CHALLENGES FACED BY PUPILS FROM CHILD HEADED HOUSEHOLDS: A STUDY ON SELECTED PUBLIC SCHOOLS IN KABWE URBAN DISTRICT

BY

MULENGA AGNESS

A second draft thesis submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfilment of the requirements for the award of the degree of master of education in educational management.

The University of Zambia

Lusaka

2018

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AUTHOR'S DECLARATION

I, **Agnes Mulenga**, do hereby declare that this dissertation is my own work and that it has not been previously submitted for any degree at the University of Zambia and the Zimbabwe Open University or any other University.

Signature…………………………… Date……………………………………

DEDICATION

This Dissertation is dedicated to my son Collins Mwape, my Grandson Clive Mwape my sisters and my brothers and indeed my beloved Mother. These members of my family have been my strength and support throughout my studies.

APPROVAL

This Dissertation by Agnes Mulenga is approved as the fulfillment of the requirement for the award of a Degree of Master of Education in Educational Administration by the University of Zambia and the Zimbabwe Open University.

Examiners' Signatures'

Signed…………………………………………..Date………………………

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ACKNOWLEDGEMENTS

ABSTRACT

The study set out to examine the challenges faced by pupils from child headed households at selected public schools in Kabwe Urban District. Pupils from child-headed households are part and parcel of the school and local communities, the challenges they face may limit their potential to realize their educational dreams and through no fault of their own are left behind. These children seem to attract very little concern from both the school authorities and other stakeholders and according to Lemmer (2003) often end up as school drop-outs or push-outs who end up joining the hordes of social delinquents.

The study was anchored on Bowen's family systems theory, which views the family as essential for human social development. The study noted the absence of adult guardianship as an impediment to the personal development of pupils from child headed house The study objectives were: To examine how economic, social and academic problems cause poor performances in child-headed households in Kabwe Urban; To assess the contributions School Management made to the challenges that caused poor academic performances of pupils from child headed families in selected public schools in Kabwe Urban; To identify strategies of key stakeholders for reducing or eliminating the challenges that caused poor academic performances of learners from child-headed households.

The study applied a survey design using the qualitative paradigm; this enabled the researcher to collect the data on child headed households from their natural setting; and capture their lived experiences and [perspectives of those respondents who were closer to the phenomenon.

Pupils from child headed households identified nine major challenges which they said had a bearing on their academic performances; five bordered on basic needs like food, fatigue school requirements such as uniforms, school shoes, and books; and four on affective challenges like intimidation, labelling, competition and peer pressure; four were community based challenges which included shelter, sexual abuse, child labor, insecurity, sexually transmitted illnesses, insecurity, early marriages, drug and alcohol abuse, incest, and peer pressure were also made. School authorities identified school fees, absenteeism, inferior complexes, and failure to cope with other school developments like changes in uniform types.

Based on those findings the study recommended that stakeholders should develop strategies for integrating all children in child-headed homes with adult family formations; and that where possible re-establish links with the living relatives of the children; that the stakeholders should establish a well-informed multispectral approach towards addressing the needs of those vulnerable children; that school authorities should formalize the position of school counselor/guidance teacher in order to enhance information gathering and monitoring of the welfare of vulnerable pupils in the school; that schools should enhance their social programs that enhance pupil to pupil relationships; and that schools should review and develop flexible policies that ease the lives of vulnerable pupils at school. The study further recommended the enhancement of Sexual Rehabilitation Health Education programs in the school and the community. The study also recommends that vulnerable children be given a platform within civic and parliamentary space to participate in decision-making processes and articulate issue that directly affect them.

It was also recommended that since there was very little information specifically on the academic and socio-economic aspects of child headed households; the Central Statistics Office could include a specific portfolio on their Living Conditions and Household Surveys. That the social Welfare and Community Development Departments could also include specific programs that address the challenges experienced by children from child headed households at school.

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LIST OF ACRONYMS

CSO	Central statistics Office
HIV/AIDS	Human Immuno Virus/Acquired Immuno Defficiency Syndrom
KSA	Knowledge, Skills, and Abilities
Lahh-F	Female Learner from an Adult-headed Household
Lahh-M	Male Learner from an Adult-headed household
OVC	Orphans and Vulnerable Children
P.T.A	Parents Teachers Association
PE	Person-Environment Fit
Pr. Chh-F	Female Child household-head at Primary School
Pr. Chh-M	Male Child household-head at Primary School
Sch. Do-F	Female School Drop-outs
Sch. Do-M	Male School Drop-outs
Sec. Chh-f	Female Child household-head at Secondary School
Sec. Chh-M	Male Child household-head at Secondary School
SOS	Save Our Souls Children's Village
STI	Sexually Transmitted Infections
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Program
ZDHS	Zambia Demographic and Health Survey

CHAPTER ONE

INTRODUCTION

1.0 Overview

Chapter One Introduces the Study on Strategies for Reducing Causes of Poor Performance among Pupils from Child-headed Households: A Case Study on Selected Schools in Kabwe Urban. The Chapter highlights the background of the study. It also includes the statement of the problem, the purpose of study, significance, research questions, objectives and limitations. The study took place at Kasanda Malombe Secondary School, Kabwe Secondary School, Mwashi Secondary School, Katondo Primary and Twafwane Community School in Kabwe Urban.

1.1 Background of the Study

Issues of child-headed homes are becoming more and more important because of children that are left with no parental or adult guardianship due to death, neglect, or various social economic and cultural ills. "Child-headed families are a category of children who seem to be neglected in areas of child development because they are lumped together under the category of vulnerable children" their special challenges especially as regards those concerned with their education have not been adequately identified and addressed by various stakeholders, hence they seem to be left behind", (Personal Comment: Judith Kaluba Mbewe, District Community Development Officer, Ngabwe District).

According to Duke and Hinzen (2008:64) the context of exclusion or low educational performance in children is closely related to other forms of social, economic and cultural exclusions. The case in point was Brazil which had 42.5 million children enrolled in basic primary and secondary education according to the Brazilian School Census done in 2005; their data revealed that of every 100 children who entered primary school, only 51% completed Grade 8. The report further states that 60% of children who complete the 4th grade are unable to read fluently. The Brazilian social educational profile shows 50% of the population below the age of 15 is illiterate, most of them being in the rural areas and a good number in the urban areas.

According to Musukwa (March 28, 2018), Rwanda adopted a foster care system to take care of the orphans as a result of the Rwanda 1994 Genocide which left thousands of children without parents or guardians. According to the article, thousands of children were sent to orphanages after the genocide; later the government ran a campaign aimed at mobilizing the community to create safe family environments for children and encourage families to receive children living in orphanages. This initiative led to the integration of over 2000 orphans into foster families by 2012. It is said that "today no child roams the streets of Kigali because families have adopted all the children who lost their parents during the genocide.

According to the Panos Institute Southern Africa (2014), The United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on Rights and Welfare of the Child (The Children's Charter), both define a child as any person under the age of 18 years. However, there are complex phenomena like child-household heading that may expose a child to the responsibilities of an adult. The status of such a child thus becomes a complex one in law; as he/she may be a child for one purpose but an adult for another. Even though the status of childhood lasts until a person reaches the general age of majority which is 18 years according to the Zambian Constitution. Ramsey and Abrams states that, "to this effect sometimes children assume some adult rights obligations before they reach the general age of majority, as the general age may permit predictable administration, but ignore individual differences. Panos Institute Southern Africa (2014) further observed that it is important to note that children in child headed homes just like any other child can also become victims of economic abuse as they do not have the means of supporting themselves financially due to lack of adult or parental support and protection.

The Panos Institute Southern Africa (2014) notes three major challenges that can affect a child lacking adult/parental guardianship: Firstly, vulnerability to physical violence because of the socially weak position; they are susceptible to violence, including physical violence. Closely related to the exposure to violence is likelihood to contracting HIV and sexually transmitted diseases. Secondly Psychological and Psychosocial challenges: unprotected children often experience negative psycho-socio effects, which produce psychological, emotional and intellectual consequences on them due to lack of adult or parental support such children are often illiterate due to the disruption of their education and education opportunities. Thirdly, Economic challenges: as earlier mentioned, children with no adult support or guardianship often become

victims of economic abuse such as child labor as they do not have adequate means of supporting themselves financially.

The Zambia Demographic and Health Survey conducted in 2007, revealed that four out of every ten Zambian children below the age of 18 were not living with both parents; that one out of five children were not living with either parent; furthermore, that 15% of the children under the age of 18 were orphaned meaning that both or one of the parents were dead. The ZDHS further revealed that the percentage of children who are not living with both parents increases with age, meaning that 25% are between the age 0-4 years and 61 percent are between 15 and 17 years. The Report observed that the percentage of children who are orphaned also rises with age, that is, from 3% of children under the age of five (5) to 30% of children aged 15-17 years. The report said that 20% of Urban Children are likely to be orphaned than 12% of children in the Rural Areas. The ZDHS also identified vulnerable children as being those below the age of 18, whose parents or guardians were perpetually or chronically ill. In whatever case whether orphaned or vulnerable the trends are that older siblings tended to take over the guardianship of the younger siblings in order to maintain some measure of social security and kinship.

The CSO Report, (2009:306), states that Orphaned and Vulnerable Children in the age group 15 -17 were more likely to engage in high risk sexual encounters and substance abuse because they lack adult guidance which can help them to protect themselves. Such children are also at risk of early marriage which can also cause them to drop out of school. Sexual activity amongst young people can also be another distraction to educational pursuits. The CSO (2011) revealed that children of between 15 and 18 years were contracting marriages. Education wise the report showed that orphaned and vulnerable children had the propensity to perform poorly in class, and were at greater risk to drop out of school due to reasons like: stress because of   inability to pay school fees, the need to help with household labor, poor nutritional status and shelter, lack of basic school requirements like shoes, uniforms, transport money and adult supervision in terms of homework; experiences such as gender based violence, child abuse, molestation especially for the girl-child; some children are also forced or tempted to enter child marriage. This is collaborated by Chihame, (2017, November 12th) who reported in the Sunday Mail that a 13-year-old Boy of Nsonga Primary school in Chief Kalasalukangaba in Mansa District, had wedded an 11-year-old

girl of the same area. The report stated that both the girl and the boy had since dropped out of school.

Children from child-headed families cannot face this complex world and act alone in their quest for educational development; schools require a transformational approach to their educational offering in order to enhance social development which focuses on aesthetic, moral, physical emotional and spiritual development of a learner from child-headed family. This study therefore was premised on identifying those challenges faced by pupils from child-headed families that hamper their academic performance, and identify the strategies for reducing causes of poor performance among pupils from child-headed households.

1.2 Statement of the Problem

The general context of education in Zambia is based on the recognition that Education is a right for each individual child, as it is a means for enhancing his/her wellbeing and quality of life; and that concern for the well-being and rights of the learner is assured; and that education should be provided in an environment that enhances the realization of the potential of every learner (MOE. 1996:2).

Though there are numerous studies on Orphans and Vulnerable Children in general, not much information seems to be available specifically on child-headed households and the implications for the education of their family members. CSO (2009) states that the loss of parental/adult guardianship is one of the causes of child-headed household formations which passes on the responsibility for the family to one of the siblings especially the older or more mature one; and that this responsibility includes the general welfare of the family and education of its members.

Pupils from child-headed households are part and parcel of the school and local communities, the challenges they face may limit their potential to realize their educational dreams and through no fault of their own are left behind. These children seem to attract very little concern from both the school authorities and other stakeholders and according to Lemmer (2003) often end up as school drop-outs or push-outs who end up joining the hordes of social delinquents.

Lack of adequate specific information on pupils from child-headed households may hinder the ability of schools and educational planners to put in place strategies that may address the causes

of their poor academic performances. This study therefore sought to address that information gap and propose the necessary strategies.

1.3 Purpose of the Study

The purpose of this study was to find out the challenges faced by pupils from child headed households that in turn contributed to the causes of their poor academic performances; and to identify strategies for addressing those challenges.

1.4 General Objectives

The objectives that guided this study were both general and specific:

The general objective being to investigate the causes of poor academic performance of pupils from child-headed families, in relation to their social, economic and academic environments.

1.4.1 The Specific objectives

i.   To examine how economic, social and academic problems cause poor academic performances in child-headed households in Kabwe Urban.

ii.   To assess the contributions school managements made to the challenges that caused poor academic performances of pupils from child-headed families in selected public schools in Kabwe Urban.

iii. To identify strategies of key stakeholders for reducing or eliminating the challenges that caused poor academic performances of learners from child-headed households.

1.5 Research Questions for the Study

The following questions guided the study:

i. How do economic, social and academic problems in child-headed households cause poor academic performances in pupils from child-headed households at the selected public schools in Kabwe urban?

ii. In what ways do school managements at selected public schools in Kabwe Urban contribute to the academic challenges that cause poor academic performances of pupils from child-headed households?

iii. What strategies do stakeholders within Kabwe Urban have for reducing or eliminating social and academic challenges that cause poor academic performances of pupils from child-headed families?

1.6 The Significance of the Study

The study will contribute information that may be needed by development stakeholders and educational authorities to develop plans that will respond to the academic needs of pupils from child-headed households. The study will also generate interest in the Central statistics Office to carry out specific surveys on pupils from child-headed families. It will help to bridge the relation gap between school authorities and pupils from child-headed families. Last but not the least it will contribute to the body of knowledge on significant categories of learners in learning institutions.

1.7 Study Limitations

The researcher is in full time employment hence had difficulties in securing adequate time to carry out field activities. The topic did not have adequate literature on the Zambian situation hence most of the information was derived from Newspaper articles. Initially respondents from schools and even pupils from child-headed families were suspicious of the intentions of the study and had difficulties in immediately opening up.

1.8 Delimitations of the Study

The study confined itself to school authorities, pupils and communities within the catchment areas of schools surrounding Katondo Township in Kabwe Urban, these being: Kabwe Secondary School, Kasanda Malombe Secondary School, Katondo Primary School and Twafwane Community School in Kabwe Urban District.

1.9 The Theoretical Framework

Considering the circumstances surrounding the causes of poor academic performances in pupils from child-headed families, this study looked at Kurt Lewin's Person-Environment Fit; Frank Parson Person Vocational-Fit; and Bowen's Family Systems Theory and Bronfenbrenner's Theories.

The Person-environment fit is a theoretical concept that was advanced by Kurt Lewin, whose maxim states that "behavior is a function of both person and environment. Lewin's perspective developed a perspective that individuals' behaviors and attitudes are determined jointly by personal and environmental conditions. On the person side, characteristics may include interests; preferences; knowledge, skills, and abilities (KSAs); personality traits; values; or goals. On the environment side, characteristics may include vocational norms, job demands, job (as in this case education) characteristics, organizational (in this case school) cultures and climates, and company (in this case particular school) or group goals. Various synonyms have been used to describe fit, including congruence, match, similarity, interaction, correspondence, and need fulfillment. The basic premise of PE fit research is that for each individual there are particular environments that are most compatible with that person's personal characteristics. If a person works (or learns) in those environments, positive consequences including improved work attitudes and performance, as well as reduced stress and withdrawal behaviors, will result.

Frank Parsons, one of the earliest figures in vocational psychology, believed that people need a clear understanding of themselves and the environment in which they work to be happy in their jobs and careers. Person and Vocational fit is the relationship between individuals and their vocations or occupations. PV literature has generally reported positive correlations between PV congruence and individual measures of well-being such as job and career satisfaction, stability,

and personal achievement. This study considered this theory alongside pupils from child-headed families and their motivations towards academic performance.

Dr. Murray Bowen's family systems theory is a theory of human behavior that views the family as an emotional unit. It suggests that individuals cannot be understood in isolation from one another but rather as a part of their family. Bowen's fifth proposition which is Emotional Cut-off is a concept which describes people who are managing their unresolved emotional issues with parents, siblings, and other family members by reducing or totally cutting-off emotional contact with them. This emotional cut-off affects child-headed families in that the absence of parents or adult guardianship deprives them of that emotional support hence placed in a situation of emotional cut-off as there are no other adult guardians willing to fill in the gap left by biological parents.

Urie Bronfenbrenner 1917 – 2005 propounded the Ecological Systems Theory, which explains how a child's environment influences a child's development. Bronfenbrenner (1979) provides an important theoretical framework which conceptualizes optimal relationships between the home and the school. The theory highlights the importance of the participation of parents in the education of their children. The parenting of vulnerable children like those in child-headed homes cannot be limited to their biological parents some of whom are currently absent and in most cases no more; a family environment can be created through foster parenting and other mechanisms that help to bring adult support and visibility in the life of a child. In this theory Bronfenbrenner argued that child support can be facilitated through linkages between the home and the school, where the settings encourage the development of mutual trust, positive orientation, goal consensus between settings and an evolving balance of power responsive to action on behalf of the developing person (Ndhlovu, 2005:5.

1.10 The Conceptual Framework

Figure 1 illustrates the conceptual framework which has been designed for this study as a spider-web:

The inner core of the Conceptual Framework are the economic, social and academic questions on causes of poor academic performances of pupils from child-headed families. The periphery are the

perceptions of teachers, pupils and other stakeholders on the phenomenon. The framework assumes that child headed families are trapped by the economic challenges, social challenges and the academic challenges which are the spiders possibly causing them poor academic performances. In the academic space are teachers (including school head teachers and pupils who have their own understanding of the situation surrounding the causes of these pupils' poor academic performance; in the social space are other stakeholders who include civil society, community leaders and public officers who also have their own perceptions.

The study rallied around these components of the conceptual framework which provided the broad view during the research; it is from these that the key findings were discussed.
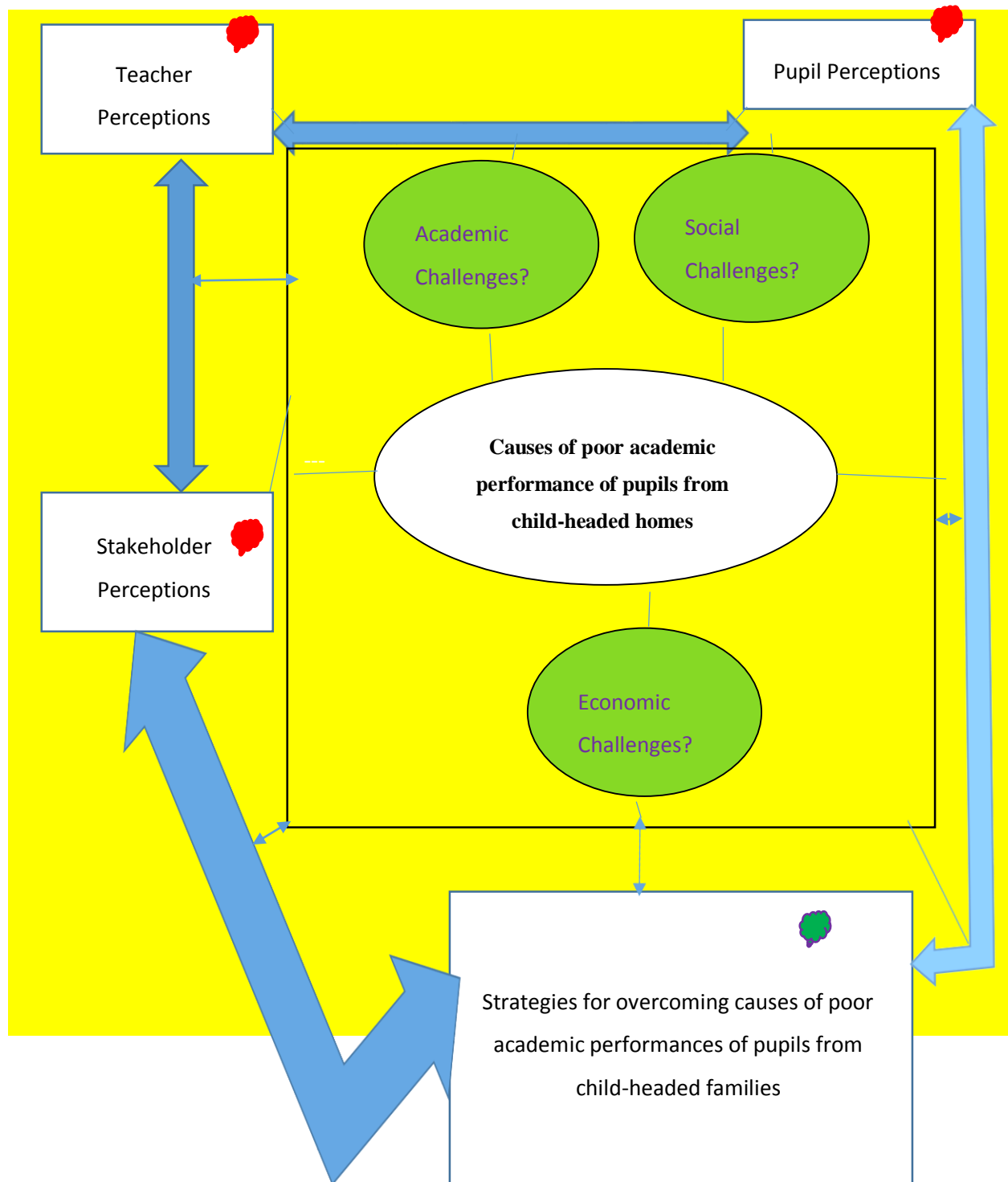
Figure 1: Conceptual Framework for the Study on causes for poor academic performance of pupils from child-headed families.

1.11 Definitions of Terms in the Study

Child: The United Nations (UN) has defined a child as someone under the age of 18years, with permission to member states to lower this age. This means that depending on the social, economic, cultural and other relevant factors, a member-state of the UN may decide to lower the age of a person to be considered a child. Zambia has signed two declarations regarding Children's Rights: The United Nations Convention on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child (The Children's Charter). Both these instruments state that a child is any person under the age of 18 years. However, the determination of "who is a child" in the Zambian context, is still a challenge. This is due to the specific pieces of legislation that have different definitions. For example, the Penal Code under Chapter 87 of the Laws of Zambia states that a 15-year-old may be liable for the crime of defilement.

Child-headed home: The CSO (2015) defines the head of a household as "the person all members of the household regard as the head and normally makes day-to-day decisions concerning the running of the household. The head of the household can either be male or female. In this study the term is interchangeably used with child-headed family to mean "a family of children that has lost the support, care, protection, responsibility and control of its biological parents or adult guardianship; and its guardianship is assumed person below the age of 18"**.**

Child marriage: The Report on the Situational Analysis of Child Marriages in Southern Africa (p1, unpublished) refers to child marriage as both formal marriages and informal unions in which a girl lives with a partner as if married before age of 18. Child marriage is defined as "any marriage carried out below the age 18 years, before the girl is physically, physiologically and psychologically ready to shoulder the responsibilities of marriage and child bearing.

Cohabiting: In this study it refers to a school-boy and school-girl living together under the same roof for the purpose of offering each other security, livelihood and sexual relationship.

Deprivation: Any conditions that interact together to constrain human choices to access better shelter, knowledge, participation, personal security, healthy environment, food and income (UNDP: 1997)

Empirical Findings means facts based on, concerned with, or verifiable by observation or experience rather than theory or pure logic

School Dropping-out: This refers to an individual's act of early school leaving; or failing to complete school due to personal, family or cultural failures. The term drop-out puts inordinate blame on the individual (Lemmer, (2003:85)

Ill-being is the experience of bad quality of life

Isolation: This can be either physical isolation where remoteness makes it difficult for families to keep together with their school going children; or social isolation where individuals or groups feel abandoned or not recognized by their communities or institutions.

Livelihood refers to the means of gaining a living, including livelihood capabilities, tangible assets and intangible assets. Employment can provide a livelihood but most livelihoods of the poor are based on multiple activities and sources of food, income and security.

Physical Weakness: means lacking the physical capacity to achieve some minimally acceptable level to do normal work. This may be as a result of malnourishment, long ill-ness or other conditions which may impair bodily abilities.

Powerlessness: means inability to meaningfully make personal choices or participate in decision making on issues affecting one's life.

Social Isolation: means being side-lined, left-behind or excluded from participating in the developments and events taking place in the society, communities, institutions and nation.

Poor: in its allowed common and imprecise usage, goes beyond being the adjective for poverty; it refers to lack of physical necessities, assets and income, to include the broader sense of being deprived, being in a bad condition and lacking basic needs.

Poverty refers to lack of physical necessities, assets and income; it further means that opportunities and choices most basic to human development are denied for someone to lead a long, healthy, creative life, and to enjoy a decent standard of living, freedom, dignity self- respect and the respect of others (UNDP, 1997: 15).

Quality of Care: It is the child's desirable standard of family conditions of life as they expect them from society. It comprises the following characteristics: Good access to essentials of family life; provision of life which reduces the risks of social and economic vulnerability. It provides for secure guardianship for all family members.

Social development means "enhanced individual and community well-being and autonomy, within an integrated, equitable and just society".

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Creswell (2014), literature review helps to determine whether the topic is worth studying, and it provides insight into ways in which the researcher can limit the scope to needed area of inquiry. This chapter therefore reviews the various literature which have a close relationship with the causes of poor academic performance of pupils in child-headed families. The literature is aligned to each of the objectives as per the following headings: how economic, social and academic problems in child-headed households cause poor academic performances in pupils from child-headed families; ways in which school managements can contribute to the academic challenges that cause poor academic performances of pupils from child-headed households; stakeholders strategies for reducing or eliminating social and academic challenges that cause poor academic performances of pupils from child-headed families; How economic, social and academic problems in child-headed households cause poor academic performances in pupils.

2.1 How economic, social and academic problems in child-headed households can cause poor academic performances in pupils from child-headed families.

Chambers (1983) discusses the culture of experts in their dealing with the poor people. He writes allegorically about the attitudes of the well-off, literate, urbanized people who have children who go to good schools; eat more than they need; expect to live a long life, yet do not do more for people in disadvantaged situations. He notes that when a child from a well to do family cries of hunger or is sick, they will draw much more attention than a child who is starving and in perpetual pain. He explains that it is the responsibility of those present to look beyond their own premises and take action that addresses such problems. He observes that such a child though not in our homes is not too far if we care to look at most of the poor settlements where these children's lives are hidden. He laments that we are often "outsiders" who chose where to go, what to see and whom to meet. He further says that as outsiders we have our own interests, preferences and preconceptions that determine who to exclude from our programs.

Ng'uni, (May 3, 2018), writes that Kabwe District is struggling with the problem of increasing child labor. He reports that children from surrounding informal townships such as Makululu, Shamabanse, Katondo, often trek into the town's Central Business District with merchandise such as grass-brooms, ice-blocks, fritters and bottled water. He reckons their ages to be between 8 years and fifteen years. He also writes that the other group of children scavenges for plastic and glass bottles which they sell to local recycling companies. He reports that the Provincial Administration informed him that the street environment is harsh for children especially girls who are vulnerable to sexual abuse and other forms of gender based violence; he notes that boys are more prone to drug and alcohol abuse. He also reports that officials from the Ministries of Youth and Child Development and the Ministry of Community Development and Social Welfare are aware of this problem and are working together with Non-Governmental Organizations to address this problem. This report also brings out the issue of poverty and family neglect as catalysts of this problem. He further writes on the concerns of child rights activists who condemned child labor in Kabwe for its negative effects on the child's education, health and the development of the child.

Chihame, (2017, November 12th), Chihame, (2017, December 3rd), are Zambia Daily Mail Reports on early child-marriage between a 13-year-old boy and an 11-year-old girl Nsonga Primary school in Chief Kalasalukangaba in Mansa District. The two opted out of school, and tried to survive on wild foods like mushrooms and fruits and gardening as part of their means of survival; The young couple was separated through the intervention of the chief, the Mansa District Child Protection Committee; the committee comprises the Victim Support Unit, Mansa One Stop Centre, Child life Lie Zambia, Plan International Zambia, and the Ministry of Sports, Youth and Child Development. The two were eventually separated and taken back to school; both realized their folly and listened to the advice given to them. According to the report the boy said:

"I have found out that life is not as easy as I initially thought".

The Demographic and Health Survey Report, (CSO, 2009:302) has revealed that orphaned and vulnerable children who include those children in child-headed households are at risk of dropping out from school due to reasons that may include: inability to pay school fees; inability to procure school uniforms; the need to find food for siblings at home; the need to take care of an ailing sibling; and generally the need for providing the basics of life like clothing, shelter, It can thus be

assumed that Poverty in child-headed households is manifested in the lack of life's basic needs. In this situation priority for education is set aside as time must be invested in the quest to find the essentials of life. The CSO, (2009:306), Report has also stated that Orphaned and Vulnerable Children in the age group 15 -17 are more likely to engage in high risk sexual encounters and substance abuse because they lack adult guidance which can help them to protect themselves. Such children are also at risk of early marriage which can also cause them to drop out of school. Sexual activity amongst young people can also be another distraction to educational pursuits.

CSO (2015) is the report on conditions in Zambia. The report discusses issues pertaining to child health and nutrition. It explains that the nutrition and health status of a child is a direct indicator of the well-being of the household. It states that there is a likelihood of significant economy benefits from improved nutrition and health status in terms of improved mental and physical productivity and reduced health care requirements. It also notes that societies in general have a particular aversion to malnutrition and its correlate, hunger. Apart from the nutritional quality of the meals taken by a household, its nutritional status is measured by the number of meals it takes per day; it indicates that households in Zambia should avail three (3) meals per day to its members. The report shows that 52% of the households achieve the average of three meals per day, 41% manage two meals per day, whilst 3.7% households only manage to provide one meal per day. On the gender perspective, 46.6% of female headed-households indicated that they were able to provide two meals per day, as compared to 39.6% of male-headed households which also provided two meals per day. It was interesting to read that 57% of the male households were able to provide three meals per day, as compared to 46% of the female-headed households.

UNFPA, (2003), is a panoramic view of Life through the Eyes of a Zambian Youth. It comprises photographs and commentaries on youth in compounds around Lusaka, Chongwe, and Solwezi. The major issues focused upon included the need for education, where learners were turned away from school for inability to pay school fees and hence the learners had to go out and earn an income to enable them to get back to school. It also highlighted health issues pertaining to the youth as regards HIV/AIDS, STIs which they do not fully comprehend and hence becoming part of the population that is dying every day; Recreational Issues in terms of the negative recreation which includes patronizing night clubs by both female and male youths where they indulge in alcohol and substance abuse, and illicit sex which have serious consequences for their education.

On the other hand, it also gives a positive view of recreation which includes sporting activities, and other youth social clubs; other pictures depict issues of housing, water and sanitation which are crucial to the life of young people. The major issues that came out was that child education was compromised by the issues that surrounded those children.

2.2 Ways in which school managements can contribute to the academic challenges that cause poor academic performances of pupils from child-headed households

Mudenda, (March 9, 2018) is an enlightenment on "learner labeling by Teachers". The author notes that teachers interact with all categories of learners and some of them tend to label the children whose performance in school activities in general are affected by the way they are perceived within that environment. The author also observes that some perceptions are based on hearsay. Their sources being fellow teachers and other pupils who openly speak about the behavior of those learners; some go to the extent of concluding that a particular child is dull or is a trouble maker. He noted that once children know what you think about them, it affects their motivation whether for good or for bad. Mudenda briefly discusses the labelling theory which states that "Problems are problems because someone – usually one in power like the teacher defines them as such; for instance, where a teacher calls a child from a child-headed home a delinquent or a prostitute who will never achieve anything.

2.3 Stakeholder's strategies for reducing or eliminating social and academic challenges that cause poor academic performances of pupils from child-headed families.

Musukwa (2018) noted that" most of the children that roam the streets have families that have left them to fend for themselves due to sheer negligence by guardians and extended family members". Musukwa explains that according to the SOS Village Statistics Zambia has 13000 street Kids, 8470 children headed households and about 1.2 million Orphans who need parental care. He noted that SOS Children's Village was proposing the introduction of foster care in order to address the increasing number of orphans and vulnerable children living in the streets in Zambia. He gives the successful story of the Foster care program in Rwanda where the Government and Civil Society organizations have worked together to reintegrate over 2000 orphans caused by the earlier Genocide, into foster families by 2012.

Kambilima (2017), discusses the importance of health in education. His focus was on Health Education for physical, mental emotional and social health. He calls on curricula and instruction that helps students to learn skills that will use in making choices throughout their life time, and helps in positive behavioral change which lowers the risks around alcohol, tobacco which are injurious to the learner's emotional health, and which promotes good nutrition, physical activity, sexuality and family life, personal and environmental hygiene which also reduces health risks. He proposes Health Education at the same level with subjects like civic education.

Vishala, (2008) is a book on Guidance and Counseling for Teachers, Parents and Students. It provides information on the management of the child from birth through their educational development. Some of the interesting excerpts relevant to this study include:

Sister Mary Elsedia stated that, "A true educator must cultivate a personality which manifests kindness and patience" (Vishala (2008:82).

Teachers have the power to affect a child's. Life for better or for worse. A Child becomes what he/she experiences…. The Secret of education lies in respecting the pupil (Vishala (2008:96-97)).

Sr. Mary Fortunata, in Vishala (2008:2009), said "Educate the whole child. Don't get so wrapped up in your subject matter that you forget the child in front of you"

Skinner and Harriman in Vishala (2008:215) stated that "There is no curriculum or method that will produce character by magic. On the contrary, every experience in the home, at church, on the playground or at school presents an opportunity for character development".

Musukwa (March 28, 2018), gives the scenario of what is taking place in Rwanda as regards to the Rwanda (1994) Genocide which left thousands of children without parents or guardians. According to the article, thousands of children were sent to orphanages after the genocide; later the government ran a campaign aimed at mobilizing the community to create safe family environments for children and encouraged families to receive children living in orphanages. This initiative led to the integration of over 2000 orphans into foster families by 2012. It is said that "today no child roams the streets of Kigali because families have adopted all the children who lost their parents during the genocide.

Saka-Kiefer (2018) gave a reflection on the commemoration of the 2018 Youth Day. Hers was a concern that child participation over the years has become a cliché as adult civic actors have become self-appointed spokespersons on child rights, at such events. She advocates for the creation of spaces for young people to express themselves on issues that concern them. She acknowledges the complexities of development processes which require special skill; she however questions whether the various actors do see the values of child participation; she points out the importance of taking time to build capacities and build platforms where children can participate. She thus calls upon the media and all stakeholders to engage children meaningfully in decision making processes over issues that concern them. She proposed that structures at councils and provincial levels should develop mechanisms that create a sense of responsibility and helps them to become more creative citizens.

Lemmer, (2003) explains the purpose of education which is to prepare children for their economic future, taking cognizance of a variety of aspects involved in such a future. It further states that the predicament of schools lies in the fact that, they have a diversity of learners and hence cannot accurately anticipate the future for which they have to prepare the learners. One such category of learners is those who come from child-headed households.

MOE (1996) National Policy on Education states that: "The education of a young person in today's world would not be complete if it did not include preparation for living responsibly within civil society". Those who leave school should have knowledge and appreciation of the values that inspire society, knowledge and understanding of individual liberties and human rights; and awareness of their responsibilities to themselves, to others, and to society in general; the policy further states that schools should aim at cooperating with home family and society in helping a pupil to develop into a whole person. All categories of learners (even those from child-headed homes) should have proper information which should enable them to develop sound attitudes towards their citizenship; respect for the personal and sexual integrity of others; maintaining healthy and personal well-being; managing personal interests and interpersonal relationships; understanding of the causes of pervasiveness and human dimensions of poverty; and the positive use of leisure. It further postulates that schools would err greatly if they gave so much attention to the intellectual formation of pupils only, at the expense of other important aspects of the child's personal development.

Mwansa, (March 9th, 2018) is a Zambia Daily Mail article titled 'Meet Former Street Kid Studying Journalism. The writer highlights the plight of Joseph Banda a former street kid who once writhed with life with no hope of ever going back to school. Joseph is said to have eavesdropped on a conversation by passers-by in which he heard about an NGO that sponsored underprivileged children. Upon further enquiry from those passers-by he was given the phone number of that NGO. He followed up on the information and was selected for sponsorship and managed to complete Grade 12, and is now studying Journalism at Fairview College. The writer noted that poverty, parental mortality, exclusion from education and lack of support structures were the main drivers behind children ending up in the street.

Summary

There is very little literature that speaks directly to the topic under review. Creswell (2014) quoting (Ball, 1987; Hoyle, 1986; Pratt, 1984), notes that despite an increased interest in micro-social topics, it is surprising that so little empirical research has actually been conducted on such topics, especially from the perspectives of the concerned subjects. Literature search on causes of poor academic performance yielded scanty results because very few studies if not none have focused on how child-headed learners cope with factors that affect their education. The literature which was thus reviewed brought the essence of the topic closer to the needs of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

According to Creswell and Clark (2009: 33) "Qualitative data provides a more complete picture of noting trends and as well as in-depth knowledge of participants' perspectives." Yin (2003) describes study as a logical sequence that connects the empirical data to the study's initial research questions and, ultimately, to its conclusions.

The study methodology here comprised the study design, the population, the sample size, the sampling procedure, data collection procedure, and data analysis.

3.1 Design

This study took a Qualitative paradigm; Denzin and Lincoln (2011) define qualitative research as a situated activity that locates the observer in the world, and consists of a set of interpretative and material practices that make the world visible. According to Brantilinger, Jimenez, Klinger, Pugach, & Richardson (2005:195) "qualitative research is a systematic approach to understanding qualities, or the essential nature of a phenomenon within a particular context". The common element in the two definitions is the perception of that qualitative research places a greater emphasis on studying participants or in their natural manner and setting.

The study followed a survey design. According to Arnold et al (2005), the key distinguishing feature of a survey is that it does not intervene in naturally occurring events, nor does it control them. It simply takes a snapshot of what is happening, usually by asking people about it. The researcher thus preferred to use the survey design because of its flexibility; it also enabled her to take a snapshot of the challenges faced by pupils from child-headed households as regards both their social and academic challenges. A longitudinal approach was adopted because data was going to be collected on more than one occasion, and from respondents affected by the phenomenon (the pupils from child-headed households); other information was also collected from sources who were also perceived to be familiar with the phenomenon, other than the pupils from child-headed

homes. The researcher through this design teased out self-reports of their behavior, thoughts and emotions.

3.2 Population

According to the CSO (2010), and the SOS (2018) reports major urban areas in the provinces have between 800 and 1000 child-headed households each. For the purpose of this study Kabwe was estimated to have about 850 Child-headed households.

3.3 Sampling Procedure

Purposive sampling procedures were preferred in the selection of research participants for the study because the categories of respondents were varied, known and already defined. Purposive sampling procedures were considered because it is a form of stratified sampling where the selection of participants was based on their views, experiences and knowledge of the phenomenon in this case issues pertaining to Orphans and vulnerable children, with special emphasis on pupils in child-headed households; Learners from adult headed households were selected from those pupils living with their parents but were struggling to meet the school and personal requirements. The sample was also gender desegregated in order to get the knowledge, views and experiences of both male and female participants.

3.4 The Sample Size

The sample consisted 100 participants purposely drawn from pupils from child-headed homes at both primary and secondary school levels; Learners from adult headed households; school drop-outs; teachers at both secondary and primary school levels; school counselors; head-teachers, community representatives; representatives of civil society organizations; civic leaders; and representatives from the social development department. Table 1 outlines the number of participants from each stated category. The sample is desegregated by gender.

Table 1: Purposive Sample of Respondents

N= 100)

Category of Respondents	Male	Female	Total
Primary- Child-headed Family	10	10	20
Secondary- Child-headed Family	10	10	20
Learners from Adult headed Households	04	04	08
School Drop-outs CHH	10	10	20
School Head-teachers	02	01	03
Secondary School Teachers	04	04	08
Primary School Teachers	03	03	06
School Counselors	02	02	04
Civil Society Organizations	02	02	04
Community Members	02	02	04
Civic Leaders	01	01	02
Social Development Officers	00	01	01
Total	50	50	100

Figure 2 shows the sample trends which shows the representations of both male and female participants in the purposive sample. The higher figures represent those participants who were expected to provide more and key information because of their proximity to the phenomenon.
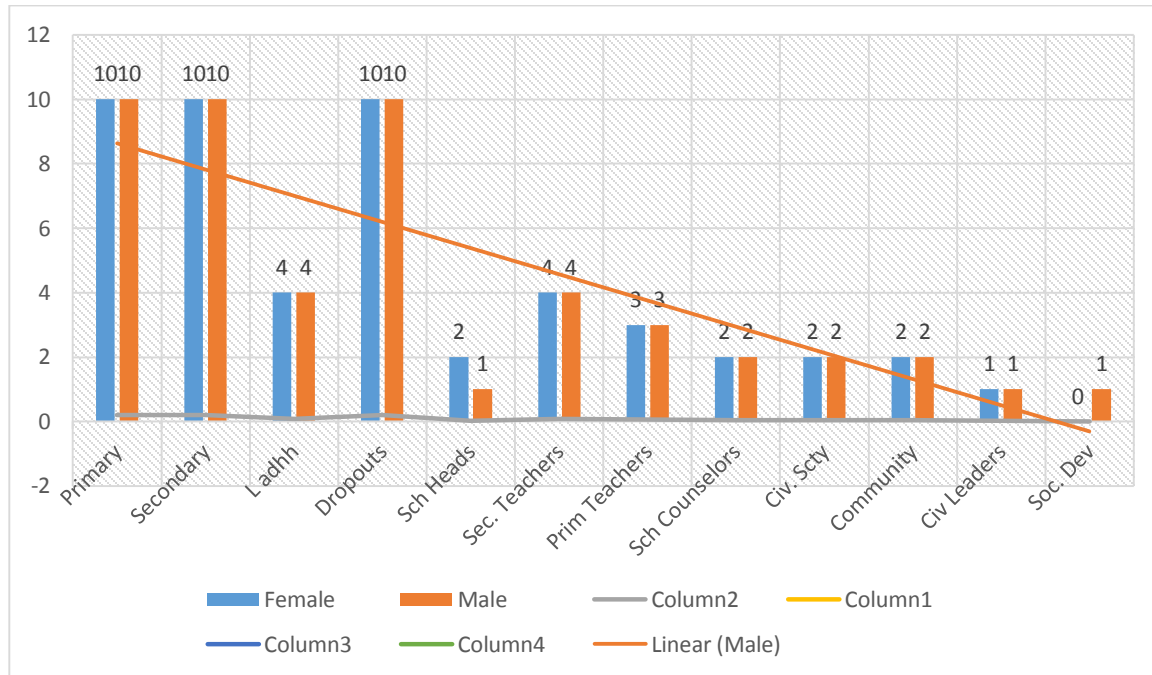
Figure 2: Purposive Sample with Trend-line

3.5 Data Collection Instruments

Research instruments included the following as recommended by Kombo and Tromp (2006): Questionnaires, Interview Guides, Observation Guide-Sheets and Focus Group Discussion Guides.

Four sets of instruments were used for collecting data for this study; they are listed below:

- 1 Questionnaire: In-Depth Interview guide for Key Informants: Civic Leaders and Civil Society Organizations.
- 1 Questionnaire for School Managers and Teachers
- 1 Group Questionnaire for Pupils.
- 1 Focus Group Discussion Guide for school drop-outs

3.6 Data Collection Procedures

A pretest on the questionnaire which was designed for individual pupils from child headed homes and those Learners from vulnerable Adult headed homes and School Drop-outs. was done on ten respondents; it occurred that all of them had difficulties understanding the questionnaire and responding to it on their own; in fact, only four questionnaires were returned and did not have coherent information that would adequately inform this study; thus the researcher modified the questionnaire to suit a group interview approach. The group interviews were carried out according to the categories of the populations identified in the purposive sample. For ease of recording each respondent was given a number: e.g. F1 to F 10 indicate that this was a female respondent in the particular group category being interviewed; or M1 to M10 which identified responses from all male respondents. Schools and church premises were used to meet these participants because of their accessibility; the respondents were comfortable with these premises; thus this approach was reasonably successful.

Interviews were also carried out with each individual School Head-teacher, Teacher and school Counselor or Guidance Teacher using structured interview guides. Other structured interviews were done with representatives of civil society, government officers and civic leaders. Focus group discussions were held with a mixed group comprising Teachers, Pupils, Community representatives, and members of civil society.

3.7 Data Analysis

Since the bulk of the data was collected through qualitative methods through procedures which included, observations, interviews, and focus group discussions, and literature which included Newspaper articles on the subject matter; the data was subjected to Thematic Analysis which involved the identified group of themes that emerged from the data; some of it was subjected to content analysis.

3.7.1 Validity arguments

For the purpose of this study validity arguments were used as part of the analysis using the model developed by Binning and Barrett (1989) in Rosenberg (2004).
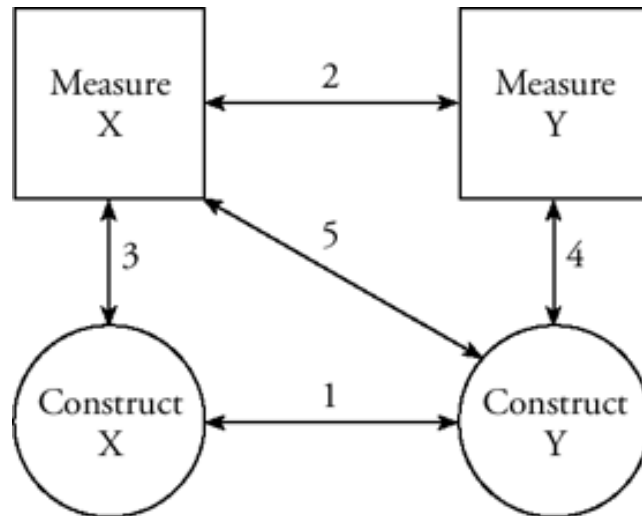
Figure 3: Validity Argument Model (Binning and Barrette, 1989)

In this study, the constructs X and Y were based on Douglas McGregor's Theory X and Y which give contrasting explanations on two contrasting assumptions. In this study X represents a pessimistic assumption of the behavior of individuals whilst Y represents an Optimistic assumption of the individual's behavior, (Gupta, 2008: 11.11).

Two case scenario, Labelling and Competition were picked to test the assumptions through the Validity Argument Model.

The aspects of labelling and competition were subjected to dispositional tendency assessments, which looked at the observed pupils from a child-headed families' inherent qualities of mind and character and their inclinations or tendencies. Constructs which are ideas or concepts carefully developed (or constructed) in an informed imagination were made by the researcher, based on the observations, (Rosenberg, 2004:63). Assessment here refers to how the research virtually followed the procedure that resulted in describing, classifying, and ordering the observed trends; the term runs the gamut from highly precise measurement (here in terms of time, activity and the environment) to more casual, more global, or more approximate description of the traits and tendencies as they related to the activities and the environment in which they took place.

Descriptive inferences, and relational inferences were thus applied to the data gathered. Descriptive inference implied that the time and activities involving the observed girl-child pupils from child-headed families were used to describe the girls' underlying attribute - an attitude,

ability, skill, attitude, personality characteristics. Relational inference on the other hand was used to compare perceived characteristics and traits, with the actual characteristics that rightly describe the personality of the girls under observation in relation to their personal dispositions, activities the environment, and nature of interaction with other people (Rosenberg, 2004).

Scenario A. Label = Girl Pupil Household-Head Perceived to be a Prostitute by the School Community

The construct on scenario A is an in feed into Figure 3 on page 25.

Validation Argument: That When Female Pupils from Child-headed Households Are Found at Bars at Night, it is because they are Soliciting for Money as Sex Workers.

Assumption: That the Girl Pupil Household-head is indeed a Prostitute.

Arrow 1: The Construct on both X and Y: Based on the Assumption that she frequents drinking places where she socializes with men at night.

Arrow 2. The Measure: Observed time spent at the bar by the Girl Pupil Household-head.

Arrow 3: Observed the, Dressing, general behavior and language of a prostitute at the bar.

Arrow 4: Observed the activities, dressing, general behavior and language of the Girl Pupil Household-head at the bar

Arrow 5: Observed whether the activities, dressing, general behavior and language of the Girl Pupil Household-head at the bar were consistent with those of a prostitute.

Scenario B. Negative and Non-academic Competition amongst Pupils which posed Challenges on Pupils from Child-headed Homes at School.

The construct on scenario a in an in feed into Figure 3

Validation Argument: That relations between pupils from child-headed households and those from adult headed households are poor, because pupils from adult headed homes are well

supported by their guardians or parents and therefore look down on those they consider less privileged.

Assumption: That the Perceived Competition amongst Pupils is real.

Arrow 1: The Construct on both X and Y assumed that negative competition existed in schools between pupils who are well supported by their guardians/parents and those who lack such support, especially pupils from child headed households.

Arrow 2: the relationship gap between pupils from child headed households and those from adult/parent headed households

Arrow 3: Well supported pupils from adult/parent headed families can mostly associate with pupils from their fellow well to-do families than those from less privileged pupils from child-headed families.

Arrow 4: That pupils from child-headed homes can only associate with fellow pupils from less privileged back-grounds.

Arrow 5: Observation on whether the two groups can never interact or associate.

Following the steps indicated by the arrows in Figure 3 the Researcher carried out the validation exercises on both Scenario A and B without direct contact with the subjects of the observation.

3.8 Data Interpretation

All qualitative data is expressed in narratives, percentages, graphs pie-charts and the other analyzed data is presented in tables, graphs, pie-charts for the purpose of ranking, and comparing the frequencies and percentages. The headings of the findings are sub-headed as follows: Research Locations, Sex, Age, Grade, Opinions of Pupils, Opinions of Teachers School Administrators, Opinions of Civic Leaders, Government Representatives, Community Leaders; and opinions and views of Civil Society Organizations.

The Validity Argument is interpreted by Arrows 1-5 in the diagram on Figure 3.

- ❖ Arrow 1 explains the hypothetical construct or a psychological construct on the behavior of pupils from child headed homes in a particular environment.
- ❖ Arrow 2: Explains the hypothetical measurement parameters used by the researcher to assess the assumptions; Scenario A Time Scenario B. Proximity
- ❖ Arrow 3 explains the perceived relational behavior of pupils from the perceived well to-do families.
- ❖ Arrow 4 explains the perceived relational behavior of pupils from child headed households.
- ❖ Arrow 5 explains whether there is consistency in the behavior of both groups, or whether changes take place when other factors set in.

The Validity Argument model (Rogelberg (2004) helped to validate whether the original assumption as regards the two challenges (labelling and Competition) on the pupils from child-headed homes in that environment were true or false.

Summary

This chapter gave the information about the study design. The study was positioned in the philosophy of pragmatism, a philosophy which advocates for use of participatory methods and interaction with the informants in order to obtain information. In line with this philosophy, a qualitative approach was considered to be more relevant for this study based on the assumption that it provided an opportunity for the informants' opinions and feelings about school causes of poor academic performance amongst pupils from child-headed families. The study location); Sampling procedure and participants; Data collection procedures, methods of data collection and research instruments; Data analysis and processing; Validity arguments. The next chapter presents data presentation, analysis and interpretations.

CHAPTER FOUR

FINDINGS OF THE STUDY

4.0 Presentation of Results

The previous chapter described the methodology used in the study. This chapter presents the findings of the study in accordance with the study objectives and emerging issues. The study collected views from pupils, teachers, head teachers, educational administrators, and civil society organizations working with communities, and officers from the Community Development and Social Welfare Departments on the Challenges Faced by Pupils from Child-headed Homes. Structured interviews, questionnaires and in depth interviews were used in data collection.

4.1 Social and Academic Details of the Pupils in Child-headed Households

The study found out that the causes for the emergence of childheaded families were mainly, death of both parents and neglect by the relatives. One boy said:

> *ilyo batata naba mayo bafwile, ba bululu babo balikene ukutu*
> *`sunga; batile tabakwete ifyo benga tupela pantu ubumi muno*
> *nshiku nabushupa. Eicho nali tpntonkenye ukuti ine nabaice*
> *bandi babili tuikalile nokuimwena. Kwena calyafya nomba tapali*
> *ifyo twinga cita.*
>
> <u>M</u>eaning

> *When we lost both our parents, their relatives refused*
> *to take care of us; they said that they could not provide*
> *for us because they had nothing and that life nowadays is*
> *hard. I then decided that my younger siblings `and I should*
> *find means to look after ourselves, though it is very hard.*

Other causes expressed by the respondents were that some of them though they still have adult guardians, they live very far from schools and hence have decided to rent them rooms in the shanty compounds which are cheaper. One parent who had come to see me for a place in grade 10 for her daughter said:

> *The schools near where we stay only go up to Grade 9. It's either our children stop school or we seek alternative accommodation in town where we can afford to rent for them. We will make arrangements to bring them food when we come to town to sell our agricultural produce.*

The study further found out that most child-headed families were domiciled in informal settlements like Katondo, Waya and Kamushanga Compounds.

Figure 4 shows the details of boy Child-headed households at primary school level.

The Study found out that the age range of the boy-child head of the family at Primary School was between 13 and 17; whilst the average age was 15. There were 17 year olds who still were in Grade 7 and 6; those at the average age of 15 were in Grades 5 and 7. Most of the boy-child-heads were looking after 1 – 2 Boy-siblings whose ages range between 11 and 13years old; and also 1 – 2 Girl Siblings with an age range of between 8 and 11 years old as shown in figure 4 below.
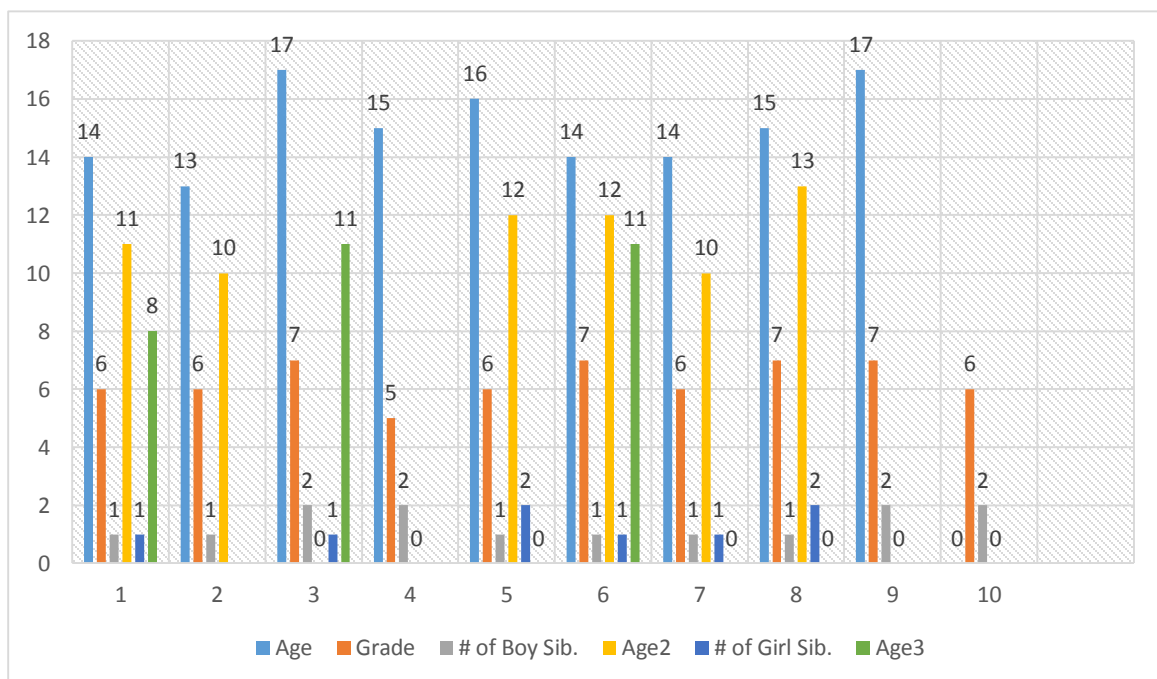
Figure 4: Details of Boy Child-headed Family at Primary School

Figure 5. Gives the details of girl child-headed households at primary School level.

A close look at figure 5 reveals that, the average age of the Girl-child head of the family at Primary School was between 12 and 16; whilst the average age was 15. Most 16 year olds were doing Grade 7 and 6; those at the average age of 15 were in Grades 5 and 7. Most of the boy-child-heads were looking after 1 – 2 Boy-siblings whose ages range between 11 and 13years old; and also 1 – 2 Girl Siblings with an age range of between 8 and 11 years old. The average age of the Girl child-family head was 14 and doing Grade 5. The study further discovered that 30% of the girl-child-heads had a child of their own. The oldest child-mother was 17 and the youngest 1 year old.
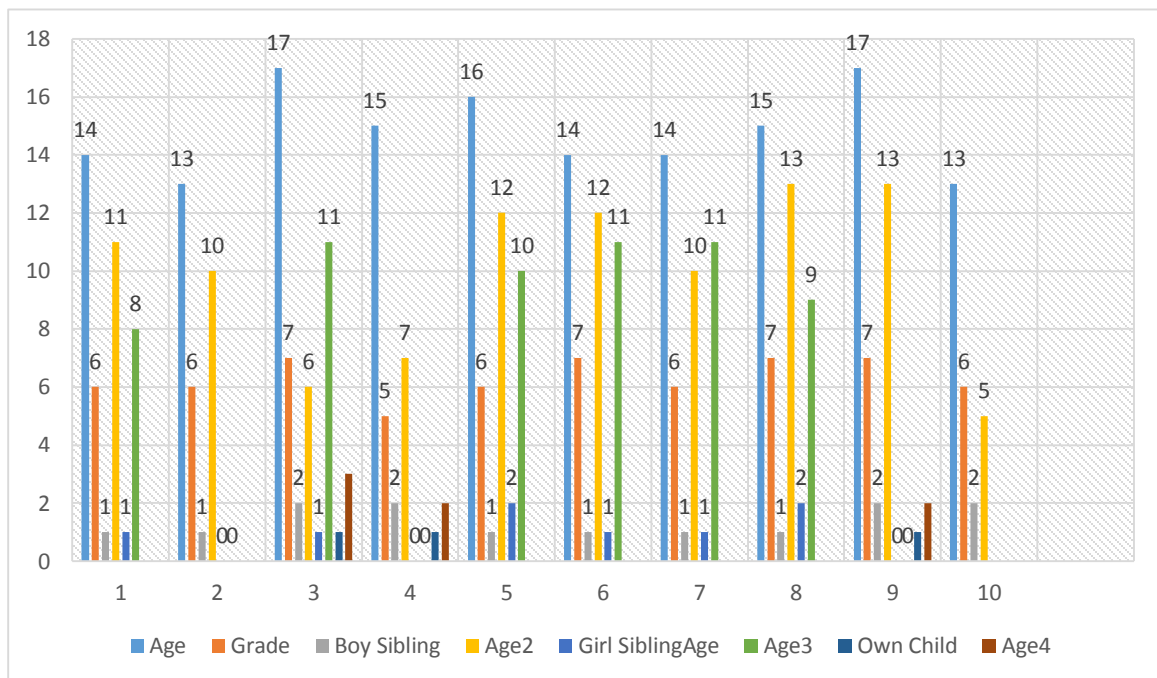
Figure 5: Details of Girl-child headed Family at Primary School

Figure 6. Gives details of Girl Child-Headed House-Holds at Secondary School.

The Study found out that the age range of the family Girl-child heads at Secondary School was between 14 and 19; whilst the average age was 16.3. Some of the 19 and 18 year olds were still doing Grade 9. However, it was also noted that some of those at the average age of 16.3 (16 year olds) were in Grade 9. Girl-siblings age range was 8, 9, 10 and 11; whilst boy-siblings ranged 5,

6, 7, 10, 12 and 13. It was further observed that Girl-child-heads looked after younger siblings from 5- 6 year olds. The study further observed that 50 % of the girl-child-heads had their own children whose ages varied between 2 and 5 years.
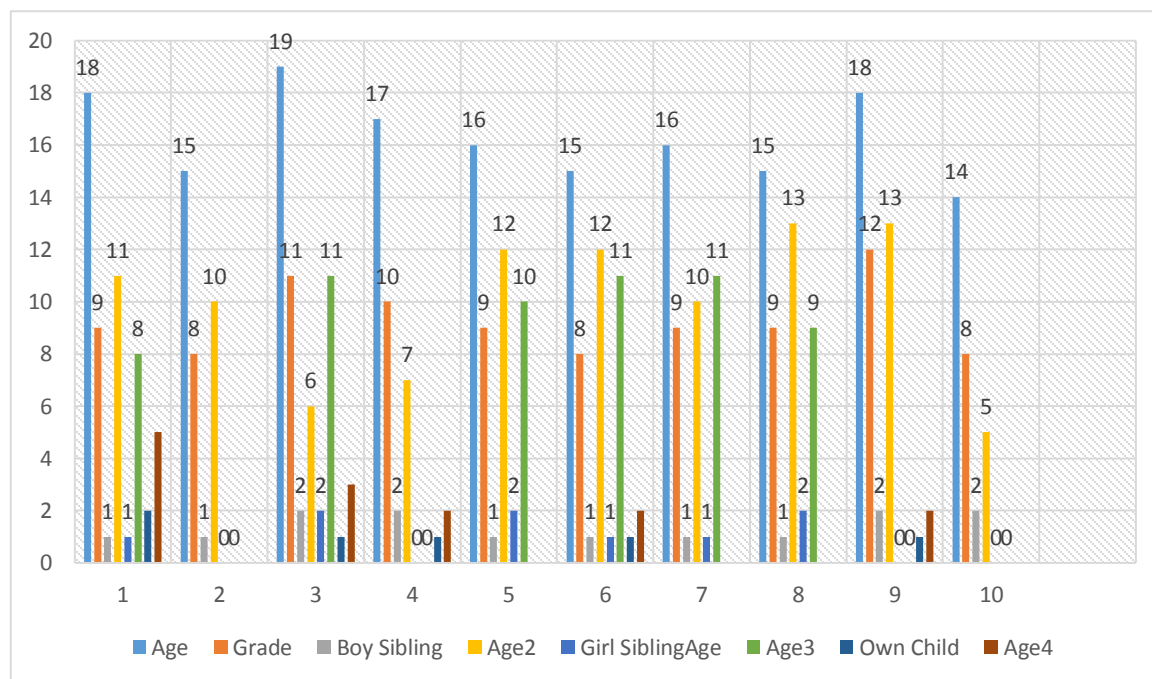
Figure 6: Details of Girl Child headed Families at Secondary School

Figure 7. Highlights the details of boy child-headed households at secondary school.

This Study further found out that the age range of the family Boy-child heads at Secondary School was between 14 and 18; whilst the average age was 16. Most of the 18 year olds were yet to reach Grade 12. However, it was also noted that some of those at the average age of 16.3 (16 year olds) were in Grades 9. Girl-siblings age range was 8, 10, 11, and 13; whilst boy-siblings ranged 7, 9, 10, 11, 12 and 13. It was further observed that 50% of the Boy Child-heads in the sample were cohabiting with Girls between the ages of 12 and 17. It was further noted that Boy-child heads preferred older girl siblings.
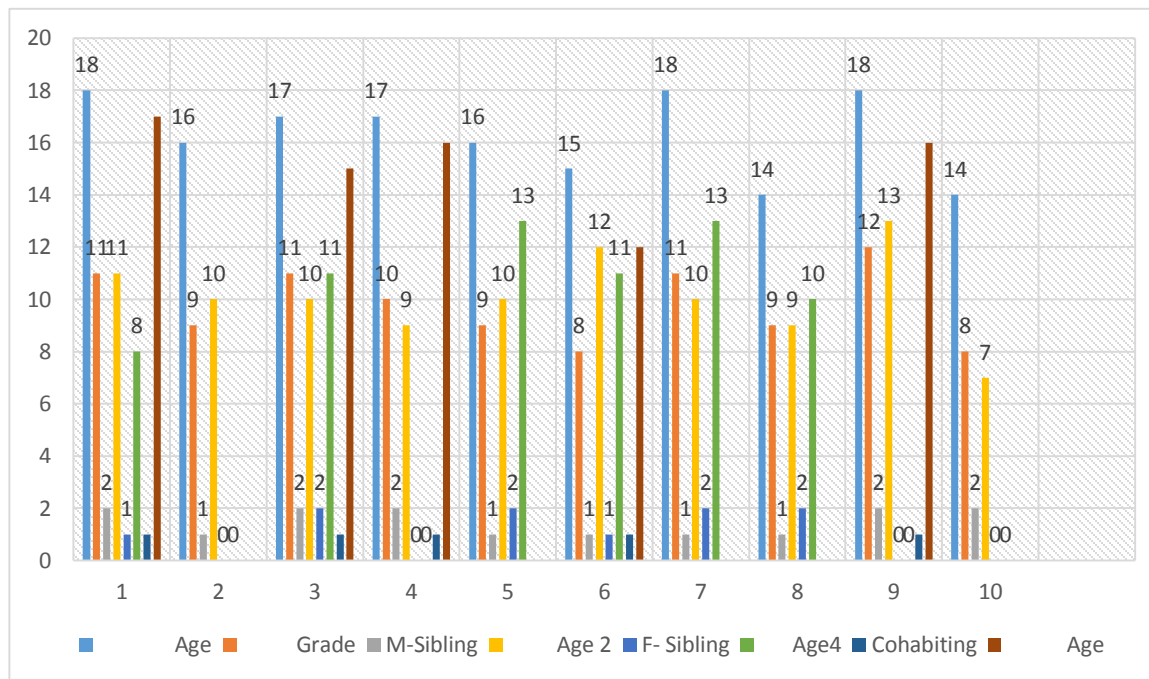
Figure 7: Boy Child-headed Household at Secondary School

Figure 8 shows the details of School Drop-out Child-headed Households.

The study found out that the age range of Girl- child-household heads who dropped out of school was between 12 and 17 years. 20 % dropped out of school after Grade 6, 30% after Grade 7, 20% after Grade 8 and the other 30% before completing Grade 12. 40% have children of their own.
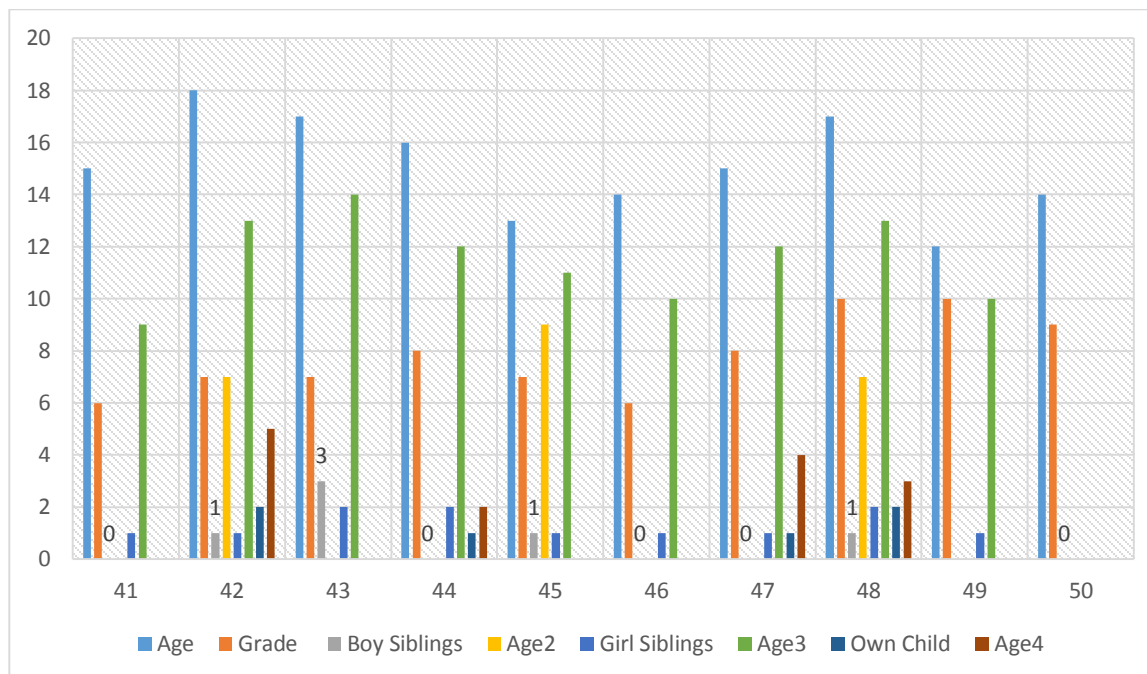
Figure 8: School Drop-out Girl Child-headed Households

Figure 9. Depicts the details of School Drop-outs: Boy Child-headed Households

The study revealed that the drop-out age range of the boy-child household head was between 13 and 18. 30% of the age group 17 – 18 left school before completing Grade 11; 20% of the age group 15 – 16 left school before completing Grade 7; another 30% of the same age group did not go beyond Grade 10; the 13 – 14 years age group accounted for the remaining 20% which did not complete Grade 9.
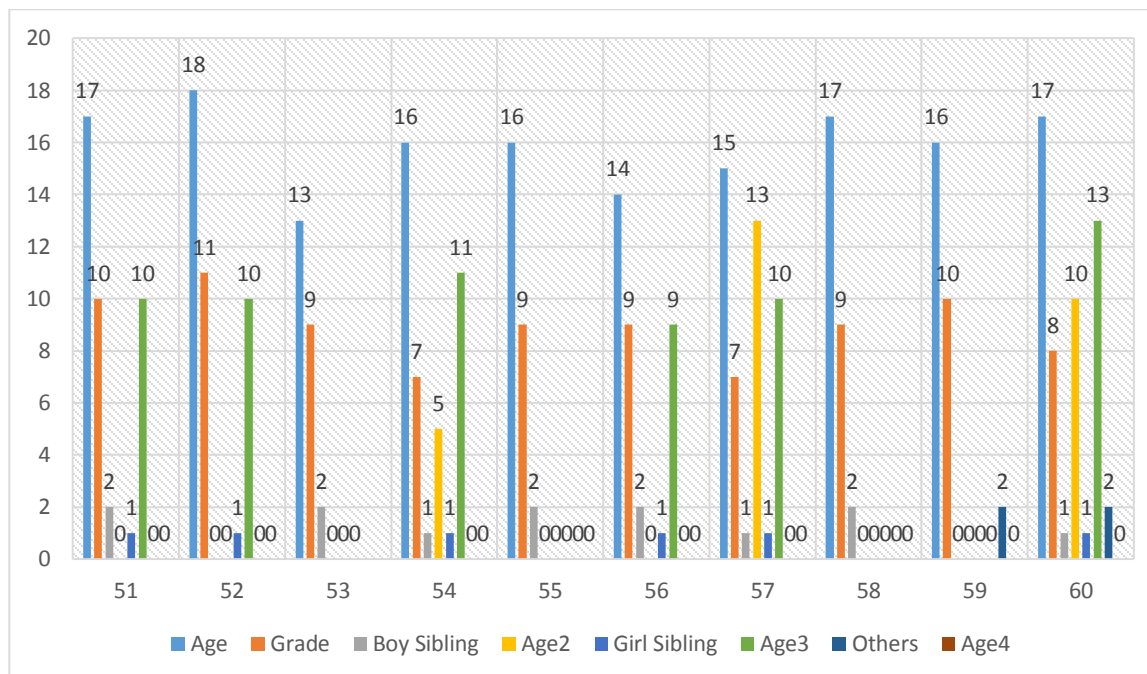
Figure 9: Details of Boy Child-headed Family; School Drop-outs

4.2. The Views and Opinions of Children from Child Headed Homes on the Challenges

Table 2 shows total of 58 (85%) in the child and school drop-out categories gave their opinions on the challenges faced by pupils from child-headed homes in both the community and at school; 10(15%) did not give their views. These comprised Pupils from child-headed homes in both primary and secondary school, Learners from Adult Headed Households and School Drop-outs were also included in order to cross check the views presented. Table 2 furthers indicates that 30(44%) female respondents and 28(41%) male respondents gave their views; whilst 4(6%) female respondents and 6(9%) male respondents did not offer their views.

Table 2: Number of Pupil and other Child Respondents to the Challenges Experienced by Pupils from Child-headed Homes at School

n=68

Challenge: School Books		ACTUAL NUMBER OF RESPONDENTS					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	9 (13.2%)	8 (11.8%)	4 (5.9%)	9 (13.2%)	30	44
No response	Female	1(1.5%	2 (2.9%)	0	1(1.5%)	4	6
Sex	Male	8 (11.8%)	8 (11.8%)	4 5.9%	8 (11.8%)	28	41
No Response	Male	2(2.9%)	2(2.9%)	0	2(3%)	6	9
	Total	20 (29.4%)	20 (29.4%)	8 11.8%	20 (29.4%)	68	100%

* Total Percentages rounded up or down

The study revealed that the challenges faced by pupils in child headed homes were in two categories; the first category being those challenges arising from problems experienced at school; and the second category being those challenges which arose from the community where the children actually lived.

4.2.1 Challenges Experienced by Pupils from Child-headed Homes at School

The participants were interviewed in groups and according to their gender. Towards the end of the group interview each respondent was given a paper to write down the challenges they personally experienced at school; nine prominent problems were brought out by the pupils, these being: hunger at school, fatigue, labelling by both teachers and fellow pupils, intimidation from bullies, competition from other pupils, peer-pressure, lack of books, lack of school shoes, lack of school uniforms.

4.2.2 Challenges common at schools as identified by pupils from child-headed homes.

The study identified 9 challenges that caused poor academic performance of pupils from child headed families; these were: hunger, fatigue, labelling, intimidation, competition, and peer pressure, lack of books, lack of school shoes and lack of uniforms.

The following are the findings on each of the specific nine challenges experienced at school by pupils from child-headed homes:

a. **Table 3:** indicates how Lack of School Uniforms was identified by all the 58 pupils from child headed homes, Pupils from Vulnerable Adult-headed homes and School Drop-outs. 30 female pupils from child headed homes accounted for 52% of the respondents; whilst 28 male pupils accounted for 48% of the respondents.

The table 3 further indicates that 26% comprising both male and female at Primary school level recognized this problem; whilst 29% comprising both female and male respondents at Secondary School level explained that lack of uniforms was indeed a challenge to pupils from child-headed homes. It was also noted that 18(31 %,) both male and female school drop-outs accounted for this problem meaning that they had the highest concern over it.

All the children from the learners from adult headed-households also confirmed this problem.

Table 3: Pupil and other Child Respondents on the Challenge of Lack of School Uniforms.

n = 58

Challenge: School Uniforms		Responses to the Problem of Uniforms					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	8	9	4	9	30	52 %
Sex	Male	7	8	4	9	28	48 %
	Total	15 26%	17 29%	8 14%	18 31%	58	100%

b. **Figure 10:** indicates that Hunger was also viewed as a challenge by pupils from child-headed homes, school drop-outs and those from vulnerable adult headed-homes. All female respondents in these categories totaled 52% in agreement that this was indeed a challenge whilst the male respondents gave a total of 48%. The chart shows that 32% of the female headed households at primary school expressed that hunger was a concern, whilst 48% of the pupils from male headed households agreed with the views of the female respondents.32% of the school drop outs and 12% from learners from vulnerable adult

headed homes confirmed the existence of this challenge and said that they had also experienced this problem.
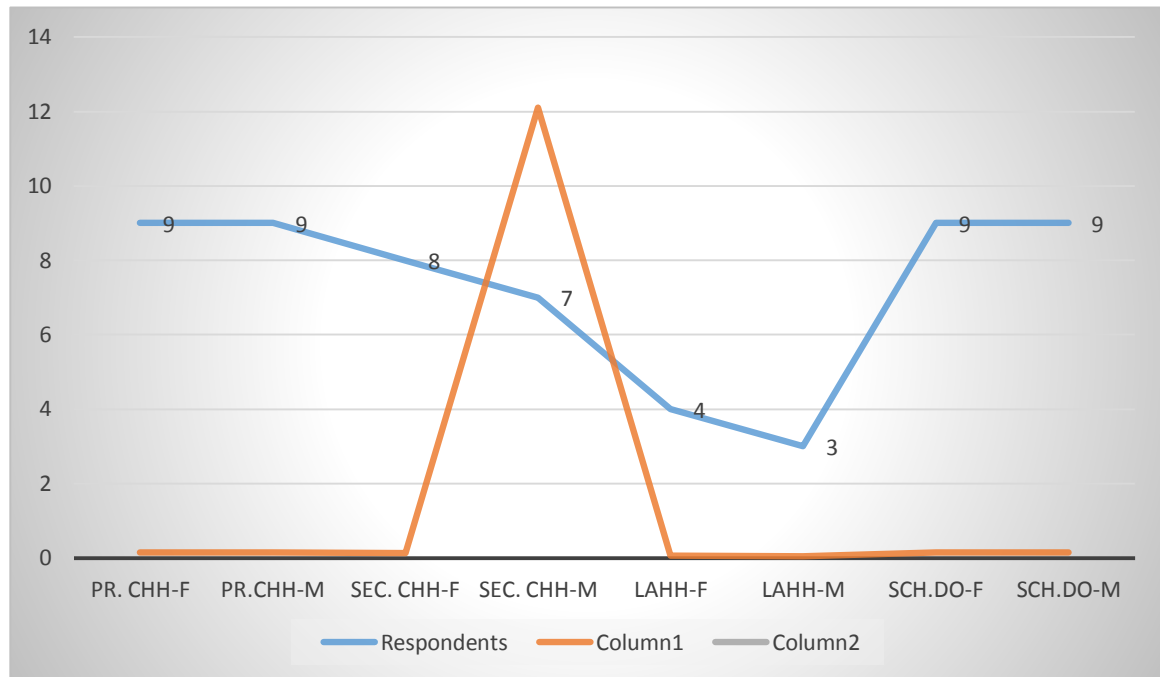
Figure 10: Respondents on the Challenge of Hunger

Male and Female pupils from secondary school narrated how this problem has affected them since primary school. They pointed out that child headed homes could only afford one meal per day during school days, which was dinner. They said that, they and the siblings under their care rarely ate breakfast, everybody from the home went to school on an empty stomach. One of the dependent siblings pointed out that it was difficult to concentrate on the lessons hence most of them absconded from class to go and beg for food from street vendors. She actually said

> *We most of the time pretend that we are going to school;*
> *we often join other young people and eat something from*
> *their homes than going to school where you are going to*
> *suffer and not learn anything because of hunger.*

All the respondents in this category recognized hunger as a challenge which affected their ability to stay in school. Some pupils from adult headed homes where parents were sickly over a long time said that they were equally experiencing the same problem. One school drop-out simply said:

> *Abaice besu abo tu lesunga tabalya nangu kamo akacelo*
> *ilyo baleya ku sukulu. Naifwe bene ebwafya twa le sanga.*
> *Calya fya uku sambilila ne nsala, teti fyu mfwike ba Madam,*
> *eco na poselamo itaulo no kulaimwena.*

He was literally saying: "The younger siblings we are looking after do not eat anything before leaving for school; that was equally our plight. It is difficult to learn on an empty stomach, Madam those lessons would be difficult to follow, that is why I threw in the towel and decided to find other means to look after myself".

c. Responses of Pupils from Child-headed Households on Lack of School Shoes

Table 4: shows that the categories of respondents comprising pupils from child-headed households at both primary and secondary school levels identified lack of school shoes was a challenge to their lives at school; this segment of 31 Female respondents comprised 53.4%, and 27 male respondents making 46.6% of the total respondents in these categories also identified this challenge. Both Male and female respondents at primary school level scored this problem at 31%, whilst their counter parts both male and female at secondary school scored it at 27.6%. Respondents from learners from vulnerable Adult households and school drop outs scored the problem at 41.4%

Table 4: Pupils and other Child Respondents on the challenge of Lack of School Shoes

N=58

Challenge Lack 0f School Shoes		Number and Categories of Pupil and Child Respondents					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	9 15.5%	9 15.5%	4 6.9%	9 15,5%	31	53.4%
Sex	Male	9 15.5%	7 12.1%	3 5.2%	8 13.8%	27	46.6%
	Total	18 31%	16 27.6%	7 12.1%	17 29.3%	58	100%

The pupils from child-headed homes pointed out that good school shoes are very expensive, usually not less than K150.00. They said that their source of school shoes was from "Salaula" (secondhand clothing vendors) whose prices could be as low as K20.00. The problem is that second-hand school shoes are not strong and do not last long; they also said it was also difficult to find money to repair damaged shoes. Some of the respondents also informed the researcher that shoe polish to keep the shoes clean at school was another problem. One male respondent stated that:

> *Cilo mfwishe nsoni ukwenda mu sukulu nolu sapato ulwa*
> *lepauka nangu ulwa butuluka.*

(It is embarrassing to walk about school wearing a torn shoe

or one which has lost color because of lack of polish).

d. **Competition as a Challenge at school**

The desegregated figures shown in figure 11 shows that, by Gender, 50% of both Female and Male Respondents each expressed that Competition was a challenge amongst pupil in schools. Secondary pupils seemed more aware of the challenge of competition. The respondents pointed out that, this competition was not about academic performance but rather on who was well dressed, had an expensive school bag and brought a more luxurious lunch pack to school. This extended to extra-curricular activities where well-to do kids would come dressed in posh truck suits or sports-wear, whilst the poor ones would maybe have dressed in something they picked from a second-hand dealer. This they said tended to divide the pupils into groups of elites and those from poor families.

Pupils said that those who perceived themselves to be elites tended to associate with themselves; they also said that, there was a group of pretenders, who always tried to identify themselves with the elites and ignored those who they saw to be poor. Some of the respondents said that competition made those from the disadvantaged groups like themselves develop an inferior complex; this they said affected their quality of participation in school activities as some class teachers and sports teachers would also identify themselves with those elites; they also said it created poor relationships between them, and some of the class teachers and sports masters.

The respondents said they felt that the absence of parental care disadvantaged them, and felt that both their peers and teachers viewed them as poor pupils. Figure 11 indicates how each of the respondents in these categories scored on how pupils from child-headed homes and their compatriots responded to Competition as a challenge to them at school.

N= 58

	P_r. Chh-F	Pr. Chh-M	Sec. Chh-F	Sec-Chh-M	Lahh-F	Lahh-M	Sch, DO-F	Sch.DO-F
Respondents	8	8	9	9	4	4	8	8
%	13.8	13.8	15.5	15.5	6.9	6.9	13.8	13.8
Column1								
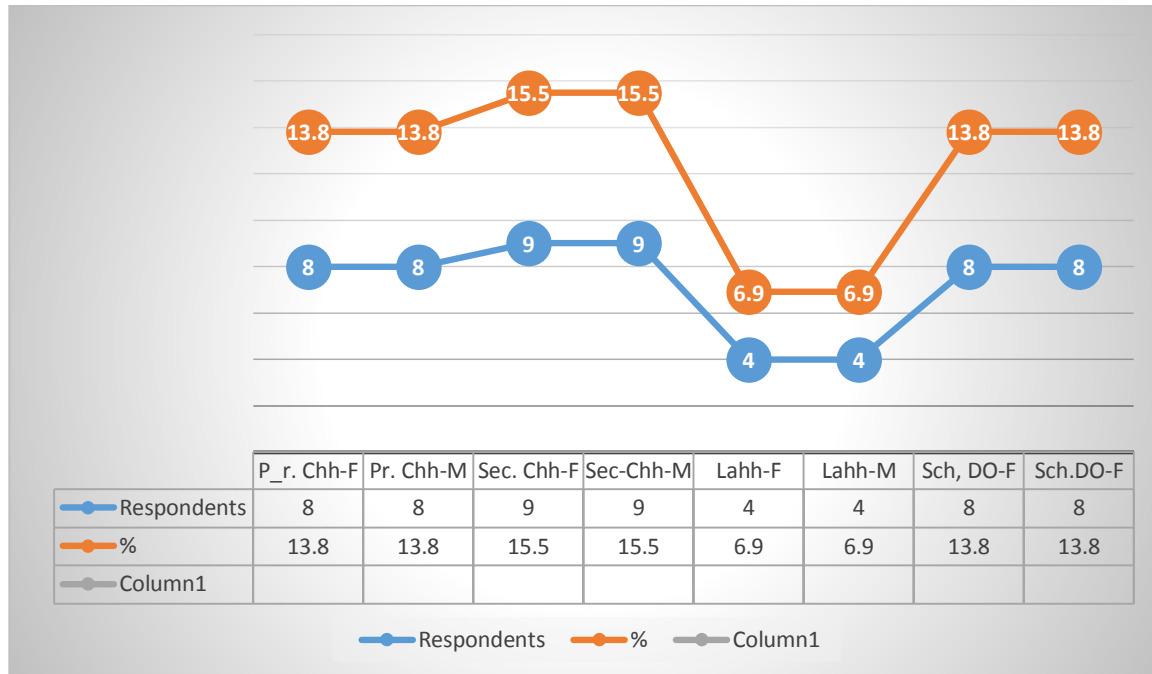
Figure 11: Competition as a Challenge for Pupils from Child-headed Homes

Validation Argument on non-academic Competition amongst pupils

The Researcher visited one of the schools which was playing-ball games against the neighboring schools where after carrying out the Validity Argument exercise the following dimensions came out:

The Observation began at 13hours when the pupils began to assemble at the pitch.

i.   She observed a group of smartly dressed pupils in sportswear who had gathered, around a desk they found at the sports field (These arrived at the pitch at 13:05hrs.). She also noticed three girls who were seated alone under the shade of the school wall fence (These arrived at the pitch at 13:12). Both groups seemed to have some lunch packs they were sharing. Judging from the length of the pitch the two groups were seated about 150 meters apart.

ii.   Shortly she observed two girls from the first group jogging around the school ground; the girls noticed the other group seated on the shade of the wall-fence and walked (a distance of almost 30 meters from the running track) towards them and greeted them. The

44

researcher noticed that the two girls started eating some ground nuts from the bag which the other girls were eating from.

iii.   Eventually the researcher noticed that the five girls started walking towards the first group chatting merrily, though the girls from the second group were rather reserved. (The time was 13:30)

iv.   The observer walked to a vantage point in order to catch the ensuing conversation.

v.   The researcher heard the girls greet each other, the first group excitedly telling the group that had joined them that they loved groundnuts, chikanda (Sometimes called the African Polony) and munkoyo (Sweet non-alcoholic brew). They invited the girls to share in the hungry lion portions that were on the desk.

vi.   Later (at 14:20), the first group gave their new colleagues some t-shirts and sports shorts they had in their kit-bags; together they started jogging around the pitch warming up for the net-ball contest which was about to begin.

vii.   After the games (at 16:30) the first group told their friends to keep the sports kit they had given them; they bade each other farewell and promised to meet the following Monday.

NOTE; The Total Observation Time was four and half hours.
Result: The proximity Gap of 150 meters was reduced to 0 within that time.

viii.   The Researcher observed that it was not usually competition that was the challenge but rather unwarranted inferiority complex which could be done away with, with better pupil integration.

e.   When viewed from a gender perspective the table below indicates that female respondents 31 out of 58 or 53.4% viewed the problem of fatigue as a challenge, with 27 out of 58 or 46% agreeing with them. They pointed out that fatigue was mainly as result of doing piece works after school, or night-vending at public places like bars in order to raise money to feed the family. The child-house hold heads said they had very little time to sleep; they said that they were often very tired as a result dozed off during lessons.

Table 5: Number of Pupils and other Child Respondents on Fatigue as a Challenge

N=58

Challenge: Fatigue		Number and Category of Pupil and Child Responses on Fatigue as a Challenge					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	9 15.5%	9 15.5%	4 6.9%	9 15.5%	31	53.4%
Sex	Male	8 13.8%	7 12.1%	4 6.9%	8 n13.8%	27	46.6%
	Total	17	16	8	17	58	100%

One secondary male respondent said:

> *The body just refuses to cooperate when one is tired;*
> *it is even better to miss school than embarrass yourself*
> *in class. If you always miss lessons it affects your attention*
> *and participation in class activities. And some teachers take*
> *it that you are lazy and scold us.*

f. The fifth challenge is Intimidation

The highest score on this problem came from Pupils from Female House-holds from Primary, Secondary and School Drop-outs who scored 8 each. The concerns from older female pupils was that some male teachers demanded to have sex with them, if they refused they were threatened that they would be failed in their examinations. Some fellow older male pupils had the habit of threatening violence on them if they rejected their sexual advances. Some female school Drop-outs also acknowledged this problem; this is what one of them said:

> *There is this male teacher who had the habit of coming*
> *to my home drunk, and refusing to go away unless I*
> *had sex with him. When I refused and threatened to report*
> *him to the school head he would just laugh and say, the*
> *school Head was not a class-teacher and besides who would*
> *believe a prostitute like you.*

The table 6 shows that Female respondents to the Challenge of Intimidation under child-headed homes categories were 27 + 4 from adult-headed households totaled 31; Male child-headed respondents accounted for 24 +3 from vulnerable adult -headed households the total was 27: thus the total number of respondents to this question were 58. Segregated by gender female respondents (rounded up) made 53% whilst Male respondents made 47%.

Table 6: Intimidation as a Challenge experienced by pupils from child-headed homes by gender category of respondents and educational status.

N=58

	Category of Respondents	No	%	Cumulative of No. and Percentages
1	Chh-Male Sec. Sch	8	13.8%	8(38%
2	Chh-Female Sech Sch	9	15.5%	17(29.3)
3	Chh-Male Primary Sch	8	13.8%	25(43.1)
4	Chh-Female Primary Sch	9	15.5%	34(58.6%)
5	Sch-Do Male	8	13,8%	42(72.4%)
6	Sch-Do Female	9	15.5%	51(87.9%)
7	LAhh F	4	6.9%)	55(94.8%)
8	LAhh M	3	5.2%	58(100%
		58	100%	

f. The challenge of Labelling was identified by 30 (50.9%) Female pupils from child-headed homes and 28 (49.1%) Male students; this they said was a serious problem. Male students complained that most teachers always referred to them as dagga-smokers, thieves, drunkards and trouble-makers in the school. Some female teachers always referred to some older girls as prostitutes who were just wasting their time at school. One female secondary school girl said:

> *Ala tula tukwe nsele ifwe; epo baba ba madam*
> *pano pene pa sukulu abatemwa uku njita ati*
> *"We cili ule ca mu Katondo"; pantu lyonse ba la*
> *nsanga nde shitisha ozamwina yankoko nangu iya*
> *nama pa bar apo banwena. Ala cila nkalipa pantu*
> *balansebanya pa sukulu elyo bali naba teacher banabo,*
> *Nabambi abana be sukulu abale umfwako..*
>
> Meaning:
>
> *We are always insulted at this school; there is this*
> *Madam (female teacher) at this school, who is fond*
> *of calling me "the Prostitute of Katondo), all because*
> *every evening she finds me selling some pieces of roast*
> *chicken or beef at her favorite drinking spot. This annoys*
> *me because she likes to embarrass me in front of her fellow*
> *teachers and other listening pupils.*

Pupils from child headed homes, School drop-outs and those from vulnerable adult headed homes identified this challenge and scored on the challenge of labeling, as outlined in the table below.

Table 7: Number and Category of Pupil and Child Responses on Labelling as a Challenge

Challenge Labelling		Number and Category of Pupil and Child Responses on Labelling as a Challenge					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	9	9	3	9	30	50.9%
Sex	Male	8	8	3	9	28	49.1%
	Total	17	17	6	18	58	100%
	%	29.3	29.3	10.3	31.1	100%	

Validation Argument on the Challenge of Labelling

The researcher observed a girl child-head pupil whose activities were said to border on prostitution by some of the female teachers.

On the other hand, the validation argument scenario brought out the following dimensions to this challenge:

i. As observed by one of the female teachers that the particular girl- child head frequented drinking places evening and left ate in the company of boys. This made her conclude that the girl was a sex-worker.

ii. The researcher also observed that it was true that the girl indeed frequented beer drinking places in the evening and left for her home late.

iii.   The researcher however observed that the purpose of her being at those drinking places at night was to sell fried chicken and roast meat and cold water to the patrons; and that mostly male customers were attracted to her sales point.

iv.   The researcher observed that this girl used street vending language some of which was similar to that used by sex-workers to attract her customers.

v.   The researcher also observed that after doing her sales the girl was escorted by boys to her place. The researcher however noted that the boys did not enter her house but returned as soon as she was in her house.

vi.   The researcher repeated this observation exercise twice and recorded the same trend.

vii.   The researcher observed that the girl's activities did not border on those of a sex-worker. Even her dressing did not suggest so**.**

g. **Lack of school books:** as a challenge to pupils from child-headed homes

Table 8 indicates that 53.4% of the female respondents identified lack of school books as one of the challenges affecting pupils from child-headed homes; 46.6% represented responses from male pupils from child-headed homes. Issues raised by female respondents at both primary and secondary a schools were that they were expected to provide books for all the siblings under their care and were expected to buy those books; some of those siblings were younger and often lost or had their books damaged thus constantly calling for replacements; this they said created an added cost and burden on them as household heads. Male respondents at secondary school and school drop-outs had a slightly lower percentage because they looked after fewer and older siblings and had to buy fewer books.

Figure 12 specifies that 9(15.50%) of the female child family heads and 9 child family heads at primary school level identified lack of school books as one of the problems that affect their academic performance; at secondary school 9(15.50% female child family heads and 7(12.1%) male child family heads also mentioned the problem of lack of books. The problem was also confirmed by 4(6.9%) female learners and 4(6.9%) male learners from adult headed families. 9(15.5%) female child heads who have dropped out of school together with 7(12.1) male child heads confirmed that lack of books hindered their academic progress and was one of the reasons why they dropped out of school.

One secondary school female child family head said:

*I always find it hard to cope with my lessons because
I do not have enough books in which to write class exercises
and home-work. This makes it difficult for me to study as a
result my test results are always bad.*

N=58
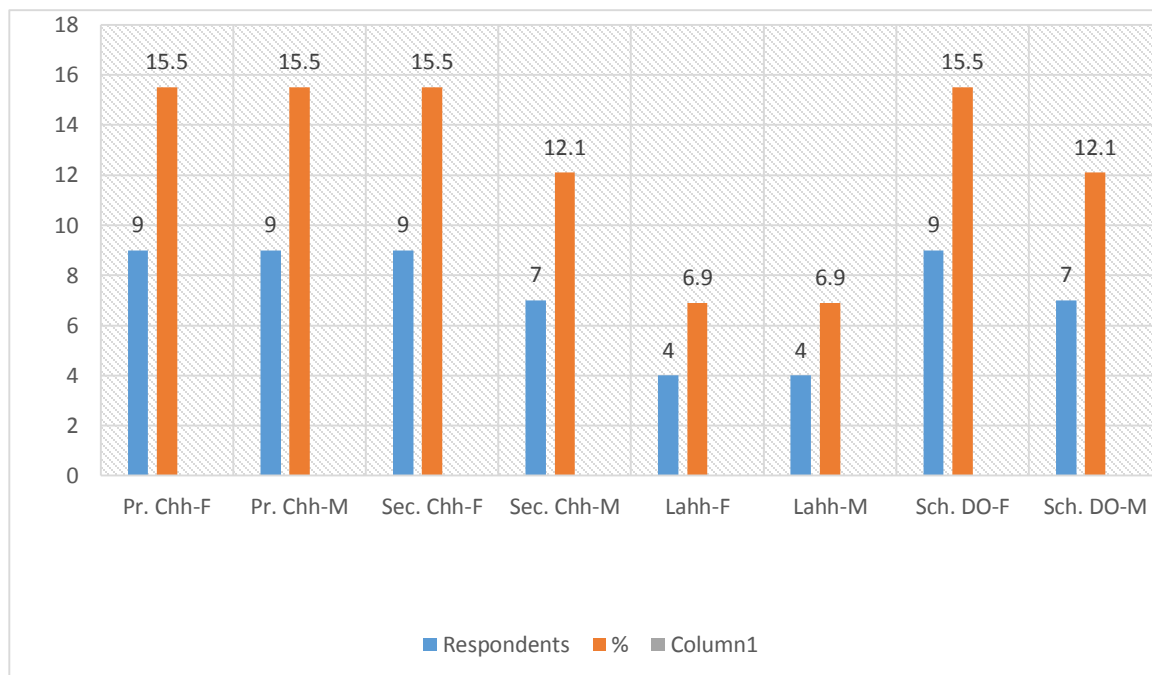
Figure 12: Responses from Pupils from Child-headed homes on the Challenge of lack of school books.

Table 8: indication of Responses from Pupils from Child-headed homes on the Challenge of lack of school Books.

N= 58

Challenge: School Books		The Challenge on Pupils from Child-headed on the Lack of School Books					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	9	9	4	9	31	53.4%
Sex	Male	9	7	4	7	27	46.6%
	Total	18	16	8	16	58	100%

    h.   Views of Respondents on The challenge of Peer Pressure on Pupils from Child-headed Homes.

Table 9: illustrates a comparative outlook of the gender perspectives on the concern on peer pressure as one of the causal factors of poor academic performance of pupils from child-headed families. 30(50.9% male respondents identified the problem and 28(49.1%) of the female respondents.

Table 9: Indication of Responses from Pupils and other Child Categories on the Challenge of Peer Pressure

N=58

Challenge: Peer Pressure		Indication of Responses from Pupils and other Child Categories on the Challenge of Peer Pressure					
		Pr. Chh	Sec. Chh	LAhh	Sch DO Chh	Total	Percentage
Sex	Female	7	8	4	9	28	49.1%
Sex	Male	8	9	4	9	30	50.9%
	Total	15	17	8	18	58	100%

Figure 13 below clearly indicates that 8(14%) of the male respondents were pupils from primary schools; 9(15.5%) were male respondents from pupils in secondary schools; 9(15.5%) were male school drop outs; and 4(6.9%) were male learners from adult-headed families. From female respondents 7(12.1%) were from primary schools; 8(13.8%) were from secondary schools; 9(15.5%) were school drop-outs and 4(6.9%) were learners from adult-headed families.
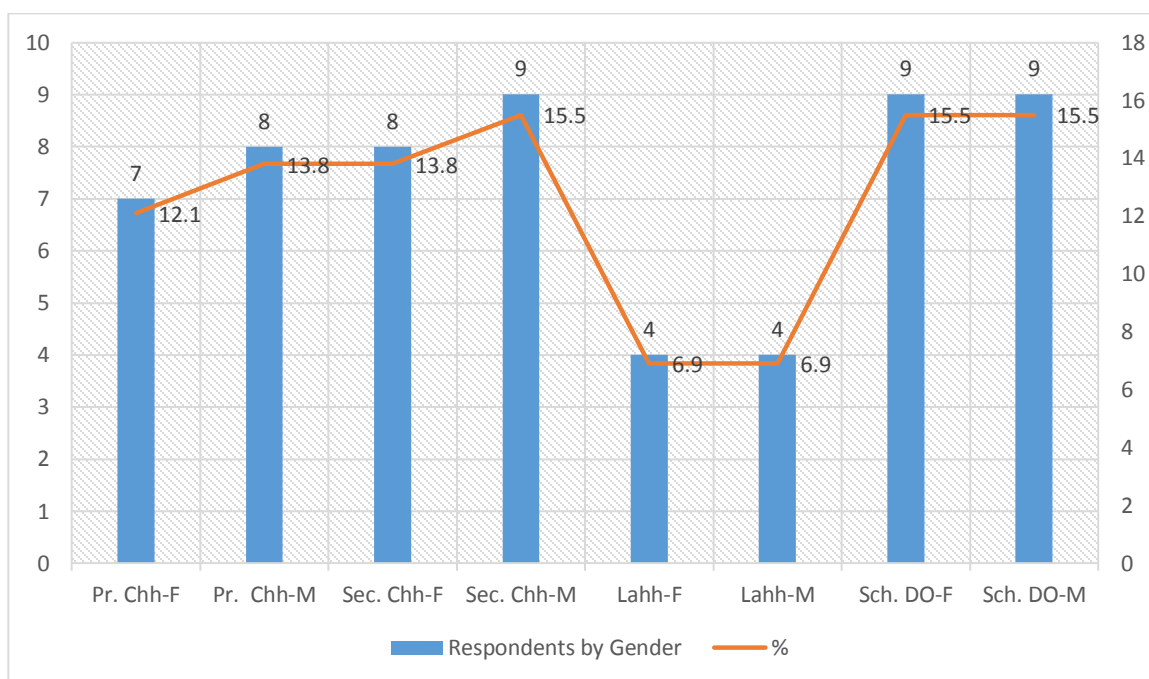
Figure 13 Percentages of the responses from each category of respondents on Peer Pressure as a challenge experienced by child-headed households.

Male respondents indicated that there was a lot of bad influence from friends as regards to beer drinking, dagga smoking, and truancy at school. This was acknowledged by school-drop-out respondents. The respondents pointed out that peer pressure resulted in absconding or absenteeism from school. This they said this often caused them lots of problems with school authorities. Female respondents noted that peer pressure on their part was on unhealthy sexual relationships with teachers and fellow pupils; they also indicated that beer drinking led them to absconding from school; this they said caused them problems when such activities and relationships came to the attention of school authorities.

One male child-headed a pupil at secondary school said:

> *I am often visited by this friend of mine who likes to bring girls to my home; he always comes with an extra girl whom he would ask me to entertain. Apart from*

that he also comes with a shisha-bomb an Indian device for group smoking which he mixes with strong tobacco. I have many times missed school because of such activities; my school results are often poor.

4.2.3 Challenges Experienced by Pupils from Child-Headed Households in the Community

Table 10 revealed that Pupils from child-headed homes identified challenges they face within the communities they live in, these included sexually transmitted illnesses by 51 (85%), poor shelter by 48 (80%), insecurity by 46 (92%), Co-habitation by 46 (77%) and early marriages by 44 (73%), and Child-labor by (47 (78%). None responses were 0% there was a general mention of other illnesses like Malaria and diarrhea.

Table 10: Problems in the community which cause poor or academic performance of pupils from child-headed families

N=60

Respondents	Inadequate Shelter	Susceptibility to STIs	Child Labor	Cohabitation with fellow pupils of the opposite sex	Early Marriages	Insecurity	Total Responses		No response	Grand Total
Pr-F	9(15)%	7(12%)	9(15%)	5(8%)	8(13%)	10(17%)	48	80%	12(20%)	60 (100%
Pr-M	7(12%)	9(15%)	6(10%	7(12%)	8(13%)	8(13%)	45	75%	15(25%)	60 (100%)
Sec-F	8(13%)	9(15.5%)	8(13%)	8(13%)	7(12%)	9(15%)	49	82%	11(18%)	60(100%)
Sec-M	9(15%)	8(13%)	8(13%)	9(15%)	6(10%)	8(13%)	48	80%	12(20%)	60 (100%)
Sch. Do-F	8(13%)	9(15%)	9(15%)	8(13%)	8(13%)	7(12%)	49	82%	11(18%)	60(100)
Sch Do-M	7(12%)	9(15%)	7(12%)	9(15%)	7(12%)	4(7%)	43	72%	17(28%)	60 (100%)
No Responses	12(20%)	9(17%)	13(22%)	14(23%)	16(27%)	14(23%)	48	80%)	12(20%	60 (100%)
Total	48(80%)	51(85%)	47(78%)	46(77%)	44(73%)	46(77%)				

According to figure 14 the major challenges identified were as follows: Drug Abuse was identified by 34 (68%) of the respondents; alcohol abuse by 35(70%), incest by 26 (52%); Sexual Abuse by 40(80%); peer pressure by 42 (84%)

	Drug Abuse	Peer Pressure	Alc. Abuse	Incest	Sex Abuse	Chld Lab.	%
Pr. Chh-F	3	6	4	7	6	10	72
Pr. Chh-M	7	8	6	6	5	8	80
Sec. Chh-F	4	9	6	5	8	7	78
Sec. Chh-M	8	8	8	3	8	6	82
Sch. Do-F	9	9	9	4	9	5	90
Sch Do-M	3	2	4	1	4	4	36
Total	34	42	35	26	40	40	36
%	68	84	70	52	80	80	73

AXIS TITLE

Legend: Pr. Chh-F, Pr. Chh-M, Sec. Chh-F, Sec. Chh-M, Sch. Do-F, Sch Do-M, Total, %
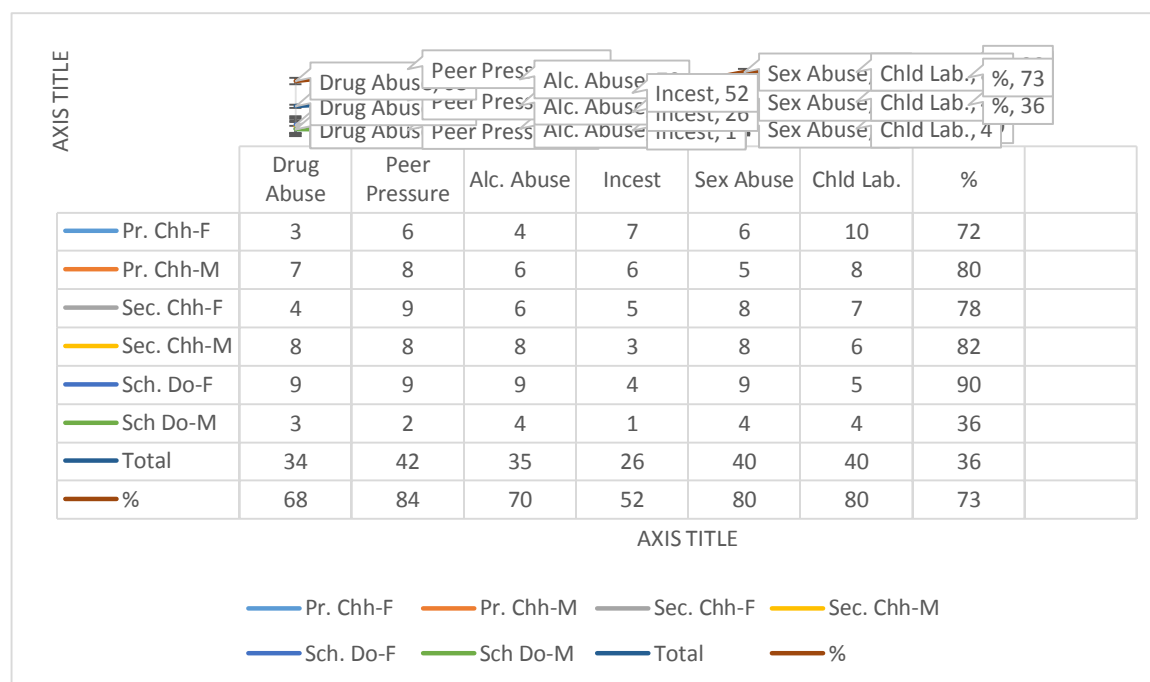
Figure 14: Problems Experienced by Pupils from Child headed-headed Families in the Community.

As some of the key challenges they face within their communities; other problems identified were Incest got a mention from female child heads; they pointed out that they are not able to rent adequate accommodation hence girl and boy siblings sleep in the same room. Sex between these siblings normally takes place in the evenings when the household head is out trying to raise some income to support her family. One respondent actually complained that one of her girls was impregnated by her brother, something that turned out to be very shameful.

a. Sexually transmitted diseases like gonorrhea and syphilis were said to be very common among boys in child-headed homes. This they said was because of frequenting beer-halls where they met girls from different backgrounds.

b. Both male and female respondents explained that child-heads were unable to rent good and adequate accommodation hence finding cheaper rooms where the general environment and sanitation were a serious concern. They said these poor residences exposed them to diseases like, malaria and diarrhea diseases.

c. The problem of insecurity was mainly raised by female respondents. They said that they lost their meagre property from petty thieves. They also complained that they were often assaulted by men at night on their way back home.

d. Early marriages mainly emerged from cohabitation amongst older child-heads in order to cut down on living costs. The results is early pregnancies, dropping out of school in order to start a family. They claimed that these marriages usually did not last long as the boys would disappear living them with an added problem of looking after a baby alongside their siblings.

e.   Child labor was always in the form of piece-work where both boys and girls stated that they were forced to do some work in order to raise money to feed their families. Their work included cleaning up of homes and premises, laundry, and gardening alongside going to school. They claimed that they sometimes coopted their younger siblings in order to complete the tasks quickly. They pointed out that this took place week in and week out causing them to sometimes miss school.

4.3. Views and Opinions of School Administrators and Teachers on the Challenges faced by Pupils from Child-headed Homes.

Figure 15: gives the details of the numbers of the respondents in the categories of School Administrators, Teachers and school Counselors, who gave their views on this issue.

N=21
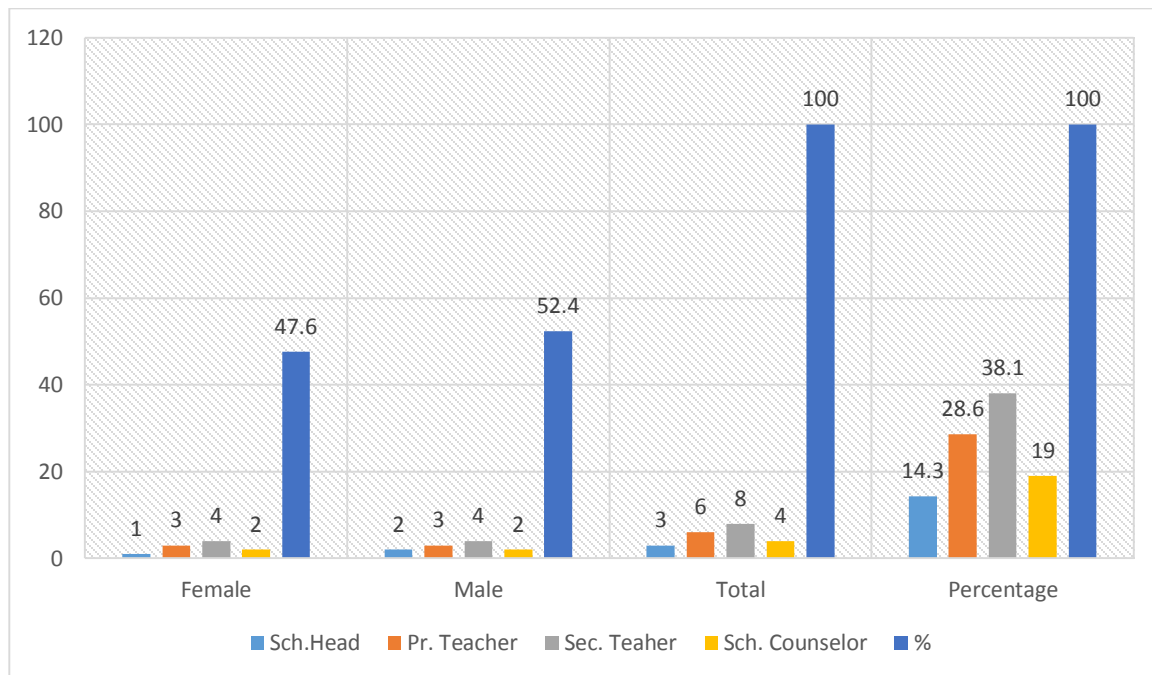
Figure 15: Respondents on Views and Opinions of School Administrators and Teachers on the Challenges faced by Pupils from Child-headed Homes

The total number of respondents to the Views and Opinions of School Administrators and Teachers on the Challenges faced by Pupils from Child-headed Homes was 21. Female respondents constituted 47.6% of the total and male respondents constituted 52.4% in this category of respondents.

The school Head Teachers constituted 14.3%; their view was that not all pupils from child-headed homes had no parents; they explained that some parents lived in the rural areas where school facilities were not adequate to meet the educational needs of their children; they thus decided to move their children to urban schools which had better facilities. The Headteachers explained that urban schools even secondary schools had no boarding facilities where pupils could lodge and be monitored. This is what one Head teacher said:

> *There was this parent who brought her girl-child*
> *for admission into Grade 10; I asked her where she*
> *came from; she told me that she was from Kasavasa. I*

asked about where the girl would be staying and who
would be looking after her. The mother told me that
she had arranged for a rented room in Katondo and that
she would be bringing food every time she came into
Kabwe to sell her agricultural produce and charcoal

All the head-teachers said this was a very common scenario, and that these children experienced problems when their parents failed to bring them food as regularly as they promised. Another Head-teacher said that these children from rural areas easily succumbed to their peers' bad habits like engaging in early sex with boys sometimes older than themselves; beer drinking and other anti-social vices because of the freedom they had from lack of adult supervision.

One female head said that most children from child-headed homes had problems in paying their school fees or meeting school requirements like project contributions. She also pointed out that change of uniforms was something that was usually agreed upon at Parents Teachers Committee (P.T.C) Annual General Meetings; this was meant to improve the outlook of the pupils in relation to other schools. She however admitted that these changes brought hardships to those pupils who came from homes with low income capacity.

Primary School Teachers who made 28.6% of the respondents noted that, the class performance of most pupils from child-headed homes left much to be desired. Most of them absented themselves from class as much as twice or three times in a week. They also explained that most boys from child-headed homes came to school drunk and were very rude when approached by teachers. Some female teachers also pointed out that most of these children came to school in dirty uniforms and unpolished or torn shoes.

A female secondary school teacher pointed out that most of these pupils had some relative freedom because they lived outside adult guardianship, and therefore used that freedom to frequent drinking places in the evenings which was not good for their social and educational development. One female teacher also pointed out that some younger pupils had difficulties in concentrating on class work and that when they were asked they complained that they had not eaten anything and were very hungry.

4.3.1 Responses of School Authorities on Problems Posed by Pupils from Child-headed Homes at School.

Fig 16: shows eight (8) problems which School authorities said Pupils from Child-headed Homes posed at School; these were laziness in class which was pointed out by 18 (86%) 0f the respondents; Truancy, by 14(58%); indulgence in alcohol and drugs (mainly marijuana), by 16 (76%); delay in compliance with school uniform policy by, 16 (76%); lateness or failure to pay school fees, by 17 (81%); untidiness, by 11 (52%; poor relationship with teachers, by 13(62%); poor peer relationships; by 10 (48%). These percentages are drawn out of 21 school authorities interviewed during the survey.

N = 21
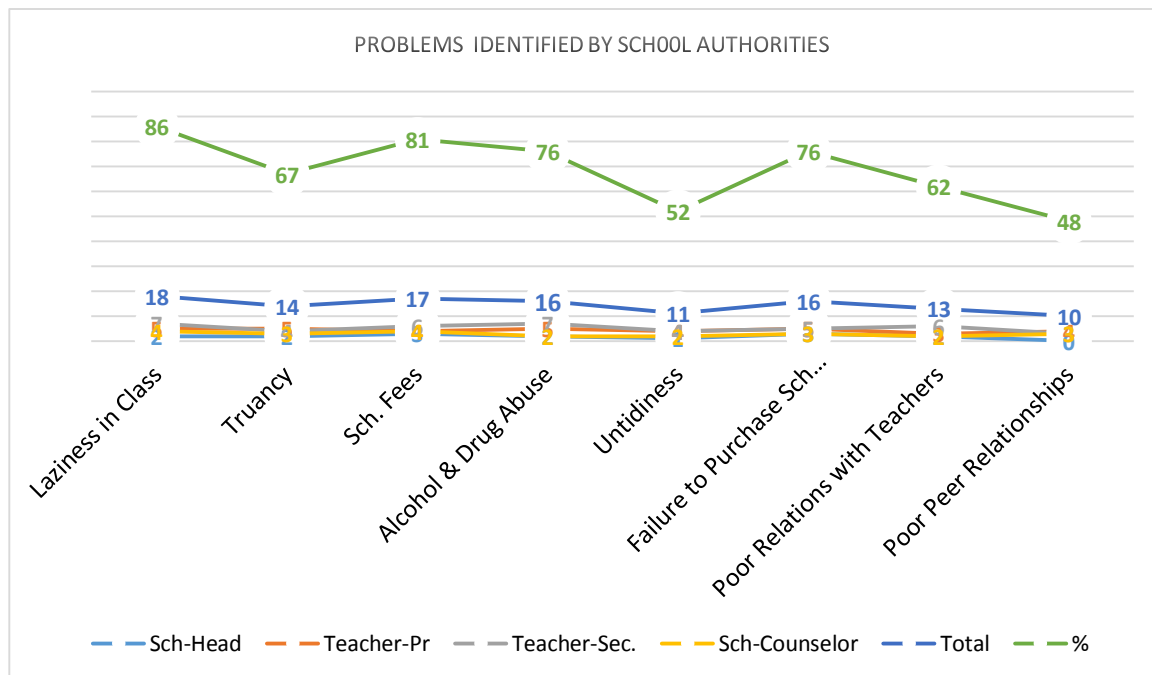
Figure 16: Responses of School Authorities on Problems Posed by Pupils from Child-headed Homes at School.

4.4 Opinions of Civil Society Representatives on the Challenges faced by Pupils from Child-headed Homes.

Most of the Civil Society Organizations said that they did not have a specific focus on pupils from child-headed homes but rather focused generally on orphans and vulnerable children. They however admitted that pupils from child-headed homes was a concern because of the many challenges they face. Restless Development said they had a very strong mentorship and youth development program for young people. They said most of the youth captured are those who have completed school; they also admitted that they need to pay a little more attention to the youths who are still in school especially pupils from child-headed homes. They however observed that most vulnerable children do not have sufficient information on organizations from which they can access help.

4.5. Views of Community-based Organizations and Local Faith-based Organizations on the Challenges faced by Child-headed.

The project Coordinator of Impact Community Outreach (A Church based Organization), said his organization was building community schools in the rural areas surrounding Kabwe; He said that his organization was also distributing books and uniforms to vulnerable children. He explained that the idea is to ensure that good learning facilities are brought closer to the rural community so as to reduce child migration to urban centers, and as much as possible keep them within their family care.

Some church members acknowledged that they congregate with some of those children and that through the church pastorate, women's groups and the church leadership have visited the homes of these children. They stated that what came through was that the children had scanty food stocks which suggested that there was serious hunger in the children's homes. They said as women's groups they bought an occasional bag of mealie-meal, cooking oil and some beans to help the children once in a while. They said that they did not have a constant program of help for these kids.

4.6 Views of School Drop-Outs

School drop-outs said that they left school because of the challenges which they faced both at school and at home. They explained that even after living school the challenges have continued to follow them because they cannot find jobs to sustain their lives. One male school drop-out lamented:

> *Ubwafya bwatukonkafye kwati ci nshingwa; ku sukulu twale cula, nelyo twaleke sukulu tucili tule ungwa ungwafye bakalamba. No tu masambililo twakwete teti tu twafwilishe ukusanga incito. Tu pusu kilafye mukusunke fi bala; nangu mukwafwilisha ba cab driver ukufwaya ama passenger.*

This translated into English means:

> *Problems follow us like our shadows; we suffered at school and we are still suffering even after leaving school big lady; our little education is meaningless because we cannot be employed. We survive by carrying luggage for people on wheel-barrows; or helping cab-drivers to find passengers.*

4.7 Strategies of micro and macro organizations for reducing or eliminating the Challenges faced by Pupils from Child-headed Homes.

The study found out that micro and macro organizations did not have specific programs that address academic issues concerning pupils from child-headed families. Officers from Restless Development and Community Development pointed out that their organizations only had programs for Orphans and Vulnerable Children – OVCs. A Community Development Officer said:

> *Programmatically we deal with all disadvantaged children under the Orphans and Vulnerable Children – OVCs Programs. We do not*

have specific programs that look at the pupils from child-headed house-
families.

The Officer from the Central Statistics Office noted that her organization has carried out various surveys including the 2015 Living Conditions Survey but had never had specific terms of reference on pupils from child-headed households. She said:

> *Though several reports on surveys carried out by our organization have identified some concerns over Orphans and Vulnerable Children; most demographic and health surveys or those on living conditions have had no specific terms of reference for pupils from child-headed families; as such our reports do not have adequate information on child-headed families. Your enquiry needs to be taken up seriously so that a comprehensive survey can be done on those children.*

The study from the literature review revealed that organizations like the SOS Village had some programs which were supporting pupils from child-headed homes; they even had some general statistics indicating that the country had.

The Provincial Minister for Central Province expressed concern that indeed Child-headed households needed the attention of players from all sectors in the province which included Central and Local Government Structures, Business Houses, Civil Society Organizations, Church based Organizations and indeed Community- based Organizations; these he said are the ones that can be classified into the categories of macro and micro organizations. He said that the collective effort of each of these organizations can go a long way in addressing this problem.

CHAPTER FIVE

DISCUSSION ON THE FINDINGS

5.0 Overview

This Chapter discusses the findings of the study. The study investigated the challenges pupils from child-headed homes experience both at school and in the community, and the impact they have on their academic life. The discussion is arranged according to themes and sub-themes that emerged from the data presented from the preceding chapter.

5.1 Discussion on the Perceptions of Pupils from Child-headed Homes on the Challenges They Face

According to the findings made in Chapter Four, all the pupils from child-headed homes, those from vulnerable adult headed homes, and school drop-outs who responded to this question identified two sets of challenges; these being those that happen at school and those that happen in the community.

The pupils from child-headed-homes, identified two categories of Challenges, these being: Challenges they faced at School and Challenges They Faced in the Community.

a. The Challenges faced at school can be further classified into three categories: Basic Needs, Behavioral Aspects and Affective Aspects.

    i. Basic needs identified were hunger, lack of school essentials (Uniforms, Books, School Shoes, and School Fees).

    From a basic need perspective hunger, lack of Uniforms, Books, School Shoes and School Fees are symptomatic to child-poverty, which is basically the deprivation of material requirements for fulfillment of minimally acceptable human needs essential for their survival at school and at home in order for them to achieve their educational goals (UNDP, 1997:16). This poverty arises from Income poverty which affects almost two-thirds of the people in Zambia. Income poverty among children is staggering according to the UNDP (1997). From the findings it is clear that Child-headed homes struggle to raise sufficient income from which to provide

the required three meals per day, hence breakfast is one of those meals skipped. Thus members of the child-headed home go to school without having had a meal.

ii.	The respondents identified affective problems faced by pupils from child-headed homes, these included: fatigue, labeling, competition, intimidation and peer pressure. According to the findings labelling was recognized as existing in schools and that teachers also participated in it; as a case in point the teacher who labelled a girl-child-head as a prostitute because she was seen patronizing drinking every evening. The researcher applied the validation exercise on this assumption and found out that the girl was in fact a food vender.

iii.	Fatigue is attached to this activity because these girls get back home in the early hours of the morning and do not have sufficient sleep before reporting for classes. This again was done in the quest to raise some meagre income with which to fend for her family. Mudenda (2017) noted that teachers should be cautious before they attached discouraging labels on pupils. Competition amongst pupils was found to be as a result of little information pupils had about each other hence misunderstanding their friends' actions. The study however revealed that the resultant situation was poor pupil to pupil relationships and pupil to teacher relationships, which are avoidable if interactive activities were encouraged. Peer pressure was said to exist because of influences that came from pupils who were taking advantage of their friends' vulnerability. Intimidation was more a problem of helplessness on the part of the pupils from child-headed homes; some of it was said to come from some teachers.

Vishala (2008:96…97)) states that Teachers have the power to affect a child's life for better or for worse. A Child becomes what he/she experiences…. The Secret of education lies in respecting the pupil and providing for the whole person.

The Validation Argument exercise revealed that the observed subjects were able to close the proximity gap of 150 metres within four and half hours, by taking advantage of the sporting activity that brought the school together. They used the time to get to know each other better and to build new relationships amongst themselves. The observer thus noted

that this 150 meter Gap was not only a Proximity Gap but a Psychological Gap, which by taking personal initiative they were able to bridge within 4.5 hours.

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iv. Behavioral problems identified were more to do with alcohol and substance abuse. These were said to be problems imported from community environments into the school.

b. Challenges from the Community Environment

The respondents identified inadequate shelter, insecurity, drug and alcohol abuse, sexual abuse, incest, child labor, cohabitation and early marriages, and sexually transmitted illnesses as some of the key challenges. It was observed that pupils from child-headed homes lacked adult protection, guidance and support. Luo (2017) noted that most children were victims of reproductive health dysfunction; he observed that early marriages, teenage pregnancy and unsafe abortions were off-shoots of sexual abuse; this he noted was because children generally lacked adequate information and knowledge that would protect them and give them an understanding of their reproductive health rights. Zambia's approved bill of rights indicated that shelter and security were children's fundamental rights.

Child labor was another concern identified; this problem arose from the children's quest to raise income for their survival. The findings noted that all stakeholders observed the importance of collective action towards ameliorating the challenges faced by pupils from child-headed homes.

Maslow postulated the deprivation/domination proposition, which he interpreted as follows: "The higher the deprivation or deficiency of a given need, the higher its importance, strength or desirability" (Wahba and Bridwell, 1976:225). Chambers (1983) posited the deprivation trap which the child-headed home is webbed in; the situation needs not be taken casually as the pupils from child- headed homes have through this study ably presented their challenges.

5.2 The Discussion on the Views and Opinions of School Heads, Teachers and School Counselors on the Challenges Faced by Pupils from Child-Headed Homes.

Teachers observed that inferiority complex was the trend in most pupils from vulnerable backgrounds like child-headed homes. This they observed was because of this segment of pupils' inability to compete socially and academically with their peers who had little or no psychological or economic pressures because their needs were adequately provided for by their parents or guardians. The teachers further observed that these children were too conscious of their own condition that they became passive in their contributions to class or extra-curricular exercises.

School Counselors/Guidance teachers noted that problems at home had an effect on the pupils from child-headed homes; The school counselors observed that instead of concentrating or paying attention to class or any school activity these children would be busy thinking about how they would make ends meet both at school and at home; the children would be also pondering on their plight and what their future holds. The School Counselors also observed that most teachers had difficulties in understating these children. School Counselors or Guidance teachers also observed that the position of School Counselor/Guidance Teacher was not established in the schools' establishment register, it was more or less voluntary, and hence they did not have adequate time to monitor and guide or counsel these children

It was however interesting to note that both Respondents from both the pupils and teachers acknowledged the effects of social disparities between pupils and how vulnerable children are disadvantaged during class and extra-curricular activities.

The situation in most if not all urban schools as observed by most head-teachers is that the schools were not boarding schools and hence were not able to offer board and lodging to pupils; even when this was brought to the attention of the parents by the school authorities, the parents especially those from remote areas, in their quest to secure school places for their children, always assured the school head-teachers that they would make adequate arrangements for their children's welfare. However, from the plight of the children the school authorities deduced that very few parents were able to follow up on their assurances hence putting their children under difficult life conditions. School-heads also observed that most parents from vulnerable homes had difficulties

in meeting school requirements such as school fees, buying of school requirements such as uniforms, shoes and sports attire.

The Universal Aim of the School in general remains the preparation of children for their economic future, taking cognizance of a variety of aspects involved in such a future. The predicament of schools lies in the fact that they cannot accurately anticipate the future for which they have to prepare the learners (Lemmer 1999:3).

5.2.1 Discussions on the Problems posed by Pupils from Child-headed Homes at School as raised by School Authorities.

A total 18 (86%) of the school authorities raised the problem of laziness in class by pupils from child headed homes. This problem was also related to truancy which was identified by 14 (58%) of the school authorities. This was an indication that those pupils were passive in their participation in school work; this however tied with the effects of fatigue and hunger which were brought out by the pupils themselves. This passivity could also be attributed to loss of interest in class-work due to other effects of poverty which the pupils said deprived them with the necessities of life which they said were prerequisites to their education. Alcohol and drug Abuse related to those challenges the pupils said they faced in their interactions within their communities; this problem seemed to be a carry-over to school, the problem was strongly linked to truancy and disinterest in school work. Unitedness has strong links with indulgence in alcohol and smoking of marijuana; it also had possible links with the children relying on one pair of uniforms and shoes which they said they were unable to properly maintain. Poor relations with teachers and fellow pupils had also a link with the issues of labelling and competition.

5.3 The Discussion on The Opinions of Civil Society Representatives on the Challenges faced by Pupils from Child-headed Homes.

From the findings it was noted that most CSOs interviewed had general programs for youths, orphans and vulnerable children; they revealed that they did not have adequate and specific information on pupils from child-headed homes; hence the difficulty in making specific programs that would address these concerns. This view tallied with Mwansa (March, 2018), which noted that even vulnerable children do not have information on organizations that can give them help;

this was exemplified by the case of a former street kid who picked information about NGOs who helped vulnerable children when he earwigged on a conversation by passers-by. Mwansa reported that this street kid used this information to change his life by finding that organization and accessing the help he needed to complete his grade 12 and enter tertiary education.

5.4 Discussions on the Views of Community Leaders on the Challenges faced by Pupils from Child-headed Homes.

According to discussions held with community leaders who participated in this study; despite the loss of parents, these children in child-headed homes definitely have some adult relations somewhere. They however revealed that most relations neglected these children because of their own perceived poverty or the high cost of living.

5.5 Discussions on the Views of Macro and Micro Organizations on Strategies for Reducing or Eliminating the Challenges Faced by Pupils from Child-headed Homes.

According to the findings of this study the government, civil society and faith based organizations all agreed that the concerns of pupils from child-headed homes were not being given specific attention. This was augmented by literature reviewed from some newspaper articles on the same concern. Without adult intervention pupils from child-headed homes will continue to wallow in the effects of child-poverty which in turn will affect their growth and academic development. The revelation by Musukwa (2018) that according to SOS Children's Village that the country has over 8000 child-headed households and the revelation by CSO (2007:299).The Zambia Demographic and Household Survey Report (ZDHS) that four (4) out of ten (10) children under the age of 18 in the households were not living with their parents should be a grave concern. The study further note the submission made by the Minister for Central Province who stated that the rhetoric on the current government approach to development, premised on "not leaving anybody behind"; should be brought to reality by ensuring that the vulnerable children's agenda like that of pupils from child-headed households is given a well-informed multi-sectoral approach; that concerns like this should not be regarded as the responsibility of the government alone; that business-houses, Non-governmental Organizations, Civil Society and Faith-based organizations and Community based Organizations should come together and offer well informed and practical solutions to the needs of pupils from child-headed homes. As Sakala-Keifer (2018), suggests, Councils and Parliament

should create space for these children to address them on their concerns. Days like Youth Day should be used to bring out the concept of the child today by the different segments of children, instead of having adult politicians belting out the weather beaten path of how as youth they used to throw stones in order to liberate the country.

Discussion on Lessons Learned from the School-dropouts from Child-headed Homes

It was also clear from what was learnt from school drop-outs that they left school with a bit of academic knowledge; their activities showed that these pupils from child-headed homes did not have other survival skills on which to lean when they left school. Lemmer (1999:88) raises the consequences of dropping out of school, which include economic consequences. Lemmer pointed out that:

> *The lower levels of cognitive growth experienced by drop-outs result in less success on the job-market. Not only are early leavers more likely to be unemployed than those who complete their schooling, they are also likely to earn less when they are employed. Moreover, individuals who leave school early are more likely to engage in criminal activity.*

Thus dropping out of school is not a good option for pupils in child-headed homes as it indeed drives them to a more desperate life-style.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

This study investigated the challenges faced by pupils from child-headed homes both at school and in the communities they resided in. The study aimed at examining the extent to which those challenges affected the concerned pupils' welfare in their social and academic environments.

6.1 Conclusions

The study gathered substantial information from the concerned pupils, school community, their home community and developmental organizations involved in child welfare. The study therefore reached the following conclusions:

1. Child-headed homes are established by children who have been neglected or have lost their parents and other adult guardianship from their kin-people; or according to Bowen's family systems theory have experienced emotional cut-off with their kin-people to try and resolve their emotional issues by reducing or totally cutting-off emotional contact with them. It therefore entails that these children have fallen out of the established Zambian traditional extended family system through which guidance, protection and care was once assured. Bowen's family systems theory is relevant here in that it emphasizes the role of the family in creating a conducive environment for the child's support which facilitates linkages between the home and the school, where the settings encourage the development of mutual trust, positive orientation, goal consensus between settings and an evolving balance of power responsive to action on behalf of the developing person.

2. School Authorities have not developed flexible mechanisms which are conducive for pupils from child-headed homes to make payment plans for school fees, and make adequate arrangements for the purchase of uniforms and school shoes.

3. That the basic needs which include pupil feeding programs which could improve the welfare of all pupils at school and at home. The welfare of the pupils from child-headed

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homes was found to be seriously compromised; hence some of the pupils from child-headed homes were demotivated and disillusioned with school life.

4. Looking at the discussions held with school drop-outs it is clear that the content in the school curriculum does not fully address the knowledge and skills needed by the pupils from child headed-homes to improve their social and economic in the now and in the future. These children live desperate lives at school and continue to live deserted lives when they opt out of school.

5. School authorities also have inadequate information and knowledge on the background of their pupils hence their wrong assumptions on the behavior of pupils facing very difficult challenges of life. They also have inadequate mechanisms for monitoring vulnerable children like pupils from child-headed homes and hence because of those unresolved challenges there is a decline in their interest and performance at school; eventually according to Lemmer (1999), the challenges cause these children to be pushed out or to drop-out of school.

6. It is not always competition or inferiority complex that builds unnecessary psychological challenges between pupils of different backgrounds, but inadequate knowledge about each other between those pupils caused by the unbridged proximity gap and psychological gap, which results in suspicions and poor relationships amongst pupils. Schools were not creating opportunities for children to interact with each other outside normal learning times.

7. The role of stakeholders like community leaders, government, faith based organizations and civil society in mitigating the challenges of pupils from child-headed homes seems to be uncoordinated, weak and unclear. They have inadequate information about this segment of vulnerable children and hence cannot adequately expand their mandates through their programs.

8. Vulnerable children like those pupils from child-headed homes have no platforms on which to express their pressing issues and challenges.

9. Because of the Challenges pupils from Child-headed homes face at school and within the communities they live their life-styles and behavior are often misunderstood by the Communities they live in, the school authorities, members of the community and even civil society organizations.

10. The Challenges experienced by pupils from child-headed homes lead them to the kind of poverty which sooner or later cause them to transit to unemployed or unemployable people in society, who depend on anti-social life like crime, begging, and some turning into deliberate lunatics.

6.2. Recommendations

Finally, the researcher makes the following recommendations:

- Pupils from child-headed homes should be reintegrated with their core families where possible; others should be integrated with foster families or pseudo homes where family life is simulated, so that they can all be assured of adult guidance, protection, care, and emotional support.
- Schools should enhance the curriculum content by introducing the two-path-way curriculum to which some of the pupils from child-headed homes can be channeled; for instance, the two-pathway school curriculum could help vulnerable children to develop vocational skills in home-economics, carpentry, poultry and vegetable production, and indeed other practical courses. They can be enabled to sit for the technical education and vocational education examinations and acquire vocational certificates before living school.
- Stakeholders need to develop a well-informed and multi-sectoral approaches towards the concerns of pupils from child-headed homes. School Authorities and their stakeholders should develop an integrated school feeding program for all pupils; and facilitate the development of flexible school fees payment plans, and mechanisms for accessing and acquiring uniforms, school shoes and school books by pupils from child-headed homes.

- Schools should promote attitude change in pupil to pupil and teacher to pupil relationships in order to ensure that all pupils' self-images are respected, protected and positively enhanced. Head teachers should not only concern themselves with school projects only but develop interactive programs for teachers and pupils funded by the school; this could be done through increasing a number of interactive activities such as school tours and encouraging pupils and teachers to mix or sit and spend more time with pupils they have not associated with before.

- The Government through its ministry of Education should formally establish the position of School Counselor/Guidance Teacher so that they are motivated to effectively facilitate: Guidance and counseling, role modelling, monitoring of vulnerable pupils, protection of such pupils from duress; and guiding them into progressive careers.

- Establish platforms on which to create effective opportunities where vulnerable children like pupils from child-headed homes can participate and engage in decision-making processes within their civic space; where they can also work towards reforming their mind-sets on issues of child labor, early marriages, sexual abuse, deprivation and other issues pertaining to child rights like education and better quality of life for learners by participating in the planning of programs that mitigate against those evils.

- The Central Statics Office should consider carrying out special Census Surveys for pupils in child-headed households.

6.3 Recommendations for further research

Due to constraints pointed out in this study and the limited number of studies conducted on the subject, it was not possible to explore all its various aspects in a single study like this one. The researcher thus recommends that:

1. Similar studies should therefore be conducted in order to authenticate some of the findings of this study. This study concentrated on the challenges faced by pupils from child-headed homes at school and in the community.

2. This study was conducted at general education level, similar studies should be done at tertiary level, like college and universities. Such studies would contribute to the body of knowledge in the understanding of educational needs for learners at all levels of educational development, and how educational administrators should respond to those challenges. It should also be noted that although a good number of questions in this study were answered, some questions remain unanswered and the results give rise to new questions.

3. Future studies of this nature could also consider information on the poverty and deprivation factors and how they affect child-headed households; and how sustainable care arrangements can be developed within the scenario of this emerging family type.

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APPENDICES

Appendix I: Observation sheet

Name of Observer

Subject

Place of Observation

Date

Start-Time

End-Time

Subject of Observation

Date	Place	Activity	Interaction with other people	Significance

Comments:

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

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

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

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

Signature of Observer: …………………………………………………

Appendix II: Group Interview Guide

Pupils from Child-headed Homes

1. Gender: M   F   (Tick)

2. Primary School: Grade
3. Secondary School: Grade
4. Age
5. Household Head   Dependent
6. Number of Female Siblings
7. Number of Male   Siblings
8. Location:
9. Rented Home
10. . Family Home
11. Why do you live alone as children?
12. Where are your parents?
13. Do you have any adult relatives?
14. If yes, why do you not live with them?
15. Do you experience any problems at school?
16. If yes write them on this piece of paper.
17. Do you have any problems at home?
18. If Yes write them down on this piece of paper.
19. Do you have any problems in the community where you live?
20. If Yes: write them down on this piece of paper?
21. Do your teachers know about these problems? What help do they give to you?
22. Who else gives you help? What kind of help?
23. How do these problems affect your schooling?
24. Do you think about living school because of these problems?
25. If Yes: Explain what you will be doing if you left school?

Appendix III: Focus Group Discussion

Community Representatives, Civic Leader, Faith Based Organization

1. Position in the Society/Organization
2. Age
3. Location
4. Type of Faith Based Organization
5. Type of Community Based Organization

Q. No	Issue	Probe Question	Type
Q.1	Explain how your organization engages with young people and their concerns.	. Visitations . Group Activities . Social Action Other- Explain	Home to Home. Clubs. Donations: Money, Food/Clothes.
Q.2	Explain whether you have had contacts with Child-headed Households.	How? Issues of Concern.	Social Problems. Welfare. Health

Q. No	Issue	Probe Question	Type
Q.3	Explain the types of child-homes you often meet	. Boy-headed .Girl-headed	. School Going . School Drop-out

Q.4	Mention the type of problems often presented by these children.	. Inadequate food. School Requirements. Security. . Illnesses . Being thrown out of houses for defaulting	. Child-labor. Sexual abuse . Alcohol & Substance abuse. . Violence Loss of Property. . Sanitation Safe drinking Water
Q.5	Explain how you collaborate with other concerned people over these issues	. Civic leaders . Religious. Leaders School Authorities/PTA	Meetings Lobby Other: Explain

Appendix IV: Interview Guide for School Authorities (Head-teachers, Teachers and School Counselors)

1. Position in School

2. Number of Years at the School

3. Gender: Male   Female

4. Primary School

5. Secondary School

6. Do you have pupils from child-headed homes at your school?

7. How do you identify them?

8. Do they participate effectively in school activities?

9. If No: What could be the problem?

10. What sort of problems do the children face at school?

11. What sort of problems do they face at their homes and community?

12. How do these problems affect their behavior?

13. What sort of help does the school give to these children to help them overcome their problems?

14. Is the school in contact with any organization that can assist these children?

15. Is the school aware of any adult relatives to these children?

16. How do these children relate with teachers at your school?

17. What is their pupil to pupil relationship like?

18. Does your school have a qualified Guidance and Counseling Service?

19. Is the Position of School Counselor/Guidance Teacher formalized in the School Establishment?

20. What role does the Guidance Teacher or School Counselor play as regards pupils from child-headed homes and other vulnerable children?

End: Thank you for participating in this interview.

Appendix V: Questionnaire for Civil Society Organizations and Government Officials

1. Gender: Male   Female

2. Position in the Organization/Government.

3. Years Served in Kabwe.

4. Years Served in the Position.

5. Does your organization deal with children in child-headed households?

6. How do you identify them?

7. Please state the problems these children face at school?

8. What specific programs do you have which respond to these problems?

9. Do those programs adequately respond to the needs of child-headed homes and especially their educational needs?

10. What strategies does your Organization/Government have for addressing the challenges faced by pupils from child-headed homes?

Thank You for Responding to this Questionnaire.