



**PSYCHOSOCIAL SUPPORT FOR LEARNERS IN CHILD AND YOUTH HEADED
HOUSEHOLDS IN THE CONTEXT OF PARENTAL LABOUR MIGRATION:
EXPLORING STAKEHOLDER BASED SUPPORT IN ZIMBABWE AND SOUTH
AFRICA**

by

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Dedication


I would like to dedicate this doctoral thesis to my late parents Claudious and Chipso Jaure who taught me the culture of hard work.

Declaration

I Ricanos Jaure declare that the thesis entitled: **Psychosocial support for learners in child and youth headed households in the context of parental labour migration: exploring stakeholder based support in Zimbabwe and South Africa**, is my own original work which have not been previously submitted to any university for a degree and I have correctly acknowledged all sources used by means of complete references.

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Abstract

Due to globalisation, economic and political factors there is a growing number of learners in parent-child separation configurations in Zimbabwean and South African schools. This statistic is mainly driven by parental labour migration, which is a survival strategy in the face of prevailing socio-economic conditions in the two countries. The outcome is of fluid family arrangements and a unique form of parent-child separation that invariably affect the well-being and educational proficiency of such learners. In that regard, this study endeavours to explore a psychosocial support framework to enhance coping as well as provide protection, support and empowerment for left-behind learners in child and youth headed households (CYHH). The goal is to develop a conducive milieu to ensure that labour migration becomes a sustainable strategy for both the migrating parents and the children left behind in CYHH. This is measured by improved well-being and sustainable learning for the learners left-behind learners. To achieve that end, the study used an eclectic approach in developing a conceptual framework. Reference was made to the ecological theory, the Asset-based approach and aspects from positive psychology to underpin the conceptual framework.

This study is qualitative and adopted a phenomenological case study design so that subjective experiences of the learners left in CYHH inform the proposed support framework. Two secondary schools, one in the Midlands province of Zimbabwe and the other in the Free State province of South Africa were purposively selected for the study. Fourteen left-behind learners in CYHH arrangements, six education and six community personnel informed the study through narrative interviews, focus group discussions, observations, open ended questionnaires and information sharing sessions. The above mentioned participants constitute the stakeholders that informed the study. Collected data was transcribed verbatim and thematically analysed using codes and categories.

Findings from the study provide valuable lens for teachers, education and community stakeholders to better understand the psychosocial barriers associated with left-behind learners in CYHH. Left-behind learners are said not to possess the requisite social, behavioural and emotional competencies to compete favourably within the education system of both Zimbabwe and South Africa. The study recommends support, protection

and empowerment for learners in CYHH through the utilisation of their ecological resources and inherent assets to facilitate constructive and sustainable learning in schools. The study concluded that support built through the utilisation of the learners' innate assets and ecological resources is superior and more sustainable in terms of improving coping strategies, learning experiences and the well-being of learners in CYHH following parental labour migration. The social milieu was revealed as a moderator of resilience which is an important resource in improving the well-being of left-behind learners.

KEY WORDS: Psychosocial, child headed household, left-behind learners, migration, support framework, management

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CHAPTER 1

GENERAL ORIENTATION OF THE STUDY

1.1 Introduction

In the past decades, Zimbabwe and South Africa have experienced an upsurge in unaccompanied parental labour migration to various internal and external destinations. These migrations have caused the separation of parents from their children and, by extension, contributing to the deterioration of family structure (Kufakurinani, Pasura and McGregor 2014:122; Seepamore 2016:571; Hall and Sambu 2017:101; Statistics South Africa 2019: viii; Muchanyarei 2020:58). Traditionally, in Zimbabwe and South Africa, when parents migrate for labour, they made prior arrangements for the care of the children left behind. The grandparents traditionally provided surrogate care, or one of the spouses would remain to care for the children. However, due to the breakdown of the extended family, feminization of the migration process and the changes in the family structure, some children, mostly those considered old enough, are now being left behind to care for other children leading to child and youth headed households (CYHH) (Van Rensburg, Human and Moleki 2013:57; Fellmeth, Clarke, Zhao & Buser 2018:2568; Lam & Yeoh 2019:3085). CYHHs are increasingly becoming a characteristic family structure in South African societies and those of other parts of Africa (Pillay 2016:42).

Parental labour migration is partly responsible for the fragmentation and disruption of families, resulting in adult only and children only families (Hall and Sambu 2017:100; Njwambe, Cocks & Vetter 2019:413). The family is also redefined as there is prolonged separation of family members and geographical proximity ceases to be the defining feature of a family (Seepamore 2016:571; Hall & Sambu 2017:101). The population distribution in South Africa and Zimbabwe also reflects this divide as there are more children than adults in rural provinces while there is a huge population of adults in metropolitan provinces (Hall and Sambu 2017:100; ZIMSTAT 2018:54; Statistics South Africa 2019:8). This implies that there are growing numbers of adult only families in urban areas and children only families in rural communities of Zimbabwe and South Africa. This separation of parents from their children and the ensuing fluid family structure have a

bearing on the psychosocial and educational outcomes of the children left behind in the family home (Meng & Yamauchi 2015:1; Cebotari & Mazzucato 2016:853; Fellmeth *et al.* 2018:2567).

Parental labour migration is also an issue that has received widespread coverage in several countries such as South East Asia, Rumania, China, Philippines, India, Peru and in Vietnam (Cortes 2011; Graham and Jordan 2011; Nguyen 2016; Mengtong and Ling 2016; Lam and Yeoh 2019; Botezat and Pfeilffer 2019). In Africa, studies were also conducted in countries such as Ethiopia, Nigeria, Angola and Ghana (Cebotari and Mazzucato 2016, Nguyen 2016). These studies attest that, the welfare of children left behind as well as their social and emotional wellbeing are affected.

This study assumes that youth or children left behind in CYHH in the context of parental labour migration might not bring to school requisite social and emotional competences to do well in a school set up. Consequently, parental absence through migration becomes inhibitive by denying learners access to better life opportunities, enhanced education levels and development of their full potential (UNICEF 2020:1). In view of that, it also becomes imperative for this study, not only to explore the way in which the learners are affected but also, to come up with a psychosocial support framework to restore the impaired capacities of learners to protect and develop their human potential. This study opines that psychosocial support is best obtained through the utilisation of inherent assets, environmental assets and full participation of learners in CYHH and their education and community stakeholders. This study proffers innovative local attempts to deal with challenges by utilising inherent strengths. The same approach in which those in Economics value labour migration as part of their development agenda is also applicable in education (Samet 2013:225). In this regard, parental labour migration is not only seen as a loss but also have positive gains. Through an exploration and optimisation of its gains, learners left behind can have improved learning experiences and well-being.

1.2 Background to the study

South Africa and Zimbabwe are considered fertile ground to assess parental labour migration and how it affects children because Zimbabwe and South Africa, together with

most of the developing countries, have witnessed and continue to experience an upsurge in levels of labour migration with parents leaving their children behind (Stapleton 2015:2; Kufakurinani *et al.* 2015:122; Hall & Posel 2019:221). Although labour migration is not a new phenomenon in Zimbabwe and South Africa (Stapleton 2015:2), it has drastically increased in magnitude and has changed form in the last decade. The migration of parents continues to be seen as a temporary measure and has a largely circular pattern, but it is its impact on children left behind that appears to have changed (Samet 2013:225; Stapleton 2015:2). The work places continue to be treated as places of work and not homes. Furthermore, although men are the main players in the migratory process, over the last decade, women have increasingly become involved in the process, which has resulted in more children being left behind, in some cases, in CYHH (Hall 2017:16; Apatinga, Kyeremeh and Arku 2020:1).

This study is carried out against the background of the number of children living with biological parents having decreased from 4.0 million to 3.6 million in the period from 2004 to 2016 in South Africa (Statistics South Africa 2018:26). Hall and Sambu (2017:101) also confirm that many children in South Africa do not live consistently with their biological parents, a factor that may contribute to vulnerability and behaviour challenges among the children. Similarly, in Zimbabwe, concern has been raised over the socio-emotional and behavioural challenges associated with those children who live in the absence of their parents, owing to labour migration (Kufakurinani *et al.* 2014:116; Fillipa, Cronje and Ferns 2014:78). Furthermore, an estimated 3 million Zimbabweans have migrated due to the economic meltdown experienced around the year 2000 (Tevera and Crush 2010:8). This implies that parental migration and the wellbeing of left-behind learners, is an issue of concern in both Zimbabwe and South Africa.

Parental labour migration is considered an important variable for this study, considering that a significant number of the children who live in the absence of their parents, do so on account of labour migration (Statistics South Africa 2013:4; ZIMSTAT 2018:25 Statistics South Africa 2019:8). In the case of South Africa, it is noted that, of the total number of children in CYHH, only 14.1% were double orphans, at least by 2012 (Statistics South Africa 2013:4). The report (Statistics South Africa 2013:4) goes on to say that, up to 57.8 % of the 58000 children who are in CYHH in South Africa had both parents alive. Hall and

Sambu (2017:100) also concurred that most children without co-resident parents have at least one parent living elsewhere. In the case of Zimbabwe, according to the 2017 household survey, migrant households are said to constitute 19 % of all households (ZIMSTAT 2018:52). In this regard, among a multiplicity of factors, parental labour migration contributes significantly to the disruption of household structures. Consequently, it leads to the creation of CYHH in both Zimbabwe and South Africa.

Zimbabwe and South Africa are considered appropriate cases for this study because according to an international study of child care and co-residence, the two countries featured in the bottom ten countries with the lowest rates of parental co-residence (Martins cited by Hall 2017:4). Statistics provided indicate that South Africa, out of the 77 countries studied, had the lowest rate of parental co-residence with 35% and most of her neighbours, inclusive of Zimbabwe, were in the bottom ten (Marteletto, Cavanagh, Prickett & Clark 2016:20; Martins cited in Hall 2017:4). The current study has an interest in exploring how children, who live in the absence of their parents', cope in terms of psychosocial functioning and educational outcomes for the purpose of intervening with a stakeholder driven psychosocial support framework.

Statistics provided in the 2017 Annual Education statistics Profile (MoPSE 2019:30) indicate that 321 138 learners in Zimbabwe, at secondary school level, are either orphans or have some other vulnerability. This constitutes 29.86% of the total secondary school learners. Similarly, in South Africa the disruption of households' structures contributes significantly to the number of vulnerable children (Statistics South Africa 2013: ii). This proportion of vulnerable children is considered significant in this study, warranting the need to explore some of the factors and circumstances that may be contributing to the vulnerability of learners. It is in this regard that the current study explores parental labour migration as a contributing factor to learners' vulnerability. In other words, parental labour migration is considered a factor that nurtures vulnerability among children especially when left in CYHH.

The above assessment implies that parental labour migration may be contributing significantly to the total estimate of children in child and youth headed households in South Africa and Zimbabwe. It may not be clear if the estimated totals of 150 000 and

100 000 children (UNICEF 2011; UNICEF 2018) in child headed households in South Africa and Zimbabwe, respectively, include children left behind in the context of parental labour migration. However, what is affirmed is that parental labour migration has a massive and lasting effect on the African household structure (Hall 2017:4). By implication, parental migration contributes to the fragmentation of families and fluidity of the household. It could also be contributing significantly to the total number of children in CYHH in South Africa and Zimbabwe. Such children in CYHH are perceived to be affected in terms of their psychosocial functioning which makes it imperative to explore support systems to improve their living and learning experiences. Psychosocial support is significant considering that the anticipated gains from parental labour migration are not forthcoming (Ndlovu and Tigere 2018:1).

Although labour migration is a phenomenon attested in both Zimbabwe and South Africa, there are differences in terms of magnitude, nature and effects of the migration process. Studies carried out in South Africa indicate that transnational migration is largely by professionals. This migration is described in literature as 'brain drain' (Gwaradzimba & Shumba 2010:209; Kaplan & Höppli 2017:1). In South Africa as well, labour migration is largely internal, from rural to urban (Stapleton 2015:2; Marteleto *et al.* 2016:20). This migration is said to take roots from apartheid with a circular pattern which is back and forth from rural areas (Stapleton 2015:2). According to Hall (2017:1) migration of parents and the disruption of families is one of the legacies of South Africa's apartheid and colonial history.

In Zimbabwe migration studies are all encompassing as they include both professionals and semi-skilled migrants (Zanamwe and Devillard 2010; Kufakurinani, Pasura and McGregor 2014; Muchanyarei 2020:58). Migration in Zimbabwe is also internal and external. External migration is largely to South Africa (Tevera and Crush 2010:3; Munyoka 2020:34). Estimates indicate that up to 3 million Zimbabweans have moved out of the country from the year 2008 (Tevera and Crush 2010:3; Welborn, Cilliers & Kwasi 2019:37). However, be it internal or external migration children are invariably affected and this study explores how those children who are left behind heading households are impacted. This is done for the purpose of exploring a participant's informed support framework to enhance their living and learning experiences.

Consequently, in both Zimbabwe and South Africa, the dispersal of children and migrant parents across multiple households is a common childhood experience (Bannett, Hosegood, Newel and McGrath, 2015:321). Parental labour migration resulting in children being left behind just like other contexts in which children are separated from their parents, impact on the development of the children. However, according to Hall (2017:10) the children are largely ignored in the migration discourse, a gap that this study intends to close not only by articulating how the children are affected, but by also exploring the ways in which education and community stakeholders can help mitigate the effects when the children are left in CYHH. This is done in consideration of the understanding that such children just like other children in CYHH would be emotionally immature to deal and cope with the new roles (Van Rensburg *et al.* 2013:57). This inability to cope with the new roles would be reflected by their behaviour patterns, psychological functioning and educational outcomes.

In that regard, it is considered important for this study to investigate, explore and analyse situations, such as parental labour migration, that nurture socio-emotional and behavioural challenges in learners, in and out of the school. The identification of the psychosocial stressors in turn facilitates a proactive approach in dealing with challenges affecting education and welfare of children in Zimbabwe and South Africa. This study, sought to make a contribution to improving the well-being of the learners and bring about good quality education for all learners through a stakeholder driven psychosocial support framework that utilises assets within the affected learners and social capital drawn from their environment in Zimbabwe and South Africa rural secondary schools.

1.2.1 Rationale of the study

The rationale of this study is to explore a psychosocial framework to enhance coping, support, protection and empowerment of left-behind learners in CYHH following parental migration. In Zimbabwe and South Africa, there is a rise in the numbers of children in CYHH in the context of parental labour migration (Statistics South Africa 2013:8; Kufakurinani *et al.* 2014; Hall and Sambu 2017:101; Njwumbe, Corks & Vetter 2019:414). Unaccompanied labour migration is said to be on the rise in rural South Africa (Bennet *et*

al. 2014:2; Njwambe *et al.* 2019:413). Such learners in CYHH configurations are perceived to lack requisite social and emotional competencies for constructive learning. This scenario becomes a barrier in terms of educational attainment and well-being of such learners as there is an established synergy between learning and positive emotion (Seligman *et al.* 2009:293).

This study sought to address three main gaps with regards to existing studies that discuss CYHH and parental labour migration. Firstly, the study compliments existing studies on CYHH but, specifically, gives voice to those children in CYHH in the context of parental labour migration. Secondly, this study augments studies on how parental labour migration affects the psychosocial functioning of learners left behind by giving comparative insights of Zimbabwean and South African secondary schools. This exploration of challenges according to UNICEF (2020:1) helps inform better policy interventions for the children to strive. Third, it is an attempt to step in with a stakeholder driven psychosocial support framework for learners in CYHH in the context of parental labour migration as they are perceived to lack support, protection and are not empowered in their new roles as heads of households. Thus, children left behind in CYHH lack the requisite social and emotional competencies for improved well-being and improved educational outcomes.

While acknowledging extensive research to date on learners left behind in CYHH as orphans due to HIV and AIDS scourge, (Chinyoka & Ganga 2013; Van Rensburg *et al.* 2013; Agere & Tanga 2017) the same cannot be said of learners left behind in CYHH in the context of parental labour migration. This category of CYHH comparatively has a less visible mark in literature in both South Africa and Zimbabwe. This category of CYHH becomes of interest considering that in South Africa for example 57.8 % of the children who live in CYHH had both parents alive (Statistics South Africa 2013:8; Hall & Sambu 2017:101). This implies that besides death and incarceration of parents there are other factors such as parental labour migration that account for the rise in CYHH in the 21st century.

The learners in CYHH in the context of parental labour migration would nominally have parents but the parents would perform their parenting duties from afar. Parenting is said to be reconstituted and reimagined (Yoon 2015:20). The arrangement is also seen as

largely temporary which may explain less scholarly interest in exploring how parental labour migration affects left-behind children. However, this arrangement is perceived to invariably affect the children who are also learners in terms of psychosocial functioning and in turn educational outcomes. The situation of children left behind becomes even more acute when they are adolescents, as this stage is associated with experimentation and risky behaviours (Meda and Makura, 2016:72). The perceived psychosocial challenges in turn may make such learners fail to reach their fullest potential despite some positive attributes that may be tapped from parental labour migration (UNICEF 2020:1).

This study also acknowledges the existence of both qualitative and quantitative multisite studies on the effects of parental migration on various aspects of children development in several countries (Antman 2012; Bai, Zhang, Liu, Shi, Mo and Rozelle, 2016; Le; Wu and Zhang 2017; Li, Wang and Nie 2017). Several studies were done in China (Bai *et al.* 2016; Li *et al.* 2017), the Philippines (Cortes 2011) and in African countries such as Ghana, Nigeria, Angola and Senegal (Gasparetti 2011; Cebotari & Mazzucato 2016). However, most of the studies did not specifically focus on those children left in CYHH, which is a gap that this study sought to close. This is to be done by exploring the psychosocial challenges associated with such learners as well as by also exploring a stakeholder driven psychosocial support framework to enhance learners coping strategies and improve their living experiences.

Previous studies in Zimbabwe and South Africa looked at the subject of parental migration but with a different focus. Gwaradzimba and Shumba (2010); Zirima and Nyanga (2012) and Kaplan and Höppli (2017) investigated parental migration in the context of brain drain. Lu and Treiman (2011) focused on the impact of remittances on children left behind in South Africa and Zimbabwe respectively. Fillipa *et al.* (2014) and Muyambo and Ranga (2020) also carried out a qualitative study on the psychological and socio-economic effects of parental migration on adolescents left in Zimbabwe due to migration.

These previous studies are important in bringing forth the positive and negative outcomes of parental migration. It is also necessary to build on such studies on a comparative basis so as to understand educational outcomes of learners left as heads of households or in youth headed households. The perceptions of the learners and stakeholders in education

is also a gap that needs to be bridged. This will afford learners a voice to articulate the effects of parental migration and explore how such migration can contribute to improving the well-being of such learners. This study is done in the understanding that the extent to which the learners are affected by parental migration can be best understood in relation to the nature of the learners' environment and the meaning that the learners attach to the migration.

The current study attempts to respond to the call made by Pillay (2016:2223) for the inclusion of affected children in coming up with interventions for children in CYHH. In view of that call, the current study includes input from the learners left behind in CYHH, their education and community stakeholders in designing the support framework for learners in CYHH against perceived effects. The researcher, in this study, also considered it important to change focus and look at comparative cross-national studies. In this case, a comparative study of Zimbabwean and South African education and community stakeholders' perspectives. A comparative study of learners left in Zimbabwe and those left in South Africa are of significance in the sense that even though the two countries are only separated by a border and have similarities, they are different in terms of social, economic and political environments.

The differences between the two countries enabled the researcher to disentangle psychosocial effects that are solely a consequence of parental migration and those attributed to other variables. Secondly, the comparison between Zimbabwe and South Africa helped the researcher to make an assessment of how the socioeconomic environments affect the psychosocial effects of parental migration on the learners left behind. Thirdly, a comparative study helped in specifying different conditions in which the effects of parental migration on learners left behind could be explored. According to Mazzucato *et al.* (2015:222) country contexts are significant in exploring the effects of parental migration on children left behind. Fourthly, it is through such a process that an intervention framework can be designed to work in different contexts in mitigation against the perceived effects of parental absence through migration.

It is therefore the object of this study, to explore the effects of parental migration on two related aspects of learners' development; their psychosocial functioning and educational

outcomes from the perspective of the learners themselves and their community and education stakeholders. Following this, the study also demonstrates the extent to which the community and education stakeholders drawn from the environment of the left-behind learners can help in mitigating against the perceived effects of migration and enhance their coping strategies. The understanding is that parents will continue to be absent in the lives of their children even at critical times, hence, the need for a proactive approach by involving education and community stakeholders in the lives of these children. Through this process, it is assumed that learners in parent-child separation configurations, due to migration, could also compete fairly in schools that are increasingly characterised by standardised assessment routines.

1.3 The statement of the research problem

Labour migration as a cross-border phenomenon is a response for many parents in Zimbabwe and South Africa in the face of various economic, social or political challenges in rural and host countries. However, as parents migrate in pursuit of labour, the welfare of children left behind has been a cause of concern among teachers, school heads, parents and other interested community members. For these education and community stakeholders, learners left behind in CYHH following parental labour migration do not bring to school necessary social, emotional and behavioural competencies that influence their well-being and learning experiences (Kufakurinani *et al.* 2014; Ndlovu & Tigere 2018; Muyambo & Ranga 2020). The psychosocial distress associated with heading the household inhibits their social, emotional potential and can also hinder their opportunities for a better life or full potential. The much anticipated gains from parental labour migration on children left behind are still to be realised (Ndlovu and Tigere 2018:1). The plight of such learners in CYHH arrangements becomes more acute in the face of standardised assessment routines, which characterise the education system in Zimbabwe and South Africa.

1.4 Research Questions

This study is done from an understanding that parental labour migration has and continues to create fluid family arrangements that affect the psychosocial functioning and

general well-being of learners that are left behind in CYHH arrangements. Consequently, the study aimed at supporting, protecting and empowering such learners through a stakeholder based psychosocial support framework. The proposed psychosocial support framework is for the purpose of enhancing the coping strategies and supporting constructive learning for left-behind learners in CYHH in Zimbabwean and South African secondary schools. The major research question that guided this study is:

How can education and community stakeholders psychosocially support left-behind learners in CYHH for improved well-being and constructive learning?

1.4.1 Research sub questions

- 1.4.1.1 How do education and community stakeholders define CYHH in the context of parental labour migration?
- 1.4.1.2 Which psychosocial behaviours are associated with left-behind learners in CYHH in Zimbabwean and South African secondary schools?
- 1.4.1.3 What are the perceptions of education and community stakeholders on the psychosocial effects, educational outcomes and vulnerability of learners left behind in CYHH?
- 1.4.1.4 How can left-behind learners utilise the available internal and external coping resources (assets) for their psychosocial functioning?
- 1.4.1.5 How applicable is a stakeholder driven psychosocial support framework for left-behind learners in CYHH?

1.5 Aims of the study

1.5.1. General aim of the study

The general aim of this study is to establish a psychosocial support framework for learners in CYHH in the context of parental labour migration, informed by education and community stakeholders, by utilising local assets.

1.5.2 Objectives of the study

The objectives of the study is to:

- 1.5.2.1 establish an understanding of CYHH from the perspective of left-behind learners and education and community stakeholders to facilitate support.

- 1.5.2.2 investigate the psychosocial behaviours associated with left-behind learners in Zimbabwe and South Africa secondary schools.
- 1.5.2.3 gather the perceptions of education and community stakeholders on the psychosocial effects, educational effects and vulnerability of learners left behind.
- 1.5.2.4 analyse the internal and external resources (assets) available to enhance the coping strategies and psychosocial functioning of learners in CYHH following parental migration.
- 1.5.2.5 assess the applicability of a stakeholder driven psychosocial support framework to enhance the coping strategies and psychosocial well-being of left-behind learners in CYHH.

1.6 Conceptual framework

This study employed an eclectic approach in coming up with a conceptual framework. In this case, several psychological theories from human and developmental psychology are enlisted to assess the psychosocial effects associated with learners in CYHH following parental migration. The assessment is for exploring a stakeholder based psychosocial support framework to enhance coping, improve learning experiences and improve the well-being of learners in CYHH following parental labour migration. The goal is to protect, support and empower such learners to improve their coping strategies and improve their learning experiences in and out of the school.

This section discusses the three theories which the study used in developing the conceptual framework. The theories referred to are the Asset-based approach, Bronfenbrenner's ecological model and positive psychology.

1.6.1 Asset-based approach

This study refers to the asset-based approach as opined by Jody Kretzmann and Jon McKnight (1993). According to the asset theory, communities are built with what is available or present within the community (Ebersohn and Eloff, 2003:2; Blickem, Dawson, Kirk, Vassilev, Mathieson, Harrison, Bower, & Lamb 2018:6). The community deals with its challenges using the capacities, skills and assets that are inherent within its social system. This model builds on a combination of the human, social and physical resources

that are available in the environment, and in this case, the environment is of learners left in CYHH following labour migration by their parents (Glasgow centre for population health, 2012:3;). In that regard, this study identifies strengths in the community to facilitate the psychosocial functioning of learners in CYHH arrangements. The strengths within the community and the resources at their disposal would be utilised to enhance the coping of the learners in CYHH following the migration of their parents. The study proposes a similar approach, utilised in economics, whereby a full exploration and utilisation of gains from labour migration is done (Samet, 2013:225). The identification of strengths within the education and community stakeholders was done through information sharing sessions, interviews and focus group discussions. Building on those assets and social capital, the study explored a framework that is more sustainable to improve the wellness of learners and facilitate their constructive learning when left in CYHH.

1.6.2 The ecological model

This study makes use of the ecological model by Urie Bronfenbrenner (1979;1998) which discusses human development in its social environment (Craig, 1999:110). This model recognises the significant influence of several environmental factors on human functioning (Gutkin, 2012:12; Zhang 2018:1764). For Bronfenbrenner, the social political context in which a person lives is a significant factor of development (Hook as quoted by Watts, Cockcroft and Duncan 2013:501). According to Bronfenbrenner development entails a person's conception of the ecological environment, their relation to it, and their capacity in terms of developing, discovering and sustaining its properties (Hook as quoted by Watts, Cockcroft and Duncan 2013:502). Issues to do with psychosocial functioning of learners in CYHH are also dependent and influenced by the environment in which the learners find themselves. It is also from the environment that systems for support for learners in CYHH can be drawn to attain sustainable learning. In the same vein, effort to come up with a sustainable psychosocial support framework is also dependent on the environment and its education and community stakeholders constitute key informants and pillars for the support framework.

The environment according to Bronfenbrenner is multi-layered and nested into five ecological systems (Donald, Lazarus and Moolla 2014:45). These are the microsystem,

macro system, mesosystem, exosystem and the chronosystem (Donald *et al.* 2014:46). The individual, who in this case is a learner in CYHH, should be seen and understood within the context of these multiple environments. What happens on any one part would reverberate throughout the system impacting people and events on the whole system (Gutkin 2012:12). Thus, changes in the environment impact on the behaviour and functioning of an individual. In the same vein, the same environment could be utilised in discovering support systems that facilitate support, protection and empowerment of learners in CYHH in the context of parental labour migration.

1.6.3. Positive psychology

Positive psychology was advanced from the work of Seligman (2003; 2009). Positive psychology places emphasis on proactivity of human activity, virtues, inner strength and the maximisation of a person's capabilities (Phan and Ngu 2017: 3). The goal of positive psychology is to make life worth living by focusing on well-being and happiness (Seligman 2003:146). This study valued this understanding of humanity in an effort to support left-behind learners to attain improved well-being. The objective is to utilise this understanding of humanity to build a positive self-concept and congruency among left-behind learners in CYHH. This is considered significant in terms of improving the well-being and learning experiences of learners who are heading households following parental labour migration.

1.7 Significance of the study

According to Cohen, Manion and Morrison (2011:107), beneficence answers the question of the benefits and beneficiaries of the study. This research is significant to different stakeholders in and out of the education sector. This includes parents, teachers, school heads, policy makers, learners left behind in CYHH when parents migrate for labour and other learners in adverse conditions. This research may provide vital information to parents on how and to what extent their children are affected by their absence in terms of their psychosocial functioning and educational outcomes. With this kind of knowledge, parents are better informed to strike a balance between their needs and the needs of their children.

The researcher envisages that education stakeholders and policy makers might benefit from the proposed psychosocial support framework to support and enhance the coping strategies of left-behind learners in CYHH in and out of the classroom. This in turn might facilitate the protection and development of the learners' human potential. The psychosocial support framework is considered by this researcher to go a long way in addressing conditions that may disengage learners from learning. Community and education stakeholders would also get an appreciation of the roles they could play in improving the living and learning experiences of learners in CYHH in the face of perceived effects. Acquainted with the research findings the education stakeholders might be better positioned to facilitate support systems and policies that benefit learners heading households following parental labour migration.

This study also brings to the fore, underlying causes of some behaviour patterns of learners in schools. This is because the inquiry brings out descriptions of intentions, beliefs and meaning making of learners in CYHH. Equipped with this knowledge, the teachers, school heads and school administrators, would be better prepared to proactively deal with some of the unwanted behaviour patterns in and out of the schools. Through this process, education stakeholders are also exposed to ways through which they can assist the coping strategies of such learners for constructive learning.

This study further allows an exploration of resources from the community and education stakeholders that can be utilised in the development of a sustainable psychosocial support framework to improve the learning experiences of left-behind learners in CYHH. The learners, education and community stakeholders drawn from the environment of the learners had an opportunity to articulate their perceptions of the whole arrangement and positively take part in the development of an intervention meant to improve learners' well-being. The voice and contribution of the education and community stakeholders is significant in the exploration of a sustainable, stakeholder based psychosocial support framework for learners in CYHH in the context of parental labour migration.

1.8 Research Design

Research design is the plan and strategy for doing the research, which moves from underlying philosophical assumptions to specifying the selection criteria of participants as well as the data gathering and data analysis methods to be used in the study (Creswell 2012:465). This study followed the qualitative process in the selection of participants, generation of data and in data analysis.

1.8.1 Participatory research

In order to come up with a psychosocial support framework that is more acceptable and sustainable this study borrows concepts from participatory research. This aims at having collaborative transformation and empowerment of community members as those with knowledge have a platform to share and build on existing knowledge and skills (Zuber-Skerritt and Teare in Setlehare, Wood and Meyer 2016:20). This process allows the left-behind learners, community and education stakeholders to be involved in every stage of the research. In that regard, the study allows an exploration of the available community resources that are essential assets in exploring a sustainable psychosocial support framework. Techniques used in an adapted format include:

1.8.1.1 Participatory mapping: Research participants, who included left-behind learners, education and community stakeholders, were involved in the identification of resources and in putting into perspective challenges associated with operationalising the psychosocial support framework.

1.8.1.1 Participatory planning: The left-behind learners, education and community stakeholders were involved in planning the research process. They were involved in the data gathering process and in the capacity development process.

1.8.1.2 Participatory monitoring: the participants who are the learners and their education and community stakeholders monitored the research process.

1.8.1.3 Change analysis: The participants (learners in CYHH, Education personnel and community participants) also reflected and discussed on their past experiences in comparison to changes that this study will expose them to would have taken

place in the process of research. This process acted as an evaluation of the whole research process and informed the sustainability of the psychosocial support framework against the perceived psychosocial effects.

1.8.2 Phenomenological Case study research Design

In the exploration of the psychosocial challenges associated with learners in CYHH in the context of parental labour migration and in discovering a sustainable psychosocial support framework against the perceived effect, this study adopted the phenomenological case study design. The phenomena under study are the psychosocial effects associated with learners in CYHH following parental labour migration. This in turn formed the basis for the exploration of a psychosocial support framework. To ensure sustainability of the framework, the study depended on input from various education and community stakeholders drawn from the environment of the learners.

Phenomenology was considered for this study because it allows the description of subjective experiences of participants (Springer 2010:403). In this case, the subjective experiences of the learners who are living in CYHH following the migration of their parents becomes critical in designing the support framework to assist them in their psychosocial functioning and educational outcomes. By so doing, this design is in sync with the interpretivist paradigm which also allows those affected to tell their own narratives and construct their own realities. Through that process a more sustainable psychosocial support framework would be proffered.

1.9 Delimitation of the Study

This study explores how community and education stakeholders in the environment of left-behind learners in CYHH can psychosocially support such learners for constructive learning. The process involved an exploration of the psychosocial implications of parental labour migration on the learners left in CYHH arrangements. This was done in the context of two secondary schools, one in Zimbabwe and the other in South Africa. Zimbabwe and South Africa are neighbouring countries in the SADC region of Africa.

The study focused on learners at secondary school level who are both boys and girl in the age range of 13 to 21 years old. The learners were drawn from rural areas of both Zimbabwe and South Africa which were largely affected by labour migration. This was done for the purpose of demonstrating the role of the education and community stakeholders in enhancing their coping strategies and psychosocial functioning.

On the theoretical boundaries, this study is hinged on an eclectic theoretical framework in which several psychological theories are adopted. The theories encompass the Asset-based approach coined by Kretzmann and McKnight (1993), the ecological theory for Bronfenbrenner (1979) and also borrows from positive psychology by Seligman, Ernst, Gillham, Reivich and Linkins (2009).

1.10 Limitations of the study

Time and resources on the part of the researcher threatened the completion of the research study as data was collected in both Zimbabwe and South Africa. The study was also affected by reporting bias where some learners were not reporting on aspects they found stigmatising or inappropriate. Language barriers was also a limitation particularly in South Africa as the researcher is not fluent in Sesotho.

In view of such threats, the researcher took a study leave from full time employment to concentrate on data collection and analysis. Assistance was also sought and obtained from the CUT research and development budget to facilitate the data collection process. In terms of language, the researcher made use of a colleagues conversant in Sesotho for translations. Since the data was audio recorded, the services of a translator was sought for verification.

1.11 Synopsis of the study

PROBLEM STATEMENT

As the number of learners left in CYHH following parental labour migration continue to stagger in Zimbabwe and South African schools, many in the education sector struggle with how to ensure that such learners develop requisite social and emotional competencies for improved well-being and sustainable learning.

PURPOSE OF THE STUDY

To explore a stakeholder based and informed psychosocial support for learners in CYHH following parental labour migration to enhance coping and improve their learning experiences. The goal is to ensure that labour migration becomes a sustainable coping strategy for the parent and children left behind.

HYPOTHETICAL RESOLUTION

A stakeholder initiated and Asset-based psychosocial support framework to protect, support and empower learners in CYHH following parental labour migration. The PSS also enhances the coping strategies of learners in CYHH enabling learners in CYHH among other adverse conditions to bring forth requisite competencies for improved learning outcomes in Zimbabwe and South Africa.

SIGNIFICANCE OF STUDY

The study helps in understanding how learners left behind in CYHH following parental labour migration are affected in terms of their psychosocial functioning. Learners left behind in CYHH following parental labour migration are protected, supported and empowered through the proposed psychosocial support framework. The PSS to also enhance their coping strategies of learners in CYHH in and out of the school. This in turn would facilitate improved well-being and improved learning experiences

METHODOLOGY

This study collected qualitative data and is underpinned in the interpretivist paradigm. The Asset-based, ecological and person centred approaches informs this study. A phenomenological case study design was followed and to enrich the data a participatory research process was followed.

DATA COLLECTION

Data were collected from 2 secondary schools in Zimbabwe and in South Africa. Data collection was in three phases. **Phase 1:** pre-entry, surveillance of empirical landscape and pilot testing. **Phase 2:** Working in schools through narrative interviews, focus group discussions, observations, information sharing sessions and documents review. **Phase 3:** capacity building and empowerment through capacity building sessions and development of psychosocial support framework informed by stakeholders and utilising local assets

DATA ANALYSIS

Thematic approach. Data were thematically analysed using codes.

CONCLUSION AND RECOMMENDATIONS

Learners left in CYHH following parental labour migration lack requisite social and emotional competencies for sustainable learning. In that regard stakeholder informed psychosocial support and empowerment of such learners left in CYHH utilising inherent and ecological assets is more superior and sustainable.

DESIGNING OF PSYCHOSOCIAL SUPPORT FRAMEWORK

Utilised inherent assets, environmental social capital, person centred approach and positive psychology to develop a psychosocial support framework. The framework aims at protecting. Supporting and empowering learners in CYHH in the context of parental labour migration.

Figure 1.1 flow diagram of study

1.12 Summary

This chapter presented the topic, background of the study, statement of the problem, research objectives, research questions and the significance of the study. These components constitute the factors that this research study utilised in the exploration of stakeholder based psychosocial support framework for learners in CYHH. The objective is to enhance coping strategies and improve the learning experiences of learners left behind in CYHH in the context of parental labour migration. The next chapter discusses the conceptual framework that guided the study.

CHAPTER 2

THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter discusses the conceptual framework that guided this study. The study followed an eclectic approach in which various psychological theories are used in exploring a stakeholder based psychosocial support framework for learners in CYHH following parental labour migration. Thus, the conceptual framework forms the basis for the exploration of the psychosocial effects of parental absence through migration on those learners left behind in CYHH. The conceptual framework, together with the research findings, was also significant in the exploration of a relevant support framework to assist affected learners in their educational outcomes and psychosocial functioning. The goal is to facilitate improved well-being and learning experiences for learners left in CYHH following parental labour migration.

2.2 Conceptual framework

This study has a focus on exploring the contribution of education and community stakeholders in enhancing the psychosocial functioning and educational outcomes of learners left behind in CYHH following parental migration. In that regard, this study largely made use of psychological theories drawn from both developmental and the humanistic perspectives. Reference is made to the Asset-based approach from the ideas of Kretzmann and McKnight (1993), Bronfenbrenner's ecological theory (Urie Bronfenbrenner 2008) and aspects from positive psychology (Seligman *et al.* 2009). These psychological perspectives laid the basis on which the study was underpinned.

The research referred to the asset-based approach which gave value to assets, strengths and resources available within the environment of the affected learners. In this case, the affected learners were in CYHH following the migration of their parents. The goal was to enhance the coping strategies of such learners for positive educational outcomes. The environment or the ecology also became important as it provided the social capital or assets to enhance the learning experiences of learners in CYHH. In that regard, this study

also referred to the ecological model drawn from the ecological theory, which is based on the work of Urie Bronfenbrenner (1979). To facilitate sustainable empowerment, the study also drew components from positive psychology, particularly on the work of Seligman *et al.* (2009). This conceptual framework was significant both in understanding the psychosocial effects associated with parental migration on learners left behind CYHH and in designing a framework that enhanced the coping strategies of these learners. Thus, focus was on the influence of the environment in exploring the psychosocial effects associated with learners in CYHH in Zimbabwe and in South Africa in the context of parental migration. It was also from the environment that the stakeholders were drawn from, who were also key informants on the effects and intervention framework under discussion.

2.2.1 The Asset-based approach

This study referred to the asset-based approach developed from the ideas of Kretzmann and McKnight 1993. According to the asset theory, communities are built with what is available or present within the community (Ebersohn and Eloff 2003:2; Blickem *et al.* 2018:1). The community members engage and participate meaningfully in coping with their own challenges (Nel 2018:37). Thus, the community deals with its challenges using the capacities, passions, knowledge, skills and assets that are inherent within its social system (Green, Moore & O'Brien 2006:2; Thomas 2019:2). Besides the inherent assets, the support also taps on the potential assets in a community (Wilke 2006:5). These would build the asset inventory that is essential in building sustainable communities (Kretzmann and McKnight 1993). The approach seeks to create networks for support to improve on well-being (Thomas 2019:2).

The model, in this case, uncovers and mobilises a combination of the human, social and physical resources that are available in the environment of learners who are left in CYHH following labour migration by their parents (Green *et al.* 2006:7; Glasgow centre for population health 2012:3). In this case, the children are social actors with the ability to change and be changed by their environment. Similarly, this study identified the human, social and physical capital within the schools and community that can facilitate the

psychosocial functioning of learners in CYHH arrangements. The support provided for the learners in CYHH was drawn from the best that their environment had to offer (Wilke 2006:3).

The strengths, resources and abilities within the community were considered key assets to enhance the coping of the learners in CYHH following the migration of their parents. According to Glasgow centre for population health (2012:2) and Page-Adama and Sherraden cited in Wilke (2006:5) examples of community assets include, skills of individuals, organisational capacities, physical capital, financial and economic capital, political connections and social capital and informal social networks. The custodians of these assets are the education and community stakeholders that the current study used in the exploration of the psychosocial support framework for learners in CYHH in the context of parental labour migration. The capacities, skills and physical resources within Zimbabwe and South African communities becomes the capital on which learners in CYHH, following the migration of their parents, could be supported to enhance their coping and improve their learning experiences. In other words, the psychosocial support provided for the learners would be drawn from the environment of the learners in CYHH.

2.2.1.1 Inherent assets

The learner's inherent assets are considered central in the asset system as they can have a 'ripple effect' on the rest of the system (Ebersohn and Eloff 2003:8). The inherent assets are the individual strengths. In light of this, Kretzmann and McKnight (1993) proposes the keeping of individual asset inventory. This implies that from the many strengths that children would have acquired over the years, mobilisation of any one of the strengths would trigger the development of other assets as well. The understanding is that every human being possesses capacities, abilities, attributes or gifts that are within (innate of inborn) (Ryan 2008:10; Blickem *et al.* 2018:6). Thus, change in an individual would not only change that particular individual but could impact the whole system. Examples of individual assets include skills, knowledge, personal characteristics, interests, values, experience and learners background information (Ebberson and Eloff 2003:8).

2.2.1.2 External community assets

From the environment or community of the learner there are also assets that are essential in facilitating support for learners in adverse conditions. The external assets are essential in terms of building the learners' resilience (Glasgow centre for population health 2012:4; Donald *et al.* 2014:187). In a school set up, assets could be found in school leadership (Principal, School Head, and Deputy Head), Teachers, Technical resources (e.g. School psychologist, education officers) and classmates. Besides support in the school environment, Donald *et al.* (2014:187) recognises the important role played by social support networks among relatives, peers, neighbours, church members and the local community. From the community as well, learners in adverse learning conditions can also benefit from cultural protective resources such as positive cultural values built on the African philosophy of Ubuntu (Donald *et al.* 2014:187; Muchanyarei 2020:58).

2.2.1.3 Merits of the asset approach

The asset-based approach has several features that make it important for this study. Firstly, issues and challenges affecting individuals, in this case the psychosocial functioning of learners in CYHH following parental labour migration, become community issues. The community as a whole works together to find solutions to their own challenges (Glasgow centre for population health 2012:4; Thomas 2019:2). Secondly, the process of building support involves identifying, building and mobilising both personal and community resources for the good of the community. Notable resources include time, skills, expertise and experience. Thirdly, asset-based approaches focus on facilitating, empowering and enabling the participants, who in this case are the learners in CYHH, education and community stakeholders, rather than delivering precast solutions (Glasgow centre for population health 2012:4),

The asset-based approach is considered superior to other approaches such as the need based approaches on the basis that:

1. Asset-based approaches make visible and gives values to the skills, knowledge and potential within the community (Thomas 2019:2; Glasgow Centre for population health 2012:4).

2. They afford an opportunity to the education and community stakeholders and the left-behind learners to be engaged in means of dealing with their own challenges (Ebersohn and Eloff 2003:8).
3. They fill in the gap and strike a balance between addressing the needs, in this case of children in CYHH arrangements, and nurturing the strengths and resources within and around the learners in CYHH.
4. Asset-based approaches offer a means by which individuals and communities could maintain and enhance the learning and home experiences of learners, even in situations where they face adverse life circumstances such as parental absence due to labour migration.
5. The community would have more control over their lives when their positive capacity, skills and knowledge are utilised for the benefit of the community.

2.2.1.3 Limitations of the Asset-based approach

1. The approach tend to overemphasise community involvement thereby undervaluing the role of external assistance from the government or Non-governmental agencies (Pretorius and Nel 2012:6).
2. Asset-based approaches are criticised for underplaying issues to do with power and oppression (Mathie and Cunningham 2003:477).

2.3 The ecological model (Bronfenbrenner 1979)

This study also referred to the ecological model from Urie Bronfenbrenner (Bronfenbrenner 1979, 2008). The ecological systems model explains the relationship between human development and other types of environmental systems (Ettekal and Mahoney in Pepler 2017:2; Elliott & Davis 2018:1). The model is considered important in this case because it is from the environment that the assets, social capital or resources for support are drawn for the purpose of improving the learning experiences of learners in CYHH following the migration of their parents. The approach also gives insight on how to create a suitable environment to enhance learner development (Zhang 2018:1764). The ecological model gives prominence to the socio, political and cultural environment in issues of development hence this study considers the model useful in mapping out the

psychosocial support for left-behind learners in CYHH (Elliott & Davis 2018:2). Parental migration in this case is viewed as the alteration of the child's environment which invariably affects the other parts of the child's environment. According to Gutkin (2012:8) environments play a significant role in creating and maintaining psychological and psycho educational dysfunction. The environment is also significant in terms of bringing out opportunities and risks that have a bearing on the development of the child (Ettekal and Mahoney in Pepler 2017:2). In that regard, the environment needs to be considered seriously in an effort to address the perceived effects associated with parental labour migration. This would ensure sustainability of the proffered support.

Gutkin (2012:12) notes that although internal biological and psychological factors unquestionably exert significant influence on human functioning, the profound influence of environmental factors is undeniable. Thus, besides all kinds of positive characteristics, development also depends on support received within the family and extra familial environment (Santrock 2010:28). A child left behind by migrating parents may have positive traits, but they are impacted by the environment. This change in the environment of the child may reverberate throughout the system, thereby impacting people and events at all systemic levels (Gutkin 2012:10). Human development is understood within the socio-political and cultural context (Elliott and Davis 2018:2). In the same vein, involving the children's environment in the intervention framework is viewed as more sustainable considering that parents will continue to be absent in the lives of their children as the world turns global.

According to Bronfenbrenner, there are five nested ecological systems, the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem, (cited in Donald, Lazarus and Lolwana 2010:45; Zhang 2018:1764) as illustrated below.

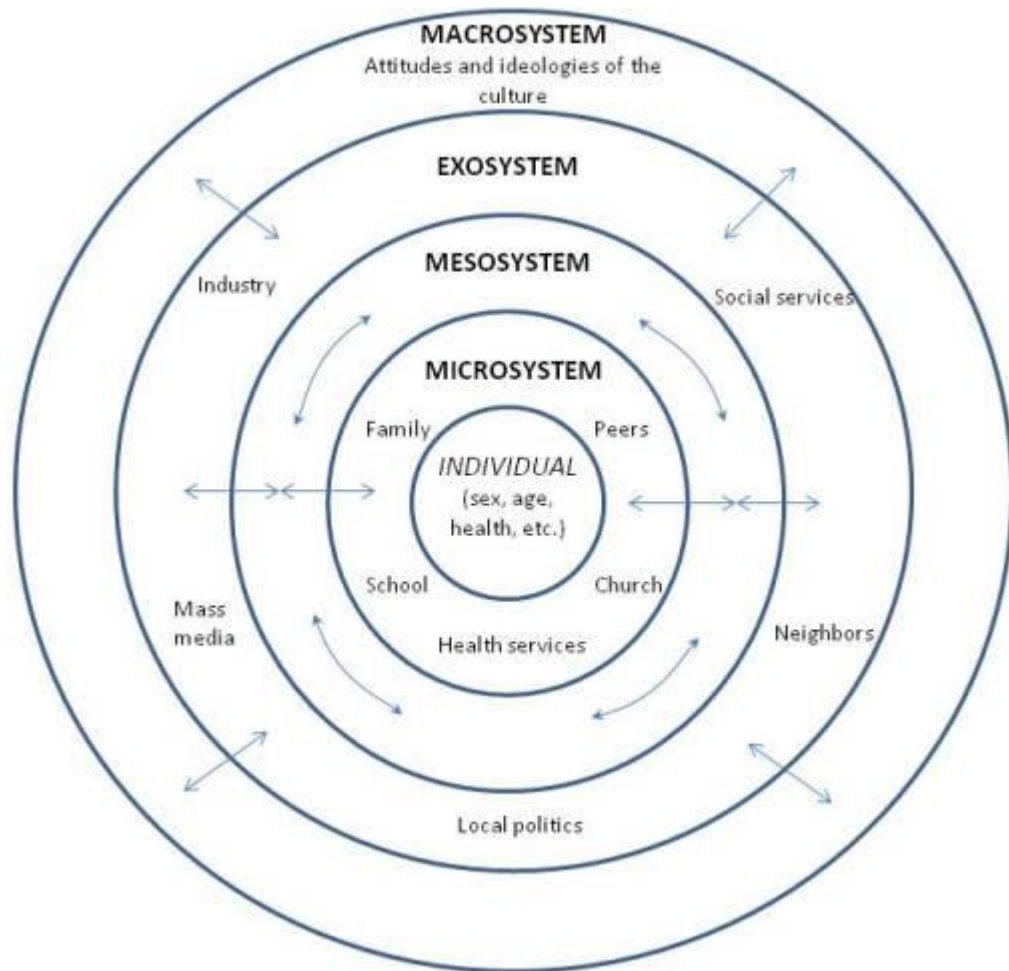


Figure 2.1. Adopted from ecological model.jpg. www.cyc.net.org

A person or child’s development reflects the influence of several environmental systems (Santrock 2008:30). Thus, development happens in a systematic form as each variable is linked to the whole chain of associated influences (Watts *et al.* 2013:502; Elliott & Davis 2018:2). What happens in one part of the system can affect the other parts and ultimately the whole system (Donald *et al.* 2010:45). The specific path of development is an influence of the person’s environment starting from people and institutions surrounding the person to nationwide cultural forces. The key in understanding how a child’s development is affected is to understand the interactions of these nested systems.

The children left behind in CYHH can also benefit from the environment in mitigating the psychosocial effects. The environment is a part of the microsystem. In this case, the teachers, peers and school heads, parents, neighbours, the church and non-governmental organisations, among other players, can play a role in enhancing the

coping strategies of the children. According to Gutkin (2012:12) ecological approaches are superior in dealing with problems of this nature because context counts. In the same vein, the same environment can be useful in developing support that is sustainable.

2.3.1 The Microsystem

According to Bronfenbrenner (1998) the microsystem consists of the network of social relationships and the physical settings in which a person is involved each day of his or her life (Santrock 2008:30; Donald *et al.* 2014:45; Crawford 2020:1). The context of the microsystem includes the person's family, home, peers, school and neighbourhood who are all familiar people (Donald *et al.* 2014:45; Zhang 2018:1764). The family which consists of the father, mother and siblings is the first social group that a child interacts with.

According to Mapesela, Hlalele and Alexander (2012:94) learning begins in the family and the parents are the primary educators. The child is expected to learn the basic values and social skills from the parents who are part and parcel of the microsystem. It is within the family that vital social lessons and social skills are learned and these influence the kind of person the child would eventually become (Craig 1999:112; Crawford 2020:1). These skills are essential if a child is to find a place in society. However, because of parental labour migration the roles of the family may be delegated to other people. Resultantly, the whole process of the child's development is affected. The result may be psychosocial dysfunction on the part of children left behind, particularly if they are left in CYHH.

It is also in the microsystem that roles, relationships and patterns of daily activities become imprinted on the minds of children (Donald *et al.* 2014:45; Crawford 2020:2). In other words, the child is shaped in terms of his or her roles, how to relate with others and gets a daily pattern in terms of behaviour. This implies that behaviour, social development and emotional development are shaped by the micro-environment with lasting impressions (Donald *et al.* 2014:45). Furthermore, parenting and this immediate environment of the child are very critical as these shape social and emotional behaviour.

The way in which a child goes through this process would be reflected in the social, emotional and cognitive development of the child (Donald *et al.* 2014:45).

For the purpose of the current study, the microsystem is considered significant as it may provide the nurturing experience for the child or become a haunting set of memories if the environment is not conducive (Carver and Scheier (2012:74). Carver and Scheier (2012:74) also bring to perspective what they call 'situationism', which suggests that situational variables matter in determining how people act. As such, when parents are present, they provide a unique nurturing experience and help in the development of the child. Conversely, the absence of the parent, due to labour migration and the ensuing environment become determinants of the negative action by learners left behind in CYHH arrangements. The same could be said on the other parts of the microsystem like the siblings, teachers and neighbours. These parts of the microsystem can be very nurturing to children but their usefulness can be reliant on parental support. In other words, the nurturing of a child is largely dependent on the presence of the biological parents; the other parts of the microsystem are only there to compliment the role of the parent. If the parents are available, the child will develop a level of trust that may help the child academically. Conversely, a child whose parents would have migrated could go through a haunting experience. The way in which the other parts of the microsystem like the peers, neighbours and the school perceive this child could be altered. The mere fact that the parent rarely has time to interact with the school of his or her child implies that the child may be affected academically, and his/her behaviour could also affect peers and neighbours.

The above assessment brings to perspective a number of questions with regards to behaviour challenges currently affecting secondary school learners in Zimbabwe and South Africa. There is a high rate of learner drop outs in South Africa and only 52 percent complete grade 12 of formal education (Weybright, Caldwell, Xie, Wegner and Smith 2017:1). The pass rates, as measured by standardised tests, are poor, particularly in Zimbabwe where there was a 29 percent pass rate in the 2017 ZIMSEC examinations (ZIMSEC 2018). Thus, the environment characterised by lack of parental supervision, monitoring and support among other factors could be contributing to learners' failure to

reach their potential in education, as the status quo of both Zimbabwe and South Africa (SADC 2015:4) .

Issues to do with cognition also have to do with the microsystem, in other words there are reciprocal influences in families, peer groups, classrooms, schools and local communities. The school and the classroom in this case have a part to play in the cognitive development of children left behind after the migration of their parents. The immediate environment in the context of Zimbabwe and South Africa also include the peers, the school, the church and the extended family. These systems have a bearing on how the children cope in terms of psychosocial functioning and educational outcomes in the absence of the parents due to migration.

2.3.2 Exploring the community and education stakeholders in the microenvironment of learners in CYHH

In line with the ecological model by Bronfenbrenner (1979), which is the foundation of the current study, the environment of the left-behind learners in CYHH, becomes significant and has a bearing in terms of the psychosocial functioning and educational outcomes of such learners. It is on this basis, that it becomes imperative to identify and explore the role of the key stakeholders in education and from the community with regards to the functioning of the learners in CYHH. The environment is associated with risks and opportunities (Ettekal and Mahoney in Peppler 2017:2) that make key stakeholders within it significant. The education and community stakeholders are significant as they offer opportunities to cope well in adverse conditions. The community and education stakeholders in this case play an important role in mitigating the negative effects associated with parental absence through migration. However, the same stakeholders may also become risks to children heading households. Hence the importance of identifying and exploring the roles expected of education and community stakeholders towards learners in CYHH.

2.3.2.1 *The Parent(s)*

In a family set up, parents play a very important role in their children lives. Craig (1999:112) notes that the family, which is part of the microsystem, is essential in

influencing the kind of person a child becomes and his or her place in society. It follows that the family environment accords opportunities and experiences that are necessary for acquiring the fundamental skills, behaviours, language, values, beliefs and knowledge that are essential in developing social relationships (Wen and Lin 2012:122). Therefore, the behaviour of the child, both in and outside the family, is moulded by the family. This role is nevertheless affected by migration as it contributes to the cumulative disadvantages for the children who are left-behind. The parents in some cases would be having the intention of accumulating wealth and returning to the homeland as they view migration as a temporary measure. In the case of artisanal miners in Zimbabwe, the intention is to be away for a very short space of time and return with accumulated wealth.

The parents who would have migrated leaving children behind in CYHH, remain significant stakeholders with regards to how the children are affected and coping with the challenges associated with the absence of the parents. According to Yoon (2015:2), parenting is reconstituted and reimagined. The parent may choose to remain in the children's lives using various means. The parent may use return visits, remittances, and ICT mediated communication to remain in touch with the learners who are left behind (Gonzalez and Katz 2016:2683). This implies that the parent who would be residing at the place of work remains significant in terms of designing an intervention framework to assist in the psychosocial functioning of learners in CYHH in the context of parental migration.

However, following labour migration this critical function of the parent is delegated or played at a distance. This process may result in other parts of the micro and mesosystem playing a central role. In other words, the other types of family, other than the nuclear like the extended and the institutional family, would take over the role that was initially meant for the nuclear family. The learner in CYHH in the context of parental labour migration needs to be distinguished from learners in other configurations of CYHH in that the parent can still choose or can be persuaded to continue to play a role in the lives of their children.

2.3.2.2 Extended family

Members of the extended family are significant stakeholders in the lives of children in CYHH. These family members carry different titles such as grandparent, aunt, uncle,

niece or nephew and play critical roles in the care of children of family members who migrate (Muchanyarei 2020:58). In South Africa and Zimbabwe, following the migration of parents, the role of care giving was left with the members of the extended family. These would be either from the mother's side or the father's side. In the case of learners left in CYHH, the extended family may be viewed as operating in the periphery, but they may as well be significant in the lives of such children. According to Muchanyarei (2020:60) Ubuntu puts a burden on the shoulders of members of the extended family to provide care for the learners. He argued against the use of the term extended as they are just family. It is possible that members of the extended family may be tasked to check on the children. It is in this regard, that the extended family is considered a significant stakeholder that may play a role in the assessment of psychosocial effects parent absenteeism and the coping strategies of learners left in CYHH following parental migration.

2.3.2.3 Peers

Within the microsystem, peers occupy a pivotal position in the lives of learners left behind in CYHH following the migration of parents. The peers are either drawn from the neighbourhood or from the school. As a child grows older, he/she assume a degree of independence from the parents and peers become more significant non family relationship figures who may promote positive behaviour among children in adverse living conditions (Wen and Lin 2012:122). Peers, just like the family and the school, are an important social domain that interacts with a child's interpersonal characteristics and shapes the development of the child (Wen and Lin 2012:122; Hampden-Thompson and Galindo 2017:248). Positive supportive peer relationships can play a significant role in improving the well-being of learners left in CYHH following parental labour migration.

2.3.2.4 School

When parents send learners to school, they usually have several expectations from the school. The school plays a significant role in expanding the knowledge and experience of learners (Mapesela *et al.* 2012:92). The migrating parents may expect the school to step up in taking care of their children. More so, in the school set up, there are various stakeholders who are significant in the lives of learners who may be affected by parental

absence through migration. Within the school system there are the teachers, prefect body, the school administrators, the classmate and peers. This suggests that school contexts are salient social domains for children (Wen and Lin 2012:122). These education and community stakeholders affect and are affected by those learners who are in the school system from CYHH. This is because according to Bronfenbrenner (1979) the influences are reciprocal (Donald *et al.* 2014:45). Thus, such education stakeholders have a role to play in determining whether the school experience for learners in CYHH could be regarded as nurturing or as a haunting experience.

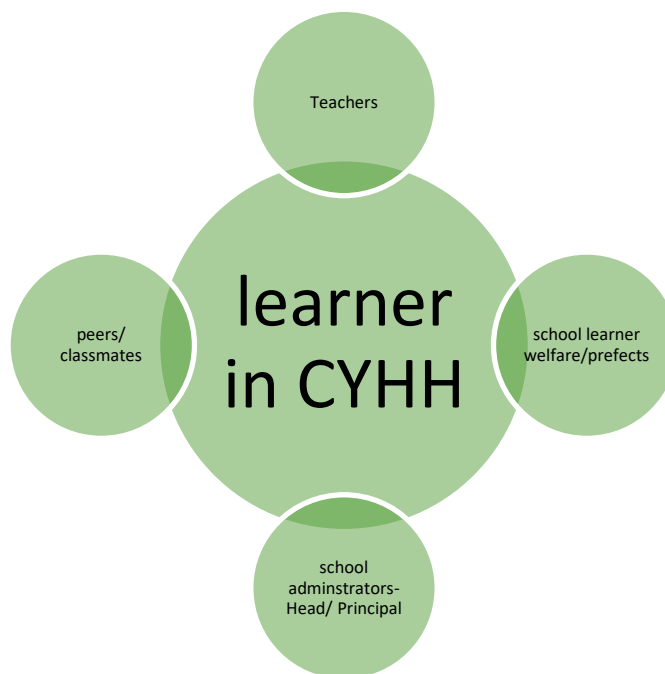


Figure 2.2 Stakeholders in the micro environment of learners in CYHH (own diagram)

2.3.3 Exploring the Mesosystem

The mesosystem involves processes that occur due to interactions of various Microsystems (Ettekal and Mahoney in Pepler 2017:4; Zhang 2018:1765). It is the link between home, school, work and neighbourhood which is reciprocal. Donald *et al.*

(2014:46) give the example of a child who may fail to get support from home but could get the support needed from other institutions such as the school. This suggests that one's family experiences may be related to the school experience. A typical school's mission is concerned primarily with the formal instruction and development of children's cognitive skills. However, the endeavour to attain this mission of the school is dependent on other variables such as the family. The relationship between the parents and the school which is the mesosystem can have a bearing on the development of the child's psychosocial functioning and cognitive skills (Ettekal and Mahoney in Peppler 2017:4).

The relationship or linkages between the school, home, work and neighbourhood are reciprocal and bi-directional. For example, the teacher interacts with the parent and likewise the parent interacts with the teacher. These interactions affect the child (Hook in Watts *et al.* 2013:505). As such, the way in which the child whose parents migrated perceives his or her situation will also have a bearing on the child's conduct in the school. The migrating parents are still viewed as top resources for support as the left-behind children turn to them for help and support (Zhang 2018:1764). It is on the basis of these reciprocal responses that the child whose parents would have migrated may impact on the academic performance of the child left behind. If the parent does not have time to interact with other parts of the system, such as the school, then the child may be affected in his or her academic pursuits. In the same vein the parent who constantly interacts with the school may positively contribute to the child's development.

However, in the absence of the parents due to migration, the other parts of the mesosystem like the school and the neighbourhood become more critical. In some cases, migrating parents leave their children in the care of neighbours. The neighbour would be tasked to monitor the children but in most of the cases the children would maintain at their home. The school, particularly the boarding school, also becomes very important. Some of the children are monitored and taken care of by boarding schools. The parents would in most cases provide for the material needs of the child in school. Perceptions of the local community can also affect the child whose parents would have migrated.

2.3.4 The Exosystem

Exosystem consist of links and levels where the individual, or a child, does not have a direct involvement, but they influence the other people who have proximal relationships with the child (Zhang 2018:1764). This process involves interactions with multiple microsystems (Ettetal and Mahoney in Pepler 2017:4). The child in this case does not have a direct function in this larger social system but is affected by it in one way or the other. In other words, it is an environment that is external to the development of a person but what happens in the exosystem affects the child's development. For example, a parent may need to move to another country or urban centre because the company has relocated, this may mean the interaction patterns with the child will have to change. These changes will impact on many other aspects of the child's development.

In the Zimbabwean and South African context, the exosystem is usually the economic and political environment that may push people, usually adults, to migrate. The migration may be done for the purpose of trying to be better parents who are able to provide for the material needs of the children who are left behind. The child is thus affected by things that he or she does not have direct control. There are also some people who migrate because their trades or qualifications are less valued in the environment like the Zimbabwean economy. However, what is notable is that such decisions tend to affect the child who may not be involved in the decision-making process.

2.3.5 The Chronosystem

The chronosystem according to Bronfenbrenner brings to this discussion, the dimension of time (Watts *et al.* 2013:505). This can include changes in family structure, place of residence or employment as well as larger cultural changes such as wars and economic cycles. For example, the effects of parents' migration can have devastating effects on a child in the first few years but with time they learn to adopt. Time is also an important variable in terms of the support that learners left in CYHH could access. Currently learners are more aware of issues to do with abuse than they were many years ago. Time therefore is an important variable that may explain the effects and coping strategies of learners in CYHH arrangements. According to Chinyoka and Ganga (2013), the child may develop resilience. Resilience is defined as the ability to withstand and overcome circumstances that place the children at risk of psychological and physical harm (Feldman 2017:404).

For a learner to develop resilience he or she relies on both internal and external resources from the environment (Donald *et al.* 2014:187). Thus, it would be expected that learners left behind in CYHH may have difficulties with psychosocial functioning in the initial years of separation but may learn to adopt with the passage of time.

2.3.6 Limitations to Bronfenbrenner's ecological model

While the ecological model was considered essential in underpinning the current study, the model do have limitations. The study plans to circumvent some of the limitations through drawing in of other theories such as the Asset-based approach and positive psychology. The following are some of the limitations of the ecological model:

- a. The model tends to ignore individual values as it views a person as a passive recipient of the environment (microsystem). Individual values are said to be hidden deep inside the individual (Christensen 2016:3).
- b. The ecological model is also criticised for failing to put into consideration human-nature interconnections (Elliot and Davis 2018:2).
- c. The model has also been criticised for ignoring the aspect of resilience which is a key concept in understanding individual capacity (Engler in Christensen 2016:3). Resilience in this case shows how individuals can overcome adverse conditions.

2.4 Positive psychology

To facilitate improved learning among learners in CYHH, following the migration of their parents, this study also adopts positive psychology from the ideas of Seligman (2003). The goal of positive psychology is to make life worth living by shifting focus from pathology and psychological disorder to well-being and happiness (Seligman 2003:146). The desirable lives according to Seligman (2003:146) are a pleasant life, the good life and a meaningful life. Carl Rogers (1979) also shares this positive and optimistic perception of human nature, a view that this study believes would go a long way as a basis for building support for children in CYHHs (Gross 2019:726). However, sometimes the drive towards self-actualisation meets difficulties which explain personality problems (Griggs 2017:348). Children in CYHH who are left behind by migrating parents are noted to go through

several psychosocial challenges that make the journey towards self-actualisation difficult (Zhao *et al.* 2017:669). It is the mitigation for which, this study sought to step in with a framework for support, protection and empowerment for learners in CYHH so that the challenges they go through may not pose as barriers in their effort to self-actualise and reach full potential.

According to Carl Rogers in Griggs (2017:349) every human being desires positive regard especially from those they consider significant others. Positive regard involves receiving things such as love, warmth, sympathy and acceptance (Hergenhahn and Henley 2014:556). The challenge that Carl Rogers noted is that significant others, including parents, often only give positive regard when the modelled behaviour suits their set standard. To Carl Rogers, in early childhood, feelings of self-worth are dependent on the mother (Griggs 2017:349). However, as the child grows older feelings of self-worth develop from interactions with significant others. Those categorised as the significant others may include the teachers, parents and community members. Carl Rogers also adds the concept of positive regard which is to do with how other people evaluate and judge us in social interaction. With positive regard, one may feel valued, respected, treated with affection and loved. These are the traits that this study proposes as mitigation for learners left behind in the context of parental migration. The significant others in this case also include the teachers, school administration, parents and peers who constitute education and community stakeholders who informed the study and are part of the social capital.

Children in CYHH may need a positive self-concept to function properly in the home. Conversely, when humans have a poor self-concept, they become self-destructive (Gross 2019:726). The development of a positive self-concept he said is dependent on the conditions of worth usually set by significant others (Griggs 2017:349).

Positive Education is defined by Seligman *et al.* (2009:293) as the kind of education where, the teaching of traditional competencies and skills also facilitates happiness for the learners. The expected outcomes of positive education are; learners with high self-esteem, who are happy, confident and generally content (Seligman *et al.* 2009:293).

Therefore, learners in CYHH also need to be afforded the opportunity for happiness contentment and an engaging learning experience.

From this understanding, it follows that even children who are left behind as parents migrate for labour have the need to self-actualise but parental absence threaten their efforts. External constraints become a hindrance to being good and creative. The absence of the parents becomes a constraint that hinders the children from self-actualising. The internalising and externalising behaviours and disorders become the outlets of the learners' failure to self-actualise. It is therefore arguable that the way in which the children or learners in the context of the school perceive their situation has a bearing on their behaviour patterns.

2.4.1 Limitations of positive psychology

Positive psychology has noted limitations that may affect its use with learners affected by parental migration. Wong and Roy (2017:1) argues that there is no tangible evidence to prove that happiness-inducing interventions could simply offset negative emotions or traumatic experiences.

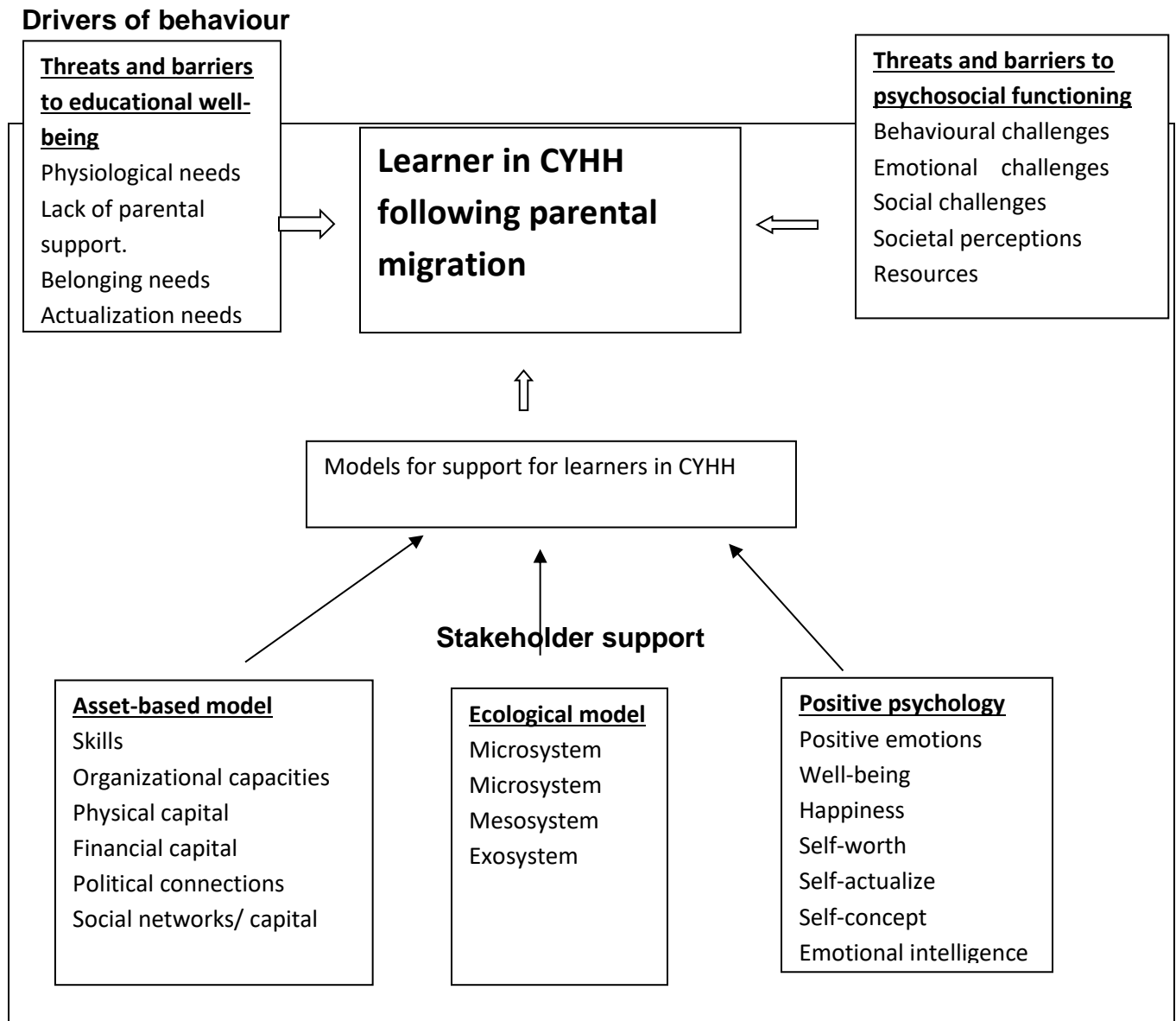
It is in consideration of such limitations that the current study sought to refer to several theories such as the asset-based approach and ecological model so as to come up with a conceptual framework for the study.

2.5 Composition of the conceptual framework

Figure 2.4 below demonstrates how the various theories considered in guiding the path of this study interacts. In terms of development and welfare the learner left behind in CYHH is threatened in terms of his/her psychosocial functioning. The learner is perceived to have social and emotional challenges associated with parental absence. In turn, these challenges become barriers with regards to educational outcomes in view of such learners lacking the requisite socio-emotional competencies to fare favourably within the education systems of Zimbabwe and South Africa. In the face of such threats and barriers, the Asset-based approach, ecological model, hierarchy of needs theory and positive psychology, constitute the models for exploring the challenges. Following the exploration

of the challenges, the same models were utilised in discovering a sustainable psychosocial support framework for learners in CYHH following parental labour migration or learners in adverse conditions. It is through the models of support, built from psychological theories, that such learners could be supported, protected and empowered for sustainable learning.

Figure 2.3. Own diagram Conceptual framework



2.6 Factors motivating leaving children behind

Parental migration results in the family being split into two halves, the migrating parent(s) and the children left behind (Bannett *et al.* 2015:310; Seepamore 2016:571). In South Africa, it is common to have adult only households in metropolitan provinces and children only households in rural provinces (Hall and Sambu 2017:100). Similarly, Fillipa *et al.* (2014:78) concurred that parental labour migration is responsible for the fragmentation of families in Zimbabwe. In the process, children become less urbanised as they remain behind in rural areas (Hall and Posel 2019:112).

The decision to leave children behind is taken after considering several factors that may be within or outside the control of the parent. Nevertheless, the children would be more of victims as they may not have control over the decision-making process. The decision to leave children behind may have to do with the destination, but still the children do not play a part in the decision. Be that as it may, the children left behind are perceived to be affected in terms of their psychosocial functioning particularly when left in CYHH.

The idea of leaving the children behind could be deliberate after consideration of certain inhibitive factors about the destination. Kufakurinani *et al.* (2014:122) in a study on parental migration in Zimbabwe, notes that many of the destination countries are considered impractically expensive for raising a child and unsuitable for doing so. In some circumstances the parents may have limited time and capacity to provide care for their children (UNICEF 2020:3). The parent would thus find it cheaper to go alone to the city to work as the family remains in the rural home. This, in a way, explains why migration of parents often results in children being left behind alone or in the care of other people.

A similar view is held in the context of South Africa labour migration trends.) Posel and Casale (2003:458) and UNICEF (2020:3) highlight factors such as increased labour market insecurity, rising unemployment, high cost of urban living and limited supply of land and housing as some of the factors that motivate parents to leave their children behind as they seek labour in urban centres. Labour market insecurity would make it difficult for the parent to migrate with the family, so they opt to leave them behind, at times, in CYHH. If the parent is not permanently employed, he or she may find it difficult to migrate with the family. This infers that children are left behind, in most cases, attending

schools, due to circumstances to do with the destination that are beyond the control of the parent.

The idea of migrating and leaving the family behind in most African countries, Zimbabwe and South Africa included, is largely a colonial legacy. According to Lu and Trainman (2011:4) and Seepamore (2016:572), this may be part of the colonial hangover, in which blacks were viewed as guest workers in white areas and could only live there with proper documentation and without the family. This process of circular labour migration has outlived the colonial period (Seepamore 2016:572) and society tends to accept it.

In the case of transnational labour migration, the destination country may also make it difficult to migrate with the children/family. Inferences can also be drawn from international studies on migration to gather the factors that necessitate parents leaving their children behind as they migrate for labour. In countries such as the Gulf States and Hong Kong, there have guest workers' programs where the migrants are given multi-layered contracts while preventing the migration of the guest worker's dependents (Coe 2012:7). Furthermore, in countries such as the United States of America, children and other dependents are admitted through family reunification channels, but the amount of time it takes to process the papers (5-20 years) acts as a barrier (Coe 2012:7).

Children are more often left behind in the homeland both in Zimbabwe and South Africa, a process that invariably impacts on the children's psychosocial functioning and educational outcomes. According to Bannett *et al.* (2015:310) despite the removal of restrictions and increased female participation in migration, only a minority (14 per cent) of migrant parents in South Africa include their children in their planning for destination household. More so, the difficulties of raising children in these host work places, the demands of work and low salaries cause some parents to shift the care of their children to the rural home (Coe 2012:8). The inhibitive issues of concern include culture, children's rights and gender equality which parents consider to run contrary to their norms and Values (Kufakurinani *et al.* 2014:122).

Thus, leaving children in the homeland as parents migrate for labour may be deliberate or forced on the parents by circumstances beyond their control. What is also notable is that most parents opt to leave children who are relatively mature when they migrate for

labour. According to Hall and Sambu (2017:103) 71% of children left in CYHH are above the age of 15 years old. However, the whole process has an impact on the children, particularly when left behind in CYHH. It is from this understanding that the current study sought to explore how this decision by parents may impact on the psychosocial functioning of the children left behind. Such an understanding in turn would facilitate the exploration of a psychosocial support framework to support, protect and empower learners left in CYHH in context of parental labour migration.

2.7 Child and youth headed household in the context of parental migration

Literature on family studies has often referred to households in which persons under the age of eighteen oversee other siblings as child headed households (Hall, Meintjes and Sambu 2014:93). This type of household is regarded as a major feature of African societies driven by various factors (Ngconjana, Kwizera and Umjesi 2017:8160). This type of household is said to be prevalent in all the nine provinces of South Africa (Pillay 2016:3). However, this study would prefer the title Child and youth headed households on the grounds that, in the context of parental migration, the decision to leave children behind is mostly done deliberately taking cognisance of the children's age. According to Statistics South Africa (2013:8) 51.3% of children in CYHH were above the age of 14. In most of the cases it is children in their adolescence who are mostly considered old enough to be left to care for the other children in the family home. It should be noted however that they will still be children, dependent on the parent, or they may still be attending school.

The department of social development in South Africa (2012) also defines a Child headed household as a home that functions without adult supervision and is often led by the eldest child. This form of household is formally recognised as an independent family form by the South African Children's Act 35 of 2005. According to UNICEF (2011), an estimated total of 100 000 children are said to be in child headed households in Zimbabwe. Statistics South Africa (2013:8) estimates the total number of CHH in South Africa as ranging between 82000 and 143000 between 2002 and 2012 as the figure rose from around 122 000 in the 2006 household survey (Meintjes, Hall, Marera and Boule (2009:1). This shows that a significant proportion of children are living in child headed households in the two countries and parental migration may be a factor contributing to this statistic.

Children in CYHH in the context of parental labour migration are often called by the phrase, children left behind. This phrase according to UNICEF (2020:1) means they are children raised in the home left behind by adult migrants responsible for them. The parents or caregivers are still available but have migrated leaving their children behind. Thus, the children are left in CYHH in either rural homes or in the country of origin as the parents migrate.

2.8 Factors contributing to the creation of CYHH in South Africa and Zimbabwe

Previous studies have explored factors that contribute to the creation of CYHH in both Zimbabwe and South Africa. These factors vary from parental abandonment, death of the parents, alcoholic parents to maltreatment by relatives (Ibebuike, Van Belkum and Maja 2014:38). Of these factors, Ibebuike *et al.* (2014:38) argued that HIV/ AIDS, armed conflict and poverty driven family disintegration are the three major causes of orphan hood and the creation of child headed households. A similar view is shared by Lobi and Kheswa (2017:100) who note that the creation of CHH is largely due to the death of the parents through HIV and AIDS, diabetes and road traffic accidents (Lobi and Kheswa 2017:100). However, the current study focusses on those children in CYHH with living parents who would have migrated for labour. The argument is that CYHHs are common in South Africa (Statistics South Africa 2019:8)

Ibebuike *et al.* (2014:38) in a study in Soshanguve highlight poverty driven family disintegration as one of the factors that contribute to the creation of CYHH. This factor, to some extent, could be related to parental labour migration on the basis that when there is poverty in the home, the breadwinner may feel obliged to move away in search of a means to break even. In that process, the family is broken and children may be left in CYHHs at various ages. According to Lobi and Kheswa (2017:100), some of the children might have been left initially with relatives but were victims of maltreatment by the relatives (Ibebuike *et al.* 2014:38). According to Gumbwe, Gumbwe and Mago (2015:293), the growing number of children in need of care due to various circumstances exerts pressure on relatives resulting in child headed families being an option.

Ibebuike *et al.* (2014:57) also notes that there are other CYHHs that could be regarded as accompanied CYHHs. The accompanied CYHHs are those children left in the care of ailing adults such as grandparents, disabled uncles/aunts or even adult relatives who may not be responsible for the household. In a study done in Soshanguve, South Africa, Ibebuike *et al.* (2014:39) gives the example of a household which was under the care of a very young adult aged nineteen years old. The adult is described by Ibebuike *et al.* (2014:39) as not able to take full responsibility of the household. In real terms, the accompanied and the unaccompanied child headed household could be regarded as similar where real care is not provided for the children. There are some children who may be residing with an adult, but they are classified as child headed households on the basis that the adult is unable to provide care. In some cases, it is the adult who may need care (Hoang, Yeoh and Wattie 2012:739).

Some of the factors identified as major drivers by Lobi and Kheswa (2017) and Ibebuike *et al.* (2014), such as death of parents due to HIV and AIDS, are considered to be contradiction with statistics provided by Statistics South Africa (2013). According to Statistics South Africa, (2013:8) 57.8% of children who are in CHH have parents that are alive. Meintjes *et al.* (2009:2) also dispute this generally held view that most children who are in child headed households do not have living parents. Meintjes *et al.* (2009:2) posit that up to 61 % of the children who are in child headed households are not orphans, 80 percent of the children have a living mother. Hall (2017:79) also supports the same view in a study done in South Africa, on children's spatial mobility and household transitions. According to Hall (2017:79) of the 2.7 million children living in CYHH in 2014, 64 percent had both parents alive but living apart from the children and 86 % had one living parent. This suggests that the death of parents may not be the major driver in terms of the creation of child headed households. In that regard, factors such as parental abandonment and parental labour migration are factors that are worth consideration as major drivers.

There are several factors that contribute to the creation of CYHH in both Zimbabwe and South Africa. Some of the factors could be considered as being out of the control of the parents such as death of the parents. However, this study has an interest in those children in CYHH in the context of parental labour migration. Such children are of interest in this

study because they are considered the majority in comparative terms of factors driving the creation of CYHH (Meintjes 2009; Statistics South Africa 2013; Statistics South Africa 2019). Secondly, such children are considered as equally affected in terms of their psychosocial functioning just like other children in different configurations of CYHH.

2.9 The significance of building support for learners in CYHH

Parental absence through labour migration automatically makes it difficult for the parent to meet the dimensions of care as outlined by Finch and Mason's 1993 model on negotiating family responsibilities (Baldassar *et al.* 2014:159). As noted above, the migrating parent is in a better position to improve the purchasing power of the children, provide accommodation, improve healthcare and pay for education (Hall 2017:4; Muyambo & Ranga 2020:58). However, there are other dimensions of care that remain outstanding and these lead to deficiencies in terms of care. Such deficiencies may be internal or external to the learner but invariably affect the learners in terms of psychosocial functioning and educational outcomes. Lam and Yeoh (2019:3085) refer to it as care deficit. It is the goal of the current study to address this deficit so that parental labour migration becomes a sustainable strategy for children left behind. It is such barriers that impede on the wellness of learners left behind following parental labour migration. Wellness, or well-being, includes physical safety mental resilience, ability to maintain social relations and developing the capacity to learn (Mattingly 2017:1).

2.9.1 Lack of emotional support

In the absence of parents, the children left behind in CYHH are at risk of lacking emotional support. Studies conducted in rural China indicate that the children left behind in the context of parental labour migration are associated with elevated levels of depression (Mengtong and Ling 2016:45). Botezat and Pfeiffer (2019:2277) also concurred that the children left behind are likely to suffer from depression and other health problems. This therefore necessitates emotional support for such learners.

Emotional support is considered critical for the development of the children particularly at the adolescent stage, which is a critical stage in the development of the children (Meda and Makura 2016:71). The family is largely expected to provide emotional, physical and material support (Seepamore 2016:573). However, in the absence of the key members of the family, the parents, the learners left behind in CYHH may experience stress posing a threat to their emotional stability. Emotional support is considered important because emotions encompass physiological and cognitive elements that influence behaviour (Feldman 2017:330).

2.9.2 Lack of educational support

In the absence of the parent through migration, the children left behind could lack support in terms of their education. The children would be affected in terms of their capacity to learn which Mattingly (2017:1) regards as part of well-being for learners. As learners are in school, they may also need parental support for them to succeed or fare better in the learning process. The parent is expected to assist in terms of supervision of homework and proper study schedules. Thus, parental migration opens a gap in terms of support for the learner that in turn may affect the educational outcomes.

2.9.3 Behaviour challenges

According to Van Rensburg et al. (2013:57) because children left in CYHH are not emotionally ready to handle the demands, their emotional frustrations are expressed in behaviour problems. This indicates that the learners in CYHH may develop unwanted externalising behaviours. This in turn warrants the development of intervention and support strategies to support learners in CYHH following the migration of their parents.

2.10 The family in context of parental labour migration

A family is defined as a group of persons related to each other and the adult in the setup assumes caring responsibilities (Giddens 2006:206). The family is also ideally expected to be in a household with primary support coming from adult members of the composition (Van Rensburg 2013:57). Seepamore (2016:571) considers the family a building block of society meant to provide physical, emotional and collective social support for its members. It is also in the family that the lifelong process of learning begins (Mapesela et

al. (2012:92). However, with the migration of parents, this definition is altered and geographical proximity ceases from being the defining feature of the family which affects the other developmental processes such as learning.

The family as an institution is said to have suffered greatly as a result of parental migration as it goes through major transformations (Pescaru 2015:674; Lu 2014:1083). In the developing world, including which Zimbabwe and South Africa, have an increasing number of children grow up with one or no parents and this is driven by labour migration (Lu 2014:1084). In this redefined family form, the provision of care may still remain central but done from a distance. What is unique about this family type is that the family will be divided across borders and separated geographically but still define themselves as a family. Seepamore (2016:571) refers to this type of parenting as distance parenting and children are the most affected in this process (Pescaru 2015:674).

This redefined family is given different names that may help articulate problems that are associated with the family form. In some cases, parental labour migration results in transnational families, which is a rapidly increasing family form (Baldassar, Kilkey, Merla, and Wilding 2014:155). When the parents migrate for labour the children are often left in the homeland. Botezat and Pfelffer (2019) refer to such children as 'left behind children' (LBC). Kufakurinani *et al.* (2014) refer to the children as Diaspora orphans as the focus of their study was on parental migration across borders. Such names and titles attached to children left behind when parents migrate denote that the children are somehow affected in terms of their psychosocial functioning and development needs. Thus, the migration of parents for labour comes with social and emotional costs shouldered by the children left behind in the family home (Cebotari, Mazzucato and Appiah 2017:2). This necessitates a proper exploration of the challenges associated with the family setup in order to step in with a framework to assist the children in terms of their psychosocial functioning. The family remains central and what defines a family according to Baldassar *et al.* (2014:159) is the exchange of care. The exchange of care is a central process that maintains and sustains this redefined family relationship. The contact between the migrating parent(s) and the children left behind would be in various forms which may include remittances, visits, and telephone communication and or social media (Baldassar, Nedelcu, Merla and Wilding 2016:135).

According to Samet (2013:225) the recent phases in migration are characterised by a greater degree of non-permanent or circular migration between the home and the workplace. This type of migration is characterised by numerous contacts between the migrating parent and the children left behind (UNDP 2010:1). This in part explains why in several cases children are left in the homeland as they view migration as temporary. The parents would still, and are expected to, continue playing their parental roles at a distance. There are, however, limitations as to the parenting roles and dimensions of care that the migrating parent can perform across distances. The parents are not able to provide physical nurturing as the family is disrupted (Mokoene and Khunou 2019:526). In the process the family's functionality is affected (Pescaru 2015:675).

2.10.1 Dimensions of care in the family in the context of parental labour migration.

Baldassar *et al.* (2014:159) draws attention to five dimensions of care which are expected in a family (based on Finch and Mason's 1993 model). Parental labour migration in this regard has a huge impact on care and household structure (Mokoene and Khunou 2019:527). Care in this case is multifaceted and includes, financial and material; emotional and moral; practical; personal care and accommodation (Mokoene and Khunou 2019:528; Baldassar *et al.* 2014:159). If one is to be regarded as a parent, he or she is expected to provide financial resources, emotional support, moral support, personal care and accommodation. A critical analysis of the care provided by migrating parents becomes important to make labour migration sustainable for both the migrating parent(s) and the children left in the homes. Parental absence in the home would result in the disruption of household roles and routines implying that changes and adjustments are made in the family setup (Seepamore 2016:575).

2.10.1.1 *Financial support and accommodation*

The need to be able to provide financial support and accommodation is cited as one of the driving factors that motivate parental labour migration (Cortes 2015:62, Muyambo and Ranga 2020:274; Muchanyarei 2020:58; Hall 2017:4). Cortes (2015:62) in a study in the Philippines identifies the need to meet the financial needs of the children as a factor driving parental labour migration that results in the fragmentation of the family. The migrating parents migrate to afford better quality healthcare, housing and accommodation

(Cortes 2015:62). In a study conducted in rural Bikita by Muyambo and Ranga (2020:274), in Zimbabwe, parents migrate to improve their purchasing power. A similar viewpoint is shared in studies conducted in South Africa by Hall (2017:4) who averred that income generation is one of the major drivers of labour migration among South African young women. Hall (2017:4) argued that there are competing demands between childcare and income generation.

Thus, the desire to improve per capita consumption is one of the driving factors of parental labour migration. This would suggest that parents migrate for the good of the family or children and in an ideal situation the children would get good accommodation, improved healthcare and better-quality education. However, the ensuing parenting is regarded as inadequate. According to Seepamore (2016:576), parenting becomes monetised, thereby implying the parents make up for their absence by providing financial resources and material items for their children. This becomes the ultimate benefit that the family enjoys in return for fluid family arrangements or the fragmentation of the family.

2.10.1.2 Emotional, moral and personal care

Besides the benefits, in terms of financial resources and accommodation, the family set up is also restructured. The result is of adult only and children only families in countries affected by parental labour migration (Hall and Sumbu 2017:100). The restructuring of the family also affects the provision of other dimensions of care such as emotional, moral support, personal care and advice (Baldassar *et al.* 2014:159).

The question for exploration is to what extent do migrating parents meet all these dimensions of care and how this subsequently affects the psychosocial functioning and educational outcomes of the children left behind in Zimbabwe and South Africa schools.

Thus, following parental labour migration, the migrating parents and the children continue to define themselves as a family. Certain components of care as defined by Baldassar *et al.* (2014:159) can still be provided across distances. However, there are also other care aspects that remain outstanding that affect the well-being of the children left behind, more so, in CYHH. In that regard, a full exploration of deficiencies in care for children left in

CYHH in the context of parental migration becomes significant for the purpose of realising relevant support for such learners.

2.11 Summary

This chapter discussed the conceptual framework that guided the current study. This study follows an eclectic approach in which theories developed from developmental psychology and humanistic psychology are adopted. This is done for the purpose of exploring the psychosocial effects of parental migration on the psychosocial functioning and educational outcomes of learners left behind in CYHH. Following this process, the same theories were also utilised in exploring a psychosocial support framework. The proposed framework is meant to close the gap on care so that parental labour migration becomes a sustainable strategy for children left behind. This is done for the purpose of improving the wellness of learners who head households following parental labour migration. Bronfenbrenner's ecological model, the Asset-based model, and positive psychology are the main theories that constituted the conceptual framework that underpinned this study. The next chapter reviews literature on the psychosocial implications of parental labour migration.

CHAPTER 3

REVIEW OF RELATED LITERATURE

3.1 Introduction

This enquiry sought to explore psychosocial implications of parental labour migration on learners left behind in CYHH for the purpose of realising a stakeholder based and informed psychosocial support framework against perceived effects. This chapter reviews relevant literature pertaining to the experiences of learners in similar contexts. Cohen *et al.* (2011:121) looked at literature review as the process that involves searching for and obtaining literature in the research area of study and synthesising the information gathered into a summary. The information gathered was also critically analysed to identify areas of controversy and formulate questions for further study. More specifically, this chapter explores relevant literature relating to the psychosocial implications of parental absence through labour migration on the original household with a particular focus on learners left behind in CYHH. This is done for the purpose of exploring a stakeholder informed and based support framework. The goal is to facilitate that labour migration becomes a sustainable strategy even for the children left in CYHHs.

3.2 Challenges faced by left-behind learners

Studies conducted in various countries to date have revealed the various challenges that learners affected by parental labour migration go through. These challenges could be classified as psychosocial challenges as the process affects both the social and emotional domains. The absence of the parent because of labour migration creates a gap as the parent is expected to model behaviour, set boundaries, share love, monitor the children and provide guidance (Seepamore 2016:574). The parent in this case has to make the difficult choice of leaving to provide for their families which is considered a rational choice (UNICEF 2020:2). In that regard, in the context of parental labour migration, the left-behind learners go through psychosocial challenges that in turn affect their well-being and educational outcomes.

3.2.1 Psychosocial challenges

Psychosocial functioning involves aspects of emotion, conduct, peer relationships, hyperactivity and pro-social behaviours (Zhao *et al.* 2017:669). According to UNICEF (2020:1) it is important to gather more data on children left behind to inform better solutions to improve their well-being. There are both internalising and externalising behaviours that are considered when one is making an assessment of psychosocial behaviours. According to Donald *et al.* (2014:392) there is an overlap between internalising behaviours that are turned inwards and the externalising reactions that are turned outwards. In line with the goal of the study, which is to explore a psychosocial support framework for learners in CYHH, it is prudent to first explore the psychosocial challenges that the learners go through. The understanding is that while migration has economic benefits, it also has social costs especially on the children (Lu 2014:1082). A proper understanding of the challenges that learners in CYHH go through is significant in making the proffered support both relevant and sustainable.

There is a small but growing body of literature that discusses both internalising and externalising psychosocial effects of parental migration on children left behind because of parental migration (Kufakurinani *et al.* 2014; Cebotari and Mazzucato 2016; Liu, Yu and Zheng 2017). However, not much is covered in the case of Zimbabwe and South Africa. Most of the studies in Zimbabwe and South Africa assessed the effects of parental absence in general not necessarily in the scope of parental migration (Chinyoka and Ganga 2013; Ibebuike *et al.* 2014; Lepheana 2016). The current study explored the psychosocial implications of parental labour migrations on learners left behind in CYHH, through assessing the emotions, conduct, peer relationships, hyperactivity and pro-social behaviours of the learners in and out of the school.

When parents take the decision to migrate, more often they make a cost benefit analysis of the venture. However, these decisions are often based on economics and tend to ignore the emotional side (Davis and Brazil 2016:2). In the case of migrating parents from Guatemala to the United States of America the costs that are brought to perspective include cost for the journey, paying the human smuggler and finding accommodation.

What would be amiss on this cost analysis is the costs on the children left behind, for example the emotional costs. Parental labour migration incurs social costs that override the economic benefits (Lu 2014:1084). The migrating parents tend to ignore the risky behaviours associated with left-behind children especially when they reach the adolescent stage (Meda and Makura 2016:71). What would drive and motivate meeting these expenses is a projection for the future. However, in the process, there are also disruptions, emotional and social costs that are incurred by both the migrating parent and the family remaining behind, which are often ignored.

3.2.1.1 Measures to estimate the psychosocial challenges on learners left behind

In assessing the psychosocial effects of parental migration on children left behind previous studies employed various measures and tools to estimate the effects (Jordan & Graham 2012; Kufakurinani *et al.* 2014; Cebotari & Mazzucato 2016; Liu *et al.* 2017). While some of the studies make use of more standardised screening tools of analysis such as the strengths and Difficulties questionnaire (Mazzucato, Cebotari, Viale, White, Grassi & Vivet 2015; Vanore, Mazzucato & Siegel 2015), sociologic questionnaires (Adhikari, Jampaklay, Chamrathirong, Richter, Pattravanic & Vapattanawong 2014; Pescaru 2015) others used subjective tools such as the caregivers or reports from the children affected and or from their caregivers (Jordan and Graham 2012). The various measuring tools employed in a way make it difficult and confusing to draw comparisons between the process and the outcomes. The problem is further compounded by the idea that several of the studies came up with similar or different outcomes using different measures in different contexts. This, in a way, makes it difficult to determine who and what can make the best assessment on the psychosocial well-being of children left behind as parents migrate.

From these previous studies, a true assessment of the experiences of learners' in CYHH could be obtained by involving as many stakeholders as possible, from the environment of the learner. In that regard, the current study intends to bring in education and community stakeholders such as teachers, school head, school psychologist, pastors, SBST, DBST, guidance and counselling teacher, police and social welfare officer. The inclusion depended on availability in Zimbabwe and South Africa where the current study

was conducted. These education and community stakeholders may view the whole process from a different view point and bring in new perspectives that go a long way in exploring the desired psychosocial support to enhance wellness for learners affected by parental absence through migration.

3.2.2 Internalising disorders

Internalising behaviour problems are defined as lack of control over one's emotions that may include demand for attention, feelings of inferiority, or worthlessness, social withdrawal and dependency (Perry and Price 2018:125). Thus, internalising behaviours are inward looking and could be described as covert (Donald *et al.* 2014:392). The internalising disorders are attributed to parental absence which results in emotional distance between the migrating parent and the children left behind (Seepamore 2016:574). It is of interest, to this study, to explore how learners left behind heading households are affected in terms of their emotions. Emotions are defined as feelings with both physiological and cognitive elements that influence behaviour (Feldman 2017:330). The overarching goal being in exploring stakeholder driven support that would ensure such learners develop necessary emotional competencies for sustainable learning in Zimbabwe and South Africa.

Several studies to date highlight several but varied internalising effects of parental migration on learners left behind (Graham & Jordan 2011; Adhikari *et al.* 2014; Mazzucato *et al.* 2015; Knipe, Lambert, Gunnel & Gunnel 2019:17). The varied internalising effects could be a result of the different data gathering tools and different settings for the studies. The current study also explored the internalising behaviours that are associated with learners left in CYHH at secondary school level in Zimbabwe and South Africa. Furthermore, the current study drew comparisons between those internalising effects identified in the different countries and those in Zimbabwe and South Africa. Context counts in terms of the internalising effects, hence the need to also focus on Zimbabwe and South Africa in order to come up with comparative insights in the two countries.

A study by Adhikari *et al.* (2014) in South East Asia using the strengths and Difficulty Questionnaire is prominent in terms of highlighting internalising effects of parental

migration on children left behind. The instrument is regarded as effective and has a proven record of reliability in screening children and adolescents with emotional and behavioural problems (Adhikari *et al.* 2014:783; Mazzucato *et al.* 2015:217). Findings from several past studies indicate that a high proportion of the children left behind had health problems, which include hyperactivity, emotional, and peer problems (Adhikari *et al.* 2014:783; Mengtong & Ling 2016:45 ;). A similar view is also shared in a study done in Rumania by Botezat and Pflffer (2019:277) and in South East Asia by Graham and Jordan who claim that children left behind have a high probability of suffering from depression, poor psychological well-being and health problems. However, older children were said to be less likely to have mental health problems than younger children because they develop better support networks from peers (Adhikari *et al.* 2014:787).

These above mentioned studies, are significant in that the psychological well-being of the children left behind was assessed from both the viewpoint of the children themselves and that of their caregivers. Although the current study will build on this approach, it will further explore this dimension from the view point of the learners and their community stakeholders in Zimbabwe and South Africa with the aim of relating them to external behaviours and educational outcomes. This study seeks to explore a psychosocial support framework to enhance the coping capacities of such learners in CYHH in the context of parental labour migration.

3.2.3 Psychological distress

Psychological effects include emotional, cognitive, mental and spiritual aspects (Agere and Tanga 2017:62). Children or learners in the different configurations of CYHH are said to be affected psychologically by parental absence (Mengtong & Ling 2016:45; Knipe *et al.* 2019:3). Learners in CYHH because of parental labour migration compare with other children in CYHH, such as orphans of HIV and AIDS, as they go through circumstances and events called stressors that threaten their well-being (Feldman 2017:475). In extreme cases, the children left behind are said to be at a heightened risk of developing mental health disorders, depression and anxiety (Maclean, Ogyeman, Walther, Senger,

Baranowski and Katz 2020:2). It is in such circumstances that the children are at an increased risk of suicide ideation (Fellmeth *et al.* 2018:2567; Knipe *et al.* 2019:2).

A study by Mazzucato *et al.* (2015), used an analysis of variance and revealed that children left behind in the context of parental migration in Ghana, Nigeria and Angola have a higher level of psychological distress than children living with their parents. Similarly, in Mexico children forced to separate from migrating parents to the United States of America were said to be at heightened risk of developing mental health disorders such as post-traumatic stress disorders, depression and anxiety disorders (Maclean *et al.* 2020:1). This also resonates with findings from China by Mengtong and Ling (2016:45) and Fellmeth *et al.* (2018:2568) in which children living separate from parents were said to be associated with elevated psychological distress, and increased risk of depression.

Furthermore, the level of stress that a child experiences is closely associated with the life changes experienced (Gross 2019:295). Stress can produce both psychological and biological effects (Feldman 2019:295). Consequently, children left behind in the context of parental labour migration experience several life changes as they have heightened levels of stress. This kind of assessment makes it even more important to explore support mechanisms for left-behind children in Zimbabwe and South Africa. Sustainable support in the two countries can only be proffered following a full exploration of the countries context, as this makes a difference in terms of psychological effects of parental labour migration (Mazzucato *et al.* 2015:222).

3.2.4 Depressive symptoms and sense of abandonment

Cases of depression among learners are said to be more prevalent among learners worldwide and it is estimated that up to 20 % of the youth go through episodes of depression (Seligman *et al.* 2009:294). Depression is also an issue of concern in the world considering that depressive disorders are the most common of all mental disorders (Gross 2019:764). Fellmeth *et al.* (2018:2567) and Botezat and Pflffer (2019:277) also

assert that the children left behind following the migration of parents often develop a sense of abandonment, which may lead to increased risk of depression as compared to children on non-migrants. The same view is corroborated by Lopez-Ekra, Aghazam, Kotter and Mollard (2011:77) who averred that most of the children interviewed in the Philippines claimed to have adjusted to parental absence but still felt sad and had feelings of ambivalence. Migration is thus regarded as negatively impacting on the children's emotions in the Philippines.

The children left behind in the context of parental labour migration are also associated with increased levels of grief, sadness and anxiety (Lam & Yeoh 2019:3085; Fellmeth 2020:2567). In such grieving states the uptake of alcohol is likely as many young people take it as a depressant and as a way of realising stress (Feldman 2017:167). In the process, the children are affected more in terms of their psychosocial functioning. It is the meaning that the learners left behind would attach to the whole process that would trigger feelings of grief and anxiety.

Closely related to internalising disorders associated with children left behind by migrating parents, Wu and Zhang (2017:117) assessed how parental migration or absence affects the development of cognitive and non-cognitive skills such as responsibility, integrity, communication skills and self-management on children left behind in China. Their findings attest that children left behind are less likely to be happy, have lower self-assessment and are less likely to be satisfied (Wu and Zhang 2017:117). To further worsen the plight of children in CYHH, Nazario cited by Lu (2014:1084) revealed that children who remain alone for prolonged periods of time end up lacking affection and emotion and this may develop into resentment. This infers that parental migration affects negatively the development of the children left behind. The effects can also affect their later functioning in life even at the workplace.

The emotional effects of parental absence are also gendered with girls being affected more than boys especially when they have a father absent (Vanore *et al.* 2015:254). These findings are also affirmed by Robila (2011:331) in a study conducted in Romania, who asserted that depression symptoms are relatively higher for girls than for boys. These findings necessitate similar studies that target both boys and girls who are at secondary

school level, who may be more susceptible to depressive symptoms. Their research indicates that gender of both the migrating parent and the left behind child, becomes a variable in determining both the internalising and externalising effects of parental migration on left behind children.

3.2.5 Stigma and discrimination

It is of interest in the current study to draw comparisons between how learners left behind in the context of parental migration compare with other learners in CYHH due to stigma and discrimination. For learners in CYHH in the context of orphans, stigma and discrimination are noted as topical issues (Agere and Tanga 2017:64). This finding is also affirmed by Pillay (2016:2) in South Africa who notes that besides extra duties, learners in child headed households must deal with stigma. In view of this understanding UNICEF (2020:2) cautions against using the phrase, children left behind to avoid further stigmatising the children as it demonises the migrating caregivers. Children involved in a study by Agere and Tanga (2017:64) on CHH in Soweto, reported that they faced stigma and are labelled welfare kids in the communities which in turn affects their adjustment and self-esteem as well as their integration with peers and involvement in other school related tasks.

Similarly, children left behind in the context of parental migration are said to go through stigma and discrimination. However, according to Mazzucato *et al.* (2015:222), the country context becomes an important variable in terms of stigma and discrimination. The study revealed that while stigma was not an issue in Ghana, Nigeria and Angola it was a topical issue in Asia and Latin America. Similarly, literature from Zimbabwe indicates that the children in CYHH are labelled diaspora orphans (Kufakurinani 2014:122).

The practice of attaching labels is also noted to be prevalent in western societies where people are described in terms of their deficits (Thomas 2019:1). Thus in some countries, children left behind as parents migrate felt stigmatised, discriminated and labelled by their deficits. They compare with other children who are living in the absence of their parents. The current study further explores stigmatisation and discrimination issues among those learners left behind in the context of parental migration in Zimbabwe and South Africa.

This is hinged on the idea that it is only through a proper understanding of the issues at play and in their correct context that a framework could be proffered to assist in the coping strategies of such learners.

3.3 Externalising behaviours

Externalising behaviours are those behaviours that are overt and could be aggressive, hostile, destructive or defiant in nature (Perry and Price 2018:125). Externalising behaviours are those behavioural problems that are turned outward and could be visible. Vanore *et al.* (2015:252), in an assessment of the psychosocial health of children left behind by migrating parents in Moldova, assert that parental migration seldom corresponds to worse emotional outcomes but does correspond to increased conduct problems. A similar view is shared by Pescaru (2015:674) and Knipe *et al.* (2019:4) in a study in Romania and Sri Lanka respectively who reveal that behaviour problems are a major characteristic of children left behind by migrating parents. In Romania for example 90.4 percent of participants identified behaviour problems as the major problem with learners left behind following parents in migration (Pescaru 2015:674). Consequently, the children left behind are negatively affected on their outward behaviours in the same way they are affected emotionally.

The conduct and behaviour are attested both in the home and in schools. A study done by Van Rensburg *et al.* (2013:57) revealed that, children left in CYHH would be emotionally immature and cannot deal with the new roles they must adopt in the absence of the parents. Similarly, the International Organisation on Migration (IOM) (2020:1) asserted that in countries such as the Vietnam and Sri Lanka the children left behind suffer from social and emotional maladjustments which result in behaviour problems. It is because of the failure by children in CYHH to handle demands associated with heading a household that their emotional frustrations are expressed in behavioural problems (Van Rensburg *et al.* 2013:57). It is on the basis of this assumption that the current study solicited for perceptions of education stakeholders in the school. It is only through involving education and community stakeholders in identifying the problem behaviours

that this study hopes to come up with an appropriate intervention framework that can help in mitigating the challenges.

3.3.1 Violent and aggressive behaviour

In a study done in the Caribbean, Bakker, Elings-Pels and Reis (2009:9) identify violence and aggression as some of the major external behaviours of learners left behind following the migration of parents. This was affirmed through a research done at University of West Indies that showed that the absence of mothers was one of the determining factors for children's involvement in violence (Bakker *et al.* 2009:9). Dollard in his frustration–aggression hypothesis (Gross 2019:488) concurred that while aggression is partly an innate response, it is usually triggered by frustrating events or situations. Learners left in CYHH become violent because of the frustrations associated with heading a household. The uptake of alcohol is also associated with violent behaviour (Feldman 2017:166).

Cortes (2011:4) asserted that in countries such as Mexico, boys left behind run the risk of joining drug barons. Similarly, Moshiri (2011:149) asserts that the involvement in criminal behaviour and violence by learners living without parental care is an example of criminal behaviour. This finding resonates with findings made by Garza (2010:22) in Jamaica, where boys living in the absence of their mothers are said to be more likely to develop violent behaviour. In the process, these studies reveal that the children, mostly boys, end up developing violent behaviour that puts them on greater risk of involvement in violent crime. Their involvement in violence is also attributed to the transition challenges to secondary education and the surrogate care giving responsibilities assumed by such learners.

It is, however, not very clear whether the children left behind become the perpetrators or the victims of violence. What is nevertheless clear is their involvement in violence, which is a negative externalising behaviour. Most of the behavioural challenges that the children have are attributed to parental absence and proper supervision (Pescaru 2015:675). It is of interest in this study to gather the views of the teachers and the caregivers in Zimbabwe and South Africa to make an assessment of the children's involvement in violence in and out of the school. It is through such an assessment that the underlying motivational factors

that may be behind the upsurge of violent behaviour in schools in both Zimbabwe and South Africa may be exposed.

3.3.2 Drunken and criminal behaviour

Children who live in the absence of their parents are also associated with drunken and criminal behaviour (Moshiri 2011; Cortes 2011; Kufakurinani *et al.* 2014; Fellmeth *et al.* 2018:2568). Literature to date indicates that following the migration of parents, the children may engage in drunken and criminal behaviour as they lack parental control (Bakker *et al.* 2009:9). This may be further worsened in situations where remittances may stop coming (Bakker *et al.* 2009:9). These children may bring to school, negative behaviour patterns that may not only affect themselves but many functions of the school system. The consumption of alcohol according to Greenfield in Gross (2019:129) and Feldman (2017:166) alters the person through impaired memory, poor judgement and acts of aggression. Children and teenagers are more vulnerable to these effects. In the process, the ensuing behaviours may have a bearing on their educational outcomes as these are also linked with memory loss and interfere with sleep patterns (Gross 2019:132).

Moshiri (2011:149) in her studies in Tajikistan also notes that 54 percent of the caregivers affirmed that the children left behind are likely to engage in behaviour problems like, theft, drunkenness and other juvenile crimes. This observation is consistent with findings from Fellmeth (2018:2566) and Wang, Lu, Zhou (2019:4) in that left behind children had a marginally higher risk of substance use, which includes binge alcohol drinking and smoking. The use of drugs and alcohol could be linked to the ensuing environment following parental absence through migration.

Besides alcohol and substance use, the learners left in CYHH are also associated with crime. This assertion is also affirmed by Cortes (2011:7) who averred that the number of adolescents with migrating parents who were committing crime was increasing. In line with the above observations, parental absence through migration correlates with alcohol use and criminal behaviour. The current study is also interested in exploring the possibility of criminal activities among learners left in child and youth headed households in the

context of parental migration in both Zimbabwe and South Africa. The motivating factors underlining this criminal behaviour needs to be unearthed to facilitate an intervention framework in mitigation.

Similar views are also expressed in Literature that focuses on other configurations of CYHH. In a study on Child headed households in South Africa, Van Rensburg *et al.* (2013:57) also revealed that children left in child headed households express their emotional problems through behaviour and are associated with drug abuse, prostitution and alcohol abuse. In China, Wang, Lu and Zhou (2019:4) assessed risky behaviours and noted that some of the children left behind following parental labour migration get addicted to the internet. This was assessed using the internet addiction test for Chinese. This in a way shows that the emotional effects of parental absence through migration find expression in outside behaviour.

3.3.3 Risky sexual behaviour

In exploring challenges of adolescent females in child headed households in South Africa through a systematic review of previous research, Lobi and Kheswa (2017) highlight a plethora of challenges that the children go through. Some of the risky sexual behaviours may be related to the uptake of alcohol which, for Feldman (2017:166), causes physical and emotional instability, is also associated with poor judgement and memory loss. In Sri Lanka as well, children left behind in the context of parental labour migration were associated with risk taking behaviours that expose them to dangers such as underage marriages and child abuse Knipe *et al.* (2019:7). Most of the risky sexual behaviours can nevertheless be applicable to all the various categories of adolescents who live in the absence of parents or adult supervision for various reasons.

The risky sexual behaviours noted include unprotected sex with multiple partners and transactional relationships under the influence of alcohol or drugs (Lobi and Kheswa 2017:101). According to Meda and Makura (2016:73) adolescents tend to be experimental and have risky behaviours which expose them to HIV and AIDS. In exploring the reasons behind the risky behaviours that may expose the children to abuse, it is argued that at the adolescent stage, the brain will still be growing hence their decision

making and self-control may not have developed adequately to control their desires and feelings (Meda & Makura 2016:77; Lobi & Kheswa 2017:101).

3.3.4 Factors contributing to the externalising behaviour problems

The behaviour problems of the children left behind following parental migration are attributed to various factors. Cortes (2011:8) is of the opinion that differences in the mentality of the adolescents left behind and the carer, particularly if it is the grandmother, contributes to the former's behaviour challenges. This may be due to the inability of the grandparent to exercise discipline among the children. Bakker *et al.* (2009:9) blame remittances for violent behaviour of learners left behind. This desire for material goods leads the children to crime and violence, especially if the remittances stop coming (Bakker *et al.* 2009:9). This view is significant considering that some of the anticipated economic gains of parental labour migration have not been attained by most of the families left behind (Ndlovu and Tigere 2018:6).

Lobi and Kheswa (2017:102) are of the view that at adolescence, the brain would still be growing which may affect decision making. The youth may also be affected in their decision-making process by the uptake of drugs and alcohol (Bakker *et al.* 2009). The uptake of drugs and alcohol leads to poor judgement, memory loss and aggressive behaviour (Feldman 2017:167). Some of the money used for drugs and alcohol is money that may be meant for school fees and levies (Ndlovu and Tigere 2018:6).

3.4 Challenges associated with the absence of the mother

There is a noted change in the literature to do with migration as it now affirms the involvement of women in the migration (Cortes 2015; Hoang *et al.* 2012, Hall 2017; Hoang *et al.* 2012). The feminisation of migration is a phenomenon that is also attested in Asia, Philippines and Sri Lanka and is making its mark in Africa as well (Kim 2010:433; Knipe *et al.* 2019:6; Apatinga *et al.* 2020:1). According to Apatinga *et al.* (2020:1) there is high prevalence of female migration in Sub Saharan Africa. This shift has also to do with changes in society driven by globalisation in which women also want to contribute towards the improvement of the quality of lives of their families (Hall 2017:3). Hoang *et al.*

(2012:733) also concurred and add that women are increasingly being drawn into the global world market. Hall (2017:4) regards labour migration as now being more prevalent among young females in South Africa where they struggle in balancing childcare with generating income. Women are no longer deterred by their gender in taking up migration resulting in children being left behind (Kim 2010:444).

The feminisation of the migration process is being fuelled by the growing demand for labour in the care sector (Cortes 2015:7). In the case of South Africa, more prime aged women are being involved in migration to centres of work or to look for work (Hall 2017:5). and labour migration is cited as the key reason for maternal absence. A similar notion is shared in Zimbabwe where females do not only migrate for economic and political reasons, but some migrate to escape from a bad marriage (Kufakurinani 2014:122). Thus, trends in migration are changing the world over, as more women are migrating for labour resulting in both the mother and father being absent. This study opines that it is this feminisation of migration that is contributing to the increase of children in CYHH in both Zimbabwe and South Africa. This is because traditionally children were left with the mother when the men migrated to places of work. This invariably brings forth issues to do with care giving arrangements to fill in the vacuum created by the mother who would have migrated.

There are different views as to who would affect more on the well-being of the children between the mother and the Father. While some studies assert that the children are affected more by the migration of the mother (Baldassar *et al.* 2014; Cortes 2015), others content that the migration of the mother has better outcomes for the children left behind (Cebotari *et al.* 2017:29). The differences could be explained by the expected roles of the father and the mother in the home. According to Lu (2014:1082) the father plays the role of discipline and protection while the mother does the caregiving roles. Even in terms of return visits, the migrating mother is said to make more frequent return visits as compared to migrant fathers (UNICEF 2020:3). It is also an issue of interest in the current study to explore on whom of the parents, the father or the mother would impact more on the children left behind.

Cortes (2015), in a study done in the Philippines assessed the effects of the feminisation of migration and how it affects children left behind. Cortes (2015:63) contends that the effects of migration vary by the gender of the children left behind. Era (2016:4) contends that other variables come into play such as age, physical condition of children left behind and household income from remittances. It is such variables that determine the extent to which the children are affected by the migration of either of the parents. The study by Cortes (2015:63) is significant in that it compared children of migrant mothers with children of migrant fathers. This is built on the premise that households with migrant mothers have unobserved characteristics that distinguish them from physically present mothers (Cortes 2015:63). The parenting role of the mother is considered essential for the social development of the children (Era 2016:8). In other words, there are differences in terms of the structure of the household in which the mother is present and that in which the mother is absent. The mother is regarded as significant because she is associated with care while the father is associated with discipline and authority in the home (Lu 2014:1084). These differences would also be reflected in the effects of absence on the children in such homes.

Cortes (2015:64) averred that boys are affected more if the mother migrates than the girls and there is no negative effect if it is the father who migrates. This is largely explained by rigidity in gender roles in which if the father migrates the mother would assume the role of both mother and father. Conversely, if the mother migrates, the father would tend to seek assistance from female relatives. According to Hoang *et al.* (2012:734) it is an established fact that upon the migration of the mother, the female relatives often step in to take the mothers' care duties. Consequently, children who are left with the father end up with other relatives like grandparents and Aunts. The current study is also interested to make an assessment of which of the parents would affect the learners more when they migrate in Zimbabwe and South Africa.

In a study aimed at exploring the effects of a mother's migration on the well-being of her children, Cortes (2015:65) contends that mothers generally want the best for their children. In that regard, mothers are considered to make proper valuations before making the decision to migrate. The mothers would consider migrating only if they expect their children to enjoy the net benefit of their decision. The assumption is mothers would be

guided by an analysis of the benefits against the non- benefits of their decision. The mother is also interested in providing care thereby suggesting that she considers everyday issues (Lu 2014:1084). While this may have been the case in the Philippines, one cannot generalise it to other parts of the world. This, in part, necessitates the current study in which the decision of mothers to migrate, in both Zimbabwe and South Africa, is measured in terms of the cost benefit analysis. The study in Zimbabwe and South Africa also considers the extent to which the decision to migrate by mothers takes into consideration the effects or benefits of their decision on the children left behind.

Jordan and Graham (2012:3) averred that children of mother migrants appeared to have poorer psychological well-being, with more reporting themselves as being unhappy, anxious, lonely susceptible to common ailments and affected by loss of appetite. A similar result was also made by Mazzucato *et al.* (2016:218) in a study in Ghana, Nigeria and Angola who assert that children with migrant mothers and who are cared for by their fathers are more likely to display poorer psychological well-being compared to children living with both parents. The absence of the mother is said to disrupt everyday life for the children implying that the children are affected more by the migration of the mother as compared to that of the father (Lu 2014:1084).

Besides internalising effects, the absence of the mother is also associated with negative externalising behaviours. A survey in Jamaica revealed that the absence of a mother was a key determinant of children involvement in violence (Garza 2010:22). In China it is said 27% to 57% of left behind children exhibited problem behaviour (Liu *et al.* 2016:79). This suggests that a learner left behind, has a significantly higher chance of exhibiting problem behaviour.

By using a play based on a collection of monologues, Pratt, Johnston and Banta (2017) reflect on the experiences of children affected by Filipino labour migration to Canada. The play which is based on research materials gathered in Canada covers issues to do with crisis of care in which women in the global south leave their families to care for families in the global north thereby causing the challenges of family separation (Pratt *et al.* 2017:83). The Filipino monologues run through a range of emotions, frustration, despair, anger, and despondency and reflect negative emotions as the children miss their

mothers. Even if the mother may try to keep in touch with the left behind daughters using letters and telephone conversations, the play by Pratt *et al.* (2017:83) shows that these means of communication failed to work. The reasons why they failed to work is that letters would take up to a month before they get to the Philippines (Pratt *et al.* 2017:83). In the case of telephone conversations, the girl in the monologue claims that she could not connect as she does not know what to talk about as they do not know each other anymore (Pratt *et al.* 2017:83). The mother in this case has become more of a stranger. This shows that the emotional toll does not only affect the children left behind but the mother as well. Filipino children are significant as they reflect more cases of mother migration leaving the father as the caregiver. This is because migration in the Philippines has become more feminised which may resemble the case of Zimbabwe and South Africa.

In a qualitative study done in Ghana, Cebotari *et al.* (2017:29) found that transnational family life, when mothers migrate, leads to greater health, happiness and school enjoyment for children left behind in Ghana. This is largely attributed to remittances which are used for the upkeep of the children. It is argued that mothers tend to remit more money for the upkeep of their children left behind (Cebotari *et al.* 2017:29). Therefore, this finding runs contrary to the views expressed by Antman (2012:1) who asserted that pushing a father earlier to the United States would result in better educational outcomes for the children. What may however explain the difference is that the contexts of the studies were different; the ethnic group where the study was done in Ghana was largely matrilineal. It is also of interest to the current study to assess which of the two would affect the children more between the mothers and fathers absence. It should be noted that Zimbabwean and South African families are largely patriarchal which makes it more interesting to assess the impact of father versus mother migration in the two countries.

3.5 Challenges associated with father absence through migration

The psychosocial effect of parental migration is also determined by the gender of the migrating parent. While some studies indicate that parental migration generally affects the psychosocial functioning of the learners, other studies point out that the degree and extent is determined by the gender of the migrating parent (Jordan and Graham 2012:21).

This assessment is also of interest in the current study as it is notable that migration in both South Africa and Zimbabwe is shifting from being male dominated to being gender insensitive. More and more women are participating in migration (Hall 2017:3), a situation that often results in children being left in CYHH. It is also noted in the case of South Africa that following the absence of the father as compared to the absence of the mother, the children left behind are more likely to be in CYHH (Statistics South Africa 2019:8). In South Africa there is a bigger proportion of children left behind by migrating fathers who had never been co-resident with their parents (Bennet *et al.* 2014:7). This is also in line with low rates of father-child co-residency in South Africa. According to Statistics South Africa, (2013:8) 22.5% of paternal orphans found themselves in CYHH as compared to 5.6% of maternal orphans.

While, the migrating mother is said to maintain contact through the telephone, remittances and letters, the migrating father is said to neglect on that responsibility (Pratt *et al.* 2017:83). This suggests that father absence equally affects the children left behind as the father is more likely to renege on his responsibilities when away. The possible explanation proposed by Garza (2010:19) is related to the cultural traditions that make mothers more responsible and caring when managing the household. This is unlike fathers who are more concerned with authority and discipline (Era 2016:7). The same view is corroborated by one of the monologues produced from an interview from a young woman left in the Philippines at the age of 11 when the mother migrated to Vancouver, Canada (Pratt *et al.* 2017:86). The young girl claims that upon the migration of the mother, the father had a live-in girlfriend, a development that may have prompted divorce (Pratt *et al.* 2017:86). This suggests that both the father and mother absence in the home has serious implications for the well-being of children left behind.

While mother absence affects the children in terms of care, father absence is associated with conduct problems for children left behind. In a study by Vanore *et al.* (2014:252) in Moldova, children of absent fathers have the highest conduct problems and an abnormal score on the Strengths and Difficulties Questionnaire. This would suggest that the presence of the father in a way assists in normalising the behaviour of children left behind. This in turn becomes a gap among children left behind following parental labour migration.

Therefore, while mother absence affects the psychological development of children left behind father absence also impacts on the conduct of children left behind. The father is also said to be more likely to take his parenting duties more diligently when present in the home as compared to when away from home. Conversely, the mother makes effort to provide care away from home (Pratt *et al.* 2017:86).

3.6 Significance of remittances

Parental labour migration literature has brought into perspective the possibility of providing care from afar through remittances. Remittances are a significant variable in the care of the children left behind following parental labour migration. According to UNICEF (2020:2) up to US\$466 billion has been sent by foreign nationals to their home countries in 2017. In this case, the migrating parent has an opportunity to provide care for the children left behind. The reason for undertaking migration for most parents in Indonesia and Philippines is to secure the future and education of children left behind through remittances (Lam and Yeoh 2019:389).

According to Garza (2010:10) an analyses of remittance utilisation revealed that most of the received remittances are used for clothing, food, healthcare education and other basic needs. In the case of South Africa remittances provide income for the remaining household to purchase goods and services (Mokoene and Khunou 2019:526). In line with the asset-based approach, remittances could be categorised as an important resource that could go a long way in improving the well-being of learners in CYHH settings. The migrating parent through remittances is in a better position to improve the purchasing power of the children, provide accommodation, improve healthcare and pay for education (Hall 2017:4; Muyambo & Ranga 2020:289).

UNICEF (2020:3) revealed the following challenges with remittances that affect the beneficiaries; sometimes they do not correlate with poverty reduction because they may be inadequate, the parents may send less money or stop sending money or is affected by exchange rates. If the money is sent through a third party, there is the danger of remittances being abused and not benefitting the left behind children (Garza 2010:9). It is in such circumstances that parental labour migration fails to live to expectations as it

does not always translate to improved living conditions (Muyambo and Ranga 2020:274). It is from such outcomes that UNICEF (2020:30) revealed that there is little evidence to prove that remittances alleviate poverty for left behind children.

3.8 Gender based effects of parental absence due to migration

Studies to date have attempted to make a distinction on who would be affected more in terms of psychosocial functioning and educational outcomes between a learner who is male or female (Antman 2012; Garza 2010; Cebotari *et al.* 2017). This idea is affirmed by Garza (2010:19) who argued that children's experiences with family separation differ depending on gender. There is however, no consensus in the studies as to who is affected more between the boy and the girl. While, Antman (2016) and others assert that girls are not affected but are the real beneficiaries of parental migration, Garza (2010) is of the view that girls particularly adolescents are adversely affected. It is therefore, important to incorporate gender analysis in the current study and establish which of the children are more affected in both Zimbabwe and South Africa.

3.8.1 Effects on the girl child

Mixed views were expressed in studies as to how girls left behind are affected by parental labour migration. While Antman (2016:15) and Botezat and Pflffer (2019:277) relate parental labour migration with positive outcomes for the girl child, others such as Garza (2010:21) relate it to negative outcomes. Antman (2016:15) revealed that father migration results in improved educational outcomes for the daughter left behind and there is no significant effect on boys. The possible explanation posited by Antman (2016:15) is that paternal migration coincides with the shift in household structure; it may be that women are left as primary decision makers in the households and invest the marginal dollars in the education of their daughters. The same view is corroborated by Lopez-Ekra *et al.* (2011:77) who averred that women's management of remittances have been shown to be beneficial to girls. Thus, girls are noted as the main beneficiaries of migration in terms of educational attainment relative to boys.

Garza (2010:20) asserted that, adolescent girls are more affected by the departure of the mother having to take over care giving and house maintenance roles. On the other hand, the boys respond to migration of parents as an incentive for them to also migrate (Garza 2010:21). This assertion, in a way, refutes the findings made by Antman (2016:15) who claims that the girls are not affected by the migration of the parents, in particular, the father.

Studies by Cebotari and Mazzucato (2016) in Ghana, Nigeria and Angola on the educational performance of children left behind by migrant parents, revealed that gender is also a determinant of the effects; as girls are said to be more susceptible to negative educational outcomes as compared to boys. This may be explained by the idea that girls are considered more vulnerable to shocks associated with parental absence which may affect their school performance (Cebotari and Mazzucato 2016:853). A similar view is also shared by Lopez-Ekra *et al.* (2011:75) who notes that if a woman migrates, the young girls in the family often step in to make up for her absence. Therefore, girls will be affected as they will step in to fill the gap opened by the migration or absence of the mother. This substitute caring role by the girl child would have consequences in terms of exhaustion and missed educational and human development opportunities Lopez-Ekra *et al.* 2011:75).

3.8.2 Effects on the boy child in CYHH

There is literature that points to the idea that it is not only girls who are affected by parental migration but boys are equally affected, yet girls receive less scholarly attention (Hage & Pillay 2017; Lopez-Ekra *et al.* 2011). Figures from statistics South Africa (2012:12) indicate that there are more boys than girls in child and youth headed households in South Africa. This makes it important to explore how boys are affected in the context of labour migration. According to a study by Hage and Pillay (2017:306), the boys also need attention in research as they may experience more material deprivation, a heavier burden of household duties and may receive less adult and teacher support.

Women interviewed in Bangladesh reported problems in terms of controlling boys (Lopez-Ekra *et al.* 2011:76). The result is that the sons in Bangladesh are sent to Muslim religious

institutions called 'Madrasses' for better discipline and learning (Lopez-Ekra *et al.* 2011:76). The boys in this case are associated with negative externalising behaviours that may need outside intervention. The reason cited by Lopez-Akra *et al.* (2011:76) is that the sons lack a role model because of father absence. What may be questionable is if girls are also not equally affected by lack of a role model upon the migration of the mother.

In a study conducted in Romania on parental migration and children's outcomes, Robila (2011:331) revealed that there is a difference between boys and girls, in terms of receiving social support. Robila (2011:331) assert that girls affected by migration are perceived to receive much more support than boys; probably because of the high social skills that they have by adolescence. Girls, in this regard, are perceived to have higher social skills and are likely to share their problems increasing their chances of getting support. Comparatively, boys are perceived to keep their problems to themselves due to lack of social skills. In a way, this explains the assessment that boys are perceived to report higher depressive rates than girls in Romania (Robila 2011:330). The differences in this case maybe the issue of reporting and disclosing their situations. The boys may have been unwilling to share their challenges. This in a way necessitates the current study in which externalising behaviours would also be assessed as they may be the outlets of the depressive symptoms.

Bakker *et al.* (2009:2) carried out a study in the Caribbean's, a region that is arguably exporting the largest proportion of its constituent population. In this study, Bakker *et al.* (2009:9) affirmed that the emotional consequences of separation from parents seem to vary by gender. While boys externalise their pain and frustration, girls internalise their suffering. Accordingly, both boys and girls are affected but the outlet is what differs. This is also affirmed by studies in Swaziland in which it is easier to identify the educational effects on boys in CYHH as most of them tend to be less interested in school but would prefer to work (Poulsen cited in Hage and Pillay 2017:306). This makes the current research essential, whereby education stakeholders such as the teachers' perceptions are considered. While the data collected from the affected learners will yield internalising and partly externalising effects, the teachers and other community stakeholders would be better positioned to assess and speak of the externalising behaviours. In this regard the

effects, on both boys and girls left behind because of parental labour migration, will be brought to light.

3.9 Impact of parental migration on educational outcomes

It is the purpose of this research to examine the mental wellness and functionality of the learners left behind in child headed households by migrating parents, through assessing their academic performance and educational outcomes. This assessment is important considering that in countries such as Indonesia and the Philippines parents take the gamble of migrating for the sake of their children's education (Lam and Yeoh 2020:3087). There is general consensus in research done to date that this is best done in the context of the school (Davis & Brazil 2016; Arlini, Yeoh,; Antman 2016; Cebotari *et al.* 2016; Bai *et al.* 2016; Cebotari & Mazzucato 2016; Yen & Graham 2019). According to Garza (2010:16), the overall academic performance of children left behind is bound to change either for the worst or for the better. Therefore, two paradigm views are held on how parental migration impacts on the education of left behind children. While research by Kandel & Kao (2001); Lee (2011); Bai *et al.* (2016); and Arlini *et al.* (2019), point to positive effects of parental migration on learners' educational outcomes, others such as Giannelli & Mangiavacchi (2010); Cebotari & Mazzucato (2016) and Li *et al.* (2017); point to a net negative effect. However, these categories of conclusions were reached using different measures or indicators.

This study also found it imperative to explore the different measures that previous studies employed in estimating the effects of parental labour migration on the educational outcomes of the learners. Through this process the merits and demerits of each of the measures are brought to the fore. This would also be useful in terms of exploring relevant support for learners affected by labour migration in Zimbabwe and South Africa.

3.9.1 Measures used to estimate effects on educational outcomes

Studies to date have measured academic performance or educational outcomes using different measures, estimates or indicators (Giannelli & Mangiavacchi 2010; Antman 2016; Cebotari *et al.* 2016; Bai *et al.* 2016). This in part may explain why there are varied

outcomes in terms of how parental migration affects the educational outcomes of children left behind as a result of parental labour migration. The measures include school enrolment, grade progression (Giannelli & Mangiavacchi 2010; Arlini *et al.* 2019), years of schooling (Antman 2016); pace of schooling and graduation rates (Cortes 2013), and index of grades in specific subjects (Meng & Yamauchi 2015:1; Bai *et al.* 2016). Besides such indicators, other studies rely on reports generated from stakeholders in the lives of children left behind (Cebotari *et al.* 2016). These different measures and indicators raise the question of who and what can make the best assessment?

In a study carried out on children left behind in Guatemala by parents who migrate to the United States of America, Davis and Brazil consider school enrolment and grade progression as the measures of educational attainment. Davis and Brazil (2016:3) and Arlini *et al.* (2019:190) assert that, school enrolment and grade progression are effective measures that provide information on the influence of financial resources for educational attainment. A child who progresses with grades and remains enrolled in school is considered positively affected while the one that does not progress or drops out of school is considered negatively affected by migration.

It is noted that the use of school progress and drop-out rates as specific indicators to measure educational outcomes of parental labour migration, have been used in different studies and different contexts (Giannelli & Mangiavacchi 2010; Davis and Brazil 2016) indicating the reliability of the measure. However, challenges may emanate from disentangling the direct effects of parental migration from the other variables that may influence school progress and drop-out rates. This in a way justifies the involvement of the teacher, the caregiver and the children themselves. Assessing both school progress and drop-out rates from the viewpoint of these players, a gap which this study will address, in a way makes it more feasible to separate direct effects of parental migration from other variables. This is because the opinion of these players could be solicited.

In a study on gender, educational attainment and the impact of parental migration on children left behind in Mexico, Antman (2016) considered years of schooling as the appropriate measure of educational attainment. Consequently, the effect of parental migration on the learners is measured and estimated in years spent in school. Antman

(2016:9), for example, revealed that a father's migration to the United States before a child reaches the critical age of twenty years old, is associated with an increase in educational attainment of 0.26 years of schooling. A similar idea is shared by Arlini *et al.* (2019:190) in Indonesia who revealed that parental migration especially the father has a positive impact on school enrolment. In other words, their approach does not necessarily boarder on how the learners are performing in terms of grades but if the child remains in school for longer then there is a positive effect. Conversely if a child drops out then there is a negative effect.

Other studies measure educational outcomes in terms of index of grades in specific subject areas (Zhang, Behrman, Fan, Wei and Zhang 2014:181; Meng & Yamauchi 2015:4). There are however differences in terms of the subjects that are assessed. Bai *et al.* (2016:2) in assessing the effects of parental migration on the academic performance of left behind children in North-western China used standardized English test scores. Similarly, Cebotari and Mazzucato (2016:835) in assessing the educational performance of children of migrant parents in Ghana, Nigeria and Angola measure school performance in terms of index of grades in language, mathematics and science.

A similar approach was used by Zhang *et al.* (2014:181) in China in assessing the impact of parental absence through migration, on the cognitive achievements of learners left behind. Zhang *et al.* (2014:181) made use of test scores in mathematics and Chinese. Robila (2011:328), in examining the impact of economic migration on children's psychosocial functioning and academic outcomes, makes use of grades and time spent studying. This approach of averaging grades from the main subjects was noted to have the advantage of producing a consolidated measure that captures the school performance in its complexity (Cebotari and Mazzucato 2016:841). The use of test scores is also viewed by Zhang *et al.* (2014:182) as important because parental absence may have very different impacts on the time students devote to education than on what they learn if parents provide inputs that are complimentary to students' own efforts. However, in the current study, this would be from the report from the teacher who is viewed as better qualified to give an informed assessment. A mere analysis of grades without the input of the teacher is viewed as inadequate to make a fair assessment.

Closely related, to the foregoing, Nguyen (2016) in a comparative study on the possible benefits of parental migration on children left in Ethiopia, India, Peru and Vietnam also uses test score indexes to estimate effects of parental migration. However, unlike others such as Bai *et al.* (2016) this study does not use index of grades from standardised tests or conventional subject areas. Instead, Nguyen (2016:23), uses a Peabody picture vocabulary test (PPVT) which has a positive correlation with some commonly used intelligence measures. Just like the case of test scores of conventional subject areas, a high score would signify positive effect while a poor score would mean negative effect.

The current study, however, finds it illogical to assess education without considering the views of the teacher. In that regard, besides capturing the caregiver, and learner' perceptions, the current study also considers the perceptions of the teachers who spend considerable time with the children. The teacher is also considered a significant stakeholder from the learner's environment who would have undergone training to assess learner's educational outcomes.

Literature on educational outcomes is also divided across the various categories. In other words, academic performance or educational outcomes happen to be a broad term that is measured differently using different measures or indicators in the studies done to date. The current study will, however, have a more holistic approach in which the teachers' surrogate caregivers and the learners' perceptions will be solicited. This will bring to light how the children left behind are affected in terms of grade progression, enrolment rates, and pace of schooling and index of grades in subject areas. It is a view held in the current research that educational outcomes or academic performance are best assessed by teachers who are better qualified to do so. The teacher is assumed to be professionally trained to make informed assessment of the learners' academic progress and is more likely to possess written records of learners' academic performance from formative and standardised tests. To compliment such views, the ecological approach is also applied so that views from stakeholders in education and the learners' community are taken on board.

3.9.2 Effects of parental migration on grade progression and school enrolment

When parents migrate in most cases, they are motivated by a desire to improve the living standards of children (Lu 2014:1084; Graham 2019:1). UNICEF (2020:2) refers to this migration as a rational but difficult choice. The expectation of improving the welfare of their children left behind cuts across the various components of the children's development inclusive of educational outcomes. There are several studies that are of the view that parental migration, to some extent, is a successful strategy to improve educational outcomes of the children left behind following parental migration (Antman 2012; Clemens & Tiongson 2012; Davis & Brazil 2016; Arlini *et al.* 2019). This is measured through grade progression and school enrolment (Antman 2012; Davis & Brazil 2015).

Davis and Brazil (2016:1) investigated educational outcomes in terms of grade progression and student enrolment in Guatemala. A similar finding was also obtained in China in which remittances were said to facilitate improvements in healthcare and education (Fellmeth *et al.* 2018:2580). The understanding is that remittances would increase household income which would also prompt higher student enrolment and progression. Therefore, these studies established a positive correlation between remittances and grade progression and school enrolment. It is, however, an undeniable fact that educational outcomes may entail more than just grade progression and school enrolment, hence necessitating the current study in which all aspects that measure educational outcomes are brought to perspective.

Research by Kandel and Kao (2001), Lee (2011), Antman (2012); Bai *et al.* (2016), and Cebotari *et al.* (2016), point to a net positive effect of parental migration on children left behind. The UNDP (2009:1) also corroborated this and pointed out that transnational families use cash from remittances to invest in the education of the children left behind. This is largely in terms of grade progression and school enrolment. Clemens and Tiongson (2013:140) assert that the positive improvement is more pronounced for those learners attending private schools. In this case, parental migration is seen as having a net positive effect on learners left behind. What may, however, be debatable is whether the positive effects can also be applicable to those learners left in CYHH in the context of Zimbabwe and South Africa.

Remittances from the parents' earnings abroad are likely to enable families to educate the children left behind (Davis & Brazil 2016:3; UNICEF 2020:2). Studies in El Salvador and Sri Lanka also found that children in remittance receiving families have lower school dropout rates (Garza 2010:16). Lu and Treiman (2011:1119) in assessing the effects of migration and remittances among blacks in South Africa also highlight the significance of remittances. The receipt of remittances substantially increases black children's attendance at schools but has no effect on whites (Lu and Treiman 2011:1119). The effects of parental absence in this case are cushioned by remittances and some of the children left behind appreciated the sacrifice made by the migrating parents (Arlini *et al.* 2019:191). Parent's migration to better economies could afford opportunities for better education in better private schools for their children left behind. In other words, parental resources are linked with better educational outcomes.

These findings are significant as they highlight the effects of parental migration from the viewpoint of the children themselves and the caregivers. Nevertheless, the viewpoint of other important education stakeholders, like the teachers, are not well represented yet they have a say on how learners are affected within the school setup. This makes it imperative to carry out similar studies and explore the effects from the perspective of all the relevant stakeholders inclusive of the teachers. Whether remaining in school could be taken solely as an indicator of improved educational outcomes is also an issue for discussion. It is for this reason that the current study values teachers' perceptions. The teacher's perception in this case is presumed to also include various indicators of academic proficiency like grades in subjects, pace of schooling and school dropout rates. In other words, the assessment could be considered as more comprehensive.

However, there are contrasting views in terms of effects of educational outcomes in the context of CYHH. In a study done in Swaziland, of learners in CYHH, it is revealed that boys tend to be less interested in school and prefer to work (Poulisen cited in Hage and Pillay 2017:306). It should be noted however that the study by Hage and Pillay (2017) did not necessarily focus on child and youth headed households in the context of parent labour migration. This may contribute to differences in terms of impact as the learners in CYHH in the context of labour migration may receive remittances that may reduce their interest in seeking work.

In China a study by Meng and Yamauchi (2015:6) revealed that left behind children involved in the study were too old for their grades. This suggests that the children were made to repeat grades. In Zimbabwe, a study by Ndlovu and Tigere (2018:6) revealed that parental labour migration is failing to live to expectation as some of the migrating parents even fail to pay fees and provide learning resources for their children.

3.9.3 Effects on academic performance (grade index)

Previous research indicates that parental migration has a net negative effect on the learners left behind (Li *et al.* 2017; Ndlovu & Tigere 2018; Knipe *et al.* 2019). There are, however, differences in existing literature as to which aspect of educational performance is affected. These differences could be attributed to the differences in the indicators used to measure educational attainment. While some focus on dropout rates (Cortes 2011, Bakker *et al.* 2009), other studies measure the effects using index grades in specific subject areas (Meng & Yamauchi 2015:4; Cebotari & Mazzucato 2016:836).

Several studies indicate parental migration as a likely predictor of decreased school performance. Cebotari and Mazzucato (2016:837) in a study on the educational performance of children of migrant parents in Ghana, Nigeria and Angola averred that the migration of both parents is a likely predictor of decreased school performance. This is because the children of migrant parents may spend less time on school related activities and the change in the intra-household duties affects their educational outcomes (Giannelli *et al.* 2010:2). Meng and Yamauchi (2015:19) and Wu and Zhang (2017:117) also reach the same conclusion and note that a child whose parents are absent tends to have lower Chinese and Mathematics test scores, have a low self-assessment and is less likely to be happy.

Some of the reviewed studies make a distinction and assert that the effects are determined by the gender of the migrating parent. Cebotari *et al.* (2016: 97) claims that when fathers migrate, and mothers become caregivers, this results in worse educational outcomes for children left behind in Georgia. Qureshi and Ahmad (2014:3), in a study on the effects of father absence on the children's academic performance, also hold a similar view. After collecting data for two years, on examination results of a sample of 45 learners,

and statistically analysing them using the T-test, Quresh and Ahmad (2014:3) revealed that father absence affects the academic performance of the children. Conversely, father presence plays a very significant role in the academic performance of children. The father is said to provide and maintain discipline in the school, home, and street environments which play a significant role in achievement motivation and which leads to academic achievement (Quresh and Ahmad 2014:4). Hence, children with fathers who were present were said to be likely to have better educational outcomes, higher well-being and less psychological distress (Quresh and Ahmad 2014:4). Conversely, those without the father are expected to be lagging, hence the need for such a study that may address the psychosocial impact of the father's absence through migration.

In a study that sought to establish the socio-economic effects of parental labour migration, Ndlovu and Tigere (2018:6) reveal that the children left behind in Gweru are not benefitting much because the remittances are inadequate, and the parents were not paying fees. This, in part justifies the current study in which systems of support are proffered so that the anticipated gains of parental labour migration may be attained.

3.9.4 School dropouts and low throughput

The migration of parents is also linked to high learner dropouts (Giannelli & Mangiavacchi 2010:4; Cortes 2011:8). The issue to do with learner dropouts becomes a critical issue in Zimbabwe and South Africa considering the high number of learner-drop-out figures. According to the 2017 Annual Education Statistics Profile from the Ministry of Primary and Secondary Education (MoPSE 2018:46) a total of 42 959 learners dropped out from secondary school from the year 2012 to 2017. Of this total, 25.7% absconded, 10.32% got married and 8.13% were pregnant (2017 Annual Education Statistics Profile 2018:46). Similarly, South Africa also has a high learner drop out. According to the Department of basic Education, out of 1 100 877 learners who enrolled for grade 10 in 2014 only 610 178 enrolled for grade 12 in 2016 (Statistics South Africa 2013:13). This revealed a dropout rate of 44.6%. The Free State from which this study was conducted has a dropout rate of 51.6% (Statistics South Africa 2013:13).

Studies conducted in countries such as Albania reveal that there is a correlation between parental absence through migration and dropout rates of the children left behind (Giannelli and Mangiavacchi 2010:40). Studies in South Africa by Weybright *et al.* (2017:1) indicate that not having a co-resident parent, especially the mother, is a predictor of learners dropping out of school. The same view is also affirmed by (Cortes 2011:8) who in a report on existing literature on how adolescents are affected by parental migration, notes that left behind adolescents often dropped out of school. The possibility of dropping out of school is also higher considering that some of the migrants neglect on their responsibilities in terms of fees payment and providing learning resources (Ndlovu and Tigere 2018:7)

In view of learner drop out statistics, the current study sought to design a framework to support learners who are at risk of dropping out from the education system, such as those in CYHH following parental migration. It is perceived that through the support of such learners the throughput rate would improve in both Zimbabwe and South Africa.

3.9.5 Factors contributing to decreased performance in educational outcomes

Decreased performance among learners left behind following parental labour migration is attributed to several factors. This is measured through grades of the learners in standardised assessments or formative tests. There is also a close correlation between poor educational performance and learner drop out in schools (Weybright *et al.* 2017:1). It is therefore arguable that, without adequate support, the learners have poor educational outcomes that may also lead to dropouts. There are several factors that contribute to decreased performance that are related to the environment of the learners in CYHH in the context of parental labour migration. This also reveals that effort to address such situations needs recognise the environment as an important variable. The factors are attributed to decreased performance include the household structure, the age of the children left behind, lack of parental support and the remittance effect.

According to Meng and Yamauchi (2015:16) and Bakker *et al.* (2009:9) when mothers migrate, their older children must spend more time doing household work and taking care of the family members, therefore, making them pay less attention to school activities.

Besides household work the children sometimes get tied up with agricultural activities to the detriment of their educational outcomes Giannelli and Mangiavacchi (2010:10). According to Bakker *et al.* (2009:10) adolescents between the ages 14-18 years old are more affected and could drop out as they are forced to assume surrogate parental roles referred to as 'parentification'. Consequently, the extra parental duties that the learners are asked to perform affect their concentration on schoolwork, thereby affecting their educational outcomes.

The age of the children left behind is also a considerable a variable that may determine the effects of parental migration on the educational outcomes (Qureshi & Ahmad (2014); Bakker 2009:9). In the Caribbean, researchers and social welfare officers identified two particularly vulnerable groups in terms of academic achievement, that is ages 11 and 13 and adolescents between the ages 14-18 (Bakker *et al.* 2009: 9). The 14-18 age group is an age that also marks the onset of adolescence and is associated with various developmental challenges especially for girls (Meda & Makura 2016:77; Lobi & Kheswa 2017:101).

The 11 to 13 age group is affected because they will be transiting from primary to secondary school while the 14-18-year-old age group will be made to assume surrogate parenting roles (Bakker *et al.* 2009:9). These children were described as being more likely to be involved in fights at school or dropping out of school due to coping difficulties (Bakker 2009:9). Younger children are noted to have an inferior coping mechanism as compared to adolescents, who have achieved increased emotional maturity and have access to supportive social networks in the form of peers (Qureshi & Ahmad (2014:4). It is also an issue of interest in the current research to assess how children in South Africa and Zimbabwe who are left behind by migrating parents cope with this change and how it ultimately affects their educational outcomes. It is essential to assess if the current research will yield the same result.

The decreased performance is attributed to lack of parental support and control (Garza 2010:16). This is closely related to the absence of the father in the home as the father is expected to take care of authority and discipline in the home (Lu 2014:1082; Davis & Brazil 2016:2).The current study also attempts to address the effect on the adolescents

with learners who are at secondary school level. This assessment is essential to proffer relevant support for improved educational outcomes.

The receipt of remittances is also another factor that may lead to decreased educational outcomes for learners left behind in CYHH in the context of parental labour migration. According to Chinyoka and Ganga (2013:77), children of absent parents, particularly those who migrated to other countries are pampered. This suggests that the parent have the desire to make up for physical absence and would end up spoiling the child with luxury goods and status gadgets. Zirima and Nyanga (2012:39) refer to the fathers as treat Dads. However, Jorkam (2007:17) refers to it as partial support which is done at the expense of the child's psychological and emotional needs which often proliferate with his or her desire to reunite with the parent or parents. In other words, the remittance effect becomes negative in terms of its effects on educational outcomes of learners. Therefore, pampering may not have a positive effect on the academic performance of the children at secondary school level.

A Study, by Kandel and Kao (2001:2050), of children left behind by Mexican parents notes that the cultural effect of parental migration is that children left behind might feel encouraged to drop out of school to also migrate. So, even though the children would benefit from remittances and have their fees paid, the children would lack motivation to do well. Parental migration in this regard gives encouragement to learners to drop out of school and entertain hopes of migrating too. However, as evidenced by a study in Guatemala by Davies and Brazil (2015:8), this culture of migration affects boys more than it affects girls. The boys end up not seeing the value in the education they receive as they entertain hopes of migrating.

Consequently, parental labour migration is a predictor of decreased performance by learners in CYHH arrangements. The ensuing environment is a barrier to educational attainment of learners left behind. This is contrary to expectations that the receipt of remittances contributes to improved performance for learners left behind. It is from such an understanding that this study seeks to support, protect and empower learners left behind in CYHH so that labour migration becomes a sustainable strategy even for the children left behind. The understanding is that parental labour migration has the potential

of becoming a sustainable strategy for positive learning outcomes through the optimisation of available assets.

3.10 Vulnerability of the learners left behind

Following parental labour migration children left behind are often left in precarious positions. Studies indicate that children left behind by migrating parents constitute a particularly or potentially vulnerable group (Cortes 2011; Jordan and Graham 2012; McLeigh 2013; Bannett *et al.* 2015). A study by Weedy (2020:2) and Sarandrea (2020:4) in Kyrgyzstan reveal that the plight of children left behind becomes more acute in the face of the corona virus pandemic. COVID-19 has made the lives of children left behind harder and they are more exposed to risks of violence. This is because there was an abrupt end to remittances due to the COVID-19 emergency, thereby putting the situation of the two girls in the study to a desperate state (Weedy 2020:2). The ensuing environment for children left behind especially in CYHH is not conducive for family stability and cohesion (Seepamore 2016:571). Vulnerability refers to the extent to which the children are susceptible to potentially abusive situations.

The migration of parents leaving children behind is viewed in this study as placing the child at potential risk of being exposed to abuse, neglect, violence and exploitation (McLeigh 2013:1059). Furthermore, a study conducted in Sri Lanka by Knipe *et al.* (2019:3) revealed that parental labour migration promotes early child marriages and exacerbates experiences of child abuse. Therefore, children left behind are considered vulnerable, hence this study sought to intervene with a psychosocial support framework for the support, empowerment and protection of learners in CYHH in the context of parental labour migration. Migration can add vulnerabilities and barriers for developing young people's capacities for functioning in society and accessing their rights (Cortes 2011:2). This section is an exploration of how learners left in CYHH in the context of parental labour migration could be considered vulnerable to various forms of abuse (physical, emotional and neglect).

3.10.1 The children as victims of abuse

Abuse is defined to include all forms of harm towards a child usually by someone in a position of power or authority (The University of Edinburgh 2016:8). Children by their condition of having less power and less authority could be regarded as more susceptible to abuse from adults. In cases where the parents are absent, such as when the parents migrate for labour, the situation of the children become more compounded. Consequently, this study opines that parental labour migration causes abuse of children left in CYHH arrangements.

In studies assessing the impact of parental labour migration on children left behind, Bennett *et al.* (2014:2) and Cortes (2011:2) affirm that children left behind as a result of parental migration are vulnerable and potential victims of abuse. The same view is corroborated by Mulden and Fleming cited in Hage and Pillay (2017:307) who averred that abuse is more prevalent among children whose primary caregiver is absent and such children need protection (Mengtong and Ling 2016:47). In other words, parental absence because of migration could be viewed as nurturing abuse for the children left behind. Basically three types of abuse can be identified in literature that can relate to children left in CYHH, these are emotional, physical and neglect, in line with the WHO definition (WHO 2016:1).

The assessment of the environment nurturing abuse cases in Zimbabwe and South Africa is important in the face of rising cases of child abuse in the world. According to the International Congress on Child abuse and Neglect cited by Muridzo and Malianga (2015:42) an estimate of 25-50% of children, globally are victims or suffer from abuse and 20% of girls suffer from sexual abuse. In South Africa, prevalence rates for physical abuse range from 6.7% to 32% and for sexual abuse 1.6 to 60% (Meinck *et al.* 2016:1). In Zimbabwe, Childline reports an increase in rates of abuse of 106.9 per 100 000 children (The University of Edinburgh 2016:3). Zimbabwe as a country is also ranked among the top five nations with the highest child sexual abuse (Laccino cited by Mantula and Saloojee, 2016:21).

3.10.2 Emotional abuse

Emotional abuse is linked with the failure of parents to provide an emotional support system for the children. This is because the absence of the parent, especially the mother

disrupts everyday life (Lu 2014:1084). Though both boys and girls could be potentially vulnerable, Cortes (2011:5) views girls as particularly vulnerable. In many of countries affected by labour migration adolescent girls are considered at risk of being made responsible for household chores, helping or replacing their mother and are often sexually threatened or abused (Bakker *et al.* 2009:2).

By using monologue plays based on research, Pratt *et al.* (2017:88), also reflects the extent to which children left behind in the care of relatives perceive their situation. One of the girls testified to multiple distinctive trauma and felt abandoned. Kufakurinani *et al.* (2014:116) adds that besides being abused, the children are also emotionally deprived and neglected. A similar view is shared by Botezat and Pfeilffer (2019:2277) who reveal that the children left behind are likely to suffer from depression and other health problems. The mere fact that the child would feel abandoned would take a toll on their emotions. This suggests that, the absence of the parent in itself traumatises the child. The current study also pursued the same interest and assessed the extent to which children left in Zimbabwe and South African secondary schools are prone to emotional abuse.

The children in CYHH are also affected by stigma the effects of which are felt emotionally. In a study by Cortes (2011:9) stigma is one of the effects that children suffer from when they are left behind as parents migrate. The children end up carrying a label which invariably affects their well-being. For adolescents being labelled sons or daughters of migrants is noted an undesirable label (Cortes 2011:9). UNICEF (2020:2) cautions against using the phrase left behind children on the basis that it stigmatises the children left behind and also demonises the migrating parents for leaving their children behind. The effects of social stigma were also noted in Ecuador where there are certain spaces created for adolescents of migrating parents. (Cortes 2011:9). Similarly, in Zimbabwe the children are sometimes labelled diaspora orphans which affects their emotional or psychological balance (Kufakurinani 2014:116; UNICEF 2020:2).

Therefore, the ensuing environment following parental labour migration affects the children left behind in CYHH. Several factors including lack of protection, stigma, and feelings of abandonment take a toll on their emotions. Hence, the emotional disposition

of the children does not remain the same following parental labour migration. The emotional effects could also be reflected by their outside behaviour.

3.10.3 Learners in CYHH as victims of physical and sexual abuse

It is a commonly held view that sexual abuse is mostly prevalent among children whose primary caregiver is absent (Mullen and Fleming cited in Hage and Pillay (2017:307)). It is from this viewpoint that the current study explores the extent to which learners in CYHH are regarded as victims of physical and sexual abuse. Physical and sexual abuse is considered as significant in the sense that victims of such abuse are grossly affected in all aspects of their development. Of greater interest are findings from the study on abuse by Mantula, and Saloojee (2016:868) which revealed that most of the perpetrators of sexual abuse on children are people known to the child and such cases often go unreported.

In a study of the impact of migration on children in the Caribbean, Bakker *et al.* (2009:2) notes that children left behind are at a high risk and are vulnerable to abuse and exploitation, including sexual abuse as well as child labour and trafficking. A study by Knipe *et al.* (2019:5) also associate parental migration with child marriages and child abuse. Research findings indicate that Guyanese women and girls are trafficked for sexual exploitation there is also some evidence of intergenerational relationships between girls and older men including tourists in several Caribbean countries (Bakker *et al.* 2009:2). Similarly, in a study in China, Mengtong and Ling (2016:48) examined the rates of seven forms of victimisation, physical assault, property crime, peer/sibling victimization, child maltreatment, sexual victimization and witnessing or indirect victimization on children separated from parents. The violations are discussed in the scope of the children's rights as enshrined in the United Nations Convention on the Rights of the Child (1989).

In a study that explores the challenges of adolescent females in child headed households in South Africa, Lobi and Kheswa (2017:101), notes that adolescent females who grow up without supervision of their parents are more likely to engage in risky sexual behaviour and could be victims of sexual abuse. Child sexual abuse cases are said to be pervasive

in South Africa, with an alarming number of rape cases reported to South Africa Police service(SAPS) involving adolescent females from child and youth headed households (Lobi and Kheswa 2017:101). The risky sexual behaviours noted include, unprotected sex with multiple partners especially under the influence of alcohol or drugs (Lobi and Kheswa 2017:101) The uptake of alcohol also increases the risk of abuse for girls as it clouds judgement (Feldman 2017:167). Similarly, in Zimbabwe, sexual abuse of children is the most common form of abuse, especially on older girls (The University of Edinburgh and Childline Zimbabwe 2016:3).

In exploring the reasons behind the risky behaviours that may expose children to abuse, Lobi and Kheswa (2017:101) argued that as adolescents the children would be young to exercise self-control and have poor decision making. In that regard the parent is expected to play the caregiving role to protect and guide such children (Lu 2014:1082). The behaviour patterns of the children is a factor that also expose them to abuse.

3.11 Challenges to do with surrogate care giving arrangements

In most cases, when parents migrate, prior arrangements for the care of children left behind are made. This arrangement is referred to in various terms in different studies. While some authors use the phrase substitute or alternative parental caregivers in reference to the adult who remains in the care of the children upon the migration of the parent(s) (Kufakurinani *et al.* 2014:118; Ibebuike *et al.* 2014:38). Hoang *et al.* (2012:733) prefer the phrase 'nonparent carers'. Still the significant word in the phrase is that there is 'care' provided in this arrangement. This infers that the caregivers would literally step into the shoes of the biological parent and be the substitute. In as much as they may step in, the question is on how effective they can play the role of the parent. The second pertinent question is on why relatives or members of the extended family do not step up to care for children left behind in the context of parental labour migration which results in the children living in CYHH.

Care entails far more than just being present; there are expectations and obligations attached to the responsibility. Standing, cited by Hoang *et al.* (2012:734), views care as involving seeing to a person's physical, psychological emotional and developmental needs. Therefore, in the absence of the parent, through migration, the substitute, or non-

parent carer is expected to provide all the outlined components of care. The role of the caregivers in the case of parental migration unlike other forms of child parent separation happens to be tricky in the sense that they will be under constant scrutiny from the parent abroad. The caregiver is in most cases the choice of the migrating parent and so the parent may choose to change.

As noted above, care giving according to Finch and Mason's (1993) care model have five dimensions; financial and material, practical, emotional and moral, personal care and accommodation (Ibebuike *et al.* 2014:159). In view of such dimensions of care, it is possible that some of the dimensions could be provided by the migrating parent from a distance, but it may be difficult to address the other dimensions. The migrating parent may be able to provide financial and material support and accommodation but may find it difficult to attend to emotional, moral and personal care. This in a way makes it necessary to explore other avenues for the provision of care to ensure that the learners left behind in CYHH have improved learning experiences. This justifies the development of a psychosocial support framework for such learners who are in CYHH in the context of parental labour migration.

Childhood is a stage in the course of life that is associated, among other things, with greater dependency, in which the children require the support and nurturance of adults for their growth and sustenance (Coe 2012:5). This in a way explains why the migrating parent is expected to decide on the care of the children left behind. The options available for care includes the children's grandmothers, grandfathers, aunts, uncles or cousins and could also be non-kin members such as teachers, pastors or friends (Ndlovu and Tigere 2018:112). The relationship that is established between the migrating parent and the caregiver is regarded as significant in the functioning of transnational families. This study opines that it is this ensuing relationship that contributes to the creation of CYHH.

Cebotari and Mazzucato (2016:852) in assessing the educational performance of children of migrating parents in Ghana, Nigeria and Angola, assert that a non-parental caregiver does not always substitute parental absence. What would compound the misery of the non-parent caregiver is their lack of authority and a crisis of expectations from the children. The same view is affirmed by Bakker *et al.* (2009:10), in a study done in the

Caribbean, who asserted that children living with elderly grandparents in some cases do not receive adequate attention which in turn affects their academic performance. Upon the migration of parents, there is high expectation for a better life by the children left behind, however, if this expectation is not met or is not met to their satisfaction there may be discord. Since the parents would be away the frustrations and disappointments would be channelled to the caregiver. This discord between the children left behind and their caregivers in a way explains why the children are sometimes left behind in CYHH.

In assessing reasons behind the formation of child headed households in resource poor Soshanguve district of South Africa, Ibebuike *et al.* (2014:37) identify lack of care and maltreatment by relatives as some of the reasons behind the formation of child headed households. This shows that the relationship that is developed by the children left behind and their caregivers in turn affects the children. If the relations are not good the children left in the care of relatives may feel it better to remain in child headed household arrangements.

From this discussion it is arguable that the decision to leave children in CYHH may be a deliberate move by the migrating parents. The decision is made in consideration of the challenges that surrogate care has on the children left behind. However, what is notable is that there are still gaps in terms of care particularly when the children are left in CYHH. This, therefore, justifies the need to explore other ways in which the children left in CYHH could be supported to improve their living and learning experiences.

3.12 Exploring existing support pathways for learners in CYHH in the context of parental migration

The two countries, Zimbabwe and South Africa, have existing and potential support structures to assist children or learners in various risk or potentially harmful circumstances. This section explores the existing support frameworks and support structures from which learners in adverse conditions could get support, empowerment and protection. The explored frameworks are often passed on from the individual countries, international bodies and conventions to protect children.

There are noted difficulties in terms of government intervention strategies to assist children or youth in CYHH. In the case of South Africa, Hage and Pillay (2017:306) note that the current government intervention strategies and programmes do not sufficiently address the needs of children in CYHH. This dilemma is further compounded by the definition of a CYHH, it may be debatable on the inclusion of children in the context of labour migration. Parental labour migration is often seen as temporary hence the children are not regarded as permanently in CYHH. It is in that regard that the current study lays more emphasis on intervention and support built from the environment of the learner on a more micro and macro level.

Zimbabwe and South Africa are signatories to several instruments and conventions that can be drawn upon to protect the rights of children and protect them from harm. Besides the several instruments, the two countries also have legislation in place that also assists to protect children from potential harm. In the context of the school in Zimbabwean curriculum, there is the teaching of guidance and counselling lessons for learners. This learning area imparts life skills education as learners are taught skills that may enhance their coping strategies in potential risk circumstances such as being left behind as parents migrate for labour.

3.13 Frameworks for the protection of children's rights in the face of parental migration

In the face of risks that may expose children to potentially harmful conditions, countries the world over have legal pathways and instruments that, if followed, could go a long way in cushioning children. The idea that the instruments are numerous may have been necessitated to address the numerous areas that may expose children to vulnerable situations. This study explores the extent to which these instruments could be useful in addressing learners who become vulnerable as a consequence of migration.

This section explores instruments and legal pathways such as the United Nations Convention on the rights of the child (1989), African Charter on the rights and welfare of children (ACRWC), The South Africa children's Act 38, child protection and adoption Act 22 of 1971 as amended through Act 9 of 1997, the World health organisation subtypes

of maltreatment, constitution of Zimbabwe and constitution of South Africa as instruments that could potentially be utilised to improve the welfare of learners left behind following parental labour migration. The school environment is also explored in terms of its curriculum and co-curricular activities to find pathways for support, protection and empowerment of children in vulnerable environments.

3.13.1 United Nations Convention on the Rights of the Child (UNCRC) 1989

The Convention on the Rights of the Child (CRC) is a significant instrument on the rights of children. What makes the instrument more important is that it makes provisions for the protection and assistance of the child regardless of circumstances of vulnerability. Both Zimbabwe and South Africa are signatories to this convention hence are obliged to observe its provisions. The CRC enshrines the right of all children to live in a respectable, supportive family environment that is free from violence, exploitation and discrimination (UNICEF, 2012:12). Both South Africa and Zimbabwe are also signatories to the Convention on the Rights of the Child (CRC) 1989. The Convention on the Rights of the Child contains a set of rights that comprise the minimum standards that countries must ensure for every child. So, the instrument protects and provides for assistance that should be given to children in different circumstances, including living in parental absence.

Article 20 of the UNCRC is more relevant for those children in CYHH as it provides for special protection of children temporarily or permanently deprived of a family environment, or those in threatening environments and are entitled to special protection and assistance provided by the State. The state in accordance with state laws is obliged to ensure that the children get alternative care. Such care could include, inter alia, foster placement, kafalah of Islamic law (obligations for alternative care), adoption or if necessary, placement in suitable institutions for the care of children. When considering solutions, due regard is paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic backgrounds.

While acknowledging that some of the provisions are mostly applicable in situations where the children in CHH would be orphans, it is also possible to apply the same provisions to those children in CYHH in the context of parental migration. This is because

the child would be similarly deprived of the family environment be it temporarily or permanently. In that regard, such children also need to be protected and be given state assistance.

3.13.2 African Charter on the Rights and Welfare of the Child (ACRWC)

The African Charter on the Rights and Welfare of the Child (ACRWC) is another instrument that this study considers to be important in providing protection and assistance to children affected by parental labour migration. Again, both Zimbabwe and South Africa are signatories to this charter.

Article 25(1) of the ACRWC also points out that any child who is permanently or temporarily deprived of his family environment for any reason is entitled to special protection and assistance. This implies that whatever the circumstance that may lead to the child being deprived of the family environment, that same child is entitled to protection and assistance. What is special about this article unlike the UNCRC is that it does not specify who should provide that assistance. As such, both the state and other players in the environment of the affected child are obliged to provide the protection and assistance

In the face of parental migration, ensuring the rights of children left behind becomes a mammoth task as the instruments highlight the primary responsibility of parents and extended family in the care of children (UNICEF 2012:12). The question is, in the absence of the parents as a consequence of migration, how vulnerable are the children left behind? It is from this understanding that the current study intends to explore the potentiality and risk of abuse in the case of children left behind after parental migration. This understanding is made in consideration of the idea that having the instrument to protect the children is one thing and the actual process of protecting the child is another. It is also impossible to protect the child if the child is not identified and the risk circumstances of abuse are not exposed.

3.13.3 The South Africa Children Act 38 of 2005 and World Health Organisation (Subtypes of maltreatment).

The South African Children act 38 of 2005, section 137 recognises children headed households as an independent family form if this is in the best interest of all the children living in that household. South Africa as a country also has the advantage of having the legal recognition of CHH.

In a study of CYHH in South Africa, Bonthuys (2010:47) advocates for a legal recognition of the Child headed household. According to him, children in CYHH arrangements need to remain in their homes, but they need a legal recognition. The law should also not cause barriers in terms of the children accessing social and state grants Bonthuys (2010:47). In line with this view such learners in CYHH may also need to be equipped with the requisite skills that would enable them to cope in the absence of their parents. They may also need the legal documents that would facilitate their access to welfare grants among other benefits entitled to the vulnerable. While this act is important in that it provides a framework for the protection of children in CHH it may be less applicable to situations in which the parent is alive but has migrated for labour.

3.13.4 Child protection and adoption Act (Act 22 of 1971 as amended through Act 9 of 1997)

Children in Zimbabwe also find protection in the child protection and adoption Act 22 of 1971 as amended through Act 9 of 1997. This act put in place legal instruments for the prevention of neglect, ill-treatment and exploitation of young persons. Of interest to the current study, the Act lays the basis for prosecution of parents or guardians who show inadequate interest in the well-being of their children or young persons (Child Protection and adoption Act Section Part 111 section 7). This implies that provision of childcare is considered the responsibility of the parent and the parent runs the risk of neglecting that responsibility when he/she pursues labour leaving the children in CYHH arrangements. Part 111 of the Act also provides for the establishment of juvenile courts which can go a long way in the prevention of misbehaviour by children.

The existence of such legal frameworks in Zimbabwe is considered an asset in terms of protecting and improving the well-being of learners who are in CYHH configurations. The

Zimbabwean and South African legal systems have important instruments in place to ensure that learners in vulnerable situations find protection.

3.14. Support in the context of the school

From the school set up of learners, there are also frameworks and mechanisms that can go a long way in assisting learners in adverse conditions. The support could be derived from the curriculum, school system and extra-curricular activities. Insight for exploring school-based support is gained from findings by Hu, Lu and Huang (2014:6) in rural China who revealed that children left behind had poor psychological and behavioural outcomes. There was, however, noted improvement after controlling school and family characteristics. From this it implies that the resources in the school can go a long way in building support for learners affected by parental labour migration.

Therefore, this study also sought to examine and discuss frameworks and existing mechanisms that could be optimised for the support of learners in CYHH in the context of the school curriculum. These include the life skills and life orientation course in South Africa that have similarities with the Guidance and Counselling course in Zimbabwe. In South Africa as well, there is also the school support teams guided by the White paper 6 that also aims at protecting learners. In Zimbabwe, learners are also supported by the framework of the Child Friendly School (CFS) and the statutory instrument 87 of 1992 all guided by the Education Act of 2006. Similarly, in Zimbabwe and South Africa schools have school rules and codes of conducts that also regulate the behaviour of learners in the school.

3.14.1 Life Skills and Life Orientation in South Africa

The South African education curriculum provides for teaching of life skills training to learners among the eight learning areas. Life orientation aims to equip learners for meaningful living in the changing society (Donald *et al.* (2010:161). Therefore, it intends to develop the self. This learning area to some extent could help in mitigating the psychosocial effects associated with parental migration for learners living in Youth

headed households. In other words, in line with the Asset-based approach this learning area is an asset for development.

The life skills orientation according to Department of Education cited in Donald *et al.* (2010:166) provides opportunities for learners to understand themselves, develop skills and attitudes that improve social relationships, develop self-respect and be able to make decision. Furthermore, the learners are capacitated with skills to pursue career opportunities and learn values and attitudes for a healthy and balanced lifestyle.

The life skills orientation learning course in the South African school curriculum is considered a significant asset as it has learning outcomes aimed at personal, social and physical development of the learners. Moreover, it aims at health promotion and gives orientation to the field of work. This learning area is viewed as relevant in assisting the social, emotional, physical and moral development of the learners. It is, however, also important to make an assessment of how effective this instrument is in assisting learners to coping when affected by parental migration and left in youth headed households.

3.14.2 School support teams (SST)

The South African education policy, in relation to inclusive education and support services (Department of Education 2001), highlights two major approaches in addressing barriers to learning that is Prevention and Support. As has been highlighted through the review of related literature, parental migration poses a barrier in terms of learning particularly when the learners are left in child headed households. As a result, the outlined measures can still be applicable in mitigating the psychosocial effects associated with parental migration.

The school Support Teams (SST) should be made up of the Principal, a small group of teachers, other key people from outside or inside the school (White paper 6 2013:6). These may include, the school support staff, parents, caregivers or community leaders. This team has the purpose of discussing specific needs and problems experienced by teachers in the school and come up with ideas for individual interventions and general development and preventive action (Donald *et al.* 2010). This is a positive structure within

the school set up that can be utilised in designing a framework to help mitigate the psychosocial effects associated with learners in CYHH following parental migration.

3.14.3 Child Friendly School (CFS)

Zimbabwe's education policy provides for the establishment through the School Development Committee (SDC) a committee that promotes a child friendly school (CFS). A child friendly school, according to UNICEF in Handbook for School Development Committees (2009:33), is a school that address the global needs of the child in the school set up, it also encourages and support children's capacities by providing a school culture, teaching behaviour and curriculum content. In this way, the learners are prepared to face challenges in the new century. This is a school in which the parents and the community are involved in promoting a rights-based approach to education (Handbook for School Development Committees 2009:33).

In the face of rising numbers of learners in CYHH settings creating the appropriate nurturing school environment is considered very important in improving their well-being and educational outcomes (UNICEF 2020:1). Therefore, in line with Bronfenbrenner's (2008) ecological model community and education stakeholders in the microenvironment contribute significantly in the promotion of inclusive, protective and healthy approaches to education. Community involvement is also identified as a hallmark of a child friendly school (Handbook for School Development Committees 2009:34). The community and the teaching staff are expected to develop working partnerships that are good for the learner. It is through such partnerships and working synergies that the concerns and challenges that learners in CYHH arrangements can be addressed.

3.14.4 Guidance and Counselling Education in Zimbabwe

In the Zimbabwean curriculum, the teaching of the guidance and counselling course is one learning area that can be of importance in assisting the coping strategies of children affected by parental migration. The learning area is a compulsory course in Zimbabwean secondary schools and is taught from forms 1 to 6. The rational of the learning area according to the Guidance and Counselling syllabus 2015-2022 (2015:1) is to empower

the learners with essential skills that enable them to survive in a changing socio-economic environment comprising the family, local, national and global communities.

Through the development of Ubuntu, the course is also essential in the development of a positive self-image and high self-esteem. It is from this rationale that the current study avers that the teaching of this learning area could also go a long way in assisting learners living in CYHH following the migration of their parents. These learners are considered, in the current study, as being equally vulnerable and may need life skills that enable them to cope with their situation. The learning area also prepares learners to cope with developmental changes and a variety of risky factors such as HIV and AIDS, early marriages, teenage pregnancies, drug and substance abuse. The learning area is therefore of importance even for learners in CYHH following the migration of their parents. The learners are at an increased risk because of parental absence hence could benefit from the teaching of the guidance and counselling course.

The teaching of this learning area in Zimbabwean schools and life skills orientation in South African schools are viewed as areas that could be tapped into in an effort to come up with a psychosocial support framework for learners in CYHH following the migration of their parents. The following are the topics that were considered significant in the context of CYHH; norms and values (Unhu/ Ubuntu), relationships, health, human growth and development, child protection and career guidance. The learning outcomes would go a long way in ensuring that being in CYHH does not pose as a barrier for sustainable learning.

The guidance and counselling learning area also has several objectives which include the promotion of Unhu/ Ubuntu, development of positive relationships and a sense of belonging, acceptance of diversity, management of adolescence and leading a healthy productive life. (Guidance and Counselling Syllabus 2005:2). Equipped with such pertinent skills, learners in CYHH may be able to cope in the absence of their parents.

Accordingly, the Zimbabwean and South African education system has pathways that, if utilised, would strike a chance for learners left in CYHH among other adverse learning conditions to reach their full potential in the school. What may differ are the terms used but basically they aim at equipping the learner with relevant skills grounded in African

norms and values (Ubuntu/ Unhu). Learning in this case empowers the learner with relevant skills that are essential for coping.

3.14.5 School rules and code of conduct in Zimbabwe and South Africa

In Zimbabwe and South Africa learner' behaviour and conduct is guided by the school code of conduct or school rules as they are referred in Zimbabwe. The drafting of school rules in Zimbabwe is also guided by the Education Act 25:04 of 1987. In South Africa the process of drawing the school code of conduct is guided by the South African School Act 84 of 1996. The School Governing Board (SGB) is mandated to adopt a code of conduct that outlines the disciplinary rules for the school.

3.15 Learners coping strategies for the perceived effects of parental absence through migration

In the face of parental migration, the children left behind adopt various coping mechanisms. These coping mechanisms in a way help the learners left behind to cope with the perceived effects of parental absence due to migration. There are, however, differences in terms of coping strategies adopted by boys as compared to those adopted by girls. An understanding of the affected learners coping strategies in a way pave the way for other stakeholders' involvement. This is done on the understanding that the affected learners are active players.

The International organisation on Migration (I.O.M) study in the Philippines revealed that girls often adopt more solitary coping mechanisms as compared to boys (Lopez-Ekra *et al.* 2011:77). The girls are said to engage in activities like watching television, listening to the radio, reading, writing letters, poetry or studying (Lopez-Ekra *et al.* 2011:77). In China, Wang *et al.* (2019:4) using the internet addiction test for Chinese reveal that some of the left behind children get addicted to the internet. The children get addicted as they spend considerable amount of time hooked to the internet. This necessitates the exploration of strategies or models to help mitigate the psychosocial effects of parental migration on children left behind. According to Liu, Liu, Yan, Lee and Meyers (2016:74) if early interventions are not initiated, the social development and overall adaptation are

negatively impacted. In so doing interventions become a necessity, considering the idea that there are benefits drawn from parental migration to better economies hence it is a process unlikely to stop or cease soon.

During interviews on the children left behind, Owusu (2015:12) notes that some of the children adopt working as a coping strategy. Working in this case is in order to get money to support themselves. The support through remittances may be inadequate in meeting their needs hence the need to supplement. The boys, however, are said to respond differently to the migration of parents. The coping strategies for boys include seeking the company of others, going out to play and entertaining themselves.

3.16 Intervention strategies to enhance coping strategies of learners left behind in CYHH

Coping strategies according to Abebe cited by Owusu (2015:11) are methods that children left behind in a study area adopt to make life bearable. This section explores the environment of the learners left in CYHH for the purpose of realising intervention support. The goal is to ensure that parental labour migration becomes a sustainable strategy even for children left behind. The intervention framework takes into consideration the various players within the environment of the learner who include the teacher, the classmates, peers, school administrators, neighbours and the caregivers in line with Bronfenbrenner ecological model (1994). These education and community stakeholders are significant in mitigating the perceived effects associated with parental labour migration on learners left in CYHH.

An intervention framework in this case is important in the face of care deficit of the left behind children (Lam and Yeoh 2019:3085). The children have increased challenges of psychological, behavioural and impaired cognitive development (Knipe *et al.* (2019:3). The plight of such children is said to only get worse when the children are in CYHH settings. However, despite acknowledging that the learners have psychological problems, educational problems and other vulnerabilities, most of studies, to the best of the researchers knowledge (Hu *et al.* 2015; Lam & Yeoh 2019; Muyambo & Ranga 2020), did little in terms of developing mitigation strategies against the perceived effects.

Intervention frameworks to mitigate the perceived effects and enhance the coping strategies of children left behind will be done in line with the recommendations from UNICEF that children who live under vulnerable conditions such as abandonment receive proper attention in order to mitigate the psychosocial effects (Givaudan and Pick 2013:1080). In the face of such a litany of challenges, barriers and threats to the learning of children posed by parental migration, it becomes imperative to come up with mitigation measures to enhance the coping strategies of the learners left behind

Mitigation strategies against the perceived effects of parental migration on learners left behind could be categorised in terms of the key players or community and education stakeholders in the intervention process. The learners themselves could develop own coping mechanisms (Lopez-Ekra 2011). This would be a starting point upon which other players within the environment of the learner can chip in and assist the learner to move on. Non-Governmental organisations also initiated some interventions in countries such as Mexico which largely involve the community (Givaudan and Pick 2013). The family can also play a significant role in helping learners cope with the effects of parental absence in the context of parental labour migration (Hu, Lu and Huang 2015). Studies in China have also explored interventions in the context of the school (Liu, Liu, Yan, Lee and Meyers 2016).

3.16.1 Family based support programmes

The migrating parents and the other remaining family members or extended family can also play a significant role in the coping strategies of learners left behind in CYHH following the migration of parents. According to Muchanyarei (2020:58) in the African context, the extended family play a critical role in the care of children left behind in the as a result of parental labour migration. The extended family according to Donald *et al.* (2014:187) constitutes external resources that encourage competence, support and guide the children. Significant studies in terms of family-based intervention were also carried out in China by Hu, *et al.* (2015) and in Senegal by Gasparetti 2011). In Zimbabwe, Muchanyarei (2020:58) explored the contribution of the extended family in the scope of Ubuntu. Therefore, there is merit in building support for children affected by parental labour migration in the context of the family or extended family (Hu *et al.* 2015:3).

It was noted from these studies that poor psychological and behavioural outcomes could be mitigated by a harmonious family relationship (Gasparetti 2011:5; Hu *et al.* 2015:8). In China, the proposed solution included holding parenting workshops that focus on children's emotional needs, more effective and frequent parent-child communication and building supportive family environment (Hu *et al.* 2015:9). Similarly, in Senegal a closely knit network of the extended family would assist children left behind in the context of parental labour migration. A similar view was also held by Muchanyarei (2020:59) who argued that many African communities through ubuntu are willing to step in and assist their relatives who are made vulnerable because of parental absence. The harmonious family relationship would act as a protective barrier against the poor psychological and behavioural outcomes (Donald *et al.* 2014:188; Hu *et al.* 2015:9). Therefore, family relations also become the bases on which children in adverse living conditions build resilience (Donald *et al.* 2014:187).

A study by Liu and Yu (2017:9) in China posits that return migrant parents help alleviate the harm caused by parental migration. Consequently, the negative effects of parental migration could be reversed if the parent could maintain regular visits to children left behind. This is a possibility considering the improvement in transport and communication networks. South Africa which is also a popular destination for parental migrants from Zimbabwe is also a border away hence those parents who may want to frequently visit their children can easily do so. Similarly, Gonzalez and Katz (2016:2683) averred that ICT technology have made communication more affordable and intense.

The grandparents are the other source of support for learners left behind following parental labour migration. In a study that explored intergenerational tensions and contestations of South Africa, Mokoene and Khunou (2019:525) illustrate the critical role played by grandparents in situations where parents are away. However, the major challenge noted is that the grandparent may not be a recipient of a child support grant but the mother receiving the grant may have migrated leaving both the grandmother and child vulnerable.

3.16.2 Community intervention initiatives to enhance the coping strategies of learners/children left behind.

In countries such as China and Mexico that are affected by parental labour migration community initiatives have been made to improve the well-being of children left behind. According to the Bronfenbrenner's ecological model (1994) the community is part of the microsystem and can play a significant role in improving the well-being of learners affected by parental labour migration. The current study opines that children left behind in CYHH need such initiatives more as their conditions are considered more acute. In Mexico, the Mexican institute of family and population Research (IMIFAP) developed a model to address the needs of children, their caregivers and communities affected by migration (Givaudan and Pick 2013:1085). Similarly, in China the women federation initiated a program to improve the welfare of children left behind (Fellmeth *et al.* 2018:2569). These initiatives were meant to create a responsive environment for the children.

In Mexico the Institute for family and population research (IMIFAP) designed community child development centres that create community support nets to help the children reach their potential through the creation of a responsive environment (Givaudan and Pick 2013:1082). The responsive environment had the aim of protecting children from neglect, inappropriate disapproval and punishment. In turn this would help improve school performance and prevent school dropouts. Therefore, such interventions positively contribute to the children's development giving them a chance to contribute positively in the development agenda of their community (UNICEF 2020:1). In this intervention strategy, the community would play a key role in ensuring that the children reach their full potential.

In view of this, the current research advocates for an intervention which can address the problems in the context of the school. The current research will also consider the idea that secondary school children may not be passive participants as would be the case with babies, hence the need to come up with an intervention strategy that would accommodate input from participants themselves. This in a way would ensure ownership and sustenance of the program.

In the case of potentially disruptive events in a child's development, like parental migration, there are other systems in a child's environment such as the school that can

be of assistance in coping with and mitigating the negative effects of such events (Bronfenbrenner 1994:11). Gutkin (2012:4) advocates for the ecological model on the basis that the magnitude of problems or dilemmas facing children in the context of the school makes it important to look for a solution that looks at the whole system rather than on individuals. In other words, dealing with the psychosocial effects of parental migration outside the context or the environment in which the child operates in is viewed as ineffective (Gutkin 2012:6).

3.17 Exploring the school environment in mitigation against the effects of parental absence on learners in CYHH

In the context of parental absence, other players in the environment, become significant in the coping strategies of the learner living in the absence of the parent. Of these players, the school is regarded in this study as very important and needs to be afforded a central role. The school happens to be the only institutionalised help that can be afforded to learners in parent-child separation configurations. The school is considered, in this study, as being important because it has various stakeholders who can be of assistance in the coping strategies of the affected learners. According to Mapesela *et al.* (2012:92) the role of the school as part of the learners' ecology is to expand their knowledge and experience. The school environment boasts of stakeholders such as teachers, classmates, the school administrators, peers and ICT tools and platforms. All these instruments within the school set up were explored with the objective of coming up with a model intervention within the school that helps learners in parent-child separation configurations. The school becomes more important by default as the parents would be absent because of migration. The school can also be the institution that can help bring the migrant parent and the left behind children together in a more positive way.

While acknowledging the significance of other players in the community, in terms of intervention frameworks to assist in the coping strategies of learners left behind in the context of parental migration, the current study views school initiated and based strategies as far better. According to Hu *et al.* (2015:9) controlling school characteristics and education policy reform can also help in the alleviation problems associated with parental absence due to migration. In as much as community intervention strategies could

assist the learners left behind in coping with the negative effects of parental migration on left behind learners, they pose challenges largely in terms of coordination. This necessitates a more coordinated approach. The current study advocates for interventions in the context of the school. The school in this case could provide a more coordinated intervention to make life more bearable for the children left behind in and out of the school. The school has various stakeholders such as the teachers, administration staff, peers and school mates that can be of assistance in helping children left behind as a result of parental migration.

As noted, not much of the studies specifically looked at the school in their intervention strategies, which is a gap that the current study would like to close. This is made on the understanding that in designing intervention strategies around the community and the family may pose significant challenges in terms of coordination. It may be very challenging to coordinate an intervention with various parents scattered across the globe. However, the same cannot be said of the school which has organised structures that could be used in helping the learners in their coping strategies. It is also notable that learners tend to spend more time in schools than in the homes at least according to the Zimbabwean and South African school calendar. It is from this viewpoint that the current study intends to explore how the school could also act as a protective barrier in the face of the negative psychosocial effects of parental migration. The school in this case is important as the parent(s) may be absent because of migration. This necessitates the exploration of how the school environment could be used in the mitigation strategy against psychosocial effects of parental migration on learners left behind.

3.17.1 Exploring ICT tools in mitigation and enhancing coping strategies of learners in CYHH

The use of ICTs is one option that is becoming increasingly critical in terms of building relationships between migrating parents and children left behind (Baldassar *et al.* 2016:138; Gonzalez and Katz 2016:2683). The advent of the internet in the 1980's is significant and had a tremendous impact in the world where people are separated by distance. (Francisco 2013:7). Most things were revolutionized with the advent of the internet and it would be unwise not to also tap on this revolution to improve the lives of

children left behind in the context of parental migration countries affected by labour migration such as Zimbabwe and South Africa. Examples of ICT technologies that are mostly used to facilitate long distance care include computers, mobile devices and the internet (Gonzalez and Katz 2016:2683). From the asset-based approach, ICT tools become a significant resource in building sustainable support for learners affected by labour migration. It has opened channels that enable distant parenting (Francisco 2013:8).

This new phenomenon of mediating care through ICTs has been described differently by various scholars. Yoon (2015:9) refers to this arrangement as mobile parenting or mediated parenting. Others refer to the arrangement as ICT-based co-presence or disembodied care (Baldassar *et al.* (2016:133). These digital information and communication technologies help parents maintain virtual intimacy with far away relatives, to secure emotional support and engage in transnational care giving (Gonzalez and Katz 2016:2683). Parrenas (2005) refers to the process as long distance intimacy. This implies that the parent would still perform his/her parenting role mediated by information and communication tools such as the Smartphone, social media and Voice-over-Internet-Protocol (VoIP) among other tools. It has also provided more ways for migrants to stay involved in transnational activities and they support more frequent and diverse connections across time and space (Francisco 2013:7).

The current study also attempts to build on this idea to assess how these developments in relations aided by information and communication technology can also help in terms of educational outcomes. In other words, this mode of communication would help close the gap on the degree of parental involvement in the care of the children/ learners left behind even in terms of schoolwork. The question however remains, on the effectiveness of ICT technology in mitigating the psychosocial effects and educational outcomes of learners left behind. The current study will also assess the extent to which transnational families in Zimbabwe and South Africa are tapping into this technology to enhance the coping strategies of children left behind.

3.17.2 The merits of using ICT tools in mediating care in the context of learners left behind in CYHH

The use of ICT tools in mediating care for children left behind in the context of parental migration has its own merits. This would also become more critical particularly when the children are left behind alone in CYHH. The merits need to be seriously considered in view of negative perceptions and scepticism from many parents, particularly in Africa, with regards to the use of the internet, social media among other ICT tools. It is noted that intimacy, co-presence, a degree of involvement, sense of belonging, meaningful relationships and monetary support are being facilitated by ICT tools (Gonzalez and Katz 2016:2683). This kind of support in turn can assist learners left behind to cope in and out of the school (Francisco 2013; 7 Yoon 2015:9).

The current study advocates for ICT based interventions to help in the coping strategies of learners left behind. As affirmed earlier, learners will be in a better position to share their emotions and feelings through ICT platforms which becomes the basis for seeking assistance (Yoon 2015:6). A comparative analysis of the different ICT tools and social media platforms that are in use in Zimbabwe and South Africa are also regarded as essential in the current study. It is from this perspective that the current study explores the various ICT tools that could be availed in the lives of the children left behind to help them to cope, in and out of the home. Since the current study is more rooted in the field of psychology, the coping strategy must deal with both the internalising effects and externalising behaviours associated with the learners left behind.

3.17.3 The demerits of using ICT tools in providing care

Besides all the positive benefits of ICT technology in managing distant relationships, there are also negative effects associated with their use. The negative effect of ambient co presence facilitated by ICT, according to Baldassar (2016:139), is that it brings social surveillance implications which can increase levels of conflict particularly with those who already have weak or unstable relationships. This suggests that instead of building positive relationships ICT'S can bring about conflicts which can negatively affect the quality of relationship. The current study deliberately focused on learners at secondary school level a time of which the learners would have reached the adolescent stage. This stage in life has its own challenges that, if compounded with parental absence, may affect the children more. There is of possibility of a disconnection which makes it imperative to

involve those physically present in the lives of the children such as the caregivers and the school (teachers, classmates, peers). It is of interest in the current study to further explore and assess the extent to which the surveillance implications can affect relationships between the migrating parent(s) and their children left behind in secondary schools in the context of parental migration.

Technological interactions were also said to make it difficult to create and maintain intimacy especially with girls (Pea cited by Francisco 2013). In as much as the mobile phone can assist in the coping strategy of the children left behind this is noted as partial support. It is in that regard that the current study intends to explore further to come up with an intervention strategy that can help the learner, both in the home and in school. The school is important in this case in that the children would spend a significantly amount of time within its premises, interacting with teachers, classmates, school administrators and their own peers.

The current study seeks to further explore how ICT platforms that link the migrating parent with the children left behind could be further enhanced to incorporate the school. The school in this case would provide a wide array of stakeholders who include the teachers, the administrators, classmates and peers. By involving the school in the ICT platforms, this study hopes to create more dialogue topics, build a network of relations and would also help the learners cope with the psychosocial effects of parental migration on their education. The current study further explores the different ICT platforms to come up with a more comprehensive intervention that can help learners in the context of the school. Further exploration in the ICT field could help close the gap between the migrating parent(s), the school and the children left behind.

3.18 Teacher learner relations in the coping of learners left behind

In the absence of the parents following parental labour migration, other systems need to be explored so as to mitigate perceived challenges faced by the children left behind. Therefore, the current study explored and demonstrated the role of the school in buffering risks of parental absence and its psychosocial effects on learners left behind. The school becomes a significant player in this case by default mainly because the parent (s) will be

out of the country. According to O'Connor and McCartney (2007:341) a supportive relationship between parents and children is regarded as significant in buffering the effects of risks through maternal scaffolding and emotional support. In this case of parental absence, the school is assessed as a possible replacement of this parental role. The school is be assessed in terms of the school personnel, school peers, school curriculum, environment and school generated ICT platforms.

According to O' Conner and McCartney (2007:341) high quality teacher-child relationships may serve as interventions for children at risk of lower levels of achievement. A similar idea is also advanced by Sulkowski and Simmons (2018:137) who view a quality teacher-student relationship as significant in buffering against experiencing psychosocial distress. In this regard a high-quality teacher-child relationship would act as substitute for parent-child relationship and would act as an intervention in the face of risks faced by the children.

The teacher becomes significant because, among other reasons, they interact with the learners daily (Kufakurinani *et al.* 2014:118). Children left behind following parental migration also showed positive attitude towards their teachers and considered them as important role models in terms of guiding them, expanding their knowledge and help develop their culture (Liu *et al.* 2016:74). From this perspective, an intervention can be designed which may go a long way in mitigating the psychosocial effects and enhance the coping strategies of the learners left behind. The school, through the teachers, would help the learners in terms of both internalising and externalising problems among the learners left behind.

A supportive relationship between parents and children is regarded as significant in buffering the effects of risks on children such as poverty through maternal scaffolding and emotional support (O'Connor and McCartney 2007:340). However, in the context of parental migration, the parent would be away and would be trying to provide care from across the border, in that regard, the teacher and the school environment needs to be assessed in terms of filling in the vacuum created by parental absence. It is on this basis that this study places the school environment at the centre of interventions and enhancing

the coping strategies of learners who live and learn in the absence of their parents due to labour migration.

3.18.1 Teaching life skills to enhance coping strategies of learners left behind in the context of parental migration

Besides being a role model for the learners, the teacher can also choose to impart life skills on learners affected by parental absence through parental migration (Liu *et al.* 2016:76). This perspective again highlights the significant role that the school can play in enhancing the coping strategies of learners affected by parental migration. It should be noted however, that there are very few studies on transnational families that specifically focus on intervention strategies for children affected by parental migration. This in a way necessitates drawing inferences from studies that may have similar findings about learners. Hence, examples drawn in this study do not necessarily refer to children in transnational arrangements but there are resemblances in terms of effects.

In a pilot study done in China Liu *et al.* (2016) assessed the impact of life skills training on behaviour problems in left behind children. In the study by Liu *et al.* (2016:74) left behind children refers to children who are left behind in rural areas for at least six months by their parents, when one or two parents migrate for work. The children were taken through a ten-week long life skills training course. The training used the Williams Life Skills Training (WLST) and focused on 10 different skills such as being aware, deciding, deflection, problem solving, assertion, saying 'No', speaking up, listening, empathy and increasing positives (Liu *et al.* 2016:76). Such concepts are consistent with the contents of the Guidance and Counselling syllabus in Zimbabwe and life skills and life orientation course in South Africa (Donald *et al.* 2010:161). Therefore, the current study considers the curriculum in Zimbabwe and South Africa rich and has the means through which learners, affected by parental labour migration, can be assisted to cope.

Liu *et al.* (2016:80) revealed that left behind children made significant improvements in almost all behaviour problems after utilising life skills training. This suggests that life skills training is a strategy that if adopted can go a long way in improving the well-being of learners affected by parental labour migration. The advantage of Zimbabwe and South

Africa is that their curriculum already has such learning areas, what may be needed is a means through which the course is not taken for examination purposes only but for well-being.

3.18.2 Educating the 'whole child' to enhance coping strategies of learners in CYHH

In the face of similar challenges affecting the learner such as cognitive, social, emotional, physical and ethical development, Darling-Hammond & Cook-Harvey (2018:iv) calls for effective collaboration for educating the whole child. Educating the whole child in this regard can be considered as a mitigation strategy in helping learners affected in terms of their cognitive, social, emotional, physical and ethical development. From the discussion, on how learners are affected by parental migration, it is notable that there are both internalising and externalising effects which in turn affect their educational outcomes (Vanore *et al.* 2015:253; Darling-Hammond & Cook-Harvey 2018: iv). In this regard the proposal by Kochhar-Bryant and Heishman needs to be considered in mitigating the negative effects of parental absence through migration. The school in this case takes a leading role in the intervention.

Educating the whole child resembles holistic education which is defined by Miller (2008:5) and Darling-Hammond & Cook-Harvey (2018:iv) as an effort to cultivate a whole human being attending to intellectual, psychological, emotional, interpersonal, moral and spirited potentials. As such, a child who would have developed holistically would stand a better chance of coping in adverse situations, such as parental absence. Consequently, that same child would be less affected in terms of educational outcomes in the absence of the parent due to migration. It is on the merits of such a perspective that the current study explores this approach to enhance the coping strategies of learners left behind.

Inferences on mitigation strategies are being drawn from studies that do not directly discuss parental migration because most studies to the best of the researchers knowledge discuss the way children are affected by parental migration ignoring the means to mitigate the effects. In this case inferences were drawn from the concept of holistic education or education of the whole child. This approach that can help in mitigating

the psychosocial effects of parental migration on the learners. Through the school, the learners would be equipped to cope with challenges of a similar nature.

3.19 Summary of the review of related literature

Extensive research has been carried out in several countries on the effects of parental migration on children left behind (Fellmeth *et al.* 2018:2567 and Botezat and Pflaffer 2019:277). Previous research also does not closely relate the internalizing and externalizing psychosocial disorders associated with the children left behind with their educational outcomes. Literature alludes to challenges that the children heading homes following parental migration face in the home, school and community (Zhao *et al.* 2017:669; UNICEF 2020:1). While a lot has been said pertaining to the challenges it becomes imperative to develop ways to improve the coping strategies and learning experiences of such learners. It is with that objective that the current study seeks to go further and develop a psychosocial support framework for such learners in CYHH in the context of parental labour migration.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

The theoretical and practical aspects for the conduct of the study to explore psychosocial support for learners in CYHH in the context of parental migration in Zimbabwe and South Africa secondary schools are outlined in this chapter. The target population, sample and sampling procedures are also outlined in this chapter. The empirical methods of data collection, collection procedure and analysis procedure in relation to the research questions are also part of this chapter. The data, gathering instruments, collection procedure and analysis are identified and discussed.

4.2 Purpose of empirical research

According to Mertens (2015:2) research is one of the many different ways of knowing but, what distinguishes research from the other methods such as insight is that it is a process designed for systematic inquiry so as to collect, analyse, interpret and use data. This understanding of the purpose and process of research forms the basis of the current inquiry. The current study is aimed at collecting empirical data pertaining to the psychosocial implications of parental labour migration on learners left in CYHH for the purposes of using education and community stakeholders in exploring a psychosocial support framework to enhance their coping strategies. The study fuses components of the participatory research for the purpose of working collaboratively with participants in order to improve the quality of their experiences in and out of the school. This also facilitates sustainability of the support for learners in CYHH arrangements in the context of parental labour migration.

4.5.1 Understanding meaning

Studying the meaning of people's lives in their real-life roles is an important feature of a qualitative study (Hays and Singh 2012:2). In a qualitative study the interest is, not only in the physical events and behaviour taking place, but also, in how the participants make sense of their situation and how this understanding influences their lives and experiences (Maxwell 2012:221; Aspers & Corte 2019:153). In relation to the current study, the meaning that left-behind learners attach to their situation influence their behaviour patterns in and out of school. These perspectives and actions of the learners left in CYHH in the context of parental labour migration become part of the reality sought in the research. The focus is on finding meaning within society and not outside (Nyawaranda 2014:172).

4.3 Research paradigm

A paradigm is defined as a way of looking at the world and is composed of certain philosophical assumptions that guide thinking and action (Mertens 2015:8). Bitzer (2017:6) defines paradigm as the worldview or lens to evaluate reality. Creswell and Creswell (2018:5) prefer to use the term worldview, which they define as the general philosophical orientation about the world and the nature of research that a researcher brings to a study. In the current study it is the lens or philosophical orientation through which the researcher explored stakeholder driven psychosocial support for learners left in CYHH in the context of parental labour migration. It is based on a set of general philosophical assumptions of the nature of reality (ontology) and the nature of the relationship between the person who has the knowledge and what is known (epistemology) (Mertens 2015:10). Research paradigm is closely related to the purpose of the research (Bitzer 2017:6) and in qualitative research the relevant options include, interpretivism, critical theory, feminism, postmodernism and phenomenology. To Creswell and Creswell (2018:7) interpretivism is combined with social constructivism.

According to Bitzer (2017:6) paradigms closely relate to the purpose of the research that is to establish whether the interest of the researcher is to prove, understand, change or solve a problem. The choice of the paradigm would go further in determining the research problem, tools of data collection, procedures, analysis and interpretation of the collected

data (Nyawaranda 2014:173). Maxwell (2012:224) further encourages the use of the right paradigm for a study, he compares using an inappropriate paradigm in trying to do a physically demanding job in clothes that do not fit the task. This would be uncomfortable and would hinder the process of executing the job well. So, it is important to make the right choice of the paradigm for a study. In considering the criteria outlined above, the following is a discussion of the philosophical underpinning of the current study which are social constructivism and the inductive approach adopted in the study.

4.3.1 Social Constructivism

As this study would infuse, in an adapted format, aspects from participatory research and a case study approach, it is inclined towards the social constructivism paradigm. According to Creswell and Creswell (2018:7) constructivism or social constructivism is often combined with interpretivism and is an approach to qualitative research based on the assumption that reality is a multi-layered, interactive, shared social experience that is subject to interpretation by individuals (McMillan and Schumacher 2006:315). To constructivists the truth is largely relative, and dependent on one's perspective (Baxter and Jack 2008:545; Ibhakewanlan 2014:63). Hence, there is no universal truth or reality (Hays and Singh 2012:4). The world is made of multiple truths, which are contextual perspectives, subject to the bearer (Hays and Singh 2012:4).

What the current study values is to gather the truth or reality attached to the situation by learners in CYHH following the migration of their parents. On that basis, it would be feasible to proffer a sustainable psychosocial support framework for the affected learners. The choice of this paradigm was motivated by the strengths of social constructivism which add value to the current study. Social constructivism places value on collaborative dialogue among researchers and participants in defining and understanding the research problem as well as in collecting and interpreting findings (Hays and Singh 2012:4). In that regard the paradigm is in accordance with the participatory process that the current study sought to pursue.

According to Mertens (2015:16) constructivism grew out of the philosophy of Edmund Husserl phenomenology and Wilhelm Dilthey's philosophy of interpretive understanding called hermeneutics. To the constructivists, hermeneutics is a way to interpret the

meaning of something from a certain standpoint or situation (Mertens 2015:16). In relation to the current study, the meaning attached to the situation of learners in CYHH following the migration of their parents become critical, particularly if one wants to come up with a psychosocial support framework to enhance their coping strategies. Therefore, the framework would be sustainable as it would be built from the lived experiences of the affected participants and stakeholders in their lives.

The constructivist paradigm enables the researcher to explore the actual behaviours associated with the learners left behind in CYHH in the context of parental migration, the causes of such behaviours, the meanings that the learners attach to the behaviours and the likely consequences. In the same vein, the community and education stakeholders' interpretation of the behaviours of the children is explored better using the constructivist paradigm. This is hinged on the underlined view of the constructivist paradigm that reality is socially constructed (Mertens 2015:16).

One of the notable strengths of the constructivist paradigm noted by Baxter and Jack (2008:545) is that it values a close collaboration between the researcher and the participants and at the same time allowing the participants to tell their own story. Therefore, both the researcher and the participants work together in the research process. Nevertheless, the process does not override the role of the participants, which is, to tell their own story. It is from this understanding, that the current study employs the participatory approach in data gathering. Therefore, the participants are active and involved in the research process which enables an in-depth exploration of the issue. It is considered that an in-depth exploration of the psychosocial effects in turn facilitates the exploration of a more sustainable and effective psychosocial support framework, which this study realised. The role of the researcher in this case is to facilitate the exploration of psychosocial support for learners in CYHH arrangements following parental labour migration.

By underpinning the study on the social constructivist worldview, the psychosocial support framework is socially constructed by the people who are affected by the whole process. The experiences of those who live the experiences, who in this case are learners left behind in CYHH following parental labour migration, are better understood using the

constructivist paradigm as it attempts to understand reality from the point of view of those who live it. According to Hays and Singh (2012:191), there are multiple truths that are equally valid but relative. Therefore, the goal of the researcher is to rely as much as possible on the participants' view of the situation being studied (Creswell and Creswell 2018:8). From such a process, the voice of the participants would be audible.

Constructivism is also considered as an underpinning of the current study on the basis that this study is largely participatory. In that regard, it allows participants to tell their own stories, which in turn allow the researcher to gain a better understanding of the actions of learners in CYHH arrangements. In this process reality is socially constructed (McMillan and Schumacher 2006:315), which happens to be a hallmark of constructivism. The researcher's intent would be to make sense of or to interpret that others have about the world (Creswell and Creswell 2018:8). Through constructivism as well, a psychosocial framework with input and involving education and community stakeholders is proffered to enhance the coping strategies of learners in CYHH following the migration of their parents. The understanding is that there is no universal support framework to deal with learners in CYHH following the migration of their parents. This framework needs to be contextual and its effectiveness depends on the environment, attitudes of the participants and researcher and the situation the framework is to be applied.

4.3.2 Research approach

As this study is underpinned in the social constructivism worldview and is a qualitative inquiry, which sought subjective meaning of people's experiences it becomes imperative to be inclined to the inductive approach. The inductive style according to Creswell and Creswell (2018:4) focuses on individual meaning and the importance of reporting the complexity of a situation. This research follows largely an inductive approach, as the researcher was more interested in examining the data and exploring the psychosocial implications of parental labour migration on learners left behind in CYHH. It is from that understanding that the study uses a participatory process. It is the meanings attached to their situation by the affected learners, education and community stakeholders that

facilitate the exploration of a sustainable framework to support, protect and empower learners in CYHHs.

The inductive process is the choice for the current study largely because it illustrates working back and forth between the themes and the data base until the researcher has established a comprehensive set of themes (Creswell & Creswell 2018:181). In the current study, the researcher was able to frequent the two research sites, Zimbabwe and South Africa, until he got a comprehensive picture to build themes. Such a process facilitated the enrichment of the data. It is such data obtained through a comprehensive process that was used in the exploration of stakeholder driven support for learners in CYHHs.

4.4 Participatory research

This study borrowed components from participatory research in an adapted form. These adapted components were considered important in the process of coming up with a psychosocial support framework that is more sustainable. This approach entails working closely with the participants in the process of data collection. Through such a process rich data was collected that helped in the construction of the support framework for learners in CYHH arrangements. The involvement of participants in the data collection added value to the data and allowed further exploration of capacities and potential within the community and education stakeholders. The participants in this case are viewed as an important resource in the process of exploring support for learners in CYHH arrangements against perceived effects. These components of participatory research are significant in making the voice of the left-behind learners and their education and community stakeholders more audible. Therefore, learners in CYHH, their teachers, school administrators, SGB, SBST and the other community stakeholders were involved in every stage of the research process. Techniques that this study used to facilitate participation in the current study were:

4.4.1 Participatory mapping and planning

Using probing questions and involving the participants (learners, community and education stakeholders) the researcher came up with a resource map for the study. The participants were involved in identifying the key stakeholders for the study and any other

resource that may be essential for the study. Participants were also involved in the planning of the research, therefore in the pre-entry meeting, participants did resource mapping and planning of the whole research process. These resources constituted the assets in line with the Asset-based approach that also underpins the current study as a theoretical framework.

4.4.2 Participatory presentation

Participation based activities were also used in presentations. The study would have information sharing sessions in which the participants take an active role in group discussions, plenary discussions and in making presentations. The participants were made to contribute in terms of schedules for focus group discussion sessions (cf. **Annexure I**), information sharing sessions (cf. **Annexure J**), and in capacity development (cf. **Annexure O**). Participants took a leading role in drawing an itinerary that guided the study in both Zimbabwe and in South Africa. As the participants were taken aboard in the planning of the study, it also became imperative to involve them fully in the data gathering process. This was achieved through the adoption of constructive learning approaches. The information sharing sessions (cf. **Annexure J**) were arranged with co facilitators drawn from the participants themselves. Group discussions and presentations were some of the approaches that the study adopted to facilitate active involvement of the participants in data gathering. The capacity development session also followed a similar approach and had co facilitators drawn from the teachers, learners, community stakeholders and experts in the welfare of children (cf. **Annexure P**: programme for capacity development session)

Following a laid down plan designed with input from the participants the researcher progressed with the study with less challenges. This process also allowed for a buy-in from the participants that would facilitate the exploration of sustainable support. Accordingly, participants took an active role in making the information sharing sessions an involving two-way process.

4.4.3 Change analysis and monitoring

The participants in the study took an active role in reflecting on the anticipated changes that the psychosocial support framework may want to effect. The researcher had limited

capacity in terms of proper monitoring of the process as the study involved two research sites in different countries (Zimbabwe and South Africa). The researcher had thus to rely on the participants themselves in terms of monitoring the process and outcome. Following the information sharing sessions and capacity development, the participants made an evaluation of the whole process (cf. **Annexure J**: Information sharing programme). The participants took an active role in analysing events of the past and changes that the designed psychosocial support framework proposes to introduce. This allowed participants involvement in the evaluation of the framework. This whole process facilitated the exploration of a sustainable support framework that positively assists in the coping strategies of learners left in CYHH following parental labour migration.

Accordingly, the research process involved participants all the way and ensured that the proposed framework was stakeholder informed and driven. This in turn, allowed for the sustainability of the support framework for learners in CYHH in the context of parental labour migration.

4.5 Qualitative research

This study followed the qualitative research process and generated qualitative data. Qualitative research is the study of phenomenon or research topic in context (Hays and Singh 2012:5). Creswell and Creswell (2018) also define qualitative research as, an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The qualitative research process often occurs in a natural setting or in the participant's setting (Hays and Singh 2012:5; Creswell and Creswell 2018:40). In that regard, the researcher intends to spend a considerably long amount of time with the participants in the process of data collection. The objective is to find meaning inside the affected society and not outside (Nyawaranda 2014:171). It is from this understanding of the research process that this study borrowed from the model proposed by Maxwell (2012:215) called the interactive model. The interactive model is considered appropriate as it takes into cognisance the idea that research is composed of different components which affect and are affected by one another (Maxwell 2012:215). In this study the different components built on different perspectives facilitates the exploration of

a psychosocial support framework for learners left in CYHH in the context of parental labour migration. This qualitative design is also in accord with the participatory process adopted in this study.

It is from such an intensive and extensive data collection process that the research intends to come up with a psychosocial support framework for learners in CYHH in the context of parental migration. The five features of a qualitative research that this study took into consideration borrowing from Hays and Singh (2012:2) and Creswell and Creswell (2018:181) include the following; it helps in understanding meaning, allows the gathering of participants' views and perspectives, values contexts and allows for multiple sources of information as discussed below.

4.5.2 Views and perspectives of the participants

Qualitative research also endeavours to capture the views and perspectives of the learners left behind in CYHH and the views of education and community stakeholders (Creswell and Creswell 2018:181). This to some extent enabled the study to be a representation of views and perspectives of the participants. Through narrative interviews, (cf. **Annexure H**) participants are expected to give their accounts of events and actions. The current study considers this feature of qualitative study important in view of the idea that perspectives and views do influence behaviour. In that regard, one can only come up with a more sustainable psychosocial support framework for the affected learners in CYHH by taking into consideration the views and perspectives of those affected. Consequently, the decision to follow the qualitative research process was in consideration of the idea that qualitative research affords the researcher an opportunity to gather the left-behind learners, community and education stakeholders' perspectives. From such a process, learners in CYHH would receive support that addresses their needs in their context.

4.5.3 Contextual conditions

This research also considered the qualitative route because it considers the contextual conditions of those involved in the study (Hays and Singh 2012:2). The context in which

learners in CYHH is an important factor considered both to understand the psychosocial behaviours associated with learners in CYHH arrangements and in the exploration of psychosocial support. This is supported by views expressed by Maxwell 2012:221 that contexts have a profound influence on action. Qualitative researchers study a relatively small number of individuals or situations, enabling the researcher to gain an understanding of how events, actions and meanings are shaped by the unique circumstances of the learners left in CYHH arrangements (Maxwell 2012:221; Aspers & Corte 2019:1554). Consequently, the researcher would have ample time to interpret events in their contexts, which in turn produces rich data that is handy in terms of exploring sustainable psychosocial support.

The qualitative research process was employed because it enabled the researcher to study the everyday lives of learners in CYHH who come from different backgrounds and living in different circumstances. Accordingly, the qualitative process was considered appropriate as it enabled the researcher to gather what the learners left behind in CYHH in the context of labour migration think about their situation in their context. It also enabled the researcher to gather the viewpoints of the various stakeholders, a process that is considered appropriate if a sustainable psychosocial support framework for left-behind learners can be designed involving both the education and community stakeholders.

4.5.4 Use of multiple sources of evidence

Qualitative studies also acknowledge the potential relevance of multiple sources of evidence rather than relying on a single source alone (Hays and Singh 2012:2). When information is gathered from more than one source its validity is enhanced. In view of this, the researcher made use of narrative interviews, focus group discussions, information sharing sessions, capacity building sessions and observations as sources of gathering evidence. The use of multiple sources was important in the current study, as the objective was to explore a more sustainable psychosocial support framework for learners in CYHH following the migration of their parents. A better understanding of this phenomenon was gained through using multiple sources of evidence rather than relying on only one source of evidence.

Therefore, the choice of using the qualitative methodology was based on theoretical and practical factors.

4.6 Research design

Creswell (2012:293) defines research designs as procedures for collecting, analysing and reporting research. It is the grand plan and strategy to explore psychosocial support for learners in CYHH arrangements. The choice of research design was made after considering certain aspects of this research. The factors considered included the carrying out of the in its natural settings and the researcher spending a considerably longer amount of time with the participants in data collection. It is from such a process that an in-depth description of phenomenon could be gained. In the same vein, it also allowed an understanding of realities constructed by learners, education and community stakeholders of learners left in CYHH in their contexts.

Based on such an understanding, this study, which is qualitative, adopted the phenomenological case study design. To enrich the data collected, this study employs participatory research. The study therefore recognised the participants as the researched and were actively involved in the research process. In the current study the in-depth description aided by employing participatory research and a phenomenological case study design made it easier to build a psychosocial support framework for learners who find themselves in CYHH in the context of parental migration.

4.6.1 Phenomenological Case Study Design

For the purposes of this study the researcher adopted the phenomenological case study design. A case study is an in-depth, intensive investigation of small groups of people (Feldman 2017:39). The phenomenon under study is the psychosocial effects associated with learners in CYHH following parental labour migration. This in turn formed the basis in coming up with a psychosocial support framework with input and involving education and community stakeholders drawn from the community of learners left in CYHH in the context of parental labour migration.

Phenomenology is considered for this study because it allowed the description of subjective experiences of participants (Springer 2010:403). In this case the subjective experiences of the learners who are living in CYHH following the migration of their parents are critical in designing the support framework to assist them in their psychosocial functioning and educational outcomes. By so doing this design is in sync with the social constructivist paradigm which also allows those affected to tell their own narratives and construct their own reality.

A case study according to Cohen, Manion and Morrison (2011:252) is defined as a specific incident that is frequently designed to illustrate a more general principal. It focuses on one phenomenon selected by the researcher to have an in-depth understanding in regardless of the number of sites or participants for the study (McMillan and Schumacher 2006:315). Creswell (2012:465) defines a case study as an in-depth exploration of a bounded system. Bounded means the case is separated out for research in terms of time, place and some physical boundaries (Creswell 2012:465). Case studies can thus be set in temporal, geographical, organisational and other contexts that enable boundaries to be drawn around the case (Cohen *et al.* 2011:253).

Thus, individual learners in CYHH following the migration of their parents constitute the case that is explored in the current study. The study was conducted in the learners' context which is in selected secondary schools in Zimbabwe and South Africa. The process also involved the education and community stakeholders who constitute the environment of the affected learners. This process illustrated the general psychosocial effects which in turn facilitate the exploration of a psychosocial support framework to assist the affected learners.

According to Sturman cited by Cohen *et al.* (2011:272) the distinguishing feature of a case study is that human systems have a wholeness or integrity in them rather than being a loose connection of traits. It is in consideration of this view that the current study sought to use the case study design to explore in depth the psychosocial implications of parental absence through migration and to build a framework for the support of the left-behind learners involving education and community stakeholders.

Cohen *et al.* (2011:272) outline the following as the hallmarks of a case study, it:

- a. gives a rich and vivid description of events relevant to the case.
- b. provides a chronological narrative of events relevant to the case.
- c. blends the description of events with the analysis of data.
- d. focuses on individual actors or groups of actors and seek to understand their perceptions.
- e. highlights specific events that are relevant to the case.
- f. involves the researcher thereby generating rich data.

The qualitative case study design is considered appropriate and valuable in terms of the development of theory, evaluate programs and develop interventions (Baxter and Jack 2008:544). Since the current study sought to get the meanings the learners in CYHH in the context of parental labour migration attach to their experiences, the case study design is considered more appropriate. This design enabled the researcher to immerse in the activities of the learners and get patterns in the participants' lives.

The following considerations outlined by Yin cited by Baxter and Jack (2008:544) underlay the decision in opting for the qualitative case study design:

- a) The research had a focus to answer how and why questions. These types of questions allowed a full understanding of how learners in CYHH are affected in terms of their psychosocial functioning and would lay the basis for exploring relevant support.
- b) The researcher wanted to explore contextual conditions because he believed them to be relevant to the phenomenon under study. According to Geertz cited by Cohen *et al.* (2011:254) case studies strive to portray 'what it is like' to be in a unique situation, which is important to catch the close-up reality and thick description of the phenomenon. Some of the behaviour patterns associated with learners in CYHH are influenced by their environment and it is also imperative to consider contexts in exploring support. It is not easy to draw boundaries between the phenomenon and the context (Yin cited in Baxter and Jack (2008:544)).

The current study drew a sample from both South Africa and Zimbabwe and so it is an embedded case study design. Thus, the single case of learners in CYHH in the context of parental migration is explored in two units, Zimbabwe and South Africa. According to Baxter and Jack (2008:550), this is a rich analysis and serves to better illuminate the

case. In considering the single case with embedded units' design, this study took into cognisance the pitfall identified by Baxter and Jack (2008:550) on data analysis as novice researchers run the risk of analysing the data at subunit level and fail to return to the global issue. In this regard, the current study made use of protocols that ensured that data analysis considers the global picture rather than focus on individual cases. The current study also referred to both Zimbabwe and South Africa context and drew comparisons that were useful in the process of exploring support for such learners.

The current study also considered pitfalls that Nisbert and Watt as cited by Cohen *et al.* (2011:255) advise researchers to avoid:

- a) The researcher avoided journalism which is defined as picking out more striking features of a case which are more sensational; a process that distorts the full account (Nisbert and Watt cited by Cohen *et al.* 2011:255). This challenge was also noted in the data collection in which participants are more attracted by negative features associated with learners in CYHH arrangements and in the process ignoring more some of the less striking features. Through probing questions and constant reference to the objectives of the study, the researcher was able to give direction to the study. Participants were thus, guided to focus also on issues that are less sensational. It is from such issues that assets and positive contributions from the learners were explored.
- b) The researcher avoided being selective in the reporting by only picking on issues that support his premeditated viewpoint (Nisbert and Watt cited by Cohen *et al.* 2011:255).
- c) The anecdotal style was also avoided, this happens when the study degenerates into an endless series of low level banal and tedious illustrations without the in depth rigorous analysis expected of a case study (Nisbert and Watt cited by Cohen *et al.* 2011:255).
- d) Blandness which means the researcher would not unquestioningly accept views from respondents or including only views that agrees ignoring areas of disagreement.

4.6.2 Strengths of using case study design

The use of the case study design was also motivated by the following noted strengths or advantages associated with the design according to Cohen *et al.* (2011:256).

- a) Case studies are considered strong (Cohen *et al.* 2011:256); in that regard it was easier to draw the participants both in Zimbabwe and South Africa into the discussion. All the participants were familiar with the CYHH families, which allowed for the use of the participatory approach in data collection. Thus, they are in harmony with the reader's own experience.
- b) Case studies allow for generalisations (Cohen *et al.* 2011:256). Thus, findings from the study could be generalised beyond learners in CYHH arrangements only but in the support of other learners in adverse situations. This infers that insights gained from the psychosocial support given to learners in CYHH could be utilised for the support of other learners in adverse situations that pose as barriers to constructive learning in Zimbabwe and South Africa. The generalisations could also go beyond the countries from which the study was conducted but could be applied for all learners particularly in the developing world affected by parental labour migration.
- c) They catch unique features which otherwise may be lost in the data collection process (Cohen *et al.* 2011:2560). This was achieved through the use of multi-data sources such as narrative interviews (**Annexure H**), focus group discussions (**Annexure I**) and information sharing sessions (**Annexure J**).
- d) They provide a wealth of information about many different facets of an individual's experience (Springer 2010:407). Thus, both positive and negative effects associated with learners in CYHH were outlined. This facilitated the exploration of support build on the positive assets to deal with the perceived negative effects of parental labour migration on the learners left in CYHH arrangements.

4.6.3 Weaknesses of Case study design

In the conduct of the study, the researcher was also cognisant of the following weaknesses as noted by Cohen *et al.* (2011:256) Ken (2010:407) associated with the case study design. It is only through recognising the weaknesses of the design that the researcher can come up with measures to attenuate them to get the best out of the design.

- a. The results may not be easy to generalise, it may need a degree of expertise on the part of other researchers to be able to apply the results (Cohen *et al.* 2011:256). In the case of the current study, this is because the researcher did the study using only two research sites, in the Midlands province of Zimbabwe and in the Free State province of South Africa. However, the researcher utilised literature from previous studies done in the world to give the study a global picture. It is through that process that some degree of generalisation was achieved.
- b. The findings may be regarded as selective, biased, biased, personal and subjective (Cohen *et al.* 2011:256). In the case of the current study spending considerable time with the participants in data collection and following the participatory approach contributed to getting data being partly subjective and biased. To mitigate this, the researcher utilised multi data sources that allowed him to capture different viewpoints of how the learners left behind in CYHH were affected to facilitate the relevant support.

4.7 Bounding the case study

The following were the parameters that guided this study to explore psychosocial support for learners in CYHH in the context of parental labour migration. This is significant as the study used the case study design. The process of bounding the case study involved outlining the boundaries and profile of the research districts, the individual schools for the study, profiles of the participants and a brief outline of the research processes.

4.7.1 Profiling the Districts

This study was conducted in two rural secondary schools, one in Zimbabwe and the other in South Africa. In Zimbabwe, the secondary school chosen for the study is located in the Midlands province, in the Tongogara Rural District Council. The school has an enrolment of about 400 learners. The nearest urban centre is Gweru and is 100 kilometres away.

In South Africa, the secondary school chosen for the study is in the Free State. The school is in the Xhariep District. The school has an enrolment of about 900 Learners. The nearest urban centre is Bloemfontein and is about 100 kilometres away. The distance to urban centre may in part explain the reason for parental labour migration to places of work.

4.7.2 Profiling the schools

Both schools are in rural districts of the two countries, Zimbabwe and South Africa. These schools were chosen as they have a relatively large number of learners in CYHH in the context of parental migration from the information gathered from the gatekeepers when the researcher was making a surveillance of the empirical field. In this case, migration of parents is both to internal and external destinations leaving their children in CYHH arrangements.

4.7.3 Informants

The informants to the study constituted the stakeholders as they informed the psychosocial support framework that was explored in this study. The study followed a participatory approach hence all the informants were considered to be of equal importance. The identified informants were Left-behind learners in CYHH and stakeholders drawn from the community at each of the schools.

4.7.3.1 Learners in CYHH following the migration of their parents.

Table 4.1 below shows the profile of learners in CYHH who informed this study. Learner participants were drawn from two schools in Zimbabwe (School Y) and South Africa (School X). The learners participated in all the phases of the study (Focus Group Discussions, Personal interviews and Information sharing sessions). To protect the identity of the participants' pseudonyms and codes were used.

Table 4.1 Learner Participants

PARTICIPANT CODE	GENDER	AGE	GRADE/FORM	PERIOD OF SEPARATION	Status	Country	Assigned interview code
SALR1	Boy	16	10	2 years	Double orphan	South Africa	NI1
SALR2	Boy	18	10	2 years	Have Both parents	South Africa	NI2
SALR3	Girl	18	10	3 years	Paternal orphan	South Africa	NI3
SALR4	Boy	21	10	10 years	Maternal orphan	South Africa	NI4
SALR 5	Girl	19	10	3 years	Have Both parents	South Africa	NI5
SALR 6	Boy	17	10	2 years	Have Both parents	South Africa	NI6
SALR7	Girl	16	10	3 years	Divorced parents	South Africa	NI7
SALR8	Boy	16	10	2 years	Have both parents	South Africa	NI8
ZLR1	Girl	17	F4	2 years	Paternal orphan	Zimbabwe	NI9
ZLR2	Boy	14	F2	1 year	Have Both parents	Zimbabwe	NI10
ZLR3	Girl	17	F3	1 year	Paternal orphan	Zimbabwe	NI11
ZLR4	Girl	18	F3	3 years	Divorced parents	Zimbabwe	NI12
ZLR5	Boy	17	F3	3 years	Have Both parents	Zimbabwe	NI13
ZLR6	Boy	18	F4	2 years	Divorced parents	Zimbabwe	NI14

Codes: **SALR** South African Learner

ZLR Zimbabwe Learner

4.7.3.2 Education and community Stakeholders

The second category of informants of the study were education and community stakeholders. This was a category of participants who interact with learners left behind following parental labour migration in the context of the school and the community. The participants also participated in all the phases of the study (Focus group discussions, Information sharing and capacity development sessions). Those participants who could not attend information sharing sessions responded to open ended Questionnaires (**Annexure M**). The stakeholders include: Teachers for the learners in CYHH, the school head/ Principal, School Psychological service, Pastoral team, counsellors, school governing body representatives and

representatives from stakeholder organisations. Table 4.2 below depict the profile of stakeholder participants who informed the study drawn from Zimbabwe and South Africa.

Table 4.2 Community Stakeholder participants Profile

Stakeholder	Occupation	Years of experience	Country	Gender
SASH1	Police detail	7 years	South Africa	Female
SASH2	Pastor	27 years	South Africa	Female
SASH3	Education officer	20 years	South Africa	Female
SASH4	SBST Coordinator	13 years	South Africa	Female
SASH5	Teacher	14 years	South Africa	Male
SASH6	School Principal	26 years	South Africa	Male
ZSH1	Education psychologist	7 years	Zimbabwe	Male
ZSH2	SDC committee member	4 years	Zimbabwe	Male
ZSH3	Guidance and Counselling teacher	8 years	Zimbabwe	Female
ZSH 4	Police detail	7 years	Zimbabwe	Female
ZSH5	School Head	27 years	Zimbabwe	Male
ZSH6	Teacher	11 years	Zimbabwe	Female
ZSH7	Local non-Governmental organisation	7 years	Zimbabwe	Male

Key

SASH 1—Stakeholder in South Africa

ZSH1 – Stakeholder in Zimbabwe

4.7.4 Events and processes

Using the participatory approach, narrative interviews, observations, and information sharing, focus group discussions and capacity building sessions were aimed at gathering perceptions with regards to the internalising and externalising effects associated with learners in CYHH following the migration of their parents for labour. These perceptions helped in the identification of behaviours that are attended to by the psychosocial support framework explored in the study. Thus, the psychosocial support framework was informed by left-behind learners, education and community stakeholders drawn from the environment of the affected learners. The framework is meant to address the perceived psychosocial effects associated with parental absence through migration. The goal was to support, protect and empower learners in CYHHs so that they bring relevant social and emotional competencies to school.

4.8 The population and sample

4.8.1 The Population

Population is the totality of persons, events, organisation units and case records with which the research problem is concerned (de Vos, Strydom, Fouche and Delport 2012:230). The population for this study is made up of learners, community and education stakeholders of CYHH in the context of parental labour migration in all secondary schools of Zimbabwe and South Africa.

4.8.2 The research participants

Participants for the current study were recruited through invitations by word of mouth. The invitations were extended to those learners who met the specified criteria. The learners were supposed to be rural secondary school learners residing in CYHH following parental labour migration. The invitations largely considered information gathered in the preliminary stages of surveying the empirical landscape and negotiating access. This is when the researcher initially visited the research sites to meet the school administrators and negotiate modalities for conducting research at their schools. Purposive sampling procedures were followed in coming up with 14 learners, 6 from a Zimbabwean rural secondary school and the other 8 from a South African rural secondary school. The selected learners were in CYHH arrangements for periods exceeding 6 months. The schools were selected on condition that they had a bigger proportion of learners in CYHH following the migration of their parents for labour and are located in areas with high labour out migration. From the two schools, 6 teachers were selected on the condition that they had been teaching the affected learners for at least one year. The 2 school Heads of the selected schools were automatically selected to answer to administrative questions. The peers, community members, school psychologists/ counsellors, social workers to the selected learners were recruited through invitations and were valuable informants to the study.

Secondary school learners were considered on the basis that they are relatively mature to articulate their challenges and contribute positively in the exploration of the support

framework. It was also noted that since leaving children in CYHH is often done as a deliberate act by parents, often they leave children they consider mature to fend for themselves. At the same time the researcher considered learners who at least had a year in the school to give the researcher ample time to conduct his study. The sample size was determined by the need to make an in-depth analysis of the psychosocial effects of the children left behind because of parental migration to South Africa and this was best done with a manageable number. This was done on the understanding that the overall ability of the researcher to provide an in-depth picture diminishes with an addition of each new individual or site (Creswell 2012:209). In the same vein the number was considered to enhance suitability and consistency issues.

4.8.3 Purposive sampling

Purposive sampling is a strategy whereby the researcher uses own judgement to deliberately select settings and persons because they have important information and possess particular characteristics being sought by the researcher (Cohen *et al.* 2011:344; Fraenkel & Wallen 2011:112). The idea is to get places and people that can best help in understanding the central phenomenon (Creswell 2012:205). In this case, there was need to identify the schools, learners and stakeholders that could best help explain the psychosocial implications and assist in building a psychosocial support framework for learners in CYHH following the migration of their parents. The characteristics sought in the current study include boys and girls left in CYHH following the migration of their parents. The education and community stakeholders are those persons who interacted with the affected learners frequently and had something to contribute in the development needs of learners in CYHH.

The choice for purposive sampling for the current study were influenced by the following factors:

- a. Purposive sampling enable the researcher to select sites that are information rich (Creswell 2012:205) which would allow a full exploration of the issue of study. In this case, the representation of left-behind learners in CYHH, their community and education stakeholders was best selected purposively.
- b. It also enables the researcher to capture adequately the heterogeneity in the population as the researcher deliberately selects participants (Maxwell 2012:235).

Heterogeneity in terms of gender and context was a critical issue that the researcher considered to ensure that the research outcome, which is the exploration of psychosocial support for learners in CYHH is applicable for both male and female learners.

- c. Through purposive sampling procedures, the researcher was able to examine the critical case, which was, the psychosocial implications of parental labour migration on learners left in CYHH arrangements. This exploration facilitated the discovery of mechanisms to support, protect and empower learners left behind in CYHH following parental labour migration.
- d. Purposive sampling is useful in establishing particular comparisons to illuminate the reasons for differences between settings or individuals (Maxwell 2012:235). Comparisons in this case entailed the Zimbabwean and South African secondary school learners heading households following the migration of their parents.

The researcher purposively selected learners left in CYHH because of parental labour migration. The researcher intentionally selected individuals and sites to learn or understand the perceived effects of parental labour migration and explore relevant support. In this case, purposeful sampling applied in the selection of the schools, individual learners in CYHH, and the relevant community and education stakeholders who informed the study.

4.8.3.1 Sampling strategy

Maximal variation sampling is the sampling strategy that is used in the current study. According to Creswell (2012:206), it is critical to identify the sampling strategy and be able to defend it. There is a wide array of sampling strategies but the choice for the study are dependent on the research problem and the research questions to be answered in the research (Creswell 2012:206).

The current study aimed at presenting multiple perspectives of learners in CYHH following the migration of their parents. In order to achieve this, maximal variation sampling was the preferred sampling strategy. This is a strategy used in purposeful sampling where the researcher samples cases or individuals differ on some trait or characteristic (Creswell 2012:208). The two research sites selected for this study were in different locations/nations and the learners live in different socio, political and economic environments.

These variations assisted in the exploration of a psychosocial support framework that is useful in different contexts.

4.9 Data collection

This study used multiple strategies for data collection. Several data collection methods were employed. The methods for this research included narrative interviews, observations, focus group discussions, information sharing sessions and open-ended questionnaires. This multi-layered strategy is important because it permits triangulation of data across inquiry techniques (McMillan and Schumacher 2006:340). Multi methods mean that multiple strategies are used to collect and corroborate the data obtained from any single data collection strategy (McMillan and Schumacher 2006:340). The use of multiple data sources is described as the hallmark of case study research (Yin cited by Baxter and Jack 2008:554; Shanks & Bekmamedova 2018:17). Each data source is viewed as one piece of the puzzle with each piece contributing to the researcher's understanding of how learners left in CYHH are affected in terms of their psychosocial functioning for the purpose of proffering support through stakeholders (Baxter and Jack 2008:554). Such a process of using different strategies yields different insights that are useful (McMillan and Schumacher 2006:340). In this case, the multi method strategies of data collection were useful in terms of exploring a sustainable psychosocial support framework for learners in CYHH in the context of parental labour migration. Thus, having different ideas from different players from multi methods will enrich the data facilitating a more sustainable support framework for the affected learners.

In the process of data collection, strategies were refined continually. According to McMillan and Schumacher (2006:340), this is done to enhance consistence. Thus, there is no instrument that was cast in stone but they were all adjusted, revised and refined to meet the direction in which the research process was taking. As noted, the process was exploratory and recursive, meaning the process went back and forth in response to the circumstances. In this regard, the data collection process took up to six months to complete.

In considering the use of multiple methods, the researcher was cognisant of the following demerits:

- a. The approach was associated with much rigour particularly when the study has two research sites, Zimbabwe and South Africa.
- b. The data collected may have been overwhelming which would have made it difficult to manage and analyse.

It is in view of the outlined demerits and challenges associated with the use of multiple data sources that the current study utilised the sequential systematic method suggested by Creswell and Creswell (2018:193) to manage the data. By so doing, the researcher avoided being 'lost' in the data (Baxter and Jack 2008:554).

The researcher used English as the mode of communication but when it proved a barrier in the data collection stage particularly with the learners, he allowed the use of combined English and local languages, Chishona and Sesotho. As the researcher was not conversant with Sesotho, he enlisted the help of the SBST coordinator to help with translations. Another colleague at CUT verified these translations. The Shona responses were translated by the researcher and were verified by a colleague.

4.9.1 Narrative Interview method

This study used narrative face-to-face interviews in data collection with learners left behind in CYHH following parental labour migration. Kvale cited in Cohen *et al.* (2007:349) refers to the process as 'inter-view' implying that there is an interchange of views between the researcher and the participants. In a narrative interview, the researcher asks open ended questions that are meant to enable learners, left heading households following parental labour migration, to narrate their own experiences (Scarneci-Domnisoru 2013:22). This method was considered appropriate for the purpose of being an entry point and aided the process of building a relationship with the participants. Relationships were of significance as this study borrowed concepts from participatory research. The researcher adopted the constructivist worldview in which interactions and meaning attached to the world they live in are essential (Cohen *et al.* 2007:349). Prior to administering the interview, approval was sought from the Central University of Technology (CUT) ethical body which examined and approved the research

instruments (see **Annexure G**: Ethical clearance FRIC21/8/). Consent forms were completed before conducting the individual interviews (**Annexure N** and **Annexure: O**).

In qualitative inquiry, an interview occurs when a researcher asks one or more participants general or open ended questions and records their answers (Creswell 2012:217). The interview questions were based on the research questions and were structured in such a way that they allowed free expressions of experiences or narratives (Scarneci-Domnisoru 2013:22). The narrative inquiry was considered important in this study because it revolved around an interest in life experiences as narrated by those who live them (Denzin and Lincoln 2011:421). This is because the researcher's intention was to gather and give a detailed description of the learners' subjective experiences (phenomenology) (Springer 2010:403). Maxwell (2012:230) describes the relationship as that, the research questions identify the things the researcher want to understand, and the interview questions generate the data the researcher needs to understand these things.

The researcher made use of an interview schedule in the process of asking questions and recording answers (**Annexure H**: interview schedule). In total 14 learners were interviewed face to face and each of the interviews lasted about 15 minutes (Table 4.1). The interviewer used both handwritten notes and audio recording for back up purposes.

4.9.1.1 Advantages of using narrative interviews

There are several advantages of using interviews as an instrument in data collection from several schools of thought (Creswell 2012; Cohen *et al.* 2007:349). These outlined advantages also motivated the choice of interviews as an instrument in the current study.

- a. Narrative interviews allowed the learners in CYHH to tell their own story and speak freely (Scarneci-Domnisoru 2013:22). Such a process helped the process of relationship building and identification of assets within the learners that were utilised in the exploration of support against perceived effects.
- b. They permit learners heading households following parental labour migration to describe detailed personal information. The detail was essential in the process of

building sustainable support for the learners and identification of the domains for support.

- c. The interviewer had better control over the line of questions and the types of information received, in other words, the researcher was able to ask follow up questions hence detailed explanations were provided by the learners.
- d. Using narrative interviews, the learners in CYHH provided background information that could be difficult to obtain when using other instruments. This background data proved essential in the next stages of the study whereby sustainable support for the learners was proffered.
- e. It allows for both verbal and non-verbal communication (Cohen *et al.* 2007:349). The non-verbal cues in the narratives guided the line of questions that followed enriching the data collected.

4.9.1.2 Disadvantages of using interviews

The researcher is also aware of several limitations that are associated with interviews that the current study attempts to attenuate (Creswell 2012; Creswell & Creswell 2018:188)

- a. Interviews provide only information that interviewees provide. In this case, the learners in CYHH only shared what they wanted to share hence the possibility of missing some relevant and useful information.
- b. The presence of the interviewer influences the outcome of the research.
- c. They can be subject to researcher bias.
- d. Narrative Interviews were time consuming and the process involves much rigor as the study had two research sites, in Zimbabwe and South Africa.

In view of the noted limitations, the researcher relied on other data collection instruments for the verification of the data obtained in interviews.

4.9.2 Focus Group discussion sessions

This study had two focus group discussions with education and community stakeholders, in South Africa (FGD1) and Zimbabwe (FGD2). The focus group discussions were guided

by focus group discussion schedule (**Annexure I**). Focus group are a form of group interview in which the group discusses a topic supplied by the researcher (Cohen *et al.* 2011:376). The researcher in this case asked questions and elicited responses from members of the group. Table 4.3 below depicts the participants to the focus group discussions held in South Africa (FGD1) and Zimbabwe (FGD2).

Table 4.3 Showing the Focus Group Discussions Groupings

Focus group discussion assigned group code	Participants	Designation of participant	Country	
FGD1	SALR1	Learner	South Africa	
	SALR1	Learner	South Africa	
	SALR3	Learner	South Africa	
	SALR4	Learner	South Africa	
	SALR5	Learner	South Africa	
	SALR6	Learner	South Africa	
	SALR7	Learner	South Africa	
	SASH1	Police detail	South Africa	
	SASH2	Pastor	South Africa	
	SASH3	Education officer	South Africa	
	SASH4	SBST Coordinator	South Africa	
	FGD2	ZLR1	Learner	Zimbabwe
		ZLR2	Learner	Zimbabwe
ZLR3		Learner	Zimbabwe	
ZLR4		Learner	Zimbabwe	
ZLR6		Learner	Zimbabwe	
ZSH1		Education psychologist	Zimbabwe	
ZSH2		SDC Committee member	Zimbabwe	
ZSH3		Guidance and counselling teacher	Zimbabwe	
ZSH4		Police detail	Zimbabwe	
ZSH6		Teacher	Zimbabwe	
ZSH7	NGO representative	Zimbabwe		

The advantages of this approach in data collection include the following:

- a. Through group interviews the researcher can generate and yield a wide range of responses (Cohen *et al.* 2011:376). The varied views from the learners in CYHH and their community stakeholders were essential in terms of exploring relevant support for the learners.
- b. According to Arksey and Knight cited by Cohen *et al.* 2007:373 the researcher can establish different versions of an event or incident, a process that enriches the collected data.

Some of the noted disadvantages that the researcher was wary of included the following:

- a. In both South Africa and Zimbabwean schools, some voices were more dominant and they ended up giving direction to the discussions. The dominance of research by one or a few individuals is also confirmed by Cohen *et al.* 2007:373 as one of the limitations associated with focus group discussions.
- b. Some participants in Zimbabwe were argumentative and disrupted and lengthened the process.
- c. There is the danger of adopting the public line thereby ignoring individual views, which may be equally significant (Cohen *et al.* 2007:373).

In the face of such challenges, the researcher continuously reverted to the FGD guide (**Annexure I**). This ensured that the pre-set objectives of the focus group discussions were met.

4.9.3 Information-Sharing Sessions

The researcher conducted two information sharing sessions with participants in South Africa and Zimbabwe. The information sharing sessions were organised in the form of a workshop and allowed for group discussions, group tasks and co-presentations from the participants (**Annexure J**). This was in line with the participatory process that the study followed. School participants, community stakeholders and the learners in CYHH discussed in groups and gave feedback (**Annexure J**). The researcher provided the discussion topics and stakeholders from the schools were involved in the planning. The discussions and activities were guided by the research questions. **Table 4.4** below depicts participants and designated groups in the information sharing session's code as ISS, ISS2, ISS3 and ISS4.

Table 4.4 showing information sharing seminar participants and assigned groups

Information sharing seminar assigned group code	Participant code	Designation of participant	School code	Country
ISS1	SALR1	Learner	X	South Africa
	SALR3	Learner	X	South Africa
	SALR6	Learner	X	South Africa
	SASH1	Police detail	X	South Africa
	SASH3	Education officer		South Africa
	SASH4	SBST coordinator	X	South Africa
ISS2	SALR2	Learner	X	South Africa
	SALR4	Learner	X	South Africa
	SALR5	Learner	X	South Africa
	SASH2	Pastor		South Africa
	SASH5	Teacher	X	South Africa
ISS3	ZLR1	Learner	Y	Zimbabwe
	ZLR2	Learner	Y	Zimbabwe
	ZLR4	Learner	Y	Zimbabwe
	ZSH1	Schools psychological services	Y	Zimbabwe
	ZSH2	SDC committee member	Y	Zimbabwe
	ZSH4	Police detail	Y	Zimbabwe
	ZSH7	NGO Representative		Zimbabwe
ISS4	ZLR3	Learner	Y	Zimbabwe
	ZLR5	Learner	Y	Zimbabwe
	ZLR6	Learner	Y	Zimbabwe
	ZSH3	Guidance and counselling teacher		Zimbabwe
	ZSH7	NGO Representative	Y	Zimbabwe
	ZSH8	Teacher	Y	Zimbabwe

4.9.3.1 Advantages of using Information sharing sessions

- a. Information sharing sessions allowed for active participation of the learners in CYHH and their education and community stakeholders in the generation of data. The participants became actively involved in group discussions and subsequent presentations.
- b. Information sharing sessions facilitated positive development of the learners in CYHH arrangements as it allowed for their active participation in coming up with solutions to own challenges
- c. The process allowed for ownership of the data collected. This process was important for the later stage of the study in which, a sustainable psychosocial support for learners in CYHH was to be explored.

4.9.3.2 Disadvantages of using Information sharing sessions

- a. Just as in focus group discussions, the researcher had challenges with some participants dominating the sessions both in Zimbabwe and in South Africa.
- b. The process is time consuming, as there is much rigour in planning, organising the activities and allowing for discussions and feedback.

4.9.4 Qualitative observation

This study also made use of qualitative observation in data collection. The observations were non-participatory and were done in the process of other data collection processes such as interviews, information sharing sessions and workshops. According to Creswell and Creswell (2018:186) this is when a researcher takes field notes on the behaviour and activities of individuals at the research site. The field notes were guided by earlier prepared research questions and the actual activities observed at the school (**Annexure-N: Observation schedule**).

This type of qualitative data collection advantages that also motivated the choice in the current study (Creswell and Creswell 2018:188);

- i The researcher would be exposed to first-hand experience with the learners in CYHH in the context of parental labour migration.
- ii The researcher has an opportunity to record information as it occurs.
- iii Unusual aspects that could not be shared in a discussion are noticed during an observation such as how the learners in CYHH dressed and conducted themselves in the school. This is important in exposing some of the challenges that the learners may be experiencing.

This data collection type also has the following limitations (Creswell and Creswell 2018:188)

- i The researcher could be intrusive (Creswell and Creswell 2018:188) and in that, regard the researcher combined the observations with the narrative interviews, focus group discussions and information sharing sessions. In other words, qualitative observations were made in all the contact sessions.
- ii The researcher may see private information that may be difficult to report.

- iii Researcher may lack the necessary skills.

4.9.5 Open ended questionnaire

To enlist the opinion of education and community stakeholders who failed to attend the focus group discussions and information sharing sessions the researcher made use of open-ended questionnaires (**Annexure M**).

The use of open-ended questionnaires was considered appropriate, as it is a means of data collection that can enlist the opinion of a participant even if he or she cannot participate in a focus group discussion or information sharing session. Because the questions are open ended participants can elaborate on their viewpoints.

However, the use of open-ended questionnaires had the disadvantage of not allowing the researcher to make follow up questions

4.10 Data collection procedures

The data collection procedures followed three phases, each contributing to the whole. These procedures followed one after the other in a sequence. These phases were:

- i. surveillance of the empirical landscape, negotiating access and pilot survey
- ii. working in the schools-data gathering, and research activities
- iii. exploration of a psychosocial support framework

4.10.1 Phase 1: Surveillance of the empirical landscape and negotiating access

According to Harding (2013:18) there is need to have some negotiations over access to the institution and to the individual learners for study. In this study, this was done in ample time considering the time it took to get responses and access. In the case of Zimbabwe, permission to collect data and access the schools was applied for through the office of the education secretary (**Annexure B**). In South Africa, permission was sought from the education department of the Free State province (**Annexure A**). Thus, this researcher negotiated access through the following stages:

4.10.1.1 Permission to conduct research in schools

Before collecting data, the researcher followed stipulated procedures to gain permission from the gatekeepers. Mertens (2015:263) identify the gatekeepers as those with power in the organisation or agency or community. In Zimbabwe, the permission to visit schools for the purpose of research was granted upon application to the Ministry of Primary and Secondary Education (MoPSE) Secretary (**Annexure B**). In South Africa, permission was granted from the Department of Education at provincial level (**Annexure E**).

4.10.1.2 Pre entry visit (school) familiarisation

Three meetings with education and community stakeholders in the identified schools were made. The first was an introductory and familiarisation tour, in which the researcher was acquainted to education stakeholders in the school and the general setup of the schools. These meetings allowed the researcher to familiarise with the school setting, tone and dynamics. The researcher also negotiated permission to conduct research in the school through the office of the school head or principal. Following the granting of permission, the researcher went on to plan the research process with the SBST coordinator and the Principal. A similar process was followed in Zimbabwe school Y and it involved the school Head and the Guidance and counselling teacher. Planning in this case involved setting up dates for the next meeting, seeking assistance in the identification of learners who were to participate in the study and setting out the programme for the next engagement. This process was critical in the study as it allowed the development of rapport between the education stakeholders, community stakeholders and the researcher.

The following were some of the means through which the researcher established rapport with the participants: Rapport was also established from the onset through borrowing ideas from Mertens (2015:264):

1. Accommodating and fitting within the routines and schedules of the informants (Mertens 2015:264). The researcher drew his own itinerary following the programme drawn with input from the school head/ Principal and the team involved in planning the research. Thus, the researcher fitted himself within the

- routines and schedules of the learners and teachers so that the study is not disruptive to their schedules.
2. According to Mertens (2015:215) rapport can also be established by establishing common ground between the researcher and the participants. From the onset, the researcher applied components from participatory research and involved the school stakeholders in planning the whole research process. Through participatory mapping and participatory planning common ground was established between the researcher and the participants that in turn facilitated rapport.
 3. To establish rapport, the researcher also displayed interest in the improvement of well-being among learners who head households following parental labour migration. Displaying an interest in the well-being of the affected learners in CYHH arrangements.
 4. Behaving like a person who belongs to the community being studied.

4.10.1.3 Second visit: familiarisation and pilot studies

The second visit continued the process of familiarisation with the school setting. In the second visit the researcher, asked questions that would help him familiarise with the participants. This was done for generating preliminary information for the study. In this visit, focus group interviews were held using focus group discussion schedule (**Annexure I**) was held. The data obtained was also part of the data analysed in the study. The pilot studies were important firstly, in establishing the presence of the research participants i.e. learners in CYHH in the context of parental labour migration. Secondly, the pilot study was important in the assessment of the feasibility of the study both at school X in South Africa and school Y in Zimbabwe. In the process however, some of the behaviours associated with learners in CYHH were identified and discussed and became part of the analysed data.

4.10.2 Phase two working in Schools

In this phase, the actual data collection process commenced. As noted, this study followed the participatory approach in gathering data. The data collection process had

structured activities involving education stakeholders, community stakeholders and the left-behind learners. The research participants included:

4.10.2.1 Learners left behind in CYHH following parental labour migration

Table 4.1 reflects the profile of the learner participants who are in CYHH following the migration of their parents for labour. Fourteen learners in CYHH arrangement were involved in the different phases of the study. This data indicates that most of the participants are relatively mature the youngest being 14 years old and the oldest at 21 years old. This suggests that the learners in the study are mature to be able to articulate their viewpoints. All the learner participants were at various levels of their secondary school education and have lived for periods exceeding one year in CYHH following the migration of their parents or caregiver as the case with SALR 1. Of the 14 learner participants, only one was a double orphan (SALR1). SALR1 was accepted in the study on the basis that her elder sister who assumed surrogate care after the death of their parents had migrated to the city for labour leaving him in a CYHH. It was observed that most of the learners in CYHH had at least one living parent. This observation also resonates with data provided by Statistics South Africa (2019:vii) which points out that up to 58 % of children in CYHH have parents who are alive but they are left behind in CYHH due to other factors.

From the profile of the learners, all the children have been in CYHH for periods exceeding one year implying what they shared in the narrative interviews, focus group discussions (FGD1 and FGD2), and Information sharing sessions (ISS1, ISS2, ISS3 and ISS4) are lived experiences. This lived experience, according to Ebersohn and Eloff (2003:22), is part of the learners' assets. Experience in a situation according to the asset theory, is essential, as there are coping strategies that the learners would have developed over the years. In that regard, it was considered essential to share and optimise the positive traits and experience gained, as they are important assets in line with the asset theory (Ebersohn and Eloff 2003:22)

One of learner participants (ZLR6) is regarded as an accompanied CYHH meaning to say she resides with an adult who is ailing and has no capacity to take care of him, instead it is the adult who needs help (Ibebuike *et al.* 2014:57). In other words, the child (ZLR6) is not residing all alone as a child but resides with a grandmother who has a heart problem hence may not be able to provide care.

4.10.2.2 Community Stakeholders

Table 4.2 above represents the biographical data of the community stakeholders who were among the participants who informed this study. The education and community stakeholders were purposively selected from the environment to represent the views of those who affect and are affected by the learners left behind in CYHH. As this study is informed by Urie Bronfenbrenner's ecological theory (1979), the environment is significant in that, whatever happens in any part of the environment would influence other sections of the learners life (Donald *et al.* 2014:45). In line with the asset model, which is also referred to in this study, this environment provides the social capital that is significant in terms of enhancing the psychosocial functioning of learners left by migrating parents in CYHH. Thus, the education and community stakeholders bring forth physical, human and institutional resources, which could be essential in terms of improving the welfare of learners left behind in CYHH following the migration of their parents (Ebersohn and Eloff 2003:18).

Since the study followed the participatory approach to research, the identified stakeholders were actively involved in planning and participated in the focus group discussions (FGD1 and FGD2). Similarly, education and community stakeholder involvement was noted in planning and in the conduct of the information sharing sessions (ISS1; ISS2; ISS3 and ISS4). In terms of capacity development, the education and community stakeholders were involved in the following areas, planning the capacity-building session, facilitation as co presenters and evaluation of the session.

In this regard, the education and community stakeholders were an important resource both in the generation of data and in proffering support for the learners affected by parental labour migration. The significance of the stakeholders is supporting children affected by migration was also noted in Senegal by Gasparetti (2011:5) who averred that people are each other's remedy. Mapesela *et al.* (2012:91) also concurred and suggest that adversity in rural ecologies are best dealt with if there is collaboration among stakeholders. Perceived challenges associated with learners in CYHH are best dealt with the people around who constitute the stakeholders.

From School X in South Africa six education and community stakeholders became part of the stakeholders' team. The education and community stakeholders were four females and two males. Gender representation could not be made equal because the researcher was more interested in having representation based on office or role in the community rather than gender representation. From the table (4.2) it is also noticeable that the education and community stakeholders shared many years of experience in the various fields they represented. This suggests that the input they brought forth in the study reflects on their many years of experience.

In Zimbabwe, seven stakeholder participants became part of the stakeholders' team (table 4.2). These were four males and three females. It should however, be noted that some of the earmarked education and community stakeholders such as the Education Inspector in charge of Guidance and Counselling (Midlands), representative from the School Governing board (SGB) of school X in South Africa and the social welfare officer in South Africa could not be involved in the study due to different commitments. The researcher eventually made use of open-ended questionnaires to enlist their views (Annexure M).

Nevertheless, 13 education and community stakeholders constituted the stakeholders' team and informed this study. Again, the education and community stakeholders brought in a wealth of experience that the study valued as assets to improve the well-being of learners in CYHH arrangements following parental labour migration. The education and community stakeholders were involved in the three phases of the study, which were

Focus group discussions (FGD1 and FGD2), Information sharing sessions (ISS1, ISS2, ISS3 and ISS4) and capacity development workshops. The education and community stakeholders participated in the different activities in the data collection process which included responding to questions posed by the researcher (**Annexure I**), took part in assigned tasks of the information sharing session and participated as presenters in the capacity building workshops. The understanding is that every stakeholder has knowledge, skills and experience that are essential assets in construction of psychosocial support. Some of the community stakeholders belong to systems and organisations that are assets in terms of psychosocial development of learners in CYHH arrangements (Ebersohn and Eloff 2003:19).

The structured activities for this phase included:

- i. Information sharing sessions
- ii. Workshops (capacity building)
- iii. Briefing sessions
- iv. Observations
- v. Personal interviews
- vi. Open ended questionnaires

4.10.3 Phase three: The exploration of a framework

With information gathered through the interviews, document and records review, observations, capacity building workshops and information sharing sessions the study goes further to construct a psychosocial support framework to help in the coping strategies of the affected learners. The proposed framework is supported by evidence gathered in the data collection process and informed by the education and community stakeholders involved in the study.

4.10.4 Data collection process

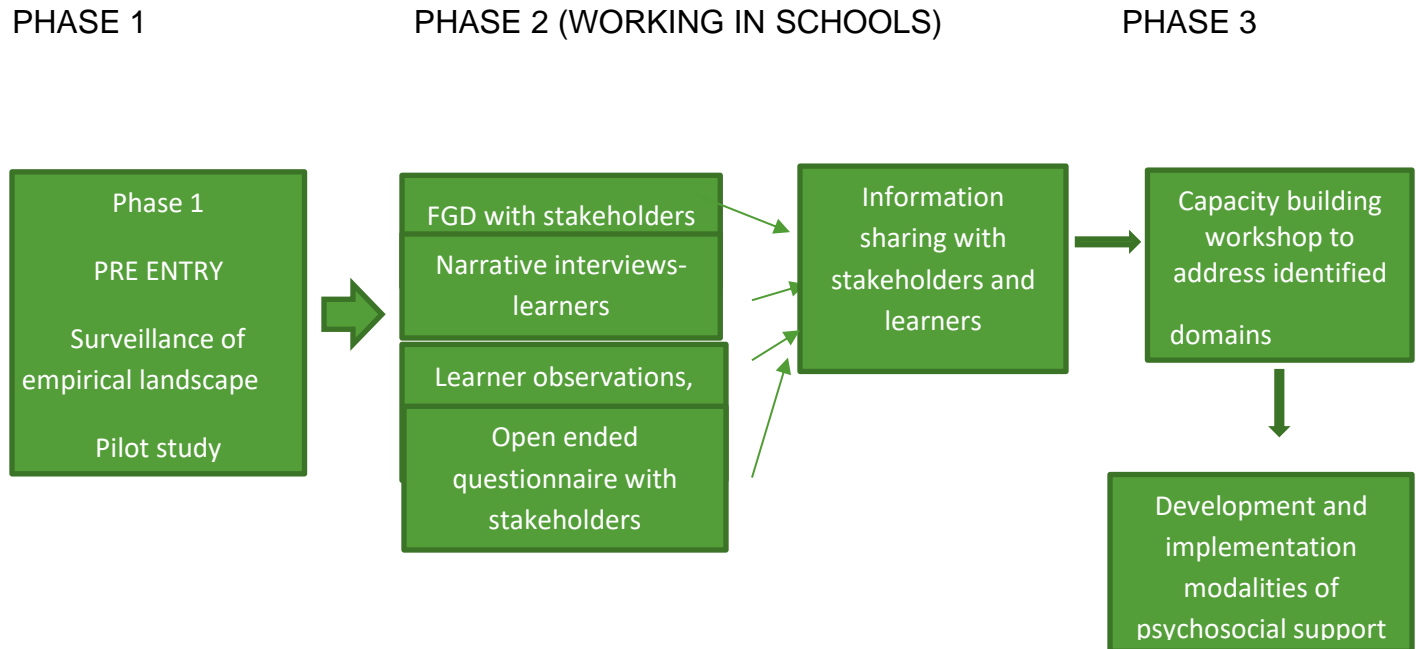


Figure 4.1 data collection process (own diagram)

4.11 Data analysis in relation to research questions

The data collection and analysis process were naturally, guided by the research questions set at the beginning of the study. This section outlines how each of the research questions found expression in the data that was collected.

4.11.1 Research question 1: How do stakeholders in education define CYHH in the context of parental labour migration?

Data to answer this research question was obtained from the narrative interviews, focus group discussions and the information sharing sessions. A direct question was posed to participants to elicit their understanding of CYHH in the context of parental labour migration. The responses were recorded and transcribed. The researcher read through

the transcribed data to get an understanding of the participants' view and tone. This was done to ensure that the correct interpretation is obtained from the data collected. From the transcribed data, codes were made in relation to the responses which informed the generation of pieces of related data referred to here as chunks. Thus, the chunks identified those participants who viewed CYHH arrangements in good and those who view them in bad light. Lines of similarity and differences were also noted which facilitated comparisons between the two countries, Zimbabwe and South Africa.

4.11.2 Research question 2. Which psychosocial behaviours are associated with learners left behind in CYHH in Zimbabwean and South African secondary schools following parental migration?

Data to respond to this research question was derived from the narrative interviews, focus group discussions and observations of the left-behind learners. The narrative interviews also involved the school counsellor or SBST coordinator to help in the observation and qualifying of the internalising behaviours. The SBST coordinator and the school counsellor also assisted with debriefing of the learners interviewed. The interview was recorded and transcribed. The researcher read the transcribed data to get the tone and general meaning of the data collected. The researcher also reflected on the overall meaning of the data, general ideas of the participant's views, tone of the ideas and the general impression gained from the data.

Following this process, the narratives and observation field notes were bunched manually into chunks using codes that separated internalising effects, externalising behaviours, effects on educational outcomes and assets for support, among other codes. The categories were also separated in accordance to the country to gain comparative insights between learners in Zimbabwe and those in South Africa. Descriptive information about the learner participants was also provided to gain an understanding of the experiences of the learners in CYHH.

From the chunks and codes, themes and categories were generated from the codes. These themes and categories were accompanied with detailed descriptions of the

learners' experiences. Excerpts from the verbatim data were combined in the presentation of data to expand on the identified themes. This data was presented using narrative passages

Following the presentations, findings were then generated from the data. The generated findings were also conveyed through narrative passages. This would include the detailed discussion of the themes and subthemes. This information was also to necessary inform the psychosocial support framework to mitigate against identified perceived effects of parental absence through migration.

4.11.3 Research question 3: What are the perceptions of education and community stakeholders on the psychosocial effects, educational outcomes and vulnerability of learners left behind in CYHH?

Data to answer this research question was derived from information sharing sessions and follow up interviews with the education and community stakeholders. The data obtained from the information sharing session and interviews were recorded and transcribed manually by the researcher. The researcher read through the data and establish its meaning and reflect on it. The data was then coded and generate themes. Again, in this case the themes were accompanied by descriptions. Findings were presented through narrative passages showing the perceptions of the education and community stakeholders with regards to psychosocial effects, educational outcomes and vulnerability of the learners left behind in CYHH. It is based on such findings that domains for psychosocial support were identified.

4.11.4 Research question 4. How can left-behind learners utilise the available internal and external coping resources (assets) for their psychosocial functioning?

Data to answer this research question was obtained through an information sharing sessions (ISS1, ISS2, ISS3 and ISS4) involving the left-behind learners, education and

community stakeholders drawn from the environment of the learners. The information sharing session is the same used to answer research question 2. The informants did a resource mapping for the coping strategies and explored the feasibility of the identified resources. These included both internal and external resources. The information sharing data were recorded and transcribed by the researcher. The identified resolutions from this session were used in informing the psychosocial support framework for learners against the perceived effects.

4.11.5 Research question 5: How applicable is a stakeholder driven psychosocial support framework for left-behind learners in CYHH?

Data to answer this research question was gathered in the information sharing session (ISS1, ISS2, ISS3 & ISS4) and capacity building session held with left-behind learners and their education and community stakeholders. This was the same information sharing session used to answer question 2 and 3. The information sharing session came up with an assessment on the appropriateness of the psychosocial support framework and the components needed in building support. The information gathered was again recorded and transcribed. The researcher read through the transcribed data to generate themes and categories. The analysis also came up with challenges that were pertinent in terms of operationalising the psychosocial support framework. The information was described in narratives using themes and presented using visuals. This information also informed the psychosocial support framework and was useful in outlining the anticipated exit skills.

4.12 Data analysis procedures

Planning for data analysis is equally important in the research process. Data analysis involves segmenting and taking apart the data as well as putting it back together (Creswell and Creswell 2018:192). The data analysis followed simultaneous procedures. This suggests data analysis went hand in hand with data collection and writing up of findings (Creswell and Creswell 2018:192). A sequential systematic order was followed which involving multiple levels of analysis guided by themes (Creswell and Creswell 2018:193).

4.12.1 Step 1 preparation for data analysis.

This stage deals with raw data collected through personal interviews, field observation document and reports review. At this, stage the researcher:

- i Transcribed narrative interviews data, focus group discussions and information sharing data.
- ii Arranged and sorted field notes from observation data.
- iii Sorted the data from open-ended questionnaires.

4.12.2 Step 2 reading and looking at all the data.

This process provides a general sense of the data through a process of reading and looking at the data. This allowed the researcher an opportunity to reflect on the overall meaning of the data. The general ideas of participant views, tone of the ideas and general impressions were gathered at this stage.

4.12.3 Stage 3 data coding

The data collected was bunched into chunks using codes. Sentences were segmented into categories. This data coding process was done manually.

4.12.4 Stage 4 generating descriptions and themes

According to Creswell and Creswell (2018:192) descriptions involves a detailed rendering of information about people, places or events. In this study, themes and categories were generated from the codes. These themes were accompanied with descriptions. A detailed description focused on the experiences of the learners, the perceptions of the education and community stakeholders and such ideas informed the psychosocial support framework that was proposed in the study. A smaller number of themes were generated from the codes, displaying the different perspectives.

4.12.5 Stage 5 representing the description and themes

This study used the narrative passage to convey the findings. This included the detailed discussion of the themes and subthemes. Descriptive information about the learner

participants was also provided. Graphics or visuals were also employed to illustrate the data.

4.13 Credibility and verification of data

According to Creswell and Creswell (2018:199) qualitative validity is based on determining whether the findings are accurate from the standpoint of the researcher, the participants or the readers of the account. Instead of using the term validity, others such as Mertens (2015:269) prefer the term credibility for qualitative studies. The question that is answered is whether researchers observe what they purport they observe, and hear the meaning that they think they hear (Yin 2016:10). The opposite of valid is invalid and Cohen *et al.* (2011:134) describes a piece of research that is invalid as worthless. Thus, validity/ credibility issues need to full consideration and is a requirement if research is to be considered worthy. The goal is to minimise invalidity and maximise validity (Cohen *et al.* 2011:133). It is regarded as impossible to eliminate threats to validity, but the goal is to attenuate the threats by giving attention to validity (Cohen *et al.* 2011:133). The goal is to ensure that the researcher and the participants agree on the description and composition of events, especially the meanings of these events (Yin 2016:13)

In qualitative studies, according to Maxwell (2012:240), the attempt to rule out validity threats is usually done after the research has begun by using evidence collected during the research itself. However, there are validity threats that are often raised in relation to qualitative studies that this study will discuss and design ways to attenuate them. For a piece of research to be considered valid according to Yin (2016:13) the researcher and the participants need to agree on the description and composition of events and especially the meanings attached to the events. In other words, if there is disagreement or there is no congruency then research is considered invalid.

4.13.1 Threats to credibility in qualitative research

The researcher considered it important to identify any specific threat and design ways to attempt to rule out that threat. In other words, it is important to first identify the threat in order to facilitate the development of measures to attenuate the threats. Three broad categories of suitability threats were explored in the current study as they are linked to qualitative studies namely researcher bias, reactivity and interpretation (Cohen *et al.* 2011:135; Maxwell 2012:240).

4.13.1.1 Researcher bias

Bias according to Maxwell (2012:240) refers to ways in which data collection or analysis are distorted by the researcher's theory, values or preconceptions. This suggests researcher having his or her own theories, values, expectations or preconceptions that may threaten and overshadow the findings of the study thereby threatening the validity of the study. Failure to give due consideration to this threat would affect the psychosocial support framework explored in the study.

4.13.1.2 Reactivity

This refers to the effect of the researcher on the participants, which may affect the outcome of the research. According to Hammersley and Atkinson cited by Maxwell (2012:240), eliminating the actual influence of the researcher is an impossible task, but what needs to be done is to understand it and use it productively. The researcher utilised the participatory approach to ensure that the study is not centred on an individual. Such a process allowed a full exploration of the assets inherent and available to provide support for learners left in CYHH following parental labour migration.

4.13.1.3 Interpretation

According to Cohen *et al.* (2011:125), this refers to the ability of the research to catch the meaning, interpretations, terms, intentions that situations and events have for the participants themselves. In other words, interest is on the subjective meaning to the researched participants, which may differ from the meaning obtained by the researcher. This infers there may be a difference on the meaning attached to events between the researcher and the researched.

4.13.1.4 Comparability or transferability

Comparability or transferability focuses on how collected data might translate into different settings and cultures (Cohen *et al.* 2011:125). This is similar to generalisability in quantitative studies. The objective in qualitative studies according to Schofield cited by Cohen *et al.* (2011:125), it is important in qualitative research to provide a clear, detailed and in depth description, so that others can decide the extent to which findings from one piece of research is applicable to other situations of learner adversity. Thus, the threat is that data generated may be impossible to transfer to other groups, communities, situations or circumstances validly.

However, it should be noted, that some schools of thought warn those in naturalistic studies against injecting what they refer as a degree of positivism (generalisability) (Lincoln and Guba 1985:316). They argued that it is not the task of the naturalistic researcher to provide an index of transferability. Nevertheless, the current study is interested in the issue of transferability and comparability on the basis that learners in CYHH in the context of parental labour migration may be many and scattered throughout the two countries. In that regard it may be of importance to transfer and compare the data to other groups, communities or situations.

Threats to external credibility (Lincoln and Guba cited by Cohen *et al.* 2011:137).

1. Selection effects: the researcher was wary of a scenario in which the proposed psychosocial support framework becomes relevant only to the learners involved in the study and not applicable to different groups of learners in CYHH arrangements. In consideration of that threat, the researcher made an effort to ensure that the participants were heterogeneous so that they share varied experiences.
2. Setting effects: the researcher also considered a threat to external suitability in which findings on the psychosocial implications of parental labour migration obtained in the study would be contextual. To attenuate the threat the researcher also was guided by previous literature to ensure that the results attained from the study are largely a function of their context.

3. History effects: this is when the situations that are arrived at in the study are by unique circumstances and therefore incomparable.
4. Construct effects: where the constructs being used in the study are peculiar to a certain group of people.

4.13.2 Strategies to enhance credibility

Following the identification of credibility threats, it is imperative to come up with strategies to enhance suitability and increase credibility in the studies. The following strategies were used in the current study to enhance credibility (Cohen *et al.* 2011; Maxwell 2012; Mertens 2015; Yin 2016).

4.13.2.1 Intensive, long-term involvement in the field

In order to enhance suitability, the current study had a prolonged engagement in the field. The data collection period stretched to up to seven months for the purpose of enhancing suitability. According to Creswell and Creswell (2018:201) this allows the researcher to develop an in-depth understanding of the phenomenon under study and can also convey details about the site and the people that lend credibility to the account. Having repeated interviews and sustained presence in the study settings helps in ruling out spurious associations and premature theories (Maxwell 2012:244; Aspers & Corte 2019:152). Baxter and Jack (2008:556) averred that the researcher should plan for a prolonged and intense exposure to the phenomenon under study. This is also to be within its context so that rapport with the participants can be established facilitating the collection of multiple perspectives. It also follows that the more experience the researcher will have with the participants in their settings, the more accurate and credible will be the findings (Creswell and Creswell 2018:201).

This prolonged involvement helped reduce potential for social desirability in interviews (Krefting cited by Baxter and Jack 2008:556). This study had a recursive data collection process to prolong the data collection process. This enabled the researcher to understand the processes by which different views are expressed by participants in their different

contexts. Thus, the researcher prolonged his stay at the two selected schools in Zimbabwe and South Africa.

Prolonged and persistent fieldwork according to Yin (2016) provides opportunities for interim data analysis, interim comparisons and corroboration to refine ideas. This process ensured that there was a match between evidence-based categories and participant reality (Yin 2016). By being in the field not long enough may result in a premature closure and reaching conclusions that may be erroneous (Mertens 2015:269).

4.13.2.2 Rich data

This study made effort to collect rich data through well thought out instruments. This was achieved through long-term involvement and intensive interviews in the research process. The collection of rich data is important in that it provides a full and revealing picture of what will be going on (Aspers and Corte 2019:152). The interview data collected also included verbatim recordings not just notes on what would have been said. The focus group discussions and interviews were also mechanically recorded using a tape recorder. This approach, according to Becker cited by Maxwell (2012:244), can counter the danger of respondent duplicity and researcher bias, by making it difficult for respondents to produce data that uniformly support a mistaken identity.

This study also strives to have thick descriptions that Creswell and Creswell (2018:200) believe would transport readers to the setting and give the discussion an element of shared experiences.

4.13.2.3 Respondent validation and peer debriefing

According to Creswell (2012:259) this is also called member checking. This is when the researcher solicits feedback from one or more of the participants to check on accuracy of data. This study will also strive for trustworthiness and credibility through member checking. Thus, the researcher's interpretation of the collected data is shared with the participants. By so doing, the participants can discuss and make corrections or clarify if there is need to collect data. If need be the participants would also be afforded the opportunity to contribute new or additional information on the issue a process that would

ensure credibility. Besides working with the participants, Mertens (2015:269) also recommends working with other researchers.

This study put in place the following measures to ensure respondent validation and member checking:

- a) . Following the interview and focus group discussions the researcher made a summary of the findings for the purposes of verifying with the participant(s).
- b) A draft of the research report was shared with the participants for comments.

4.13.2.4 Triangulation

Triangulation is the use of two or more methods of data collection in the study of some human aspect (Cohen *et al.* 2011:141). Creswell (2012:259) defines triangulation as a process in which evidence from diverse individuals, types of data and methods of data collection are collaborated in descriptions. Thus, a variety of data collection instruments or multiple methods, two countries, and several theories are used in the study to achieve credibility. Hence methodological triangulation, space triangulation, and theoretical triangulation were used in the current study. It is hoped that through triangulation, threats such as researcher bias and interpretation would be attenuated.

i) Methodological triangulation

In the current study, learners who participated in focus group discussion were also expected to be interviewed on an individual basis and participate in information sharing sessions. According to Creswell (2012:259), triangulation ensures accuracy of the data collected as it is verified from different sources. Cohen *et al.* (2011:141) adds that triangulation help to explain more fully the richness and complexity of human behaviour by studying it from more than one standpoint.

ii) Space triangulation

The current study made use of space triangulation, as the study was to be conducted in South Africa and Zimbabwe to guard against the parochialism that is

common when conducting a study within the same country. This would also ensure that the proffered psychosocial support framework is applicable in different settings. According to Cohen *et al.* (2011:142) space triangulation is important in an effort to overcome the parochialism of studies conducted in the same country or within the same subculture.

iii) Theoretical triangulation

The current study referred to several theories to come up with a psychosocial support framework for learners in CYHH following the migration of their parents in Zimbabwe and South Africa. This study made reference to the Asset-based approach and from developmental psychology referred to the ecological theory by Bronfenbrenner (1998). Thus, the study drew upon alternative theories in preference to utilising one viewpoint only (Cohen *et al.* 2011:142).

4.14 Qualitative data suitability

This study tried to ensure that the approach used was consistent or stable. The researcher applied some of the suggestions from Creswell and Creswell (2018:203) to ensure consistency namely;

- a) The researcher checked for obvious mistakes in the transcript that could have been made during transcription.
- b) The researcher also made effort not to drift from the specified codes by continually comparing data with the codes developed.

4.15 Reflexivity

McMillan and Schumacher (2006:327) define reflexivity as a rigorous self-scrutiny by the researcher throughout the research process. In this way, the researcher poses questions on himself that examine his personal commitments. This process is an important

procedure for establishing credibility. Reflexivity also helps the researcher and those reading the work to assess the consistency of the findings and its conclusions (Harding 2013:172). In the current study, the researcher also tried to be credible and minimise predispositions employing strategies to enhance reflexivity.

According to Pillow, cited by McMillan and Schumacher (2006:327), there are four validated strategies of reflexivity:

- a) recognition of self- personal awareness
- b) recognition of the other- capturing the essence of the informant
- c) truth gathering- the researcher's insistence on getting it right or being accurate
- d) transcendence- the researcher aims to transcend own subjectivity and cultural context.

4.15.1 Strategies to enhance Reflexivity

This study borrowed some of the strategies suggested by McMillan and Schumacher (2006:328), Harding (2013:1720) and Creswell and Creswell (2018:184) to enhance reflexivity. The researcher:

- a) sought the assistance and guidance of the promoter and co-promoter to discuss the researcher's preliminary analysis and next strategies
- b) kept a field log or research diary in which all the activities of the field are documented.
- c) kept a field reflex journal in which a continuous record of the decisions made during the emergent design and rational. The researcher's ideas and personal reactions are documented through this means. According to Creswell and Creswell (2018:184) the ideas can be written as memos.

4.16 Ethical issues

According to Cohen *et al.* (2011:70), ethics in research are principles of right or wrong good or bad. Thus, ethics as principles guided this study to do what was right and avoid

harm particularly to the participants. In this regard, ethical issues were considered at every level/ stage of the research process.

4.16.1. Prior to conducting the research

Through the Central University of Technology (CUT) Department Research committee (DRC) and Faculty Research and innovations committee (FRIC) the researcher sought approval and ethical clearance to conduct research (**Annexure G**). To facilitate this clearance, the researcher submitted the data collection instruments (**Annexure H Annexure I and Annexure J**). The ethical clearance was issued with approval number FRIC21/18/2 see **Annexure G**.

The researcher also sought permission to conduct the study in the Free State province of South Africa (**Annexure A**) through the department of Strategic Planning, Policy and Research. Permission was granted and relevant notification to the district of study was made (see **Annexure C and Annexure D**).

Thirdly, the researcher sought permission to conduct the research from the Ministry of Primary and secondary Education and the Department of Education in Zimbabwe and South Africa respectively (**Annexure B**). Permission to conduct the study in the Midlands Province of Zimbabwe was granted (see **Annexure E**)

Fourthly, the researcher sought permission from the two schools that would constitute the sites for the current study. This was done through the school authorities who were the Principal and the School Head in South Africa and Zimbabwe respectively (**Annexure F**). Verbal consent was given by the gatekeepers enabling the researcher to visit the sites for data collection.

4.16.2. Beginning of the study

At the beginning of the study, the following ethical considerations were taken on board.

a. Informed consent and voluntary participation (Annexure N and Annexure O)

The participants (learners in CYHH and stakeholders) were informed both verbally and through written forms that the general purpose of the study was to explore a framework for support, protection and empowerment for learners left behind in CYHH following parental labour migration (see **Annexure N** and **Annexure O**). They were also made aware that the framework is to be informed and based on the stakeholders who included the learners, education and community personnel).

The researcher went further to inform education, community stakeholders and learners left in CYHH that participation was voluntary and they were free to withdraw at any time in the research process. The researcher depended on informed consent and assent (**Annexure N** and **Annexure O**). For the minors, school authorities (Principal) signed the assent forms (**Annexure N**)

- b. **Confidentiality:** Respondents were informed that the information they gave was to be used in confidence and only for the intended purpose. The respondents' real names are not used in the document (**Annexure N** and **Annexure O**)
- c. **Free from harm:** the researcher assured the participants of protection from harm in the research process. This was considered important considering that the learners in CYHH may be vulnerable hence need to be protected from stressful or embarrassing situations (**Annexure N**).

4.16.3 Ethics during data collection

During data collection the participatory approach was used which allowed reciprocity and facilitated beneficence on the part of the participants. The researcher made every effort to have minimum disruptions to the schedule of the learners and education stakeholders involved in the study. In that, regard the researcher fitted into the schedules of the participants. Most of the planned activities were scheduled in a way that they did not disrupt the teaching and learning process. To protect the identity of the participants', pseudonyms were assigned. Table 4.1 and 4.2 above indicate the assigned pseudonyms for learners and community stakeholders.

4.16.4 Ethics during Data analysis

In the process of data analysis, an important ethical issue is privacy. The researcher showed respect to the privacy of the participants. Real names were avoided in the data analysis and reporting of findings. This was guided by principles outlined in the consent forms see **Annexure N** and **Annexure O**.

4.16.5 Ethics during reporting, sharing and storing data

The researcher avoided reporting information that could harm participants. Confidentiality was respected in the process of reporting the findings. Participants were provided with copies of the reports at all stages of the study. The researcher also avoided bias in reporting the findings through a process of member checking. The principles outlined in the signed letters of consent were adhered to during this process (**Annexure N** and **Annexure O**).

4.17 Summary

The methodology section outlined the research paradigm, design, population, sample, sampling procedure, instruments and ethics that are used in the exploration of a psychosocial support framework. The proposed psychosocial framework is meant to enhance coping, support, protection and empowerment of learners left in CYHH following parental labour migration. To ensure sustainability, the framework was not only informed by community and education stakeholders but was also based on the support of the same stakeholders drawn from the environment of learners in CYHH. With all the identified components of the research being in place it made the topic under discussion researchable and the study results capable of adding to the existing knowledge in the field of Education and Educational Psychology.

CHAPTER 5

DATA PRESENTATION, ANALYSIS AND DISCUSSION

5.1 Introduction

The chapter presents, analyses and discusses empirical data collected from two rural secondary schools, one in the Midlands province of Zimbabwe and the other one in the Free State province of South Africa. The objective of the study was to explore a psychosocial support framework for learners in CYHH following the migration of their parents for the purpose of improving their well-being and learning experiences. This chapter reflects on the qualitative data collected through narrative interviews, focus group discussions, open-ended questionnaires, observations, information sharing sessions and a capacity development session. These data gathering activities involved learners in CYHH, their education and community stakeholders. The stakeholders were drawn from the wider school communities of the affected learners in CYHH.

The empirical data collection sessions were conducted in three languages, English, Shona and Sesotho. The researcher, however, translated Shona responses to English and made use of a colleague conversant with Sesotho to translate Sesotho into English. A colleague from the Central University of Technology verified the translations. This chapter proceeds in the following format; first is a discussion and analysis of the data emanating from the narrative interviews, focus group discussions, observations and information sharing sessions involving learners and their community stakeholders, second, is a discussion and analysis of data from the capacity development workshops. This collected data is transformed into explanations, descriptions and interpretations of the learners and their community and education stakeholders in the two selected schools. These explanations, descriptions and interpretations in turn informed the proposed psychosocial support framework in the next chapter to assist in the coping strategies and improve the learning experiences of learners in CYHH following parental labour migration.

5.2 Participants' perceptions on CYHH in context of parental labour migration.

In line with the objective of the study, the researcher sought to establish from learners (c.f. table 4.1), community and education stakeholders (cf. table 4.2) their understanding of the construct CYHH in the context of parental labour migration. This was guided by the first research question:

How do education and community stakeholders define CYHH in the context of parental labour migration? (cf.1.4.1.6).

The responses from the learners and stakeholder participants indicated that there were general similarities and differences in terms of how CYHH are defined in the two countries, Zimbabwe and South Africa. The differences were not necessarily divided according to country but they emanated from the different participants. There were also similarities in the responses gathered from the learners in CYHH and responses from education and community stakeholders. In the process, two underlined views defined a CYHH in context of parental labour migration. The responses can be categorised as that the children stay alone without adult supervision and the migrating parent maintains a virtual presence,

5.2.1 Theme 1: A unique form of CYHH

Participants in Zimbabwe and South Africa shared similar views on how the ensuing household is structured following parental labour migration. The major features of this household include the commonality of the household structure for survival, the children left behind cope without parental guidance, parental care and parental love. Further, the migrating parent makes effort to continue playing parental roles of guidance from a distance and the parent deliberately determines the appropriate age to leave the children behind in CYHH.

In a focus group discussion in South Africa (FGD1) several participants (e.g. SASH1, SASH3; SASH4 SALR1) viewed labour migration as necessary and common.

Participant SASH3 (Education officer South Africa) shared the following understanding of CYHH;

We are talking of children staying all alone without an adult in the home. This is now very common in our schools as parents have to go where the jobs are and leave their children. Some go to the farms, mining towns or to the big cities such as Bloem (Bloemfontein), Joburg (Johannesburg) or Cape Town. It is difficult just to stay here knowing that there are no jobs.

Learner participant SALR6 who has been in a CYHH for over two years concurred in an interview;

Here at school there are many learners who are living all alone because parents went away. My parents are in Joburg (Johannesburg) and I am here its ok to remain here as long as I get money for food

Similarly, participants in Zimbabwe in a focus group discussion (FGD2) (e.g. ZLR1, ZLR4, ZSH2) viewed such households as common for survival. ZSH2 who is an SDC member expressed the following with visible concern;

This is very common in this area children below the age of eighteen are staying alone in the home after the parents migrated to the city, to the mines or to South Africa, Botswana Namibia etc. to look for work. As you can see there are no industries here and you cannot rely on agriculture because of poor rainfall patterns. So the parents have to move to make sure that there is food but it is not good for the children but necessary.

From the information shared, parental labour migration in the two countries is a necessary and common survival strategy in the two countries because of unemployment or lack of opportunities in the area. Similar observations were also made in Zimbabwe and South Africa by Phillip *et al.* (2014:78) and Hall and Sambu (2017:100) who regard labour migration as common in the face of economic hardships and is responsible for the fragmentation of families.

Participants in Zimbabwe and South Africa also define CYHH in terms of deficiencies that affect the development needs of the children left behind. In the focus group discussion (FGD1) participant SASH5 (teacher) gave the following understanding of a CYHH:

It is a household where the children lack parental guidance and the children live alone because the parents chose to leave their children here to go and work in towns.

The learners also gave similar sentiments and laid emphasis on deficiencies in care (SALR2, SALR3 and ZLR3). Learner participant SALR2 who has been in a CYHH for more than two years expressed the following in an interview,

It means that we live as children without parents who migrated for labour and we take care of ourselves.

Learner participant ZLR3 in Zimbabwe (girl aged seventeen years old) echoed the same view in an interview with noted pain,

When parents migrate we remain here as children and it is not easy to be in charge, my brother wants attention, I have to do homework it's not easy.

Participant ZSH6, (teacher in Zimbabwe) also expressed the following,

The children grow up without supervision and love of parents. The eldest child exercises the parent's role which is not easy at an early age. Yes, parents have to find ways to support the family and pay school fees, but I feel pity for the children they will not remain the same.

The above understanding of a CYHH gives control of the household to the child or the eldest child in the home. Emphasis is also on the lack of supervision from the migrating parent implying that the children are in self-care. This understanding agrees in part with the working definition of a child headed household in South Africa according to the Child's Act 35 of 2005. In this Act a child headed household is a home that functions without adult supervision and is often led by the eldest child (South Africa Child Act 35 of 2005).

Previous studies in Zimbabwe also define this CYHH in terms of deficiencies in supervision, guidance, love and care. Kufakurinani *et al.* (2014:122) refer to the children as diaspora orphans meaning that even though the parents are alive the children resemble orphans, as they live without adult control and are in self-care. They both lack parental supervision in the home. This in turn warrants the exploration of support mechanisms to facilitate positive development of children left behind following parental labour migration.

5.2.2 The migrating parent provides and establishes virtual presence

The second viewpoint emanating from the above questions specified the role of the migrating parent in the whole arrangement. In this case the parent makes effort to play a role in the development of the children from a distance. What is important from this viewpoint is that emphasis is not on what the children lack but rather on their living arrangement. This understanding differentiated children in CYHH in the context of parental labour migration from other child headed households such as orphans. In other words positive features of this arrangement are identified which according to the Asset-based approach Kretzmann and McKnight (1993) are essential for development.

In the narrative interview participant ZLR4 said the following:

...it means we stay alone as children after parents went to work but that does not mean we do what we want. My mother usually call me in the evening to give us guidance.

A similar viewpoint was also shared by participant ZSH2 who is a School Development committee member;

...parents would be away but they monitor the home every day through the phone or ask trusted friends or relatives to check on the children left behind.

Participants (learners and education stakeholders) in South Africa were also in accord with the view that the migrating parents continue to maintain virtual presence. (e.g. SALR5; SALR7; SALR8). Learner SALR8 said the following:

We live as children because our parents live and work in Johannesburg what usually happens is they call us using a neighbours cell phone and we tell them what we want they also give us advice

Even though the parent is away he or she still maintains control from a distance through the mobile phone. The parent still maintains control of the household pointing to the fluidity

and adaptability of the household structure (Bannett *et al.* 2015:321).The above viewpoints are more positive and acknowledge positive contributions that the parents bring forth to the well-being of learners in CYHH arrangements. Gonzalez and Katz 2016:2684; Yoon (2015:7) and Francisco (2013:9) also advance the significance of parental presence through the phone and they regard it as important in creating meaningful relationships. In that regard, the children are not autonomous, but the parent has some degree of control and presence. The above definitions acknowledge the existence of assets that are essential in the development of meaningful support and empowerment for learners in CYHH arrangements.

Participants in focus group discussions (FGD2 e.g. ZSH1, ZSH2, ZSH5) in Zimbabwe also noted that the parent remains a critical player in the upkeep of the children left behind. Participant ZSH2 who is also a parent at the school shared the following with concern,

When you want to leave children alone to work in the city or other country you have to look at the age of the children, their character and gender. It's not all children that can be left behind. It is very dangerous to leave girls alone in the homes you will find them all impregnated.

Participant ZSH5 who is a school Head in Zimbabwe also concurred and pointed out that,

At our school you will find mostly boys are left alone. However, girls are still being left alone but in my opinion it is risky.

The gender of the children is an important factor that parents consider when they migrate. This observation resonates with the observation by Meda and Makura (2016:77), who view the adolescent stage as characterised by experimentation and risky behaviour. The risk associated with children in CYHH becomes even more acute when they are girls as they tend to engage in premarital sex and have multiple sexual partners (Lobi and Kheswa 2017:101). This observation makes it more important to ensure that left-behind children are empowered, and parental labour migration becomes a sustainable strategy for all.

5.3 Key roles and living conditions of learners in CYHH prior to parental labour migration

To expand on the definition of a CYHH, the researcher explored the key roles that children occupy in the home through the information sharing sessions (ISS1; ISS2; ISS3 and

ISS4) activity 1 (**Annexure J**). The activity was meant to allow a full exploration of the changes necessitated by parental labour migration. According to Le Roux-Kamp (2013:2) there is bound to be change and readjustment of roles. This was done in the information sharing sessions held at school X and School Y in South Africa and Zimbabwe Africa respectively (ISS1, ISS2, ISS3 and ISS4). Figure 5.3.1 below represents a summary of the roles given from the four groups in Zimbabwe and South Africa (ISS1; ISS2' ISS3 and ISS4).

This activity was meant to give the researcher an understanding of the living conditions of the learners prior to the migration of their parents for labour. This would help elucidate on the changes that the child must go through following the migration of the parent(s) leaving them in a CYHH arrangement. A clearer picture of what it meant to be in a CYHH was also gathered from responses. Following this activity, the researcher also expected participants to come up with the key virtues that the learners need in playing the outlined roles before and after parental labour migration. It is such virtues that were important in the exploration of assets, which were essential in this study in the process of constructing a sustainable psychosocial support framework for learners in CYHH in the context of parental labour migration.

5.3.1 Interpretations emerging from activity 1 (ISS guide Annexure J)

Participants in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) in Zimbabwe and South Africa generally agreed that the children that are now living in CYHH did not just happen to be in that arrangement they also have lived experiences. Participant SASH4 (SBST coordinator) shared the following;

What is important is to realise that the children we now talk of as being in child headed households did not just wake up in that state. They lived with their parents for a considerably long period before the parent decides that my child can remain behind. What this means is the children bring a lot of experience and would have learnt a lot at the time they stayed with parents.

In line with the asset-based approach, this experience is taken as an important resource, useful for coping in adverse conditions (Ebersohn & Eloff 2013:22). The participants in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) identified several key roles that the children play prior to the migration of their parents. There are certain roles and responsibilities that children play within the family and in the community.

In presenting for her group following a group discussion, participant SASH4 reported:

Before parents migrate the child learn to be just a child and would learn to trust other people, make friends from the neighbourhood and at school these roles contribute something in the child

Participant SASH3 in representing group ISS2 added

When living with parents the child learns skills such as preparing food, doing laundry, cleaning the house and maintaining the garden which are important survival skills when the parents eventually migrate. In Africa parents usually supervise as the children do the household duties. So it is wrong to assume that the children are left incapacitated.

Similar sentiments were obtained in the presentations made by participants in Zimbabwe in the information sharing sessions (ISS3 and ISS4);

Before the parents migrate the parent introduce the child to several relatives who become a very important resource when the parents eventually migrate (ZSH3).

ZSH2 (representing group ISS4) echoed the same view and added;

The children raised according to African culture impart important values among their children. The child is now able to play the role of brother or sister and assist in household chores. This means that when the parents are away the child can bank on learned skills.

Participant, SASH2 in South Africa also added,

Most parents here are religious so before they migrate the child is introduced to the church community. This community will also become important in situations when the parents are away. The good thing about the church is they stand with you no matter what.

Thus, the experience of staying with parents prior to parental migration is considered enriching. Prior to parental migration the child is expected to have acquired fundamental

skills, behaviours, knowledge, values and beliefs from their microenvironment that would come in handy when in CYHH (Wen and Lin 2012:122). Donald *et al.* (2014:187) regards cultural protective resources such as positive values as being very important in facilitating pathways for resilience. In the discussion important resources already present among learners left in CYHH are discovered and allow for their mobilisation to facilitate sustainable development. These are also the hallmarks of the Asset-based approach in which present community resources are discovered and mobilised to give learners in CYHH a chance for improved well-being (Green *et al.* 2006:17).

Figure 5.1 below represents the summary of roles that children occupy prior to parental labour migration.

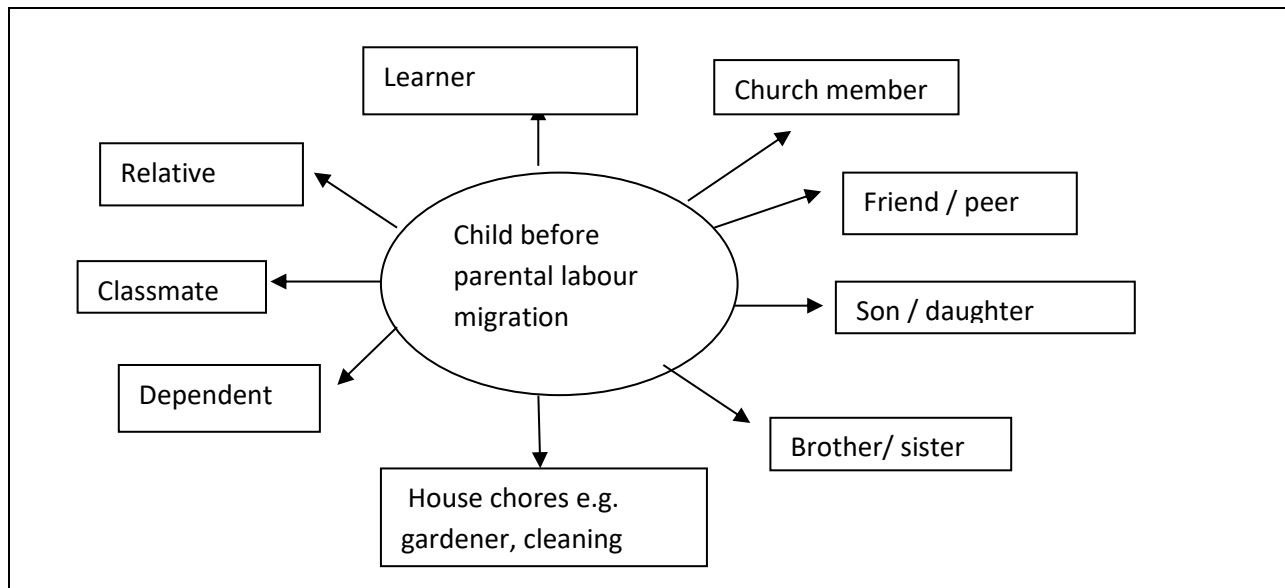


Figure 5.1 Roles occupied by children prior to parental labour migration (own diagram).

Thus, a child is a social player who takes up different roles depending on circumstances. The same child is viewed differently depending on circumstances by other family members and by stakeholders in the school and community. This phase is regarded in this study as essential in coping with skills development. The developed skills transform into assets, virtues or attributes when circumstances become adverse. Thus, a full exploration of inherent assets for learners in CYHH digs into history for developed virtues and skills.

5.3.4 Virtues and attributes developed

In the information sharing sessions, participants in the information sharing session groupings (ISS1, ISS2, ISS3 and ISS4) identified the virtues that children could have developed prior to parental labour migration (**Annexure J**: Information sharing session task 2). The study values the virtues and attributes developed as they form a reservoir to draw upon when adversity arises. Adversity in this context means having to cope in a CYHH arrangement following parental labour migration. The virtues and attributes also become assets that are useful in terms of support for such learners (Green *et al.* 2006:19).

In the first information sharing session in South Africa participant SASH3 representing group ISS1 identified the following virtues:

The children learn to be family members and community members and as a result develop tolerance, respect, being friendly and accepting authority

The second information sharing session group ISS2 represented by SASH4 reiterated the virtues identified by the first group (ISS1) but added,

The children develop obedience and respect as no parent want a disobedient child.

Similar observations were made from information sharing groups in Zimbabwe (ISS3 and ISS4). Additional virtues identified from participant ZSH3 representing her group (ISS3) were:

Children learn to be hardworking as they do household chores supervised by parents.

ZSH 3 who is a teacher representing information sharing group ISS4 contextualised tolerance by saying

Before parents migrate they introduce the children to relatives and so they learn to accept and respect their relatives.

The above viewpoint was further expanded by ZSH7 in the plenary discussion following presentations who said the following;

The same child becomes a brother, or sister, aunt or uncle, niece depending on relationship and at the same time get to know many relatives such as grandparents, aunts, uncles etc.

Figure 5.2 represents a summary of the virtues and attributes children are expected to learn prior to parental labour migration as identified by education and community stakeholders in Zimbabwe and South Africa.

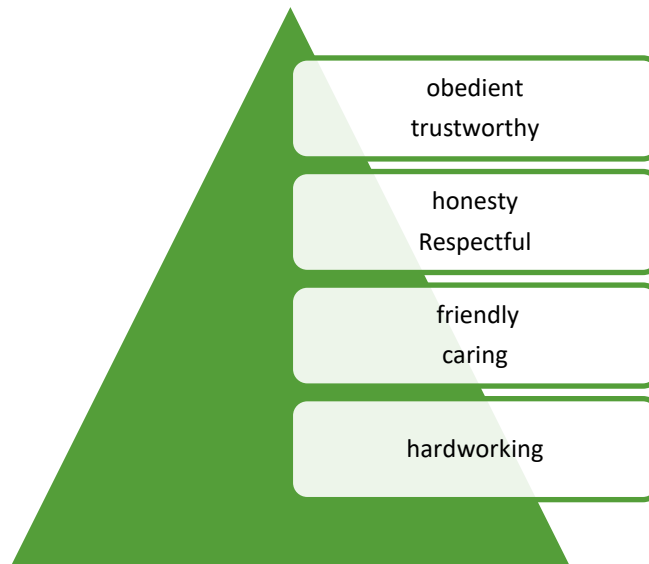


Figure 5.2 Virtues/ attributes a child ideally has prior to the migration of parents (own diagram).

From this understanding, it implies that on the migration of their parents, leaving the children in CYHH, there are certain living, coping and organisational skills that children would have acquired prior to parental migration. This study values such acquired skills as assets that are essential in terms of supporting the learners when their situation changes to be of CYHH (Glasgow centre for population health 2012:12; Blickem et al. 2018:3). Thus, the developed strengths, virtues and attributes could transform into assets when adversity arises. The learner who finds himself or herself in CYHH is expected to draw on this reservoir of experiences to cope and find ways to improve their well-being. Well-being in this case implies physical safety, mental resilience, ability to maintain social relations and developing the capacity to learn (Mattingly 2017:1).

5.4 Roles of learners in CYHH after parental labour migration

Following parental labour migration, participants were asked to brainstorm on the changes that the child would go through. According to Le Roux-Kamp (2013:2) when children oversee the household and take care of siblings there is bound to be change and readjustment of roles. Le Roux-Kamp (2013:2) went further to categorise the responsibilities as decision making, provision of physical, social and emotional support. Some of the roles would be new roles for such roles while others are just readjustments. This activity elucidated on what it means to be in a CYHH and identified gaps within the support structure with regards to playing and occupying new roles in the home and in their communities. The question posed to participants was (see **Annexure J**: Activity 3).

What are the key roles expected of learners left behind in CYHH following the migration of their parents in the home, school and community?

Following parental labour migration, the learners left behind occupy several new roles while the old roles go through some adjustments. This change in roles is also captured in the definition of a CHH in which the older child or older children assume most of the parental responsibilities (South African Children Act 38:2005). According to Bakker *et al.* (2009:10), this process is called parentification. This is a situation whereby the child who is left behind in the home in a CYHH arrangements must assume some of the roles of the father and that of the mother (Bakker *et al.* 2009:10).

Presentations from participants from information sharing sessions' groups in South Africa (ISS1 & ISS2) and in Zimbabwe (ISS3 and ISS4) also affirm that roles for the children go through changes as they assume some parental roles. The observations made in the information sharing sessions resonate with what was also reported in the narrative interviews (NI12 and NI18). The following are the roles identified:

5.4.1.1 Housekeeping role after parental labour migration.

Participants ZSH3, ZSH7, ZSH8, SASH2 & SASH4 in information sharing sessions in Zimbabwe and South Africa agreed that following parental labour migration, the eldest child or the children in CYHH assume housekeeping roles. In other words, the children left behind particularly the eldest assume the physical parental responsibilities (Le Roux-Kamp 2013:2). Usually such roles are shifted to the girl child in line with patriarchal expectations (Pillay 2016:42).

Participant SASH4 in the information sharing session ISS2 said the following;

This time around doing household duties is no longer a way of assisting the parent but becomes a responsibility expected of the child in CYHH.

Learner participant SALR5 also shared the following sentiments in an interview (NI5)

Yes things changed when my mother went away, now I have to decide on doing laundry, cleaning the house, cleaning dishes and cooking. I don't wait to be told because no one tells me. (SALR5).

Learner participants in Zimbabwe also raised similar sentiments noting the shift in responsibilities resulting in additional household labour burdens for children left behind again the labour burdens fall on the shoulders of the girl child. Learner participant ZLR who live with her brother in a CYHH shared the following

It is not easy I have to wake up earlier than everyone clean the house, hat bath water, sweep outside before I go to school. I wash clothes over the weekend.

A similar view was shared by ZSH7 who represented a local NGO in the information sharing session (ISS4)

The child usually the girl needs to be organised as he or she now needs to clean the house, cook and clean the dishes after school most of the household duties fall on the shoulders of the girl child even in cases when she is not the eldest in that household (ZSH7).

Thus, parental absence through migration results in the change of roles with the children assuming some of the roles of the parents. This observation is also noted in literature. According to Pillay (2016:45) and Garza (2010:20) children left in CYHH arrangements, especially girls are forced to assume adult roles and responsibilities and are denied the opportunity of being children. The children in both Zimbabwe and South Africa need to

readjust to take over some roles that require physical engagement in the process of heading the household. The children bear the burden of household labour at an early age.

5.4.1.2 Budgeting resources

The budgeting of resources was the second adult responsibility that participants in both Zimbabwe and South Africa identified as having to be assumed by children left in CYHH arrangements following parental labour migration. The responsibility entails decision making skills that LeRoux-Kamp (2013:2) regards as essential for the sustenance of the children. Budgeting resources was noted as a new responsibility as the child may not have been exposed according to ZSH3 in the information sharing session (ISS3).

This child is now expected to prepare a budget for the money and food they receive from their parents (ZSH7).

Participants ZSH3 and ZSH5 in Zimbabwe concurred with the above sentiment and added that,

In some cases the child in CYHH have to budget resources to last more than one month and in some cases the whole term (ZSH3)

Participant ZSH5 also shared the following with pride,

Every month I receive money from my paMukuru (Money transfer agent), it is enough I can buy all that I need so I budget for the month

Similar sentiments were echoed from the narrative interviews with the learners (NI2; NI3, NI5). Learner ZLR3 said the following in an interview with the researcher.

We get our food send through the cross-border buses and we try to make sure that the food takes us to the next month.

However, in South Africa some of the learner participants felt they were being denied a say in budgeting the child support grant being received by the migrating parent. For incidence SALR7 revealed that,

My mother receives the child support grant every month but she only sends me a small amount which is not even enough, I think this money should come directly to me so that I plan how to use it.

Learner participant SALR4 shared the following with contempt,

Some of the things that my parents expect are impossible they send money that is not even enough but expect it to be used for the whole month.

Varied intervals were noted by the learners on when the resources are availed. The parent may also make return visits on which they bring food items to last a certain period. In this regard participant SALR3 expressed the following in an interview (NI3);

When my father comes we go to the mall and buy food for the month. I then try to make sure that I get all that we need and also make sure that the food lasts which is very difficult. My brother waste a lot of food and is always hungry

Thus, participants in both Zimbabwe and South Africa agreed that following parental labour migration the left-behind children take the new responsibility of budgeting remittances and received food parcels. For those of the children who receive cash, the task of budgeting becomes more difficult. The children must not only buy the necessary grocery items but also purchase the right quantities for their nutrition and healthcare. The ability to make the correct decision in the home would determine whether labour migration can be regarded as beneficial or detrimental (UNICEF 2020:1).

While participants in both countries, Zimbabwe and South Africa acknowledged the critical role that left-behind children have to play in budgeting resources, participants in Zimbabwe and South Africa raised concerns firstly, over the adequacy of the supplies in the first place. The inadequacy of remittances is also an issue affirmed in Zimbabwe by Muyambo and Ranga (2020:274) who note that sometimes remittances fail to meet household needs. Inconsistent remittances automatically push the children left behind deep into poverty (Mokoena and Khunou 2019:527). The second viewpoint raised was that the children left behind receive enough but misuse the resources and appear as if they are not getting enough.

According to participant ZSH8 who has been teaching for eight years;

I agree that the children should be in a position to budget the resources, this requires being responsible and I am afraid many of the children are too young to be responsible. Most parents are very responsible and send more than enough but the children waste the money on beer or buying chicken inn (goodies).

This suggests that even if the children receive enough resources budgeting is the challenge. Participant SASH4 who is a Pastor from the community had to say the following in the information sharing session (ISS2);

It's very true these children waste a lot of money on useless things. The children receive a lot of their money which they cannot budget. People end up thinking the children are neglected but remember they are just kids as soon as they get money they buy luxuries and would not have money, this is why some of them are saying we have no money for this and that.

Thus, true to their word parents may choose to migrate do so in order to improve their purchasing power and welfare of their children left behind (Muyambo & Ranga 2020:274; UNICEF 2020:2). However, the children may not be prepared to take up the adult role of budgeting the resources. Those that receive cash remittances fail to prioritise on what to buy hence they run of supplies and parental labour migration is labelled an unsustainable strategy.

However, some of the education stakeholders and learners in South Africa held a different view as they argued that, in some cases, the children receive inadequate resources because the parents are neglectful. Participant SASH4 in South Africa had the voiced the following concern

Yes it is easy to blame the children but some parents are also irresponsible they go away and forget all about their children. I know of children who are getting only two hundred rand, what can they buy with that for the whole month?

This observation is also confirmed from the narrative interviews in which participant SALR2 in interview (NI2) asserts that:

My father is working in Smithville and he sends about 150 or 200 rand and I use it for the month.

It appears that the participant has the extra responsibility of prioritising the items that he has to purchase from the money received that the SBST said was inadequate. The contest over who is supposed to manage the child support grant between the migrating mother and the left-behind children was also an issue of concern in South Africa. According to Mokoene and Khunou (2019:529), in an ideal situation, the child support grant should be where the child is meaning to say the child should benefit from it instead

of the mother. The inadequacy of resources is also associated with negative effects among children left behind as is the case in China where the children are associated with behavioural problems and are exposed to abuse (Knipe *et al.* 2019:16).

5.4.1.3 Advisory and counselling role

Participants also noted that playing the role of the parent would also require the eldest child to also play the role of advisor or counsellor to the other siblings. This suggests that this child must be mature,

All of a sudden the eldest child left behind has to be mature or pretend to be mature so that he or she helps the other children. Remember this child is seen as the parent so he or she is asked so many questions by other siblings and should be able to give answers or appropriate advice (participant SASH4 in the information sharing session).

Participant ZSH1 who is an education psychologist also shared a similar view in Zimbabwe,

Children left behind are very sensitive and go through stress, this means that the eldest child has a new role of providing counselling to siblings. The younger ones would need comfort from the eldest child so this child has to step in the shoes of the parent.

Thus, participants in Zimbabwe and South Africa concurred that the children left behind heading households assume advisory roles for siblings a process that requires decision-making and problem-solving skills. This entails a major change and readjustment of roles (Le Roux-Kamp 2013:2). The children do not remain just as children but assume adult responsibilities for the sake of the other siblings. The migrating parent may face challenges in playing the role of advisor because of disconnect associated with prolonged separation, the parent and child end up having nothing to talk about (Shrestha 2020:11).

5.4.1.4 Maintenance of discipline in the home

The other key role that was identified from participants in Zimbabwe and South Africa was that of maintaining discipline in the home. This role again applied when there were more than one child left in the home when the parents migrates. The eldest child ensures that there is order in the home in the absence of the parents. Disorder in the home driven by indiscipline is one of the developmental risks that Zhao *et al.* (2017:667) associate with parental absence.

The eldest child is supposed to make order and make sure there is discipline in the home this is not easy as the other siblings may not respect the eldest child. So the problem is the child may try but always fails to discipline the other siblings (ZSH7 NGO representative).

Participant ZSH1 in Zimbabwe also added that

...the eldest child may need to be a disciplined person to be able to discipline the other children. What we however, see is that the eldest child is not disciplined and so lose control of the other children. The result is the house is characterised by misbehaviour every child does what they want (ZSH1 ISS3).

A comparable view was also shared by participants in South Africa for example participant SASH6 who is the school Principal remarked;

You see all the misbehaviour among such children it's because of the absence of the parents the children left behind cannot discipline themselves so you cannot expect them to discipline the other children. This misbehaviour also come to school and becomes our problem at school

Capacity to discipline siblings was also an issue of concern from the learners. As an example, participant SALR5 who lives with a younger brother in the home confessed that she often has problems in controlling the other siblings in the home.

It is difficult to do my school work because my brother comes with his friends that make a lot of noise. They (the brother) go out and come back late and I don't know where (SALR5 in an interview NI5).

This infers that cases of misbehaviour from siblings are expected to be dealt with by the eldest child. According to (Bakker et al. 2009:10) children left heading households need to be prepared to play the father and the mother's roles. In an African setting, discipline is often associated with the father, though the mother would sometimes take up the role.

The eldest child would now step into the roles of the migrating father and institute discipline in the home. However, participants raised concerns over the capacity of these children to play this role. Thus, participants in both Zimbabwe and South Africa see the significance of discipline in the home. One of the children in a CYHH setting needs to step up and be the disciplinarian. However, the capacity to play this role by the children was an issue of concern. This may contribute to conduct problems for the children left in CYHH.

5.4.1.5 Assist with Homework

The eldest child in a CYHH would also be expected to assist in terms of homework for the other siblings. This is part of 'parentification' in which the children take over the adult roles (Bakker *et al.* 2009:10). Just like the parent, the eldest child in a CYHH is expected to assist in terms of homework for the other siblings. However, just like the role of instituting discipline, participants also questioned the capacity of the learners to perform such roles. The challenge, as noted by ZSH8 ISS4) who is a teacher at the school in Zimbabwe, is that,

This same child is still also expected to do own homework or to study and assist brothers or sisters with their own work.

In this regard, the child would be having an extra task that may compromise the completion of the child's own work. Again, questions to do with the capacity of this eldest child in playing this new role were raised. According to participant ZSH7

The child is forced to google or pretend to know.

In South Africa, participant SASH6 expressed the following;

Because the parents are away when the children get homework the eldest child must be in a position to help the younger siblings. This means that this child who is older is under pressure to help the other children. Besides helping in the actual work they need to supervise the writing of the work

This infers that the eldest child in a CYHH setting is forced to step in to ensure that that child's own homework is done and at the same time assist with the homework of siblings. As noted, participants in both countries raised questions regarding the capacity of the children to fit into the shoes of the parents and play such roles. It is in consideration of such circumstances that parental absence through migration get associated with negative

educational outcomes. This in turn may affect the educational outcomes of the children in CYHH.

5.4.1.6 Security in the home

It also becomes the responsibility of the child in a CYHH arrangement to secure the home. As discussed in the literature section, children left in CYHH are sometimes referred to as Latchkey children (Chinyoka and Ganga 2013:76). The name regards the children as being in 'self-care' and so would carry the keys to the home in this case to and from school. This suggests that issues to do with the security of the home are in the hands of the child as would be expected of the parent.

Education and community stakeholders, in Zimbabwe and South Africa raised concern on the security of these children in the face of rising crime. Participant ZSH4 who is a police detail had the following to say,

The prevalence of poverty in our area has contributed to lots of criminal activities such as robberies in the area and so such homes led by children are not safe, we encourage them to keep in touch with their local police for assistance. As the police we think such homes are at high risk and such homes can be targets of criminals so the parents need to inform us so that from time to time our police details in the area can patrol their areas.

. According to learner participant SALR5 in South Africa,

I can't say that we are safe living alone we sometimes get afraid one ay someone tried our door at night she does not feel safe in the home. At one time, she said someone tried their door at night and I called my uncle who came to help.

In that regard, ensuring security of the home is another key role that the children left in CYHH have to play. They have to make sure that their property is safe and they are safe. The question raised is on the capacity of these children in CYHH to ensure that the home is safe and secure. The children could be targets for criminal elements as there would be no adults. Safety of the children was an issue of concern by the migrating parents as most of the children are staying with other children.

5.4.1.7 Friend/ peer

While acknowledging parental roles that the children need to fill, participants in Zimbabwe and South Africa noted that, they are still children. Thus, besides readjusting their roles to fill in for parental absence the children still have to be children. As children, their mates would still want to play. In that regard, ZSH2 ISS3 had to say,

The learners left in CYHH still have to maintain friendship with their peers and playmates, remember they are just children (ZSH2 ISS3).

ZSH3 ISS4 also concurred

You can't take away the fact that they are children who still have their friends and they still need to play ZSH3 ISS4.

Participants in South Africa also expressed similar sentiments. SASH3 ISS1 remarked,

Whether you like it or not, the children will always value friendship with their peers.

They will prioritise playing with friends as compared to doing household duties

Accordingly, participants in Zimbabwe and South Africa concur that children in CYHH play the role of being a friend or peer over and above other roles expected of them. However, differences were noted on the type and nature of friendship that develop.

The children left behind are very influential friends at our school. Unfortunately some of them attract the wrong friends leading to misbehaviour. Some of them are the gang leaders in the school and such gangs bully other students and are known for misbehaviour (G&C Teacher participant ZSH3)

Teacher Participant ZSH6 also agreed with the above assertion and observed,

The money sent by parents from diaspora attract to such children both good and bad friends and usually the bad friends end up influencing them to misbehaviour. You would find the boys having many girlfriends who are attracted by the money. These also become foundations on which gangsters emerge. Obviously they attract friends with their latest fashion, good cell phone and cash.

This means that the children take up the leading roles among their peers. Some of the parents are said to make up for their absence by spoiling their children with luxuries (Zirima and Nyanga 2012:19). Peers are also attracted to such homes because of the freedom associated with such homes with no parents. Such environments also give birth

to parties that have become prominent in Zimbabwe for the wrong reasons called Vuzu parties. According to the Chronicle Zimbabwe (July 20 2019) Vuzu parties are hosted in houses in which there alcohol abuse, unprotected sex and drug abuse. In this regard, the learners in CYHH change from just being ordinary friends, become more influential, and centres of attraction

However, in the case of South Africa, learners in CYHH are said not to be very influential. Teacher participant SASH5 said these children are often in the lack and as a result are not influential friend,

Most of the children (in CYHH) are socially withdrawn and have few friends what I notice is that most of the parents when they migrate they neglect their children (SASH4 ISS2).

This observation is consistent with past research by Maclean *et al.* (2020:2) in which children separated from their parents on immigration to the United States of America had peer problems such as playing alone and not having at least one good friend. In such circumstances the children fall victims of bullying.

Stigma as an issue was also raised by learner participants such as SALR2 and SALR3 in the information sharing session ISS1 and ISS2. Learner participant in South Africa SALR2 shared the following sentiment in an information sharing session (ISS2):

Our community does not care; they just give us names and tell us that our parents are not good.

His concern was that the community was not concerned about their needs, what they only do is to remind them of how neglectful their parents are. This in turn may explain the withdrawal and lack of friends as noted by learner participant SASH2 in an information sharing session.

However, learner participant SALR5, (interview NI5) shared the following pertaining her brother whom she stayed with,

My brother has many friends and they are not good friends they are drunkards and when they come they waste our food.

His point was that his brother mostly attracts bad friends who are difficult characters. In other words, it would appear the CYHH who would attract friend often attract 'bad' friends.

The bad friends again may be attracted by lack of adult control in the home. This suggests that learners in CYHH differ in terms of influence in the two countries, while in Zimbabwe the learners in CYHH are the centre of attention, in South Africa; they are more isolated or tend to attract bad company/ friends. Friends who are part of the microsystem impact and are impacted in a reciprocal interaction (Berk 2009:27).

Figure 5.5 below was completed using the information provided by the participants in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4).

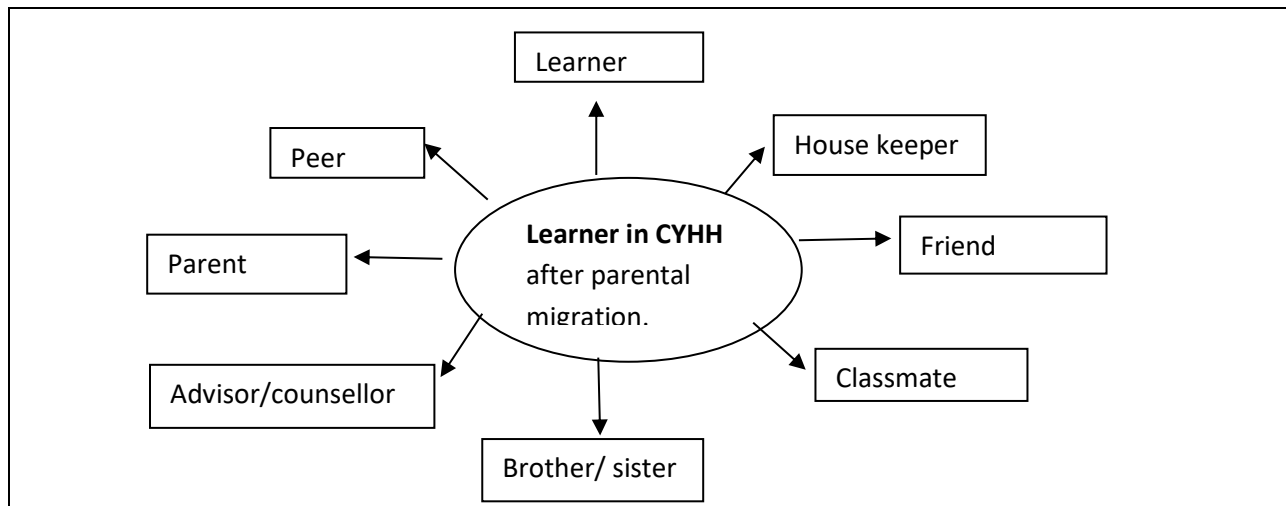


Figure 5.3 Roles of children in CYHH in the home and school (own diagram)

5.4.2 Requisite personality traits/ virtues for new roles in CYHH

The participants in the information sharing sessions were further asked to identify the requisite traits or virtues that ideally the learners in CYHH should have in order to occupy the new roles in the family and community (see task 5 Annexure J). In groups, the participants were asked to discuss and present on the traits that they think children in CYHH should possess (ISS1, ISS2, ISS3, and ISS4). Such developed traits and virtues developed in the process of being in CYHH are considered very important for children’s transition from adolescence to adulthood (Lam and Yeoh 2019:3088).

The analysis of developed virtues was considered important as it exposed what children in CYHH have as compared to what they may lack to cope in the absence of the parent(s). For example, if the child is to play the roles of friend, father, mother or brother (c.f. figure

5.5) which traits is he or she supposed to possess. Such virtues developed through the experience of being in a CYHH are further developed by the school and the community ensuing that labour migration becomes a sustainable strategy even for those children left in CYHH. According to Mapesela *et al.* (2012:92) the role of the school, which this study values as part of the learner's ecology, is to expand the knowledge and experience of the learners. In other words, the school builds on what is available (Ebersohn and Eloff 2003:24). In line with the Asset approach the virtues would be part of the assets that if optimised they assist in coping strategies of the learners.

The question posed to participants was:

Which personality traits should a learner left behind in a CYHH need to develop to cope with new roles in the home and the community? (Annexure J- Activity 5)

The objectives of this activity were to:

1. identify traits/ virtues that may become assets in building psychosocial support for learners in CYHH.
2. expose gaps or deficiencies that may need addressing in order to enhance their coping mechanisms.

5.4.2.1 Interpretations and discussion emerging from activity

Participants in the information sharing sessions in Zimbabwe and South Africa emphasised the significance of certain virtues among learners left in CYHH in order to cope with the new assumed roles. Participant ZSH4 reporting in an information sharing session remarked learners in CYHH need to have certain personality traits that make the difference in terms of developing resilience.

Learners left in child headed households need to have certain characteristics which make a difference between those that cope and those who cannot make it and eventually become social misfits.

Participants in South Africa also emphasised the importance of some personality traits for example participant SASH2 said the following in agreement;

The same child who was depending on the parent has more roles and responsibilities in the home and community (SASH2 ISS1).

The following are the attributes and virtues identified by participants in the four group discussions (ISS1, ISS2, ISS3 and ISS4): maturity, resilience, hard work, confidence, mental strength and high self-esteem.

5.4.2.2 Maturity

For the learners in CYHH, for one to be able to step in the shoes of the migrating parents, they need to display a level of maturity. According to Lam and Yeoh (2019:3083) the experience of being in CYHH is empowering as it allows the children to develop outside their parents' constant and restrictive control. This suggest that the children benefit from the experience of autonomy. Participant SASH3 said the following in information sharing session ISS2;

The learners need to be a bit more mature than their age for the sake of the other siblings in their care.

Participant SASH2 also concurred in the same information sharing session (1SS2) saying,

Maturity is important as they need to discipline and manage siblings in the home, you find some of the children being very responsible and mature something you may not see among those children living with their parents.

The learners in CYHH were also said to be in need of maturity for the purpose of being able to offer advice and counselling to the other siblings in times of distress. Participant SASH4 expressed the following,

Siblings go through many challenges everyday as they prepare for school or at school and the eldest child needs to be more mature to step in and do counselling hence that child definitely needs to be develop maturity as a virtue (SASH4).

These times of distress may become frequent as is noted in the literature section that children in CYHH go through a lot of challenges inclusive of hyperactivity, emotional and peer problems (Adhikari 2014:783). This then necessitates that the older children be relatively mature to be of assistance to the younger siblings.

Maturity also goes with trustworthiness. According to ZSH3 ISS4,

...if the money remitted by parents is to be used appropriately for the benefit of the home then the child also needs to be mature and trustworthy otherwise all the money will be used on drugs, alcohol or the child would just buy useless things.

So, participants noted maturity and trustworthiness as essential in both Zimbabwe and South Africa. Maturity becomes an asset as mature children are said to be less likely to have mental health problems than younger children (Adhikari *et al.* 2014:787). In this regard, the older children could stand in for the younger siblings in the home. The older children are said to be better able to cope as they have the capacity to develop better support networks from their peers (Arlini *et al.* 2019:190). It is from this understanding that the age of the eldest child in the CYHH becomes a factor. In the current study the youngest child was aged 16 years old and the oldest was 21 years old (cf. 5.2.1). This, to some extent suggests that most of the children left behind following parental labour migration are relatively mature which is a positive attribute. The maturity would also become handy in terms of offering support to the other siblings and in the management of resources.

5.4.2.3 Resilience and Hard work

In the face of the many new roles and the challenges that go with being in a CYHH some of the learners in South Africa and Zimbabwe showed signs of adopting to parental absence for example participants SALR2, SARL4 and ZLR2. According to Lam and Yeoh (2019:3093) resilience develops gradually when the learners grasp the notion that the parents migrated for their good. This suggests that even though the children felt sad they appreciated the sacrifice that the parents made for their own good. Participant ZLR4 shared the following,

Yes sometimes I feel sad that my parents are away and being alone is difficult, but I understand that they had to go because life is difficult here. Now our house was extended and we have solar electricity and very soon we will be having a car.

A similar finding was also reached in Indonesia by Arlin *et al.* (2019:191) in which children left behind also appreciated the sacrifice and the financial burden that their parents bear.

This in turn facilitates the development of resilience that enable them to overcome adversity (Feldman 2017:404). Children in child headed households may find it difficult to cope in the initial few years but they tend to develop resilience as time goes on. Participants in the information sharing session in Zimbabwe also identified this virtues of hard work and resilience as being critical for children left in CYHH following parental labour migration.

In order to perform the extra tasks expected of learners in CYHH, the learners are required to be hardworking. According to SASH1 in the information sharing session ISS1,

...the same child who has homework from school still needs to attend to her household duties such as cleaning the house, cooking, doing laundry etc.

Participant SASH3 in the same information sharing session ISS1 noted that,

The children in CYHH are overwhelmed by the many responsibilities and so they need to be mature and hardworking.

Learner participant SALR5 shared a similar view;

Most people do not understand what our day is like, there is so much that has to be done. I wake up at 5 am and sleep after 10 pm. It is not easy.

In Zimbabwe some of the learners shared the many responsibilities that they assume which require them to be hardworking and organised, for example learner participant ZLR6 shared his weekly routine in an interview;

Every day I have to wake up very early because I have to bath, prepare food for me and my young brother and walk the eight kilometres to school. I always get to school early as I am a prefect. After school we again walk the eight kilometres back home. When we get home we help each other to clean the dishes for the morning and prepare our evening meal. We usually sleep late but wake up early. Over the weekend that is when we go to fetch firewood for the week, wash our clothes, iron clothes and my young brother goes to herd cattle because we do our duty Saturday or Sunday.

On being asked where school work fits in his schedule ZLR6 said,

I have to do all the house duties and still do my school work. If it is homework I do it in the afternoon before going home. It does not affect me at all I am strong ZLR6

Besides the household tasks, ZLR6 also shared that he used to have an employee who assisted him with that responsibility but the assistant had since left. He had been managing alone for more than four months. He was appreciative of the community members who allow him to do his turn of herding the village cattle over the weekend. The many responsibilities expected of children heading households require them to be hard workers so that they juggle the many duties expected of them (ZSH4 ISS3).

Thus, circumstances push learners in CYHHs to be hard workers. If they are not hardworking it would be difficult for the children to balance the many responsibilities that are expected of the children in CYHH. Participants in Zimbabwe and South Africa emphasised the significance of this virtue and suggested that if it is not there it may need to be developed so that the learners in CYHH are not social misfits.

5.4.2.3 Mental strength

In the face of the new roles of the children left behind in CYHH following the migration of their parents, the children were also said to need mental strength. Consequently, besides assuming roles that require physical responsibilities (Le Roux-Kamp 2013:2), the learners also require mental strength. Participants in the information sharing sessions ISS2 and ISS4 identified mental strength as a virtue required of such learners if they are to cope. According to SASH3 in information sharing session ISS3, managing the home for the children is tough work and they need that mental stamina to cope.

...When you notice houses managed by adults collapsing what more of a house that is managed by a kid (SASH3).

His idea was that several homes that are managed by adults are collapsing probably because the adults would lack the mental strength to cope with challenges associated with the home. In that, regard houses managed by children were at risk of collapsing

unless the child had the mental strength to survive. Participant SASH4 in information sharing session ISS3 also concurred and said the following:

...the children may abandon the home or engage in drugs due to the challenges that managing the home would pose.

On being asked to identify the challenges that may require the mental strength, SASH4 said the following in an information sharing session ISS3 said

... the county is tough my brother and remember these are still children.

This comment was understood to mean that the economic and social environment in the country require a child to have mental strength to manage the home in the absence of the parents. The children left in CYHH would need to juggle between being children and respond to their peers and being mature to manage the home ZSH6 ISS4.

5.4.2.3 Confidence and high self-esteem

In the information sharing sessions held in Zimbabwe and South Africa, confidence and high self-esteem were also identified as a prerequisite virtues if learners in CYHH are to cope with the new responsibilities expected of them (ISS1, ISS2). Participant SASH4 in South Africa posed the rhetoric question

How can they cope if they lack confidence? When living alone the children needs to be confident even if people may say bad things about them. Those children with high self-esteem would find it easier SASH4

It would be very difficult for the learners in CYHH to be able to cope if they lack confidence and have a low self-esteem. It is also the confidence and high self-esteem that would also enable the child in CYHHs to play the role of advisor or counsellor to the other siblings under his/her care. Self-esteem goes together with self-worth which combines beliefs, ideas, feelings and attributes (Mwamwenda 2013:308). Consequently, left behind children need to develop such feelings and attributes to be able to function properly in

CYHH. This would also enable them to play all the roles expected of them as they head households.

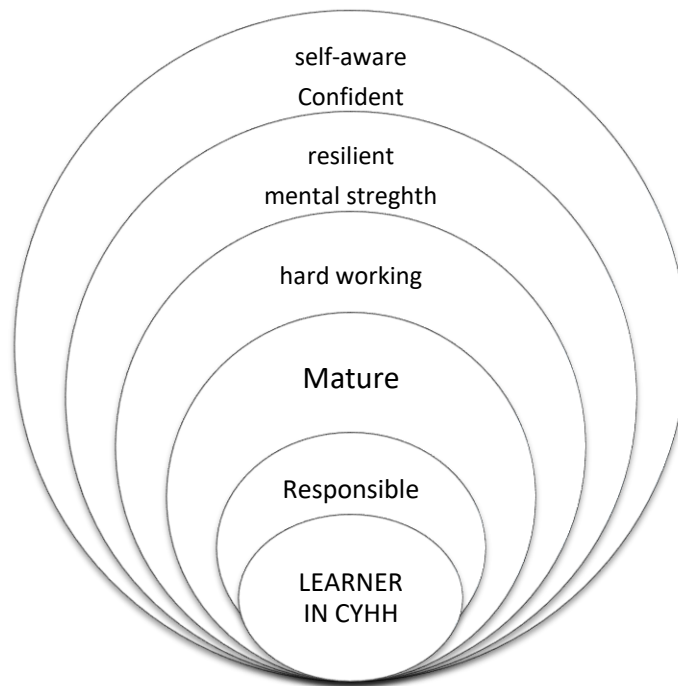


Figure 5.4 showing the requisite attributes that learners in CYHH need to cope (own diagram)

Thus, participants in Zimbabwe and South Africa agree that for learners left in CYHH to function properly there are certain virtues and attributes that need to develop. This is because parental absence through migration opens a gap that can pose as a barrier in terms of their psychosocial functioning. In that regard this study sought to step in with a stakeholder driven psychosocial support to nurture a conducive environment for learners in CYHH settings. While some learners had some of the requisite attributes, education stakeholders agreed that most of the learners lacked on some of the requisite attributes.

5.4.3 Features of CYHH in the context of parental migration.

This study revealed that CYHH in the context of parental labour migration is a common household feature and is entrenched in the histories of both Zimbabwe and South Africa (cf.2.9.1 and cf. 5.2.1). This form of CYHH resembles other configurations of CYHH as, in all cases, the parents are physically absent for the supervision, support and monitoring of the children (cf.2.9; cf.5.2.2) thereby threatening the safety and well-being of children.

However, in terms of its integral characteristics and basic structure, it proved to be a unique form of CYHH that has own strengths and distinct challenges that requiring unique interventions.

Several features were revealed in literature and by participants in this study as the distinct characteristics of learners in CYHH in the context of parental labour migration (cf.2.9; 5.4). These unique features distinguish learners in CYHH following parental labour migration from the other children in other configurations of CYHH such as orphans, those with imprisoned parents or those with ill parents (cf.3.4.1). Parental labour migration and the leaving behind of children in CYHH was identified as a deliberate decision taken by migrating parents. In taking the decision, due consideration to the practicality of the decision is often made by the parents. In that regard not all children are considered suitable to be left in CYHH as the parents migrate as is the case when parents die, are imprisoned or are ill (cf.3.4.1). However, in the context of parental labour migration, the process of leaving children behind is a deliberate decision hence the children do have certain attributes that become essential assets in building support, enhancing resilience and improving learning experiences (cf.2.2; 5.3.1). Concerning the characteristics of this household structure the following features emerged;

5.4.3.1 Adolescents as heads of the household

Teacher and parent stakeholders in this study revealed that parents who migrate for labour in most cases leave children who are relatively mature to manage the home (cf.5.2). Most of the children left in child only households are said to be in the 13 to 18 year age group (cf.5.2 and cf.5.4.1). The age distribution of learner participants in the two schools of Zimbabwe and South Africa also affirm this finding as the adolescents in the 14-18 years age group constitute the majority of learners left in CYHH (cf.4.6.3). Accordingly, it would appear that most of the parents considered the maturity of their children as a factor when they left their children in CYHH. From this understanding the children left behind in the context of parental labour migration were already mature and experienced.

Teachers and parent stakeholders considered that the children left behind would have gained experience over the years, prior to their migration of the parents (cf. 5.3; 5.10). The school guidance and counselling teacher in Zimbabwe together with the SBST in South Africa specifically valued the maturity of learners heading households in the two countries. It is because the learners left behind were relatively mature that it was easier and feasible to impart coping and resilience skills (cf. 2.10; 5.4.1.2; 5.5.1). It is because the learners are of mature age that through the curriculum, crosscutting issues and extra curricula activities, learners in CYHH can be empowered. This exposes the potential for making parental labour migration a sustainable strategy even for the children left behind (cf.3.14; 3.17.2; 5.10.2). Therefore, the prospect of benefiting from support interventions is improved for mature learners as compared to immature learners.

However, though the learners are relatively mature, findings from this study reveal that the adolescent stage was also considered critical as it was associated with developmental challenges that impact on the well-being and learning experiences of left-behind children (cf.5.5; 5.6; 5.7). In other words, the maturity of the learners left in CYHH was considered both an asset and a threat in terms of the functioning of the children. Past literature and education stakeholders (psychologist, school head, Education officer) in Zimbabwe and South Africa associated the adolescent stage with experimental behaviours that exposed learners to risk thereby making them vulnerable (cf.3.3.4; 3.10; 5.8).

5.4.3.2 Gender of the left-behind children

This research findings indicated that besides age, migrating parents in Zimbabwe and South Africa also consider the gender of the children left behind (cf.3.5; 4.6.3; 5.2). This finding was also affirmed by the gender distribution of learner participants in the current study in which boys dominate the cohort of learner participants left behind in CYHH following parental labour migration. From the learners who were involved in the study it was noticed that eight of the 14 learners were boys and six were girls.

Most of the boys left in CYHH were also noted to be residing alone in a single room following the migration of their parents for labour (cf.4.6.3). This would suggest that parents in Zimbabwe and South Africa were more comfortable to leave boys as compared to girls in CYHH as they migrated for labour. This further showed that the process was gender sensitive. However, both boys and girls were equally affected in terms of their psychosocial functioning hence the need for support, protection and empowerment to cope with the burden of heading households (cf.5.9.3).

5.4.4 Theme 2: Distance parenting and fluidity of the household structure

Research findings extracted from literature and research participants indicated that though the parents were away, they continued to maintain a virtual presence in the lives of the children left behind. In this form of CYHH, the left-behind children are not completely disposed of parental support as the parents continue to be active in the lives of the children left behind (cf.3.16.1; 5.2). Learner participants in this study revealed that the migrating parent continued to give guidance and supervise the home through gadgets such as the smartphones (cf. 3.16; 5.2). The migrating parent was also active through remittances and return visits, thereby reinforcing earlier findings that pointed to the fluidity of this household (cf.2.7; 2.9; 3.7; 3.16.1; 5.5.4) Therefore, parenting roles were reconfigured and performed from a distance suggesting that the parents continued to be key support pillars in the microenvironment of left-behind children (cf.2.3.1.2). In other words, when drawing the asset inventory for support the migrating parent(s) continued to feature prominently (cf.2.2).

5.5 Challenges facing learners in CYHH following parental labour migration

Research question: What are the perceptions of education and community stakeholders on the psychosocial effects, educational outcomes and vulnerability of learners left behind in CYHH? (cf.1.4.1.6).

In line with the objective of the study which is to explore a psychosocial support framework for learners in CYHH following parental labour migration, this study sought to explore the challenges that the learners experience in the home, school and community. The identification of the challenges was in line with the theoretical framework that is guiding this study that is the Asset-based model. In that regard, the identification of challenges was done, not as an end but, for exposing gaps within the support system. This would then facilitate capacity development and empowerment among the learners. It is also hoped that in the process of identifying the problems and challenges facing the learners in CYHH, their inherent capacities and skills become visible and are then utilised to improve their learning experiences.

To achieve this end, this study followed this order. Firstly, the narrative interviews gave an outline of the challenges faced by the children who are in CYHH (NI). This was augmented by data from observations and focus group discussions (FGD1 and FGD2). Secondly, the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) with the left-behind learners and their education stakeholders discussed the factors that contributed to the challenges. So, some of the challenges were told by the learners in CYHH themselves in the narrative interviews, the researcher also observed some of the challenges in the course of data collection and stakeholders in the focus group discussions (FGD1 and FGD2) also shared challenges from their experiences with CYHH. The information sharing sessions discussed the factors contributing to the challenges with the objective of exploring their role in improving the well-being of learners in CYHH arrangements.

5.5.1 Interpretations and discussions from data

The participants were asked to:

Outline the challenges that learners left behind in CYHH go through in the home and at school following parental labour migration (Annexure H and Annexure I)

Challenges identified by participants were categorised into four challenges namely, physiological, social, psychological and educational.

5.5.2 Physiological challenges

Physiological challenges according to Maslow's hierarchy of needs are at the base of the pyramid and are more fundamental for survival than the rest (Donald *et al.* 2014:121). The survival needs, according to Maslow include food, shelter, drink and warmth among others. Just like all the other children, learners in CYHH also need a secure source of food, drink, warmth and shelter. Provision of such basic needs for the children is identified as the main driver for parental labour migration (Graham 2019:21) The provision of these necessities would go a long way in assisting in the attainment of the other needs up the top of hierarchy of needs, according to Maslow hierarchy of needs (Griggs 2017:348). In that regard, the current study sought to establish the extent to which learners left behind in CYHH get their physiological provisions.

Participants in Zimbabwe and South Africa expressed varied views pertaining to the provision of physiological needs of children left behind in CYHH following parental labour migration. The basis of the discussion was to decipher the objectives of parental migration. According to Garza (2010:10) money remitted by migrating parents is usually used for food, clothing, healthcare and education. This constitutes the physiological needs of the children left behind in line with the hierarchy of needs theory. This suggest that when parents migrate for labour the provision of basic needs for family left behind is a priority area.

In the narrative interviews, some learners said they had challenges in terms of accessing basic physiological needs (SALR1 NI1; SALR2 NI2; SALR3 NI3 and ZLR1 NI9). This observation concurs with findings from the study by Muyambo and Ranga (2020:275) who asserted that it is not always the case that parental labour migration automatically results in a good life for the children left behind. According to SALR2 in a personal interview NI2 food is a challenge and sometimes he has to scrounge for food because he receives inadequate supplies from the parents.

I have problems with food and electricity because my parents don't send money or food always

He went on to say that asking for help had become a challenge in their community, as the neighbours were more comfortable in talking about how irresponsible their parents were than to offer assistance. This assessment, to some extent, differs from the observation by Lu (2014:1084) who regard the family disruption due to parental labour migration as a distinct form of family disruption. Instead, just like other configurations of CYHH, the children lack in terms of physiological provisions because of inadequate remittances. Ndlovu and Tigere (2018:7) also agree in that no significant change in the quality of life is achieved by children left behind following parental labour migration. Participant SALR3 who is a learner also held a similar view and said the following in information sharing session (ISS2),

...neighbours talk a lot about us but they don't do anything at all to help us, they don't give us anything.

Participant SALR3 who is a learner in CYHH for three years however, confirmed in a focus group discussion (FGD2) that the school, to some extent, assisted them with food during the lunch break.

Apart from food, some learners said they also had challenges in accessing amenities such as electricity. A learner SALR2 who have been in a CYHH FGD1 complained that he rarely had money to buy electricity and lived without it sometimes, ever since the passing of his grandfather.

... things were better when my grandfather was around and we got free electricity (SALR2).

Shortage of electricity in turn would affect other activities such as the preparation of food and study among the learners in CYHH (SASH4 in focus group discussion FGD1). In other words, the children could be classified as living in conditions of poverty. Donald *et al.* (2014:183) revealed that conditions of poverty exposes the children to other health risks such as malnutrition, disease, infection and injury. In some circumstances, the children design their own means to cope with their poverty, which may include involvement in criminal activities. This observation was confirmed by the police detail (SASH1) in the information sharing session (ISS1),

Some of the children living without their parents are involved in petty crimes such as stealing food items or alcohol showing that they will be hungry.

Some of the participants in South Africa had a general appreciation of the tough times that their parents or caregivers go through to meet their basic needs (SALR1 ISS1 and SALR4 ISS2). According to SALR1 who is a double orphan but being cared for by a sister who also migrated to the city,

My sister works as a house cleaner in Bloemfontein and she does not have enough money for her and for me.

SARL4 ISS2 also concurred and said his parents may not be earning much, which makes it difficult for them to meet their needs. This, in part, explains why the children left behind in CYHH may have challenges with resources to meet their physiological needs such as food, clothing and electricity.

In terms of physiological needs such as food, shelter and water participants in Zimbabwe expressed a different view from their counterparts in South Africa. Largely, participants in Zimbabwe viewed learners in CYHH in the context of parental labour migration as better off as compared to other children in the community (ZSH1; ZSH3; ZSH4 and ZSH5). The learners in CYHH arrangements themselves also expressed similar views (ZLR1, ZLR3 and ZLR6). Participant ZSH6 who has been a teacher for eleven years ISS4 had the following to say in an information sharing session (ISS4),

Children left behind by disporians (migrating parents) usually lack nothing, in fact they usually have more than they need and are the envy of their community (ZSH6).

Participant ZSH5 who is a school head in Zimbabwe also agreed and expressed dismay that we took time to discuss physiological needs for children left behind by migrating parents. He said the following,

The reason why parents migrate is the children so when they go away they make sure they send money for food clothing and school fees, we have children with problems here but not these ones. We need to talk of real orphans and not waste time talking of children who eat three meals a day.

This means that children left behind particularly by migrating parents, to other countries, rarely lack in terms of food and other amenities. The community envy them, as they are considered better off. Participant ZSH3 shared a similar view in information sharing

session ISS4 and argued that it is a waste of time to talk of food with regards to children left behind as parents migrate for labour. This viewpoint is also supported by literature as revealed by UNICEF (2020:2) some of the parents who migrate for labour tend to make up for their absence by providing for the material needs of their children left behind in the homes which is a rational and difficult choice. This suggests that most parents, upon migration, make effort to provide for the physiological needs of their children to make up for their absence. However, as noted earlier, this is true in the case of Zimbabwe but in South Africa, the children are said to be neglected and lacking.

In terms of shelter, community stakeholders in Zimbabwe and South Africa agreed that learners in CYHH following parental labour migration have appropriate shelter (SASH3, SASH4, ZSH2 and ZSH8). All the learner participants resided in their family homes except for SARL4 who resided at the hostel. ZLR6 moved in with his grandmother and as noted, is an accompanied CYHH. Hence, it would appear most of the learners in CYHH are left with secure accommodation. The challenge noted has to do with managing the house in the absence of the parent(s) (SASH4 ISS3).

The general understanding was that the children left behind in CYHH received supplies or money to buy supplies from their parents and caregivers (SALR3, SALR5, ZLR1, and ZLR4) what varied, however, was the frequency and adequacy of the supplies. These supplies come in either as money or the actual food / clothing parcels. Some of the parents make constant return visit during public holidays, Christmas, Easter or at other family events such as funerals (ZSH6 ISS4). The learners also confirmed this (SALR3 FGD1, SALR7, ZLR3, ZLR4, ZLR5 and ZLR6)

It's obvious my mother comes back on Christmas holiday or other holidays (ZLR4).

Of interest to the study was that, most of the participants singled out the mother as the person who made the most frequent return visits and, in the process, brought food for their upkeep (SALR3 FGD1, SALR7, ZLR3, ZLR5 and ZLR6). This observation is in contrast with SALR4 NI4 who revealed that he had now spent ten years without seeing his father. From such developments, it would suggest that migrating mothers took better care for the children left behind than their fathers. This observation concurs with views

expressed by Cebotari *et al.* (2017:29) that migrating mothers tend to remit more resources as compared to fathers. The migrating mother is also seen as retaining an attachment to the children left in the home as compared to the migrating father (Hall 2017:5).

Therefore, participants in Zimbabwe and South Africa revealed mixed views pertaining to the provision of physiological needs for children left behind. While participants in Zimbabwe hold the view that parental labour migration results in better lifestyles with food, clothing and other needs being provided; participants in South Africa held an opposite view. To participants in South Africa the parents tended to be neglectful and as a result, the children went through challenges in terms of food, clothing and other services such as electricity (SALR1; SALR2; SALR3 and ZLR1). The result is that some of the children live in conditions of poverty. A similar observation was shared by (Ndlovu and Tigere 2018:4) who averred that parental labour migration is failing to live to expectation as there are no significant improvements in the quality of life for children left behind. UNICEF (2020:2) also share the same view that remittances can be unreliable. In comparative terms, the migrating mother was also seen as having a better attachment with the children left behind as evidenced by making more frequent and constant return visits as compared to the fathers. Therefore, the gender of the migrating parent also determines the extent to which the children are affected.

5.5.3 Clothing and general upkeep of children in CYHH arrangements

To augment data from narrative interviews, focus group discussions and information sharing sessions pertaining to the physiological needs of children left in CYHH, the researcher also made use of an observation schedule (**Annexure L**). The observations ran concurrently with other data collection processes such as, narrative interviews, focus group discussions, and information sharing sessions. Among the aspects considered for observation were the general appearance or dressing of learners in CYHH (**Annexure L**). The upkeep and general appearance were noted as significant factors in the

development of self-esteem and a positive self-concept. The two factors according to Mwamwenda (2013:309) are the hallmarks of a healthy person.

From the observations, it was noted that most of the learners who were in CYHH following the migration of their parents were found lacking in terms of tidiness e.g. participant SALR1, SALR2, SALR3, SALR4 and SALR5 in South Africa and participant ZLR2, ZLR5 and ZLR6 in Zimbabwe). Though all the learners were in their school uniforms, the researcher observed several aspects that validate the assertion that they were wanting in terms of tidiness. This observation is similar to earlier findings from Ndlovu and Tigere (2018:6) who observed that there is no significant improvement in the quality of life as the children are not better clothed. Participant ZSH4 who is a teacher in Zimbabwe summed up their appearance as,

They tend to be shabbily dressed and this is because children are used to being guided by the parents on how to dress properly.

Participant SASH5 who is a teacher in South Africa also shared a similar view and remarked,

Yes its true you can tell that the parents are not at home by the way the children are dressed. The boys especially they do not bother to clean their uniforms or iron them. Some of them do not even take a bath before coming to school

This was also supported by information shared by participant ZSH6 in Zimbabwe who said the following;

The importance of the parent is actually seen by the way in which left-behind children dress. It is from this group that we get the weird hair styles, unkempt hair and very dirty school uniforms.

The aspects that the researcher observed in terms of appearance and clothing were that some of the learner participants such as SALR1, SALR2, SALR5, ZLR2 and ZLR6 had unkempt or untidy hairstyles. Some of their school's uniforms were dirty, untidy and in need of repair e.g. SALR2, SALR3, SALR4, ZLR2, ZLR5. For participants SALR1, SALR5 SALR6 and ZLR6 the school uniforms were not complete some with loose and missing buttons some of the learners for example SALR1, SALR2, ZLR2 ZLR6 had uniforms dirty,

not ironed. From the appearance of some of the learners such as SALR1 and ZLR2, it was noted that they had pieces of blankets tied to the hair showing that they were not taking a bath.

The researcher also noted that some of the learners some appeared to lack good care in terms of their uniforms besides being dirty, some of the uniforms appeared to have been slept in evidenced by the creases (SALR1, ZLR2). It would appear some of the learners do not take off their uniforms on getting home and no effort is made to clean the uniforms after school. For some of the learners the clothes were in serious need of mending (SALR2, SALR and ZLR6). In the case of ZLR6 and SALR2, the researcher also noticed that in mending their uniforms no effort was made to match the colour of the thread to the colour of their uniforms, which again would appear untidy. On being asked by the researcher on the state of his school uniforms and school shoes in interview (NI14) which were in a bad state learner participant ZLR6 said,

...time is the problem, I will do it paweekend (over the weekend) I don't get time to do all that but I will repair the shoes over the weekend.

This meant that he was going to repair the shoes himself over the weekend. The teachers and parent participants in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) also affirmed these observations. According to participant SASH4 she sees a general untidiness among learners in CYHH. She remarked,

Some of these learners don't bother to bath or clean own clothes, they really need help (participant SASH4).

Teacher participant SASH5 concurred,

We need to help these children to take care of themselves, some of them don't even care about their appearance, and they just wake up and come to school without bathing. There is no one to supervise.

Participants in Zimbabwe also shared similar views. Guidance and Counselling teacher participant ZSH3 shared,

Without parents at home to supervise cleanliness and hygiene is a problem especially boys. We need to visit their homes sometimes and I tell you we will be surprised by the conditions, in fact lets plan that.

It should be noted however, that not all the learners were untidy; there were exceptions that were looking smart and all were girls (SALR3, ZLR4).

Participant ZSH8 also shared the following in information sharing session,

We can't say all of the learners are shabbily dressed, some have the best quality uniforms and are able to change uniforms in the week making them smart. So we cannot say all of the children living without their parents are shabby

Hence, in Zimbabwe and South Africa several learners left behind in CYHH were noted to be having problems in dressing up for school and general outlook. Participants identified several factors as contributing to this the general untidiness. Some of the participants said it was because of inadequacy of resources (e.g. participant SASH 2 and SASH3 in South Africa) other participants argued that what they lacked was adult supervision (e.g. participant SASH5, ZSH3 and ZSH8).

5.5.4 Factors attributed to physiological challenges

On reflecting on the inadequacy of resources to meet physiological needs and other challenges with regards to tidiness of learners in CYHH, participants noted some factors as contributing to the challenge (ISS1, ISS2, ISS3, and ISS4). Participants in Zimbabwe and South Africa in information sharing sessions were asked to share their opinions on the reasons why some of the children live in conditions of poverty when their parents are working (see **Annexure J**). Some of the factors identified include some of the migrating parent being out of touch with reality, neglect, learners' lack of budget skills, misuse of remittances and lack of supervision. These factors were however noted across the countries.

5.5.4.1 The migrating parents may not be in touch with reality.

Participants in the information sharing sessions said the reason for inadequate supply of resources for the children left in the homes could be attributed to losing touch with reality on the part of the migrating parent and neglect. For those parents who migrate outside

the country UNICEF (2020:2) the remittances became unreliable as they fluctuated depending on the exchange rates. The parent may have thought that they had sent a lot of money which may, in actual fact, be insignificant at home. Participant ZLR3 in Zimbabwe shared the following with bitterness,

The problem with my mother is when she sends 300 Rands from South Africa she thinks that she has send a lot of money at the black market its not much. When you tell her that I need money she tells us that we wasted money.

Besides losing touch with prevailing exchange rates participant SASH2 who is a pastor took the side of the parents and shared that;

Being in the city has its own challenges and pressure and it is easy to forget that there are children, worse when they are far away (SASH2).

Participant ZSH2 in Zimbabwe also added another dimension that explains why the migrating parents fail to remit adequate resources,

Some of the migrants now have new families in the city or where they work so it is easy to forget the children left at home.

Participants in the information sharing session for example participant SASH5 in South Africa also concurred,

I know of several parents who have abandoned their children when living in the city, some have new wives or are living with girlfriends.

Participant SASH3 who is an education officer associated the challenge with breakdown of communication channels,

Some of the children have no means of communicating with their parents, as a result the parent may not know that the children are going through difficulties.

This suggests that the migrating parent has so many detractions and pressure associated with city life which results in him or her forgetting home responsibilities. Some of the migrating parents get into new marriages or cohabitations that make them neglect the family left at home. Zhao *et al.* (2017:675) relate this with divorce. They argued that parental labour migration exacerbates divorce (Zhao *et al.* 2017:675) implying that couples often end up divorced.

Communication breakdown was also identified as a factor contributing to the state of affairs. Communication in this regard is a tool that may be utilised to keep the migrating

parent abreast with the welfare of children left in the home. Francisco (2013:9) also notes the essence of communication in such relationships. It is a means through which the migrating parent would maintain virtual presence (Francisco 2013:9). Merla (2012:2) also support the same viewpoint and argued that geographical distance does not negatively affect relationships if there are open communication lines. In that regard, communication is essential and if the communication lines between the migrating parent and children left behind are opened, the welfare of the children may improve. Hence, tools for communication becomes assets, which, in line with the asset-based approach, are essential in dealing with challenges associated with parental absence through migration.

5.5.4.2 *Neglect on the part of the migrating parent(s)*

From the narrative interviews with the learners, some of the migrating parents were described as neglectful to the needs of their children left behind following their migration for labour. Several learner participants such as SALR2, SALR4 and SALR6 in South Africa shared the view that their parents had been away for a prolonged period of time. Participant SALR4 asserted that the last time he saw his father was at his mother's funeral that was in the year 2008. This showed that a period exceeding 10 years had lapsed before the father returned. SALR6 in a personal interview (NI6) also complained saying

My parents are not working far away but they only come back once or two times a year. (SALR6).

In Zimbabwe participant ZSH7 who works for a local non-governmental organisation articulated the process that eventually leads to abandonment,

What usually happens in this area is when parents migrate sometimes they leave their children with their relatives but considering the situation in the country, unemployment, drought and so on the relatives end up also migrating leaving the children alone. Some relatives abandon the children because of mistrust, or family conflict usually caused by remittances. The result is that the children are first abandoned by their caregivers and their parents also abandon them as they get carried away with life in the city or in Johannesburg.

Participants such as SALR3, SALR6 and SASH4, and SASH5 held the opinion that some parents are neglectful and have abandoned their children. Participant SASH4 who has been a teacher for 14 years shared the following,

Some parents have genuine problems in balancing the needs of the two homes so established but some are neglectful. They forget that they have left children behind. It's not surprising that some mothers or fathers on migrating they have new families in the city and forget all about their children.

Some parents have the capacity to care for their left-behind children but are irresponsible. This observation was true in both Zimbabwe and South Africa. The result was that the children failed to get adequate supplies of food and in some cases failed to access electricity. This observation was consistent with earlier findings from a South African study by Seepamore (2016:572) who related parental labour migration to desertion and infidelity which affect the well-being of the children. Thus, some of the learners had the feeling that their parents had abandoned them, and this was reflected by inadequate or no supply of resources to meet their basic needs. Givaudan and Pick (2013:1084) associate such feelings of abandonment to learning and behaviour problems on the part of the learners left behind.

5.5.4.3 *Lack of budget skills*

Participants in Zimbabwe and South Africa also identified lack of budget skills as a factor that contributed to the learners running out of supplies (ISS1, ISS2, ISS3 and ISS4). It was noted that on getting money from the migrating parents some of the children failed to apportion the money appropriately for it to last the month (SASH4 ISS2, SASH5 ISS2, and ZSH7 ISS3).

The children cannot budget, and they waste their money on useless things and claim that they didn't get enough money (SASH2 ISS2).

Similarly, participant ZSH3 in Zimbabwe on being asked what she thought contributed to shortage of resources for children said the following,

Parents make the mistake of sending money directly to their children; this money is wasted on useless things such as airtime (ZSH3 ISS4).

This meant that some of the children used remitted money on things of less value such as buying airtime vouchers. In that regard, the possibility of going without necessities was very high. In other words, the basic skill of drawing a budget would go a long way in

alleviating some of the challenges with resources that learners in CYHH go through (ZSH7 ISS3).

5.5.4.4 *Misuse of remittances*

Closely related to lack of budget skills, education and community stakeholders in Zimbabwe and South Africa agreed that shortage of food among other necessities, was caused by abuse of resources by the learners themselves. The same viewpoint was also noted in the Zimbabwean study by Ndlovu and Tigere (2018:7) who noted gross abuse of remittances; even money sent for school fees and school levies was being squandered by the children. Participant SASH3 expressed the following in the information sharing session ISS1,

Some of the money send for food is abused on drugs, alcohol and birthday parties

Participant ZSH3 seconded the same idea saying,

Most of the boys waste their money on girls, some have girlfriends in form one, girlfriends in form two, three and four, and the girls love them for the money.

On receiving money from the migrating parents, some of the children used it for alcohol, drugs and buying items for their many girlfriends in the school (SASH3 ISS1 and ZSH3 ISS4). One of the learner respondents SALR6 NI6 admitted to using drugs. On reflecting on this challenge, the researcher assumed that money remitted from the parents might be used by the learner to buy drugs resulting in learners going through the month without necessities. Learner participant SALR5 in South Africa confessed that,

I cannot control my young brother as he brings his friends home and they eat our food.

Therefore, it appears the children left behind in CYHH do have challenges in terms of their physiological needs such as food and amenities, including electricity. However, the challenges faced could be blamed on the children themselves as they are not able to manage the remittances. This meant that even if migrating parents may make up for their absence through providing material goods, the resources were often wasted (Seepamore 2016:576). As a result, the children remained in poverty which also exposed them to various forms of abuse.

5.5.4.5 Lack of supervision

In relation to the lack of physiological needs for the children in CYHH, participants in Zimbabwe and South Africa singled out lack of adult supervision as a contributory factor. The lack of supervision also accounted for the state in which the learners keep their uniforms (ZSH3 ISS3; SASH5 ISS2). According to SASH5 ISS2.

...as always children need an adult supervisor in the home otherwise, they do not prioritise cleaning of dishes, doing laundry, cleaning the house and any other household duty.

He went on to say,

There is no way a child of this age could prioritise having a haircut and more often they claim they do not have money to have a haircut. (SASH5 ISS2)

Therefore, when children were left in CYHH they tended not to value certain things such as cleaning the house, washing own clothes and even taking a bath. In that regard, some of the children who participated in this study were generally untidy.

Figure 5.5 below summarises some of the physiological challenges faced by left-behind children and reasons attributed to the inadequacy of resources.

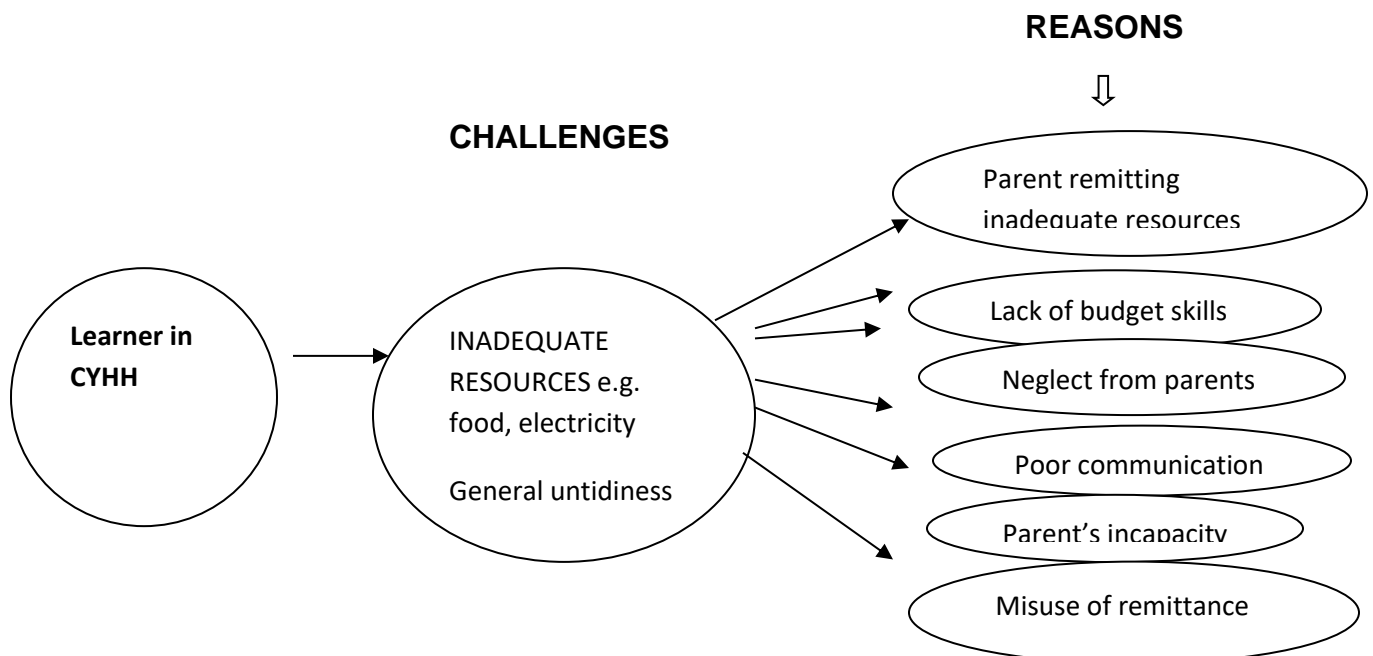


Figure 5.5. Own diagram outlining reasons attributed to inadequate resources for CYHH

5.6 Theme 3 Social and behaviour patterns of left-behind learners.

Following parental labour migration, participants in this study, explored the behaviour patterns associated with left-behind learners left in Zimbabwe and South Africa. These behaviour patterns transform into social challenges and they affect their social and daily living function. These are part psychosocial and developmental risks attributed to lack of parental monitoring and supervision (Zhao *et al.* 2017:669). The following research question guided the objective.

Research Question: Which psychosocial behaviours are associated with left-behind learners in CYHH in Zimbabwean and South African secondary schools following parental migration? (cf.1.4.1.6).

5.6.1 Stigmatisation of learners in CYHH

Stigma was identified by participants in Zimbabwe and South Africa as one of the challenges facing children in CYHH in the context of parental labour migration (SALR5 ISS2, SALR5 FGD1, SARL7 FGD1, and ZLR3 NI11). Stigma in turn affected the adjustments and self-esteem of learners in CYHH arrangements (Agere and Tanga 2017:64). This observation was made in the focus group discussions (FGD1 and FGD2), information sharing sessions (ISS1, ISS2, ISS3 and ISS4). Apart from information shared by participants, some of the education stakeholders used words that suggested that they stigmatised learners in CYHHs. While some education and community stakeholders' stand with the affected learners and purport to say that learners in CYHH are victims of stigma some of them are actually perpetrators of stigmatisation.

According to participant SALR5 who is a learner in CYHH for up to three years following the migration of her parents, the community stigmatised them and affected their interactions. As a result, SALR5 had since stopped seeking help from her neighbours.

I have since stopped asking for help even when I need it. If I ask for help, some people look at me as if I caused my own problem (SALR5).

Stigma attached to children in CYHH showed that the community was not forthcoming in terms of offering assistance.

SALR3 in a focus group discussion in South Africa (FGD1) shared a similar view and said the following,

The community enjoy talking about us giving us names but do nothing to help. They only tell us that our parents are not good parents.

According to SARL2, in the information sharing session (ISS2), his community was very much forthcoming when assisting orphans, but things were totally different in their case. More often, they were reminded of how irresponsible their parents were. In that regard, the children appeared to carry the tag of being 'children of irresponsible parents.

Similarly, in Zimbabwe, some of the learner participants said that it was difficult to make friends because of stigma. In that regard, ZLR4 had to say,

I can't be friends with some of the children because the parents don't want us to play together. They tell their children that we are a problem.

In trying to understand, the factors that contributed to the stigma, mixed ideas were expressed by participants in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4).

Some participants blamed migrant parents for the stigmatization of their children left in the home. For example participant SASH2 who is a local Pastor remarked,

I blame the parents, how can they just leave children alone and what would they expect from that? Yes the community end up giving the children names because they misbehave and to me they are abandoned children and they do not respect anyone. They are actually misguided (SASH2).

Similarly, in Zimbabwe participant ZSH2 blamed the migrating parents,

The parents spoil the children they leave and are pompous as a result they are difficult to control and obviously as people we talk because we know the consequences, I would not want my children to be friends with such children. (ZSH2 ISS3)

Some participants however, blamed the community for failing to understand the situation of the learner. For incidence participant ZSH5 who is a school head said,

These children are just victims of the economic situation in the country, but our community thinks they are wrong. Some parents are wrong in side-lining such children and isolating them will only make the children worse they actually need our help (ZSH5 ISS4).

Some of the participants blamed the learners. According to participant ZSH6 who is a teacher,

People are just being truthful, the children get labelled because of their behaviour so they deserve the labels, they need to stop misbehaving first (ZSH6)

This observation to some extent also resonated with findings made by Cortes (2011:9) in which children left behind in the context of parental migration are labelled sons or daughters of migrants. Such labels are not desired as they make certain spaces unavailable and the school environment becomes unbearable for such children. The labels attached to the learners in CYHH are also related to their deficits. This is also a common practice in the western world in which people are called in terms of their deficits a process that focus on deficits and needs while ignoring assets for community building (Thomas 2019:2). In line with the Asset-based approach, focus was not on what the children lack but on what the community inclusive of the children could offer for sustainable community development.

5.6.2 Anti-social behaviour

Participants in the focus group discussions (FGD1 and FGD2) and in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) in both Zimbabwe and South Africa also said children in CYHH were a cause for concern in their community as they sometimes exhibited anti-social behaviours. Findings from this study resonated with observations made by Vanore *et al.* (2015:) in Moldova in which they averred that parental labour migration often resulted in worse behaviour or conduct problems for the children who were left behind. In view of that, conduct problems could worsen in cases where the children were left in CYHH.

According to participant ZSH6 (a teacher in Zimbabwean school), Children left behind by migrating parents CYHH were a cause of concern as they were behind the misbehaviour that is rife at the school.

The learners in CYHH following migration of parents havana hunhu and havana kudzidziswa (lack Ubuntu and are not properly nurtured) (ZSH6).

The learners were also accused of not heeding to advice from other community members (SASH3 ISS1).

...worse they don't listen to anyone and no one controls them (SASH3)

This means that in the absence of the parents, because of labour migration, the children left behind would go without mentorship which resulted in them lacking in terms of norms and values. This observation concurs with Van Rensburg *et al.* 2013:57) observation that children left in CYHH would be emotionally immature and cannot deal with the new roles they must adopt in the absence of the parents. Similar findings were also obtained in China by Knipe *et al.* (2019:17) who revealed that left behind children have increased behavioural problems. Participants in the information sharing session (ISS4) identified the following misbehaviours as being rife among learners in CYHH in the context of parental labour migration; truancy, delinquency, promiscuity, lack of morals, stubborn, alcohol and drug abuse.

5.6.2.1 Truancy

Learners left behind in CYHH were also said to be truant characters (ZSH6) said more often the learners have that kind of behaviour in which,

...you find them where they are not expected to be and you do not find them where they are supposed to be present. This is because they do what they want when they want. (Participant ZSH6).

Participant SASH in South Africa also added

Children left behind when parents migrate need help, some come to school when they feel like and they always have excuses (ZSH6).

Participants in South Africa shared similar sentiments,

Some of the children don't just attend school, as a school we have to do something as some of the learners are made to repeat grades because they don't attend (SASH5).

ZSH5 ISS4 attributed this kind of behaviour to a lack of guidance in the home which resulted in the children doing what they felt like doing at any given time. Truancy at school also contributed to poor educational outcomes. Education stakeholders also noted stubbornness as one challenge that make it difficult to control such learners (ZSH6).

5.6.2.2 *Delinquency*

Learners in CYHH were also said to be delinquent characters in both Zimbabwe and South Africa (ZSH5; SASH2; SASH4). Participant SASH1 who is a police detail in South Africa revealed that,

Such children (in CYHH) are associated with petty crimes and more often food is involved some of them are brought in accused of stealing from the local Spazza shops.

Besides involvement in petty crimes, participant SASH1 added

These children living alone are sometimes associated with rowdy behaviours possibly because of drugs or alcohol (participant SASH1).

Similar sentiments were also obtained from education stakeholders in Zimbabwe. Participant ZSH5 articulated the following concern,

Learners living in the absence of their parents are a cause of concern in their locality as they are a bad influence for other children. The children are often on the wrong side of the law. Some of them have no regard to school rules and the country's rule. As a school we end up expelling some of them for misbehaviour. Some abuse drugs and they allow their homes to be used for illicit activities making it difficult to keep them at school (ZSH5).

Accordingly, participants in Zimbabwe and South Africa agreed that learners in CYHH in the context of parental labour migration tend to be delinquent. The delinquent behaviour ended up affecting their education as some got expelled from school. This behaviour pattern was again attributed to shortage of resources and lack of control in the home. This

in part justified the exploration of a psychosocial support framework as these behaviour patterns affected their social and daily living function as children (Liu *et al.* 2016:74).

Findings from teacher, parent, police participants, supported by past researches, indicated that some of the learners left in CYHH following parental labour migration were delinquent and stubborn (cf.3.3; 5.6.2.1). In South Africa, the police participant linked the children to petty thieving, drug and alcohol abuse (cf.5.6.2). Similarly, in Zimbabwe teacher and parent participants associated the children with drug and alcohol abuse (cf.5.6.2). Furthermore, findings from the teacher, parent and pastor participants in both countries revealed that children in CYHH in the context of parental labour migration tended to defy authority and were stubborn (cf.5.6.2). This was also noted as a drawback in terms of proffering corrective measures from the community.

Varied views were advanced by education stakeholders in the two countries (cf. table 4.2) in explaining the negative behaviour patterns. Findings extracted from past literature and also submissions from teacher and learner participants in South Africa blamed inadequate support from the migrating parents. This resulted in the left-behind children resorting to thieving, drug and alcohol use for sustenance and in drowning the pressure associated with heading the household (cf.3.3.4; 5.5.2; 5.5.4). However, in the case of Zimbabwe, teacher participants blamed the migrating parents for making up for their absence by spoiling their children with more money than they need (cf.5.9). It is such money that was abused on alcohol and drugs. (cf. 3.9; 5.9).

The underlying view obtained from education and community stakeholders (e.g. teachers, parents and pastor) in both countries was that parental absence created a gap in terms of guidance and supervision of the children leading to delinquency (cf.5.6.4). In the same vein teacher and parent participants attributed the challenges to lack of guidance following parental absence (cf.3.3.4.5.6). Accordingly, the children were made to walk through adolescence without guidance from the parents a gap that community stakeholders could help fill.

5.6.2.3 *Promiscuity and lack of morals*

Following parental absence, the learners left in CYHH were also accused of promiscuity as they engaged in premarital sex. This observation was made from participants in Zimbabwe and South Africa. Participant ZSH5 reported that

...the children engage in sexual activities resulting in teenage pregnancy at home and as a school we have no control over that, the community needs to do something rather than just blaming the school (ZSH5).

A teachers in Zimbabwe also confirmed that,

Premarital sexual activities are a cause of concern at our school and currently we have several young learners who have since dropped out of school due to pregnancy. This is because the parents are not at home to monitor and guide their children (participant ZSH3)

Similarly, participants in South Africa revealed that premarital sex and teenage pregnancy are issues they are struggling with (SASH4).

We have several learners from broken homes dropping out of school because of pregnancy, the kids engage in premarital sex because there is no control in the home (SASH4).

Learner participant SALR4 shared the following with a lot of emotion,

Last year I fell pregnant and I stopped coming to school for some time. The guy responsible just disappeared. I wish my mother could return so that she stays with my child as I finish my school. I leave my child with our neighbour when I come to school.

Therefore, premarital sex, resulting in teenage pregnancy, was a problems that education and community stakeholders in Zimbabwe and South Africa said they were grappling with. Parental absence for monitoring and supervision was also noted to have negative developmental risks for children left behind in China (Zhao *et al.* 2017:671). Parental absence in this regard, created the necessary environment that nourished the challenge. This in turn necessitated the exploration of a framework for support, protection and empowerment of such learners.

5.6.2.4 *Stubborn*

The learners in CYHH were also noted as children who were stubborn at times. Participants in both Zimbabwe and South Africa in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) revealed this observation. This observation is congruent to similar observations by SASH2 said,

These children who live in households without adults tend to defy authority of other adults. Even when you try to reprimand them they tend to defy authority. They are a stubborn lot.

Participants in Zimbabwe also made similar observations,

These children do not respect other adults and they do not even listen (ZSH6)

From these observations in Zimbabwe and South Africa, while the community were forthcoming in terms of offering assistance, the learners themselves made it difficult. Consequently, the community members ended up ignoring a situation that does not help the learners in CYHH (SASH2).

5.6.3 Alcohol, drug use and abuse.

From information gathered in the first three phases of data collection, i.e. FGD1, FGD2 and narrative interviews, ISS1, ISS2, ISS3 and ISS4 alcohol and drug abuse among learners in CYHH remained pertinent. From these sessions, participants noted that learners in CYHH citing various reasons sometimes used or abused alcohol or drugs. Several of the learner participants in the study admitted to using either alcohol or drugs (SALR1, SALR2, SALR4, SALR5, SALR6, ZLR2, ZLR3, ZLR4 and ZLR6). From this, it would appear that alcohol and drug use are somehow prevalent among learners in CYHH. The use and abuse of drugs and alcohol was also reflected in the literature section in several other countries (Fellmeth *et al.* 2018; Feldman 2017; Cortes 2011). According to Feldman (2017:167) the uptake of alcohol and drug use clouds judgement implying that a series of other challenges emanate making the children vulnerable. This suggests that the problem is not only among learners in Zimbabwe and South Africa but prevalent in several other countries. Consequently, it would suggest parental absence through

migration is a contributing factor to the use and abuse of drugs and alcohol among learners in CYHH.

The problem with drugs and alcohol tends to worsen if remittances stop coming (Bakker *et al.* 2009:9). This happened to be true with some of the learners in CYHH in South Africa such as SALR2 NI2, SALR3 NI3, SALR4 NI4 and SALR6 NI6 who complained that the remittances they received from their migrating parents were not adequate and came after a long time. In the face of such frustrations, participant SALR6 in the narrative interview (NI6) said,

The reason we take drugs and take drugs is to forget the problems that we have no one helps us when we have no food

Therefore, having inadequate resources was his reason for resorting to drugs and alcohol from which he found solace. This is consistent with the findings of Fellmeth *et al.* (2018:2569) who associate the uptake of alcohol to the internalising disorders emanating from parental absence such as high levels of depression and anxiety. In other words, the uptake of alcohol and drugs can be regarded as a defence mechanism against frustrations and challenges with heading households following parental labour migration. It is also revealed that some of the children take alcohol as a depressant to release stress and tension however, the depressive symptoms become worse (Feldman 2017:167).

A different view however, emerged from participants in Zimbabwe. The uptake of alcohol and drug abuse among the children left behind following parental labour migration was attributed to remittances. The argument from some police participant ZSH4 is

Parents who migrate especially those working in South Africa, Botswana send a lot of money which is used on mbanje (marijuana) and alcohol (ZSH4).

So, some of the money remitted by migrating parents were being abused on drugs and alcohol (ZSH4). This is unlike in South Africa where the scarcity of remittances was regarded as a cause for drug and alcohol abuse. In other words, the issue of remittances happened to be double edged, a lot of resources lead to drug and alcohol abuse in Zimbabwe and inadequate resources also lead to drug and alcohol abuse among learners in South Africa. The effects are however, the same as the children make poor judgements and become emotionally unstable (Feldman 2017:167).

In the narrative interviews, some of the learners revealed that they used drugs habitually and the researcher referred them to the SBST and the guidance and counselling teacher for assistance (SALR6 and ZLR6). This suggests that some of the learners may have occasionally used alcohol or drugs and may not be necessarily addicted or habitual users.

Participant ZSH5 who is a school head said that,

As a school we often have problems with learners who smoke marijuana and the main culprits are those learners who stay in the absence of their parents. As a school we have tried to get assistance from the local police in order to cut the supply lines with very little success. Some of the learners who use drugs or alcohol tend to be violent and disruptive in the school and hence they are a cause of concern.

Guidance and Counselling teacher (Participant ZSH3) said that the children in CYHH

They (learners in CYHH) do have a lot of disposable cash that they use on drugs and alcohol; it is actually the idea that they have money for alcohol that makes them very influential friends.

Participant SASH4 who is the SBST coordinator in South Africa held a similar view and said that,

What is funny in all this is that some of these children complain of shortage of food but they always they have money for drugs and alcohol. Some even smuggle alcohol to school and share with friends causing misbehaviour.

From this discussion that both boys and girls used alcohol and drugs which made it imperative to explore the reasons why they use them. It was also noted that the drinking took place in the context of a party or casually in the home or smuggled to school. As noted, alcohol uptake made people physically and emotionally unstable leading to poor judgement and aggressive behaviour (Feldman 2017:167). In that regard, the hostile behaviour and uncooperative behaviour associated with learners in CYHH configurations was attributable to the use of drugs and uptake of alcohol.

5.6.4 Reasons for drug and alcohol use and abuse

Various reasons were noted from the education stakeholders and learners as to why learners in CYHH resorted to alcohol and drug use. Some of the reasons blamed the learners (ZSH3:ISS3; SASH4:ISS2), some of the participants shifted the blame to the parents who would have migrated for labour (ZSH2; ZSH3:ISS3) the third category made of the learners blamed the parents, community and their circumstances (SALR6, SALR4, ZLR3, ZLR6).

The parents who would have migrated are said to contribute to the abuse of alcohol and drugs by their children left behind in CYHH. Participant ZSH4 asserted that,

The parents give a lot of money to their children left behind resulting in some of it being used on alcohol and drugs.

School Head participant ZSH5 also concurred and suggest that,

They (migrating parents) try to make up for their absence by spoiling their children with a lot of money which is then used on alcohol, parties and drugs.

Education psychologist participant ZSH1 brought another perspective and suggests the children in CYHH,

...engage in drugs and abuse alcohol because of the emotional pressure associated with running the home in the absence of the parents. The emotional pressure become unbearable hence the children resort to drugs or find solace in alcohol.

This observation agrees with what Van Rensburg *et al.*'s (2013:57) observation that children express their emotional pressure and frustrations through outward behaviour. The emotional pressure was said to build because they missed their parents, did not have anyone to confide in or had inadequate resources for their upkeep. In this regard, alcohol or drugs, were used by learners in CYHH to cope with stress, anxiety, depression and sadness all associated with managing the home in the absence of the parents. Hence, parental absence was cited as the cause of the learners using drugs and abusing alcohol.

This again resonates with what was alluded to in the literature section where children in CYHH were said to engage in risky sexual behaviours included, unprotected sex with multiple partners especially under the influence of alcohol or drugs (Lobi and Kheswa 2017:101). Therefore, the absence of the parent(s) tended to expose the children to vulnerability. The same viewpoint was also expressed in literature by Carver and Scheier (2012:74) where they spoke of 'situationism'. The argument is that situational variables play a bigger part in determining the behaviour and action of people. In view of this, the situation in which learners left behind in CYHHs find themselves determines their negative behaviour patterns.

Participants in the study noted positive and negative internalising behaviours among the learners left behind in CYHH following parental labour migration that justified stakeholder support for the left-behind children for improved well-being (cf.5.3.10). As revealed in literature, parental absence was a family stressor that contributed to the cumulative disadvantage for the children (cf.2.7; 2.10; 3.2; 5.5; 5.8).

In terms of outside behaviours, education stakeholders in Zimbabwe and South Africa such as teachers, education officers, SBST Coordinators, Non-Governmental organisation representatives, guidance and counselling teachers, school psychologists and local pastors (cf. table 4.2) revealed several behaviour patterns that they associated with learners left behind following parental labour migration. Teacher and parent participants in this study associated learners in CYHH with mostly negative behaviour patterns (cf.5.6.2). The findings were consistent with past research in which such learners were associated with negative, deviant social behaviours which in turn affect their learning and living experiences (cf. 3.3; 5.6.2; 5.9). These negative behaviour patterns were largely attributed to the absence of parents to exercise authority in the home (cf.3.4; 5.9.3). This in turn explains why teacher and parent participants in Zimbabwe and South Africa seemed to agree that parental absence through migration nurtures negative behaviour patterns among the learners left behind.

5.7 Theme 4: Parental migration and emotional challenges of left-behind learners.

In line with the objectives of the study, participants in the focus group discussions (FGD1 and FGD2) and information sharing sessions (ISS1, ISS2, ISS3 and ISS4) were asked to describe how learners left behind in CYHH were affected in terms of their emotional functioning. The question posed to participants was:

How are learners left behind in CYHH affected in terms of their emotions? (Annexure I and Annexure J). This would help answer research question 1. **Which internalising and externalising behaviours are associated with learners left in CYHH following parental labour migration?**

Varied responses were obtained from participants in Zimbabwe and South Africa. However, most of the participants pointed at negative emotions as being associated with such learners. These observations concur with the assertion by Wu and Zhang (2017:117) that children left behind by migrating parents are less likely to be happy, have lower self-assessment and are less likely to be satisfied. The internalising behaviours in turn are reflected in the behaviour patterns of the learners. According to participant ZSH1 (educational psychologist)

It is of importance to explore issues to do with emotions of learners left behind in CYHH as the emotions have a bearing on many other social aspects. It is because of emotional challenges that learners in CYHH engage in socially deviant behaviours.

Local pastor participant SASH2 in South Africa also suggested that,

The children left behind in CYHH are affected emotionally as they often miss their parents and are sometimes overwhelmed by the responsibility of managing and heading the household in the absence of the parents.

This reveals that the emotional instability of the learners left in CYHH could be attributed to the absence of the parent and the extra responsibilities associated with heading the household. This viewpoint is congruent with literature in which internalising and externalising behaviours are said to overlap (Donald *et al.* 2014:392). This suggest that emotions become the drivers of the behaviour of children left in CYHH.

Participants identified the following internalising behaviours as being associated with the learners left behind in CYHH in the context of parental labour migration, psychosocial distress, anxiety, depression, and being withdrawn.

5.7.1 Psychological distress

Participants in ISS4 indicated that learners in CYHH following parental migration just like other children in CYHH arrangements are associated with psychological distress. The psychological distress is closely associated with low parental quality and missing the parents (Robila 2011:326). As noted stress has both biological and psychological effects (Feldman 2017:477)

Participant ZSH2 ISS3 asserted that,

It is not easy to stay alone in a CYHH particularly if the child would have grown up staying with the parent.

Participant SASH5 in South Africa closely link the psychological distress with girls

The girl child left in CYHH is more affected in my opinion, besides taking over household duties it is more difficult to manage the house its quiet stressful. The end result is the girl would be a potential bp (High blood pressure) patient.

This suggested that the children found it difficult to adjust to the new experience of heading a household, which contributed to psychological distress. In that regard according to ZSH1 ISS3, the learners ended up engaging in socially deviant behaviours because of the psychological distress. Participants also concurred with what is noted in the literature section in that in terms of gender, girls were much more affected in terms of psychological distress than boys (Garza 2010:20) as they were expected to take care of household duties. It was noted in this study that even in situations where the girl child is younger in a CYHH arrangement they tend to take over household duties.

5.7.2 Anxiety and depression

Participants also noted anxiety as one of the emotions that tended to affect the children left heading households following the migration of their parents for labour. Anxiety again

was associated with the responsibility of managing the home and adjusting to the new roles expected of them in the absence of their parents.

The children are suddenly thrown in the deep end and are made to manage the home at a young age with no experience whatsoever, surely they will be very anxious (participant SASH3 Education officer).

Participant SASH4 (SBST) also added

They (children in CYHH) worry over the next meal, over learning material, over the extra duties expected of them and so on.

Teacher participant SASH5 also reporting in the session held in South Africa revealed that,

There are so many things that the children worry about in the home and at school; some learners in CYHH become so anxious that it is possible that they may contemplate suicide as an option.

The pressure associated with living without parents for prolonged periods of time led to lack of affection by the children. In that regard, learner participant SALR3 a paternal orphan who had lived for close to three years following the migration of her mother said the following;

My mother really does not care on what I eat, she always try to tell me that she is doing the best when I know that she is not. She is enjoying herself. I saw her pictures on Facebook.

Responding to the issue of anxiety among learners left in in CYHH, Zimbabwean participants seem to underplay anxiety. Parent participant (ZSH2) shared,

I would not say the children are at all anxious. Children left behind when their parents migrate in this area are better off than the other children in this area who live in poverty and worry over the next meal.

The above view was also supported by NGO participant ZSH7 who remarked

In my opinion children whose parents migrated to countries like South Africa, Botswana or are in the cities, they can't be worried or anxious. Yes they may worry a bit but it's not something we can talk about. In fact they are happier and more satisfied with life as compared to other children in poverty

In that regard, there were differences in terms of responses from participants in Zimbabwe and South Africa. While participants in South Africa viewed children left behind as anxious, participants in Zimbabwe saw the children as less anxious and more satisfied with life. Learners in South Africa confirmed the idea that children left behind in CYHH develop feelings of anxiety because of the pressure associated with their responsibility. The pressure and anxiety also led to suicide ideation and depressive symptoms among such children. The ideation of suicide was also affirmed among children left behind in China and Sri Lanka in which the hyperactivity and depression triggered suicide ideation (Fellmeth *et al.* 2018:2581; Knipe *et al.* 2019:11).

A similar view is also shared by Nazario cited by Lu (2014:1084) who asserted that prolonged periods of separation often leads to the children lacking affection and emotion. In the process learners ended up resenting the parents. The parental deficits such as the failure on the parent to provide for all the needs of children (e.g. the parent of SALR3) become magnified widening the gap between the parent and children left in the home. Fellmeth (2018:2581), and Maclean *et al.* (2020:2) associate the development of anxiety with the sense of abandonment that the children in CYHH develop. In other words, the children left in CYHH worried over several issues and this affected their psychosocial functioning. In that regard, participant SASH3 shared the following in an information sharing session report back (ISS2),

5.7.3 Withdrawn

Learners in CYHH following the migration of their parents were also socially withdrawn (SASH3 ISS1; SASH4 ISS2 and SASH5 ISS3). Being socially withdrawn in turn affected the teaching and learning process particularly when integrative approaches such as cooperative learning were applied (Alexander and van Wyk 2014:690). Consequently, a socially withdrawn learner would not benefit much in such learning spaces that incorporate integrative approaches.

It needs to be noted however, that this emotional condition was largely noted from participants in school X in South Africa. This suggested that there were noted differences

in how learners in Zimbabwe and those in South Africa tend to be affected in terms of their emotional functioning after parental labour migration. SASH3 ISS1 said

It is very common to have the children not associating with other learners and because they lack the self-esteem (SASH3 ISS1).

Participant SALR5 who was a learner also confessed to enjoying being withdrawn and finding comfort in the television or the internet, she said

When I think of my mother I end up watching the television or watch videos on YouTube to comfort myself my classmates think I am crazy but that is what I want, I can watch the television from morning to evening I don't care.

From these research findings, learners who were left in CYHH were also affected emotionally by parental absence. It is in such circumstances that the children ran the risk of being addicted to the internet or the television as was observed in China by Wang *et al.* (2019:6).

However, the extent to which they were affected may not have been as grievous as was noted in the literature section on the study on the mental health of children left behind when parents migrate (Adhikari *et al.* 2014:783; Maclean *et al.* 2020:2). Findings from this study by Adhikari *et al.* (2014:783) revealed that a high proportion of the children left behind had health problems which include hyperactivity, emotional and peer problems. In other words, the extent to which the children are affected by parental migration in Thailand seem to be more grievous as compared to what was revealed by participants in both Zimbabwe and South Africa.

The possible explanation of the difference may have been because in Zimbabwe and South Africa parents often left children who were relatively older and according to Adhikari *et al.* (2014:787) older children develop better support networks from their peers. This is also consistent with the observation by Maclean (2020:2) who describe children separated from their parents as having peer problems that include playing alone and not having any close friend. All the learners involved in the current study were above the age of 15 and hence they could be categorised as older children (cf. table 4.1). Besides age, the African culture could also be considered as an important resource that helped to mitigate the effects of parental absence on children left behind. The African culture valued

togetherness and in that regard, it may have been easier to develop community systems of support for children going through adverse conditions. Donald *et al.* (2014:188) argued that such cultural practices act as protective resources and become pathways in fostering resilience.

The findings drawn from literature, teacher and parent participants revealed that parental labour migration had a bearing on the internalising behaviours of the learners left behind in CYHH (cf.3.2.2; 5.7). Participants identified both positive and negative internalising behaviours that in turn reflected on the educational outcomes of the learners left in CYHH (cf. 3.9; 5.9).The findings also revealed that the internalising behaviours were also contextual (cf.3.4.1.2). Similarities and differences were noted between learners left behind in CYHH in the context of South Africa and those learners left behind in Zimbabwe. The variance on the effects were also noted among learners of the two countries (cf. 3.2; 5.7).

In both countries, education and community stakeholders agreed that the learners showed signs of anxiety and dissatisfaction with life which sometimes developed into lack of affection and emotion (cf.5.7.2). Learner participants supported by teacher participants in South Africa also revealed that some of the learners were withdrawn, had peer problems and developed feelings of worthlessness and low self-esteem leading to suicide ideation (cf.3.2.3; 5.2.7). Furthermore, the findings revealed that, some of the learners left behind ended up developing feelings of resentment towards their parents as they felt abandoned (2.4; 3.6; 5.5.4).Therefore, the research findings were consistent with past research that showed that separating children from their parents caused significant emotional harm (cf.3.2; 3.10)

In contrast, findings from Zimbabwean participants (learners, parents, teachers, education psychologist) associated the learners with both positive and negative internalising behaviours. Most of the learner participants in Zimbabwe expressed feelings depicting that they were satisfied, less anxious and happier (cf.5.2; 5.3). Furthermore, the findings from teacher participants, which were also reflected in literature, revealed that the learners in Zimbabwe were less withdrawn and more influential among their peers (cf.5.4.1.5).

In exploring the reasons for negative internalising behaviours among learners left behind, education and community stakeholders in South Africa (i.e. teachers, pastor, education officer and SBST) attribute the negative emotions to feelings of abandonment (cf.2.4; 3.6; 5.5.4). This implies that some parents on migrating tended to neglect their children. There are no clear communication lines resulting in the children feeling abandoned. Moreover, as reflected in literature and findings from learner participants in South Africa, the migrating parents were blamed for inadequate remittances resulting in the children doing without adequate food, clothing and amenities such as electricity (cf.2.4.1; 5.5.2; 5.5.4.2). This resulted in the children feeling abandoned and developing feelings of worthlessness, low self-esteem and anxiousness.

Findings from stakeholder participants in Zimbabwe (learners, teachers, school psychologist and school development committee member) attributed the positive internalising behaviours such as being satisfied to improved communication lines facilitated by smartphones, transport systems and remittances (2.4.1;3.7; 3.15; 3.16; 5.4). Consequently, the contrast in findings in Zimbabwe and South Africa were attributed to the ensuing relationship between the migrating parent and the left-behind children. While, most of the migrating parents in Zimbabwe maintained contact with their children through smartphones, remittances and return visits, migrating parents in South Africa were said to neglect that responsibility (cf.5.10). The situation became even more acute in divorce situations (cf.5.5.4; 5.9.3.2).Therefore, findings from this study were in tandem with past research that revealed contexts as significant in terms of the emotional impacts of parental absence and in the process of developing relevant support (cf. 2.3; 3.2.5; 5.10).

5.7.4 Vulnerability to emotional abuse

Key informants of this study such as the learner participants in both countries revealed that learners in CYHH were at heightened risk of suffering emotionally due to pressure associated with heading the home. The study revealed that learners in CYHH were potential victims of stigma that may also translate to emotional abuse (cf.3.10; 5.6.1). Such learners in CYHH in the context of parental labour migration tended to carry labels in both Zimbabwe and South Africa (cf. 5.6.1). The learners were often labelled as troublemakers both at school and in the community, affected them emotionally. Some of

the labels that the learners carried were a direct result of their misbehaviour in the school and in the community (cf.3.2.5; 3.10; 5.4.2.2). Consistent with literature findings, teacher participants highlighted that learners in CYHH arrangements were also affected emotionally and tended to develop high levels of anxiety (cf. 3.2.3; 3.2.4; 5.4.3.1 and 5.4.3.2). High levels of stress were said to have both biological and emotional effects (cf.3.2.3; 5.7.1).

5.8 Theme 5 Parental migration nurturing Vulnerability and abuse

Vulnerability refers to a state of high risk resulting from uncertain events (SADC 2011:4). Certain events such as parental labour migration bring forth a degree of risk and uncertainty for children left behind. It is in consideration of such risks and uncertainty that this study advocated the exploration of a support framework that aims at improving the welfare of children in vulnerable conditions. The research question that guided this section was:

Research question: What are the perceptions of education and community stakeholders on the psychosocial effects, educational outcomes and vulnerability of learners left behind in CYHH? (cf.1.4.1.6).

To help answer the above research question participants in the focus group discussions (FGD1 and FGD2) and Information sharing sessions (ISS1, ISS2, ISS3 and ISS4) were asked to respond to the following question: **In your opinion how vulnerable to abuse are learners left behind in CYHH following parental labour migration?** (Annexure I and Annexure J).

5.8.1 Interpretations and discussion emerging from the question (FGD and ISS).

Participants in Zimbabwe and South Africa alluded to the susceptibility to abuse among learners left behind in CYHH following parental labour migration in the focus group discussions (FGD1 and FGD2) and information sharing sessions (ISS1, ISS2, ISS3 and ISS4). Parental labour migration creates a state of uncertainty and exposes the children left behind to risky situations. In the absence of the parents,

Children left behind in CYHH occupy spaces that expose them to sexual, verbal and physical abuse (participant ZSH1 in information sharing session ISS3).

Their situation is further compounded by being adolescents, a stage that involves a set of biological, psychological and social transformations (Cortes 2011:5). This resonates with findings from Makura and Shumba (2009:100) which reveal that girls are prime victims of abuse both at home and in schools. Abuse is defined by the SADC (2011:4) as an act of ill-treatment that harms or affect the dignity of an individual.

These forms of abuse were regarded as more prevalent in cases where the primary caregiver was absent as was the case with learners left in CYHH following the migration of their parents (Mullen and Fleming cited in Hage and Pillay (2017:307). In other words, participants saw the need to explore the space occupied by learners in CYHH to mitigate abuse among learners.

According to participant ZSH5 reporting for group ISS3,

Stakeholders need to acknowledge that children left behind when parents migrate are vulnerable. The children are exposed because the parents are not there to protect and guide them.

The same view line was also shared by ZSH3 ISS4 who felt that their community exclude children in CYHH in the context of parental labour migration in their surveys.

Usually when vulnerability assessment surveys are done, children from migrating parents are excluded because they think only those who lack in terms of food should be listed.

Therefore, the vulnerability assessment was based on the myopic view that vulnerability was to do with food and other basic needs. On that basis, children from CYHH in the context of parental labour migration were excluded from possible support because it was assumed that their parents were well off and could provide for their children. It is from this viewpoint that the researcher felt that the community tended to associate vulnerability with lack. In other words, their definition of vulnerable children was only confined to those children who lack in terms of basic needs such as orphans. The issue of concern may have been that, acknowledging that left-behind children in CYHH were vulnerable, would imply that they got on to the register of children who among other things benefited from

food aid and health care. The education and community stakeholders (ZSH1 ISS3, ZSH2 ISS3, and ZSH5 ISS3) noted that their community is not prepared to allow that. This is because,

...their parents are alive and need to step up and take care of their children just like everyone else (participant ZSH2).

However, as noted in the literature section vulnerability is not only confined to lack of provisions but would also include children who are at risk of abuse which includes sexual, physical and abandonment (Givaudan and Pick 2013:1085).

From the gathered responses in Zimbabwe and South Africa there was a general acknowledgement that the learners are susceptible to the various forms of abuse, physical, sexual and neglect (ISS1,ISS2,ISS3,ISS4, FGD1,FGD2). The same findings were revealed in the narrative interviews with the learners (ZLR1, ZLR3 and SALR). Such findings agree with observations made in the literature section that children in CYHH engage in unprotected sex with multiple partners especially under the influence of alcohol or drugs (Lobi and Kheswa 2017:101). Children in rural areas are also considered at increased risk of abuse than their urban counterparts (SADC 2015:4). As alluded to in literature, children who were left behind when parents migrate are likely to suffer abuse, neglect and exploitation (Givaudan and Pick 2013:1085).The children were also associated with transactional relationships that may also expose them to the dangers of sexually transmitted infections (Lobi and Kheswa 2017:102). In other words, leaving children in CYHH exposed them to risky sexual behaviour that could expose them to the danger posed by HIV and AIDS. The following forms of abuse were identified in the discussions.

5.8.2 Sexual abuse

The information sharing sessions and narrative interviews yielded information that suggest that children in CYHH, particularly the girl child, could be susceptible to sexual abuse (ISS1, ISS3, and ISS4). As noted in the literature section the absence of the primary caregiver in this case due to labour migration exposed the children left behind to abuse (Mullen and Fleming cited in Hage and Pillay 2017:307).

Participant ZSH1 remarked,

Sexual abuse is a serious problem that as stakeholders we need to find ways to protect children living in the absence of their parents. The children need us for protection and most of the cases go unreported because the perpetrators are either boyfriends or relatives.

A similar view was shared by participant SASH4 (SBST coordinator) who said the following,

As a nation sexual abuse is a serious problem and the environment in which the primary caregiver who is the parent is away increases the risk. The children in such circumstances need to be empowered so that they are able to protect themselves and be able to say no

Child sexual abuse is an issue of concern in Zimbabwe and South Africa with cases on the rise. The University of Edinburgh and Childline Zimbabwe (2016:2) reported that cases of sexual abuse are on the rise in the 13-17 age group. This necessitated the exploration of a system of support for such children.

The narrative interviews and information sharing sessions suggested that the sexual abuse of the children in CYHH could be in the form of date rape, intergenerational relationships and child marriages.

5.8.2.1 Date rape

One of the ways in which children, particularly girls, are abused takes the form of date rape. School heads in Zimbabwe also affirmed that girls are prime victims of abuse at home and in schools (Makura and Shumba 2009:100). This type of rape is difficult to detect and according to participant ZSH5 in Zimbabwe

This form of abuse is difficult to detect and only relies on the willingness of the victim to report (ZSH5 (ISS3). This type of rape becomes prevalent on learners in CYHH because they lack protection, they may not have someone to confide in. (ZSH5 ISS3).

Date rape as a form of abuse was defined by participant SASH5 IN South Africa as;

This happens when a girl child is forced to have sexual intercourse with her boyfriend possibly on a date and this is done after drugging the girl or giving her

alcohol. The girl would find herself in a compromised situation that would make it difficult to refuse the advances of the boyfriend. Her situation may be worsened by drugs or alcohol laced drinks they are given.

In Zimbabwe participants also revealed that girls staying alone are easy targets

Some boys take advantage of the absence of the parent. If the girl tries to be clever they can even drug-lace scones only to get what they want, all this shows the importance of the parents as they are there to protect their children. (ZSH1).

Participant ZSH1 also added,

Remember these are young boys and girls and may not be able to resist peer pressure. This implies that the girls in control of their situation that necessitates empowerment for the protection of the girls (participant ZSH1).

Participant ZSH4 who is a police officer also confirmed the prevalence of date abuse and said the following

At some of the 'Blesse' sponsored parties young girls are taken advantage of after unknowingly eating drug laced cookies, scones or drinking drug-laced drinks and such cases are difficult to detect and may go unreported.

Participant ZSH7 representing a Non-Governmental organisation in Zimbabwe shared,

The problem with this type of rape is that it usually goes unreported. Some of the cases only become known when our Organisation make follow ups to facilitate the return to school of dropouts that girls who would have dropped out return to school. This is when the girl would reveal that she was not really aware of what happened (ZSH7 ISS4).

The reason why the girls find it difficult to report may be due to ignorance or that they tend to blame themselves for being in such circumstances (ZSH1, ZSH2 and ZSH5-ISS3).

It is very difficult for the girl to report such kind of rape as many questions would need to be answered (participant ZSH7).

In South Africa as well participants revealed that victims of date rape tended to blame themselves. Participant SASH2 revealed the following in information sharing session (ISS3);

The sexually abused child would blame herself first for attending such compromising gatherings, for drinking alcohol or for being in such a relationship in the first place. In such circumstances the victim would not report it as rape.

Participant SASH3 also added,

The community is also not supportive, people usually blame the victim worse if the circumstances involve parties or alcohol. It's no easy to tell people that I was raped by my boyfriend at a party. As usual people would say you invited that on yourself.

The idea that the girls who are left in CYHH would fall victim to date rape was also corroborated by the report given by ZLR3 who is a paternal orphan and her mother migrated to South Africa shared her experience. She said

I joined this WhatsApp group that was called whyDo after getting the link from a classmate. I was told we would share our teenage experiences. But when I was in the group I realised that what was being discussed was not good but I enjoyed listening to the stories. The group organise outings and parties and girls do not pay anything. As for me I have since exited the group.

The researcher referred the concerned learner to the guidance and counselling teacher for possible assistance. However, the Guidance and counselling teacher (ZSH3) confided that the girl still needed help as she still continued to absent herself from school and she thought the girl still went out for the parties and outings.

I have asked her class teacher to try and reach her so that we could help her. I still don't trust her and I am afraid she may end up recruiting other young girls. There are no signs that she has changed at all.

Participants in South Africa also highlighted date rape as a risk that girls who stay in the absence of parents go through. Participant SASH3 an education officer in South Africa expressed the following

Being adolescents and living in the absence of the parent is a bad combination. This is a recipe of teenage pregnancy. The boys take advantage of parental absence. Children run the risk of being abused even by their boyfriends.

This meant that the learners in CYHH exposed themselves by attending outings and parties with strangers. It is in such gatherings that learners left in CYHH were exposed to

abuses such as date rape (ZSH3). The girls were lured by the offer as they were made to contribute nothing. However, it was in such circumstances that they fall victim of abuse (ZLR4 NI12). From such findings the behaviour of children left in CYHH overshadowed the benefits that parental labour migration may bring forth (Lu 2014:1082). It was however noted that the participants in Zimbabwe had more to say pertaining date rape as a form of abuse as compared to participants in South Africa. Nevertheless, as adolescents, the children also had a high inclination towards experimentation which ended up exposing them to dangers associated with HIV and AIDS (Meda and Makura 2016:77).

5.8.2.2 *Intergenerational relationships*

Participants in the focus group discussions (FGD1 and FGD2) and information sharing sessions (ISS1, ISS4) also revealed that some of the girl children in CYHH following the migration of their parents got involved in intergenerational relationships. Intergenerational relationships are defined as a situation in which young girl got sexually involved in a relationship with a man whose age was five or more years older (participant ZSH7). This situation was an underlying cause of vulnerability for children especially the girl child as it was associated with early child marriages and teenage pregnancy (SADC 2015:5). According to participant ZSH5 ISS3, cases of this type were on the rise due to the harsh economic environment in Zimbabwe.

...most young girls get involved with older man such as kombi drivers or truck drivers because of money (ZSH5:ISS3).

This implied that the young girls because of the need for a good life and because they lacked in terms of resources, got into relationships with older men who included taxi, truck and bus drivers. The result was that the children became destitute and circumstances pushed them into problems. In that understanding, participant ZSH3 ISS4 said the following,

The girls get into desperate situations and end up having relationships with much older men to get money.

Teacher and police detail participants in South Africa also shared similar sentiments,

You find very young girls having relationships with old man around 45 just to have money for food (SASH1).

Participant SASH4 brought in a different perspective and blame the adult men,

I think it is not proper to blame the victim girl, the adults who are the man should be blamed for preying on these young girls using food or money. We are tired of people who blame the victimised girls when the adults responsible are there.

Therefore, community participants in Zimbabwe and South Africa agreed that the children left heading households following parental labour migration were neglected. Neglect and desperation then forced the girls to be involved with older men to get money. In such processes, the young girls were abused and exposed themselves to sexually transmitted infections (teacher participant ZSH3). Neglect, desperation combined with adolescence becomes a risky combination that exposed the learners to dangers associated with HIV and AIDS.

5.8.2.3 *Child marriage and teenage pregnancy*

Participants in the information sharing sessions ISS2, ISS3 and ISS4 (Teachers, learners, education officer, police details, parent, NGO representative, SBST participants) also said that children in CYHHs sometimes become victims of early child marriage and teenage pregnancy. A child marriage was defined in the group ISS3 by Participant ZSH3 as,

...a marriage between a child who is a minor to an adult.

In the information sharing session, it was confirmed by participants that most of the cases of teenage pregnancy were from children in broken homes or in CYHH (SASH3ISS1). A case in point was cited in the information sharing session (ISS4) by ZSH4 who was a teacher in Zimbabwe,

At our school every year we have several girls dropping out of school after being made pregnant and married. This year a form two girl about 14 years fell pregnant and is now married. We see that every day but with no parents in the home our children can do anything. As a community we should be doing something but many of us just blame the migrating parents for failing to value the welfare of their children.

This case was also confirmed by the School Head who said,

Yes we have a form two girl who dropped out of school this year she was staying with his brother and their mother is working in Botswana or South Africa I am not sure. The girl am told now have a baby and as a school we referred the case to a local NGO.

Participants in South Africa also revealed that teenage pregnancy was a problem in South African schools

Teenage pregnancy is one serious problem that all schools are struggling with. We have several of our learners dropping out of school because of pregnancy

The same view was shared by SASH6 the school principal

If the parents are not in the house the girl child is at risk of being impregnated. We have several students dropping from school because they fell pregnant.

Cases of teenage pregnancy were also affirmed by the education stakeholders in the focus group discussions and information sharing sessions (FGD1; FGD2; ISS1, ISS2, ISS3, and ISS4). Though she had no statistics to validate her claim, ZSH1 ISS1, said that most of the girls who fell pregnant at school were those who did not reside with the primary caregiver or stayed alone in a CYHH. In that regard, the children in CYHH could be categorised as vulnerable and at risk of being abused.

As noted in the literature section, cases of learner dropouts were steadily rising among secondary school learners. In 2017 up to 25.70% of the learners had dropped out of secondary schools in Zimbabwe and of this total 8.13% had become pregnant and 10.32% were married (Annual Education Statistics Profile 2017:45). In this regard, parental absence due to labour migration is considered a factor that contributes to such statistics.

Therefore, participants agreed that parental labour migration fuelled teenage pregnancies, which resulted in learner dropouts. Because there was no adult in the home, the children in CYHHs engaged in premarital sex and ended up falling pregnant. The reasons were in tandem with what was also revealed in literature section. According to Lobi and Kheswa (2017:101) at adolescent stage, the brain will still be growing hence

their decision-making; self-control may not have developed adequately to control their desires and feelings. Participants also concurred with the observations of Bakker *et al.* (2009:8) in South Africa that the absence of the mother in the home perpetuates abuse on children left behind. In the same vein, parental absence through migration was also considered a risk factor for school drop out in Zimbabwe and South Africa.

Findings from teacher, education officer, school psychologist and parent participants in Zimbabwe and South Africa depicted left-behind learners as being at heightened risk of sexual and physical abuse (3.3.3; 3.7; 3.10; 5.6.3; 5.10). This outcome was largely attributed to parental absence for guidance, protection and supervision (cf. 2.7; 3.2; 5.6.2; 5.8). The risk of abuse was also confirmed in literature in where various forms including having intergenerational relationships, date rape or sexual violence (cf. 3.8.2; 5.10; 5.8.1.2 and 5.8.1.3) were noted. The environment was also linked to child marriages as the learners lacked protection and guidance (cf. 2.7; 2.10; 5.8.2; 5.9.3) vulnerable groups in the absence of their parents. As was indicated in the literature section the girls who remained in CYHH often fell victim to abuse by people that they knew which increased the chance of such cases going unreported (cf.3.10).Such factors justified the exploration of systems of support, protection and empowerment of such learners. To make the support sustainable it was built on the assets available within the environment of the affected learners (cf. 2.2; 2.3; 3.12; 3.14; 3.16; 5.10).

Furthermore participants (teachers, education officer, NGO representative and learners) identified positive inherent attributes within the learners that, if optimised, could mitigate against the perceived effects associated with parental absence through migration (cf.2.2; 5.3; 5.4 and 5.10). The identified assets include maturity, resilience and hardworking (5.10). The inherent attributes augmented with social capital drawn from the learners' environment would go a long way in the development of support, protection and empowerment of learners in CYHH (cf. 2.2; 3.16; 5.10.2).

5.9 Theme 6: Parental migration and educational outcomes

In the three phases of data collection, i.e. focus group discussions (FGD1 and FGD2), narrative interviews, and information sharing sessions (ISS1, ISS2, ISS3 and ISS3 the researcher also sought to explore how parental labour migration affects learners left behind in CYHH in terms of educational outcomes. Three aspects were asked on and they were used as measures of assessment. Participants reflected on how parental labour migration effects grade progression, graduation rates as well as grade index (**Annexure H**).

In the narrative interviews, learners were asked to describe their learning experiences, outlining both positive and negative effects (**Annexure H**)

Similar questions were also posed for discussion in the focus group discussion (FGD1 and FGD2) and in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) (see **Annexure I** and **Annexure J**). The participants were asked to describe how learners were affected in terms of educational outcomes following parental labour migration. Secondly, they were to identify barriers to learning that were posed by parental labour migration on the learners left in CYHH.

5.9.1 Interpretations and discussion emerging from questions

Participants revealed two opposing views pertaining to the effects of parental labour migration on learners' education. While participants mostly in Zimbabwe were of the view that migration of parents, benefits the children in terms of educational outcomes, participants in South Africa generally saw it as detrimental to the progress and educational outcomes of children left behind.

Therefore, data collected in the narrative interviews (NI), focus group discussions (FGD1 and FGD2) and in the information sharing sessions revealed that the learning experiences of learners in CYHH following the migration of their parents had both positive and negative effects.

5.9.1.1 *Positive effects*

The positive benefits were outlined by various participants in the three phases of data collection i.e. in narrative interviews (NI), focus group discussions (FGD1 and FGD2) and in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4). This line of thought was represented in both Zimbabwe and South Africa. There was however, debate as to the extent to which the positive effects relate to the negative effects. This viewpoint was also supported by previous studies done by Antman (2012:1) who contends that parental labour migration is a successful strategy to improve educational outcomes of learners left in the home. Samet (2013:225) singles out technology transfer as significantly improving educational outcomes for learners left behind in the context of parental labour migration. SALR1 NI1, ZLR2 NI10, ZLR3 NI11, ZLR4 NI12 and ZLR5 NI13 were of the view that parental migration has benefited them positively in terms of education.

According to Zimbabwean learner participant ZLR2 in an interview (NI10) as learners they can only

...enjoy it (school) when school fees is paid, have uniforms and have books.

Learner participant ZLR4 also shared a similar view in an interview,

Money is everything here. These days money for bus levy is required and those who have not paid went back home. So I think my parents did the right thing by going to the city to work so that they are able to buy me school uniform and pay school fees.

Participant ZLR2 also referred to difficult economic circumstances prevailing in the country that made it difficult for parents within their community to raise money for school fees. Participants ZLR2, ZLR4 and ZLR5 revealed that their situation is much better because their parents migrated and as a result their school fees were paid on time and they are progressing well with their education. Hence, learners in Zimbabwe saw the migration of their parents as a positive development that affords them the opportunity to attend school as their school fees is paid.

Similar sentiments were shared in the focus group discussion (FGD2) information sharing sessions (ISS3 and ISS4) in Zimbabwe. According to ZSH6 ISS4 when parents migrated for labour they were driven by the need to meet, the needs of their children and school

fees are one of their top priorities. This was consistent with the findings in South East Asia in which the desire to secure a better future for the children left behind is noted as the motivation for parental labour migration. School Development Committee Participant ZSH2 who is also a parent expressed the following,

Being able to pay for school fees and caring for the family left behind is the reason why parents migrate to cities or to other countries, everyone knows that rainfall here is not reliable so you can't rely on agriculture. Some parents are even migrating to become makorokoza (artisanal miners) so I think migration benefits the children a lot. You need to be aware of the harsh conditions in our area

As a result, when the parents migrate they often make an effort to pay their school fees and meet the learning requirements of their children left behind. The working paper from UNICEF (2020:2) also shares a similar view in that limited job opportunities in rural communities and in some developing countries motivate parental labour migration. Parents who migrate are expected to have increased income that is used on the education of learners left behind (Davis and Brazil 2016:1). Following parental labour migration participant ZSH6 argued that, (School)

Fees payment is actually easy for those parents who would have migrated to foreign countries as they take advantage of the exchange rates. They just burn a (sell on the black market) few US dollars or rand and pay school feesZSH6 ISS4

This meant that the migrating parents exchanged their foreign currency on the black market where they obtained higher rates and paid their school fees obligations. This is unlike a parent who resides in the country and due to drought cannot afford to pay the required school fees and their children are affected in their learning (teacher participant ZSH6).

Besides school fees, ZSH6 ISS4 andSASH5 ISS2 also said the parents who migrated for labour would be in a better position to provide their children with the required learning materials. According to education psychologist participant in Zimbabwe ZSH1

...one exercise book costs \$3 bond and how can you afford the 20 or more needed in the new curriculum when you are a villager.

Teacher participant ZSH8 also concurred that by comparison, children of parents who were working elsewhere particularly outside the country provided their children with the

required learning material that included writing books, pens, pencils and school uniforms. However in some cases according to ZSH8,

The learners would sometimes get far more than they need some have laptops or smartphones for their research (Teacher participant ZSH8)

In this regard, learners with parents who would have migrated were in a better position to have better learning experiences and improved educational outcomes facilitated by financial resources provided by the parents who would have migrated for labour. This resonates with views expressed by Samet (2013:225) who averred that parental migration is also beneficial in the source economies through technology transfers. In other words, migration in this case afforded learners left behind access to information and communication technologies useful to enhance their learning

Therefore, participants in Zimbabwe revealed more positive effects of parental migration on learners' educational outcomes. This resonates with findings made by Davis and Brazil (2016:1) that in which parental labour migration results in increased income. This income on the part of the parents facilitates investment in the learners' education. The expected outcome is increased student enrolment and grade progression (Davis and Brazil 2016:1).

5.9.1.2 Negative effects

However, other education and community stakeholders particularly in South Africa (School X) held a different viewpoint. According to SASH4 ISS2 when parents leave their children in CYHH, they often

...neglect their responsibility over their children and this affects their education as they go without food and other learning resources.

Parental labour migration also results in,

...emotional distress which often leads to behaviour problems at school (ZSH1 ISS2).

This observation is also confirmed in literature, Lu (2014:1082) averred that the psychological problems faced by learners left behind become manifest in school related problems. The educational outcomes of such learners are affected in the negative as a

result. She said in some cases the children are dependent on the meal that is provided by the school, which may be inadequate (SASH4 ISS2). She went on to say, as a school, they have since introduced a system in which they packed the leftovers and asked the learners in CYHH to take these home (SASH4 ISS2). In those circumstances (SASH4 ISS2) said it would be difficult for the learners in CYHH to enjoy their learning.

5.9.2 Effects on grade index and grade progression

Participants in this study also noted that parental labour migration also affected the learners left behind in CYHH in terms of grade index and progression (ISS3). This resonates with findings from Meng and Yamauchi (2015:16) that parental absence resulted in decreased school performance as measured by grade index. This finding, however, does little justice to the potential that parental labour migration possesses in terms of enhancing the learning outcomes of learners left behind. The learning resources and technology transfer are factors that Samet (2013:225) argued should benefit learners left in the home following parental labour migration. This infers other variables within the arrangement neutralise the anticipated benefits.

SASH5 ISS3 reported that when learners had no adult supervision in the home, they tended to neglect their schoolwork. This in turn affected the learners in terms of their grades and grade progression. On being asked to explain how this happened by the researcher, SASH5 ISS2 said that when a learner failed more than two learning areas that learner did not progress to the next grade but asked to repeat the same grade. Though not directly pointed out by participants the researcher on reflection assumed that the reason why some of the learner participants involved in this study were older than their average grade age could be attributed to repeating of grades after failing to reach the benchmark to progress to the next grade. In this regard, parental labour migration affect learners left behind in terms of grade index and grade progression.

Participants in school Y in Zimbabwe also shared similar sentiments. ZSH8 ISS4 raised concern over the way in which learners in CYHH following the migration of their parents value their schoolwork. According to ZSH8 ISS4

Children left behind in CYHH often neglect their school work, they do not do their homework and their school work often lags behind.

Similarly, in South Africa participant SASH4 who is a teacher expressed the following;

Closely assess the age of most of these children in CYHH at our school, most of them are above 18 and should be at university but they are in grade 10. This is because they are made to repeat grades as they do not take their school work seriously.

This implies that grade progression among learners in CYHH was halted as they were made to repeat grades. This observation is consistent with findings from the study by Meng and Yamauchi 2015:16) in that left behind children are older for their grades due to grade repetitions. Participant ZSH3 who is a guidance and counselling teacher in Zimbabwe also agreed with the above view and added that,

The learners left behind lack seriousness with their school work even those with potential. This is because they are not supervised at home.

Participant ZSH1 (Education Psychologist) also suggested,

It is very difficult to motivate children in Zimbabwe to be serious with their schoolwork because they do not see value in the education as they see people they consider educated such as teachers struggling in the country.

However, though parental labour migration affects the learners left behind in terms of grade progression in South Africa and results in the learners lagging behind their age mates in terms of grade progression, a different picture was obtained from participants in Zimbabwe. In Zimbabwe most participants were in their age appropriate grades and on being asked how grade progression among such learners is affected in Zimbabwe participant ZSH8 shared that,

The idea that a student makes grade progression does not necessarily mean they are doing well in terms of achievement. It is because the Zimbabwean education system allows learners to progress with their grades irrespective of academic performance.

From the discussion with education and community stakeholders in Zimbabwe (ZSH3 ISS3 and ZSH6 ISS4) it emerged that left-behind learners in CYHH sometimes lacked supervision in the home, which then affected their performance. ZSH3 ISS3 gave an example of one learner whom he said had potential to do well in terms of academic attainment as he had five aggregate points in his grade 7 ZIMSEC public examinations. However, the boy is said to have started to misbehave and absent himself from school and at the end of his Ordinary level examinations, he did not pass even a single subject.

Education stakeholders (teachers, school head/ Principal, and education officers) who participated in this study revealed that left-behind learners in both Zimbabwe and South Africa following the migration of their parents were perceived to be affected in terms of their educational outcomes (cf.5.9). The findings resonate with past literature in that there are both positive and negative effects of parental labour migration on left-behind children in terms of grade progression, grade index and retention rates (cf.3.9;5.9). Participants in South Africa (teachers, school principal, and education officer) revealed largely negative effects of parental migration on the educational aspirations of children left in CYHH. Conversely, Zimbabwean participants such as teachers, parents revealed positive effects in terms of school enrolment and negative effects in terms of grade index and graduation rates. Hence, while participants in South Africa revealed largely negative effects, participants in Zimbabwe voiced both positive and negative effects in terms of educational outcomes. The perceived effects were estimated in terms of grade progression, school enrolment and grade index (cf.5.9.1; 5.9.2).

In terms of grade indexes, education stakeholder participants such as teachers, education officer, school psychologists and learner participants in Zimbabwe and South Africa concurred that parental absence through migration negatively affected grade indexes of left behind children (cf.5.9.2.1). Accordingly, the impact on grade indexes among the left-behind learners was assessed through the perceptions obtained from the teachers in Zimbabwe and South Africa. This observation also echoed findings from past literature in countries such as China, Nigeria, Ghana and the Philippines (cf.3.9.2) where learners left behind in CYHH are perceived to be affected negatively in both Zimbabwe and South Africa (cf.5.7; 5.9.2.1). Such learners underperform in their schoolwork regardless of

potential (cf.3.9.2; 5.7.1). In exploring the reasons for poor educational outcomes estimated by grade indexes, teacher participants together with education psychologist and education officers in Zimbabwe and South Africa respectively, blamed the emotional impact of parental absence and the ensuing negative behaviour patterns (cf.2.10; 3.3; 3.3.1, 3.3.2; 5.6.3). Parent participants in Zimbabwe singled out the behaviour patterns characterised by alcohol abuse as taking a toll on the grade indexes of learners in CYHH arrangements. This is again attributed to parental absence for the purpose of guidance, supervision and monitoring of the children (cf.5.6.2; 5.6.4). The learners were said to lack support (physiological and emotional), misbehaved and lack guidance which resulted in poor academic performance (cf.2.10; 3, 3; 5.7). The observation resonates with Maslow's hierarchy of needs which suggests that failure to meet lower level needs on the base of the hierarchy affects the attainment of higher level needs.

Teacher, SBST and Education officer participants in South Africa revealed that parental absence negatively affected the grade progression of children left behind in CYHH (cf.5.9.2). This finding in South Africa was other researches which related parental absence with slow grade progression (cf. 3.9.2; 5.9.2). The ensuing emotional effects and the behaviour patterns associated with children left in CYHH as parents pursued labour are said to affect grade progression of the children left behind (cf. 2.10.3; 3.2.3; 3.9.2; 5.6.2; 5.7.2). The above findings in South Africa were also augmented by observations made from the learner participants of this study (cf. table 4.2). Using age as a factor teacher participants in South Africa revealed that most of the learner participants involved in this study were older to be in grade 10 and lagged behind by at least a grade and those above 18 were actually expected to be doing tertiary education (cf.5.7.2).

In resonance with past literature, various factors were exposed by teacher participants in South Africa as contributing to slow grade progression among left-behind learners (cf. 2.10; 3.2.3; 5.7.2). Some of the learners were made to repeat grades following poor results (cf.3.9; 5.5.3; 5.9.2). Furthermore, findings from teachers, education officer and SBST participants in South Africa related the poor grade progression among left behind children to misbehaviour which resulted in some of the learners dropping out of school only to continue after an interval (cf.5.5.3). In that regard, some disparity was noted on

the ages and grades of learners left behind in CYHH following parental labour migration at the rural South African school used in this study.

Comparatively, findings from stakeholder participants in Zimbabwe (Teachers, parent, NGO representative and Education psychologist) revealed normalcy in terms of grade progression of learners left in CYHH following parental labour migration at the rural school progressed well (cf.5.9). Teacher and parent participants in Zimbabwe revealed that there was no marked effect in terms of grade progression of learners in CYHH and in fact such learners were said to stand a better chance at steady progress supported by remittances (cf.3.7; 3.9; 5.7.2). Even in the absence of the parents, learners left in CYHH had normal grade progression. The sampled learner participants also portrayed normal grade progression among the left-behind learners in Zimbabwe (cf. table 4.2). Therefore, parental labour migration had no effect on the grade progression of left-behind learners in Zimbabwe, but it negatively affected grade progression among learners left in South Africa.

Stakeholder participants in Zimbabwe and South Africa (cf. table 4.2) attributed the differences to how parental labour migration affected learners in the two countries. Learners left in CYHH in Zimbabwe tended to benefit more particularly through remittances from the arrangement as compared to those in South Africa (cf.3.7; 3.9; 5.9.2) However, the difference could also be attributed to the differences in the education systems of the two countries. While in South Africa progression with grades took into consideration academic performance, in Zimbabwe it was not the case as learners could progress with grades despite academic performance.

5.9.2.1 CYHH in relation to learner dropouts

Parental absence through migration appear to have contrasting effects in Zimbabwe and South Africa as was revealed in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4). On one hand, participants in South Africa closely associated parental labour migration with the increase in learner dropouts (SASH3 ISS2, SASH5 ISS2). In fact, they viewed it as one of the major drivers of learner dropouts among learners in South Africa.

On the other hand, participants in Zimbabwe were of the view that parental labour migration increased the retention of learners left behind even in CYHH facilitated by remittances. In other words, parental labour migration contributed to more years of schooling for learners left behind in the home. However, other participants across the divide argued that while parental migration did not directly result in learner dropouts, it created an environment that nourished learner dropouts. The factors identified included teenage pregnancy, drug abuse and alcoholism (SASH1 ISS1; SASH5 ISS2, ZSH2 ISS3 and ZSH4 ISS4)

Learner dropouts become a critical issue considering that up to 42 959 learners had dropped out of school for the period 2013 to 2017 in Zimbabwe (Annual Education Statistics profile 2018:46). Similarly, South Africa has a dropout rate of 44.6% (Annual Education Statistics profile 2018:46) and in the Free State from which this study was conducted has a dropout rate of 51.6% (Annual Education Statistics Profile 2018:46). This confirms findings from Pescaru (2015:674) that following parental migration children were the most affected particularly their education status. In that regard SASH3 ISS2 said,

Learners who stay in the absence of their parents have a higher chance of dropping out of school than those learners who stay with their parents.

Participant SASH5 also concurred and said,

The reason why some of the learners get to be as old as 21 years while in grade 10 is that they might have dropped out of school at some point.

Though it was not established with certainty, two of the learners who were participants in the initial stage of the study were also said to have dropped out of school (SALR7 and SALR8). The prevalence of learner dropouts is also confirmed in the literature section in which the learner dropout rate is said to be higher among learners in various contexts of adversity in South Africa (Weybright *et al.* 2017:1).

From the learners' perspective it was revealed that sometimes they contemplate dropping out of school because of frustrations associated with heading the house without the parents. Participants such as SALR2, SALR6, and ZLR4 all hinted on dropping out of school citing different reasons. Participant SALR5 said,

I sometimes think it is better if I stop coming to school and look for a job because this is difficult.

Therefore, participant SLR5 was considering dropping out of school because of challenges to do with heading the household. Bakker *et al.* (2009:10) explain that learners in CYHH end up dropping out of school to take up parental roles. This implies that girls left behind heading households end up dropping out of school to take up parental roles. This finding is congruent with findings from similar studies by Mansuri in Pakistan (Cortes 2011:8) in which girls frequently dropped out before completing High school as compared to boys. Accordingly, parental labour migration negatively affects learners left behind as they drop out of school before completion of high school.

5.9.3 Gaps contributing to challenges

Following the identification of attributes that learners in CYHH should ideally have and the challenges that they go through, community and education stakeholders in the information sharing sessions were tasked to identify gaps that could be contributing to the challenges (ISS1, ISS2, ISS3 and ISS4). This activity was meant to explore means by which the stakeholders could step in and support the learners in their coping strategies. The objective was to close the gap through stakeholder support to enable learners in CYHH to cope in the absence of their parents. The activity would also specify the domains that need support in the learners. The following were the gaps that were identified in the ISS1, ISS2, ISS3 and ISS4.

5.9.3.1 Lack of adult control in the home

When parents migrate for labour and leave children in CYHH the home would be without an adult control. According to ZSH4 ISS4, usually when the children were still young, parents left them with a surrogate caregiver of one of the parents would make frequent return visits. However, when the children grew older the parents opted to leave the children alone usually because of disagreements with the caregiver (ZSH4 ISS4). The result was that the children would be in the home without adult supervision. Their situation

became dire because as adolescents they had a propensity to experimentation and easily succumb to peer influences (Meda and Makura 2016:77).

Without an adult, the home would lack discipline and the children do what they want which is dangerous and affects their learning (SASH2).

Participant ZSH2 in Zimbabwe echoed similar sentiments

The risky behaviours associated with children in CYHH is because of lack of parental guidance and peers take the place of the parent

This corresponds to what participant SALR5 complained,

It is very difficult to control my brother, he know that I cannot do anything. He comes and go as he wishes and there is nothing I can do about it.

Lack of control and discipline in the home may account for ZLR4 NI going out for parties all night, putting her life at risk. The consequences of parental absence also affected the process of instituting disciplinary measures in the school, According to ZSH5 who is a school Head,

It is much easier to discipline a child with parental involvement but with children living alone it's a challenge. If I put pressure on them they can even bring a fake parent hired from the village (ZSH5)

The effort to discipline learners in the school is affected by parental absence. More so, the children can bring in people who are not their parents or relatives to stand in as parents.

Accordingly, education and community stakeholders in Zimbabwe and South Africa agreed on the essence of parental involvement in the affairs of learners for improved well-being. Parental absence through migration expose some of the children to risky behaviours as they yield to peer pressure (Meda and Makura 2016:77). It also becomes difficult for the school to take up disciplinary measures in cases of misbehaviour by such learners in CYHH. Parental absence is also associated with higher psychological distress which affects the educational outcomes of the learner (Robila 2011:326).

Among the multiplicity of factors that contributed to learner dropouts, stakeholder participants in Zimbabwe and South Africa (Teachers, education officer, education psychologist, parent, SBST, G &C teacher cf. table 4.2), revealed that parental absence through migration contributed to the statistics in the two countries (cf. 5.9.2.2). This finding

was also consistent with previous literature in which parental absence because of labour migration was said to correlate with a higher probability of learners dropping out of schools (cf.3.9.4; 5.8; 5.9.2.2).

Furthermore, parent and teacher participants in Zimbabwe and South Africa related parental labour migration with the creation of an environment that sometimes led to teenage pregnancy, drug abuse, alcohol abuse and early child marriages (cf. 2.10; 3.3.2; 5.3.2; 5.6; 5.8). It was such learners who had a higher risk of dropping out of school. Accordingly, findings from this study show that parental absence through migration is a risk factor contributing to school dropouts in Zimbabwe and South Africa schools (cf.5.9). From that understanding teacher and parent participants appreciated the value of stepping in with a stakeholder based support to facilitate learner retention and improve graduation rates in Zimbabwe and South African schools using available assets (cf.2.2; 2.3;5.9.2.2; 5.10).

5.10 Theme 7: Education and community Stakeholders' role in assisting learners in CYHH.

Research question: How can left-behind learners utilise the available internal and external coping resources (assets) for their psychosocial functioning? (cf.1.4.6).

In the face of the outlined challenges facing learners heading households following the migration of their parents, participants in the information sharing sessions (ISS1, ISS2, ISS3 and ISS4) were tasked to proffer what they thought could be done to improve their learning experiences. The proffered solutions varied from those in which the learners would remain in the home and those that sought to remove the learners from the homes. This followed a debate among participants, while other participants' e.g.SASH1 and SASH3 were of the view that the children need to be offered surrogate care other participants e.g. SASH4 suggested the learners need to remain alone in the family homes. Merits and demerits of each of the options were outlined.

The question posed to participants was (**Annexure J**)

In the face of the identified challenges facing learners in CYHH what do you suggest could be done to improve their living and learning experiences?

5.10.1 Surrogate care for CYHH

In response to this question participants in ISS1 were of the idea that the children should be put under surrogate care. According to participant SASH1 in South Africa parents,

...need to be encouraged to leave their children with a responsible adult preferably a relative.

The other participants such as SASH3 also concurred and suggested that

Some of the children that are left behind would be too young to manage a household which explains the many challenges that this arrangement is posing in our community.

ZSH2 also submitted,

There are so many relatives that could be willing to take the responsibility of taking care of the children left behind at no extra cost.

Accordingly, participants considered taking advantage of Ubuntu so that members of the extended family could step in to help children left behind (Muchanyarei 2020:58). The plenary discussion following group discussions in ISS1 in South Africa identified the following as the merits of such an arrangement. The children would feel safe and protected with an adult in the home. The adult would assist in terms of regulating the behaviour of the children in the home. The adult would take some of the load off the children in terms of household chores. The adult would supervise the household ensuring that the children would concentrate on their schoolwork.

Accordingly, participants in the group (ISS1) suggested that the best solution to the challenges facing learners in CYHH is for the parents to be encouraged to look for a surrogate caregiver.

5.10.2 Left-behind learners remain alone in CYHH

Participants in information sharing sessions (ISS2, ISS3 and ISS4) in South Africa and Zimbabwe were more of the idea that the children left behind need to be supported and empowered within their family home. The option was considered both safe and practical. According to participant SASH4,

Children left behind following parental labour migration needs just support but otherwise they would be safer alone in the family home.

ZSH2 also suggested the same idea,

The numbers of children left behind by migrating parents is too big to consider foster care for such children.

The numbers of learners in CYHH following the migration of their parents was overwhelming to consider foster care for them. ZSH1, ZSH4 and SASH3 also brought in abuse as a hindering factor to give foster care to children left in CYHH. Chinyoka and Ganga 2013 also confirm that extended families were already overburdened and may not have been in a position to accommodate children with living parents. According to ZSH1,

When parents migrate leaving them with a surrogate caregiver the risk of the children being abused is high.

SASH3 ISS3 also concurred and said most perpetrators of abuse were people known to the children hence leaving children with another adult who was not the biological parent exposed the children to abuse be it physical, sexual or verbal by the caregiver. In other words, the participants in ISS2, ISS3 and ISS4 are of the opinion that leaving the children with another adult relatives would bring in more harm than good to the left behind children.

5.11 Strengths/ assets and available support for left-behind learners in CYHH

Research question: How can left-behind learners utilise the available internal and external coping resources (assets) for their psychosocial functioning? (cf.1.4.1.6)

In all the four information-sharing sessions, participants were tasked to make a list of what they think are the strengths inherent and available for learners in CYHH following the migration of their parents (ISS1, ISS2, ISS3, and ISS4). The participants in the information sharing sessions were community stakeholders drawn from the environment of the learners and the learners in CYHH (table 4.2). The objectives of the activity were to:

- i) identify the strengths that are inherent in learners left-behind learners in CYHH.
- ii) discuss the available support for learners in CYHH in the context of parental labour migration.

- iii) develop strategies to optimise on those strengths inherent and available for improved learning and well-being.

This activity was in line with the asset-based model in which the strengths would represent the best that the learners and their environment has to offer (Wilke 2006:4). This session revealed that even though the learners in CYHH may have own strengths built from their experiences there is still need to build on the strengths so that the children would have improved learning experiences. It was also revealed that it is challenging to generalise the strengths and weaknesses among the learners in CYHH, as they tend to be different. The discussion follows the distinction made by Donald *et al.* (2014:187) of internal and external assets that act as protective factors and also help in building resilience for left-behind earners in CYHH.

5.12.1 Internal assets

Participants in Zimbabwe and South Africa identified several internal resources that have potential to act as protective factors for learners in CYHH arrangements. The internal resources identified include, maturity, a sense of responsibility, mental strength, effective communication, sense of autonomy, goal driven and resilience. According to Donald *et al.* (2014:187) internal assets are potential resources in building resilience.

5.12.1.1 Maturity and a sense of responsibility

In terms of age it was noted that most parents who migrate for labour tended to leave children in CYHH who were relatively mature (SASH 3 ISS2, ZSH2 1SS3). Participant ZSH2 in Zimbabwe shared the following in an information haring session (ISS3)

When the children are still young the parents often provide a caregiver or try by all means to go with the children or one of the spouses remain in the home. This only changes when the children grow older, the parents are more comfortable to leave the children all alone in the home as they go to work.

Participant ZSH3 in Zimbabwe also added.

On the basis that the learners have been staying alone for periods exceeding a year indicates that they are mature and responsible. Some of the children are even caring for younger siblings showing that they are mature and responsible.

The maturity of the learners left behind in CYHH was also noted in the current study in which the youngest of the learners is 16 years and the oldest 21 years old. This affirms statistics provided by Meintjes *et al.* (2009:1) that over half of children living in CHH are 14 years and above. It would appear that the parents deliberately left their children in CYHH when they thought they had matured enough. Parental labour migration was largely an option deliberately taken by the parents, they often took into consideration the age of the children they leave in the homes (participantZSH2).

With regards to maturity teacher participant ZSH4 in Zimbabwe associated it with effective communication,

When parents leave mature children in the home they expect them to be in a position to say what they want and what they don't want.

Maturity was also discussed as a virtue by South African participants. Education officer participant SASH3 shared the following view,

If you look at many of these left-behind children you would notice that they are mature hence they should be in a position to obtain national identity documents so that they can have a degree of autonomy. Those who receive support grant they can even access it directly because they have the identity document. They will also be able to look after younger siblings.

However, participant SASH2 held a different view and said,

Many of the children living without parents are very much irresponsible, it is dangerous to trust them with support grant it would all be used in drugs and alcohol

Therefore, participants in Zimbabwe and South Africa identified maturity as a strength. However, while participants in Zimbabwe associated maturity with responsibility and effective communication, those in South Africa doubted the capability of the learners in

being responsible. They viewed the children as irresponsible because they lack parental guidance and supervision.

5.12.1.2 Resilience

In the face of the challenges associated with coping in CYHH following the migration of their parents, the children in CYHH may develop resilience (ZSH3 ISS4). Children with resilience have an ability to shape their own environment and are not victimised by it (Feldman 2017:404). Learner participant ZLR3 shared the following,

I now understand that things are tough out there and my parents had to go so that they are able to give us what we need. Yes I need them here but that would not help because we need money for food, school fees and clothes

Similarly, participant SALR 2 in South Africa shared the following,

Things were bad when my sister went to work in Bloem [Bloemfontein] as I relied on her but we all need the little money that she sends me. She can only send very little because she is paid very little

It is because of their resilience that the children continue to operate in the homes without the parents. According to participant ZSH3,

The learners find it difficult to cope in the initial years but with time, they develop survival skills and can adopt.

In other words, it is the first few months that would be difficult but they learn to withstand and overcome circumstances that place them at risk of psychological and physical harm (Feldman 2017:404). Because of resilience the children also had an appreciation that the parents migrate for their own good.

Parent and teacher participants in this study revealed that parents often left children who were relatively mature when they migrated for labour (cf. 2.2, table 4.2; 5.2.1). This was because labour migration was often a deliberate move on the part of the parent and hence they also considered if the children left behind had the potential to cope. Maturity was noted as a critical asset, as such learners with the requisite support and empowerment

could stand on their own in CYHH settings in the face of perceived effects (cf. 2.2; 5.8.1; 5.8.2). This would also enable them to improve their living and learning experiences.

Because the learners who were left behind in CYHH in the context of parental labour migration were often mature, there were certain capacities that could be developed among such learners. It was considered feasible to foster resilience and responsibility among such learners (cf.5.8.1). The following traits emerged from participants in Zimbabwe and South Africa as being associated with maturity:

5.12.1.3 Responsible

Findings from teacher and parent participants in Zimbabwe revealed that because most of the left behind children were more mature, responsibility was an accompanying virtue (cf.5.2). The children also had potential to be autonomous. Furthermore, participants revealed that as more responsible individuals they had the capacity to budget resources and took care of siblings. However, teacher participants in South Africa presented an opposing view as they regarded the children as irresponsible even if they were relatively mature (cf. 3.3; 5.4; 5.4.4.2).

5.12.1.4 Effective communication skills

Participants in Zimbabwe and South Africa (teachers, education officer, school psychologist and pastor) associated maturity with effective communication skills. Learners in CYHH who were mature had the advantage of having good and effective communication skills.

5.12.1.5 Access to identity documents

Teacher participants in South Africa submitted that the more mature left-behind learners could obtain identity documents to enable them to access support grants directly (cf.3.16.1; 5.4). Furthermore, findings from learner participants in South Africa revealed that there was contestation over the ownership of child support grants. It appeared that

some migrant mothers continued to receive child support grants while they were away from the children. The result was that the children lived in poverty while the mothers received child support grant (cf.3.16.1; 5.4.2). In consideration of the challenges faced by the children, teacher and parent participants in South Africa suggested that some of the children needed to get identity documents and access child support grant directly through the office of the social welfare (cf. 3.2.1; 5.5.2 5.4.2)

5.12.1.6 Mental strength and learners' aspirations

Parental labour migration is also viewed as inducing a positive effect on learners left behind. On being asked for their aspirations most of the learner participants in Zimbabwe and South Africa had positive aspirations. Participant SALR2 in South Africa aspired to be an accountant, participant SALR3 said wants to be a soldier. Similarly, participants in Zimbabwe identified careers that would compel them to move from their area. Learner participant ZLR2 said he wants to be a truck driver, while learner participant ZLR3 wants to be an airhostess. The idea that the learners' participants do hold aspirations was regarded in this study as an asset. This is congruent to the assertion by Samet (2013:228) who argued that migration stimulates domestic education. The argument by Samet (2013:228) is that children left behind are motivated to pursue higher education to migrate.

The learners were also noted to have the mental strength to be in position to cope (ISS1). According to SASH3 in information sharing session (ISS1), learners in CYHH following the migration of their parents do have the mental strength. She noted that the children go through many challenges both in the home and at school but they keep on. To education officer participant SASH3, this was a demonstration of a mental strength on the part of the learners. Just like all humans they have the desire to self-actualise (Carl Rogers and Maslow) but as noted by Griggs (2017:349) their circumstances stand as barriers to that goal. This is because most people do not live according to their inner most feelings but are hindered by relevant people in their lives who place conditions of worth (Hergenhahn and Henley 2014:557). It is such conditions of worth that this study believes affect the self-concept of learners in CYHH in the context of parental labour migration.

Participants in Zimbabwe and South Africa agreed that learners left behind following parental labour migration had inherent assets useful for their support; protection and empowerment (cf. 2.2; 5.10). The inherent strengths emanated from the virtues they developed prior to parental labour migration and those developed after the migration of their parents (cf.5.3.2; 5.4; 5.5; 5.10). These attributes and virtues were within the learners left behind in CYHH in the context of parental labour migration (cf.2.2; 5.10.1; 5.10.2). What emerged as essential was the full optimisation of such assets through education and community stakeholders drawn from their environment (cf.5.10). The inherent assets were particularly important in the coping strategies of such learners against perceived effects.

5.12 External resources from the community

Teacher, parent, learners and community stakeholder participants in Zimbabwe and South Africa also emphasised the significance of social support from the community stakeholders. In that regard the stakeholders would constitute the local external assets and when utilised they would go a long way in assisting learners in CYHH to cope. According to Donald *et al.* (2014:187) the external resources include social support networks and cultural protective resources. Participants in South Africa valued the experience, knowledge and skills that the external resources bring forth. SBST participant in South Africa (SASH4) shared,

Our community has the advantage of having skilled and experienced personnel that can step up and assist children who live in child headed households. What we only need to do as a school is to coordinate the activities maybe through working with the social welfare officer.

Participants in Zimbabwe also added resources, knowledge and time as key contributions expected from community stakeholders. Teacher participant ZSH6 remarked,

There are very important people we can use as a school to help improve the welfare of children in child headed households. We have several NGO's that have resources and qualified personnel with degrees to help children. Even in our

ministry we have psychologists who have all the knowledge to help children affected by parental absence. We just need to come together.

Participant ZSH7 (NGO representative) shared the following,

If we look closely there is a lot of manpower some even trained to assist children in adverse conditions we have the police, social welfare and several NGO's working in this area what we only need is coordination and the welfare of our children will definitely improve.

Similarly, in South Africa participant SASH2 (church pastor) expressed the following,

We as pastors we have a lot of concern for our children and there are also other organisations that can work with the schools to help our children but I think we are not being utilised effectively. The teachers think they can deal with all the problems on their own which is wrong, some of us were called by God to help, use us to help our future leaders.

Accordingly, the Zimbabwean and South African community were noted as having important external resources that when utilised could form the base for building support and resilience for learners left in CYHH (Donald *et al.* 2014:187). Following parental labour migration, the environment of the learners left behind became significant in terms of support, protection and empowerment. According to Bronfenbrenner, all development reflect the influence of several environmental systems (Santrock 2008:30). Borrowing from the person centred approach stakeholders from the environment are expected to give unconditional positive regard meaning they are respected and loved for what they are truly (Carl Rogers in Hergenbahn and Henley 2014:557). It is such circumstances without conditions of worth that can go a long way in ensuing that learners in CYHH are protected and empowered for improved well-being.

From the migrating parents, the learners were expected to get resources and ICT technology. From the school there was support from the curriculum, teachers and classmates. According to Donald *et al.* (2014:108) support could be built from external resources that include social support networks from extended family, neighbours, and peers. In an African context the concept of Ubuntu also made the support feasible and

sustainable (Muchanyarei 2020:58). Therefore, communities in which the children in CYHH reside were noted to be having community members who were trained and were capable of offering support (ISS1, ISS2, ISS3, and ISS4).

This view is congruent with Bronfenbrenner’s ecological model (1979) that views the school as a salient domain for children in which children spend more time (Wen and Lin 2012:122; Hampden-Thompson and Galindo 2017:248). The community and education stakeholders who informed this study include teachers, school head, SBST, School development Association, School Governing Board, Schools Psychological Services among others (cf. table 4.2). They were identified as capital on the basis that in their different ways they could be a source of support for learners in CYHH in the context of parental labour migration. The capital was considered more valuable because it was made up of both individuals and institutions that directly interact with learners in CYHH. The identified social capital in Zimbabwe and South Africa are tabulated in Table 5.1.

5.1 Table Depicting Social Capital Available for Learners in CYHH

Zimbabwe School Y	South Africa School X
Trained Teachers/ Head	Trained Teachers / Principal
Guidance and counselling trained staff	School based support team (SBST), DBST
Church, NGOs	Pastoral team
Police (Community Liaison Office)	Adopt a cop police
Schools psychological services	Schools psychologist; Social welfare officer
School development committee	School governing board (SGB)
Peers, peer clubs, associations, neighbours	Peers, neighbours
Relatives/ Extended family	Relatives / extended family

Findings from this study revealed that learners left in CYHH following the migration of their parents could also tap into the support offered through their learning institutions. The school, as part of the microsystem, was considered important in the sense that it has trained personnel who in this case are teachers and the school administration. The school support was also considered important because it is institutionalised. From the school the following assets emerged; teachers, guidance and counselling tutors, school administration, school rules or learner code of conduct, extra-curricular clubs and the school curriculum including the teaching of guidance and counselling in Zimbabwe and life skills orientation in South Africa

This study revealed that such assets within the school can be utilised in terms of firstly, providing support for the learners in CYHH, secondly, empowering the learners left in CYHH with knowledge and skills to cope with challenges associated with parental absence through migration and thirdly to capacitate the learners left in CYHH with life skills that would facilitate psychosocial functioning in the face of perceived effects of parental labour migration (cf. 2.2; 5.12.4)

Therefore, the school as an institution was found to be essential in the coping strategies of learners in adverse learning situations. The school had extra responsibilities besides the impartation of academic knowledge and skills. The school was also expected to be a centre for protection, support and empowerment of learners in adverse conditions.

5.13.1 Family relations and culture

Participants in Zimbabwe and South Africa information sharing sessions ISS1 and ISS3 laid emphasis on the significant role that relatives play in the lives of children in different adverse conditions. Pastor participant SASH2 had this to say about family relations built on the African culture,

Children in Africa are usually introduced to a host of relatives from the mother and father's side and these relatives are very important in our culture when things are difficult. The child belong to the whole family, you would find grandparents, aunts or other relatives standing in when the parents die.

Similar sentiments were also echoed in in Zimbabwe by parent participant ZSH2,

The child could be a son/ daughter, tete, [aunt] mainini [aunt], niece depending on relations (ZSH2 ISS3).

This implies that a child would have a network of relatives that could be an important resource in terms of coping. The child in CYHH had cousins, uncles, aunts, nieces and grandparents available for support (ISS3). The child assumed different titles depending on the relations.

According to NGO participant ZSH7,

This wide network of relatives from the father's and from the mother's side are important players in terms of improving the welfare of children left in CYHH following parental labour migration.

What participant ZSH7 considered as a threat to attaining this is that

Some migrating parents isolate their children from their relatives, some also become pompous and look down upon their less to do relatives.

Parent participant in Zimbabwe ZSH2 agreed with the observation and went on to say,

...we just watch and see and cannot just step in to help when not asked to (ZSH2 ISS3).

This implies that the relatives tend to just watch and may not assist or reprimand the children in CYHH even in cases of misbehaviour. The relatives may be willing to be of assistance but they felt it would be improper to just step in and give unsolicited help. The role of the family and family relations in giving fundamental skills, behaviours and values essential in terms of developing social relationships is disrupted by the migratory process thereby (Muchanyarei 2020:58).

5.13.2 Financial resources through remittances

Parents, teachers and learner participants in Zimbabwe and South Africa agreed that learners left behind have access to financial resources from migrating parents through remittances. However, learner and teacher participants raised concerns over the adequacy of such resources.

Education psychologist participant in Zimbabwe ZSH1 argued that,

Most of the learners left behind in CYHH had access to basic resources from the migrating parents, they receive money, food and clothing from their parents (ZSH1).

Several participants in Zimbabwe concurred that the learners left behind following parental labour migration did not have resources supplied by the parents who would have migrated for labour (ZSH1, ZSH2, ZSH3, and ZSH5). According to ZSH3 (ISS3),

...some of the children have more resources than they need.

In other words, the availability of resources could also be noted as a positive asset that could be used in terms of developing a psychosocial support to improve the learning experiences of learners in CYHH. The participants were asked to identify the resources that the children in CYHH had which could be considered important for their upkeep. The list generated by education and community stakeholders in ISS3 and ISS4 had the following items, Money, Smart phone, Fashionable clothing, Laptop, Music gadgets, Books and Food.

Some of the learners in CYHH also confirmed that they owned some of the stated resources, particularly a smart phone, which in different ways could be utilised and improve the coping strategies of the learners (ZLR1, ZLR2, ZLR3, ZLR4 and ZLR5. In terms of money, ZSH3 ISS3 said,

some of the learners have parents working in other foreign countries and they send to their children money that has more value some cases some teachers end up borrowing money from some of the students in CYHH (ZSH3:ISS3).

However, some of the participants particularly in South Africa were noted to be neglected and lack in terms of resources (SALR4). Participant SASH2 shared the following,

...not all parents take care of their children when they migrate.

She said as a school they had facilitated that one such learner be accommodated at the hostel facility and the second girl was being taken care of by one staff member of the school. In other words, the school had to step in because of neglect by the parents.

In this regard, the availability of resources such as money was an asset that could be capitalised on particularly in Zimbabwe but could also be a gap that may hinder the coping of learners in CYHH following parental migration to some extent in South Africa.

5.13.2.1 Community resources

The current study also noted that the community of learners left behind in CYHH also had important assets that could be utilised to improve their welfare. The school, which is at the centre of such social capital, was expected to develop working synergies with the other organisations within their community to facilitate referrals of cases. This would ensure that the learner get access to support from other institutions outside the school. Some of the identified community players that could be utilised are institutional while others are individuals. The identified assets which would constitute the social capital included police, the church, Local leadership (e.g. councillors, village heads, local chiefs), neighbours, relatives, friends, NGOs and government departments.

Accordingly, these individuals and institutions from the community housing learners left behind in CYHH are considered significant in terms of providing protection and support for learners left behind in CYHH following the migration of their parents.

5.13.3 Smart phone, ICT tool and the social media

The advent of the smart phone and social media platforms was also noted by participants in the information sharing sessions as having transformed the living arrangement of learners left behind in CYHH following parental labour migration (ISS1, ISS2, ISS3 and ISS4). This change was also noted in the literature section and was discussed as disembodied care (Baldassar *et al.* 2016:134). In such cases, family interaction is no longer dependent on geographic proximity but is facilitated through ICT tools.). Samet (2013:225) discusses this as technology transfer. This implies that the migrating parents

transfer technology to families left behind for ease of communication and learning purposes. The participants in all the information-sharing sessions agreed that the Smartphone and the social media WhatsApp are the most used gadget and platform respectively by learners in CYHH (ISS1, ISS2, ISS3 and ISS4). This viewpoint is also supported in literature, Parrenas (2005:318) posits that there are even aspects of overcompensation as the migrating mothers would try to nurture their children from afar.

Several of the learners in CYHH confirmed in the narrative interviews that they have Smartphone and they interact with their parents through the WhatsApp platform (SALR3, SALR5, SALR6, ZLR1 ZLR2 ZLR3 and ZLR5). Learner participant ZLR5 confirmed that always she would get the latest version of Smartphone from her father. The Smartphone

This is an important asset, through the phone the parent is reminded often of his or her responsibilities. The parent is also updated on the needs of the children left behind (Participant ZSH5).

Participant ZSH3 also shared a similar view and said,

Long back before the cell phone the migrating parent would just go and no-one knew his whereabouts it was called kumazivandadzoka (unknown) but now the parent can monitor activities in the home by making a call or on WhatsApp (social media application).

This meant that before the advent of the cellular phone migrating parents would just go and tell their own story when and if they returned. However, with the advent of the smart phone the parents and children are updated allowing the parent to monitor activities of children left behind.

Besides communicating their needs, the Smartphone was also considered a means through which the migrating parent could check on the children left behind in the home. Through this, the parent could also give emotional support to the children left in the home (ZSH1 ISS3). In that regard, the parent was constantly up to date with regards to the affairs of the children left alone in CYHH in the home. This observation to some extent agrees with the views expressed by Baldassar *et al.* (2016:133) that strong relationships

are not only dependent on face-to-face interactions or geographic proximity, but modern ICT tools can facilitate.

Figure 5.3 below illustrate the external resources that are available for left-behind learners in Zimbabwe and South Africa. These resources are clustered in the various institutions in their environment.

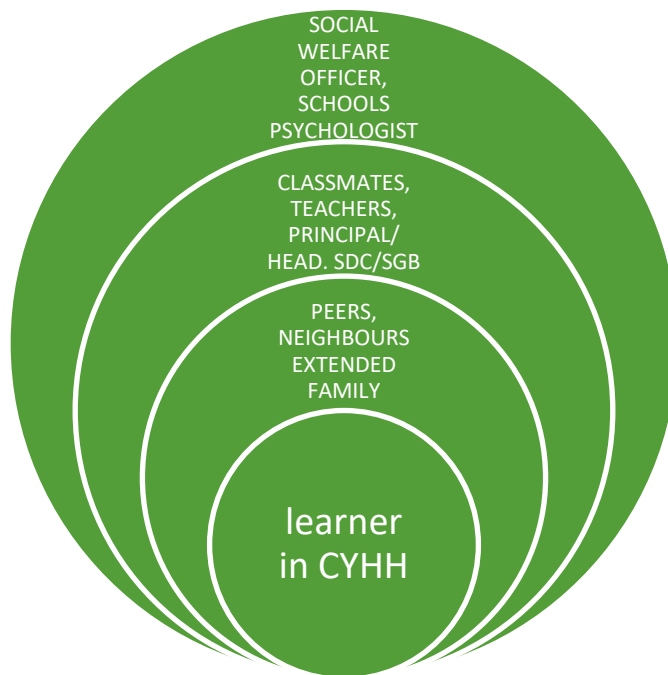


Figure 5.6 Own diagram illustrating external resources for support

Figure 5.3 outlines the relationship between learners left in CYHH and the social capital. The social capital constituted part of the assets that were significant in the coping strategies of learners left in CYHH. Participants in Zimbabwe and South Africa valued the role that the social capital is in terms of coping, protection and empowerment of learners left in CYHH following parental labour migration.

5.13.4 Legislative and policy support frameworks

Participants in the information sharing sessions (ISS2 and ISS3) also noted the significance of children's rights and the legal instruments in both Zimbabwe and South Africa as assets for the protection of learners left behind in CYHH in the context of

parental labour migration. As depicted in the literature section of this study, in both Zimbabwe and South Africa, children's rights are enshrined in the constitution, making it easier to come up with support structures for learners left behind in CYHH following parental labour migration. Section 28(1) (b) of the South African Constitution recognises that every child has a right to family care or appropriate alternative care when removed from the family environment (South Africa constitution 1996). Similarly, in Zimbabwe children affected by family separation find protection through the Child protection and Adoption Act (Act number 22 of 1971 as amended through Act 9 1997). However, what the researcher noted was participants both in Zimbabwe and South Africa were not well versed with the provisions of the legal instruments and frameworks. In the ensuing discussion, sensitisation on the issue was considered important so that the legal frameworks could be assets in terms of protecting and supporting children in vulnerable situations.

As noted in the literature section both South Africa and Zimbabwe are also signatories to the Convention on the Rights of the Child (CRC) 1989. The Convention on the Rights of the Child contains a set of rights that comprise the minimum standards that countries must ensure for every child within their countries. Hence, the instrument protects and provides for assistance to children in different circumstances including those living in CYHH following the migration of their parents. In that regard, the instrument is regarded as an asset.

The African Charter on the Rights and Welfare of the Child (ACRWC) is another instrument that this study considers instrumental in terms of protecting learners in CYHH following the migration of their parents. Article 25(1) of the ACRWC also points out that any child who is permanently or temporarily deprived of his family environment for any reason is entitled to special protection and assistance. This assistance could be from the government or from the community.

Learners also find protection through the South African Children Act 38 of 2005, which recognises a child headed household as an independent family form. This legal recognition of this family form gives is also considered as a positive step in terms of

rendering support to the children in CYHH. Similarly, in Zimbabwe child protection and adoption Act number 22 of 1971 as amended through Act 9 of 1997 is also a policy that can assist children in adverse living conditions.

From South Africa and Zimbabwe, this study also revealed several legislative and policy instruments that this study considers essential in terms of protecting and supporting children in adverse conditions such as being in CYHH following parental labour migration (cf.3.13; 5.12). The goal was to create the necessary learning milieu for learners heading households following parental labour migration. The identified instruments are:

- 6.6.1.1 United Nations Convention on the Rights of Children (UNCRC)
- 6.6.1.2 The African Charter on the Rights and Welfare of the Child (ACRWC) sets out the rights of children
- 6.6.1.3 South Africa Children ACT 38 (2005): This Act sets out parameters for the protection of children from all forms of abuse, neglect and exploitation.
- 6.6.1.4 Convention on the Rights of Children (CRC)
- 6.6.1.5 White paper 6 2013
- 6.6.1.6 Child Justice Act number 75 of 2008
- 6.6.1.7 Sexual offences and related matters Act number 32 of 2007
- 6.6.1.8 Child protection and adoption Act (Act 22 of 1971 as amended through act 9 of 1997) Zimbabwe
- 6.6.1.9 The constitution of Zimbabwe
- 6.6.1.10 The constitution of South Africa

The instruments were considered important in the context of the vulnerability of learners left behind in CYHH following the migration of their parents (cf.3.13; 5.8). Learners left behind in CYHH were considered in the current study as a particularly vulnerable group. In view of that, the instruments were considered important in terms of protecting such learners in the face of perceived effects. The frameworks set up parameters for the protection of children from all forms of abuse, neglect or exploitation. They were also important assets in terms of allowing the setting up of support systems in both Zimbabwe

and South Africa (cf.2.2; 5.12). What this study revealed was that education and community stakeholders were generally unaware of the provisions of such legislative instruments (cf.5.12). Consequently, they were not being fully utilised in the protection and empowerment of learners in adverse learning situations.

5.13.5 School based support

From the school setup, participants in Zimbabwe and South Africa identified important external resources and networks that were important in terms of building support for learners affected by parental labour migration. The resources were embedded in the curriculum and also found in extra curriculum activities. There were however, differences in terms of names and the structure of the different office bearers in the two countries but the researcher noted several similarities with regards to the basic structure.

5.13.5.1 The School Based Support Team

The SBST was also considered an important asset in terms of providing support for learners in CYHH in the context of parental labour migration (participant SASH4). According to the White paper 6 (2013:6) the SBST is made up of teachers and their major responsibility is to provide support for learners who face barriers to learning based on social, behavioural, language or economic factors. The SBST were considered important as they were empowered to handle learner welfare issues within the schools and could also make referrals to the District Based Support Team (DBST).

5.13.5.2 *Senior Teachers' students' affairs*

In the case of Zimbabwean schools, there is also the office of the senior master and senior woman that looks at the welfare of learners (ZSH5). This department has the senior master who is in charge of male learners' welfare and the senior woman who is in charge of female learners' welfare. Participants in ISS3 and ISS4 agreed that this department is an essential asset, which could be utilised to improve the welfare of learners in CYHH following parental labour migration. ZSH8 ISS4 asserted that both boys and girls going through challenges were ideally supposed to confide in the senior master or senior

woman and get assistance. However, according to ZSH5 the office of the senior teachers was often overwhelmed with administration work and learner welfare issues that tended to affect their effectiveness.

5.13.5.3 School rules and learner code of conduct

The two schools had set of rules that were noticed by the researcher on the noticeboards. The codes of conduct carry different names in the two countries. In Zimbabwe it is referred as school rules while in South Africa it is called the learner code of conduct (LCC). It is the responsibility of the teachers and school administration to enforce the school rules or the code of conduct to ensure a conducive learning environment. Participant SASH3 ISS2 said the rules could be counted as an important asset for regulating the behaviour of learners from homes that lack adult supervision. She went on to say that, *More often learners who lack supervision in the home would bring their rowdy behaviours to school and the code of conduct could be an instrument for control (SASH3 ISS2).*

The code of conduct also regularises the behaviour of learners coming from various backgrounds. Therefore, both the Zimbabwean and the South Africa education systems have systems and frameworks in place that help regulate the behaviour of learners.

5.13.5.4 Life Skills orientation and guidance and counselling lessons in the curriculum

Participants in the information sharing sessions also noted the significance of the school curriculum as a tool which could be utilised in enhancing the coping strategies of learners in CYHH following the migration of their parents (ISS2). This strength is also complimented by the availability of trained staff in these departments (SASH4:ISS2). As noted in the literature section in both Zimbabwe and South Africa secondary education the courses are timetabled, have a syllabus and have trained personnel to teach them. It is also through both the formal and informal curriculum that it would be possible to educate the whole child (Kochhar-Brayant & Heishman 2010:8; Darling-Hammond & Cook-Harvey 2018:1) can be realised. In this regard, education would not only respond to the cognitive needs of the learner but would also respond to the emotional, physical and social needs

of the learner. The exit competencies expected of such learners is a learner who can manage social life, emotional life and is able to cope in the face of adversity.

In South Africa Life orientation, which is one of the basic learning areas of the general education curriculum, aims to equip learners for meaningful living in the changing society (Donald *et al.* 2010:27). Consequently, it intends to develop a more balanced, independent and creative learner who would be in a position to utilise own talents to reach their fullest potential (physically, intellectually, emotionally and socially). In this regard, this learning area was considered important as an asset in terms of empowering learners in CYHH in the context of parental labour migration. According to participant SASH4,

Through the teaching of life skills we are contributing positively in improving lives of learners going through life's challenges.

She went on to say that *the*

...the learning area integrates learners going through different life challenges and coming from different backgrounds.

Teacher participant SASH3 concurred with the above observation but called on the educators to,

...give the learning area the importance that it deserves and introduce more engaging teaching methods, that way the learners would take it seriously.

Accordingly, the life orientation course was viewed as an important asset that was contributing to improved learning experiences for learners in CYHH arrangements. What was needed was for the educators to take teaching of the course seriously and improve on their pedagogy. The course was considered important in terms of support and empowerment for learners heading households among other adverse conditions.

The Zimbabwean curriculum also has a course in the curriculum called Guidance and counselling which stakeholder participants viewed as important (ZSH1, ZSH3, ZSH5, ZSH7 and ZSH8). The teaching of guidance and counselling was also considered a strength within the Zimbabwean education system that could potentially be utilised to

improve the learning experiences of learners in CYHH following the migration of their parents. According to guidance and counselling teacher participant ZSH3,

This learning area is very important considering that a lot of students have so many social, behavioural and emotional challenges that affect their learning and with such challenges no serious learning happens.

Teacher participant ZSH8 however, raised concern on how it is deployed and timetabled,

Teachers only teach G&C to have adequate teaching loads, even the way in which it is timetabled teachers and students don't take it seriously. Most of the lessons come in the afternoon when we are tired (participant ZSH8)

Teaching of guidance and counselling in the curriculum is important considering the socio-emotional challenges that learners go through in Zimbabwe. As noted in the literature section the rationale of the learning area according to the Guidance and Counselling syllabus 2015-2022 (2015:1) is to empower the learners with essential skills that enable them to survive in a changing socio-economic environment comprising the family, local, national and global communities. However, concern was raised on the capacity of the teachers to teach the course and timetabling of the subject.

The education curricula of Zimbabwe and South Africa have the learning areas that support and empower learners going through adverse learning situations. The two countries have the necessary tools within their curricula that could be utilised to improve learning experiences of learners in CYHH following parental labour migration. However, education and community stakeholders in both countries Zimbabwe and South Africa raised concern on the way in which the learning areas are taught. Participant ZSH3 (teacher in Zimbabwe) shared the following,

Yes G&C is there on the timetable and teachers are expected to teach it but most of the teachers are not trained to teach it, I am a maths teacher but they asked me to take some classes for G&C of which I am not qualified. It is just a way of making up my teaching load.

Therefore, in Zimbabwe, concern was on the capacity of the teacher, as most of the teachers of guidance and counselling were not trained for the area (ZSH3). Comparatively participants in South Africa, saw life skills training as extra work, participant SASH3 expressed the following,

...already we have a lot of teaching to do on the main subjects and it is difficult to get enough time for life skills as it needs lesson delivery methods that are more engaging and this takes time.

Hence, in Zimbabwe and South Africa teacher participants saw value in the teaching of guidance and counselling and life skills orientation, but they raised concern on the delivery methods which makes it less effective.

5.13.5.5 Co-curricular clubs

It was revealed from the information sharing sessions that the Zimbabwean school curricular also accommodated some co-curricular clubs that had the potential to be utilised for the development of the learners in CYHH (ISS1, ISS3 and ISS4). In the case of School X in South Africa, it was noted that even though it was permissible to establish such clubs, there was no such club in existence at the school (SASH5 ISS2). Teacher participant SASH5 said,

It is permissible to establish co-curricular clubs but our major constraint is time. I actually helped form a scripture union club at my previous school and we helped to mould learners in Christian values and the behaviour of our learners improved. I will seriously consider setting a similar club here. In the meantime the school allows the local pastor here to have sessions with some learners and teach the children good morals.

Guidance and counselling teacher participant ZSH3 in Zimbabwe also concurred saying, [co-curricular] *...clubs go a long way in assisting learners in various contexts of adversity and vulnerability. The learners learn to be responsible and learn leadership skills. The idea that the clubs are less formalised and learners retain authority goes a long way in empowering the learners.*

In the case of South Africa according to SASH5, the school often permitted her to meet with learners after lessons and share Christian values with the learners.

Some of the community stakeholders were also noted to have partnerships with some schools to capacitate learners through trainings and awareness campaigns (ZSH5). The local police had a running programme in the school called the junior call programme. Under the junior call programme, they utilised the time for co-curricular activities in the school. They also worked with students who were interested in the work of the police. The objective of the programme was to develop a responsible and law abiding student (ZSH4 ISS3).

Table 5.2 below shows the clubs affiliated to nongovernmental organisations that had running programmes in the school Y in Zimbabwe.

Table 5.2 Co-curricular clubs

Co-curricular clubs represented in school Y in Zimbabwe	
Scripture Union	Scouts
Junior call	Interact club
Youth Alive	All about Love Trust

5.14 Areas in need of capacity development for learners in CYHH

Following the identification of strengths and assets for learners in CYHH, participants in the information sharing sessions (ISS1, ISS2, ISS3, and ISS4) were tasked to make a list of areas that they think learners in CYHH in the context of parental labour migration need support and capacity building. The capacity development would be for the purpose of improving their psychosocial functioning and enhancing their coping strategies. SASH3 ISS2 and ZSH6 ISS4 emphasised the significance of the capacity development in

consideration of the idea that parents would continue to be absent from the lives of their children. The children therefore needed to be capacitated to cope and function in their absence. The learners in CYHH also needed to be protected and empowered to stand in the face of life's adverse conditions (SASH3 ISS2).

5.14.1 Management of emotions

Participants in Zimbabwe and South Africa identified the management of emotions as a significant virtue that left-behind learners need to develop in order to have improved well-being. Participant SASH3 (education officer) in South Africa shared the following in an information sharing session (ISS2),

Learners in CYHH in the context of parental migration just like other children heading households need to be able to control their emotions. Situations in their lives as heads of households take a toll on their emotions and in that regard the need to be able to control their emotions if they do not want to fall into depression.

Participant ZSH1 (Education psychologist) in Zimbabwe shared a similar view,

You see if the [left-behind] children are able to manage their emotions they would accept their situation enabling them to cope.

Therefore, empowering left-behind children with skills to manage emotions was considered an important priority area by participants in Zimbabwe and South Africa. In a similar Chinese study being separated from parents is associated with heightened emotional problems that include emotional distress and trauma (Mengtong and Ling 2016; Maclean *et al.* 2020:2) hence showing the need to capacitate left-behind learners with such a skill.

5.14.2 Self-esteem

Participants in Zimbabwe and South Africa also saw the need to enhance the self-esteem or self-concept of learners left in CYHH following parental labour migration. Participants SASH3; SASH4 and SASH6 in South Africa and participants ZSH2 and ZSH3 called upon education stakeholders to device ways of capacitating learners in CYHH with skills to develop their self-esteem. Self-concept in terms of personality encompass both positive

and negative self-evaluation (Feldman 2017:454). Participant ZSH1 also concurred saying learners in CYHH

...have lowered self-esteem leading to compromised assertiveness thereby exposing them to abusive situations.

For the learners in CYHH to be able to cope and demonstrate their assertiveness they needed to be capacitated in terms of their self-esteem. The idea that some of the learners in CYHH fall victim to abuse may not be attributed to lack of protection but the learners tended to lack the self-esteem and in turn have compromised assertiveness (ZSH1). A study by Maclean *et al.* (2020:2) also affirmed that children separated from their parents run the risk of being bullied or be bullies. The problem with low self-esteem is that it may breed future failure as it takes a cycle of self-destruction (Feldman 2014:454).

5.14.3. Management of resources

Participants in the two countries also agreed that the area of resource management was also critical if learners in CYHH were to be better heads of households in the absence of their parents (participants SASH2; SASH3, ZSH1). The resources that may need managing included money, and food parcels remitted by the parents. Parent participant ZSH2 said,

Children left behind need real training in managing the money they receive from their parents, some of them get a lot of money but it's all wasted on parties and beer

Consequently, participants especially in Zimbabwe saw the need to capacitate left-behind learners with skills to budget resources so that they would not get into poverty.

5.14.4 Decision making skills

Education and community Stakeholders in ISS3 and ISS4 also agreed that learners in CYHH following parental labour migration also needed to develop their decision-making skills. This was considered important in view of the idea that learners in CYHH

...often have poor decision-making skills which in turn affect them (SASH1).

The poor decision-making skills was also said to contribute to the learners yielding to peer pressure (participant ZSH6).

5.14.5 Life skills training

Learners in CYHH following parental labour migration were also said to be in need of life skills training for them to cope with the many hurdles they face in the absence of their parents (ZSH1 ISS3). The life skills training was also said to go a long way in terms of protecting the learners from challenges such as abuse (ZSH6 ISS4). Life skills training was also considered significant in terms of capacitating the learners with housekeeping skills which participants agreed was lacking (ISS4). Life skills training was also considered important in terms of relationship management and peer pressure (SASH3 ISS2). According to SASH3 ISS3 learners in CYHH succumb to peer pressure because, *they lack life skills training and lack confidence.*

5.14.6 Self-discipline skills

Self-discipline was also considered an important area that learners in CYHH needed to be empowered. Self-discipline (ISS1 and ISS3). According to ZSH3 ISS3 misbehaviour was a topical issue hence something had to be done about it. In that regard participants agreed to include self-discipline as a topic of discussion in the capacity development workshop.

5.14.7 Children's Rights and privileges

Participants also agreed that learners in CYHH needed to be capacitated on their rights and privileges as children (ISS2, ISS3 and ISS4). The education on rights was considered important in view of the abuse cases that learners in CYHH sometimes went through. According to participant SASH3, *The children need to know how they can protect themselves using the laws of the country.*

She went on to suggest that parents were likely to continue to be separated from their children hence it was important to empower the children to protect themselves.

The SADC policy framework, (SADC 2015:22) the challenges had to do with poor enforcement of child protection laws in Southern Africa. It would be difficult to enforce the protection laws when the children were not aware of the provisions of the law.

5.15 Overview of capacity development session for learners in CYHH in the context of parental labour migration

Following the identification of the domains in need of support, education and community stakeholders in Zimbabwe requested that there was need for capacity development sessions for learners in CYHH. The sessions were meant to empower learners in CYHH with the requisite skills to cope in the absence of their parents (**annexure P**). An invitation was sent to various stakeholders in the community and to specialists who were to make presentations on various topics. The education stakeholders were involved in the planning of the sessions in terms of the content and the date. The capacity development session had the following objectives, to:

- a) empower students to cope socially in the face of adverse situations such as parental absence and
- b) develop a self-disciplined learner who can manage emotions.

Participants were involved in the planning and were also presenters in the training workshop. Community and education stakeholders were involved in identifying areas that needed capacitation and were also the presenters. The planning was done a week before the training workshop. The researcher and the Guidance and counselling teachers at the school were tasked to come up with the programme and send out invitations to the session. The capacity development session was open to all form three learners and learners in CYHHs. The goal was to empower learners in adverse learning conditions.

5.15.1 Session participants

A total of 63 participants attended the capacity development session. The session ran for one day only from 0900 hours to 1600 hours (**annexure P**). The guidance and counselling teacher at the school acted as the moderator. The workshop ran under the theme: *Developing an emotionally and socially competent learner in the face of life's adverse conditions*.

Therefore parental labour migration was identified as an adverse condition that faced learners left behind in CYHH following parental labour migration.

The workshop had the following objectives of:

- a) empowering students to cope socially in the face of adverse situations such as parental absence and
- b) developing a self-disciplined learner who can manage emotions.

The objectives were drawn to address the social and emotional challenges identified in the focus group discussions (FGD1; FGD2) information sharing sessions (ISS1, ISS2, ISS3 and ISS4). In coming up with the objectives reference was also made to information gathered as gap areas that needed attention in the information sharing sessions (c.f. 5.9). However, in terms of implementation, the capacity development session was held at school Y in Zimbabwe. While the researcher wanted to have a similar session with learners at school X in South Africa there were challenges that made it impossible to have the session. In that regard the researcher encouraged education stakeholders to organise a similar session through the SBST at a date that was convenient.

A participatory approach was also used in the planning and presentations. Participants were involved in the identification of the topics for the capacity development workshop and were co presenters in the workshop. Positive evaluations were obtained from the participants and they said they look forward to meetings of a similar nature (ZSH5).

5.16 Summary

In line with the objectives of this study, which are to explore a psychosocial support framework to enhance coping and improve learning experiences of learners in CYHH in the context of parental labour migration, this chapter gave an outline and discussion of the research results as gathered from the participants. This data collected is made from

the observations made by both the researcher and the participants, the narrative interviews, Focus group discussions and information sharing sessions. This process of data collection followed the participatory approach in which participants took an active role in planning, mapping, presentations, monitoring and analysis. The process that was followed ensured that the psychosocial support framework to be developed in the next chapter was informed and built on the strengths of the participants who are also part of the stakeholders.

CHAPTER 6

SUMMARY OF THE STUDY, CONCLUSION, RECOMMENDATIONS AND PROPOSED SUPPORT FRAMEWORK

6.1 Introduction

This chapter outlines a summary of the study, conclusion and recommendations for the study. The objective of the study was to explore a stakeholder informed and based psychosocial support framework for left-behind learners in CYHH. The aim is to support, protect and empower left-behind learners in CYHH for constructive learning. The empirical study followed a literature review and a discussion of the research question and objectives. To expound on this study's aim, comparative insights were drawn from rural research sites from two countries, namely Zimbabwe and South Africa. This closing chapter brings forth conclusions drawn from the findings and proffers recommendations for the learners left behind in CYHH. Following that, the chapter integrates the research findings, literature from similar studies, the theoretical framework and the comparative insights gained to explore a psychosocial support framework. The adoption and implementation of the framework facilitates that learners in CYHH bring to school requisite social and emotional competencies for improved well-being and learning outcomes. Therefore, the framework aims at developing the requisite learning milieu for left-behind learners left in CYHH in Zimbabwe and South Africa.

6.2 Summary of the study

The study was guided by research questions, which ultimately informed the process of constructing a psychosocial support framework for learners in CYHH in the context of parental labour migration. The research question identified at the beginning of the study was (c.f. 1.4.1): **How can education and community stakeholders psychosocially support left-behind learners in CYHH for constructive learning?**

The presenter will discuss brief summaries of the five chapters of the study.

6.2.1 Chapter 1

This chapter presented the background to the study in which the research problem was contextualised. The chapter also discussed the rationale of the study, gave the statement of the research and outlined the research questions. The general aims and objectives of this study were also outlined. This was followed by a general outline of the research methodology and a synopsis of the study,

6.2.2 Chapter 2

This chapter presented the theoretical and conceptual framework underpinning the study. The study followed an eclectic approach hence reference was made to three theories, the asset-based approach, Urie Bronfenbrenner's ecological model and positive psychology. The Asset-based approach drawn from the ideas of Kretzmann and McKnight (1993) focus on empowering communities through the utilisation of local assets available to them (Blickem *et al.* 2018:6). What is available in the community is denoted as the ecology of the left-behind learners, in line with Bronfenbrenner's ecological model. Bronfenbrenner's ecological model values a person's surroundings such as the school, church, peer group, neighbourhood, culture and government that have a bearing on the development of the child (Peppler 2017:2). Ideas from positive psychology (Seligman *et al.* 2009) formed the basis of empowering left-behind learners with positive emotions for improved well-being. The chapter also outlined some of the factors contributing to the creation of child and youth headed households in Zimbabwe and South Africa.

6.2.3 Chapter 3

This chapter reviewed related literature with regards to the psychosocial challenges associated with learners in CYHH. The effects were explored in terms of internalising and outside behaviours. The chapter also explored existing pathways and initiatives for the support of learners in CYHH in the context of parental labour migration. Support was explored in the context of the family and the community. Literature reveal that left behind learners are usually negatively affected in terms of their emotional functioning and behaviour patterns (Fellmeth *et al.* 2018; Maclean 2020).

6.2.4 Chapter 4

This chapter discussed the research methodology. The purpose of this empirical study was outlined which justified the choice of research paradigm and the research design. This study collected qualitative data as it sought to gather the subjective experiences and perceptions of left-behind learners in CYHH. Phenomenology was also considered for this study because it allows the description of subjective experiences of participants (Springer 2010:403). The population and sample of the study were also identified as left-behind learners, education and community stakeholders drawn from two secondary schools in Zimbabwe and South Africa. Data was collected through personal interviews with left-behind learners, focus group discussions, information sharing sessions, qualitative observations and open ended questionnaires. Ethical considerations such as privacy and informed consent were followed in data collection. Real names were also avoided in data analysis as codes were used. Data analysis followed the thematic approach and was guided by research questions.

6.2.5 Chapter 5

This chapter presented and analysed data collected in this study that sought to explore psychosocial support for left-behind learners in CYHH. The data collected included perceptions of the participants (teachers, education officers, learners, and community stakeholders) on left-behind learners. The left-behind learners shared their living experiences in separation which formed the basis for the needed support. Participants (learners, education and community stakeholders) were the key informants of the proposed psychosocial support helped in the identification of local assets that were utilised in building support.

6.3 Justification of a stakeholder driven psychosocial support framework

Findings from participants in Zimbabwe and South Africa involved in this study revealed the significant role that education and community stakeholders play in terms of improving the welfare of learners left behind in CYHH following the migration of their parents (cf.2.2; 2.3; 3.16; 5.7). This finding was also consistent with literature in which the community and environment of learners has the needed social capital that if utilised the well-being of left-

behind learners would improve (cf.2.2; 3.16;5.12) A stakeholder-based support framework was meant to protect, empower and support learners in CYHH arrangements to improve their living and learning experiences (cf.5.12.4). Teachers, education officer, school heads and parent participants in the two countries revealed that a stakeholder driven psychosocial support approach was more appropriate after drawing a comparison with other approaches such as providing surrogate care or foster care (cf.5.10).

The under mentioned factors were noted as the justification for the provision of psychosocial support for learners in CYHH following the migration of their parents (cf.3

6.3.1 Overwhelming numbers of learners in CYHH

This study revealed that the numbers of learners being left in CYHH following parental labour migration was continuously increasing, thereby making it difficult to consider foster care or the provision of surrogate care. This was also affirmed through literature in which there was actually a low percentage of double orphans living in CYHH suggesting that they were absorbed into existing households (cf.2.9; 3.9) This suggests that foster care and surrogate care under the existing circumstances was an overwhelming options for caring for learners left behind in CYHH in the context of parental labour migration. In that, regard participants in this study proffered a stakeholder driven support for such learners in their existing living arrangement, that is, in CYHH (cf.5.7).This kind of support was also considered significant in view of the current trends in globalisation in which people particularly adults could take up life opportunities anywhere in the world which in turn disrupt family life.

6.3.2 CYHH arrangement considered a temporary move

The current study also revealed that in Zimbabwe and South Africa, when parents migrate for labour leaving their children behind as a temporary move (cf.1.4; 5.7.). In that regard participants considered providing support and empowering the children to cope in their existing arrangements as a better option (cf.5.7; 5.10.2). The learner participants in this study also alluded to the idea that the migrating parents sometimes make return visits or when their situation allow may ask their children to move with them (cf.5.4.1.1). It is in consideration of such arrangements that the research participants suggested that

supporting and empowering the learners to cope within their existing living arrangements may be a better option (cf.5.7).

6.3.3. *Safe option*

In view of the vulnerability of learners left behind in CYHH, the current study considered supporting and empowering the learners while they remain in CYHH as the best option (cf.3.10; 5.7). Learners left behind in CYHH were identified as a particularly vulnerable group (cf.3.11; 5.5). This study also revealed that while the arrangement nourish abuse, bringing in an adult in the family home may increase the risk of abuse on the minors left in the family home following the migration of their parents (cf.3.11; 5.5).The learners in CYHH were said to be susceptible to physical, verbal and sexual abuse and this risk increases if they have an adult tasked to care for them (cf.5.5.2). In other words, community and education stakeholders considered such children as safe when they were empowered but were better off remaining in CYHH. What was important and essential was the empowerment of such learners and utilising assets to optimise on their potential. The assets for support are drawn from the learners themselves and their environment.

6.4 Conclusions (drawn from findings)

The following conclusions were made from this study:

6.4.1 Conclusion 1: Learners left behind as heads of households following parental labour migration did not have the requisite competencies to cope in the absence of their parents. In that regard, they need support in terms of their emotional and social behaviour.

6.4.2 Conclusion 2: Learners left in CYHH following parental labour migration were affected in terms of their psychological and social functioning that in turn affect their educational outcomes (cf.3.2; 3.9;5.5; 5.6.; 5.7.; 5.9.). The learners were associated with largely negative behaviour patterns and are affected emotionally by parental absence (cf.3.2; 3.3 5.6.; 5.7).

6.4.3 Conclusion 3: Learners in CYHH were also a particularly vulnerable group and parental labour migration enabled abuse for the learners in CYHH. The home environment also caused challenges such as premarital sex and teenage pregnancy,

which often results in learner dropouts (cf.3.10; 5.9). Therefore, children left behind in CYHH became susceptible to physical abuse, emotional abuse, neglect, teenage pregnancy and learner dropouts (cf.3.10; 5.8; 5.9).

6.4.4 Conclusion 4: Learners in CYHH following parental labour migration had positive attributes for building support (cf.3.6; 5.5.; 5.10). These assets could be utilised for support against perceived effects. These inherent assets augmented with resources from the environment could go a long way in improving the well-being and learning experiences of such learners (cf.5.10.2). Of significance, from the environment there was social capital composed of education and community stakeholders drawn from the environment of affected learners (cf. table 4.2). This process would facilitate sustainable support.

6.4.5 Conclusion 5: A psychosocial support framework utilising inherent and ecological resources was superior in dealing with psychosocial challenges associated with learners left in CYHH following parental labour migration (cf.2.2; 2.3; 3.14; 5.10). This support would enable learners in CYHH to develop requisite social and emotional competencies such as resilience, high self-esteem, and self-awareness to fare favourably with the education system of Zimbabwe and South Africa (cf.2.4; 2.5; 5.15).

6.5 Recommendations

Left-behind learners go through role adjustments and several challenges that affect the functioning in and out of the school. As noted in this study the learners left in CYHH were associated with negative behaviour patterns and are a vulnerable group. It is because of such experiences that learners left behind in CYHH would find it difficult to bring to school the necessary competencies to fare favourably in the education system of both Zimbabwe and South Africa. This study recommends the following:

6.5.1 Adoption and implementation of the framework in Zimbabwe and South Africa

The study recommends the adoption of a psychosocial support framework to improve the learning experiences of learners in CYHH following the migration of their parents. The framework influences both policy and practise to facilitate improved well-being of learners

in adverse conditions such as being left in CYHH following parental labour migration. The overall goal is to empower, protect and support such learners so that they improve their coping and bring to school necessary competencies to improve on their learning experiences.

6.5.2 Utilisation and optimisation of learners' inherent assets

The learners in CYHH have inherent assets that should be utilised and optimised to improve their psychosocial functioning in the absence of their parents following labour migration (cf.5.8.0). This study recommends the optimisation on the capacities and resources available for learners in CYHH for improved learning experiences. The assets that this study noted include maturity, autonomy, decision making skills and social skills. Such skills need to be optimised through the involvement of education and community stakeholders in and out of the school environment.

6.5.3 Utilisation of external resources from environmental

The school and the community as part of the environment is an important resource that should be utilised in providing support, empowerment and protection to the learners left behind in CYHH in the face of perceived effects. Policy statutes for child protection should be utilised in protecting learners disadvantaged by parental migration. The study recommends that education stakeholders should tap into the environment for the necessary social capital for support and empowerment.

6.5.4 System of referrals and synergies

To compliment the role of the school, this study recommends the establishment and development of referral systems between the school and community stakeholders outside the education system. The network of referrals is considered to go a long way in addressing some of the challenges that the school as a system has no capacity to address. This close network could be facilitated by social clubs representing outside support organisations. These social clubs would help develop and propagate the goals of the main organisation.

6.5.5 Facilitating positive education in schools

Besides the traditional roles of schools in imparting traditional skills and competencies the school needs to facilitate positive education (cf.2.3).The goal is to have learners with improved well-being, self-disciplined and content learners in the face of adverse conditions. In that regard, education stakeholders need to facilitate positive education in schools so that learners from schools have more prosocial exit skills and are also more content and happier. Therefore, education needs to move away from the traditional position of only imparting skills and competencies to producing a happy, content and self-disciplined learner. This in turn would facilitate improved educational outcomes.

6.5.6 Enhance the curriculum to facilitate positive development of learners

The school curriculum should be enhanced to facilitate the development of a whole learner (cf.2.15.3). Holistic education in this case recognises effort to cultivate a whole human being attending to intellectual, psychological, emotional, interpersonal, moral and spirited potentials (cf.3.17.2). In other words, the Guidance and Counselling and Life skills course should also teach virtue and African values to promote prosocial behaviour among learners (cf.5.12). Therefore, through the teaching of Guidance and Counselling in Zimbabwe schools and Life skills Orientation in South Africa, the goal should be to develop the whole learner to be able to cope with challenges such as parental absence.

Within the other learning areas, crosscutting issues need to refer to the emotional competence of learners. Educational outcomes of learners in CYHH following parental labour migration is determined by the inputs and the physical, social and psychosocial support.

6.5.7 Fostering resilience among learners in CYHH

Through the utilisation of community resources, this study recommends the fostering of resilience among learners left behind in CYHH in the context of parental migration and other learners in adverse conditions. (cf.2.3.5; figure 5.1; 5.5.1; 5.10) Resilience in this case implies the ability among children to overcome high risk circumstances (cf.5.10). This becomes important considering that negative cycles of contextual disadvantage are said to generate and maintain further disadvantage resulting in the children being in a cycle of disadvantages (cf. 5.5.10).

This process of fostering resilience utilises the available assets from the learners themselves and from their environment (cf.2.2; 2.3; 5.10). The noted strengths include maturity, their communicative skills and the sense of autonomy (cf. 2.2; 3.12; 5.10.2). Accordingly, the school, neighbourhood, peers and other community stakeholders who constitute the microsystem should facilitate the development of resilience among learners in CYHH (cf. 2.3.1; 2.7; 5.10). Education psychologist participant in Zimbabwe emphasised the need to positively reinforce the process of developing resilience (cf.5.10). The expected outcome is of children with high social skills, openness and control of their environment (cf.3.10; 3.15).

6.5.8 The basis for support for learners in CYHH following parental labour migration

In consideration of the following factors to do with learners left behind in CYHH following parental labour migration, this study considers it prudent to have the children stay alone in CYHH settings. What is considered essential is to provide support for the learners, improved well-being and optimised strengths for improved educational outcomes. Firstly, the growing numbers of such learners in CYHH in the context of globalisation and other socio-economic factors (cf.2.9; 5.10), secondly, the vulnerability and victimisation of such learners in the context of increased cases of abuse among children in the world cf.310; 5.8) and thirdly, parental labour migration often seen as a temporary arrangement (cf.5.10).

6.5.9 Proactive awareness

This study recommends that in the face of the social and emotional challenges facing left behind learners in CYHH, the school and its community stakeholders should take an active role in raising awareness on issues such as drug and alcohol abuse, premarital sex, abuse on social media and HIV and AIDS.

6.5.10 Learner centred and Asset-based counselling

This study further recommends the provision of learner centred counselling that considers the strengths/assets of the affected learner. The goal of such counselling is to build on the strengths to facilitate coping and improved well-being of learners left in CYHH in the context of parental labour migration. The counsellors are also to be drawn from the environment of the learner rather than people who are new and may not identify with the learner. In this regard, the members of the environment need to be capacitated to provide Asset-based counselling services. Those to be considered and capacitated to provide learners centred counselling include, the teachers, peers, relatives and Community members

6.6 Development of a psychosocial support framework

Using data collected from this study, augmented by data from the conceptual framework and reviewed literature, this study proffers a psychosocial framework. The proposed framework is meant to enhance coping, support, protection and empowerment of learners left behind in CYHH following parental labour migration. This framework is meant to address issues to do with both policy and practice and has an overall objective of improving the well-being, learning experiences and coping mechanisms of learners left behind in CYHH following the migration for labour by their parents. This is meant to facilitate that learners who are left heading households following parental labour migration be equipped with the requisite competencies to improve their well-being and educational experiences.

6.6.1 Rationale of the psychosocial support framework

As parents migrate for labour leaving their children behind in CYHH occupying the family homes there are several challenges that ensue. Such challenges are referred as

contextual disadvantages (Donald *et al.* 2014:186) and they act as barriers in terms of scholastic, emotional and social functioning of learners particularly without a strong support networks such as those in CYHH. As noted in the preceding chapter learners who head households following parental labour migration go through a plethora of social, emotional and psychological challenges that necessitate the setting up of support systems to improve their learning experiences. The goal is to facilitate well-being among learners in CYHH. Well-being is defined to include physical safety, mental resilience, ability to maintain social relations and developing the capacity to learn (cf.5.3). In other words, in the face of adverse conditions, learners in CYHH are affected in terms of their physical safety, social relations and educational outcomes. In that regard there is need for an intervention framework to turn the negatives into positive outcomes. The understanding is wellness can be fostered among learners through a system of support protection and empowerment.

This study attributes lack of support structures to the learners engaging in socially deviant activities such as intergenerational relationships, drug abuse, alcohol abuse, premarital sex among other vices (c.f.3.10 5.4.2). The challenges associated with heading a household take a toll on the emotional and social stability of the children (cf.3.2; 5.4.2). This may result in the children degenerating into emotional challenges such as depression, being withdrawn or even contemplating suicide (c.f.3.2.3; 5.7.2). In that regard, a psychosocial support framework would go a long in addressing contextual disadvantages that learners left behind in CYHH in and out of the school environment. The framework facilitates support, protection and empowerment of learners in CYHH following parental labour migration.

Learners left in CYHH would not bring to school the necessary social, behavioural and emotional competences to fare favourably in the education system of Zimbabwe and South Africa (cf.3.3; 3.3.5; 5.4). The challenges noted in the collected data are in the home and school environment and they inhibit the educational outcomes (cf.5.6).In that regard, the proposed support framework would go a long way in achieving the Sustainable Development Goal number 4 on education that calls for equal access and inclusive education opportunity for all. Learners in CYHH are said to be disengaged from

learning due to the psychosocial challenges that they go through following parental labour migration.

It is also in view of the idea that parents will continue to be absent in the lives of their children that a support framework is deemed necessary to go a long way in addressing the challenges and capacitate the children left behind to cope. Statistics from the two countries Zimbabwe and South Africa indicate that a huge portion of the children/youth live in CYHH arrangements and parental labour migration is contributing significantly to the statistics (Statistics South Africa 2013:8). As noted in the study such learners end up engaging in risky coping strategies such as intergenerational sex (cf.5.5.1.3), drug and alcohol abuse (cf.5.5). Some of the risky behaviours expose the young learners to HIV AIDS virus posing a threat to their lives. In this regard, it is considered prudent to support such learners with a psychosocial support framework to improve both their living and learning experience.

6.6.2 Psychosocial support framework for learners in CYHH for sustainable learning and improved well-being.

Figure 6.1 below outlines the psychosocial support framework developed for the purpose of improving the wellbeing of left behind learners in CYHH.

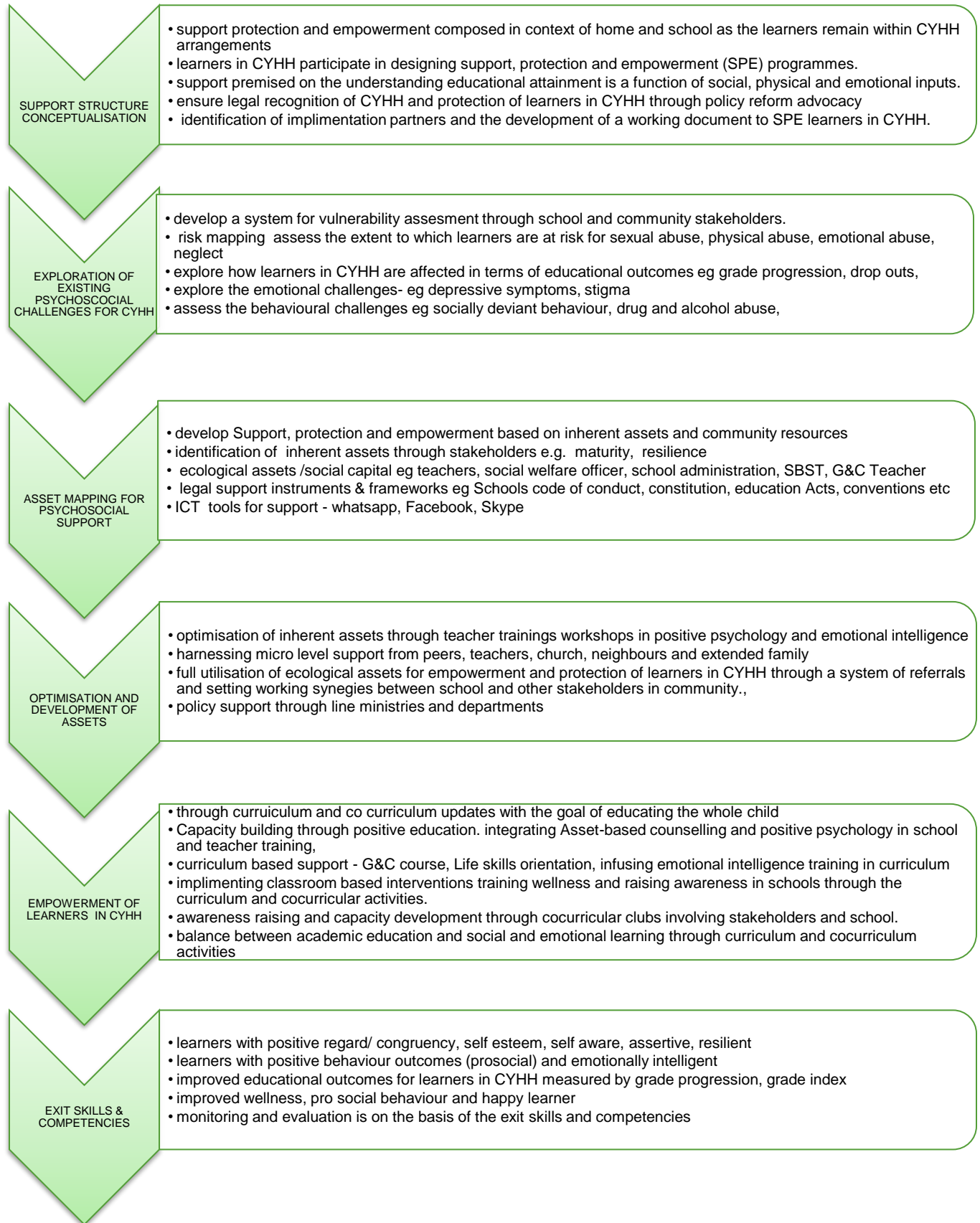


Figure 6.1 support framework for learners in CYHH in the context of parental labour migration

6.7 Action plan and implementation mechanism

Table 6.1 Framework action plan and implementation mechanism

ACTIVITY	OBJECTIVES AND ACTION PLAN	OUTCOME INDICATOR
Support structure conceptualisation	<p>Support, Protection and Empowerment (SPE) composed in context of school</p> <p>Participatory approach in designing and implementation of support (stakeholder consultative meeting/s)</p> <p>Facilitate legal recognition of CYHH through policy reform advocacy.</p> <p>Develop a working document for SPE of learners in CYHH</p>	<p>Ownership of the support framework.</p> <p>Development of a working document for SPE of learners in CYHH.</p> <p>Accessibility to identification documents and child support</p>
Psychosocial assessment for learners in CYHH	<p>Identification of psychosocial challenges through information sharing sessions and stakeholder workshop.</p> <p>Develop a system of coping, vulnerability and risk assessment involving education and community stakeholders.</p> <p>Expose gaps in support</p>	<p>Learner profile register.</p> <p>Proffered support and empowerment respond to specific behavioural, educational and emotional needs and gaps for learners in CYHH</p>
Asset mapping for PSS	<p>Exploration of learners' inherent assets and social capital through stakeholders' information sharing workshops.</p> <p>Identification of legal support frameworks and conventions for support of learners in CYHH.</p> <p>Explore cultural and religious and assets for support.</p>	<p>Sustainable support through assets.</p> <p>Learner support that is contextual and is culturally specific.</p>
Optimisation and Development of assets	<p>Optimisation of inherent assets through teacher training workshops in positive psychology and emotional intelligence.</p> <p>Harnessing micro level support from peers, teachers, church, neighbours and extended family through networking</p> <p>Full utilisation of ecological assets for empowerment and protection of learners in CYHH through a system of referrals and setting working synergies between school and community stakeholders.</p>	<p>Teachers capacitated to implement positive psychology and emotional intelligence training for learners for the development of a whole student.</p> <p>Working synergies between school and community stakeholders.</p>

	Advocate for full utilisation of existing legal frameworks and conventions for the support and protection of children in adverse conditions. Development and utilisation of communication technology and social media to facilitate parental support (e.g. support blog sites, WhatsApp, Facebook)	
Protection, Support and Empowerment using assets and social capital	Curriculum reform with the goal of educating whole child. Curriculum embeds emotional intelligence and positive psychology as crosscutting issues in all learning areas. Implementing Asset-based counselling in schools for learners in CYHH. Setting of co-curriculum clubs in association with implementing partners (e.g. police, social welfare, religious groups)	Educating the whole learner Learner who is self-aware self-disciplined, high self-esteem. Improved well-being and happy learner. Improved educational outcome
Implementation Modalities	Collaboration between school implementation partners with community stakeholders. Working synergies and networking between school and stakeholders. Budget for trainings, workshops and awareness raising programmes from line ministries and implementing partners. Policy support from line ministries.	Ownership of support framework
Monitoring and evaluation	Participatory approach in monitoring and evaluation. The monitoring and evaluation is on the basis of the identified objectives and exit skills. Monitoring through quarterly reviews measured by exit competencies of the learners in CYHH.	Learners with prosocial behaviours e.g. self-esteem self-disciplined, happier, self-aware, resilient

6.8 Components of the framework

The proposed support framework has various components that would address the various domains to do with the psychosocial functioning of the learners left behind heading households following the migration of their parents.

6.8.1 Legal recognition and support for CYHH

The first step in giving support to learners in CYHH following parental labour migration is to recognise the existence of such households. It is through recognising the existence of such households that the necessary support could be given to such learners. The South

African legal system recognises the existence of such households. This recognition is important in consideration of the idea that some of the parents on migrating for labour tend to be neglectful (c.f.3.10; 3.13; 5.3.3.1). The result is that children in CYHH become vulnerable but are ignored in the support systems probably because the parents are nominally available (cf.3.10; 5.9.3). However, this recognition needs to move from the paper to becoming practical to benefit affected learners against the perceived effects. This could be done through facilitating access to legal documents such as birth certificate and support grants. As noted in the discussion some parents migrate for labour and continue to receive child support grants while neglecting the children (cf.3.16.1; 5.4). Therefore, the learner in CYHH who has a birth certificate or national identification card gets access to support grants or child maintenance. To facilitate this there is need for linkages between policy makers, school, department of social welfare and the learner. Access to such support would ensure that the learners meet their physiological concerns.

6.8.2 Protection of learners in CYHH

The proposed framework also needs to have in place, modalities for the protection of the learners left in CYHH in the context of parental migration against perceived effects. Protection in this context entails putting in place policies and systems that ensure that all learners are free from harm. Harm in this sense include both physical and emotional harm. As noted in the study, parental labour migration exposes children left behind to both physical and emotional harm (cf. 3.2; 3.9; 3.10; 5.5; 5.6). Parental labour migration is also said to create an environment that enables abuse on learners left behind in CYHH (cf.3.10; 5.6.). In view of that, the proposed framework need to address issues to do with the protection of learners left in CYHH following parental labour migration. Proposed protection mechanisms include enactment of policy, utilising community resource capital and draw on the available child protection and support instruments. A system of referrals should be in place in the different schools.

Through both the curriculum and co-curricular activities, virtues such as assertiveness need to be developed to ensure that the learners are in a position to protect themselves. Involving community stakeholders such as the police, social welfare offices is also the

other means by which the protection of such learners can be enhanced. Such organisations which play a significant role in the protection of learners need to set up junior programmes in schools. The junior programmes could be in the form of clubs and be part of the extra curriculum activities in the school. The junior clubs would promote their organisational goal and values among learners. Such networks would also facilitate a closer system for referrals and in the process the learners are empowered.

6.8.3 Empowerment of learners in CYHH

Learners left in CYHH following parental labour migration need to be capacitated through the proposed framework. Empowerment is considered important as it enhances the coping mechanisms of such learners and also help improve their living and learning experiences. The empowerment process is to be facilitated through the school but supported by community stakeholders drawn from the environment of the left-behind learners. Empowerment in the school set up is facilitated through both the curriculum and extra-curriculum activities and programmes. This is meant to ensure sustainability of the capacity development.

This study opines that in order to develop the learner there is need to capacitate the teacher first. The process of equipping the teacher could be doth through developing refresher courses and capacity development workshops for practising teachers. Teacher training in colleges could also be improved by enhancing the graduate attributes of would be teachers to also include components drawn from positive psychology. Positive psychology needs to be one of the graduate attributes expected of learners who go through teacher training at teacher training colleges. Teachers would thus be equipped with positive psychology which they would use in their teaching. The course in psychology in teacher training colleges should include positive psychology in the hope of moulding graduates who can apply positive education in teaching and learning

6.8.4 Referrals and synergies development

In order to facilitate a comprehensive response to the needs of learners in CYHH in the context of parental labour migration there is need to develop a system of referrals. This suggests that the schools need to have synergies with those organisations outside the

school that provides complimentary services such as NGOs, Police, and Social welfare among others. The synergies would facilitate protection and empowerment of learners in CYHH. Such collaborations would also go a long way in the process of protection and empowerment of learners in vulnerable situations.

6.9 Domains of the support framework

For the support framework to be effective in addressing the challenges facing learners in CYHH it needs to respond to the various domains of the learners. The proposed framework in terms of education, intends to educate the whole child (cf.3.17). This implies that it addresses the cognitive, physical, social, emotional and educational needs of the children left behind in CYHH following parental labour migration. Participants in this study agreed that there are several domains that are critical and needed to facilitate improved learning experiences for learners in CYHH (c.f.3.17; 5.9). It is such domains that would facilitate improved well-being for learners left behind in CYHH following parental labour migration. Well-being includes components such as physical safety, mental resilience, ability to maintain social relations and developing the capacity to learn (cf. 5.4.2).

6.9.1 Social behaviour

Learners in CYHH following parental labour migration were noted to be associated with socially deviant behaviours (c.f. 3.3.3; 5.4; 5.5.1.3). This social behaviour is attributed to several factors, but the current study proposes that with the necessary support there can be an improvement in terms of the social behaviour of learners in CYHH in the context of parental labour migration. In that regard, the proposed framework, responds to the social needs of the learners with the goal of shifting the learners from being socially deviant (c.f.5.4) to socially responsible learners. The proposed support is also meant to optimise on the potential that is inherent and available in the environment of the learners in CYHH. In other words, the support utilises the inherent assets and social capital from the environment of the learners in CYHH (c.f. 2.1.1; 2.2).

6.9.2 Physiological domain

Learners in CYHH following the migration of their parents were noted as having physiological challenges that affect their learning experiences, social behaviour and educational outcomes (c.f.2.10; 3.2.3; 3.3.1; 3.3.3 5.5.2). In that regard, the proposed framework is expected to respond to such physiological challenges. The proposed framework is meant to optimise potential among the learners in CYHH in terms of sourcing and managing resources for their upkeep. This is done with the objective of enhancing their coping and improve their learning experiences. The learners would need enabling documents to access support such as the birth certificate and national identification card. This would enable them to access child support from the government. As noted in this study, some parents access child support yet they do not stay with their children, as they would have migrated to urban areas for labour (c.f.5.5.4). In that regard, the proposed framework addresses the physiological needs of the children left behind which include food, health care and electricity among others regarded as the basic human needs according to Maslow hierarchy of needs (cf. 3.4; 5.5.2).

6.9.3 Emotional well-being

Following the migration of parents for labour, learners left heading households are affected emotionally (c.f.3.23; 3.2.4; 3.2.5; 5.7). In response to the challenges, the proposed framework responds to the emotional needs of learners in CYHH by providing psychological support to enhance their coping and improve their learning experiences. This is done on the understanding that the emotional status of the children tends to influence and affect the other domains such as the social behaviour of the learners in and out of the school (c.f. 5.4.3).

6.9.4 Educational attainment

Parental labour migration tends to affect the educational outcomes of learners left behind in CYHH (c.f.3.9 5.5.3). The learners in CYHH following parental labour migration are said not to bring to school the requisite social and emotional competences for positive

educational outcomes. (c.f.3,10;5.5.3; 5.4 and 5.3).It is also noted from literature and the current study that these learners left behind in CYHH may fail to reach their full potential proving that parental migration may pose a barrier in terms of educational outcomes for those learners left behind in CYHH (c.f. 3.9; 5.5.3). Thus, the proposed framework is meant to support the learners in CYHH so that they utilise the available assets for improved educational outcomes.

6.9.5 Protection of learners in CYHH

This study revealed that learners in CYHH following labour migration of the parents are a particularly vulnerable group (c.f.3.10; 5.5). The learners were noted to be susceptible to physical, sexual and emotional abuse (c.f.3.3.3; 3.10; 5.5.1, 5.5.2). The vulnerability of such learners was attributed to several factors such as lack of protection, peer pressure (c.f. 5.5.4). Accordingly, the proposed framework is meant to facilitate protection and capacitate the learners in CYHH to protect themselves from the various forms of abuse. It is assumed that when the learners are protected they stand a better chance of having improved learning experiences that could translate to improved learning outcomes.

6.9.6 Empowerment of learners in CYHH

The psychosocial support framework is also to be a platform for empowerment for the learners in CYHH in the context of parental labour migration. This study has proved that such learners have social and emotional challenges that pose as barriers in terms of their educational outcomes (cf.3.2; 3.3; 3.3.3; 5.4; 5.6.3). In the face of such challenges, the proposed framework is meant to facilitate capacity development of the learners. Support in this case is built on social networks that include neighbours, peers, family friends, the religious community and the school (cf.2.2; 2.3; 5.13) the learners are to be developed in terms of management of emotions and being self-disciplined. To facilitate the empowerment of the learner the first port of call needs to be the teacher. As noted, the empowerment is to be done through both the curriculum and extra-curriculum activities, therefore, the teacher has to be developed first.

6.10 Inputs for improved well-being of learners in CYHH

The well-being of learners left behind in CYHH following the migration of their parents is considered in this study as a function of inputs. Well-being is defined to include physical safety, mental resilience, ability to maintain social relations and developing the capacity to learn (Mattingly 2017:1). Thus, a learner with improved well-being is developed as a 'whole'. Attention would have been given to the social, emotional and cognitive aspects for the learner's development. This means that learners left behind heading households following the migration of their parents have requisite inputs to function within the education system in both Zimbabwe and South Africa. It is through such inputs that Zimbabwe and South Africa would stand a chance to accomplish the SGB goal number 4 on inclusive and quality education for all learners. In an ideal situation, the inputs have a bearing on the outputs. The inputs that are considered significant for the attainment of positive education include; provision of learning material, self-disciplined learners, emotionally intelligent learners (self-aware, self-esteem), protect learners from abuse creation of a safe learning environment, support from the teachers and community stakeholders (cf.2.4; 2.5; 5.4.2; 5.6.1).

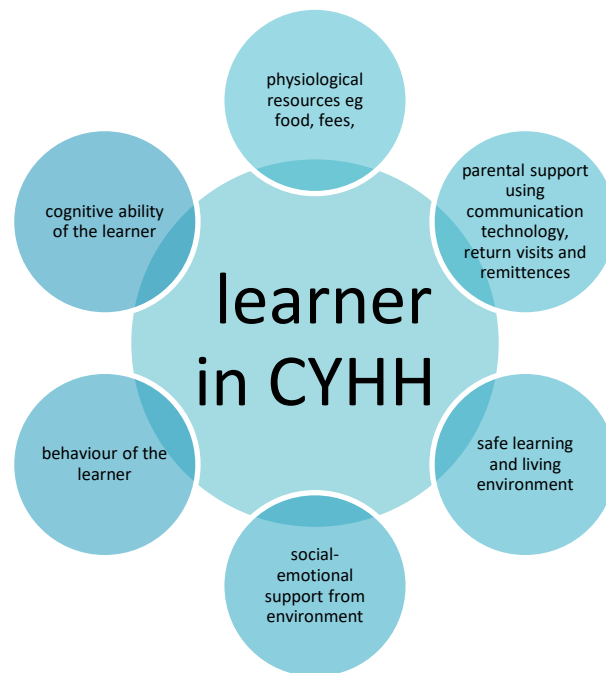


Figure 6.2 Inputs for improved well-being for learners in CYHH (Own diagram).

6.11 Sustainability of the support framework

To ensure sustainability of the framework, firstly, it is developed in the context of the school and is coordinated from the education sector. The study considers the significance of education in the intervention as it provides the stability; structure and routine that the children needs to cope with adverse conditions (Mattingly 2017:8).The school and community stakeholders constitute part of the learner's ecology from which the learners draw the skills, knowledge and support essential in coping when learners are left behind in CYHH arrangements. From the school as a system there are also several structures and individuals whom this study considers as important external resources in terms of making the psychosocial support framework sustainable. These include; teachers, school administration, guidance and counselling teachers, SBST, peers, discipline committee, school rules, learners' curriculum and prefect body. These provide social support networks for learners affected by parental labour migration (cf. fig 2.2; table 5.1).

Besides the support drawn from the immediate environment of learners left in CYHH in the school, there are also resources that could be tapped from the home. This kind of support would also ensure the sustainability of the support framework. From the home what were considered from the study as external assets from which learners in CYHH could draw support include; neighbours, local police, church, social welfare office, traditional leaders (c.f.5.8.2). The African cultural philosophy of Ubuntu and other cultural and religious beliefs also constitute an important domain that may provide protective resources (cf.5.3; 5.13.1).

Secondly, the framework is built on the inherent strengths of the learners in CYHH following the migration of their parents. As noted in the previous chapter, learners left behind have inherent strengths that when optimised, would enable learners to cope better in the absence of their parents (cf.2.2.1; 2.2.2; 5.11). Thirdly, the framework also utilises capacities that the environment of the affected learners has to offer to improve the learning experiences of learners in CYHH against perceived effects. This is done on the consideration that the children are part of their environment and contexts differ in terms of how they impact on the children. The learners also need to cope in their different contexts implying that the context is significant.

6.11 Implementation modalities

The successful implementation of the proposed framework is dependent on several factors as follows:

- a) Implementing partners need to be drawn from the left-behind learners and their community and education stakeholders to facilitate ownership of the framework. Participatory approach should be implemented in terms of planning, resource mobilisation, capacity development and evaluation of the framework.
- b) There is need for support from the line ministries in terms of curriculum reforms and expansion of crosscutting issues in the curriculum. The support from the line ministries in both South Africa and Zimbabwe becomes important, as they are also the major structural players in terms of setting out policy issues to facilitate the

needed support, protection and empowerment of learners in CYHH following parental labour migration. The ministries are also expected to mobilise both human and financial resources for capacity development trainings that are essential in implementing the support framework.

- c) The schools affected by labour migration, among other adverse conditions that pose barriers to constructive learning, are also important implementing partners. The schools, through the teachers, facilitate the development of working synergies between the school and community stakeholders from the environment of the learners. The teachers are also expected to impart the necessary knowledge and skills to learners in adverse conditions to improve their well-being. Teachers of various learning areas are also expected to infuse components of positive psychology such as emotional intelligence, self-discipline, self-awareness and self-esteem as crosscutting issues in the different leaning areas.
- d) The teachers together with the SBST or Guidance and Counselling team are also expected to facilitate the development of co-curricular clubs that work hand in glove with parent organisations from community stakeholders.
- e) SBST and the Guidance and Counselling team, in each of the schools in South Africa and Zimbabwe, are expected to spearhead the implementation of the support framework at school level. The team of implementing partners in the school is to facilitate the optimisation of learner assets so that learners affected by parental labour migration have the requisite social and emotional competencies for improved learning. They are also responsible for setting up of support platforms utilising ICT tools to promote the requisite exit skills.
- f) Co-curriculum clubs are to be forums for learning prosocial behaviour and other requisite exit skills among the learners left in CYHH following parental labour migration. This would ensure that education in schools aims at educating the whole learner. The clubs would also move from just being learning forums to also become support groups. Learners in CYHH need a forum to share their experiences and challenges with their counterparts so that they build each other and come up with own solutions to their own problems.

6.13 Psychosocial support framework outcome indicators and exit skills

Following the application of the psychosocial support framework for learners in CYHH the researcher expects outcomes marked by an improvement in the psychosocial functioning or well-being of such learners. The improvement is to be noted in the home and school. The outcomes should entail, empowered learners, with more control, who can manage their emotions, are happy and ultimately have improved educational outcomes. This follows the understanding that positive emotions are closely linked to positive educational outcomes (Seligman *et al.* 2009:293). In other words, the support framework is expected to address the challenges noted in the data collected in the study (cf.3.2, 3.3; 3.4; 3.9; 5.5.; 5.6.; 5.7; 5.8.). It is also assumed that with the necessary support, learners in CYHH would bring to school, requisite social and emotional competencies that allow them to fare favourably within the school system. The exit skills would depict learners who are empowered, with improved wellness and are able to cope with adverse conditions.

6.13.1 Empowered learners

Empowerment entails that the learners left behind in CYHH following the migration of their parents are capacitated to deal with their situation. Among other attributes, empowerment targets the development of resilience, self-awareness, self-confidence and self-discipline among such learners. Such attributes assist learners in CYHH arrangements to cope and have improved learning experiences in the absence of their parents through labour migration. The empowerment also acts as a buffer against the perceived challenges associated with parental absence through labour migration on learners left behind in CYHH (cf. 3.2; 3.9; 5.5.; 5.6.; 5.7.; 5.8.). To make the empowerment more sustainable consideration is made of assets inherent in the learners' environment (cf.2.2.1; 2.2.2). The psychosocial empowerment seeks to optimise on both the inherent and environmental assets to ensure that the learners in CYHH would have improved learning experiences. The critical aspects would be both skills and knowledge that would facilitate coping in the absence of parents in the home and at school.

6.13.2 Improved Control

The psychosocial support framework evaluated on the basis of improved control of learners in CYHH in terms of their social and emotional life. The learners left in CYHH tend to lose control and become influenced by peers; a situation said to result in the learners being associated with social deviance, delinquency, drug and alcohol abuse (c.f. 3.3; 5.5.4). With improved control over emotions, the learners are expected to overcome emotional challenges noted in the study such as depression, anxiety, distress or withdrawal (c.f.3.2; 5.7.3).

6.13.3 Emotional intelligence

Psychosocial support for learners is also assessed through learners with emotional intelligence. This entails an ability to manage emotions. Emotional intelligence is a critical skill that positive psychology consider essential for both children and adults more so, in adverse conditions (c.f.2.3). With emotional intelligence, the learners would be in a better position to cope with the challenges associated with heading households following parental labour migration. In particular, self-discipline which is part of emotional intelligence, is described as twice as good a predictor of high school grades as IQ (Duckworth and Seligman cited in Seligman *et al.* 2009:297). The measure is of a learner who is self-aware, self-disciplined and with high self-esteem. Such exit skills mitigate against the negative behaviour patterns associated with learners in CYHH arrangements (cf.5.6). The development of emotional intelligence among the learners would also draw the support of community and education stakeholders drawn from the environment of left-behind learners.

6.13.4 Improved educational outcomes for learners

Learners who would have received psychosocial support are also measured by improved educational outcomes. As noted in the literature section, and from collected data, learners left behind in CYHH following parental labour migration tend to be affected negatively in terms of educational outcomes (c.f.3.9; 5.5.3). Thus, through the psychosocial support

learners in CYHH are expected to improve in terms of school enrolment, grade progression, years of schooling, pace of schooling, graduation rates and index of grades in specific subjects (c.f.3.9.1, 3.9.2; 3.9.3).

6.13.5 Positive education in schools

Through the incorporation of positive psychology in the curriculum schools are expected to facilitate positive education in the schools (cf.2.5; 5.2.4) Positive education is when the education system produces learners with high self-esteem, happy, confident and generally content (Seligman *et al.* 2009:293). A learner who is more content and happy is also expected to have improved educational outcomes measured by grade index and grade progression. Parental labour migration brings with its negative emotions such as anxiety, depression and sadness and these emotions affect the social behaviour and educational outcomes of such learners left in CYHH (cf.3.2; 5.4.3). This necessitates the infusion of positive education in the school system to facilitate an improved self-concept, contentment and happiness among learners left behind in CYHH following the migration of their parents for labour. Thus, besides the traditional skills the well-being of the learner is also prioritised in the teaching and learning process. The exit skills of learners in this case are geared towards competence among the learners to deal with own situations through the utilisation of available resources.

On a continuum, the proposed support framework for learners is expected to facilitate character development. This kind of a learner has capacity to manage emotions and is content and happier. From such virtues, the learner is expected to have improved educational outcomes. Figure 6.3 below depicts the development process of positive education and how it influences the exit competencies of learners who would have gone through such a school environment.

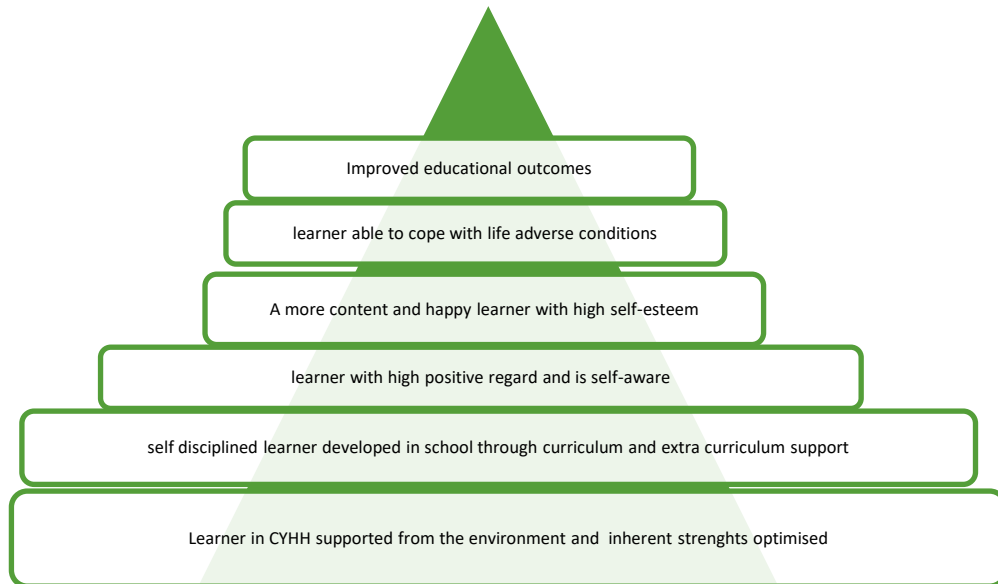


Figure 6.3 own diagram depicting positive education and expected outcomes

6.13.6 Protected learners in CYHH

With the psychosocial support, the expected outcome is to have learners who are protected and are safe. This study indicates that children heading households in the absence of their parents run the risk of maltreatment and victimisation (c.f.3.2.5; 3.4; 3.10; 5.5). Three forms of abuse were revealed to significantly affect learners left in CYHH in the context of parental labour migration (c.f.3.10; 5.5.1). These are physical, emotional and sexual abuse. Abuse becomes prevalent due to, among other reasons, lack of protection of the learners in CYHH as the parents would be away (c.f. 2.3.10; 2.10; 5.5.1). Protection of the learners is therefore, facilitated through increased awareness, legal protection and empowerment. Thus, the expected outcome is of an empowered learner who operates in a safe environment protected from all forms of abuse (cf.3.10).

6.14 Limitations of the study

While due effort was put in the planning and organisation of the study, there were shortcomings that were encountered. The following were some of the limitations of this study:

1. The study used a case of two schools: one in Zimbabwe and the other one in South Africa. This suggests that some of the findings were contextual and may not be generalised to other contexts.
2. Language barrier was a limitation with learners in South Africa. This followed an indication by some of the learners that they were more comfortable in using Sesotho language. This in turn affected the smooth flow and naturalisation of conversation as an interpreter was used.
3. Due to other compelling commitments, some community and education stakeholders earmarked for this study in both Zimbabwe and South Africa failed to avail themselves for particular sessions in data gathering. To circumvent the challenge the researcher had to adopt open ended questionnaires to elicit the opinion of such stakeholders who could not participate in the FGD and Information sharing sessions.

6.15 Recommendations for further study

This study recommends further studies into other barriers to constructive learning for all learners in the school and family set up. In an effort to address abuse among learners this study recommends a further exploration and redress of environments that nurture abuse on learners in and out of the education sector. This would facilitate a proactive intervention to curb physical, emotional and sexual abuse among learners. This would also ensure that learners in different contexts bring the necessary competencies to fare well within the education system as measured by their exit skills and educational outcomes.

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Annexure A: Application to for permission to conduct research Free State

Ref: Research Application

APPLICATION TO REGISTER AND CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

- Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- Attach all the required documentation so that your application can be processed.
- Send the completed application to:

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Room 319, 3rd Floor
Education

Old CNA Building

Bloem Plaza

Charlotte Maxeke Street

BLOEMFONTEIN, 9300

OR

Free State Department of

Private Bag X20565

BLOEMFONTEIN, 9300

Email: berthakitching@gmail.com and B.Kitching@fseducation.gov.za

PLEASE DO NOT EMAIL ANYTHING IN PICTURE FORMAT

Tel: 051 404 9283 /9211 / 082 454 1519

1. **TITLE** (eg Ms, Mrs, Mr, Dr, Prof, etc):

M	R		
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2. **INITIALS**

R				
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3. **SURNAME**

J	A	U	R	E											
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4. **TELEPHONE HOME:**

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5. **TELEPHONE WORK:**

N/	A								
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6. **TELEPHONE CELL:**

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7. **FAX:**

N/	A								
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8. **E-MAIL**

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9. **ADDRESS HOME:**

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G	W	E	R	U											
Z	I	M	B	A	B	W	E								
Postal Code											2	6	3		

10. **ADDRESS WORK:**

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G	W	E	R	U										

Z	I	M	B	A	B	W	E							
Postal Code											2	6	3	

11. POSTAL ADDRESS

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G	W	E	R	U										
Z	I	M	B	A	B	W	E							
Postal Code											2	6	3	

12 NAME OF TERTIARY INSTITUTION / RESEARCH INSTITUTE AND STUDENT NUMBER

C	U	T	-	F	R	E	E	S	T	A	T	E			
2	1	7	0	1	2	4	1	3							

13. OCCUPATION

T	E	A	C	H	E	R								

14. PLACE OF EMPLOYMENT

M	I	N	I	S	T	R	Y		O	F				
E	D	U	C	A	T	I	O	N						

15. NAME OF COURSE

D	O	C	T	O	R		O	F		E	D	U	C	A	T
I	O	N													

16. NAME OF SUPERVISOR / PROMOTER

P	R	O	F		A		M	A	K	U	R	A			
P	R	O	F		G		A	L	E	X	A	N	D	E	R

17. TITLE OF RESEARCH PROJECT

PSYCHOSOCIAL SUPPORT FOR LEARNERS IN CHILD AND YOUTH HEADED HOUSEHOLDS IN THE CONTEXT OF PARENTAL LABOUR MIGRATION: EXPLORING STAKEHOLDER BASED SUPPORT IN

18. CONCISE EXPLANATION OF THE RESEARCH TOPIC

The study seeks to develop a psychosocial support framework to assist learners in child and youth headed households following the migration of their parents for labour. This is done for the purpose of improving their learning experiences and educational outcomes. To enhance the sustainability of the psychosocial support framework against the perceived effects, this framework is to be informed by the various stakeholders in the environment of the affected learners. The affected learners are also key informants in the study as they are

19. APPLICATION VALUE THAT THE RESEARCH MAY HAVE FOR THE FREE STATE EDUCATION DEPARTMENT

The study to proffer a psychosocial support framework for learners who find themselves in child and youth headed households following the migration of their parents. This framework is to be informed by the affected learners and their stakeholders. This framework is expected to enhance sustainable learning for the affected learners. In the process learners in various parent-child separation configurations are expected to benefit from the framework and improve their learning experiences and educational outcomes. The school based support team (SBST) will also benefit from the proffered Psychosocial support framework in their day to day discharge of duty.

**20. LIST OF SCHOOLS AND DISTRICTS INVOLVED IN THE RESEARCH
(If not enough space, please add more rows)**

B	O	A	R	A	M	E	L	O						
C	O	M	B	I	N	E	D							
S	C	H	O	O	L									
X	H	A	R	I	E	P								
D	I	S	T	R	I	C	T							

21. LIST OF DIRECTORATES / OFFICIALS IN THE DEPARTMENT INVOLVED IN THE RESEARCH

N	O	N												
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22. DETAILS OF TARGET GROUP WITH WHOM THE RESEARCH IS TO BE UNDERTAKEN

Target group	Number	Grade	Subject	Age	Gender	Language
LEARNERS	7	10-12	Interview	on 16-	Male	English

Target group	Number	Grade	Subject	Age	Gender	Language
			internalising and externalizing behaviours of learners in CYHH	22	and Female	
SBST TEAM	1	-	Outline of psychosocial effects	-	female	English
TEACHERS	2				Male and Female	
School psychologist	1		Outline of internalizing behaviours associated with learners in CYHH		either	English
Pastoral team	1		Available support structure		Female	English

23. FULL PARTICULARS OF HOW INFORMATION WILL BE OBTAINED, EG QUESTIONNAIRES, INTERVIEWS, STANDARDIZED TESTS, ETC.

Please attach copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

Narrative interviews with learners.
 Information sharing sessions with stakeholders and learners.
 Capacity building workshop with stakeholders and learners.

24. STARTING AND COMPLETION DATES OF THE RESEARCH PROJECT

Please bear in mind that research is usually not allowed to be conducted in schools during the fourth academic term (October to December).

1 April to 30 September 2019

25. WILL THE RESEARCH BE CONDUCTED DURING OR AFTER SCHOOL HOURS?

Please bear in mind that research is usually not allowed to be conducted in schools

during normal teaching time.

After school hours

26. HOW MUCH TIME IS NEEDED WITH THE TARGET GROUP/S TO CONDUCT THE RESEARCH?

Target Group	Activity (I.e. interview, questionnaire, etc.)	Time Needed
Learners	Interview	30 minutes
Learners and stakeholders	Information sharing session	1 hour 30 minutes
Learners teachers	Capacity building session	1 hour 30 minutes

27. HAVE YOU INCLUDED / ATTACHED?

27.1 A letter from your supervisor confirming your registration for the course you are following?

Yes	No
X	

27.1 A draft letter / specimen that will be sent to principals requesting permission to conduct research in their schools?

Yes	No
X	

27.2 A draft letter / specimen that will be sent to parents requesting permission for their children to participate in the research project?

Yes	No
X	

27.3 A draft letter / specimen that will be sent to research participants to give their consent to take part in the research project?

Yes	No
X	

27.4 A copy of the questionnaires that you wish to distribute to the target group/s?

Yes	No
	X

27.5 A list of questions that will be asked during interviews with the target group/s?

Yes	No
X	

27.6 Ethical clearance certificate from higher education institution

Yes	No
X	

28 I RICANOS JAURE herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions under which the research may be undertaken, i.e.:

28.1 I will abide by the ethical research conditions in the discourse of my study in the Fade.

28.2 I will not use deception on people participating.

28.3 I will obtain informed consent from all involved in the study.

28.4 I will preserve privacy and confidentiality at all the time.

28.5 I will take special precautions when involving populations which may not be considered to understand fully the purpose of the study.

28.6 I will not offer rewards or enforce binding contracts for the study. This is especially important when people are somehow reliant on the reward.

28.7 I will not skew their conclusions based on funding.

28.8 I will not commit science fraud, falsify research or otherwise conduct scientific misconduct

28.9 My research will follow all regulations given.

28.10 I will not plagiarize the work of others

28.11 I will abide by the period in which the research has to be done

28.12 I will apply for extension if I cannot complete the research within the specified period

28.13 I will not conduct research during the fourth quarter of the academic year

28.14 I will not disrupt normal learning and teaching times at schools to undertake my research

28.15 I will submit a bound copy or CD of the research document to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxie

Street, Bloemfontein, upon completion of the research.

28.16 I will upon completion of my research study make a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.

28.17 The costs relating to all the conditions mentioned above are for my own responsibility.

29 THE DATE THAT I WILL BE HANDING MY RESEARCH TO THE FREE STATE DEPARTMENT OF EDUCATION:

30 MARCH 2020

SIGNATURE:  _____

DATE: 25

FEBRUARY 2019

Annexure B: Application Letter to Conduct Research: Midlands

House number 2977
Moab Village 5
Moab
Gweru

19 February 2019

The Director

Ministry of Education

Gweru

Dear Sir / Madam

REF: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH INVOLVING TEACHERS AND LEARNERS AT RUSUNUNGUKO AND CHROME SECONDARY SCHOOLS OF MIDLANDS

The above matter refers. I am a bona fide student at Central University of Technology currently studying for a Doctor of Education degree.

I am doing research on the topic: **Psychosocial support for learners in child and youth headed households in the context of parental labor migration: Exploring stakeholder based support in Zimbabwe and South Africa.**

I intend to collect data using focus group discussion and one on one interview with the learners. For the teachers I intend to use focus group discussions.

My current research will design a psychosocial support framework that would assist learners who are in child and youth headed households to cope with their challenges. This is expected to facilitate constructive learning among such learners

Please find attached a sample of the instruments to be used in data collection.

Yours faithfully

Ricans Jaures

Annexure C: Approval to Conduct Research Free State

Enquiries: KK Motshuml
Ref: Research Permission: R Jaure
Tel. 051 404 9283 / 9221 / 079 503 4943
Email: K.Motshuml@fseducation.gov.za



education
Department of
Education
FREE STATE PROVINCE

R JAURE
2977 Mkoba 5
Gweru
ZIMBABWE, 263

Dear Mr Jaure

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

1. **Research Topic:** Psychosocial support for learners in Child and Youth Headed Households in the context of parental labour migration: exploring stakeholder based support in Zimbabwe and South Africa.

Schools: Boaramelo Combined School, Xhariep district.

Target Population: 7 Grade 10-12 learners from Child Headed Households, 1 Female SBST member and 1 School psychologist to be part of an interview, an information session and a capacity building workshop.

2. **Period:** From 10 April to 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The attached ethics documents must be adhered to in the discourse of your study in our department.

- 5 Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 01/04/2019

RESEARCH APPLICATION JAURE R PERMISSION EDITED 20 MARCH 2019 MOTHEO DISTRICT
Strategic Planning, Policy & Research Directorate
Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

Annexure D: Notification to conduct Research Free- State

Enquiries: KK Motshumi
Ref: Notification of research: R Jaure
Tel. 051 404 9221 / 079 503 4943
Email: K.Motshumi@fseducation.gov.za



education
Department of
Education
FREE STATE PROVINCE

The Acting Director
Xhariep District

Dear Mr

NOTIFICATION TO CONDUCT A RESEARCH PROJECT IN YOUR DISTRICT BY R JAURE

The above mentioned candidate was granted permission to conduct research in your district as follows:

1. **Research Topic:** Psychosocial support for learners in Child and Youth Headed Households in the context of parental labour migration: exploring stakeholder based support in Zimbabwe and South Africa.

Schools: Boaramelo Combined School in the Xhariep district.

Target Population: 7 Grade 10-12 learners from Child Headed Households, 1 Female SBST member and 1 School psychologist to be part of an interview, an information session and a capacity building workshop.

Period: From 10 April 2019 until the 30th September 2019. Please note the department does not allow any research to be conducted during the fourth / academic quarter of the year nor during normal school hours.

2. **Research benefits:** The study will put forward a psychosocial support framework for learners who find themselves in child and youth headed households following the migration of their parents. The framework is expected to enhance sustainable learning for the affected learners. In the process, learners in various parent-child separation configurations are expected to benefit from the framework and improve their learning experiences and educational outcomes.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely


DR JEM SEKOANYANE
CHIEF FINANCIAL OFFICER

DATE: 01/04/2019

Annexure E: Approval letter to conduct research Midlands: Zimbabwe

All communications should be addressed to
The Secretary for Primary and Secondary
Education
Telephone: 732006
Telegraphic address : "EDUCATION"
Fax: 794505



ZIMBABWE

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

5 March 2019

Ricanos Jaure
Hse No.2977 Village 5
Mkoba
Gweru

Re: **PERMISSION TO CARRY OUT DOCTORAL RESEARCH IN MIDLANDS PROVINCE: SHURUGWI DISTRICT: RUSUNUNGUKO AND CHROME SECONDARY SCHOOLS**

Reference is made to your application to carry out research at the above mentioned schools in Midlands Province on the research title:

"PSYCHOSOCIAL SUPPORT FOR LEARNERS IN CHILD AND YOUTH HEADED HOUSEHOLDS IN THE CONTEXT OF PARENTAL LABOUR MIGRATION: EXPLORING STAKEHOLDER BASED SUPPORT IN ZIMBABWE AND SOUTH AFRICA."

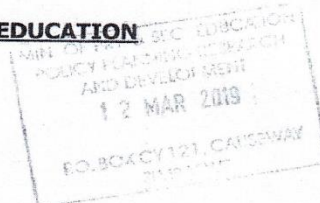
Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Midlands Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where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

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


T. Thabela (Mrs)

SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

CC: PED – Midlands Province



Annexure F Permission letter to Principal



Central University of
Technology, Free State

The Principal/ Head

9460

14 February 2019

RicanosJaure
Central University of Technology, Free State
Faculty of Humanities
Department of Post Graduate Studies (Education)
Bloemfontein

Dear Sir/ Madam

Re: Request for Permission to conduct research

I am a registered student at the Central University of Technology and kindly request permission to conduct a research at your school entitled:

Psychosocial support for learners in child and youth headed households in the context of parental labour migration: Exploring stakeholder based support in Zimbabwe and South Africa.

The research will be conducted according to all stipulated ethics of research. The Principal and school Administrators will receive continuous updates on the development of the research.

Yours very sincerely and respectfully,



MR. R. Jaure
RESEARCHER

Annexure G: Ethical clearance FRIC



RESEARCH ETHICS APPROVAL

Date: 24 January 2019

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number [FRIC 21/18/2]

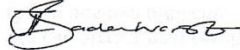
Applicant's Name	Jaure, Ricanos (Mr)
Supervisor Name for Student Project (where applicable)	Prof AH Makura and Prof G. Alexander
Level of Qualification for Student Project (where applicable)	D.Ed
Title of research project	Parental migration to South Africa and the Psychosocial effects on children left behind in child headed households: Parent and learner perceptions

The following special conditions were set:

- Ethical measures as outlined in the LS 262a and which have been endorsed by the Faculty Research and Innovation Committee have to be adhered to.

We wish you success with your research project.

Regards



Prof JW Badenhorst
(Ethics committee representative: Research with humans)

Annexure H: Narrative Interview Questions for learners



My name is RicanosJaure a student at the Central University of Technology (CUT) in the faculty of Humanities. I am pursuing Doctor of Education Degree and I am conducting research for a Doctoral thesis and my topic is:

Psychosocial support for learners in Child and Youth headed households (CYHH) in the context of parental migration: Exploring stakeholder based support in Zimbabwe and South Africa.

The purpose of the study is to develop a psychosocial support framework for learners in Child and Youth Headed Households (CYHH) informed by various stakeholders in the lives of these learners. The information provided in this research will remain private and confidential. The information will also be used solely for academic purposes and by the researcher only. Your participation will be greatly appreciated. Please note, participation is voluntary and you are allowed to withdraw your participation at any stage of the research process.

Time of interview

Place of interview

Interviewer

Interviewee

Grade/ form of interviewee

SECTION B Content questions

Interview questions for learners

1. How long have you been living in CYHH following the migration of your parents?
2. Describe your experiences on living in CYHH following the migration of your parents (Home and School experiences).
3. Outline the challenges that you face in your day to day activities?
4. Can you describe your feelings and aspirations with regards to your situation?
5. What kind of support have you been receiving, if any, and from whom?
6. Explain how you have been affected in terms of your education by parental absence?
7. Suggest ways that could be used to assist you and learners in a similar situation.

Annexure I: Focus Group Discussion guide



My name is Ricanos Jaure a student at the Central University of Technology (CUT) in the faculty of Humanities. I am pursuing Doctor of Education Degree. I am conducting research for a Doctoral thesis, with the topic:

Psychosocial support for learners in Child and Youth headed households (CYHH) in the context of parental migration: Exploring stakeholder based support in Zimbabwe and South Africa.

The purpose of the study is to develop a psychosocial support framework for learners in Child and Youth Headed Households (CYHH) informed by various stakeholders in the lives of these learners. The information provided in this research will remain private and confidential. The information will also be used solely for academic purposes and by the researcher only. Your participation will be greatly appreciated. Please note, participation is voluntary and you are allowed to withdraw your participation at any stage of the research process.

Time of interview

Place of interview

Interviewer

Interviewee

Position of interviewee

Section B Purpose of the research project

This research project is a dissertation thesis and has the aim of developing a psychosocial support framework for learners in CYHH in the context of parental migration. This support framework is to be informed by the various stakeholders in the lives of these learners.

SECTION C Content questions

1. What are the internalising and externalising behaviours that you associate with learners in CYHH in the context of parental migration?
2. What systems are in place in your school for the identification of learners that are in CYHH?
3. How vulnerable are such learners in the context of the school?
4. How are learners in CYHH affected in terms of educational outcomes?
5. What are the existing support structures within your school for the assistance of such learners?
6. What do you think could be done by the school as a system to mitigate the identified psychosocial effects associated with learners in CYHH following the migration of their parents?
7. What ways would you suggest to assist learners in CYHH in the context of parental labour migration?

Annexure J: INFORMATION SHARING SESSIONS GUIDE



My name is RicanosJaure a student at the Central University of Technology (CUT) in the faculty of Humanities. I am pursuing Doctor of Education Degree. I am conducting research for a Doctoral thesis, with the topic:

Psychosocial support for learners in Child and Youth headed households (CYHH) in the context of parental migration: Exploring stakeholder based support in Zimbabwe and South Africa.

The purpose of the study is to develop a psychosocial support framework for learners in Child and Youth Headed Households (CYHH) informed by various stakeholders in the lives of these learners. The information provided in this research will remain private and confidential. The information will also be used solely for academic purposes and by the researcher only. Your participation will be greatly appreciated. Please note, participation is voluntary and you are allowed to withdraw your participation at any stage of the research process.

DATE

TIME

VENUE

1. What are the threats to constructive learning for learners in CYHH following parental labour migration?
2. What resources are available to enhance coping strategies for learners in CYHH?

3. How best can the learners in CYHH utilise the available resources to assist in their coping strategies?
4. What are the components that can be used in coming up with a psychosocial support framework to address the perceived effects?
5. What are the challenges that can threaten the process of putting into operation the psychosocial support framework to address the perceived effects?

Annexure K: Programme for information sharing sessions

Date:

Time: 9am to 1500 hours

Information sharing session

Research topic: Psychosocial support for learners in CYHH in the context of parental labour migration: Exploring stakeholder based support in Zimbabwe and South Africa.

Targeted stakeholders:

- Teachers (2) learners in CYHH (6)
- SBST (1) Pastor (1)
- Pastor (1) Police
- Police (1) Learners in CYHH (6)
- School governing board (1)
- Any other relevant stakeholder e.g. Municipal manager, DBST

Objectives

1. Discuss home/ school based challenges faced by learners in CYHH following parental labour migration.
2. Discuss the strengths and weaknesses within the stakeholders in giving psychosocial support for learners in CYHH following parental labour migration.
3. List the domains to be addressed by psychosocial support framework.

PROGRAMME DAY 1

Time	Activity
0900-0910	Welcome remarks and Introduction
0910-0915	session objectives and background (Mr Jaure)
0915-0935	brainstorming session on a) what it is being a child and the associated behaviours/virtues b) What it is being in a child headed household

0935-1300	group discussions and presentations
1300-1345	lunch break
1345-1405	plenary discussion
1405-1425	Identification of domains for support (plenary discussion)
1425-1445	Analysis of strengths and weaknesses in proffering support to learners in CYHH.
1445-1500	Summary of day's activities and closure of session

Detailed activities of information sharing sessions

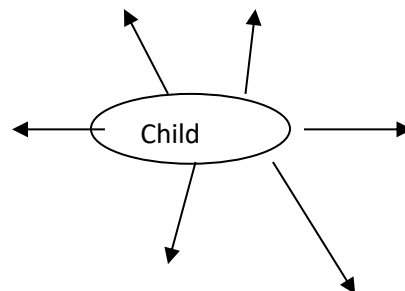
Activity 1

Duration 10 minutes

What are the key roles in the home, school and community do children occupy prior to parental labour migration?

- In groups using the provided flip chart brainstorm on the different roles of children prior to migration. Choose a secretary who will write and report your responses:

Eg. brother/ sister



Activity 2

Duration: 10 minutes

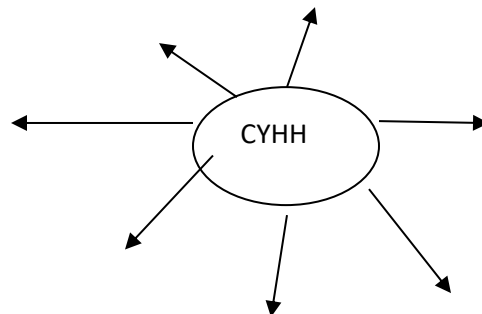
- Using the roles identified in Activity 1 brainstorm and discuss on the virtues and attributes that the learners develop in the process of playing different roles in the home, school and community.
- Complete your findings on the provided flip chart for presentation and discussion.

E.g. obedient, carefree

Activity 3

Duration 15 minutes

- In groups, discuss the roles that children occupy in the home, school and community following parental labour migration.
- Complete the diagram on the provided flip chart, add new columns if need be.
- Discuss and present on differences noted with roles identified in Activity 1



ACTIVITY 4

Duration 10 minutes

- Discuss in groups the virtues and attributes necessary for learners in CYHH to cope in the home school and community.
- Identify gaps in terms of the virtues that may affect their lives.
From the listed virtues and attributes, select virtues that would go with the new roles/ responsibilities

- What virtues/behaviours would go with these new responsibilities choose from the following tough, strict, patient, tolerant, calculative, emotionally stable, empathetic .confidence, hardworking, trustworthy, budget skills.

ACTIVITY 5 (pair work)

- b. What are the challenges or gap areas do you think would go with these new roles
- c. What is it that as stakeholders can offer to close the gap?
- d. What is it that we cannot offer/ provide to support these learners which we think is critical for the learners upkeep, social functioning, psychological functioning
- e. Do we have distinguishing features—can anyone identify them in a group/ class if so what would be their features. If we cannot then this discussion is expected to come up with the challenges that such children go through, from that participants should have an appreciation of the challenges they go through. You may not assist when you don't understand their challenges.

What are the challenges that the learners face in playing these new roles/ responsibilities

- f. Participants to be grouped into heterogeneous groups and work on questions on work cards.
- g. Participants to report back through a representative.
- h. Plenary discussion following each presentation.
- i. From the presentations and discussions researcher to lead in the identification of the main domains for psychosocial support.

ACTIVITY 6 Group tasks

On a separate sheet of paper discuss and answer the following question.

Choose a presenter from your group

Group 1:

- a) What is your understanding of CYHH in the context of parental labour migration?
- b) Make a list of the home based challenges that learners in CYHH face following the migration of their parents.

- c) What are the behaviours that children in CYHH are associated with at your school following the migration of their parents?
- d) Make a list of the areas that you think the learners in CYHH need support to improve their learning experiences.
- e) What kind of assistance do you think should be offered at home to learners who live in CYHH following the migration of their parents?
- f) Make a list of the strengths and weaknesses that you think stakeholders have to assist learners in CYHH in the context of parental migration e.g. in terms of time, resources
- g) From the following list of strengths and weaknesses compile your own strengths and weakness. You are free to add any other strengths or weaknesses.

Activity 8

From your organisation/ places of work / community make a list of strengths and weaknesses from the following areas

- Time
- Resources /Money
- Skills/ expertise
- Qualities e.g. tolerant, patient, good listening skills, empathetic, respectful, emotionally stable
- Facilities
- Emotional
- My organisation have areas they could help
- Have the respect of the learners
- Can be a model for appropriate behaviour
- Have appropriate skills
- Do not have respect from the learners
- Do not have adequate time to offer assistance
- Do not have resources
- Do not have skills

Thank you

Group 2

- h) What is your understanding of CYHH in the context of parental labour migration?
- i) Make a list of the school based challenges that the children in CYHH face following the migration of their parents.
- j) What are the behaviours that children in CYHH are associated with at your school following the migration of their parents?
- k) Make a list of the areas that you think the learners in CYHH need support to improve their learning experiences.
- l) What kind of assistance do you think should be offered at school to learners who live in CYHH following the migration of their parents?
- m) Make a list of the strengths and weaknesses that you think stakeholders have in offering assistance to learners in CYHH following parental migration.

Thank you

Annexure: L Observation Guide learners in CYHH
Observation guide for use by researcher during Narrative interviews, FGD and Information sharing sessions

Learner code:-

Activity under observation:

Behaviour and characteristic to be observed	Comments
Department	
Dressing: Condition of uniform General upkeep of self	
Conduct during sessions	
Stress outlook	
Attitude	
Level of confidence	
Attention level during activities	
Other observations	

Annexure M: Open ended Questionnaire for Stakeholders

STAKEHOLDERS' Survey Questions

My name is Ricanos Jaure a student at the Central University of Technology (CUT) in the faculty of Humanities. I am pursuing Doctor of Education Degree. I am conducting research for a Dissertation thesis with the topic:

Psychosocial support for learners in Child and Youth headed households (CYHH) in the context of parental labour migration: Exploring stakeholder based support in Zimbabwe and South Africa.

The purpose of the study is to develop a psychosocial support framework for learners in Child and Youth Headed Households (CYHH) following the migration of their parents. The proposed framework is to be informed by stakeholders in the lives of these learners. The information provided in this research will remain private and confidential. The information will also be used solely for academic purposes and by the researcher only. Your participation will be greatly appreciated. Please note, participation is voluntary and you are allowed to withdraw your participation at any stage of the research process.

The following questions seek to elicit information from you as a stakeholder that would build discussion themes for the information sharing session scheduled for _____. Use the spaces provided for your responses

1. What is your understanding of the concept of Child and Youth headed households in context of parental labour migration?

2. In what capacity are you involved in the affairs of learners in CYHH following parental labour migration? _____
3. For how many years have you been working with learners in CYHH in the context of parental labour migration? _____
4. State any behaviour patterns that you think are associated with learners in CYHH following parental migration?

5. In your opinion what are the major challenges that learners in child headed households face in their homes following the migration of their parents?

6. Which challenges do learners in CYHH face in the context of the school attributed to parental migration?

7. What kind of assistance would you recommend for learners in CYHH to improve their learning experiences?

8. As a stakeholder in which areas do you think you could assist learners in CYHH to cope in the home and in school?

9. What challenges do you think could be faced in assisting learners in CYHH following the migration of their parents?

Annexure N: Consent forms for learners in CYHH (English)

CONSENT FORM FOR THE LEARNERS IN CYHH IN THE CONTEXT OF PARENTAL LABOUR MIGRATION IN ZIMBABWE AND SOUTH AFRICA) *Study this form carefully before you fill it in.

Name of researcher: MR Ricanos Jaure

Designation: Student- Central University of Technology, Free State

Email: ricanosj@yahoo.com: +263772888306

Student Number: 217012413

Research topic: **Psychosocial support for learners in child and youth headed households in the context of parental labour migration: Exploring stakeholder support in Zimbabwe and South Africa.**

Purpose of Study

I humbly ask your permission to participate in my study by responding to individual interview and a focus group discussion on issues related to the above topic. The study aims to develop a psychosocial support framework for learners who are in CYHH following the migration of their parents for labour. This is done to explore ways to improve their learning experiences and educational outcomes.

Benefits and your freedom

There are neither direct nor financial benefits but you are assured of safety, autonomy, respect and confidentiality throughout the research process. At the end of my study, I promise to present my findings where only pseudo names (not your real names) shall appear in order to protect your identity. Feel free to ask questions and clarifications from me if something may not be clear as we work together. If my questioning might cause any emotional discomforts here and there, please bear with me that my intention is not to cause any harm. I promise to remain helpful and patient with you at all times.

Tell your legal guardian

I will require that your guardian(s)/social welfare officer/education officer or Principal/ Head should be consulted on your intention to participate in this study so that you may be granted permission. Your information will not be shared with anyone unless if you feel otherwise. You have the right to deny answering any of the questions or to withdraw without any penalty.

Your signature will indicate your understanding of this agreement to participate. A copy of the signed assent form shall be returned to you for your future reference. Another copy

of the signed form will be forwarded to your guardian. You may return the form unsigned if you do not wish to continue.

Commitment

I, aged.....years hereby voluntarily wish to participate in the study's focus group discussions and in the individual interview for as long as I remain assured of safety and security during the research operations. I am aware that I am at liberty to withdraw as I wish during any stage of the research process.

Thank you.

Child's Signature: Date.....

Details of Guardian(s) /Person(s) Giving Consent

Name of Guardian/Person giving consent:

Relationship to child/Designation:

Cell / Phone number:

(3 signed copies to: The researcher, child and guardian)

Annexure O: Request for stakeholders to participate in study

You are requested to participate in a research study conducted by Ricanos Jaure who is currently studying towards a Doctor of Education qualification at Central University of Technology, Free State. The results of the study will contribute towards the completion of the thesis. You were selected as a possible participant in this study because you are a Stakeholder of the identified school.

1. PURPOSE OF THE STUDY

The purpose of the research study is to potentially contribute to the field of knowledge and extension of conceptual understanding regarding the following key factors:

- Psychosocial functioning of learners who are in Child and Youth headed households following the migration of their parents for labour.
- Enhancing learners' capacity to deal with psychosocial challenges associated with parental absence due to parental labour migration.

2. PROCEDURES

Participate in one focus group interview. The venue will be in close proximity of your classes. The group interview will take place after school hours. The date for the group interview will be communicated two weeks in advance to ensure maximum availability of participants. The group interviews will be tape-recorded for ease of transcribing and accurate reporting of results. The total length of the group interview will not exceed two hours

3. POTENTIAL RISKS AND DISCOMFORTS

Foreseeable risks includes:

The methodology of the study involves oral interview questions which were prepared in consultation with universities in the course of undertaking the project. At the end of the project the school will be informed that they are at all liberty to treat the reports as confidential or make them available to the public. There will therefore be no personal risk or discomfort whatsoever to individual participants in this study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The information shared in the group interview will potentially enhance participants' understanding of their role in enhancing the psychosocial functioning of learners in Child and Youth Headed households for constructive learning. The broader society, students and education sector will potentially benefit from the findings of the study that could proffer a psychosocial support framework for constructive learners for learners who find themselves in child and youth headed households following parental migration.

5. PAYMENT FOR PARTICIPATION

Participants will not receive any remuneration for participation in the study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with any participants will remain confidential and will be disclosed only with personal permission or as required by law. Confidentiality will be maintained by means of categorizing participants responses alpha-numerical, lock audio digital-recordings and notes of group interviews and generate password access on electronic gadgets. These would be kept under lock and key at my house. The researcher will be the only person with access to the locked cabinet. The transcription and interview notes will be destroyed six months after the researcher completed the research study or as soon as required by University.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kinds. You may also refuse to answer any questions you may not be comfortable to respond to and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. DECLARATION

I declare that I explained the information given in this document to _____. He/
She was encouraged and given ample time to ask me questions pertaining to the study.
This was conducted in English.

Signature of Investigator

TO WHOM IT MAY CONCERN

Staff Number : _____

Date : _____

Consent to participate in a research entitled:

Psychosocial support for learners in Child and Youth headed households in the context of parental labour migration: exploring stakeholder based support in Zimbabwe and South Africa.

This letter serves to confirm that I, _____ have voluntarily agreed to participate in the focus group interviews for the above-mentioned study. I made a choice to voluntarily participate after being informed about the data collection procedure and all the possible implications of my involvement in the study. I have also been informed of my right to withdraw from the study any time I feel I can no longer continue for any reason (or whatsoever the case it may be) and such a decision will not have negative outcomes on me.

Yours faithfully,

STUDENT SIGNATURE

Annexure P: Invitation to a Capacity building session

WORKSHOP INVITATION

Theme: *Developing an emotionally and socially competent learner in the face of life's adverse conditions*

Date 29 July 2019

VENUE: Rusununguko High school

Facilitated by Rusununguko High School Guidance and Counselling Department

Time: 0800-1500hours

Objectives:

- a) To empower students to cope socially in the face of adverse situations such as parental absence.
- b) To develop a self-disciplined learner who can manage emotions and build relations.

Participants

All form 3 learners

Stakeholders

Teachers

Village head

School administrators

Ward councillor

Programme

Facilitator Mr Musingarambwi

Agenda item	Presenter	Time
Opening, welcome and introductions	G.C MENTOR	0800-0810 hours
School head's remarks	Head	0815-0830
Workshop background and objectives	Mr Jaure	0830-0900
Detecting and preventing abuse among learners	NGO representative	0900-0930
Role of students in detecting and preventing crime	Community Liaison officer	0930-1000
Health break	All	1000-1020
The essence of emotional intelligence among learners	Schools Psychological Services	1020-1100

Self-awareness and self-discipline	Mr Jaure	1100-1145
My rights and responsibilities as a student	Student	1145-1215
God still have something to say	Pastor	1215-1300
Lunch break	All	1300-1400
Managing emotions and building relationships	Mr Jaure	1400-1430
Role of stakeholders in developing learners in CYHH	Plenary discussion	1430-1445
Evaluation of workshop and vote of thanks	G.C Mentor	1445-1500
Workshop closes		1500

Thank you

Annexure Q Certificate of language editing

CERTIFICATE OF LANGUAGE EDITING

This certificate confirms that the thesis listed below was edited by an expert English editor with a PhD. The following issues were corrected: grammar, spelling, punctuation, sentence structure and phrasing.

Thesis title: **PSYCHOSOCIAL SUPPORT FOR LEARNERS IN CHILD AND YOUTH HEADED HOUSEHOLDS IN THE CONTEXT OF PARENTAL LABOUR MIGRATION: EXPLORING STAKEHOLDER BASED SUPPORT IN ZIMBABWE AND SOUTH AFRICA**

Author: **Ricanos Jaure**

Date issued: **21 September 2020**

The editor endeavored to ensure that the authors intended meaning was not altered during the editing process. All amendments were tracked with the Microsoft word 'Track Changes' feature. Therefore, the author has the option to reject or accept each change individually.



Editor's details

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