A COMPARATIVE STUDY OF GUARDIANS'/PARENTS' INVOLVEMENT INTO ORPHANED AND NON-ORPHANED CHILDREN'S EDUCATION IN MONGU DISTRICT

BY

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DECLARATION

I, **Kingsley Mubita Lishomwa** do hereby declare that this dissertation is a product of my own ingenuity both in conception and execution and that it has not been previously submitted for a degree at the University of Zambia or indeed at any other University. All published and unpublished literature has been acknowledged in this research work.

Signed…………………

Date……………………

DEDICATION

I dedicate this work to my late father, Imasiku Lishomwa, my mother Agness Mwangala-Lyamba Lishomwa and my daughter Paxinah Keke Namasikwana Lishomwa. Special dedication also go to my uncles and their spouses, Mr and Mrs Bruno Lyamba and Mr and Mrs Martin Lyamba for their tireless and dedicated resolve to provide me with decent education, the foundation upon which this work anchors.

CERTIFICATE OF APPROVAL

This dissertation of **Kingsley Mubita Lishomwa** has been approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia.

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Above all, to my creator God Almighty words can never better express my gratitude.

LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AGMs	Annual General Meeting
CAMFED	Campaign for Female Education
CBCs	Community Based Committees
CBO	Community Based Organisation
DC	District Columbia
ERIP	Education Reforms Implementation Project
EU	European Union
FAWEZA	Forum for African Women Educationist of Zambia
FHI	Family Health International
HIV	Human Immune-deficiency Syndrome
HOD	Head of Department
MA	Master of Arts
MOE	Ministry Of Education
NGO	Non-Governmental Organisation
OVC	Orphans and Vulnerable Children
PAGE	Programme for the Advancement of Girls' Education
P & G	Parent and Guardian
PhD	Doctor of Philosophy
PTA	Parent Teacher Association
SADC	Southern African Development Community
SEDL	Southwest Educational Development Laboratory
SIDA	Swedish International Development Agency
SPSS	Statistical Package for Social Sciences
UNGASS	United Nations General Assembly Special Session
UNICEF	United Nations International Children's Education Fund
UNZA	University of Zambia
USA	United States of America
USAID	United States Agency for International Development
YWCA	Young Women's Christian Association

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ABSTRACT

The purpose of this study was to compare parental involvement to guardian involvement in non-orphaned and orphaned children's education respectively.   This involvement was looked at from two perspectives: involvement levels of parents/guardians through their own self-evaluation measured against what their own children perceived about them. Whether or not there was a significant difference in involvement between parents and guardians, was the hypothesis that was tested. A sample size of 313 respondents was used: Self-administered questionnaires were distributed to 180 learners (orphaned and non-orphaned) and 120 parents/guardians. Some parents/guardians, 8 teachers and 5 Head teachers were subjected to structured interviews. Mongu district was used as a study site.

Simple random and purposive sampling types were used to select samples. Data was analysed using Statistical Package for Social Sciences (SPSS) and Friedman's Repeated Measures Test was used to run inferential statistics. The findings of the study revealed that although generally both parents and guardians were lowly involved, parents who kept their own biological children were more involved than the guardians who took care of the orphaned children.

The study also found out that female parents/guardians were more involved at household level than their male counterparts. For instance, females were more involved with checking books/homework/school report, more involved with motivating their children through giving them praise, encouragement and monitoring learning progress in order to help solve school related problems. The learners on the other hand reported their male parents/guardians to have been more involved in outdoor involvement activities such as attendance at Parent Teacher Association Meetings (PTAMs) and Annual General Meetings (AGMs).

The study concluded that despite these variations in involvement between parents and guardians, these variations were statistically insignificant at probability alpha level 0.05. The main reason for this insignificance was that to do with homogeneity among parents/guardians within rural communities on economic and educational fronts. There was no much difference in involvement between parents and guardians living in communities where poverty and illiteracy levels were almost even within the population. Therefore, the study recommends that policies, programmes and interventions that are aimed at giving impetus to households, schools and communities to improve   learning   opportunities   of   children,   be   strengthened.

Chapter One
Introduction

1.0 Overview

This chapter presents the background, statement of the problem, purpose of the study, objectives and research questions that directed the study. This is followed by significance of the study, delimitation of the study and operational definitions of terms used in the study. It ends with a theoretical framework.

1.1 Background

Children succeed academically, socially and emotionally if their parents/guardians among other factors are involved in their education (LaBahn, 1995). The importance of parental involvement as an accelerating and motivating factor in children's education is therefore a worldwide-accepted fact. However, involvement of parents/guardians in the education of their children is increasingly becoming a nightmare for many parents/guardians. With an increase in the cost of living and accelerating pace of industrialization in Zambia, many parents/guardians are gradually finding it more and more difficult to stay connected to their children in matters that relate to their education. This is most common especially to families living in urban areas where both parents/guardians usually work outside of the home (Tope, 2012).

The extended family in rural areas has become significantly less extended as mobility has increased (Kelly, 1998). Parents/guardians are becoming isolated from the children and finding it difficult to keep a careful watch on what needs to be done to help their children succeed academically. Gabela (1983:81) in a study focusing on parental-involvement as an administrative component of educational administration for black people in South Africa asserts that "parents are not only mothers and fathers but a very large group of unpaid teachers.'' Martin (2007) carried out a study in the USA on how best teachers can better the involvement levels of parents. In this study, the teachers assigned home activities for both the parents and their children so that the parents remain indulged in their children's academic activities and the children get to study at

home. The study showed that many of the parents were so overwhelmed with their official work that they could hardly take out some time for their beloved children."

Apart from being caught up in the hustle and bustle of everyday life which constrained their time, some parents/guardians were lowly involved in their children's education because they were poor and illiterate. Illiterate parents/guardians usually found it difficult to be part of the school decision making committees and had problems in grasping the meaning of situations involving their children's education [Brown (1980) & Mumba et al., (1998)]. Musonda-Mubanga (2011) in a study that investigated parents' involvement in their children's education in rural schools of Central province in Lusaka mentions factors such as lack of interest, lack of awareness, lack of financial resources and laziness/drunkenness on the part of some parents/guardians to be reasons for this low involvement. The consequences of neglect and non involvement of parents/guardians in their children's education can therefore be fatal.

Martin (2007), points out that lack of necessary parental care and attention is the main factor for the subsequent rise in the percentage of juvenile delinquency (crime among children). The absence of parental instructions causes children to develop irreversible behavioral and emotional problems. They resort to crimes thinking that in this way they could fulfill their wishes. If not kept an eye upon, they may revert to uncontrolled violence. Such criminal activities cannot be brought to a halt until their distressing symptoms of low self-esteem, depression, dysphonic mood, tension and worries, and other disturbances associated with neglect are relieved.

The involvement of parents and guardians in children's education has particularly been of interest to the Zambian Ministry of education, Science and Vocational Training. In the Educating our Future National Policy document on education of 1996, government reiterates that the issue of parental involvement in education assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents/guardians and after that with the wider community in which the family lives.

Parent/guardian involvement is an integral component of learner achievement and school reform. Decades of research studies on the effect of meaningful parent involvement programs in schools have found that when parents are involved, learners achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level. There is strong evidence that the

support that parents render to their school- going children can have a real and positive effect on performance of children at school (La Bahn, 1995).

In a comparative study done by Stevenson and Stigler in 1992, as recorded by Zellman and Waterman (1998) on parental involvement in the education of children between Asian and American mothers, it was found out that Asian mothers were more actively involved in their children's education. The study further found out that as a consequence of this involvement, Asian children attained higher achievement levels in Mathematics than the children from the United States. The main reason for this disparity was that Asian mothers had more time of working along with their children at home such as assisting in homework and other school related activities than their American counterparts. Asian mothers also bought textbooks for their children more often and used the texts to tutor their own children.

However, it is not every child that has a mother or a father. There are millions of children in the world today who are orphaned. Zambia contributes 1.2 million orphans to a population of about 13 million (UNICEF, 2006). In homes where parents are taking care of orphaned children, there are disparities in levels of involvement of these parents/guardians in the education of the orphaned compared to that of the non-orphaned children. For example, in a study carried out by Nyamukapa et al. (2008) on HIV-associated orphanhood and children's psychosocial distress in Zimbabwe, shows discrimination against orphans in homes headed by members of the extended family, leading to poor school attendance and academic performance of these children.

In some instances, the burden of orphan care has fallen more on the elderly, many of whom lack the physical resources and the necessary health and energy to be able to feed additional mouths. However, the fate for orphans in such home environments is even worse. Aside from the emotional and psychological effects that losing a parent can have, there is clear evidence that orphaned children are dropping out of school at a higher rate than the non- orphaned. Kelly (1998) records in his writing on primary education in a heavily indebted poor country: the case of Zambia in the 1990s, that many of these children fall- off the mainstream school system because they are casualties of broken or incomplete families and hence lack the security and multifaceted support needed to launch them into a successful academic life. Gondwe (2005) writing on the solutions for the orphanage and AIDS crises in Ndola, states that despite making education free for all, the challenges that befall vulnerable children are still numerous.

Kasonde-Ng'andu's (2007) study on loss of parents, academic performance, and psychosocial adjustment of grade five children in Zambia, showed that the potentially traumatic experience of parental loss did not appear to lead to an increase in problem behaviours automatically in each and every child. However, orphans did appear to show lower academic achievement particularly in Mathematics. Based on this study it appears that in the Zambian context, orphans need support most in the domain of education. A comparative study of parental and guardian involvement in the education of the non- orphaned and orphaned children can therefore help reveal the extent to which parents or guardians are involved in the education of their children both at household and school levels.

There are several and specific ways through which parents can get involved. These include helping children with homework, being members of PTA, participation in school decision making, curriculum design, material and financial contribution to welfare of school and providing a conducive and suitable home environment as some of them [Senechal & Le Fevre, (2002); Epstein, (1995) & Cotton & Wikelund, (1989)]. Therefore, Based on these ways of involvement, a comparison between parent involvement and guardian involvement would not only help establish which category is more involved but will also highlight the involvement levels of parents/guardians in general terms, a phenomenon which the present study attempts to investigate.

1.2 statement of the problem

Many educational researchers and practitioners have consistently suggested that greater levels of parental involvement play an important role in contributing to academic, social and emotional success of children (Henderson and Berla, 1994). However, a many other studies and Reports have shown that in most households where there were both orphaned and non-orphaned children competing for social, emotional and physical needs, the orphaned have turned out to be disadvantaged. A survey by UNICEF (2006), reports that there was lower prioritization of orphan's education over other children within the household and lack homework support and encouragement in their education. This situation is therefore what necessitated the need to compare parental involvement to guardian involvement in the education of their children in Mongu district.

1.3 Purpose of the study

The purpose of the study was to compare levels of involvement between parents and guardians in education of non-orphaned children on one hand and guardians in the education of the orphaned on the other hand.

1.4 Objectives

1. To determine the perception of orphaned and non- orphaned children over their guardians' and parents' involvement in their education.
2. To ascertain parents'/guardians' involvement in their children's education
3. To establish if there is any significant difference between parents and guardians in the education of the orphaned and non-orphaned children.

1.5 Research questions

1. How do orphaned and non-orphaned children perceive their parents and guardians' involvement in their education?
2. How do parents/guardians evaluate themselves on their involvement in their children's education?
3. Is there a difference between parents and guardians in the education of the non-orphaned and orphaned children respectively?

1.6 Hypothesis

1. Ho_1: there is no statistically significant difference in how orphaned and non-orphaned children perceived the involvement of their parents/guardians in their own education.
2. Ho_2: there is no statistically significant difference in how orphaned and non-orphaned children trusted their parents/guardians on their ability to solve emotional challenges, ability to give children encouragement to work hard and their ability to solve children's school problems.

1.7 Significance of the study

This study shows various stakeholders in education the extent to which parents/guardians are involved and disparities in involvement between parents and guardians in their children's education. It is therefore hoped that the study may help in strengthening already existing policies, programmes and interventions and possibly bring about new strategies and mechanisms, aimed at consolidating efforts by families, schools, NGOs, faith organizations and government, meant to improve the learning opportunities of children.

1.8 Delimitation

The study was carried out in Mongu district. Mongu district has six high schools. The study was conducted in five of these high schools and their catchment areas.

1.9 Limitations

Comparison of parent/guardian involvement was done across three socio-economic residential settings i.e. low, middle income and high residential areas. However, in some areas it was a challenge to find parents/guardians at home to administer questionnaires as they were reported to have been out making ends meet. Hence some communities ended up having small sample sizes and as such may not have been representative of the entire population of Mongu district to warranty wider spatial generalisations.

1.10 Operational definitions

Child: any young person attending school and still relying on the care, support and guidance of either a parent or guardian.

Orphaned child: a child under 18 years of age without a father, mother or both parents.

Non-orphaned child: a child who still has both biological parents alive and live under their custody.

Maternal orphan: a child under the age of 18 whose mother is dead.

Paternal orphan: a child under the age of 18 whose father is dead.

Parenting: a process of promoting and supporting the physical, social, emotional and intellectual development of a child from infancy to adulthood.

Parent: a person who gives birth to a child, nurtures and raises a child, a father or mother figure.

Guardian: an elderly relative of an orphaned child for example uncle or auntie, looking after and managing the life of an orphan, upholding the orphan's right to education among other rights.

Academic performance: : pupils' involvement in the learning process, concentration and academic competence such as reading, writing and attending to school tasks and the marks they attain in school.

Academic achievement: outcome of education- the extent to which a learner has achieved their educational goals.

Vulnerable child: a child living in circumstances with high risks, whose prospects for continued growth and development are seriously threatened by those risks.

Parenting style: these are responses parents provide to their children and the method which parents use to demand compliance from their children.

Parental Involvement: any form of verbal or non-verbal communication or assistance in reference to a child's education.

Parental status: the status of the child in terms of whether the child is being kept by biological parents, guardians or step parents.

PTA: a formal association composed of parents and teachers and staff that is intended to facilitate parental participation in a school.

Environment: is a network of social interactions within which a child's physical, emotional and intellectual growth takes place.

1.11 Theoretical framework

The study was guided by Urie Bronfennbrenner's bio-ecological systems theory. Bronfenbrenner (1979) explains that the environment of the child affects how the child grows and develops. Many theorists such as Bergh & Theron (2006), Borich & Tombari (1995), believe that learning

can be explained on the basis of the stimulation from the environment and the consequences thereof. The kind of interactions going-on within a child's environment shapes and defines the kind of learning the child receives. According to Bronfenbrenner (1979), these intertwining interactions affecting a child takes place in four layers which he names; microsystem, mesosytem, exosystem and macrosystem. For example a chronological system of interactions which help explain this order of layers may be laid out as follows: Child to parent interactions; parent to teacher interactions; parent to work place interactions; and child to cultural values influences. In the microsystem are the child's immediate relationships and activities, within it, relationships are bi- directional that is, child affects parent and likewise parents influence the child. The three most important social contexts for the child are families, peers and teachers.

Children are affected differently by how their parents interact with them. ''Bronfenbrenner's bio-ecological theory tells us that there are many influences on children but the influence of parents is clearly most profound'' (Woolfolk et al., 2008). Parents' involvement in the education of their children for example, stimulates enthusiasm, enhances motivation and ejects a renewed sense of responsibility in children especially in matters that concern their education. Hence it is important that parents and care-givers get fully involved in their children's education.

The Zambian government National Policy Document, Educating our Future (1996), observes that the issue of parental involvement assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and after that with the wider community in which the family lives. And the United Nations' Declaration on Human Rights recognizes and empowers parents and communities at large to actively participate in children's education because it is a right to do so. This critical role by parents and guardians is further accentuated with schools demanding their presence during PTA meetings, school open days and other such important school functions.

1.12 Summary

This chapter has introduced the study by first giving a background to the study. The background starts by highlighting why it is increasingly becoming difficult for parents/guardians to become fully involved in their children's education. Thereafter focus shifts to the ripple effects of none or little involvement of parents/guardians in academic, social and emotional domains of children.

However, the positive effects that higher involvement on the part of parents/guardians has, in the learning process of the learners have also been amplified. This section is followed by a review of studies and Surveys which reveal glaring disparities between orphaned and non-orphaned children in having access to food, shelter, proper nutrition and education. The background ends with ways through which parents/guardians can show their involvement in their children's education both at home and school.

The background then narrows down to a statement of the problem. The problem statement brings to light the need to compare parental involvement with guardian involvement from two perspectives: from the perspective of the learners themselves as well as from the parents/guardians themselves. It is therefore hoped that the study may help all stakeholders in education including parents/guardians, to reduce disparities between orphaned and non-orphaned learners in accessing quality education especially in the Mongu community where the study was carried out. The study could not cover the entire district because of financial implications; hence few Secondary schools were selected.

Key concepts and terms used in this study have also been adequately defined in this chapter. One such term is 'Environment'. This has been defined as a network of social interactions within which a child's physical, emotional and intellectual growth takes place. According to Bronfennbrenner (1979), whose bio-ecological systems theory guided this study, environment comprises of the child's peers, parents/guardians, teachers, friends of parents/guardians at work place and cultural values that govern the society within which the child grows and develops. However, the influence that parents/guardians exert upon a child's development is most profound. This is because parents/guardians are the immediate role models of the children.

Chapter Two

Literature Review

2.0 Overview

This chapter reviews relevant literature documented on the involvement of parents and guardians in the education of the children under their custody. The chapter is divided into eight sections in the following sequence:

2.1 Introduction

Parental involvement in children's education is rather an ancient practice. It is a practice that has enjoyed longevity relatively more in some countries than in others. Zellaman and Waterman (1998) in their study of understanding the impact of parent-school involvement on children's educational outcomes, reported that the history of involving parents in the education of their children had been in practice in America over the past two centuries as early as 16th century. Some Researchers have argued that this longevity can only be understood in the context of the significance attached to the education of a child by parents themselves.

A range of scientific findings suggest that parental guidance during early years of childhood is very important. Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development that is to say, home learning activities undertaken by parents is more important for children's intellectual, personality and social development than parental occupation, education, income or whether they are biological or foster parents (Peters et al., 2008).

An American study done by Greenberg (1989) on parents as partners in young children's development and education, has further demonstrated that parental guidance during early child development provides greater returns through increased retention, achievement and completion of primary school level. Therefore a parent who actively gets involved in the education of his or her child at an early stage lays a formidable foundation upon which, meaning, purpose and success of a child's future endeavours will firmly anchor.

The World Declaration on the Survival, Protection and Development of Children reaffirms the need for parental involvement in children's education with recognition that the time of childhood should be one of joy and peace, of playing, learning and growing (UNICEF, 1990). The earlier in a child's educational process parent involvement begins, the more powerful the effects (Cotton & Wikelund, 1989). However, involvement of parents/guardians in children's education is not only important during formative years of children's growth and development but continues to be important throughout adolescence, teenagehood and young adulthood. This is because throughout this period, parents/guardians assume a responsibility of being children's second teachers.

2.2 Parental involvement in education of children across a range of socio-economic status

Several researches posit that socio-economic status of parents or guardians affect level of involvement of the parents in the education of their children and dependants. A 1993 study conducted in Missouri by the University of Missouri - Columbia based on 56, 935 parents' responses from 296 schools completing the Missouri School Improvement Plan Programme, parent questionnaires, found that parents with higher income levels had higher levels of parental involvement in their children's school. The findings of this study were in agreement with those of Wherry (2003) in a study entitled 'selected parent involvement research,' South Whales. Wherry also reported that parental involvement is greatly influenced by family social class, the mother's level of education, mental well-being and single parent status, poverty and child's level of achievement i.e. the higher the level of attainment in children, the more parents get involved. Ashby (1998) established that children from poorer families receive much less parental encouragement for schooling than those from better- off households.

2.3 Significance of parental involvement in children's education

The importance of having parents/guardians getting involved in the education of their children cannot be over-emphasized. Musonda-Mubanga (2011), reminds that it is the parents who make decisions whether to send their children to school, which children to send to school and when. Therefore when parents finally make that decision to send their children to school, they should participate fully in the school activities of their children in order to qualify the decision they made as really important.

Researchers like Henderson and Berla (1994) and Tizard and Schofield (1982) in their American studies, 'family is critical to student achievement in Washington DC' and 'teacher-parent collaboration in children's education' respectively hasten to mention that it is very important that parents become actively involved in their children's education. It is important for parents and guardians to do that because the environmental context in which a child is raised has long been recognised as crucial to determining developmental outcome in any number of domains. There is strong evidence that the support rendered by parents toward children's education, can have real and positive effect on performance of children at school and life after school (Mthembu, 1996).

Many other researchers have shown that although children's academic performance may be affected by several intertwining factors, the influence of parental involvement can in no ways be under-estimated. In a comparative study done by Stevenson and Stigler (1992) in Zellman and Waterman (1998) on parental involvement in the education of children between Asian and American mothers, it was found out that Asian mothers were more actively involved in their children's education. The study further found out that as a consequence of this involvement, Asian children attained higher achievement levels in Mathematics than the children from the United States. The main reason for this disparity was that Asian mothers had more time of working along with their children at home such as assisting in homework and other school related activities than their American counterparts. Asian mothers also bought textbooks for their children more often and used the texts to tutor their own children.

The benefits of parental involvement may not only be in helping to enhance grades of children but also helps the children stay longer in school, be better behaved and have more positive attitudes at school, home and in their social interactions [Lunts, (2005) & Nzala, (2006)]. Wherry (2003) put across a statement that was to be stated almost in similar fashion by Lunts (2005) two years later and wrote that children exhibit higher grades and test scores when parents are involved in their education. Furthermore, students exhibit more positive attitudes, behaviour and a reduction in negative student behaviours such as alcohol use, violence and anti- social behaviour as parent involvement increased.

Other studies have shown the importance attached to the education of children in the kind of attitudes and aspirations displayed by parents to education. One such study was done by Peters et

al., (2008) on parental involvement in children's education 2007. Peters posits that the attitudes and aspirations of parents/guardians and of children themselves, to education predicted value attached to education and subsequently educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education and therefore elicit almost a similar outlook on education in their children. It is little wonder then that the government of Zambia through its National Policy on education, Ministry of Education (1996), states that the issue of parental involvement assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and after that with the wider community in which the family lives. This means therefore that parents and the community have a basic right to participate in education.

2.4 Forms of involvement by parents/guardians

Parents participate and get involved in the education of their children in several ways. These ways can be broadly summed up in three ways namely: involvement at home; involvement at school level and involvement based in the community. Findings of studies conducted on parental involvement in children's education such as that conducted by Gabela (1983) in South Africa revealed that parents or guardians got involved in children's education through helping with homework, being members of Parent Teacher Associations (PTAs) and made themselves available at schools whenever the schools wanted them to do so. A USA Department of Education through Ballen and Moles (1994) argue in their Strong families, Strong schools study, that it is not necessary however for parents to know all the answers but what is important for them is to demonstrate their interest by providing a quiet, well- lit place for doing homework, encouraging children's efforts, being available for questions and being willing to discuss material the child is learning.

Senechal and Le Fevre (2002) further suggest that parents and guardians can play a role in decision making, provision of information and curriculum design in their study on parental involvement in the development of children's reading skills published in an   American journal of child development. Epstein (1995) in a study championing a strong partnership among schools, families and communities in India, also indicates that parents can get involved in the education of their children through the following: Collaborating with the community by identifying and integrating resources and services from the community to strengthen school

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programmes, family practices and student learning and development. The family Health International (2002) reports that parental involvement occurs when parents actively, critically, resourcefully and responsibly contribute to promoting and developing the well being of their communities by supporting community projects including those that are education related.

The willingness and ability of parents/guardians to pay for the education of their children was another way through which involvement could be determined. The Education Reforms Implementation project (ERIP) team (Kelly et al, 1986) conducted a nationwide survey of 1,439 parents in Zambia on the willingness and ability of parents/guardians to pay for the education of their children. The findings were that parents were willing to pay. In fact at the time of the investigation parents were already paying for some aspects of the education of their children such as buying stationary, paying examination fees, school fund and making various monetary and non-monetory contributions to P.T.A. projects.

A study done in Portland on parent involvement in education by Cotton and Wikelund (1989) suggest that the most effective forms of parental involvement are those which engage parents in working directly with their children on learning activities at home. Cotton and Wikelund (1989) cites providing encouragement, establishing a suitable home environment for study and allowing children adequate time for study as ways through which parents can contribute in making a positive difference in the school life of children. In a study by Ndlovu (2005) on involving parents in the education of visually impaired children in Lusaka, parents agreed that invitations to school open days where they were informed of their children's performance enhanced their involvement in the education of their children.

A practical guide to participatory school governance in Kampala by Nandango et. al., (2005), sums up parental participation in school governance in the following way: being an active member of school improvement committees. Activities include goal setting, development, implementing and monitoring of programme activities, personnel decisions and funding allocations, accountability and reporting mechanisms, information sharing systems, power relations in the running of the school, determination and enforcement of rules, procedures and guidelines, stakeholder participation and community school relations, curriculum content and delivery approaches and teaching and learning resources.

In a study that was done by Peters et al. (2008), conducted in the USA on parental involvement in children's education 2007, nearly three-quarters of parents surveyed in 2007 said that they felt that it was extremely important to help with their child's homework. Nearly 60 percent of parents said that they frequently helped their children with their homework (i.e. they did so every time or most times); approximately one third did so occasionally. How often a parent helps with homework is strongly tied to the school year of the child; parents of younger children helped more frequently than those in later school years. When surveyed in 2007, mothers are more likely than fathers to say that they felt 'very involved' in their children's education (53%) compared to (45%). However, research suggests fathers are involved (more often than mothers) in specific types of activities in their children's out of school learning: such as building and repairing, hobbies, IT, mathematics and physical play. Evidence suggests that the quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children.

2.5 Reasons for low involvement

Some researchers have shown that in cases where involvement of parents in children's education has been low, certain factors come into play. For instance, the findings of a study conducted by Nzala in 2006 on parental involvement in the education of intellectually challenged children revealed that parents were involved in the education of their children only minimally. According to findings of a study done in Lusaka by Musonda-Mubanga (2011), factors that contributed to this low involvement of parents included; lack of knowledge on the importance of education, lack of interest, lack of financial resources and laziness/ drunkenness on the part of parents. Goldman (2005) cited busy working commitments by parents and generally lack of time as the main causes of low involvement in the American society.

2.6 The state of the orphaned compared to the non-orphaned children.

Orphaned children are one of the most vulnerable groups of children in our society. What is characteristic of orphans is that these are children who have lost one or both parents and they are therefore casualties of broken or incomplete families and hence lack the security and multi-faceted support needed to launch them successfully into adult life (Kelly 1998). More often than not, orphans have fallen victims of child labour. They are made to work long hours with less

schooling. These children face stigma and discrimination more especially in cases where they have lost their parents to AIDS (UNICEF, 2006). Economic hardship and reduced parental care and protection put orphans in a position where they are more susceptible to abuse and exploitation than others.

In a study conducted by Nyamukapa et al., (2008) on HIV-associated orphanhood and children's psychosocial distress in Zimbabwe, found that orphans had a higher rating than non- orphans on a measure of depression. The study also reported that female orphans were also more likely to suffer from poor self esteem. UNICEF (2006), reports that children who are orphaned are more likely to suffer from detrimental health and nutritional outcomes. Orphaned children are more likely to be stunted compared to non- orphans. The report further indicates that maternal orphans are more than twice as likely to report being treated worse than other members of the household. Lower prioritisation of orphans' education over other children within the household and lack of homework support or household encouragement of education were therefore issues that the orphaned grappled with.

Many foster families who come to the aid of orphaned children are poor and have to stretch already inadequate resources to provide for both the orphans and their own children. Some households find themselves getting sucked even more deeply into the poverty vortex. Mugabe et al. (2002), notes that such families reduce the number of meals and quantity of food for each meal. They reduce their spending on education items. They sell household goods and productive assets. They beg from friends, churches and charities. They try heroically, especially if they are women to provide food, clothing and a home for a larger number but with no commensurate increase in income. They strive to make less go further. They give the impression that they are managing, but in reality they are coping fully neither with poverty nor with the orphan challenge. Therefore, as a result some step or foster parents end up treating orphans harshly (UNICEF, 2003).

The extended families take in the overwhelming majority of orphans who lose both parents. But in many cases, orphaned siblings are sent to different households and experience a second profound loss through this separation. Due to its magnitude, Kelly (1998) observes that the orphan crisis is no longer an extended family affair. He has written about reports that speak of the extended family 'unraveling' or 'collapsing under the strain' of the orphan problem. He

therefore proposes by saying that what Zambia needs is 'a super extended family' with a national level policy, a strategic plan, and adequate financial support for dealing with the orphan crisis.

> *Many orphaned children of primary school age must carry responsibilities well beyond their capabilities as children, caring for dying parents, finding food and earning money. One estimate that two- thirds of orphans in rural areas do not attend school because of the costs and because of the family responsibilities they have had to assume. Those who do attend may not derive the expected benefits. Children's poor educational performance has been linked to the trauma in coping with the sickness or death of parents and close relatives. In many parts of the country, teachers say that orphans in class stand out because of their under- nourished condition and lack of writing materials (pencils and books) and other simple resources (Kelly, 1998: 39).*

By and large, orphans run greater risk of being denied education than children who have parents to look after them. Family Health International, FHI (2002) conducted a study that highlights the impacts of HIV/AIDS on the lives of orphaned children and their guardians in Lusaka. The study posits that with the loss of a parent or significant adult, the lives of the orphaned may be on the verge of disintegration, leaving them frozen in a state of uncertainty, bewilderment, confusion and anxiety. A Zambian survey found evidence of this in the high proportion of orphans who feel unhappy, have trouble with sleeping, and experience nightmares (FHI, 2002). Orphans run greater risks of being malnourished and stunted than children who have parents to look after them. They also may be the first to be denied education when extended families cannot afford to educate all the children of the household.

A study in Zambia for example, showed that 32% of orphans in urban areas were not enrolled in school as compared with 25% of non- orphaned children (UNICEF, 1999). The emotional trauma for children who have lost one or both parents is usually compounded by physical and social deprivation, inadequate food, water, sanitation, health and education. However, in itself orphaned does not mean that a child is vulnerable; one who remains in a loving household with sufficient income and consistent care giving is probably not a vulnerable child. Vulnerability generally occurs when children lack the emotional and other support they need to become healthy, self- sufficient adults, (Steinitz, 2009).

2.7 The orphaned children's educational context

Orphaned children like the rest of other children have needs to be met. Responding to their needs demands more than the short- term perspective of five- year plans or impending elections. Addressing this problem requires sustained commitment that remains faithful to individual orphans for anyone entrusted with the responsibility of seeing one wave after another of fragile, vulnerable young people through to maturity and adulthood (Kelly, 2008). Most of these needs can be met through education. According to UNICEF (2006) reports, for many of the orphans and vulnerable children in third world countries, education is the only means for pulling them out of poverty. Yet for too many of them, obtaining an education is an elusive goal.

Though many governments provide free education through the public schools, many children especially orphans cannot afford to buy the required school uniforms, shoes, books and other requisites (Gondwe, 2005). The government of Zambia is one such government that provides free primary education. However, such efforts are not followed by deliberate policies to limit class size to manageable numbers. Gondwe (2005) , reports from the work he did on the solutions for the orphanage and AIDS crisis in Ndola, that class sizes are very large (around 100 pupils) and it is invariably the orphans who slip through the net and drop out- exactly the ones who need help and support the most. Despite such eventualities, orphans themselves in most instances actually know that education is the best tool that they can use to change their circumstance and help change the world at large. Therefore, those who manage to go further in their education embrace school as their only means of survival.

A lack of education has severe and lifelong repercussions for children. Study after study confirms the high economic returns to both individuals and economies from investments in education. Spencer (2010) argues that the best strategy for sustaining the lives of orphans is by giving them an education with supportive guardian involvement. Without an education, children will struggle to fulfill their potential, or to enjoy as rich and meaningful lives as they would otherwise have enjoyed (UNICEF, 2004). It is therefore incumbent upon those entrusted with the responsibility of raising these children to help cushion the exploitation, discrimination and suffering that these children are subjected to by way of committing themselves to the education of these children. Progress in this regard however can only be realised depending on how much significance parents attach to education.

Guardians must be made to know that school provides a social milieu where the orphaned child can relate to peers and adults in a situation of normality, rationality and regularity, thereby helping the child develop a renewed sense of efficacy in relation to life and its events, restoring some of the lost confidence, and offering hope that life can go ahead. ''School restores structure to young lives; it provides a measure of stability in the midst of chaos; it trains the mind, rehabilitates the spirit, and offers critical, life sustaining hope to a child in the face of an otherwise uncertain future'' (Donovan, 2000: 21).

On comparative basis, orphans tend to be more disadvantaged than non orphans in relation to school enrollment, the enrollment gap between orphaned and non- orphaned children is very wide – in Mozambique, for instance, only 24% of children whose parents are dead attend school, compared with 68% of those with both parents still living. In other countries such as Uganda, the gap is narrower but it exists in all countries including here in Zambia and in every case the enrollment rate of orphaned children is lower than that of those who are living with at least one parent. These differences are occurring for two reasons: lower proportions of orphaned children commerce school, and higher proportions of children who were orphaned while attending school drop out of the system without completing the relevant school cycle (Subbarao et al., 2001). However, just like in other areas of orphan care and support, each one of these countries has to have its own interventions to improve parent participation in the education of these children.

2.8 Summary

The literature review sought to review studies conducted on the involvement of parents in their non-orphaned children's education in order to compare with the studies done on the state of the orphaned and extent to which their guardians were involved. On numerous occasions, whenever research has been done on involvement of parents in the education of their children, such studies have revealed that parents and guardians alike have a significant role to play in the educational process of the children they look after.

However, in an era where parents/guardians themselves were increasingly becoming more and more divorced from the educational concerns of the children. A UNICEF Report (2006), indicate that there was lower prioritization of orphan's education over other children within the household and lack of homework support or household encouragement of education. And a

Zimbabwean study done by Nyamukapa et al. (2008) found that orphans had a higher rating than the non-orphaned on a measure of depression.

Another study in Zambia done by UNICEF (1999) showed that 32% of orphans in urban areas were not enrolled in school as compared with 25% of non-orphaned children. Based on these research works previously done, a study to compare parental involvement to guardian involvement will not only therefore help broaden our understanding of the general levels of involvement of parents/guardians but also reveal variations and their extent if any, between parents and guardians from a gender perspective.

However, to reduce the gap between parent involvement and guardian involvement and generally increase parent/guardian involvement, Mugabe and Whiteside (2002) outline the following strategies:

1. Strengthen and support the capacity of families to protect and care for their children;
2. Mobilize and strengthen community- based responses;
3. Strengthen the capacity of children and young people to meet their own needs;
4. Ensure that governments develop appropriate policies, including legal and pragmatic frameworks as well as essential services for most vulnerable children and
5. Raise awareness within societies to create an environment that enables support for children affected by HIV/AIDS (Mugabe and Whiteside, 2002).

Involvement of parents/guardians in their children's education can be broken down into specific activities done at home, school and community levels. Cotton and Wikelund (1989) sum up involvement at home by suggesting that parents/guardians can allocate adequate study time for their children, provide encouragement for their children, help in homework and other school assignments.

Gabela (1983) sums up involvement at school as when parents/guardians are members of PTA, attended AGMs, consulted teachers on children's school attendance and performance and participated in school projects and programmes. Epstein (1995) and Family Health International (2002), sums up involvement at community level in following ways: collaborating with the community by identifying and integrating resources and services from the community. Parents/guardians should as well actively, critically, resourcefully and responsibly contribute to

promoting and developing the well being of their communities by supporting community projects including those that are education related.

Chapter Three
Methodology

3.0 Overview

This chapter describes the methods which were used in collecting data and how this data was analyzed. It also describes the research designs which were employed, the target population, sample size and sampling method. Data collection procedure and data analysis as well as the instruments for data collection that were used and the reason for choosing them have also been discussed.

3.1 Research design

A non-experimental descriptive survey design was used in this study. This method was of particular relevance to this study because the study sought to investigate perceptions learners and parents/guardians have toward education. Perception determines to what extent learners and their parents/guardians will get involved in their own education. According to Holbrook et al. (2003), descriptive studies are aimed at finding "What is," in terms of people's attitudes, value systems and perceptions prevailing in our society.

Orodho and Kombo (2002) further expand descriptive studies to include habits, opinions or any of the variety of education or social issues. Both quantitative and qualitative methods were utilized. Qualitative method was used because in this study, not only were feelings and insights considered but flexibility of approach as well was needed to allow for discovery of the unexpected and in depth investigation of the subject matter (Orodho and Kombo, 2002). Quantitative method was also used because the study had a component of numerical analysis in order to produce quantifiable, reliable data that was generalisable. Therefore, qualitative and quantitative approaches were triangulated in order to maximize the strengths and minimize the limitations of each method.

3.2 Target population

The research targeted all orphaned and non- orphaned children in five high schools of Mongu district together with all their parents and guardians living around the schools in Mongu. The school teachers and their head teachers in the five high schools, constituted key informants.

3.3 Sample size

The research sample was made up of four constituent sub-divisions: 180 children (65 of which had both parents); 132 parents; 8 teachers and 5 school head teachers. The 180 number of children was further sub-divided into the following categories: 65 non-orphaned children, 85 single orphans and 30 double orphans according to their proportions within school populations. The sum total sample size was therefore 325 respondents.

3.4 Sampling procedure

A sample of children was taken in each one of the five high schools in Mongu district. Sample selection was done in such a way that sample size from each school corresponded to total population of orphaned and non-orphaned children in that particular school i.e. the school with the largest number of children contributed a correspondingly largest sample size in the sum total of 180 children as shown in table 1. Simple random sampling was used to select the sample of non-orphaned and orphaned learners from Registers and Orphaned and Vulnerable Children (OVCs) Record Lists. The sample had learners ranging from Grade 10, 11 and 12. Random selection was used in order to provide each of the children between the two categories an equal chance of being selected in the study sample (Cohen et al., 2000). A selection of parents/guardians was randomly sampled from an earlier pre-determined sample of children. Thereafter, parents and guardians were followed in the communities and questionnaires were administered to them.

Table 1: Showing sample proportions within schools

School	Orphaned Children	Non-orphaned	Total
A	35	20	55
B	30	15	45
C	25	10	35
D	20	10	30
E	15	10	25
Total	125	65	180

A dozen parents/guardians were subjected to one-to-one interviews in order to gather an in-depth understanding of the subject matter. The parents and guardians were sub-divided into three categories according to the kind of children they kept as follows: parents who kept biological children, parents who kept own children and orphaned dependants and guardians who kept orphaned children. Interviews with School Managers and teachers were held at their respective schools and these were purposively and randomly sampled respectively. The selection of schools was determined by homogeneity in terms of children's characteristics and size of the school. A voice recorder was used for all interview recordings and anonymity of respondents' identities was upheld in all these interviews. In all the questionnaires distributed to children and parents/ guardians, ample time was given to them all for purposes of minimizing measurement error.

3.5 Research Instruments

The data collection instruments used in this study were: self-administered questionnaires, structured interview guides and document analysis. Semi-structured questionnaires were used to collect data from the children (orphaned and non- orphaned) as well as majority parents. Structured interviews were used to collect data from school administrators, teachers and some selected parents. Questionnaires were used because they were cheap and easy to administer. Kombo & Tromp (2006) contends that self administered questionnaires can also be completed at the respondent's convenience without the influence of the researcher.

In the questionnaires, fifteen Likert-type items were used to measure involvement of parents/guardians in the education of their children. The involvement at household level sub-

scale contained 9 items. Involvement at school level sub-scale contained 5 items. The questionnaire had three sections: basic demographics; 14 involvement items scored on a 5-point Likert-scale from (5) Very often to (1) did not involve; 2 open-ended questionnaires requiring brief answers.

Structured interviews were more effective in terms of both quality of information obtained and the efficiency of the interview process. Schmidt & Zimmerman (2004) observe that structured interviews are most suited when the study aims at making 'apples to apples' comparisons since the same questions and response evaluation options are used. Tuckman (cited by Cohen et al., 1983), elaborates further when he says, interviews provides "access to what is inside a person's head, makes it possible to measure what a person knows (Knowledge or information), what a person likes or dislikes and what a person thinks.

3.6 Data collection procedure

Data from the children was collected by administering questionnaires to a pre-arranged class of both orphaned and non-orphaned pupils in each one of the five high schools. Guidance and counseling teachers guided in arranging the classes under the authorisation of school administrators. In the case of parents, more particularly for those who were to answer questionnaires, follow-ups to their homes were done and questionnaires were administered right there.

The researcher moved from one household to another soliciting for information from parents and guardians on how they were involved in their children's education. In the case of teachers, many of whom could only be found in the morning considering that grade twelve examinations had commenced, only those teachers found working in offices and stuff rooms and mostly HODs, were interviewed. All the school administrators at the time of the study were found at their stations making interview sessions with them in their offices a successful undertaking.

3.7 Methods of Data Analysis

Data was analysed both qualitatively and quantitatively. Qualitative data was analysed using thematic analysis. Description of each them was done and interpreted objectively. The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from the

questionnaires. Computer generated tables of frequencies and percentages were used in describing distributions of the variables which were presented in the form of tables, pie charts and figures. Friedman Repeated Measures test was used to test the hypothesis. This test was used because it compares the results of one set of questions repeated between two sets of measures.

3.8 Ethical consideration

The researcher sought permission to conduct research from the provincial, district and school authorities responsible for the running of education and schools in Mongu district. Confidentiality of non- disclosure of the identities of the schools was upheld. The entire verbal, written, voice recorded information and all identities of respondents were kept in high confidentiality. Additionally, researcher – respondent rapport was always built on preliminary and rudimentary information given to the respondent regarding researcher identification as well as purpose of the study before data was collected from the respondent. Questions that could otherwise been sensitive and had potential to lead to resistance from respondents were avoided.

Chapter Four

Presentation of Findings

4.0 Overview

This chapter presents the findings of data collected from children and parents through questionnaires and interviews. The presentation sequence is arranged in such a way that findings from children are presented first then followed by findings from parents. Data from interviews end the chapter. Quantitative data was summarized using tables and figures. Friedman K Repeated Measures Test was used to test hypotheses while thematic narratives were used in the presentation of qualitative data.

4.1 Biographical data of the children

There were 180 questionnaires distributed to 180 children. All the questionnaires were filled-in and returned thereby giving a 100% response rate. 89 (49.4%) of these were boys and 91(50.6%) were girls. The proportion of orphaned and non-orphaned children according to gender within this sample is illustrated in table 2. Among the orphaned, 61 (33.9%) were paternal orphans, 25 (13.9%) were maternal orphans and 30 (16.7%) were double orphans. There were 65 (35.6%) non-orphaned children comprising the majority.

Table 2: Parental status of boys and girls

Status of children	Gender of children		Total
	male	female	
Paternal orphans	38 (21.1%)	23 (12.8%)	61 (33.9%)
Maternal orphans	12 (6.7%)	13 (7.2%)	25 (13.9%)
Double orphans	15 (8.3%)	15 (8.3%)	30 (16.7%)
Non- orphaned	24 (13.3%)	40 (22.2%)	65 (35.6%)
Total	89 (49.4%)	91 (50.6%)	180 (100.0%)

The findings revealed that in the population, there were more paternal orphans than maternal orphans. In other words, there were more children who reported having lost a father than otherwise. Table 2 shows that 38 (21.1%) paternal orphans were males and 23 (12.8%) were

females. 12 (6.7%) maternal orphans were males and 13 (7.2%) were females. Double orphans were 15 (8.3%) males and another 15 (8.3%) females. For non-orphaned, 24 (13.3%) were males and 40 (22.2%) were females.

The ages of the children ranged from less than 15 to above 21 years. Six were less than 15 years, hundred thirty one was in the range 15 – 17 years, forty two were between 18 – 20 years and only one was above 21 years of age. This age range was spread across grades 10, 11 and 12. 57.2% of these children were doing their tenth grade, 36.7% in grade 11 and 6.1% in grade 12.

These children were being kept by biological parents for those who were non- orphaned, only biological mother or father for the single orphans. In cases where single parents re-married, some children lived with their biological parents as well as their step parents. Seventy four (41%) of children were kept by uncles, aunties, grandparents, sisters, cousins and brothers. The frequency table 3 below shows the distribution of the parents and guardians who kept these children.

Table 3: Distribution of parents/guardians keeping children

Parental status	Orphaned	Non-orphaned	Total
both natural parents	0 (0%)	35 (19%)	35 (19%)
only natural mother	28 (16%)	11 (6%)	39 (22%)
natural mother and step father	2 (1%)	5 (3%)	7 (4%)
only natural father	8 (4%)	7 (4%)	15 (8%)
natural father and step mother	4 (2%)	6 (3%)	10 (5%)
uncle	14 (8%)	0 (0%)	14 (8%)
auntie	17 (9%)	0 (0%)	17 (9%)
grandparent	18 (10%)	0 (0%)	18 (10%)
sister	10 (5%)	0 (0%)	10 (5%)
cousin	5 (3%)	0 (0%)	5 (3%)
brother	10 (5%)	0 (0%)	10 (5%)
Total	116 (64%)	64 (35%)	180 (100%)

There were 35 (19%) non-orphaned children who lived with both their parents (father & mother). Those who lived with only a biological mother were 28 (16%) single orphans and 11(6%) non-

orphaned. Those who lived with a biological mother and step father were 2 (1%) single orphans and 5 (3%) non-orphaned. Those who lived with only a biological father were 8 (4%) single orphans and 7 (4%) non-orphans. In homes where children were asked whether or not they lived together with a step mother married to their father, 4 (2%) orphaned children and 6 (3%) non-orphaned answered in the affirmative. Those kept by guardians were such that 14 (8%) orphans were kept by their uncles; 17 (9%) orphans by their aunties; 18 (10%) by their grandparents; 5 (3%) by their cousins; 20 orphans were kept by brothers and sisters with each category of siblings keeping half the number.

The children reported on their parents' and guardians' socio-economic status across different levels of education and their placements of their parents and guardians was as shown in figure 1.
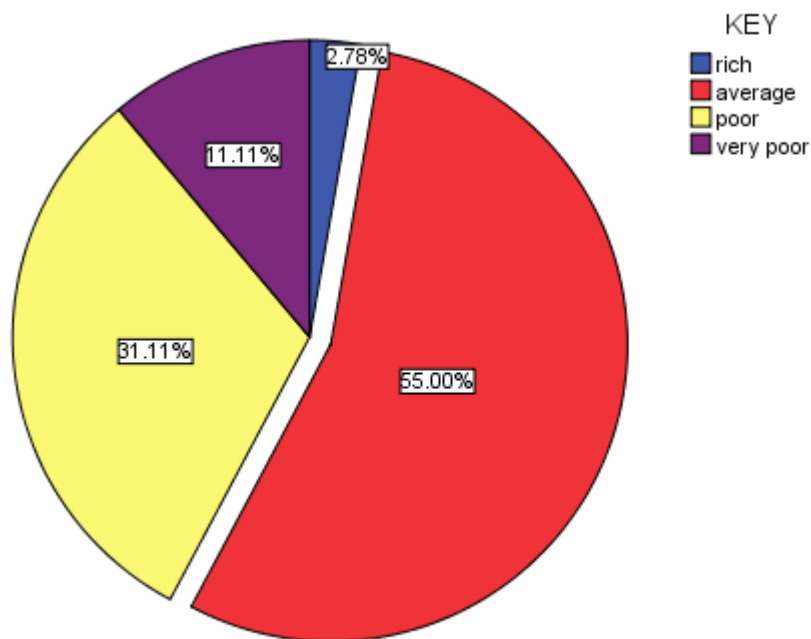
Figure 1: Socio-economic status of parents/guardians

Children were requested to assess the economic status of their parents/guardians. Forty two percent of the children labeled the economic status of their parents/guardians as poor (31.1% for

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poor & 11.1% for very poor). Fifty eight percent of the children felt that their parents/guardians were not poor (i.e. 55% average & 2.8% were rich).

4.2 Children's assessment of the involvement of parents/guardians in their education

Children assessed the involvement of their parents and guardians in their own education based on a likert scale with a continuum of degrees of opinion upon which children had only one option for every measure of involvement (table in appendix A). This assessment was based on the items outlined below:

1. Regularity in checking homework
2. Attendance of school AGMs
3. Commitment in checking school report
4. Consistence in urging children to study
5. Discussion of children's performance with teachers
6. Reaction to poor performance
7. Demand in knowing progress of children's learning
8. Dedication in giving positive reinforcement such as praising children for improved performance
9. Giving encouragement to children
10. Desire to want to know kind of friends children have
11. Membership in school PTA
12. Financial, material and emotional support for children
13. Ability to solve children's school related problems
14. Assistance with assignments

Likert scale findings on children's assessment of their parents'/guardians' involvement were based on the itemized measures in sub-section 4.2 above. Children assessed the involvement of their parents and guardians in their own education based on a likert scale that offered for exclusive degrees of opinion from which children had only one option to choose. The involvement items were scored on a 5-point Likert scale: (i) often (ii) very often (iii) rarely (iv) very rarely (v) Did not do. For the sake of analysis, the five options were however summed up into two main options namely (i) Often and (ii) Rarely. Average percentages of orphaned and

non-orphaned learners who ranked their guardians/parents' involvement between 'Often' and 'Rarely' Likert-scale options were then calculated to give results shown in table 4.

Findings from children's perspective show that parents/guardians still needed to do more as involvement levels were still low especially in the guardian category. Table 4 shows that nearly on all the measures, except on giving advice and encouragement to children to study, parents were more involved.

Table 4: Perception of learners over their parents'/guardians' involvement

Activity	Rarely involved		Often involved	
	Non-orphaned	Orphaned	Non-orphaned	Orphaned
check homework	50 (13%)	56 (17%)	80 (31%)	56 (25%)
check school report	16 (4%)	18 (6%)	113 (44%)	95 (42%)
advice to study	17 (4%)	20 (6%)	112 (48%)	93 (51%)
assist with assignments	40 (10%)	52 (15%)	90 (35%)	60 (27%)
attend AGMs	52 (13%)	52 (16%)	77 (31%)	61 (27%)
consult teachers	49 (12%)	49 (14%)	81 (32%)	63 (28%)
PTA membership	99 (25%)	90 (27%)	31 (11%)	22 (10%)
giving praise	21 (6%)	31 (9%)	108 (41%)	82 (36%)
give encouragement	21 (6%)	18 (5%)	109 (42%)	94 (43%)
know learning progress	25 (7%)	31 (9%)	105 (40%)	81 (36%)
reaction to performance	22 (6%)	21 (6%)	107 (41%)	92 (40%)
provide support	35 (7%)	40 (11%)	105 (40%)	71 (32%)
solve school problems	30 (8%)	41 (12%)	99 (38%)	72 (32%)
inquiring about friends	44 (11%)	53 (16%)	86 (32%)	59 (26%)

In table 4, there was an average percentage of 31% (80) and 25% (56) of non-orphaned and orphaned learners respectively who reported that their parents/guardians often checked homework. However, an average of 13% (50) non-orphaned and 17% (56) orphaned reported 'rarely check' of their parents/guardians. Regarding checking of school report, there was an average percentage of 44% (113) and 42% (95) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often checked school report. However, an average of 4% (16) of non-orphaned and 6% (18) orphaned reported 'rarely check' of their parents/guardians. Regarding advice to study, there was an average of 48% (112) and 51% (93) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often rendered advice to study. And an average of 4% (17)of non-orphaned and 6% (20)orphaned reported 'rarely advised' of their parents/guardians.

There was also an average percentage of 35% (90) and 27% (60) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often assisted their children with school assignments. However, an average percentage of 10% (40) of non-orphaned and 15% (52) orphaned reported 'rarely assisted with assignments' of their parents/guardians. Regarding attending AGMs, there was an average percentage of 31% (77) and 27% (61) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often attended AGMs. However, an average of 13% (52) non-orphaned and 16% (52) orphaned reported 'rarely attended AGMs' of their parents/guardians. Regarding consulting teachers, there was an average percentage of 32% (81) and 28% (63) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often consulted teachers. However, an average of 12% (49) non-orphaned and 14% (49) orphaned reported 'rarely consulted teachers' of their parents/guardians.

Furthermore, there was an average percentage of 11% (31) and 10% (22) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often attended PTA meetings and were members. However, an average of 25% (99) non-orphaned and 27% (90) orphaned reported 'rarely attend' of their parents/guardians. There was an average percentage of 41% (108) and 36% (82) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often gave their children praise. However, an average of 6% (21) non-orphaned and 9% (31) orphaned reported 'rarely gave praise' of their

parents/guardians. Regarding giving encouragement, an average percentage of 42% (109) and 43% (94) of non-orphaned and orphaned learners respectively reported of their parents/guardians that they often gave encouragement. However, an average of 6% (22) non-orphaned and 5% (21) orphaned reported 'rarely gave encouragement' of their parents/guardians.

Additionally, there was an average percentage of 40% (105) and 36% (81) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often demanded to know learning progress of their children. However, an average of 7% (25) non-orphaned and 11% (31) orphaned reported 'rarely demand to know academic progress' of their parents/guardians. Regarding reaction to poor performance, there was an average percentage of 41% (107) and 40% (92) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they reacted to poor performance. However an average of 6% (22) non-orphaned and 6% (21) orphaned reported 'rarely reacted' of their parents/guardians.

Regarding providing material support, there was an average percentage of 40% (105) and 32% (71) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often provided material support. However an average of 7% (35) non-orphaned and 11% (40) orphaned reported 'rarely provided' of their parents/guardians. Regarding solving school problems, there was an average percentage of 38% (99) and 32% (72) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often solved school problems. However an average of 8% (30) non-orphaned and 12% (41) orphaned reported 'rarely solved school problems' of their parents/guardians.

Finally, in case of parents/guardians making inquiries about their children's friends, there was an average percentage of 32% (86) and 26% (59) of non-orphaned and orphaned learners respectively who reported of their parents/guardians that they often inquired about their children's play mates. However an average percent of 11% (44) non-orphaned and 16% (53) orphaned reported 'rarely inquired about friends' of their parents/guardians.

4.3 Reasons learners gave for low involvement of parents/guardians in their education
 The children kept by illiterate and poor parents, reported that they found a huge challenge to get fully involved in their education. In case of those children kept by guardians, the following reasons were given:

1. Many foster families who came to the aid of orphaned children were poor and had to stretch already inadequate resources to provide for both the orphans and their own children.

2. Some guardians felt less attached to the orphaned children as these children had lost one or both parents.

3. Parents more than guardians felt obliged to assist their children in school.

4. Some guardians found some of their orphaned children a little rude and unappreciative, as a result compromised their involvement.

5. Guardians who had orphaned and vulnerable children being sponsored by charitable organisations tended to think that representatives of such organizations were to do everything for the children and hence relaxed on their involvement.

4.4 A comparison of how orphaned and non-orphaned children perceived parental and guardian involvement in their own education

The researcher tested a hypothesis that there was no difference between orphaned and non-orphaned children in how they perceived parental and guardian involvement in their own education. Friedman's repeated measures test was conducted to test this hypothesis at a significance level of 0.05. Table 5 presents the results.

Table 5: Friedman Test Results on Children's perceptions of parental/guardian involvement in education

SN	Item	Mean Ranks				χ^2	df	pValue
		Father	Mother	Female guardian	Male guardian			
1	Checks homework	2.45	2.69	2.54	2.34	5.814	3	0.121
2	attends school AGMs	2.48	2.64	2.54	2.33	4.586	3	0.205
3	checks school report	2.46	2.66	2.55	2.32	5.682	3	0.128
4	tells me to study	2.46	2.68	2.55	2.32	6.040	3	0.110
5	discusses performance with teachers	2.48	2.66	2.54	2.32	4.888	3	0.180
6	Sharp reaction to poor performance	2.46	2.66	2.55	2.33	5.665	3	0.129
7	demands to know progress in learning	2.48	2.66	2.54	2.32	5.116	3	0.163
8	praises me when I get good results	2.46	2.67	2.55	2.32	5.857	3	0.119
9	encourages me to work hard	2.46	2.67	2.55	2.32	5.857	3	0.119
10	finds out about my friends	2.44	2.68	2.56	2.31	6.800	3	0.079
11	is a member of school PTA	2.46	2.70	2.48	2.36	9.531	3	0.023
12	gives me financial & material support	2.46	2.70	2.54	2.30	7.664	3	0.054
Average		2.46	2.67	2.54	2.32	6.125	3	0.12

Table 5 above displays mean ranks, chi-square (χ^2) values, degrees of freedom (df) and p-values at alpha 0.05. The children ranked the involvement of their parents/guardians on a scale that had a minimum numeric value of 0 and maximum numeric value of 5. The rankings were done on twelve measures of involvement. The general outcome was such that male guardians recorded the lowest average rank at 2.32, seconded by fathers at 2.46, followed by female guardians at 2.54. Female parents (mothers) recorded the highest at 2.67.

On the first item in table 5 (checks homework), non-orphaned children gave a mean rank of 2.45 to their fathers, to their mothers they gave a mean rank of 2.69. The orphaned children gave their female guardians a mean rank of 2.54 and their male guardians a mean rank of 2.34.

On item two, which was attendance at school AGMs by their parents, the non-orphaned ranked their fathers on average at 2.48, their mothers slightly higher at 2.64. Orphaned children ranked their female guardians at 2.54 mean rank and their male guardians at 2.33. On item three, which was checking school report, non-orphaned gave a mean rank of 2.46 to their fathers, 2.66 to their mothers. The orphaned gave their female guardians 2.55 and to their male guardians they gave 2.32. On item four, which was urging children to study, the non-orphaned children gave their fathers a mean rank score of 2.46, 2.68 to their mothers.

The orphaned gave their female guardians a mean rank of 2.55 and 2.32 for their male guardians. On item 5, which was discussing performance with teachers, the non-orphaned ranked the efforts of their parents to be at 2.48 and 2.66, fathers and mothers respectively. The orphaned ranked their female and male guardians at 2.54 and 2.32 mean score respectively. On item six, which was sharp reaction to poor performance, the non-orphaned children ranked their fathers at 2.46 mean rank and their mothers at 2.66. The orphaned ranked their female guardians (2.55) slightly higher than their male guardians (2.33).

On item seven, which was parents'/guardians' demands to know the academic progress of their children, the non-orphaned gave mean rank scores to their parents with mothers (at 2.66) receiving a slightly a higher mean score from the children compared to the fathers at 2.48. The orphaned ranked their female and male guardians at 2.54 and 2.32 respectively. Item eight was, receiving praise from parents/guardians when the results were good. Non-orphaned children gave their fathers 2.46 and their mothers 2.67 as mean ranks out of five points. The orphaned gave their female guardians 2.55 and male guardians 2.32 mean rank scores.

On item nine, which was, receiving encouragement from parents/guardians, the non-orphaned ranked their fathers at 2.46 and their mothers at 2.67 mean scores and the orphaned ranked their female and male guardians at 2.55 and 2.32 respectively. On item 10, which was, the parent/guardians' wanting to know the socialization pattern of their children such as the kind of friends they played with, the non-orphaned ranked their fathers just below average (2.44) and

their mothers two points above average. The orphaned ranked their female guardians higher at 2.56 compared to how they ranked their male guardians at 2.31 mean scores.

However, there was no statistically significant difference in how orphaned and non-orphaned children perceived the involvement of their parents/guardians in their own education at probability alpha level 0.05, in all except item number 11 and 12. There was a significant difference in how orphaned and non-orphaned children perceived the involvement of their parents/guardians in membership to PTA and provision of financial and material support to their children. A mean rank comparison show that non-orphaned children felt that their mothers (2.70) were more involved than the orphaned felt for their guardians (mean rank for both female and male guardians were below 2.5). Similarly, the non-orphaned children felt that their mothers (2.70) were more involved in providing financial and material support than the orphaned felt.

4.5 A Comparison of mean ranks of findings on children's levels of trust in their parents/guardians

The levels of trust children had in their parents/guardians on their ability to solve their emotional challenges; giving encouragement and solving reported school problems was measured by comparing the mean ranks of how children rated their parents/guardians on a likert scale. These mean ranks were obtained from results of Friedman's repeated measures test shown in table 5. The test was conducted on the hypothesis (Ho) that read: there is no statistically significant difference in how orphaned and non-orphaned children trusted their parents/guardians in solving their emotional challenges, encouraging them to work hard and in solving reported school problems.

Table 6: Mean ranks on levels of trust of children in their parents/guardians

SN	Item	Father	Mother	Female guardian	Male guardian	χ^2	df	pValue
1	Trust to solve emotional challenges	2.46	2.62	2.58	2.34	4.73	3	0.19
2	Trust to give encouragement to work harder when I perform poorly	2.46	2.68	2.56	2.30	6.99	3	0.07
3	Trust to be able to solve reported school problems	2.48	2.66	2.52	2.34	5.60	3	0.13
Average		2.47	2.65	2.55	2.33	5.82	3	0.13

4.5.1 Trust children have in their parents/guardians in ability to solve children's emotional challenges

In table 6 above, one vivid feature was that both non-orphaned children and orphaned relatively ranked their female parents and guardians higher than they did for their male parents/guardians. The general outcome on levels of trust learners bestowed in their parents/guardians on involvement activities in table 6 were therefore such that: male guardians were ranked least at 2.33, then male parents (fathers) at 2.47, followed by female guardians at 2.55. The highest were ranked at 2.65 and these were female parents (mothers). The specifics in terms of how learners ranked their parents/guardians on how much they trusted their parents/guardians on activities in table 7 were as follows: the non-orphaned ranked their mothers at 2.62 and the orphaned children ranked their female guardians at 2.58. In case of their male parents, non-orphaned gave them a mean score of 2.46 and the orphaned gave their male guardians a mean rank score of 2.34.

4.5.2 Trust children have in their parents/guardians to encourage them to work hard when they perform poorly

Regarding level of trust in their parents' ability to give encouragement to work harder when performance was poor, non-orphaned children gave their mothers a mean rank score of 2.68 and their fathers were ranked at 2.46. The orphaned ranked their female and male guardians at 2.56 and 2.30, respectively.

4.5.3 Trust children have in their parents/guardians to be able to solve school problems

Again when it came to how much of trust non-orphaned children bestowed in their parents' ability to solve school problems, mothers were ranked higher at 2.66 mean score and fathers slightly below at almost an average mean score of 2.48. In the same vein, the orphaned ranked their female guardians slightly higher than their male guardians at 2.52 and 2.34 respectively. However the mothers had the highest mean rank score.

The involvement of parents/guardians as presented here from a backdrop of the levels of trust orphaned and non-orphaned children had in their parents/guardians was compared using mean ranks. However, from the results of Friedman's repeated measures test in table 6, the levels of trust between orphaned and non-orphaned in their parents/guardians were apparently statistically insignificant (p values > 0.05).

4.6 Findings from parents/guardians

A random sample of 120 parents and guardians was taken. This was in order to also get the perceptions of parents/guardians on their own involvement in the children's education.

4.6.1 Biographical data of parents/guardians

Biographical data of parents and guardians was summarised in tables 7 and 8 below. Table 7 shows a proportion of parents and guardians in the sample. Table 8 shows a distribution of parents and guardians along a continuum of educational levels according to their gender categories.

Table 7: Proportion of parents and guardians according to gender

	male	female	Total
parents	32 (53%)	28 (47%)	60 (100%)
guardians	35 (58%)	25 (42%)	60 (100%)
Total	67 (56%)	53 (44%)	120 (100%)

Questionnaires were distributed to 120 parents/guardians in total: 32 male parents and 28 female parents, together 60 parents. There were also 35 male guardians and 25 female guardians, together 60 guardians.

4.6.2 Education disparities among parents/guardians

The level of education of parents/guardians ranged from primary education to university education. Female parents and guardians were less educated compared to their male counterparts. From table 8, there were 8 parents and guardians out of 60 who had primary education representing 6.7%. There were 14 parents and guardians with junior secondary representing 11.7%. Parents/guardians who completed 'O' level education were in count 34 (28.3%). Those who had attained college or university education were 64 representing an equivalent of 53.3%.

Table 8: Level of education of parents and guardians according to gender

	gender of parent		
Education level	male	female	Total
grade 7	2 (1.7%)	6 (5%)	8 (6.7%)
grade 9	4 (3.3%)	10 (8.4%)	14 (11.7%)
grade 12	20 (16.6%)	14 (11.7%)	34 (28.3%)
college/university	42 (35%)	22 (18.3%)	64 (53.3%)
Total	68 (57%)	52 (43%)	120 (100%)

4.7 Perception of parents/guardians on their own Involvement in children's education

Parents and guardians also had their own perception regarding their own involvement in their children's education. The following are the findings from both parents and guardians, beginning with the findings from parents.

4.7.1 Parents' evaluation of themselves on involvement in their children's education

Parents were asked whether they were involved in their children's education based on nine measures of involvement. On a Yes and No answer options, 40 (67%) out of 60 parents reported that they checked children's books; 60 (100%) out of 60 reported that they ask about performance of children; 50 (83%) out of 60 reported that they paid school fees; another 50 (83%) out of 60 reported that they provided school requisites for their children; 45 (75%) out of 60 reported that they helped in homework; 60 (100%) out of 60 encouraged children in school; 5 (8%) out of 60 made regular class visits to schools; 31(52%) out of 60 consulted with the teachers and 30 (50%) out of 60 attended PTA and other school meetings when called upon (table 9 overleaf).

Table 9: Evaluation of parents on their own involvement

Activity	yes	No	Total
checking children's books	40 (67%)	20 (33%)	60 (100%)
asking about performance	60 (100%)	0 (0%)	60 (100%)
paying school fees	50 (83%)	10 (17%)	60 (100%)
provide school requisites	50 (83%)	10 (17%)	60 (100%)
helping in homework	45 (75%)	15 (25%)	60 (100%)
encourage children in school	60 (100%)	0 (0%)	60 (100%)
making class visits	5 (8%)	55 (92%)	60 (100%)
consulting teachers	31(52%)	29 (48%)	60 (100%)
attend PTA & other school meetings	30 (50%)	30 (50%)	60 (100%)

4.7.2 Guardians' evaluation of themselves on involvement in their children's education

Guardians were also asked whether or not they were involved in their children's education based on nine measures of involvement. On a Yes and No answer options, 40 (67%) out of 60 guardians reported that they did not check children's books; 20 (33%) out of 60 reported that they did not ask about performance of children; 29 (48%) out of 60 reported that they did not pay school fees; 21 (35%) out of 60 reported that they did not provide school requisites for their children; 49 (82%) out of 60 reported that they did not help in homework; 6 (10%) out of 60 did not encourage children in school; none made class visits; 50 (83%) out of 60 did not consult with the teachers and half (50%) did not attend PTA and other school meetings when called upon (table 10).

Table 10: Evaluation of guardians on their own involvement

Activity	yes	no	Total
checking their books	20 (33%)	40 (67%)	60 (100%)
asking about performance	40 (67%)	20 (33%)	60 (100%)
paying school fees	31(52%)	29 (48%)	60 (100%)
provide school requisites	39 (65%)	21(35%)	60 (100%)
helping in homework	11(18%)	49 (82%)	60 (100%)
encourage children in school	54 (90%)	6 (10%)	60 (100%)
Making class visits	0 (0%)	60 (100%)	60 (100%)
consulting teachers	10 (17%)	50 (83%)	60 (100%)
attend PTA & other school meetings	30 (50%)	30 (50%)	60 (100%)

4.8 A comparison of parental and guardian involvement in the education of their children

A comparison of findings between parental involvement and guardian involvement on checking children's school books showed that there were more parents who reported 'yes' they checked children's books than guardians. For example, 40 (67%) parents out of 60 and 20 (33%) guardians out of 60 reported in the affirmative. On asking about performance of their children, all the 60 (100%) parents reported doing so whereas guardians were 40 (67%). Regarding paying school fees, 50 (83%) parents reported 'yes' whereas the same response was reported for 31 (52%) guardians. Another 50 (83%) reported in the affirmative on providing school requisites while only 39 (65%) reported in a similar fashion for guardians. The parents and guardians who reported a 'yes' to helping in homework, were 45 and 11 respectively.

When it came to encouraging children in school, all 60 (100%) parents reported doing so whereas guardians were 10% (90) less. Making class visits recorded the lowest involvement from both parents and guardians with only 5 (8%) parents reporting in the affirmative and none in the case of guardians. However, when it came to consulting teachers and discussing with them the performance of their children, 31(52%) parents reported a 'yes' and only 10 (17%) reported in the same way for guardians. In case of PTA attendance/membership alongside attending other school meetings, an equal number of both parents and guardians (30 (50%) parents/ 30 (50%) guardians) gave a 'yes' answer.

4.9 Findings from the interviews with parents/guardians

Data that was collected during one-on-one interviews with parents/guardians yielded the following results:

4.9.1 Involvement at home

The mothers reported that they endeavoured to get involved in the education of their children and always desired the best for them but circumstances and socio-economic status somehow impeded them from fully getting involved. One common hindrance that seemed to permeate the involvement efforts of many parents was that to do with finding time to assist children in homework and tutoring them at home. One mother bemoaned her state in this way:

> *I am a poor woman. I survive through trading. My husband is poor too. I cannot afford to pay for all of my children's school needs. I am limited in terms of being able to help out in school homework because I do not just seem to find the time but also that I am a woman of humble education.*

A guardian reported that they check school reports of their children, sometimes help in homework, tell their children to study and provide for the children's physical needs. One female guardian expressed her views in the following terms:

> *I am committed to ensuring that the girl gets educated. She has lost both her parents. I do not find time to help her with homework because I am too busy and have not gone very far in education myself. But I encourage the girl a lot except that my involvement sometimes has not yielded desirable results in as far as academic performance of the girl was concerned.*

Another female parent who felt that she was not poor reported that, she did well in one area of involvement and badly in the other. She expressed her views by saying:

> *I do not attend PTA meetings, AGM or other school functions. However, I make sure that I buy textbooks for my boys to help them revise when they are at home. I have bought a study table for them. I also allocate time exclusively meant for their private study.*

There was a slight difference in involvement between mothers in town and those in villages. Whereas the non-formally employed mothers in villages bemoaned the inability to sustain their children's financial needs, the formally employed mothers expressed their inability to spend quality time with their children. These mothers did not have many problems in being able to make school requisites available for their children. The urban mothers reported that they were too busy making ends meet. Some housewives in town reported that managing a home left them fatigued at the end of each day with less time to help children with their school homework, let alone sit down with them and listen to their school experiences.

On the other hand, responses from most male parents/guardians showed that many considered paying school fees for children's education as sorely what constitutes involvement. In a cultural setup where the care of the children was mainly left for the women, one male guardian expressed his views as follows:

> *I work very hard as a police officer to ensure that my children go to school. I recognize my role and duty to provide financial and material support as important. Their mother painstakingly guides them in their academic progress.*

Married fathers reported checking of homework, checking school report, attending school Annual General Meetings (AGMs) and providing for financial and material needs of the children less than single fathers. One single father with a formal job living in Mongu Township summarised his involvement as follows:

> *I do not want my children to suffer like I did. I provide for them as much as I possibly can. They go to school in the morning and I give them transport money including money for lunch. And when it comes to other aspects like Parent Teacher Associations (PTA) and AGMs, their mother goes to attend when I am very busy. Occasionally I go through their books to check their academic progress.*

4.9.2 Involvement of parents/guardians through interactions with school

Parents and guardians alike said that they occasionally attended PTA meetings, Annual General Meetings and school open days organised by school administrations. They also reported that they discussed performance of their children with teachers. However responses from parents and

guardians across all these measures of involvement mainly differed depending on the location of the school and the distance from home of parents/ guardians to where the school was located.

On attending PTA meetings for example, one parent living in a rural community reported that he participated in school building projects and attended school meetings but from the time he relocated to his current residence from his old residence which was nearer the school, he has not attended any meetings. He cited long distance to the school as a hindrance factor.

Another male parent with a relatively low status and living in the outskirts of Mongu town put it this way:

> *Our situation here is as you can see it: one of lack and poverty. This has equally affected our children. However when it comes to their education, we do those things we are able to do for them as parents. For example, whenever the school calls on us to help out in school projects or meet teachers during school open days to discuss performance of the children, we make sure we present ourselves in order to motivate the children in their learning. Where we fail to pay for the children, we have always asked the school to be patient with us.*

On comparing parents/guardians in Mongu urban community and those in Mongu rural community, those in urban community seemed to have responded promptly to invitations to attend school meetings. A guardian in Mongu urban put it this way:

> *I am very busy with work but when such invitations to appear at AGMs, PTAs and Open days come, I always turn up. I am fully aware that it is through such meetings that I can acquire ideas on how I can meaningfully help shape the education orientation of my child.*

4.10 Findings from the teachers

The teachers had different views on whether or not parents/guardians were involved in the education of their children depending on the location of the schools where these teachers taught. However, they generally agreed that orphaned children were more vulnerable and some had problems with having all the school requirements. As a result some of these children received sponsorship assistance from other care-givers such as Campaign for Female Education

(CAMFED), Forum for African Women's Educationist of Zambia (FAWEZA), Young Women Christian Association (YWCA), Caritas, Department of Social Welfare, World Vision International, Churches, Schools and individuals.

However, some teachers also reported that in certain situations where the school management realised that a child was an orphan and vulnerable, the school assisted in paying fees, buying school requisites such as books and creating a school environment that was intolerant to discrimination. Some teachers also added that in cases where the guardians were less involved, such parents/guardians were brought on board in discussions pertaining to children's financial and academic problems, school projects and other matters affecting the school. Such communications took place through PTAs and community-based committees (CBCs) which were comprised of some parents/guardians as well as teachers.

Teachers teaching in schools that were located in rural areas had a different opinion over the involvement of parents and guardians in the education of children. Firstly, the teachers reported that many of the children attending schools located in rural communities were poor children. Some of these children were vulnerable and orphaned. There were many cases of such children under the care of grandparents. Most of such guardians were have-nots. They were poor and could not afford to pay fees for children let alone get fully involved in their education. Some of these children ended up dropping out of the school system, thereby jeopardizing their own future and perhaps that of their children. Consequently, such a trend perpetuates the poverty cycle and led to several other ripple effects of poverty such as crime and prostitution. The teachers in these communities lamented the heavy burden of responsibility that these already impoverished households had. However, in these communities, it is not only individual households that were overwhelmed but the schools that found themselves in those localities as well. The schools were faced with a challenge of having to keep such children in school despite their inability to pay school fees and other user fees.

School administrations realised that throwing such children out of school worsened the situation and deepened the poverty vortex even further. As such, the schools came to the aid of such children. Teachers also reported that in comparative terms, parents who had biological children in school frequented the school more often than guardians who were in charge of children who were not their own biological children. In schools that had boarding facilities, parents were found

to be relatively keener in paying for such facilities for their children compared to guardians. Some of the reasons teachers advanced as responsible for the low involvement were as follows:

- Low value attached to education. Parents/guardians who attached less value toward children's education were lowly involved. This was particularly common amongst poor rural households. Some parents/guardians wanted their children to help out in household chores such as sweeping, cooking, fetching water etc when they got back from school.
- Parents/guardians did not really see the essence of having their children in school because there were no role models. Those that they saw and who claimed to have been in school did nothing more than fish trading, charcoal burning and other such survival activities.
- Parents/guardians were too busy making ends meet thereby compromising quality of involvement in the education of the children.
- Illiteracy on the part of parents/guardians. Parents/guardians who were unable to read or write found it hard to fully get involved

Realising this lapse, some schools introduced a penalty on any child who stayed away from a test. The penalty was of having to buy a rim of paper for every test missed by the child. However, in essence, the teachers knew that parents or guardians were eventually the ones to incur the cost. This was deliberately done so as to encourage parents and guardians help teachers in monitoring their children and ensured that they stayed within the school premises when they were required to do so. Teachers reported that the different socio-economic backgrounds of parents/guardians somehow had an influence on their involvement. One teacher expressed his views as follows:

> *The poor parents/guardians were less involved than those who felt that they were not poor. This is because most of those parents who came to our school here and showed concern for their children were those who most likely anyone would label as educated and enjoy a status way above the poor.*

Teachers agreed that as long as the environment in which all these children received instructions under was conducive and the same, favourable competition was likely to ensue. In most cases the

school climate ensured parity. This was fundamentally important in order to lay a fair playing field for children irrespective of their position and that of their parents/guardians in society.

Some teachers who were facilitators of organizations sponsoring children in schools reported that these organizations held occasional meetings with the parents/guardians of these children to offer them technical support in terms of the up-bringing of the children. Some organizations like YWCA had partnered with some schools in offering entrepreneurship training to poor parents and guardians. Grants were also given to these poor households to help them bring up children in a more decent manner and so they could provide support to the children in their education. These efforts also in turn helped to ameliorate the socio-economic situation of parents and guardians.

At one school where parent-teacher meetings were held regularly, teachers said that it was at such platforms that they talked to parents/guardians particularly those whose children were vulnerable about giving their children space to study at home, show keen interest in the education of the children and be in consultation with the teachers over their children's education. So in this way, teachers helped to set a torch of awakening to parents and guardians on their responsibilities in the education of the children.

Teachers at this school were compelled to have these meetings which included school open days, out of a realization that children who felt neglected easily got into mischief and ended up jeopardising their own future. A teacher reported a case of a grade eleven orphaned girl who disappeared from home for a week. During which time, neither the guardians nor the school authorities knew the whereabouts of the girl. When the girl was later discovered and asked where she had been, she said she did not see any difference between being at home with her guardians and being away with a friend.

4.11 The school head teachers' viewpoints

The school head teachers had observed that the rate at which parents were visiting the school to ask about the performance of their children was more than that of the guardians. Most guardians only resurfaced when called upon for example on school open days, AGMs and during disciplinary cases. Outside such invitations, few took the initiative. Similarly, there were very few follow-up cases regarding academic progress of children on the part of some parents and guardians. However, school head teachers said their schools assisted some impoverished parents

and guardians by paying school fees and other user fees for their children. Three school head teachers shared the same view when they reported:

> *The majority of such children were orphaned and vulnerable children (OVCs). Such children include the ones who have lost both their biological parents and even their guardians also have passed on. Such children are the ones that are considered for school government bursaries in these schools.*

4.12 Summary of the findings

The findings were based on the following general objective: To compare involvement levels between parents and guardians from an orphaned and non-orphaned children's perspective.

From the parents'/guardians' own perspective, involvement was mainly at household level through helping children with homework and other assignments, checking through children's books and urging them to study. At school level, parents/guardians attended PTA meetings, school AGMs/Open Days, consulted teachers and participated in school projects and programmes. At community level, parents/guardians checked on their children's social interactions and at minimal levels, they were also engaged in education advocacy within their communities.

Findings based on data collected from parents/guardians were recorded in two ways: those based on data collected through interviews and those based on data collected through questionnaires: however, the findings from both interviews and questionnaires on involvement of parents and guardians in children's education both showed that parents/guardians still needed to do more in order to meaningfully and satisfactorily get involved.

From the children's perspective, parents were by and large more involved than the guardians. Figure 2 illustrates a summary of this finding.

Figure 2: Comparison between parents and guardians over those who often got involved
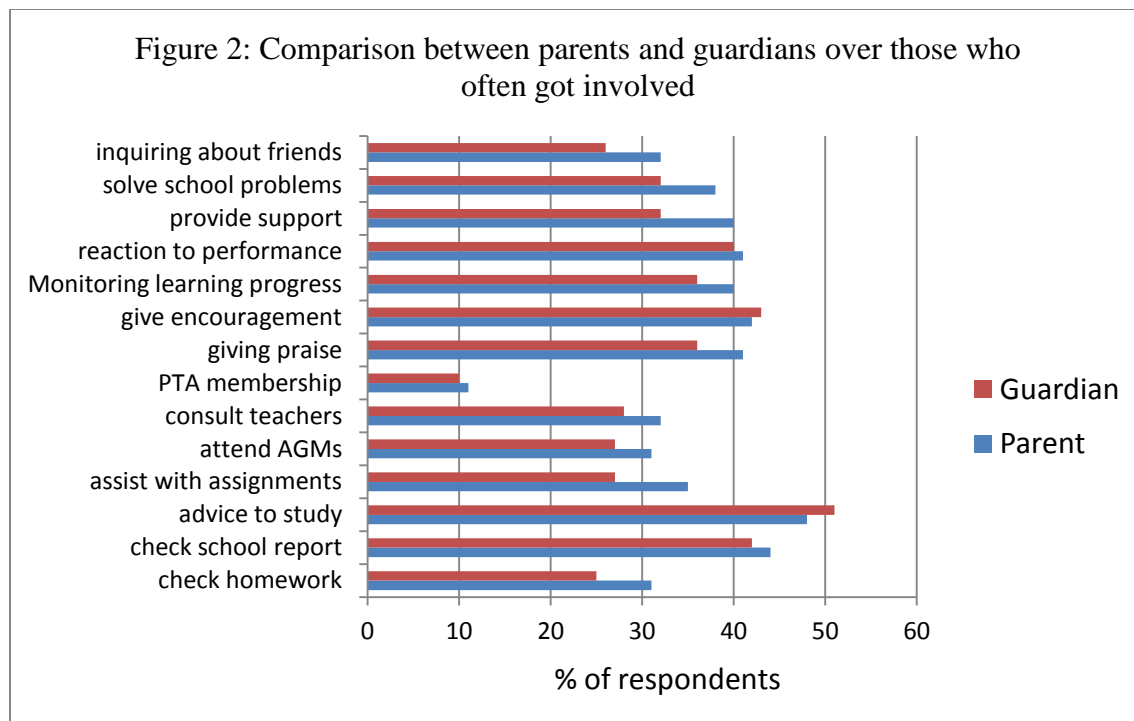
Figure 2 shows that nearly on all the measures, except on giving advice and encouragement to children to study, parents were more involved.

Children's assessment of their parents/guardians' involvement was achieved by running Friedman's repeated measures test. The hypotheses which were tested were the following:

- Ho: there is no statistically significant difference in how orphaned and non-orphaned children perceive the involvement of their parents/guardians in their own education.

- Ho: there is no statistically significant difference in how orphaned and non-orphaned children trusted their parents/guardians in solving their emotional challenges, encouraging them to work hard and in solving their school problems.

Although Friedman's test showed that there were no significant differences in how orphaned and non-orphaned children perceived the involvement of their parents/guardians in their own education and their levels of trust, by and large, findings revealed that parents were relatively more involved than guardians. The findings from children's perspective were consistent with those from parents'/guardians' perspective. Findings from the parents/guardians themselves on their own involvement also showed that their involvement was specialised: For instance some parents/guardians may have been more involved in one area of involvement and less involved in

the other. Female parents/guardians were more involved at household level than their male counterparts with the latter however showing more involvement in school projects and programmes at school level.

Teachers also affirmed that parents visited schools, participated in school building projects, attended school open days and PTA meetings more often than guardians did. However, in rural schools, the difference was so insignificant that it seemed there was hardly any difference between parents and guardians in so far as their involvement in the education of their children was concerned. Among the factors that were cited by teachers as being responsible for the general low involvement were low levels of literacy and high poverty levels among rural communities. Parents who were illiterate found it a challenge to help their children with school work or even participate in other school affairs such as being part of school committees.

Chapter Five

Discussion of Research Findings

5.0 Overview

This chapter discusses the findings of the investigation into the involvement of parents/guardians in the education of their children. This involvement has taken a comparative approach between parents' involvement on one hand and guardians' involvement on the other hand. The respondents upon which findings of the investigations were based were twofold: findings from children's perspective and those from parents'/guardians' perspective. The children's perspective compared views of non-orphaned with those of the orphaned on the involvement of their parents and guardians respectively. The parents/guardians perspective also reviewed a comparison of how parents and guardians themselves evaluated their own involvement.

5.1 Demographics

The non-orphaned learners were found to be more than the orphaned learners in the population. However, for those who were orphaned, paternal orphans stood at 33.9% and maternal orphans stood at 13.9% implying that from the sample used in the study, there were more learners who lost their fathers than mothers. In cases where children also lost their mothers, grandparents, aunties and uncles took much of the burden in raising the children. However, not all of the non-orphaned learners who had both their parents still alive were kept by both of them. In certain instances, some non-orphaned children were kept by a single parent. Some parents were runaways while others divorced or separated.

At Secondary school level, numbers of girls accessing education seemed fast increasing compared to boys. In this study, 49.4% were boys and 50.6% were girls. There were two possible reasons for this: higher birth rate of girls and positive response to girls' and women's education empowerment campaigns. Although, the children's age ranged from 14 to 21 years, the most predominant average age was 16 years with more than half (57.2%) of this age group being in the tenth grade. Learners at this grade level were in majority because they were easily found at their respective schools. Others were either writing their final exams in case of those in grade twelve or were simply out of their stations.

The learners were looked after by either father, mother, step father or step mother referred in this study as parents on one hand and uncles, aunties, grandparents, sisters , brothers and cousins referred to as guardians. Some households were run by single parents/guardians while others enjoyed the support of both husband and wife. Step parents were fewer and these existed in situations where the learner lost a father or mother and either of them later remarried. Grandparents were in the majority of those guardians who kept the orphaned children. In a fast modernizing environment like ours, grandparents still remain the most conservative group in upholding the essence of extended family. In an extended family, an orphaned child was everyone's child. However, this group constitutes a larger majority of the poor in our society.

5.2 Perception of children over their parent/guardian involvement in their education

The findings of the study on the involvement of parents/guardians from the point of view of children, was discussed at three *levels* namely: household level; school level; and at community level:

5.2.1 Involvement of parents/guardians at home

This section highlights ways through which parents/guardians got involved in the education of their children at household level. These ways include checking of homework/school report and books, urging children to study and helping children in their other school assignments.

5.2.1.1 Consistence in checking homework

As according to the findings, in a comparison between orphaned and non-orphaned children over how consistent their parents/guardians were in checking homework, figures on how often parents/guardians got involved showed that non-orphaned had a larger percentage than the orphaned. Guardians were therefore less involved. Checking children's homework and later on assist them, required commitment on the part of parents/guardians. Female parents/guardians seemed to have had more of this commitment than their male counterparts (table 4 & 5). This may be because female parents/guardians were more at home than male parents/guardians. This is particularly the case in households where the male figure is the sore breadwinner and the wife stays at home. At dusk, he gets back home in exhaustion. As a result, the need for rest override over assisting children in their homework.

This finding is supported by the findings of a study done by Stevenson and Stigler (1992) as cited by Zellman and Waterman (1998). In their study of American and Asian mothers, they found out that mothers had more time of working along with their children at home such as assisting in homework, providing remedial guidance and tutoring. The study further found out that as a consequence of this involvement, children attained higher achievement levels in Mathematics.

Although the difference that was noted in checking homework in this study between parents and guardians in terms of their socio-economic status and levels of education, was inconspicuous and quite insignificant, orphaned children who hailed from poor communities, felt that their guardians were relatively less involved compared to how non-orphaned children perceived their own parents. However, from their study, Ballen and Moles (1994) say that it is not necessary for parents to be rich or to know all the answers but it is important for them to demonstrate their interest by providing a quiet and well-lit place for doing homework, encouraging children's efforts, being available for questions and being willing to discuss material the child is learning.

5.2.1.2 Commitment in checking school report

Under this involvement activity, although parents were more involved than guardians, both orphaned and non-orphaned scored their parents/guardians highly. Female parents/guardians particularly received favourable scores from their children. However, such high commitment of parents/guardians in checking school reports signals those parents/guardians were more interested in the End achievement and not the Means to the End. In other words, it is more important for parents/guardians to focus more on assisting improve the learning process, participate in day-to-day learning activities of children rather than ignore all this and rush into condemning End-of-Term or Year Results of their children, a tendency engulfing many parents/guardians.

Cottton and Wikelund (1989) elaborates further on how effective parents/guardians get involved in the learning process by stating that parents should work directly with their children on learning activities at home. These activities include providing encouragement, establishing a suitable home environment for study and allowing children adequate time for study.

Checking of school report by parents/guardians was important but if it was not accompanied by buying books, pens, uniforms, shoes, offering encouragement, assisting in homework etc. then it would be tantamount to expecting fish out of a dry pond. Receiving school reports was an occasional privilege for parents/guardians that usually came at the end of the term. It acquainted them with how the children performed in their summative assessments by way of End-of-term Tests. The children themselves desired that parents/guardians checked their school reports as this practice motivated them. The benefits to be accrued from checking school reports were not only for children alone but such a commitment offered parents/guardians a synoptic overview of their children's academic abilities. This was helpful in diagnosing weaker areas in the children's academic progress in order to employ appropriate remedies in an effort to unravel such problem areas.

5.2.1.3 Demand in knowing progress of children's learning

The findings show that there were less non-orphaned compared to the orphaned who reported that their parents rarely demanded to know learning progress of their children. However there were more non-orphaned than orphaned who reported that their parents often demanded to know children's progress in school. Results of the mean rank scores in table 5 reveal that children felt that they were quizzed on their learning progress more by their female parents/guardians than their male parents/guardians. Knowing the learners' academic progress may be done from four sources: from the learners themselves; from teachers; from their peer group and from Performance Record files. To do this, parents/guardians need to have interest and develop an inquisitive mind. Guardians who look after children who have lost their biological parents have more responsibility as many of these children have diverse psychological issues.

Children are motivated by many factors in their learning. An interest on the part of those they look up to in knowing how they were progressing in their learning, their struggles and achievements, is therefore one of these motivating factors. Children generally wanted their parents/guardians to know how they were faring in the learning process. Although this could be intimidating in instances of underachievement on the part of the learner sometimes, the worst parents/guardians could do is never to bother. There is strong evidence that the support rendered by parents/guardians toward children's education through guiding the children in their learning

process, can have real and positive effects on performance of children at school and life after school (Tope, 2012).

5.2.1.4 Giving encouragement to children

Children can be encouraged in many ways. However, in this study, encouragement took the form of study advice given to a learner. Parents/guardians talking to their children and telling them to prioritise school for example was one way of urging children on in their education. From the findings, there was almost no difference in attempts made to offer encouragement between parents and guardians. In many households, children felt that they received encouragement from their parents/guardians. However, verbal encouragement alone outside a conducive and enriching learning environment, did not yield much positive results. Findings reveal that in this involvement activity, guardians, particularly male guardians played a pivotal role.

Male guardians particularly got involved even further with an ascendance in children's grade at high school level. For example learners in grade twelve received relatively more encouragement than those in preceding grades. However, from grade ten backwards to nine, the graph was ascending but drastically fell at grade eight, rose again at grade seven, then evenly dropping towards the lower levels of early childhood education. At this level, parents/guardians did not have to tell the children to study and bother with allotment of study time. Rather, their responsibility transcended encouragement at such elementary levels. Theirs was to train, drill and mentor the children making sure as to satisfy their every physical and emotional need. The graph helps to explain this phenomenon.
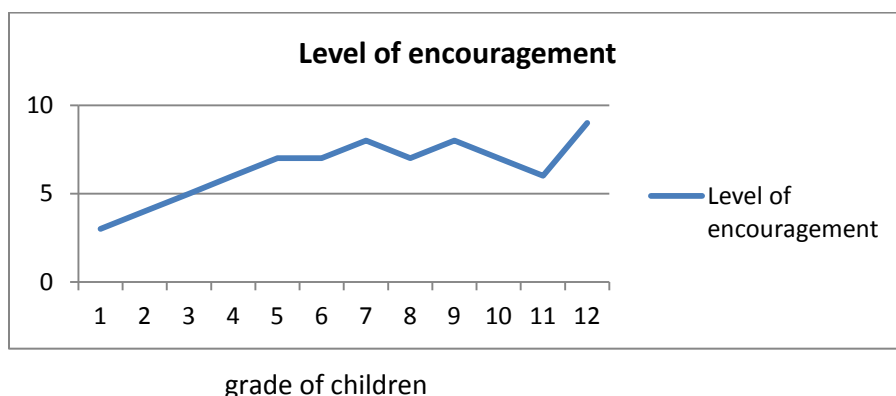
Figure 3: Level of encouragement with an ascendance in grade of children.

The graph aids to explain that from grade one, level of encouragement was ascending up until grade seven, dropped at grade eight, rose at grade nine, again dropped at grade eleven and

steadily increased toward grade twelve. Every parent/guardian wants his/her child to do well in the final examinations at grade twelve, therefore many considerate parents/guardians excused learners from time consuming household chores so that they could concentrate on their studies hence increase in encouragement. Children needed perpetual advice and encouragement from their parents/guardians in order for them to stay clear of bad peer pressure influence. This finding is in harmony with the charge made by Cotton and Wikelund (1989) to parents/guardians that they have a responsibility to provide encouragement to their children if there is going to be any breakthroughs in their scholastic endeavours.

5.2.1.5 Reaction to poor performance

Reaction to poor performance was another way though which parents/guardians showed their involvement in children's education because by so doing, parents/guardians showed how much of concern they placed on their children's education. The findings revealed that guardians often reacted more sharply towards poor performance of their children than did parents (appendix A). It was also found out that male parents/guardians reacted more sharply to poor performance than their counterparts.

This reaction was twofold: those who reacted sharply such as getting upset because their children performed poorly in school and did nothing afterwards and those parents/guardians who obviously got disappointed but probed for the causes of such poor performance in order to provide solutions. However, the contribution of those who reacted sharply such as getting upset and did nothing afterwards were not the same as for those who certainly got disappointed but afterwards investigated the causes.

The parents/guardians who obviously got disappointed with their children's poor performance but afterwards were sympathetic enough as to help them find solutions to ameliorate their performance were found to be more helpful. This was because such an approach gave latitude to the children to freely express themselves and talk about the problems affecting them that could significantly be responsible for the underachievement they were experiencing.

On the other hand, parents/guardians who reacted sharply and admonished the children but never guided their children through to solutions, exacerbated the poor performance situation. The potential consequence of this kind of reaction was twofold: it induced feelings of fear in the child

hence psychologically making the child closed up, defensive and led to further bewilderment. Every child obviously dreaded failing, therefore, parents/guardians would be more helpful if the root cause for poor grades was first established. Greenberg (1989), talks about some of these root causes as being laziness, lack of concentration or other social problems affecting the child. Male parents/guardians tended to react more vehemently toward poor performance or any other negative report coming from the children somehow because they considered themselves final in decision-making and in giving judgement in the household and hence they felt that their word needed to be sterner and more punitive. On the other hand, mothers tended to be on the softer side of things.

5.2.1.6 Dedication in giving praise as a positive reinforcement

Parents/guardians who give praise to their achieving children positively reinforce those children's learning capabilities. Every child at some point does what is commendable. It is at that moment that such efforts be complimented. Motivating the children this way and making them feel appreciated has multiple positive effects. Firstly, the behavior upon which praise was made, will most likely repeat itself as the child strives harder in order to maintain or improve the performance threshold. Secondly, the parents/guardians who take time to compliment their children's achievements show that they love and care. Therefore, feelings of being loved in a child further reduce tension and increases productivity, hence improving performance. Conversely, those children whose abilities were not acknowledged and recognized by their parents/guardians may have their intrinsic motivation dwindled and dwarfed.

In this study, both parents/guardians did praise their children as and when the children themselves did that which was worthy of praise. The only difference between parents and guardians in performing this role was in how orphaned and non-orphaned children rated their parents/guardians. The non-orphaned ranked their parents slightly higher than the way the orphaned ranked their guardians. Female parents/guardians praised their children more than did their male counterparts. Women praised their children more when they performed well at school because they tended to be the first ones to be approached by their children on several issues affecting them. Children also found it easy to confide in their mothers more often than in their fathers because fathers found it more culturally appropriate. Further, during times when the

children get into mischief, female parents/guardians are blamed the most. As a result, female parents/guardians feel more obliged to give their whole in attending to the needs of their children and be as helpful as they possibly can.

5.2.2 Involvement of parents/guardians through interaction with school

This section highlights ways through which parents/guardians got involved in the education of their children at school level.

5.2.2.1 Attendance of school AGMs

Annual General Meetings are meetings organized by schools to give latitude to parents/guardians to meet the teachers and together deliberate on various issues affecting the school. They are held once in a year. Their importance therefore cannot be over-emphsised. Attendance of parents/guardians to these meetings is crucial because, among other benefits, they get socialized in the school environment implying that they broaden their scope and horizons of knowledge about the school. It is elating on the part of the learners as well to see their parents/guardians at these meetings. However, not all the children were represented at such forums. In this study, 13% non-orphaned and 17% orphaned learners reported that their parents and guardians respectively rarely attended these meetings. Such enormous figures of non-attendance may mean either these meetings were poorly organized with little publicity by schools or laziness/indifference on the part of parents/guardians.

However, learners themselves whom in most cases were used as conduits in the delivery of information pertaining to such events felt that sometimes long distances between schools and homes impeded attendance. Some children gave the view that guardians did not consider it a priority to attend such meetings because of being busy with other activities. For many apparently uninvolved parents/guardians school was not a positive experience and they feel inadequate in a school setting. In an earlier study done by Mugabe et al. (2002), also cites a constraint of time on such guardians. He posits that many foster families who come to the aid of orphaned children fail to find enough time to attend AGMs for both their own children and latter on for other dependants. Parents may also feel uneasy if their cultural style or socio-economic levels differ from those of teachers.

It is imperative therefore for schools to make such events inviting and attracting to parents/guardians. To make them more interactive and transparent with various policies, projects, and programmes governing the school made known to parents/guardians. This in agreement with Ballen and Moles (1994) who found out that parents/guardians who got involved in children's education through making themselves available at schools whenever the schools wanted them to do so, established a positive relationship with the teachers that trickled down to their children. These children benefited from an increased input from the teachers themselves in the learning process. The findings in a study by Ndlovu (2005) also show that parents agreed that invitations to school Open Days and AGMs where they were informed of their children's performance enhanced their involvement in the education of their children.

5.2.2.2 Discussion of performance with teachers

The findings revealed that out of those parents/guardians who did not occasionally meet teachers of their children to engage in discourse relating to academic performance of their children, guardians were in the majority. However, the difference was too small to warranty a statistically significant difference between orphan and non-orphan perception of their parents/guardians' involvement on rapport between parents/guardians and teachers. These discussions may be conducted at household level or at school level: At household level by way of teachers visiting parents/guardians to discuss issues surrounding the learner's activities in school including academic performance; at school level by way of parents/guardians visiting the teachers at schools.

From the findings, generally children ranked their female parents/guardians higher than males in discussing children's academic performance with the teachers. On comparative terms, mothers made those efforts to discuss performance slightly more often than female guardians. Parents and guardians may not learn much of their children's academic progress from school reports alone. But with interaction with the teachers handling these children, parents/guardians may be privy to vital pieces of information pertaining to the scholastic progress as well as social and emotional aspects of the children. How children were behaving in school for example could have an impact on their overall performance in class. Therefore there was need for parents/guardians and teachers to co-ordinate their efforts in solving behavioural problems negatively affecting children's wellbeing both at home and school.

5.2.2.3 Membership in PTA

Parent Teacher Associations (PTAs) are associations with representation from both parents/guardians and teachers created to run the affairs of the school at school level. Their purpose ranges from discussing staffing levels in school, teaching-learning activities to resource allocation and project implementation and monitoring. In the current National Policy Document on education, these associations have been empowered with enormous mandate. They have become powerful in shaping decision making at school level. It is therefore a privilege of parents/guardians in respective schools to attend PTA meetings whenever such meetings were called and also become members. The study found that guardians had far much less membership in PTA compared to the parents. This variation also applied between gender, i.e. male parents/female parents were more involved than female guardians/male guardians.

Reasons that may be floated to explain why some parents/guardians did not concern themselves with PTAM attendance included the following: hindered by lack of awareness, ignorance on their importance and time constraints. This is in agreement with the findings of a study conducted by Nzala in 2006 on parental involvement in the education of intellectually challenged children which revealed that parents attended PTA meetings of their children only minimally. Musonda (2011), in her study, attributed the low involvement of parents in education of children to lack of knowledge on the importance of education, lack of interest, lack of financial resources and laziness/ drunkenness on the part of some parents.

5.2.3 Involvement of parents/guardians in providing children financial/material support, help children in problem solving and knowing children's playmates in their communities

Involvement was also measured in three other ways which included providing children's financial/ material support; assist in problem solving and caring to know children's playmates.

5.2.3.1 Financial and material support for children

Provision of financial and material support for learners by parents/guardians is like a backbone upon which other involvement activities hinge. This because what defines an enrolled student/learner are things such as having a uniform, being registered at a school, having books/pens/Identity Cards, as well as other material things like food and shelter. All these things require money. The ability of parents/guardians to provide these needs is therefore critical. The

findings in this study reveal that male parents/guardians particularly performed this duty slightly better than their female counterparts. The majority of learners observed that they received more of financial and material support from their male parents/guardians. They also reported that they received financial and material support from their male parents/guardians through their female parents/guardians. This trend and practice made some children become even closer to their female parents/guardians than their male parents/guardians as they were perceived to be more caring and supportive.

For children, whoever shows them warmth is a darling to them. This also had something to do with the local culture. Male parents/guardians feel duty bound to provide for their children's financial and material needs but more often than not many do so through their wives. In some cases, female counterparts supported their spouses in adequately fulfilling this duty. However, for the single parents/guardians, they had to carry out this responsibility singlehandedly. According to the findings, orphaned children did not feel as much as the non-orphaned felt, that their guardians were more often involved in providing this kind of support.

Needless to say however, that every child needs financial and material support to guarantee their safe and healthy growth. Children require food, clothing, shelter, love and care irrespective of whether the children in question are orphaned or non-orphaned. However, a report by UNICEF (2006), agrees with the findings of this study when it shows that orphans receive less of support compared to the non-orphaned.

The United Nations for Cultural and Educational Fund, UNICEF (2006), reports that children who are orphaned are more likely to suffer from detrimental health and nutritional outcomes. Orphaned children are more likely to be stunted compared to non- orphans. The report further indicates that maternal orphans are more than twice as likely to report being treated worse than other members of the household. Many foster families who come to the aid of orphaned children are poor and have to stretch already inadequate resources to provide for both the orphans and their own children.

5.2.3.2 Ability to solve children's school related problems

Problem solving is what many households encounter every day. The bulk of these problems originate amongst the younger members of the family, the children. They have needs of their

own, mischievous activities of their own, struggles of their own etc. Some of these problems such as scuffles with playmates begin from school mainly under the influence of peer pressure. Despite the children being the initiators and perpetrators of the problems, they expect parents/guardians to solve them.

The findings show that female parents/guardians more especially the mothers, were more trusted to be able to solve their children's emotional challenges (table 6). Traditionally, female parents/guardians have been stereotyped to be better at roles such as cushioning emotional burdens, expected to be more caring than males, swift at attending to problems in a home. And so such stereotypes have tended to fulfill themselves in homes. The orphaned also reported some level of guardian involvement but not as much as the children who had both a father and a mother. Single mothers had extra burden of responsibility that somehow compromised their ability to cushion their children's emotional woes.

Being a single parent could be hard and lonely. There was often no other adult with whom to share decision making, discipline and financial responsibilities. "The full burden of child care, earning a living and parenting falls on one individual. It is more difficult when a woman has never previously worked outside the home. The role of a single mother requires that the parent takes on responsibility that may have been shared by their spouse. In addition to becoming the primary wage earner, a woman is forced to shoulder other responsibilities of her husband hence less time for her children" (Kotwal et al., 2009: 62).

5.2.3.3 Desire to want to know kind of friends children have

From the findings, the children acknowledged the importance of their parents/guardians in knowing the kind of friends they have. The children felt that if their parents/guardians were keen in knowing their playmates, it helped them to be discriminatory in selecting friends to play with. The findings were such that orphaned children generally expressed a slight higher involvement of their parents/guardians in finding out children's playing associations than did the non-orphaned. Female guardians and mothers were more involved in this aspect than their male counterparts. Girls more than boys, from both categories of children attested to the fact that their parents/guardians were interested in knowing who their friends were. Children thought that parents/guardians who bothered to find out about their associations/friends cared more than those

who did not. However, a few of them thought such parents/guardians may be over-protective sometimes.

5.3 Difference in perception between orphaned and non-orphaned children in involvement of their parents/guardians

There were slight differences in children's degrees of opinion and their awarding of mean rank scores across a range of measures of involvement between their parents and guardians. However, Friedman's repeated measures test that was run on all the measures of involvement in order to ascertain whether or not there was a difference, when parent involvement was compared to guardian involvement from a children's perspective, produced results that showed that there was no statistically significant difference.

The only major statistically significant difference was found in how non-orphaned perceived involvement of their female parents in attendance and membership in PTA compared to orphaned perception of their guardians. Here, children under the care of mothers largely felt that they were more involved. This was affirmed by a big margin difference in mean rank score between female parents and those who trailed, in this case the male guardians. Concerning levels of trust, it was also found that there was no statistically significant difference in how orphaned and non-orphaned children trusted their parents/guardians in solving their emotional challenges, encouraging them to work hard and solving their school problems. Needless to say however that the specific factors that contributed to mean rank score differences between parents and guardians and within parents and guardians themselves included socio-economic status of parents/guardians, levels of education, age of the parent/guardian and location of the school (i.e. rural or township).

5.4 Children's trust in their parents/guardians

Trust was indispensable in building worthwhile relationships between children and their parents. Parents/guardians' involvement in their children's education is meaningful if the children bestowed trust in the abilities of their parents/guardians. Parents particularly female parents were rated higher than guardians by their children on a scale of trust measured on these three yardsticks: trust to solve reported emotional challenges; trust to give encouragement and trust to be able to solve reported school problems.

However, although these variations were insignificant at alpha level of 0.05 (table 6), the general picture was such that both parents and guardians registered an average rating by their children. Therefore, the subject of parental/guardian involvement in their children's education will be incomplete without a mention of an aspect of trust. Gomes (2004) points out that the whole edifice of human civilisation would collapse without human trust. Yet we often see the opposite and disastrous effects of a forward and backward trust linkage between parents/guardians and their children. Just like a newborn baby is so dependent on its mother that it would not survive without trust, a school going child is dependent on parents/guardians and teachers and their judgements and without an element of trust, efforts of involvement by parents/guardians would simply be a nightmare.

5.5 Parents' and guardians' perspective on the their own involvement in the education of children

A discussion on Parents' and guardians' own involvement in children's education is presented as follows:

5.5.1 Parents'/guardians' perception

Parents and guardians showed their involvement at household level by checking books and helping in homework, checking school report and urging children to study and asking about performance when they were at home. How parents/guardians performed their role in these areas differed from one parent to another and from one guardian to another, later on between parents and guardians as well as between genders of parents and guardians. Grolnick and Ryan (1989) agree when they say that parents differ from one to other both in their relationship with their own children and their feelings or reactions towards schooling of their children. They have their own backgrounds, their own concerns, their own difficulties with relationships and their own tensions.

Some parents are better able to relate to their children than others. Some are warm and supporting, others may be rejecting or even negligent. Some parents are intelligent, competent people; others may be uneducated, illiterate, and unable to grasp the meaning of situations involving their children. Brown (1980: 83) adds that some have a high regard for education, but others look upon education as something required by law and society. In this study, female

parents especially, got involved relatively better than other parents/guardians. For example, when parents and guardians were asked whether or not they asked about performance and whether or not they encouraged their children in school, all the 60 parents asked responded in the affirmative whereas only 40 and 54 guardians out of 60 responded in the same way for asking about performance and encouraging children respectively. And when it came to making class visits, there was none in case of guardians who agreed making such efforts but a handful of parents reported making such occasional class visits. The low rate at which parents/guardians generally visited the schools was re-echoed by teachers and school head teachers.

Parents/guardians who got involved in their children's education were motivated to do so for several reasons. One common reason was that they did so in order to facilitate for the improvement of their children's school performance. For example, when Geography test results were compared between children whose parents/guardians affirmed that they were involved in their children's education and those children whose parents/guardians admitted that they were lowly involved, it was found out that those with involved parents/guardians scored higher marks in an end of term test.

This finding was in line with Stevenson and Stigler (1992)'s in Zellman and Waterman (1998) comparative study between Asian and American mothers where Asian children attained higher achievement levels in Mathematics than the children from the United States. The main reason for this disparity was that Asian mothers had more time of working along with their children at home such as assisting in homework, providing remedial guidance and tutoring than their American counterparts.

At school level, parents/guardians got involved in the education of their children by attending school AGMs, discussing children's performance with teachers and attending PTA meetings and being members of PTA. The PTA meetings and school AGMs were important because they discussed new and unfinished business that was pertinent to the school and its operation. Important announcements were made, giving parents/guardians first-hand access to events or changes that affected their children and their academic life.

The four compelling reasons for parents/guardians' attendance of these PTA meetings and AGMs were: (i) they found these meetings generally informative, were updated on upcoming

events and changes regarding school events and policies. Attending these meetings was the best way they obtained clear and concise answers to any questions that they had about future events, rule changes or modifications in the school's policies. (ii) Some parents/guardians contended that attending such meetings was a way of setting a good example for their children and grandchildren to follow. (iii) Their attendance and membership in PTA showed that they wanted to be involved in the decisions that were made and therefore wanted to make a difference with their input. (iv) through their attendance, parents/guardians became familiar with the teachers at the school and therefore used such platforms to discuss the performance of their children with the teachers. Nandango et al, (2005), supports the need for parents to involve themselves in PTA activities because it is by so doing that they participate in school governance and can thereby hold school administrations accountable in resource allocation and utilisation.

On other ways by which children got involved, such as paying school fees and providing school requisites for their children, parents still showed a slight dominance over guardians. The findings (table 9 & 10) have shown that over two-thirds of parents in a sample of 60 respondents reported that they paid school fees and made school requisites available for their children. While only slightly over half 60 guardian respondents reported in the affirmative regarding school fees and requisites for the children they kept. Paying school fees for children was predominantly the main way through which parents/guardians got involved in their children's education. To some parents/guardians as long as school fees were paid, books and uniforms bought, that was sufficient enough. However, those who went an extra mile such as consulting teachers and making class visits, testified of more positive benefits for their children.

Parents and guardians have a responsibility to ensure that their children were motivated in their learning. Parents/guardians also reported that paying of school fees was a motivation to the children because it showed the children how much value these parents/guardians attached to education. In turn, the children reciprocated by putting in their best effort in their education. Parents/guardians cited provision of school requisites such as buying children uniforms, bags, books, and school shoes etc as a motivating factor to children.

From a teachers' perspective, parents visited schools particularly schools located in the townships of Mongu district relatively more often than did parents/guardians for the schools located in rural Mongu. Teachers in rural schools encouraged parents/guardians to get more

involved in their children's education by putting in place compelling mechanisms. These mechanisms included levying pupils when they dodge class, aware that indirectly it will be the parents/guardians to offset such expenses. In so doing, parents/guardians would most certainly want to avert such unnecessary expenses by helping in ensuring that the children are in class all the time that they are required to do so. Other measures were such as summoning parents/guardians over to discuss the child's behavior or performance, visiting parents/guardians at home, join hands with community-based organisations such as FAWEZA and CAMFED to sensitise local communities about the importance of getting involved in children's education.

5.5.2 Reasons for the parents'/guardians' low involvement in their children's education

The parents/guardians, who were illiterate, reported that they found a huge challenge to fully get involved in their children's education. For example, they could not adequately assist the children in their homework. This inadequacy was also observed by school teachers. Mumba et al., (1998), says that illiterate parents/guardians found it difficult to be part of school committees. Brown (1980), also reports that the uneducated and illiterate parents usually have problems in grasping the meaning of situations involving their children's education.

Another reason was that of poverty. Some parents/guardians who were economically disadvantaged gave the reason that they were too poor to provide basic school necessities for the children they looked after such as providing uniforms, books and school fees. That affected them also in other areas of involvement. These findings are in agreement with those of Ashby (1998), who found out that, those parents with higher income levels had higher levels of parent involvement in their children's school. Ashby (1998) also established that children from poorer families receive much less parental encouragement for schooling than those from better- off households.

The overall picture was such that in the involvement of parents/guardians through interactions with the school such as participating in school programmes and projects, high status parents/guardians did fairly well than low status parents/guardians. For example the interviews with teachers, school head teachers and parents themselves, revealed that those parents and guardians who belonged to the top echelons in the socio-economic ladder visited the schools

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their children attended more regularly, whereas in the case of those who fell in the lower rungs of the socio-economic ladder, visitations were merely sporadic.

Finally, other parents/guardians reported that they were too busy with their work and therefore found little time to attend to their children's school concerns such as checking their books and attending school meetings. The time constraint factor was even more pronounced in households where both female and male parents/guardians were in formal employment.

5.6 Summary

The gist of this chapter was to discuss the findings of the study that compared the involvement of parents (those who kept biological children) on one hand and involvement of guardians (those who kept children not their own) on the other hand. From the children's perspective, the overall picture depicts that there was a slight dominance of parents over guardians in terms of how they were involved. Female parents were particularly ranked relatively higher than other parents/guardians by their own children. This gave an indication that female parents played a critical role on all measures of involvement (i.e., checking books, attend PTAs AGMs etc.).

From the Repeated Measures Test Results, notwithstanding differences in mean rank scores between parents and guardians, it was generally shown that there was no statistically significant difference in involvement between them. There was no much deviation from what the children thought about their parents/guardians' involvement to what parents/guardians themselves thought about their own involvement. Findings from the parents/guardians' perspective also reveal that parents were more involved than guardians. These were views that were also supported by teachers and school head teachers. In instances where there was disparity in involvement between parents and guardians, reasons given included the following:

1. Poverty: lack resources to adequately cater for education of children.
2. Indifferent attitude: lack of interest in matters of education caused by illiteracy and none or little exposure.
3. Dependency syndrome: depending on government or CBOs in the education of their own children.

The potential eventuality however, maybe that if parents/ guardians inadequately got involved in their children's education, children may lead incomplete lives: despair, mistrust, inferiority complex, guilt and underachievement may override hope, trust, self confidence, vivacity and higher achievement.

Chapter Six
Summary, Recommendations and Conclusion

6.0 Overview

This chapter highlights the summary, recommendations and conclusion of the findings of the study.

6.1 Summary

The summary has been organised into the following segments: objectives, statement of the problem and Methodology, then findings of the study:

6.1.1 Objectives and Methodology

The objectives of the study were: to assess the perception of orphaned and non-orphaned children over their parents/guardians involvement in their education; to assess the evaluation of parents'/guardians' on their own involvement in children's education; to establish if there is any significant difference between parents and guardians in the education of the children they looked after. A descriptive triangulated survey method was used in this study. The method of data collection was by way of questionnaires to collect quantitative data and interviews to gather in-depth qualitative data which was thematically analysed. Simple random sampling type was used. Orphaned and non- orphaned children were first stratified to separate the two categories of children and in each category, random sampling was then executed in order to determine the children's final sample size. Analysis of Friedman Repeated Measures test results through SPSS aided in making comparisons between parents and guardians in matters relating to involvement in their children's education. Data was collected from five high schools and surrounding communities of Mongu district.

6.1.2 Findings

The findings of the study have shown that parents and guardians were generally minimally involved in their children's education despite indications that parents enjoyed a slight dominance over the guardians. Furthermore, there were also disparities in involvement between genders of parents/guardians. Male parents/guardians tended to get more involved in attending meetings such as school AGMs and Open Days than their counterparts. Male guardians also showed a slight dominance on demanding to know the academic progress of their children. Other areas

were in encouraging children to study and providing financial and material needs of their children.

On the other hand, female parents/guardians were more involved when it came to around-the-house involvement responsibilities. And in this case pertaining to the children's education, mothers for instance were more forbearing with children's poor performance, working out solutions to emotional problems the children were experiencing both within the home and at school. Women also assisted children more in homework and other assignments, checked report books and inquired about their children's playmates. However, female parents/guardians' involvement efforts competed with attending to household chores which for many, left them with so much exhaustion by the end of each day.

From the children's perspective, irrespective of the differences in quality, content and quantity of involvement among parents and guardians themselves with women being more involved than men, generally these differences were quite insignificant. There were many impediments that were attributed to low involvement by parents/guardians. According to the findings, illiteracy, poverty, time constraint, large family size, the job and educational level of parents and guardians and lack of awareness and exposure, were the major factors.

These factors acted as barriers to full participation of parents/guardians in their children's education. From the teachers' point of view, there was a difference in involvement between parents and guardians. Parents/guardians who were economically well endowed were more involved than the poor parents/guardians. The standards of life the economically well endowed parents/guardians imbued in their children set the rhythm of success in such children which somehow gave them impetus to further aim for higher academic achievements.

6.2 Conclusion

Having compared the quality and quantity of involvement of parents and guardians and establishing whether there was any difference between them, the conclusion was as follows:

From the children's perspective as well as from the parents'/guardians' perspective, parents were more involved than guardians. Among the four categories of parents/guardians (i.e. female parent; male parent; female guardian; male guardian), female parents among them widows were

in the majority and were the most involved. Guardians were less involved because many of them took on extra responsibilities of looking after children who join the family in addition to their own children. These children joined such families as a result of death of their own parents or irresponsibility on the part of their own parents. The involvement of guardians in the education of the children was also affected by poverty, lack of time and in some instances just an indifferent attitude toward children's education. Despite these disparities, the difference in terms of involvement between parents and guardians was statistically insignificant.

6.3 Recommendations

Considering the relevance of parents and guardians in the whole scheme of matters relating to education of their children, it was recommended that:

1. Schools should practically integrate parents/guardians into school programmes and projects. One way of promoting this co-operation between schools and households is by recognizing and awarding parents and guardians based on their levels of involvement in their children's education.

2. Furthermore, the collaboration between parents/guardians and teachers should be enhanced, for example, through home visitations so that collectively, the challenge and burden of providing practical solutions to children's academic problems could be made much lighter.

3. Parents/guardians who sit on Community-Based-Committees (CBCs) and Community Based Organisations (CBOs) should intensify sensitization and awareness campaigns on the importance of getting involved in children's education to their fellow parents/guardians.

6.4 Suggestions for future research

In this study, 'involvement' has been the word used to sum up efforts made by parents and guardians in fulfilling their responsibilities of assisting teachers in addressing educational concerns of their children. However, involvement of parents and guardians in children's education alone was insufficient to explain complexities that surround the bigger picture in factors contributing to children's achievement of academic excellence. The following are therefore some of the suggestions for future research:

1. Investigate effect of socio-economic status of parents/guardians in their involvement in children's education.

2. Investigate how support systems such as those offered by organizations (FAWEZA, CAMFED etc.) have motivated learners in the learning process.

3. Compare involvement of guardians looking after double orphaned children and those looking after single orphans.

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APPENDICES

APPENDIX A: Children's assessment of their parents/guardians in educational involvement

Table a

Involvement of parents/guardians at home

Measures of involvement	do not check	very rarely	rarely	often	very often
	Count / %	Count / %	Count/%	Count%	Count / %
father checks homework	15/28	2/3.8	2/ 3.8	17/32	17/32
mother checks home work	14/18	2/2.6	15/ 19.5	27/35	19/24
female guardian checks homework	27/42	2/3.1	3/ 4.7	16/25	16/25
male guardian checks homework	13/27	4/8.3	7/15	15/31	9/19
father checks school report	3/5.7	1/1.9	2/ 3.8	23/43	24/45
mother checks school report	2/2.6	3/3.9	4/ 5.3	42/55	25/33
female guardian checks school report	5/7.7	1/1.5	3/ 4.6	40/61	16/24
male guardian checks school report	4/8.3	1/2.1	3/ 6.2	19/39	21/43
father tells me to study	2/3.8	1/1.9	2/ 3.8	19/36	29/54
mother tells me to study	5/6.6	2/2.6	5/ 6.6	38/50	26/50
female guardian tells me to study	4/6.2	4/6.2	5/7.7	37/56	15/56
male guardian tells me to study	2/4.2	2/4.2	3/ 6.2	22/45	19/45
	strongly disagree	disagree	not sure	agree	strongly agree
father help with assignments	1/1.9	7/13.2	7/13	20/37	18/34
Mother help with assignmet6s	3/3.9	15/19	7/9.1	27/35	25/32
Female guardian help with assignments	8/12	19/29	7/11	24/37	6/9.4
Male guardian helps with assignments	3/6.2	8/16	7/14	23/47	7/14.6

Table b

Involvement of parents/guardians through interactions with school

Measures of involvement	do not check	very rarely	rarely	often	very often
father attends school AGMs	11/20	1/1.9	5/ 9.4	17/32	19/36
mother attends school AGMs	22/29	3/3.9	10/13	22/29	19/25
female guardian attends school AGMs	19/29	5/7.7	5/ 7.7	17/26	19/29
male guardian attends school AGMs	12/25	1/2.1	10/21	17/35	8/17
father discuss performance with teachers	8/15	3/5.7	5/ 9.4	17/32	20/37
mother discuss performance with teachers	15/19	6/7.8	12/15	28/36	16/21
female guardian discuss performance with teachers	19/29	3/4.7	7/ 11	22/34	13/20
male guardian discuss performance with teachers	14/29	1/2.1	5/ 10	16/33	12/25
	strongly disagree	**disagree**	**not sure**	**agree**	**strongly agree**
father is a member of school PTA	7/13	13/24.5	21/39	8/ 15	4/7.5
mother is a member of school PTA	12/15	21/27.3	25/32	14/18	5/6.5
female guardian is a member of school PTA	10/16	11/17.2	32/50	5/7.8	6/9.4
male guardian is a member of school PTA	3/6.2	12/25.0	22/45	9/19	2/4.2

Table c

Involvement of parents/guardians through motivation to children

Measures of involvement	do not check	very rarely	rarely	often	very often
father praise me when get good results	2/3.1	3/ 4.5	4/7.5	22/41	22/41
mother praise me when get good results	6/3.9	3/ 3.9	3/9.1	7/40	31/42
female guardian praise me when get good results	8/12	4/ 6.2	6/9.4	27/42	19/30
male guardian praise me when get good results	4/8.3	0/ 0.0	8/17	23/47	13/27
father encourage me to work hard	2/3.8	1/ 1.9	5/9.4	23/43	22/42
mother encourage me to work hard	3/4	1/ 1.3	9/12	33/42	31/40
female guardian encourage me to work hard	5/7.8	6/ 9.4	2/3.1	36/56	15/23
male guardian encourage me to work hard	2/4.2	3/ 6.2	0/0.0	30/63	13/27
father demands to know progress in learning	4/7.5	1/ 1.9	5/9.4	14/26	29/54
mother demands to know progress in learning	7/9.1	2/ 2.6	6/7.8	32/41	30/39
female guardian demands to know progress in learning	10/16	2/ 3.1	9/14	27/41	16/25
male guardian demands to know progress in learning	4/8.3	2/ 4.2	4/8.3	22/46	16/33
father get upset with poor performance	3/5.7	3/ 5.7	3/5.7	23/43	21/39
mother get upset with poor performance	3/8.9	6/ 7.9	4/5.3	33/43	30/35
female guardian get upset with poor performance	8/12	4/ 6.2	3/4.6	32/49	18/27
male guardian get upset with poor performance	3/6.2	2/ 4.2	2/4.2	25/52	16/33

Table d

Involvement of parents/guardians through giving support, encouragement and solving children's problems

	strongly disagree	disagree	not sure	agree	strongly agree
father provides financial/material support	2/3.8	5/ 9.4	3/5.7	17/32	26/49
mother provides financial/material support	3/3.9	9/ 11.7	3/3.9	29/38	33/42
female guardian provides financial/material support	7/11.1	9/ 14.3	6/9.5	29/46	12/19
male guardian provides financial/material support	3/6.1	9/ 13.4	6/12	21/43	10/20
I trust father to be able to solve my school problems	3/5.7	4/ 7.5	6/11	18/34	22/42
I trust mother to be able to solve my school problems	5/6.5	5/6.5	8/10	28/36	31/40
I trust female guardian to be able to solve my school problems	8/12.5	9/ 14.1	7/11	31/48	9/14
I trust male guardian to be able to solve my school problems	3/6.2	7/ 14.6	6/12	21/44	11/22

Table e

Involvement of parents and guardians in the community

Measures of involvement	do not check	very rarely	rarely	often	very often
father finds out about my friends	12/22	2/ 3.8	7/13	18/34	14/26
mother finds out about my friends	15/19	2/ 2.6	6/7.8	25/32	29/37
female guardian finds out about my friends	17/27	6/9.4	6/9.4	22/34	13/20
male guardian finds out about my friends	15/31	0/ 0.0	9/19	19/39	5/10

APPENDIX B

QUSTIONNAIRE FOR PARENTS/GUARDIANS

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY OF EDUCATION AND SPECIAL EDUCATION

TOPIC: PARENTS' AND GUARDIANS' INVOLVEMENT IN THE EDUCATION OF THE NON-ORPHANED AND ORPHANED CHILDREN RESPECTIVELY: THE CASE OF SELECTED SCHOOLS AND SURROUNDING COMMUNITIES OF MONGU DISTRICT

Dear respondent,

I am a Post-Graduate student of Master of Education in Educational Psychology. I am conducting research on the topic highlighted above. Kindly assist me with a little of your time in responding to questions contained in this questionnaire. The information gathered will be treated with the utmost confidentiality and will be used for academic purposes only. Please answer all questions as honestly as you possibly can. You are dissuaded from writing your name on the questionnaire. Your cooperation will be highly appreciated. THANK YOU.

Kingsley Mubita Lishomwa

You are kindly requested to answer the questions by either putting a tick in the space ( )
provided next to the answer of your choice, or by writing your views in the spaces provided.

SECTION A

1. Sex: 1. Male ( )   2. Female   ( )
2. Age category:

       1. 15 – 25 yrs ( )

       2. 26 -35 yrs ( )

       3. 36 – 45yrs ( )

       4. 45 & above ( )

3. Level of education
   1. None ( )
   2. Grade 7 ( )
   3. Grade 9 ( )
   4. Grade 12 ( )
   5. University/ College ( )
   6. Other, specify ………………..
4. What do you do for a living?

     ………………………………..
5. How would you rate your socio – economic status?
   1. High ( )
   2.   Middle ( )
   3. Low ( )
6. What is the description of the children under your custody?
   1. Biological children ( ) 2. Orphaned dependants ( ) 3. Non- orphaned dependants
      ( )   4. Both biological & dependants ( )

SECTION B

Please answer the following questions by ticking in the box. Answer the questions based on your own assessment in the last six months.

7. Do you check your children's books?

   Yes [   ]   No [   ]

8. Do you ask about how your children perform at school?

   Yes [   ]   No [   ]

9. Do you pay school fees for your children?

   Yes [   ]   No [   ]

10. Do you provide material things your child requires such as books?

    Yes [   ]   No [   ]

11. Do you assist your child in homework?

    Yes [   ]   No [   ]

12. Do you encourage your children to study

    Yes [   ]   No [   ]

13. Do you make class visits to the school where your child attends?

    Yes [   ]   No [   ]

14. Do you consult the teachers on your child's school performance?

    Yes [   ]   No [   ]

15. Do you attend school meetings?

    Yes [   ]   No [   ]

SECTION C

16. In what other ways do you get involved in the education of your child?

    …………………………………………………………………………………..

    ………………………………………………………………………………….......

    …………………………………………………………………………………...

17. How would you describe your relationship with the teachers and school authorities at the school your child attends?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

18. What difficulties do you face in your efforts to assist your child in his or her education?

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

……………………………………………………………………………………………………..

19. How are your children performing at school? (If applicable)

1. Excellent (   ) 2. Very good (   ) 3. Good (   )   4. Fair (   ) 5. Poor. (   )

20. What are the reasons for the kind of performance in question 19 above?

…………………………………………………………………………………………………...

…………………………………………………………………………………………………...

…………………………………………………………………………………………………...

Thank you very much for your co-operation

QUESTIONNAIRE FOR THE CHILDREN (ORPHANED AND NON- ORPHANED)

This study in which you are being requested to participate is being undertaken to investigate the involvement of parents in your education.

The information gathered will be treated with the utmost confidentiality and will be used for academic purposes only. Please answer all questions as honestly as you possibly can.

Section A- Personal details

1. Sex: a. male   (   )   b. female   (
2. Grade: a. 10   (   ) b. 11   (   )   c. 12   (   )
3. Parental status: a. father dead (   ) b. Mother dead   (   ) c. Both parents dead

   d. Both alive   (   )
4. Age: a. less than 15 (   )   b. 15- 17yrs (   )

   c. 18- 20 (   )   d. above 21 (   )

 5. Which parents or guardian do you live with?

     a. Both natural parents (   )

     b. Only natural mother (   )

     c. Natural mother and step father (   )

     d. Only natural father   (   )

     e. Natural father and step mother (   )

     f. Uncle   (   )

     g. Auntie (   )

     h. Grandparent (   )

     I. Other (specify) ………………………..

  6. Economic situation of parent/guardian?

      a. rich   (   )   b. average   (   )   c. poor   (   )   d. very poor   (   )

   7. Your parent's/guardian's level of education is:

      a. No formal education   (   )   c. High school   (   )

      b. Primary/Junior secondary   (   )   d. Certificate/Diploma (   )

e. First degree or above   (   )

Section B (Encircle the number that indicates the alternative which you believe best describes your response. Do not forget to respond for both your father/male guardian and mother/female guardian if you are living with both parents and two guardians).

Often= 1. Very often = 2. Rarely = 3. Very rarely = 4.   Do not = 5

S. No	ITEM	Father/Male guardian	Mother/Female guardian
7	Parents/guardians check my school homework.	1 2 3 4 5	1 2 3 4 5
8	Parents/guardians attend school's Annual General Meeting	1 2 3 4 5	1 2 3 4 5
9	Parents/guardians check my school report	1 2 3 4 5	1 2 3 4 5
10	Parents/guardians tell me to study	1 2 3 4 5	1 2 3 4 5
11	Parents/guardians discuss my academic performance with my teachers	1 2 3 4 5	1 2 3 4 5
12	Parents/guardians get upset when I perform poorly	1 2 3 4 5	1 2 3 4 5
13	Parents/guardians demand to know how I am progressing in my learning	1 2 3 4 5	1 2 3 4 5
14	When I get good grades in school, my parents/ guardians praise me.	1 2 3 4 5	1 2 3 4 5
15	When I get poor grades in school, my parents/ guardians encourage me to work harder.	1 2 3 4 5	1 2 3 4 5
16	Parents/guardians ask me about the kind of friends I have in school.	1 2 3 4 5	1 2 3 4 5

Section C: 1. Agree   2. Strongly agree   3. Disagree   4.Strongly disagree   5. Not sure

17	Parent/guardian is a member of the school PTA	1 2 3 4 5	1 2 3 4 5
18	My parents/guardians are involved help with assignments	1 2 3 4 5	1 2 3 4 5
19	My parents/guardians provide financial/material support.	1 2 3 4 5	1 2 3 4 5
20	When I get poor grades in school, parents/ guardians encourage me to work harder	1 2 3 4 5	1 2 3 4 5
21	I trust my parents/guardians to solve my emotional challenges	1 2 3 4 5	1 2 3 4 5
22	I trust my parents/guardians to help me out, if I have any school related problems.	1 2 3 4 5	1 2 3 4 5

Section D (please write your responses in the spaces provided)

28. What things are your parents/guardians not doing that you think if they did, could improve your performance in school?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

29. When you grow up to have your own home, how would you want to get involved in the education of your children?

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………………………………………………………………………………………………

Thank you very much for your co-operation

APPENDIX D

Structured Interview Guide for the Parents

Personal information

1. What do you do for a living?
2. How old are you?
3. How far have you gone in your education?
4. How would you describe your socio- economic status e.g. are you poor, rich or middle income ?
5. Are you a biological parent or a guardian of the child you have in high school?
6. What is the gender of the child?
7. If the child is an orphan, is it a single or double orphan?

Involvement at home

8. Tell me something about your level of involvement in your child's school homework?

9. Describe the activities of your child's full day from the time they wake up in the morning?

10. From your description of activities of your children in question 9, which ones do you think encourage and which ones disturb your children in their education?

11. What would you say are the weaknesses and strengths of your child in the learning process?

12. What things, if any, do you do at home that show that you are involved in the education of your children?

13. What difficulties do you face in your efforts to assist your child in his or her education?

14. What are your rights and responsibilities in the education of your child?

Involvement at school

15. How actively involved are you in the Parents' and Teachers' Association at the school your child attends?

16. How would you describe your relationship with the teachers and school authorities at the school your child attends?

17. How much do you know of school programmes such as school open days and Annual General Meetings (AGMs)?

18. Suggest ways of how you can effectively get involved in your child's education?

Involvement in the community

19. Do you collaborate with other parents to further promote education of children in your community?

INTERVIEW SCHEDULE FOR TEACHERS

The information gathered will be treated as confidential and will be used for academic purposes only.

1. How are the orphaned children fairing in academic performance compared to non-orphaned children?

2. What noticeable challenges could the orphaned children be facing that are different from their fellow non- orphaned friends?

3. To what extent are the parents/guardians of the children in your school involved in the education of their children in general?

4. How different is the involvement of parents/guardians in the education of the non-orphaned to that of the orphaned children?

5. What factors contribute to low levels of involvement in education of children by parents/guardians?

6. As a teacher what can you do to promote greater involvement of parents/guardians in children's education especially in the case of orphaned children?

7. What mechanisms have you put in place to ensure an equal and friendly environment for all the children in the school irrespective of their unique characteristics?

8. Suggest ways in which parents/guardians can get more involved in their children's education?

APPENDIX F
INTERVIEW GUIDE FOR SCHOOL MANAGERS

1. Does the school have an inventory of the orphaned children?

2. Does the school have a policy to protect the vulnerable children such as orphans from discrimination?

3. How does the school balance and equalize learning opportunities for orphaned and non-orphaned children?

4. How do you collaborate with parents/guardians in assisting the children to have a decent education?

5. How would you describe the involvement level of parents/guardians of orphaned and non- orphaned children in your school?

LIPUZO KWA BASHEMI (Silozi version of parent/guardian questionnaire)

Mu kupiwa ku alaba mukoloko wa lipuzo kaku laitela mwa box ye filwe kapa ku nola maikuto amina mo kulalilwe. Maikuto amina omukafa aka itusiswa feela mwa hala alituto zeni sweli kueza mi maikuto ao ana ku boniswa kusili hape. Cwale mukupiwa kuli mufe maikuto amina ka ku lukuluha nika niti.

KALULO YA PILI

1. Mu bomani?   1. Muuna [   ]   2. Musali [   ]

2. Silimo sa mina:

    1. 15 – 25 yrs [   ]
    2. 26 -35 yrs [   ]
    3. 36 – 45yrs [   ]
    4. 45 kuisa halimu [   ]

3. Ku ituta kwa mina:

    1. anisika aituta [   ]

     2. ni palezwi mwa giledi sebene [   ]

    3. ni palezwi mwa giledi naini [   ]

     4. ni palezwi mwa giledi twelufu [   ]

     5. ni fitile kwa colegi kappa universiti [   ]

4. Mu ipilisa ka mukwa ufi?

…………………………………………………………………………………………………

5. Mu kona kuipeha kai kuama ni maino amina?

1. Ni fumile [   ]
2. Nili fahali [   ]

3. Ni mu botana [   ]

6. Mu toloka cwani mwana kapa bana be mu uta?

   1. ki bana ba kuipepela [   ]   2. Lindiyala [   ]   3. Bana ba ku mwenda kumongo [   ]
   4. Bana besi lindiyala [   ]   5. Ba kuipepela ni lindiyala hamoho [   ]

KALULO YA BUBELI

Mu kupiwa ku alaba lipuzo ze tatama kaku swaya mwa box. Mu alabe lipuzo ze ka kuya ni moo
muiponezi mwa hala a likweli ze ketalizoho ze felile.

7. Mwa tatubanga mwa libuka za bana ba mina?

   Eni [   ]   Batili [   ]

8. Mwa buzanga linepo za bana ba mina kwa sikolo?

   Eni [   ]   Batili [   ]

9.Mwa lifelanga bana ba mina masheleni a kwa sikolo?

   Eni [   ]   Batili [   ]

10.Mwa tusanga bana ba mina ku ze ba tokwa kwa sikolo ze swana sina libuka?

   Eni [   ]   Batili [   ]

11. Mwa tatubanga misebezi ya sikolo ye fiwa bana ba mina kuto ezeza kwandu?

   Eni [   ]   Batili [   ]

12.Mwa susu ezanga bana mina ku bala?

   Eni [   ]   Batili [   ]

13.Mwa potelanga teni kwa ma kilasi kuyo bona moo ba itutela bana ba mina?

   Eni [   ]   Batili [   ]

14. Mwa buisananga ni baluti ku ama ni moo bana ba mina ba itutela?

Eni [   ]   Batili [   ]

15. Mwa yanga kwa mikopano ya sikolo koo bana ba mina ba itutela?

Eni [   ]   Batili [   ]

SECTION C

16. Kili kamani zemwi ze muze mu eza ze bonisa kuli mu nani ni ciseho mwa hala akuituta kwa bana ba mina?

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……………………………….

17. Mu kona ku toloka cwani kusebelisana kwa mina ni maluti hamoho niba eteleli ba ba okamezi sikolo kapa likolo koo, bana ba mina ba kena?

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……
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………………………………

18. ki matata afi emuze mu fumana mwa hala aku bata ku zwiseza pili lituto za banana?

……
……
……

19. Bana ba mina ba eza cwni kwa sikolo?

1. hande kufitisisa [   ]   2. Hande ahulu [   ]   3. Hande   [   ]   4. Onacwalo [   ]   5. Batotobezi [   ]

20. Mabaka akona kutisa mubulelelo wa puzo ya 11 ki afi?

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MAFELELEZO A MUKOLOKO WA LIPUZO.

Ni itumezi ahulu