

MIDLANDS STATE UNIVERSITY



FACULTY OF EDUCATION

Strategies employed by educational leaders in alleviating psychosocial challenges affecting orphans at primary schools in Mbare/Hatfield, Cluster 11

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Final draft

This dissertation is submitted in partial fulfillment of the requirements of the Department of Educational Policy Studies and Leadership at the Midlands State University.

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DEDICATION

This study is dedicated to my parents, Mr and Mrs Nyampaguma and my son Tendekayi who have been a great source of encouragement, understanding and patience during my absence.

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I take this opportunity to express my profound gratitude and regards to my research supervisor Prof W Smukange for his patient guidance, encouragement and objective critiques of this study. I am particularly grateful for the assistance rendered to me by my school head Mrs Chiripanyanga her willingness to give her valuable time is very much appreciated. To my fellow Midlands State University classmates, I deeply appreciate the valuable contributions and selfless sharing of ideas. I am grateful to my family, siblings and friends for their moral and spiritual support during my study. Above all, I would like to thank God the Almighty, my greatest helper and pillar of strength, health, ambition and the opportunity which made this work successful.

ABSTRACT

This study sought to investigate the strategies employed by educational leaders as a way to alleviate psycho social challenges affecting orphans. Further, the study sought to establish the psycho social challenges faced by orphans and how they can be or have been overcome. In order to better illustrate a more detailed picture of the strategies employed by educational leaders, a mixed method research design was implemented where data was collected using both qualitative and quantitative design. A survey was conducted, where twelve teachers from four schools purposefully selected were asked to fill in a questionnaire whilst interviews were conducted with twelve teachers, four school heads and twelve orphaned children. From this study, it was found that strategies employed by educational leaders are all not alleviating psycho social challenges for example BEAM, free treatment orders in hospitals, Zimbabwe National Action Plan and the child protection and adoption act. It was found that communities have taken it upon themselves to alleviate the psycho social challenges in schools through donations in schools. However some of the psycho social challenges being faced by orphaned children include other learners behaviours, attitudes and actions, sexual harassment, verbal abuse and being bullied. The teachers also indicated that they were failing to render psycho social support due to lack of space and time, lack of resources to further assist the orphaned learners. There was a resolution that Government should ensure that there is adequate funding for the BEAM program, for the medical treatments and seek donations from NGOs to ensure they alleviate the psycho social challenges. Furthermore, there is need for training of teachers in order to render psycho social support correctly despite the challenges being faced.

LIST OF ACRONYMS

ACRONYMS AND ABBREVIATIONS

BEAM.....Basic Education Assistant Module

ZNAP.....Zimbabwe, National Action Plan

FACT.....Family Aids Trust

OVCs.....Orphan, Vulnerable Children

Table of contents

APPROVAL FORM	i
RELEASE FORM	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF ACRONYMS	vi
THE PROBLEM	1
1.0 Introduction	1
1.1 Back ground of the study	1
1.2 Statement of the problem	4
1.3 Purpose of the study	5
1.4 Research objectives	5
1.5 Main Research question	6
1.6 Sub research questions	6
1.7 Significance of the study	6
1.8 Assumptions of the study	8
1.9 Delimitations	8
1.11 Definition of key terms	9
1.13 Organisation of the rest of the study	11
CHAPTER TWO	13
REVIEW OF RELATED LITERATURE	13
2.0 Introduction	13
2.1 Vulnerable children	13
2.2.1 Theories underpinning the study.....	15
2.2.2 challenges faced by the teachers in rendering psycho social support.....	16
2.2.3 policies, statutory instruments that govern the alleviation of psycho social challenges in Zimbabwe	18
2.2.5 communities have taken it upon themselves to alleviate psycho social challenges.	21
2.2.4 Current causes of psycho social challenges in Zimbabwe	23
2.2.6 School related factors which contribute to psycho social challenges.....	25
2.3 Previous research studies on psycho social challenges	26
2.4 Chapter Summary	28

CHAPTER THREE	29
RESEARCH METHODOLOGY	29
3.1 Introduction	29
3.2 Research methodology	29
3.3 Research design	30
3.4 Population and sample	31
3.4.1 Population	31
3.4.2 sample and sampling procedures	31
3.5 Data collection procedures	32
3.6 Data collection instruments	33
3.8 Data validity and reliability	36
3.10 Chapter Summary	38
CHAPTER FOUR	39
DATA PRESENTATION, ANALYSIS AND DISCUSSION	39
4.0 Introduction	39
4.1 Response Rate	39
4.2 Social Demographic Data	40
4.2.1 Social demographic data on questionnaires	41
4.2.2 Social demographic data on interviewees	43
4.3.1 Interview guide on teachers and school headmasters	45
4.3.1.1 Circumstances leading to psycho social challenges in schools	45
4.3.1.2 Zimbabwe National Action Plan (ZINAP) on alleviating psycho social challenges	47
4.3.1.3 BEAM program	47
4.3.1.4 Implementation of Acts and Statutory instruments	48
4.3.1.5 Challenges faced in rendering psycho social support	48
4.3.1.6 Recommendations to alleviate challenges	49
4.3.2.1 Vulnerable children programs and psycho social support	50
4.3.2.2 Effectiveness of interventions methods	50
4.3.2.3 Identification of vulnerable children’s needs	51
4.3.2.4 Challenges faced by care givers and community associations in rendering psycho social support	52
4.3.2.5 Solution to challenges faced by care givers	53
4.4 Research findings on Questionnaires	54

4.4.1 Behaviors done by other learners to vulnerable learners	54
4.4.2 Ways of showing they did not like what they have done by others	54
4.4.3 Ways in which they were helped.....	54
4.4.4 Have you received help from the people listed on the questionnaire.....	55
4.4 .5 Helpers to the psycho social children	56
4.5 Summary	57
CHAPTER FIVE	58
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	58
5.0 Introduction	58
5.1 Summary of the Research	58
5.2 Conclusions	61
5.3 Recommendations	61
5.4 Areas for further study	62
References	63
APPENDIX A	67
APPENDIX B: Informed Consent Form	68
CONSENT	68
APPENDIX C: Interview Guide	70
(1) For teachers and school heads	70
APPENDIX: C QUESTIONNAIRE FOR VULNERABLE CHILDREN	71

CHAPTER ONE

THE PROBLEM

1.0 Introduction

Many people believe that education brings a positive transformation of life to both individuals and society at large however forgetting that they are some challenges in life that can hinder the positive transformation to individuals such as school children mainly the vulnerable learners like orphans who may be affected by psycho-social challenges that makes it impossible for them to learn properly like any other learners. Chapter one of this research study covers the background of the problem, statement of the problem, main research question, specific objectives of the study, significance of the study, delimitations of the study and definition of key terms.

1.1 Back ground of the study

Globally there has been a huge rise of wars, poverty, deaths from HIV and AIDS, juvenile injustices which has robbed children their development of psycho social skills. These factors have led to UNICEF to hold conferences to intervene the plight of children internationally. In 2019 UNICEF set aside US\$35 million to support vulnerable children suffering due to the existence of psycho social challenges internationally, (UNICEF, 2019). Currently UNICEF is seeking funding from donors of US\$ 46.8 million to provide the physcho- social needs of vulnerable children which will have been due to the Corona Virus pandemic (UNICEF,2020). On the other end WHO conducted a survey internationally and published a document on the physcho- social challenges available to children internationally and how these can be eliminated by these countries to ensure that children grow well since they are the future leaders of tomorrow, (Nutbeam, et al.,1993). From these discussions held by WHO the following was drawn from these conference were that cash and resources budgets have been set up to provide basic needs and even fund schools to ensure that there is reduction in psycho-social challenges.

USAID on the other hand also offers full scholarships to vulnerable children in a plight to reduce the psycho social challenges. UNICEF (2009) further advocates that, the education leaders have failed dismally to address such psycho social challenges and this has led to the researcher in wanting to investigate the strategies employed by educational leaders and if the notion by UNICEF is true

Ethiopia having the largest number of vulnerable children suffering from psycho social challenges, it has started issuing out seven core service components which are shelter, care, health care, psycho social support, education and food (FHAPCO,2010). Children psycho social wellbeing affects their ability to learn, relate well to other (Atwine et al., 2005). Because of this the Ethiopian government also introduced psycho social support services such as counselling, (World Vision UK, 2011). Mozambique in 2010 also introduced PACOV, “Plan Action on Orphans and Vulnerable Children which recognises the psycho social needs of vulnerable children. The plan caters for health, education, financial support, food and nutrition. The support plan began in the Thethe province and is spreading to all the Mozambique provinces (Minna 2010). Authors such as Ojo and Oleyinke (2019), Sangayi (2012), Pillay (2016) carried out research on the strategies that have been employed by education leaders to alleviate psycho-social challenges their respective countries which are Nigeria, Kenya and South Africa.

Zimbabwe is now the second in Africa with the highest number of vulnerable children due to psycho social challenges, (FHAPCO, 2010). However, the government of Zimbabwe in 2015 employed the following policies and actions that were being implemented in the school facilities to assist vulnerable learners. In 2001, the government of Zimbabwe established the Basic Education Assistance Module (BEAM) with the aim of reducing school dropouts, which may be due to financial difficulties, therefore, students who were identified by their teachers and principals to be in need of educational support (vulnerable children), received school fees and levy waivers from BEAM (Nyawasha and Chipunza,2012).

USAID and CRS (2008) advocated that having feeding programs is more like bringing home at school and this brings partiality and equality at school hence alleviating psycho-social challenges. The government in (2015) then brought the feeding programs in the schools. Moyo (2010) found that school feeding programs have increased the school attendance of many vulnerable children. Shirichena primary School within the Chegutu District recorded an

enrolment of 90% as compared to the rate of 50% before the implementation of the school feeding program by the Consortium for Southern Africa Food Emergency. This has led to a reduction in the rate of dropouts, while increasing performance and school duration, thereby reducing the burden on families. The government of Zimbabwe has also established the Education Transition Fund (ETF), which is to support with the teaching and learning materials for all schools (National Action Plan for Orphans and Vulnerable Children Phase II 2011-2015).

Noticing the rampant rise of vulnerable learners, the government of Zimbabwe devised the Zimbabwe National Action Plan specifically for vulnerable learners and any volunteers could donate to this national action plan. The action plan meant to cater for care, support and protection to vulnerable learners as well as sanitation, food, birth registration, psycho social support among others (Tiku, 2006). This action plan seemed to be perfectly working in 2010 but as the economy was changing, the economy became more volatile to the extent that no one was donating to make sure it was fully up for its purpose. Medical treatment was also installed in place for vulnerable learners thus they could obtain free medication. The free medication did not last long due to doctors striking and nurses due to incapacitation and going to government hospitals meant waiting in the long ques till one gets a consultation. The year 2015 saw Zimbabwe introducing ZNHASP which was meant to assist vulnerable learners suffering from HIV and AIDS and those whose parents had died due to HIV and AIDS (Dhlembeu, 2010). This programme is still working but however it does not carry the same weight as it carried in 2015 due to that no society members nor teachers still have a call to help these learners as people in Zimbabwe nowadays are only concerned in hustling for money (Gandure, 2009). If there is no money, there is no help. However, Zimbabwe's HIV and AIDS epidemics coupled with poverty, economic meltdown and persistent drought, have had severe impacts on communities who have taken initiatives to care and support on vulnerable learners.

On the aspects of psychological and emotional help, the Southern Africa HIV and AIDS information Dissemination Service (SAFAIDS) (2011) published 'My Dreams', a booklet which contains stories of children coping with the impacts of HIV and AIDS in Zimbabwe and shows that talking about difficult issues and trauma is the best way to deal with it. This provides an opportunity for children who are affected or infected with HIV/AIDS to share their stories as well as look at how they can overcome the challenges they face to succeed

in life. This has not only given the children courage and hope to face their challenges but has also increased community awareness of HIV/AIDS, reduced the stigma and has improved community support for children with HIV/AIDS.

Hewlett, (2006) argues that motivation is the drive to learning effectively and efficiently and hence psycho social challenges such as love from parents, good shelter, food, clothes will cause a child to neither perform less in class nor relate well to others. Tadesse, (2008) agrees and further advocates that these psycho social problems will result in a child being absent from school, low pass rate or even result in a child bullying others and even result in high levels of stigma. Ainsworth et al, (2005) postulates that the causes of a child being vulnerable cause psycho social effects which even lead to poor health and then death of child and even children commit suicide hence they need to be addressed as quickly as they are noted in children. Bronfenbrenner (1979) advocates that the family and care givers (microsystem) influences all the psycho- social aspects that are responsible for development in children, thus it is in their hands to make the child vulnerable or not and this vulnerability has a negative impact in the schooling of children. Rubaha, (2008) disagrees he postulates that psycho social challenges should be a source of motivation for a child to perform at his or her best ultimate level and excel in their studies. He further advocates that the need of a child to change his background should bring inspiration to change the future life for the best.

1.2 Statement of the problem

Lower grades and school drop outs have been experienced in primary schools in Hatfield/ Mbare cluster 11. Use of vulgar language, bullying of other children in classrooms has largely increased in primary schools in Mbare/Hatfield cluster 11. From ages 10 to 12 they are spoiling their uniforms due to lack of sanitary wear (Muzondidya, 2017). The young learners that have been taken in by their extended families sometimes risk abuse and lack of care, but as a consequence of poverty they also risk being sent out to steal or practice prostitution. The latter is especially a problem for girls. These behaviours are then portrayed in the classroom through role play actions, dramas or even during lessons. It then becomes the duty of the teacher to address these issues but however the root cause of the problem would not have been addressed. One of the

Zimbabwean singers late Mtukudzi once said not addressing the root cause is not solving the problem in the song “chikonzero chaita musoro uteme”. Some children are also denied access to basic education, proper healthcare and nutrition hence the result of bullying others in the classrooms, spoiling of uniforms, angry behaviour, and school drop outs. (Ahiadeke, 2003). Households do not have enough resources to provide for these children hence resulting in their vulnerability. The statement of the problem can then be expressed in question form:

What are the strategies employed by educational leaders in alleviating psycho-social challenges affecting vulnerable learners at Primary schools in Mbare\Hatfield, Harare?

1.3 Purpose of the study

This research is intended to contribute to the policies and strategies that will ensure the plight of vulnerable children is urgently addressed by educational leaders. These children seek assistance and hence this research aims to bring out various challenges that these children are facing, the strategies already in place and what can be done to ensure enforceability of the existing strategies so that these problems are quickly solved before schools loose more innocent souls to these psycho-social challenges.

1.4 Research objectives

1. To explore the challenges that are being faced by the teachers in rendering the psycho social support
2. To investigate if there are any statutory instruments, policies that govern the psycho-social challenges
3. To examine if there are any community associations that have assisted the school in rendering psycho social support
4. To investigate programs engaged in by community associations that are assisting in rendering psycho social support
5. To assess the school related factors which contribute to psycho-social problems?

1.5 Main Research question

What are the strategies that have been put in place by educational leaders in alleviating the psycho-social challenges?

1.6 Sub research questions

1. What are the challenges that are being faced by teachers while they are rendering psycho social support to vulnerable children?
2. What do the education act and the statutory instruments say about the strategies that can be put in place to alleviate the psycho-social challenges that are being faced by vulnerable children?
3. Are there any community associations that have assisted schools in alleviating psycho social challenges in vulnerable learners?
4. What are the programs they are engaged in that have assisted in rendering psycho social support to vulnerable learners?
5. What are the school related factors which contribute to psycho-social problem?

1.7 Significance of the study

Educational leaders.

They will benefit from the study in that they will find a gap in the strategies they have put in place and they will seek on how to improve them hence boosting the education facilities of children who are the key sufferers of the strategies installed by the government.

The MSU University.

This research project will benefit the university with more information to put in place in the library's repository and aid further research in the future in the same area of study.

Policy makers.

They will be obtained information about on the statutory instruments and penalties that need to be installed in place so that the strategies are completely enhanced in schools and that no children's are being infringed moving forward. Also so that policy makers will be able to harmonise educational policies with other policies for example the AIDS policy in order to avoid overlaps which will result in the negative impact on the personal behaviour of vulnerable learners. Since piecemeal solutions will not alleviate the problem.

Teachers

Children that have been affected by psycho-social challenges tend to behave older than their age hence from this study teachers' will have knowledge on the strategies that have been put in place for them to practise so that vulnerable children are helped in the school. Vulnerable children sometimes do not develop skills that their peers have developed hence from this study teachers will know the mechanisms that are in place for them to alleviate psycho-social challenges that are being faced by learners.

The Researcher

The study was of greater significance to me as a student pursuing a Bachelor's Degree in Education at MSU, for without successfully completing it I would not pass my studies.

The school

Since the schools where the researcher is conducting the case studies they will be able to know the strategies they have not been implementing to alleviate psycho- social challenges and this will bring a health schooling environment and hence increasing the number of children that will be enrolled.

1.8 Assumptions of the study

- The study is based on the assumption that there are vulnerable learners enrolled in schools countrywide not only in Cluster 11 Mbare/Hatfield schools due to the psychosocial and economic challenges that are prevailing in Africa and the whole world at large.
- There are a number of learners who seek the assistance of (Basic Education Assistance Module- BEAM) programme undertaken in schools in Zimbabwe, and most of the learners encounter psychosocial problems.
- The study also assumes that there are psychosocial strategies interventions used in schools to deal with the OVC.
- The participants are going to be readily available and will answer truthfully without any disturbances.

1.9 Delimitations

The study is delimited to four schools in the Mbare/Hatfield district which are Queensdale primary school, Widdicombe, Hatfield and Vital Primary school, chosen due to that they are easily accessible to the researcher. The study is delimited to the strategies put in place by educational leaders in alleviating psycho-social challenges affecting vulnerable learners in primary schools in the Mbare/Hatfield area covering the period of 2015 to 2020. Thus the research focused on the strategies at hand in 2020 to alleviate the psycho social challenges in schools thus the Statutory Instruments, government plans and actions at hand to alleviate these psycho social challenges in vulnerable learners. Discoveries from this thesis will be used to draw conclusions of all classes in primary schools in Mbare/Hatfield Cluster 11.

1.10 Limitations

- (a) Financial constraint was one of the limitations experienced in carrying out this research due to the shortage of resources essential for the investigator who is self-financing the research to make this research a sound piece. The year 2020-21 was characterized by the COVID 19 pandemic and due to this pandemic the researcher needed sanitizers, masks during the information generation phase. The investigator reduced the targeted populace sample size to a level that met accessible resources.
- (b) The geographical site of the schools under study might pose a hindrance on the side of the investigator in terms of accessibility from the station the researcher is based. To try to alleviate this limitation the investigator made use of her own transport to get quick access to the schools.
- (c) The targeted populace may fail to interpret questions on a questionnaire thus affecting the results to be obtained by the researcher (Cresswell, 2009). In a motion to mitigate this limitation the researcher carried out a pilot study using research instruments so that alterations of the instruments could be done. Alteration of data collection instruments enabled them to gather essential information as well as making sure that there was common meaning of questions on the questionnaire among participants in the study.

1.11 Definition of key terms

Vulnerable

“Vulnerable” learners are defined according to the Zimbabwe National Action Plan (2004:11) as children subjected to a wide range of social and economic difficulties and whose rights are threatened for example, the rights to shelter, food, birth registration, education and treatment. According to Subbarua, (2004) vulnerable learners are those children under the age of eighteen whose safety well-being and development are for various reasons threatened.

Leadership

Beaudo (2003), for instance, argued that ‘leadership speaks to a ubiquitous, identifiable set of human activities that support and assist, particularly in relation to change’. Characterized as a

‘notoriously perplexing and enigmatic phenomenon’ (Allix and Gronn, [2005](#)), educational leadership is a construct that means different things to different people (Yukl, [2002](#)).

Educational leader

According to the Association for Supervision and Curriculum Development (ASCD) (2013), Educational leader these are school administrators, principals and government officials who strive to change educational policies and processes. Educational leaders usually are employed by as school administrators, principals but can take on additional roles such as department chair or academic dean.

Strategies

Miller and Dess (1996) strategy is a set of plans or decisions made in an effort to help organisations achieve their objectives. Barney (2001) strategy is the theory put in place to mitigate certain challenges affecting an organisation or particular industry.

Psychosocial Challenges

Psychosocial challenges are defined as the maladaptive, negative or unhealthy intrapersonal, behavioural and emotional status which leads an individual to develop unhealthy relationship building, and malfunctioning in university, school, home or the community at large. “Challenges” according to the Zimbabwe National Action Plan (2004:15) refers to difficulties and obstacles in implementing interventions.

Orphan

A child under the age of 18 years who has lost one or both parents.

AIDS

Acquired Immune Deficiency Syndrome

1.12 Chapter summary

The chapter sought to introduce the problem of the research in the background of the study, the problem statement, main research questions, sub research questions, research objectives, purpose of the study, significance of the study to the student, the university, the policy makers, the school in which the researcher focused on, delimiting factors, assumptions of the study and all the subtopics covered by this section of the study. However the following chapter will be covering the literature review of the study.

1.13 Organisation of the rest of the study

This study is organized into five chapters which are structured as follows:

Chapter one: Introduction

The introductory chapter mainly focused on the overview of the research and includes the background to the study. Moreover, it presented the statement of the problem, the significance of the study, its objectives, and the scope and limitations of the study.

Chapter two: Literature review

Chapter 2 focused on the literature review, where a detailed study was done on the researchers' topic by reviewing other concepts and ideas that were found through reading and analysing documents, journals and newspapers amongst other things in order to accomplish the objectives of the research project.

Chapter three: Research methodology

This chapter introduced the research methodology which was used in order to answer the research questions. The chapter identified the research design, the population, the sample design adopted and the data collection methods used.

Chapter four: Data analysis

This chapter presented the result of the analysis of the data which was collected in chapter 3. The findings were presented in tables, charts and figures and also used as quantitative methods. Aside from the tables, an interpretation of each presentation would follow as this will serve as the basis of the summary of the researcher's findings.

Chapter five: Recommendations and Conclusions

This chapter entails the summary of findings, conclusions and recommendations based on the study findings.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Addressing of psycho social challenges is a critical and vital role in the growth of a child at any particular stage of development. Solving and setting strategies to alleviate psycho social challenges will create a positive minded child, a health child, eager to learn child, confident and a very participative child in the classroom. Not setting such strategies will however build a depressed child, aggressive, hopeless child, anxiety and a negative attitude child and having such a child in the classroom requires very extensive and quality classroom management skills. The literature review will however look at the conceptual framework, theoretical framework, recent related studies and a summary to conclude the chapter.

2.1 Vulnerable children

Skinner (2004) postulates that there are various ways that exists to define what orphans are, epidemiological, legal, social and cultural. The internal journal of sociology Vol 1 (2018) articulates that people in Embu district of Nairobi proclaims that, “in Embu we have no orphans; we have family extended systems that ensures that even in the death of parents a child has proper care and love.” Hence according to their definition a child is only an orphan if there are no relatives of the deceased parents and the child has nowhere to go. According to Sabbaruo, (2004)

vulnerable children are those children whose safety, well-being and development are for various reasons threatened. The international journal of sociology Vol 1 (2018) articulates that lack of care, affection, inadequate shelter, nutrition, education and psycho social support are some of the most important factors that accentuate the vulnerability of children. USAID, (2004) defines vulnerable children as those children who are vulnerable due to the effects of illness, poverty, conflict. In this study the researcher defined vulnerable children as those with parents or guardians who simply lack resources to properly take care of their children though trying all their best measures but due to illness, disability, burgeoning poverty can give the child the essential basic needs. This research does not differentiate orphans and vulnerable children since these two terms are strongly correlated and works hand in hand.

The quality of teaching and learning in Sub Saharan African schools is under severe threat as the amount of vulnerable children escalates (Govender, 2004; Hepburn, 2002), worsening the existing socio-economic problems experienced in the mostly disadvantaged communities (Carr-Hill, Kataboro & Katahoire, 2000). The number of vulnerable learners in sub Saharan Africa was estimated to be around 11.6 million in 2007 (UNAIDS, 2008) — the number of children who have been rendered vulnerable by the pandemic is inestimable. The term vulnerable refers to any child whose level of vulnerability has increased as a result of HIV and AIDS and could include any child under the age of 18 who falls into one or more of the following categories (Smart, 2003:viii): has lost one or both parents or experienced the death of other family members; is neglected, destitute, abandoned or abused; has a parent or guardian who is ill; has suffered increased poverty levels; has been the victim of human rights abuse; is HIV positive themselves.

It is evident that the above definition of vulnerable learners could apply to the majority of learners in Zimbabwe. For teachers, therefore, there is no escaping the impact of the pandemic on the lives of their learners, resulting from an increased incidence of social, emotional, physical, economic and human rights problems (Carr-Hill et al., 2000; Culver, 2007; Ebersöhn & Eloff, 2002; Foster, 2002). The consequences of such problems are played out in the classroom (Hepburn, 2002), as teachers struggle to balance the already challenging business of teaching and learning with the additional demands imposed by the increased levels of anxiety, limited concentration spans, severe trauma, heightened discrimination and stigma, and increased poverty

experienced by learners living in this age of AIDS (Foster & Williamson, 2000; Wood, 2009). Owing to an overstretched social fabric, some of these OVCs have been left destitute without proper care and support, which leaves them at risk of abuse and exploitation that may ultimately bring them into the HIV and poverty vicious cycle. UNICEF (2010:2) posit that vulnerable children are subjected to a wide range of social and economic difficulties, psychosocial distress, stigma, grief, discrimination, isolation and economic deprivation, loss of educational opportunities, burdensome domestic responsibilities and fear of their own future. Due to these difficulties faced by vulnerable children, communities have responded to their plight by initiating support for vulnerable learners through community based organizations (CBOs). The RAAP survey by UNICEF (2010) found that families and communities have long been the safety nets for a sustainable response to the vulnerable children crisis and that caregivers in all countries reported that without immediate direct financial support vulnerable children's access to food, healthcare, psycho social support and education will deteriorate.

2.2 Vulnerable children

This section of the study explores the theories underpinning the study and sub headings derived from the research questions. Of the five research questions only three were answered, research questions on cross sectional tools were answered in chapter four and five of the research study from the targeted research populations and recommendations will be given which shall be the strategies to be employed by the educational leaders to alleviate the rampant rise of psycho social challenges.

2.2.1 Theories underpinning the study

Martha A Fineman in 2010 developed a theory on vulnerability, "vulnerable learners". Fineman was of belief that children are small beings which are similar to embodied creatures who are brought within different social, biological dialects and relationships of which most of these social and biological dialects have resulted in them having vulnerability as they can't change who they are or have a say on people who bring them up. The theory went on to state that vulnerability is one of the main causes of psycho social challenges. Vulnerability tends to affect the child mentally to the extent that it leads a child to behave in an abnormal way or portray abnormal

behaviors in the classroom. Teachers therefore have this great job to try to mold these learners to the help them fit into other learners. The theory also further denotes that vulnerability is denoted by malnourishment and being introduced to adult roles whilst they are still children. Some of these children are vulnerable due to the fact that they lost their parents and they now have to fend for themselves without an adults help which might be very difficult and result in serious problems to basic needs such as health, shelter, food, education and clothes etc. hence these consequences might catapult children into streets where everything seem free but however not realizing they have killed their bright futures.

The theory mainly made emphasis on the political and economic conditions as the main root cause of the rampant increase of vulnerable learners. The more the volatility the more expensive it will be to provide for a child and the harder it is for donors to donate for these vulnerable learners. The theory by Fineman further urges the government officials to strive to make better economies for the sake of children so that they won't be vulnerable. The tougher it is to get basic needs the more difficult it is for every parent or guardian to fend for a child. Hence in her theory Fineman pin pointed poverty as the main cause of vulnerability amongst young learners. Family structures that children are brought into after death of parents have suddenly changed from all that caring loving all providing to something else. These extended families have now changed to homes of neglecting, all forms of abuse hence increasing vulnerability.

2.2.2 challenges faced by the teachers in rendering psycho social support

According to the Ministry of Primary and Secondary education every teacher is a counselor and can render the psycho social support to any child who is in the school's setting. Learners bring about psycho social problems such as family breakups, abuse and hence the teacher has to deal with these in order to manage the classroom. However in the rendering of such psycho social support teachers face a lot of challenges which are discussed below.

(a) lack of suitable space and time to render psycho social support

Due to the fully packed time table of the new competency based curriculum (CBC) teachers are finding it difficult to render psycho social support to alleviate psycho social challenges though it is government policy. Teachers are offering psycho social support services under trees due to the

schools not having sufficient school buildings. This is however straining for the teacher and uncomfortable for the child since to some extent it is public. In addition, schools do not provide space where teacher counselors counsel learners. Teacher counselors made use of any available space such as under trees, back of the class, staff room, etc. Obviously, such spaces could have negative effects on the success of counseling rendered (educational journal, 2013).

(b) Lack of trust and belief by learners

Some learners do not trust their teachers so they hold back their problems which lead to psycho social challenges. The learners are of the view that their parents told them not to share their personal information to outsiders and teachers are outsiders. “learners do not trust us, some parents claim that we teach their children about sex and they perceive that we teaching children things that are improper at their age hence educate their children that teachers are not to be trusted (education journal, 2013). Some children generally do not trust teachers. “a child got pregnant at the age of grade seven, when the children heard the rumors they asked the child to give her psycho social support but the child refused to disclose the information but later the child dropped out of school due to the pregnancy, how then are teachers supposed to render psycho social support in such circumstances” (educational journal, 2013). The lack of trust is directly related to the school factors and other factors. Most teachers disclose learners’ problems as lessons to other children at assembly points and in classrooms yet it results in some learners in feeling having similar challenges to not to trust their teachers to the extent of sharing their psycho social challenges.

(c) Lack of training regarding legal issues

A lot of teachers find difficulties in dealing with sexual abuse, rape which cause psycho social challenges amongst children. The teacher finds himself or herself in a very difficult position, the child does not want it to be known yet the teacher has to take corrective action to protect the child. According to case study by John Mashaandja et al., 2013 in Namibia, a recent dilemma faced by a teacher in Oshana in Namibia, “I reported a rape case to the police. the accused sued me the teacher and there I was on my own with no protection from the educational leaders, government or school, but fighting for the life of a poor powerless child.” Teachers are not protected on these matters that need legal attention even in Zimbabwe. Hence teachers find it

difficult on how to render psycho social support to children in such scenarios which require legal attention.

(d) Lack of training regarding cultural issues

Teachers in rendering psycho social support find it difficult with cultural practices such corporal punishment of beating a child, death or bereavement. A child might lose a parent(s) but after the burial the child is expected to come to school and pretend as if nothing happened. The teacher will be the only rendering psycho social which is difficult. One of the motivational speakers once said that success is milestone and it can never be achieved on your own but with the help of others. After death of parent(s) some kids take three to four weeks to come to school or they are leaving in a different location and they are no longer able to access education. At the time the burial and other cultural matters are taking place some children are learning and the syllabus is proceeding of which when they come back they are expected to be at the same level with other children in the classroom. It will then up to the teacher to help the child emotionally, socially and physically. Of which with the fully packed Competency based Curriculum the teacher might find difficult to obtain time to help the child.

2.2.3 policies, statutory instruments that govern the alleviation of psycho social challenges in Zimbabwe

(a) Zimbabwe national action plan (ZNAP) for OVCs

Zimbabwe as a nation has made a move in planning and developing its national response to address the psycho social challenges that are being faced by OVCs since the country is ranked as one of the countries with the highest OVCs in Africa (Cardoso, 2010). Gandure (2009) suggests that the ZNAP for OVCs was developed to deal with the psycho social challenges that are arising from burgeoning poverty, death of parents due to diseases or accidents. The overall framework of ZNAP is to provide for the protection, care, support for OVCs living in a world of HIV and AIDS through a comprehensive set of interventions which include birth registration, education, health care, food, water, emotional support through provision of counselors, sanitation, child protection. Psycho social support, strengthening coordination structures and increasing OVCs participation programs (Tika, 2006:41).

However due to the volatile political and economic environment in Zimbabwe the ZNAP was mainly donor funded and these donors had to leave Zimbabwe due to political interference. It is therefore this slow pace of government interventions that has led to communities to take it upon themselves to assist orphans and vulnerable children (Cardoso, 2010:32).

(b) Basic Education Assistance Module (BEAM)

If a child is being driven out of class due to unpayment of fees because the parent or guardian is unable to provide for the child due to capabilities beyond the parents for example due to disability, burgeoning poverty, disease or it's a child headed family it results in psycho social challenges to the extent that it hinders child's participation in class, result in lower grades, child develops certain attitudes in the class, sadness, boredom. Hence as a measure the government introduced BEAM to alleviate psycho social challenges. BEAM was introduced in 2001. It was administered through the department of social welfare and it provides guidance on how OVCs can be assisted in terms of paying school fees and tuition. The BEAM community board consists of teachers' representatives, community leaders, NGO representatives. The teachers in the classrooms are responsible for identifying children psycho challenges and if these are leading to the child not having enough fees then the teacher will have to select the child for BEAM (Zimbabwe Teachers Association, (2012). The community is also responsible for selection of beneficiaries. The BEAM is still practiced up to this present day in Zimbabwean schools.

John Ringson in (2020) at the University of Johannesburg made a study on the efficacy of BEAM in Zimbabwe. The research was a qualitative research paradigm to examine if BEAM is still working efficiently in the Gutu district. The study showed that BEAM is no fully responding to other needs of the OVCs such as food, uniforms, shelter, clothes amongst other basic commodities. Also BEAM is no longer paying the full fees from the study by Ringson " when asked about the efficiency of BEAM a male OVC aged twelve explained that, " ever since my parents died, I was absorbed into my uncle's family and for me to go to school they registered me for BEAM which was paying half my fees" . The main challenge now being the remaining half fees has accumulated beyond my uncle's affordability and I was expelled from school. Currently am herding cattle'. Tigere (2016) cited in Ringson (2020) articulates that the psycho social support should be inclusive of all the basic human needs and should incorporate both material and psychological needs of which BEAM in Zimbabwe has neglected the other basic

human needs and psycho social needs. Also the BEAM administration is fully of corruption as to which child benefits and which does not leading to the rampant increase of the psycho social challenges among primary school learners. Chigokura and Guzura (2012) cited in Ringson (2020) states that bad political ideologies and practices implemented in Zimbabwe in the 2000s and up to now has destroyed the social-economic structures of the country leading to rampant increase of corruption and fighting for the few resources for survival.

(c) Medical Treatment Orders

Being unwell due to a terminal illness and not being able to access health due to being an OVC creates psycho social challenges to the extent that the child becomes mentally disturbed resulting in the child fearing other children, bullying other children, sleeping in class, confusion and sadness. The government as a measure to alleviate the existence of such psycho social challenges in the classroom in 2002 introduced free treatment to OVCs (Gandure, 2009). These medical treatments are according to the children's act (5:06), chapter 9. The government faced difficulties due to insufficient funding, economical situations of shortage of doctors, 72% to be filled the policy is no longer practiced though it is a written policy document (Gandure, 2009). This has resulted in many school drop outs, deaths of children due to that they can obtain health services hence losing the future leaders of tomorrow and the people who will increase our gross domestic product as a nation.

(d) Children's Protection and Adoption Act (chapter 5:06)

In Zimbabwe the Children's Protection and Adoption Act [Chapter 5:06] provides legal protection in terms of children's inheritance of their deceased parents' assets and their right to have birth certificates (Masuka et. al. 2012:59). This Act provides minimum standards and guidelines for civil society to monitor and respond to the situation of OVCs. Furthermore, the UNGASS Country Report (2007:27) suggests that the high number of OVCs in Zimbabwe resulted in community intervention initiatives to provide and facilitate educational, medical, legal and psychosocial assistance to OVCs. Chapter 7 part 111 of the act articulates that neglecting or ill treatment of a child by a parent or guardian shall be deemed as an offence. According to this chapter neglecting is deemed to be failure to provide for the needs of the child thus food, protection, water, sanitation, clothing and shelter. However, though there is such an

act according to our culture no child may report to the police on how she is being handled by a parent or guardian but these children are only noticed in public gatherings such as school, churches that they are vulnerable and not being handled though it said no one is above the law the cases where children report their guardians or parents to the police are very low to about five percent.

2.2.5 communities have taken it upon themselves to alleviate psycho social challenges.

Government measures or strategies are inadequate and are not fully alleviating psycho social challenges and communities have taken it upon themselves to help children suffering from these psycho social challenges. It is these this slow pace of government interventions and strategies that have led communities to take it upon them to assist orphans and vulnerable children (Cardoso, 2010:32). Schenk et. al. (2010:333) reported that community-based interventions for OVCs take many forms, including educational assistance, home-based care, legal protection and psychosocial support.

Zimbabwe in the past five years has experienced a harsh volatile environment characterized with hyperinflation resulting in teachers attending and teaching in the classrooms but not attending to the psycho social challenges faced by OVCs in the classrooms due to that they are incapacitated. Community interventions in Zimbabwe are through social workers who are employed by the department of social welfare. These social workers are part of the community and schools to which these children attend so they cater for the health of OVCs by making sure they receive free medical treatment in government health institutions. However, at present day these institutions are incapacitate in terms of doctors, medical pills and equipment due to economic conditions in the country. The communities through donations have tried to cater for the psycho challenges being faced by OVCs they are supported by The USAID; (2012:125) suggests that community-based interventions are the most cost-effective way of meeting OVCs' needs since resources are pulled within community structures. The community is trying to its best they have to render OVCs but with the economic crisis resources are inadequate yet educational leaders and government officials are doing nothing to alleviate these psycho social challenges. Cardoso (2010:31) posits that communities are finding it hard to support and protect OVCs because of

limited resources such as food, money to pay school fees and buy school uniforms as the urban economy has not been able to absorb those in need of gainful formal employment.

Rusakaniko et. al. (2010) conducted a cross-sectional survey of psychosocial experiences of OVCs in the Chimanimani and Bulilimangwe districts of Zimbabwe, and the study was conducted in preparation for a future OVC intervention. The researchers found that 25% of OVCs had feelings of unhappiness, worry, frustration, anger, fear or sleep problems. About 5% of OVC said they sometimes think about committing suicide due to the problems they face, such as physical and sexual abuse, and are afraid to report such cases as some of the abuses are perpetrated by close guardians and if they report abuses, they risk being evicted from their homes. Among 15 to 18 years old OVCs, 47% reported that their guardians were treating them caringly, 9% reported they were treated roughly and 24% said they were treated differently by their guardians compared to the guardians' own children. Alluding to this case study the communities have developed the following in order to alleviate the psycho social challenges both at home and at school.

(a) Simukai child protection programme

The Simukai child protection programme was set up in 2000 by communities as a way to address the psycho social challenges faced by OVCs at school and even in the communities. It was set up by the family aids caring trust, scripture union and the Roman Catholic in an attempt to alleviate the suffering of street kids and OVCs (Simukai Annual Report, 2010:8). The Simukai is run by a management board which incorporates youths drawn among the beneficiaries of the OVC programme. The board is inclusive of nurses, teachers, social workers, NGOs, voluntary donors and care givers. The programme helps in the education, rehabilitation, psycho- social support, medical support and counseling. The funders of the simukai child protection are the Hope HIV, Swedish organization for individual relief, five light foundation, UNICEF-funded National Action Plan for OVCs and local well-wishers (Simukai Annual Report, 2012:11). The Simukai heavily relies on these funders to support these OVCs programs.

(b) Family AIDS Trust

It was developed by Dr Foster in 1987 as a way of helping HIV positive families and their families, those who needed more of home based care and attention. The trust consisted of nurses,

teachers, community members, counselors etc. This trust was administered to render psycho social support and basic need essential for survival and medical support both to the family and the ill parent(s). The trust was definitely meant to address the children who are taking care of their sick parents resulting in psycho social challenges despite having basic commodities. The community was of significance in ensuring guidance and counseling and elimination of stigmatization to these families so that the children grow health, mentally, physically and socially (FACT report, 2012). The FACT 2012 had six pillars and one of the pillars was orphans and vulnerable children and this pillar drove UNICEF to be part of the FACT and to donate as a measure to try to eliminate psycho social challenges by providing finances and the community for psycho social support.

2.2.4 Current causes of psycho social challenges in Zimbabwe

According to the Zimbabwe Humanitarian Response Plan (HRP, 2020) cited in the UNICEF Zimbabwe Situation Report (2020) “year on year inflation which stood at 540.16% in February 2020 has eroded wages out domestic savings and pushed prices of basic goods and services beyond which many parents or guardians may reach. The absence of the basic needs has led to the lead of many psycho social challenges of children coming to the school without food, rental have gone leading to children to live in improper shelters that not worth for survival the cases of the houses in Hopely. Despite all of this the UNICEF Zimbabwe Situation Report (2020) ‘government has reduced ability to purchase water treatment chemicals along with poor electricity availability has curtailed hours of water pumping leading to water shortages and negative coping mechanism. Due to this the OVCs are now spending their time more in the water ques trying to find water for the family and some of this water is very dirty for consumption or use hence giving a rampant rise in diarrhea cases yet in government medical institutions these children can get medical help since doctors are on strike on the basis that they are incapacitated. The ZimVac report of February 2020 cited in UNICEF Zimbabwe Situation Report (2020) purports that 2 533 children under twelve years were admitted for severe acute malnutrition and diarrhea from January to March 2020 and eighty percent of these children are OVCs. In a Manicaland HIV and AIDS prevention study conducted in 2019, caregivers and OVCs reported

that children living in extreme poverty experience psychosocial disorders like depression, anxiety, social integration, self-esteem and behavior challenges (BRTI:2020). These psychosocial disorders were found to have negative effects on OVCs' social behaviors and school performances as some never received grief and bereavement counseling when their parents died or when they were caring for their terminally ill parents.

However despite the government being reluctant to help OVCs the community has taken it upon themselves to help these OVCs. The Catholic Development Commission (CADEC) and a faith based organization under the united Cogressional Church of Sourthen Africa (UCCSA) called Bongani care they have taken it upon themselves to give food, clothes, psycho social support and even pay school fees for some children as a way of alleviating psycho social challenges that are rampantly increasing in this COVID 19 era. They also designed a feeding scheme for children in Mangwe where children can come and eat and socialize through playing of games hence alleviating psycho social challenges which is not being done by education leaders or the government itself. The National Action Plan which the government had promised to solicitate has never been implemented up to now. The National AIDS Council which is helping OVCs at hand has some elements of nepotism and corruption in choosing the beneficiaries and some leaders of the council due to prevailing harsh macro-economic situations in Zimbabwe are now consuming the basic commodities which are meant for the OVCs to support their families as well. BEAM is also available in 2020 but however according to Chandiwana (2008) BEAM has neglected the basic commodities needed by OVCs to come to school well prepared for learning for example food, writing books, school uniforms such that these children are not segregated around the school environment, yet knowing these problems the educational leaders has done nothing to close this gap. Though however there is Capernaum Trust, assisting the educational leaders in the payment of fees it still succumbs to the same fate as BEAM.

UNICEF Zimbabwe Situation Report (2020) advocates that the government through educational leaders must invest all forms of social protection, fiscal policies, employment and labour market intervention to support OVCs and this includes expanding universal access to quality health care and other services and investing in the OVCs families policies such as paid leave and child care. Indonesia through the Kartu Sembako Programme provides monthly cash assistance for basic family consumption to OVCs and they extended their budget in 2020 in 2020 so that the plight of

OVCs is addressed. In Mongolia the government through educational leaders have increased their Child money programme benefit by MNT 20 000 as a measure to address the psycho social challenges being faced by OVCs. South Africa the neighbor of Zimbabwe has several social schemes which reaches 12.8 million OVCs and in 2020 they have provide additional top ups, yet Zimbabwe government through educational leaders have done nothing in 2020 to alleviate such problems that cause psycho social challenges in OVCs (UNICEF Zimbabwe Situation Report 2020).

2.2.6 School related factors which contribute to psycho social challenges

(a) Other learner's behaviors, attitudes and actions

Bullying: Rimpela and Rantanen (1999) defines bullying as a learner or a group of learners say, do nasty unpleasant things to another learner in a way that another learner does not like and its a very common behavior in schools which is sometimes teachers ignored by teachers or cannot properly eliminated from the school environment. Carrie et al, (2008) advocates that these are physical and verbal behaviors which are hostile and causes distress to other learners. If a learner is bullied especially an OVC it will cause psycho social challenges and result in psycho social challenges being unhappy, sadness, lose confidence and creates an unsafe environment. These psycho social challenges affect the growth of the child (Kaltiala-Heino et al., 1999). Poor relations around the school learner to learner create psycho social challenges.

Peer rejection and acceptance around the school also has impact on the psycho social behavior of a child. These peers can have negative or positive influence that can lead to psycho social challenges. If a child relates well to others and has peers which encourage, motivate him or her psycho social challenges can be alleviated but if the child is being rejected by peers due to illness, or just the physical appearance it might lead to psycho social challenges.

(b)The school environment

The school environment has an influence on pupils' well-being psycho socially (Sellstroom and Bremberg, 2006). lack of school infrastructure, learning materials by a school results in negative

changes in pupils' influence over school work and peer relations affected greatly since these school largely consisted by OVCs (Gillander and Hammarstrom, 2003). Having all the learning materials and resources needed for education results in a positive school environment which is crucial for the growth of the child psycho social behavior which are good (Freeman, 2011).

(c) presence of sexual abuse at school

This is rare but present in schools. Some teachers abuse students verbally and physically. teachers sometimes scold learners to the extent that a learner may lose confidence in himself or herself, sadness, depression. Teachers especially those in Africa are used to beating children with sticks if they fail their school work or as a way of punishment this however has a negative impact on the psycho social well-being of a child especially in the classroom.

2.3 Previous research studies on psycho social challenges

Horizon (2015) conducted a study in Rwanda and Zimbabwe on the psycho social challenges affecting OVCs, strategies at hand at Rwanda and Zimbabwe and strategies to be employed to alleviate the psycho social challenges. They conducted a mixed research which is both qualitative and quantitative. A sample of 4900 OVCs, parents, guardians and teachers was taken using random sampling. In Rwanda 55% of this population were orphans who confirmed that they were no longer had reason to live and that their confidence level is very low. 4% of other learners attempted suicide as a way of responding to psycho social challenges and 30% of these went to live on the streets as a way of responding to psycho social challenges. The government of Rwanda has provided free education to OVCs by giving free education, training teachers for guidance and counseling and involving guidance and counseling in their curricular.

In Zimbabwe a similar study was conducted by the same group in the same year using same research methodology. The study proved that Zimbabwe is ranked the third in Africa with high OVCs. From the study vulnerable learners including orphans proved that the psycho social challenges faced by these children are multiple thematic events, rejection in the times of need, irritability, sadness, stress, difficulty in concentration, being overwhelmed and hopelessness. The horizons group advocates that one of the critical strategy to address psycho social

challenges in children is through adult support way before the death of a parent by having care givers with training and assistants , community volunteers and teachers in school encouraging and ensuring a health school environment for the child. Young people on the same age or not of OVCs should be trained as volunteers to assist others facing problems they have overcome as ovc. Horizons claim that this has worked in Zambia and South Africa hence it should be practible and doable in Zimbabwe since these children definitely understand how their peers are feelings and are able to understand them at their same level. There is also need for government educators to ensure that there are adult mentors for child headed families or households. The horizon claims that the improvement of psycho social well-being of children rearing other children is through adult support hence the need for adult mentors. Their study indicated that Rwanda has implemented these mentors and it has resulted in greater positive psychological changes.

Theresa Mwoma in 2015 conducted also a similar study on the challenges that are existing and intervention by educational leaders to alleviate them. The study was on seven public primary schools, a mixed approach basis was used which consisted of 42 educators and 65 OVCs, the OVCs were from grade six and seven those who were able to extrapolate the meaning of matters under concern. The researcher used questionnaires and interviews as research instruments. The school related factors leading to psycho social challenges according to Mwoma were the school environment, teacher attitude, and other learners' attitude. The educational leaders of South Africa have advocated for teachers to be taught on how to render guidance counseling to OVCs in the teachers training colleges and to include it as one of the lessons to be taught in schools. On top of that there are free scholarships given to OVCs but however these are not adequate measures since OVCs are facing a lot of challenges requiring assistant to ensure they grow well. Mwoma found out from the study that teachers are not properly trained to give guidance and counseling and life orientation skill and there is need for improvement in this area. Mwoma recommended that education leaders need to ensure that schools are properly resourced to ensure that psycho social support is given to a child and she was supported by Richter, Moregold and Panther, 2004) on this notion. Mwoma 2013 teachers need to be trained to address psycho social challenges that lead to poor performance and children dropping out of school. Mwoma linked

this study to Wood and Gobba 2011 on the training of teachers on life orientation. Mwoma designed a study on how government should help these children specialised services, focused supports, community and family supporting and basic services and security. On specialised services the government was to implement food programs, ensure these children learn freely, ensure safety of children through policies and statutory instruments. On focused supports children would learn from adults, peers and teachers from their psycho social support.

2.4 Chapter Summary

This chapter has highlighted what various authors and researchers have said about strategies in Zimbabwe to address the plight of OVCs, what other countries are doing to address the psycho social challenges, school related factors leading to psycho social challenges, problems being faced by teachers in rendering psycho social support and the empirical study. Chapter 3 looked into the research methods used by research to obtain data from the targeted population and justifications of the research methods chosen.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology denotes methods employed by the investigator to gather and collect data for the research project under study. It is the blueprint for the gathering, dimension, and investigation of information in pursuit to achieve the objectives of a research project. This chapter provides an overview of the research methods to be used, research design, research population, research sample, data collection methods and instruments, and finally data presentation and analysis plan employed in meeting the objectives of the research.

3.2 Research methodology

Leedy and Ormrod cited in Bvumbi (2017) delineate research methodology as an approach that will be followed by the researcher in order to carry out a research. Research methodology is an operational framework within which the facts are placed so that their meaning may be seen more clearly. It is an analysis of how the research activities should proceed and it describes how the data is collected and proffers the general philosophies upon which the collection and analysis of data is based. There are different types of research methodologies and these are qualitative, quantitative and mixed research methodologies. (Creswell & Plano,2011).

For the purposes of this study mixed research methodologies were chosen by the researcher. Mixed research methodologies are defined as a process for gathering, investigating and a mixture of both qualitative and quantitative methods in a solitary study so as to ensure that the research problem is understood (Creswell & Plano, 2011). The supposition of the researcher was that the use of both qualitative and quantitative methods provides a better understanding and explanation of the research problem and research questions. The researcher gathered information with the use

of both qualitative and quantitative design but the overall design emphasised qualitative approaches (Cooper& Schindler, 2011). Although Freswell (2009) defines phenomenological research as an approach of investigation in which the investigator distinguishes the essence of human experiences about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This phenomenological research will be of a benefit to the study as the researcher will be able to know the psycho social challenges in the Mbare/ Hatfield cluster 11 and advocate for strategies to alleviate the psycho social challenges.

3.3 Research design

Babbie and Mouton (2001) states that research design is the organisation, strategy and approach aiming to achieve and meet the research objectives and controlling variables. Hence in this respect, research design makes available a platform upon which the investigator is guided in the systematic analysis of observed facts (Bless and Higson-Smith, 1988). In conducting a study, the investigator adopted a systematic approach to obtain solutions to the identified research problems (Saunders et al, 2003) the credibility of the research findings depends on the validity and reliability of the data collection and analysing methods used. Sing (2010) postulates that there are so many research designs though any acceptance of any specific design has to be clued-up by the research problem that the investigator intends to resolve. Saunders, et al, (2009) states that there are various types of research designs which are Explanatory, Survey, Case study, Exploratory, Descriptive and Predictive design.

In an effort to obtain solutions to research questions and to address the research problem in this thesis, there was a necessity for a research design. In circumnavigating this thesis, a case study design was employed by the researcher. The design enabled the researcher to collect information in depth, hence reducing time spent in collecting data. As Hitchcock and Hughes (1995) in Cohen, Manion and Morrison (2007) denounce a case study as a valuable tool where the researcher has very little control over the events. Furthermore, the use of a case study allowed the researcher to mark boundaries about the case under investigation.

In this study, institutional boundaries were depicted so as to mark the cluster that was to be investigated in depth. The Mbare\Hatfield Cluster 11 has four (4) schools that were to be investigated. The researcher was to study the experiences of primary schools in the cluster with a view to unearth strategies to alleviate psycho social challenges being faced by orphaned children in the primary schools of the selected cluster. The study is exploratory as it acted as a pilot for generating hypotheses that was tested in larger scale surveys (Cohen et al., 2007). Through the use of a case study, the researcher was able to generate rich data about the psycho social challenges, strategies to alleviate them and if there are any strategies on the ground that are alleviating these psycho social challenges in primary schools. In this study, a case study was employed for the reason that it allowed the researcher to collect reliable data basing on the participants' experiences.

3.4 Population and sample

3.4.1 Population

A population is defined as any collective set of persons, not necessarily animate but which are important to a statistical thesis (Adams, 2004). This total collection of individuals share common characteristics in which the investigator is interested, from which a sample will be drawn for the purpose of research. For this research, the population consists of 30 Primary schools in Mbare/Hatfield District. From these 30 schools, a population of 300 teachers provided a pool of participants from which the researcher selected a sample. Of the 30 schools, the researcher purposively selected 4 schools based on proximity to the researcher so as to save on both cost and time. The researcher chose this method because it allowed her to move easily to schools to collect data. The researcher also with the help of the facilitators chosen, selected five children who were having psycho social challenges per school specifically the grade sixes and sevens to answer questionnaires as the researcher perceived that they are able to read and write. Also the same number of learners were to be held for conducting interviews.

3.4.2 sample and sampling procedures

A sample is defined by Millan (2010) as an assortment of substances from a populace. A sample has to be chosen using any of the number of techniques available in study thus random sampling, purposive sampling, and stratified sampling. A sampling technique is a method used by the researcher when choosing rudiments of study from a selected populace (Boyd, 2001). For the purposes of this thesis, purposive sampling was used. Family Health International (2005) states that purposive sampling has a tendency of grouping participants according to preselected criteria relevant to a particular research question. Purposive sampling was employed by the researcher because the investigator needed to reach a targeted sample quickly and only a group of teachers who are at schools in the district were relevant to this study. The researcher targeted three government schools and a private school; pseudo names zebra, lion, cheetah and leopard were used for ethical reasons to identify the selected schools. Out of the 4 schools, a total of 20 teachers were used as the sample. The twenty teachers were randomly selected all names of the present teachers were cast into a box and picked by admin officers to ensure that each teacher had an equal chance of being selected. The 20 children chosen for the study brought by their teachers thus each teacher chose the best candidate to help the researcher on the investigation. 20 teachers completed the questionnaire and 6 were interviewed for the purposes of methodological triangulation of data.

3.5 Data collection procedures

The researcher obtained an introductory letter from the university faculty of education which she used to get permission letter from MoPSE head office in Harare. After getting a permission letter from ministry head office, the research used that letter to get another letter from the provincial office in Mbare/Hatfield. The researcher made appointments indicating dates to be met by all participants by writing letters to them. The researcher visited all respondents on agreed dates and times. The researcher visited each school and distributed the questionnaires after prior to conducting interviews. All participants in this study were assured of anonymity. The researcher explained to the participants how they were going to complete the questionnaires. Clarifications were also made on ethical considerations that the researcher thought participants need to know before being in the study.

The interviews were conducted online through WhatsApp video calls, duo and Skype this was due to the covid 19 pandemic regulations. However this was fruitful as it is was more like a face to face interview and the interviewee had a platform to express themselves though on the other hand it was a bit more expensive but as well these could be recorded for further conformity by the researcher. The questionnaires were going to be a bit difficult for the researcher to deploy them but after the covid 19 lockdown on the beginning of February the researcher was able to deploy them to the respondents.

Primary data was collected mainly through the use of a specially designed and questionnaires to vulnerable children. To complement these, interviews were conducted. Observation would have been another data collection tool but due to the nature of the research, it was rather difficult to observe how vulnerable children are surviving due to the covid 19 pandemic regulations in the country. Secondary data was obtained through the Internet.

3.6 Data collection instruments

A research instrument is a means for gathering information in a thesis. Numerous research instruments that are at the disposal of the researcher to collect data during a study and these include questionnaires, interviews, observations, focus group discussions among many. For purposes of this study, the researcher used questionnaires and interviews.

3.6.1 Questionnaire

A questionnaire is one of the research tools which is extensively used by investigators to obtain information from participants. Annum (2017) defines a questionnaire as a form of inquiry document, which comprises a systematic series of compiled and well organized questions which intends to extract information which will provide insight into the nature of the problem under study. The questionnaire can either be structured, close form or unstructured, open form. In this case the researcher administered both unstructured, open form questionnaire in conjunction with structured-closed questionnaire to ensure that respondents provide honest and undirected

opinions, perceptions and attitudes towards the problem under study. Questionnaires are a time-efficient way of collecting data from many people. Closed-ended questionnaires can easily be analyzed in a straightforward way.

The main disadvantages of the questionnaire as stated by Akbayrak (2000) relate to issues of flexibility, reliability, response rate and validity; however the advantages outweigh the disadvantages in that the questionnaire saves time and cost and the easiest tool to administer. The unstructured questionnaire also provides respondents with an opportunity to respond to question without bias or influence from the researcher as in the structured questionnaire (Patton, 1990). The responses provided are not controlled by the provided answers but are well thought out answers that reflect the respondents' real emotions and opinions, hence, it was chosen as one of the main instruments for data collection. The questionnaire is also easy to answer and can be hand delivered to respondents saving on time and cost. Since questionnaires are time saving, easy to administer and allow respondents to give their perceptions freely, it was for these reasons which inspired the researcher to choose using both structured and unstructured questionnaires.

Questionnaires were administered to primary school facilitators at the selected schools. Out of the sample chosen for this study, 20 teachers answered questionnaires and 6 teachers were interviewed.

3.6.2 Interviews

An interview is a two-way communication made by a researcher or interviewer to attain data from the targeted populace. Kvale (1996) regards interviews as an exchange of perceptions amongst two individuals on a topic of mutual interest. Thus interviews therefore assist respondents to talk about their perceptions, opinions and interpretations on a given phenomenon. Gray (2004) posits that interviews are ideal for collecting research data because they increase the chances of getting highly personalised data, there are more chances for probing, the return rate is good and they cater for participants who are unable to read or write. Alluding to this factor research questions on cross cultural tools that can be implemented to reduce psycho social challenges were asked to the respondents especially the vulnerable children so that the researcher could explain what she meant by cross cultural.

Interviews can either be structured, semi structured, unstructured or non-directive. In this research semi- structured, face to face interviews were used as they were ideal to focus the intention on the investigation of strategies to alleviate psycho social challenges at primary school level. These semi structured face to face assisted the researcher in making an in-depth analysis of the respondents' opinions and views thus allowing the researcher to probe deeper into a situation. The researcher had room to ask more detailed questions since they were not confined to any structured research guide for example if there were any structural policies and instruments set by the government to alleviate the psycho social challenges. Patton (2002) in support of semi structured interviews explains that they are ideal for qualitative analysis because they present more flexibility as the interviewer can change the order of the questions based on the responses of the interviewee. Semi-structured interviews allow the researcher to explain and rephrase questions if the respondents are not clear. The researcher tape recorded the interviews in order to ensure that all the information provided by the respondent was captured. Recording interviews afforded the researcher an opportunity to concentrate on listening and responding to the interviewee rather than capturing information.

3.7 Data Management Plan

Findings from the study of questionnaires will be presented in tabular form, charts and graphs in a qualitative form. Tables will be used to group and organise data for it to be manageable and easy to interpret. The researcher was able to quantify some of the data obtained for ease of presentation and comparison. Tabulation of data makes the displaying of summarised information more precise and concisely effective. Graphs were used to effectively present visually stimulating information.

Information gathered from questionnaires was firstly grouped and coded into themes based on the responses given by the participants. The researcher then group data so as to summarise the data into specific categories for analysis. Information acquired from semi structured face to face interviews was recorded for the purposes of easy content analysis and capturing all useful points. A descriptive analysis of data was carried out.

3.8 Data validity and reliability

Merriam (2009) refers data reliability as the degree to which research findings can be reproduced. Bvumbi (2017) articulates that reliability in research design is based on the assumption that there is a single reality and that it repeatedly will yield the same results. To ensure that data in this study is reliable, the researcher advocated for the use of triangulation through different sources of data and data collection techniques. Saunders et al (2010) defines triangulation as a method of using various techniques for data collection under one study with the intention that the data makes meaningful sense to the research.

Yin (2009), postulates that in order to check the validity of the data gathered there is need for cross case examination of the responses being given by the respondents along with the literature review to ensure external validity. The pilot testing of the questionnaires and interviews was also conducted to determine whether the instruments precisely addressed the main objectives of the research. After the pilot study the questions in the instruments were reviewed by the researcher's supervisor, some questions were modified and the need for further probing was highlighted hence ensuring their trustworthiness. Gibbert and Ruigrok (2010) articulates that the use of a case study should utilize construct validity, which is defined by the two authors as the magnitude to which a study investigates what it claims to investigate, that is, the extent to which a procedure leads to an accurate observation of reality. The construct validity has already been covered in this study when the investigator used different data collection instruments such as interview data or questionnaires. Construct validity is done during the data collection phase while internal validity was applied to the data analysis (Gibbert & Ruigrok. 2010). Internal validity for this study was obtained from literature review to indicate psycho social challenges faced by vulnerable children and how to alleviate them.

Babbie and Mouton (2012) gave the advantage of data validity as that it ensures that the selected research instruments measure what they are supposed to measure. For the purposes of this study, validity is ensured by designing questions after an intensive literature study in order to ensure that all the questions are relevant to participants and the research objectives. In an attempt to

ensure data was valid the researcher made sure the people response to the questioners had knowledge of the problem under review and the people had the power to act in order to change the system or continue with the old one.

To ensure reliability, the researcher employed documentary research to supplement the information which was collected from the interviews and to find out more about the ways to alleviate the psycho social challenges that are being faced by vulnerable children in the Mbare district, Harare.

3.9 Ethical consideration

Ethical considerations in research are critical. When conducting mixed methods research, it is important to adhere to principles of qualitative and quantitative research ethics (Creswell 2013). Chiromo (2006) views research ethics as principles of right and wrong that govern the operations of researcher during the research process. The handling of these ethical issues therefore has a great impact to the integrity of the research. There are many ethical principles that can be considered in educational research examples include informed consent, confidentiality, anonymity, deception, privacy and plagiarism Chikomo(2006). The researcher will protect the integrity of the research by observing anonymity and confidentiality by protecting the research participants through not including names on questionnaires and any identity details. The researcher made sure that the gathered information would not be made available to anyone who is not directly involved in the study. Ethical clearance was to be obtained from the Midlands State University before conducting the interviews and distribution of questionnaires. Permission letters were forwarded to each participant that formally requested them to participate in the research interview and filling of questionnaires. Full consent of participants was obtained from all participants prior to the study. The researcher kept the identities of the participants private. The researcher also ensured that any communication in relation to the study is done with honesty and transparency.

There were also ethical issues in data management such as protecting anonymity of participants by disassociating names from responses during the coding and recording process (Creswell,

2009). For this study, the researcher used pseudonyms for participants. Confidentiality is a process, or condition, in which information revealed by an individual in a relationship of trust will not be disclosed to others without the permission of the informant. UNAIDS/WHO (2007) guidance 18, states that researchers must ensure full respect for the confidentiality of participants' identity by preventing the disclosure of their identity to other than authorised individuals. During the transcription and data analysis phases, anonymity was ensured through the allocation of pseudonyms to ensure participants do not suffer any social or other forms of harm from the CBOs they work with and the community at large. Ensured also was the adequate level of confidentiality of the research data as the researcher promised to use the data solely for academic purposes.

Family Health International (2012:34) defines informed consent as a mechanism for ensuring that people understand what it means to participate in a particular study so they can decide in an informed way whether they want to participate or not. The researcher explained issues of confidentiality, voluntary participation and participant's right to withdraw from the study or to skip any questions which they were uncomfortable to answer. This was done by the researcher to ensure participants were well informed on what the study is all about and why it was done before consenting to participate. All participants provided written informed consent before participating in the study.

3.10 Chapter Summary

The research methods chosen by the researcher was deemed able to provide enough information about the research problem. The chapter discussed in detail the research methodology chosen by the researcher which was the mixed research methodologies; it was based on the case study as the research design. The chapter further went on to explain the target population, sampling procedures data collection procedures, research instruments chosen, data validity and reliability and ethical consideration each technique being justified during the explanations. The researcher now moves to the next chapter of data presentation, analysis and discussion of the research findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This segment of the thesis represents case specific outcomes gathered during the fieldwork phase of the research through the mixed research methodologies. Results from the questionnaires and interviews have been organized from how the questions were structured in the interview guide and questionnaire guide. The research findings were presented in graphs, tables and were discussed and analyzed. The data collected represented a variety of respondents' experiences regarding the strategies employed by government leaders in alleviating the psycho social challenges in vulnerable learners. The researcher made use of pseudonyms in the presentation and analysis of data obtained.

4.1 Response Rate

Kumar (2014) advocates that research response rate is the actual number of the respondents who participated in the answering of questionnaires and interviews. Saunders et al, (2010) also supports Kumar (2014) and postulates that response rate is the real, authentic number of participants rather and it is not the target number of respondents. Hence response rate is the actual number of respondents not the targeted.

(a) Questionnaire response rate

Hong et al (2015) advocated that a questionnaire should be from 60% and above in order for the researcher to obtain true and dependable and results of which the researcher managed to obtain

exactly 60%. From the targeted 20 children who were supposed to answer the research questionnaires the researcher managed to obtain only 12 of the twelve each school had 3 children which the researcher worked with. The following table 4.1 depicts the summarized information above.

Category	target	Actual	Response Rate
Children	20	12	60%

Table 4.1 Questionnaire response rate

(b) Interview response rate

According to Hong et al (2015) the number of people who participated in the interview when compared with the targeted population should be 60% and above in percentile so that a valid and reliable conclusion can be drawn. The researcher obtained an overall 61% from the targeted population. From the targeted population of caregivers and community associations (Churches members), teachers and school heads the following was obtained from table 4.2,

Category	Target	Actual	Response Rate
School Heads	4	4	100%
Teachers	20	12	60%
FACT members	8	4	50%
Churches members	6	3	50%
TOTAL	38	23	61%

Table 4.2 Interview response rate

4.2 Social Demographic Data

Kumar, (2014) describes social demographic data as the Ages, occupation, marital status, educational qualification and any personal data of a respondent. Ruhl and Hartman (2016) also

denote that social demographic consists of all the personal data of a person which are inclusive of age, gender, qualifications, occupations etc.

4.2.1 Social demographic data on questionnaires

(a) Gender

Saunders (2010) postulates that gender consists of the male and female participants who participated in the research. From the selected participants by the school heads the researcher obtained eight (8) females and four (4) males. The researcher summarized the information by the following column graph Fig 4.1,

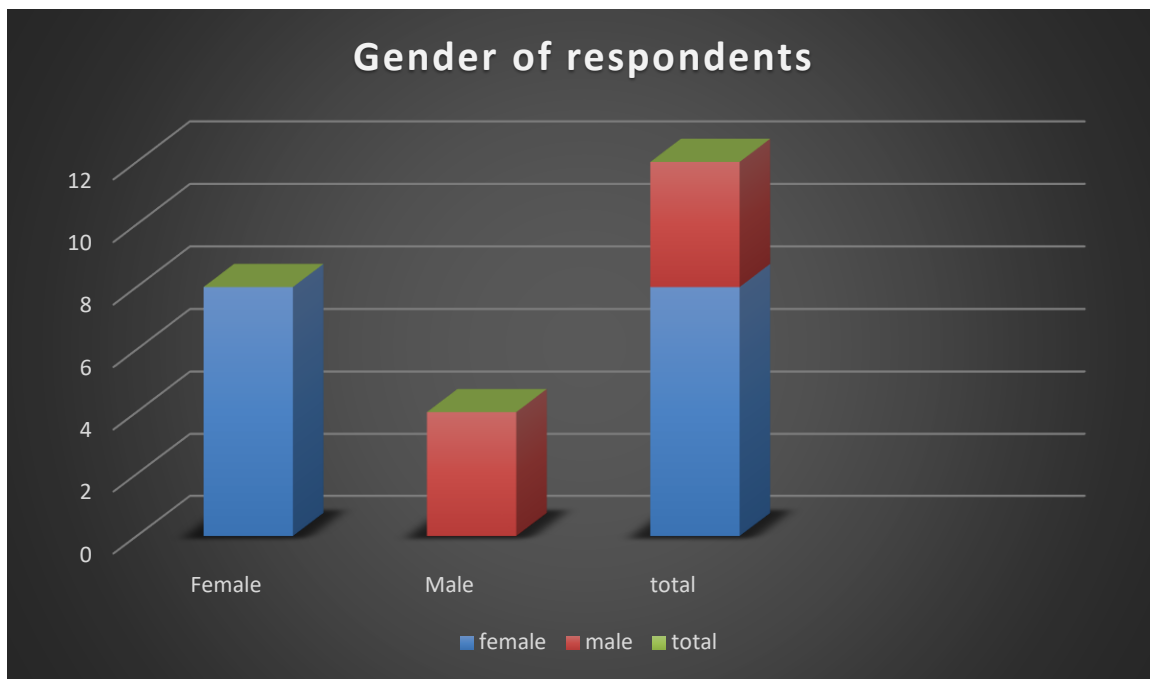


Fig 4.1 gender of respondents on questionnaires

(b) Age

Myers (2010) postulates that how long has someone, a thing, an object has lived. Hong et al, (2011) supports Myers (2010) and articulates that age is a period how something or someone has survived and is of much importance in the research since if they are children the ones below 10

years will give you their actual lifestyle and even role play what happens to them and their homes yet 11 years and above are beginning to get shy to tell you everything they encounter and on adults mature citizen will give one the accurate and conclusive responses. Alluding to this researcher the researcher had 4 participants who were 10 years and below, 3 who were 11, 3 who were 12 years and 2 who were above 12 years but still in primary school they were actually 13 years these participants.

Range in years	Number of respondents	Percentage
10 years and below	4	33%
11 years	3	25%
12 years	3	25%
12 years and above	2	17%

Table 4.3 age of respondents on questionnaires

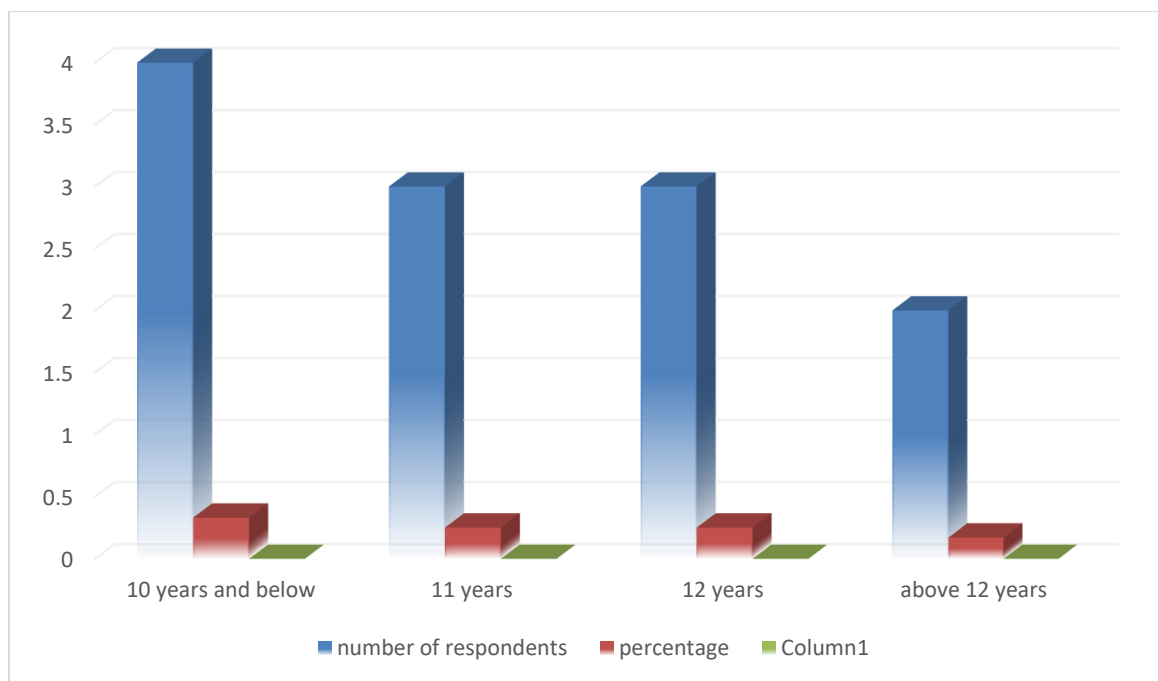


Fig 4.2 Age of respondents on questionnaires

4.2.2 Social demographic data on interviewees

The researcher obtained the following from the interviewees from a background check in order to ensure that information being given to the researcher is valid, accurate and conclusive. The researcher summarized the information in the following table 4.4,

GENDER

Table 4.4 Gender of respondents

GENDER	female	male	Total
No. of respondents	9	11	20
Percentage	45%	55%	100

From the above table 4.4 it shows that 55% of the respondents are males and they postulate a high number from the females in the study. The slight differences will have an impact on the data gathered on the psycho social challenges being faced by vulnerable children. The number of males in the study are more (11) than the females (9) which made it difficult for the researcher to obtain more data on the psycho social challenges as most of the psycho social support is rendered by the female counterparts. Though however the difference of 10% might be considered in significant due to that there was only a difference of 2 respondents. Dee (2017) supports the researcher on gender that children mainly feel free to issue out all their psycho social challenges to the females, hence when conducting a study on psycho social challenges females should be engaged more as they are fully aware of the matter under study.

AGE

TABLE 4.5 AGE OF THE RESPONDENTS

AGE	FREQUENCY	PERCENTAGE
30-40	8	40%
41-50	5	25%
50 and above	7	35%
Totals	20	100%

The table above indicates that majority of the teachers are between the ages of 30 and 40, 40%. The respondents' who participated indicates that they were mature people as they are all above the age of 30 and are fully aware of the psycho social challenges due to their high level of maturity and hence making the research a sound piece. Also as well the 35% of the elderly participants to partake in the study helped the researcher to obtain more valid data as these participants are vested with more information to the ways and measures that have been in place to alleviate the psycho social challenges.

Occupation and academic qualifications

The level of academic qualifications is positively correlated to the occupation one is holding (Dee, 2017). Thus the level of education is critical to this particular study as it determines the information that was given to the researcher as well as their ability to render psycho social support. Most of the care givers obtained by the researcher indicated that they only had ' O' level, the headmasters all had masters in education, all of the pastors had diplomas in pastorship. Completely showing all the participants were well learned to be issuing out the relevant and accurate data to make the research a sound piece.

Table 4.6 occupation and academic qualifications

Pseudonyms	Academic qualifications
------------	-------------------------

Occupation	
Lion FACT programs coordinator	Nursing diploma
Leopard FACT Projects manager	Social work degree
Impala FACT caregiver	O'level
Buffalo FACT caregiver	O'level
Elephant AFM Church Pastor	Diploma in Pastorship
Zebra Seventh Day Adventist Pastor	Diploma in pastorship
Cheetah Roman Catholic Pope	Diploma in pastorship
Bear, ostrich, peacock and baboon Headmasters of Queensdale, Widdicombe, Hatfield and Vital Primary schools	Master's in Education
Teachers	Diplomas in education

4.3.1 Interview guide on teachers and school headmasters

4.3.1.1 Circumstances leading to psycho social challenges in schools

This question sought to answer the last research objective and research question on the first chapter. **The following outcomes were however received from the respondents.**

Six respondents advocated that favouritism by teachers is one of the factors leading to psycho social challenges. Though however three respondents disagreed to this notion and said that though a teacher may favour another child they normally do not show this openly so that other children may notice. Pseudonym monkey answered that “as teachers sometimes we tend to like children who bring us gifts as tokens of appreciations and those without we have a tendency of scolding them on their appearance for example thus why you come to school with dirty uniforms” all of the teachers commented that favoritism has resulted in some of these children crying, moody against the teacher and others, quietness and sadness. Yet these favoritisms have psycho social challenges, baboon further commented that “as I was monitoring children at break time I heard one of the kids teasing others saying, ‘ndosakatichavasingakudivachikutizimusoronehutsvina’ (thus why our teacher does not like you saying you are big headed and scruffy all the times), the child quietly walked away in sadness and wept bitterly in a lonely corner near the swings”. Hence these attitudes by teachers have resulted in psycho social challenges.

Another factor noted by four respondents was the hot sittings experienced now due to the COVID 19 pandemic. Changes in school sessions as a factor come in the afternoon and others in the morning have resulted in psycho social challenges. Ant answered that “mwana anotozo uuya kuchikoro aneta anzwa nekuiita basa’ (a child comes to school after have done a lot of house chores) all the house chores hence the result in sleepiness, fatigue in class and lack of concentration.” “As teachers and school heads we have been trying to work with School Development Committee’s as a measure to develop new buildings to eliminate hot sittings but the plans are still in motions yet our learners are out there suffering and hence bringing bad results due to something that can be corrected,” ostrich commented.

“After a long morning of chores child will have to embark on a long journey to school because government schools are the only schools’ vulnerable learners can afford than private schools which are way closer to their homes” hence these have resulted in psycho social challenges. All the respondents pointed out this school distance as a school related factor leading to psycho social challenges. From the findings the researcher actually understood how this was part of the

reasons of psycho social challenges. The other teacher further commented that “some of these children arrive home late yet their guardians won’t understand the distance they will just beat up the child thinking he/she was being mischievous on his/her way back home hence leading to psycho social challenges amongst vulnerable learners

The researcher obtained that most children tend to compare themselves with other children and they feel like they are less important in life and are inferior to the ones who have everything. This was said by the school head who responded that “Children have a tendency of looking at what others have and what they have, especially the lunch boxes, the new school bags, uniforms and books.” The researcher concluded that though as adults having all things cannot mainly worry as long as you have the basic but for young children not having the wants results in psycho social challenges especially for the vulnerable learners.

Analysis

The literature review noted the following as factors leading to psycho social challenges. Ebersohn and Eloff, (2012) advocates that school environment which are inclusive teachers, other learners all contribute to the psycho social challenges. These were the factors noted by the respondents. Hence the researcher considered them valid.

4.3.1.2 Zimbabwe National Action Plan (ZINAP) on alleviating psycho social challenges

The question on ZINAP sought to answer the second research question on the policies and strategies that are at hand to alleviate the psycho social challenges. ZINAP was one of the policies set by government in the 1990s to provide psycho social support. ALL thus 100% of the teachers responded that they are not aware of ZINAP in the schools and the headmasters commented that ZINAP last existed in the early 2000s and since then it has not helped. Hence the researcher concluded that ZINAP is not alleviating any psycho social challenges like it was when it was first enrolled.

4.3.1.3 BEAM program

100% of the respondents all agreed that BEAM is no longer effective in schools. From the findings obtained by the researcher the BEAM program is no longer effective in schools even

fees they are no longer paying. One of the teachers commented that “BEAM nowadays is a complete waist it no longer pays fees for the children its only work on paper for payment of fees but practically there is nothing.” On the other hand, the other school heads commented that it only caters for school fees yet there are other basic necessities that children need such as books, clothes, school uniforms and the other welfares of the children. The researcher also obtained that provision of fees payment is not fully alleviating psycho social challenges as the child will also need food to eat, health access when she/he gets sick. Hence the researcher concluded that BEAM is not effective in alleviating the psycho social challenges.

4.3.1.4 Implementation of Acts and Statutory instruments

This question sought to answer the third research objective on the statutory policies governing the alleviation of psycho social challenges in vulnerable learners in school. The researcher sought to know if the schools were implementing these statutes as a measure to alleviate the psycho social challenges. The researcher had to explain to the respondents what the act said pertaining to the alleviation of psycho social challenges. The respondents all answered that they take only corrective action when they notice child ill treatment and abuse and if the child discloses. According to the responses of the respondents it is not them that are supposed to implement this act but the guardians and community association theirs is to only protect the child in the school yard.

4.3.1.5 Challenges faced in rendering psycho social support

(a) mistrust by vulnerable learners

85% of the respondents answered that it takes time to develop trust amongst learners to the extent that they can easily share out their psycho social challenges. The respondents further commented that some have warned by their parents not to reveal their home affairs of which this becomes a problem on how teachers can render the psycho social support. Whist the other 15% answered that their children are an open book they showed how they are suffering in acts and words hence they could easily offer the psycho social support.

(b) lack of training on how to render psycho social support

100% of the respondents all responded that they lack training on how to render psycho social challenges. Baboon commented that they only know how to teach guidance and counseling but to render psycho social support they lack expertise. From the responses obtained the researcher obtained that government is no longer providing social workers who provide guidance and guidance in schools as a measure to alleviate the psycho social challenges by psycho social support.

(c) lack of space and time for psycho social support

The schools have hot sittings which makes it difficult for teachers to find the correct place to render psycho social support. The teachers resolve to go below the trees as a measure to try to render psycho social support. The new curriculum however also posed challenges in that the subjects are too many and hence the teachers lack time to render psycho social support.

4.3.1.6 Recommendations to alleviate challenges

The following was obtained by the researcher on the question of what they think are the recommendations to the problems teachers are facing in rendering psycho social support.

(a) Teachers need training through workshops

It was obtained from the interviewees that there is need for workshops to train teachers on how to render psycho social support and to change teachers' attitude that is favoritism amongst learners and treat every learner equal.

(b) Need for rooms set aside for psycho social support

Through SDC there is need for more classes and rooms where psycho social support can be rendered. at least having a closed area may result in a child being open even all his/her emotions than in an open space where everyone is seeing that the teacher is talking to "Tino."

(c) Need for the government to render psycho social support through social workers in schools

Government should resort back to their ways where they used to appoint a social worker to deal with psycho social challenges. These social workers are trained to specifically to render psycho support.

4.3.2.1 Vulnerable children programs and psycho social support

For the vulnerable children programs the respondent lion answered that,

“we as FACT we are involved in educational sponsorship programs where we pay fees for the vulnerable children and supply all the learning materials, as well involved in sustainable livelihoods where we render food stuffs and other basic needs such as shelter for the vulnerable children, we as well offer positive support where we encourage vulnerable children to think positively all the times in whatever circumstance they face in life hence rendering psycho social support and we as offer spiritual guidance and access to health facilities.”

These were the similar answers obtained from the rest of the FACT members. The churches pastors all said they offer food stuffs, shelter and payments of school fees. The pseudonym elephant answered that “as AFM church we held compassion weeks where we donate food stuffs, clothes, funds, ‘kuti tibatsire vana vedu vakurarama nechirikadzi vakafirwa nevbereki vatinotimachild’ headed families and as well ‘vanoshayapakatipedu’ to ensure the well-being of every church member”

This completely shows that FACT and community associations have taken it upon themselves to fund the vulnerable learners in amongst their communities. This is in line with chapter two of the study where Schenk et. al. (2010) postulated that community associations have taken it upon themselves to alleviate psycho social support in rendering education, food, clothes, shelter and health facilities after government have failed to do such.

4.3.2.2 Effectiveness of interventions methods

All the participants commented positive on the effectiveness of their intervention methods to alleviate psycho social challenges. The pseudonym impala, Care giver at FACT commented that,

“ It is with much great joy that today we have four of graduates we helped ‘kubvaturituvanatudoko’ after death of their parents, we visited them after every two weeks since

it was a child headed family to see how they are faring but today they are now graduates and are here working with us as a way to motivate others that being vulnerable does not make you to have to live a bad life for the rest of your life hence completely showing how effective we (FACT) are not only are we effective in payment of fees but as well psycho social support most of our children who have underwent a counseling session have a positive attitude towards life and obtaining high grades”

FACT member leopard also commented that through the sustainable livelihood program they hold he has seen children’s lives being changed from being poor to being rich “we (FACT) have this program of engaging children to play drama games and today we have five of our children acting dramas on the national televisions and it is through these drama skills which we implement as a measure to alleviate the psycho social challenges that have taken them so high in life.”

On the hand the Seventh Day Adventist pastor, Zebra commented that when they visited the schools to check on the performance of vulnerable under their care they noticed that they were excelling much better than they were when they had to worry about fees, books hence alleviating the psycho social challenges being faced by children in the schools. The same was commented by the two pastors thought the Roman Catholic father further commented that “last week I had a child who wanted to commit due to the fact of being bullied at school, harassed by other and the child being vulnerable worsened the situation but through psycho social support of counseling sessions the child now has a positive mind about life and is heading a normal life, hence these intervention methods are effective.” From the respondents comments it can be concluded that the intervention methods being rendered by the community association are very effective as they also note how the child is affected mentally and try to help them through psycho social support.

4.3.2.3 Identification of vulnerable children’s needs

This question was to try to find out what do the communities perceive as the most critical needs of the vulnerable children and hence the following outcomes were obtained. FACT care giver Buffalo answered that “as FACT the needs that we think are food, payment of fees, psycho social support, shelter and health accessibility, we believe that for a child to be health he/she has to be mentally, physically and socially well and if all these are provided the psycho social challenges

that these children encounter at school they are alleviated” the rest of the FACT members answered the same needs as well as the church leaders. The contributions made by the FACT members were in accordance with their FACT report of (2018) meaning they are providing the needs they have assessed and made a case study that these are the needs of vulnerable children and hence in line with the chapter on related literature.

4.3.2.4 Challenges faced by care givers and community associations in rendering psycho social support

As the community has taken it upon themselves to help the vulnerable learners on psycho social challenges they also face problems that hinder their support to these learners. The following challenges were however noted from the respondents’ responses.

(a) Shortage of funds

The FACT caregivers responded that due to shortage of funds the trust is now only paying school fees due shortage of funds of which when you visit these vulnerable children in their homes and they have nothing to cook yet you want to give them psycho social support is very difficult. They further commented that these children sometimes become ignorant to the psycho social support because they are hungry and a hungry man is an angry man. These children further portray these behaviors in the school areas they sleep in classes, bully others for food, they are moody and they are sad. Hence not properly alleviating the psycho social challenges. Hence even as a caregiver it becomes very difficult to attend to their homes to see how they are faring hence most of the caregivers have resorted not to visit these children yet this has allowed a rampant increase of psycho social challenges in communities and schools.

(b) Rotation of pastors to other areas

On the other end church leaders had a challenge on rotation. The church leaders commented that whenever they are rotated they are given new areas of which they have no idea or history of the vulnerable children in their areas. Hence leading them to provide the psycho social support to the ones they know and yet the others are out there suffering.

(c) Some vulnerable do not feel comfortable to share their psycho social challenges

All of the respondents responded that most of the vulnerable do not want to expose their vulnerability especially from ages of eleven years. They are shy to expose their lives. Hence it

takes time to develop a friendship with a child till they expose their vulnerability. Hence hindering progress in their associations rendering psycho social support. Hence trust is built after a long period. This was in line with chapter when Hepburn, (2012) commented that lack of trust and not wanting to expose their livelihoods is the major problem among growing vulnerable learners.

(d) Income generating projects producing less incomes

The FACT projects manager commented that some of the projects being handled and done by FACT are no longer yielding any income due to the volatility of the economic environment in Zimbabwe. They sell their produce in local currency yet when they want to buy they have to be using the United States Dollar currency. Of which this has been the main cause of all their projects failing to the extent that they now need new funds to them.

Hence 100% of the respondents agreed that they have shortage of funds to render the psycho social support. This is so because of the harsh economic conditions in Zimbabwe.

4.3.2.5 Solution to challenges faced by care givers

(a) Seek donations

The FACT members highlighted the need to seek donations from any interested parties' companies or individuals as measure to increase their funds for the provision of food stuffs, shelter and other health facilities. They further commented that these donations will go an extra mile and bring back their Trust to its standing position of alleviating the psycho social challenges.

(b) Pastors not to be rotated

The church leaders all advocated that there is no need for pastor rotation if there are many vulnerable learners in their communities, since it takes a lot of time to learn and develop trust on the new vulnerable learners in the areas they have moved to.

(c) Advice members of the community on the impact they have on the lives of vulnerable learners in rendering psycho social support

All the members of the community association commented that there is need for the community individuals on how they can assist these vulnerable learners and the impact they have in ensuring that the psycho social challenges are alleviated. These advices will then help certain individuals to even donate individually to vulnerable learners and even helping them on their day to day needs.

4.4 Research findings on Questionnaires

Since the respondents were young children the researcher had help from four teachers to separate children according to their ages and in different classes. The researcher had to explain the questions on the questionnaire in vernacular language. Each teacher had one child hence it was more like an interview with the teachers they trust.

4.4.1 Behaviors done by other learners to vulnerable learners

The question sought to find out some of the school related factors leading to psycho social challenges and the researcher obtained the following response. Most of the vulnerable children commented that some learners scold them, bully them and even beat them. Whilst the twelve year olds commented that they are teased by their school mates especially during their monthly periods were they spoil their clothes due to lack of sanitary wear.

4.4.2 Ways of showing they did not like what they have done by others

The respondents answered that most of us become quiet in class, sit alone walk alone as most of the children do not want to associate with us. When it's time to go home you just dash out of the class quietly before everyone so that at least you have peace on your way home, a grade six pupil answered. One of the grade four pupil answered that I usually prefer to sleep in class once someone bores me but then my teacher beats me up for sleeping in class but the behavior Mitchy will be so unbearable.

4.4.3 Ways in which they were helped

Twelve of the children answered that they have been helped by counseling at school and payment of school fees by some people and organization they do not know. However, they have also received food stuffs, school uniforms from donations made to the schools by churches so that they are at least look exactly the same with children who are not vulnerable. One of the twelve year olds commented that “one time when I had spoiled my uniform my teacher bought me pads and never got to spoil my uniforms. One of the grade two commented that “sometimes at the break when I sit alone with no food my teacher buys me something to eat at the school tuck shop.”

4.4.4 Have you received help from the people listed on the questionnaire

This question sought to find out if the respondents had received help from the teachers, headmasters, guardians, neighbors, FACT, Simukai and Mawoko Trusties. The following information was however obtained;

	Number of respondents who said YES	Number of respondents who said NO
Teachers	12	0
Headmasters	0	12
Guardians	7	5
Neighbours at home	4	8
FACT	5	7
Simukai	4	8
Mawoko	6	6

Table 4.5 Helpers of the vulnerable learners’

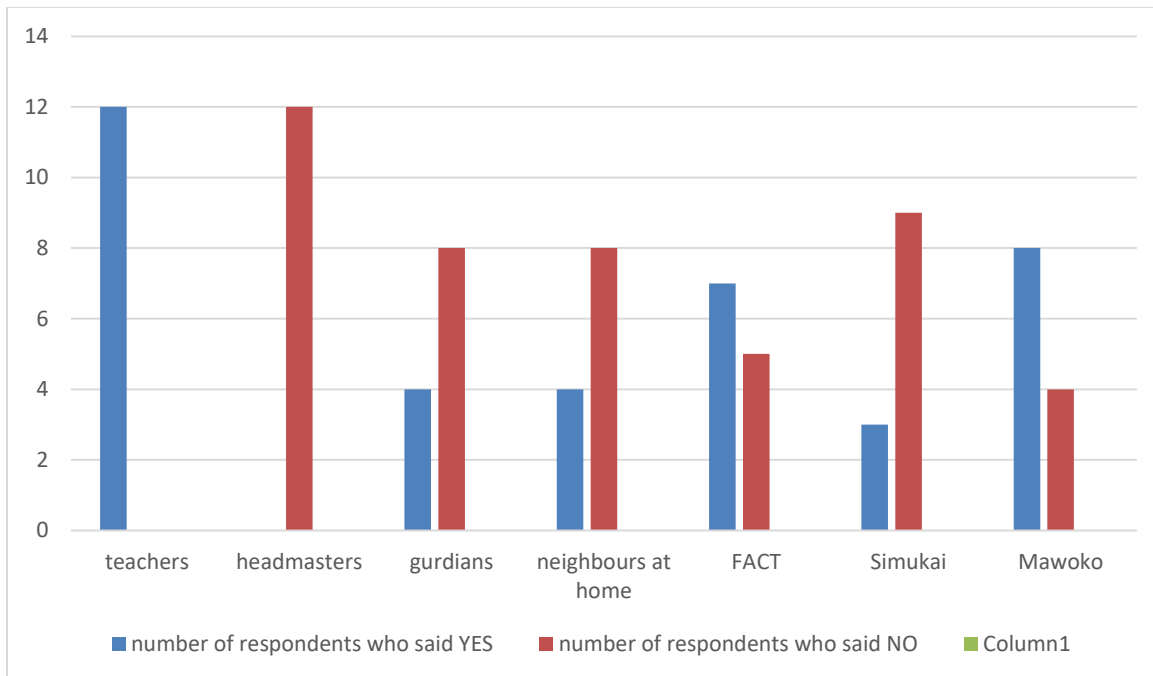


Fig 4.5 helpers from the vulnerable learners'

The information above indicated that 100% of the learners agreed that received help from the teachers. One of the respondents answered that "my teacher is my best friend she counsels and shows me the correct path of life and when my parents died she was there with me all the way giving me all the comfort" . 100% of the children however indicated that they have not received help from the head of schools and they are afraid of their head of schools, "am afraid of the headmaster he is always wearing the serious face all the time)." Very few respondents 4 of the twelve received help from their guardians and parents for psycho social support one of the child further commented that " mummy and daddy always fight when there is no food at home." Completely showing that most parents or guardians render psycho social support to their children. FACT on the other hand has managed to pay school fees for 5 children, Simukai 4 and Mawoko 9. The children further commented that Mawoko also gives them food and provide them with psycho social support through playing games, art hence helping children to focus more on school.

4.4 .5 Helpers to the psycho social children

The four (4) respondents commented that and agreed that they have received more help from churches and the Angel of Hope Foundation which is being facilitated by Her Excellency Mrs Mnangagwa. They said they have received food stuffs which at least have helped them through this pandemic phase. One of the respondents commented that “Mama mai Mnangagwa has helped us kutipa chikafu.” The respondents also added on that they have received help as well from the churches. Completely showing that community have took it upon themselves to alleviate psycho social challenges. Therons (2016) postulates that churches, NGOs and community associations are the main helpers in trying in alleviating the psycho social challenges.

4.5 Summary

The chapter presented and analysed the research findings on the strategies employed by education leaders as a measure to alleviate psycho social challenges. The findings indicated that the ZINAP and BEAM set by educational leaders are not helping vulnerable learners and hence communities have taken it upon themselves to alleviate the psycho social challenges as a measure to keep the children from the streets and drugs. The findings also indicated that there are school related factors leading to psycho social challenges and teachers are doing their best to render psycho social support despite the problems they are facing during the course of psycho social support. The next chapter however focuses on the summary, conclusions and recommendations which is the final chapter of the research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This is the last segment of the thesis which focused on the challenges employed by educational leaders as a measure to alleviate the psycho social challenges. The chapter will discuss the summary of findings which will be made making reference to the research questions in the first chapter. The second sub theme will focus on conclusions drawn by the researcher during the literature review and the data collected from the case studies, on the recommendations the researcher will make recommendations on the strategies in order for these strategies by educational leaders to be effective and the last section will focus on areas for further study.

5.1 Summary of the Research

The research problem of the study was however that lower grades and school drop outs have successively been experienced in primary schools in Hatfield/ Mbare cluster 11, lack of participation in class, sleeping during lessons, lack of books, improper school uniforms as well as use of vulgar language, bullying of other children in classrooms has largely increased in the primary schools in the Mbare/Hatfield area cluster 11. The research problem was further addressed by the researcher in the form of a question what are the strategies employed by educational leaders in alleviating psycho-social challenges affecting vulnerable learners at Primary schools in Mbare\Hatfield, Harare?

The main purpose of the study was to contribute to the policies and strategies that will ensure the plight of vulnerable children is urgently addressed by educational leaders as well as to bring out various challenges that these children are facing, the strategies already in place and what can

be done to ensure enforceability of the existing strategies so that these problems are quickly solved before schools lose more innocent souls to these psycho-social challenges.

The study was however a mixed research methodology, which was a solitary mixture of both the quantitative and qualitative in one study. The researcher used a case study as the research design of the study which involves visiting different schools with the particular children to find out what's happening on the ground. The targeted populants of the study included school heads, teachers, psycho social children, churches, FACT and Simukai AIDs Trust. These respondents were purposively selected and pseudonyms were to ensure confidentiality of the respondents was maintained. The researcher made use of the interviews and the questionnaires as research instruments.

The researcher however faced financial constraints, were by the researcher managed to obtain very few resources, the covid 19 essentials to ensure that she was safe as well as the participants being interviewed. However as a measure to address this researcher reduced the number of participants and also distributed questionnaires on email as a measure to ensure that the health of participants was well catered for. The geographical sites of the schools where interviews were to be conducted was big to the extent that the distance was not walkable however the researcher managed to conduct interview on schools that were close to each other.

The following were discovered as the major findings by the researcher;

1. challenges faced by teachers while they are rendering psycho social support to vulnerable children

From chapter two which is on related literature and chapter four on the data gathered on case studies. the following were major challenges mistrust by learners, lack of space and time to render psycho social support and lack of training. The findings indicated that most vulnerable learners from the ages of 11 years do not want to disclose their personal information to people they do not trust and law enforcers because they fear for their parents or guardians to be jailed. The teachers due to shortage of educational buildings are finding it difficult to find a proper place to render psycho social support to vulnerable learners without other children noticing or spying on them as well due the new curriculum the time table is fully packed to

the extent that teachers have no enough time or no time at all to render psycho social support. On the other hand, teachers as well lack training on how to do the psycho support session as they are only taught guidance and counselling of which psycho social support is more than guidance and counselling.

2. the education act and the statutory instruments on the strategies that can be put in place to alleviate the psycho-social challenges that are being faced by vulnerable children

The education act completely says that every child has a right to education, water, health facilities and clothes no matter what economic status the parents are in. However, though this was written down it is not practicable in the Zimbabwean world. Some children who are sick are dying in the hands of their parents due to that their parents are vulnerable and cannot handle the medical bills. However, the educational leaders had the following strategies to alleviate the psycho social challenges, BEAM, ZINAP, free medication at any government hospital but all these have proven to be not working in Zimbabwe in the 2021 era.

3. Community associations that have assisted schools in alleviating psycho social challenges in vulnerable learners

The FACT, Simukai, Mawoko and churches have taken it upon themselves to alleviate the psycho social challenges in amongst the learners as measure to curb the children from running into streets and being drug addicts. These organisations have assisted in the payment of fees, home visits, psycho social support, provision of shelter and health facilities.

4. programs they engaged by community associations that have assisted in rendering psycho social support to vulnerable learners

The associations indicated that they are engaged in rendering psycho social support, food, clothes, payment of fees, shelter and medical facilities.

5. School related factors which contribute to psycho-social problem

The research objective on school related factors was answered in chapter four by the teachers and the headmasters. They reviewed that favouritism by teachers, hot sittings, and distance from home to schools and noticing other children with everything they need yet they have nothing.

These schools related have resulted in children being mood, sad, quiet, sleep and lacking concentration in class.

5.2 Conclusions

These were the major conclusions drawn by the researcher throughout the study.

BEAM, ZINAP, Medical treat orders are only on paper and the educational leaders are no longer facilitating the implementation of these strategies. The BEAM only caters for school fees but they are not paying the school fees as supposed to. ZINAP was to cater for all the needs the children but now days it no longer exists to the extent that teachers do not know that ZINAP once existed and alleviated the psycho social challenges.

With the new curriculum children find themselves being on the school areas. Hence from the responses by the teachers in data collection school related factors such as favoritism by teachers, attitude by teachers, other learners' perceptions, hot sittings and school distance are the major causes of psycho social challenges in the school area. Hence if these are not dealt with there will be more school drop outs, children involved in drugs and more students who commit suicide.

From the questionnaire granted by the researcher to the children the research concluded that teachers are very important in rendering psycho social support and that many children have benefitted from their teachers psychologically. The teachers are well fond of the child's background, the parents, the guardians through involvement with the child.

Simukai child protection program, family aids trust and Mawoko aids trust are very much interested in rendering all then possible needs of the child to alleviate psycho social challenges. The community associations have noted that the government is doing nothing to help the vulnerable learners. However, these associations lack funding to meet all the necessary needs of vulnerable learners the associations are now only paying school fees and their care givers are now running from home visits to render psycho social support due to the fact that there have no basic needs such as clothes, food to give to the children hence they are afraid to upset the children.

5.3 Recommendations

The researcher however recommended the following to ensure that psycho social challenges in alleviated not 100% though but to a greater extent.

The educational leaders need to make more strategies to alleviate the psycho social challenges. They should make sure that the BEAM, ZINAP and make them work again, they should at least find donors to fund their strategies. In the UNICEF report of 2018 they said they have set aside funds for vulnerable learners in Africa and they are willing to donate funds to these countries. Hence the educational leaders should make use of these opportunities and make their strategies to be helpful as from these children they will come future leaders of the country.

The SDC should make more educational developments; they need to develop their school so that there are more buildings that can facilitate teachers to render psycho social support. There is also need for more classes in order to eliminate the hot sittings in classes which is one of the main causes of psycho social challenges in vulnerable learners. At least having more infrastructures will try to alleviate the school related factors leading to psycho social challenges to vulnerable learners.

The Competence Based Curriculum has made new subjects to be developed leading to the time table to be fully packed with subjects hence gives teachers less time to render psycho social support to the vulnerable learners, of which from the case studies done by the researcher the teachers are the only means to render psycho social support as they understand what the child is going through, through their actions and they even know whom the child lives with.

Community associations such as churches, FACT, Simukai need to seek donations to their organizations to cater for me. They need to approach companies, Non-Governmental Organizations to seek funds to promote the vulnerable learners in their communities.

5.4 Areas for further study

The Competence Based Curriculum has made new subjects to be developed leading to the time table to be fully packed with subjects hence gives teachers less time to render psycho social support to the vulnerable learners hence there need for further investigation on how teachers CBC is now leading to the increase of psycho social challenges to vulnerable learners.

Due to the volatility of the Zimbabwean economy the FACT, Simukai Aids Trust Programme and churches are failing to now provide the basic needed materials needed by vulnerable learners. Hence leading to the researcher to further study on the plight of community associations in rendering psycho social support.

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APPENDIX A

Introductory letter requesting permission to carry out research:

Research project on Strategies employed by educational leaders in alleviating psycho-social challenges affecting orphans at Primary schools in Mbare\Hatfield, cluster 11, Harare My name is Rutendo Maguhwere and I am currently doing a degree in a Bachelor of Educational Management and Leadership Degree at the Midlands State University. My student number is R191105M and my National ID number is 50-037109 V-38. I am undertaking a research project which attempts to investigate Strategies employed by educational leaders in alleviating psycho-social challenges affecting orphans at Primary schools in Mbare\Hatfield, cluster 11, Harare. I am requesting for your permission to interview some of your staff that are involved in the community-based interventions for vulnerable learners, some of your community members offering voluntary services for the care and support of vulnerable learners and some of your vulnerable beneficiaries. The interviews will be face-to-face through online social platform due to the COVID 19 pandemic. The interviews will be tape recorded if the concerned participants consent to be recorded and if tape recording is declined by the participants, notes will be hand taken. All information collected from interviews will be kept confidential and the resulting interview transcripts will have all identifying information removed from them. For further information or clarification pertaining the study please contact if you need to speak with anyone after I have left, my Supervisor on Samkange@staff.msu.ac.zw his email is as follows I would greatly appreciate if my request is favorably considered.

Yours Sincerely

Rutendo J Maguhwere

APPENDIX B: Informed Consent Form

Research project: Research project on Strategies employed by educational leaders in alleviating psycho-social challenges affecting orphans at Primary schools in Mbare\Hatfield, cluster 11, Harare. My name is Rutendo Maguhwere and I am a student from Midlands state university. I am doing the research as partial fulfillment of the degree's requirements. Your participation is voluntary and under no circumstances are you forced to take part in this study. If you choose to participate in this study you will not be prejudiced in any way. If you agree to participate, you may stop me at any time and tell me if you want to skip any questions or when you no longer want to continue with the interview. If you have questions at any point during our conversation, please do not hesitate to ask me.

Confidentiality Issues

I will not be writing your name, address or telephone numbers down anywhere during the interview and no one will be able to link you to the answers you give. Only the University will have access to this information. Your identity will remain confidential and the study notes will be discarded once the study is completed.

CONSENT

I hereby agree to participate in the Research project on Strategies employed by educational leaders in alleviating psycho-social challenges affecting orphans at Primary schools in Mbare\Hatfield, cluster 11, Harare. I understand that I am participating freely. I also understand that I have the right to stop the interview at any point should I not want to continue and that this decision will not in any way affect me negatively. I understand that this research is purely

academic and will not necessarily benefit me personally. I understand that my particulars will remain confidential. I have received the telephone numbers of persons to contact should I need to speak about any issues which may arise in this interview. Signature of Participant..... Date: Signature of the Researcher..... Date:

CONSENT TO AUDIO TAPING

In addition to the above, I hereby agree to the audio recording of this interview for the purpose of data capture. I understand that no personally identifying information be revealed; neither will a recording concerning me be released in any form except to the research supervisor or the examination panel if requested. I understand that these recordings will be kept in a secured place and that they will be destroyed whenever they are no longer needed by the University and the researcher. I understand that this interview will be recorded and transcribed and I consent to this. I understand that the transcripts will be available to the university staff concerned in this study. I am also assured that my name will not be recorded on the transcript and that my identity will be kept confidential.

Signature of participant..... Date:
Researcher signature----- Date -----

APPENDIX C: Interview Guide

(1) For teachers and school heads

1. What are some of the school related factors leading to psycho social challenges in vulnerable learners?
2. How has the Zimbabwe National Action Plan (ZINAP) for OVC's helped vulnerable learners at your school?
3. Is the BEAM program effective in rendering psycho social support to vulnerable learners?
4. How have you implemented the Child Protection and Adoption chapter (5.02) as a measure to alleviate the psycho social challenges?
5. What are the challenges being faced by teachers as they try to alleviate the psycho social challenges in vulnerable children?
6. Any recommendations on how to alleviate these challenges being faced by teachers?

(2) For care givers and community associations who offer psycho social support in schools

- (a) Which vulnerable children programs are you involved in, how do you render psycho social support to vulnerable children in the schools
- (b) How effective are these inventions methods that you are using?
- (c) What does the community see as the vulnerable children needs?
- (d) What are the challenges faced by care givers and community associations in rendering psycho social support?
- (e) How can these challenges be solved?

APPENDIX: C QUESTIONNAIRE FOR VULNERABLE CHILDREN

1) State your sex

Male

Female

2) Age

10 years/ below

11 years

12 years

above 12 years

SECTION B

Actual Questions

1. Which bad behaviours are done by other learners that makes you or others angry at school?

2. What do you do to show that you did not like this behaviour?

3. Have you ever been helped to such bad behaviours done to you by others that you do not like?

Indicate with a tick

2) Have you ever received help from the people listed below?

TEACHING APPROACHES	YES	NO	If yes how did they help you
Teachers			
Headmasters			
Guardians			
Neighbours at home			
Family aids trust			
Simukai child protection programme			
Mawoko child protection programme			

3) Anyone else who helped you and how?

All communications should be addressed to
The Secretary for Primary and Secondary Education
Telephone: 794895/796211
Telegraphic address: "EDUCATION"
Fax: 794505



ZIMBABWE

Reference: C/426/3
Ministry of Primary and Secondary Education
P.O Box CY 121
Causeway
HARARE

17 March 2021

Rutendo J, Maguhwere
Queensdale Primary School
P. O. Box 160
Craneborne
Harare

Re: PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN PROVINCE: MBARE/HATFIELD DISTRICT: QUEENSDALE; HATFILED; WIDDICOMBE AND VITAL PRIMARY SCHOOL

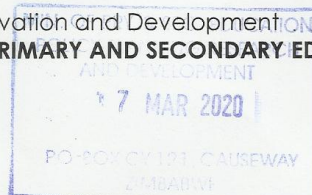
Reference is made to your application to carry research from the above mentioned schools on the research title:

"STRATEGIES EMPLOYED BY EDUCATIONAL LEADERS IN ALLEVIATING PSYCHOSOCIAL CHALLENGES AFFECTING ORPHANS AT PRIMARY SCHOOLS IN MBARE/HATFIELD, CLUSTER 11, HARARE"

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

L.D. Mkwala
Deputy Director: Innovation and Development
For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION



House No 8524
Kuwadzana Phase 3
HARARE

4 March 2021

The Head
Queensdale Primary School
P O Box CR160
Craneborne

Dear Sir/Madam

RE: REQUEST FOR ASSISTANCE IN AN ACADEMIC PROJECT

I am a student of Midlands State University doing a Bachelor of Education In Management and Leadership. One of the requirements of my course is to submit a research project.

I am a teacher at Queensdale Primary School and will seek your assistance in my research project.

Thank you in anticipation

Yours faithfully

Maguhwere R. J. (Ms)

