

A SOCIOLOGICAL STUDY ON THE EDUCATIONAL CHALLENGES FACED BY ORPHAN STUDENTS



By

AISWARYA SURESH

Reg. No: AM23SOC002

DEPARTMENT OF SOCIOLOGY AND CENTRE FOR RESEARCH

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM

MARCH 2025

**A SOCIOLOGICAL STUDY ON THE EDUCATIONAL CHALLENGES FACED
BY ORPHAN STUDENTS**

Thesis submitted to St. Teresa's College (Autonomous), Ernakulum in fulfillment of the requirements
for the award of the degree of **Master of Arts in Sociology**

By

AISWARYA SURESH

Reg. No: AM23SOC002

Under the Supervision of,

DR. LEBIA GLADIS N.P

Assistant Professor

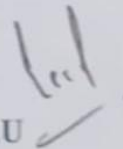
Department of Sociology

St. Teresa's College, Ernakulum



DR. LEBIA GLADIS NP

Staff Supervisor



DR. LEELA P.U

Head of the Department

MARCH 2025

CERTIFICATE

I certify that the thesis entitled **“A SOCIOLOGICAL STUDY ON THE EDUCATIONAL CHALLENGES FACED BY ORPHAN STUDENTS”** is a record of bonafide research work carried out by **AIWARYA SURESH**, under my guidance and supervision. The thesis is worth submitting in fulfillment of the requirements for the award of the degree of Bachelor of Arts in Sociology.



DR. LEBIA GLADIS NP

Assistant Professor

Department of Sociology

St. Teresa's College, Ernakulum

Ernakulum

March 2025

DECLARATION

I, AISWARYA SURESH, hereby declare that the thesis entitled "A SOCIOLOGICAL STUDY ON THE EDUCATIONAL CHALLENGES FACED BY ORPHAN STUDENTS" is a bonafide record of independent research work carried out by me under the supervision and guidance of DR. LEBIA GLADIS NP. I further declare that this thesis has not been previously submitted for the award of any degree, diploma, associate ship or other similar title.

Ernakulum

March 2025



AISWARYA SURESH



ST. TERESA'S COLLEGE (AUTONOMOUS)
ERNAKULAM



Certificate of Plagiarism Check for Dissertation

Author Name	AIWARYA SURESH
Course of Study	MA. Sociology
Name of Guide	Dr. Lebia Gladis N P.
Department	Sociology & Centre for Research
Acceptable Maximum Limit	20
Submitted By	library@teresas.ac.in
Paper Title	A SOCIOLOGICAL STUDY ON THE EDUCATIONAL CHALLENGES FACED BY ORPHAN STUDENTS
Similarity	4% AI-19%
Paper ID	3503130
Total Pages	71
Submission Date	2025-04-15 12:49:13

Signature of Student

Signature of Guide



Ana Maria
Checked By

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all those who have supported and guided me throughout this research on the educational challenges faced by orphan students.

First and foremost, I am deeply thankful to Dr. Lebia Gladis, my research supervisor, for her invaluable guidance, insightful feedback, and constant encouragement. Her expertise and patience have played a crucial role in shaping this study.

I also extend my gratitude to St. Teresa's College, Ernakulum, for providing a supportive academic environment and access to essential resources that have been instrumental in conducting this research.

A special note of appreciation goes to the orphan students who participated in this study. Their willingness to share their experiences has been central to understanding the challenges they face in education. I am also grateful to the teachers, caregivers, and institutional staff who offered their perspectives and facilitated my research process.

Lastly, I am immensely grateful to my family and friends for their unwavering encouragement and support. Their motivation has helped me stay focused and committed to this work.

This study would not have been possible without the contributions of all these individuals, and I sincerely appreciate their support.

Ernakulum

March

AISWARYA SURESH

CONTENTS

CHAPTERS	PAGE NO.
1. INTRODUCTION.....	1-5
2. REVIEW OF LITERATURE.....	7-9
3. METHODOLOGY.....	11-16
4. DATA ANALYSIS AND INTERPRETATION.....	18-38
5. FINDINGS AND CINCLUSION.....	39-41
6. BIBLIOGRAPHY.....	42
7. APPENDIX.....	43-47

LIST OF FIGURES

FIGURE NUMBER	TITLE	PAGE NUMBER
4.1	AGE	
4.2	GENDER	
4.3	TYPE OF CARE HOME	
4.4	PERIOD OF TIME IN ORPHANAGE	
4.5	REASON FOR NOT ATTENDING SCHOOL/COLLEGE	
4.6	DISTANCE FROM CARE HOME TO SCHOOL/COLLEGE	
4.7	MODE OF TRAVEL	

LIST OF TABLES

TABLE NO.	TITLE	PAGE NO.
4.1	LEVEL OF EDUCATION	
4.2	CURRENTLY ATTENDING SCHOOL/COLLEGE	

CHAPTER I
INTRODUCTION

INTRODUCTION

The word "orphan" carries profound connotations of loss, vulnerability, and resilience. It refers to a child who has lost one or both parents and must navigate a world without the immediate support of biological caregivers. While orphans have existed throughout history, their experiences, challenges, and societal treatment have varied significantly across regions and cultures. In modern times, the increasing prevalence of pandemics, wars, natural disasters, and socioeconomic inequalities has contributed to a growing number of orphans globally. This sociological study seeks to explore the unique and complex challenges faced by orphans, moving from a broad global perspective to regional and local contexts, highlighting their plight and the systemic efforts to address their needs.

Most people agree that education is an essential right and a major factor in social mobility. However, a person's family structure, emotional health, and socioeconomic background all have an impact on their ability to obtain and complete their education. Orphaned children have particular and complex obstacles that have a big influence on their educational experiences and results, making them one of the most vulnerable student demographics.

With an emphasis on the structural, psychological, and socioeconomic obstacles orphan kids confront, this study attempts to investigate the sociological aspects of their educational struggles. Lack of parental support frequently leads to less academic motivation, restricted access to educational resources, and financial difficulties. Furthermore, psychological discomfort, such as grief, worry, and low self-esteem, is common among orphaned children and can impair their ability to study. Their educational journey is also greatly influenced by institutional elements, including peer connections, instructor attitudes, and school settings.

Understanding these challenges is essential to creating effective policies and initiatives that support orphaned students' academic success. This study investigates the relationship between family structure, social support, and educational attainment from a sociological point of view. It also makes recommendations for potential strategies to help orphan youngsters close the educational gap.

The main challenges that orphan students encounter, the sociological theories that shed light on their educational challenges, and the legislative initiatives that can improve their academic performance will all be covered in the parts that follow. The goal of this research is to raise awareness of these problems in order to support a more equitable and inclusive educational system that guarantees all kids, regardless of their circumstances, the chance to succeed academically and socially.

Orphan students are a marginalized group who frequently encounter difficulties that extend beyond financial constraints. The absence of parental guidance, emotional trauma from loss, and institutional limitations significantly impact their educational experiences.

Global Perspective: The Universal Struggle

Globally, orphans constitute one of the most vulnerable and disadvantaged populations. According to UNICEF, approximately 153 million children worldwide are classified as orphans, having lost one or both parents due to a variety of causes. The challenges faced by these children often exceed geographic boundaries, yet their severity and nature vary depending on the socio-economic, political, and cultural fabric of their environments.

The HIV/AIDS pandemic has left millions of children in Sub-Saharan Africa orphaned. In South Africa and Zimbabwe, for instance, the sickness has radically altered entire communities, placing children in the care of old grandparents or sibling caregivers, often with very little incomes. These children typically lack access to mental health services, education, and healthcare, which exacerbates the stress of losing their parents.

The situation of orphans is made worse by displacement and violence in war-torn areas like Syria, Afghanistan, and Yemen. Many children end up as refugees, experiencing not just the loss of their parents but also psychological trauma, malnourishment, and uncertainty. The growth and well-being of young children are frequently undermined by overcrowding and a lack of resources in refugee camps and makeshift shelters.

Orphanhood is also greatly impacted by natural calamities like hurricanes, earthquakes, and tsunamis. For instance, thousands of children in India, Sri Lanka, and Indonesia lost their parents as a result of the 2004 Indian Ocean tsunami. In a similar vein, the 2010 Haitian earthquake

Resulted in a surge of orphans, many of whom were exploited in uncontrolled international adoptions or placed in institutions with lax regulations.

Global Initiatives and Difficulties

There has been a diverse and multifaceted response from around the world to the difficulties orphans endure. Programs have been put in place by groups like UNICEF, Save the Children, and SOS Children's Villages to give orphans access to healthcare, education, and psychosocial assistance. These endeavors frequently involve the creation of foster care networks, orphanages, and neighborhood-based child safety programs.

There are still large gaps in spite of these measures. Inadequate infrastructure, corruption, and a lack of funding are prevalent issues in emerging nations. Furthermore, societal stigma and cultural beliefs frequently prohibit orphans from being treated fairly. For instance, in many cultures, orphans are viewed as liabilities, which may result in abuse, prejudice, or neglect.

Regional Context: The Struggles in Developing Nations

In developing nations, orphans face unique challenges shaped by socio-economic disparities and systemic shortcomings. South Asia, for instance, has a large orphan population, with India alone accounting for over 20 million orphans. These children often end up in overcrowded and underfunded orphanages or on the streets, where they are exposed to exploitation, abuse, and health risks.

Girls are particularly vulnerable in South Asia, where cultural norms often disadvantage them further. Many orphaned girls face early marriage, human trafficking, or forced labor. Despite government initiatives like India's Integrated Child Protection Scheme (ICPS), the scale of the problem often overwhelms available resources.

In Africa, the story is similar but compounded by endemic poverty and health crises. Orphans frequently rely on extended family networks for care, but these networks are often financially overburdened, leading to situations where children are denied education or proper nutrition. Community-based care models have emerged as a response, emphasizing the importance of keeping children within their cultural and familial contexts.

In contrast, more developed regions such as Europe and North America generally have robust foster care systems and social services. However, even in these regions, orphans face emotional and psychological challenges, including feelings of abandonment, identity crises, and difficulties forming lasting relationships. Institutional care, while less common in these regions, often fails to meet the emotional needs of children, highlighting the universal need for more holistic approaches to orphan care.

Local Viewpoint: Difficulties in Kerala, India

Focusing on the local level, the experiences of Kerala, India's orphans reveal a combination of regional and worldwide issues. Kerala is frequently praised for its high literacy rates and progressive social programs, but the state nevertheless faces major challenges for its orphans.

Basic basics are provided by government-run orphanages and children's homes, but they frequently lack the means to meet the children's emotional and psychological needs. The social stigma that many orphans experience might impede their educational and career options as well as their ability to integrate into society. For example, orphaned children may experience bullying or discrimination in school, which further distances them from their classmates

Religious institutions and non-governmental organizations (NGOs) are essential for enhancing government initiatives. Local charities and organizations like SOS Children's Villages offer more individualized care with an emphasis on emotional support and education. However, its reach is frequently restricted by a lack of resources and irregular funding.

Even in comparatively modern states like Kerala, child labor and trafficking continue to be serious issues. Because they frequently lack the safety net of family or community networks, orphaned children are especially susceptible to exploitation. To tackle these problems, more public awareness and more enforcement of child safety laws are needed.

SIGINIFICANCE OF THE STUDY

This study is important because it helps us understand the challenges that orphaned adolescents face in their education. These challenges include financial struggles, emotional distress, social exclusion, and a lack of support from institutions. By identifying these obstacles, the study aims

to improve support systems, shape better policies, and promote equal educational opportunities for orphaned students. It contributes to sociological knowledge by examining how social inequalities and institutional shortcomings affect their academic experiences. The study also highlights the need to address educational gaps, ensuring that orphan students receive the same opportunities as others. It provides valuable insights for schools, governments, and organizations, helping them develop better financial aid programs, psychological support, and mentorship opportunities. Additionally, this research emphasizes the importance of mental health support, as many orphan students face anxiety, loneliness, and other emotional struggles that impact their learning. By raising awareness, the study encourages communities, policymakers, and charitable organizations to take action in supporting these students. Lastly, it serves as a foundation for future research, helping scholars explore new ways to support vulnerable student populations. Ultimately, this study is not just about research—it aims to make a real difference by ensuring that orphaned students receive the help, support, and opportunities they need to succeed.

CHAPTER II

REVIEW OF LITERARUR

REVIEW OF LITERATURE

INTRODUCTION: A sociological study on the educational challenges faced by orphan students necessitates an in-depth review of existing literature to understand the multifaceted factors influencing their academic experiences. Orphan students often grapple with various obstacles, including financial hardship, emotional distress, social stigma, and institutional barriers, all of which can significantly hinder their educational progress. This section synthesizes relevant studies, theoretical perspectives, and empirical research to provide a comprehensive understanding of these challenges and the support systems available to orphaned students.

This literature review examines key themes such as the psychological and emotional impact of parental loss on academic performance, the role of financial constraints in limiting educational opportunities, the effectiveness of institutional and governmental interventions, and the broader sociological implications of educational inequality. To contextualize these findings within a theoretical framework, the review will draw upon sociological perspectives such as conflict theory, structural functionalism, and social capital theory.

By analyzing previous research, this review aims to identify existing gaps and highlight areas for further exploration. This will not only strengthen the foundation of the present study but also contribute new insights into the unique educational struggles faced by orphan students, informing future academic and policy-oriented discussions

The Orphaned Child: A Global Perspective by Angela Carrington This book provides an in-depth analysis of the global orphan crisis, examining the socio-economic and cultural factors that contribute to orphanhood. Carrington discusses the impact of wars, pandemics, and natural disasters on orphan populations and evaluates the effectiveness of international interventions. Her work highlights the disparities in care systems across regions, emphasizing the need for culturally sensitive and locally adaptable solutions.

Children without Parents: Understanding the Psychological Effects by Dr. Richard Connors Dr. Connors delves into the psychological impact of orphanhood, focusing on the trauma of parental loss and its long-term effects on children's mental health. The book examines the role of foster care and institutional settings in shaping emotional resilience and self-esteem. It also offers practical strategies for caregivers to address the unique needs of orphans.

Invisible Lives: The Stories of Orphans in Developing Countries" by Meera Khanna This work offers a narrative-driven exploration of the lives of orphans in South Asia and Africa, bringing attention to their struggles with poverty, social stigma, and limited access to education. Khanna's interviews with orphaned children and their caregivers reveal the systemic failures that perpetuate cycles of deprivation, while also showcasing stories of resilience and hope.

The Economics of Orphanhood: Policy and Practice" by Jonathan Myers Myers explores the economic challenges faced by orphans and the financial burden on care systems. The book evaluates government policies and international aid programs aimed at supporting orphaned children. It also analyzes the economic exploitation of orphans, such as child labor and trafficking, and proposes policy frameworks for sustainable interventions.

Stolen Childhoods: Orphanhood in Conflict Zones" by Fatima Al-Sayed Focusing on the Middle East and Africa, Al-Sayed examines the plight of orphans in conflict zones. The book highlights the intersection of war, displacement, and orphanhood, providing a grim portrayal of how violence and instability exacerbate the vulnerabilities of orphaned children. Al-Sayed emphasizes the importance of mental health support and education in rebuilding the lives of these children.

Orphan Care in the 21st Century: Challenges and Innovations" by Laura Harrison Harrison discusses contemporary approaches to orphan care, including community-based care models, foster systems, and adoption practices. The book critically evaluates the shortcomings of traditional orphanages and advocates for innovative solutions like mentorship programs and integrated child protection systems.

The Orphaned Girl: Gendered Perspectives on Orphanhood" by Asha Nair provides a gendered analysis of orphanhood, focusing on the unique challenges faced by orphaned girls. The book addresses issues such as child marriage, trafficking, and access to education. Drawing from case studies in South Asia and Africa, Nair underscores the need for gender-sensitive policies and programs to protect and empower orphaned girls.

Orphanhood and Education: Bridging the Gap" by Dr. Susan Wallace Dr. Wallace examines the barriers to education faced by orphans, particularly in low-income and developing countries. She explores how orphanhood affects school attendance, academic performance, and access to higher education. The book also highlights successful educational initiatives that have improved outcomes for orphaned children.

Care and Protection: The Role of NGOs in Supporting Orphans" by Peter Gallagher Gallagher focuses on the role of non-governmental organizations (NGOs) in addressing the needs of orphans. The book evaluates the strengths and limitations of NGO-led initiatives in providing housing, education, and emotional support. Case studies from Asia, Africa, and Latin America illustrate how community-driven approaches can complement government efforts.

CHAPTER III
METHODOLOGY

METHODOLOGY

Research methodology is described as a science of analysis how research is done systematically. It is a method of analytically explain the research problem. It is a way to systematically solve the research problem by logically adopting various steps. It helps to identify, select and analyse information about topic. This involves deeper understanding about the various methods of research.

STATEMENT OF THE PROBLEM

Orphan students in education face significant challenges, including academic underachievement, emotional distress, and social isolation. Despite their resilience, existing research and support services often fall short in addressing their unique needs. This study explores the sociological factors shaping orphan students challenges in academia, aiming to inform strategies that promote their success and well-being.

GENERAL OBJECTIVE

To identify the educational challenges faced by orphans students in orphanage.

SPECIFIC OBJECTIVES

- To identify the specific educational challenges faced by orphans at different stages of their educational journey (e.g., primary, secondary, post-secondary).
- To explore the impact of orphan hood on academic performance, educational attainment, and educational aspirations.
- To study the impact of governmental policies in bettering the life of orphan students.
- To suggest measures to ensure welfare of orphans.

CLARIFICATION OF CONCEPTS

THEORITICAL DEFINITION

ORPHANS: An orphan child is one who has lost both parents, lacks parental care, or has been abandoned, facing challenges without traditional family support.

EDUCATION: Education is the intentional and systematic process of transmitting knowledge, skills, values, and culture from one generation to another, fostering individual and societal development.

OPERATIONAL DEFINITION

ORPHAN: In this study, an orphan is defined as a child who has lost one or both parents due to death, abandoned under the age and above 18 and living in orphanage

EDUCATION: In this study, education is defined as the formal and informal learning of knowledge, skills, and values undergone by the respondents.

VARIABLES

INDEPENDENT VARIABLES

- gender
- Access to scholarship
- Types of institution government/private

DEPENDENT VARIABLES

Extent of educational challenges faced by the orphan students in orphanage

UNIVERSE

The universe in this study is the orphan students in the orphanage.

SAMPLE SIZE AND METHOD OF SAMPLING

A sample of 200 orphan students in the age group of 10-25 was taken as sample using purposive sampling method.

PILOT STUDY

Before the main data collection, a **pilot study** will be conducted to assess the feasibility, reliability, and validity of the research tools and procedures. The pilot study aims to identify any weaknesses or limitations in the questionnaire, interview guides, and overall methodology.

Objectives of the Pilot Study:

To test the clarity, language, and comprehensibility of the questionnaire and interview questions.

To assess the time required for data collection.

To detect any ambiguities, irrelevant questions, or sensitive issues that might arise during interaction with orphan students.

To evaluate the willingness of participants to respond honestly and openly.

To refine research tools based on participant feedback.

Procedure: A small sample of **10–15 orphan students** from selected schools or orphanages will be chosen through purposive sampling. These participants will complete the questionnaire and participate in interviews under conditions similar to those planned for the full study. Observations will be made regarding the participants' reactions, understanding, and any difficulties encountered.

Expected Outcomes: The pilot study is expected to reveal practical challenges in communication, emotional sensitivity of questions, and logistical issues, allowing necessary adjustments to improve the effectiveness and ethics of the main study

PRE-TEST

A **pretest** is a smaller, preliminary application of the data collection tools to ensure that the survey and interview questions accurately capture the information intended for the research objectives.

Purpose of Pretest:

- To check the internal consistency and reliability of the questionnaire.
- To ensure that the language used is appropriate for the educational and emotional level of orphan students.
- To confirm that all important aspects of the research questions are covered.
- To identify any technical errors or misunderstandings in the format of the tools.

Procedure: The pretest will involve **5–8 orphan students** (different from those in the pilot study) to avoid bias. They will be asked to provide feedback on the ease of answering the questionnaire and participating in the interview. Their responses will be analyzed for inconsistencies, skipped questions, or misinterpretations.

Revisions: Based on the feedback from the pretest, necessary revisions will be made, such as simplifying complex terms, reordering questions for better flow, or removing redundant items.

LIMITATIONS OF THE STUDY

While this study aims to provide meaningful insights into the challenges faced by orphan students, several limitations must be acknowledged

• Emotional Sensitivity of Participants:

Many orphan students may find it difficult or uncomfortable to discuss their personal experiences related to loss, hardship, and social exclusion. Emotional sensitivity may lead to partial disclosure, affecting the depth and accuracy of the collected data.

• Geographical Restriction:

The study will be confined to specific urban and rural areas. Regional differences such as variations in culture, institutional support, and government policies may influence the challenges faced by orphan students but will not be fully explored in this study.

• Social Desirability Bias:

Some participants might provide responses they believe are expected or socially acceptable rather than their true feelings or experiences, especially during face-to-face interviews.

- **Institutional Access:**

Gaining access to orphanages, foster homes, and educational institutions may present administrative hurdles. Restrictions by institutions might limit the variety of participants and settings included in the research.

- **Time Constraints:**

The limited time frame for conducting the study might restrict opportunities for extensive longitudinal observation or follow-up interviews that could provide deeper insights into the long-term experiences of orphan students.

- **Focus on Challenges Over Positive Experiences:**

Although the study seeks to highlight resilience strategies, the primary focus on challenges may overshadow the positive achievements and strengths of orphan students.

- **Language and Communication Barriers:**

Differences in language proficiency among participants may impact the clarity and interpretation of survey and interview questions, especially if orphan students come from diverse linguistic backgrounds.

THEORETICAL FRAMEWORK

A theoretical framework provides the foundation for understanding the social realities faced by orphan students. In this study, several sociological theories will guide the exploration of the challenges and coping mechanisms of orphan students. These theories offer different lenses through which the experiences of these students can be critically analyzed.

1. Social Capital Theory (Pierre Bourdieu)

Social Capital Theory suggests that individuals gain resources, support, and opportunities through their social networks and relationships. Orphan students, by virtue of losing their primary caregivers (parents), often suffer from a lack of social capital.

Application to Study:

The absence of parental support networks limits their access to academic resources, emotional support, and mentorship, which can hinder their educational success and social integration. This theory helps in analyzing how reduced social capital affects their academic and social outcomes.

2. Structural Functionalism (Emile Durkheim, Talcott Parsons)

Structural functionalism views society as a complex system in which various parts work together to promote stability and social order. Institutions like family, education, and religion play crucial roles in socializing individuals and supporting their well-being.

Application to Study

The breakdown of the family structure for orphan students leads to disruptions in the socialization process. This theory will help examine how other institutions (such as schools, NGOs, and orphanages) either compensate for or fail to address the missing functions of the family unit.

TOOL OF DATA COLLECTION

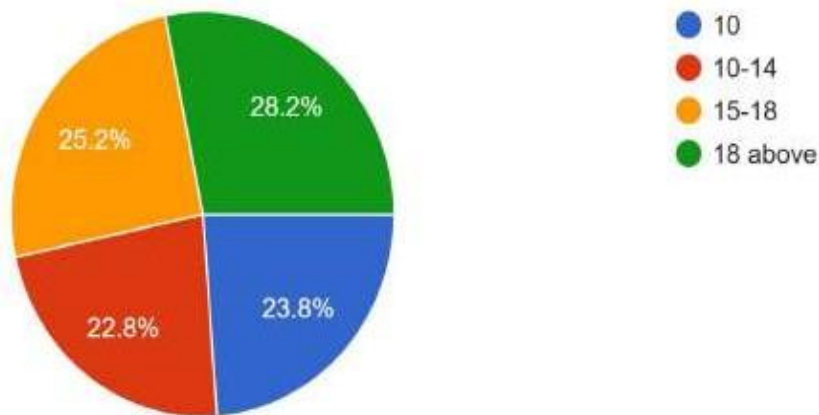
Quantitative: Structured questionnaires to collect demographic information and standardized data on Challenges faced.

CHAPTER IV
ANALYSIS AND INTERPRETATION

DATA ANALYSIS AND INTERPRETATION

1. AGE

Figure 4.1



This pie chart represents the ages of 206 orphan students who took the survey, and the distribution is surprisingly balanced. The largest group (28.2%) is 18 and above, while the other three 10 years old (23.8%), 10-14 years old (22.8%), and 15-18 years old (25.2%) are fairly close in size.

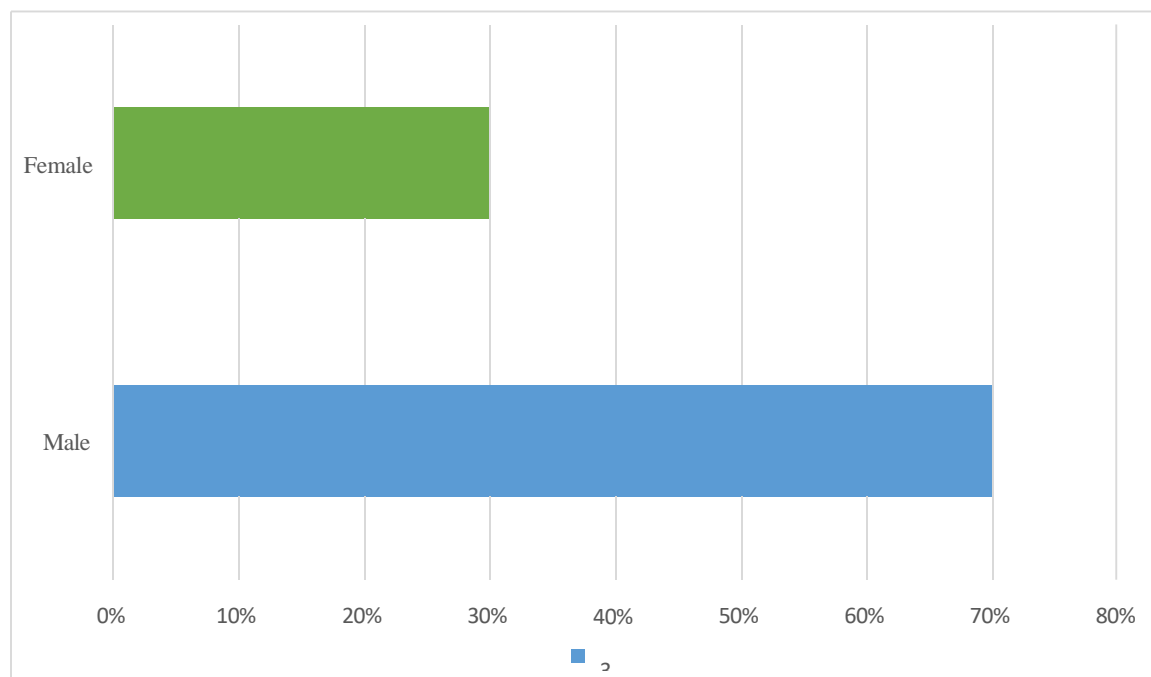
Looking at this in a more personal way, it's clear that most respondents are young, either kids, teenagers, or young adults, each at very different stages of life. The **10-year-olds** are likely just starting to explore the world more independently, forming early friendships, and figuring out what they like. The **10-14 age group** is in that middle stage, where childhood and adolescence mix they're probably becoming more socially aware, navigating school life, and developing their sense of identity.

The **15-18 group** is in a transitional phase, dealing with high school pressures, thinking about the future, and experiencing more independence. And finally, the **18+ group** is stepping into adulthood, making real-world decisions about education, careers, and responsibilities.

The fact that this group has the highest percentage might mean they were more willing to participate, possibly because they see value in sharing their views.

2. GENDER

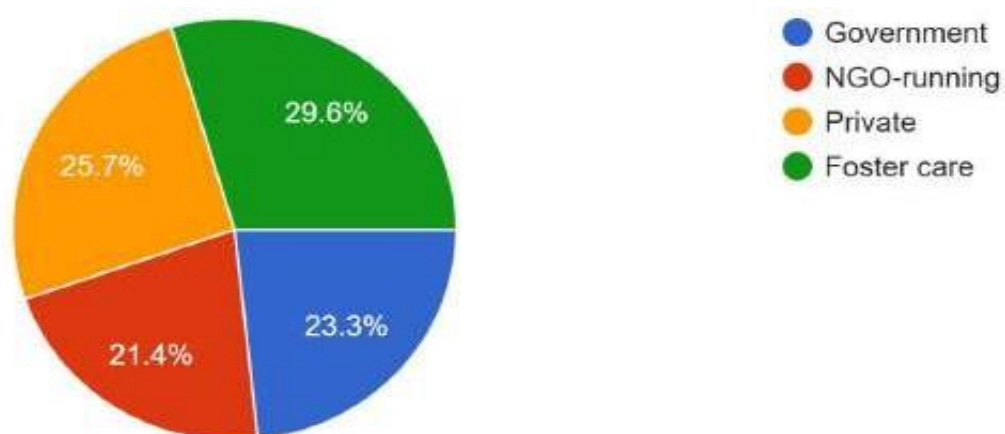
Figure 4.2



The bar diagram shows that out of 206 respondents 70% are males and 30% are females. Survey responses suggest that male student.

3. TYPE OF CARE HOME

FIGURE 4.3



This survey, based on responses from 206 individuals of orphan students, gives us a glimpse into the different types of care homes people call home. The largest group, **29.6%**, lives in **foster care**, making it the most common option. Close behind, **25.7%** stay in **private care homes**, while **23.3%** are in **government-run facilities**. The remaining **21.4%** live in **NGO-operated homes**. The results show that care homes are fairly evenly spread across these different types, with no single option standing out as the clear majority. This balance highlights the variety of living situations available, showing how different organizations and systems come together to provide support and shelter for those in need

4. LEVEL OF EDUCATION

TABLE 4.1

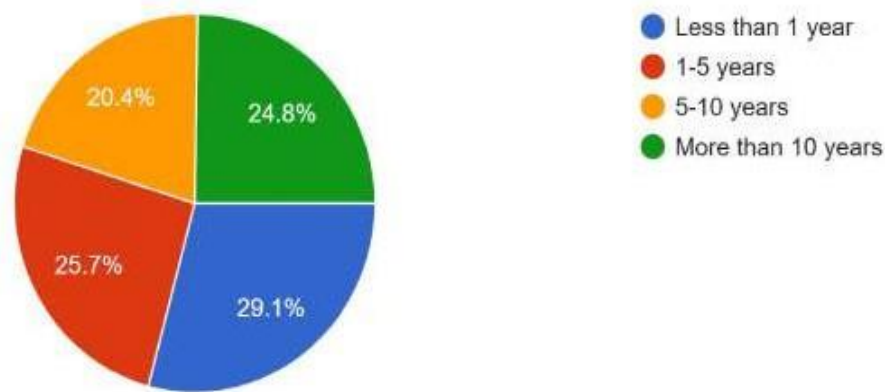
Education Level	Percentage
Primary (1 st -5 th)	21.4%
Secondary (6th-10th)	22.8%
Higher Secondary (11th-12th)	22.8%
College/University	33%

This survey, based on responses from 206 orphan students, gives us a look at the different levels of education people have completed. The largest group, **33%**, has reached **college or university**, showing that many have had the opportunity to pursue higher education. However, a nearly equal number **22.8%** finished only **higher secondary (11th-12th)** or **secondary school (6th-10th)**, which suggests that a significant portion may not have been able to continue beyond high school. In fact, **21.4%** completed only **primary school (1st-5th)**, pointing to possible challenges such as financial struggles, limited access to quality schools, or other systemic barriers.

Looking at it from a broader perspective, these numbers tell a story of both opportunity and limitation. Factors like economic background, family support, and social policies likely play a role in determining how far someone can go in their education. The fact that many didn’t progress beyond secondary school suggests that higher education isn’t equally accessible to everyone. But at the same time, the **33%** who did make it to college show that despite these challenges, some individuals have managed to break through and achieve academic success. This highlights the need for strong educational policies and support systems to create fair opportunities for everyone, ensuring that more people can reach their full potential.

5. PERIOD OF TIME IN THE HOME CARE

FIGURE 4.4



This survey of **206 responses** offers insight into how long orphan students have been living in care homes. The largest group, **29.1%**, has been in a care home for **less than a year**, suggesting a significant number of recent arrivals, possibly due to family circumstances, government placements, or other unforeseen factors. Meanwhile, **25.7%** have spent **1-5 years** in care, indicating a stable but relatively shorter-term stay. A slightly smaller group, **24.8%**, has been in care for **more than 10 years**, highlighting individuals who have spent a significant part of their lives within the system, possibly due to long-term dependency or a lack of alternative living arrangements. Additionally, **20.4%** have been in care for **5-10 years**, representing those who have had an extended stay but not necessarily a lifelong placement. These numbers reflect a mix of both short-term and long-term residents, suggesting that while some individuals transition out of care relatively quickly, others remain for extended periods. The presence of a large number of long-term residents underscores the importance of support systems to ensure smoother transitions into independent living when the time comes.

6. CURRENTLY ATTENDING SCHOOL/COLLEGE

TABLE 4.2

RESPONSE	PERCENTAGE
YES	46.1%
NO	53.9%

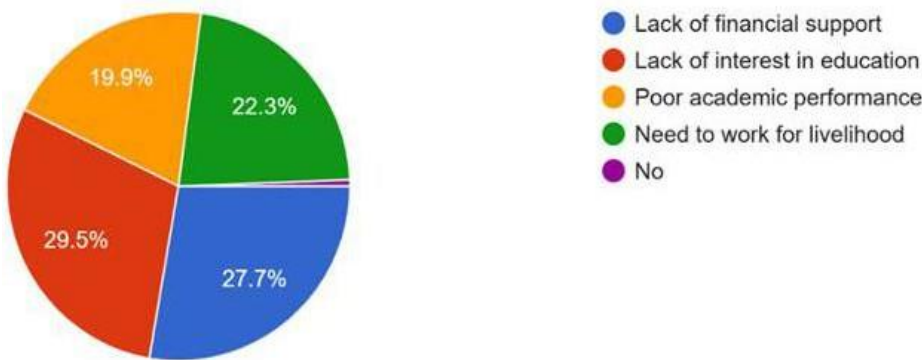
This survey of **206 responses** provides insight into the educational status of orphan students living in care homes. The data reveals that **53.9%** are **not currently attending school or college**, while **46.1%** are **actively enrolled**.

The fact that nearly half of the respondents are still pursuing education is a positive sign, indicating that many have access to learning opportunities despite their circumstances. However, the slightly larger percentage of individuals **not attending school or college** raises concerns about potential barriers such as financial struggles, lack of academic support, or the need to prioritize work or other responsibilities over education.

This data highlights the importance of creating educational support systems within care homes, ensuring that residents have the resources, guidance, and encouragement needed to continue their education. Addressing the challenges that prevent some individuals from staying in school could improve their long-term opportunities and quality of life.

7. REASON FOR NOT ATTENDING SCHOOL/COLLEGE

FIGURE 4.5

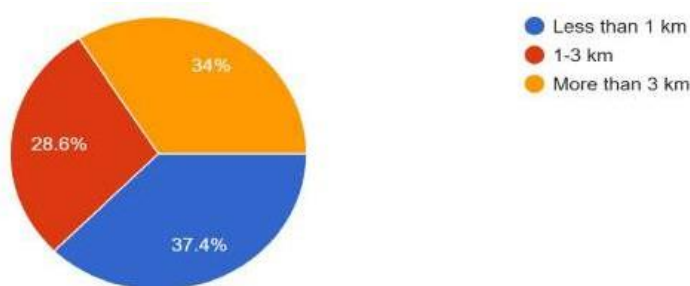


The pie chart illustrates the various reasons why children do not attend school. The most common reason, accounting for 29.5%, is a lack of interest in education, suggesting that educational engagement and relevance need improvement. Close behind, 27.7% of students cite financial constraints as a significant barrier, highlighting the need for financial aid and scholarships. Additionally, 22.3% of children are forced to work for their livelihood, indicating economic hardships that push them into labor instead of education. Poor academic performance is another contributing factor, affecting 19.9% of students, which emphasizes the necessity of academic support programs to prevent dropouts.

Lastly, the "No" category is almost negligible, meaning that nearly all respondents had a specific reason for not attending school. These findings suggest that addressing financial difficulties, improving educational engagement, supporting struggling students, and tackling child labor could help increase school attendance.

8. DISTANCE FROM CARE HOME TO SCHOOL/COLLEGE

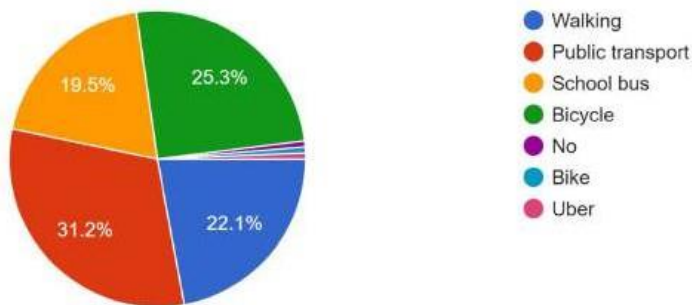
FIGURE 4.6



The pie chart represents the distance students have to travel to reach school. The largest proportion, 37.4%, travel less than 1 km, indicating that a significant number of students have easy access to their schools. Meanwhile, 28.6% of students travel between 1 to 3 km, which is a moderate distance but could still present challenges for some, particularly if transportation options are limited. The attendance, especially for students in rural or underdeveloped areas. The data suggests that while many students have schools within close reach, a considerable portion still faces travel distances that could impact their education. Addressing transportation challenges, such as providing school transport services or improving infrastructure, could help ensure better access to education for those traveling longer distances.

9. MODE OF TRAVELING TO SCHOOL

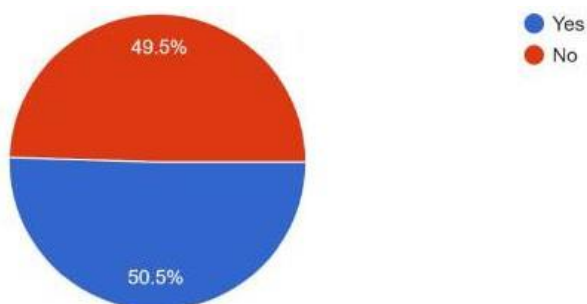
FIGURE 4.7



The pie chart illustrates the different modes of transportation students use to reach school. The most common mode is public transport, used by 31.2% of students, indicating a reliance on buses, trains, or shared vehicles for commuting. Bicycles are the second most common, with 25.3% of students opting for this eco-friendly and cost-effective option. Walking accounts for 22.1%, suggesting that a significant number of students live close enough to school to travel on foot. The school bus is used by 19.5% of students, which provides a safe and structured means of transport. Other modes, such as private bike rides, Uber, or other unspecified methods, appear to be used by only a very small fraction of students. This data suggests that while public and shared transport options play a significant role in students' daily commutes, accessibility and affordability of transportation remain key factors in ensuring consistent school attendance.

10. DIFFICULTY IN REACHING SCHOOL/COLLEGE

FIGURE 4.8

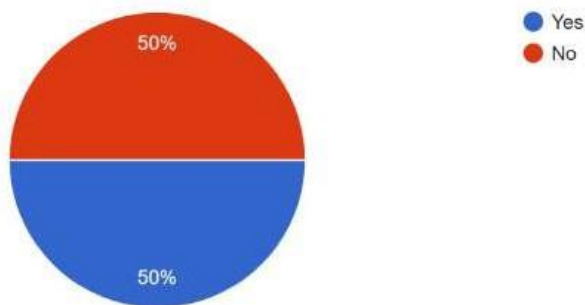


The pie chart represents a nearly equal distribution of responses to a Yes-or-No question. A slight majority, 50.5%, answered "Yes," while 49.5% responded "No." This minimal difference suggests that opinions or experiences on the topic are almost evenly split among respondents. The closeness of these percentages indicates that the subject in question is highly balanced, with no dominant preference or consensus. This could imply differing perspectives based on personal experiences, demographics, or

contextual factors influencing the responses. Understanding the reasons behind this near-even divide would require further investigation or additional data.

11. ACCES TO STUDY MATERIAL

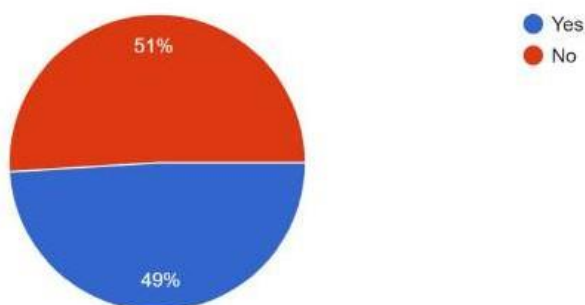
FIGURE 4.9



The pie chart presents an exact 50-50 split between "Yes" and "No" responses, indicating a complete division of opinion or experience among respondents. This equal distribution suggests that the educational challenges faced by orphan students question is highly balanced, with no clear majority or prevailing perspective. Such a result could imply that the issue is subjective, context- dependent, or influenced by individual experiences and external factors.

12. SEPARATE ROOM FOR STUDIES

FIGURE 5.1

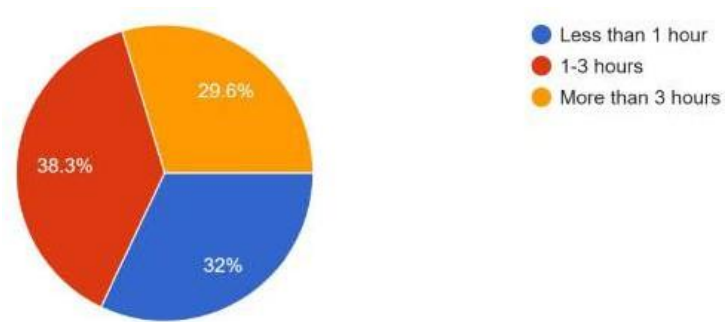


The pie chart represents a nearly even distribution between "Yes" and "No" responses, with 51% selecting "No" and 49% choosing "Yes." This slight difference suggests that opinions or experiences on the subject are almost evenly divided, with a small majority leaning towards "No." The closeness of these percentages indicates that there is no overwhelming consensus, and the topic may be influenced

by personal circumstances, differing perspectives, or external factors. Further analysis may be required to understand the reasons behind this near balance and what factors contribute to the responses.

13. HOURS OF STUDYING OUTSIDE SCHOOL

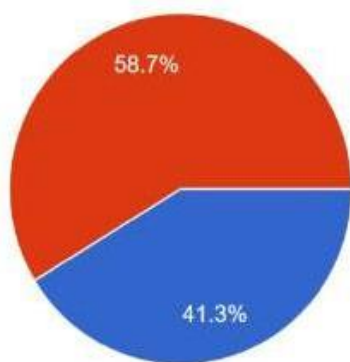
FIGURE 5.2



The pie chart illustrates the amount of time individuals spend on a particular activity, categorized into three groups. The largest proportion, 38.3%, spend between 1 to 3 hours on the activity, indicating that this duration is the most common among respondents. A slightly smaller group, 32%, engage in the activity for less than 1 hour, suggesting that a significant portion of people dedicate minimal time to it. Meanwhile, 29.6% spend more than 3 hours, showing that a notable fraction of individuals invest substantial time in the activity. The distribution suggests variability in engagement, with a majority falling within the moderate time range but still a considerable number dedicating either minimal or extensive time.

14. EXTRA ACADEMIC SUPPORT

FIGURE 5.3

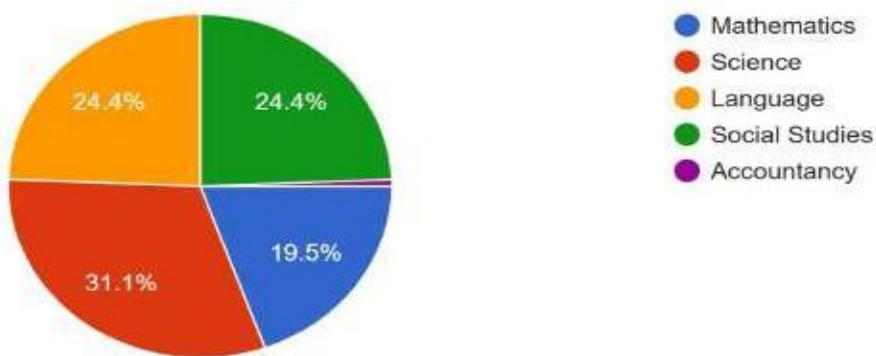


● Yes
● No

The pie chart presents a comparison between "Yes" and "No" responses, with 58.7% choosing "No" and 41.3% selecting "Yes." This indicates that a majority of respondents have a negative response to the subject in question, while a significant minority have a positive response. The gap between the two categories suggests a clear but not overwhelming preference toward "No." Further investigation may be needed to understand the factors influencing these responses and why a notable portion still supports the "Yes" option.

15. CHALLENGING SUBJECTS

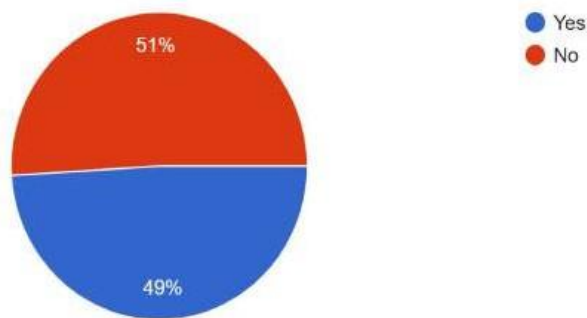
FIGURE 5.4



The pie chart illustrates the distribution of preferences among different subjects. Science holds the largest proportion at 31.1%, making it the most preferred subject. Language and Social Studies share an equal percentage of 24.4%, indicating a balanced interest in these subjects. Mathematics follows with 19.5%, showing a relatively lower preference. Accountancy holds a very minimal portion, suggesting it is the least favored subject among respondents. The data suggests a higher inclination toward Science, Language, and Social Studies, while Mathematics and Accountancy receive comparatively less interest.

16. MOTIVATED TO CONTINUE SCHOOL

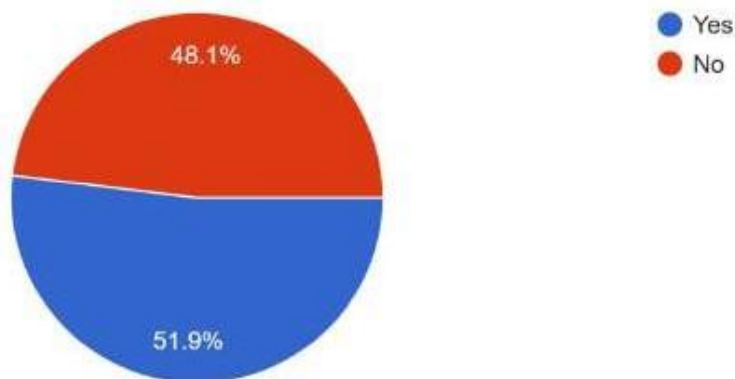
FIGURE 5.5



The pie chart represents the distribution of responses to a Yes/No question. The results indicate that 51% of respondents answered "No," while 49% responded with "Yes." This suggests a nearly even split in opinions, with a slight preference toward the "No" response. The close margin between the two categories implies that the question may be a subject of mixed perspectives, with no overwhelming consensus among participants.

17. MENTOR OR GUARDIAN TO GUIDE YOU PHYSICALLY AND EMOTIONALLY

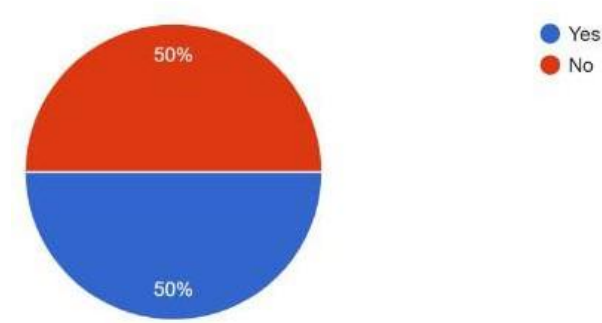
FIGURE 5.6



The pie chart illustrates the distribution of responses to a Yes/No question. The majority, 51.9% of respondents, answered "Yes," while 48.1% responded with "No." This indicates a slight inclination toward the affirmative response, but the results remain relatively balanced. The narrow margin suggests that opinions on the subject are fairly divided, with no overwhelming majority in either direction.

18. EVER EXPERIENCED BULLYING OR EXCLUSION IN THE SCHOOL/COLLEGE

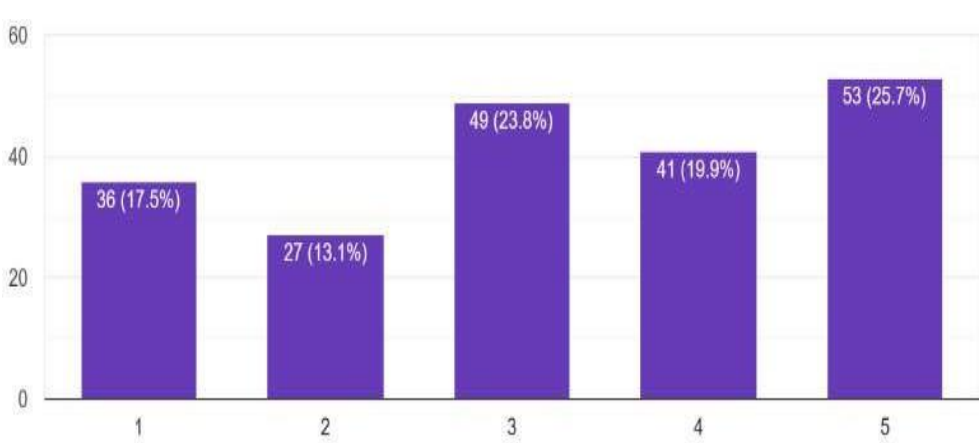
FIGURE 5.7



The pie chart represents an equal distribution of responses between "Yes" and "No," with each category receiving exactly 50% of the total responses. This indicates a perfect split in opinions, suggesting that respondents are evenly divided on the subject with no clear preference for either option.

19. SATISFACTION LEVEL OF EDUCATION

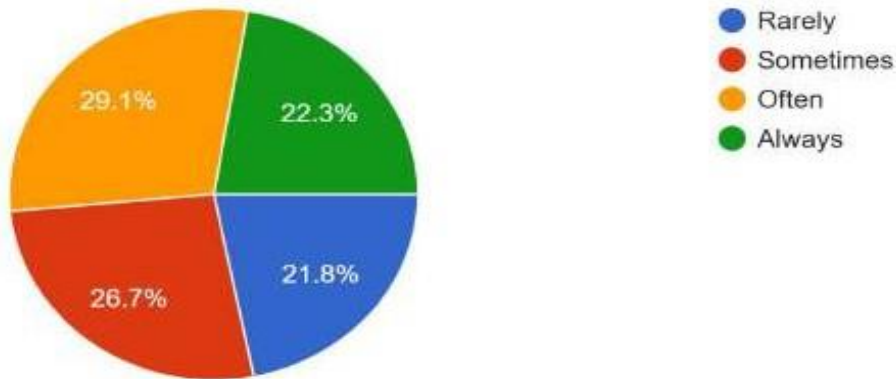
FIGURE 5.8



The bar chart displays responses on a scale from 1 to 5, with corresponding frequencies and percentages. The highest number of responses (53 or 25.7%) was recorded for option 5, followed by 49 responses (23.8%) for option 3. Option 4 received 41 responses (19.9%), while option 1 had 36 responses (17.5%). The lowest number of responses was for option 2, with 27 responses (13.1%). The distribution suggests that most respondents leaned toward the higher end of the scale, with a notable concentration around options 3, 4, and 5, indicating a generally positive trend.

20. HOW OFTEN STRESSED OR ANXIOUS ABOUT EDUCATION

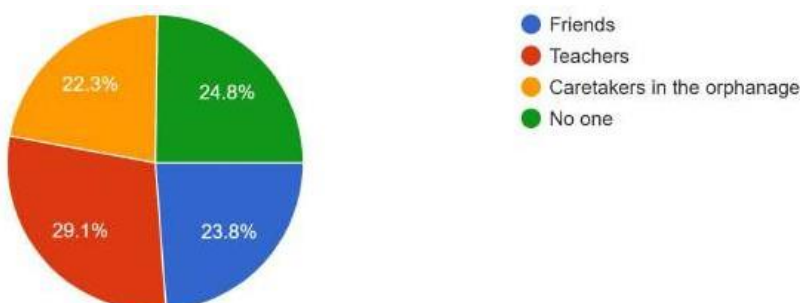
FIGURE 5.9



The pie chart illustrates the distribution of responses across four frequency categories: "Rarely," "Sometimes," "Often," and "Always." The largest portion, representing 29.1%, corresponds to "Often," indicating that the majority of respondents engage in the activity with considerable frequency. "Sometimes" follows closely at 26.7%, suggesting a significant portion of individuals participate in the activity on occasion. "Always" accounts for 22.3% of responses, demonstrating a dedicated group that consistently engages in the activity. Lastly, "Rarely" makes up 21.8%, indicating that a smaller yet notable percentage of respondents seldom take part. The distribution shows a fairly balanced response pattern, with a slight skew toward more frequent engagement.

21. SOURCE OF EMOTIONAL SUPPORT

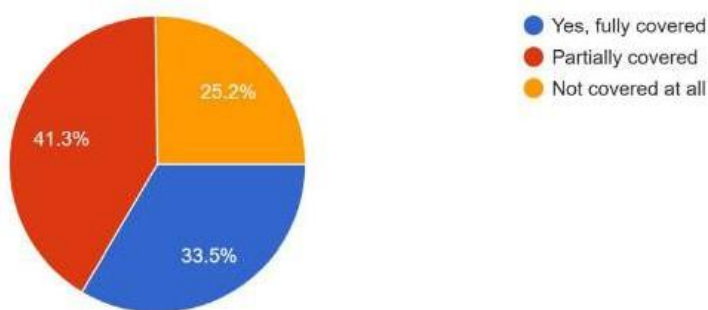
FIGURE 6.1



This pie chart, representing data from a sociological study on the educational challenges faced by orphan students, reveals the primary sources of emotional support for 206 respondents. A significant 29.1% of these students indicated that “No one” is their biggest source of emotional support, highlighting a concerning lack of support systems within this vulnerable population. This suggests a potential correlation between the absence of emotional support and the educational challenges they face. Following closely, 24.8% of students reported “Teachers” as their primary source of support, emphasizing the crucial role educators play in providing emotional stability for these students. “Friends” were identified by 23.8% of respondents, indicating the importance of peer relationships in their emotional well-being. Lastly, 22.3% cited “Caretakers in the orphanage” as their main source of emotional support, highlighting the vital role of orphanage staff in providing care and stability. The data underscores the complex social dynamics and potential gaps in support systems that contribute to the educational challenges faced by orphan students, suggesting a need for targeted interventions to strengthen their emotional well-being.

22. EDUCATION EXPENSES

FIGURE 6.2

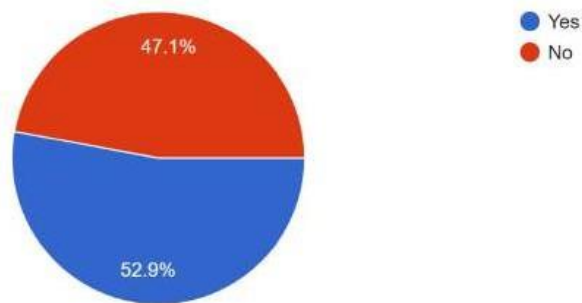


This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, presents the responses of 206 individuals regarding the coverage of their educational expenses. A significant 41.3% of respondents indicated that their educational expenses (fees, books, uniform) are only "Partially covered" by the orphanage or other organizations. This highlights a substantial financial burden still faced by a large portion of these students. Following closely, 33.5% reported that their expenses are "Not covered at all," indicating a severe lack of financial support for their education. Only 25.2% of the respondents stated that their educational expenses are "Yes, fully covered," representing a minority within the study group. The data underscores the financial vulnerability of orphan students in the region and suggests that inadequate financial support is a significant contributor to the educational challenges they face. The findings point towards a need

for increased financial assistance and support systems to ensure equitable access to education for these students.

23. DROPOUT DUE TO FINANCIAL REASONS

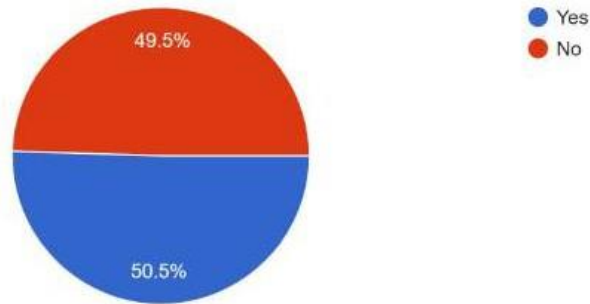
FIGURE 6.3



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, reveals a concerning statistic regarding the impact of financial constraints on their education. Out of 206 respondents, a significant 47.1% reported having had to drop out of school due to financial reasons. This indicates that nearly half of the orphan students surveyed have experienced educational disruption due to a lack of financial resources. Conversely, 52.9% of the respondents stated they had not dropped out of school for financial reasons. While this represents a slightly larger portion, the substantial percentage of dropouts underscores the precarious financial situation many orphan students face and its direct impact on their educational continuity. The data highlights the urgent need for financial interventions and support systems to mitigate the financial barriers that hinder the educational progress of these students.

24. AWARE OF GOVERNMENTAL POLICIES OR SCHEMES

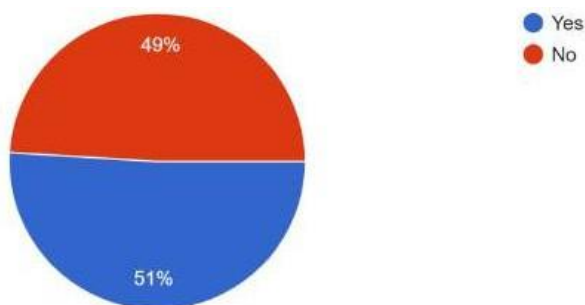
FIGURE 6.4



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, reveals a concerning statistic regarding the impact of financial constraints on their education. Out of 206 respondents, a significant 47.1% reported having had to drop out of school due to financial reasons. This indicates that nearly half of the orphan students surveyed have experienced educational disruption due to a lack of financial resources. Conversely, 52.9% of the respondents stated they had not dropped out of school for financial reasons. While this represents a slightly larger portion, the substantial percentage of dropouts underscores the precarious financial situation many orphan students face and its direct impact on their educational continuity. The data highlights the urgent need for financial interventions and support systems to mitigate the financial barriers that hinder the educational progress of these students.

25. RECEIVED ANY SCHOLARSHIP OR FINANCIAL AID

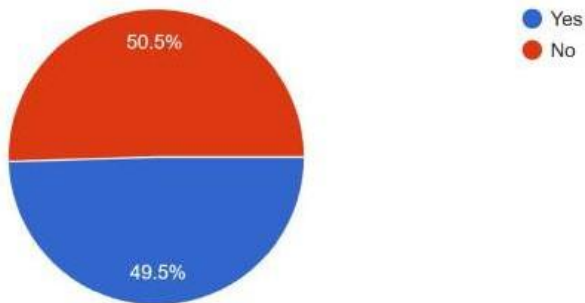
FIGURE 6.5



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, reveals the distribution of scholarship or financial aid received by 206 respondents. A slight majority, 51%, of the students reported not having received any scholarship or financial aid. This indicates that over half of the orphan students surveyed lack access to crucial financial support that could significantly alleviate the financial burden associated with their education. Conversely, 49% of the respondents stated that they have received scholarships or financial aid. While this represents a substantial portion, it also highlights that a significant number of students are still without such support. The data underscores the critical need for increased financial aid and scholarship opportunities for orphan students in the region to ensure equitable access to education and mitigate the financial challenges they face.

26. ENCOURAGE IN HIGHER EDUCATION

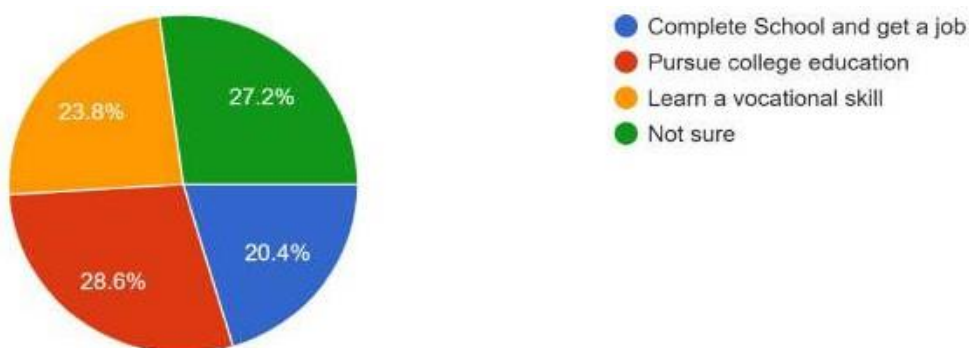
FIGURE 6.6



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, examines the support for higher education provided by their care homes. Out of 206 respondents, 50.5% reported that their care homes do not encourage and support higher education. This indicates a significant lack of institutional support for these students to pursue further education beyond their current level. Conversely, 49.5% of the respondents stated that their care homes do provide encouragement and support for higher education. While this is nearly half of the respondents, the slightly larger percentage of those who do not receive support highlights a potential barrier to educational advancement for orphan students in the region. The data underscores the need for care homes to actively promote and facilitate access to higher education, as it plays a crucial role in empowering these students and improving their future prospects.

27. FUTURE CAREER GOAL

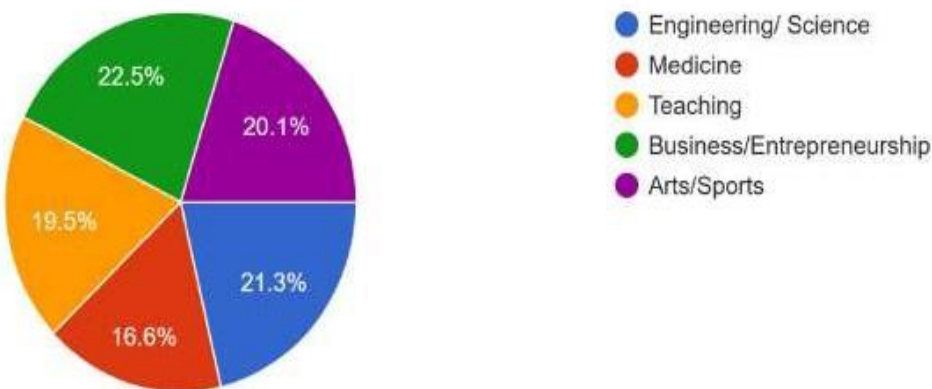
FIGURE 6.7



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, presents the future education and career goals of 206 respondents. The largest segment, 28.6%, indicated their goal is to "Pursue college education," suggesting a strong desire for higher learning despite the challenges they face. Following closely, 27.2% of the respondents aim to "Complete school and get a job," reflecting a pragmatic approach towards immediate employment after finishing their basic education. A significant 23.8% expressed interest in "Learning a vocational skill," highlighting the importance of practical training and employability in their career aspirations. Finally, 20.4% of the students reported being "Not sure" about their future goals, indicating a need for guidance and support in exploring career options and planning their educational pathways. The data underscores the diverse aspirations of orphan students, with a mix of academic and vocational goals, and highlights the importance of providing them with adequate resources and guidance to achieve their desired career paths.

28. INTEREST OF FIELD

FIGURE 6.8

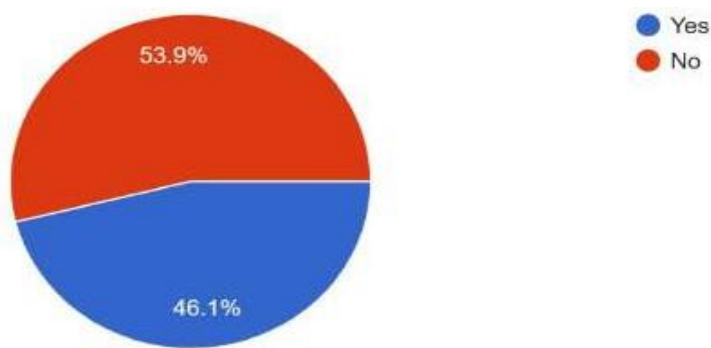


This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, reveals the career field interests of 169 respondents. The most popular career choice among these students is "Business/Entrepreneurship," with 22.5% expressing interest in this field, indicating a potential desire for self-sufficiency and economic empowerment. Following closely, 21.3% of the students showed interest in "Engineering/Science," reflecting a strong inclination towards technical and scientific fields. "Medicine" and "Teaching" were also popular choices, with 20.1% and 19.5% respectively, highlighting a desire to contribute to society through healthcare and education. Lastly, 16.6% of the students expressed interest in "Arts/Sports," indicating a passion for creative and athletic pursuits. The data underscores the diverse career aspirations of orphan students

in the region, suggesting a need for targeted educational and vocational guidance to help them achieve their desired career paths. The distribution of interests also highlights the importance of providing a well-rounded education that caters to various career fields, ensuring that these students have the necessary skills and opportunities to succeed.

29. BEING AN ORPHAN HAS AFFECTED IN EDUCATION

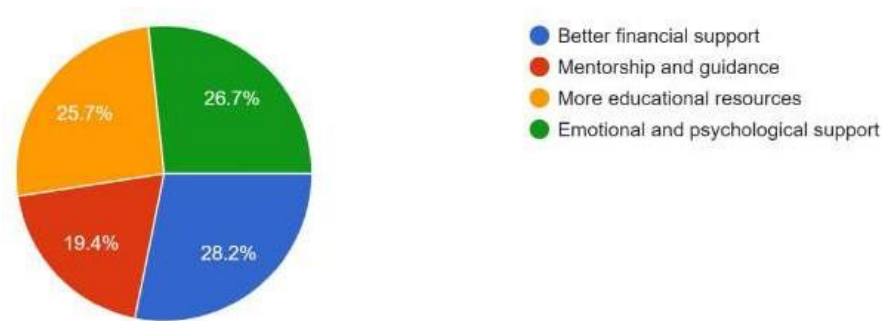
FIGURE 6.9



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, reveals the perceived impact of their orphan status on career opportunities. A significant 53.9% of the 206 respondents believe that being an orphan has negatively affected their career opportunities. This indicates a strong perception among these students that their circumstances create barriers to achieving their career goals. Conversely, 46.1% of the respondents do not believe that being an orphan has affected their career opportunities. While this is a substantial portion, the slightly larger percentage of those who perceive a negative impact highlights the persistent challenges faced by orphan students in navigating their career paths. The data underscores the need for targeted interventions to address the perceived and real barriers to career opportunities faced by orphan students in the region, ensuring they have equitable access to resources and support to achieve their professional aspirations.

30. ADDITIONAL SUPPORT THAT WOULD HELP

FIGURE 7.1



This pie chart, derived from a sociological study on the educational challenges faced by orphan students in Kochi, Kerala, India, reveals the perceived needs for additional support to improve their education. A significant 28.2% of the 206 respondents identified "Emotional and psychological support" as the most crucial factor, highlighting the importance of addressing their emotional well-being to facilitate academic success. Closely following, 26.7% of the students emphasized the need for "Mentorship and guidance," indicating a desire for personalized support and direction in their educational journey. "More educational resources" were considered important by 25.7% of the respondents, suggesting a need for increased access to learning materials and tools. Finally, 19.4% of the students felt that "Better financial support" would be the most impactful, underscoring the role of economic factors in their educational access and success. The data highlights the multifaceted nature of support required by orphan students, with emotional, mentorship, resource-related, and financial aspects all playing significant roles in their perceived educational improvement. This underscores the need for comprehensive interventions that address not only the academic needs of these students but also their emotional and financial challenges.

The students had suggested that for the policies they should need a platform to express their rights over various policies regarding their educational challenges they face, some of the students are not aware about their rights. The rest are saying that the government should increase the funding for the students and ensure quality care and life skill learning

CHAPTER V
FINDINGS AND CONCLUSION

FINDINGS AND CONCLUSION

Male respondents exceed female respondents in this survey, indicating a notable discrepancy in representation. Even though a significant percentage of respondents, especially women, indicated an interest in going to college, financial limitations prevent them from doing so. According to the data, women are disproportionately affected by financial barriers, which are a major factor in limiting access to higher education. All things considered, the study underscores the necessity of focused interventions to address the financial obstacles that keep students especially women from going to college and stresses the significance of advancing equitable access to higher education through tactics like financial aid, scholarships, and outreach initiatives

Orphan students face significant obstacles in their academic journey, primarily due to financial difficulties, psychological discomfort, and lack of parental supervision. Many struggle to afford basic necessities like books, uniforms, and school fees, restricting their access to high-quality education. Additionally, they often grapple with anxiety, sadness, and trauma, leading to low self-esteem and feelings of loneliness, which are further exacerbated by discrimination and social stigma. The absence of parental guidance, mentorship, and role models also increases their likelihood of dropping out of school and reducing their professional aspirations. To overcome these challenges, a comprehensive approach is necessary, including financial aid, counseling, mentorship programs, and inclusive educational policies. By providing a supportive environment, governments, educational institutions, and communities can empower orphan students to thrive academically, emotionally, and socially, unlocking their full potential and creating a brighter future.

The path orphaned students take through the education system is often filled with obstacles that extend far beyond their schoolwork. Without the comfort and guidance of parental support, they not only struggle financially but also carry emotional burdens that can make learning even more challenging. While other children have families to encourage and guide them, orphan students must figure things out on their own, often battling feelings of loneliness, grief, and uncertainty about what the future holds.

One of the biggest struggles they face is financial hardship. Many depend on government aid, scholarships, or donations just to cover school fees, books, and basic needs. But when these resources fall short, some are left with no choice but to work part-time, which takes away from their study time and adds to their stress. On top of financial struggles, losing parents at a young age can take an emotional toll, making it hard to stay focused and motivated in school. Without a strong support system, many develop self-doubt and anxiety, which further affects their ability to succeed academically.

Beyond financial and emotional difficulties, many orphan students also face social exclusion. Some experience bullying or discrimination, making them feel even more alone. Without a parent or mentor to guide them, making important choices about their education and career can be overwhelming. Schools and institutions, despite their best intentions, often lack the necessary resources to provide these students with the specialized support they need. As a result, many of them are left to navigate their struggles without the help they deserve.

Despite these challenges, change is possible. With the right support such as financial aid, mentorship programs, mental health services, and an inclusive school environment these students can rise above the difficulties they face. Schools should work toward creating a culture of understanding and care, ensuring that orphan students feel seen, heard, and valued. Policymakers, educators, and communities must work together to remove barriers and create opportunities for these students to succeed.

At its core, education is more than just learning it is a source of hope and a path toward a better future. For orphan students, it can be the key to breaking free from the cycle of disadvantage. By addressing their challenges with empathy and concrete action, we can help them not just survive, but thrive, ensuring that their dreams are not limited by their circumstances.

BIBLIOGRAPHY

1. Beck Caroline (2017) *“A study of values social behavior adjustment academic achievement motivation of students belonging to orphanages”*
<http://hdl.handle.net/10603/185670>
2. Sharma Sharda (2022) *“A study of social adjustment problems of orphan high school students in relation to their intelligence”*
<http://hdl.handle.net/10603/536955>
3. Budhavant Narayan Vishwanath (2018) *“A study of adjustment self-concept and achievement motivation among normal and orphan students”*
<http://hdl.handle.net/10603/240312>
4. Kyagera Robert (2028) *“The challenges facing orphans and vulnerable pupils on academic performance in primary schools in Entebbe Municipality”*
5. Kassie Alem Solomon (2020) *“Investigating Psychosocial Problems of Orphan Children in Primary Schools” Journal of Pedagogical Research*
6. Offard Kanjanda (2018) *“The educational challenges faced by the orphans in Manicaland province, Zimbabwe” European Journal of Social Sciences Studies, 2018*
7. Alvi Effat, Nausheen Munaza, Kanwal Iram, Anwar Rukhsana (2017) *“Examining the Learning Experiences of Orphans from a Critical Perspective” Journal of Research & Reflections in Education (JRRE) 11 (2), 2017*

APPENDIX

Questionnaire

1. What is your name?

.....

2. What is your age?

- 10
- 10-14
- 15-18
- 18 above

3. What is your gender?

- Male
- Female

4. What type of care home are you living in?

- Government
- NGO-running
- Private
- Foster care

5. What is your highest level of highest education completed?

- Primary (1st-5th)
- Secondary (6th-10th)
- Higher secondary (11th-12th)
- College/University

6. How long have you been in the care home?

- Less than 1 year
- 1-5 years
- 5-10 years
- More than 10 years

7. Are you currently attending school or college?

- No
- Yes

8. If not, what is the main reason for not attending school /college?

- Lack of financial support
- Lack of interest in education
- Poor academic performance
- Need to work for livelihood
- Other:

9. How far is your school/college from the care home?

- Less than 1 km
- 1-3 km
- More than 3 km

10. How do you travel to school?

- Walking
- Public transport
- School bus Bicycle
- Other:

11. Do you face any difficulties in reaching school?

- Yes
- No

12. Do you have access to sufficient study materials (books, stationary, etc.)?

- Yes
- No

13. Do you have a separate place to study in your orphanage/care home?

- Yes
- No

14. How many hours do you study outside school hours?

- Less than 1 hour
- 1-3 hours
- More than 3 hours

15. Do you get extra academic support (tuition, mentorship, coaching)?

- Yes
- No

16. What subjects do you find most challenging?

- Mathematics
- Science
- Language
- Social Studies

17. Do you feel motivated to continue your education?

- Yes
- No

18. Do you have someone (teacher, mentor, and guardian) to guide you academically and emotionally?

- Yes
- No

19. Have you ever experienced bullying or social exclusion in school?

- Yes
- No

20. How satisfied are you with your current educational situation? (Scale 1-5, where 1 is “very dissatisfied” and 5 is “very satisfied”)

- 1
- 2
- 3
- 4
- 5

21. How often do you feel stressed or anxious about your education?

- Rarely
- Sometimes
- Often
- Always

22. What is your biggest source of emotional support?

- Friends
- Teachers
- Caretakers in the orphanage
- No one

23. Are your education expenses (fees, books, uniform) covered by the orphanage or any other organization?

- Yes, fully covered
- Partially covered
- Not covered at all

24. Have you ever had to drop out of school due to financial reasons?

- Yes
- No

25. Are you aware of any governmental schemes or scholarship for orphan students?

- Yes
- No

26. Have you received any scholarship or financial aid?

- Yes
- No

27. Does your care home encourage and support higher education?

- Yes
- No

28. What are your future education/career goals?

- Complete school and get a job
- Pursue college education
- Learn a vocational skill
- Not sure

29. What career field interest you the most?

- Engineering/Science
- Medicine
- Teaching
- Business/Entrepreneurship

- Arts/Sports

30. Do you think being an orphan has affected your career opportunities?

- Yes
- No

31. What kind of additional support do you think would help improve your education?

- Better financial support
- Mentorship and guidance
- More educational resources
- Emotional and psychological

