

**MANAGEMENT OF ORPHANAGES AND ITS IMPLICATION  
ON THE EDUCATIONAL PERFORMANCE OF ORPHANED  
LEARNERS IN KISAUNI SUB-COUNTY, MOMBASA COUNTY  
(KENYA)**

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EDUCATION**

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## DECLARATION

I declare that this project is my original work and has not been presented in any other university/ institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphic or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This research is dedicated to my mother, Zena Saidi, who instilled in me the value of hard work and for her continuous support throughout my journey in the quest for education. I also dedicate it to all the people working with orphans under difficult and challenging circumstances despite little support from the society, and the orphans themselves who patiently strive and persevere in the challenges they face due to the absence of their biological parents in their lives but one way or another shine in different aspects.

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**ACRONYMS AND ABBREVIATIONS**

AIDS	Acquired Immune Deficiency Syndrome
CBOs	Community Based Organizations
EFA	Education For All
FBOs	Foreign Based Organizations
FPE	Free Primary Education
HIV	Human Immunodeficiency Virus
K.C.P.E	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
NGOs	Non- Governmental Organizations
TSC	Teachers Service Commission
UN	United Nations
UNAIDS	United Nations Program on HIV and AIDS
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

## ABSTRACT

This research investigated the implication that orphanage management has on the educational performance of orphaned learners. Its purpose was to determine how orphanages are managed both as homes and schools in terms of meeting the orphaned learners' needs and the impact of the management on the educational performance of the orphaned learners. The research was conducted in Kisauni sub-county, Mombasa County. It was guided by four objectives and four research questions. 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 behavior exhibited by orphaned learners (as a result of living in an orphanage) and the implication of these behaviors on their educational performance and to determine the role played by teachers in educational performance of orphaned learners. The theoretical framework of the study was based on Abraham Maslow's Hierarchy of Needs and the conceptual framework presented displays how the independent variables interact and how that interaction affects the outcome of the dependent variable. The literature reviewed on the study is also presented, guided by the four objectives of the study. The research design used was descriptive survey and the sample size of the study included: 4 managers, 10 teachers and 42 orphaned learners from four different orphanages that function both as children's homes and schools. 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 analyzed using the Statistical Package for Social Sciences and the findings presented in tables and graphs. The findings are 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 counseling, 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 (discussed through the learners' and teachers' ratings). Some of the recommendations given were that the county governments should assist the orphanages in the provision of their daily basic needs and educational materials and teachers should be trained and retrained on handling of vulnerable children. Areas for further research are also given.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter entails background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumptions, theoretical framework, a conceptual framework and finally operational definition of terms.

#### **1.2 Background to the Study**

The history of orphanages in the world, according to Whitney (2014), dates back to as early as the fourteenth century where orphanages and foundling hospitals were established in European countries by religious orders, confraternities and municipalities as a response to the plague and increasing poverty at that time to care for abandoned or orphaned children while In America, few orphanages existed before the 19<sup>th</sup> Century where also religious groups founded orphanages as a response to wars and epidemics.

Whitney (2014) further adds that from 1920s on, charities in most Western countries started to close their institutions because of protests that orphanages created institutionalization as they were established based on religious, cultural or racial lines and so governments (American and European) have since then taken control over the welfare of orphans and other vulnerable children through the creation of social services where such children are placed under the foster care system or are adopted into families. (Whitney, 2014) also adds that according to UNICEF, there are more than 163 million orphans in the world. More than eight million of them live

in institutional care or orphanages (Orphanages can also be referred to as group homes or children's homes). The goal of these institutions is to create a safe and beneficial environment for children to grow in and it is an alternative to the foster care system or private adoption (Whitney, 2014).

Africa is a home to many orphans. Ombuya, Yambo and Omolo (2012) explain that according to a joint report by UNAIDS, UNICEF and USAID (2004), at least 12.3% of all children in sub-Saharan Africa or 43 million children, are orphans (who have lost one or both parents). Ombuya et.al (2012) also quote Crawley (2001) and Wax (2003) that in traditional African culture, there were no orphans as parentless children were cared for within kin systems but due to poverty and other strains, families are less willing or able to take care of orphans and some even take advantage of them. Ombuya et.al (2012) further explain that researchers indicated that HIV/AIDS and wars added to the devastation of African families; hence creating the necessity for orphanages and national and international adoptions in the 20<sup>th</sup> century. However, most of these orphanages are privately sponsored by various local and foreign organizations as Ombuya et.al (2012) report that contrary to what happens in European countries, most orphanages in African countries receive little support from governments and mostly depend on support from multinational organizations, international agencies, NGOs and CBOs.

Every child, orphaned or not, has a right to education as stated by Bagunywa (2006) that education is a human right. Parag (2009) also adds on the same note that, education as a basic human right is an essential asset in confronting the many challenges that the future holds in store as well as an attempt to attain the ideals of peace, freedom and social justice. Hirst and Peters (2012) state that education is to

be understood in terms of a family of processes through which people become committed to what is valuable in a way that is illuminated by some breadth and depth of understanding.

Education is critical to the future of all children, but especially to those who are orphaned or vulnerable. According to UNICEF (2009), provision of basic education in Sub-Saharan Africa has shown remarkable improvements since 164 governments met in Dakar, Senegal in 2000 and committed to the goal of Education For All (EFA) and since then, enrolment has increased by 36%. This implies that orphans are among those children in such countries whose enrolment has also increased due to the Dakar forum despite lacking parents to cater for their education needs.

Good management of orphanages can ensure maximum educational achievement for the orphans especially with the involvement of the entire staff (teaching and non-teaching) in supervising of orphaned learners' education as stipulated by the UK Department for Education (2011) that in order to achieve education, children in the homes should be helped by the staff to achieve their educational or training goals which includes providing support, facilities and opportunities as needed to maximize each child's achievement and to minimize underachievement. On the other hand, if orphanages are poorly managed, the orphaned learners' education may be negatively affected especially if the homes allow duties within the institution to take precedence over schoolwork (Care Reform Initiative, 2015). Therefore, good management of the orphans' welfare can lead to maximization of their educational achievement whereas poor management can lead to underachievement.

Kenya is a home to 3 million orphans (UNICEF, 2009). Some of these orphans live with relatives while others live in different orphanages distributed throughout the country. Kenya is also a signatory to EFA and UN MDGs and has been trying to achieve both EFA goals and MDGs especially through the introduction of FPE in 2003. However, EFA goals have not been entirely achieved because of the hidden costs of education, more so, for orphans who lack parents to meet the costs. To make matters worse, the government does not have a national policy for the welfare of orphans including that of their education. Therefore, most orphanages in Kenya are privately sponsored by various charity organizations and consequently the management of the education of the orphaned learners is left in the hands of such organizations.

Kisauni sub-county in Mombasa County hosts twenty four registered orphanages which are all managed either by National Board of Trustees, Local Board of Trustees, NGOs, CBOs, FBOs or Management committees which all depend on local or foreign donations and charities from well-wishers. Some of these orphanages provide both a home and a school for the many orphans and other vulnerable children under their care.

Given the number of orphans in Kenya (three million) as stated by (UNICEF, 2009), it is therefore necessary to investigate how these orphans live as well as their performance in education and since Kisauni sub-county is in Kenya, it also has a share in the three million orphans, some of whom live in the twenty-four orphanages. An opportunity therefore exists, by conducting this research to find out how orphanages (that provide both shelter and education to orphans) in Kisauni sub-county, are managed in terms of providing the orphans with their basic needs and the

implication that this management has on the educational performance of the orphans under their care.

### **1.3 Statement of the Problem**

Orphans are among the vulnerable groups of people in any society. In America and European countries, raising children in orphanages has been highly discouraged and their governments prefer the adoption system where orphans are adopted into families. This means that their adopting families meet all the needs of the orphans including their education needs. In Africa however, the situation is different for orphans; the number of orphans is increasing while the kinship system is dying and there are no adoption policies in some countries. Orphanages have thus been established over time by private organizations, albeit with little support from governments, to assist such destitute children to live comfortable lives as well as access education so as to elevate their socio-economic statuses. Little research has been done on how orphanages are managed and especially in terms of meeting the education needs of orphans. This study thus sought to determine how orphanages are managed (based on four orphanages in Kisauni sub-county, Mombasa County, Kenya) both as homes and schools in terms of meeting the different needs of orphans including their education needs and the implication that this management has on the educational performance of orphaned learners.

### **1.4 Purpose of the Study**

The purpose of this study was to determine how orphanages are managed both as homes and schools in terms of meeting the different needs of orphans (including their education needs) and the implication that this management has on the



educational performance of orphans based on four orphanages in Kisauni sub-county.

## **1.5 Objectives**

The specific objectives of the study were:

- i. To find out the role of the manager in the management of the orphanage.
- ii. To determine the implication that provision of needs has on the educational performance of orphaned learners.
- iii. To find out the behaviors exhibited by orphaned learners as a result of living in an orphanage and the implication of these behaviors on their educational performance.
- iv. To determine the role played by the teachers in the educational performance of orphaned learners.

### **1.5.1 Research Questions**

The following research questions guided the study:

- i. What role does the manager play in the orphanage?
- ii. What implication does the provision of needs have on the educational performance of orphaned learners?
- iii. What are the behaviors exhibited by orphaned learners (as a result of living in an orphanage) and their implication on the orphaned learners' educational performance?
- iv. What role do teachers play in the educational performance of the orphaned learners?

## **1.6 Significance of the Study**

It was assumed that the findings of the study may be beneficial to the following stakeholders:

### **a) Administrators of Orphanages and Teachers**

The findings of this research may assist the orphanage managers in enhancing their managerial skills both as education managers and managers of children centers. The findings might also enable the teachers to strengthen and perform effectively the roles they play in providing education to orphans and influencing their behavior positively.

### **b) Academic Fraternity**

The study may contribute to the general body of knowledge by shedding light on the implication of orphanage management on the educational performance of orphaned learners. The researchers may thus, use the findings from this study, to conduct further research on management of orphanages and its implication on the educational performance of orphans. Future researchers and scholars may also use this study for reference when they undertake their studies.

### **c) Organizations in Mombasa County**

The findings from this study may also assist the various CBOs, NGOs and FBOs within Mombasa County which work with orphans in various ways by helping them (organizations) understand how the orphans' environment affect their education as well as understand their education needs and try to come up with ways to assist them so that they cease being among members of disadvantaged groups in the society, at least, as far as education matters are concerned.

### **1.7 Limitations**

The study was limited by time and financial constraints. The feasibility of the study proved that it was not practical for the researcher to administer data collection instruments to all the stakeholders involved in the running of orphanages and provision of education to orphaned learners. Data was therefore collected from a selected sample size from children centers in Kisauni sub- County which is a place that the researcher is familiar with.

### **1.8 Delimitations**

This study focused on the implication that orphanage management has on the educational performance of orphans only; not any other vulnerable children. It also did not involve all the orphanages in Kisauni Sub-county; it specifically targeted orphanages that operate both as children centers and schools and are registered under the Children's Department in the Ministry of Labor, Social Security and Services.

### **1.9 Assumptions**

The researcher conducted the research with the following assumptions:

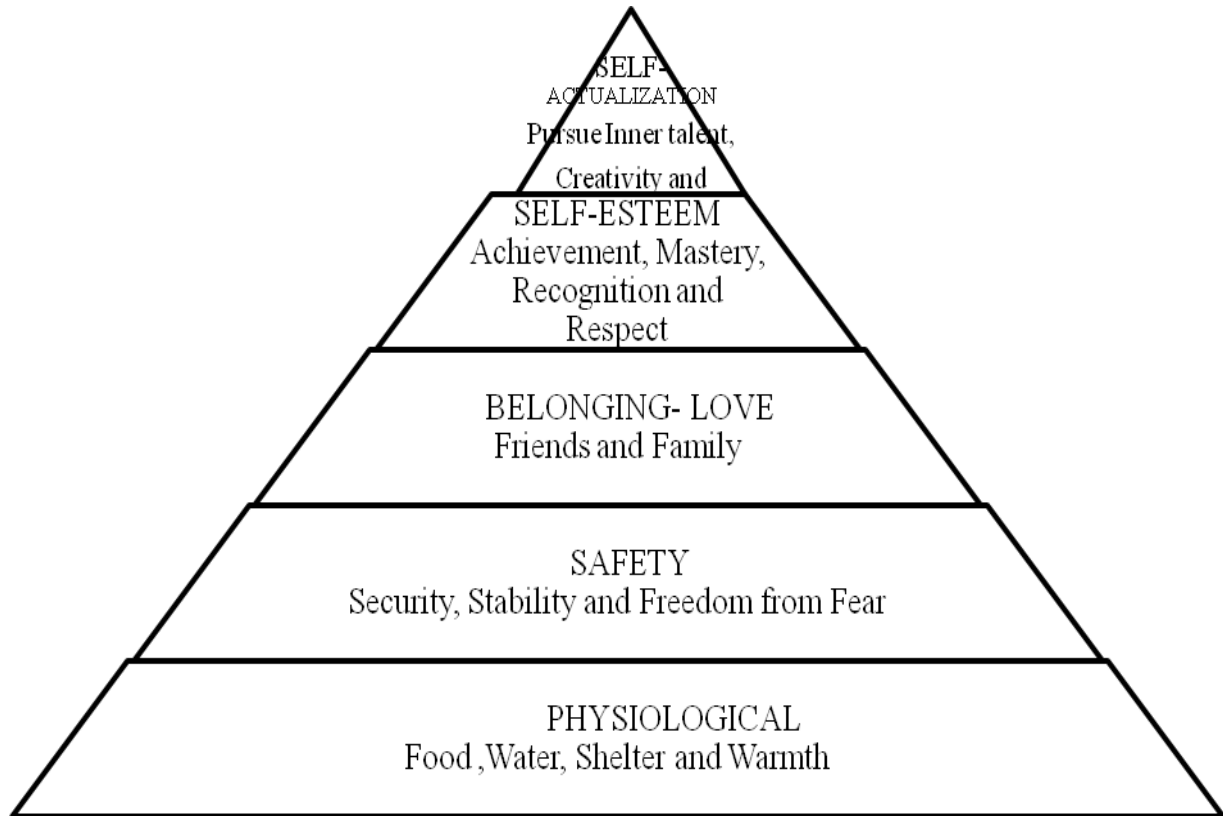
- i. The appropriate authorities (Orphanage Manager/ Management Board) for the orphanages selected for the study would grant permission for the collection of data by the researcher.
- ii. Orphanage management has an implication on the educational performance of orphaned learners.
- iii. The respondents would be mature enough to form concrete opinions about their educational aspirations.

- iv. The information provided by the respondents would be accurate and not affected by their working relationship with the researcher.

### **1.10 Theoretical Framework**

The theory used to support the study was Abraham Maslow's hierarchy of needs theory. The hierarchy of needs theory is one of the best-known theories of motivation. Created by psychologist Abraham Maslow, the hierarchy is often displayed as a pyramid, with the most basic needs at the bottom and more complex needs at the peak. The four lowest level needs are what Maslow referred to as D-needs (or deficiency needs). These needs are due to lack of something and need to be satisfied in order to avoid unpleasant feelings and to move on to higher level needs. The uppermost needs in the hierarchy are referred to as B-needs (being needs or growth needs) and involve the desire to grow as an individual and fulfill one's own potential (Cherry, 2014).

McLeod (2007) points out that Maslow (1943) stated that people are motivated to achieve certain needs where once one need is fulfilled; a person seeks to fulfill the next one, and so on. The five stage model can be divided into basic (or deficiency) needs (e.g. physiological, safety, love, and esteem) and growth needs (self-actualization).



**Figure 1.1: Maslow's Hierarchy of needs**

Source: (Mc. Leod, 2007)

On physiological needs, Nyongesa (2007) states that these are the lowest order of human needs and consist of basic physiological necessities such as food, water, shelter, etc. When the basic physiological needs are satisfied, a new level of need (safety and security) which is one step higher in the hierarchy of needs arises. Mc. Leod (2007) adds that after safety and security needs have been fulfilled, another level of need that arises is the social affiliation where a sense of belonging together with approval from peers becomes an important motivating factor. On satisfying the needs of acceptance and affiliation, people feel a desire for prestige and status. This implies recognition, consequently a confidence in oneself (Nyongesa, 2007). On the highest level in the hierarchy of needs, self-actualization, Ross (2014) defines it as a term coined by Abraham Maslow to describe the ongoing process of fully

developing your personal potential. Nyongesa (2007) points out that this category of need according to Maslow is the highest level of need. A person who is self-actualized is motivated by inner values and beliefs.

In describing orphans' needs, Musisi, Kinyanda, Nakasujja and Nakigudde (2007) identified orphans' needs as the need for love and protection, identity, security, play, schooling, food and shelter. This implies that every orphanage must strive to provide these needs for the orphans to live comfortably without any feelings of deprivation.

The Hierarchy of Needs theory can be applied in the management of orphanages and its implication on the educational performance of orphaned learners. An orphanage should therefore take care of the physiological needs of the orphans by providing them with food, water, clothes and a shelter free from any internal or external threats. It also ought to employ staff that would provide pastoral care to the orphans and the management should endeavour to create an environment where the orphans feel that they are a family as this feeling has an effect on their educational performance as explained by Makhonza (2006) that the custody, per se does not matter most, what matters most is the availability of family factors in any available custody: like assistance with homework, to have food for breakfast and supper at home, love, acceptance and belonging.

Once these needs have been achieved, it is believed that the orphaned learners will achieve self-esteem which is defined as a person's sense of their own worthiness and competence (London Borough of Bexley, 2013). It is necessary to an orphaned learner as it has an effect on the orphans' ability to achieve their potentials despite

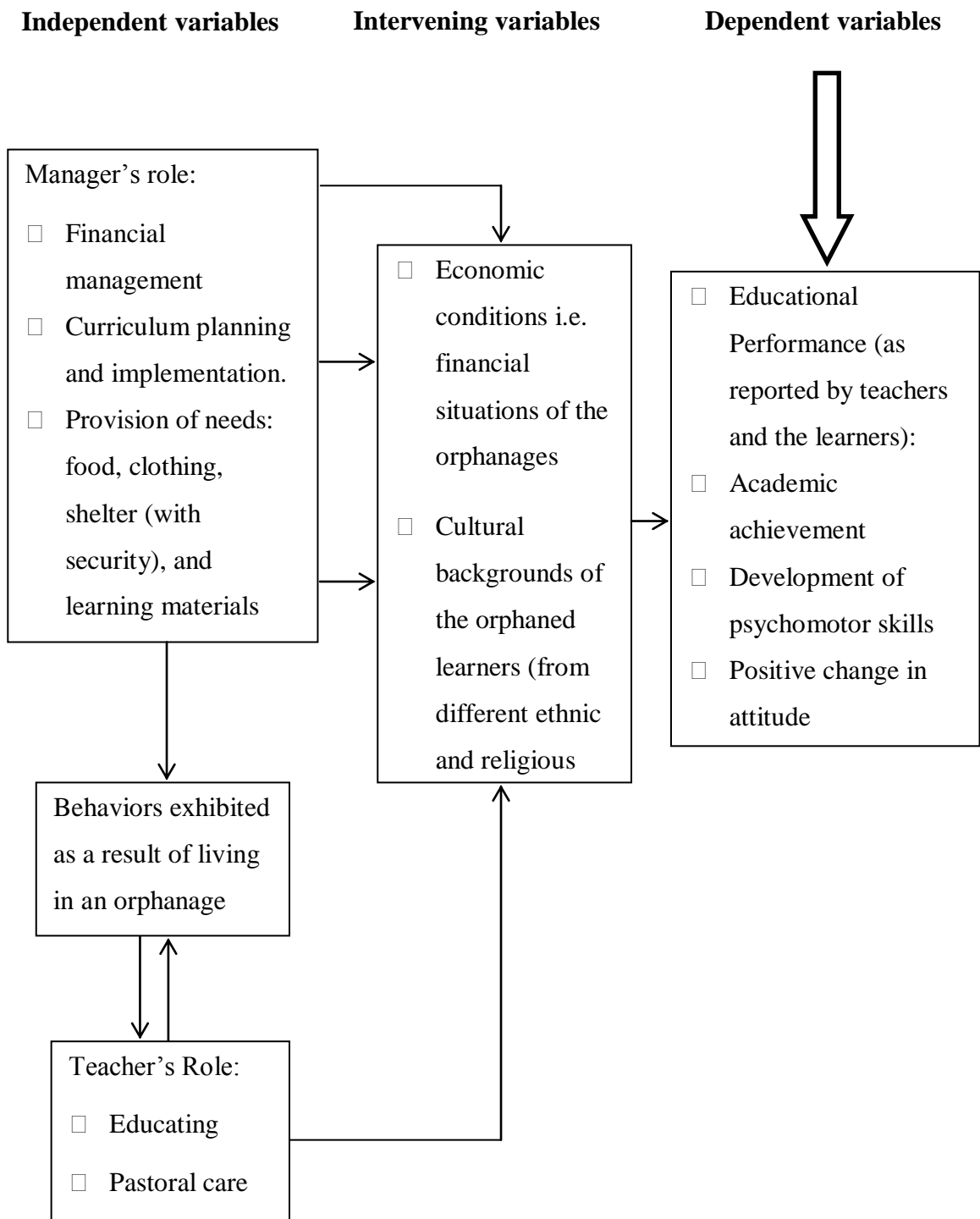
the trauma of being parentless. Self-esteem thus has a major implication on the educational performance of orphaned learners.

Once an orphaned pupil achieves self-esteem, it is easier for him/her to set goals for his/her future. They may develop dreams of proceeding to secondary education and higher learning to pursue different careers. A self-actualized orphaned learner will therefore work hard to achieve his/her goals.

The theory was thus relevant in the study as it guided in describing how orphanages in Kisauni sub-county ought to be managed in ensuring provision of physiological, security and belonging needs to orphans, how provision of those needs impacts on the self-esteem of the orphaned learners and establish whether learners, due to achievement of self-esteem, strive for self-actualization by working hard to pursue their inner talents and fulfillment and the implication that this need has on their educational performance.

### **1.11 Conceptual Framework**

The independent variables in the study were: the manager's role, behaviors exhibited by orphaned learners as a result of living in an orphanage and the teachers' role while the dependent variable was educational performance which is in terms of academic achievement, development of psychomotor skills and positive change in attitude. The interaction of the independent variables may have an impact on the outcome of the dependent variable despite the intervening variables. The study therefore sought to find out how the manager's role, behavior exhibited as a result of living in an orphanage and the teacher's role in orphanages affect the educational performance of orphaned learners.



**Figure 1.2: Conceptual Framework**

Source: (Researcher, 2015)



### 1.12 Operational Definition of Terms

**Educational performance-** the extent to which an orphaned learner performs academically, develops psychomotor skills and has a positive attitude towards life despite losing parents

**Management-** the act of running an orphanage by taking part in decision making, planning, supervising and ensuring provision of all orphans' needs

**Needs-** all the things provided to orphans to enable them live and learn in an orphanage comfortably. They include: food, water, clothes, care takers, security as well as learning materials like books and pens.

**Orphan-** any child who has lost one or both parents to death and lives in an orphanage

**Orphanage-** any institution that shelters orphans by providing them with moral and material support as well as educational needs; also known as children's center, charitable children's institution, children's home or child care centers

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review is important in research as Koshy (2005) states that it can enhance one's understanding of the issues associated with the topic and it can also help one sharpen the focus of his/her study as such efforts will help one gain insights into the topic as well as guide him/her in the pursuit of fruitful activities. In this chapter, the literature reviewed on orphanage management and its implication on the educational performance of orphans is presented. It also presents the source material used by the researcher: journal articles, books and internet information which the researcher retrieved using search engines like Google, google scholar and Bing. The keywords used in the search include: orphan, orphanage management, orphans in Kenya, teaching or educating orphans, behavior of orphans in orphanages, performance of orphans in schools and provision of basic needs to orphans.

The chapter also gives a review of literature concerning the role of orphanage managers in management of orphanages, effects of provision of needs on the educational performance of orphaned learners, behaviors exhibited by orphaned learners resulting from living in orphanages and the role played by teachers in the educational performance of the orphaned learners.

#### **2.2 The Role of Managers in the Management of Orphanages**

Since this study focused on orphanages as both children's homes and education institutions, the role of managers in the management of orphanages is also discussed in terms of both orphanage and education management.

Many orphanages are run by non-profit organizations whose directors do not receive extensive benefits or high salaries (Whitney, n.d). When asked about his job as the supervisor of Oxford Masonic Home for Children, Grisson (2014) explains that:

Being administrator is like being a big father. We're one big family. Just like in any household, you've gotta have a daddy, you've gotta have a mom, you gotta have somebody who can take the lead and run with it, and not be afraid to take some chances. (p.1)

A career as an administrator or manager of an orphanage is generally more rewarding in terms of personal satisfaction than monetary benefit. The administrator is the point person who manages all administrative, funding, marketing and management operations for the orphanage. The administrator is responsible for maintaining the books of accounts, liaising with partners who fund the orphanage and marketing the orphanage to source funding. The administrator should have a Bachelor's degree, organizational skills, communication skills, financial expertise and problem-solving skills (Willis, 2014)

In an advertisement for an orphanage director, Coptic Orphans (2014) specifies that the program's director designs, plans, develops, coordinates and implements new and existing programs, direct necessary focus, resources and efforts to substantially promote education initiatives and seek funding opportunities that can be used to further the mission and the goals of the organization.

In presenting her findings on her research on Toward a Grounded Theory on the Management of Orphanages in S. Africa and Zimbabwe, Siyavora (2010) states that another participant in her research suggested that the administrators must have a

degree in social work or managerial leadership and have experience in accounting and handling budgets because of the potential for mishandling funds. Other participants, however, were more focused on personal qualities such as caring, love, honesty, compassion, patience, warmth and having the heart to work with children and believed that the leader should be well versed in issues affecting children and their care and have a heart to work with children in difficult circumstances.

Education administrators organize and manage the administration, support systems and activities that enable the effective running of an educational institution. Administrators work in areas such as admissions, quality assurance, data management and exams or in a specialist department such as finance, careers or human resources (AGCAS, 2014).

One main duty of school administrators is helping teachers plan the curricula for their classes. School administrators are responsible for overseeing their school's budget. School administrators usually make rules and procedures that cover the entire school as well as behaviour plans for individual students who regularly cause trouble. Administrators also help design programs to keep schools safe and free of drugs and alcohol (Degree directory, 2014).

### **2.3 Implication of Provision of Needs on the Educational Performance of Orphaned Learners**

In explaining Abraham Maslow's hierarchy of needs theory, Mc. Leod (2007) states that this five stage model can be divided into five basic (or deficiency) needs (e.g. physiological, safety, love and esteem). Basic needs refer to those fundamental requirements that serve as the foundation for survival. Access to basic needs of life,

including, shelter, food, and clothing is necessary to the development of a strong community and a necessary precursor to individual self-sufficiency (Community Action Network, 2014).

Children need various types of support ranging from those things necessary for survival, such as food and health care, to those interventions that will provide a better quality of life in the future such as education, psychosocial support and economic self-sufficiency. In an ideal world, all children, orphaned or not, are not supposed to be malnourished, sick and without shelter. Some argue that a comprehensive programme to support children should include all essential elements including food, health care, education, clothes, shoes, bedding, psychosocial support, economic self-sufficiency etc. (Stover, Bohlinger, Walker & Monasch, 2007).

An orphaned child is usually an already traumatized child, psychologically due to the loss of parents and needs to be handled with care. One way of helping this child to live for a better normal life, is by ensuring he gets the basic things like food, shelter, clothing then followed by the vital education (Guut, 2014). Extending the reach of school feeding to orphans and vulnerable children can provide a social safety net that helps address issues of inequity and gender imbalance and so keeping these children in school, especially girls, can reduce their vulnerability, including to HIV and provide educational access of value such as through vocational training in agricultural practices, entrepreneurship and life skills in education (HGSE, 2014).

Forum for Actors in Street Children (2001) gives a number of basic regulations to be put in place in children's homes to safeguard the health, comfort, and safety of

children being assisted: physical infrastructure should be adapted to the socio-cultural environment, but at the same time model higher standards of hygiene and ecological friendliness; all buildings and facilities should accommodate and cater for a number of children that does not exceed its capacity (an adequate number of premises that are in good condition and that meet the children's living, educational, social-interactional and recreational needs are called for); attention should be paid in particular, to the sanitary facilities with respect to their hygienic condition and degree of privacy including respect for gender; all buildings should allow adequate natural light and sufficient circulation of fresh air; water and electricity services should be availed or planned for; outdoor facilities should be spacious and safe, with adequate play-and-sports-equipment and the organization should ideally be located in a community where sufficient educational and medical facilities are also available.

It has been established that needs of orphaned learners- such as food, peer acceptance and overcoming grief, among other needs-if not fulfilled, may interfere with the teaching and learning process. Ogina (2007) reports on a study on educator's role in identifying the needs of orphans conducted by De Wit & Lessing which showed that lack of food and clothing were identified as the most prominent needs, while important psychological needs were a desire for acceptance, dealing with stress, security and managing fear.

For orphaned learners to thrive well emotionally, their physical needs should be addressed first. This is also applicable in terms of safety as well as social needs. The emotional needs are embedded in the belongingness and love needs (Magano & Rambado, 2012). In addition to good physical care, children need affection,

attention, a sense of personal identity and social connections that families and communities can provide. Furthermore, orphaned children need more emotional support than children who have not gone through the painful process of losing one or both parents because they may experience trauma when their parents die (Ogina, 2007).

#### **2.4 Behaviors Exhibited by Orphaned Learners as a Result of Living in Orphanages and their Implication on their Educational Performance**

Children living in orphanages come from adverse backgrounds after facing a diversity of experiences due to loss of one parent or both. Siyavora (2010) argues that numerous physical, psychological and economic issues surround children in Africa orphaned because of any cause. They face isolation, prejudice, crime, abuse, neglect, child labor, prostitution, and HIV infection. Psychological effects include depression, guilt, fear, and possible long-term mental health problems (Siyavora, 2010). This suggests that orphans are traumatized due to their orphanhood even before they are taken in orphanages. Such psychological traumas manifest themselves in an array of social behaviors presented in orphanages.

Nalven (2014) points out that certain situations can increase a child's risk of developmental and behavioral problems. Malnutrition, neglect, and abuse, for instance, can all incur long-lasting effects. For these reasons, children who are raised in privation (such as in poor foster care, orphanages, or neglectful primary care) suffer increased risk for a variety of developmental and behavioral issues, particularly if they have lived in an adverse environment during the first three years of life. Review of the group data for children adopted internationally from orphanages shows that a majority initially demonstrate some significance

developmental delays or concerning behaviors. The delays can affect cognitive, language, gross and fine motor, personal and social skills.

Browne (2009) suggests that young children are frequently placed in institutional care throughout the world. This occurs despite wide recognition that institutional care is associated with negative consequences for children's development. For example, young children in institutional care are more likely to suffer from poor health, physical underdevelopment and deterioration in brain growth, developmental delay and emotional attachment disorders. Consequently, these children have reduced intellectual, social and behavioral abilities compared with those growing up in a family home. In explaining their findings, Fawzy and Fouad (2010) state that they found that although the basic material needs could be met, orphans in orphanages were almost totally separated from the outside world and could not access normal families and society relations. These results show distinct association between less self-esteem and depression were certain consequences of orphanhood and played a significant role in lowering the children's life quality.

All these arguments seem to suggest that living in orphanages has negative impacts on the lives of orphans as their cognitive, psychomotor and affective skills are affected. This therefore affects the orphans' learning in a formal education system.

However, Siyavora (2010) points out that when these orphans are placed into institutional care, it is important that the orphanage provides a nurturing and stable environment free of the stigma often associated with an institutional upbringing. Orphanages can and must create a family-like environment for orphans consistent with the kin system of traditional African culture, which assumed there were no



orphans and where children without parents were cared for within extended families. Extending the concept of the kin system in orphanages and creating a community for these children can increase the quality of their individual lives by saving them from a tragic cycle of poverty, ignorance, risky behavior, infection and death, which in turn, reduces the short and long-term economic and social costs to society at large.

## **2.5 The Role Played by Teachers in the Educational Performance of Orphaned Learners**

Parag (2009) defines an educator as a person who teaches in a classroom and systematically works to improve the learners' understanding of a topic. Therefore, a teacher is an educator.

Educators are the main adults other than family members with whom young people interact on a daily basis. Ogina (2007) states that it has been established that the care, support and encouragement that children receive from their parents have the positive effects on their achievement in school. When a learner is orphaned, it seems that a gap is created between the support structure and the learning experiences of the child. Educators, being the adults in the lives of orphans, are expected to fill this gap on a daily basis. Teachers who are caring will always be in 'loco parentis' (in the place of a parent) trying to address the emotional needs of learners who are orphaned. If parents have passed on teachers who are in the meso system should play a significant role in the lives of learners (Magano & Rambado, 2012).

Ombuya et.al (2012) state that it has long been internationally recognized that well-motivated and competent teachers are pre-requisite for the delivery of quality education. The educator's willingness to help learners to pay attention to their

learning is as important as the ability to teach. This implies that the teaching and learning role of an educator and the role of caring are inseparable and there is need for balancing those roles of caring and teaching, especially in the case of orphaned learners. The educator can safely coax the child on to be pro-active in class and also gently advise other learners to be helpful and supportive to these children. Giving all learners incentives for participating in creating a safe environment in which all can learn is a good way of inspiring all learners, specifically the orphaned and less confident learners. (Magano & Rambado, 2012).

Ogina, (2007) points out that given the emerging situational role of the educators in providing needs to the learners; it would imply that the educators take up pastoral care alongside pedagogical responsibilities. Teaching vulnerable children also calls for a good understanding of how to boost self-esteem and help them to development attachment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methods and procedures that guided the research. It includes: the research design, the variables in the study, data collection methods, location of the study, the target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of the research instruments, data collection procedures, data analysis and logistical and ethical considerations.

#### **3.2 Research Design**

The researcher used a descriptive design that (Mugenda & Mugenda, 2003) describe as a method of describing existing phenomenon by asking individuals about their perceptions, attitudes and values. Descriptive survey was used in the study because it allows for the collection of quantifiable data and data can be gathered from a relatively large number of cases at a particular time. The design was convenient for the study as it aimed at gathering information on management of orphanages and its effects on the educational performance of orphaned learners.

##### **3.2.1 Variables**

The independent variable: management of orphanages that function as both child care centers and schools. The dependent variable: educational performance which is in terms of academic achievement, development of psychomotor skills and a positive change in attitude as reported by the teachers and the orphaned learners themselves.

### **3.3 Location of the study**

The study was carried out in Kisauni sub-county, Mombasa County, Coast region in Kenya. It is found to the North of Mombasa's Central Business District and covers an area of approximately 88.7 square kilometers with a population of 194,065 people (Soft Kenya, 2012). Kisauni was selected for the study because it has more or less twenty four registered orphanages compared to other counties. The orphans also come from diverse family, ethnic, religious and socio-economic backgrounds. These variations made orphaned learners in Kisauni to be a heterogeneous group. It was thought that a heterogeneous group has a high probability of being a representative sample of the population of orphans in Mombasa County (which was selected for the study because the researcher comes from the area and is familiar with the environment).

### **3.4 Target Population**

Kisauni Sub-county has ten registered orphanages out of which four were used for the purpose of this study because they are the only ones that operate both as children centers and schools and are registered under the Children's Department in the Ministry of Labor, Social Security and Services, Mombasa County. The population of the study was therefore 555 individuals (consisting of orphaned learners, orphanage managers and teachers) from the four orphanages. The target population included: 432 upper primary orphaned pupils (class seven and eight) - 177 boys and 255 girls, 115 teachers and 4 orphanage managers (3 male and 1 female) from the four orphanages. The pupils were selected because they are the direct beneficiaries of the orphanage services and are old enough to express themselves; the teachers because they are in direct contact with the orphaned learners and the managers were

selected because they are responsible for running the day to day activities in the orphanages.

### 3.5 Sampling Techniques and Sample Size

#### 3.5.1 Sampling Techniques

Purposive sampling was used in the selection of the orphanages because its main goal is to focus on particular characteristics of a population that are of interest, which will best enable one to answer his/her research questions (Laerd Dissertation, 2012) . Since the study focused on orphanages that are both homes and schools for orphans and are registered under the Children’s Department, the four orphanages were therefore selected purposively out of the 24 orphanages in Kisauni. Simple random sampling was then used in selecting respondents to be included in the sample size such that characteristics within the population had an equal chance of being drawn.

#### 3.5.2 Sample Size

The sample included: 4 orphanage managers, 10 teachers and 42 orphaned learners from upper primary classes. The sample was 56 in total as shown in the Table 3.1.

**Table 3.1: Sample Size**

Selected orphanages	Managers	Teachers	Boys	Girls	Total
Orphanage A (mixed)	1/1	3/30	10/91	6/94	20/ 225
Orphanage B (mixed)	1/1	3/35	8/74	6/58	18/ 168
Orphanage C (mixed)	1/1	1/10	3/12	2/7	7/ 23
Orphanage D (girls)	1/1	3/40	-	7/96	11/ 139
<b>Total</b>	<b>/04</b>	<b>/10</b>	<b>/21</b>	<b>/21</b>	<b>N=56/555</b>

### **3.6 Research Instruments**

Questionnaires: the study was conducted using two types of questionnaires- teacher's and pupil's questionnaires. Questionnaires were used because according to Burton & Bartlett (2009) they make it possible to gather large amounts of data relatively quickly. The researcher developed each of the items in the questionnaires based on the study objectives and research questions. They consisted of both open and close ended questions to help the researcher find out the implication that orphanage management has on the educational performance of orphans.

Interview schedule: a structured interview schedule was used to solicit more information from the managers as they are the ones who are directly responsible for the management of the institutions. The structured interview schedule consisted of both open and close ended questions.

### **3.7 Pilot Study**

The pilot study was done on a random sample of 1 orphanage manager, 1 teacher and 4 pupils in one of the orphanages in Kisauni sub-county. The orphanage was then excluded from the final study. That was done to pre-test the relevance of the items of the instruments, feasibility of the study techniques and the concept and wording of the questionnaires and the interview schedule.

#### **3.7.1 Validity of the Research Instrument**

Validity refers to the degree to which evidence supports any inferences the researcher makes based on the data he/she collects using a particular instrument. It is the inferences about the specific uses of an instrument that are validated, not the

instrument itself where the inferences should be appropriate, meaningful, correct and useful (Fraenkel and Wallen, 2009). The researcher sought to determine the validity of the instruments using a sample size of 1 manager, 1 teacher and 4 pupils to assess the concept and wording of the research instruments. The data was then analyzed to check whether the results actually represented the variables under study.

### **3.7.2 Reliability of the Research Instrument**

Reliability refers to the consistency of the scores obtained- how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2009). The researcher used Test-retest method where a sample size of 1 manager, 1 teacher and 4 pupils were used. The teacher and students were randomly selected to fill the questionnaires while the interview schedule was used to solicit information from the manager of the institution. The same research instruments were then post tested after two weeks. The responses were scored using an electronic calculator. A comparison between answers obtained in the two items was made so as to ascertain for consistency in the answers given in the two periods. Karl Pearson's Moment of Correlation was used to calculate the coefficient of correlation where a value of +1 was deemed acceptable in establishing the consistency of the research instruments in eliciting the same responses in the two times they were completed and used during data collection. The correlated instruments were then used in data collection procedure in the selected orphanages under study.

### **3.8 Data collection Procedures**

The researcher first sought permission to collect data from Kenyatta University's Graduate School and from the Children's Department under the Ministry of Labour, Social Security and Services. The adjusted questionnaires after piloting were personally administered to the teachers and orphaned pupils by the researcher in the selected orphanages in the sub-county. The researcher made prior arrangements with the authorities so that the instruments were administered and filled in her presence to enable her assist the respondents in case of any problem in understanding the questions then she interviewed the manager using a structured interview schedule prepared beforehand.

### **3.9 Data Analysis**

The data was grouped according to the research questions. The process of data analysis involved scrutinizing the data to construct a description of the roles played by orphanage managers, teachers and the implication provision of basic needs has on the educational performance of the orphaned learners as well as the behaviours exhibited by the orphaned learners as a result of living in orphanages and their implication on the educational performance of the orphaned learners. Data from the questionnaires and interview schedules was then coded using the Statistical Package for Social Sciences (SPSS) to create frequency and percentage tables to analyse and represent it. The analysed data was then presented in tables and graphs.



### **3.10 Logistical and Ethical Considerations**

The researcher obtained a letter from the Children's Department to assure the orphanage managers that the orphaned learners would not be harmed in any way. She also visited the selected orphanages two weeks prior to the actual data collection date so as to establish a rapport with the managers of the selected orphanages and the instruments were later administered and filled as she waited for them.

The researcher also sought verbal consent of all the respondents before requesting them to fill in the questionnaires or conducting the interviews. She also assured them that the information they provided would be treated confidentially and will only be used for the purpose of the study. To ensure anonymity and secure the participants, the researcher did not require names or other means of identifying participants during the research.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents the analysis of the data collected from the orphanage managers, teachers and the orphaned learners from the four orphanages under study in Kisauni sub-county, Mombasa County. The data was collected using questionnaires (given to 42 orphaned learners and 10 teachers) and an interview schedule was used to interview 4 managers from the 4 institutions.

The data collected was coded using the Statistical Package for Social Sciences (SPSS) and report of findings was done using frequency distributions and percentage tables as well as bar graphs.

Data analysis and interpretation and presentation are done as per the four research objectives:

- i. To find out the role of the manager in the management of the orphanage.
- ii. To determine the implication provision of needs has on the educational performance of orphaned learners.
- iii. To find out the behaviors exhibited by orphaned learners as a result of living in an orphanage and the implication of these behaviors on their educational performance.
- iv. To determine the role played by teachers in the educational performance of orphaned learners.

## 4.2 Demographic Characteristics of Respondents

This section gives the demographic data about the 42 orphaned learners and 10 teachers that were given questionnaires to fill in as well as the 4 managers who were interviewed using a structured interview schedule.

**Table 4.1: Demographic Characteristics of Learners**

	f	%
<b>Gender</b>		
Male	21	50%
Female	21	50%
<b>Age</b>		
10-11	4	9.5%
12-14	29	68.1%
15 and above	9	21.4%

According to Table 4.1, 21(50%) were male and 21(50%) female. This was intentionally done so, so as to give both genders an equal chance in order to determine the implication that orphanage management has on the educational performance of orphaned learners. Also, 68.1% of the learner respondents fall in the age bracket of 12-14 years which is the recommended age of pupils in class seven and eight, which was the target population.

**Table 4.2: Demographic Characteristics of Teachers**

	<b>f</b>	<b>%</b>
<b>Gender</b>		
Male	6	60%
Female	4	40%
<b>Teaching experience</b>		
Less than 5 years	1	10%
5-10 years	5	50%
11-16 years	2	20%
17-22 years	2	20%

It can be observed from Table 4.2 that 60% of the teachers were male while 40% were female. This was so because in 2 of the institutions there were more male teachers teaching upper primary classes than female and the learner respondents were selected from upper primary classes (classes 7&8) and only teachers from these classes needed to be selected as they are in direct contact with the orphaned learners in those classes. Further, 90% of the teachers have teaching experience of more than 5 years. This indicates that majority of the teachers are highly experienced and can thus give accurate data on how the orphanages they work in, are managed (including their roles as teachers) and the implication that the management has on the educational performance of orphaned learners.

**Table 4.3: Academic Qualifications of Orphanage Managers**

<b>Qualification</b>	<b>n=4</b>	<b>%</b>
Certificate	1	25%
Diploma	1	25%
Bachelor (Education/ Business)	3	75%

From Table 4.3, it was gathered that 1 (25%) manager has both a certificate from a Catholic mission in Sweden and a Diploma in General Education while 3(75%) managers have Bachelor's degrees in either Education or Business related courses. This was significant to establish as stated by Siyavora (2010) that orphanage administrators need to have a degree in social work or managerial leadership.

**Table 4.4: Experience as Orphanage Manager**

<b>Experience</b>	<b>n=4</b>	<b>%</b>
Less than 5 years	1	25%
5-9 years	0	0%
10-14 years	2	50%
15-19 years	0	0%
20-24 years	1	25%

From Table 4.4, as far as experience is concerned, 25% of the orphanage managers have less than 5 years of experience, 25% have more than 20 years of experience while the majority 50% have 10-14 years of experience. The number of years of experience for all the managers is enough for their impact to be felt in the orphanage- cum -schools they manage.

The managers were also asked to each give a reason for working in an orphanage: 2 stated that working in an orphanage is an opportunity for them to better the lives of orphans; 1 became an orphanage manager as an assignment by a Catholic church and 1 became an orphanage manager because it was a job that needed to be filled and he/she had the right qualifications. Establishing their reasons for working in an orphanage was important as their attitudes affect the way they perceive their roles.

### 4.3 The Role of the Manager in the Orphanage

This research objective is discussed based on responses to questions in the Manager's interview schedule (Appendix III) under the sub-headings: Planning, Curriculum Management, Financial Management and Management style and Provision of basic needs, question 1-5. Also, from the Teacher's questionnaire (Appendix I): question 2, 3 (a & b) and 4 under the sub-heading General Information and Learner's questionnaire (appendix II) - Part B: Conditions in the orphanage, question 1-4.

In the interview, the managers were first asked to state their duties as the managers of the orphanages and their responses were as summarized as in Table 4.5

**Table 4.5: Roles of the Manager in the Orphanage**

<b>Role</b>	<b>n=4</b>	<b>%</b>
Preparation of the budget	4	100%
Sourcing of funds	1	25%
Authorization of spending of funds	4	100%
Planning of the orphaned learners' further studies (post-primary education)	4	100%
Curriculum planning	2	50%
Curriculum implementation	2	50%
Management style:		
Authoritarian	2	50%
Democratic	2	50%

Table 4.5 presents the roles of the manager as perceived by the managers themselves. All the 4(100%) managers take part in the preparation of the budget, authorizing the spending of their institutions' funds by signing for all expenditures and purchases and keeping records of such transactions. Only 1(25%) manager sources for funds for the institution from donors and well-wishers, the other 3 (75%) have Boards of Management to take care of sourcing for funds. The duties that the managers carry out are as what Willis (2014) describes as being the point person who manages all administrative, funding, marketing and management operations for the orphanage.

To take care of the orphaned learners' education needs, all the 4(100%) managers also plan the orphaned learners' further studies i.e. post primary education. They do this by ensuring sponsorship of their secondary and university education.

It was also found out that curriculum planning and implementation is determined by the style of management of the manager (either as orphanage administrator only or both administrator and head teacher). So, out of the 4 managers, 2(50%) prefer to use authoritarian style of management because to them it gets things done faster and ensures proper management of the institution's activities. They therefore, participate in curriculum planning and implementation by taking part in staff meetings, planning of the school calendar, supervision of teachers and providing the teachers with teaching and learning materials. The other 2(50%) prefer to use democratic style of management because it gives a chance to subordinates to grow professionally and it is easier for them to gauge their subordinates. They therefore, do not directly take part in such activities as those are delegated to the school head teachers.

Despite the differences in management styles as stated in Table 4.5, all the 4(100%) managers believe that their styles of management have an implication on the educational performance of the orphaned learners because:

- i. The style of management used (democratic) has led to improved performance in K.C.P.E results, citing examples that in 2013 (under different management), the mean mark was 314 and in 2014, the mean mark was 348 (25%)
- ii. The style of management used (authoritarian) creates a stable environment preventing tension and anxiety (25%).
- iii. Their styles of management create conducive environment for both living and studying in (50%).

When the teachers were asked if they consider their orphanages to be well managed, 100% responded in the affirmative citing the reasons as indicated in Table 4.6.

**Table 4.6: Reasons as to why Teachers consider the Orphanages to be well Managed**

<b>Reason</b>	<b>n=10</b>	<b>%</b>
Transparency in financial management (auditing)	2	20%
Proper budgeting is done	3	30%
Provision of food, clothes and security to orphans	10	100%
Provision of learning materials	10	100%

Table 4.6 points out that 20% of the respondents stated that they consider the orphanages to be well managed because of transparency in the management as auditing of financial records is done; 30% stated that it is because of proper budgeting; 100% stated it is because of provision of food, clothes and security to



orphans and a further 100% stated it is because of provision of learning materials to the orphaned learners. The teachers' responses therefore indicate that the managers ensure that the orphaned learners' needs (both basic and education) are met as also stated by the managers in Table 4.7.

**Table 4.7: Managers' Responses to Provision of needs in the orphanage**

<b>Need provided</b>	<b>n=4</b>	<b>%</b>
Provision of food		
Yes	4	100%
No	0	0%
Number of times it is provided		
1	0	0%
2	0	0%
3	4	100%
Clothes		
Yes	4	100%
No	0	0%
A comfortable sleeping area		
Yes	4	100%
No	0	0%
Replication of family living		
Yes	4	100%
No	1	25%
Provision of security		
Yes	4	100%
No	0	0%

According to Table 4.7, all the 4(100%) managers ensure provision of food to the orphaned learners 3 times a day, clothes and a comfortable sleeping area. About the orphanages being able to replicate family living, the 4(100%) managers agreed that they do, citing good diet, proper hygiene, security and good care from the caretakers as reasons. However, among the 4, 1(25%) manager also said ‘no’ because as much as the physical needs are catered for in the institution, nothing can replace parental love.

All the 4(100%) managers also stated that they provide adequate security to the orphans under their care as indicated in Table 4.8.

**Table 4.8: Security Measures in the Orphanages as reported by the Managers**

<b>Security measure</b>	<b>n=4</b>	<b>%</b>
Automatic alarm system	4	100%
Electric fence	2	50%
Perimeter wall	4	100%
Security guards (day and night)	4	100%

From Table 4.8, it can be observed that all the 4(100%) orphanages have automatic alarm systems, day and night security guards guarding their compounds and perimeter walls. 2(50%) of the orphanages apart from having the above stated security measures, also have electric fences.

Also, all the 10(100%) teachers from the 4 orphanages indicated that their institutions provide: food, clothes, clean water and proper sanitation to the orphaned learners as well as stationery for their educational needs.

The learners also attested to the provision of needs as stated by the managers and teachers as they gave the responses summarized in Table 4.9.

**Table 4.9: Learners' Responses to Provision of needs in the home**

Need	n=42	%
a) Number of meals provided in a day:		
1	0	0%
2	0	0%
3	42	100%
b) Provision of clothes:		
Yes	42	100%
No	0	0%
c) Description of the sleeping area:		
Very good	28	66.7%
Good	14	33.3%
Bad	0	0.0%
Poor	0	0.0%
d) Feeling of safety in the orphanage:		
Yes	42	100%
No	0	0%

Table 4.9 indicates that all the 42(100%) orphaned learners stated that their institutions provide them with 3 meals a day and clothes. 28(67.7%) of the respondents described their sleeping areas as being 'very good' while 14(33.3%) of

the respondents described their sleeping areas as being 'good'. Also, all the 42(100%) respondents stated that they feel safe in the homes because:

- i. They have care takers to look after them (31.0%)
- ii. Presence of security guards (47.6%)
- iii. Presence of a fence (35.7%)
- iv. Presence of a security alarm in the home (23.8%)

Therefore, from the managers', teachers' and learners' responses, it can be gathered that the managers ensure that the orphaned learners in the four institutions are provided with: food, clothes, maximum security, stationery and care.

#### **4.4 The implication Provision of Needs has on the Educational Performance of Orphaned Learners**

To analyze this research objective, an analysis of the learners' educational performance had to be carried out. Therefore, the analysis of this research question is based on questions from:

- i. Teacher's questionnaire: Part C –question 5&6
- ii. Learner's questionnaire: Part C-question 1-6 and Part D- question 1-3

A point to note is that educational performance covers three areas: cognitive, psychomotor and affective domains. Cognitive is analyzed through the learners' academic performance whereas psychomotor and affective skills are analyzed through sporting activities that the learners engage in as stated by Research in Europe (2014) that sports and games are the ways of enhancing the children's mental and physical growth as they help them in character building and provides

them with energy and strength. All the three domains are analyzed based on the teachers' and learners reports and ratings.

To begin with, the teachers acknowledged that provision of needs has an impact on the educational performance of the orphaned learners as:

- i. The orphaned learners are provided with both basic and education needs making them concentrate on their studies (100%)
- ii. The provision of learning materials like stationery and supplementary books makes the orphaned learners' studying comfortable (40%)
- iii. The provision of a conducive environment for living and studying in reduces anxiety in the orphaned learners (50%)

The teachers' responses are similar to responses in a case study by Moyo, Susa and Gudyanga (2015) where the teachers and caregivers stated that the orphans in their institution, due to provision of meals and learning materials, did not present any signs of lack and actually showed potential in their schoolwork.

When asked if the orphaned learners enjoy carrying out certain activities in the institutions, the teachers' responses were as indicated in Table 4.10.

**Table 4.10: Activities which learners enjoy doing**

<b>Activities orphaned learners enjoy doing</b>	<b>n=10</b>	<b>%</b>
Learning	9	90%
Games	10	100%
Group activities	9	90%

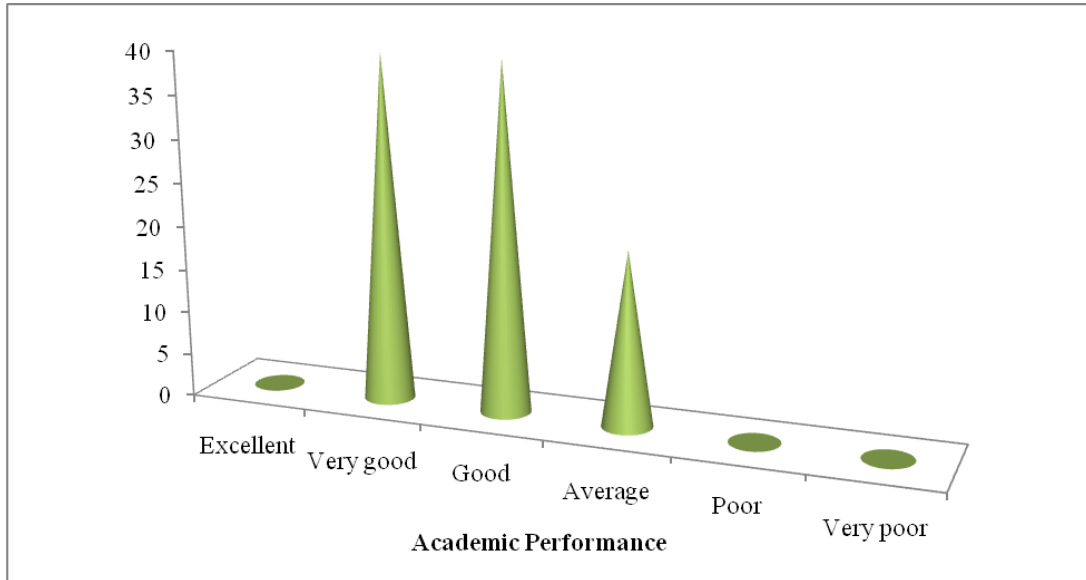
From Table 4.10, 9(90%) teachers indicated that orphaned learners enjoy learning and group activities while all the 10(100%) teachers believe that orphaned learners enjoy games as well, implying that cognitive, psychomotor and affective domains of education are achieved in the institutions.

When asked to gauge the academic performance of the orphaned learners, the teachers rated the learners' performances as summarized in Table 4.11.

**Table 4.11: Teachers' ratings of the orphaned learners' academic performance**

<b>Academic performance</b>	<b>n=10</b>	<b>%</b>
Excellent	0	0%
Very good	4	40%
Good	4	40%
Average	2	20%
Poor	0	0%
Very poor	0	0%
<b>Total</b>	<b>10</b>	<b>100%</b>

According to Table 4.11, 4(40%) teachers think the academic performance of the orphaned learners is 'very good' and another 4(40%) think the learners' performance is 'good' while 2(20%) think that the orphaned learners have an average performance as further presented in Figure 4.2.



**Figure 4.1: Teachers' Ratings of Orphaned Learners' Academic Performance**

Figure 4.1 shows that the teacher respondents believe that the orphaned learners' academic performance is very good (40%), good (40%) and average (20%) based on their performances in the internal exams done in the institutions. This further implies that the learners are comfortable in their institutions as their basic needs are met and can therefore concentrate on their studies.

When the learners were asked to state whether they enjoy learning, they all (100%) responded in the affirmative and when asked to write their previous term's results, the learners' responses were as summarized in Table 4.12.

**Table 4.12: Learners' Previous Term's Performances**

<b>Marks out of 500</b>	<b>n=42</b>	<b>%</b>
Less than 200	0	0%
200-250	6	14.3%
251-300	9	21.4%
301-350	13	31.0%
351-400	9	21.4%
401-450	5	11.9%
451-500	0	0%
<b>Total</b>	<b>42</b>	<b>100%</b>

From Table 4.12, it can be observed that the orphaned learners' academic performance is generally above average as 85.7% (100-14.3%) get 251 out of 500 marks and above in their internal exams as further presented in Figure 4.3.

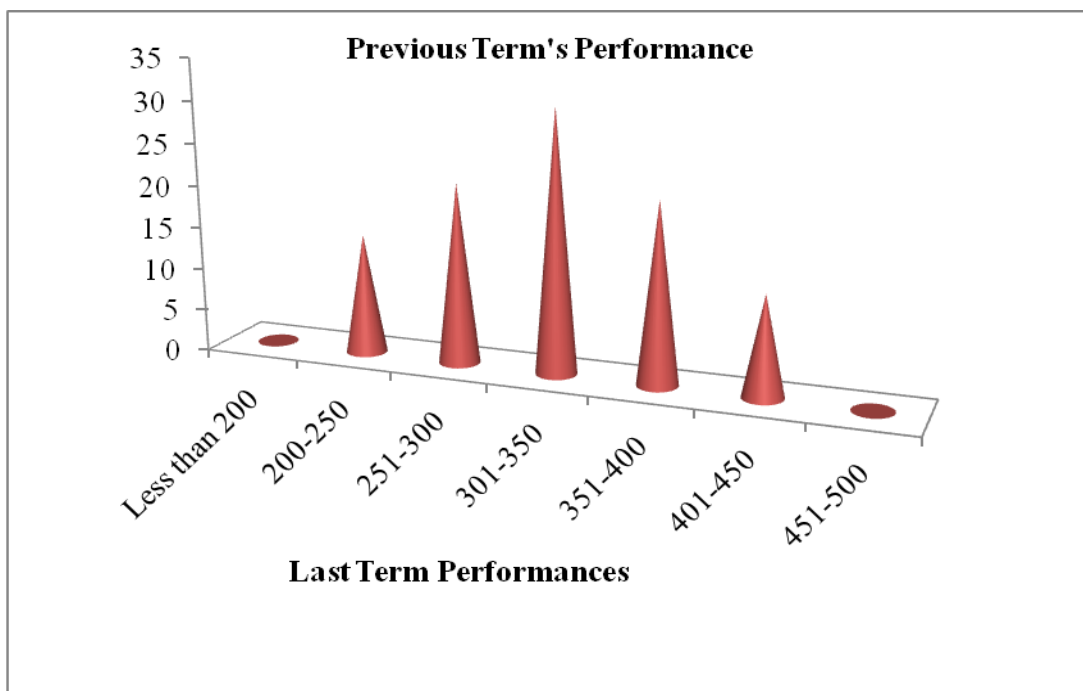
**Figure 4.2: Learners' Previous Term's Academic Performance**



Figure 4.2 therefore shows that 14.3% got 200-250/500 marks while the rest i.e. 85.7% (21.4%+31%+21.4%+11.9%) got 251/500 marks and above meaning a bigger percentage of the learners' performance is above average.

When asked about their aspirations for the next exam and K.C.P.E results, the learners gave the responses summarized in Table 4.13.

**Table 4.12: Learners' aspirations for the next exam and K.C.P.E results**

Aspired marks	Next exam		K.C.P.E	
	n=42	%	n=42	%
Less than 300	0	0.0%	0	0.0%
300-350	22	52.4%	13	31%
351-400	14	33.3%	17	40.5%
401-450	4	9.5%	8	19.0%
451-500	2	4.8%	4	9.5%
<b>Total</b>	<b>42</b>	<b>100%</b>	<b>42</b>	<b>100%</b>

According to Table 4.13, 100% of the learners aspire to get 300 out of 500 marks and above in their next exam and K.C.P.E, which serves to prove that they enjoy learning and also want to achieve academic success.

Their aspirations may also be due to the fact that they aspire to go to performing secondary schools in future as when they were asked which secondary schools they would like to join,

- i. 20(47.6%) want to go to national schools for their secondary education
- ii. 9(21.4%) of the aspired secondary schools were county schools and

- iii. 13(31%) of the learners want to attend well performing private secondary schools (examples given included Sheikh Khalifa Secondary School and Aga Khan High School).

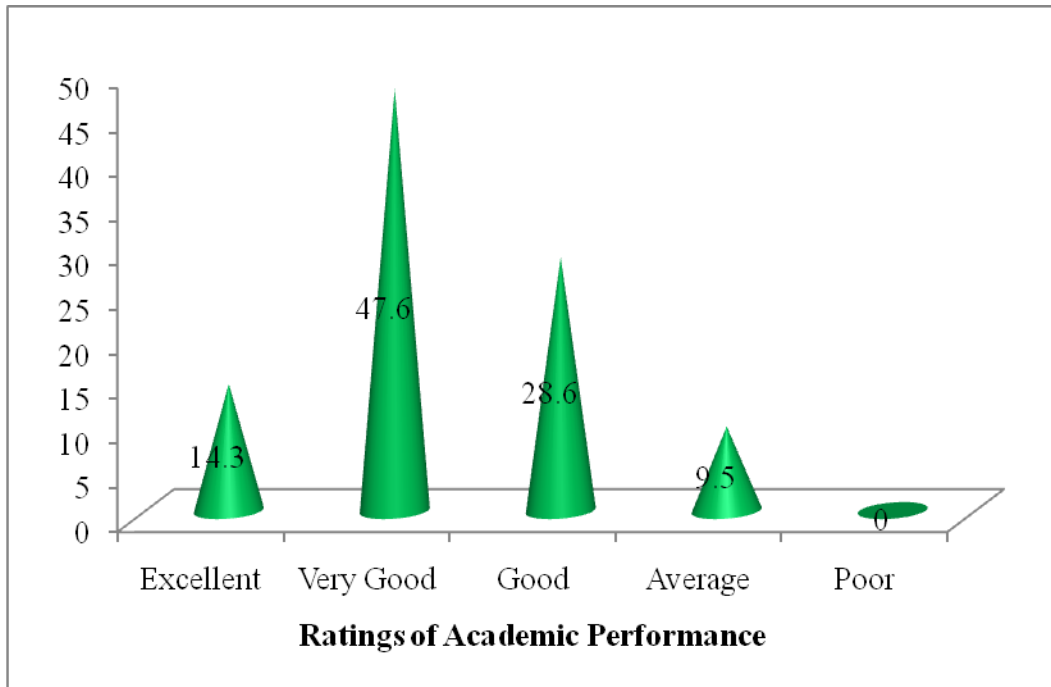
Therefore, the orphaned learners' aspirations to get 300/500 marks and above in their next exam and K.C.P.E as well as their choices of aspired secondary schools seem to suggest that through the provision of their needs, the learners have achieved high self-esteem and are in the self-actualization stage where they set goals for their future and work hard to achieve the goals.

When asked to gauge their academic performance, the learners rated their performances differently. These are summarized in Table 4.14.

**Table 4.14: Learners' rating of their performance**

<b>Rating</b>	<b>n=42</b>	<b>%</b>
Excellent	6	14.3%
Very good	20	47.6%
Good	12	28.6%
Average	4	9.5%
Poor	0	0.0%
<b>Total</b>	<b>42</b>	<b>100%</b>

From Table 4.14, 14.3% of the learners believe that their performance is excellent, 47.6% think their performance is 'very good'; 28.6% think their performance is 'good' while 9.5% believe their performance is 'average'. None of the learners thinks his/her performance is poor. Their ratings are further presented in Figure 4.4.



**Figure 4.3: Learners' Ratings of their Academic Performance**

The ratings from Figure 4.3 are a positive indication that orphaned learners enjoy learning, they are concerned with their performance and have big aspirations for their future, at least as far as their education is concerned.

Apart from academic performance, games are also important in the life of any learner. This is because, apart from giving learners the physical exercise they need, they also teach learners team work and creativity as stated by Research in Europe (2014) that the participation in organized sports enhances the physical and social skills of young people.

First, it was important to establish whether the learners are provided with opportunities to play and the types of games they play. The results are as indicated in Table 4.15.

**Table 4.15: Number of Times Learners go for Games in a Week**

<b>Number of times they go for games in a week</b>	<b>n=42</b>	<b>%</b>
1	30	71.4%
2	7	16.7%
3	5	11.9%
<b>Total</b>	<b>42</b>	<b>100%</b>

From Table 4.15, it is implied that 71.4% of the orphaned learners go for games at least once a week, others go for games twice a week (16.7%) while others go thrice a week (11.9%). It all depends on the school programme but the important thing is they are exposed to sporting activities.

Next, it was important to determine the types of games that the orphaned learners take part in as summarized in Table 4.16. This was done so as to establish whether or not they are exposed to different skills and different levels of interactions.

**Table 4.16: Types of Games Played**

<b>Game</b>	<b>n=42</b>	<b>%</b>
Football	42	100%
Basketball	42	100%
Volleyball	35	83.3%
Netball	37	88.1%
Athletics	20	47.6%
Handball	5	25%
Rope skipping	20	47.6%

From Table 4.16, it can be deduced that learners in the four institutions are exposed to different types of games with football (100%) and basketball (100%) being offered in all the four institutions. The variety of games suggests that indeed the learners are exposed to different skills.

It was also important to establish whether the learners enjoy games or take part in them as a routine. To achieve this, the learners were each asked to name their favorite game and the reason for liking that game. The results are summarized in Table 4.17.

**Table 4.17: Learners' Favorite Games**

<b>Game</b>	<b>n=42</b>	<b>%</b>
Football	20	47.6%
Basketball	4	9.5%
Netball	12	28.6%
Volleyball	2	4.8%
Athletics	2	4.8%
Handball	1	2.4%
Rope skipping	1	2.4%

From Table 4.17, it is evident that most learners enjoy playing football (47.6%) while very few enjoy playing handball (2.4%) and rope skipping (2.4%).

The orphaned learners gave various reasons for liking their favorite games. The reasons given are as summarized in Table 4.18.

**Table 4.18 Learner's' Reasons for Liking their Favorite Games**

<b>Reason</b>	<b>n=42</b>	<b>%</b>
Make one active	10	23.8%
They are fun	24	57.1%
Make one healthy	10	23.8%
Wish to go professional in future	6	14.3%

From Table 4.18, it can be observed that learners enjoy their favorite games because mostly the games are fun (57.1%) then because they make them active (23.8%) and healthy (23.8%). Some learners enjoy their favorite games because they would one day like to engage in those games as careers (14.3%).

Their responses serve to prove that games are important in the development of psychomotor skills as stated by the learners that they enjoy games because games make them active (23.8%) and healthy (23.8%). Games are also important in developing affective skills as proven by the learners' responses that games are fun (57.1%) indicating that they enjoy interacting with other children and that they would one day like to engage in those games as careers (14.3%) meaning they have aspirations for their future which is a positive attitude developed as a result of games.

#### **4.5 Behaviors Exhibited by Orphaned Learners (as a Result of Living in an Orphanage) and their Implication on the Orphaned Learners' Educational Performance**

This research objective is analyzed based on the following questions:

- Teacher's questionnaire- Part C: question 2 (a & b) and 3
- Learner's questionnaire- Part B: question 5; Part D question 1-3 and Part E

The teachers were first asked if they have taught non-orphaned learners so as to be able to compare the behaviors of orphaned learners and those of non-orphaned learners. 100% stated that they have taught non-orphaned learners.

In responding to whether orphaned learners' needs in the classroom are different from those of non-orphaned learners, 60% of the teachers stated that they are different from those of non-orphaned citing the examples summarized in Table 4.19.

**Table 4.19: Teachers' Responses to Examples of Orphaned Learners' different needs**

<b>Examples of different needs</b>	<b>n=10</b>	<b>%</b>
Some have physical problems due to lack of proper care in early childhood	5	50%
Comparison with non-orphaned learners	6	60%
Left out of some topics (father and mother)	6	60%
Other psychological problems	10	100%

Table 4.19 therefore shows that some of the orphaned learners' needs are a bit different as 50% of the teachers' stated that some orphaned learners have physical problems due to lack of proper care in early childhood, 60% of the teachers' responses stated that the orphaned learners compare themselves, in various aspects, to the non-orphaned learners, 60% stated that the orphaned learners are left out of some topics while 100% of the teachers believe that the orphaned learners have other psychological problems.

The lack of proper care during early childhood (some may have missed out on breastfeeding and one-on-one contact with a mother), comparison with non-orphaned learners and being left out of some topics may have resulted due to living in orphanages. These challenges can thus be manifested in a myriad of behaviors as stated by Martin (n.d) that children who are brought up in child care institutions may suffer from severe behaviour and emotional problems like aggressiveness and anti-social behaviour. Some of these problems are present in the four orphanages as summarized in Table 4.20

**Table 4.20: Orphaned Learners' Behaviors in Class**

<b>Behavior</b>	<b>n=10</b>	<b>%</b>
Behave well after training	2	20%
Stubborn	7	70%
Slow in acting	8	80%
Lazy	3	30%
More disciplined and hardworking than non-orphaned learners	6	60%
Rough	1	10%
Sensitive	9	90%
No notable difference between orphaned and non-orphaned learners	1	10%

From Table 4.20, it can be gathered that 70% of the teachers believe that orphaned learners are stubborn in class; 80% stated that orphaned learners are slow in acting i.e. take too long to carry out an activity; 30% stated that orphaned learners are lazy; 10% of the teachers stated that the orphaned learners are rough and 90% stated



that the orphaned learners are sensitive. All these indicate that the orphaned learners face numerous challenges in class but can change through training as stated by 20% of the responses that the orphaned learners behave well after training.

However, 60% of the teachers stated that the orphaned learners are more disciplined and hardworking than non-orphaned learners while 10% indicated that there is no notable difference between orphaned learners and non-orphaned in terms of behavior i.e. they all behave as per their age.

Therefore, Table 4.19 shows that some of the orphaned learners, struggle with social affiliation while others have overcome some of the challenges they face as a result of growing up in orphanages and are hardworking and more disciplined than non-orphaned learners as stated by 60% of the teacher respondents.

Moyo et.al (2015) report in their research, that institutionalized children are good at group discussions or when interacting with other learners. In the four institutions under study, it was gathered that 100% of the orphaned learners get time to spend with other children and 95.2% of the orphaned learners actually *enjoy* spending time with other children. This is a sign that their physiological and safety needs have been met and classroom interaction becomes enjoyable since they can work with other children as explained by Mc. Leod (2007) that once security and safety needs have been fulfilled, the need for social affiliation arises where a sense of belonging together with approval from peers becomes an important motivating factor.

They gave a number of reasons for enjoying spending time with other children. The reasons are summarized in Table 4.21

**Table 4.21: Reasons for Enjoying spending time with other Children**

<b>Reason</b>	<b>n=42</b>	<b>%</b>
They can tell each other stories	12	28.6%
They can play together	22	52.4%
Some children are funny	4	9.5%
They help each other	4	9.5%
They are happy with them	6	14.3%
Discuss with other children	12	28.6%

Table 4.21 proves that the orphaned learners enjoy spending time with other children as 52.4% enjoy the activity because they can play together while 28.6% stated it is because they can tell each other stories and another reason that also got 28.6% was because of the fact that they can discuss issues with other children. Their ability to interact with other learners is important in raising their self-esteem and hence affects their educational performance.

To further understand the orphaned learners' behaviors and the implication of such behaviors on their educational performance, it was also necessary to analyze the learners' attitude towards their lives as attitude affects behavior and behavior affects educational performance. The learners' attitude towards their lives is summarized in Table 4.22.

**Table 4.22: Learners' Attitude**

<b>Feeling</b>	<b>n=42</b>	<b>%</b>
People love me in the orphanage	42	100%
I love the people around me in the orphanage	42	100%
Though I have no parents, I believe I am important	42	100%
I feel I do <b>not</b> have much to be proud of	19	45.2%
Being orphaned does not create a problem in doing things just like non-orphaned pupils	40	95.2%

Table 4.22 indicates that the orphaned learners are comfortable in their institutions as 100% of the respondents feel loved in the orphanage and 100% love back people in the orphanage and also 100% of the respondents feel that although they do not have parents, they still believe they are important. 95.2% of the orphaned learners believe that being an orphan does not create a problem in doing other things just like non-orphaned pupils. All these indicate that the orphaned learners in the institutions have a high self-esteem despite being orphaned as stated by Nyongesa (2007) that on satisfying the needs of acceptance and affiliation, people feel the desire for prestige and status which implies recognition, consequently a confidence in oneself.

The second part of the research question, that is, the implication that the behaviors resulting from living in an orphanage have on the orphaned learners' educational performance, was analyzed using the managers' responses.

When asked if living in the orphanage has a positive or negative influence on the educational performance of the orphaned learners, 100% stated that living in the

orphanage has a positive influence on the orphaned learners giving the reasons as presented in Table 4.23.

**Table 4.23: Reasons as to why living in the Orphanage has a Positive Influence on the Educational Performance of Orphaned Learners**

<b>Reason</b>	<b>n=4</b>	<b>%</b>
The orphanage provides a comfortable environment	4	100%
The orphaned learners have enough time to study in the orphanage	4	100%
They are provided with a good diet	4	100%
They receive no stress on academic performance	1	25%

Table 4.23 shows that the managers stated that living in the orphanages has a positive influence on the educational performance of the orphaned learners because they live and learn in a comfortable environment (100%) where they have a good diet (100%) and enough time to study (100%) hence contributing to their behaviors of being disciplined and hardworking as stated by the teachers and their ability to interact and enjoy interacting with other learners as stated by the learners themselves.

#### **4.6 The Role Played by Teachers in the Educational Performance of Orphaned Learners**

This research objective is analyzed based on the following questions from the teacher's questionnaire:

- i. Part B: question 1
- ii. Part C: question 2c and 4
- iii. Part D: question 1-3

The teachers were first asked if they enjoy working in an orphanage and 100% responded in the affirmative. This question was asked because it was assumed that the teachers' feelings towards their job may influence how they perceive their role as teachers, especially to orphaned learners who according to Mohlakhwana (2013) need support from the teachers in the school curriculum as well as in their personal and social lives.

When asked how they handle the different instructional and emotional needs of the orphaned learners, the responses given were as summarized in Table 4.24

**Table 4.24: Teachers' ways of handling Orphaned Learners' different Instructional and Emotional needs**

<b>Method</b>	<b>n=10</b>	<b>%</b>
Spiritual teachings	1	10%
With calmness	1	10%
Referral for further help	3	30%
Give extra attention	7	70%
Guidance and counseling	10	100%
Creating room for dialogue	3	30%

Table 4.24 shows that 30% of the respondents stated that they refer the orphaned learners for further help (when need arises); 70% give extra attention in class to the orphaned learners 100% respondents guide and counsel the orphaned learners on various aspects: social and academic and 30% deal with the orphans' needs by creating room for dialogue so as to allow them to express their feelings. All these responses indicate that the teachers are aware that they behave differently towards

orphaned learners in and out of class and hence have a role to play in their education.

In answering the question, ‘What initiatives have you taken to enhance the academic performance of the orphaned learners in your school?’ the teachers’ responses were as indicated in Table 4.25

**Table 4.25: Initiatives taken by Teachers to enhance the Academic Performance of Orphaned Learners.**

<b>Initiative</b>	<b>n=10</b>	<b>%</b>
Encouraging them to behave well and work hard	6	60%
Offering them moral support	7	70%
Motivating them by giving them incentives	3	30%
Encouraging them to play	1	10%
Enhance their self-esteem	5	50%
Treating them just like non-orphaned learners	2	20%

From Table 4.25, it can be gathered that 60% of the responses stated that they encourage the orphaned learners to behave well and work hard; 70% offer moral support to the orphaned learners, 30% motivate the orphaned learners in their classes by giving them incentives; 5(50%) always try to enhance the orphaned learners’ self-esteem and 2(20%) stated they treat the orphans in their classes just like the non-orphaned learners so that they do not feel that they are different from the rest.

When the teacher respondents were asked if they consider themselves as surrogate parents to the orphaned learners, 80% said ‘yes’. The role of surrogate parents as

played by the 80% of the respondents is important as stated by Ogina (2007) that teachers who are caring will always take the place of parents trying to address the emotional needs of learners who are orphaned.

The 8(80%) respondents who consider themselves surrogate parents stated that they carry out certain activities as summarized in Table 4.26, in carrying out that role:

**Table 4.26: Teachers' Efforts to be Surrogate Parents to Orphaned Learners**

<b>Effort to be a surrogate parent</b>	<b>n =10</b>	<b>%</b>
Cultivating a closer relationship with the orphaned learners	4	40%
Encouraging the orphaned learners to share their problems with them	3	30%
Help the orphaned learners accept themselves	2	20%
Being a role model for them to emulate	4	40%
Providing material support	4	40%
Guidance and counseling	9	90%

From Table 4.26, 4(40%) respondents stated that they play the role of surrogate parents by cultivating a closer relationship with the orphaned learners; 3(30%) encourage the orphaned learners to share their problems with them; 2(20%) help learners to accept themselves for who they are; 4(40%) try being role models to the orphaned learners; 4(40%) provide the orphaned learners with incentives and 9(90%) offer guidance and counseling to them. This implies that by performing these duties, the teachers apart from teaching, also care for the learners as stated by Ombuya et.al (2012) that the teaching and learning role of the educator and the role

of caring are inseparable. They can thus be described to be both educators and parents to the orphaned learners.

All the efforts stated above in one way or another boost the self-esteem of orphaned learners which is pre-requisite to their educational success as it inculcates a self-drive in the learner. It was important therefore to establish the specific duties carried out by teachers to enhance the orphaned learners' self-esteem as pointed out by Ogina (2007) that teaching vulnerable children also calls for a good understanding of how to boost their self-esteem. The teachers' efforts in boosting the self-esteem of the orphaned learners are summarized in Table 4.27.

**Table 4.27: Ways of Boosting the Self-esteem of Orphaned Learners**

<b>Method of boosting self-esteem</b>	<b>n=10</b>	<b>%</b>
Through encouragement	4	40%
Giving of incentives	5	50%
Loving them	5	50%
Accepting them for who they are	7	70%
Guiding them to lead a positive life	2	20%

Table 4.27 indicates that 40% of the respondents stated that they boost the self-esteem of orphaned learners by encouraging them in various activities, 5(50%) give incentives to the orphaned learners to motivate them, 5(50%) show love to the orphans as a way of boosting their self-esteem; 7(70%) accept the orphans just the way they are and 2(20%) guide the orphaned learners to lead a positive life.



Therefore, all the efforts done by the teachers to boost the self-esteem of the orphaned learners seem to be bearing fruits as portrayed by the learners' academic performance and their aspirations for the next exam and the secondary schools they aspire to go to which imply that the learners are past the self-esteem stage and may be in the self-actualization stage as stated by Nyongesa (2007) that a self-actualized person is motivated by inner values and beliefs.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions arrived at from the findings and recommendations. It further gives suggestions for areas of further research.

#### **5.2 Summary**

The purpose of this study was to determine how orphanages are managed and the implication that this management has on the educational performance of orphaned learners in Kisauni Sub-county, Mombasa County. A point to note is that by orphanage, the research focused only on the orphanages that operate both as children centers and schools.

The subjects of the study were: 4 orphanage managers, 10 teachers and 42 orphaned learners and the data collection tools used were Teacher's and Learner's Questionnaires and a Manager's structured Interview schedule. The following is a summary of the findings presented using research questions:

##### **5.2.1 The Role of the Manager play in the Orphanage**

From the findings, it was established that the manager of the institution has some roles to play: financial management, provision of basic needs to the orphaned learners as well as curriculum planning and implementation.

The manager is responsible for budgeting, sourcing for funds (for the managers that seek funds from donors and well-wishers) and controlling the funds as they are

charged with the responsibility of signing for each and every expense. The manager also keeps records of all the transactions the institution enters with other organizations or business entities.

The manager ensures that the orphaned learners are provided with: three meals a day, clean water, sanitation, clothes and a comfortable sleeping environment with security in the form of: care takers, day and night security guards, alarm systems, perimeter walls and in some institutions, electric fences.

Apart from taking care of the orphaned learners' physiological and security needs, the managers also ensure the orphaned learners' belonging needs are met to a certain level by replicating family living, that is, creating a family like structure through assignment of care takers in every dormitory or house, to act as mothers.

As for curriculum planning and implementation, there are two ways through which it is done. First, some managers delegate curriculum planning and implementation to the school head teachers and their (managers') work is to just oversee the smooth flow of routine. The second type is where the managers are directly involved in the curriculum planning and implementation by taking part in staff meetings, planning the school calendar, supervision of teachers and directly delivering teaching and learning materials to teachers and pupils. However, both types of managers also seek sponsorship for the orphaned learners' secondary and tertiary education.

The roles that the managers play have an impact on the educational performance of the orphaned learners in the institutions as they contribute towards creating a conducive environment for both living in and studying for the orphaned learners as

the management reduces anxiety by taking care of the learners and teachers' needs, giving the learners a chance to concentrate on their education.

### **5.2.2 The Implication Provision of Needs has on the Educational Performance of the Orphaned Learners**

From the findings, it was determined that the provision of both basic and education needs to the orphaned learners by the orphanage management creates a sort of psychological stability as it reduces anxiety. This is because the orphaned learners are assured that their basic needs are taken care of as well as their education needs.

The provision of needs also creates a conducive environment for living, teaching and learning which was proven to be true by the teachers and learners' reports on the internal examinations done in the schools (where all the learner respondents were found to be above average pupils), their pleasure in participating in games and other forms of interactions as well their hopes for a better future through their aspirations of their K.C.P.E results and secondary schools they would like to join.

### **5.2.3 Behaviors Exhibited by Orphaned Learner's (as a Result of Living in an Orphanage) and their Implication on the Orphaned Learners' Educational Performance**

From the teachers' responses, it was determined that orphaned learners have different needs in the classroom due to lack of proper care during early childhood stages, comparison of themselves to the non-orphaned learners and other psychological problems. They also face the challenge of being left out of some topics in class. Hence, they can be stubborn, lazy, slow, and sensitive but through

counseling and motivation, they can be trained in behavior change and end up being hardworking and more disciplined than the non- orphaned learners.

As far as the interaction of the orphaned learners with other people is concerned, it was established that that is not a challenge to most of them as they love the people around them in the orphanages and they also feel loved by them. Thus, most of them do not feel less important due to the lack of parents. They also enjoy spending time with other pupils for they can tell each other stories, play together, help each other and hold various discussions.

Living in the orphanage was also found out to have a positive influence on the educational performance of the orphaned learners because the orphans live and learn in a comfortable environment where their basic needs are met and have enough time to study thereby reducing anxiety that might have affected their behaviors if they had lived with relatives or in the streets. The psychological stability created by the orphanages enables the learners to interact freely with their teachers and other pupils hence having a positive influence on their educational performance.

#### **5.2.4 The Role Played by Teachers in the Educational Performance of Orphaned Learners**

The teachers in the orphanages were found to be performing two major functions: that of educators and that of providing pastoral care.

In their role as educators, the teachers try to enhance the academic performance of orphaned learners by: encouraging the orphaned learners to behave well and work hard, offering moral support to the orphaned learners, motivating them in their

classes by giving them incentives and treating the orphans in their classes just like the non-orphaned learners so that they do not feel that they are different from the rest. All these efforts were proven to have a positive impact on the orphaned learners' self-esteem through their examination results and aspirations for the future.

As for the role of pastoral care, most teachers acknowledge this role and take up different responsibilities to live up to it. These responsibilities include: cultivating a closer relationship with the orphaned learners, encouraging the orphaned learners to share their problems with them, helping them to accept themselves for who they are, trying to be role models to the orphaned learners, providing them with incentives and offering guidance and counseling services.

### **5.3 Conclusions**

Based on the findings of the study, it was concluded that the management of an orphanage does have an implication on the educational performance of the orphaned learners in the institution.

- i. The role of the manager was established as to be the source of direction in the institution as it is the manager who budgets and ensures proper use of the institution's funds. The manager is also charged with the responsibility of ensuring that the orphaned learners' basic and education needs are met and teachers get the necessary instructional materials and supervision either directly from the manager or by delegation through the school head teacher. Therefore, a manager's role is the same irrespective of the management style: authoritarian or democratic.

- ii. Provision of basic needs was established to have a positive impact on the educational performance of orphaned learners. This is because learners can think and plan about their performance once their physiological needs (food, water clothes, proper sanitation and a comfortable sleeping environment), security needs (through provision of tight security measures), love needs (replication of family living and interaction with other children) as well as esteem needs which teachers try to meet in class, are met.
- iii. Growing up in an orphanage was proven to have an impact on the educational performance of orphaned learners as they face a number of challenges but through provision of needs, care, understanding, good treatment from care givers, teachers and non-orphaned learners, orphaned learners can be trained to overcome their problems and have a positive attitude towards education in particular and life in general.
- iv. Teachers can positively influence the educational performance of orphaned learners once they accept them and apart from playing an educator's role, play a pastoral role too. Once teachers play the two roles well, the orphaned learners also perform well in their education.

Therefore, orphanage management has an impact on the educational performance of orphaned learners as there is somebody (the manager) to oversee that their basic and education needs are taken care of as well as being surrounded by people who care for them and guide them (teachers and care takers). Thus the orphaned learners end up performing well in their examinations and co-curricular activities and have aspirations for their future.

#### **5.4 Recommendations**

In line with the findings of the study, the study recommends that:

- i. The government of Kenya should come up with a national policy stipulating the qualifications of orphanage managers so as to ensure proper planning, budgeting and overall management of orphanages is done.
- ii. The county governments should sponsor the existing orphanages and include them in the county budgets so as to ensure that orphans are provided with food, clothes, security as well as educational materials like books and pens.
- iii. The orphanages should organize training and re-training workshops so as to equip teachers with the necessary skills they need in handling vulnerable children so as to assist them in their pastoral role.
- iv. Formal counseling programs should be organized in the institutions to train orphaned learners on behavior.

#### **5.5 Areas for Further Research**

Further studies can be done on:

- i. The qualifications of teachers currently teaching in orphanages
- ii. The sources of funding of orphanages
- iii. The role of the caretakers and their implication on the educational performance of orphaned learners
- iv. The role that the Ministry of Education can play in ensuring access and quality education to orphaned learners.
- v. The conditions of living in the unregistered orphanages and their implication on the educational performance of orphaned learners.



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**APPENDICE**

**APPENDIX I**

**TEACHER'S QUESTIONNAIRE**

Please tick  $\surd$  where appropriate in the boxes or fill in the blank spaces.

**A. Teacher's Bio-data**

Name of Institution: .....

Gender            Male            [ ]            Female            [ ]

Teaching experience: ..... years

**B. General Information**

1. Do you enjoy working in an orphanage?

Yes            [ ]            No            [ ]

2. Our orphanage provides orphans with:

Food            [ ]            Clothes            [ ]            Clean water            [ ]

Proper sanitation [ ]            Stationery            [ ]

3. a) Do you consider the orphanage to be well managed?

Yes            [ ]            No            [ ]

b) Justify your answer.....  
.....  
.....

4. How do you think the management impacts on the educational performance of the orphaned learners?.....

.....  
.....

**C. The Instruction Process**

1. Have you ever taught non-orphaned learners?

Yes [ ] No [ ]

2. a) Are orphaned learners' needs in the classroom different from non-orphaned learners'?

Yes [ ] No [ ]

b) If yes, give examples of their different needs.....

.....  
.....  
.....

c) How do you handle such needs?.....

.....  
.....  
.....

3. Describe the behaviour of the orphaned learners in your class.....

.....  
.....  
.....  
.....

4. What initiatives have you taken to enhance the academic performance of the orphaned learners in your school?.....

.....  
.....

5. The orphaned learners enjoy:

Learning [ ] Games [ ] Group activities [ ]

5. How would you personally gauge the academic performance of the orphaned learners?

Excellent            [ ]    Very Good            [ ]    Good            [ ]  
Average            [ ]    Poor            [ ]    Very Poor            [ ]

**D. Pastoral Role**

1. a) Do you consider yourself to be a surrogate parent to the orphans in your class?

Yes            [ ]            No            [ ]

b) What do you do in carrying out the role of a surrogate parent?.....  
.....  
.....  
.....

2. How do you handle the emotional needs of the orphaned learners?.....

.....  
.....  
.....

3. How do you boost the self-esteem of the orphaned learners?.....

.....  
.....  
.....

## APPENDIX II

### LEARNER'S QUESTIONNAIRE

Please tick  where appropriate in the boxes or fill in the blank spaces.

#### A. Learner's Bio-data

Name of Institution: .....

Age .....

Class: .....

Gender    Male                        Female           

#### B. Living Conditions in the Orphanage

1. How many meals are you provided with in a day? Tick accordingly.

1                        2                        3           

2. Are you given clothes in the home?

Yes                        No           

3. How can you describe your sleeping area?

Very Good                        Good           

Bad                        Poor           

4. Do you feel safe in the orphanage?

Yes                        No           

Why? .....

.....

.....

5. a) Do you get time to spend with other children?

Yes                        No



b) Do you like it?

Yes [ ] No [ ]

c) Why do you like it?.....  
.....  
.....

**C. Academic Performance**

1. Last term I got..... marks out of ..... in my exams

2. This term I want to get .....in my exams.

3. I enjoy learning

Yes [ ] No [ ]

Why? .....  
.....

4. I think my performance in school is

Excellent [ ] Very Good Good [ ]  
Average [ ] Poor

5. I want to get .....marks in K.C.P.E

6. After primary school, I would like to join .....Secondary School.

**D. Games**

1. How many times in a week do you go for games?.....  
.....

2. What games do pupils in your school play? .....

.....  
 .....

3. My best game is .....

Because .....

.....  
 .....

### E. Attitude

Tick  $\checkmark$  where appropriate

	True	False
People love me in the orphanage		
I love the people around me in the orphanage		
Though I have no parents, I believe I am important		
I feel I do <b>not</b> have much to be proud of		
Being orphaned does not create a problem from doing things just like non-orphaned pupils		

**APPENDIX III**

**MANAGER’S INTERVIEW SCHEDULE**

**A. General Information**

1. How long have you worked as an orphanage manager?.....  
.....  
.....

2. What are your academic qualifications?.....  
.....  
.....

3. Why did you decide to work in an orphanage?.....  
.....  
.....

**B. Provision of Basic Needs**

1. How many meals in a day does the orphanage provide the orphans?.....  
.....  
.....

2. Do you provide orphans with clothes?  
Yes                                        No                   

3. Is their sleeping area quiet?  
Yes                                        No                   

4. As the manager, what efforts have you taken to ensure security in the orphanage?.....  
.....  
.....

5. In your view, does the orphanage replicate family living? .....

.....  
.....  
.....

Why?.....

.....  
.....

**C. Planning**

1. What role do you play in preparing the budget?.....

.....  
.....  
.....

2. How does the orphanage plan for the continuation of orphaned learners' education? (That is after primary school education).....

.....  
.....

3. How do you assist teachers in planning the curriculum?.....

.....  
.....

**D. Financial Management**

1. Does the orphanage fund both basic needs of orphans and their education needs?

Yes [ ] No [ ]

2. Who is responsible for sourcing funds for the orphanage?.....

.....  
.....  
.....

3. Who is responsible for authorizing spending of the institution's funds?.....

.....  
.....  
.....

4. How do you ensure funds are not misused in the orphanage?.....

.....  
.....  
.....

**E. Curriculum Implementation**

1. How do you assist teachers in implementing the curriculum?.....

.....  
.....  
.....

2. Who conducts supervision of teachers?.....

.....  
.....  
.....

3. What efforts have you taken to improve the academic performance of the orphaned learners?.....

.....  
.....  
.....

4. a. Does living in the orphanage have a positive or negative influence on the educational performance of the orphaned learners?.....

.....  
.....  
.....

b. Why?.....

.....  
.....  
.....

**F. Management Style**

1. a. How can you classify your management style: authoritarian or democratic?..

.....  
.....

b. Why have you chosen such a style of management? .....

.....  
.....

2. a. Do you think the way the orphanage is managed has any implication on the educational performance of orphans? .....

b. Why? .....

.....  
.....

**APPENDIX IV**  
**COVER LETTER**

P.O.BOX 87322-80100

MOMBASA

**TO THE RESPONDENT**

Dear Sir/ Madam,

**RE: REQUEST TO PARTICIPATE IN A RESEARCH**

I am a Master Degree student in Educational Administration from Kenyatta University, Mombasa campus. I am conducting a research on: **Orphanage Management and its Implication on the Educational Performance of Orphaned Learners in Kisauni Sub-county, Mombasa County (Kenya).**

Your institution is one of the selected orphanages for the study. I am therefore humbly requesting you to help me gather data by answering the questions in the questionnaire provided. The process should take around 10 minutes. I promise that the activity will be conducted with adherence to ethical considerations and the data collected will be treated with confidentiality and strictly used for the purpose of this study only.

I kindly request your co-operation.

Yours faithfully,

Nuru Said

**APPENDIX V**

**LETTER OF REQUEST**

P.O. BOX 87322-80100

MOMBASA

**THE CHILDREN'S DEPARTMENT**

**MOMBASA COUNTY**

Dear Sir/ Madam

**RE: REQUEST TO COLLECT DATA**

I am a Master Degree student in Educational Administration from Kenyatta University, Mombasa campus. I am conducting a research on: **Orphanage Management and its Implication on the Educational Performance of Orphaned learners in Kisauni Sub-county, Mombasa County (Kenya).**

I am therefore humbly requesting you to allow me to collect data on the above stated study from four orphanages- cum -schools in Kisauni sub-county. The process will be carried out in adherence to ethical considerations without harming the respondents in any way and the data collected will be treated with confidentiality and only used for the purpose of this study.

Yours faithfully,

Nuru Said.