IMPACT OF LIFE SKILL TRAINING PROGRAM ON LIVELIHOOD OF ORPHAN-HEADED HOUSEHOLDS IN NYANDO DIVISION, KISUMU COUNTY, KENYA

BY

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A MASTER OF ARTS DEGREE IN PROJECT PLANNING AND MANAGEMENT OF UNIVERSITY OF NAIROBI.

2013

DECLARATION

This Research report is my original work and has not been submitted to award any degree in any University.

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DEDICATION

I dedicate this work to my family, my husband Fredrick and my sons Erick and Adili, you guys are my source of inspiration.

ACKNOWLEDGEMENT

My utmost gratitude goes to my supervisors Dr Charles Rambo and Dr. Paul Odundo for tirelessly and diligently guiding me through the whole research process. I acknowledge the University of Nairobi-Kisumu campus for allowing me conducive environment for study.

I acknowledge the efforts of my husband and friend Fredrick Miruka for material and moral support and most of all for believing in me. My brothers Dominic and Hillary who ran errands on my behalf so as to allow me time to concentrate on this work. My Friend Isabella Tenai and classmate Dan Oloo for peer review of my work. To the rest of my family members, thank you for encouraging and motivating me to press on when the road looked murky.

The Children Officer-Nyando District and his team who shared with me information on the orphan-headed households. The Kenya National Bureau of Statistics (KNBS) Nyando District, for allowing me to access demographic population data. I greatly feel indebted to the orphan-heads who opened their hearts and doors for me to access the information I needed, I salute your resilience and will not to give up. To the local administration who gave me contact persons to guide me, I say thank you. I appreciate my contact persons who walked with me tirelessly to reach the child-headed household, I would wish to name each one of you but because the list is long please just accept my heartfelt gratitude. The teachers, pastors and supervisors of the orphan-headed households, I salute the work you do for these children and thank you for sharing your experiences with me.

My most profound acknowledgement goes to all those who have supported me in one way or another, even though I did not mention your name your efforts are highly regarded.

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ACRONYMS AND ABBREVIATIONS

OVC	Orphans and vulnerable Children
LST	Life Skills training
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno Deficiency Syndrome
NACC	National Aids Control Council
UNAIDS	United Nations Program on HIV/AIDS
UNICEF	United Nations Children's Fund
KIHBS	Kenya Integrated Household Budget Survey
KNBS	Kenya National Bureau of Statistics
WHO	World Health organization
CHH	Child-Headed Households
NGOs	Non-Governmental Organizations
CBOs	Community Based Organizations
PEPFAR	President's Emergency Plan for AIDS Relief
MGCSD	Ministry of Gender Children and Social Services

ABSTRACT

Children in child-headed households are severely disadvantaged in that they do not have the opportunity to learn much-needed life skills which most children learn from their parents or adults who they live within the same family set up. However, schools, churches and some of the organization working with the vulnerable children provide these skills through life skills training program. The purpose of this study therefore, was to examine the extent to which life skills training program has impacted on the livelihoods of orphan-headed households in Nyando Division, Nyando District of Kisumu County. The research objectives are: To determine the extent to which decision making skills as a component of life skill training program impacts on the livelihoods of orphan-headed households in Nyando Division; To assess how communication skills as a component of life skills training program impacts on the livelihood of orphan-headed households in Nyando Division; To determine how coping mechanisms as a component life skills training program impacts on the livelihoods of orphan-headed household in Nyando Division; To investigate the extent to which self-management skills as a component of life skills training program impacts on the livelihoods of orphan-headed households in Nyando Division. The research design adopted for the study is a descriptive survey targeting orphaned boys and girls 17 years and below who are child-heads. A censure technique was used to select a sample size 50 child-heads, while purposive sampling technique was used to select 10 supervisors of child-headed households, 5 teachers from local schools and 5 local church elders/pastors. The study used questionnaires, interview schedule and observation sheets to collect data. The tools were reviewed by both the experts and the supervisor to test their validity while the reliability of the tools was tested using the test re-test method. The study adopted the descriptive statistics to analyze quantitative data with the help of the SPSS® computer software while content analysis method was used to analyze qualitative data. Upon collection data was keyed and cleaned and analyzed and presented using distribution tables, percentages and mean. The data provided information on the impact of various components of life skills training program on livelihood of orphan-headed households. Findings indicated that the life skills training program had assisted 42 (84%), child-heads who took part in the study to make decisions related to income with ease, 46 (92%) child-heads to exist better in their community 36 (72%) to cope well by use of complimentary coping mechanism and 25 (50%) to improve their self-esteem and self-confidence thus impacting indirectly on their livelihoods. The study concluded that life skills training program has an impact in livelihood of orphan-headed households. The study recommended strongly that teachers be taken on refresher courses of life skills. It recommended that Government to partner with other stake holders to empower the community in life skills training to create sustainability. More time to be allocated on the school time table to life skills lessons and teaching of life skills to be done in clusters of age groups instead of the current academic mastery method. The study proposes that further studies to examine the role of supervisors in orphan-headed households and the healthy coping mechanisms of child-heads and how they can best be married with the trained mechanisms.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Following the announcement of HIV/AIDS as a pandemic by the former Kenyan President Daniel Arap Moi in the 1990s, statistics have shown an upsurge in Orphaned and Vulnerable Children (OVC) due to loss of one or both parents to the same. These OVC are taken care of by guardians who happen to be their aging grandparents, uncles, aunts, distant relatives or good Samaritans. Due to strained resources these people are not able to care for the OVC in some instances leading to the oldest of the sibling taking over the role of heading the household. This is not only a Kenyan challenge but a global one.

In the effort to alleviate the orphans' suffering various governments have offered direct financial assistance, however this has been argued by many as creating dependency syndrome. More sustainable approaches have been explored which include skills transfer programmes whose objective is to empower the heads of orphaned households (Plan, 2005) with necessary skills to enable them overcome challenges facing them and improve their livelihoods. The study's intention therefore was to evaluate the extent to which the skills transfer programs inform of life skill training program has impacted on the livelihoods of orphan-headed households.

The Life Skills program is a comprehensive behavior change approach that concentrates on the development of the skills needed for life. According to Callahan (2001) these skills include effective communication, decision–making, interpersonal relationship, managing emotions and stress, assertiveness, self–esteem building, resisting peer pressure, and relationship skills. UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills." The idea of teaching life skills has its roots in North America and Europe (Nyonje and Kagwiria, 2012). In South Asia, life skills-based education is in two directions: general in-school interventions and more behaviourally-focused programming for those especially vulnerable (UNICEF, 2005). Behaviourally focused life skills programs are usually taught by non-governmental organizations to vulnerable children and adolescents. It is noted that such

programming is usually delivered on a project basis and with limited government involvement, raising questions of long-term sustainability (UNICEF, 2005)

Life skills are applied in the context of health and social events like: prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention. In general nature they are applied to help learners make better choices (Nyonje and Kagwiria, 2012): environmental education, peace education or education for development, livelihood and income generation. Traditional mechanisms for passing on life skills (e.g. family, community role models, and cultural traditions) may no longer be adequate in many communities (WHO, 2001), for the adolescent child-head these traditional mechanisms no longer exist. The Life Skills approach of training has been developed to help fill this void by providing interactive, practical and enjoyable activities to keep the participant wholly involved in the sessions (Callaham, 2001).

According to Krantz (2001) livelihood comprises the capabilities, assets (including both material and social resources), and activities required for a means of living. The livelihood systems are made up of very diverse elements which - taken together - constitute the physical, economic, social and cultural universe wherein the families live (Hogger, 2006 as cited by Hiremath, 2007). In this study livelihood is income of the orphan-headed household. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future (Chambers and Conway, 1992). Poor households in the developing countries lack sustainable livelihoods as they struggle together with their government to make a living. This is depicted by the low standards of living and deprivation these households experience. Consequently orphan-headed households tend to be more affected by insufficient livelihoods as compared to adult-headed households. In the effort to alleviate the Orphaned and Vulnerable Children's (OVC) suffering, various governments together with Non-Governmental bodies have undertaken different strategies which include Hiremath (2007) understanding the livelihood systems of the poor in order to be effective in poverty reduction.

In the US, OVC definition has been operationalized for the purpose of identifying those who are potentially eligible for PEPFAR supported services (PEPFAR, 2006). For programmatic decisions, however each community dealing with OVCs prioritizes those children most vulnerable and in need of further care.

Distinction is also made on core services each child needs to facilitate his or age-appropriate development as children can differ greatly in their needs, capacities, and individual vulnerabilities (UNICEF, 2004). In view of the same PEPFAR (2006) has made three categories in its programme work, Child Level, Caregiver/Family Level, and Systems Level. The Caregiver/Family Level train and provide direct support to caregivers (including adolescent heads of household) to improve their ability to care for vulnerable children among other projects. A lot of emphasis has been put on child friendly interventions as well as preserving of family structures in the efforts to improve orphans livelihoods. This is in line with Convention on the Rights of the Child, Blanchfield (2009) that calls for interventions that are in the best interest of the child.

The state of orphan-headed households in India is no different from those in the rest of the developing World. The children take primary financial, decision-making, and care giving responsibilities as HIV/AIDS non-governmental organizations provide nutritional and educational support for children through community-based programs (Rangrass, 2010). The extended family shy away from the responsibility of taking care of these children **(**Mohamed, not dated) and those who take them in abuse them and subject them to child labour (Rangrass, 2010). According to Rangrass (2010) no comprehensive study has been done on these children and there are few programs in NGOs that cater to them or understand their needs and experiences. The leading cause of the child-headed households in India is HIV/AIDS; however, other causes include high farmer suicide rates, death/illness of parents due to other diseases, and abandonment (India HIV/AIDS Alliance, & Tata Institute of Social Science, 2006).

UNICEF (2004) states that there were approximately 43.4 million orphans by 2004 in Sub-Sahara Africa. Various studies in Africa have depicted that orphan-headed households face numerous challenges. According to Van Breda (2010) children living in child-only households in Sub-Sahara Africa have substantially lower levels of access to basic services such as piped water, electricity or adequate sanitation. He further states that they are more likely to be living outside of major metropolitan areas or in “traditional” dwellings, experience greater income poverty and have poorer service access. In Botswana, household surveys revealed that orphan households had fewer assets, poorer housing quality, smaller living spaces, and worse

dependency ratios than non-orphan households (Miller, 2006 as cited by Miller, 2007).

The state of Malawi in its National Policy on OVC (2003) has recognized and appreciated importance of the extended family system in providing care and support for OVC. However extended family can do so much considering the overstretched resources in most of African states. Thus, The Government of Malawi has committed itself to uplifting the livelihoods of OVC through various policies, strategies and legal instruments (Bota, 2009). Junior farmer field and life schools (JFFLS) an initiative that aims to empower vulnerable teenage girls and boys (12 to 20 year-olds) with agriculture and life skills that will ensure improved livelihoods and long-term food and nutrition security of their households (Bota, 2009), is one of the main projects of supporting the orphaned households.

In Kenya, Orphans tend to live in female-headed households, in larger households and in households headed by the elderly such as grandparents. Literature highlights the discrimination against children who are not biologically related to the household head in the allocation of household resources (Lee, 2012). This discrimination forces most orphans to opt to live by themselves. Challenges faced by these orphans range from aggression from the extended family, absenteeism from school, psychological problems – manifested by anger, depression, economical constraints, sexual exploitation and child labor. Others include making unwise decision like dropping out of school to do casual work, lack of time to play or participate in school activities, taking up the responsibility of and heading the family (Nyambedha, 2004).

Following a wide consensus that governments must fulfill their obligation to provide social welfare assistance to children and their caregivers (Convention on the Rights of the Child, 1989), the Government of Kenya through the Children Department in the Ministry Gender Children and Social Development (MGCSD), has come in to support these children through offering direct assistance in terms of cash transfer programme (GOK, 2005). The cash is intended to strengthen the capacity of households to care and protect OVC (MGCSD, 2012). The Government further gives assistance to the OVC through livelihood development activities including entrepreneurship training and grants; provision of scholarships to young people who

head households (and the children under their care); waiving of medical fees for youth-headed households; resource allocation and implementation of youth-friendly services (MGCSD, 2012). The Non-governmental Organizations (NGOs) like Plan Kenya and Child-Fund Kenya have come in to complement the government's efforts through transfer of skills in form of vocational training and life skill training programs with intent of improving the livelihoods of orphans

1.2 Statement of the problem

Nyando District Kisumu County suffers from severe climatic changes - drought during the dry season and floods during the wet seasons - rendering the District economically vulnerable. It has a population of 146,830 children out of which 3.6% are double orphans this is 3.6 times more compared to Budalangi in Busia County (KIHBS, 2005/06) which is similarly affected by harsh climatic conditions. Orphans in this region are more marginalized and even more marginalized if in a child-headed household.

A child heading a family is in charge of day-to-day decisions, in addition to being the decision-maker in important matters concerning the household (Phillips, 2011) like income. This being an adult role the child needs to acquire abilities so as to fit in. Good communication skills are a requirement not only for leadership purposes but also to co-exist with others in the household. According to Mkhize (2006) child-headed households face challenges of sharing duties, resolving conflicts and enforcing discipline.

A child need to be rewarded through praise and affirmation for achievement gained in order to develop appropriate personality traits. This being inadequate in a child-headed household, the children are bound to develop malfunctioned characteristics like 'super child', bullying, low self-esteem, low confidence, poor self-awareness and engage in risky behaviors (Nkomo, 2006; Rangrass, 2010). According to Van Breda (2010) child-headed households experience anger, depression, hopelessness, suicidal and hate emotions due to loss of their parents, they also face stresses like unsure of their personal safety, sexual exploitation, economic constraints, and inadequate basic needs. Life skills training on coping mechanisms complement the children's own coping strategies.

The study's aim was to investigate the significance of life skill training (LST) program (decision making skills, communication skills, self-management and coping

mechanisms) as an intervention on the livelihood of orphan-headed households in Nyando Division.

1.3 Purpose of the study

The purpose of this study was to examine the extent to which life skills training program was impacting on the livelihoods of orphan-headed households in Nyando Division, Nyando District.

1.4 Research objectives

The study was anchored on the following objectives

1. To determine the extent to which decision making skills as a component of life skill training program impacts on the livelihoods of orphan-headed households in Nyando Division.
2. To assess how communication skills as a component of life skills training program impacts on the livelihood of orphan-headed households in Nyando Division.
3. To determine how coping mechanisms as a component of life skills training program impacts on the livelihoods of orphan-headed household in Nyando Division.
4. To investigate the extent to which self-management skills as a component of life skills training program impacts on the livelihoods of orphan-headed households in Nyando Division.

1.5 Research questions

This study was guided by the following research questions:

1. To what extent does decision making skills component as a of life skill training program impacts on the livelihood of orphan-headed household in Nyando Division?
2. What is the impact of communication skills as a component of life skills training program on the livelihoods of orphan-headed household in Nyando Division?
3. What is the impact of coping mechanism as a component of life skill training program on livelihoods of orphan-headed households in Nyando Division?

4. How does self-management skills as a component of life skill training program impacts on the livelihoods of orphan-headed households in Nyando Division?

1.6 Significance of the study

The study may assist the actors on the ground (NGOs, CBOs, Religious Organizations etc) dealing with issues of orphans to measure the extent to which OVC Care and Support Programs are providing quality services and achieving measurable impact. This may assist them make informed decision on matters of redesigning their approaches and adopting the best practices in order to achieve their objectives. The study may give the Government the necessary information to help in policy formulation and decision making in terms of allocation of resources and project development geared towards assisting orphaned children. The study may inform the local community on how and where they come in to support the orphan-headed households.

1.7 Basic assumptions of the study

In this study it was assumed that the respondents would cooperate and show willingness and honesty in giving the researcher true and accurate information. It was also assumed that the government departments to be contacted would avail up-to date data on the orphan headed households so as the sample size to be picked will be a true representative of the population in Kakola Division. It was assumed that the organizations working with the Orphaned and Vulnerable Children (OVCs) on the ground will be willing to share past and present reports and other forms of data necessary for the study. Due to limited data on orphan-headed household it was assumed that the approximations done in a study by Ayieko (1998) that there exists 1% of child-headed households in Kisumu and Siaya counties still holds since there has been a decline in HIVAIDS related mortality.

1.8 Limitations of the study

Some of the limitations foreseen were the poor terrain in Nyando Division. During the rainy season the roads are likely to be inaccessible. A high expectation from some of the study participants which may not be met by the study was another limitation. Unwillingness by some study participants to give accurate information and difficulties accessing some relevant documents which may be termed confidential by some study participants in Nyando Division. To counter some of these limitations the

study was carried out during the dry season when roads were accessible. The researcher ensured he explained well the purpose of the study before and after the data collection process to avoid misconceptions.

1.9 Delimitation of the study

The study was narrowed in the Division of Nyando in Nyando District Kisumu County. The basis of choosing this locality was because the area is marginalized due to perennial floods which cause havoc and displacement of households. There by rendering the population poor, hence orphans from this area are likely to be more vulnerable. The area has suffered from a high loss of lives due to HIVAIDS related complications in the past which resulted to a high number of orphan-headed households. The study was delimited to orphaned boys and girls aged 17 years and below who are acting as child- heads as the main target population. The adults who act as supervisors to the orphan-headed households were targeted as well. The study also targeted the church elders and teachers who interact with orphan-headed households within the Nyando Division

1.10 Definition of significant terms used in the study

Life skills training program: In this study life skill training program encompasses all the activities and projects that the orphans are taken through both formally and informally with the intent to build resilience they need to cope better with the challenging roles of heading a household.

Orphan-headed households: The term as it was used in the study means a household that is being led by a boy or girl aged 17 years and below who has lost both parents and is the main bread winner of that household, responsible of the siblings or the children under his/her care

Livelihood of Orphan-headed households: term was used in the study to refer to the household income required by the orphan-headed-household to access basic needs

Households: In the study, the term was used to refer to a set of individual people living together interdependently in the same house or homestead regardless of them having blood ties or not.

Child-head: In the study, a child-head was used to mean a boy or girl aged 17 years and below who acts as the head of the household

Supervisor of orphan-headed household: - In the study the term was used to mean an adult aged 18 years and above who acts as an overseer of the child-headed household and may or may not be related to the child-headed household.

Decision making skills: The term was used to refer to the specific abilities required to make choices in order to solve problems.

Communication skills: In the study, the term was used to refer to the specific abilities one requires to be able to express ideas and feelings in order to relate with others well.

Coping mechanisms: The term was be used in the study to mean the strategies required to successfully deal with specific challenges.

Self-management skills: In the study the term was used to mean the specific abilities that one requires to deal with situations that require one to portray certain specific characteristics.

1.11 Organization of the study

The study was organized in five chapters, chapter one encompassed the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis of the study, significance of the study, limitations and delimitations of the study and organization of the study. The second chapter constituted the literature review on the various life skill train components, theoretical framework, conceptual framework and summary of the literature. Chapter three involved the design and methodology employed in the study, the discussion of research design, target population, sample size and sample selection techniques, research instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four contained data analysis presentation and discussion and finally the fifth chapter presented a summary of the findings conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter literature was reviewed on the concept of orphan-headed households, decision making skills and communication skills on livelihood of orphan-headed households. Literature on coping mechanisms and self-management skills on livelihood of orphan-headed household was detailed. The chapter also contains theoretical and conceptual frameworks and finally the summary of literature.

2.1 The Concept of Orphan-headed Households

An 'orphan' is "a person under 18 years of age, who has lost one or both parents to death, desertion or other means" (Nkomo, 2006). The Kenyan children Act (2001) define an orphan as a boy or girl below the age of 18 years who has lost one or both parents to death. Orphans can be grouped as maternal orphans, paternal orphans and double orphans - both parents have died (Wagt and Connolly, 2005). In Kenya double orphan-hood is highest in Nyanza at 3.2 per cent as compared to other regions (KIHBS, 2005/06). In programme funding terminologies an orphan has been operationalized as a child whose mother has died. This is because Africa being patriarchal society typically allocates the primary responsibility for child care to mothers, rather than fathers, and because the death of the father does not usually result in a change of caregiver while the death of the mother does (Freeman & Nkomo, 2006). In instances where fathers are irresponsible the children end up living like double orphans.

There is no academic definition of orphan-headed households and so the study adopted the definition of child-headed household when referring to orphan-headed household. This is because according to research most child-headed households are led by either single or double orphans. A study carried out by Ayieko (1998) attributed emergency of child-headed households to deaths by HIV/AIDS. According to Actuarial Society of South Africa 2006 (as cited by Meintjes, *et al.*, 2010) there is widespread concern that "child-headed households" is rapidly increasing as a result of AIDS-related adult mortality in South Africa and elsewhere in sub-Saharan Africa. Plan (2005) defines a "Child-Headed Household" (CHH) as a household where the children are double orphans and is headed by a child that is recognized as being

Independent, responsible for providing leadership and making major decisions in the running of the household. This shows therefore that there is no distinction between child-headed households and orphan-headed households.

For the purpose of this study, Van Breda (2010) definition of child-headed household as a family, living under the same roof, which is headed by an orphan under the age of 18 was adopted. Germann (2009) argues that child-headed household' is, however, a slippery construct; difficult to define and measure. Phillips (2011) states that up to date, no consensus has been reached on the definition of the child-headed household. This is because of the different forms that these households take – some exist without living-in guardians, others manage their own household activities but with supervision of an adult while others have at least one adult in a nearby home to consult. Some communities hide disclosure of child-headed households because of selfish interests, for example some people front themselves as caregiver to the orphaned households so as to benefit from donations and grants given to the children.

Relatively few empirical studies have been done on the experience of child-headed families (Nkomo & Artium 2006). Consequently, the few studies carried out in Kenya have majorly targeted the orphans in urban areas more and the challenges they face and less of those in rural areas and the impacts of the interventions put in place to support them. This study sought to understand how life skill training as one of the measures put in place to counter challenges faced by orphan-headed households (OHH), impacts on the livelihoods of orphan-headed households in Nyando Division which is a partly peri-urban and partly rural area in Kisumu County.

There are various factors that can cause orphan-hood – for example, in northern Uganda war is the main cause (De Klerk, 2006) and similarly in Rwanda the 1994 genocide created over one hundred thousand orphans (Van Breda, 2010). However the main cause of child-headed households is the large number of young adults dying from AIDS (International HIV/AIDS Alliance & Family Health International, 2008 as cited by Meintjes, *et al.*, 2010). It is likely that, as the HIV pandemic continues to spread and mature, we will see an increasing number of orphans consequently a rise in child-headed households (Rosa & Lehnert, 2003).

Unlike in the past, extended families no longer feel obliged to welcome orphans when they are not even sure of their own children's future (Ayieko, 1998),

this can be attributed to over-stretched household resources. The current urban lifestyle and tendency to emulate the Western nuclear family are playing a role in eroding the concept of extended family support system in Nyanza (Ayieko, 1998). Children are no longer the collective responsibility of communities, a legacy that has been historically associated with child rearing in Africa. The Harambee spirit – coming together to pull resources - which the Kenyan communities have been known for, is slowly fading away as each family fends for its own survival. Orphans are the major victims of the in-cohesiveness settling on the community as depicted by the creation of orphan-headed households. In other instances child-headed households are due to decisions by siblings' wishing to stay together in their homestead or a dying mother's wish to preserve her family intact (Foster and Williamson, 2000).

A wide variety of problems affect orphans (Desmond, Michael and Grow, 2000; Donahue, 1998; Gilborn *et al*., 2001 as cited by Wagt and Connolly 2005). Lack of knowledge by most people to make official wills to protect their dependants in case of their departure are weighing on the orphan-headed household, as portrayed by a study by Rangrass (2010) "Naresh fought a long battle with his uncle over the rights to the property his father and mother left him." (p. 34). The loss of property leave the orphaned children poor and without a clear source of income.

Following the death of their parents, the eldest child must make the adjustment, from being a child to being the head of a household and this comes with heavy responsibilities. Multiplicity of adult roles that the child-head undertake, notably decision making, leadership, economic provision, care giving, conflict management and housekeeping (Van Breda, 2010) are overwhelming. Boys who take on the leadership role tend to over-exercise their authority and rule with a heavy hand because of ignorance and childhood immaturity (Ayieko, 1998). In such circumstances, they are bound to mismanage the household income.

Orphan-hood is associated with psychological and emotional trauma, as well as social distress. A study by Masondo (2008) reported to have sensed a deep feeling of helplessness and hopelessness in the participants responses as a result of the absence of parents who used to give them love, care and support. A study in Uganda, found depression to be higher among orphans than matched non-orphans, also found that depression among orphans was even higher in child-headed households (Atwine, et al., 2005). Anger was a common feeling experienced by orphans and vulnerable

children (OVCs) in the USA, related to feelings of abandonment by their parents and compounded by often having to care for a dying parent (Paige & Johnson, 1997). Psychological problems experienced by the child-head and the siblings are likely to affect their ability to seek income for the household.

Sexual abuse of children takes place in all demographic groups, not only among OVCs. However children in child-headed households are more vulnerable to sexual exploitation in the form of sex in exchange for favors, such as money and other valuables. In a small study of child-headed households in Zimbabwe, 40% of the children interviewed reported some form of abuse since becoming a child-headed household (Walker, 2002). A study by Ayieko 1998 reported that the occasional rounding up of sex workers in Kisumu town has shown that a large percentage of the young females on the streets are orphaned children.

Studies suggest that child-headed households are much more economically vulnerable than adult-headed households. "In several countries, income in orphan households has been found to be 20–30 per cent lower than in non-orphaned households" (Richter, 2004 as cited by Van Breda 2010). The child-heads of households are mostly pushed to look for low come jobs where they are often exploited. In Ethiopia, the working and living conditions of child domestic laborers in Addis Ababa were studied in 2002 using a rapid-assessment method, more than three quarters of the domestic workers were orphans (UNICEF, 2003)

Food and nutritional needs is another challenge faced by orphan-headed households. Poverty of income is, naturally, the main determinant of food insecurity. A study in South Africa found that families that took in orphans experienced lower levels of food security compared to those without orphan children (ibid. as cited by Van Breda 2010)), which could explain the reluctance of extended families to take in orphaned relatives. In Kenya, Kimani-Murage *et al*. (2010) states that among orphans malnutrition and food insecurity are often instigated by poor crop harvest and lack of financial resources to purchase food at market prices.

When financial resources in households decline, access to health care is compromised and caring capacity for children is affected. The health status of children living in child-headed households is in 21 percent of cases abominable, their impoverished situation preventing them from accessing medical care systems (Phillips, 2011). Orphaned children most of the times abandon educational

opportunities in search of employment to make ends meet, pay heritable debt, or pay debt incurred from an ill family member's medical bills (Rangrass, 2010)

Education is one of the facets of the life of a child that is threatened by child-headed household situation. A study by Rangrass (2010) observed that the oldest members of child-headed families often abandoned their education and left their poverty-stricken and deprived rural area of Bihar in India to work in Mumbai, from where they could send savings from their higher salaries back home to support schooling of their younger siblings. A study in Zimbabwe found that 40% of school age children in child-headed households were not attending school (Walker, 2002).

The plight of orphans, especially those in child-headed household according to Wagt and Connoly (2005) requires a coordinated multi-sector response from different government ministries and departments with support from different non-governmental organizations and United Nations agencies. In 2001 United Nations General Assembly Special Session on HIV/AIDS made commitments to among others build community capacities to provide support to orphans and girls and boys infected and affected by HIV/AIDS and Protect OVC from all forms of abuse, violence, exploitation, discrimination, trafficking and loss of inheritance (UNICEF, 2003). The international community, particularly donor countries, civil society, as well as the private sector were urged to complement effectively in supporting programmes for children orphaned or made vulnerable in countries at high risk and to direct special assistance to sub-Saharan Africa (UNICEF, 2003).

Strides have been made in various countries as regards to improving the livelihoods of the orphaned children. In Uganda, the Government introduced a Primary Education policy, offering free primary education up to four children in every family (UNICEF, 2003). The government of Kenya on the other hand, provides a sum of one thousand five hundred shillings per month to households with orphans, free health care and free primary education (MGCSD, 2012). This shows that the majority of children living in these circumstances are forced to wait for some kind of support and the reliance on remittances in the absence of earnings means income may be unreliable. Children need more than donations of food and money to assist them in long-term survival without their parents. "They need life skills, including hygiene techniques, interpersonal skills, self-esteem and responsibility" (Smith and Pennells, 2000). Further, "Children can learn these skills through structured playing, which not

only fosters social growth and the development of skills, but provides relief from stress" (Smith and Pennells, 2000).

2.2 Decision making skills on livelihood among orphan-headed households

The child-head of the households is often faced with the situation where they have to take decisions on behalf of their siblings (Masondo, 2006). These decisions mainly revolve around household income. Decision-making entails making choices, solving problems, selecting the best alternative (Gregory and Clemen, 2000) based on the available options. In simple terms decision making is taking the best option out of all available option. Critical thinking skills, creative thinking skills, and problem solving skills are all ingredients of a good recipe of decision making. In life skill training programme all these skills are taught in one umbrella as they support each other. Moreover, Kirton (2003) states that brain function appear to make no distinction between problem solving, decision making, criticality and creativity as they involve many of the same steps and cognitive processes.

According to Paul and Elder (2004), problem solving begins with determining the goal and/or purpose. Like in decision making strategy, problem solving strategy is made up of a sequence of operations and procedures that the thinker follows in an orderly fashion. The two are similar more than they differ because they are both strategies to unravel a predicament.

Critical thinking as defined by Page & Mukherjee, (2007) is a process that involves the six cognitive objectives in order of complexity from knowledge, comprehension, application, analysis, synthesis to evaluation. In simple terms is the ability to acquire information, make sense of the information, analyze and draw conclusions in an objective manner. Critical thinking is practical because it helps one identify and organize goals so that they are attainable. Critical thinking does not apply only in practical decision making but also in making good judgment (Atlas, 1995); it entails self-directed, self-disciplined, self-monitored, and self-corrective thinking habits.

According to Paul and Elder (2004), creativity is the mastering of a process of making or producing. Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency, flexibility, originality, and elaboration (Mincemoyer and Perkins, 2003). Kirton (2003), states that creativity is a subset of

problem solving and involves both adaption and innovation. In most descriptions of problem solving, one has to identify the problem then the next step is to devise creative and innovative ways of solving the problem by brainstorming. Research has indicated that the more ideas one has the greater is the likelihood of finding a usable solution.

In teaching Decision making skills in life skills training, various techniques are used. One is the use of learning "tools"; this entails learners to work through steps in the decision- making process (WHO, 2001). According to (WHO 1999) brain storming, debates, buzz games, problem tree and storytelling have also been used to train skills on criticality, creativity and problem solving

A study by Gregory and Clemen (2000) on improving students decision making in Oregon noted that teachers reported seeing clear evidence of the impact of decision-making skills lessons on students, as they became better listeners, demonstrated improved abilities to organize and structure subject-based tasks, and were able to delegate responsibilities in a group setting. A study by kolanda (2010) on Life skills and reproductive health education and behaviour change in students and teachers in Malawi, reported that teachers acknowledged improvement in decision making and problem solving and improved morals among students who went through life skills training.

Decision making skills has mainly been employed and tested in life skills training among schools and in risky behaviours. However, there is limited literature on the intervention of life skills training on decision making in vulnerable children including child-headed households. In addition there is no documentation on the impact of the intervention of decision making skills training on the vulnerable and orphaned children in Nyanza. Therefore, the study intended to investigate the impact of decision making skills as a component of life skills on the livelihoods among orphan-headed households.

2.3 Communication Skills on livelihood among orphan-headed household

Communication skills include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Negotiation/refusal skills and assertiveness skills that directly affect one's ability to manage conflict as

well as social skills and interpersonal skills are also categorized as part of communication skills in life skill training

Social Skills are inculcated as part of life skill training programme, reason being as a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex (Callahan, 2001). Child-heads need social skills for building positive and healthy relationships with others who include peer and opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship. These will not only help keep them away from getting into unhealthy sexual relationships but also be able to detect sexual advances from those who may want to take advantage of their vulnerability for monetary purposes.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively. Interpersonal relationship fosters teamwork and the ability to cooperate and express respect for those around us. These skills result in the acceptance of social norms that provide the foundation for adult social behavior.

Negotiation skills in orphan headed households are essential in managing conflict. Occasional arguments and the allocation of household chores are likely to arise conflict and sibling rivalry where use of power in place of discussion and negotiation (Mkhize, 2006), is likely to be observed. A study by Janice Nadler, Leigh Thompson and Leaf Van Boven 2003 (as cited by Conley *et al.,* 2006) found that observation was the most effective way of teaching negotiation skills. Observational methods can include showing live or videotaped experts or actors in a movie clip and role play on a real life situation can be highly effective in providing stimulating and effective models for observation.

Assertiveness is telling someone exactly what you want in a way that does not seem rude or threatening to them. It involves standing up for your own rights without putting down the rights of others, respecting yourself as well as the other person, being confident, but not “pushy” and knowing what you want to say (Callahan, 2001). Assertive skills are very essential in negotiations and conflict resolutions.

The strong sense of cohesion and the "we feeling" that exists in the orphan households is reinforced when teaching effective communication in life skill training program. Handicapping attitudes such as resentment and constant tension among the children might be a factor that contributes to difficulties in the setting of rules and limits for behavior. Good communication among the siblings is an important factor towards fostering new rules and this achievable with training on communication skills. This is according to a study by Mkhize (2006) on social functioning of a child-headed household and role of social work During training communication skills in life skills education activities designed to enable children and adolescents to practice skills progressively from simple to more demanding situations (WHO, 2001). Botvin et al. (1990) 3-year study on Preventing Adolescent Drug Abuse through a Multimodal Cognitive-Behavioral Approach, reported reduced cigarette, marijuana, and alcohol use; Decreased normative expectations; increased substance use knowledge; Increased interpersonal and communication skills. A study by Tobler *et al*. (2000) on . School-based adolescent drug prevention programs: 1998 meta-analysis indicated that non-interactive lecture - oriented programs have minimal impact, whereas interactive programs like Life Skills Training - assertive skills negotiation skills and refusal skills that enhance the development of interpersonal skills have greater impact on prevention of negative or high-risk behaviors, such use of tobacco, alcohol and other drugs, unsafe sex, and violence.

There is limited literature on communication skills training in life skills training program among the vulnerable children – OVC. The study therefore intended to assess the impact of communication skills as a component of life skills on the livelihoods among the orphan-headed household in Nyando Division.

2.4 Coping Mechanisms on the livelihood of child-headed households

Coping behavior refers to behavior carried out that is not in accordance with an individual's preferred style (Kirton, 2003). Coping behavior is utilized when insight or foresight indicates that different behavior is needed for desired results. This behavior is learned and is a deliberate response to an environment or situation. Mechanisms to control anger, handle grief and anxiety, loss or trauma are all essential as coping strategies and so are learnt in life skill training

Strengthening children's coping strategies, overcoming the loss of the parents and moving on with their lives, is the central objective, as these qualities support the

fulfillment of all other basic needs there improving their livelihood. There is some evidence that children in Africa participate more fully in death and funeral rites than children in the West, a practice which facilitates grieving and thus grief resolution (Yamba, 2006). A child that manages to look at least to some extent positively at his or her own situation might be able to cope better (Plan, 2005).

Much less has been written about the way children manage the challenges that their lives present to them and how they themselves, by their actions, turn some of the challenges to good effect. A study by Germann, (2006) on quality of life and coping strategies of orphans living in child-headed household in Zimbabwe suggest that children in child-headed households survive, cope and even thrive, thus the capacity of children in child-headed households to resile should not be underestimated. It further suggests that coping mechanisms trained in life skills should therefore complement the individual child's healthy coping strategies and not to replace them. According to O'Sullivan (2003) "This is not to deny the reality of many children's suffering in general, but suggests a shift in emphasis, acknowledging their capacity to cope with adversity in a manner that frequently belies their age." However, "Following a traumatic exposure, very vulnerable individuals do not move towards a spontaneous recovery, but toward the development of lasting defects of the personality, such as diminished interests in external world, and a readiness to withdraw from contact with reality" (Abdella 2003). This means that the coping capacities vary from one individual to the other.

Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil. Intense emotions like anger or sadness can have negative effects on one's health if one does not respond appropriately. Life skill training use role playing story telling as group therapy exercise, among other techniques in helping the orphans deal with emotions.

A number of stressors confront children heading households as compared with their counterparts however studies investigating their psycho-social effect are particularly scarce (Nkomo, 2006). Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. A study Yadav and Iqbal (2009) on Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents in India revealed that

emotionally unstable adolescents were involved in high-risk behaviors therefore it is important for adolescents to be able to learn how to control their emotion. The study showed a significant difference in pre and post condition on Emotional adjustment. In post condition, subject's emotional adjustment had improved significantly. Less aggression in boys, decreasing suspensions and expulsions, decreasing drug use and delinquency, increasing academic test scores, and increasing positive attachments to school and families were observed.

There is limited literature on the life skills interventions on coping with stress and emotions among the orphaned and vulnerable children. The study was to examine the impact of coping mechanism as a component of life skills training program on the livelihood of orphan-headed households in Nyando Division.

2.5 Self-management skills and livelihood of orphan-headed households

Self-management skills refer to skills that increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self-esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Self-awareness is essential tool for understanding one's strengths and weaknesses. Self-awareness helps adolescents understand themselves and establish their personal identity.

Abdella (2003) states that the amount of affection children enjoyed at home during childhood and beyond determine their competency in self-management. Orphans exhibit internalized behaviour changes such as depression, anxiety and low self-esteem, (Foster and Williamson, 2000) because they enjoy minimal affection at home. A study by Mkhize (2006) revealed that caregivers of orphan-headed households have to provide psychosocial support which comprises of love, recognition and praise to the younger siblings but they in turn never gets mutual response and this becomes detrimental to their self-esteem. Belsky, *et al.* 1987; Lakew 1992; Steinberg, *et.al.* 1994 (as cited by Abdella, 2003) recommends that responding to the children's need readily and adequately, giving feedback on desirable and undesirable actions, and reinforcing and praising children for their good performance and providing love and concern foster the development of self-management and problem solving skills in children.

A study by Miller (1993) on Competency, Coping, and Contributory Life Skills Development of Early Adolescents in Ohio Public School System suggested that self-esteem and the self-perceived development of competency, coping, and contributory life skills are perhaps complementary constructs. If adolescents develop some life skills, then positive feelings of self-worth will follow--or if such youth have positive feelings of self-worth, they will be more likely to develop and practice new life skills. The study further suggested that because of the positive correlations with life skills development, adults such parents, volunteers, and professional educators (formal and non-formal) should encourage youth to become involved in supervised youth clubs and educational programs. These programs provide atmospheres which tend to foster positive self-esteem and feelings of self-worth in adolescents (Ianni, 1989; Grant Foundation, 1988; Hamburg, 1989; Hamilton, 1981 as cited by Miller J.F., 1993). Another study by Yadav and Naved (2009) on Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents in India suggested that indicators of healthy self-esteem include problem solving and decision-making skills, a sense of responsibility, the ability to act on one's best judgment, a feeling of value and being of interest to others, and possession of values and principles about which one feels good. The study further suggested that Leadership positions help to foster feeling of self-esteem self-worth and self-confidence.

However, there is limited literature on the intervention of life skills training program through the component of self-management skills in the orphan and vulnerable children. The study intended to examine the impact of self-management skills on the livelihood of the child-headed households in Nyando Division.

2.6 Support systems and networks in Orphan-headed households

Life skills however are not a panacea of "how to do abilities" as they are not the only factors that affect behavour (UNICEF, 2005). There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways. A study by Ayieko (1998) depicted that only 3 percent of the families said that they have nobody to consult with. This clearly shows that child-headed households cannot operate in isolation.

To survive and thrive, children and adolescents need to grow up in a family and community environment that promoting their healthy and sound development (UNICEF, 2004). A study by Walker (2002) recommends that the community can

offer support to orphaned children through regular supportive visits to the children, taking an interest in the children's progress at school, monitoring their health and offering care and love. A study by Mkhize, (2006) noted that the presence of an adult in the neighbor-hood who offers supervision to the children tends to be an advantage for the children. This is because they can always refer to the adult concerned for approval of any decision that they might have made. Mkhize further noted that provision of spiritual needs for child-headed households would have an impact on healing process. The study revealed that assistance in form of alms and material support and prayer visits would restore hope of orphaned children and encourage them to attend prayer meetings.

Sustenance of orphans in rural villages requires the involvement of the whole community to ensure a supportive external and internal environment for the households and for the children. It cannot be overstressed that the welfare of children raised in a village depends to a great extent on the socio-economic well-being of the whole community (Plan, 2005). Teachers play a key role for child-headed households in showing understanding for their situation and encouraging them to stay in school (plan, 2005). Ayieko (1998) in his study observes that when both parents die, the child is severely disturbed and often needs some emotionally stable adult to lean on. He states that helping the child entails helping the caregiver and the community, and educating all those concerned with providing support for the child. Therefore, the influence of the community on the livelihood of orphan-headed households can never be underestimated.

2.7 Theoretical framework

The study is anchored on the social cognitive theory that was propounded by Albert Bandura in 1977. The theory which is also referred to as social learning theory states that learning is a product of interaction between the environment, behavior and cognition (Grusec, 1992). Social cognitive theory emphasizes that learning happens through reinforcement and imitation as the principle mechanisms (Tittle, *et al.*, 2012). The theory has been applied extensively to the understanding of aggression (Bandura, 1973) and in the context of behavior modification (Bandura, 1969). It is also the theoretical foundation for the technique of behavior modeling which is widely used in training programs

According to Bandura's observational learning; attention to task affects learning, information learned must be retained, imitation of the behaviors learned is essential and motivation either from past, promised, or vicarious reinforcement drives imitation (McLeod 2011). Punishment never works as well as reinforcement. This is the basis in which life skills training is founded. It is facilitated by the use of participatory learning methods which includes: hearing an explanation of the skill in question; observing the skill (modelling); practicing the skill in select situations in a supportive learning environment; and giving feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation.

Other aspects of behavior that Bandura believed could control behavior are self-regulation and self-efficacy (Grusec, 1992). Self-regulation requires one to self-observe, make judgment on the surrounding environment, and self-response, which is a personal reward system based on behavior or performance. This forms the base for training critical thinking skills. Self-efficacy looks at self-concept; people who have a positive self-perception have a good self-esteem and self-concept, while those who have a negative self-concept would have a low self-esteem and confidence.

2.8 Conceptual framework

The study will be guided by the following conceptual framework

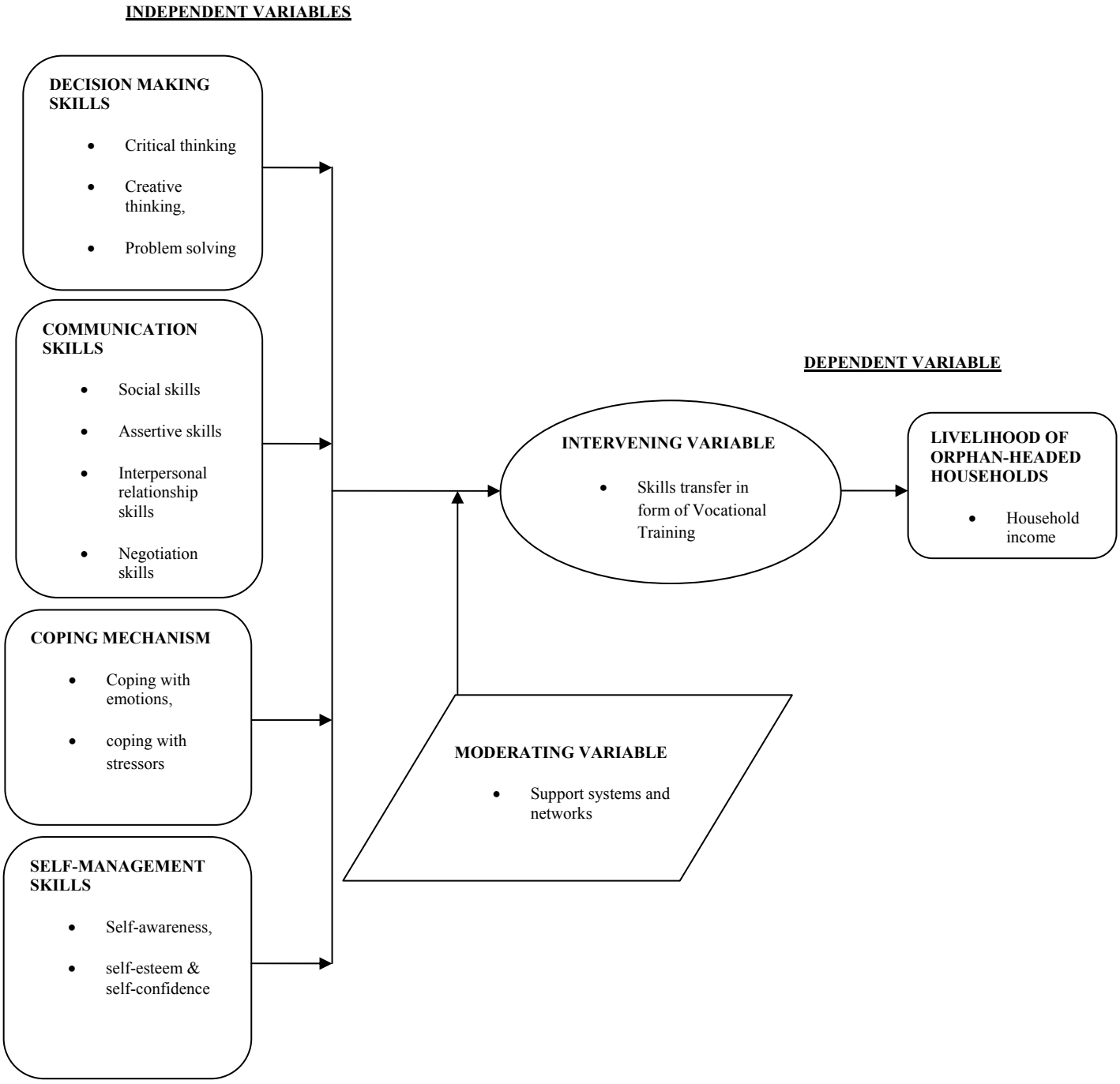

Figure 2.1: Conceptual Framework

Relationship of the variables in the Conceptual Framework

In this study the dependent variable studied is livelihood among orphan-headed households which is the household income. The independent variables are the life skills training program component. The components investigated in the study are decision making skills which entail problem solving, creative thinking and critical thinking. Training on creative thinking critical thinking and problem solving empowers a child-head to prioritize the household's needs as well as come up with creative ideas to enable them to make a number of informed decisions/choices regarding the household income. For example decisions on how to spend the household income, how to increase the household income, how to ensure a cost effective balanced diet.

Communication skills is another component in life skills training which enables the child-head to develop social skills, interpersonal relationships, assertive skills, and negotiation skills that help in solving conflicts in the household, thereby giving the siblings a sense of security. Communication skills enables the child-head to deal with outside aggression by assertively and with tact, use negotiation skills to engage those who may want to take away their property which is the main source of income.

Another component of life skills training studied is coping mechanisms. Training on how to cope with emotions like grief, sadness, anger, and depression after lose parents is essential for the child-head. The training enable them to come out of the crisis faster, stronger and ready to face the challenges of sourcing for income to cater for the households needs.. Training on coping with stressors enables them to build resilience, deal with issues that are in locus of their control, relax and take a break from issues beyond their reach. This will allow them a good frame of mind to make informed choices as regards to household income.

Another component of life skills training program is self-management skills. Self-management skills which include self-awareness, self-esteem and self-confidence are essential for all leaders. Child-heads are leaders in their own capacity. Their roles include provision of food in the household, provide medical care for sibling in case of sickness, ensure siblings acquire education and all these are tied towards sourcing and managing family income. Self-management skills in life skills training help the child-

head to be better placed to handle the overall role which is managing household income.

However moderating variable which in this case is the support systems and networks have a contribution to play in the livelihood among orphan-headed households even though they do not have a direct link with life skills training program. The extended family, community institutions like schools and religion in the society where the orphan households exist have an influence to a certain degree on how the orphaned household heads acquire their household income. For example the extended family may influence the choice of food the orphan-headed household may consume there by how to spend the income. The church through its preaching home visits and encouragement can help restore hope and feeling of despair in the orphan-headed household. Teachers in school, through their encouragement can make the child-heads channel their income in school related expenditures as compared others.

The intervening variable – skill transfer in form of vocational training on orphan and vulnerable children - effect on the livelihood of orphan-headed households may be felt as result of the influence of life skills training program on livelihood. The choice of a type vocational training for a child-head will be determined by good decision reached as a result of life skills training program. The choice will be informed by a sound mind able to make mature choices due to good self-management skills acquired in life skills training program.

2.9 Summary of Literature review

This chapter reviewed literature on various studies that have been carried out on orphan-headed households. The chapter commenced by looking at the concept of orphan-headed households, definitions, causes and challenges. The various interventions that have been put in place by various governments as well as non-governmental organizations with the intent to solve these challenges have also been looked at. The chapter looked at the components of life skills training programs, starting with decision making skills, communication skills, coping mechanisms and finally self-management skills and their applicability in solving challenges.

Decision making skills is the possession of the ability to choose the best alternative out of the presented options. It is a skill that is learnt and key as a life skill for the child-headed household to cope better with their challenges. The skill has been

seen to apply and give positive results in adolescents in school and in training on reproductive health and risky behaviors.

Communication skills are important for a child-headed household to coexist well, solve conflicts and share roles/duties. Refusal skills, assertive skills interpersonal skills and negotiation skills as life skills have been applicable in studies related to prevention of drug and substance abuse in teenagers. The study sought to assess the impact of communication skills on the livelihood of orphan-headed households.

Studies have shown that orphans and vulnerable children (OVC) have devised their own coping mechanisms. However the situation of orphan-headed households puts these children on a more vulnerable position hence require support in terms of training on coping mechanism to complement their own coping strategies. With studies showing that teenagers with good coping strategies are more stable mentally and emotionally this study intended to examine whether the same is true with child-heads.

Self-management skills which comprise of self-esteem, self-awareness and self-confidence have a close relationship with decision making and goal setting. Studies have shown that teenagers who felt good about themselves are likely to make better choices in life. The study intended to examine what the impact of self-management skills to child-headed household is.

The contributing factor of support systems and networks has been reviewed as well. The child-headed households do not exist in isolation but interact with others such as teachers in school, church elders in places of worship, neighbours and the extended family in the community. The impact of this interaction on the livelihood of orphan-headed household cannot be whisked away.

In the chapter the theory in which the study was anchored has been discussed under the theoretical framework. A conceptual framework illustrating the relationship and interaction between the variables investigated in the research has also been provided in the chapter under conceptual framework.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entailed research methodology that will be used in the study. These include the research design, target population, the sample size and sampling procedure to be used. The research instruments employed in the study, measures to test reliability and validity of the study, the data collection procedure and data analysis techniques and finally the ethical consideration that were to be followed during the study had been detailed.

3.2 Research Design

The research was descriptive survey study with both qualitative and quantitative characteristics. A survey was appropriate for this study because; its findings could be generalized for the entire population in the study area and could be used to assess needs, evaluate demand and examine impact (Salant and Dillan, 1994, as cited by Glaslow, 2005). Survey can help enhance the understanding of the relationship of the variables in the study.

The study investigated to understand the behavior of the orphan-headed household after the life skills training (LST) so as to make deduction of whether an impact existed. It also gave an insight into any other conditions, and or problems that the orphan-headed households in Nyando were experiencing.

3.3 Target population

The target population was the child-heads of orphan-headed households in Kakola and Wawidhi Locations of Nyando Division, in Kisumu County. Additionally selected supervisor of orphan-headed households, teachers and church elders linked to interviewed orphans were targeted. The two locations which boarder each other, are 15 km away from the city area and covers 74 square kilometers. Kakola is made of three Sub-locations, namely; Kakola-Ahero, Kakola-Ombaka, and Tura. Wawidhi is made of Ayweyo, Nyakongo and Magina Sub-locations. The total population of the two locations is 40,857 having households population of 6,914 (KNBS 2009). The orphan-headed households data is limited not only in the Division but across the country.

The researcher intended to target households because the study population requires residents of Nyando Division who can be best found in households.

3.4. Sample size and sample selection

This section included the sample size and sampling technique that was used in the study.

3.4.1 Sample size

A sample size of 50 boys and girl aged 10- 17 years who are child-heads was sampled to take part in the study voluntarily. 10 supervisors of orphan-headed household, 5 teachers, and 5 church elders/pastors were voluntarily selected to take part in the study. That gave a total sample size of 70.

3.4.2 Sample selection

In this study purposive sampling was used in sample selection and snow balling. In snow balling the researcher with the guidance of the local leaders moved from one child-headed household to another. In some instances they were guided by the child-heads to reach other households not privy to the guides until the sample size was reached. A purposeful sampling was done to pick supervisors of orphan-headed households, teachers and church elders/pastors. A purposeful sampling was convenient here as Sakaran (2010) notes that it helps collect information from specific target group who can provide the desired information either because they are the ones who have it or conform to some criteria set by the researcher.

The study was able to cover two out of the six locations of the District and this was attributed to the limited resources (time and money). These locations are Wawidhi and Kakola and the reason for selecting the two, was due to their peri-urban nature. When choosing which location to start with, a coin was tossed tails for Wawidhi and heads for Kakola. On choosing which Sub-location to start from, the researcher used the raffle system. Numbers 1, 2, 3, were written on small pieces of paper then they were folded. Three volunteers each representing the three Sub-locations were asked to pick a piece of the folded paper. The volunteer who picked the piece of paper written number one automatically won the first place for the Sub-location represented, the same applied to second and third place. Similar procedure was repeated in the second location.

There is limited documentation on orphan-headed households in the country. Ayieko, (1998) carried a study in Kisumu and Siaya counties on child-headed households and he indicated that orphan-headed households comprise of about one percent of the total household population. Therefore using this percentage to compute, it was approximated that there are 69 orphan-headed household in both Kakola and Wawidhi Locations. On calculation of the sample size the formula below was used

$$n = \frac{(Z^2\ \sigma^2)}{e^2}$$

n= proper sampling size; Z=standard normal deviation; σ= population standard deviation; e= maximum allowable error

The study was to assume a confidence level 95% thus the Z= 1.96 e= 0.05 σ= 0.5

$$n = \frac{1.96^2 x 0.5^2}{0.05^2} = 384$$

Because the estimated total population was less than 10,000 the required sample size was to be smaller. To calculate the required sample size therefore the following formula was used

$$nf = \frac{n}{1+\frac{n}{N}}$$

Where nf = is the desired sample size

N= the estimated total population less than 10,000

n= estimated sample when the estimated total population (N) is greater than or equal to 10,000

$$nf = \frac{384}{1+\frac{384}{69}} = 59$$

On calculating the return rate, for face to face survey administered, according to Survey Monkey (2009) 80-85 percent rate of return is good. The sample size was arrived as shown in the calculation below

Rate of return = people contacted / responded

$$\frac{85x59}{100} = 50.15 = 50$$

On choosing the 10 orphan-headed household supervisors, 5 teachers from schools where child-heads go to, and church elders/5 pastors with whom the child-

heads worship to respond, recruitment was purposively done depending on availability and convenience of the respondent.

3.5 Research Instruments

The researcher used questionnaire, interviews schedule and an observation sheet to collect data from the field

A questionnaire is a research tool that is used to collect important information from and about the population. The study used questionnaires that were a combination of both structured and un-structured questions that was administered by a researcher on the heads of orphaned households and supervisors of orphan-headed households. By having both structured and semi-structured questions the researcher was able to collect both qualitative and quantitative data. The questionnaire was researcher administered because: it was assumed that some respondents may not be able to interpret the questions well owing to low education level; it would enable the researcher to probe or elaborate get more relevant and or detailed information where need be.

The questionnaire for child-head contained background information, challenges the orphan-headed households face, the concept life skills training and benefits of life skills training. The questionnaire sought to get background information of the respondent, the respondent understanding of the concept life skills training, and whether they had gone through the life skills training program. How they had benefited from the program of life skills training in terms of solving the challenges they faced. The questionnaire sought to understand whether there were other strategies they used to solve their challenges other than the life skills training program. Some questions on experiences, behavior and attitude can prove to be sensitive; the questions were structured meticulously to ensure the rights of respondents were not infringed. The supervisor of orphan-headed households' questionnaire contained background information, form of assistance offered to orphan-headed households, the concept life skills training and orphan-headed households and notable challenges the orphan-headed households faced.

Each questionnaire administered to child-head sought consent first from the child, this is because of the nature of their role as child-heads which portray them as 'mature children' and hence could give consent for the process. Overall consent had

been sought from the relevant authorities including the Children Department and the Local administration before the process. Consent was also sought from the supervisor of child-headed household before being involved in the process.

Interview is a data collection tool in which the researcher engages directly with the respondent through face to face communication or telephone. Structured interviews were used in this study to enable the researcher get in-depth information on the experiences of the orphan-headed households and the concept of life skills training. The interview questions was used by the researcher to collect information from the, teachers and church leaders. This way the researcher would acquire more qualitative data for the study.

There was one interview schedule that was to be used for two categories of people namely; teachers and church elders/pastors. This is because they were both asked to respond to the same kind of questions. The interview schedule for teachers and church elder/pastor sought to unearth the experiences of the orphaned households, how the institutions were involved in orphan-headed households, areas with notable changes in terms of attitude and behavior in orphan-headed household after life skills training.

Given the sensitive nature of some of the questions, the interview schedule was carefully structured to ensure high level of confidentiality. Consent was sought from all the respondents before involving them.

For the purposes of acquiring more data, an observational sheet was used to collect data that would otherwise be difficult to obtain by use of interview schedule and the questionnaire. Observation was made on the general appearance of the child-headed household, interaction of head-child and the other siblings, the children's general appearance, facial expressions and body language. The general arrangement of the house if accessible will also be observed.

3.5.1. Pilot testing

The data instrument was pilot tested in order to determine their validity and reliability. According to Mugenda (2008) a 10 per cent of the required sample size can be used to test reliability of instrument when using a test retest method. In this case a sample of 7 study participants from Kisumu was used to test the reliability of

the instrument. Kisumu was selected for the pilot testing because it is outside the study locality. The pilot testing exercise helped determine if: the language used was simple and free of ambiguity, the tools are too long hence causing respondents' boredom and if the objectives of the research will be met by using the tools. A test-retest technique was used in Pilot study on the 7 respondents. It involved administering the tool to the selected 7 participants. Questions that elicited fluctuation in response were corrected. After a period of two weeks the corrected questionnaires were administered to the same participants again while keeping all the initial conditions constant. The tool was found to be clear of ambiguity and was well understood by the respondents and so the researcher proceeded to main study, if not the exercise would have been repeated until the tools were free of ambiguity. An expert from the Children Department reviewed the exercise. The supervisor also reviewed to check if the tools were sufficient in answering the objectives and the research questions.

3.5.2 Validity of the instrument

To ensure that the results obtained in the analysis of data were able to represent the variables of the study accurately the researcher used simple clear non ambiguous language in the instruments. An expert from the Children Department was called upon to review the tools. The supervisor also reviewed the tools to see if they answered the objectives and research questions. After the exercise of data collection all the questionnaires and interview schedules were verified to check if all the questions were well answered to the end to ensure validity of the collected data.

3.5.3. Reliability of the instrument

Reliability of a measure according to Sakaran, (2010) is the extent to which the measure is without bias (error free) and hence ensures consistent measurements across time and across the various items in the instruments. The study employed test-retest technique to check consistency of the test results. Using the statistical packages for social science (SPSS®) software, the results of the test done first were correlated with those done in the second round. According to Mugenda (2008) generally a correlation coefficient of 0.80 implies a high degree of reliability of data.

3.6. Data collection procedure

The first step of data collection in this study was acquiring a letter of approval by the university to go to the field. The next step was to get a permit from the

Ministry of Science and Technology allowing the researcher to carry out the study. The researcher then arranged a series of meetings with the contact persons on the ground to plan on when and how to reach the study participants for data collection. The chiefs were notified on the intention to carry out a study in their area of jurisdiction. The interview schedules and questionnaires were then prepared. Then pretesting of data collection tools after which training was carried out for one research assistant who aided the researcher in collection of the data. The training done was on ethical issues in research how to conduct an interview and establishing rapport with the respondents. Then finally the exercise of data collection by the researcher and the assistant commenced.

3.7. Data Analysis Techniques

The data was edited, coded and entered using the SPSS data editor immediately after data collection process. The study used both qualitative and quantitative data analysis methods. The quantitative data was analyzed using the descriptive statistics with the help of the SPSS® software packages .The qualitative data was analyzed using the content analysis method which entailed grouping data with similar meanings and themes together. The information obtained by the observational sheet was be used to cross check and add on the information gathered by the questionnaire.

3.8 Ethical considerations

Ethical considerations are moral issues that the researcher must observe when carrying out a study; they can be termed as the code of conducts for carrying out a research. Ethical considerations are important in research as they ensure that the respondent is protected from any form of harm be it physical, psychological or emotional that may come as a result of the study. They ensure that the respondents are not striped off their self-worth and esteem among other things.

In this study the ethical considerations that were observed include voluntary participation. Explaining to the respondents how they would benefit from the research and asking them to feel a consent form. Restructuring carefully questions that would likely evoke emotions. Guarantee confidentiality by ensuring personal details like name that may associate the respondent to the tool were not used in identification.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presented analysis, interpretation and discussion of the findings in the following themes; decision making skills on livelihood among orphan-headed households, communication skills on livelihood among orphan-headed households; coping mechanism on livelihood among orphan-headed households and self-management skills and livelihood among orphan-headed households in Nyando Division .

4.2 Response return rate

A total of 120 research instruments were developed to aid in data collection within Nyando division (Kakola and Wawidhi locations) in Nyando district. These instruments were 50 researcher assisted questionnaire and 50 observational sheets which were both to be administered to the child-heads. There were 10 self-administered questionnaires for supervisor of orphan-headed households. 10 interview schedule for five teacher and five church pastors/church elder. According to Mugenda and Mugenda 60% response return rate is recommended for a study. This study recorded 100% return rate which was considered adequate for the study. The high response rate among the respondents can be attributed to support, cooperation and diligence from the local authority who ensured they gave us guides who took us to as many orphan-headed household as they could. It is also being attributed to support and cooperation from the respondents who took the liberty to direct us to more households that were not privy to the guides. The instruments were taken immediately and safely kept hence reducing chances of misplacement. Another strategy employed to ensure high return rate was that the researcher and the research assistant issued questionnaire and waited for respondents to fill after which they retrieved them immediately. Follow up by the researcher to find out the number of instruments issued how many had been filled at a particular time ensured the high return rate.

4.3 Background information of the respondents.

The section presents background information of the respondents involved in the study. The study sought to understand the background information of the respondents so as to establish if it has an effect on the income of the child-headed households. The background information includes the age of the respondents, the education level of the respondents, challenges of livelihood faced by the respondents, and the concept of life skills training.

4.3.1 Distribution by age of the respondents

The study found it important to look at the age of respondents with the intent to find out if age affected the household income. Table 4.1 gives distribution of age in frequency and percentage.

Table 4.1: Distribution of child-heads by age

Age	Freq	%
10 years	2	4
11 Years	5	10
12 Years	2	4
13 Years	8	16
14 Years	11	22
15 Years	7	14
16 Years	7	14
17 Years	8	16
Total	**50**	**100**

Findings in table 4.1 indicate that the youngest child-heads are 10years while the oldest are 17 year while the average age is 14 years. The youngest age, 10 year olds are 2 (4%) while the 17 year olds are 8 (16%) out of the 50 who participated in the study. Majority of the child-heads 33 (66%) are over 14 years of age this implies that this age group is likely to take up heavier jobs that earn more money thus increasing the household income. Those who are between 16 and 17 years old comprised of 30% of all the child-heads who took part in the study. This group is approaching adulthood and is more mature and so they are likely to look for and manage the household income better than the younger ones.

4.3.2 Education levels of the child-heads

The study further sought to find out the education level of the child-heads. This would inform the study whether there is a relationship between the education level of the child-head and household income. Table 4.2 shows the education levels of child-heads.

Table 4.2: Education levels of child-heads

Level of Education	Freq	%
Never had education	0	0
Primary	40	80
Secondary	10	20
Tertiary	0	0
Totals	**50**	**100**

The findings from table 4.2 indicate that out of the 50 respondents who took part in the study 40 (80%) have a primary level of education while 10 (20%) have a secondary education and none has post-secondary or tertiary education. Going by 8.4.4 school curriculum, vocational subjects like agriculture and business studies are taught in secondary schools. Therefore based on the results from the study, 10 (20%) of the child-heads with secondary education are better informed and have skills that can enable them grow and enhance the household income better as compared to the 40 (80%) who have primary level of education.

> *One child-head had this to say, I have put the skills I received in Business studies on entrepreneurship to build a poultry house and rabbit cage. My poultry are now laying eggs which we sell and some we consume in the household but the rabbits are yet to mature. Once they mature we shall look for market for them because I hear they pay so well and looking for these animals is not hard they do not require much food.*

However none of the children has tertiary education meaning that none of the children have undergone training to equip them with extra skills to help them increase the household income.

4.3.3 Challenges of livelihood faced by orphan-headed households

Under this section the study sought to understand the prevalent challenges faced by orphans in Nyando Division. This was necessary so as to inform the study whether these challenges are income related. In assessing this child-heads were asked to state the challenges in livelihood they faced as the heads of the households. The results have been tabulated in table 4.3.

Table 4.3: Challenges in livelihood faced by child-heads

Challenges	Response			
	Yes		No	
	Freq	%	Freq	%
Inadequate food in the household	50	100	0	0
Inadequate finances to cater for basic household expenses	50	100	0	0
Lack of school fees and school items	48	96	2	4
Inadequate medical attention	47	94	3	6
Un able to solve household conflicts	15	30	35	70
External aggression	24	48	26	52
Economic exploitation	32	64	18	36

Table 4.3 indicates that challenges of inadequate food was stated by all child-heads 50 (100%), insufficient finances to buy basic needs also was indicated by all child-heads 50 (100%), school items was stated by 48 (96%) and inadequate medical attention stated by 47 (96%). While conflict in households at 15 (30%) was the least stated by the child-heads as a challenge experienced. Based on these findings it is clear that the challenges related to income are the most faced by the child heads. Therefore there is need for a sustainable way of growing the household income in order to solve these challenges. Life skills training is one way of ensuring sustainability by impacting knowledge and skills to aid the child-heads in growing the household income.

4.3.4 The concept of life skills training program

The study sought to assess the child-heads understanding of concept of life skills training program. Determining if the child-heads had received training on life skills was important as it forms the basis of the study otherwise it would be difficult to measure its impact on their livelihoods. The study therefore assessed if child-heads had received training on life skills and the subject area in life skills trained.

4.3.4.1 Information on life skills

The study found it important to find out if the child-heads had been trained on life skills. To ascertain this child-heads were asked if they had information on life skills and from what source. Table 4.4 presents the responses of the child-heads on information on life skills and consequent source of the information.

Table 4.4: Source of information on life skills

Training body	**No. of child heads (%)**	
	Freq	**%**
School	43	86
Church	5	10
NGO	2	4
Government/children department	0	0
Totals trained	**50**	**100**

Analysis of the findings in table 4.4 indicates that 50 (100%) child-heads said they have been trained on life skills. A majority of child-heads 43 (86%) stated the training body to be the school. The church was stated by 5 (10%) of the child-head as the source of information they have on life skills. The NGO was stated by the least number 2 (4%) of child-head as their source of training on life skills. Teachers who were interviewed confirmed that they did teach life skills in schools. Some areas like creative thinking decision making and critical thinking were mentioned as taught in both CRE and life skills lessons. According to the interview done with the teachers the life skills lesson appears once a week in the school time table however it was taught once in two weeks as it alternated with the (physical education) PE lesson.

Further it was established that different topics in life skills are taught to different classes depending on their academic mastery level.

Based on these findings it was established that the child-heads in lower classes are less likely to benefit from the life skills training program compared to those in higher classes. Since school is the major source of life skills training then there is a possibility that those child-heads who do not attend school regularly miss out on the knowledge and skills on life skills. It is evident that life skills' training has not been given as much emphasis as other subjects as it is only taught once in two weeks.

4.3.4.2 Ssubject area trained in life skills

The study further sought to understand the subject areas trained in life skills. The intent was to establish if there was a link between the subject trained and the life skills required to aid in increasing the household income of the orphan-headed households. The results were analyzed and presented in table 4.5.

Table 4.5: Subject of training received in life skills training program

Subject areas trained on	Response	
	Yes	**No**
Critical thinking skills	30(60%)	20(40%)
Making choices	36(72%)	14(28%)
Creativity	32(64%)	18(36%)
Problem solving skills	31(62%)	19(38%)
Assertive skills	18(36%)	30(60%)
Social skills	36(72%)	14(28%)
Negotiation skills	32(64%)	18(36%)
Inter personal relationships	29(58%)	21(42%)
Coping with stressful situations	2 9(58%)	21(42%)
Coping with emotions	31 (62%)	19 (38%)
Setting goals	25(50%)	25(50%)
Self- esteem and self confidence	31(62%)	19(38%)

4.3.4.2.1 Training on making choices, problem solving, creative and critical thinking in life skills

Analysis of the findings in table 4.5 show that out of the 50 child-heads 36 (72%) indicated that they had been trained on making choices. 31 (62%) stated that they had received training on problem solving, 32 (64%) indicated they had been trained on creative skills while 30 (60%) stated they had been trained on critical thinking. Problem solving, critical thinking and creative thinking are all elements in decision making. Based on these results it is evident that more than half of the child-heads had information on decision making skills in life skills. This means they were capable of applying these skills in making good decisions concerning the household income.

4.3.4.2 .2 Training on social skills, team work, interpersonal skills, negotiation skills and assertive skills

The findings from the study shown in table 4.5 indicate that 41(86%) out of 50 respondents indicated that they had been trained on team work. A further 36 (72%) out of the 50 child-heads stated they had received training on social skills. More analysis show that 29 (58%) and 32 (64%) stated they were trained on interpersonal skills and negotiation skills respectively. However only 18 (36%) said they had been trained on assertive skills. Social skills, negotiation skills, interpersonal skills and assertive skills are part of communication skills. From these findings the study was able to establish that more than half of the child-heads have knowledge on communication skills. Knowledge in communication skills would help the child-heads in safeguarding or growing the household income.

4.3.4.2.3 Training on self-confidence, self-esteem and setting goals

Further analysis of findings in table 4.5 indicates that out of 50 child-heads 31 (62%) stated that they had been trained on self confidence and self-esteem while on another subject, setting goals half of the respondents 25 (50%) stated that they had been trained. Self-esteem, self-confidence and setting goals are part of the wider self-management skills. By the respondents indicating that they had been trained on these subjects shows that they have knowledge of self-management skills. Having skills in self-management will help the child-heads perform their leadership responsibilities better as household-heads and this include managing the household income.

4.3.4.2.4 training on coping with emotions and coping with stress mechanisms

The findings from table 4.5 above indicates that out of the 50 respondents 31 (62%) stated that they had been trained on how to cope with emotions. Similarly 29 (58%) indicated that they had been trained on how to cope with stressful situations. Coping with emotions and coping with stressful situations are part of the wider category of coping mechanisms. Going by these results over 50% of the child-heads indicated that they had received training on coping with emotions and stressful situations. Therefore the findings of this study show that over 50% of the child-heads have knowledge on coping skills. This means that the child-heads would be in a position to adjust better to stress and emotions that may affect the household income negatively.

4.4 Decision making skills on livelihood of orphan-headed household.

The study sought to determine the extent to which decision making skills as a component of life skills training program impacts on the livelihood of orphan-headed households. As heads of households, child-heads have the responsibility of making decisions on important matters like household income and this call for good decision making skills. In this section decision making skills of child-heads have been examined in three sub-themes namely child-heads' ability to solve problems of income, child-heads' ability to think critically and child-heads' ability to use creative skills in earning household income.

4.4.1 Child-heads' ability to solve problems of income.

The study sought to examine if the child-head applied problem solving skills in solving the challenges of livelihood related to income. Problem solving skills call for following a certain sequence of activities in an orderly manner so as to come up with a solution to a problem. It was important for the study to establish if the child-heads applied problem solving skills in making decisions on problems of household income. To assess this child-heads were asked to describe what steps they would take if a family property that is a source of household income was under threat. Table 4.6 presents data on how the child-head responded to the question on to steps to take if family property was under threat.

Table 4.6: Problem solving skills of child-heads

Problem	Solution	No. of child heads (%)
Family property Under threat	Report to household supervisor, then to chief and then to the land office	25 (50%)
	Report to chief then to lands office	12 (24%)
	Report to authority (land office/chief)	4 (8%)
	No response	9 (18%)
Total		**50 (100%)**

The findings in table 4.6 reveal that out of the 50 respondents the highest 25 (50%) indicated that they would first of all report the matter to their supervisor (uncle, aunt, grandparents) then to the chief and if the matter was not resolved then they will plan to visit the lands office. Another 12 (24%) stated they reporting the matter to the local chief and then to the lands office (chief). Further analysis show that 8 (4%) of the respondents stated that they would report directly to the lands office or to the chief only. However 9 (18%) did not respond for personal reasons. One child-head had this to say based on the response he gave.

> *"If someone came to take our land by force I would first tell my uncle who looks after us, if my uncle is not able to stop this person I will ask him that we go together to the chief. If I go to the chief before I talk to my uncle the chief will ask if we had tried to solve this matter at home. Then if the chief will not be able to stop this person we can look for money to visit the land search office to prove that the shamba is ours."*

From the findings it's evident that 37 (74%) of the child-heads followed a particular sequence in their intent to solve the problem of family property being under threat. This shows that these children have applied problem solving skills in making decision to safeguard their family property which contributes to their household income.

Further supervisors of the child-headed households were asked to rate the problem solving abilities of child-heads. Their responses are summarized in table 4.7

Table 4.7: supervisors' observation on problem solving abilities of the child-heads

Response	No. of child heads (%)
Very well	0 (0%)
Moderately well	4 (40%)
Well	4 (40%)
Poor	2(20%)
Very poor	0 (0%)
TOTAL	**10 (100%)**

Table 4.7 reveals that 4 (40%) of the 10 supervisors who took part in the study felt the child-head did moderately well in solving problems; another 4 (40%) said the child-head did well in solving problems while 2 (20%) felt that the child-head did poorly in solving problems. Based on these results from the supervisors' observation, majority 8 (80%) felt that child-heads had the ability to solve problems well. This study therefore is in agreement with another study by Kolanda (2010) on life skills and reproductive health education change behavior in students in Malawi where teachers acknowledged improved decision making and problem solving

4.4.2 Child-heads' ability to think critically

Critical thinking calls for making practical decisions based on good judgment. Critical thinking skills thus are necessary if the child-head is to make good decisions that are practical on income of the household. In assessing critical thinking skills child-heads were asked to describe how they prioritized expenditures in their households. Table 4.8 presents data on how the child-head made household expenditures.

Table 4.8: child-heads priority in making expenditures

Priority	Expenditure	No. of child heads	
		Freq	**%**
First priority	Purchase of food and basic household items	42	84
	No response	8	16
Totals		**50**	**100**
Second priority	Clothes	19	45
	Saving for emergency and school levies	15	36
	School items	8	19
Totals		**42**	**100**

Findings from table 4.8 indicate that 42 (84%) out of the 50 child-heads who took part in the study mentioned basic needs (food and household items) as priority. However 8 (16%) chose not to respond due to the question for personal reasons. Further 19 (38%) out of the 42 who responded said buying clothes was considered as priority number two, 15 (37%) mentioned saving for emergencies like sickness and school levies as their second priority. Purchasing school items was least considered with only 8 (16%) stating after basic needs. One child-head said

> *"When I come from working in the rice fields with my money I first of all buy maize flour, then I buy vegetables when the season is dry and we cannot pluck from the shamba, then I buy tea leaves, matchbox, and soap. Things like paraffin, omena and some cooking oil we buy sometimes when I make more money. The rest of the money I save for school or emergencies like sickness. We don't use sugar for our strong tea in the morning… sugar is a not a must one can live without".*

These findings show that the child-heads are practical in the decisions they take on spending the household income. Food is leading in the priority list for all the child-heads and even how the various child-heads have chosen their second priority is

also practical because none of the choices is a luxury. This clearly shows that the child-heads apply criticality in making decisions that affect the household income.

The study further asked supervisors to rate the ability of the child-head to prioritize household needs. This was essential for the study to confirm whether what child-heads said is what they practiced. The table 4.9 below presents data on the child-head ability to prioritize household needs.

Table 4.9: Supervisors' observation on child-heads ability to prioritize household needs

Response	**Supervisor**	
	Freq	**%**
Very well	1	10
Moderately well	2	20
Well	6	60
Poor	1	10
Very poor	0	0
TOTAL	**10**	**100**

The findings from table 4.9 indicates that 9 (90%) of the supervisors were of the opinion that the child-head prioritized household needs well as compared to 1 (10%) who felt the child-heads did poorly. This indicates that majority of the supervisors are confident with how the child-heads make decisions regarding to expenditure of the household income. Therefore this means that life skills training on decision making improve the ability of the child-head to make practical and good decisions on the income of their households. This findings therefore agree with those from a study by Gregory and Clemen (2000) on improving decision making skills in students in Oregon where teachers reported to have seen clear evidence of impact of decision making on students as they demonstrated improved abilities to organize and structure subject-based tasks and were able to delegate responsibilities in a group setting.

4.4.3 Child-head ability to use creative skills in sourcing for income

The study examined the creative ways that the child-heads employ in earning the household income. Using creativity to source the household income will impact positively on the livelihood of the orphan-headed household. To assess this child-heads were asked to describe how they ensured they earned the household income to meet the household needs. Table 4.10 indicates how orphan-headed household earn their household income.

Table 4.10: Orphan-headed household means of earning income

Means of earning income	**No of child heads**	
	Freq	**%**
Take well-paying and reliable jobs	25	50
Take more than one job per day	20	40
Depend on donation	1	2
No response	4	8
Total	**50**	**100**

Findings in table 4.10 show that 25 (50%) said they took on jobs that paid well with a more reliable pay. 20 (40%) said they took more than one job per day in order to raise more income for example one would work in someone's farm in the morning and sell firewood or vegetables in the evening. Only 1 (2%) said they depended on donations fully. One child-head had this to say.

> *"We don't like sitting and waiting to be helped, I prefer looking for my own money to support me and our children instead of envying what others have. I get this money by working very hard in the rice field. The rice field is reliable places to work you are sure to get your money when you finish working. At the rice field we are paid better than working in people's shamba."*

The above findings from child-heads were also supported by 6 (60%) of the supervisors when responding to the question on how the child-heads coped with challenges of insufficient income. The supervisors said that during weekends and

school holidays the child-heads would take more than one job per day. Examples of taking a job of digging in a shamba in the morning and in the afternoon pluck vegetables or look for firewood to sell in the nearby markets were mainly given. These findings are evidence on how the majority of the child-heads have displayed innovativeness in increasing the household income in order to meet most of their households needs. The innovativeness is a clear indication of the creative skills that the child-heads have used in making decisions on increasing the household income.

4.4.4 Life skills training and ease of making decisions

The study further sought to evaluate if the life skills training had helped ease the decision making on income of the households. The child-heads were asked if they found it easy to make decision related to income after training on life skills. Table 4.11 indicates how the child-heads responded to life skills training and ease of making decisions.

Table 4.11: Life skills training and ease of making decision

Has life skills training made decision making easy	**No. of child heads**	
	Freq	**%**
Yes	42	84
No	1	2
No response	7	14
Total	**50**	**100**

Analysis of the findings in table 4.11 reveals that 42 (84%) of child-heads said that they experienced ease with making decision related to income of the household due to life skills training. However one child-head was of the contrary opinion that life skills did not make his decision making easy. 7 (14%) did not respond due to personal reasons. All the 5 (100%) teachers interviewed shared the opinion that the children who had received training on decision making were better leaders in school and were more confident and the same could be attributed to training on decision making skills in life skills training program. Based on all the findings under the decision making theme there is precise evidence that life skills training on decision

making improves the child-head ability to make decisions that enhance the household income. The findings of this study agree with those from a study by Gregory and Clemen (2000) on improving students decision making in Oregon and Kolanda (2010) on Life skills and reproductive health education and behaviour change in students and teachers in Malawi that indicated teachers reported that training on decision making skills help improve decision making in students.

4.5 Communication skills on the livelihood of orphan-headed households

The study sought to assess how communication skills as a component of life skills training program impacts on the livelihoods of orphan-headed households. Communication skills in life skills training is key for the child-heads because it equips them with negotiation skills essential to help them claim for better pay hence increase household income, define boundaries, keep healthy relationships and have a voice of their own so as to avoid situations that can put them at risk hence jeopardize the household income. To assess communication skills the study looked at social skills, interpersonal relationship, negotiation skills and assertive skills as subject area of communication skills in life skills.

4.5.1 Social skills of a child-head

Social skills are those skills that the child-heads need to be able to relate well with others. They enable the child-heads develop and keep relationships as well as define boundaries. By having social skills child-heads will be able to create networks that are key when searching for work to earn an income. Social skills also help child-heads to know the dos and don’ts when dealing with opposite sex so as not to be sexually exploited. On seeking to find out how the child-head socialized some statements were put to them. The results have been tabulated in table 4.12

Table 4.12: Indicators of measuring social skills

Social skill	Agree		Disagree	
Good social skills	**Freq**	**%**	**Freq**	**%**
I like making new friends	45	90	5	10
I like meeting with my friends to chat	48	96	2	4
I have a lot of friends	33	66	17	34
My friends are both male and female	43	86	7	14
Poor social skills				
I talk to few people	12	24	38	76
I have few friends	6	12	44	88
I have no friends	0	0	50	100
I prefer my own company	1	2	49	98

Analysis of the findings in table 4.12 show that the respondents who agreed with statements I like making new friends 45 (90%), I like meeting with my friends to chat 48 (96%), I have a lot of friends 33 (66%), and my friends are both male and female 43 (86%) portrayed good social skills. Father analysis on the same factor indicated that the respondents who agreed with the statements I talk to few people12 (24%), I have few friends 6 (12%), I prefer my own company 1(2%) and I have no friends 0% portrayed poor social skills. From the study findings the child-heads related well with peers of opposite as they indicated to have both male and female friends. These results simply indicate that majority of the child–heads have good social skills. Interestingly none of the child-heads said they have no friends completely so this actually shows that they relate with others to some extent. Having good social skills for child-heads means that they are able to create and keep relationships. This implies that they are able to ask and get jobs hence enhance the household income. By having boundaries and knowing how to deal with the opposite gender implies that they will not be sexually exploited in the name of raising an income for the household.

4.5.2 The child-heads' interpersonal skills

Interpersonal relationship skills help people to relate in positive ways with those they interact with. By the child-heads relating with others in positive ways it will enhance their ability to work with others in accomplishing team activities involved in raising income. In this section the ability of the child-heads to team with extended family and friends were assessed. The child-heads were asked if there were income raising activities that they participated with the extended family and neighbours. Table 4.13 presents the results of child-heads ability to team with extended family and neighbours.

Table 4.13: Child-head ability to team up with extended family and neighbours

Teaming with ex-family and neighbours	**No. of child heads (%)**	
Response	**Freq**	**%**
Yes	48	96
No	2	4
Total	**50**	**100**
How do they like the teaming up		
Very enjoyable	15	31
Enjoyable	26	55
Neutral	2	4
Boring	3	6
Very boring	2	4
Total	**48**	**100**

The findings in table 4.13 reveal that there were income raising activities the child-head carried out with neighbours and extended family of which 48 (96%) of the respondents said yes and only 2 (4%) said they did not participate together with others in income raising activities. On being asked if they enjoyed these activities 26 (52%) indicated they enjoyed, 15 (30%) indicated they enjoyed very much, 2 (4%) said they were neutral while 3 (6%) and 2 (4%) indicated they found the activities to be boring and very boring respectively. These results indicate that majority of the child-heads 41 (82%) are good team players which is an attribute of good interpersonal relationship. This means that they can easily team up with others and accomplish a

task that can play a role in increasing the household income and consequently make a significant effect on livelihood of the household. The study findings agree with those from a study by Tobler, *et.al* (2000) on school based adolescent drug prevention program in USA which indicated that non-interactive lecture-oriented programs have minimal impact, whereas interactive programs like life skills training enhance development of interpersonal skills.

4.5.3 Assertiveness and child-heads

Assertive skills are the abilities that enable one to firmly speak out what is in their mind without necessarily being rude to others. Is the ability to say a "yes' that you mean or a 'no' that you mean. For child-heads having assertive skills enables them to have a voice of their own which will help them to refuse certain things that can put them at risk hence affecting the household income negatively. In assessing the assertive skills, child-heads were asked if they had information on listed issues related to reproductive health and how having the information assisted them.

4.5.3.1 Knowledge related to reproductive health

The study sought to assess if the child-heads had information on reproductive health related issues like abstinence, premarital sexual relationships, HIV/AIDS and early pregnancy. Table 4.14 presents results on information on subjects related to reproductive health.

Table 4.14: Information on subjects related to reproductive health

Do you have information on the following	**Yes**		**No**	
	Freq	**%**	**Freq**	**%**
HIV/AIDS	47	94	3	6
Pre-marital sexual relationship	44	88	6	12
Abstinence	44	88	6	12
Early pregnancy	42	84	8	16

Analysis from the findings in table 4.14 show that out of the 50 child-heads who took part in the study, 47 (94%) indicated they had information on HIVAIDS, 44(88%) stated they had information on premarital sexual relationships, another 44 (88%) said had knowledge on abstinence and 42 (84%) indicated they had

information on early pregnancy. This shows that majority of the child-heads had information on issues related to risky behaviours in reproductive health.

4.5.3.2 Benefit of knowledge on subjects related to reproductive health

On seeking to evaluate how having knowledge on HIVAIDS, abstinence, premarital sexual relationship and early pregnancy was beneficial to them, the child-heads responded in various ways. Table 4.15 tabulates benefits of knowledge on reproductive health related subjects

Table 4.15: Benefits of knowledge on reproductive health related subjects

Benefits of knowledge	**No. of child heads (%)**	
	Freq	**%**
I am able to avoid risky behaviour	23	46
I am able to make informed choices	16	32
I am able to practice abstinence	4	8
No benefits	1	2
No response	6	12
Total	**50**	**100**

Results from the findings in table 4.15 show that out of the 50 child-heads who took part in the study, 23 (46%) responded that they are able to avoid risky behaviour, 16 (32%) indicated that they were able to make informed choices, 4 (8%) indicated that they were able to practice abstinence. Only 1 (2%) said that having the knowledge meant nothing to him/her. From these findings it is clear that the child-heads understood that getting involved in risky behaviour increases the burden on the household income. For the child-heads to be able to practice abstinence, avoid risky behaviour and make informed choices require them to have the ability to firmly say no to situations that may compromise the choices they make. This implies that the child-heads are able to use assertive skills in life skills training to prevent them from risky situations that are likely to jeopardize the household income. These situations can also hinder the child-heads from sourcing for household income.

4.5.4 Negotiation skills in child-heads

Good negotiation skills in communication are important for the child-heads as they will enable them claim for a better pay and this will contribute towards increasing the household income. In evaluating the negotiation skills of the child-head the study sought to find out how they claimed for better pay for work done. In assessing this child-heads were asked if they claimed for a better pay for a service offered or work done, and if so they were asked to state how. Table 4.16 below presents results on ways of claiming for better pay by the child-heads

Table 4.16: Child-heads ways of claiming better pay

Response	**No. of child-heads**	
Claim for a better pay for service/work done	**Freq**	**%**
Yes	49	98
No	1	2
Total	**50**	**100**
How do you claim		
By using force	2	4
By begging	2	4
By ordering	2	4
through bargaining	43	88
Total	**49**	**100**

Analysis of the findings in table 4.16 revealed that 49 (98%) out of the 50 respondents indicated that they claimed for a better pay. The majority 43 (88%) of the respondents said they bargained to be paid well. This is besides 2(4%) who stated that they begged to be paid well, another 2 (4%) said the ordered and another 2 (4%) said they used force. Based on these findings a good number of the child-heads used the power of bargaining to ask for a good pay. Bargaining is an element in negotiation skills that involve give and take discussions. This therefore means that child-heads are able to apply negotiation skills in life skills training program to negotiate for good wages to enhance the household income. Child-heads can also apply the same skills in managing conflicts in the household that can hinder cooperation and team work necessary in growing the household income. The findings of this study are in line with those of Mkhize (2006) on social functioning of a child-headed household and role of

social work which revealed that negotiation skills in orphan-headed household are essential in managing conflict arising from use of power in place of discussion and negotiation.

4.6 Coping mechanisms on livelihood of orphan-headed households

The study sought to answer the research question, what is the impact of coping mechanism as a component of life skills training program on livelihood of orphan-headed households? Coping mechanisms are strategies that the orphaned children use to adjust to painful and stressful experiences. Emotional and stressful experiences have the capacity to affect the ability of child-heads to have a good state of mind to search for income. In order to determine how coping mechanism impact on livelihood of child-headed household two elements were examined: one, the child-heads capacity to cope with emotions and two, the child-heads capacity to cope with stress.

4.6.1 Child-heads' ability to cope with emotions

Loss of a parent for child-head is a very painful experience and it affects children both emotionally and psychologically. It has the ability to affect how the children acquire income for the household. This is because a child-head who is emotionally and psychologically in turmoil is not in the right frame of mind to work and earn an income. Hence the child-heads need coping mechanisms in order to adjust well so as to work and earn income for the household. The study found it important therefore to assess whether there were emotions that affected the child-head ability to provide for income. Further the study looked into the mechanisms that the child-heads use to cope with these emotions.

4.6.1.1 Child-heads and emotions

The study sought to assess the emotions child-heads experiences as a result of being orphaned and if these emotions have the ability to affect household income. To assess this, child-head were asked to state if the listed emotions affected their ability to look for work and earn income for the household. Table 4.17 presents results on the responses given by the child-heads.

Table 4.17: Child-heads and emotions

Emotion	Response				Ability to affect income negatively			
	Yes		No		Yes		No	
	Freq	%	Freq	%	Freq	%	Freq	%
Sadness	49	98	1	2	34	70	15	30
Anger	33	66	17	34	17	52	16	48
Depression	33	66	17	34	32	98	1	2
Anxiety	34	68	16	32	32	96	2	4
Hopelessness	29	58	21	52	26	90	3	10
Loss of appetite	29	58	21	52	17	60	12	40
Hate	11	22	39	78	4	40	7	60

The findings in table 4.17 show that most experienced emotions is sadness 49 (98%) and among those who experienced sadness 34 (70%) said it affected their ability to source for income. Anger and depression were felt by the same number of child-head 33 (66%) anxiety was also felt by most of the child-heads with 34 (68%) stating that they felt anxious as a result of being orphaned. Most child-heads who felt depression 32 (98%), anxiety 32 (96%) and hopelessness 26 (90%) indicated that these emotions affected their ability to provide income for the household. Hateful emotion was the least experienced emotion with only 11 (22%) stating to have hated someone and similarly least indicated as affecting the child-head ability to source for income by only 4 (40%). From the findings it's evident that over half the number of child-heads who took part in the study indicated that the emotions affected their ability to look for income. This implies that the emotions threaten the income of the household and so there is need for appropriate mechanisms for coping with emotions in order to counter this.

4.6.1.2 child-heads and coping with emotions

To assess how the child-head coped with emotions the study sought to find out if the child-head had their own mechanisms of coping and further if they had been trained on coping with emotions. This was fundamental as it would inform the study

if coping mechanisms in life skills helped the child-head to adjust well hence be able to grow household income. First the child-head were asked to state their own coping mechanisms that they used to adjust with emotions in order to be able to create income for the household. Table 4.18 show the child-heads own mechanisms for coping emotions and their effect on household income.

Table 4.18: child-heads own mechanisms for coping with emotions

Coping mechanism	**Ability to affect household income positively**	
	Freq	**%**
Blocking the emotions	40	80
Talking amongst siblings	3	6
Crying	2	4
No response	5	10
Total	**50**	**100**

The analysis of the findings in table 4.18 reveal that majority of the respondents 40 (80%) blocked their minds from experiencing the emotions. Another 3 (6%) stated they talked amongst themselves and encouraged each other to press on thus. Yet another 2 (4%) said they cried when they felt sad and this made them feel relieved, however 5 (10%) child-head did not respond due to personal reasons. These findings clearly show that orphan-headed households have their own ways of coping with emotions and these ways help them to press on and enhance their household income. Therefore this study agrees with a study done by Germann (2006) on quality of life and coping strategies of orphans living in child-headed household in Zimbabwe that indicated that children in child-headed household cope, survive and even thrive and so their capacity to be resilient should not be underestimated.

The study further sought to find out if there are ways that child-heads had been trained on to help them cope with emotions. The child-heads were asked if they had been trained on ways of coping with emotions and if it resulted in enhancing the household income. Table 4.19 presents result on trained ways that child-head use to cope with emotions.

Table 4.19: Trained ways of coping with emotions by child-heads

		Ability to affect household income		
Question	**Response**	**Benefit**	**Freq**	**%**
Have you been trained on coping with emotions	Yes	I am more calm	10	20
		I feel comforted	8	16
		I am more courageous	7	14
		I experience less pain	5	10
		I am more open	4	8
		I am in terms with the parents demise	1	2
	No	-	11	22
	No response	-	4	8
Totals			**50**	**100**

Findings in table 4.19 indicate that 35 (70%) child-heads admitted to have been trained on coping with emotions - these is the sum of all the child-heads who indicated that they had benefited from the training. 11 (22%) said they had not been trained and 4 (8%) did not respond due to personal reasons. The child-head who indicated that they benefitted from the training were in agreement that they were able to adjust better with the responsibility of providing income for the household. Those who never stated they had received training 15 (30%) were not in a position to state if they benefited and so could not be able to conclude if the training helps them to increase the household income. Based on these findings training on coping mechanisms has a positive impact household income.

Teachers interviewed said that helping the orphans to deal with emotions needed people with skills on psychological counselling which most teachers did not have. They also mentioned that those who had the expertise had a lot of lessons to cover that they did not have enough time to give attention to these children. Further they said the life skills lesson was only a single lesson of 40 minutes per week that alternated with P.E in some schools. One teacher had this to say.

"*You know my heart goes out to the suffering of these children. As a teacher I do the best I can but sometimes you feel that It's not enough. Some of us in fact have not been trained on how to handle children in grief and even the few trained have a heavy work load and so they are not able to help them adequately*. "

However some church leaders mentioned organizing special sessions to talk to orphans. One priest mentioned that

"*We have sessions with the orphans we support and even those we do not support who are willing to attend every once a month where we give them a chance to share experiences. We also teach them the process of death and its inevitable nature-we shall all die, this way we prepare them for their own death as well as help them come to closure with the parents' demise. This is part of a healing process*."

Based on findings from this section it is evident that emotions affect the child-head ability to provide income for the household, however the child-heads have their own mechanisms they use to counter these emotions and are able to work and earn an income for the household. The child-head also apply trained mechanisms which give them a right frame of mind to ensure they work to increase the household income. By being able to use both mechanisms to cope it implies that the two mechanisms complement each other to impact positively on the income of the household.

4.6.2 Child-heads' ability to cope with stress

Stressful situation have the capacity to affect the orphan-headed household ability to earn household income. The study sought to examine whether the child-head faced stressful situation that affected their ability to provide income for the household. The study further assessed the mechanisms the child-heads used to cope with the stressful situations.

4.6.2.1 Child-heads and stressful situations

The study sought to find out from the child-heads if they faced stressful situations and what was the effect on the household income. The child-heads were asked if they faced stressful situations and if the stressful situations affected their ability to provide the household income. Table 4.20 below presents the results on the responses given by child-heads

Table 4.20: The stressful situations and child-heads

Question	Response	Ability to affect income		
Do you face stressful situations	Yes		**Freq**	**%**
		Yes	35	70
		No	15	30
		Totals	**50**	**100**

The findings from table 4.20 show that all the 50 (100%) child-heads who took part in the study indicated they faced stressful situations. When asked if the stressful situations hindered their ability to source for income 35 (70%) said yes while 15 (30%) said no. From the findings more than half of the child-heads are in agreement that these stressful situations affect their ability to source for income. It is therefore fundamental to find out if there are mechanisms that these children use to cope with the stress.

4.6.2.2 child-heads and coping with stressful situations.

The study further sought to find out if child-heads had their own mechanisms or they had been trained to cope with stress. To assess this, first child-heads were asked if they had own mechanisms to cope with stress. Table 4.21 indicates the child-head own coping mechanisms.

Table 4.21: Child-head own mechanism of coping with stress

Coping mechanism	No. of child-heads	
	Freq	**%**
Spend time with friends	24	48
Relaxing and doing thing I enjoy	10	20
pray	10	20
ask for help from trusted people	3	6
no response	3	6
Totals	**50**	**100**

Out of the 50 respondents the findings in table 4.21 show that 24 (44%) respondents spent time with friends playing or chatting, 10 (20%) said they relaxed by listening to music, 20% (10) of the child-heads said they prayed to God for guidance, 3 (6%) said they persevered and finally 3 (6%) said they asked for help from trusted people Based on the findings it is clear the child-heads had certain activities which they believed when they carried out their level of stress went down. This implies that once the level of stress went down then they would think more clearly on ways of improving the household income.

Further the study sought to assess if the child-heads have been trained on coping mechanisms and if these mechanisms had benefited them in terms of enhancing the household income. Table 4.22 indicate the trained mechanism of coping with stressful situations by the child-heads

Table 4.22: trained mechanism of coping with stressful situations by the child-heads

Response	**No. of child-heads**	
Trained to cope with emotions	**Freq**	**%**
Yes	35	70
No	11	22
No response	4	8
Total	**50**	**100**
Benefits of Trained coping mechanism		
Decreased stress	12	34
restored hope	8	23
concentrate on finding solutions	7	20
worry less	4	11
become more open	4	11
Total	**35**	**100**

Findings in table 4.22 show that out of the 50 respondents 35 (70%) said they have been trained on coping with stress while 12 (24%) said they had not been trained and 3 (6%) did not respond. On further analysis the study reveals that 12 (34%) stated by exercising and playing they felt less stressed, 8 (23%) said they have restored hope because of prayer, 7 (20%) said they concentrate on finding solutions 4 (11%) said they worry less of things they cannot solve and 4 (11%). When asked which coping mechanism helped them cope better 36 (72%) said that they used both the mechanisms 1 (2%) indicated own while 7 (14%) indicated trained mechanism while 6 (12%) did not respond. This is a clear indication that child-heads apply the trained mechanisms in coping with stressful situations. This means that once they are able to cope with the stress then it becomes easy to engage in activities that aid in growing the household income. From the study findings most child-heads have used both trained and own mechanism of coping with stress to help them cope better with emotions and stressful situations. This is a clear indication that trained mechanism of coping should not replace the individual child's healthy coping mechanism but instead should accompany them in order to strengthen the child coping mechanism. These findings agree with a study by Germann (2006) on quality of life and coping strategies of orphans living in child-headed household in Zimbabwe that indicated the trained coping mechanism should complement the individual child's healthy coping strategies.

4.7 Self-management skills and livelihood of orphan-headed households

In this section the study sought to answer the research question, how does self-management skills as a component of life skills training program impacts on the livelihoods of orphan-headed households in Nyando Division. Self-management skills are essential for all leaders and child-heads are leaders in their own capacity. Their roles include provision of food in the household, provide medical care for sibling in case of sickness, ensure siblings acquire education and all these are tied towards sourcing and managing family income. In evaluating self-management skills of child-heads the study looked at the following sub-themes, self-awareness and self-confidence and self-esteem.

4.7.1 Self-awareness skills of a child-head

To determine the self-awareness skills in a child-head an observation was carried using an observational sheet with a checklist of area to be scored. The areas

observed were the general appearance of the child-head's compound, whether it was well manicured and the arrangement. The house organization entailed observing how well the house is smeared, swept, surfaces dusted and arrangement of household belongings. The scores ranged from most tidy, tidy, less tidy, extremely untidy. Table 4.23 show scores for self-management skills.

Table 4.23: Scores for self-awareness skills

	Score in frequency (%)			
Area of observation	**Most tidy**	**Tidy**	**Less tidy**	**Extremely untidy**
General appearance of the compound	0 (0%)	17 (34%)	25(50%)	8(16%)
Organization of the house	0 (0%)	21 (42%)	17 (34%)	12 (24%)

Findings from table 4.23 show that most compounds were either 25 (50%) less tidy and 8 (16%) extremely untidy. In the organization of the house more than half the houses were 17 (34%) and 12 (24%) were less tidy and extremely untidy respectively. Some compounds were extremely untidy with old clothes and fire wood scattered all over, untrimmed grass others were bushy and disserted. The houses which were extremely untidy had beddings utensils clothes mixed up and scattered in the room and very dusty furniture. The houses were also not swept or smeared and were poorly aerated with some having unpleasant smell. Teachers interviewed reported that most of these orphaned children came to school not well groomed. One teacher said.

> "*The orphans, especially those who live by themselves have a challenge with being clean. Some come to school on a Monday morning looking horrible, with dirty uniform not well cleaned themselves and sometimes you do not know what to do to them. You cannot send them back home because you never know if the reason why they are poorly groomed is due to lack of soap. So we sometimes give them soap ask them to go to the school tap and clean themselves. Actually their untidiness sometimes puts off even their fellow students.*"

The finding show that most child-heads self-awareness skills are below average. Good self-awareness skills help us to plan and organize not only in our physical environment but also organizing our thoughts. Lack or inadequacy in these skills means the child-head may fail to manage the household income appropriately. These would also mean that they may not be able to plan and accomplish tasks that contribute to generation of household income. This would perhaps explain why most child-heads fail to attend school consistently as they do not plan and organize their activities to fit with the school schedule. When one is well organized and clean it not only boasts their self-esteem but also makes them feel confident.

4.7.2 Self-confidence and self-esteem of child-heads

On investigating the self-confidence and self-esteem of the child-heads some questions were posed to them whose response were used to determine their level of confidence and self-esteem. The child-head were asked state frequency of listed feelings which display either low or high self-esteem or self-confidence. Table 4.24 indicates how the child-head scored on self-esteem and self-confidence.

Table 4.24: Indicators of measuring self-esteem and self-confidence

Statement	All the time		Often		Rarely		Not at all	
	Freq	%	Freq	%	Freq	%	Freq	%
Sorry for yourself	20	40	24	48	4	8	2	4
Helpless of your situation	9	18	26	52	11	22	4	8
Like the features you have	31	62	5	10	12	24	2	4
Highly hopeful and optimistic	36	72	9	18	4	8	1	2
believe in your abilities	41	82	7	14	0	0	0	0

The findings in the table 4.24 indicate that 20 (40%) child-heads admitted to feeling sorry for themselves all the time and another 24 (48%) admitted to feeling sorry for themselves often this is in contrast with 4 (8%) who said they rarely felt sorry for themselves. Further findings show that 26 (52%) felt helpless of their situations often while 11 (22%) felt the contrary. These are characteristics of low self-esteem and self-confidence. Contrary 31 (62%) child-heads said they liked the

features they have all the time against 12 (24%) who said they rarely liked their features. 41 (82%) said they believe in their abilities. These on the other hand are attributes of a good self-esteem and self-confidence. These findings mean that the self-esteem and self-confidence of these children is on the borderline because at one instant they have a low self-perception like feeling sorry and helpless of themselves and on the other they believe in their abilities and like the features they have which are ingredients of good self-confidence and self-esteem.

Teachers interviewed admitted to have observed low self-esteem and self-confidence in most child-heads but upon allocating them leadership responsibilities the self-esteem and self-confidence improved. Similarly 6 (60%) supervisors who took part in the study said that in some instances the child-head was exploited financially because of lack of confidence to face the oppressor. The forms of exploitation mentioned by supervisors included low wages for work done and delaying with the child-heads dues or paying in bits which was not able to assist child-heads well.

To further assess the importance of self confidence in livelihood of orphan-headed households, the child-heads was asked to state the household challenges they were able to or would solve better when confident. The results have been tabulated in the table 4.25

Table 4.25: Challenges child-heads can handle better when confident

Challenges I would solve better when confident	Yes		No	
	Freq	%	Freq	%
inadequate food	44	88	6	12
insufficient medical attention	41	82	8	16
loss of property	37	74	13	26
economic exploitation	42	84	8	16
solve conflicts	33	66	17	34
inadequate income for basic needs	38	76	12	24
school fees issues	39	78	11	22
inadequate finances	39	78	11	22

The findings in table 4.25 indicate that 84% (42) of the child-heads felt they could tackle the challenge of economic exploitation better. Among other challenges the child-heads felt they could tackle better include 88% (44) inadequate food, 82% (41) stated inadequate medical attention. The findings therefore indicate that child-heads with good self-confidence are likely to solve better challenges of economic exploitation. These findings therefore show that life skill training on self-esteem and self-confidence has an impact on the household income. The findings indicate further that allocating child-heads leadership position help boast their self-esteem and self-confidence. These findings agree with a study by Yadav and Iqbal (2009) that suggested that leadership positions help to foster feeling of self-esteem and self-worth.

4.8 support system and networks

The study further sought to establish whether the orphan-headed households received any support from other sources to assist in countering the challenges they face. To establish this, child-head were asked if the listed people supported them and in what ways. Table 4.26 below show the type and source of the support extended to the orphan-headed households.

Table 4.26: Support extended to orphans orphan-headed households

Type of support	**Source of support in frequency (%)**							
	Uncle	**Aunt**	**Elder sibling**	**Church**	**neighbor**	**NGO**	**school**	**govt**
Food	11(22%)	11(22%)	9(18%)	10(20%)	8(16%)	2(4%)	2(4%)	3(6%)
Training	2(4%)	0(0%)	0(0%)	1(2%)	0(0%)	2(4%)	49(98%)	1(2%)
Cash	11(22%)	11(22%)	8(16%)	1(2%)	5(10%)	2(2%)	0(0%)	11(22%)
Clothing	10(20%)	11(22%)	8(16%)	1(2%)	3(6%)	1(2%)	0(0%)	2(4%)
Advice	10(20%)	9(18%)	8(16%)	10(20%)	4(8%)	3(6%)	49(98%)	1(2%)
Visit	14(28%)	11(22%)	9(18%)	6(12%)	3(6%)	2(4%)	0(0%)	1(2%)

These findings in table 4.26 reveal that challenge of food by the orphans has been supported by most of the sources. The extended family was leading in provision of food with 11 (22%) respondents stating to have been given food support by uncle and aunt. Training was mainly done by the school, 49 (98%) out of 50 child-head stated the school as the source of training. Cash support was indicated mainly to have been received from the family members. The government was indicated by 11 (22%) of the child-head as having supported them in form of cash. This perhaps is through the cash transfer system. Support in terms of clothing was mainly done by the extended family with neighbours being stated by 3 (6%) respondents as having donated clothes to them. Counselling was mainly done by school again with 49 (98%) stating to have received advice from the school. The church was stated by 11 (22%) of child-heads as having given them advice. Support in form of visiting the orphan-headed household was mainly received from the extended family members 34 (68%) and the church 6 (12%) as indicated by the child-heads. From the findings most support came from the family that is the extended and elder siblings. However the support from the community was not indicated as much and this may be owed to the scarcity in resources. The NGO though its impact was not in masses it was felt across all the area mentioned by the child-heads.

Teachers interviewed said that besides life skills the child-heads and their households needed other forms of support. One teacher had this to say

> "*Life skills alone will not help in ending the problems these children face, they need to be visited, supported emotionally, and they need parent figure in their lives. I see in my school for example how good and appreciated they feel when I call one of them just to talk. Sometimes when I visit them at home I see how their faces shine with joy. I have also realized that those children who have a care taker living in the same compound or close by feel safe and more at peace than those whose care takers live in towns and come to visit once in a while.".*

Supervisors who lived close by the orphan-headed households reported that the child-head felt more secure when supervisors provided them with a house in their

homestead than when the children live in the parents homestead by themselves. The child-heads need someone they can lean on when they are feeling low. They portray themselves as super individuals in front of their siblings but the bottom line is they are children and like all children they yearn for attention, care and reassurance from adults.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter discussed the summary of the findings from the study. The conclusion of the study based on the findings and recommendations as a result of gaps identified by the study.

5.2 Summary of the findings

The study findings have been presented in four themes based on the objectives of the study as discussed below.

Findings from demographic show that the youngest child-head is 10 years old while the oldest is 17 years old. Majority of child-heads 33 (66%) are 14 years and above. The mean age of the child-heads is 14. Educational level for most child-heads is primary 40 (80%), secondary is only 10 (20%). All the child-heads involved in the study said they knew what life skills are and admitted to have received training on life skills. The source of the training was majorly school followed by church.

Objective one of the study sought to determine the impact of life skills on livelihood among orphan-headed households. The findings of the study showed that the children had received training in making choices, problem solving and creative thinking. This was observed from how they responded to specific questions on the same. Creativity was observed when the child-heads stated the various ways which they use to earn a living. These include taking up more than one job per day, choosing jobs with better and are reliable pay. Problem solving was observed when the children responded to how they solved issues regarding to threat of losing their property where they said first step was to report to the local administration. Critical thinking skills were observed when majority of child-heads described how they made their expenditures- they start with basic needs food, household items then move to clothes, save for emergencies and some pay school fees. Most 42 (84%) of the child-heads said that skills in life skills training made making decisions on income easy. Teachers interviewed confirmed that the child-heads were better in making decision after training and were more confident in delegating responsibilities at home.

In objective two, the study sought to assess the impact of communication skills in life skills on livelihood of orphan-headed households. The study indicated that the child-heads have good social skills and their relationship with the opposite sex was good. This may be attributed to life skills training on social skills as 36 (72%) child-heads said they had received training on social skills. The interpersonal skills of the child-heads were examined and the findings show that they had a good relationship with their extended family and neighbours. They were good team players as the findings show that they enjoyed carrying out various common activities with extended family and neighbours. The child-heads according to the study findings had excellent 42 (84%) information on reproductive health related issues and the measures to take to avoid risky behaviours. The findings indicated that 49 (98%) of child-heads are able to claim better pay for service of goods sold. Upon being asked how the majority stated that they bargain their way to getting a good pay

In objective three, the study sought to find out the impact of coping mechanisms on livelihood among orphan-headed households. The findings indicated that 100% of child-heads experience emotions. It was determined that emotional experiences affect the child-head ability to provide income for the household. It was also established that children have their own coping mechanism which were found to be blocking emotional thoughts, siblings talking and sharing experiences among themselves, some said crying was therapeutic as it made them feel relieved. The study also showed that 35 (70%) of child-heads have been trained on coping mechanism. These trained mechanisms have assisted the child-head to be calmer, courageous, have less heartache, more open to talk about their problems and are learning to let go of their parent's demise. However teachers said they faced challenges in training the children as time allocated to life skills was insufficient, most lacked expertise in the area and those who have were overloaded with lessons. The findings further established that 50 (100%) of child-heads experienced stress. Internal mechanisms of coping with stress according to the findings were relaxing-doing activities enjoyed most, spending time with friends, asking for help, praying and perseverance. According to the findings trained ways of coping assisted the child-heads to concentrate on finding solutions playing/exercising relieved stress, prayers restored hope and some said they were no longer dwellings on things that were beyond ones reach. The study established that complementary ways of coping with

stress – using both trained and own mechanism of coping with stress helped the child-heads in coping better hence be in a position to contribute to growing household income.

In determining how self-management skills impacted on livelihood of orphan-headed households. The findings indicated that self-awareness of the child-heads was below average. Keeping themselves clean, their surrounding organizing and proper arrangement of the households was rarely observed. The self-confidence and self-esteem of the child-heads was at borderline. This is even after the study showing that 31 (62%) of child-heads confirmed to have received training on self-confidence and self-esteem. Supervisors of child-headed households said that lack of self-confidence contribute to economic exploitation on the child-heads. The child-heads indicated that if they had good self-confidence they can be able to solve the challenge of economic exploitation. However the teachers stated to have seen improvement on self-esteem and self-confidence in child-heads appointed to positions of responsibility.

5.3 Conclusion

Based on the findings of the study the following conclusions have been derived. Life skills training on decision making has a positive impact on livelihood among the orphan-headed household. This has been supported by the confirmation of the child-head that it does ease taking decisions. The way the child-head have applied skills on creative thinking, problem solving and critical thinking to describe how they would take decision on solving household challenges relating to income also show the impact. The study also concludes that the child-head level of seeking advice should be average to avoid the extremes which are overly dependent child who cannot take decision on anything and extremely independent child who will behave as a 'super child' which is a malfunction behaviour

The study concludes that communication skills as a component of life skills has a positive impact on livelihood of orphan-headed households. Social skills as an element in communication skills plays a role in enabling a child-head develop healthy relationship with peers of opposite sex as well as define boundaries and develop mutual respect. Interpersonal relationships make a child build and keep relationship as well as work in a team. Negotiation skills assist the child-head solve conflict claim pay commensurate to work done. Assertive skills help the child-head to firmly

without being rude say yes or no to particular issues. All these elements of communication skills have a direct or indirect impact on the livelihood of the orphan-headed household

There is a positive impact of coping skills on livelihood of orphan-headed households. A significant number of child-heads admitted that the emotions and stressful situations affect their ability to provided income for the households. The study concludes that individual child's healthy coping mechanisms should be complemented with trained coping mechanism for successful results to be achieved. However there is need to determine which are the healthy and which are the unhealthy individual child's coping mechanisms

The study concludes that self-management skills impacts positively on livelihood of orphan-headed households. A child with poor self-awareness skills will have challenges in cleaning tidying and arranging things in their immediate environment. Since it is said that our physical organization is a reflection of our state of mind then such a child will have problems in organizing their thoughts in order to carry out certain activities. Good self-confidence and self-esteem will enable a child-head to ask for a pay that is worth the effort put to achieve the task given. The study further concludes that appointing a child-head to position of responsibility assist in boasting the self-esteem of the child.

The study also concludes that life skills alone cannot improve the wellbeing of the orphan-headed households. There exist support systems and networks like the extended family who give the orphan-headed household a sense of belonging. There exist peers who share similar experiences that help the child to build resilience in coping with challenges

5.4 Recommendation

Life skills training carried out in school in Nyando Division is inadequate. The training entails engaging the child in all manner of ways and to ensure that the child participates fully more time is required. The ministry of education should look into ways of ensuring that enough time is allocated to the subject.

From the findings some teachers stated that there is inadequate expertise in coping mechanism in life skills training. Teachers should be taken through a life

skills in-service course in order to gain the expertise in pertinent areas in life skills training.

The government in partnership with other stakeholders to look into ways of creating sustainability in orphan related issues. One way is to invest in an elaborate life skills training program where individuals in the community such as opinion leaders, women groups some youth groups and churches can be trained to assist the orphaned children in coping with challenges of income.

From the findings, children in higher classes benefited more from life skills than those in lower classes. Since most vulnerable children including child-heads experience problems with attending school they are likely to lag several classes behind peers of the same age. The government should look into ways the life skills training program can be done in sessions with groups of certain age brackets instead of level of academic mastery.

5.5 Contribution to the body of knowledge

The study findings contribute to the body of knowledge as discussed in table 5.1 below

Table 27: Contribution to body of knowledge

Objective	Contribution to the body of knowledge
To determine the extent to which decision making skills as a component of life skills training program impacts on livelihoods of orphan-headed household in Nyando Division	The study established that training on problem solving, creative skills, and critical thinking skills in life skills have an impact on livelihood of orphan-headed households. This is in line with a study by Kolanda (2010) on life skills and reproductive health education change behavior in students in Malawi where teachers acknowledged improved decision making and problem solving.
To assess how communication skills as a component of life skills training program impacts on the livelihood of orphan-headed households in Nyando Division	The study found out that child-heads had good negotiation skills to solve conflict; good interpersonal relationships that enable them to share responsibilities and get the siblings to listen and pay attention to them. This agrees with a study by Mkhize (2000) on social functioning of a child-headed household and role of social work that indicated that communication is important in fostering new rules and a sense of cohesion exists among the orphaned household when effective communication is trained.
To determine how coping mechanism as a component of life skills training program impacts on the livelihood of orphan-headed household in Nyando Division.	The study findings show that majority of child-heads used both their own coping mechanism and the trained mechanism to cope with emotions and stress related to income. This findings agree with a study by Germann (2009) on quality of life and coping strategies of orphans living in child-headed household in Zimbabwe that indicated trained coping mechanism should complement the individual child's healthy coping strategies
To investigate the extent to which self-management skills as a component of life skills training program impact on livelihoods of orphan-headed households.	The study findings indicate that children with good self-confidence are likely to solve better challenges of economic exploitation. The findings indicate further that allocating child-heads leadership position help boast their self-esteem and self-confidence. These findings agree with a study by Yadav and Iqbal (2009) on impact of life skill training on self-esteem, adjustment and empathy among adolescents in India that revealed indicators of a healthy self-esteem and self-confidence include problem solving, decision making and ability to act on ones best judgment. The study further suggested that leadership positions help to foster feeling of self-esteem and self-worth

5.6 Suggestions for further research

The study recommends that future studies to explore at length the coping mechanisms of children in child-headed households to determine which are the individual child's healthy coping mechanism and which are inappropriate and how best to marry the trained mechanism to individual child own coping mechanisms.

From the study 31 (62%) of the children indicated that they had received training on self-esteem and self-confidence yet the impact felt in terms of improved self-esteem self-confidence is minimal. The input does not give rise to expected outcome and thus there is need to explore other factors that can lead to improved self-management skills

From the study findings the child-head who had an adult to talk to and consult fared better than those who did not. There is need therefore to study the role of supervisors and their impact in child-headed households.

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APPENDICIES

Appendix I: Informed Consent

Dear Respondent,

My name is Arasa Jane Moraa. I am a student at University of Nairobi, Department of Extra-mural studies pursuing a masters of Arts in Project Planning and Management. I am conducting a study to determine the impact of life skills training on livelihood among orphan-headed households in Nyando Division. I would like to invite you to take part in the study

If you agree to take part in this study I will ask you questions about life skills and livelihood of orphan-headed households. Participation is totally voluntary; whatever information you share shall be strictly confidential and will not be disclosed to unauthorized persons. Your name will not be used to identify you at any stage of this study. You will not be victimized if you choose not to participate in the study.

The purpose of the study is to investigate the extent to which life skills program impacts on the livelihood of orphan-headed households. The study will help the community to understand the plight of the orphan-headed households so that they can support them better. It will inform the stakeholders in the life skill program if there are gaps to be filled so as to serve the orphan-headed households better. It will help the government to plan better in order to improve on service delivery to the orphan-headed households.

The study is a Social Science Research no pain will be inflicted on you. There may be certain sensitive questions. However, the questions have been structured carefully to make you least uncomfortable. If you would like to withdraw from the study feel free to do so. The process is likely to take ……..

Before I begin, do you have any questions you would like answered?

Thank you.

Consent has been explained to me and I agree to take part in this study. I understand that I am free to choose for myself to take part and that saying No will have no consequences	If you agree circle YES
	YES

Signature…….
Date…….

(If you are unable to write indicate consent by putting **(x)** on the signature.

Appendix II: Questionnaire for child-head.

IMPACT OF LIFE SKILLS TRAINING PROGRAM ON ORPHAN-HEADED HOUSEHOLD IN NYANDO DISTRICT

CHILD-HEAD QUESTIONNAIRE: FORM 01

BOY/GIRL AGED BETWEEN 10-17 YEARS WHO IS A CHILD-HEAD

SECTION 0: IDENTIFICATION

0/1 LOCATION CODE: LOCATION NAME:

0/2 SUB-LOCATION CODE: SUB-LOCATION NAME:

0/3 HOUSEHOLD NUMBER:

0/4 RESPODENT'S ID:

SECTION 1: BACKGROUND INFORMATION OF PARTICIPANT

First I will ask you questions about yourself

1 Sex : Male ☐ Female ☐

2 When were you born:

D	D	M	M	Y	Y

3 What is the highest level of education you have attained (until now)?

{Record only highest}

Never had formal education ☐
Standard /class (primary) ☐
Form /class (secondary) ☐
Post secondary ☐

4 How do you earn your household income?

……

5 Do you have siblings? {**Please tick inside one box only}**

Yes ☐ No ☐

If Yes answer questions 6 and 7

6 How many are between:

1 -5 years	☐	6 – 10 years	☐
11 – 15 years	☐	More than 15	☐

7 How many are under your care?

1 -5 years	☐	6-10years	☐
11 – 15 years	☐	More than 15	☐

SECTION 2: CONCEPT OF ORPHAN-HEADED HOUSEHOLD AND LIFE SKILLS TRAINING

In responding to the following question put a tick alongside the option(s) you prefer

8 What are the challenges in livelihood you face as the head of this household?

- Inadequate food in the household ☐
- Inadequate medical attention for sick siblings ☐
- Lose of household property to extended family ☐
- Economic exploitation ☐
- Unable to solve conflicts among household members ☐
- External aggression ☐
- Failure to attend school due to school fees ☐
- Inadequate finances to cater for basic household expenses ☐
- Other (specify)……. ☐

9 How do you solve these challenges?

……

……

……

10 Do you receive any form of support from other people?

Yes ☐ No ☐

If Yes answer question 11 and if No skip to question 12

11 Who are these people and how do they support you?

{circle source and specify type of support provided}

Uncle – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

Aunt – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

Elder Sibling – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

Church – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

Neighbour – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

NGO – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

School – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

Government – ☐ Food ☐ Training ☐ Cash ☐ Clothing ☐ Counselling/advice

☐ Visit ☐ Other

(specify)_____

12 Do you know what life skills are?

Yes ☐ No ☐

13 Have you ever received training on life skills?

Yes ☐ No ☐

14 If yes, who trained you **{circle your preferred choice(s)}**

1. NGOs/ CBOs

2. Church

3. School

4. The Government/ Department children office

5. Other (specify)…….

15 What were you trained on?

In responding to the question circle the option(s) you prefer

1. Making choices 2. Goal setting 3 Social skills

4. Inter-personal relationships 5.Peer pressure 6. Coping skills

7. Creativity 8. Listening skills 9. Team work

10.Negotiation skills 11.Assertive skills 12. Problem solving skills

13. Self-esteem and Self-confidence

14. other (specify ……

SECTION 3: DECISION MAKING SKILLS IN LIFE SKILLS TRAINING

16 How has life skills training helped you to make decisions on

a) steps to take when you and your siblings property is under threat

.....

b) prioritizing the household needs

……

c) steps to take in case of a sick sibling

……

d) ways of earning your household income

……

e) the kind of expenditure to make in the household

……

17 what are the creative ways you use to ensure:

a) you and your siblings eat a balanced diet

……

b) you and your siblings fulfill most pressing needs within a limited budget.

……

18 Do you seek for advice from people outside your household when making decisions.

Yes ☐ No ☐

If Yes answer question 19 and if No skip to question 20

19 How often do you seek for advice? **{circle the most preferred response}**

1=quite often; 2=fairly often; 3= often; 4=less often; 5= very less often

1 2 3 4 5

20 In your own opinion, has the training in life skills helped ease your decision making on your household income?

Yes ☐ No ☐

SECTION 4: COMMUNICATION SKILLS IN LIFE SKILLS TRAINING

21 Tick (√) against the statement(s) you agree with

- I like making new friends ☐
- I like going to church/school/market so that I can meet and chat with my friends ☐
- Generally I talk to few people ☐
- I prefer my own company ☐
- I have a lot of friends ☐
- I have few friends ☐
- I have no friends ☐
- My friends are both male and female ☐

22 Do you have any information on the following

{**Indicate Y to mean yes and N to mean no in the box provided}**

1. HIV/AIDS ☐
2. Pre-marital sexual relationships ☐
3. Abstinence ☐
4. Early pregnancy ☐

23 What was the source of information? **{Mark the preferred choice}**

1= NGOs/CBOs; 2= Church; 3= School; 4= Peers; 5= Others

1. HIV/AIDS 1 2 3 4 5
2. Pre-marital sexual relationships 1 2 3 4 5
3. Abstinence 1 2 3 4 5
4. Early pregnancy 1 2 3 4 5

24 How is having the knowledge beneficial to you?

.....

25 what is the nature of relationship between you and your peers of opposite sex? **{circle the preferred response}**

A. Very good B. Good C. Do not relate with them D. Poor
E . Extreme Poor

26. what is the nature of relationship between you and the extended family and neighbours? **{circle the preferred response}**

A. Very good B. good C. Do not relate with them D. Poor
E . Extreme Poor

27 Are there some common activities for raising income that you carry out with the extended family and or neighbours

Yes ☐ No ☐

28 If yes, what are these activities **(circle the preferred option(s)**

- Farm activities; planting, ploughing, harvesting, weeding
- Get-together parties
- Marking celebrations
- Fishing
- Other (specify)……..……

29 In your view, how do you find doing the activities stated above? **{ circle the preferred option}**

1. Very enjoyable 2. Enjoyable 3. Neutral 4. Boring 5. Very boring

30 Do you claim for better pay for service/goods sold?

Yes ☐ No ☐

31 If yes how **{circle the appropriate response.]**

- by using force
- through begging
- by ordering
- by bargaining

32 Are you able to team up with siblings to solve problems

Yes ☐ No ☐

33 If yes, how much do you involve them?

1. A lot more 2. A lot 3. Average 4,Less 5.Minimal

34 Do you get into conflict with neighbors and or extended family

Yes ☐ No ☐

35 How do you handle these conflicts? **{Circle the preferred option}**

1. Gang against the neighbor with your siblings to defend yourselves
2. By coming together discussing the cause and resolving the issues
3. Get into fist fights
4. Avoiding the neighbors all together
5. Psychological blackmail
6. asking for forgiveness from the neighbor

36 In your own opinion has the life skills training assisted you to exist better in your environment

Yes ☐ No ☐

SECTION 5: COPING MECHANISMS

37 Do you and your sibling experience any emotions as a result of being orphaned?

Yes ☐ No ☐

38 If yes, what are these emotions? **(Tick (√) preferred choice(s)**

☐ Sadness	☐ Anger	☐ Depression
☐ Hopelessness	☐ Anxiety	☐ Loss appetite
☐ Hate	☐ Others (specify) ……	

39 Do these emotions affect your ability to provide income for your household

Yes ☐ No ☐

40 How do you and your siblings cope with these emotions?

……

……

41 Are there ways that you have been trained on, that help to cope with emotions?

Yes ☐ No ☐

If Yes, answer question 42

42 Who trained you **{circle the preferred choice)**

1= NGOs/CBOs; 2= Church; 3= School; 4= Others

1 2 3 4

43 How have these ways helped you to cope with emotions?

……

……

44 Do you face stressful situations as a head of this household?

Yes ☐ NO ☐

45 If yes, what are these stressful situations? **(circle the preferred choice(s)**

- lack food in the household
- failure to attend school due to school fees and school items
- aggression from the neighbours / extended family
- theft of household belongs
- lack of money to get medical attention for sickness of siblings
- inadequate income to attend to all the household needs
- other (specify)……

46 Do these emotions affect your ability to provide seek for income for your household?

Yes ☐ No ☐

47 If yes, how do you and your siblings cope with these stressful situations?

……

……

48 Are their ways that you have been trained on, that help you to cope with stressful situations?

Yes ☐ No ☐

If (Yes) answer questions 49 and 50; if (No) skip to 51

49 Who trained you **{circle the preferred choice)**

1= NGOs/CBOs; 2= Church; 3= School; 4= Others

1 2 3 4

50 How have they helped you to cope with stressful situations?

……

……

51 In your view, between your <u>own</u> mechanisms of coping and the <u>trained</u> mechanism of coping which one help you cope better

Own ☐ Trained ☐ they are complementary ☐

SECTION 6: SELF-MANAGEMENT SKILLS

52 How often do you feel; **{circle the preferred response}**

1) All the time 2) often 3) rarely 4)Not at all

I.	Sorry for yourself	1	2	3	4
II.	Helpless of your situation	1	2	3	4
III.	Like the features you have	1	2	3	4
IV.	Believe in your abilities	1	2	3	4

53 What are the household challenges that you are able to tackle better when you

i) Are confident of your abilities

- Inadequate food in the household ☐
- Inadequate medical attention for sickness in the household ☐
- Lose of household property to extended family ☐
- Economic exploitation ☐
- Unable to solve conflicts among household members ☐
- Inadequate income to fulfill the needs of the household ☐
- Failure to attend school due to school fees and school items ☐
- Inadequate finances to cater for basic household expenses ☐
- Other (specify)…… ☐

ii) set goals and plane your activities

- Inadequate food in the household ☐
- Inadequate medical attention for sickness in the household ☐
- Lose of household property to extended family ☐
- Economic exploitation ☐
- Unable to solve conflicts among household members ☐
- Inadequate income to fulfill the needs of the household ☐
- Failure to attend school due to school fees and school items ☐
- Inadequate finances to cater for basic household expenses ☐
- Other (specify)…… ☐

Appendix III: Questionnaire of supervisor of Orphan-headed household

IMPACT OF LIFE SKILLS TRAINING PROGRAM ON ORPHAN-HEADED HOUSEHOLD IN NYANDO DISTRICT

SUPERVISORS OF ORPHAN-HEADED HOUSEHOLDS QUESTIONNAIRE: FORM 02

MEN AND WOMEN AGED 18 AND ABOVE WHO SUPERVISE ORPHAN-HEADED HOUSEHOLDS.

SECTION 0: IDENTIFICATION

0/1 LOCATION CODE: LOCATION NAME:

0/2 SUB-LOCATION CODE: SUB-LOCATION NAME:

RESPODENT'S INITIALS:

SECTION 1: BACKGROUND INFORMATION OF PARTICIPANT

First I will ask you questions about yourself

1 Sex : Male ☐ Female ☐

2 When were you born:

D	D	M	M	Y	Y

3 What is the highest level of education you have attained (until now)?

{Record only highest}

Never had formal education ☐

Standard /class (primary) ☐

Form /class (secondary) ☐

Post secondary ☐

4 What do you do for a living?

☐ Formal employment ☐ small-scale business ☐ fishing

☐ farming ☐ others specify……..…...

5 What is your marital status

Married ☐ Single ☐ Widowed ☐ Divorced ☐

6 a) What is your relationship with the orphan-headed household?

☐ Uncle ☐ Aunt ☐ Grandmother

☐ Cousin ☐ Sibling ☐ Other……

7 For how long have you been the supervisor of this orphan-headed household? **(tick the preferred option)**

less than 1 year ☐

1 year ☐

2 years ☐

3 years ☐

4 years ☐

5 years and a above ☐

8 What is the number of orphans in the household?

……

9 How many are between? (e.g. 2-10)

less than 1 ☐ 1-5 ☐ 6-10 ☐ 10-15 ☐ 15 and above ☐

10 what form of support do you extend to the orphan-headed household? **(circle the preferred option)**

1. donate food items
2. facilitate medical attention
3. provide shelter
4. assist them with farming
5. ensure security
6. donate school items
7. give guidance and advise

SECTION 2: CONCEPT OF ORPHAN-HEADED HOUSEHOLD AND LIFE SKILLS TRAINING

11 what are the challenges that this child-headed household face?

- Inadequate food in the household ☐
- Inadequate medical attention for sickness in the household ☐
- Lose of household property to extended family ☐
- Economic exploitation ☐
- Unable to solve conflicts among household members ☐
- Inadequate income to fulfill the needs of the household ☐
- Failure to attend school due to school fees and school items ☐
- Inadequate finances to cater for basic household expenses ☐
- Other (specify)…… ☐

12 how in your observation do they cope with these challenges?

……

……

13 have these children undergone any training to equip them with skills to solve these challenges?

Yes ☐ No ☐

14 If yes, what type of skill were they trained on?

1. Making choices 2. Goal setting 3 Social skills

4. Inter-personal relationships 5.Peer pressure 6.Coping skills

7.Creativity 8. Listening skills 9. Team work

10.Negotiation skills 11.Assertive skills

12. Problem solving skills 13 Self-esteem and Self-confidence

14. Other (specify)……

15 Who was the source of these skills training? put a tick (√) against your preferred choice

NGO/CBO ☐

Church organization ☐

The Government/Children Office ☐

Others…… ☐

SECTION 3: IMPACT OF LIFE SKILL TRAINING PROGRAM ON LIVELIHOODS AMONG HEADS OF ORPHANED HOUSEHOLD.

16 Following the skills transfer, how well is the head of the orphaned household able to:

1. very well 2. Moderately well 3. Well 4. Not well 5. Not well at all

Grow the household income	1 2 3 4 5
Solve problems in their household	1 2 3 4 5
Prioritize their household needs	1 2 3 4 5
Attend school more consistently	1 2 3 4 5

Provide good nutrition to household 1 2 3 4 5

Make good decision on his/her security and that of the siblings 1 2 3 4 5

17 Is the child-head able to solve conflict with and among siblings better?

Yes ☐ NO ☐ Can't tell ☐

18 Is the child-head able to share responsibilities with siblings better?

Yes ☐ NO ☐ Can't tell ☐

19 Do the sibling listen and pay attention to the child-head better ?

Yes ☐ NO ☐ Can't tell ☐

20 How can you describe the child-head? (Circle the preferred response)

A - Very social

B – Moderate social

C – Social

D- Not social

E – Anti- social

21 What is the relationship of the child-head with **{circle the preferred choice}**

a) his sibling 1 2 3 4 5

b) Peers 1 2 3 4 5

c) Extended family 1 2 3 4 5

1= very good; 2= good; 3=neutral; 4= bad; 5=very bad

22 Does the child-head like participating in team activities?

Yes ☐ No ☐

23 How does this child-headed household cope with the loss of their parents?

……

……...……

24 How does the child-headed household cope with :

a) inadequate food

……

b) insufficient income

……

c) External aggression

.....

d) missing out on school because of lack of fees and reading materials

……

e) inadequate health-care

……

f) Economic exploitation

……

25 In your view, the orphan-headed household copes better by use of **(circle the preferred response)**

- Own coping mechanism
- trained mechanisms of coping
- both own and trained mechanism
- Other (specify)……

26 How do the school, church, extended family and neighbors support the OHH in the coping with the challenges of income stated below?

School……

Church……

Extended family……

Neighbours……

Appendix IV: Interview Schedule

Section one

Location:	Location code:
Sub-location:	Sub-location code:
Gender	Age bracket
Occupation	Religion

Section two

1. What is your general understanding of orphan-headed households?
2. For how long have you worked with the orphan-headed households?
3. In your view, what would you say are their most pressing needs?
4. How does your institution assist the orphan-headed households?
5. Does your institution try to reach out to the rest of the community to seek for assistance for the orphan-headed households
6. What are the challenges the institution face in its effort to assist the orphans
7. Apart from your institution who are the others who support the orphan-headed households?
8. How do they support the orphan-headed households?
9. Do you know if there are life skills training carried out to assist the orphan-headed households?
10. Are there notable changes as a result of these life skills training?
11. What are the main sources of income for orphan-headed households, in your opinion?

Appendix V: Observational sheet

Section one

Location: Location code:

Sub-location: Sub-location code:

Household code

Gender of child-head

Section two

Observe..,	**Score**			
	Very neat	neat	untidy	Extremely untidy
Appearance of the compound				
Walls of the house				
Floor of the house				
Organization of the house.				

Appendix VI: Permit