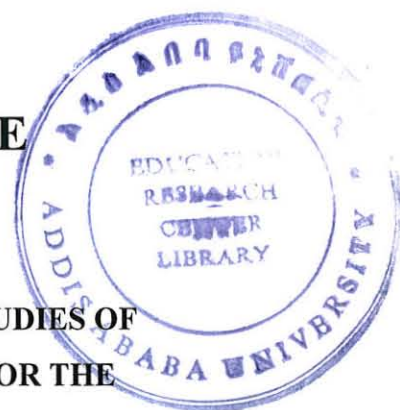


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**THE PSYCHOSOCIAL AND EDUCATIONAL  
PROBLEMS OF CHILDREN WHO HEAD  
FAMILIES IN MEKELLE CITY**

**BY**  
**FEREWINE KIDANE WONGELABE**



**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF  
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT FOR THE  
REQUIREMENTS OF DEGREE OF MASTERS OF ARTS IN SPECIAL NEEDS  
EDUCATION**

**JUNE, 2010**  
**ADDIS ABABA**

## **Acknowledgement**

First and for most, I thank the Almighty God, who gave me all the opportunities in my educational career.

Secondly, I would like to express my deepest gratitude to my thesis advisor Dr. R. S. Kumar for his unreserved guidance, his critical comments, encouragement and continuous support throughout the study.

I would like to extend my thanks to my sisters Genet and Nigisti for their giving support and encouragement.

My appreciating goes to Tihna, Almaz and her husband Solomon for his full collaboration to edit the manuscript.

I would like to extend my thanks to my friends Nebyat and Knojit for their cooperation during my study.

Last but not least, I would like to express my deepest thanks to my husband Ato Yemane Kiros for his contribution in the entire process of the study.

# Table of Contents

<b>Contents</b>	<b>Page</b>
Acknowledgement.....	i
Table of Contents.....	ii
List of Tables.....	iv
Acronyms.....	v
Abstract.....	vi
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1. Introduction.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the problem .....	3
1.3 Objective of the study .....	4
1.3.1 General objective .....	4
1.3.2 Specific objectives .....	4
1.4 Significance of the Study .....	4
1.5 Delimitation of the Study .....	5
1.6 Definition of Variables.....	5
<b>CHAPTER TWO .....</b>	<b>6</b>
<b>2. Review or Related Literatures .....</b>	<b>6</b>
2.1 Overview of Children Heading Families .....	6
2.2 Misconceptions Regarding Children Heading Families .....	7
2.3 Nature and Prevalence of Children Heading Families.....	7
2.3.1 Nature of Children Heading Families .....	7
2.3.2 Prevalence of Children Heading Families .....	8
2.4 Legal Aspects of Children Heading Families .....	10
2.5 Factors increasing the Establishment of Children heading Families .....	10
2.5.1 Societal Factors .....	10
2.5.2 Familial Factors .....	11
2.5.3 Health Care System Factor .....	12
2.5.4 Individual Factors .....	12
2.6 Problems of Children Heading Families.....	12

2.6.1 Psychosocial Problems.....	12
2.6.1.1 Psychological Problems .....	12
2.6.1.2 Social Problems .....	16
2.6.2 Educational Problems .....	16
2.7 Supports Needed For Children Heading Families .....	18
2.8 Coping Mechanisms.....	19
<b>CHAPTER THREE .....</b>	<b>21</b>
<b>3. Methodology .....</b>	<b>21</b>
3.1 Research Design.....	21
3.2 Research Setting.....	21
3.3 Participants.....	21
3.4 Tools of Data Collection.....	22
3.4.1 Interview Guide .....	22
3.4.2 Focus Group Discussion Guide .....	23
3.4.3 Observation Guide .....	23
3.5 Procedures of Data Collection .....	24
3.6 Ethical Consideration.....	25
3.7 Data Analysis .....	25
<b>CHAPTER FOUR.....</b>	<b>26</b>
<b>4. Case Presentation, Discussion, and Cross-Case Analysis.....</b>	<b>26</b>
4.1 Case presentation and discussion.....	26
Case 1 .....	28
Case 2.....	38
Case 3.....	48
Case 4.....	58
4.2 Cross Case Analysis.....	66
<b>Chapter Five.....</b>	<b>70</b>
<b>5. Summary, Conclusions and Recommendations.....</b>	<b>70</b>
5.1 Summary .....	70
5.2 Conclusions.....	71
5.3 Recommendations.....	72
<b>References</b>	
<b>Appendices</b>	

## List of Tables

	Page
Table -1- Background information of children who head families.....	26
Table -2- Background information of the neighbors' of the children who head families .....	27
Table -3- Background information of the teachers of the children who head families .....	27

## **List of Abbreviations and Acronyms**

- AIDS – Acquired Immune Deficiency Syndrome  
CRC – Convention on the Rights of Children  
FDRE – Federal Democratic Republic of Ethiopia  
FGD – Focus Group Discussion  
HIV – Human Immune Virus  
MOLSA – Ministry of Labor and Social Affairs  
NGO – Non Government Organization  
UN – United Nations  
UNICEF – United Nations Children’s Fund

## ***Abstract***

*The main purpose of this study was to investigate the psychosocial and educational problems of children heading families in Mekelle. Data were collected from four children who head families, four immediate neighbors of these children and six teachers who taught the children. In-depth interviews were held with the four children who head families and their neighbors using interview guides. Observation was also employed in home and school of the children who head families. The data were organized and analyzed in the form of independent case studies. Cross case analysis was also done to develop a greater insight into the general theme investigated into. Results of the study showed that children who head families faced different psychosocial and educational problems. Socially, they experienced various problems like low social relations, lack of friends, discrimination and stigmatization by their neighbors and village friends. Psychologically, they suffer from the feelings of hopelessness, loneliness, depression, fear, worries, confusion, stress, anger, discomfort and a lack self confidence and low self esteem. The educational problems include reaching late to school, missing class, inability to complete homework and involve in group home assignments. The children who head families, in order to deal with their psychosocial and educational problems request different supports such as financial, tutorial and vocational training. They used religion, telling to friend, playing, engaging in work, joining school, participating in different social activities, enjoying with their siblings, perseverance and patience, as the major coping strategies to cope with their problems. The study concluded that the children who head families face various psychosocial and educational problems which require different support to deal with their problems. Keeping in view the very nature and consequences of the psychosocial and educational problems of children heading families, the study recommends a few remedial measures with an objective of enriching the lives of children heading families.*

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the Study

The family is a place where children begin to experience life as a member of the society in which they want to live a life of dignity and worth. Family facilitates and promotes children's health, growth and development. Family lays the basis for the existence and perpetuation of the society. It is the smallest unit of the society that plays a significant role for raising children and educating them to become mature, responsible and productive citizens. Thus, the family is the natural and fundamental unit for the physical, intellectual, emotional and psychological development of children. It is clear that the family is an institution where children learn culture, tradition, and norms of the society through which they could actively participate in social, political and economic life of the society (MOLSA, 2006)

The death of parents by different natural and man made factors become a cause of breaking down families and also as a result leaves millions of children to be orphaned. As more parents die, the capacity of the extended family to take care of orphans become smaller and smaller. And then all of a sudden seem to reach some type of breaking and start finding these children in the streets, start finding them working in difficult conditions, start finding even child headed household (Unicef, 2008).

Ethiopia a country of 82 million, counts one of the largest populations of orphans in the world. There are an estimated 6 million orphans, (African Child Policy Forum, 2008).

In Ethiopia significant numbers of children heading families are included, among these large numbers of orphans.

A child headed household is one which is led by a child under the age of 18. This child takes on responsibilities usually carried out by parents, including providing care to other children. Children as young as nine act as heads of such house holds (African Child Policy Forum, 2008).

The main event that leads to establishment of a child-headed household is the death of both parents. However, in some cases, one or both parents are still alive. Other events include parental illness or disability. In some cases, one or both parents have left the home for some reason. The term is usually applied to household where the person heading is not the parent (Shimelis, 2008).

Children heading such households are forced to take responsibility beyond their capacity. And also face different challenges that hamper their normal development and their futurity.

The children heading households devoid of adult fellowship are struggling with abuse and adverse livelihood challenges. Their youthful sense of pleasure has been dulled as a result of the constant traumatic memory of their parents' painful deaths. These children are often forgotten citizens with confused identities, called derisive names and stigmatized by society. Many of these children are living lives of extreme deprivation, where even their survival is uncertain. Children caring for siblings, as well as sick and bedridden parents or relatives, have to take on subtle adult roles before they are ready (The African child policy forum, 2008). In addition, children heading families face different challenges, like psychosocial and educational problems. Shimelis (2008) also stated that child-headed households face tremendous emotional and psychological challenges and live with the constant memory of their deceased parents and their lingering agony and death. The majority of children suffer feelings of loneliness, desperation, traumatic stress following bereavement and stress associated with shouldering an adult role at a young age, low self-esteem, fear and a sense of alienation.

A significant majority of child heads do not attend school because they lack the money to cover school while for a slightly lower percentage lack of time and scholastic materials hinder them from attending school. Some children do not attend school as they are tired due to their income earning activities. The educational problems facing children in child-headed households may be traced to the absence of adult support (Shimelis, 2008). Hence, the aim of this study will be to investigate the psychosocial and educational problems of children heading families.

## 1.2 Statement of the problem

There are large numbers of children heading families in Africa (African Child Policy Forum, 2008). According to central statistics Agency of Ethiopia (2005), Ethiopia was home to more than 77,000 unaccompanied child headed households; the second highest figure in sub-Saharan African below only Zimbabwe.

Even though there is large numbers of children heading households in Ethiopia, such households and these children heading families do not get due attention by policy makers and other stake holders. Yet, in our country, they are totally invisible in both social and policy domain. Most of the time these children are treated with other vulnerable children, like orphans. But unlike the orphans these children have double responsibility for the survival of themselves and their siblings.

Shimelis (2008) also stated that most of the information of children heading households in Ethiopia was found embedded in literature relating to orphans and vulnerable children in general. The lack of information on the subject masked the specific nature of the challenges facing child-heading households, as well as the special support they need, and their plight has not been sufficiently appreciated by policy makers and advocacy group.

Children who are supporting households have to find a way to make a living, which often involves working in exploitative conditions including on the street. They can be denied pay or paid only nominally for their labour. Many girls become victims of rape with the attendant problems of teenage pregnancy and fistula, and boys live with frequent physical abuse and violence. Due to lack of public awareness households are considered unworthy of integration into society, and so are not beneficiaries of community based services (Ibid).

Considering these mentioned facts, the study has attempted to explore the psychosocial and educational challenges of children who head families. So, the study tried to answer the following questions.

1. What are the psychosocial problems of children who head families?
2. What are the educational problems of children who head families?

3. What are the coping strategies children who head families use to deal with their problems?
4. What are the supports children who head families seek to deal with their psychosocial and educational problems?

### **1.3 Objective of the study**

The study has the following general and specific objectives.

#### **1.3.1 General objective**

To investigate the psychosocial and educational problems of children who head families.

#### **1.3.2 Specific objectives**

- To investigate the psychosocial problems experienced by the children who head families.
- To find out the educational problems experienced by the children who head families.
- To pinpoint the strategies that children who head families used to deal with their psychosocial and educational problems
- To identify the supports this children seek to address and redress their psychosocial and educational problems.
- To suggest possible solutions to minimize their problems.

### **1.4 Significance of the Study**

- ❖ To create awareness among policy makers, NGO sectors government officials, social workers, teachers, school administrators and the society at large about the burdens falls on children who head families and the nature of psychosocial and educational problems these children face.
- ❖ It may serve as a foundation for different organizations working with children at risk in general and children who head families in particular to design programs that resolve the psychosocial and educational problems of these children.

- ❖ Act as input for politicians, legislators, governmental bodies to further strengthen the policies and programmes for children who head families.
- ❖ It may prompt other researchers to broadly investigate the psychosocial and educational challenges of children who head families and also to investigate into other probable problems of children who head families.

### **1.5 Delimitation of the Study**

The study is delimited to the investigation of the psychosocial and educational problems of four children who head families from Mekelle City.

### **1.6 Definition of Variables**

*Child* - in this study child refers to an individual between the age of 14 and 17.

*Psychosocial Problems* - includes problems such as depression, low self esteem, worrying, confusion, fear, stress, anger, stigmatization and discrimination as a result of parents' death and burden of responsibilities that are beyond their capacity.

*Educational Problems*- refers to problems such as not attending class regularly, less participation, low academic performance and in general unable to learn their education effectively, as a result of working day and night to generate income in order to lead the family.

**Unaccompanied child headed household** - where a child is supporting and taking care of siblings without an adult in the house hold, because both parents have died, can not be found, are unknown or have given up supporting the children for economic reasons.

## CHAPTER TWO

### 2. Review or Related Literatures

#### 2.1 Overview of Children Heading Families

A child heading family is one which is led by a child under the age of 18. This child takes on the responsibilities usually carried out by parents, including providing care to other children. (<http://www.ovcsupport.net/sw3256.asp>)

According to Belay Tefera (2007) children heading families are elder children in the family who take over the responsibility of household headship with the death of parents. The fact that they were the eldest in the family meant that assuming the headship role was automatic (Save the children federation, 2009) also described that a child heading family is one in which a child or children (typically an older sibling), assumes the primary responsibility for the day today running of the household, providing and caring for those with in the household.

Shimelis (2008) identified two kinds of children heading families. First, accompanied child-headed household a household where a child is providing income and care to siblings in which the parent (s) or primary care givers are incapacitated by Chronic illness, old age or disability. The other is, unaccompanied child-headed household is where a child is supporting and taking care of siblings without an adult in the house hold, because both parents have died, can not be found, are unknown or have given up supporting the children for economic reasons. A child with no siblings taking care of her/him also falls in this category.

MacLellan (2005) also stated that the assumption is usually made that children heading families will consist of members of the same family, brothers and sisters, who live under one roof, in one dwelling. Infact, although that is often the case, there are other compositions that exist, which are still headed by a "child", but where the relationship between the members is very different. The interpretation of the word "headed" is understood as "being the responsible member of the household- the one who takes decisions". The majority of these households comprise brothers and sisters, and the eldest

tends to be the head of the household. There are instances when a younger child assumes the responsibility because of the lack of maturity on the part of the eldest, or for example, where the eldest is a drug addict and unable to care for the others.

## **2.2 Misconceptions Regarding Children Heading Families**

Post-bereavement, many children become orphaned and end up in what is commonly called child heading households. The very existences of such households are often denied by the society. These households are often seen as isolated and almost 'invisible' to their communities and families. (Bawa Yamba, 2005). (African Child Policy Forum, 2008) also mentioned that at continental level, most of the existing data on child-headed households is out dated.

The documents in Ethiopia treated the children heading families with the other orphans and vulnerable children. This lack of information has concealed the peculiar nature of their problems and the kinds of special support they need. Aid to child-headed household has, at best, been combined with support for orphans and vulnerable children (Shimeles, 2008). Shimelis also added that policy level, local and national government affairs have very limited knowledge of the extent and impact of the phenomenon. This is borne out by an interview with regional government officials, who said that while they have considerable knowledge about the orphan situation in the country, they only "hear Rumours of some children heading households. In fact, the UN committee on the Rights of the Child criticized Ethiopia's periodic report on its implementation of the convention on the Rights of the Child (CRC), because the report did not mention such a prevalent challenge as child-headed households.

## **2.3 Nature and Prevalence of Children Heading Families**

### **2.3.1 Nature of Children Heading Families**

Death of parents introduces a major change in the life of the vulnerable child. This change may involve moving from a middle or upper-class urban home to a poor rural relative's home. It may involve separation from siblings, which is often done arbitrarily

when orphaned children are divided among relatives without due considerations of their needs. Those children who choose not to move or who may not have any other relative to go to, may be forced to live on their own, constituting child-headed families. All these challenges can easily affect not only the physical, but also the psychological well being of the child. They can be very stressful as they pose new demands and constraints to children's life. (Minde, 1988).

Shimelis (2008) also stated that the majority of child-headed households were found to be headed by children between the ages of fourteen and eighteen. A significant number of the households contacted were being headed by younger sibling even when there was an older sibling in the family. In terms of gender distribution, more girls than boys are child heading households. The average child headed household size was found to be three, but there are a significant number of households containing five or six siblings. The duration of child household headship was two or four years on average, after which they left the household, died or became adults.

The majorities of the child-heads earn a livelihood for their household through daily labor and petty trade, so earn very little. A significant number of girls are engaged in domestic employment, mainly as maids. Child-heads in urban areas are more vulnerable and found in exploitative circumstances than their rural counterparts. Life on the streets and the desperate need to make money on a daily basis aggravates the susceptibility of child-heads to economic exploitation, hazards work, forced labor and physical abuse.

Cree and Kay, 2006 also confirm that children head the household in particular, have responsibilities of also that include caring for younger siblings, some of whom are infants and may be infected with HIV themselves. As a result, these children are cheated in their childhood, as the additional responsibilities leave very little time for developmentally appropriate activities, such as playing, forming friendships and participation in other social and recreational activities.

### **2.3.2 Prevalence of Children Heading Families**

Ethiopia has fought bloody wars with neighboring Eritrea and Somalia in recent years, and has a history of protracted civil wars and severe droughts. Next to HIV/AIDS, armed

conflict and poverty stand out as the second and third most important triggering factors of the orphan crisis in the country. HIV/AIDS is the number one cause of parental death in Ethiopia and continues to leave millions of children orphaned (African Child Policy Forum, 2008).

In 2005, Ethiopia counted a total of 2.4 million maternal, 3 million parental and more than 600,000 double orphans, making the country home to the fourth largest orphan population in sub-Saharan Africa after Nigeria, Democratic Republic of Congo and Zimbabwe. A considerable number of double orphans are likely to end up as unaccompanied child-headed households. In 2005, Ethiopia was home more than 77,000 unaccompanied child-headed households; the second highest figure in sub-Saharan Africa below only Zimbabwe. Some estimates from early 2005 put the figure as high as 100,000 households, in which case 10 in every 1,000 households in the country would be headed by children (African Child Policy Forum, 2008).

According to (Central Statistics Agency, 2005) Ethiopia had 530,000 children who lost their mothers to HIV/AIDS and 465,000 children who lost their fathers to HIV/AIDS. The majority of these children are likely to live with an incapacitated father or mother, leaving them as virtual heads of their households. In addition, 46 percent of primary care givers make arrangements for someone else to take care of their children in case of their own inability. That means the remaining 54 percents of care givers leave children to fend for themselves in case of incapacity, and are likely to rely on their children for their own needs. In making the statistically valid assumption that children orphaned by AIDS are more likely to end up in child headed households, a sharp rise in the number of child-headed households in Ethiopia is to be expected in the years to come.

By 2010, Ethiopia will have around 225,000 child headed households, or staggering 675,000 children growing up in the care of siblings without the company of adults (African Child Policy Forum, 2008).

## **2.4 Legal Aspects of Children Heading Families**

Clearly, the vulnerability of the children heading family is immense-among the weakest in society, children exist without many of the rights that they are promised by government and international bodies. The Ethiopian government has ratified the UN convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child, which comprises the formal obligations for the rights and responsibilities of the child, the four overriding principles being:-

- The best interest of the child
- The principle of non-discrimination
- The principle of the right to survival and development
- The principle of participation of the child in the actions and decisions that concern him/her.

The constitution of the Federal Democratic Republic of Ethiopia recognizes the right of every child to life and protection from exploitative practices, which may be hazardous or harmful to his or her education, health or well being. Article 36(2) of the constitution (1994) restates Article 3(1) of the CRC, that “in all actions concerning children undertaken by public and private welfare childcare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration” shall be the best interest of the child’. Article 41(5) also designates the allocation of resources to provide rehabilitation and assistance to children that are left without parents or guardians (UN, 1989 and FDRE, 1994).

## **2.5 Factors increasing the Establishment of Children heading Families**

There are different factors increasing the establishment of children heading families. These are:

### **2.5.1 Societal Factors**

Saoke (1996) stated that some relatives may be concerned about fostering orphans when they suspects that the parent died from AIDS. They may fear contracting HIV infection

from the children, or are afraid that bringing such children into their home may lead to stigmatization by the society.

Belay Hagos (2007) also added that complicating their problems, orphaned children have also observed a constriction in the social horizon after parental loss. Friends, neighbors and relatives of parents and their own friends who normally used to visit their homes during parental presence were seen fading after parental death.

### **2.5.2 Familial Factors**

The familial factors are related specifically with relatives of children heading families.

According (Foster, Makufa and Drew, 1995) the relatives related factors are as follows:

- (1) Relatives may consider themselves free of responsibilities towards orphans, even though they are closely related to the children.
- (2) Relatives may not recognize the legitimacy of orphaned children, if, for example, a sister had children but was never married or if bride price was never paid to her brothers; in such circumstances, they may feel justified in not providing support to her orphaned children after her death.
- (3) Some relations have had little contact with a relatives family before the parents death.
- (4) Relatives living below the poverty line tended to foster children, wealthier relatives, whom one might expect to be more able to foster relatives, maintained minimal links with orphans.
- (5) Lack of knowledge about any living relative, not knowing about the disparate situations being faced by orphaned children living on difficult circumstances.
- (6) Being separated by large distances, regular communication between family members may be difficult; as a result, close ties that formerly existed between family members have become weaker.
- (7) The relatives may not have the capacity to integrate orphaned children into their families because of they are too poor, already have large families or are too old.
- (8) Some relatives were afraid of contracting HIV/AIDS which they know as the cause of parental death.

(9) The death or illness of relative, for example, and elderly caregivers, who had previously taken charge of the children concerned.

### **2.5.3 Health Care System Factor**

According (Foster et al. 1995) AIDS is only one of the several factors leading to the changes being observed in traditional patterns of child care. it is undoubtedly the main factor predisposing to the establishment of children headed households.

Assefash (2007) also added that the rate of HIV infection is growing globally. In sub-Saharan Africa, Ethiopia is among the countries that are highly affected by the pandemic. One of the devastating consequences of the HIV/AIDS pandemic is the vast number of children it leaves orphaned. It is estimated that there are 4.6 million orphans in Ethiopia today, up to 800.000 of who are believed orphaned by AIDS.

### **2.5.4 Individual Factors**

These factors are related directly with the children heading families themselves.

According Shimelis (2008) and (Foster et al) the factors are the children did not want relative to move in with them, the children feared abuse in the hands of relatives, the children wanted the warmth of being together as a family, the older siblings felt they could head the family, the children wanted to protect family property, the children felt to get support from NGOs, and the children had felt the need means to survive.

## **2.6 Problems of Children Heading Families**

### **2.6.1 Psychosocial Problems**

#### **2.6.1.1 Psychological Problems**

Children that head families carry the burden of providing both physical and emotional support to younger siblings. This puts them at risk of psychological problems (Sengendo and Nambi, 1997). There are different psychological problems of children who head families. They are described as follows:-

## **1. Depression**

Makame (2002) found that child-headed households experienced significantly higher internalizing problems such as depression. Malinga (2002) also confirmed that children heading families also take on household responsibilities and paid work. This results in higher depression.

Belay Tefera (2007) mentioned that child-heads became depressed because of what was happening to their siblings as follows:-

- Being unable to satisfy their basic needs
- When siblings get absent from school because of uniforms, complain about lack of educational materials
- Difficulty paying siblings' school fees
- When young siblings get sick, and money is not there for medical treatment
- Difficulty meeting holiday needs
- When young siblings remember parents and feel depressed
- During holidays where such experiences become common, financial constraints become more visible.
- Difficulty getting jobs.

## **2. Low Self-esteem**

Siegel and Gorey (1994) point out that the death of parents and related to the cause of the death can lead to reduce self-esteem and self-confidence. Shimelis (2008) also stated that teachers are not always aware when children come from child headed households, so they expel the children from class when they fail to bring their parents to school and lead them to low self-esteem.

Belay Hagos (2007) found that the following psychological abuse and neglect leading to lose self-confidence and self-esteem.

- (1) Abandoned by close relatives and friends of deceased parents and felt isolated.
- (2) Insulted as “gefee” or “defee” to mean that “the child is so unlucky that she/he pushed away her/his parents into grave; and insulted as “child of prostitute” or “yeaidsam lij” meaning the child of infected parent.

- (3) Despised by relatives, neighbors and peers.
  - No more respected.
  - Considered as misbehaved, delinquent, thief and wrong doer.
  - Showed signs of contempt.
- (4) Discriminated against by some gangsters
  - Forbidden to work on the streets by some gangsters
  - Threatened to share their incomes
- (5) Felt lowered self regard and lost confidence of interacting with others.
  - Some chose to remain aloof at home so as not to interact with others.
  - Some have no confidence to stand up for their rights.

### **3. Worries**

Children heading families go through a process of worrying during time of loss of parents and by the burden they face (Save the Children Federation, 2006). Makame (2002) also found that child heading households, experienced worries related to the problems they have in making ends meet of their households.

Belay Hagos (2007) also found out that such children worried a lot for so many reasons. They worried over unfulfilled needs (food, shelter, clothes), educational materials and expenses, protection of younger siblings and responsibilities, and protection, safety and social support.

### **4. Confusion**

The children heading the households lack guidance, they have no one to give a sense of direction, and they do not have a role model in the management of the household, so they lead them to confusion (Naickei & Tshense, 2004).

Belay Tefera (2007) confirmed that children heads also feel confusion with the behaviors of their siblings because some children were:

- a) Unhappy and unsatisfied despite provision of needs to the best of the capacity of the child heads.
- b) Ignore advices of the child head and may sometimes get absent from school.
- c) Difficult to manage (particularly young children) such as, for example, crying with smaller reasons.
- d) Frequently, quarreling with the child head and the child head sometimes beating the sister because of insult.
- e) Defiant, especially the older ones
- f) Generally, meeting the materials needs of siblings, handling younger siblings demanding for the lost parents, settling conflicts arising among them, and dealing with their own feelings of parental loss are amongst the major problems they faced constantly.

## **5. Fear**

According Mallmans (2003) children of thirteen-eighteen years old clearly understands that death is final and irreversible and half fears of taking on adult responsibilities and leaving school. Minde (1988) confirms that many children heading families feared to adapt the new changes. Shimelis (2008) is also point out that many children heads of households their cause of fear relates to the problems they have in continuing survival of their households.

## **6. Stress**

Minde (1988) states that on the case of children heading families, it is not the social change it self that may cause psychological problems; rather it is the failure of the individual to adapt the social change. Like bereavement, social change and the resultant need to adapt it create stress. Shimelis (2008) also mentioned that children heading families live with stress associated with parental loss and shouldering an adult role at young age.

## **7. Anger**

Mallmans (2003) states that children heading families commonly reacts in denial, has a delayed reaction of suppressed feeling and extremely angry. Belay Hagos (2007) also

mentioned the psychological abuse that makes the children who head families to be angry. These are felt lonely and empty especially during holidays, property grabbed when earned money snatched especially by some gangsters. Some were forced to get out of their rented houses by relatives. Some were forced to handover parents' household furniture, garments, ornaments by relatives. They also face labor exploitation.

### **2.6.1.2 Social Problems**

Children who head families have tremendous social problems, such as discrimination and stigmatization related with the cause of their parental death. Children who head families lack relationships, social networks or groups that they can go for support, comfort, and relief (Roalkvam, 2005).

Belay Tefera (2007) also stated those friends and relatives of parents and their own friends who normally used to visit their homes during parental presence were seen fading away after parental death. The reasons are mentioned as follows:

- Of no value to these persons (In fact, this would apparently be the case given the fact that the society they live in adult-centered).
- Considered unable to offer anything if guests come to visit (such as preparing coffee).
- Being discriminated

Belay Tefera also added that most neighbors have lesser connection with the children heading families after parental death. For example, exchange of utensils, calling each other for coffee and other social occasions, borrowing and lending items hardly occurred with neighbors after the death of their parents. The other thing is also after parental death the society and Idir leaders assumed that the children were unable to pay the fee and then cancelled without asking the permission of the children heading families.

### **2.6.2 Educational Problems**

Children heading families have different problems in their education. Since merely surviving is the focus of these vulnerable children, education can be extremely low in their priorities, especially for the head of the household, whereas child heads are keen for

siblings to attend school. The priority for the head of the household is to generate income, grow crops or to do work around the home, caring for younger children. And also dropout rate is very high; due to the supplementary costs of paying a relatively small amount to register, the purchase of uniform and school supplies (Luzze, 2002).

Agu (2007) also described that when parents die or are sick and not able to support their families, the amount of resources for education not only decreases, but also children are employed as resources for the survival of the family. Consequently, many things happen that affect education outcomes. These are: Failure to enroll and high drop-out rate. These are the grossest manifestations of impacts of orphan-hood on education. International evidences indicated that orphans tend to have lower enrolment rates than children with both parents alive. Also children may be enrolled at school but not learning because they are hungry: they may be unable to concentrate due to anxiety at home; stigmatization, emotional or behavioral disturbance.

Agu also added it seems clear that the underlying problems that create obstacles of education of orphans and other vulnerable children that are relevant for Ethiopia include the following:

- a. Material needs that include inability to pay for school related needs, such as uniforms, levies, fees and materials
- b. Hunger is a common problem that led to drooping-out and absenteeism.
- c. Psychological problems due to stress, grief, stigmatization, neglect and abuse, social isolation and discrimination.
- d. Changes in household structure and greater household responsibilities due to child headed households, streetism, child labor and increased care for the aged by the children.

Shimelis (2008) also stated that in urban areas child-headed households stay out late in the evening to earn a living by selling cigarettes, roasted grain, lottery tickets, etc. so they do not get enough time to sleep or do their homework. These children have particularly low scores in mathematics and English, which are subjects that usually require extra study at home. Their participation in class is limited as they often fall a sleep or day

dream in classrooms. Participation in extra-curricular activities is non-existent, and they frequently miss exams. Repeated low scores lead to a sense of failure and coupled with lack of parental consolation, are a catalyst for dropping out of school altogether.

Mindi (1988) mentioned that in schools there is an obvious lack of appropriate training of teachers in identifying psychological and social problems as a result in many cases children are punished for showing their negative emotions, thereby adding to their pain. And, the same symptoms may cause learning problems. Children who are frustrated, fearful and depressed may fail to concentrate in class and therefore perform badly.

## **2.7 Supports Needed For Children Heading Families**

Children heading families need supports to deal with their psychosocial and educational problems. According Shimelis (2008) and (Save the Children Federation, 2009) there are different supports needed for children heading families to deal with their psychosocial and educational challenges. These are:

- (1) Providing counseling
- (2) Go to Church or Mosque
- (3) Material - child headed households need urgent material support in the form of food, clothing, and shelter.
- (4) Providing nutrition- the reason for many children not to attending school is lack of food. Then, school feeding programs could play a role in improving nutritional intake, as well as the educational outcomes of these children.
- (5) Life skills training - it is necessary to offer training to child household heads to build their life skills in aspects such as health, sanitation, as well as building up their resilience to enable them to overcome bereavement and trauma, and face the challenges of stigma and discrimination. In addition, these children have less experience to manage the family and to resolve the conflicts created within the family. Then, it is helpful providing training that address these problems.
- (6) Generating income - older siblings in child headed households needed to be given opportunities to set up income generation programs, by offering vocational training.

- (7) Community involvement - by community mobilization includes providing mentoring, counseling, training and material support to community volunteers. Such volunteers can make regular supportive visits, take an interest in their progress at school, monitor the child heads, and involve them in recreational and social events, and offer care and love.
- (8) Legal protection- due to their vulnerability to property grabbing and sexual and physical abuse, child headed households have to be given special legal and police protection, so they can defend their rights and access legal and police services, such as free judicial representation.

## **2.8 Coping Mechanisms**

Children heading families face continuous daily psychosocial and educational challenges. The sudden change in their life style and newly accorded responsibilities prevent such children from dealing with their own feelings of loss, grief and sadness. However, by different mechanisms children heading families can cope with their present situation and slowly develop a capacity to deal with difficult psychosocial problems such as anger, confusion, etc. In their own time, these children learn to triumph and feel safe; they learn to accept their loss and move on, building their hopes and dreams. (Save the Children Federation, 2009).

According to (Save the Children Federation, 2009) and Gray (1989) there are different coping mechanisms that help the children heading families to deal with their problems. These are mentioned as follows:

### **1. Play**

Play is an important part of everyone's childhood. It is the language of children where they can express their day-to-day ideas. Through play they learn to interact with others, they learn to be sensitive to other's needs, they learn about values and rules, they learn how to manage their emotions, they learn about self-control, they learn to share ideas and they learn to respect others. It is a way children practice skills they will need later in life. Play is also necessary in mastering their emotional traumas in a safe learning environment.

## **2. Recording Memories**

Memories are important parts of their lives. It helps to them to remember the past but at the same time it may provide them a path to a better future. Recording memories they made today serves as a special place where can keep memories for future.

## **3. Talking to Peers**

Peers were found helpful for a number of reasons, including emotionally sustaining behaviors, for example, talking and listening as well as feeling understood. Peers also helped them by talking and given advice to forget their pain.

## **4. Religiosity**

The issue of religiosity reports on references of faith and religion as a coping strategy and as a point of reference for making sense of difficulties.

## **5. Deriving meaning out of hardship**

Reflecting how the children who head families derive positive and constructive meaning from their present circumstances are considered. For example, the feeling of mastery over what may be considered adult responsibilities, something that make them unique and separate them from their peers who are not in same situation.

# CHAPTER THREE

## 3. Methodology

### 3.1 Research Design

The main purpose of this study is to investigate the psychosocial and educational problems of children who head families. In order to attain this, qualitative method of study was employed. This method is essential to treat small number of samples nested in their context and studied in depth (Best & Kahan, 1993). And also case study method was employed. The reason why the researcher selected this approach is that it helps to conduct an in depth study. Creswell (1996) stated that, case studies, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals.

The aim of this chapter is to present the research design, research setting, participants of the study, tools of the study, the procedures used to collect the data, ethical considerations and analysis of the data.

### 3.2 Research Setting

Atse Yohannes primary school was selected as the setting because four children who head families who were included in the study learn in this school.

### 3.3 Participants

All the participants were selected purposely.

- Four children who head families were selected because it was manageable for qualitative case study. The children were two males and two females of grade seven and eight.

The criteria for the selection of these children are as follows:

- The children should be unaccompanied child headed household. This means where a child is supporting and taking care of siblings without an adult in the household.

- The child must have at least one year history of leading experience in unaccompanied child who head family.
- The children who head families should be those who do not receive any support from different organizations which provide support.
- Six teachers of Atse Yohannes primary school who are teaching these children.
- Four immediate neighbors who knew the four children very well. One immediate neighbor is selected for one child who head family.

### **3.4 Tools of Data Collection**

Three types of tools were employed for the study. These are: interview guide, focus group discussion and observation.

#### **3.4.1 Interview Guide**

The interview guide was prepared for the four children who head families and four immediate neighbors of the children who head families.

Semi-structured interview guides were developed for both groups of participants to collect data on psychosocial and educational problems of children who head families.

The interview guide prepared for the children who head families was developed after the researcher reviewing relevant literatures regarding the psychosocial and educational problems of children who head families. The interview guide was prepared in Tigrigna. It has 29 open-ended items. And has five sections. The first part contains items on the background information and experience. The second part includes issues related to the attitude of the society and social relations. Items related to psychological aspects were included in the third part. The fourth part includes issues related to education. Finally, items on needed support and coping mechanism were included in the fifth part.

The items in the interview guide were aimed to answer experience, the difficult time they passed, about relationship with their relatives, attitude of their friends and neighbors towards them, access of their time, social relations with their friends and neighbors, memory while parents alive, source of their income, their responsibility in the family,

problems of leading family at this age in aspect of social, psychological and education, the support they need and coping mechanism in their present situation.

The interview guide prepared for the immediate neighbors of the children who head families was developed based on research questions regarding the psychosocial and educational problems of children heading families. The interview guide was prepared in Tigrigna. It has 14 open-ended items. The items included different issues such as: length of relationship with the parents of the children heading families, way of bring up their children while their parents alive, experience of the child, attitude of the society towards the children, behavior, educational aspects and the support needed for the child.

### **3.4.2 Focus Group Discussion Guide**

To conduct focus group discussion with the teachers of the children heading families, a focus group discussion guide was developed. The FGD items are prepared based on the research questions and related literatures. The FGD has 12 open ended items. The FGD was prepared in Tigrigna. The items included the following issues. These are: behavioral problem, interaction, attendance, attention, motivation, participation, completion of tasks, academic performance and achievement, attitude of the school society towards these children, general behavior and the support designed by the school to help these children.

### **3.4.3 Observation Guide**

The observation was employed in home of the children who head families and in their school.

Observation guide was also developed by the researcher after reviewing related literatures. Nine items guiding the observation were included in the observation that was employed in home. These are: roles, division of labor, interaction, emotional expressions, behavior, way of conflict resolution, studies and social environment. In addition, four items guiding the observation were included in the observation that was employed in school. These are: interaction with peers, motivation, behavior and playing.

### **3.5 Procedures of Data Collection**

Prior to data collection process the interview, focus group discussion and observation items were given to academic advisor for improvement. And necessary modification was made. The interview and focus group discussion guides their English version was translated to Tigrigna by the researcher. And the Tigrigna version of the guides were printed for final data collection.

The researcher visited the interviewees two times, before the actual interview. And these helps the informants in order to be understand the purpose of the study. Although to be interested and to participate actively and give their invaluable informations. In addition to this, during these visits, appointments for dates and times to interviews were made by the choices of the children head families and their neighbors. Each participant was interviewed separately and in private. The average interview time for the children heading family was one hour. This was done for a minimum of four days. Really, it was challenging specially the children heading families to meet on their appointment time to make interview. But by effort and patency, the researcher was successful to conduct the interview with the children heading families. The average interview time for the neighbors was one hour and thirty minutes. This was done only for one day. During the interview note taking and tape recording was done. Both are done by the researcher.

The researcher met the participants of the FGD before the actual FGD. At this time appointment for dates and times to the participants were made by the choices of the teachers of the children heading families. The FGD time was three hours. This was done only for one day. During the FGD, notes was taken by the researcher. The FGD was held with teachers of the children heading families chaired by the researcher in which the participants took great interest to forward their opinions and views.

The observation was made by the researcher at home and school of children heading families. The observation of the home took averagely three hours and it was done for a minimum four days. The observation in school took fifteen minutes during their playing at break time and it was done for a minimum six days. The observation of the home was done when the child heading families and his/her siblings were available in their home.

These helps the researcher to observe different activities of the child heading family related to his/her siblings. During observation, the obtained data was kept in the note book.

All the data collection process was accomplished by the researcher.

### **3.6 Ethical Consideration**

- The research objectives were articulated verbally to the participants before and after gaining consents.
- Tape recording was carried out taking into consideration the willingness of each participant. Thus, if requested not to be recorded, their wishes were well respected.
- Pseudonyms are used for all cases as a protection and respecting their privacy from being identified.
- Respondents were given due respect during data gathering sessions and they would be thanked for their contribution.

### **3.7 Data Analysis**

Through the designed tools the data was gathered, analyzed and interpreted in line with the research questions raised by this specific study. The data was analyzed qualitatively. The findings were presented first as four individual case studies independently analysis of a case narrative based on series of themes first, then across case analysis was made with in each of cases. Finally, conclusion and recommendations were made based on the discussion.

## CHAPTER FOUR

### 4. Case Presentation, Discussion, and Cross-Case Analysis

#### 4.1 Case presentation and discussion

This part covers the presentation and analysis of the case histories of the participants in the study.

For this reason, the first section focuses on case narratives of individual independently followed by its discussion to make the report easily to read. Finally, cross case analysis was made.

To understand the psychosocial and educational problems of children who head families, analysis was done based on a series of themes using the research questions as a guidance. However, while discussing cases information were utilized from the interview of the immediate neighbors, FGD and observation to make a compressive analysis.

**Table 1: Background information of the children who head families**

Name	Sex	Age	Grade	Year of experience in leading families	N <sup>o</sup> sibling supported	Income generating activities	Monthly income
Lemlem	F	15	8	2	3	- assistant and cleaner in wood work shop	300 birr
Ashenafi	M	17	8	2	3	- assistant in Tailor's house	250 birr
Mehret	F	14	7	2	2	- washing clothes	360 birr
Haile	M	16	7	3	2	- polishing shoes	400-450 birr

**Table 2: Background information of the immediate neighbors of children who head families**

Sex	Age	Address/ Kebele	Educational level	Occupation
F	58	18	8 <sup>th</sup>	Housewife
F	60	14	4 <sup>th</sup>	Housewife
F	48	09	-	Housewife
F	50	18	-	Housewife

As shown in the above table, the immediate neighbors of children who head families were all females whose age range from 48 to 60. The educational levels of two of them were 4<sup>th</sup> and 8<sup>th</sup> grade, while the others were non-educated. All of them were housewives.

**Table 3: Background information of the teachers of children heading families participated in focus group discussion**

Sex	Age	Educational level	Years of experience in teaching	The subject which teaches
F	32	Diploma	12	Biology
M	38	Diploma	17	Maths
M	42	Diploma	20	Amharic
F	35	Diploma	13	Tigrigna
M	45	Diploma	24	History
M	40	Diploma	18	Maths

The above table shows that teachers of children who head families were four males and two females whose ages range from 32 to 45. They all were diploma holders and have teaching experience ranging from 12 to 24 years teaching in Math, Amharic, Tigrigna, Biology, and History.

# Case One

## Lemlem

### Introduction

This is a 15 years old girl. She is grade 8 student. She is the first child for her parents. She lives with two of her brothers and sister in a small room. Their ages are 13, 10 and 7 respectively. Her mother died by illness while she was 10 years old. At that time her father's salary was not sufficient to employ a house maid but only for food and house rent. Because of this she begun to do the household chores with the help of her father. When she was 13 her father died by car accident. After that all things became difficult for her.

### Establishment of Child Heading Family

I remember while my parents were alive, some relatives used to come from village to visit us. But in this city we had only one aunt. She stayed for a week at the mourning days when my father died. After that time she did not come again to our home. I went three times continuously to her home and I mentioned the problem that I faced frankly as I had no food in my home. But she was not willing to help me. Because I had no other option, again after a month I went to her home and I told her seriously that I couldn't pay house rent for two months and the other problems that I faced. But she replied "why do you come often to my home to tell me problems? Why you do not sell your TV and resolve your problems?" She said "አጥፊሙ ላይ አላስ ድሙ ተኸሐላ" 'cat wishes make up to decor itself'. Its meaning is those who have nothing wish something fancy.

"You are poor; you are orphan at this time, TV is not necessary for you."

I hate myself. I lost my confidence, I said "why she compares me with a cat?" After this I came back to my home weeping on my way. One thing came to my mind and I decided to go to my mother's intimate friend and neighbour and I told her all the problems I faced, she was weeping and said that she couldn't help me for food and other expenses because she was unable to do this. But she let us live in a room that used to be her kitchen free of charge. And she told me that she would build another kitchen outside I became very happy and I thanked her.

When I found house without rent I thought and decided immediately to work and make money for sending my brothers and sister to school. This is how I began to lead the family.

I got a job at wood workshop for cleaning the room and to assist the workers. At this time I had to dropout of school for one year. But I managed to send my brothers and sister to school. Because I had to dropout of school I was not happy. At the workshop room while others were talking and laughing I stood alone at a corner and I thought about my life. Once the owner of the workshop called me to his office and he told me that he watched me for long time and after that he asked the workers and they told him about my problem. And told that he would allow me to join my school and work in shift without any salary reduction. Then I joined school last year. The day time I used for school and my work and also at evening I did the household chores.

### **Difficult Time**

Daily, I face many problems but to the best of my ability, I tried to solve the problems. However, after I began to lead the family I faced two special challenges which were very difficult in my life. First, once while I arranged clothes in a box, I found a green book, and I showed this to my neighbour and she told me that my father saved 2,500 birr in bank. I became very happy. All the night I couldn't sleep, I planned to buy different things with the money. In the morning I asked my neighbor to go with me to take the money from bank. But she told me that need long process to get the money. And by going to kebele we begun the process but the kebele refused my application because the law of the country did not allow to process this kind of issue under the age of 18. I felt sorry, all that I planned at night became dreams. But later by the effort of the Idir members I got the money after a year.

The second problem I faced was when my younger brother was sick. All things became beyond my capacity. I was disturbed and I weeped day and night. The kebele gave me a paper to hospital that helps me to get a medical service free of charge. My brother was admitted to the hospital. At this time I was disturbed by two things one, I was frightened in fear of death of my brother, the other is I left my brother and sister in home without

any one. I never forget these difficult times on my life. But my brother recovered and really I blessed God.

### **Attitude and Social Relations**

My friends, neighbours and teachers have a positive attitude towards me. When I was not home and my brothers quarrelled with other children they treated them well. And always encourage me. My friends and my teachers also encourage me to resist my challenges.

I have a good relationship with my friends and neighbours. Specially with my classmates I have good relation. I used to take national examination question papers and other question papers that I had and we used to do them together. And by this they loved me. Other than my classmates I didn't have any friends. Because I had no time to establish friendship with others.

### **Education**

When I am at morning shift, early in the morning I make ready all necessary things to my brothers and I attend school on time. But, when I am at afternoon shift after a work I have to go to home for lunch and see my brothers. Because of this always I come late to school. Some times I arrive at the 2<sup>nd</sup> period and other time also I arrive after the teacher enters to class. In spite of this problem I attend school daily.

I have no time to read and to do home work after class because my time is occupied by work and household chores and the burden of the work also tired me. Then, I do homework oftenly in class when teachers miss the period and at break time. If I have extra time I wish to read books and to study that I learn in class.

I want to be involved in class activities that start and end in class either individually or in group. Whereas I feel discomfort with the activities those done at home because of that I have no extra time to do these activities and they are burden for me. The other is the activities those gave in group that are done out of class disturb me, like the other students I have no extra time to participate in the activity. As a result, my choices are the class activities that do not need extra time out of class.

As to me I am a clever student. For example, this semester my rank was 3<sup>rd</sup>. except lack of time and additional books I did not want any special support on my education. In Maths and physics I have better ability than my classmates and sometimes if I get free period I support my classmates.

### **Experience, Feeling, Need, Problems, Fears,**

I learnt many things from my burden. When I begun to lead the family I was confused with the challenges that I faced. But now I find ways how the problems should be solved. In addition, I could manage with the money that I get, until the end of month. Then I believe I have developed an experience for my future life.

Like other girls of age 15 that live in a city I have different needs. When I receive my salary monthly so many things come to my mind. But if I buy something, from the 300 birr, shortage will occur in home and I consider it as I am killing my brothers and sister. In addition I like to play and to spend time with my friends but it is impossible for me to do this currently.

Even though I face challenges, I become happy by thinking of the future life of my brothers and sister. However sometimes, due to shortage of money I fail to fulfill the needs of my brothers and sister. This makes me sad.

The burden of my life sometimes makes me to be alone in school and in the workshop. As a result of this sometimes I do not sleep well. Specially when there is no food in the house before salary times I become disturbed and I do not know what I do.

Often my fear is about the health of my brothers and sister. If they feel discomfort, I fear very much because always the challenges that I face when my younger brother was ill come to my mind.

### **Conflict Resolution**

At the beginning they guarelled each other repeatedly, and I became very angry and I cried. But now not much conflict arises. If it happens sometimes I resolve by discussion.

## **Holidays**

I am not happy with holidays “ወይ ዓመት በዓል ገበሃል አንተዘይነብር” the meaning is ‘I wish holidays do not come’ many times I forget it but my brothers tell me about holidays. At that time I become disturbed very much because I usually don’t have money to celebrate like our neighbors.

## **Support Needed**

I need to be free from any burden of work and to be have sufficient time for my education. To realize this, I have to get financial support that enables me to be free from work.

## **Coping Mechanism**

When I begun to lead the family I cried when I face challenges and I used to have head ache. But now if I face challenge and when it starts to disturb me, I go to church immediately and I tell all things to God. And I feel comfort and become strong when I come back to my home.

## **Immediate Neighbor of Lemelem’s Adds**

I knew Lemelem’s mother before Lemlem was born. Before and after the death of her parents’ I have good relation with her. When her parents’ were alive, because she was first child, they loved her very much and gave care. Especially her mother wherever she went she used to take Lemlem with her. She also used to obey to her parents.

Her mother was beloved for her neighbors as a result all the neighbors have a good attitude towards Lemlem and her brothers and sister. She also participates indifferent social activities and as she leads a family in a good manner at this age they appreciate and respect her.

Before the death of her mother she played for long time with her friends out side and she had many friends. But now I don’t see her playing with any of them and has no friends. I observed that she plays and laughs with her brothers and sister but when she is alone she is depressed and cry a lot.

She wakes up early in the morning and I think she attends school on time. But in the afternoon shift, I always see her going to school late because she has work and at lunch time she comes back home to do some thing for her brothers and sister.

Naturally she is talented. However to upgrade her education I think it is crucial to have sufficient time to study more. I don't see her writing and reading at home. But sometimes I see when she checks her brothers and sister exercise book and she helps in their study. She gives priority for her brothers and sister. I suppose that she is forced to do this because of the huge responsibility she has. At the end I want to comment on her education-to be successful, she has to have sufficient time for her study and her responsibility should be minimized in order to learn comfortably.

Her mother was my intimate friend and we were neighbors for long time. I support her-I have given my kitchen for them to live there without any charge. Because she has no time I also buy every thing that she needs from the market.

It is difficult to leave 15 years old girl to live without adults. It can expose her for sexual and physical abuses but I follow up seriously to protect her from such danger. And also I encourage and motivate her to learn effectively and I give advice that all the challenges will pass and that she has a bright future.

Her strength is the ability that she has to exist with the challenges she faces. The other is she works hard to fulfill the needs of brothers and tries to shape them like herself, especially in education. I remember one time she was seriously sick but she resisted until her brothers and sister went to school. After they went school she told me that she was sick and had a pain all night long. But she said that if her brothers and sister knew her illness, they would be disturbed. I became surprised by the compassion she had to brothers and her strength.

Even though she resists the challenges by suppressing her self I think it is crucial to support this child to learn effectively like her classmates who live with their parents without any burden of responsibility and work.

## **Discussion**

### **Social Effects**

All the neighbors have positive attitude towards Lemlem and also she has positive relation with neighbors. She explained that the Idir members were willing to work on behalf of her in order to get a letter from kebele that certifies inheritance and to receive the money saved in bank by her father. In addition, she gets different supports from the neighbors. For example, one of the neighbors gave her a room to live without charge. This is a good indication how her neighbors have positive attitude and a good relation with her.

Her immediate neighbor described that Lemlem is liked by all neighbors for these three reasons. (1) Lemelem's mother was very much loved by her neighbors. (2) Lemlem herself also participates in different social activities. (3) She is a good family leader at this young age. As a result, she is appreciated and respected by the society. But contrary to the actual fact the literature says children heading families lack relationships, social networks or group that they need support, comfort and relief (Roal Kuam, 2005).

Moreover, the FGD participants pointed out that the children heading families in spite of their burden of responsibility, they have good conduct in class. In addition, they easily interact with their peers in class. She also reported that her classmates have positive attitude and good relation with her. She, particularly Lemlem, explains the reason is that she is good at solving question papers cooperatively and also she is very interested to help her classmates in different subjects.

Establishing friendship is crucial to share opinions and problems. However, she doesn't have any friends out of school. Because her time is occupied by work, school and household chores and she has no time to establish and maintain friendship.

### **Psychological Effects**

She was disturbed and wept bitterly when her younger brother was sick. She had no money to take him to hospital. At that moment, things seemed hopeless. Her disturbance and weeping resulted in depression. Belay Tefera (2007) proved that child-heads became

depressed when young siblings get sick, as they did not have money for medical treatment.

Children heading families are worried over unfulfilled about basic needs such as food, shelter and clothes Belay Hagos (2007). Lemlem explained that due to shortage of money to fulfill the needs of her younger siblings, she feels sad and got worried.

The burden of the work to generate income, the household chores and the other responsibilities for their younger siblings reminds the death of their parents. This in turn leads them to be hopeless, to hate themselves and to be alone, as a result, they can develop stress. She reported that the burden of her life makes her to be alone in school and in the workshop. Shimelis (2008) confirmed that children heading families live with stress associated with parental loss and shouldering an adult role at young age.

It is obvious that the children heading families face different challenges and have responsibility beyond their capacity. They fear the risks which are triggered to their life. Even-though their main responsibility is to lead and manage their younger siblings by acting as a parent, they have not ability and patience to carry the sickness of their younger siblings. So, they fear a lot about their younger siblings falling sick, she described that often her fear is about the health of her brothers and sister. If they feel discomfort, she fears very much because always the challenges that she face comes when her younger brother was ill. This indicates that the sickness of her brother hurt her too much and she always fears the problem might repeat.

Some people do not feel that the children heading families have the same needs like their peers. They judge as if children heading families need only food, cloth and shelter. They suggest that children heading families should sell such as TV, radio and tape recorder that are inheritance of parents. This makes the children heading families to be confused, to degrade themselves, to lose their confidence and to develop low self esteem. Lemlem explained that her aunt suggested selling her TV and solving her problems and saying “አጥፋሙ ላይ አላስ ድሙ ተኝሐላ”. This is to mean that when they do not have to eat why your bother about entairment do. These kinds of saying have affected the life of this

girl. She felt disturbed and to have wrong image about herself. By this she can develop low self esteem.

She said that she is not happy on holidays “ወይ ዓመት በዓል ዝበሃል እንተዘይነበር” its meaning is ‘I wish holidays do not come’. This implies that the holidays have negative effect in her life. And as a result makes to feel discomfort and sadness. Belay Tefera (2007) supporting this idea reported as children heading families remember their families, they feel bad. they feel sad during holidays and also felt lonely especially during holidays and they can become angry.

## **Education**

The FGD said even though children heading families have interest to attend school regularly, they come to school late and sometimes they miss the whole day. Because they are engaged in different works to generate income besides the household chores have negative effect to attend on time and regularly. She confirmed that when she is at afternoon shift, after a work she has to go to home for lunch and see her brothers, because of this always she comes late to school.

She doesn't have time to study. She is occupied by work and household chores. And also she becomes too tired due to the burden of work and this makes her to sleep early and unable to stay long night. Then, she lacks time to complete her homework and to study. And she does her homework in class at free period and at break time. The researcher also observed that she wrote something in her exercise book while her peers playing at break time.

The FGD participants pointed out that the children heading families are involved in all activities which are practiced in class but they have difficulty to do activities which are done out of school. This indicates that such children have no problem to participate in all class activities in spite of the time that the activity is practiced. She also explained that she wants to be involved in class activities that start and end in class. But she feels discomfort with the activities which are done at home due to lack of time.

The FGD explained that most of the children heading families have low academic performance and achievement. But some of them have high academic performance and

achievement. She also confirmed that she is a clever student. She has also special ability in maths and physics. And she helps her classmates with these two subjects in free periods. This implies that it is obvious the burden of work and responsibility have a negative effect on academic performance and achievement. But her interest and commitment in her learning makes her to be successful in her education.

### **Support Needed**

She pointed out that she needs financial support that enables her to be free from work and to have sufficient time for her education. (Shimelis, 2008) also confirmed that there are different supports needed for children heading families to deal with their psychosocial and educational challenges.

### **Coping Mechanism**

She described that when she began to lead the family she cried when she faces challenges and she used to have a headache. But now if she faces a challenge and when it starts to disturb her, she goes to church immediately and she tells all things to God. And she feels comfort and becomes strong when she comes back to her home. Gray (1989) confirmed that the issue of religiosity reports on references of faith and religion as a coping strategy and as a point of reference for making sense of difficulties for the children heading families.

## **Case Two**

### **Ashenafi**

#### **Introduction**

He is 17 years old and his grade is 8<sup>th</sup>. He is the second child for his parents. He lives with his two brothers in a small rented house. Their ages are 14 and 10 respectively. His father was murdered before eight years. His mother died by illness when he was 15. His mother died when his youngest brother was eight.

#### **Establishment of Child Heading Family**

I don't remember the situations while my father was alive. But when my mother was alive we had relatives and they used to come to visit us. Our relatives and aunts stayed around ten days at the mourning days when my mother died. After that specially my two aunts visited us occasionally. Even though they knew that our mother left nothing for our living, they did not try to discuss how we were about to live. I knew that they were poor and weren't able to support us. Once I thought the whole night about how to live. My elder brother went to Sudan before five years and until now I haven't got any information about him. And I realized that I am the only one who is responsible for the family and I decided to lead the family.

After this decision I had to dropout of school in order to be engaged all the day in the work. When my mother was alive I used to work in Tailor's house as assistant like doing works which are done by hand during the two months vacation time, to cover uniform expenses and school fees. After I had dropped out of school for two years, this year by making agreement with the owners I begun to learn and work in shift. If I don't finish my work on time, I take to my home and I finish it during the night.

#### **Difficult Time**

After I begun to lead this family two challenges that I face are very difficult in my life. First, at the beginning I got only 250 birr monthly and from this also I had to pay 50 birr for house rent. And I couldn't be able to lead this family, life become worse from day to day. So I made my younger brother to sell cigarette and lottery in his extra time.

All the time he used to come back at 8 o'clock in the evening. But once unexpected phenomena happened that my brother didn't come until 11 o'clock. I was disturbed very much and I told to my neighbors but all of them shouted at me because I made him do that work. We tried to find but we could not find him till 1 o'clock in the night, and we informed to the police station. I regreted very much by what I did. "why did I send him" these words came again and again to mind and I became very angry, I hate myself. But when we came near our home, we heard sound of crying and I identified that was my brother's voice. He was very shivering and crying a lot. And we asked what happened to him. He told us that three huge boys took off his cigarettes, lottery and the money he had sold and as he was afraid of me to come back. But I do not forget that moment on my life, really it is very difficult time for me. From that time on wards I didn't allow my brothers to involve at such kind of activities. I decided to put all responsibilities on myself.

Secondly, once a day I didn't have money to buy food and I took loan from a shopkeeper near by my home, but I couldn't pay the loan on time. He used to come to my home day and night and he shouted at me by saying bad words and made neighbors to hear. He judged me as I was deligent boy. And that time I became worried and I lost confidence. But later after I got my salary I paid the loan. That time was really very difficult time for me.

### **Attitude and Social Relations**

My classmates have positive attitude towards me. Some others do, too. But some of my friends because I do not spend time with them they insult me by saying "ፀብሐ ጎሳርሕ መፃኣ" the meaning is "she came to cook". They called me a girl. And I feel discomfort when I meet such boys around my home. And always I do not feel happy to come back my home because of these guys.

I am lucky that I have good neighbors, all of them encourage me and they have positive attitude on me. Especially, the owner of my house really she is a good woman. She helps us by baking injera since our mother died. Again she doesn't suppress us when we do not pay the house rent on time. As possible, I participate in social activities.

At the beginning I came school late, some times I slept in class and I did not complete my homework. As a result, my teachers judged me as I was deligent and as I came to school for other purpose other than learning. But now after they know that I have responsibility in leading family, all of them have positive attitude towards me and encourage me in my learning.

## **Education**

Most of the time I arrive at school on time. But sometimes when the load of the work is beyond my capacity not only coming late to school but also I miss class. However, my teachers know about my problem and they don't take any hard measures on me and this encourages me to continue on my learning.

I used to leave my work place late in the evening and also I bring clothes to my home which are not completed there. And always I finished them at mid night. After that I became too tired, then, I couldn't study and do my homework. By this reason most of the time I do my homeworks in school when I get free time. As I am occupied at work from Monday to Saturday, study on Sunday afternoon. Because of burden of work, I do not get sufficient time for sleeping. Sometimes I sleep in class while teachers are teaching and also I become passive in my learning.

I am very interested and participate on those class activities which do not need other home tasks. But I am not happy with the activities which are done at home and presented in class, by such kinds of activities I feel discomfort and I hate the subject to learn.

I had dropped out of school for two years and I suffer from lack of time as the result of burden of work. Even though I have interest to learn, as to me I am a medium student.

I need support from the school. But the school gives support by arranging tutorial classes only in the opposite shift when I am at work. Eventhough the tutorial class is necessary for me it is difficult to attend such classes. But I am happy when I get such opportunity at my free time like Sunday. The other support that I need from school is past question papers which help me to prepare for the national examination.

## **Experience, Need, Feeling, Problems, Fear**

At the beginning I didn't have any idea about how to lead a family that including preparing food and giving care for my brothers. But after I passed through such difficulties, now I have developed an experience to manage my brothers. I try to understand feelings of my brothers. And also I have developed experience on how to live peacefully with my neighbors. I assumed that I have developed experience that helps me to solve different problems which I face in my future.

As my friends I want to live freely in a comfortable situation. I want to have time for playing and studying. When my mother was alive, after my study, I used to play football for long time with my friends, but now it is difficult. As a result I refrain from fulfilling any needs in order to manage my family in safe and appropriate manner.

It is difficult taking responsibility to lead the family at this age. As a result, I face different challenges since I begun to lead the family. The other main problem is that I have to be careful for my brothers not to notice that I face difficulty, because they would be disturbed and depressed immediately. Then, when I feel something I have to be alone until I come to my normal position. Sometimes, my brothers asks me for money for school materials when I run out of money. At this time I worry a lot, I feel stress and I become disturbed very much.

I fear more about my education. After I join high school next year I fear very much and I wonder with lack of time and burden of work, "can I continue my education?". I am afraid of seeing my brothers sickness, because if this happens it will be beyond my capacity to take such responsibility at this time.

I worry a lot when I fail to have the materials needed for home. While injera is finished, always I worry a lot because the injera is baked by my neighbor and I don't feel free to tell her.

## **Conflict Resolution**

At the beginning when conflict arised between them and when they fought each other I resolved by kicking them without asking who did the fault. But now I tell them to tell me about the problem occurring between them in the evening. We discuss the problem and I make the one who makes the fault to ask excuse.

## **Holidays**

Even though many days in a year are not comfortable for me. the holiday days are the worst for me. They make me to remind my parents and to have headache. My brothers talk a lot about holiday now and then, this also disturbs me. And I worry till the holiday passes. Because it is difficult to celebrate like others.

## **Support Needed**

I want financial support to minimize the burden of my work and to get sufficient time for my learning. Currently, I need support such as tutorial class to enhance my capacity in education.

## **Coping Mechanism**

In the beginning when I start to lead the family I worried a lot for all challenges which I faced as the result I used to have headache. But now if I face any challenge I meet my friend who is in grade ten. And I tell him all my problems in detail. then we discuss the problems and he gives me an advice and I feel comfort when I come back to my home.

## **Immediate Neighbor of Ashenafi Adds**

I knew his parents when he was a baby. Before and after the death of his mother I have a good relation with him. When his mother was alive he used to play football and always after school he used to play. As a result his mother was worried much that he was not responsible for other things than playing.

I can say all the neighbors have a positive attitude towards him. They love him. He also has no bad behavior that makes him to be hated by the neighbors. But I heard a rumour that some boys insult him because he is not playing with them and does not spend his money with them.

Now he is hard working. I don't see him playing like the past times. He respects the elder ones. I do not know how he behaves at his work place and school but he is too silent here. He manages his brothers well.

Most of the time he goes early in the morning, but I do not know whether he is going to his work place or school. I know that he is interested to learn and I think he attends school regularly. I have less idea about this issue and I can not mention more than this.

When his mother was a live I remember as he was clever student. Because of the death of his mother, he had dropped out of school for two years. Even though he joined school I know that he has burden of work and shortage of time. And I suppose that it is necessary to provide support that motivates him in his education. Because he comes back to his home late in the evening and he goes early in the morning, I think it is a hindrance to learn effectively.

I support him-I have been baking injera for them since the death of his mother. Again I encourage him to continue in his education.

Even though he has different challenges, he has started to learn to manage. The other is the way he manages his brothers reflects his strength.

At the end I want to comment that to be successful in his education he has to get support that motivate him for his education by minimizing his burden of work.

## **Discussion**

### **Social Effects**

Some friends in his village have negative attitude towards him. They give him the pronoun 'she' and said “**ፀብሐ, ትሰርሕ መፃኣ**” its meaning is ‘she came to cook’. They degraded him. As a result, he feels discomfort to come his home, not want to meet and hear these words of the guys. As far as my knowledge is concerned in Tigray region all the household chores are responsibility of females. If a male is involved in household chores, he is undermined by the society. Based on this, involving in the responsibility of household chores have double effect on male children heading families. Moreover, it has negative effect on their social relation.

The other problem is that he has no extra time to play with his mates as he is engaged himself in household chores. Since they insulted him, he has no good relation with some friends of his village. Roalkuam (2005) also proved that children heading families lack relationships, social networks or groups that they can go for support, comfort and relief.

The FGD pointed out that the children heading families and their classmates know each other only in class. Most children heading families never talk about themselves as they are family heads. Their classmates also have no ideas about these children. Because of this there is observed discrimination against this children and also there is no observe reaction in school. He explained that his classmates have positive attitude towards him and his relation also good with them.

He reported that at the beginning he used to come late to school, he used to sleep in class and he didn't complete his home tasks. As a result, his teachers judged him as he was delinquent and he comes to school for other purpose than learning. And this made him to have bad relation with his teachers. The FGD participants also proved that some teachers have no awareness about the burden of work and the responsibility of children heading families and they treat them the same as other students. If such children fail to do some tasks, they judge them as they have bad conduct. And this also creates bad relation between the teachers and the children heading families.

In contrary his elder neighbors have positive attitude towards him and he has good relation with them. He explained that he is lucky that he has good neighbors. Especially, the owner of his house, she helps him by baking injera since his mother died. He also participates in social activities. The immediate neighbor also further mentioned that all his neighbors have a positive attitude towards him and they love him. And he has no bad behavior that makes him to be hated. He also gives respect to his elder neighbors. This indicates that he has good behavior and interact positively with his neighbor, in addition, he participates in different social activities. He has good acceptance with in the society because he participates in social activities and behaves in a good manner.

## **Psychological Effect**

He feels discomfort to come back his home. Because his friends insult him by calling him a girl. And he suffers to meet such children around his home. And this makes him to lose of confidence and to develop low self esteem. Belay Hagos (2007) proved that psychological abuse like insult leads to lose of self confidence and self-esteem and makes feel lowered self regard and lost confidence of interacting with others.

He has the work burden and his responsibility is beyond his capacity this disturbs him and makes him to be alone for long time. As a result he feels stress. The children heading families live with stress associated with parental loss and shouldering an adult role at young age (Shilmelis, 2008).

It was to difficult to him to manage the family without sufficient income. So, he assigned his brother to street to sell cigarettes and lottery tickets in generating income. As it was not effective he was regretted. So, he decided to take the risk of generating income. But he feels internally which couldn't be expressed in words and feels angry. Mallman (2003) confirmed that children heading families commonly reacts in denial, has a delayed reaction of suppressed feeling and extremely angry.

Because he did not pay his loan on time the shopkeeper insulted him as if he was delinquent. At this time he felt worried and lost his confidence and went depressed. Belay Hagos (2007) also reported that despised by relatives, neighbors and peers such as considered as misbehaved, delinquent, thief and wrong doer make to lose self confidence resulted in depression.

He has some fear about the future education because learning in high school needs enough time to prepare for national examinations. But if he leads his life in such away he will never be successful in his life. As a matter of fact he said "How can I continue my education to the future?" many children heading families feared to adapt the new change (Minde, 1988). And also he fears of seeing sickness of his brothers.

Often he worries a lot when there is no injera to be eaten. Since his neighbor was baking 'injera' to him, he always worries when the 'injera' is finished. But it is difficult currently for him to employ housemaids. And he is forced to live under such psychological

problems. The researcher could also observe the child disturbed and worried by such issues.

He explained that does not love the holidays. Because he has a lot of memory as he spent many good days with his parents during the holiday and financial constraint so he worried a lot till the holiday passes.

## **Education**

Even though he attends the class, some times he comes late and even he has also missed the class.

He always bring clothes which are not completed in his work place and finished them at mid night. After that he becomes tired and he couldn't do his home works. So, he does his homework in class if he gets free periods. Because of the burden of work he didn't get enough time for sleeping, this results in him sleeping in the class while the teacher teaches. The FGD participants pointed out that the children heading families stay out long night to generate income by selling different goods. When they return back home they are also engaged in household chores. Therefore, they feel tired and slept without completing their homework. They learn in class inattentively. Such children become inattentive by two ways. (1) They slept in class as do not sleep well in their home (2) They do homework of one subject while learning other subjects. As a result, they become inattentive to learn the lesson.

He wants to participate in class activities but because of the burden of work he has not got enough time to do home tasks. This results in him feeling discomforted and hates the subject which have home tasks. The FGD participants also pointed out that the children heading families have difficulty to involve in activities which are done out of school.

He explained that he had dropped out of school for two years and at present lack of time makes an influence on education. This indicates that drop out of school harmed psychologically. Even after he joined school, it has negative effect on his education.

He was medium student in his academic performance. And he needs support by tutorial classes. But he explained that the school arranges such tutorial classes in opposite shift

while he is at work. And because of the arrangement of the tutorial class not conducive for him and he couldn't get opportunity to learn. The FGD participants confirmed that their school do not arrange tutorial class by considering such students.

### **Support Needed**

He explained that he needs financial support that enables him free from work in order to learn effectively without the time constraints that affect his education. Currently, he also needs support from school to get an opportunity to attend tutorial classes. His immediate neighbor also described that it is necessary support for him that motivate his education.

### **Coping Mechanism**

He mentioned that in the beginning when he started to lead the family he was worried a lot for all challenges which he faced as the result he suffered from headache. But now he designed a strategy to cope with his challenges. If he faces any challenge and he tells to his friend who learn in grade ten he discuss about the problem with him and gets an advice from him. Then he feels comfortable when he comes back home. Gray (1989) proved that peers of children heading families also helped them by talking and giving advice to forget their pain.

## Case Three

### Mehret

#### Introduction

Mehret is 14 years old. She is a grade 7 student. She is the first child for her parents. She lives with her brother and sister. Their ages are 11 and 8 respectively. Her mother died when she was 12 years old. But her mother was bed ridden because of illness for two years before her death. When her mother was pregnant for the third child her father left home by divorce and he went to Humera. She doesn't have any information about her father since then.

#### Establishment of Child Heading Family

I did not know the reason but no relative visited us when my mother was alive. When my mother was bed ridden I raised this issue repeatedly but I observed that she felt uncomfortable, and after that I decided not to raise such kind of issues. But once again I remember my mother's intimate friend asked her about this issue seriously. My mother replied, "At this situation who could be a responsible relative. I will leave my daughters and son on the hands of God". Then, when my mother died I didn't expect any relatives to visit us.

When my mother was bed ridden always she told me that "'Adera' watch your brother and sister. You are only responsible for them, assume yourself as an adult". And after death of my mother one orphanage showed willingness to admit my youngest sister but I refused. But I decided to keep my mother's words 'Adera' and I began to lead my brother and sister.

When I began to lead the family my source of income was one room that was rented for 210 birr and the money that I got from selling roasted barley or 'kollo' and I did this since my mother was bed ridden. But now I stopped selling, instead, I wash clothes around home and I get 150 birr.

## **Difficult Time**

When I was in grade six, to sell the roasted barely, I spent long time until late evening out of home. And once I went school with incomplete maths homework. My teacher asked me to tell him the reason for not doing my homework. I replied that I stayed until late evening and I slept, so I couldn't do the homework. But my teacher shouted and said that I lost my time by watching movies and that I didn't have time to do my homework, and ordered me to leave class and to bring my parents. But I told him that I had no parents, I lead the family by myself and the problems I had. He couldn't understand me and he said that if you are afraid to bring your parents just bring your boy friend with whom spent long evening to see movies. All my classmates laughed at me and I cried a lot. And I decided to dropout of school. By this case I left school for one week, because my classmates would have negative attitude on me. However, after a week my home teacher heard the information and she sent message to conduct her I told everything what happened in class and my decision. Again she informed to the director about the issue. The director and my home teacher treated me well and forced me to change my decision. And they made my maths teacher to ask excuse and gave information that mention my true image to my classmates. From that time on wards my maths teacher and my classmates encouraged me very well. But this time it was very difficult time on my life I do not forget it for ever.

## **Attitude and Social Relations**

Especially now all my teachers know very well about me and they have positive attitude to wards me. Except some of them, all the neighbors have negative attitude to wards me that related with the type of illness of my mother. My friends who used to play with me degrade me, now I have no friends. When we passed by road they said 'AIDS' still they attack me by such words. By this I am too sad. And, by fear of such insult I joined school far from my home. But with my classmates I have a good relation and co-operate each other. When I go to water and electric offices to pay my bills, I pay the bills of my neighbors too, and by this the attitude of my neighbors is improved.

I don't have any friend out of my classmates. I have one special girl friend from my classmates. Sometimes she comes to my home and she makes my hair. In home if I get extra time on Sunday afternoon I spend time with her.

## **Education**

Most of the time I attend school regularly. But sometimes when I don't finish my work on time I go to school late. But to my best I try to attend school on time.

Sometimes if I don't have work load and I finish it in time, I get time to do my homeworks. In evening, we sleep early because we feel fear as we are alone. In the morning I do the household chores. I don't have extra time for study and to read books. But I used to do homework even in a very difficult condition.

I like to involve in class activities which start and end in class. Because I do not be disturbed and I feel comfortable. Even though it is difficult I don't come to school with incomplete individual homework tasks. The home assignment, which are given in group, I am not interested to involve in them, because the time of my group members and mine do not match and I fail to participate in the assignment.

I have interest to learn and at 1<sup>st</sup> semester my rank was 5<sup>th</sup>. If I am free from the burden of work and I get enough time I can improve my academic performance. If I get support and additional books I believe I could do better. But I do not want special supports like tutorial class.

## **Experience, Need, Feeling, Problems, Fears and Worries**

When my mother was bed ridden I had responsibility. The advice and guidance of my mother made me have confidence. But after the death of my mother I faced different challenges but I resolved the problems in different ways and still I lead the family. I had passed already challenges which did not seem to have resolution. Moreover, I lead my brother and sister in my own style and I have become successful. All these things helped me to develop experience and I am sure life will become easy in my future.

I have needs. Especially, I want to live without responsibility like my classmates. I want to live freely. I want to learn without any burden of work and responsibility. I want to

give more attention to my learning. I like to play with my friends. But to realize this, they are unthinkable in my situation. I can say I have needs but not fulfilled.

By the challenges that I face daily, I feel uncomfortable, I become disturbed and always I feel frightened. but on the other hand, keeping the words of my mother makes me happy.

I face problems not occasionally. I face often. this makes me to hate myself, to be hopeless in my learning. I think much about how I could complete these difficult tasks of my life. I don't sleep well and I worry a lot as a result I develop headache.

I fear so many things. For example, my work is beyond my capacity as a result I feel back pain. Then if I am sick I fear very much that I may dropout of school about my brother and sister. Again I am in fear of sexual abuse for me and my sister, specially for my sister. The other fear of mine is about the health of my brother and sister.

I worry a lot about economic related issues. I can resist all things, but it is difficult to me to say "no food" for my brother and sister. I get disturbed very much and I worry a lot.

### **Conflict Resolution**

At the beginning I used to beat my brother and sister when conflict arised, I didn't see any improvement. but later what I did was advice both of them. I told them to learn from my life, as I treat them, they have to treat in a good way and give respect for each other. And I observed good improvement.

### **Holidays**

It is not a good day for me. My brother and sister told me about holiday how their classmates planned to celebrate before a week. And I feel that my income is not enough for household expenses, and how I can celebrate like other persons. I become disturbed and I cry a lot. The day that makes other persons happy makes me to be disturbed and to worry a lot by memorizing the last times when my mother was alive. Holiday's are a crying days for me.

## **Support Needed**

I need any support that makes me free from any work load that helps me to have time access in my education.

## **Coping Mechanism**

I face challenges repeatedly and when they are beyond my capacity, I will go to church and tell my problems to God. Then, I feel comfort. Because I believe that my God hears me and my mother told me that there is no problem that can not be resolved by God. Often, by telling to God I become strong.

## **Immediate Neighbor of Mehret Adds**

I knew Mehret's parent before Mehret was born. After the death of her mother, I have better relation with her than any neighbors. Because her mother also has better relation with me than others.

Her father was careless to his wife and his daughters and son. But her mother loved their children very much. By working on different places she led her family like rich. As a result, specially Mehret was happy. After her mother was bed ridden Mehret started to act as adult to treat her mother.

At the beginning because of the type of the disease of her mother, most neighbors' attitude towards her was negative. Even they told me not to visit her and her brother and sister. And many children attacked her by bad words by saying 'AIDS', and I quarreled with so many children by this issue. But now it is not much. Mehret also change the attitude of most neighbors to be positive by paying water and electric bills to them.

She is humble, compassionate. She wants to help others. She is very hard working. As I told you she was happy when her mother was alive. But now she is silent and I do not observe happiness in her. She is very depressed.

I support her. We will go to market and I help her to buy the materials that are needed. I encourage her to learn effectively.

From the beginning she was clever. She is too careful about her education and life of her brother and sister. But when compared with my daughter, it is doubt for me. Because my

daughter has no responsibility and yet she is lazy in her education. But I appreciate Mehret, even though she has this burden, she is successful in her learning. But to upgrade this, I think it is necessary to give different support that motivates her to learn effectively.

Her strength is that she has a responsibility beyond her age, but by resisting this she is successful in learning and managing system of her family. And these reflects her strength.

I want to comment again that she has to receive support in order to learn without any difficulty.

## **Discussion**

### **Social Effects**

She has a good relation with her teachers and classmates and they have positive attitude towards her. The FGD participants point out that some children heading families lost their parent with AIDS. Because they fear of discrimination and stigmatization they joined school too far from their home. As a result, they interact positively with their classmates without any discrimination. This indicates that fear of discrimination forced her to join school far from her home. And this helps her to learn peacefully and with good interaction with her classmates.

Except some, her neighbors have negative attitude towards her in relation to the type of disease her mother was suffering from. Her friends who used to play with her when her mother was normal, seeing her mother's illness, they hated her and attacked with words like AIDS. This made her to lose all friends she had in the village. Roalkuam (2005) proved that children heading families have tremendous social problems such as discrimination and stigmatization related with the cause of their parental death. The immediate neighbor witnessed it. "At the beginning because of the type of the disease of Mehret's mother suffered, most neighbors attitude towards Mehret was negative". Even they told the immediate neighbor not to visit Mehert and her brother and sister.

### **Psychological Effects**

Because of the insult with stigmatizing word AIDS Mehert felt sad and created a negative image about herself. As a result she has no friend in her village and forced to be alone.

Belay Hagos (2007) also proved that psychological abuse like insulted as “yeaidsam lij” meaning the children of infected with AIDS parent. This led her to lose self confidence and self-esteem.

She explained that once upon a time she decided to dropout of school because her maths teacher without understanding her problem as to why she didn't come to school with completed homework. He judged as her of misconduct girl and used in the most painful manner which made her feel hopeless.

By the challenges she faces daily, she feels discomfort and disturbed. And also she is confused about her life. Because she doesn't get any one that helps to guide her life. (Naickei and Tshense, 2004) also proved that the children heading the households lack guidance, they have no one to give a sense of direction, they do not have a role model in the management of the household, so they lead them to confusion.

She explained that because of continuity of her problem and burden of work, she become hopeless and hate herself. By thinking the end of her life, she doesn't sleep well and worried a lot as a result she feels headache that can lead to depression. Malinga (2002) stated that children heading families also take on household responsibilities and paid work. This results in higher depression.

Mehert fears so many things: she fears a lot about her back pain caused by daily labour she works beyond her capacity because if she gets sick, she may dropout of school and her sibilings lack support. She fears also sexual abuse for her self and her sister. She fears about the health of sister and brother.

She explained that she is worried a lot about economic related issues. She could resist all thing, but it is difficult to her to say “no food” for her sibilings. She get disturbed very much and she worries a lot. Belay Hagos (2007) proved that children heading families worried over unfulfilled needs such as food, shelter and clothes.

She explained that holiday is not a good day for her. Her brother and sister narrate as to how their classmates planned to celebrate. At this time she becomes disturbed because she hasn't extra money to celebrate holidays. As a child, she herself remembers the past

good days and how they were celebrating holidays when parents were a live. She said “Holiday is a crying day for me.” And she depressed more and she feels stress.

Belay Tefera (2007) also confirmed that children heading families feel depression when they face difficulty meeting holiday needs. This implies that the child heading family is forced to fulfill the holiday needs of her siblings. But it is known that she has difficulty to fulfill the basic necessity like food of her siblings and herself because of shortage of money. Then, for this child it is very difficult to celebrate holidays like her neighbours and this also creates another additional psychological problem like depression and stress on her. In addition, her siblings narrates now and then about how their classmates celebrate holidays and this also has influence on this child in order to develop depression that can be lead her to stress. And by this has bad attitude towards holiday and makes her to cry a lot that makes other persons to enjoy more.

## **Education**

Most of the time she attends school. But some time, if she doesn't finish her daily labour on time, she comes to school late. Even though she has a burden of work, she comes to school with complete home tasks.

She feels discomfort with activities that will be done at home. Moreover, she is not interested in home assignments which are given in group because she is occupied the whole day by work, and she has not free time to participate in the home assignment done by group. The FGD participants also pointed out that all teachers do not consider much as there is these kinds of problems and they believe that all students could participate in activities whether those are given in class or out side class.

This implies the shortage of time because of burden of work made her to fail in involving at such activities. The home group assignments allow the members discuss about the issues in detail and motivate them to help each other. However, in ability to involve in such activities has negative effect on her education.

She is good in her academic performance and she wishes to be more than this if she gets more time for her education. Her immediate neighbor explains that Mehert needs economic support to learn motivated and relatively increase her comfort.

## **Support Needed**

She explained that she needs any support only that could make her free from work and to have 'free' time for her education. Shimelis (2008) also confirmed that there are different supports needed for children heading families to deal with their psychosocial and educational challenges.

## **Coping Mechanism**

She described that she faces challenges repeatedly and when the challenges are beyond her capacity, she will go to church. And she tells her problems to God. Then, she feels comfort. Because she believes that God hears her praying. And also her mother told that as there is no problem that can not be resolved by God. Often by telling to God she becomes strong. Gray (1989) also confirmed that the issue of religiosity reports on

references of faith and religion as a coping strategy and as a point of reference for making sense of difficulties.

## **Case Four**

### **Haile**

#### **Introduction**

Haile is 16 years old. Haile is a grade 7 student. He is the first child for his parents. He lives with his two sisters. Their ages are 13 and 10 respectively. His father died by illness before nine years. His mother also died by illness when Haile was 13 years old, and the age of his youngest sister was 7 years old.

#### **Establishment of Child Heading Family**

After the death of my mother my aunt who lived in village wanted us to go with her. But I was not willing. Because I feared of physical abuse for my sisters and myself. My neighbors also agreed on my opinion. And my aunt gave us her daughter who was in grade 8 to live with us in order to help us in preparing food. Before my mother died she was ill for around eight months, and that time I had dropped out of school to generate income for my family by polishing shoes. Then, I agreed with my cousin that she would do all the household chores by herself and I would generate income like early times. But after a year her behavior was completely changed and she begun to torture my sisters. And I felt sad. The purpose to dropout of school and to engage in was to make my sisters' live comfortably and I told her to leave our home. After that I begun to lead the family by myself. After two years I joined my school last year and now I am in grade 7. I work and learn in shift. If I have shoes that I have to sew, I take it to home to sew it in evening. In average, I got 400-450 birr monthly.

#### **Difficult Time**

Last year my youngest sister was sick for a month and it was difficult time in my life. I took her to clinic repeatedly but there was no improvement. It become worse and I worried a lot and I assumed what I did for her become nothing. I became very hopeless and I cried a lot. But later, by help of my neighbors, I got a paper from kebele that helped us to get free service from hospital. And her disease was identified as Nemonia and she took medicine and recovered. And I don't forget that difficult month in my life.

The other is also which happened last year. It was very difficult year for me. My client, after he left for one hour, he came back and told me that he left his mobile and forced me to return it back. I told him seriously that I did not see and take any mobile. He took me to police station and again I told to the police what I told to my client. But the police kicked me and told me that I was delinquent and he puts me in prison for one day. Really it is very difficult time for me. I became very angry because the police didn't believe me what I said. Second, I worried a lot about my sisters because I used to pass all the night with them and I thought they would wait for me and become disturbed. In the morning they told me the man found his mobile in his home and I was set free. I don't forget this difficult day on my life.

### **Attitude and Social Relations**

My classmates and who work with me have positive attitude towards me. But females of my class who see me in a street while polishing shoes, consider me as a delinquent. All my teachers know that I am leading a family and have a problem, then they encourage me to learn effectively. All neighbors have positive attitude towards me and my sisters.

Except my classmates and those who works with me I don't have other friends. I used to work back to school and home, I don't have extra time to spend with my friends. Either for my classmates or those who works with me, I do not allow them to come to my home. Because as my sisters are females I am afraid of exposing them to sexual abuse by these guys.

I have good relationship with my classmates. I give learning materials for them and they do the same for me. Again with those who work with me, I have good relation. Some of them save their money with me, and they call me by saying "father". I have good relation also with all my neighbors.

### **Education**

Because it is my own private work I used to go school on time and I attend school regularly. I do not want to be late and miss class.

I arrive at my home early in the evening. But I bring shoes for sewing and before finishing my work it will be 4 o'clock and the owner of the house put off the light. So,

sometimes I go to school with incomplete homework tasks. I could study in the evening only if I do not bring any shoes work to home. My work is from Monday till Sunday and I haven't free time for my study.

I am very much interested with all activities given in class. Especially, in activities which are completed in class, I involve actively. But those activities needed to do in home they are burden to me. I hate the subjects that have such activities repeatedly. For example, I hate an English subject because always we have homework tasks not less than four pages. And I fell discomfort when my English teacher comes to class by thinking about the tasks that are given at the end of class.

I am not clever and I am not lazy, my usual rank is 11<sup>th</sup> – 15<sup>th</sup>. By not doing my homeworks my marks are usually reduced. Due to shortage of time I do not have preparation to examination and as a result I score low marks. But if I get enough time I want to study hard and to score high marks. I want support in my education, but tutorial that is arranged in my school is not suitable for me, but if they adjust it according to my free time I am happy to get the support of tutorial.

### **Experience, Need, Feeling, Problem and Fear**

After I begun this kind of life I have developed different experiences. Especially, of managing money I use it according to my program. I am able to manage my time properly. I understand the behavior of my sisters and I treat them accordingly. And this life enables me how to live with my problems and I believe that I have got some experience for my future life.

I have needs that are same too my friends. After school I want to play, to watch TV and to study. I want to live without any responsibility. But all these are impossible at this time and I live the life that has to be lived.

Even though it is difficult to lead a family at this age, I do this willingly and I am always happy. Especially, in the evening when I observe happiness from my sisters I became very happy and I forget completely the difficulty of the day.

I face different challenges since I begun to lead this family. All things are beyond my capacity and they are also burden for me. When I am in class, I think of the problems that I face. And I become disturbed and sometimes I don't learn attentively.

For the house where we live, we pay only 70 birr, it is not its real cost. And always I fear a lot if the owner of the house makes me to add more. Because it is too safe specially to my sisters. But I can not pay more than this price. The others thing I fear is about the health of my sisters always I pray to God to keep my sisters from disease. I also fear sexual abuse to my sisters.

### **Conflict Resolution**

By this I am too lucky. Most of the time they treat in a good manner and respect each other. But if conflict happens sometimes what I do is what teachers do in class. For the one who makes fault, I make to kneel down for three minutes and I ask her to tell me what her fault is and make to ask excuse and I kiss brotherly.

### **Holidays**

Holiday it is not a good for me. I don't mind when I work on that day. But it has influence on my sisters life. Every evening starting before two weeks they tell me only how our neighbors prepare to celebrate the holiday. This is head ache for me. And I worry a lot when I think of coming back my home at holiday seasons.

### **Support Needed**

I want financial support to minimize the burden of work that I have in order to give more attention to my learning. And I want skill training for better income.

### **Coping Mechanism**

I cope my challenges by playing different games. And I refresh immediately. Such playing makes me to forget everything with in a few minutes.

### **Immediate Neighbor of Haile Adds**

I knew his family when Haile was one year old. I have a good relation with him before and after the death of his mother.

I remember when he was a child, he was disturber. He did not obey his mother and he fought with other children. Because of his bad conduct his mother always was called upon by teachers to school. After illness of his mother immediately he changed his behavior, he started to treat his mother.

All the neighbors have positive attitude towards him. Because they appreciate him by his good work for his mother and sisters.

Now he is wise. He arrives his home early in the evening. He is faithful. He pays his house rent monthly. I observe a behavior change after the death of his mother. But I do not see him to play with other children.

I support him-after his cousin left his home I help them with house hold chores. And I trained his younger sister to engage in household chores. Now the responsibility of household chores is done by his sister. The other is although I can get house rent for 150 birr. I decided not to add more on them. And also I encourage him and his sisters to learn effectively.

Even though by resisting his challenges he tries to lead his family, I think it is crucial to support this child in aspect of finance and his education. These may help him to be more successful in his education.

He treated his mother well and also he becomes willing to take responsibility of his sisters and I think this describes his strength.

At the end I want to comment that if I could give support to the best of my capacity, the government could do more to provide his needs. If so, I suppose the child could be successful.

## **Discussion**

### **Social Effects**

His classmates and those who work with him have positive attitude towards him. He has good relation with them. His teachers know very well as he leads a family and they encourage him to learn effectively. His immediate neighbor mentioned that all the neighbors have positive attitude towards him. He treated well his mother when she was bed ridden, and he managed his sisters in a good manner. Therefore, he was appreciate by his neighbors.

He explained that his female classmates who see him in a street while polishing shoes, consider him as a delinquent.

Because he lacks extra time, he can not make any friend in his village other than his classmates and those who work with him.

### **Psychological Effects**

Once up on a time he faced a problem from a client who left his mobile at home and accused him as if Haile has stolen it. Haile was taken to a prison for one day being suspect for theft. He couldn't forget what he had experienced and his siblings felt. This could be led to develop psychological problems such as lose of self confidence and self-esteem and also he would have wrong figure about his self and developed confusion.

His female classmates who see him in a street while polishing shoes also they consider him as a delinquent and this creates psychological feelings on him. As explained by Belay Hagos (2007) children heading families being despised by relatives, neighbors and peers as he is considered as one with misbehavior, delinquent, thief and wrong doer leading to lose self confidence and self-esteem.

He was disturbed much by burden of responsibility shouldered beyond his capacity, and he feels stress. Shimelis (2008) mentioned that children heading families live with stress associated with parental loss and shouldering an adult role at young age.

He needs to play if has free time. But he couldn't play as he hasn't extra time. His immediate neighbor mentioned that she observed behavioral change after the death of his

mother because she didn't see him playing. These difficulties led him to meet depression. This implies that even though he has interest to play but he suppress his needs by giving priority for the need of his siblings.

He fears a lot of things. He has fear of increment in house rent, fear of sickness of his siblings, and fear of sexual abuse against his sisters.

He explained that holiday reminds him bad things. Though he doesn't mind if he works on holiday but his sisters feel bad on holidays. Therefore, he is worried a lot during holidays when his sister told him how their neighbors prepare to celebrate the holiday. As a result, he feels discomfort to hear such words and hates to come back his home during holiday days.

### **Education**

He works from Monday till Sunday, he has no free time to study and to do his homeworks. Again it is difficult for him to do his homework in evening because of burden of work and the light is also put off by the owner of the house at 10 o'clock before he finish of his work that brings to do in home. The FGD point out that the children heading families have not sufficient time to make their home tasks complete. Most of children heading families come to school with incomplete home assignment.

He wants only to involve in class activities which are practiced in class. He feels discomfort when he has given home assignments. And also he hates the subject and the teacher who repeatedly gives home tasks. For example he hates English subject and his English teacher. Because his teacher gives home tasks not less than four pages daily and this is burden for him. By this he feels discomfort when his English teacher comes to class. Shiemelis (2008) proved that child heading families stay out late in the evening to earn a living by selling cigarettes, roasted grain, lottery tickets, etc. So they do not get enough time to sleep or do their home works. These children have particularly low scores in mathematics and English, which are subjects that usually require extra study at home.

The burden of work made him to feel discomfort with the subject which have home tasks. And he hates the English subject and the teacher who teaches English. This might be developed for the next grades and has negative effect in his learning English.

By not doing his homeworks, he is being punished by deduction of marks and he seats for examination without sufficient preparation, as a result, he scores low marks. But he explained that if he gets enough time for his study he would improve his score. He needs support like tutorial classes but the program of the tutorial class is not suitable for him. If the school adjust the conducive time for him, he is happy to learn in tutorial classes.

### **Support Needed**

He wants a financial support to minimize the burden of work in order to have sufficient time for his study to be successful in his education. Moreover, he wants training at different aspects that can generate better income. Shimelis (2008) also confirmed that there are different supports needed for children heading families to deal with their psychosocial and educational challenge. They need to be given opportunities to set up income generation programs, by offering vocational training.

### **Coping Mechanism**

He copes with his challenges by playing different games, and he refreshes immediately. Such playing makes him to forget every thing with in a few minutes. Gray (1989) proved that play is also necessary in mastering their emotional traumas in a safe learning environment.

## 4.2 Cross Case Analysis

In the previous sections each case is presented and analyzed individually. In this section attempt is made to present and analyze the findings through comparing all the four cases.

The children heading families do experience different problems in aspect of social, psychological and education. However, the challenges that these children face are not completely similar or completely different. In most aspects they have similarities while in other some aspects their cases are different.

The neighbors of the three cases except Mehret had positive attitude towards them and they had good interaction. Mehret suffers from severe discrimination and stigmatization. The neighbors also told one of the neighbors of Mehret, who encourages and support her not to visit Mehret and her siblings.

Two of the cases. Mehret and Ashenafi are insulted and degraded by their village friends. They insult her by saying 'AIDS'. As a result, she isolates her self and her siblings from any contact with their village friends. The researcher also observed unusual experience on her. She and her siblings are kept in home and she has less interaction with her village friends.

The male children heading family, Ashenafi, is insulted and degraded by considering him as a girl. As a result he has low intraction with his village friends. Especially, in Tigray region, it is believed that the household chores are the only responsibilities of females. Because of these wrong views male child heading family who is involved in household chores is exposed to such social problem. In addition, his village friends, due to lack awareness about the double responsibility shouldering at his young age instead of appreciating him, they insult and degrade him. This is because he is involved in household chores for survival of his siblings.

All their classmates have positive attitude towards all the three cases except Haile. His few female classmates have negative attitude towards him. And they assume as if he was delinquent because of seeing while polishing shoes. This implies that these female his

classmates have less knowledge about the responsibility of children heading families they had and also they consider as delinquent all the children found in street.

All the teachers have positive attitude towards all the cases currently. However, one of the case before his teacher knows his problem considered him as delinquent. As a result he had bad relation with his teacher but now this problem is solved.

My reflection on social relation of these children is that there are preconditions for the children heading families to receive positive attitude, good interaction and acceptance by the society. The children heading families who had be loved parents by neighbors, and the children themselves who have good behavior, respect the elders and participate in different social activities, have acceptance by the society. The child who lost her parents by AIDS after she begun to serve by paying bills of electric and water of her neighbors the attitude of her neighbors towards her has shown improvement.

All the cases are subject to different psychological difficulties like disturbance, hopelessness, loneliness, depression, fear, worries, confusion, stress, angry, fell discomfort, lost of self confidence and low self-esteem.

All the four cases were willing to establish the children heading families. They are happy and satisfied in leading and managing their siblings. However, it is obvious that leading family at this age has difficulty. They have to engage in works and household chores to fulfill the needs of their siblings, but they may fail to do so. And also they face unexpected problems related to their siblings, like sickness and fear of abuse. As a result, these children have developed different psychological problems that affect the long life of the children and they could have impact also in their education. Children heading families who lost their parents by AIDS suffer more from psychological problems as a result of discrimination and stigmatization.

All the three cases come to school late except Haile who is engaged in private work. Even though all have burden of work, they attend school regularly as possible. This implies that in spite of their burden of work they have interest to attend school.

The FGD pointed out that all the children heading families have a common problem of time constraint due to the burden of work and the responsibility they have. As a result

they have difficulty to study and to do their home works. This is true for all the four cases.

All the four cases, they do not want to involve in activities which are done out of class. The FGD participants also confirmed that the children heading families involve in all activities which are practiced in class. But they have difficulty to participate in activities which are done out of class. They complain always with the home assignments which are given in group.

All the cases are motivated to participate in class activities actively. Even though they have lack of time to do their home assignments, they do their homeworks in class at free period and break time. This implies that these children have high interest to involve in all class activities. Then, I believe that these children used to come with in complete home tasks is due to lack of time as they are occupied by work. And also, I observe they have difficulty to manage their time to do their home tasks as long the time they give for the household chores.

Unlike the boys, both the girls have high academic performance and achievement. The FGD participants pointed out that most children heading families have low academic performance and achievement. But some of them have high academic performance and achievement.

Even though all have burden of work and responsibility, they have different levels of academic performance and achievement. This might be as the result of their unique interest, commitment, natural giftedness, ability to grasp informations in class and high memorization skill.

In my opinion, time is a factor in education. If a student is required to learn effectively, it is necessary to have sufficient time for their study, to read books, and to do all home assignments. But these children they face lack of time, and these could be a factor that affects their academic performance and achievement. In addition, a student has to be free-minded to learn effectively. But these children suffer with social and psychological problems, which have led them to have low academic performance and achievement.

All the four cases need financial support that makes them free from the burden of work and to learn their education effectively. Two of them also need tutorial support to improve their academic performance. One of them also need vocational training that helps to generate better income. Shimelis (2008) also confirmed that there are different supports needed for children heading families to deal with their psychosocial and educational challenges.

By different mechanisms children heading families can cope with their present situation and slowly develop a capacity to deal with difficult psychosocial problems (save the children federation, 2006). All four cases cope by different mechanisms such as religion, playing, talking to peers, engaging in work, joining school, participating in different social activities, enjoying with their siblings, perseverance and patience in order to deal with their psychosocial and educational problems.

Depending on the findings of the study the following hypotheses are generated:

- The psychosocial problems which the children heading families experience may have negative effect on their education. This needs further investigation to see the effect of psychosocial problems on education of these children.
- The study showed that the children heading families require financial support that minimize their psychosocial and educational problems. Therefore, further investigation is needed to find out whether the psychosocial and educational problems are reduced in case of those who receive financial support.

## 5.2 Conclusions

The attitude of the society towards children who head families is different. The children who head families, who lost their parents by AIDS experience insult, low interaction, discrimination and stigmatization other than who lost their parents with other cases.

The society also triggered the social problems of children who head families. Due to lack of awareness the society believe that males should not be involved in household chores. As a result, the male children who head families are exposed to social problems like low interaction, insult, and degradation because they engage in household chores.

All children who head families have difficulty to establish friendship due to lack of time. Moreover, for the child who head family who lost her parents by AIDS, no one was willing to be friend of her.

The burden of work, shouldering responsibility at young age made all the child heading families to experience psychological problems. In addition, the children heading family who lost her parents by AIDS, had developed additional psychological problems.

The psychological problems which all children who head families experienced are similar except the child heading families who lost her parents by AIDS. She experiences psychological problems not common in others. She suffers from headache and not sleep well.

All except one who engages in his private work come to school late. They have no sufficient time to study and to do their home assignments. In addition they did not involve in activities which are done out of class such as group home assignments. These create negative effect on education of these children. It is difficult to be successful in education without involving on such activities. Then, these could be a factor for the children heading families to have low academic performance and achievement.

However, both females have high academic performance. These might be due to natural giftedness and the interest and commitment to learn, makes them successful in their education.

Hence, the psychosocial and educational problems of children heading families emerged whether directly or indirectly from the burden of work they have and shouldering the responsibility at young age. It is necessary that these children get different supports that minimize their burden of life and make them to deal with their problems. Especially, they need tutorial, financial, and vocational training to improve their life.

In order to deal with their situation, all children heading families used their own unique coping mechanisms. Using religion, telling to friend, playing, engaging in work, joining school, participating in different social activities, enjoying with their siblings, perseverance and patience are found to be escaping method which indicates a positive coping strategies for them.

### **5.3 Recommendations**

The following recommendations are generated based on the overall situation of children who head families.

- Different practices are done with in the society to avoid discrimination against AIDS victims. However, additional effort is necessary to change the attitude of the society towards the children who head families who lost their parents by AIDS.
- Informing the male children who head families how single males support themselves in their household chores to set the male children who head families psychological make up.
- Encouraging children who head families to establish friendship with those who have the same problems.
- Training the children who head families to participate on different social activities that can be appreciated by village elders. In order to improve the negative attitude developed by villagers towards the children who head families.
- Giving house to house counseling to avoid psychological problems of the children who head families.
- The teachers and school administrators should be aware about the background of the children who head families.

- Training the children who head families on time management to accomplish their individual home assignment along with their work and household chores.
- Home take group work should be changed into individual home take activities.
- The schools have to arrange tutorial class that gives opportunity for the children who head families to be involved in the program.
- Governmental and non governmental bodies have to provide financial supports for children who head families.

## REFERENCES

- Agu, A. (2007). Reaching Orphans and Vulnerable Children (OVC) in Ethiopia Through Education: Strategies and Approaches. Addis Ababa. *Brief Report of the 6<sup>th</sup> Annual Conference of the Ethiopia Psychologists Association*, 6 (5), 113-124.
- Assefash Haileselassie (2007). Survey on present situation of orphan and vulnerable children (OVC) major problems and priorities. Addis Ababa. *Brief Report of the 6<sup>th</sup> Annual Conference of the Ethiopia Psychologists Association*, 6 (1), 7-19.
- Bawayamb, C. (2005). Loveness and her brothers: Trajectories of life for children orphaned by HIV/AIDS in Zambia. *African Journal of AIDS research*, 4 (3), 205-210 Retrieved on January, 30, 2010 from <http://www.OVCsupport.net/SW3256.asp>
- Belay Hagos (2007). Abuse and Neglect: The experiences of orphaned and vulnerable children in Addis Ababa. *Brief Report of the 6<sup>th</sup> Annual Conference of the Ethiopia Psychologists Association*, 6 (3), 41-59.
- Belay Tefera (2007). Raising AIDS orphaned children in Ethiopia: Practices of care and support challenges, and future directions. Addis Ababa. *Brief Report of the 6<sup>th</sup> Annual Conference of the Ethiopia Psychologists Association*, 6 (4), 60-112.
- Best, W. J., & Kahan, V. J. (1993). *Research in Education*. New Delhi: Asoke K. Ghosh, Prentice-Hall, India.
- Central Statistics Agency. (2005). *Ethiopian demographic health survey*. Addis Ababa, Ethiopian.

- Cree, V.E & Kay, H. (2006). Listening to children and young people affected by parental HIV: findings from a Scottish study. *AIDS care*, 18 (1), 73-76.
- Cresswell, J. (1996). *Research Design: Qualitative, quantitative and mixed approach*. 2<sup>nd</sup> edition, Sage publication inc. London.
- FDRE (1994). *Ethiopian Federal Republic Constitution Draft paper*. Addis Ababa
- Foster, G., Makufa, C., & Drew, R. (1997). *Factors leading to the establishment of child headed households: The case of Zimbabwe*. Harare.
- Gray, R. E. (1989). Adolescents' perceptions of social support after the death of a parent. *Journal of psychosocial oncology*, 7 (3), 127-144
- Luzze, F. (2002). *Survival in child headed households*. A study on the impact of world vision support on coping strategies in child headed households in Kakuuto country, Raki district, Uganda.
- MacLellan. N. (2005). The role of stigma and discrimination in increasing the vulnerability of children and youth infected with and affected by HIV/AIDS. *Research report commissioned by save the children (UK) South Africa programmes*.
- Makame, V. (2002). Psychological well being of orphans in Dar EI salaam. *Acta Paediatrica*, 9(1), 459-465, Tanzania.
- Malinga, A. P. (2002). Gender and psychological Implications of HIV/AIDS for orphaned children and Adolescents. *A draft paper for the women's world 2002 conference Uganda*. Retrieved on January, 25, 2010 from <http://www.makerere.ac.ug/womenstudies/full%20papers/aplia%20Helen%20Malinga.htm>

- Mallmann, S. (2003). *Building resilience in children affected by HIV/AIDS*. Catholic Addis Action, Nambia.
- Minde, J. (1988). *From single parents to child-headed households: The case of children orphaned by AIDS*. Kisumu and Siaya districts, New York: UNDP HIV and development programme.
- Ministry of Labor & Social Affairs. (2006). *Counseling manual on marriage and family guidance*. Addis Ababa.
- Naicker, P. & Tshenase, N. (2004). Study on the nature, causes and needs of child-headed households. *Report by the department of social development*.
- Roalkvam, S. (2005). The children left to stand alone. *African Journal of AIDS Research*, 4 (3), 211-218.
- Saoke, F. (1996). *A study into situation and special needs of children in child-headed households in South Africa*. Unpublished report.
- Save the children federation (2009). *Psychosocial support for caregivers and orphans and vulnerable children infected and/or affected by HIV/AIDS*. Addis Ababa.
- Sengendo, J., & Nambi, J. (1997). *The psychological effect of orphan hood: A study of orphans*. Raki district, Uganda.
- Shimelis Tsegaye (2008). *Reversed roles and stressed souls of child headed households in Ethiopia*. Addis Ababa.
- Siegel, K. & Groey, E. (1994). Childhood bereavement due to parental death from Acquired immunodeficiency syndrome. *Development and Behavioral pediatrics*, 15 (3), 66-71.
- The African child policy forum (2008). *The lives of children heading families*. Addis Ababa.

UNICEF (2008). *The situation of orphans in Ethiopia*. A UNICEF report. Retrieved on January, 20, 2010 from <http://www.ethiop...theorphan.html>

United Nations. (1989). *Convention on the rights of the child*. Office of the United Nations high commissioner for human rights. Retrieved January, 3, 2010 <http://www2.ohchr.org/english/law/crc.htm>

## Appendix-A-I

ኣብ ኣዲስ ኣበባ ዩኒቨርሲቲ ናይ ፍሉይ ድልዎት ክፍሊ ትምህርቲ ንስድርኦም ንዝመርሑ ቆልዑ ዝተዳለዉ ቃለ መጠይቕ

1. ብዛዕባ ኩነታቶምን ልምድታቶምን

i. ዕድመ \_\_\_\_\_

ii. ደረጃ ክፍሊ \_\_\_\_\_

iii. ዞን \_\_\_\_\_ ወረዳ \_\_\_\_\_ ቀበሌ \_\_\_\_\_

2. ብዛዕባ ቅድም ስዓብ ኣወላልዳኹም ካብ ዓብዩ ናብ ንእሽተይ ክትነግርኒ/ረኒ ትኽእል/ሊ ዶ?

3. እዚ ስድራ ምምራሕ ክትጀምር/ሪ ክለኻ/ኺ ናይቲ/ታ ዝነኣሰ/ት ሓፍትኻ/ኺ ወይ ከዓ ሓውኺ/ኻ ዕድመ ክንደይ ነይሩ?

4. ስድራ ክትመርሑ/ሑ ዝገበርኺ/ኻ ኩነታት ክትዛረቡ/ቡኒ ትኽእል/ል ዶ?

5. ካብ መዓስ ጀሚርኻ እዚ ስድራ ምምራሕ ጀሚርኻ/ኺ?

6. ንስድራኻ/ኺ ዝኸውን እቶት ኻበይ ተመፅእ/ኢ? ኣብ ደገ ስራሕ ኣለኻ/ኺ? እንተኾይኑ ምስራሕኻ/ኺ ዝተተሓሓዘ ዘለኻ/ኺ ልምዱ ተዛረብኒ/ቡኒ?

7. ምስ ስድራኻ/ኺ ብዛዕባ ዝነበረኻ/ኺ ኩነታት ተትገልፅለይ/ፀለይ?

8. ክንደይ ኣሕዋትኻ/ኺ ተመሓድር/ሪ?

9. ወለድኺ/ኻ እናሃለውን ምስ ሞቱን ምስ ጎረባብትን ኣዝማድኹምን ዘለኹም ዝምድና እንታይ ይመስል?

10. ጎረባብትኻ/ኺ፣ መማህራንኻ/ኪ፣ ኣዕርትኻ/ኺ ኣባኺ/ኻ ዘለዎም ኣመለኻኽታ ከመይ ትገልጻሉ/ዎ?

11. ምስ ጎረባብቲ፣ ኣዕርትኺ/ኻ፣ ካልኣትን ዘሎኺ/ኻ ዝምድና እንታይ ይመስል?

12. መሓዙት ኣለውኺ/ኻ ዶ? እንተሃልዮምኺ/ኻ፣ እንመን እዮም? ክንደይ ሰዓታት ምስኦም ተጥፍእ/ኢ?

13. ምስ ደቁ ክፍልኻ/ኺ ዘለኻ/ኺ ዝምድና ትገልፅለይ/ፀለይ ዶ ትኽእል/ል?

14. ካብ መምህራን፣ ጎረባብቲ፣ መሓዙት ዝኾነ ሓገዝ ረኺብኺ/ኻ ትፈልጠ/ጥ ዶ? እንተረኺብኺ/ኻ ብዛዕባ ዝረኽብኻ/ኻዮ ብዕሙቐት ተዛረብኒ/ቡኒ?

15. እዚ ስድራ ንምምራሕ ካብ ኣዝማድኹን/ኻን ሓገዝ ሓቲትኺ/ኻ ትፈልጠ/ጥ ዶ? እንተሃትትኺ/ኻ ናይቲ ሕቶኺ/ኻ ምላሽ እንታይ ነይሩ?

16. እዚ ስድራ ብምምራሕኻ/ኸ. ዝስመዓኻ/ኸ.ን ዝረኽብክዮ/ካዮ ልምድታት ከመይ ትገልጻ/ሊዮ?
17. እዚ ስድራ ንምምራሕ ዘሎኻ/ኸ. ዓቕምን ክእለትን ከመይ ትገልጻ/ሊዮ/ዎ?
18. ብጣዕሚ ኣፀጋሚ ዝገጠመኒ እትብሎ /እትብልዮ ኣሎ ዶ? እንተሃልዩ ብዛዕብኡ ግለፅ/ፀለይ?
19. ኹልኻብ ኣብ ስድራኹም ንጎንዒ ምልዓል ምኽንያት ዝኸውን ነገር እንታይ እዩ?
20. ጎንዒ ክፍጠር ከሎ ዝስመዐኻ/ኸ. ነገር እንታይ እዩ? እቲ ጎንዒ ከመይ ትፈትሖ/ሖ?
21. ኣብ ዓመት በዓላት እንታይ ይስመዓኺ/ኻ?
22. ምስ ልምድታት፣ ድልዎት፣ ፀገማት፣ ፍርሓት፣ ጭንቅታት፣ ምርካዕ፣ ሓጎስን ተተሓሒዞም ዝስመዓኻ/ኸ. እንተሃልዩ ግለፅ/ፀለይ?
23. ኣብ ትምህርትኻ/ኸ. ብእዋኑ ትርኽብ/ቢ ዶ? ክደይናይ የርኽዓኻ/ኸ?
24. ንምፅናዕን ዕዩ ክፍሊ ንምስራሕ ዝኸውን እኹል ግዘ ኣሎኺ/ኻ ዶ?
25. ድሕሪ ስራሕ ዘሎ ግዘ ኣበይ ምሕላፍ ትደልይ/ሊ?
26. ኣብ ከመይ ዝበሉ ዕዩታት ክፍሊ ምስታፍ ትደልይ/ሊ? በቶም እትደልዩም ሕጉስ/ቲ ዲኻ/ኸ?
27. ክእለት ትምህርትኻ/ኸ. እንታይ ይመስል? ተወሳኺ ሓገዝ ትምህርቲ ትደልይ ዶ?
28. ፀገምኻ/ኸ. ንምፍታሕ ዘድልዩኻ/ኸ. ሓገዝ እንታይ እዩ?
29. እቲ ፀገም ንምቁቋም ዘድልዩኺ/ኻ ነገራት እንታይ እዮም?

የመስግን!

## Appendix-A-II

### English version of the interview guide for the children heading families

#### I. Background information and experience

1. i. Age \_\_\_\_\_  
ii. Grade \_\_\_\_\_  
iii. Zone \_\_\_\_\_ Woreda \_\_\_\_\_ Kebele \_\_\_\_\_
2. Can you tell me the birth order from the oldest to the youngest in your family?
3. What was the age of the youngest brother /sister while you begun to lead the family?
4. Can you tell me the situation which led you to lead the family?
5. Since how long you have been leading your family?
6. How do you generate income for the family? Do you work outside? If you do, please tell me all your experiences related to your work?
7. Can you tell me the experience you had with your parents?
8. How many sisters and brothers do you support?

#### II. Social relations and Attitude

9. How was your relationship with your relatives and neighbors before and after you lost your parents'?
10. How do you describe your neighbors', teachers', and friends' attitude towards you?
11. How does your social relations with friends, neighbors and others look like?
12. Do you have friends? If you have, who are thy? How much time do you spend with them?
13. Can you tell me about your relation with classmates?

14. Do you receive any support from your teachers', neighbors' and peers'? If you do, tell me in detail about it?

15. Do you seek support from your relatives and neighbors to run the family? If you do, what have been the outcomes of your requests?

### III. Psychological aspects

16. How do you explain your experience and feeling in leading this family?

17. How do you feel about the abilities and resources you have to lead the family?

18. Have you ever passed difficult time? If yes, explain it \_\_\_\_\_  
\_\_\_\_\_

19. How often conflicts arise in your family?

20. Can you tell me your feeling while conflicts arise within the family? How do you resolve conflicts?

21. How do you feel during holiday seasons?

22. Would you like to tell me anything else related to your experiences, needs, problems, fears, worries, satisfactions, happiness, etc.

### IV. Educational issues

23. How does your school attendance look like? Are you satisfied with it?

24. Do you have sufficient time to do home tasks and to read books?

25. Where do you like to spend the time you have after work?

26. What kind of classroom activities do you like to involve in? Are you happy with that?

27. How is your academic performance? Do you need any additional support?

### V. Support and coping mechanism

28. What other supports do you need to solve your problems?

29. What mechanisms do you use to cope with your challenges?

Thank you,

## Appendix-B-I

ኣብ ኣዲስ ኣበባ ዩኒቨርሲቲ ናይ ፍሉይ ድልዎት ክፍሊ ትምህርቲ ንጎረባብቲ ናይ ስድርኦም ዝመርሑ ቆልዑ ዝተዳለዉ ቃለ መጠይቕ

1. ብዛዕባ ኩነታቶም

I. ዕድመ \_\_\_\_\_

II. ናይ ትምህርቲ ደረጃ \_\_\_\_\_

III. ስራሕ \_\_\_\_\_

IV. ዞን \_\_\_\_\_ ወረዳ \_\_\_\_\_ ቀበሌ \_\_\_\_\_

2. ካብ መዓስ ጀሚሩ ኣብዚ ምንባር ጀሚርክን?

3. ስድርኣ/ኡ እናሃለው ይኹን ምስ ሞቱን ምስዚ/ዛ ቆልዓ ዘለክን ዝምድና እንታይ ይመስል?

4. እቲ/ታ ቆልዓ ምስድርኣ/ኡ ብዛዕባ ዝነበራ/ሮ ኩነታት ትገልጻለይ ትክእላ ዶ?

5. ብዛዕባ እቶም ካልኣት ጎረባብቲ ኣብታ/ኣብዚ ቆልዓ ዘለዎም ኣመለኻኽታ ከመይ ትገልጹኡ?

6. ባህርይ እታ/ቲ ቆልዓ እንታይ ይመስል?

7. እዚ ስድራ ምምራሕ ምስ ጀመረ/ረት ኣብዚ/ዛ ቆልዓ ዝተዓዘብክንኦ ለውጢ ባህርይ ኣሎ ዶ? እንተሃዩ ብዛዕብኡ ክትገልጻለይ ትክእላ ዶ?

8. ምስታ/ቲ ቆልዓ ዘለኽን ርክብ ከመይ ትገልጹኡ?

9. እቲ/ታ ቆልዓ ብዛዕባ ዘጋጠሞ/ማ ፀገም ምላኽን ተመያይጣ/ጡ ትፈልጥ/ይፈልጥ ዶ? እንተሃልዩ ብዛዕብኡ ግለጻለይ?

10. እቲ/ታ ቆልዓ ናብ ትምህርት ብእዋኑ ይኸድ/ትኸድ ዶ? እንተዘይኮይኑ ምክንያቱ እንታይ እዩ ትብላ?

11. ከም መጠን ጎረቤት ነዚ/ዛ ቆልዓ እንታይ ሓጊዘኽን ይፈልጣ? እንተሃጊዘኽን ብዛዕብኡ ይግለጻለይ? \_\_\_\_\_

12. ብዛዕባ እቲ/ታ ቆልዓ ትምህርቲን ሂወትን ክገብር ኣለዎ ዝብልኦ ነገር እንተሃልዩ ይግለጻለይ?

13. እዚ/ዛ ቆልዓ ስድራ ምምራሕ ካብ ዝጀመረ/ት ዝረኣዩኦ ዝተፈለዩ ባህርይ እንታይ ኣሎ? እንተሃልዩ ይግለጻለይ?

14. እዚ ስድራ ንምምራሕ ዘብቅዕ ኣብዚ/ዛ ቆልዓ ዝረኣዩ ጥንኻረ ኣሎ ዶ? እንተሃልዩ ብዛዕብኡ ይግለጻለይ?

የመስገን

## Appendix-B-II

### English version of the interview guide for immediate neighbors of children heading families

1. Background information
  - I. Age \_\_\_\_\_
  - II. Level of Education \_\_\_\_\_
  - III. Occupation \_\_\_\_\_
  - IV. Zone \_\_\_\_\_ Woreda \_\_\_\_\_ Kebele \_\_\_\_\_
2. When did you start living in this place?
3. How was your relationship with the child before and after he/she lost his/her parents'?
4. Can you tell me the experience the child had with his/her parents'?
5. What is your impression about the attitude of the other neighbors and the society towards this child?
6. Can you tell me the general behavior of the child?
7. Have you observed any behavioral change after he/she been to lead the family? If, yes, please tell me every thing about it.
8. How do you comment upon the interaction that you and this child have?
9. Does the child discuss with you the problem he/she faces? If, Yes, explain it \_\_\_\_\_
10. Do you know that the child attend school regularly? If, No, What are the reasons? \_\_\_\_\_
11. As a neighbor do you provide any supports to this child? If you do, please tell me about it in detail?
12. Do you have anything more to tell me about the life and education of this child which would be helpful for his/her study? If you have, please tell me all in detail.

13. Could you observe any behavior in this child which looked different or peculiar after she/he started heading this family? If you could, please explain it in details?
14. Have you observed any strength in this child which has been helping him/her to lead its family? If you did, please elaborate on that.
15. Do you have anything more to tell me about the life and education of this child which would be helpful for its study? If you have, please tell me all in detail.

Thank you,

## Appendix-C-I

ኣብ ኣዲስ ኣበባ ዩኒቨርሲቲ ናይ ፍሉይ ድልዎት ክፍሊ ትምህርቲ ንመምህራን ስድርኦም ዝመርሒ ቆልዑ ዝተዳለወ ናይ ጉጅለ ምይይጥ

1. መነቻቸሒ ሕቶታት
2. ብዛዕባ ስድራ ዘመሓድሩ ቆልዑ እንታይ ይስመዐኩም?
3. ኣብዞም ቆልዑ እዚኦም ጥራሕ ዝረኣ ዝገባዎሎም ናይ ባህርይ ፀገም ኣሎ ዶ?
4. እዞም ቆልዑ ምሳኹምን ምስ ደቂ ክፍሎምን ዘለዎም ርኽብ እንታይ ይመስል?
5. ኣብዞም ዝስዕቡ ዛዕባታት ትምህርቲ ነቶም ቆልዑ ከመይ ትግምግምዎም?
  - ኩል ሻብ ኣብ ትምህርቲ ምርካብ
  - ንትምህርቲ ዘለዎም ኣቋልቦ
  - ምንቅቻሕ
  - ተሳትፎ
  - ዕዩ ክፍሊ ምስራሕ
  - ዕዩ ገዛ ምስራሕ
  - ክእለት ትምህርቲ
  - ውፅኢቶም
6. ነዞም ቆልዑ ኣብ ትምህርቶም ዕንቅፋት ዝኾኑ ነገራት እንታይ እዮም?
7. ማሕበረሰብ ቤት ትምህርቲ ኣብዞም ቆልዑ እዚኦም ዘለዎ ኣረኣኢያ እንታይ ይመስል?
8. ኣብ ምዝገባ እዋን እዞም ቆልዑ እንትፈልዮሉ ኣሰራርሓ ኣሎ ዶ? እንተሃልዩ ይገለፅ እንተዘይሃልዩ መዓስን ከመይን ብዛዕባ እዞም ቆልዑ ትፈልጡ?
9. ብዛዕባ እዞም ቆልዑ ፀገም ንምቅናስ፣ ኣብ ትምህርቶም ዕውታት ንክኾኑን ዝምልከቶም ኩሉ ብዛዕባ ክገብርዎ ዝግብኦም ሓላፍነት ንመያየጥ ዶ?
10. ኣብቶም ቆልዑ ባህርይ ወይ ከዓ ፀባይ ትዕዘብኩምን እንታይ ይመስል?
11. እዞም ቆልዑ ኣብ ትምህርቲ ዕቡቕ ተሳትፎን ፀብለልታ ንክህልዎም ዝመሃዝኻዎም ምሕዞ ኣሎ ዶ?
12. ብዛዕባ ካልእ ኩነታት እዞም ቆልዑ ምስ ተሳትፎ፣ ክእለትን ባህርይን አተሓሒዘኩም ንምይይጥ እተልዕልዎ ሓሳብ እንተሃልዩ?

## Appendix-C-II

### English version of the focus group discussion guide for teachers of the child heading families

1. Warm up discussion
2. What are your feelings towards children heading families?
3. Have you observed any behavioral problem on these children that are not common to other students?
4. How do these children interact with you and their classmates?
5. How do you evaluate these children on the following aspects of their education?
  - Regular attendance
  - Class attention
  - Motivation
  - Participation
  - Completion of classroom tasks
  - Completion home tasks
  - Academic performance
  - Academic achievement
6. Can you explain the factors that have negative effects on the education of these children heading families?
7. How does the attitude of the school community towards these children look like?
8. Do you have any strategy to identify children heading families at the time of their admission itself? If you do have, please explain about it, if you don't, how and when would you come to know of their presence in the school?

9. Would you like to discuss about the responsibilities of different stakeholders to minimize their problems and to enhance their effective participation in education?
10. What is your observations about the general behavior /conduct of these children?
11. Do you have any strategy designed to support children heading families to enhance their participation and achievement in education?
12. Would you like to discuss about any other aspect of these children related to their academic participation and performance and also about their general conduct /behavior?

Thank you,

# Appendix-D-I

## Observation Guide

The observation was done by filed not taking.

### 1. Home Observation

The home observation focuses on the following issues. These are:

- Roles of children heading families
- Division of labor among the members of the family
- Interaction with their siblings
- Emotional expressions
- Behaviors exhibited in their home
- Way of conflict resolution
- Interaction with neighbors
- Studies
- Social environment with in the home

### 2. School observation during playing time

- Interaction with peers
- Motivation
- Behavior
- Playing