PROJECT REPORT

Human Rights and Education: The Plight of the Girl Orphan

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A study into Human Rights and Education- the plight of the Girl Orphan

An Educational research Project Report submitted in partial fulfillment of the requirements for the award of a bachelor’s Degree in Education.

By

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Executive Summary

This research report covers an investigation into the plight of the girl orphan as regards her human rights and education.

The aims of the study were to examine whether there was a significance change in academic performance of the orphan from the time the parent(s) were alive and after their death. Also, to establish whether the orphan was enjoying the fundamental rights as stipulated in the convention on the rights of the child. In doing so, the assessment was guided by the orphans welfare which were singled out as the access to academic resources and time, involvement in recreation, parental guidance, nutritional status, in short health, developmental as well as social aspects of the orphan were explored.

The study was conducted at Mindolo High School and the Orphans were interviewed, two who are still in school and one who has dropped out. Secondary data was also collected from the headmaster's office through interviews.

The findings were that there seemed to be a notable difference in academic performance of the Orphan between the periods the parents were living and after their death in that the availability of resources became limited.

Additionally, the results reveal that there is no deliberate policy for counseling and guiding the Orphans at the school nor is there a government one to alleviate the status of the orphan except for Children in Distress (CINDI), which seemed to concern the subjects.

It has however been recommended that government intervene by setting up a bursary scheme establishing the needs of the orphans and for the schools and guardians to take keen interest in seeing to it that the orphan is availed with the opportunity to develop to her potential in all aspects of her life.
DEDICATION

"Two are better than one because they have a good reward for their labour. For if they fall, one will lift up his companion. But woe to him who is alone, for when he falls, he has no one to help him up".

Ecclesiastes 4: 9, 10

To my dear beloved husband and friend Cephas whose support and patience cannot go unmentioned in that he had to be my counselor as well as mother and father to our children during my absence from home- I love you.

To our children Chilekwa, Suwilanji, Wanzya, Chimfwembe, and Mwaba. Who had to constantly support me by writing letters and phoning me to remind me of their love and desire to be with me at home and yet realizing that I needed to finish the programme. Two are indeed better than one.
ACKNOWLEDGEMENT

Doing research is no easy work, a number of people supported me during this venture and it would be difficult to mention all in any case. I express my gratitude to my husband who patiently drove me to the research site and back home as well as reading through my work.

Many thanks go to my supervisor Dr. S.M. Kunkhuli for the opportunity and tireless advice he provided so that I could gain the so much needed research skills as well as report writing skills.

Sincere gratitude goes to the research site Mindolo High School – the headmaster Mr D. Mwaba, Staff and the pupils whose invaluable support and cooperation I will always appreciate.

Finally, special thanks to course mates Vivian and Jacqueline, friends and relatives Mrs Honto who fell ill during the typing of the report and for John Keyala who finalized it’s typing.

Lastly but not the least, my sponsors the Ministry of Education for making it possible for me to go out and do the work by providing the financial resource.
CHAPTER ONE

TITLE: HUMAN RIGHTS AND EDUCATION: THE PLAGUES OF THE GIRL ORPHAN

INTRODUCTION

The convention on the rights of the child is a result of immense effort on the part of the United Nations Agencies concerned with popularization of Human Rights particularly the United Nations Human rights commission which set up a special United Nations Working group which in effect drafted the convention. The drafting process itself started in 1979 to coincide with the International Year of the child.

However, African states were not adequately represented in the initial stages of the debate which means Africa's contribution and viewpoint were not heard in the debates leading to the finalization of the Draft Convention on the Rights of the child, hence in some quarters it has been suggested that there is need to have a supplement African Chapter on the rights of the child which will adequately reflect Africa's perception of the Rights of the child within the African cultural circumstances.

Stated Aims of the Convention

The convention embodies in one single document the universally accepted principles concerning responses to the special needs, vulnerability and situations of children and unlike other instruments on the rights of the child the convention can attain the force of law once adopted.

A right is a lawful claim or benefit one expects from the community. Human beings have rights, which are fundamental to their well being. These are called Fundamental Human Rights.

The Zambian constitution has a chapter called "Protection of Fundamental Rights and Freedoms of the Individual", which points out the basic rights of the people. These include the right to life, protection from torture, the right to liberty, the right to a quick and fair trial, the right not to be held as a slave or to be forced to work, freedom of assembly and association, protection from discrimination, the right of property and the right to a nationality, to mention but a few. There are limits though, to these rights, for
instance, the right to freedom does not permit someone to enter another persons’ house without permission.

In 1989, many nations came together and adopted the United Nations Convention on the “Rights of the Child”. This is an international agreement, which must be obeyed by all nations, which accept to be part of it. Moreover, the convention states the basic rights children need in order to survive, develop and be protected. It identifies that many children are suffering, live in difficult conditions and need special care both before and after they are born.

Furthermore, the convention states that every person under the age of eighteen (18) is a child and as such has basic human rights, which means that they must not be discriminated against. For example, children of all races deserve equal treatment and opportunities in life. All deserve a good education, quality health care and protection from abuse and neglect. It further states that it does not matter where children live, what they are or whether their parents are married because all children deserve equal treatment, justice and peace.

The Convention goes on to say that the nations, courts parents and others must think about the good of the child at all times instead of what is best for themselves. Also it points out that the state should spend as much money as possible on children to ensure that they survive, develop and are protected.

Zambia has experienced an increase in the number orphans due to the HIV/AIDS pandemic. The study to be undertaken is on the plight of the orphan. Much research has been on the mentally retarded, the disabled, the aged, women, prisoners and children in relation to the fundamental human rights but less if not none seems to have been conducted on the orphan.
THEORETICAL FRAMEWORK
Maslow (1970) in his hierarchy of needs theory identified the needs for physiological, security, ego, and self-actualization. This theory belongs to the self-actualizing approach and says that people’s needs are arranged in a hierarchy, when one need is satisfied, individuals move onto the next level. Unsatisfied lower-order needs take precedence over the higher order needs and as the lower needs are satisfied, the higher order needs begin to motivate behavior. (Croft ;1991)

EQUITY THEORY
Adam’s equity theory is based on the finding that people have a concept of equity or fairness which makes them attempt to match their performance to the reward system. If some people perceive inequity they will react accordingly also explained in terms of expectations about likelihood and utility of outcomes influencing our choices in most situations.
The theory builds on the idea of inputs=outputs that we choose outcomes to maintain our belief that generally people should get what they deserve. It says that we constantly compare our behavior and rewards of others, and we are motivated to maintain equitable conditions among people in all social situations. (Bourne and Russo; 1998)

THE NATURAL LAW THEORY
The declarations of independence as well as the fundamental rights of man and citizens had their origin in the natural law theory Davidson (1993) states that the natural law theory is the merit of providing the basis for a system of law which is allegedly superior to the law of the state and to which appeal may be made if it appears unjust, arbitrary or oppressive.
The theory emerged in medieval times with the writings of the early Christian philosophers.

STATEMENT OF THE PROBLEM
It had been assumed that most orphans drop out of school or do not perform as they used to when their parents were alive. Factors that contributed to this variation were unknown. This report therefore planned to establish these factors.
RESEARCH QUESTION
Is there a notable difference in the life/welfare of the orphan now than at the time the parents were living?

OBJECTIVES OF THE STUDIES
This study was guided by the following research objectives.

GENERAL OBJECTIVES
The study sought to examine whether or not there was a significant variation in academic performance of the orphan from the time the parent or parents were still alive and after their death.

SPECIFIC OBJECTIVES
1. To establish how much time was spent on academic work.
2. To assess whether the orphan was availed with adequate school materials.
3. To establish how often the child attended classes.
4. To establish whether the orphan was involved in recreational or extra curricula activities.
5. To examine whether the orphan was guided in social and academic issues.
6. To assess the orphans’ marital status.
7. To assess the nutritional and health issues.
8. To explore types of alternative policy interventions in both government and school fraternities to enhance performance and family life.
9. To make recommendations on how guardians, teachers, government and the community at large can assist in alleviating the problems of the orphan.

SIGNIFICANCE OF THE STUDY
1. The study sought to provide information that might enable the education sector; legal bodies and government authorities help in the adoption of the basic rights of the orphan.
2. The information generated by the study would help people in parental positions, for example, guardians, mothers, fathers, teachers, government and the community at large to help uphold the dignity of the orphan.

3. The study also sought to help the orphan in developing a positive outlook in life hence build on their self esteem.

**HYPOTHESIS**

There is no difference in academic performance of the orphan before and after the death of her parents.

**LIMITATIONS OF THE STUDY**

The study had a number of limitations

1. Time constraints.
2. Insufficient funds and their late payment
3. The small number of subjects used.

**DEFINITION OF TERMS**

I. Academic – of education in schools involving a greater amount of reading and studying.

II. AIDS- is a syndrome (a whole lot of signs and symptoms), which is the advanced stage of HIV.

III. Awareness- the way of seeing, understanding or interpreting something.

IV. Fraternity- group of people sharing the same profession or common interests or beliefs.

V. Fundamental – foundation, base, very important or serious basic or principle; an essential part.
VI. Guardian – a person who looks after and is legally responsible for someone unable to manage his or her own affairs, especially a child whose parents have died.

VII. HIV – is an incurable virus that attacks the body’s immune system and which can lead to AIDS.

VIII. Orphan – may be defined as a child bereaved of mother or father or both.

IX. Pandemic – (of a disease) occurring over a whole country or the whole world, widespread over a large area or among a large population.

X. Privilege – peculiar advantage, special right or advantage available to a particular person or group of people.

XI. Right - is a lawful claim or benefit you expect from the community.
CHAPTER TWO

LITERATURE REVIEW

The Situational Analysis of orphans in Zambia (1999) reports that Zambia is in a crisis of massive proportions due to AIDS, poverty and the dwindling economic strength. Nearly three quarters of the population live in poverty, which has resulted in many families losing either one or both parents.

Moreover, the study paints a dark picture of the future of the Zambian children whom it states are 4.1 million and according to the living Conditions Monitoring Survey (LCMS,1991), 13% of these are orphans and that three quarters of the families ;ive below the poverty line.

Therefore, the government of the republic of Zambia faces challenges to provide hope for the nations children. Also it is estimated by other sources that there are 34% of orphans in Zambia aged 15 years and below which could be an underestimation by the LCMS in that it is not easy to get exact figures as culturally, people do not consider a child being looked after as an orphan.

In one study the University of Zambia Research Group (1993) assessed the nature of the problem of supporting and maintaining the orphans. It’s first concern was to establish the magnitude of the problem of orphaned children. It was also concerned with evaluating the living conditions and various social arrangements in which these children are being fostered. The study found out that the problems of AIDS orphans was a recent growing problem. The household interviews revealed that 40% of the households in Zambia already had one or more orphans under their care and that the Urban areas had 42% as compared to the 33% of the rural households.

Additionally, the study found that 24% of the orphans had lost both parents and indicated that 16% of all households in Zambia were headed by widows and 2% by single individuals. The latter it was found out included child headed households and that the remaining households were headed by divorced (7%) or separated (1%) individuals.
Another study conducted in Katete 1994 and presented to the 4th National AIDS Conference in Lusaka looked at the welfare of orphans. The findings were that 62% of orphaned children of school going age were not attending school. About one third were being cared for by their grandmothers. Also, less than 10% of caregivers were in paid employment and the rest were peasant farmers.

Musanje (1995) went on to propose the family care model as the one that would ensure that orphans and exploited children would survive and develop, which is being strongly advocated by Children in Distress (CINDI), a community based project that works through branches in townships and compounds. CINDI operates on the basic principle that orphans belong to the community therefore, the orphan's survival, development and participation lies with the family and the community.

Wills (1990) states that the social support of the family and close friends can have vital effects on physical and mental health. He points out that people who have many social relationships (spouse, friends, relatives and group memberships) live longer, are less likely to develop stress-related illnesses and recover from illness more quickly than people with few supportive social relationships. He includes giving information, advice and listening when someone confides in you to be of importance to mental health.

Shufer (1993) postulates that an individual's sociability develops out of early childhood interventions. Children who have secure relationships with their mothers at fifteen months become social leaders at nursery school when they are three and half years old, they initiate play activities, are sensitive to their playmates need's and feelings, self directed and eager to learn new things.

Waters et al (1979) identify that children who are unsociable or inappropriately sociable (argumentative or aggressive) and who are rejected by their peers are more likely to exhibit severe emotional disturbances (pathological low self-esteem, delinquency or psychological disorders)
Sells (1980) says that achievement in a traditionally male dominated field has varied social consequences for girls, who may be perceived as having invaded male territory. Fortunately, he says, support from parents, teachers, peers can increase the probability that girls will perform well in school. To add on Horner (1970) hypothesized that women had internalized fear of success because career success was considered incompatible with traditional feminity.

In Zambia research done in mostly the urban cities have yielded results showing a growing increase in drug and alcohol abuse among street kids and school / college going children (DEC News; 1998). Some reasons advanced for the abuse were to; satisfy curiosity, to achieve a sense of belonging and to express independence and sometimes hostility.

It is reported that during the 1994 genocide in Rwanda. An estimated 250,000 to 500,000 women and girls some as young as five were subjected to torture, physical abuse and rape.

In addition to the emotional and physical trauma caused by the rapes, many women gave birth to children of their rapists and some were reported to have the HIV virus. (ILO, march 2002)

Sexual exploitation of children is a global problem as evidenced when the World Congress Against the commercial sexual exploitation of children concluded in December 2001, in Japan. It was found that sexual exploitation for children for profit is not only a problem of poor countries in that more than 130 countries represented these reported incidences of the scourge. For example, Albanian minors trafficked to western Europe, Japanese adolescents offering sex in exchange for pocket money, Russian street kids forced into prostitution and young Vietnamese or Nepalese girls sent to brothels in Cambodia and India. (ILO, march; 2002)
Educational Perspective

Zambia is a liberal democratic society. On this system people are expected to participate fully and nationally in the affairs of their country, Kelly (1970) states that the state is obliged to protect and promote the fundamental human and civil rights to propound educational policies and aims which focus on nurturing the holistic development of individuals and to promote the social and economic welfare of society through the provision and renewal of the skills, knowledge and competences necessary for the development of society and the economy.

SUMMARY OF LITERATURE REVIEW

The literature reviewed does not indicate that the girl orphan has been provided for adequately nor that there is a system put in place to represent her in legal issues. Rather the review presents a general overview of the rights of the child and women.

The study highlighted the position of the girl orphan herself as regards her human rights and how this is related to her participation in formal schooling and this was the thrust of the study.
CHAPTER THREE

METHODOLOGY
In this chapter is presented the research design used the target population, the sample size and sampling procedure used, instruments of data collection, procedure of data collection as well as the data analysis.

RESEARCH DESIGN
The research design was descriptive in nature, a non-intervention one. A case study approach was undertaken in which three subjects were interviewed. Thoroughly apparent this design was used because the research believed it was the most reliable and suitable for the kind of research done.

TARGET POPULATION
This consisted of orphans in Kitwe District and Mindolo Secondary school to be specific. The unit was chosen because it was sampled and also in that it gave the researcher time to help in the teaching in that, there was a shortage of teachers.

SAMPLE SIZE AND SAMPLING PROCEDURE
The number of pupils who participated in the study was three (3). The pupils’ ages were 17 (both female) one paternal orphan and the other double orphan. The maternal orphan was living in a shanty compound with her mother.

On sampling, the head of English department assisted by allocating a grade11A class to the researcher who was to teach them English. It was discovered that the class had a number of orphans. These were called out and a number of them raised their hands. It was noted that out of 80 pupils in that particular class, 25 were orphans of both sexes but since the study focus was on girls, only the girls were asked to put their names on a list and asked to indicate what kind of orphans they were, i.e. either paternal, maternal or double. 16 of the girls were orphaned and since our study was to be a thorough one only the first two girls were selected and one from the drop out list from the same class was to be part of the sample.

INSTRUMENT USED
The study used the following instruments:

1. A semi-structured interview schedule
2. 30 minutes after class was devoted to interviews
3. 3 days per week for three weeks, with the two orphans in school.
4. 1 day in a week for 1 hour with the out of school orphan for 2 weeks.

DATA COLLECTION PROCEDURE
The procedure begun by establishing rapport. Since the meetings were after school hours, the researcher would buy lunch and eat with the subjects whilst chatting. Thereafter, the girls were interviewed separately, each taking 15 minutes considering that they would be tired by then. It was aimed that their welfare state would be satisfied by the end of the interview sessions.

One theme was handled in each session that is from the dependent variables; Access to academic materials, school attendance, health, freedom to socialize, socio-economic status, nutritional marital/sexual issues and identity issues.

DATA ANALYSIS
The results were summarized qualitatively using descriptive language with isolated cases of qualitative analysis. This is presented in the following chapter.
CHAPTER FOUR

RESEARCH FINDINGS

This chapter presents results of the research and their analysis.

1. The current prevalence of Grade 11 orphans at Mindolo High School

From the interview and data collected from the Headmaster’s office it was observed that there are three types of orphans at Mindolo grade 11 high scholars. These are maternal, paternal and double orphans as highlighted from the Table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Maternal</th>
<th>Paternal</th>
<th>Double orphan</th>
<th>Total No of Orphans</th>
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<tr>
<td>A</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>All Orphans</td>
<td>16% 13</td>
<td>63% 50</td>
<td>23% 18</td>
<td>100% 80</td>
</tr>
</tbody>
</table>

(2002)

As evidenced there was a total of 80 orphans at the school, of these, paternal orphans outnumbered the maternal and double orphans with percentages of 63%, 16% and 23% respectively.

Chart One

Percentage of Grade 11 Girls at Mindolo High School

26% None/Orphans

64% Orphaned
It was reported that there are 482 grade 11 pupils at the school. Of these 300 are girls representing 64% and 80 of them are orphans representing 26%.

It was also observed that as regards school attendance there were a lot of irregularities and inconsistencies in their class attendance. When asked to give the reasons for their lack of commitment they pointed to the fact that they had to leave the homes they lived in cleaned, cook food for all, they had a lot of chores, and walking long distances, which stressed them were some of the reasons given. Others just stayed away for no apparent reason except that there was no one to encourage them into coming to school, which was a critical factor to the orphans/children as a whole.

As to whether the school has got a deliberate programme for orphans welfare, only the CINDI one was in place which leaves much to be desired, considering the large number of orphans.

GIRL ORPHANS OUT OF SCHOOL

Of the 16 orphaned girls, 2 have dropped out of school. When asked to advance the reasons for leaving school one of the girls expected that she could not afford to pay user fees, the daily upkeep and uniforms which amount to financial constraints, were some of the reasons given. Additionally, peer pressure or the desire to conform to group norms which led into delinquent behaviour as the she became pregnant in trying to raise funds from men was reported as well as a general lack of encouragement and concern from the mother whom she states is not able to help her financially which had even prompted her to start work as a maid.

When asked why she did not approach CINDI, she reported that they take too long and she was not aware of the procedure when they just came from Ndola where they were staying before her father died.

The girl stated that she was 19 years old when her father died and two years later had to leave school.

Primary care giving

More than half of the orphans reside in house holds headed by a surviving parent as evidenced by the qualitative data collected.
discussion group mentioned that she was told by her guardians to pray for healing from her dead parents which also shows the lack of concern from guardians.

School attendance

The data shows that orphan 2/3 do not regularly attend school due to various reasons ranging from long distances to school to non availability of funds and even heavy work loads.

Nutritional status

It was reported that the majority of orphans do not have adequate food balances and even when they do have it, it is after prolonged breaks.

Freedom to socialize

This was not a problem to all the orphans interviewed in that they reported making decisions of not engaging in too much social life especially that they felt that it would detour their academic performance. However, one out of the three reported having work loads at home which hindered her from playing with her friends or time to go to church.

Emotional/ Psychological status

The subjects reported feelings of self pity due to deep longing of their deceased parents, also they said that friends taunt them at times which leaves them feeling sorry and bitter about themselves.

Marital/sexual status

The two subjects still in school reported never to have indulged in sexual activities because of the moral teaching they were given, hence they have resolved to put school first before anything else. Also they refuted ever indulging in alcohol abuse despite the pressure from peers at school. However, the orphan who was out of school reported to have had been abused sexually and to have exchanged sex for money because of the financial hardships at her home.

Identity

Two of the respondents who had lost their fathers were now using their mothers maiden name because their mothers were maltreated when their fathers had passed on and so they did not see the need to carry on using their father's name.
This does not bother the subjects, and when asked about adoption, the views were that they would want to maintain their status and being adopted would be a trap especially when one later discovers that the family she is in is not the right one.

However, negative responses were recorded when it came to worship and choosing of friends as this was one area in which they do not have liberty.

**Labour/ Punishment**

No involvement in money generating ventures were recorded in two of the subjects except for the one who had dropped out of school.

As regards punishment it was found that deviant behavior was dealt with amicably in the lives of the participants.

**Academic performance**

Reports derived showed that over half of the subjects had slackened in their academic performance. However, one of the subjects said that having no parents drives her to work harder and has ambitions of becoming a doctor. This subject’s academic performance is exceptional although progression sheets could not be derived from the grade teachers.
CHAPTER FIVE

Discussion

Of immediate note in the results and analysis is the huge number of girl orphans. Of the three hundred girls, eighty of them are orphans. This picture tends to be supported by the studies done by the University of Zambia research (1998) and the Living Conditions Monitoring Survey (1991) who state that Zambia faces the challenge of providing hope for these nation’s children. To do this Maslow (1970) identifies needs that range from physiological, belongingness, security, ego, and self-actualisation. Additionally 64% of the girls at the school are orphans who need to be identified and given appropriate care (Maslow; 1970).

Moreover, Adams’ 1966 equity theory emphasizes an order restoration of justice by maintaining balances. The findings reveal that there is no justice in the way policies are formulated at both the school and national level as well as family level. This can be observed in the fact that there is no counseling nor guidance programmes for the orphans who seem to need this service for emotional support and positive living thereby leading to a productive life which Maslow would term the actualizing stage where the individual attains her highest capabilities.

A common story concerns guardians who pay for their own children to go to school or give them uniforms, while at the same time the orphans get none or do not go to school at all.

Maslow (1970) is supported by Wills (1990) and Shufer (1993) who believe that the need to belong is expressed in our seeking out other people, our desire to have companionship, to make friends, to cooperate, to help others and to develop caring loving relationships in that all of us begin our lives with a basic need for regular, responsive interactions, with other people for normal social, emotional and intellectual development. This seems to be absent in most of the orphans’ lives in that they report periods of loneliness which they compensate by reading too much. Whilst others indulge in self destructive ventures.

Sells (1980) and Horner (1970) emphasize attitudes and values on girl orphans education as major factors hindering academic performance as well as continuity in school. Traditional values and practices lead girl orphans into internalizing the fear of success for roles of house wife and mother as suggested from the findings, most female orphans are
either incorporated into commercial sex or as domestic servants which do not improve the socio-economic status of the orphan but lead to experiences of low self-esteem contrary to Maslow’s theory which states that every individual has the need for self esteem. When this is destroyed then an individual will not develop.

Additionally, the International Labour Organisation (2002) speaks against female abuse and child labour, this is prevalent in our findings in which a child has to engage in money generating schemes at the expense of going to school. Ndulo et al (1989) also highlights juvenile delinquency as being on the increase. From the studies on the female orphans, this is bound to increase in that they seek attention but do not seem to find it because the caregivers do not feel obliged to do so, hence for girls they will desire to and find it from men who end up abusing and discarding them thereby destroying their self concept further.

The Drug Enforcement Commission news (1998) records an increase in drug abuse. From the general data collected this is due to the fact that the female orphan is often vulnerable with no specific caregiver. This poses a major psychological problem for the girls who indulge in drug abuse.

Conclusion

All in all it can be deduced that there is tremendous strain on social systems to cope with needed care and supervision of the orphan. At family level, there is increased burden and stress for the extended family, which has the traditional responsibility to care for orphans. Apparently, these are not termed as orphans in that they are incorporated in the households as family members, per say although evidently this has broken due to urbanization and prolonged economic pressures.

Also, many households are under the care of adolescents at community and national levels there is increased burden on society to provide services for these children including orphanages, healthcare and bursary schemes.

Therefore, the objectives of the study have been achieved in that a notable difference can be seen in the orphans' academic performance who seem not to do as well as other pupils due to the many constraints.

Moreover, all children seem not to be enjoying their fundamental human rights and something must be done as Davidson (1980) Suggests in his natural law theory.
RECOMMENDATIONS

1. Government must find out where the orphans are placed on the hierarchy of needs as the country can benefit most if the orphans' lower order needs are satisfied then the individual will be motivated into goal directed behaviour like being serious with academic work. This must be the vision of even the other orphans' caregivers.

2. Strategic planners for the national programmes must identify vulnerable children and hence try to meet their needs as they too are citizens with rights too that is by providing :-
   - Healthcare
   - Orphanages
   - Bursary schemes

3. The rights of the child must be respected by all citizens.
4. Caregivers must empathize with the orphans.
5. Counseling and guidance must be provided at school level.
6. Social support is vital for the girl orphans development.
7. The child abusers must be imprisoned promptly.
REFERENCES


APPENDIX 1

INTERVIEW SCHEDULE FOR THE HEADTEACHER

1. How many grade eleven girls are there in your school?
2. How many are orphans?
3. Do they attend classes regularly?
4. If no what reasons do they give?
5. Has your school got a programme specifically to address issues of orphans?
APPENDIX 2

INTERVIEW SCHEDULE FOR GIRL ORPHANS WHO HAVE STOPPED SCHOOL. (NON STRUCTURED)

1. When did you stop school?
2. How old were you when you left school?
3. Why did you stop attending school?
4. During your school days what problems did you face which interfered with your schooling?

✓
APPENDIX 3

INTERVIEW SCHEDULE FOR ORPHANS IN SCHOOL:
1. How old are you?
2. How old were you when your parent(s) died?
3. Who took charge of you?
4. Have you lived in one home from the time your parent/s died?
5. Were you given the choice to state whom you wanted to live with?
6. How often do you attend classes?
7. How much time do you spend on schoolwork at home?
8. Do you relate freely with people at home and school? ✓
9. If not, what are you fears?