of their actions, will contribute to their competence and satisfaction. Power is the key word of the term 'Empowerment' which means control over material assets, intellectual resources and ideology. It is in this light that Apte (1995) says that empowerment means Control over ideology, signifies the ability to generate, capacity to propagate, capacity to sustain and institutionalize specific sets of beliefs, principles, values attitudes, actions and behaviors 'virtually' determining how people perceive think, and in a given socio — economic and political environment (Apte. 1995).

To add, youths of both sex were chosen in our study because they remain one of the most vulnerable set of people in the society. This is because they are somehow ostracized given their situation and experience. Some stopped school at a very tender age because of lack of support after their primary care takers passed away, this paving a way for them to be vulnerable in contacting the disease again and other handicapping diseases that will further influence their wellbeing. It is important to note that OVC need so much attention in their youthful age because its more complicated for them for them given the somatic, psychological, emotional coupled with economic crisis they might be battling with. Again, to shed more light on this, we chose behavioral theory, empowerment theory and self-efficacy theory to help us back up our research.

6.6. DIFFICULTIES ENCOUNTERED

Every scientific research works can at times encounter difficulties during research. Like other researchers, we encountered financial difficulties and documentary issues which somehow influenced our work.

6.6.1. Financial difficulties encountered.

This is one of the problems research work faces. One cannot carry out a scientific research without enough funds to facilitate research work. Going to the field to collect data demands so

much due to distance from home to the milieu. Also, online research, printing and photocopy of journals, articles and books demanding some funds.

6.6.2. Documentary difficulties

When we talk of difficulties in regards to documentation, we simply mean insufficiency of documents such as reviews, articles, books etc. especially appropriate documents that is, those so much related to our topic of research, through which it would be advantageous because it would enrich our research.

6.7. PERSPECTIVES

The aim of q perspective is to visualize the future or to have visions for the future on the empowerment process to professional activities through conditioning among orphans whose parents died of HIV/AIDS. Studies on empowerment of orphans through conditioning should be one of the objectives during future studies, this is because most research or studies on the latter focuses more all throughout previous years on fighting the spread of the handicapping disease among the latter, giving financial or material aid to those affected by the disease and care takers as well, and even some who empower just focus on imparting the skills on the latter without taking into consideration the persons behavioral state or personality. Meaning so much have not yet been done to emphasis the need of need of conditioning during empowerment process to professional activities among orphans whose parents died of HIV/AIDS, especially the youths, thus autonomy and social inclusion or integration. To this effect, what do we suggest in our work for the future? We will focus on theoretical perspectives, methodological and social respectively.

6.7.1. Theoretical perspectives

Our theoretical perspective goes in line with the results of our study and recommendations channeled on the impact of conditioning during empowerment process to professional activities among orphans whose parents died of HIV/AIDS and how they can be autonomous and integrate the society, for that's the aim. Therefore, for effective empowerment, behavioral state of the latter should be taken into account, and shaped if need be to permit the latter to be mentally or psychologically apt to acquire skills that will help him/her gain mastery of his life.

Studies should further be done on how this vulnerable set of people should be socially included and empowered effectively using efficient methodology.

6.7.2. Methodological perspective

This research was done using qualitative method through which our target population are youths, orphaned by HIV/AIDS of Roger Milla's foundation-foundation. Our research is carried out on a social and educational perspective. In our society vulnerable people with different handicaps are been empowered in a way that to an extent is not efficient. We will urge future researchers to carryout profound and experimental research on this issues and bring out more elaborated scientific data.

6.7.3. Social perspective

Psychosocial follow-up somehow helps orphans whose parents died of HIV/AIDS given the atrocities they went through; social exclusion, discrimination, stigmatization, humiliation at times etc. They experience a lot beginning from death of their primary care takers, thus necessitating psychosocial follow-up and others, for it will help them regain confidence, motivation and self-esteem in the latter to better integrate the society with shoulders up. Being a social study, it has a vision seeing OVC socially including themselves with others and finding their own place despite their experience. It is also a way of sensitizing people on banishment of Prejudging attitude the society has.

6.8. RECOMMENDATIONS

After bringing out results, it is indispensable for us to give some suggestions to ameliorate the conditions of OVC especially orphans whose parents died of HIV/AIDS during and after empowerment to professional activities.

Political engagement should be intensified as well financial mobilization is necessary in effective empowerment and follow-up of OVC in Cameroon. It is necessary for good management of project and evaluation of programs meant for the empowerment of OVC. Implicating youth orphans in the projects related to them is very essential in future.

In addition, efforts aimed at ameliorating the situations of OVC, should include educating the latter and the society encouraging autonomy and follow-up, social policies should be applied respectively.

❖ To the state

- The government should make the empowerment process through conditioning a priority as far as OVC is concerned.

- The government should continue with the creation and application of policies in favor of their well-being.
- Coordinate all efforts by partners especially NGOs, or order for OVC to gain autonomy.
- Encourage researchers interested in the domain for innovations.
- Encourage the creation of capacity building training centers or institutions, patronizing them and making sure the purpose for which it was created is served.
- Sensitization programs should be created through which the reality of the handicapping disease is exposed for more precautions.
- Making available well trained individuals whose aim is to train OVC and make them autonomous at all levels.
- Finance good projects on the situation.
- Integrate psychologist, social affairs workers, and sociologist in all capacity building centers or vocational training institutions.

❖ **To the funders**

- The funders should finance projects aimed at helping OVC from their state thus empowering them.

❖ **To the media**

- The media ought to use their position to sensitize the public, so as to avoid or prevent the population from being another victim of this handicapping disease. Also, sensitization against stigma and discrimination should be pointed out for it causes more harm than good.

❖ **To Non-Governmental Organizations (NGO's)**

- They should lay more emphasis in assisting youths gain their autonomy, be it financially or psychologically.
- NGOs should send psychologist, well qualified trainers in rural areas especially where they would train youths and enable them to be autonomous.

❖ **To international organizations**

- They should give technical and financial assistance or support to all initiatives aimed at helping OVC gain autonomy and integrate the society.

❖ **To research institutions**

- Reinforce research, while laying emphasis on programs on empowerment methods that should be applied for effective social inclusion.
- Results obtained from research should be shared to stake holders in the field for accountability.

❖ **To OVC**

- They should not use their situation or experience to isolate themselves, instead they should use that as a stepping stone to aspire for better things in future, while being hardworking.
- They should know their rights and policies in their favor so that they would not feel lost and abandoned.

CONCLUSION

Our research was centered on ‘Conditioning and empowerment to professional activities amongst orphans whose parents died of HIV/AIDS; Case study: youths aged 15-25 of COEUR D’Afrique Foundation of Roger Milla’. At the end of our work, it is vital to recall our research problem and its objectives to be attained. To this effect, our work was centered on showing how conditioning can impact empowerment to professional activities amongst OVC, this derived from the fact that despite the efforts being put in place by capacity building centers, NGOs, partners, government etc to make sure OVC integrate the society after receiving skills, thus poverty reduction amongst the latter, we still find so many OVC stranded in streets increasing the crime wave in our community. Either because they can’t cope with the society or because they feel stigmatized, marginalized etc thus leading to social isolation, low self-esteem; low resiliency capacity etc.

This situation gave rise to the below general research question “Does conditioning help or impact the empowerment process to professional activities amongst orphans whose parents died of HIV/AIDS?”. From the aforementioned question, we have highlighted that the objectives of this study is to show how conditioning can help or impact the empowerment process to professional activities amongst orphans whose parents died of HIV/AIDS, thus autonomy. This has given rise to the following general hypothesis “Conditioning have an impact or helps during empowerment to professional activities amongst orphans whose parents died of HIV/AIDS.”

The different diverse orientations of research permitted us to describe the different variables of our study. Also, we were able to explain some key concepts and presented a literature review which lay emphasis on the situation of OVC worldwide and Cameroon in particular, empowerment, conditioning and social vulnerability of the latter in our entourage. Our theoretical perspectives were founded under the theoretical model of Behaviorism (behavioral theory by Watson 1913), self-efficacy model by Bandura 1977 and finally empowerment theory by Rappaport 1987.

We then proceeded with data collection, using semi-directive interviews on OVC of COEUR D’AFRIQUE FOUNDATION ROGER MILLA, in Yaoundé Emombo neighborhood, in the center region and capital city Yaoundé. The interview was administered to 10 people of both genders. The data obtained was analysed using the content; which permitted us to confirm our hypothesis. From the data analysis, we have deduced that for effective economic integration

of OVC and for their autonomy to be attained at all levels, conditioning should be used during acquisition of skills, for it will help them gain total mastery of their life and better cope with life's situations, as they integrate the society after going through capacity building centers.

Our theories permitted us to meet our general objectives, through which we were to examine the impact of conditioning during empowerment process to professional activities among OVC. However, all our 3 theories were all justified in the field during our research, and it permitted us to observe and understand the conditioning and empowerment phenomenon during acquisition of skills among OVC. The theories all have a limit in our study because they don't take into account internal influences such as thoughts, feelings etc., the concerned can equally indirectly rely on their comrade's strengths during the process and therefore if not closely followed, they won't acquire required skills and finally it varies greatly between individuals, which makes it difficult for researchers to access. To this effect, we propose the above limitations should be taken into consideration by future scientific investigators for proper effectiveness in the domain.

Indeed, we did have some obstacles or difficulties throughout our research. Due to COVID 19 pandemic, we had difficulties easily accessing ROGER MILLA COEUR D'AFRIQUE FOUNDATION itself for they kept giving us uncountable *render-vous*, coupled with difficulties in coming in contact with our target population both in and out of the foundation. Equally we did not get all the information needed, for some key staffs of the foundation were on maternity leave.

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APPENDICES

Appendix 1: INTERVIEW GUIDE

In other to collect data for this study, we are going to use the semi-structured interview.

FIELD: Special Education (EDS)

SPECIALITY: Social Handicap or Disability

TOPIC:

Conditioning and empowerment to professional activities among orphans whose parents died of HIV/AIDS. Case study: youths aged 15-25 of Roger Milla's Coeur d'Afrique foundation.

Presented by:

Wiyanyuy Sylvie Diye

Matricule 17S3174

SUPERVISED BY:

Pr. MBAHA Joseph

Sociodemographic character and information of the participant.

SEX:

AGE:

REGION OF ORIGIN:

Background infos about subject

THEME (modalities)	SUB THEMES(indicators)	CLARIFICATION
Operant conditioning	<ul style="list-style-type: none">• Behavior modification• Shaping• Punishment	

	<ul style="list-style-type: none"> • Aversive stimuli • reinforcement 	
Classical conditioning	<ul style="list-style-type: none"> • Fear response • Taste aversions 	
Observational learning or conditioning	<ul style="list-style-type: none"> • -attention • Retention • Reproduction • motivation 	
motivation	<ul style="list-style-type: none"> • -encouragement • -follow-up • -support 	
verbal encouragement	<ul style="list-style-type: none"> • optimism • -encouragement • -motivation • -moral boosting 	

Appendix 2: FORMULAR OF CONCENT

Good morning.

I will like to thank you all for giving me this opportunity for us to work together. I am WIYSANYUY Sylvie Diye, a masters 2 student in special Education, option Social Handicap in the University of Yaoundé 1, Cameroon. The research am carrying out is entitled: conditioning and empowerment to professional activities amongst orphans of AIDS parents, and the main objective is to understand how operant conditioning can impact empowerment to professional activities among the later, therefore facilitating their socio-economic integration. In this light, we will carry out a semi-structured interview using our variables through structured questions. This will help us better understand the impact of operant conditioning during acquisition of skills amongst our population of study.

IF you find no inconvenience in being part of this exercise, all our discussion will be recorded with a Dictaphone (tape recorder). This is because we will not like to forget any part of our discussion. You should also know that immediately the information is analyzed it will be deleted and that your identity will never be disclosed anywhere nor to anyone.

If you think you can be part of this discussion, you will sign below as a sign of your contentment.

Thanks for your understanding

Signature of the participant

Appendix 3: RESEARCH AUTHORIZATION

U

UNIVERSITÉ DE YAOUNDÉ I
The University of Yaounde I

FACULTÉ DES SCIENCES DE L'ÉDUCATION
Faculty of Education

DÉPARTEMENT DE L'ÉDUCATION SPÉCIALISÉE
Department of Specialized Education



RÉPUBLIQUE DU CAMEROUN
Republic of Cameroon

Paix - Travail - Patrie
Peace - Work - Fatherland

LE DOYEN
The Dean

N° 012/19 /UYI/FSE/EDS-CD

Yaoundé le 17 OCT 2019

AUTORISATION DE RECHERCHE

Je soussigné, Pr. MOUPOU Moise, Doyen de la Faculté des Sciences de l'Éducation (FSE) autorise l'étudiante WIYSANYUY Sylvie DIYE, Matricule 17S3174, inscrite en Master dans le Département de l'Éducation Spécialisée, filière *Éducation spécialisée (EDS)*, spécialité *Handicap social et conseil* à mener une recherche sur le sujet intitulé: **conditioning and empowerment to professional activities among orphans of AIDS parents. Case study: youths aged 15-25 of Roger MILLA foundation « Cœur d'Afrique ».**
En foi de quoi la présente autorisation lui est délivrée pour servir et valoir ce que de droit. /-



Pr. Magui Mwan Bwenti
Maître de Conférences

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