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ASSESSMENT OF CHILDREN'S WELFARE LIVING IN ORPHANAGES: A CASE STUDY OF KABWATA ORPHANAGE AND TRANSIT CENTRE

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ABSTRACT

The problem of children who have lost one of their parents or both, particularly those placed in orphanages and foster care centers, have to be addressed to meet their basic needs in those institutions. Barbell & Freundlich (2001:1) reveal that in the United States of America "one trend impact foster care is the steady growths in number of substantiate reports of child abuse and neglect the number of children in foster care has steadily increased since 1960s, with the exception of a few years in the early 1980s." However, Isiugo-Abanihe (1985:53) show that "Most fostering in West Africa takes place within the kinship framework, because children are generally thought of as belonging not only to biological parents but also to the lineage or the kinship." Isiugo-Abanihe (1985:59) posits that "In Africa, children are an important part of the domestic labour and are needed to perform various household tasks and small services."

Challenges faced; the major challenge faced by the orphanage is Lack of finances, with a percentage of 50 respondents. What type of accommodation are you given? The respondents responded that there is just one house with many rooms inside which they share; males with their own building and also females with their own building.

When asked how does living in an orphanage affect you? 20% of the respondents said that they have no enough cloths, 70% of the respondents said that they tend not to have enough food while 10% of the respondents said that there is no provision of proper education. How many meals are you given per day; adult children were given 2 meals a day while young children were given 3 meals a day. 10% of the of the respondents said that its their right to be in school while 90% of the respondents said that it is because they are expected to be independent when they grow or finish school. 90% of the respondents said that they are given a right to education while 10% said they are not given the right to education yet because they are new orphans which the orphanage just got recently.

Keywords: Children's Welfare, Orphanages, Transit Centre

1 INTRODUCTION

In the African culture the responsibility of upbringing of children who have lost their parents fell on the relatives of the deceased. However, there was a paradigm shift in this when these people were overwhelmed with the number of people who died in the wake of HIV/AIDS. The whole notion of orphanage is foreign in the African tradition and culture. Kalembo (2009:43) attests that "The building of orphanages is a foreign concept to African culture in the care of orphans.

This idea was brought to the continent by well-meaning and loving people from the West who did not understand how Africans cared for orphans."

Having defined the concept of right, attempt is made to define the notion of human right in order to put the discussion in its perspective. According to the Human Rights Commission, (2016:6) "Human Rights are universal legal guarantees protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity." Donnelly (2003:10) attests that "Human rights are, literally, the rights that one has simply because one is a human being." Conversely, Kiefer (2016:3) avers that "Human Rights violation is an unlawful deprivation of individual rights considered inherent to all humans. A human rights violation is a situation where a person's right is denied, or not respected or fulfilled. If a community is not given an opportunity to take part in the decision-making process of an issue that affects it, that situation then amounts to a violation of the rights of the members of the community. Human rights violations further lead to discrimination which further leads to marginalization of the vulnerable groups. For example, where a homosexual person is denied, medical treatment depicts violation of human rights whereby the right to health has been violated."

1.1 Statement of the problem.

Voyk (2011) acknowledges that previously some studies which confirmed that children living orphanages are so uncomfortable that they are facing certain challenges such as poor accommodation, poor quality food, overcrowding, and irregular feeding practices as well as poor quality of health services being offered. The extended family care system was known for taking care of children who have been orphaned, most of these children, but this has changed with the coming of orphanages. In Zambia just like in most of Africa, the functioning of the extended family system is slowly changing. For generations it has functioned as a safety-net for most orphans and other vulnerable children, but due to modernity this is slowly changing. There is a growing concern for the welfare of children living in orphanages. There is dearth of information about the welfare of children living in orphanages. After being admitted in orphanages effort is not made by society to check on their well-being. Therefore, this study seeks to assess the welfare of children living in orphanages in Zambia (Musonda 2018).

1.2 General Objective

The purpose of this study is to assess the children's welfare living in orphanages.

1.3 Specific objectives

- To examine the type of accommodation given to children living in orphanages.
- To determine the rights of children to education.
- To investigate the standard and types of diet offered to children living in orphanages.
- To assess the effectiveness of management of orphanages.

1.4 Research questions

- What type of accommodation is given to children living in orphanages?
- Are children living in orphanages given the right to education?
- What standard of diet is offered to children living in orphanages?
- How effective are orphanages managed?

1.5 Theoretical Framework

This section gives a theoretical framework of the study. Imelda (2014:189) contends that "A theoretical framework is the application of a theory or a set of concepts drawn from one and the same theory, to offer an explanation of an event, or to shed some light on a particular Phenomenon or research problem." This study was informed by the human need theory. The human need theory posits that the needs of humans (children living in orphanages) are few, finite and constant in all cultures. Human needs theory states that everyone, including children living in orphanages, have physical, emotional, social and intellectual needs which must be met if they are to enjoy life and increasingly develop to their full potential (Van Dyk 2005).

In the case of children living in orphanages, the absence of parents would probably mean that their needs might not be met. This may result in, among other things, the being academically unproductive. At this point, the needs of children living in orphanages, just like as any other person, should be understood in the context of Abram Maslow's hierarchy of needs. This hierarchy of needs divides human needs into psychological, safety, belongingness, self-esteem and self-actualization needs. These needs are hierarchically arranged such that the fulfilment of the lower needs propels the individual to the next level (Jerome 2013). Children living in orphanages need to live in safe environments whereby their lives are not threatened. Children living in orphanages have a greater desire for this need to be fulfilled because they need to feel secure. Furthermore, love, friendship and comradeship are all included in the need for love, affection

and belongingness. At this level, the love of family and friends is extremely important (Hendricks & Magano 2014). Parents are, therefore, extremely important agents in meeting their children's overall needs and their absence will mean that the children's needs are not met with this also affecting the children's academic performance. It is an essential human truth that we all want to belong to someone or something (Daniels 2016).

Abraham Maslow proposed a theory of human needs which is generally known as hierarchy of needs and is based on a hierarchical approach with basic needs at the bottom and higher needs found at the top. Maslow distinguished five basic human needs, which are hierarchically arranged, ranging from the physiological need then moving upward through needs for safety and security, belonging and social, and self-esteem, to the final need for self-actualization. It is generally believed that the theory of hierarchy of needs offers educators a set of hierarchical needs which have to be considered when designing teaching and learning sessions and their outcomes.

There are physiological needs. When it comes to psychological needs like safety needs, Mwamwenda (1995:266) postulates that "Generally children are fearful of being bullied by their peers or by older children, being chastised harshly by teachers, or being subjected to humiliation and severe discipline by caregivers. The caregivers should see to it that children are protected against these security-threatening factors.

There are safety needs. Kincheloe & Horn (2007:171) confirm that "In relation to safety needs, schools [should] have zero tolerance policies to protect students' rights and ensure students' safety." Fong, Kwan & Wang (2008) delineate that "The learning environment must be safe and sound for all students from any background and at any stage."

According to Norman Kunc (1992), all children need to have a sense of belonging. They need a sense of love and belonging. Kar (2012:4) posits that "Exceptional children should be provided greater facilities than normal children. These include special building features, equipment, materials and crafts."

Mwamwenda (1995:266) attests that "Where there is reason to believe that pupils are not receiving adequate nutrition at home, provision should be made for a meal at school. This should be done particularly were, due to long distances, children cannot go home for lunch. If this is not possible, pupils' parents should be encouraged to see that their children bring with them a snack for lunch." Neher (1991:91) confirms that "For example, of course hungry people are concerned with little else besides finding food." Kincheloe & Horn (2007) attest that "When hunger pangs escalate to the point where they can think of nothing else, thoughts focus on getting something to eat." According to Fong, Kwan & Wang (2008), "The individual learners need to be cared for and loved by the peers and educators. The educators should create such learning community to provide the sense of belonging to learners."

Then comes self Esteem and esteem by others. The other thing concerns esteem needs of learners where Mwamwenda (1995:267) indicates that caregivers should help the children to develop positive self-concepts by treating them as persons of worth with dignity. It is argued that teachers should assign pupils work that matches their intellectual ability, because when they do it well, it will boost their self-esteem.

1.6 Significance of the study

The study may equip policy makers with information about the welfare of children living in orphanages which prior to this study has been unknown. This study may give a voice to the voiceless and other vulnerable children living in orphanages. Similarly, the findings of this study may contribute to the body of knowledge on the rights of children living in orphanages and may expose the conditions in which children are living in orphanages.

1.7 Scope of the study

The of this study is Lusaka district of Lusaka Province.

1.8 Operational definition of concepts

- Assessment: This is the process of collecting, synthesizing, interpreting and analysing information to aid in decision-making, (Airasian, 1991).
- Children: Any person who is below the age of 18 years (UNCRC, 1989).
- Orphanages: these are institutions which have assumed the role of care giving to the children who have lost one or both parents.
- Welfare: The conditions under which orphans live in orphanages in terms of the food they eat, access to education and accommodation.

2 THE TYPE OF ACCOMMODATION GIVEN TO CHILDREN LIVING IN ORPHANAGES GLOBALLY.

Devi & Borborah (2021) explored the educational status of orphanages in India and they found that most of the orphanages had well infrastructure, environment and good atmosphere which were most important in educating them. The study further found that the teachers as well as the fathers, mothers, caretakers, sisters were of very friendly nature and that they were very much helpful to the children at any time and they tried by all means to fulfil their dreams. The study showed that children were treated as normal children and never treated as orphans. It was found that love, affection, care, proper nourishment was provided to the children. Additionally, it was found that the majority of their educational needs were fulfilled by those institutions and that they received almost the same modern facilities as well as well-equipped classrooms with scientific and modern technologies. However, it was found that there were few orphanages which were still deprived of such upgraded facilities and thus, those children remained educationally backward.

Nabunya (2019) examined the non-kin support networks of orphaned adolescents participating in a family-based economic strengthening intervention in HIV-impacted communities in Uganda. The results of the study show that existing social support networks for orphaned adolescents are small, limited, and usually consist of individuals with similar socio-economic situations and challenges. Orphaned adolescents are socially isolated and the threshold for non-kin supportive services is very low, that the bolstered standard of care services provided to the control condition appear instrumental in their survival and wellbeing. Availability of personal savings was associated with higher odds of identifying at least one supportive non-kin tie. The study concluded that the extended family system was still the primary and a major source of social support to orphaned children in HIV-impacted communities. In the absence of public safety-nets, building social assets, over and above offering economic opportunities to extended families supporting orphaned children was critical.

Mkidze (2006) explored the housing conditions of aids orphans in Malangeni in South Africa. The study established that AIDS orphans were faced with the problem of inadequate housing. AIDS orphans were living in houses which had a variety of defects. The houses had broken windows, broken doors, leaks, holes in roof, cracks on walls, mould as well as poor ventilation. These, AIDS orphans were being cared for by their relatives, like their aunties but in most cases, it was their grandparents who were getting money from the pension grant to support the whole family.

The study by Hamza (2011) found that orphans and vulnerable children and their households faced problems such as school dropout, low educational performance; economic and food insecurity, lack of adequate clothing; social isolation and emotional hardships due to separation of siblings; discrimination, and neglect. It was also discovered that children's housing conditions, toilet facilities, and access to clean water and health facilities were poor.

2.1 Assess the rights of children to education

Similarly, Nuru (2015) explored management of orphanages and its implication on the educational performance of orphaned learners in Kisauni sub-county, Mombasa County in Kenya. The objectives were: to find out the role of the manager in the management of the orphanage, to determine the implication provision of basic needs has on the educational performance of orphaned learners, to find out the behaviour exhibited by orphaned learners (as a result of living in an orphanage) and the implication of these behaviours on their educational performance and to determine the role played by teachers in educational performance of orphaned learners. Data was collected using questionnaires administered to teachers and orphaned learners and a structured interview schedule for the orphanage managers. The data was later coded and analysed using the Statistical Package for Social Sciences and the findings presented in tables and graphs. The findings were presented using research objectives where the role of the manager was found to be that of financial management, provision of needs to the orphaned learners and curriculum planning and implementation. The provision of basic and educational needs was found to make the environment conducive for the learners to live and study in. It was further found that the orphaned learners face a number of challenges in class due to growing up in orphanages but through motivation and counselling, behave better and enjoy working with teachers and other pupils. The role of the teacher was established to be that of educating and providing pastoral care. It was therefore, concluded that the management of the orphanages has a positive impact on the educational performance of the orphaned learners as it creates a conducive environment for living and learning hence the good educational performance.

The study by Ringani (2020) investigated the academic performance of orphaned learners at high schools in Shamavunga Circuit, Limpopo Province in South Africa. The study was aimed at investigation the perceptions of educators and learners of the academic performance of orphaned learners at secondary schools. The study found that the educators were of the view that, as compared to their counterpart's, orphaned learners were more likely to display unruly behaviour, a lack of concentration and an inability to complete their written schoolwork. The educators also suggested that because the majority of orphaned learners were heading their families (child-headed), there was no one to monitor and supervise them. On the other hand, it has been suggested that the majority of orphaned learners were staying with their caregivers/guardians. The study also

2.2 The standard of diet offered to children living in orphanages

Zambia has experienced rapid economic growth over the past decade and has graduated from a low-income to a lower middle-income country. A combination of prudent macroeconomic management, market liberalization and privatization efforts, and investments in the copper industry and related infrastructure has helped achieve average annual GDP growth of about 5.7 percent. Zambia's economic growth has not translated into significant poverty reduction, however: 60 percent of the population live below the poverty line, and 42 percent live in extreme poverty. Regional disparities are very strong, with 70 percent of the rural population living in poverty, compared to 22 percent in the Copperbelt and 34 percent in Lusaka. With a predominantly young and rural population, and 67 percent of the labor force engaged in agriculture, Zambia will need to focus on its largely untapped agricultural potential and improve the rural economy in order to accelerate growth and reduce poverty. Zambia is unlikely to meet many of the Millennium Development Goal (MDG) targets by 2015, including reducing extreme poverty and hunger (MDG 1) and improving maternal health (MDG 5). Child mortality rates have declined since the early 1990s, which can be attributed to increases in immunization coverage, exclusive breastfeeding, vitamin and mineral supplementation, and malaria prevention and treatment, but these and other interventions must be accelerated if the MDG goal is to be met by 2015. Zambia's food security challenges are exacerbated by high dependence on rain-fed agriculture and the lack of market incentives that would encourage a shift from subsistence farming. The number of people at risk of food insecurity rose from 63,000 in 2012 to about 209,000 in 2013 as a result of poor crop production caused by poor weather conditions.4 Food insecurity and chronic undernutrition remain critical issues, with almost half of children under 5 years of age stunted.

2.3 Personal critique of literature review

Ringani (2020) investigated the academic performance of orphaned learners and not the welfare of children in orphanages. Most of the studies concentrated on children who orphaned as a result of HIV/AIDS (Doku, 2012); Robson & Sylvester (2008). Osei-Agyakwa (2012) investigated into the plight of orphans and vulnerable children in two high schools in the Libode district in the former Transkei in South Africa in terms of financial situation, health and emotional conditions, the education, status of grant benefits. However, the focus of this study was to examine the type of accommodation given to children living in orphanages; assess the rights of children to education; investigate the standard the standard of diet offered to children living in orphanages; and examine the social effects of orphanages on children. There are limited studies on right to education on orphaned children. However, the study by Ziile, Muleya & Simui (2021) explored orphans rights in accessing the educational support in selected public secondary schools in Lusaka district in Zambia. The focus of this study was to investigate the standard the standard of diet offered to children living in orphanages but a perusal of some studies reveals that they concentrated on nutritional status among orphans (Aderaw (2018); Izuka, Olatona, Adeniyi & Onajole (2019); and Suraksha (2019). Osei-Agyakwa (2012) looked into the plight of orphans but this study was an assessment of children's welfare living in orphanages. Atwine, Cantor-Graae & Bajunirwe (2004) investigated the psychological distress among AIDS orphans in rural Uganda but the focus of this study was on the social effects of orphanages on children.

2.4 Establishment of research gaps

The review of much of the literature of Sub-Saharan literature on the welfare and of orphans reviews a number of gaps. Most of the research seems to have focused on food, education and health needs especially psychological distress. It can be concluded that there are many gaps in Zambia's legal system and law enforcement system because of prevalence of various forms of abuse in orphanages. This gap is significant, as it introduces how life in orphanages could be changed for better, if the government would be more open and willing to change its laws and adopt new policies. On the protection of children in orphanages, some studies seem to have focused more on sexual protection than other aspects of protection such as physical and protection from child labour. The majority of studies in Sub-Saharan Africa have utilized more of quantitative methods than qualitative methods.

2.5 Introduction

This chapter discusses the research design, the sampling methods and sample size adopted by the research. It further, discusses the development of data collection methods, the data collection itself and analysis methods used in the research. The chapter finally confers the soundness, reliability and the generalizability of data.

2.6 Research design

Ghosh (2013:206) delineate that a research design is defined as "a plan of the proposed research work. A research model or design represents a compromise dictated by mainly practical considerations." A descriptive design was used in this study to achieve its aim. This descriptive research involved case study. The researcher employed a mixed method approach which embraces both qualitative and quantitative methods. Goundar, (2012:9) indicates that qualitative research is "non-numerical, descriptive, applies reasoning and uses words." According to Rubin & Rubin (1995:56), "the purpose of qualitative interviewing is to obtain rich data to build theories that describe a setting or explain a phenomenon." Rubin & Rubin (1995:56) further explain that "qualitative researchers build theory step by step from

the examples and experiences collected during the interviews." Qualitative data was collected through the use of questionnaires. This was in the form of numerical data.

2.7 Target population

Matula, *et al* (2018) observe that a target population "refers to the entire group of individuals or objects that the researcher has chosen to study." Essentially, Cooper (2010:47) contends that "In primary research, the target population includes those individuals or groups that the researcher hopes to represent in the study." Asiamah *et al.* (2017:1610) postulate that a target population refers to "the group of individuals or participants with the specific attributes of interest and relevance." Goundor (2012:21) posits that "gaining such insight into the hearts and minds of people is best acquired through the use of smaller, highly targeted samples." This study will target children living in orphanages. The sample size will be 30.

2.8 Sampling design

The researcher will use purposive sampling because she believed the respondents sampled will give her reliable data about the phenomena under consideration. Strydom & Deport (2005:327) stress that "In purposive sampling the researcher must first think critically about the parameters of the population and then choose the sample." Besides, Babbie (2007:184) has described purposive (judgmental) sampling as "a type of nonprobability sampling in which the units to be observed are selected on the basis of the researcher's judgment about which ones will be the most useful or representative."

2.9 Sampling size determination

Creswell *et al*. (2011:79) assert that the term sampling denotes "the process used to select a portion of the population for study." According to Rasch & Schott (2018:4), "The way of selecting a sample is called sampling procedure." Kombo & Tromp (2012:82) attest that "In this sampling method, the researcher purposely targets a group of people believed to be reliable for the study." Boeije (2010:35) delineates that "A sample consists of the cases (units or elements) that will be examined and are selected from a defined research population. In qualitative research the sample is intentionally selected according to the needs of the study." The procedure for selection of the research participants will be purposive sampling. The orphans from Kabwata Orphanage and Transit Centre will be purposively sampled for the study. This was because these the people were directly affected the conditions in the orphanage under study and the data which they will provide will be reliable. It should be submitted that sample size of 30 or more usually results in a sampling distribution for the mean that is very close to a normal distribution, and that is why the researcher will use the sample size of 30. Mangul (2010:139) confirms that "when samples are less than 30 in size, the distribution does not take the shape of a normal curve." The sample size was thirty (30) and it involved the following target population (respondents):

- Social welfare officer (2)
- Management and staff at Kabwata Orphanage and Transit Centre (2)
- Teenagers above the 15 years (20)
- NGOs working with orphanages (4)
- Office of the District Commissioner (2)

2.10 Data collection methods

Matula *et al.* (2018:99) assert that "research instruments are tools or devices that are used to collect data to address the research question." The researcher will employ both interviews and questionnaires in collecting data. The questionnaires will be distributed by the research assistants while the interviews will be conducted by the researcher. The researcher will use the questionnaires because they not only saved on time but they will also ensure that confidentiality was greatly upheld. Furthermore, the researcher will use the questionnaires as they will minimise the bias associated with other tools. The researcher will use unstructured interviews because they will not only flexible but they will also allow free responses to be given in a relaxed atmosphere where respondents will g1ve reliable data. Ghosh (2013:246) further contends that through a questionnaire "a large sample may be drawn and all groups of people can easily be covered and contacted." The questionnaire will be designed in such a way that questions will be categorised according to themes which will be derived from the research questions and objectives. The researcher will administer questionnaires directly to the participants and they will be given adequate time to complete the questionnaire.

2.11 Data analysis

According to Matula et al. (2018:117), data analysis "can be defined as the process of systematically organising, summarizing and scrutinizing responses obtained from respondents, whether in text format (qualitative research) or numbers (quantitative research), in order to make conclusion." Primary data was collected and checked for accuracy, then coded, and eventually entered into a computer. Analysis of quantitative data will then be conducted with respect to the objectives of the study by using the Software Package for statistical analysis (SPSS). Quantifiable data will be

analysed using the Statistical Package for the Social Sciences (SPSS) version 21. In particular, data which will be obtained from questionnaires will be analysed quantitatively using descriptive analysis. Qualitative data will be analysed through thematic and content analysis. This data will be transcribed and coded. Emerging categories from the data will then be coded data and thereafter recurring and emergent themes will be identified and presented. The questionnaire data will be coded and summarized. It will require interpreting the meanings of what respondents tells the researcher. Patton (2015:116) states that "Interpretation is essential to the understanding of experience and the experience includes interpretation." Essentially, the following steps followed when analysing the data:

2.11.1 Familiarisation with the data:

Dahlberg & McCaig (2010:145) assert that "The first steps in this process are familiarisation with the data and identification of key concepts in relation to the aim of the study." This stage will involve reading and re-reading the data, to becoming immersed and intimately familiar with the content. Toronto & Remington (2020:67) attest "Engage in data immersion including reading and rereading, transcribing data, and taking notes regarding initial ideas for coding."

2.11.2 Coding

This will involve generating succinct labels (codes) that will identify important features of the data that will be relevant to answering the research question. It will also involve coding the entire dataset, and thereafter, collating all the codes and all relevant data extracts, together for later stages of analysis.

2.11.3 Searching for themes

Toronto & Remington (2020:67) encapsulates that "Sort the different codes into potential themes and subthemes. Create visual representations to help sort codes into themes." The main goal of a thematic analysis is of identifying themes, in terms of patterns in the data which are important and the researcher has to use these themes to address the research question. This will involve the researcher examining the data to identify significant broader patterns of meaning in potential themes. It will then involve organizing data relevant to each candidate theme, so that the researcher can work with the data and review the viability of each potential theme.

2.11.4 Reviewing themes

Lyons & Coyle (2016:94) contend that "The review phase develops your thematic analysis in relation to the data set as a whole as well as the coded data." Toronto & Remington (2020:67) aver that "Refine themes by collapsing or broadening themes that lack data support or data that are too diverse." This stage will involve checking the themes against the dataset, to determine that they have told a convincing story of the data, and one has answered the research question. In this phase, themes will typically be refined, which sometimes will involve splitting, combining, or discarding them all together. Seth, Chadha & Bhatia (2022:61) observe that "the first aspect of the review process is to check the candidate themes against all coded data relevant to each theme to ensure a good fit between your candidate themes and coded data."

2.11.5 Defining and naming of themes

Seth, Chadha & Bhatia (2022:74) opine that that this stage "is the start of the formal writing process and all notes and thoughts about the data (including about the earlier candidate themes) are pulled together to make something meaningful." According to Toronto & Remington (2020:67)," Further define and refine themes and determine what aspect of the data each theme captures." The stage will involve developing a detailed analysis of each theme, then working out the scope and focus of each theme, determining the 'story' of each one of them. Essentially, the process will involve familiarisation with the data, coding, searching for themes, reviewing themes and defining and naming of themes.

2.12 Triangulation

Triangulation is principally will be concerned with collecting data from multiple perspectives using various methods and diverse sources concerning the phenomena under consideration for study. This is done in order to generate rich data on a phenomenon under investigation. In this case, the researcher will use focus group discussion, participant observation, questionnaires and interviews (Rubin, 2017).

Limitations

One of the limitations of this study is that the sample size was too small for the results to be generalized to other institutions. It is recommended to replication the study using larger sample in different orphanages setting for easy generalization of the results. The other limitation concerns the type of sampling that the researcher will use which will not be random but purposive and that will make the generalizability of results problematic.

2.13 Ethical consideration

The researcher will ensure that the research participants voluntarily take part in the survey. Rubin & Babbie (2012:257) confirm that "A major tenet of research ethics is that participation must be voluntary. No one should be forced to participate. All participants must be aware that they are participating in a study be informed of all the consequences of the study, and consent to participate in it." The researcher will ensure that the data generated from the research participants will be treated with maximum confidentiality. Berg (2012:57) observes that "confidentiality is an active attempt to remove from the research records any elements that might indicate the subjects' identities. In a literal sense, anonymity means that the subjects remain nameless." The researcher will categorically ensure that participants in the survey do not write their names on the questionnaires. Prior to undertaking the research, consent will be sought from the participants.

Furthermore, participants in the survey will be requested to sign an informed consent form and they will also be made aware of their right to withdraw from the study at any time if they felt like doing so. Burns & Grove (2011:125) posit that "Voluntary consent means that the prospective subject has decided to take part in a study of his or her own volition without coercion or any undue influence." In order to limit the potential harm to the participants, the researcher will explain the objectives of the study from the very beginning of the study. The researcher will ensure that no form of harm was done on the participants as she will be conducting research by observing the COVID-19 protocols, especially during Focus Group Discussion: keeping social distance, covering mouth with mask, and washing hands before meeting participants.

3 RESULTS

3.1 Characteristics of Respondents

This section covered the general information on the characteristics of the respondents in terms of their age, sex, and employment status.

3.1.1 Gender of Respondents

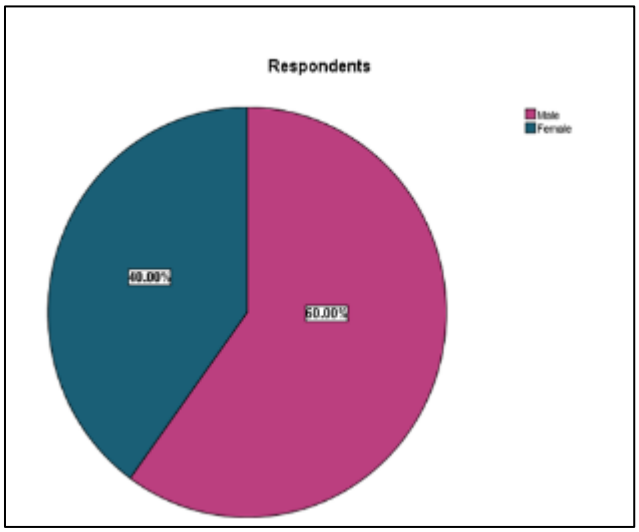


Figure 1: Gender of respondents

From the data above; 60% of respondents were male while 40% of respondents were female.

3.1.2 Level of Education

Table 1: Level of education of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	5	5.0	5.0	5.0
	Diploma	15	15.0	15.0	20.0
	Undergraduate degree	70	70.0	70.0	90.0
	Master's Degree	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Source: Compiled by Author 2024

Table 1 indicates that 5 (5%) of the participants attained certificate level of education, 15 (15%) of the participants attained Diploma level of education, 70 (70%) of the participants attained Undergraduate degree level of education and 10 (10%) attained Master's level of education.

3.1.3 Respondents by Age

Table 2: Age of respondents

	Age range	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30 years	7	7.0	7.0	7.0
	31-40 years	60	60.0	60.0	67.0
	41-50 years	30	30.0	30.0	97.0
	51 years and above	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Source: Compiled by Author 2024

Data gathered from respondents shows that 7(7%) of the participants were aged between 21-30 years, 60 (60%) were aged between 31-40 years, 30 (30%) were aged between 41-50 years and 3 (3%) of the respondents were 51 years and above. This information is also shown on the bar graph below.

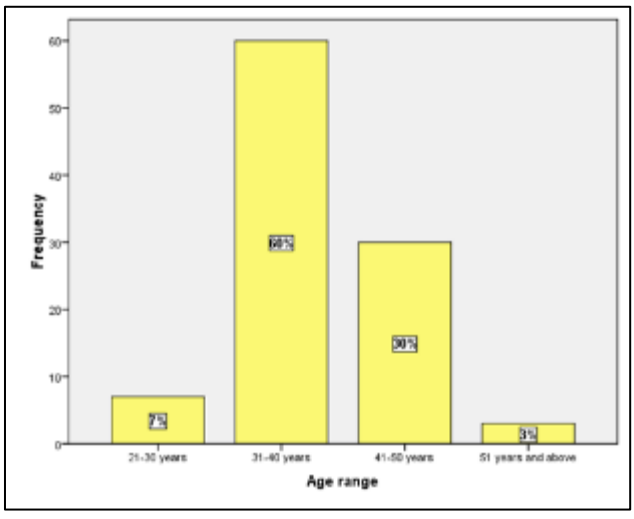


Figure 2: Age of respondents

Data above gathered from respondents shows that 7(7%) of the participants were aged between 21-30 years, 60 (60%) were aged between 31-40 years, 30 (30%) were aged between 41-50 years and 3 (3%) of the respondents were 51 years and above.

3.1.4 Marital Status of respondents

Table 3: Marital status of respondents

	Marital Status	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	50	50.0	50.0	50.0
	Single	20	20.0	20.0	70.0
	Divorced	5	5.0	5.0	75.0
	Widow	15	15.0	15.0	90.0
	Separated	10	10.0	10.0	100.0
	Total	100	100.0	100.0	

Source: Compiled by Author 2024

Table 3 shows that 50 (50%) of the respondents were married, 20 (20%) were single, 5 (5%) were divorced, 15 (15%) were widowed while 10 (10%) were separated.

3.1.5 Length of service in the orphanage.

Table 4: Length of service in the orphanage

	Years (range)	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	60	60.0	60.0	60.0
	4-7 years	30	30.0	30.0	90.0
	8-11 years	5	5.0	5.0	95.0
	More than 11 years	5	5.0	5.0	100.0
	Total	100.0	100.0	100.0	

Source: Compiled by Author 2024

Table 4 above shows that 60 (60%) of respondents served 1-3 years in orphanage, 30(30%) served 4-7 years, 5(5%) served 8-11 years and 5 (5%) served more than 11 years in the orphanage. The above information is also shown on the bar graph below.

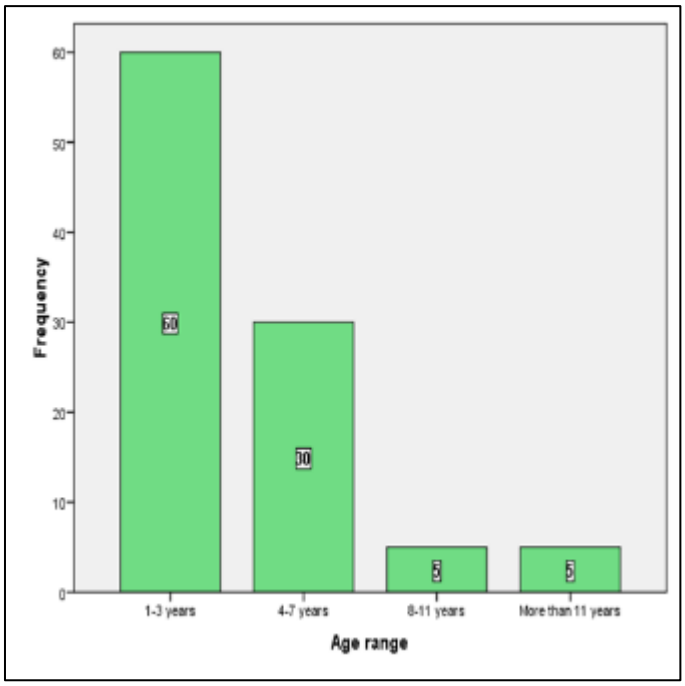


Figure 3: Length of service in the orphanage

Data above shows that 60 (60%) of respondents served 1-3 years in orphanage, 30(30%) served 4-7 years, 5(5%) served 8-11 years and 5 (5%) served more than 11 years in the orphanage.

3.1.6 Title of respondents

Table .5 shows that 30 (30%) of the respondents were managers while 70 (70%) were juniors.

Table.5: Job title of respondents

	Job Title	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Managers	30	30.0	30.0	30.0
	Juniors	70	70.0	70.0	100.0
	Total	100.0	100.0	100.0	

Source: Compiled by Author 2024

3.1.7 Nature of Position

Table 6 below shows that 90 (90%) of the respondents occupied full-time positions while 10 (10%) occupied part-time positions.

Table 6: Nature of position of respondents

	Nature of position	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full time	90	90.0	90.0	90.0
	Part Time	10	10.0	10.0	100.0
	Total	100.0	100.0	100.0	

Source: Compiled by Author 2024

3.1.8 Length of current position

Table 7 shows that 60 (60%) of respondents occupied the current positions for 1-3 years, 20 (20%) occupied the current positions for 4-7 years, 15 (15%) occupied the current positions for 8-11 years while 5 (5%) occupied the current positions for more than 11 years.

Table 7: Length of time in the current position

	Years (range)	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	60	60.0	60.0	60.0
	4-7 years	20	20.0	20.0	80.0
	8-11 years	15	15.0	15.0	95.0
	More than 11 years	5	5.0	5.0	100.0
	Total	100.0	100.0	100.0	

Source: Compiled by Author 2024

3.2 Knowledge of people on existence of orphanage

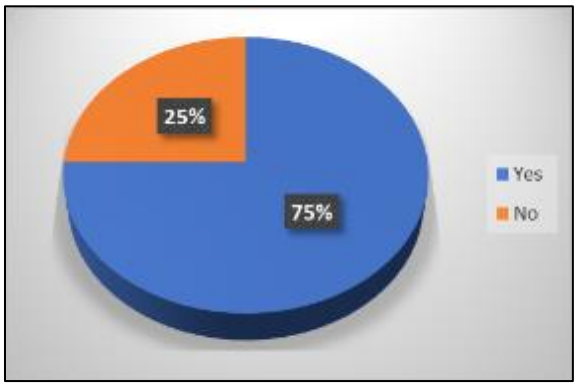


Figure 4: Knowledge of the existence of the orphanage

The above chart indicates that 75% of respondents agreed that people had knowledge on the existence of orphanage while 25% didn't agree.

3.3 Level of satisfaction on the services offered by the orphanage.

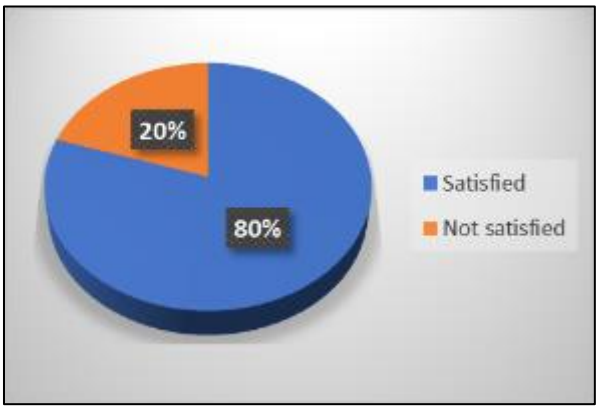


Figure 5: Level of satisfaction with the services offered by the orphanage

The above chart indicates that 80% of respondents agreed that residents were satisfied with orphanage services while 20% indicated that residents were not satisfied.

3.3.1 Orphanage involvement in sensitizing the community.

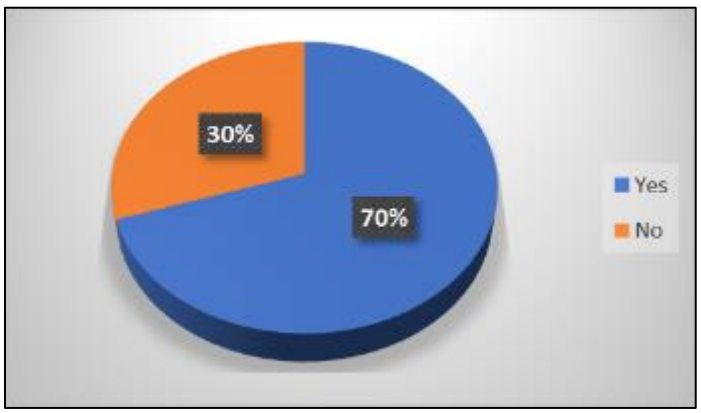


Figure 6: Orphanage involvement in sensitizing the community

The above chart indicates that 70% of respondents agreed that orphanages were involved in sensitizing the community while 30% of the respondents did not agree.

3.3.2 Involvement of local people in orphanage activities through donations.

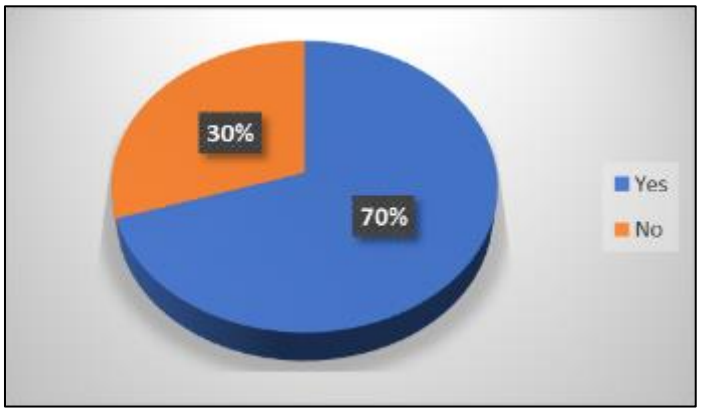


Figure 7: Involvement of local people in orphanage activities through donations

The above chart indicates that 70% of respondents agreed that local people were involved in orphanage activities through donations while 30% of the respondents did not agree.

3.3.3 Effectiveness of services provided by the orphanage

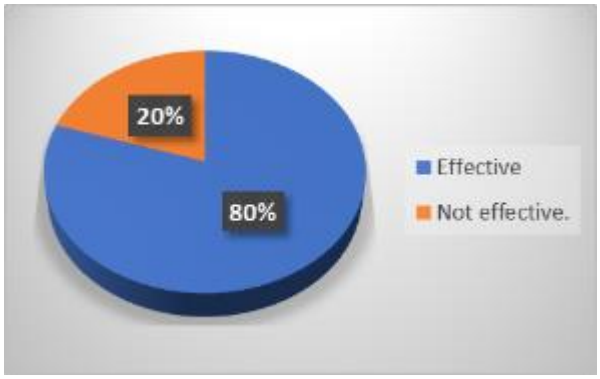


Figure 8: Effectiveness of services provided by the orphanage

The above chart indicates that 80% of respondents agreed that the services provided by orphanage were effective while 20% of the respondents said otherwise.

3.4 Challenges faced

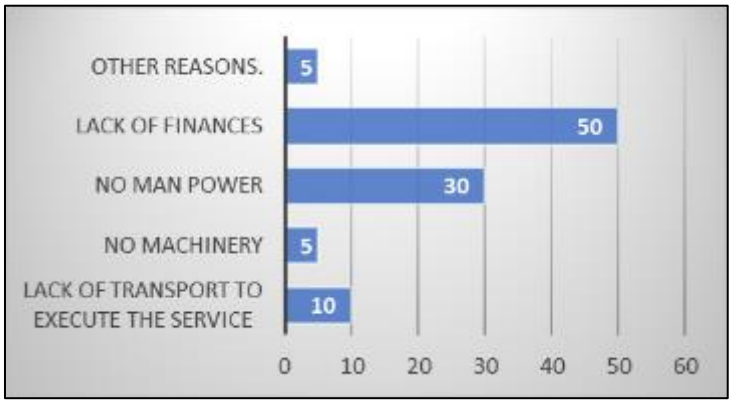


Figure 9: Challenges faced by the orphanage

The above chart indicates that the major challenge faced by the orphanage is Lack of finances, with a percentage of 50 respondents.

3.4.1 What type of accommodation are you given.

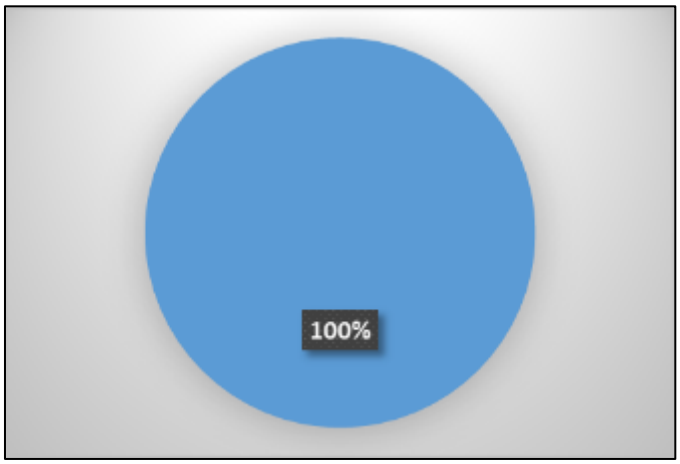


Figure 10: Type of accommodation given to children

From the data above, the respondents responded that there is just one house with many rooms inside which they share; males with their own building and also females with their own building.

3.4.2 How does living in an orphanage affect you.

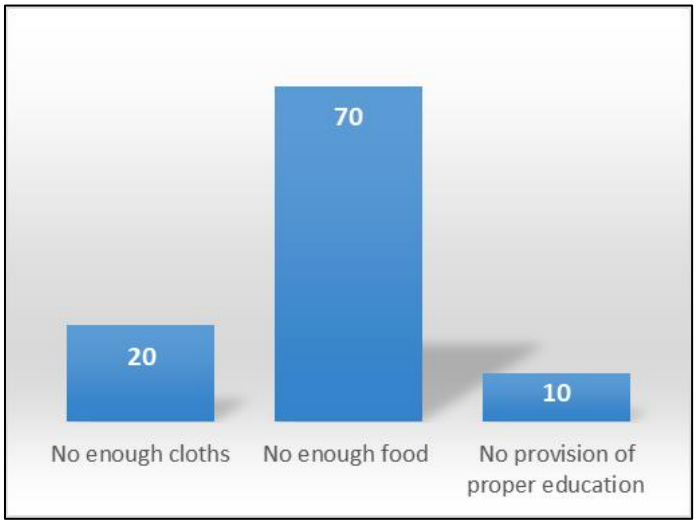


Figure 11: Effects of living in an orphanage on children

From the data above when asked How does living in an orphanage affect you? 20% of the respondents said that they have no enough cloths, 70% of the respondents said that they tend not to have enough food while 10% of the respondents said that there is no provision of proper education.

3.4.3 How many meals are you given per day.



Figure 12: Number of meals given per day

From the chat above, adult children were given 2 meals a day while young children were given 3 meals a day.

3.5 Why are children living in orphanages given the right to education

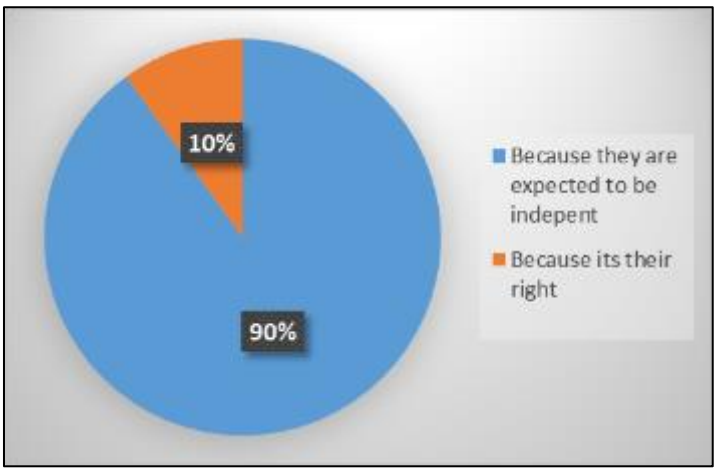


Figure 13: Reasons children in orphanages are given the right to education

From the data above, 10% of the of the respondents said that it's their right to be in school while 90% of the respondents said that it's because they are expected to be independent when they grow or finish school.

3.6 Are children living in orphanages given the right to education

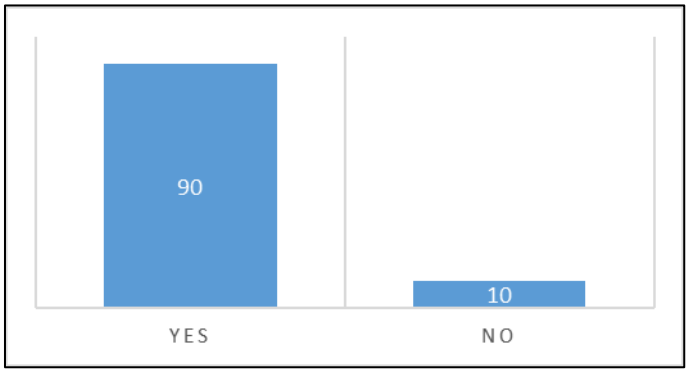


Figure 14: Whether children in orphanages are given the right to education

From the chart above, 90 of the respondents said that they are given a right to education while 10% said they are not given the right to education yet because they are new orphans which the orphanage just got recently.

4 DISCUSSION OF THE RESPONDENTS

Zambia has experienced rapid economic growth over the past decade and has graduated from a low-income to a lower middle-income country. A combination of prudent macroeconomic management, market liberalization and privatization efforts, and investments in the copper industry and related infrastructure has helped achieve average annual GDP growth of about 5.7 percent. Zambia's economic growth has not translated into significant poverty reduction, however: 60 percent of the population live below the poverty line, and 42 percent live in extreme poverty. Regional disparities are very strong, with 70 percent of the rural population living in poverty, compared to 22 percent in the Copperbelt and 34 percent in Lusaka. With a predominantly young and rural population, and 67 percent of the labour force engaged in agriculture, Zambia will need to focus on its largely untapped agricultural potential and improve the rural economy in order to accelerate growth and reduce poverty. Zambia is unlikely to meet many of the Millennium Development Goal (MDG) targets by 2015, including reducing extreme poverty and hunger (MDG 1) and improving maternal health (MDG 5). Child mortality rates have declined since the early 1990s, which can be attributed to increases in immunization coverage, exclusive breastfeeding, vitamin and mineral supplementation, and malaria prevention and treatment, but these and other interventions must be accelerated if the MDG goal is to be met by 2015. Zambia's food security challenges are exacerbated by high dependence on rain-fed agriculture and the lack of market incentives that would encourage a shift from subsistence farming. The number of people at risk of food insecurity rose from 63,000 in 2012 to about 209,000 in 2013 as a result of poor crop production caused by poor weather conditions.4 Food insecurity and chronic undernutrition remain critical issues, with almost half of children under 5 years of age stunted.

High morbidity, limited access to health services, poverty and food insecurity are the major determinants of undernutrition in children. Though the 2007 Demographic and Health Survey did not include data on micronutrient deficiencies, data from 2003 showed that anaemia and subclinical vitamin A deficiency are highly prevalent, affecting at least 50 percent of children under 5, while 30 percent of women of reproductive age are anemic.6 Such widespread deficiencies are not unexpected, given that the diet is mainly composed of cereals (maize) and starchy roots and very little micronutrient-dense food such as animal products, fruits and vegetables. Though rates of exclusive breastfeeding during early infancy have increased, only 37 percent of children 6-23 months receive a minimum acceptable diet, which has a major impact on their growth and development. Zambia is fully committed to improving the food security and nutrition of its population. A National Food and Nutrition Strategic Plan (2011-2015) is coordinated by the National Food and Nutrition Commission (NFNC), the designated convening body to coordinate action on nutrition. A Cooperating Partner Nutrition Group includes development partners and U.N. agencies that provide financial and technical support for nutrition-related programming. Both direct nutrition interventions and nutrition-sensitive programs have been aligned around five priorities of the First 1,000 Most Critical Days Program (1st 1000 MCDP). In 2010, Zambia joined Scaling Up Nutrition (SUN), a global movement that unites national leaders, civil society, bilateral and multilateral organizations, donors, businesses and researchers in a collective effort to improve nutrition. UNICEF and DFID are the donor conveners for SUN in Zambia. The Government's commitment to agricultural development is demonstrated by its 2011 CAADP (Comprehensive Africa Agriculture Development Programme) Compact. CAADP is an African-led program bringing together governments and diverse stakeholders to reduce hunger and poverty and promote economic growth in African countries through agricultural development. The CAADP is congruent with the government's Sixth National Development Plan (SNDP), which runs from 2011 to 2015, and it fits in Zambia's Vision 2030 target of becoming a middle-income country.

4.1 General Overview of the study

Finally, the chapter highlights the conclusions and recommendations after taking into account the research findings. Its main goal is to confirm that the study has adequately addressed the objectives outlined in chapter one.

5 CONCLUSION

In the African culture the responsibility of upbringing of children who have lost their parents fell on the relatives of the deceased. However, there was a paradigm shift in this when these people were overwhelmed with the number of people who died in the wake of HIV/AIDS. The whole notion of orphanage is foreign in the African tradition and culture. Kalembo (2009:43) attests that "The building of orphanages is a foreign concept to African culture in the care of orphans. This idea was brought to the continent by well-meaning and loving people from the West who did not understand how Africans cared for orphans."

The Black's Law Dictionary (2009:1267) has defined the concept of 'right' *inter alia*, to mean: something that is due to a person by just claim, legal guarantee, and moral principles; a power, privilege or immunity secured to a person by law; a legally enforced claim that another will do or will not do a given act; and a recognized and protected interest the violation of which is a wrong.

Having defined the concept of right, attempt is made to define the notion of human right in order to put the discussion in its perspective. According to the Human Rights Commission, (2016:6) "Human Rights are universal legal guarantees protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity." Donnelly (2003:10) attests that "Human rights are, literally, the rights that one has simply because one is a human being." Conversely, Kiefer (2016:3) avers that "Human Rights violation is an unlawful deprivation of individual rights considered inherent to all humans. A human rights violation is a situation where a person's right is denied, or not respected or fulfilled. If a community is not given an opportunity to take part in the decision-making process of an issue that affects it, that situation then amounts to a violation of the rights of the members of the community. Human rights violations further lead to discrimination which further leads to marginalization of the vulnerable groups. For example, where a homosexual person is denied, medical treatment depicts violation of human rights whereby the right to health has been violated."

Recommendations

- The office of the vice president through DMMU (disaster management and mitigation unit) should help take over some of the responsibilities in orphanages. We cannot run away from the orphans in the country and it is a disaster on its own.
- Government should increase beneficiaries of the bursaries in schools for orphans; it has to be treated separately.
- There is need to combat diseases like HIV, Cholera, etc. because of such diseases, parents to children are dying hence leaving behind children as orphans.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

Acknowledgments

The authors thank the staff of Kabwata Orphanage and Transit Centre, the officials of the Department of Social Welfare and the Office of the District Commissioner, and the non-governmental organisations working with orphanages for their cooperation, and the young people who generously participated in this study. The authors also acknowledge the academic staff of the Information and Communication University for their guidance.

Disclosure of conflict of interest

The authors declare no conflicts of interest regarding this manuscript.

Statement of ethical approval

Ethical principles were observed throughout this study. Participation was voluntary, participants were free to withdraw at any time, and the confidentiality and anonymity of all respondents were maintained.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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