

UNIVERSITY OF ZULULAND



**The Impact of Female-Headed Households on Schooling
Outcomes in the Mbonambi Area
of KwaZulu-Natal.**

By

Senzo Zondo (200902732)

**Submitted to the Faculty of Commerce, Administration and Law in
Fulfilment of the Requirements for the degree of MASTER OF
COMMERCE (Economics)**

MAY 2016

SUPERVISOR: Prof. I. KASEERAM

UNIVERSITY OF ZULULAND



**The Impact of Female-Headed Households on Schooling
Outcomes in the Mbonambi Area
of KwaZulu-Natal.**

By

Senzo Zondo (200902732)

**Submitted to the Faculty of Commerce, Administration and Law in
Fulfilment of the Requirements for the degree of MASTER OF
COMMERCE (Economics)**

MAY 2016

SUPERVISOR: Prof. I. KASEERAM

.....

DECLARATION

I, Senzo Zondo do hereby declare that the content of this thesis is my own work, except where otherwise specified and has never been submitted elsewhere for the purpose of attaining a degree.

Signature

.....

Date

May 2016

DEDICATION

I dedicate this Research Project to my late grandmother Nicolinah Zondo for the endless love and support she has offered to me during the study period. She passed away during final touches of this study and her encouraging words and undying spirit still alive. Despite the challenges and family issues, she has been by my side to see me progress in life.

ACKNOWLEDGEMENTS

First and foremost, my deepest heartfelt thanks go to the Lord Almighty for the vigour and opportunity to finish this thesis. My major debt of gratitude goes to my supervisor Prof. I. Kaseeram, who's inspiration, encouragement and mentorship has been authentic so as to make this huge assignment possible. I am also glad to give special thanks to the staff members of the Faculty of Commerce, Administration and Law who gave guidance during the seminars held in the early phases of the study. The same gratitude goes to fellow masters students from the Economics department and other departments who contributed to the successful completion of the study. My sincere appreciation goes to all those who supported me on to the final completion of thesis, distinguished amongst them are Lindelani Duze, Thanduxolo Mngomezulu, Syabonga Kunene, Thandeka Ntshalintshi, Nomfundo Nxumalo, Sboniso Khumalo, Sthembiso Khuzwayo, Mlamuli Mkhwanazi, Xolisani Cebekhulu, Zonke Sigwaza (late), Gladwin Abrahams, Bongelani Mkhwanazi, Azania Zuma, Gugu and Thando Dladla. No words are adequate to thank the participants in the study, without them, the study would not have been possible.

Special thanks also go to my family members who provided physical, social and emotional support to revitalize my energy for the study. Distinction goes to my mom Mrs. T. Zondo and my dad R. Zondo with their everlasting love and support, my siblings Lindani, Phumla, Ntobeko, Nokbonga, Nokuphila, Lindo, Siyabonga, Zenzele, Minenhle and Vaitor (aunt) and also to my uncle Mr. Nana Zondo, for his matured guidance. How can I forget my cousin Dr. T. J Mbuli for his infinite support throughout the study?

I am much appreciative of the love and financial support I received from my uncle Mr. Mnozi Ngobese. I also wish to extend my profound gratitude to Miss Maseko who was supportive throughout the study. Same goes to Miss Gumede who always kept my residence hygienic.

Abstract

The literature is mixed in regard to the schooling outcomes of children raised in female headed households in rural areas. Some studies have found that children from female headed households may experience better schooling outcomes, but high levels of poverty and inequality often prevent female heads from acting on their preferences to invest more heavily in their children thus resulting in below average schooling achievement of their children. Mbonambi is a rural area located within the heart of Northern Zululand which comprises a high proportion of female relative to male headed households primarily due to men opting for labour migration to urban areas and only rarely returning home.

The main focus of this study was to investigate the relationship between female-headed households and their children's schooling outcomes compared to that of their male counterparts. The researcher used a questionnaire to conduct interviews to obtain primary data from both female and male headed households in the Mbonambi locality employing the systematic random sampling method. The researcher gathered a sample of 455 children living in 301 households, of which 193 and 108 comprised female and male headed households, respectively. The questionnaire was designed such that information was gathered on possible factors that impacted on a child's performance which was observed by viewing the child's most recent school report. The possible factors were obtained from the literature and included parental involvement, parental gender, parental education, parental age, household total income, family size, health status of the child.

The cross tabulation Chi-squared approach as well as the more rigorous logistic regression model was employed to analyse the survey data. The logistic regression modelled the dichotomous dependent variable: schooling outcomes (pass =1 or fail=0) as the dependent variable and a set of independent variables as explanatory variables.

The findings of the regression results which in most cases were corroborated by the cross tabulation statistics demonstrated that there are no differences in the schooling performance of children coming from both male and female headed households. This analysis supports the hypothesis that women have been empowered to manage their households as well as men do. Additionally the results showed that income, the

education attainment of parents, a larger family size and Parental involvement in their children's education are important factors in increasing the probability of a child performing well at school. Moreover a significant proportion of the female heads were women over fifty years of age and their children tended to perform poorly at school relative to the younger parents.

The study concluded that government interventions to raise the income level of the Mbonambi community especially women in the form of access to credit and educational grants and other opportunities in the agricultural sector will have positive spinoffs in regard to the educational attainment of their children. Moreover, that strong social network can empower older women and smaller households to provide positive emotional support for their children to perform well at school.

Table of Contents

Title	i
Declaration	iii
Dedication	iv
Acknowledgements	v
Abstract	vi
Table of Contents	viii
List of Figures	xiii
List of Tables	xiii
List of Acronyms	xv

Chapter One: INTRODUCTION OF THE STUDY

1.0 Introduction	1
1.1 The Research Problem	4
1.2 Aims and Objectives and Research Questions	4
1.3 Research Hypotheses	5
1.4 Methodology	7
1.5 Ethical and Safety Issues	7
1.6 Chapter Organization	8

CHAPTER TWO: THEORETICAL LITERATURE REVIEW

2.0 Introduction	9
2.1 Utility Theory	10
2.1.1 Gender and Development	11
2.1.2 Women In Development	13
2.2 Unitary Model	15
2.3 Household Demand for Schooling Theory	19
2.4 Secondary Theoretical Perspectives	20
	viii

2.4.1 Dependency Theory	20
2.4.2 The Pathways theory of change	20
2.4.3 The Vicious Circle Theory	22
2.5 Importance of Education	24
2.6 The Principle of Gender Equality	26
2.7 Socio-Economic Status (SES)	27
2.8 Cultural Modernity	28
2.9 Poverty Traps and Social Exclusion among Children	30
2.10 Conclusion	32

Chapter Three: EMPIRICAL LITERATURE REVIEW

3.0 Introduction	33
3.1 Clarifying Discrimination and Empowerment of Women	36
3.2 Economic and Social results of Female-Headed Households	38
3.3 Social beliefs on gender and its impact on education	39
3.4 Educational Spending	41
3.5 Poverty and Inequality	44
3.6 Living on Remittances	46
3.7 Political Agendas	47
3.8 Impact of Unemployment on the Household	48
3.9 Assets and Income	51
3.10 Intra-Household Resource Distribution and Female's Power in Bargaining and Decision Making	52
3.11 Persistent Barriers to Well-being in Female-Headed Households	55
3.12 Family Size and Birth Order	57
3.13 Parental Involvement and Children's Well-Being	59
3.14 Experience of Brazil	61
3.15 Experience of sub-Saharan Africa	62

3.16 Conclusion	64
Chapter Four: Research Methodology	
4.0 Introduction	65
4.1 The Area under Study	65
4.2 Sampling Design	66
4.3 The Survey Instrument	70
4.4 Model Specification	70
4.5 List of Variables and Descriptive	75
4.6 Justification of Independent Variables	77
4.7 Nagelkerke Pseudo R ² Statistic: Goodness of Fit	84
4.7.1 The Wald Test	85
4.7.2 The F-test and Prob (F)	86
4.8 Limitations and Gaps in the study	86
4.9 Conclusion	87
Chapter Five: Analysis and Interpretation of Findings	
5.0 Introduction	88
5.1 Data Analysis	88
5.2 Descriptive and Cross Tabulation Analyses	89
5.3 Results of Logistic Regression Analysis	98
5.4 Interpretation of Individual Coefficients	100
5.5 Diagnostic (Goodness of Fit Test)	102
5.6 Conclusion	102
Chapter Six: Discussion, Conclusion and Recommendation	
6.0 Main Hypotheses	104
6.1 Results	104

6.2 Limitations	106
6.3 Recommendations	107
6.3.1 Mainstreaming gender education from childhood stage	107
6.3.2 Efforts Aimed at Job Creation	108
6.3.3 Strengthening Proper Strategies to Improve Women's Social Capital	108
6.3.4 Strengthening Financial Empowerment through Access to Opportunities and Resources	108
6.3.5 Rollout of Agricultural Extensions Services to Female-Headed Farmers	109
6.4 Conclusion	110
References	111
Appendix	136
Appendix A0: Ethical Clearance Certificate	136
Appendix A1: Maximum Likelihood Estimation of Logistic Regression Model	137
Appendix A2: Consent Form and Questionnaire	141
Appendix B:	
Table 1: Summary of Interviewed Households and their Children	146
Table 2: Descriptive of Socio-Economic and Demographic Characteristics of Mbonambi Households	146
Table 3: The Relationship between Parental Age and Parental Gender Cross Tabulation	147
Table 4: The relationship between Schooling outcomes and Parental Gender Cross Tabulation	148
Table 4.1: The Relationship between Schooling Outcomes and Parental Gender Cross Tabulation in Percentages	148
Table 4.2: The Relationship between Schooling Outcomes and Parental Gender	

Cross Tabulation (Fo, Fe and Chi-Square Stat)	148
Table 5: The Relationship between Parental Education and Parental Gender Cross Tabulation	149
Table 5.1: The Relationship between Parental Education and Parental Gender as a Percentage of their respective Groups	149
Table 6.1: The Relationship between Family Income and Schooling Outcomes Cross Tabulation (Fo, Fe and Chi-Square Stat)	150
Table 7.1: The Relationship between Schooling Outcomes and Family Size Cross Tabulation (Fo, Fe and Chi-Square Stat)	151
Table 8.1: Relationship between Schooling Outcomes and Parental Involvement Cross Tabulation (Fo, Fe and Chi-Square Stat)	152
Table 9.1: The Relationship between Child Health Status and Schooling Outcomes Cross Tabulation (Fo, Fe and Chi-Square Stat)	154
Table 10.1: The Relationship between Parental Age and Schooling Outcomes Cross Tabulation (Fo, Fe and Chi-Square Stat)	156
Table 11: The Relationship between Parental Education and Schooling Outcomes Cross Tabulation 2 (Fo, Fe and Chi-Square Stat)	158

List of Figures

Figure 1: The Profile of the National Economically Active Population by Race and Gender	50
Figure 2: The Provincial Demographics of the EAP by Race and Gender	50
Figure 3: The Mbonambi Map	68

List of Tables

Table 1: Summary Interviewed Households and their Children	88
Table 2: Descriptive of Socio-Economic and Demographic Characteristics of Mbonambi Households	89
Table 3: The Relationship between Parental Age and Parental Gender Cross Tabulation	91
Table 4: The relationship between Schooling outcomes and Parental Gender Cross Tabulation	92
Table 4.1: The Relationship between Schooling Outcomes and Parental Gender Cross Tabulation in Percentages	92
Table 5: The Relationship between Parental Education and Parental Gender Cross Tabulation	93
Table 5.1: The Relationship between Parental Education and Parental Gender as a Percentage of their respective Groups	93
Table 6: The Relationship between Family Income and Schooling Outcomes Cross Tabulation	94
Table 7: The Relationship between Schooling Outcomes and Family Size Cross Tabulation	95
Table 8: Relationship between Schooling Outcomes and Parental Involvement Cross Tabulation	96
Table 9: The Relationship between Child Health Status and Schooling Outcomes Cross Tabulation	96
Table 10: The Relationship between Parental Age and Schooling Outcomes Cross Tabulation	97
Table 11: The Relationship between Parental Education and Schooling Outcomes Cross Tabulation 2	98

Table 12: Estimation Results for Logistic regression	99
Table 13: The goodness of fit statistics for logistic regression	102

List of Acronyms Used

AIDS- Acquired Immunodeficiency Syndrome

ANC- African National Congress

CHHs- Child-Headed Households

CSO- Central Statistics Office

DSD- Department of Social Development

CSG- Child Support Grant

DCSF- Department for Children, Schools and Families

DESA- Department of Economic and Social Affairs

EAC- Economically Active Population

EC- Eastern Cape

EITC- Earned Income Tax Credit

FAO- Food and Agriculture Organisation

FDI- Foreign Direct Investment

FHH- Female-Headed Household

FS- Family Size

GAD- Gender And Development

GDP- Gross Domestic Product

HIV- Human Immunodeficiency Virus

ICDP- International Conference on Population and Development

IFAD- International Fund for Agricultural Development

KZN- KwaZulu-Natal

LDCs- Least Developed Countries

MHH- Male headed Household

MLTA- Mbonambi Local Tribal Authority

MPs- Members of Parliament

MWHHs- Married Women Headed Households

NC- National Census

NCLR- National Council of La Raza

NFHS- National Family Health Survey

NGOs- Non-Governmental Organisations

NSS- National Sample Survey

OECD- Organisation for Economic Co-operation and Development

OR- Odds Ratio

PC- Parental Consumption

PISA- Programme International Student Assessment

SA - South Africa

SADC- South African Development Corporation

SANGOCO- South African National Government Organisation Coalition

SARB- South African Reserve Bank

SASA- South African Schools Act

SASSA- South African Social Security Agency

SEACMEQ- Southern and Eastern Africa Consortium on Monitoring Education Quality

SES- Socio Economic Status

SG- Support Grant

SONA- State Of the Nation Address

SPSS- Statistical Package for Social Sciences

StatsSA- Statistics South Africa

TA- Traditional Authorities

UBPL- Upper Boundary Poverty Line

UK- United Kingdom

US- United States

USA- United States of America

UN- United Nations

UNDP- United Nations Development Programme

UNECA- United Nations Economic Commission for Africa

UNESCO- United Nations Educational, Science and Cultural Organisation

UNICEF- United Nations Children's Fund

UNISA- University of South Africa

WHHs- Widow Headed Households

WID- Women In Development