INFLUENCE OF EDUCATIONAL SUPPORT SYSTEMS ON
PARTICIPATION OF ORPHANS AND VULNERABLE CHILDREN IN
PRIMARY SCHOOLS IN KALAMA DIVISION, MACHAKOS COUNTY,
KENYA

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or award.

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This work is dedicated to my parents; George Mbondo and Agnes Musau for their support, patience and encouragement while I was undertaking the course.
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organizations</td>
</tr>
<tr>
<td>ECDE</td>
<td>Early Childhood Development Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education For All</td>
</tr>
<tr>
<td>ESS</td>
<td>Educational Support Systems</td>
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<tr>
<td>FBO</td>
<td>Faith Based Organizations</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussions</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GC</td>
<td>Guidance and Counseling</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Educational Programme</td>
</tr>
<tr>
<td>KIHBS</td>
<td>Kenya Integrated Household Budget Survey</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
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<tr>
<td>PEFO</td>
<td>Phoeb Education Fund for Orphans</td>
</tr>
<tr>
<td>RTP</td>
<td>Right To Play</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
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<tr>
<td>SFP</td>
<td>School Feeding Programme</td>
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<tr>
<td>SNE</td>
<td>Special Needs Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>United Nations Programme on HIV/AIDS</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organizations</td>
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<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>VC</td>
<td>Vulnerable Children</td>
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<td>WFP</td>
<td>World Food Programme</td>
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ABSTRACT

The aim of this study was to investigate on the influence of educational support systems (ESSs) on participation of Orphans and Vulnerable Children (OVCs) in primary schools in Kalama division, Machakos County, Kenya. This was crucial as OVCs’ school attendance, retention and class concentration was low due to poor educational support. This contradicted the Kenya National policy on OVCs (2005) which stipulates that OVCs have the right to access education. The study was concerned with ESSs namely nutritional, academic and emotional support and their influence on participation of OVCs in primary schools. The objectives of the study were to: Find out the nature of nutritional support and its influence on OVCs participation in primary schools; Establish academic support and its influence on OVCs participation in primary schools; Examine emotional support and its influence on OVCs participation in primary schools and explore intervention measures that can enhance the educational support systems. The study adopted descriptive research design. Simple random sampling technique was used to select 5 public primary schools. Head teachers of the selected primary schools were selected using purposive sampling technique while teachers and regular pupils were sampled using simple random sampling technique. Systematic random sampling was used to select OVCs. Sample size was determined by calculation based on 10 percent of the target population. The sample included; 5 head teachers, 36 teachers, 200 OVCs and 110 regular pupils. The sample size was 351 with 158 males and 193 females. The instruments for data collection were questionnaires, interview schedule, Focus Group Discussions (FGDs) and observation schedules. A test retest method was used to determine the reliability of the research instruments where formula of spearman rank order correlation was used. Validity of the instruments was determined by the researcher. Qualitative data was analyzed by use of content analysis approach while quantitative data was analyzed using descriptive statistics which included the use of excel computer Programme. Quantitative approach was mainly used in this study since most of the data was analyzed in numerical form. The findings of the study were presented on frequency tables and percentages, pie-chart, bar graphs and in narrative form. The findings revealed that the ESSs offered to OVCs were; free primary education, school feeding programmes and guidance and counseling, among others. However, the ESSs were inadequate leading to low participation of OVCs in primary schools. The suggested intervention measures for enhancing the educational support systems for OVCs included; community sensitization on OVCs’ matters and involvement of government towards supporting OVCs. Recommendations were made to the government to support OVCs nutritional needs by ensuring school feeding programmes were operational in all public primary schools and ensure the pro-poor initiatives were reaching all the OVCs so as to meet their basic needs. Community and private organizations were recommended to support OVCs meet their educational needs.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

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

1.1 Background to the Study

Orphanhood and vulnerability of children is cited by United Nations International Children Emergency Fund (UNICEF) (2009), as one of the most rapidly emerging and challenging global issue we face today. This is because orphanhood is not an event, but an enduring state of condition that lasts throughout the child’s life and accompanies the child into adulthood. Vulnerability on the other hand, exploits the children as they are exposed to risky circumstances. Godfrey (2009) pointed out that worldwide, an estimated 145 million children aged zero to seventeen years were orphans by the year 2008 and many millions of others can be described as vulnerable due to the effects of illness, accidents, war and poverty, among others.

According to Hepburn (2012), Orphans and Vulnerable Children (OVCs) are unable to cope with the economic demands of simply caring for themselves, not to mention the emotional and psychosocial needs associated with their situation. In
such cases, Heymann (2007) pointed out that the school is often the only safe and supportive environment on which they can depend. This is because education remains a key safeguard for OVCs, since it helps them regain a sense of normalcy and to recover from psychosocial impacts of their experienced and disrupted lives. However, UNICEF (2008) noted that the rights of OVCs to education are under threat in light of increasing poverty. Despite this situation, United Nations Education Scientific and Cultural Organization (UNESCO) (2005) observed that international policies such as the Jomtien conference on education for all (1990), the Salamanca statement on inclusive education (1994) and the Dakar Framework for action (2000) call for Education for All (EFA) regardless of one’s status.

Godfrey (2009) pointed out that to achieve EFA; developed countries introduced Free Primary Education (FPE), Guidance and Counseling (GC) and School Feeding Programme (SFP), among other Educational Support Systems (ESSs), to meet school going OVCs’ educational needs. According to Case (2004), ESS is a group of components interacting together so as to enable children gain knowledge, skills and experiences. They create a learning environment which helps learners to achieve extraordinary learning results in the classroom and beyond. The ESSs enhance OVCs’ participation in schools in terms of school attendance, retention and class concentration. For instance, Miller (2008) observed that school attendance of OVCs in Britain and Canada increased from
27% to 45% and 21% to 43% respectively after introduction of inclusive education and FPE within one year.

According to Engle (2008), addressing the educational rights and needs of OVCs in Sub-Saharan Africa today presents new opportunities and challenges. Provision of basic education has shown remarkable improvements since164 governments met in Dakar, Senegal, in the year 2000 and committed to the goals of EFA. Since then, school dropout rate of OVCs has decreased by 36% in 14 Sub-Saharan African countries which abolished school fees. However, Subbarao, Mattimore and Playeman (2008) observed that increased prevalence of HIV/AIDS in the region has presented a new challenge in addressing the educational rights and needs of OVCs; leading to low school attendance rates. This was supported by a report from the Republic of Namibia (2009) which revealed that Namibia and Nigeria were facing an orphaning and child vulnerability crisis caused by HIV/AIDS, which resulted to low participation of OVCs in primary schools.

A report by UNESCO (2005) showed that abolition of primary school fees in Uganda and Tanzania led to a 37% decrease in dropout rate among OVCs. In Uganda, the abolition of fees in 1996 led to dramatic decrease of OVCs dropout rate from 39% to 27% within one year. In Tanzania, when primary school fees were abolished in 2001, the dropout rate of OVCs decreased from 41% to 35% within one year. Cooper (2007) pointed out that the situation of OVCs in Kenya
had continued to be of national concern. Although no comprehensive survey had been carried out, the government estimated that there were a total of 2.4 million OVCs in the country, out of which 1.15 million were as a result of HIV/AIDS. An estimate on the number of children displaced by the post-election violence (2007) was 100,000 (Government of Kenya (GOK), 2013). According to UNESCO (2008), OVCs in Kenya have been receiving support and care from the government and private organizations. The support is in form of food, school uniforms, stationary and counseling services. Heymann (2007) observed that decreased school absenteeism rate and low dropout rate of school going OVCs was witnessed in arid areas in Kenya where the educational support was introduced, though not all OVCs benefited from such support.

Machakos district is characterized by high poverty level, with 67.8% of the population living in poverty as supported by Kenya Integrated Household Budget Survey (KIHBS) (2005-2006). This resulted to most OVCs struggling to be in school since they lacked school uniform, books and food (Mutua, 2006). In addition, Mutua observed that although there were many programmes that targeted OVCs, they hardly addressed their educational needs. This led to OVCs recording higher dropout and absenteeism rate compared to non OVCs. Report by Nguma (2010) in the Anchor journal revealed that high poverty level in Kalama division from Machakos County, and inadequate support towards meeting OVCs’ educational needs were contributing factors to their high school dropout rate.
Nguma (2010) pointed out that since Kalama division was worse hit by poverty as compared to other divisions in Machakos County, it was imperative to establish the categories of Vulnerable Children (VC) who were as a result of poverty in the division. This was crucial since UNICEF (2008) emphasized that poverty causes vulnerability among children, and it is also an outcome of other forms of vulnerability such as; child abuse, child neglect, child labour, orphanhood and street children.

Categorically, the above mentioned OVCs were the ones the researcher based her research on. The high vulnerability of OVCs make it imperative to address issues that threaten school participation to ensure improvement on school attendance, retention and class concentration of OVCs in primary schools. To contribute to this discourse, this study focused on influence of ESSs on participation of OVCs in primary schools in Kalama division of Machakos County, Kenya.

1.2 Statement of the Problem

Kenya national policy on OVCs (2005) stipulates that OVCs have a right to access essential services such as education. This has also been emphasized in the children Act (2001) which states that every child shall be entitled to basic education, the provision of which shall be the responsibility of the government and the parents. Despite the existence of these policies, OVCs’ participation in primary schools has been low due to poor educational support on nutritional, academic and emotional aspects. Statistics from GOK (2008) shows that when
Kenya introduced FPE which is academic support for school going children in the year 2003, enrolment shot up to 7.2 million, 17% being OVCs, as compared to 5.9 million previously. However, even with the FPE, OVCs’ dropout rate was above 5.4% annually while that of non-OVCs lay at 2%. Educational statistical booklet on Republic of Kenya (ROK) (2005-2010) revealed that Machakos district enrolled 436,603 children in primary schools when FPE was introduced, with 45,283 (10.4%) being OVCs. However, even with the FPE, OVCs’ dropout rate in Machakos county lies above 6.2% annually while that of non-OVCs lies at 3.0%, with Kalama division having 3.8% dropout rate of OVCs annually (Machakos County education records, 2014).

Nguma (2010) observed that other educational support such as food, school uniform, stationary and counseling services have been offered to OVCs in Kalama division by Kenya government and private organizations though they are inadequate. In addition, school attendance rate, retention and class concentration among OVCs in Kalama division is low due to poor nutritional, academic and emotional support (ibid). If this is not checked, OVCs’ right to education will be compromised hence they will not attain the benefits of education. Moreover, little research has been done on the topic of study hence there is inadequate literature in the area. Thus, the main objective of this study was to investigate on the influence of educational support systems on participation of orphans and vulnerable children in primary schools in Kalama division, Machakos County, Kenya.
1.3 Purpose of the Study

The purpose of the study was to establish the influence of ESSs on participation of OVCs in primary schools in Kalama division, Machakos County, Kenya. The study sought to discover the influence of nutritional, academic and emotional supports on participation of OVCs in primary schools in Machakos County, Kenya.

1.4 Objectives of the Study

The objectives of the study were:

(i) To find out the nature of nutritional support and its influence on participation of OVCs in primary schools in Kalama division.

(ii) To establish the nature of academic support and its influence on participation of OVCs in primary schools in Kalama division.

(iii) To examine the nature of emotional support and its influence on participation of OVCs in primary schools in Kalama division.

(iv) To explore intervention measures that can enhance educational support systems for OVCs in order to improve OVCs’ participation in primary schools in Kalama division.

1.5 Research Questions

The study sought to answer the following questions:
(i) What is the existing nutritional support and its influence on participation of OVCs in primary schools in Kalama division?

(ii) Which academic support systems influence participation of OVCs in primary schools in Kalama division?

(iii) How is the nature of emotional support and its influence on participation of OVCs in primary schools in Kalama division?

(iv) What intervention measures can enhance educational support systems for OVCs’ in order to improve their participation in primary schools in Kalama division?

1.6 Significance of the Study

The findings of this study examined the nature of the existing educational support systems offered to OVCs and their influence on participation of OVCs in primary schools. Areas that needed improvement were also outlined so as to enhance OVCs participation in primary schools. In line with this:

The findings are envisaged to help the planning and provision of educational needs of the OVCs in the primary schools and assist guardians and parents of OVCs in providing them with basic needs. This will help improve OVCs’ participation in primary schools. The findings will also help policy makers put structures in place that are aimed at providing educational support for OVCs.
This will be achieved by re-examining the content in national philosophy of education hence ensure OVCs benefit.

In Kenya, there are various Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs) and Faith Based Organizations (FBOs) that are out to offer services to OVCs. Ascertaining the number of OVCs within the schools and their needs, this will offer an opportunity to these organizations to effectively serve the OVCs in the school which in turn will improve their participation in primary schools.

The findings will provide the stakeholders at the constituency level with the relevant information so as to allocate constituency development funds to OVCs. This will certainly influence their positive participation in primary schools. The findings will be of great value to the government, in that, it will prioritize its expenditure so as to support educational needs of OVCs hence improve their participation in primary schools. Data gathered is hoped to be of great use to researcher for making necessary recommendations to relevant authorities that deal with OVCs. The research findings will contribute to existing theorized issues on participation of OVCs in primary schools and will be used by other researchers as the basis for further study based on the gaps of the study.
1.7 Limitations and Delimitations of the study

1.7.1 Limitations

The area of the study was quite expansive and so accessing some schools was a great challenge. Therefore the study was carried out in sampled primary schools in Kalama division hence may not be applicable in many schools to the whole County; so before generalizing the findings one needs to use their discretion. Time was a limitation since the schools have a daily routine programme which the teachers did not want to be disrupted. To solve this, the researcher went through the time table, and identified free hours and maximized them for data collection.

Some teachers were reluctant to allow the researcher to be part of classroom proceedings for purpose of observation. They viewed this as an evaluation of their teaching strategies. In such instance, the researcher made effort to explain to such teachers the importance of the study as far as OVCs are concerned and not an evaluation of teaching strategies.

1.7.2 Delimitations

The study was carried out in five out of forty five primary schools in Kalama division, Machakos County. It only included public primary schools and not private primary schools. This was because the numbers of OVCs in private primary schools may be less compared to the public primary schools as majority
of them cannot meet the private school expenses due to the difficulties they faced.

1.8 Assumptions of the study

The researcher assumed that:

(i) Nutritional support influences participation of OVCs in primary schools.

(ii) Academic support system has impact on participation of OVCs in primary schools.

(iii) There are several intervention measures that could enhance educational support systems for OVCs which in turn can improve OVCs’ participation in primary schools in Kalama division.

1.9 Theoretical Framework and Conceptual Framework

1.9.1 Theoretical Framework

This study draws its theory from hierarchy of human needs, developed by Abraham Maslow (1943) and was complimented by social ecological theory by Urie Bronfenbrener (1979).

Maslow studied healthy personality and came to believe that people seek fulfillment and change through personal growth. He characterized the human condition as one of ‘wanting’ - meaning, we are always seeking and desiring something. Maslow conceptualized the human needs into a hierarchy, as shown in Figure 1.1.
Figure 1.1 Maslow’s Hierarchy of Needs (1943)

The hierarchy is arranged in order of importance. Once the organic needs are satisfied, “higher needs” emerge to be satisfied – the lower four layers of the pyramid are what Maslow called ‘deficiency needs’ or D-needs. Once the deficiency needs are met, seeking to satisfy growth needs drives personal growth and self-actualization. In 1970, Maslow revised the hierarchy, splitting off two lower level growth needs prior to the general level of self-actualization. The split levels are: need to know and understand and aesthetic.

Social Ecological Theory of Urie Bronfenbrener a scholar in the field of developmental psychology came up with Social Ecological Theory in 1979 to describe the development of the child by looking at environmental factors and their influence on the positive outcome of the child. He states that an ecology of
human development as the scientific study of the progressive mutual accommodation between an active growing human being and the changing properties of the immediate settings in which the developing person lives. This process is further affected by the relations between the settings and the larger contexts within which they are embedded (Bronfenbrenner, 1979).

Bronfenbrenner defines four types of systems with certain roles, norms and rules that shape the development of the child. The systems include: Micro system, the Mesosystem, Exosystem and Macro system. Microsystem is a pattern of activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics. This is the first and innermost level; it contains the factors within the child’s immediate environment. Mesosystem comprises the interrelations among two or more setting in which the developing person actively participates. Such include homes, schools, neighbourhood, peer groups and church experiences. Exosystem refers to one or more settings that do not involve the developing person as an active participant but in which events occur that affect or are affected by what happens in the setting containing the developing person and Macrosystem is the furthest removed from the individual’s immediate experience; it involves the micro-meso and exosystems. Brofenbrenners (1979) viewed macrosystem as consistencies in the form and content of lower order systems that exist at the level of the subculture or the culture as a whole along with any belief system or ideology.
underlying such consistencies. These systems interact with the child in different ways as indicated in Figure 1.2

**Figure 1.2 Bronfenbrenner Social Ecological Theory**

![Bronfenbrenner Social Ecological Theory Diagram](image)

*Source: Boemmel and Briscoe, 2001.*

Holistic education targets the education of the whole child and aims at achieving cognitive understanding, appropriate emotions and attitudes. When educating a child one cannot separate emotional and social factors from cognitive factors for they are interrelated. This approach to education seems to be relevant to all children and more importantly, to OVCs whose needs may go beyond the academic support. Achieving adequate educational outcomes requires incremental
and cumulative investments in children which demand a reliable and adjustable supply of resources from the environment that the child interacts with. The OVCs interventions need to be designed with the goal of helping to improve the quality of opportunity for children in poverty. The best programmes should aim at improving school readiness and reduce the risk of future social exclusion of children at risk. All stake holders including parents, teachers, community, CBOs, NGOs and governments are fully involved in provision of a comprehensive and holistic OVCs programmes.

Maslow theory was appropriate for this study since OVCs face difficult circumstances that threaten provision of their needs. There is justification of believing that hungry children are not able to fully concentrate with their class work. This can lead to poor performance which in turn can result to poor school attendance and school dropout. The need for safety and security among OVCs affects their participation in primary schools. There is justification that frightened children have short attention span while in class. The need for feeling loved and belonging is important for healthy personality growth. Orphans and vulnerable children are the most likely group of children to be starved of love and sense of belonging, which is actually found within schools, families and the community. This leads to maladjusted behaviour, self-pity and low self-esteem.

Therefore, the aspects of satisfying human needs, and environmental factors discussed by Maslow (1943) and Brofenbrenners (1979) respectively influence
OVCs’ growth, development and schooling. In that, if OVCs’ needs are met, and the environment is conducive, their participation in primary schools would be high. On the other hand, if their needs are inadequately met, and the environment is not conducive, their participation in primary schools would be low.
1.9.2 Conceptual Framework

Figure 1.3: Nature and influence of educational support systems on participation of OVCs in primary schools

Source: Researcher 2015
The conceptual framework outlines two key variables. Orphans and Vulnerable children participation in primary schools is the dependent variable while educational support systems which are; nutritional, academic and emotional supports are the independent variables on which OVCs’ participation in primary schools depends.

In this study, the nature of nutritional support is determined by timing of meals and nutritional value of the food provided through SFP and government initiatives such as food bursaries and relief food. The nature of academic support is determined by: provision of exercise books and text books, the nature of school uniform, nature of IEP offered to OVCs and nature of remedial classes. The nature of emotional support is determined by nature of guidance and counseling services offered to OVCs who experience trauma, stigmatization and low self-esteem, among others, and the nature of participation of OVCs in co-curricular activities.

If the ESSs are adequate, the outcome of participation of OVCs in primary schools would be: high school attendance rate, high class concentration and low school dropout rate. If the educational support systems are inadequate, the outcome of participation of OVCs in primary schools would be: low school attendance rate, low class concentration and high school dropout rate.
1.10 Operational Definition of Terms

**Academic support**: The assistance given in order for one to learn with minimal difficulties. Presence or absence of such support highly influences learner’s participation in primary schools.

**Double orphan**: A child who has lost both parents. For such a child to fully participate in primary school, education support systems are believed to be crucial.

**Educational needs**: Are necessities which should be provided to learners so that learning can take place. Failure to cater for such needs is likely to directly affect learner’s participation in primary schools.

**Educational support systems**: Structures put in place in order to enhance learning. In absence of such support systems, the learners are likely not to effectively participate in primary schools.

**Emotions**: Feelings that make one feel psychologically disturbed hence hinder his or her participation in schools.
**Emotional support**: Providing comfort and assistance through listening, providing information and counseling so as to improve learner’s participation in primary schools.

**Food intake journal**: This is a research instrument used to record food intake in terms of nutritional value, quantity and time served.

**Influence**: Capacity of educational support systems causing effect on learners’ participation in primary schools.

**Nutrition**: It is the science of food and its effects on health and growth of children and its influence on their participation in primary schools.

**Nutritional support**: It is assistance given in form of food so as to improve one’s participation in primary schools.

**Orphan**: A school going child who has lost one or both parents. If such a child is not given the relevant educational support, he or she may not fully participate in primary schools.

**Participation in primary schools**: Refers to involvement in primary
school aspects such as; Attendance, class concentration, and retention. This will highly depend on the available educational support systems.

**Vulnerable children**: This refers to children affected by poverty who need care and protection. They include; children from poor families abused children, street children and neglected children. If such children are not given the relevant educational support, they may not fully participate in primary schools.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an overview of ideas other scholars found related to influence of ESSs on participation of OVCs in primary schools. The review focuses on: the nature of nutritional support and its influence on participation of OVCs in primary schools, nature of academic support and its influence on participation of OVCs in primary schools and nature of emotional support and its influence on participation of OVCs in primary schools. Intervention measures that enhance educational support systems for OVCs are also reviewed.

2.1 Nature of nutritional Support and its influence on participation of OVCs in primary schools

According to Ngome (2012), Kenya has had many years of experience in running programmes that address the nutritional and health needs of OVCs including policies extending access to different levels of schooling. An important limitation in the country has however been that few attempts have been made on nutritional and health surveys to determine the prevalence of nutrition and health conditions among OVCs and the extent to which these conditions may be affecting OVCs’ access to schooling. Ngome further asserts that much of the data on school, health and nutrition programmes for OVCs are not available in a systematized form for wider dissemination.
World Food Programme (WFP) (2010) pointed out that food insecurity can affect households’ members in different ways; it is the children who pay the highest price. Sometimes they are withdrawn from school and are expected to contribute financially to the family. Moreover, WHO (2009) observed that OVCs may be especially at risk of not having their nutritional needs recognized and addressed, which will affect their ability to optimally benefit from schooling.

A study by Chege, Ruto & Wawire (2009) showed that in Kenya, particularly Bondo, Nairobi and Garissa, most OVCs survived without regular meals. This had spiral effects in that it made them to seek food, sometimes participated in child labour and eventually missed school and underperformed or even dropped out of school as a final consequence. The study further revealed that lack of adequate and proper nutrition had correlation with low levels of concentration; recurrent illness and chronic absenteeism among most of OVCs. The magnitude of insufficient OVCs’ meals makes this a crucial issue for action with OVCs’ nutrition requiring priority action.

A review by WHO (2009) on OVCs nutritional support Programme in Kenya, Namibia, Zambia and Uganda found that among the OVCs who received the support; 3% were aged 0-2 years, 45% were aged 2 - 4 years, 8% were of primary school age (5-11 years) and 45% were aged 12-17 years. Moreover, Owino (2002); Wangari (2004); Miller (2008); Godfrey (2009) and Waithira (2009) in their studies highlighted some nutritional supports received by OVCs such as:
School Feeding Programme (SFP) and other food initiatives such as: food bursaries, relief food and private organizations support. However these studies did not focus on the nature of the nutritional support and their influence on participation of OVCs in primary schools. This study attempted to fill this knowledge gap since food is a basic need which influences participation of OVCs in primary schools. If not checked, learning cannot take place.

2.1.1 Nature of SFP and its influence on participation of OVCs in primary schools

According to WFP (2010), Kenya introduced SFP in 1966 through the national school feeding council. The objective was to provide supplementary mid day meal to the school children. Ngome (2012) noted that SFP is a strategy for reducing the cost of education to parents and as an incentive for them to send their children to school. It is also a way of improving the nutritional status of children attending school and increasing the attention span of the pupils.

Finan (2010) asserts that nutritious meals offered in schools ensures that learners receive all the nutrients they require for healthy growth and development which include; proteins, fats and carbohydrates as well as important micro nutrients such as; vitamin A, iron and iodine. Healthy children attend school consistently, are attentive in class and participate in school activities. Namibia education sector policy for OVCs (2008) reiterated the contribution of Finan (2010) and added that
food provided through SFP is an ideal vehicle for supplementing learners’ nutrition, allowing them to benefit fully from education opportunities.

Thus, provision of food to school going OVCs through SFP is a strategy which can help them meet their nutritional needs (WFP, 2010; WHO, 2009). The SFP can enable children in general and OVCs in particular to access education by addressing hunger and the need to work to survive. However WFP (2010) points out that the benefits of SFP are limited if separated from the larger context of learning, health, and livelihoods. If the SFP is not accompanied by an appropriate learning environment and family or community support, it is insufficient to achieve the objectives of developing healthy, educated children.

The view of the researcher was that, although SFP was reaching some OVCs, a major drawback is the fact that it is operational only on weekdays during school terms. Something more is needed to attract the poorest children, “take-home-rations”. According to Jake (2001), children are attracted to school not by education but by the food and enrollment and attendance fall when SFP stop. Additionally, SFP do not necessarily improve nutrition and school performance. This highlights the need to address the education being provided in parallel with the SFP being implemented since food is a basic need, and when this need is not met, learning cannot take place (Maslow, 1970).
Therefore, this study attempted to clarify whether SFP influences participation of school going children in primary schools as Jake (2002) and Ngome (2012) gave contradicting statements.

2.1.2 Nature of government Food Initiatives and their influence on participation of OVCs in primary schools

According to GOK (2005), the food initiatives include food bursaries and relief food. Food bursaries are provided where selected learners in need eat for free. Through the programme, (Waithira, 2009) asserts that needy children are assured to get nutritious meals which enhance their health and wellbeing hence improving their school participation. A study by WHO (2009) showed that only few OVCs get the food bursary because the support is implemented in a few selected areas.

World Food Programme (2010) report revealed that private organizations provided food bursaries to OVCs in Kenya, Uganda, Namibia and Zambia. In Kenya and Namibia, food bursaries were contributed monthly, while in Uganda and Zambia were contributed yearly. However this report failed to shed adequate light on influence of the food bursaries on OVCs participation in primary schools. This study sought to bridge this knowledge gap.

Chatterji (2010) pointed out that parents and guardians of OVCs are provided with relief food. Much of North Eastern Kenya and Somalia have been declared by United Nations to be in constant famine or emergency situations. In Kenya alone, there are estimated to be 3.5 million people in need of food assistance and
according to the WFP (2010), almost 200,000 to as many as 500,000 of these people live in the Northern Turkana region.

In addition, WFP (2010) considers estimates of 15% malnutrition in children as “crisis” level of hunger, and in one district of Turkana, the level of malnourished children often the most vulnerable in a food crisis exceeds (37 %) which is far beyond crisis level. Relief food is distributed within the affected regions which feed over 1,000 people monthly. As a result the children’s school enrolment, attendance and performance have improved.

According to WHO (2009), OVCs are among the children in need of relief food since they are less likely to have their basic needs met, and they are more likely to be sick or malnourished. Research by GOK (2013) suggested that there was need for further study on relief food for the needy since the studies done were not comprehensive; in that, not all areas stricken by famine and drought had been covered, and the studies neither established the nature of the food relief, nor its influence on OVCs participation in primary schools. This study attempted to fill this gap.

2.1.3. Nature of private organizations food support and its influence on participation of OVCs in primary schools

Hepburn (2012) posits that NGOs, CBOs and FBOs are investing a lot of efforts and resources in support of OVCs’ nutritional needs. However, their efforts are constrained by limited funds and technical and professional skills. According to
GOK (2005), a total of 131 private organizations provided food support to 803,717 OVCs, and as a result their school attendance increased and dropout rate decreased. This analysis shows that there was still a large number of OVCs who were not provided with food by private organizations as statistics from Republic Of Kenya (2007) show that 148,326,162 OVCs were in need of food support since majority had poor health which had negative impact to their school attendance.

A study by Richter (2010) revealed that private organizations mainly help the needy from the areas declared to be in need of emergency food support like where there are wars and natural calamities. Richter’s study did not address the nature of food support provided to OVCs by private organizations and its influence on their participation in primary schools. This study sought to fill this knowledge gap.

2.2 Nature of academic support and its influence on participation of OVCs in primary schools

According to Children Act (2001), every Kenyan child has a right to education and this is the responsibility of the government and the family of the child. The education should be directed to the promotion and development of the child’s personality, talents, mental and physical abilities. Republic of Kenya (2007) noted that a child who has access to quality primary education has a better chance in life and child who knows how to read and write and does basic arithmetic has a solid foundation for continued learning throughout life.
Hepburn (2012) argues that improving primary education access to all children including OVCs not only honours a child’s basic right but also reflects the economic sense. National policy on orphans and vulnerable children (2005) pointed out that school attendance helps children affected in trauma to regain a sense of normalcy and to recover from the psychosocial impacts of their experienced and disrupted lives. In addition, Miller (2008) observed that OVCs require well designed primary educational opportunities that allow them to socialize and develop behaviorally, provide them with emotional support, nutritional and health care as well as life skills.

A study by Engle (2008) showed that though education has the ability to change OVCs’ lifes, they are facing challenges which are hindering them from its access. Moreover, Namibia education sector policy for OVCs (2008) pointed out that the rights of OVCs to education are under threat in light of increasing poverty, overstretched extended families and insufficient mechanisms to ensure quality EFA. A report by GOK (2010) revealed that OVCs are less likely to be in school, and more likely to fall behind or drop out of school. From the above reports, it is clear that it is important to look into nature of academic support for OVCs since EFA is a right and not a privilege.

The Kenya national policy on OVCs (2005) and Namibia education policy on OVCs (2008) highlighted the academic support for OVCs as follows: FPE, Individualized Educational Programme (IEP) and remedial classes, among others.
However, the studies done on this area have not discussed adequate literature on how schools have implemented the above mentioned academic support for OVCs, and their influence on their participation in primary schools in Kalama division. This necessitated the current study.

2.2.1 Nature of FPE and its influence on participation of OVCs in primary schools.

According to Samson (2011), Kenya introduced FPE in the year 2003. It allocated approximately Kshs. 1,020 to every child per year for the seven million children enrolled in primary schools. The FPE rekindled hope for and turned lives around for all the children even those who in the past would not have had the opportunities to access education like OVCs. Despite the existence of FPE, World Bank (2007) points out that a growing concern is that school aged OVCs in Kenya are forced to drop out of school or will never enroll either because guardians cannot afford the costs of schooling or the guardians have less interest in the welfare of children who are not their own.

Moreover, statistics by GOK (2008) shows that among the children who enrolled in primary schools in Kenya in the year 2003, 1.2 million 17% were OVCs. Even with FPE, the dropout rate of OVCs lies above 5.4% annually while that of non OVCs lay at 2%. This shows that there are challenges facing FPE. However much primary education is free, UNESCO (2005) states that it is not accessible to all OVCs due to social circumstances like: feeding, uniforms, hidden fees charges,
supplementary textbooks and labour demands from the guardians. Several studies done on FPE such as: illusions of FPE in Kenya by Sifuna (2004); Quality of FPE in public primary schools by Ezeh and Okech (2008); Engle (2008) and Samson (2011) have not unearthed adequate literature on influence of FPE on OVCs participation in primary schools. This study endeavored to fill this knowledge gap.

2.2.2 Nature of IEP offered to OVCs

Children Act (2001) asserts that all children are entitled to quality education on an equal basis regardless of their material circumstances or natural state. A report by UNESCO (2005) revealed that teachers should therefore acquire Special Needs Education (SNE) which will equip them with the relevant capacities, knowledge and skills that would enable them perform their duties conscientiously and in a sensitive, reflective and responsive manner. Mwaura and Wanyera, (2008) noted that in SNE, teachers are taught on how to administer Individualized Educational Programme (IEP), which is a written statement about objectives, content implementation and evaluation of a child with special needs. An IEP is a clearly documented and carefully monitored plan setting forth how to differentiate the curriculum and the experiences of the child with special needs to meet his or her educational needs.

Ngugi (2008) state that IEP should be administered to learners with Specific Learning Difficulties (SLD) in Mathematics and English subjects while Ndurumo
(2008) argues that IEP should be administered to OVCs. Ngugi and Ndurumo did not shed enough light on the influence of IEP to the learners. Thus, this study sought to establish whether IEP should be administered to OVCs or to learners with SLD and further assessed whether IEP was accomplishing educational purpose for which it is meant to accomplish.

2.2.3 Remedial classes for OVCs

According to Carrissa (2008), a remedial class is also known as developmental education. This is education designed to bring underprepared students to expected skill competency level. While remedial classes are aimed at student’s academic development, placement in remedial classes often affects students psychologically as well. For instance, the learners experience stereotype vulnerability whereby they are often stereotyped as slow learners or stupid. This lowers their self-esteem, increases frustrations and decrease motivation.

Case (2004) pointed out that much has not been documented on remedial classes for OVCs in public primary schools as compared to comprehensive studies done on remedial classes in colleges and universities. This is because remedial classes are intended to address academic deficiencies and prepare students for the vigorous college and university level course work they will be engaged in during the program of study. This necessitated the study to assess the situation at hand in terms of remedial classes offered to OVCs and its influence on their participation in primary schools in Kalama division.
2.3 Nature of Emotional Support and its influence on participation of OVCs in primary schools

A study by Makame (2002) showed that OVCs suffer from psychosocial problems. One study in Tanzania found increased rates of depression among OVCs. Another study by Nyamukapa (2008) revealed that in Zimbabwe, orphans had higher rating than non-orphans on measure of depression. Female orphans were also more likely to suffer from poor self-esteem which leads to low class concentration and social isolation. According to Richter (2010), guidance and counseling at school can help mitigate the impact of vulnerability on children’s mental health hence improve their participation in primary schools.

Kenya national policy on OVCs (2005) pointed out that OVCs need to be consulted as this helps to boost their self-esteem, allows them to learn to take some responsibilities and think constructively about their own situation, improves their interpersonal relationship and enhances their discipline. This results to high participation in their primary schools. This can be achieved through GC and participation in co-curricular activities as highlighted in studies of Nuguti (2005); Ngunu (2008) and Richter (2010). However these studies did not shed enough light on nature of GC and co-curricular activities offered to OVCs and their influence on their participation in primary schools. This study intended to cover this gap.
2.3.1 Nature of guidance and counseling and its influence on participation of OVCs in primary schools

According to Sengendo and Nambi (1997), emotional support is effectively administered through guidance and counseling. Daudi (2012) pointed out that the government of Kenya recognizes GC as an essential service that must be offered to all learners in school. School GC is thus an interactive component of co-ordinate school health, and is implemented by professional teacher counselors. It reduces dropout rates, improves academic and co-curricular activities performance, improves self-esteem and enhances healthy mental status, among other benefits. Moreover, Kenya Institute of Education (KIE) (2003) asserts that GC supplements and compliments all other educational programmes in any learning institution.

According to Maslow (1943), safety and security needs, love and belonging and self-esteem needs are crucial for proper human development. Often, OVCs lack these needs. Thus, they are consistently worried, fearful and show hopelessness when confronted with the question of life and survival (United States Agency for International Development (USAID, 2009). In addition, Texas education agency (2012) revealed that emotional problems related to parental death interferes with orphan’s study patterns, when adjustment difficulties arise because of the parent’s death. Such learner’s emotional burden may trigger instance of disruptive classroom behaviour, persistent feeling of anxiety, sadness and anger.
A report by UNICEF (2009) showed that OVCs in schools have psychological and educational needs hence require counseling so that they do not engage in anti-social activities. Further, the report observed that the number of OVCs would continue to increase and it was necessary to understand their needs for the purpose of offering effective GC. This would enhance their participation in primary schools since they would be assisted to be emotionally stable.

According to Makungu (2005), to enhance school participation of OVCs, GC has been effectively administered in primary schools whereby OVCs have been sharing their fears with the teacher counselors. However, Daudi (2012) argued that GC is operational in schools though there are challenges hampering its effectiveness. As a result, there is no effective emotional support offered to OVCs in primary schools through GC yet this is an essential service to strengthen OVCs’ coping capacity which in turn can improve their participation in primary schools. This study attempted to clarify whether GC services offered to OVCs in primary schools were effective, or not since Makungu (2005) and Daudi (2012) gave contradicting views.

2.3.2 Participation of OVCs in co-curricular activities

Kenya institute of education (2003) explained that co-curricular activities are non-academic activities that school children participate in. They include ball games, music, drama and athletics, among others. These activities were introduced to enhance social interaction, leadership, health recreation, self-discipline and self-
confidence among learners. When learners participate in co-curricular activities, they are able to develop holistically. A study by Heymann (2007) showed that when OVCs participate in co-curricular activities, they are relieved psychologically and this enhances their self-esteem hence improves their participation in primary schools.

According to UNICEF (2008), international organizations such as Right To Play (RTP) promotes sports as means of improving health, supporting education and fostering peace. These programmes target marginalized children such as OVCs, and through regular participation in co-curricular activities, this establishes a structure and ‘normalcy’ in their lives. However, Nuguti (2005) observed that OVCs have a feeling that they do not fit in the school, so they often withdraw themselves from participating in co-curricular activities.

Moreover, Chatterji (2010) pointed out that OVCs’ potentials are not fully manifested due to the overwhelming circumstances they face; hence they have low self-esteem which hinders them from actively participating in co-curricular activities. This results to low participation in their primary schools.

According to GOK (2008), comprehensive studies on influence of play on children participation in primary schools have mainly been targeting children from pre-school and lower primary but not OVCs. This is because Early Childhood Development Education (ECDE) emphasize on play as an aspect that develops children holistically, hence children cannot do without play since
naturally they are playful. This study attempted to shed light whether OVCs too participated in play as ECDE children, and its influence on their participation in primary schools.

2.4 Intervention Measures that can Enhance Educational Support Systems for OVCs

According to USAID (2011), the population of OVCs in Kenya is estimated to be 2.6 million and is set to increase due to rising poverty levels, high cost of living and children orphaned as a result of HIV/AIDS. Since 46% of Kenyans live on less than a dollar a day, most children lack access to basic needs and are prone to different forms of abuse and exploitation due to their vulnerable circumstances. To take care of this burden, ingenious ways must be designed to ensure that these children not only receive good interventions, but also holistic support so that they grow to be well grounded adults.

Owino (2001); Ngunu (2008); Kenya national policy on OVCs (2005); Waithira (2009); Godfrey (2009) and GOK (2013) suggested various strategies that can enhance OVCs support systems. They include: community sensitization, advocacy on behalf of OVCs, private organizations support and government support. However, a few researches have been done in this area hence there has been minimal literature. This study attempted to bridge this knowledge gap.
2.4.1 Community Sensitization

A report by UNICEF (2009) revealed that the school has a central role in the life of the community and in lives of learners, and is well placed to stimulate and coordinate community efforts to respond to the needs of OVCs. These efforts in turn can mitigate the pressure upon school and can improve the support given to OVCs. This can be achieved through community sensitization.

According to Ong’ang’a (2009), community sensitization is a process by which a community is enlightened and educated on their needs, resources, strengths and weaknesses. Community sensitization is important in triggering the community members into action towards bettering the lives of OVCs. Sensitization as a strategy acts as teaching and learning activity where the community is enabled to identify; needs of OVCs, challenges facing the OVCs as well as ways of supporting them. In addition, Makungu (2005) posits that this kind of awareness enables the community to be in a position to identify factors that fuel vulnerability among OVCs hence comes up with ways of mitigation.

Ngunu (2008) pointed out that at times, the needs of OVCs may not be fully understood by the community. In Swaziland’s experience, all children safe in school programme showed that the term OVC created some divisions among children, as the label was sometimes considered discriminatory. Nyamukapa (2008) emphasized that if only communities could be empowered and sensitized
about OVCs’ needs, situation of mistreating and discriminating them could improve.

According to UNICEF (2009), people are socialized to deal with most pressing issues first then less pressing ones last. This is applicable when working with the communities. This means that in community capacity building, the stakeholders dealing with OVC matters should allow the recipient community to prioritize their needs so that the most pressing needs are given first priority. This poses a challenge to stakeholders sensitizing the community on OVCs’ matters. This is because, OVCs’ needs may not be among the most pressing needs in communities hence giving them priority may be a challenge.

Despite this challenge, Heymann (2007) stated that there is need to sensitize the community on life aspects of OVCs. However Heymann’s study did not shed enough light on how sensitizing the community on the OVCs’ life aspects would enhance their participation in primary schools. This study sought to cover this gap.

2.4.2 Advocacy on Behalf of OVCs

According to UNICEF; UNAIDS and WHO (2007), advocacy is a way of influencing polices, legislation and decisions to create favourable climate for vulnerable groups. It involves publicly supporting, negotiating for, and defending the interests of those who cannot do it for themselves. Through advocacy, the
family, community and the nation can fully be involved in supporting OVCs meet their rights as stipulated in Kenya national policy on OVCs (2005).

Sengendo & Nambi (1997) observed that advocacy on behalf of OVCs is mainly done by NGOs, FBOs and CBOs, though it has been hindered by lack of appropriate information, guidance and funding from donors. In addition, UNICEF (2008) pointed out that since advocacy acts as an eye opener in creating awareness on issues of OVCs’ needs, it should be effectively done from community level to national level.

A study by Richter (2010) showed that the kind of treatment OVCs receive from those who provide foster care would warrant advocacy. Hepburn (2012) concurred with Richter (2010) and highlighted that community and national level advocacy were used successfully in Zambia to alleviate enrolment fees for OVCs which in turn improved their participation in primary schools. Despite many studies on advocacy on behalf of OVCs, none has unearthed adequate literature on the OVCs’ life aspects which would warrant advocacy, and how this would enhance their participation in primary schools. Thus, this study endeavored to bridge this gap.

2.4.3 Private Organizations Support

According to Katto (2009), an NGO by the name Phoebe Education Fund for OVCs (PEFO) situated in Canada was initiated in the year 2004 to enable OVCs live happy and meaningful lives. It supports OVCs by providing learning
materials, school uniform, school fees and GC. As a result, 48% enrollment of OVCs has already been achieved. This Programme also increased the literacy level among 240 OVCs. Its future plan was to have 1000 OVCs enrolled in school by the year 2015.

Chatterji (2010) pointed out that in Kenya; private organizations at 87 percent continue to top the list of agencies providing care and support to OVCs. An analysis done by GOK (2010) gave summary of the response of various organizations in Kenya providing services to OVCs. A total of the 131 organizations provide food support to about 803,717 OVCs, 129 organizations provide educational support to 167,923 OVCs. The support given was in form of school fees, uniform and stationery. About 230,134 OVCs receive some kind of health care which was provided by 134 organizations.

This analysis shows there is still a large number of OVCs who are not attended to by the organizations. However, this analysis report of GOK (2010) did not explain clearly how the private organizations’ support could enhance the OVCs participation in primary schools. This study attempted to bridge this gap.

2.4.4 Government Support

On addressing OVCs’ nutritional needs, the government of Kenya has initiated SFP as an effective tool of enhancing school going children’s nutrition. Ngome (2012) concurs that SFP meets nutritional needs of school going children. On the other hand, Jake (2001) observed that for SFP to be effective, proper planning
should be done since this is an effective strategy for meeting OVCs nutritional need. Ngome (2012) suggested further research to be done on challenges facing SFP. However he failed to bring out adequate literature on the strategies which the government could put in place in order to improve SFP, which in turn could improve OVCs participation in primary schools. This necessitated this study.

A study by Republic of Kenya (ROK) (2013) conducted by Ministry of State for Planning, National Development and Vision 2030 reiterate that in Kenya, there are several policies related to children which include: children Act (2001), National policy on OVCs (2005), Early Childhood Education Policy (2005), Special Needs Education Policy and Education Sector Policy on HIV and AIDS (2004), among others. The constitution of Kenya (2010) also supports the rights of children. However ROK did not shed enough light on how implementation of these policies could improve OVCs participation in primary schools. Therefore, this study sought to bridge this gap.

On OVCs’ academic support, the government addressed this through FPE. According to children Act (2001), the Kenya government has the responsibility of ensuring all children access education. As a result, it has embraced FPE as a way of ensuring EFA goals are attained. According to UNESCO (2005), FPE do not meet all the school needs for OVCs. This is because there are hidden expenses which are not catered for and the FPE funds are not disbursed at the stipulated time. As a result, this lowers their participation in primary schools. Samson
(2011) observed that strategies for ensuring OVCs are retained in school after introduction of FPE were lacking. This study suggested the strategies which the government can put in place in order to retain OVCs in school after introduction of FPE so as to improve their participation in primary schools.

According to Ndurumo (2008), academic needs for OVCs could also be met by the Kenyan government by ensuring teachers are properly trained, more so in SNE, on how to administer IEP. Despite many studies done on SNE, none has been done on IEP as a tool for enhancing OVCs’ participation in primary schools. This study attempted to bridge this gap.

Studies by Nuguti (2005); Heymann (2007) and Nguru (2008) revealed that emotional needs for OVCs’ can be addressed through GC in schools and OVCs’ participation in co-curricular activities. However these studies did not shed adequate light on the strategies which the governments could put in place in order to improve GC services in schools and involvement of OVCs in co-curricular activities. This study sought to fill this knowledge gap.

2.5 Summary on Literature Review

The nature of ESSs and their influence on OVCs’ participation in primary schools discussed include: nutritional, academic and emotional support (Case, 2004; Miller, 2008). It was noted that despite the Kenyan government support towards OVCs, their nutritional needs have not fully been addressed. This is because supply of school food has not been consistent and not all OVCs receive it. Food
bursaries and relief food were noted to be inadequately supplied to OVCs and private organizations’ food support to OVCs was also inadequate. As a result, their participation in primary schools was low (Finan, 2010; Ngome, 2012; GOK, 2013).

On academic support, there are hidden expenses which are not factored in FPE funds and OVCs are not able to afford (GOK, 2008.) On IEP, it was realized to be helpful for addressing learning difficulties among school going children (Ndurumo, 2008; Mwaura & Wanyera, 2008) and remedial classes were conducted to learners though they caused psychological problems among them (Carrissa, 2008).

On emotional support, GC has been introduced in primary schools though there are constraints which are making OVCs not benefit fully (Heymann, 2007; Nyamukapa, 2008; Daudi, 2012), OVCs were overwhelmed by difficult circumstances they faced such that they were not able to adequately participate in co - curricular activities (Makame, 2002; Makungu, 2005; Chatterji, 2010). As a result, their participation in primary schools was low. Ways of improving ESSs for OVCs in order to improve their participation in primary schools discussed were: community sensitization, advocacy on behalf of OVCs, private organizations support and government support (UNESCO, 2005; UNICEF, 2008; GOK, 2013).
Further, the literature review uncovered various gaps among the scholars who have done studies in this area as follows; the scholars failed to clarify whether SFP influences OVCs’ participation in primary schools. Again, they failed to clarify whether private organizations offer food support to OVCs in other regions apart from areas declared to be in constant need of emergency of food support. Moreover, they did not shed adequate light on level of provision of government pro poor food initiatives such as relief food and food bursaries. In addition, they did not discuss enough literature on the nature of FPE offered to OVCs and its influence on their participation in primary schools.

They also failed to clarify whether IEP was accomplishing its purpose. Other areas they failed to shed adequate light were on level of participation of OVCs in remedial classes and clarifying whether GC administered to OVCs was effective or not. To add on this, they did not adequately address issues related to level of participation of OVCs in co curricular activities and its influence in their participation in primary schools. Finally, they did not clearly bring out suggestions on how the intervention strategies could enhance participation of OVCs’ in primary schools.
CHAPTER THREE  

METHODOLOGY

3.0 Introduction

This chapter describes the research design, location of the study, target population, sampling technique and sample size. The chapter also describes research instruments, pilot study; where validity and reliability of research instruments were established, data collection procedure, data analysis and ethical considerations.

3.1 Research Design

According to Orodho (2008), research design refers to all the procedures selected by a researcher for studying a particular set of question or hypothesis. It is a program to guide the researcher in collecting, analyzing and interpreting observed facts. In this study, descriptive survey was adopted. This design describes state of affairs as it exists and answers questions concerning the current status of the subject in the study (Kombo & Tromp, 2009). The design was the most appropriate for this study as it helped the researcher collected data from various respondents to describe the situation at hand, on influence of educational support systems on participation of OVCs in primary schools.
3.1.1 Variables

The independent variables for this study were educational support systems which were nutritional, academic and emotional support. The dependent variable was participation of OVCs in primary schools. When OVCs received adequate educational support (nutritional, academic and emotional support); their school dropout rate was low, class concentration was high and school attendance improved. This had an implication of high participation of OVCs in primary schools. On the other hand, when the educational support (nutritional, academic and emotional support) was inadequate; OVCs’ school dropout rate was high, class concentration was low and school attendance was low. This had an implication of low participation of OVCs in primary schools.

3.2 Location of the Study

The research was carried out in Kalama division, Machakos County, Kenya. Kalama division lies on the Eastern part of Machakos County, 20 kilometers from Machakos town. It borders Mbooni hills to the South, the proposed Konza City to the North and Wote town to the East. The area has low agricultural potential and majority of the people are peasant farmers, who live below the poverty level. Poor social economic status, seasonal rivers and unpredictable and unreliable rainfall characterize the area.

Poverty level in Kalama division is high since 67.8% of the population is affected (KIHBS, 2005-2006). Nguma (2010) concurred with KIHBS and added that high
poverty level in the division had left many children vulnerable. These children include: street children, neglected children, street children and children from poor families, among others. This triggered the researcher to select Kalama division as the location of study since UNICEF (2008) stated that poverty causes vulnerability among children, and it is also an outcome of other forms of vulnerability.

3.3 Target Population

Orodho (2008) defines target population as all members of a real or hypothetical set of people, events or objects from which the researcher wishes to generate the results of the research. In this study, Kalama Division consists of 45 public primary schools, with a population of 7,650 pupils (3,974 girls and 3,676 boys); among them 1,100 (658 girls and 442 boys) were Standards 7 and 8 regular pupils, 364 teachers (197 females and 167 males) and 45 head teachers (33 males and 12 females) (Machakos County Education records, 2014). These statistics showing high population of girls than boys in primary schools in Kalama division was due to high population of female being born compared to male according to Kenya bureau of statistics (2009).

According to records from Machakos District Gender and Social Services (2013), there is an estimate of 2,000 (1,200 girls and 800 boys) Standards 5 to 8 School going OVCs in Kalama division. These statistics showing access of more girls than boys who are OVCs in primary schools reflect those of UNESCO (2005). In
this study, the respondents were therefore; head teachers, teachers, Standards 5 to 8 OVCs and Standards 7 and 8 regular pupils.

3.4 Sampling Technique and Sample Size

According to Kombo and Tromp (2009), sampling is a process of selecting a number of individuals or objects from a population such that the selected groups contain elements representative of characteristics found in the entire group. A sample is part of large population which is a representative of the larger population.

3.4.1 Sampling Technique

The researcher used simple random sampling to select 5 public primary schools in Kalama division. The researcher gave a number to every school and placed them in a container. The container was shaken and a number picked at random. The 5 schools corresponding to the 5 numbers picked were included in the study. Simple random sampling was appropriate for this study because every school had an equal chance for selection.

Purposive sampling technique was used to sample the head teachers from the selected schools. The researcher believed that the head teachers had the required information on influence of ESSs on participation of OVCs in primary schools. Simple random sampling technique was used to select teachers. The researcher wrote on papers the word “Yes” and others “No”. The teachers who picked the
papers bearing “Yes” mark were subjects for the study. This technique ensured equal chance for selection of the respondents hence bias was minimized.

In selection of OVCs, first the researcher explained the meaning of OVCs to the class teachers of Standards 5 to 8, and clarified the categories of OVCs she sought for. With this understanding, the researcher was assisted by the class teachers to write the names of the OVCs in a piece of paper. Systematic random sampling technique was then used to select the OVCs where an interval of 2 was followed. This technique was ideal for this study because bias in selecting the OVCs was minimized.

Simple random sampling technique was used to select Standards 7 and 8 regular pupils. The researcher wrote “Yes” and “No” marks in a piece of a paper. Those who picked the “Yes” mark were included in the study. These pupils were selected since they interacted with OVCs hence were resourceful in giving data on influence of ESSs on OVCs’ participation in primary schools. They were also used in the study for comparison purpose with the OVCs. This technique suited this study because all the standards 7 and 8 regular pupils had an equal chance for selection.

3.4.2 Sample Size

The researcher used the following percentages to determine the sample size; 10% for the schools, and 10% for the head teachers, teachers, Standards 5 to 8 OVCs and Standards 7 and 8 regular pupils. Thus, the total sample size was 351
respondents with 158 males and 193 females. Percentage presentation of teachers, OVCs and regular pupils in terms of female gender was high since they were more than males. On the other hand, percentage presentation of male head teachers was high compared to that of females since they were more in the sampled schools. This sample size was adequate as Mungenda and Mungenda (2003) cited Gay (1992) who stated that in descriptive studies, a sample size of 10 percent is enough.

Table 3.1: Summary of Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample size</th>
<th>Sample size Percentage (%)</th>
<th>Sample size per gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Head teachers</td>
<td>45</td>
<td>5</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>364</td>
<td>36</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Standards 5-8 OVCs</td>
<td>2,000</td>
<td>200</td>
<td>10</td>
<td>88</td>
</tr>
<tr>
<td>Standard 7 and 8 regular pupils</td>
<td>1,100</td>
<td>110</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>3,509</td>
<td>351</td>
<td>40</td>
<td>158</td>
</tr>
</tbody>
</table>
3.5 Research Instrument

The research instruments used in the study included: questionnaires, food intake journal interview schedules, Focus Group Discussions (FGDs) and observation schedules.

3.5.1 Questionnaires

Questionnaire is a predefined series of questions used to collect information from individuals (Mugenda & Mugenda, 2003). The researcher prepared questionnaires for the teachers, standards 5 to 8 OVCs and standards 7 and 8 regular pupils and named them; Appendix I, II, and III respectively. The information sought by the questionnaires included: nature of; nutritional, academic and emotional supports and their influence on participation of OVCs in primary schools and ways of enhancing the educational support systems for OVCs. Each questionnaire consisted of items which were closed and open ended. Closed ended questions are those the respondents must choose between fixed alternative answers while open ended questions are those which give the respondents freedom of the response (Orodho, 2008).

This research instrument was ideal for this study because confidentiality of the respondents was upheld; it saved time because the researcher administered the tool to all the respondents at once then collected them after a short while ensuring 100% return rate and a lot of information was gathered from a few sampled respondents hence it was generalized to a larger population.
3.5.2 Food Intake Journal

A food intake journal is an instrument where one writes down the food he or she eats. It helps individuals track each meal, including calories one takes. It is thus simple procedure that can help one understand his or her eating habits and target problems areas one may have (Finan, 2010). In this study, it was administered to OVCs and sourced information such as time they took meals while at home for five days, types of food they ate while at home for five days and portion size of food they took while at home for five days. The OVCs also recorded when they ate food and when they did not eat. This tool assisted the researcher to establish the nutritional needs for OVCs’ while at home for five days.

3.5.3 Focus Group Discussions.

According to Kombo and Tromp (2009), FGD is a discussion held with a group of people who have similar characteristics. The FGD can be used to collect shared understanding from several individuals as well as to get views from specific people. In this study, the researcher used FGDs named; appendix IV to gather information from OVCs among girls and boys on nature of nutritional, academic and emotional support and their influence on their participation in primary schools. They also gave suggestions on ways which can enhance the educational support they received.

The researcher recorded the data sourced from FGDs in a note book and a tape recorder, which was later used during data analysis. This instrument was
appropriate for this study because the researcher was able to gather information related to OVCs’ opinions, attitudes and aspirations on educational support offered to them.

3.5.4 Interview Schedule

These are questions asked orally (Kombo & Tromp, 2009). According to Mutai (2001), an interview avails information which would otherwise not be availed by a questionnaire or through observation. Interview schedule are more adaptive and questions can be rephrased to achieve the set objectives. Semi structured interviews were administered to the head teachers (Appendix V). The questions sought information on nature of nutritional, academic and emotional supports and their influence on participation of OVCs in primary schools and intervention measures that can enhance educational support systems for the OVCs.

This kind of research tool was ideal for the study because; the reliability of the information gathered was high as the researcher intensively investigated a particular objective before moving to the next hence getting a complete and detailed understanding of the objectives from the respondents.

3.5.5 Observation Schedule

This is a tool that provides information about actual behaviour (Mugenda & Mugenda, 2003). The researcher utilized an observation schedule (Appendix VI) to record what she observed during data collection. What was observed included:
the presence and status of counseling room and kitchen in the schools, interaction level of OVCs with teachers and other learners and state of OVCs’ school uniform. This tool was ideal for this study because direct observation allowed the researcher to put behaviour in context and thereby understand it better.

3.6 Pilot Study

Pilot study is a standard scientific tool for research which allows researchers to conduct a pre-analysis before committing to a full blown study (Orodho, 2008). The researcher used purposive sampling method to select 2 public primary schools in Kalama division for piloting study purpose. These schools were not included in the main survey. The target population in the two pilot schools comprised of: Two head teachers, 30 teachers, 100 OVCs from standards 5 to 8 and 50 regular pupils from standards 7 and 8. To select the sample size in the pilot schools, the researcher used 50% to sample one head teacher, 20% to sample 6 teachers, 10% to sample 10 standard 5 to 8 OVCs and 5 regular pupils from standards 7 and 8. Thus, the sample size from the pilot schools was 22 respondents.

Through the pilot study, the researcher was able to test adequacy of the research instruments, establish the effectiveness of sampling techniques, identify logistical problems which might occur when using the proposed methods and came up with their solutions, determine the required resources for the main study and assess the proposed data analysis techniques and uncovered potential problems.
3.6.1 Validity of Research Instruments

According to Mugenda (2008), validity is the ability of an instrument to measures what it was supposed to measure. Comments and suggestions concerning instructions, clarity of question, and relevance among others, from the respondents from the pilot schools were seriously considered and incorporated by the researcher so as to improve the instruments. Thus, the pilot study offered crucial lessons for improvement of content validity.

3.6.2 Reliability of Research Instruments

Mutai (2001) explained that reliability of research instrument is its consistency in producing same results. The researcher used a test-retest method to establish the reliability of the research instruments. The research instruments were administered to a group of respondents in the pilot schools. The same instruments were administered to the same respondents after two weeks. The researcher compared the results to see if there was consistency. Here, spearman rank order correlation \( \rho \) was employed to compute the correlation co-efficient. The findings were analyzed using the following formula:

\[
\rho = 1 - \frac{6 \sum d^2}{N(N^2-1)}
\]

From the formula above, \( \sum \) referred to summation, \( d^2 \) refers to the square of the difference between rank 1 and rank 2. Correlation co-efficient of 0.8 was
obtained. This implied that there was a high degree of reliability. Gay (2011) stated that a coefficient of 0.8 or more implies that there is a high degree of reliability.

3.7 Data Collection Procedure

The researcher obtained permission to collect data from National Commission for Science Technology and Innovation (NACOSTI), having been cleared for data collection exercise by the university. The research permit was presented to County Commissioner and County Director of Education for authorization to carry on with the research in the location of study. The researcher thereafter visited the selected schools for this study for coordination purposes with the respective head teachers. The researcher made appointments on the days to visit each school for data collection purpose.

On appointment day one, the researcher visited school A and presented an overview of what entails the research to the head teacher hence interviewed him. The researcher appreciated the head teacher for his contributions who thereafter introduced her to the teachers. The researcher briefed them on what entailed the study hence sampled them for the purpose of filling the questionnaires. After filling the questionnaires, the researcher thanked them for their assistance.

Moreover; the researcher also observed the state of OVCs’ school uniform, school kitchen, established whether there was counseling room and how the OVCs
interacted with teachers and their peers in and outside the classroom. That marked the end of activities in school A, day one.

On day two, the researcher visited school A again. Through the head teacher, she was introduced to the OVCs by class teachers from Standards 5 to 8. The researcher explained to the OVCs what entailed the study hence selected the ones to fill the questionnaires. After filling in the questionnaires, the researcher thanked them and left with them the food journal record sheets. She explained to them how they were to record the meals and time they took the meals for five days while at home.

Further, the class teachers introduced the researcher to regular pupils from class 7 to 8. She explained to them what entailed the study hence selected the ones to fill in the questionnaires. After filling the questionnaires, the researcher thanked them for their contribution. That was the end of activities for day two. On day three, through the head teacher, the researcher was again introduced to the selected OVCs by the class teachers from Standards 5 to 8. She grouped them into two groups as per their gender hence conducted the FGDs, starting with boys and there after girls. That marked the end of data collection in school A, though after five days, the researcher visited the school again for the purpose of collecting the filled food journals. Finally, she gave vote of thanks to the head teacher for his contribution. The researcher followed the same procedure upon visiting school B, C, D and E. Generally, the data collection exercise took three days per school,
plus five other days whereby the researcher visited each school to collect the OVCs’ food journals. Therefore, the total days for data collection were 20.

3.8 Data Analysis

According to Kombo and Tromp (2009), data analysis is categorizing, manipulating and summarizing of data in order to obtain answers to research questions. This study used both quantitative and qualitative approaches in analyzing the data since objectives of the study had aspects of both approaches. However, quantitative approach was mainly used. The quantitative data was analyzed using descriptive statistics which included Excel Computer Programme where frequencies and percentages were calculated based on the responses given by the respondents for each item derived from the research objectives. The findings were presented on frequency tables, pie charts, bar graphs, and then interpretations were made.

On qualitative data, the researcher used content analysis approach which is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1996). This helped in deriving useful detailed information from observation notes, FGDs notes and interview notes. The data was classified into different categories to lay the conceptual foundation for analysis. These classifications were guided by the stated research objectives and links between the analyzed data was identified
through key patterns that emerged. Thereafter, the researcher presented the data in narrative form and gave interpretations.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Considerations
The researcher ensured that pre-field work logistics, field work logistics and post-field work logistics were in check. In addition, the researcher requested for research permit from NACOSTI through Graduate School, Kenyatta University.

3.9.2 Ethical Considerations
Ethical consideration for this study revolved around issues such as voluntary participation, informed consent, confidentiality and truthfulness. A range of measures were taken to ensure the right of the participants in regard to anonymity. In maintaining confidentiality of the respondents when analyzing the data, the researcher referred the schools as school; A, B, C, D and E. When presenting the voices of OVCs during FGDs, the researcher quoted their names using letters of the alphabet. The researcher also ensured that respondents were not physically and psychologically harmed by avoiding to: ask embarrassing questions, show expression of shock or disgust while collecting data, use threatening statements or compelling subjects to say something that they did not believe or causing anxiety among respondents and forcing them to recall unpleasant occurrences against their will which may create discomfort and resentment.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter presents study findings on the influence of ESSs on participation of OVCs in primary schools in Kalama division, Machakos County, Kenya. The presentation focused on the following headings:

- Demographic information of the respondents;

- OVCs profile;

- Nutritional needs for OVCs while at home and their influence on OVCs’ participation in primary schools;

- Nature of nutritional support and its influence on participation of OVCs in primary schools;

- Nature of academic support and its influence on participation of OVCs in primary schools;

- Nature of emotional support and its influence on participation of OVCs in primary schools and

- Intervention measures that can enhance educational support systems for OVCs in order to improve their participation in primary schools.
4.1 Demographic information of the respondents

This section dealt with the demographic information of the respondents who constituted the head teachers, teachers, OVCs and regular pupils.

4.1.1 Gender of the respondents

The respondents were asked to indicate their gender which was aimed at establishing if the study was gender sensitive. The responses were as indicated in Table 4.1.

Table 4.1: Gender of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Regular Pupils</th>
<th>OVCs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
<td>Frequency %</td>
</tr>
<tr>
<td>Female</td>
<td>2 40.0</td>
<td>20 56.0</td>
<td>50 45.0</td>
<td>110 55.0</td>
</tr>
<tr>
<td>Male</td>
<td>3 60.0</td>
<td>16 44.0</td>
<td>60 55.0</td>
<td>90 45.0</td>
</tr>
<tr>
<td>Totals</td>
<td>5 100</td>
<td>36 100</td>
<td>110 100</td>
<td>200 100</td>
</tr>
</tbody>
</table>

Source: Teachers, regular pupils and OVCs questionnaires - 2014

Data on Table 4.1 indicated that majority of the head teachers (60.0%) were males against (40.0%) of females as well as the regular pupils (55.0%) males against (45.0%) of females. However, for the teachers, the females were the majority
(56.0%) against (44.0%) of males as well as the OVCs (55.0%) against (45.0%) of males. This was a clear indication that the study was gender balanced as there was no gender over or under represented in the study. Thus, data sourced on influence of ESSs on participation of OVCs in primary schools in Kalama division represented both genders.

4.1.2 Ages of the regular pupils and OVCs

The study sought to establish the age of the regular pupils and OVCs. This was aimed at establishing whether there were cases of over aged OVCs caused by class repetition and other factors due to the difficult circumstances they faced. The responses were as shown in table 4.2.

*Table 4.2: Distribution of Pupils by Age.*

<table>
<thead>
<tr>
<th>Age</th>
<th>OVCs Frequency</th>
<th>OVCs Percentage</th>
<th>Regular Pupils Frequency</th>
<th>Regular Pupils Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10 years</td>
<td>8</td>
<td>4.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11 years</td>
<td>60</td>
<td>30.0</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>12 years</td>
<td>40</td>
<td>20.0</td>
<td>50</td>
<td>45.0</td>
</tr>
<tr>
<td>13 years</td>
<td>36</td>
<td>18.0</td>
<td>46</td>
<td>42.0</td>
</tr>
<tr>
<td>14 years</td>
<td>52</td>
<td>26.0</td>
<td>8</td>
<td>7.0</td>
</tr>
<tr>
<td>Above 14 years</td>
<td>4</td>
<td>2.0</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Regular pupils and OVCs questionnaires - 2014*
Data obtained as indicated on Table 4.2 shows that majority of the OVCs (30%) were aged 11 years against (5.0%) of regular pupils. Another group (26%) was aged 14 years against (7%) of regular pupils and a few OVCs (4%) were below 10 years. The least OVCs (2%) were above 14 year against (1%) of regular pupils. On the other hand, majority of the regular pupils (45%) were aged 12 years against (20%) of the OVCs and the least regular pupils (42%) were aged 13 years against (18%) of OVCs. This showed that there were cases of over aged OVCs (those with 14 years and above).

This implies that factors such as class repetition and late enrolment, among others, led to over aged OVCs being in school. Waithira (2009) concur that difficult circumstances faced by OVCs led to poor school attendance, poor performance and low class concentration which as a final consequence resulted to class repetition leading to over aged OVCs being in school. On the side of regular pupils, these results were quite normal since the Kenyan system of education points out that pupils join Standard one at 6 years and by the time they are in Standard eight, they are at 13 years (MOE, 2003).

4.1.3 Head teachers’ duration of stay in the current school

The study sought to establish the duration of stay the head teachers had taken in their current schools. It was aimed at establishing whether the duration of stay for a head teacher had any influence on OVCs educational support. The responses were as shown in Table 4.3.
Table 4.3: Head teachers’ duration of stay in current School

<table>
<thead>
<tr>
<th>Durations of stay</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Below 1 year</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Above 5 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.3 show that majority of head teachers (60.0%) had been in the current station for less than a year while the least (40.0%) had been in the current station for 1-2 years. This showed that head teachers in Kalama division did not stay for long in schools. The researcher concluded that short duration of stay of head teachers in a school led to unaccomplished OVCs’ educational support programmes.

4.1.4 Head teachers’ administration experience

The study sought information on the head teachers’ administration experience. It was aimed at establishing whether the head teachers’ administration experience had any influence on educational support for OVCs. The responses were as captured in Table 4.4.
Table 4.4: Head teachers’ Administrative Experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years and below</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>16-20 years</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>5</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.4 show that all the head teachers had experience in administration, the majority (40.0%) having 6-10 years administrative experience while the least (20.0%) had administrative experience of 16-20 years, 11-15 years and 5 years and below. This shows that the head teachers had adequate teaching and administrative experiences hence were well conversant with educational supports provided to OVCs in their schools.

4.2 OVCs profile

4.2.1 Conceptualization of orphans and vulnerable children by the respondents

The respondents described orphans as those children who have lost one or both parents, and Vulnerable Children (VC) as those children who are in need of care and protection. Others described VC as those children whose lifes are at risk due to the challenges they face. They further explained OVCs as comprising first and foremost children from poor families which was rampant in the location of study.
These were children who faced difficulties in meeting basic needs. Neglected and orphaned children were also cited as being vulnerable due to emotional deprivation and material poverty characteristic of these children.

There were instances of children who were perceived to be vulnerable due to being abused sexually, physically and emotionally. The list of vulnerable children in the 5 schools also included street children who had attachment with their families. The above description of vulnerable children clearly demonstrated that the respondents understood the concept of vulnerability among children.

4.3 Nutritional needs for OVCs while at home and their influence on participation in primary schools

The study examined the nutritional needs for OVCs while at home in terms of average meals taken by OVCs, its nutritional value and quantity of food served. The study further established how the OVCs’ nutritional needs influenced their participation in primary schools.

4.3.1. Average meals taken by OVCs while at home in five days.

The researcher established average meals taken by OVCs while at home in five days. The aim was to find out whether there were OVCs who did not take meals regularly, and its influence on their participation in primary schools. This was realized by analyzing the food intake journal filled by the OVCs for five days. The responses were as indicated in Table 4.5 and Figure 4.1.
Table 4.5: Average meals taken by OVCs while at home in five days.

<table>
<thead>
<tr>
<th>Days of the week OVCs took meals</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>After school snack</th>
<th>Supper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of pupils %</td>
<td>No. of pupils %</td>
<td>No. of pupils %</td>
<td>No. of pupils %</td>
</tr>
<tr>
<td>Monday</td>
<td>90  45.0</td>
<td>114   57.0</td>
<td>10   5.0</td>
<td>114  70.0</td>
</tr>
<tr>
<td>Tuesday</td>
<td>85  42.5</td>
<td>120   60.0</td>
<td>11   5.5</td>
<td>150  75.0</td>
</tr>
<tr>
<td>Wednesday</td>
<td>95  48.0</td>
<td>112   56.0</td>
<td>17   8.5</td>
<td>162  81.0</td>
</tr>
<tr>
<td>Thursday</td>
<td>85  42.5</td>
<td>116   58.0</td>
<td>09   4.5</td>
<td>170  85.0</td>
</tr>
<tr>
<td>Friday</td>
<td>92  46.0</td>
<td>109   55.0</td>
<td>11   5.5</td>
<td>180  90.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>447</strong> 224</td>
<td><strong>571</strong> 286</td>
<td><strong>58</strong> 29</td>
<td><strong>776</strong> 401</td>
</tr>
<tr>
<td><strong>Average per week</strong></td>
<td><strong>89</strong> 36.0</td>
<td><strong>114</strong> 57.2</td>
<td><strong>12</strong> 5.8</td>
<td><strong>155</strong> 80.2</td>
</tr>
</tbody>
</table>

Source: Food journal for OVCs - 2014
Figure 4.1: Average meals taken by OVCs while at home in five days.

The results in Table 4.5 and Figure 4.1 show the average number of OVCs who took the meals for the five days. It was evident that the biggest number of OVCs (80.2%) ate supper. Second in this order (57.2%) took lunch. The other group (36%) took breakfast. The least (5.8%) took snack after school. This is a clear indication that OVCs did not take meals regularly while at home. This affected their participation in primary schools negatively, as it made them to seek for food, sometimes child labour and eventually missed school or even dropped out.
as a final consequence, as was evident from the OVCs narratives. A class 8 boy from school C explained:

_It’s difficult to attend school with in empty stomach._
_Instead I go for casual labour that is available in the village_ (Class 8 boy, FGD, School C, 1/10/2014).

In school A, the above view was confirmed in a similar manner as captured in the explanation from girl G who said:

_Since it is difficult to have regular meals at home, I do not attend school twice per week as I take care of my neighbour’s baby for pay in order to buy food. This has negatively affected my learning and am planning to drop out of school_ (Girl G, FGD, school A, 20/09/2014).

Moreover, a class 7 boy from school C explained:

_We are four boys in my family and each is attached to a particular neighbour where after school, weekends and holidays we work for pay. We use the money mainly for buying food. I don’t concentrate in class since am ever tired_ (Class 7 boy, FGD, school C, 1/10/2014).

Further, lack of regular meals among OVCs led to poor class concentration as narrated by the OVCs. Boy Z from school E had this to say: _When you miss lunch you cannot concentrate in the afternoon lessons. You only see darkness._ On the same matter, girl Q from school B stated: _hunger makes me to be less interested on what goes on in the class._
In regard to findings from section 4.3.1, the researcher’s observation was that lack of regular meals among OVCs influenced their participation in primary schools negatively. That is, it led to poor school attendance and low class concentration.

4.3.2 Nutritional value of the food taken by OVCs while at home

The study established the types of food eaten by the OVCs while at home. The aim was to establish the nutritional value of the food taken and its influence on participation of OVCs in primary schools. The results in Table 4.6 show a summary of food groups and foods eaten by OVCs for five days.

*Table 4.6 (a): Types of food eaten by OVCs while at home*

<table>
<thead>
<tr>
<th>Food groups</th>
<th>Examples of food eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>Meat, beans and ‘ndengu’</td>
</tr>
<tr>
<td>Liquids</td>
<td>Water</td>
</tr>
<tr>
<td>Vitamins</td>
<td>‘Sukumawiki’, cabbage and ‘kunde’</td>
</tr>
<tr>
<td>Fruits</td>
<td>Oranges, avocados and paw paws</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>‘Githeri’, ’rice’, ‘muthokoi’, and chapati</td>
</tr>
</tbody>
</table>
Table 4.6 (b) Meaning of the foods eaten by OVCs while at home

<table>
<thead>
<tr>
<th>Types of food</th>
<th>Meaning of the foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Ndengu’</td>
<td>Stew prepared from green grams</td>
</tr>
<tr>
<td>‘Sukumawiki’</td>
<td>Fried kales</td>
</tr>
<tr>
<td>‘Kunde’</td>
<td>Fried greens from cow peas leaves</td>
</tr>
<tr>
<td>‘Githeri’</td>
<td>Boiled mixture of maize and beans</td>
</tr>
<tr>
<td>‘Muthokoi’</td>
<td>Kamba traditional meal prepared from mixture of sifted maize and beans</td>
</tr>
<tr>
<td>‘Ugali’</td>
<td>Stiff porridge prepared by mixing maize flour and boiling water</td>
</tr>
<tr>
<td>‘Chapati’</td>
<td>Flat pancake like bread prepared from wheat flour by baking using griddle</td>
</tr>
</tbody>
</table>

According to Ndani (2009), foods rich in carbohydrates and proteins are energy giving foods and body building foods respectively while foods rich in vitamins and starch are body protecting and energy giving foods respectively. Fruits protect the body from diseases and water helps in food digestion. Therefore, the results from table 4.6 (a) and 4.6 (b) implies that the foods taken by OVCs while at home
were nutritionally balanced an implication that they did not suffer from malnutrition which could hinder their school attendance as they visited hospital. This was confirmed by OVCs explanations during FGDs. A class 8 Girl Y from school C explained: *The food we eat at home is balanced as none of us has failed to go to school because of deficiency diseases.*

The above explanations were underscored by boy W from school A who said:

*The locally available foods we eat at home are good. So we don’t suffer from diseases caused by lack of good food which can prevent us from going to school* (Boy W, FGD, school A, 10/9/2014).

### 4.3.3 Quantity of food served to OVCs while at home

The researcher established the quantity of food served to OVCs while at home. The aim was to establish whether the food served to OVCs was satisfying or not, and how this influenced their participation in primary schools. The responses were as shown in Table 4.7 and Figure 4.2
Table 4.7: Views of OVCs on the amount of food served while at home

<table>
<thead>
<tr>
<th>Views of OVCs</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of food satisfying always</td>
<td>34</td>
<td>17.0</td>
</tr>
<tr>
<td>Amount of food satisfying sometimes</td>
<td>117</td>
<td>58.5</td>
</tr>
<tr>
<td>Amount of food not satisfying always</td>
<td>38</td>
<td>19.0</td>
</tr>
<tr>
<td>Amount of food more than enough</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.2: Views of OVCs on the amount of food served while at home
The results in Table 4.7 and Figure 4.2 show that the biggest number of OVCs (58.5%) stated that the amount of food was satisfying sometimes. Second in this order (19.0%) said that it was not satisfying always. Another group (17.0%) stated that it was satisfying always and finally (5.5%) observed that the amount of food was more than enough. This shows that often OVCs did not eat food to their satisfaction hence their participation in primary schools was low. This was also echoed by OVCs during FGDs. Boy W from school A explained:

Most of the days am ever hungry while at home and am unable to finish up my homework. Since I fear to be punished by the teachers for not finishing the homework, regularly I absent myself from school (Boy W, FGD, school A, 19/9/2014).

On the same matter, boy R from school E confessed:

Lack of enough food at home makes me not to concentrate in class. I keep on thinking where our next meal as a family will come from rather than listening to what the teacher is teaching (Boy R, FGD, school E, 14/10/2014).

The above sentiments reflected those of the head teacher’s interview from school C who confessed:

Often, a number of OVCs are ever hungry and as a result, their concentration span while in class is always low (Head teacher, school C, interview, 13/10/2014).
The researcher observed that inadequate food intake by OVCs while at home led to low class concentration and poor school attendance. Maslow (1970) concurs that learning cannot take place unless basic needs like food are met first.

4.3.4 Influence of OVCs’ nutritional needs on their participation in primary schools

The researcher established how the OVCs’ nutritional needs while at home influenced their participation in primary schools. Responses from OVCs’ questionnaires were as shown in Table 4.8.

Table 4.8: Influence of nutritional needs on OVCs participation in primary schools

<table>
<thead>
<tr>
<th>Influence of nutritional needs on participation in education</th>
<th>Unsatisfying food</th>
<th>Lack of regular meals</th>
<th>Lack of balanced meals</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school absenteeism rate</td>
<td>82</td>
<td>69</td>
<td>100</td>
</tr>
<tr>
<td>Frequency %</td>
<td>41.0</td>
<td>35.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Poor class concentration</td>
<td>68</td>
<td>90</td>
<td>64</td>
</tr>
<tr>
<td>Frequency %</td>
<td>34.0</td>
<td>45.0</td>
<td>32.0</td>
</tr>
<tr>
<td>High school dropout rate</td>
<td>50</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>Frequency %</td>
<td>25.0</td>
<td>20.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Totals</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Frequency %</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Results on Table 4.8 shows that majority of the OVCs (50%) stated that lack of balanced meals led to high school absenteeism rate. Another group (41%) observed that unsatisfying food caused high school absenteeism rate while a few (35%) stated that lack of regular meals resulted to high school absenteeism rate. Moreover, biggest number of OVCs (45%) observed that lack of regular meals led to poor class concentration. Second in this order (34%) stated that unsatisfying food resulted to poor class concentration while a few (32%) observed that lack of balanced meals led to poor class concentration. On the other hand, majority of OVCs (25%) observed that unsatisfying food led to high school dropout rate. A few (20%) stated that lack of regular meals caused high school dropout rate while the minority (18%) observed that lack of balanced meals resulted to high school dropout rate. This implies that OVCs’ nutritional needs while at home had negative influence on their participation in primary schools.

The findings from Table 4.8 were further supported by findings from the head teachers’ data that compared dropout rate of OVCs and regular pupils in their schools in assessing how OVCs nutritional needs influenced their participation in primary schools. The responses were as shown in Tables 4.9 (a), (b), (c) and (d).
Table 4.9 (a): Average school dropout rate of OVCs for the year 2014

<table>
<thead>
<tr>
<th>School</th>
<th>Number of OVCs</th>
<th>Number of OVCs who dropout in Term I</th>
<th>Number of OVCs who dropout in Term II</th>
<th>Number of OVCs who dropout in Term III</th>
<th>Average dropout rate of OVCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>130</td>
<td>15</td>
<td>14</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>B</td>
<td>115</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>106</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>D</td>
<td>117</td>
<td>7</td>
<td>10</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>E</td>
<td>132</td>
<td>8</td>
<td>7</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>600</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 4.9 (b) Average school dropout rate for OVCs for the year 2014

<table>
<thead>
<tr>
<th>Number of OVCs</th>
<th>Total Number of OVCs who dropout out of school in the year 2014</th>
<th>Average school dropout rate for OVCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>138</td>
<td>9</td>
</tr>
</tbody>
</table>
Table 4.9 (c): Average school dropout rate for regular pupils

<table>
<thead>
<tr>
<th>School</th>
<th>Number of regular pupils</th>
<th>Number of regular pupils who drop out in Term I</th>
<th>Number of regular pupils who drop out in Term II</th>
<th>Number of regular pupils who drop out in Term III</th>
<th>Average dropout rate of regular pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>390</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>300</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>290</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>399</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>500</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>1879</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 4.9 (d) Average school dropout rate for regular pupils for the year 2014

<table>
<thead>
<tr>
<th>Number of regular pupils</th>
<th>Total Number of regular pupils who drop out of school in the year 2014</th>
<th>Average school dropout rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1879</td>
<td>44</td>
<td>3</td>
</tr>
</tbody>
</table>

Tables 4.9 (a), 4.9 (b), 4.9 (c) and 4.9 (d) reflects school dropout rate for OVCs with comparison to regular pupils. Tables 4.9 (b) and 4.9 (d) indicate the average
dropout rate of the OVCs and regular pupils respectively. The average school dropout rate for OVCs was 9 compared to regular pupils that stood for 3. These results show that unmet nutritional needs among OVCs contributed to their high school dropout rate. The WFP (2010) concurs that OVCs whose nutritional needs are not addressed are at risk of not optimally benefiting from schooling due to high dropout rate.

4.4 Nature of nutritional support for OVCs and its influence on their participation in primary schools

In this section, the study discussed on the nutritional supports for OVCs while in school which include: School Feeding Programme (SFP), government initiatives such as; food bursaries and relief food and private organizations food support.

4.4.1 Nature of SFP and its influence on OVCs participation in primary schools

The study established through the head teachers’ interviews that in Kalama division, SFP was operational in school E only, and was sponsored by the parents. The head teacher from this school explained:

Since we introduced the school feeding programme, the OVCs’ health and school attendance has improved.

In school B where SFP was not operational, the head teacher had this to say:

Majority of OVCs in my school experience hunger as they spend a whole day without taking any food as they
do not carry food with them from home and there is no school feeding programme. They therefore don’t concentrate in class and others fail to attend school as they go to look for food (Head teacher, interview, school B, 24/9/2014).

In school C, views regarding SFP reflected those from school B and D. The head teacher from school D explained:

*The government has taken long without providing food to schools. When it was providing, school attendance of the children was high as compared to now.*

The sentiments under section 4.4.1 strongly agree with those of Ngome (2012) who observed that SFP is a strategy for reducing the cost of education to parents and is an incentive for them to send their children to school, and it increases attention span of the pupils.

The researcher therefore observed that SFP was an effective nutritional support system for OVCs for it enhances their participation in primary schools in terms of school attendance, retention and class concentration. This was evident as parents from school E supported the SFP after government had stopped providing food to schools in the past five years. This implied that they knew its importance, thus ensuring it was operational.
4.4.1.1 Time the school meal was served

The researcher sought to know when the school meals were served in school E. The aim was to establish whether the meals were served early enough so as to energize the OVCs who had not taken supper and breakfast as noted earlier, and how this influenced their participation in primary schools. Findings from the head teacher (school E) revealed that the meals were served during lunch time (12.45pm). This implied that the OVCs who had not taken supper and breakfast took longer before taking the food, and as a result, their class concentration was low as evident from the head teacher from school A who explained:

*Having empty stomach hinders learners from concentrating on their lessons. In my school, the OVCs whose nutritional needs are inadequately addressed are always hungry, sleepy and dull in class* (Head teacher, interview, school A, 18/9/2014).

The head teacher from school C echoed the above sentiments by explaining:

*Food provided through school feeding programme is served at lunch time to coincide with local dietary practices yet children need energy at the beginning of the day to enhance overall learning* (Head teacher, interview, school C, 30/9/2014).

Maslow (1970) noted that satisfying a child’s immediate basic need for food help him or her to pay attention in class. Thus, the researcher’s observation was that time for serving meals to OVCs should be revised in order to meet nutritional
needs of OVCs who come to school hungry. This in turn would enhance their participation in primary schools.

4.4.1.2 Nutritional value of the food provided through SFP

The study examined the nutritional value of the food provided in school E and its influence on their participation in primary schools. The results from the head teacher revealed that every lunch time the children ate ‘githeri’ (mixture of maize and beans). Thus, the OVCs often ate food only rich in proteins and carbohydrates. The meals lacked foods rich in vitamins and minerals (fruits and vegetables) which are protective foods that help children avoid certain diseases with implication of malnutrition.

This was contrary to food requirements as WFP (2010) pointed out that meal should be balanced and varied as it provides the energy and nutrients one needs to be healthy. Poor diet has an injurious impact on health, causing deficiency diseases. It can also result to maladaptive behaviour among children which lead to frequent school absenteeism. These findings were confirmed in the explanation of the head teacher from school B who said:

*When a child does not eat enough food and especially enough protein, his or her body and brain will not grow well as expected and will experience healthy difficulties. Malnourished children have less interest on what goes on in the class and they tend to be very apathetic, and as a*
result, they are often absent from school (Head teacher, interview, school B, 23/9/2014).

The above sentiments were echoed by the head teacher from school C who said:

Some children whose nutritional needs are inadequately met in my school have a tendency of stealing other pupil’s food and in fear of being punished absent themselves from school (Head teacher, interview, school E, 8/10/2014).

The researcher noted that SFP was an effective nutritional support for OVCs, and has the ability to enhance their participation in primary schools though it was inadequately offered in the sampled primary schools in Kalama division.

**4.4.2 Food bursaries and relief food provided for OVCs**

The researcher sought to discover whether OVCs received relief food and food bursaries. Relief food is a Kenyan pro-poor initiative where poor households receive free food like maize, beans, cooking fat and flour, among others, while food bursary is a strategy used to allow selected school going children in need to eat for free (WFP, 2010). The results from OVCs were shown in Table 4.10.
Table 4.10: Distribution of Food initiatives to OVCs

<table>
<thead>
<tr>
<th>Response</th>
<th>Relief food</th>
<th>Food bursaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Yes</td>
<td>68</td>
<td>34.0</td>
</tr>
<tr>
<td>No</td>
<td>132</td>
<td>66.0</td>
</tr>
<tr>
<td>Totals</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

It was clear from Table 4.10 that all the OVCs (100%) did not receive food bursaries. On relief food, majority of the OVCs (66.0%) did not receive while the least (34.0%) received. This implies that OVCs’ nutritional needs were not adequately met through relief food and food bursaries. However, results from OVCs’ FGDs revealed that the relief food was nutritional as it consisted of enriched porridge flour, maize, beans, cooking fat and maize flour. In all the FGDs, the researcher identified only 3 OVCs whose guardians had received the relief food. An orphan girl from school A had this to say:

*I am happy that in the month of May 2014 we received relief food. At least I was able to eat to my satisfaction for two weeks and I remember I concentrated in class well as I was not hungry* (Orphan girl, FGD, school E, 14/10/2014).
The above sentiments were confirmed by boy W whose guardian had received the relief food. He had this to say:

I wish the government could be giving us food regularly.
As it helped me concentrate in class since I did not suffer from hunger.

The researcher’s observation was that relief food and food bursaries were effective nutritional support for enhancing OVCs’ participation in primary schools though only few OVCs benefitted. Thus, the government of Kenya had failed to meet OVCs’ nutritional needs through pro-poor initiatives such as food bursaries and relief food.

4.4.3 Nature of food provided to OVCs through private organizations and its influence on their participation in primary schools

Results from FGDs showed that some OVCs received food support from Faith Based Organization (FBO) which is a private organization under Salvation Army Church. It was observed that every weekend, they ate food at the church for free and carried home one kilogram of flour and one litre of cooking fat. Girl X from school A had this to say on the support she received from the church:

I am happy that every weekend am assured of eating good food from the church. On Mondays am ever attentive in class since I carry food leftovers from the church to school (Girl X, FGD, school A, 18/09/2014).

The above narration was echoed by boy K from school C who confessed:
Since I started receiving food from the church, my school attendance has improved as I do not go to work in order to buy food as I used to do before (Boy K, FGD, school C, 24/09/2014).

This shows that private organizations’ food support towards OVCs was crucial for enhancing their school participation in terms of school attendance and class concentration. Therefore, the researcher observed that private organizations not only provided food for OVCs from areas declared to be in need of food emergency, but also in the area of study. However, the support was noted to be inadequate since most of the OVCs in Kalama division did not receive the food.

4.5 Nature of academic support and its influence on participation of OVCs in primary schools

The study looked at OVCs academic needs and how they influence their participation in primary schools and the nature of academic supports offered to them and their influence on their participation in primary schools. The academic supports include: Free Primary Education (FPE), Individualized Educational Programme (IEP) and remedial classes, which are discussed below.

4.5.1 Academic needs for OVCs

The study examined whether OVCs had academic needs which warrant support. The responses were as shown in Table 4.11.
Table 4.11: Academic needs for OVCs

<table>
<thead>
<tr>
<th>Academic needs</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise books</td>
<td>68</td>
<td>34.0</td>
</tr>
<tr>
<td>Writing materials(pens and pencils)</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>School uniform</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Text books</td>
<td>60</td>
<td>30.0</td>
</tr>
<tr>
<td>School expenses(tuition fees and exam fees, among others)</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td>Trained teachers who can understand their needs</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Lighting facilities for assisting when doing homework,</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Totals</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

The analysis in Table 4.11 shows that the biggest number of OVCs (35%) noted the need for exercise books. The second in this order (30%) listed the need for textbooks. The other needs mentioned by the OVCs were school expenses and school uniform (13.5%) and (12.5%) respectively. A few OVCs (7.5%) identified the need for writing materials while others (1.5%) listed the need for trained teachers who could understand their needs. The least (1.0%) identified the need of
lighting facilities which can assist while doing homework. This implies that OVCs had academic needs which warrant support as they had influence on their participation in primary schools. The study further discovered how the identified OVCs’ academic needs were met at school level as discussed below:

4.5.2 Nature of FPE offered to OVCs and its influence on their participation in primary schools.

The study showed how FPE which is ESS met the OVC’s academic needs and its influence on their participation in primary schools.

4.5.2.1 Provision of text books and exercise books

The researcher wanted to establish whether FPE provided exercise books and text books to OVCs as stipulated in Ministry Of Education (MOE) policy (2003). Data obtained from the OVC’s questionnaires was as shown in Table 4.12 and Figure 4.3.
Table 4.12 Number of exercise books and textbooks given to Standards 5-8 OVCs through FPE

<table>
<thead>
<tr>
<th>Number of text books and exercise books given to OVCs per term</th>
<th>Exercise books</th>
<th>Text books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Less than 3</td>
<td>39</td>
<td>19.5</td>
</tr>
<tr>
<td>3 – 5</td>
<td>130</td>
<td>65.0</td>
</tr>
<tr>
<td>5 – 10</td>
<td>30</td>
<td>15.0</td>
</tr>
<tr>
<td>10 – 12</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Totals</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.3 Number of exercise books and textbooks given to standards 5 - 8 OVCs through FPE

![Bar chart showing the distribution of exercise books and textbooks given to OVCs through FPE]
The analysis in Table 4.12 and Figure 4.3 shows that, majority of OVCs (65.0%) had 3-5 exercise books against (40.0%) of text books. The other group (50.0%) had less than 3 text books against (19.5%) of exercise books. A few (15.0%) had 5-10 exercise books against (8.0%) of text books and the least (0.5%) had 10-12 exercise books against (2.0%) of textbooks. This implies that the exercise books were not enough since each OVC required 8 exercise books for all the upper class subjects who are: Mathematics, English, Science, Social Studies, Kiswahili, Insha, Composition and CRE.

On the other hand, text books were also not enough since 50% OVCs had less than 3 textbooks, thus contravening the Kenyan government policy (2003) which states pupil-textbook ratio in lower primary should be a ratio of at most 3:1 while upper primary should have a ratio of at most 2:1 textbooks.

Notably, all the interviewed head teachers pointed out that they issued equal number of exercise books and text books to both OVCs and regular pupils. The head teacher from school A said:

In FPE, each child is allocated Kshs 1020 per year broken down into: Kshs 650 for general purpose paid under account one commonly known as simba account which is used for buying instructional materials and Kshs 370 for the purpose of paying watchman, general repairs and other subsistence paid through account known as general purpose account. That is why we give
equal number of books to all pupils (Head teacher, interview, school A, 18/09/2014).

The above breakdown of FPE funds was reflected in all the sampled schools. This was the reason why both OVCs and regular pupils were given the same number of text books and exercise books, an issue which hindered OVCs from finishing homework, leading to high school absenteeism rates as explained by head teacher from school E who said:

The government gives equal amount to all pupils for FPE. That is why we give both OVCs and regular pupils’ equal number of books. However this hinders OVCs from finishing homework as they do not have all the textbooks. This has intensified their school absenteeism (Head teacher, interview, school E, 10/10/2014).

The head teacher from school C agreed with above explanations and added:

There is no Kitty for OVCs in FPE funds. That is why we give them and regular pupils equal number of books, though this has negative effects on their school attendance (Head teacher, interview, school C, 24/9/2014).

The researcher’s observation was that despite the difficult circumstances faced by OVCs, the government of Kenya did not allocate them more funds for buying enough exercise books and text book, an issue that lowered their participation in primary schools.
4.5.2.2 Provision of school uniform

The study sought to find out whether school uniform was provided through FPE. Findings from OVCs’ FGDs revealed that OVCs had challenge of school uniform; an issue that disturbed them psychologically hence affected their class concentration. This was evident when girl K from school D said:

Having torn and untidy school uniform is shameful. You cannot concentrate in class.

The above sentiments were echoed by the head teacher from school B who confessed:

State of pupil's uniform matters a lot. If the uniform is torn and untidy, one is not able to interact with other learners freely, leading to withdrawal and reduced stimulation for learning (Head teacher, interview, school B, 25/9/2014).

In addition, data from researcher’s observation schedule showed that some OVCs’ uniforms were dirty, untidy and torn. Moreover, the head teacher from school A had this to say on school uniform:

In some cases, I turn OVCs away from school when they cannot buy school uniform.

According to Ruto et. al., (2009), the reality of not having tidy school uniform becomes a basis of construction of children’s identities as either “poor” or “rich”. Being labeled as coming from poor family background creates a difference whose
impact may have considerable psychological bearing on young children, more so if they happen to be orphans with hardly any dependable guardian. Therefore, the researcher’s observation was that lack of school uniform among OVCs greatly influenced their inclusiveness and level of school participation. Thus, the researcher’s observation was that FPE was an effective academic support system which rekindled hope among OVCs, though it did not cater for hidden school expenses such as school uniforms, exam fees, among others and the funds allocated for each OVC was not sufficient for buying enough textbooks and exercise books. This resulted to their low participation in primary schools.

4.5.3 Nature of Individualized Educational Programme offered to OVCs

The study sought to find out whether teachers administered IEP which is ESS to OVCs. An IEP is a written statement about objectives, content implementation and evaluation of a child with special needs. An IEP is clearly documented and carefully monitored plan setting forth how to differentiate the curriculum and the experiences of the child with special needs to meet his or her educational needs (Ndurumo, 2008). The responses were as shown in Table 4.13 and Figure 4.4.
Table 4.13 Administering of IEP to OVCs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>97.0</td>
</tr>
<tr>
<td>Totals</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.4: Administering of IEP to OVCs.

Source: Teachers’ Questionnaires - 2014
The findings from Table 4.13 and Figure 4.4 it is indicated that majority of teachers (97%) did not administer IEP while the least (3%) administered IEP. This implies that OVCs were not adequately benefiting from IEP as it was rarely administered since it is time consuming and involving. In addition, results from head teachers’ interviews revealed that IEP was not administered to most OVCs. On this, the head teacher from school A stated:

*In my school there are no teachers trained in special needs education. So they do not know what entails IEP. That is why they do not administer it.*

In addition, the head teacher from school C confessed that IEP cannot work in his school because they were concentrating on improving the mean score. He asked:

*Researcher, can you compare IEP with mean score?*

However, findings from the head teacher from school E showed that IEP is an effective tool for helping learners with learning difficulties though only one OVC had benefited. This was evident as captured from the head teacher’s narrative in his school there was one teacher who was administering IEP to an orphaned girl in class 6, though she was on teaching practice. The head teacher explained:

*I have noted that the girl has improved in Mathematics since she started the IEP.*
The researcher’s observation was that IEP was an effective system for enhancing learning among OVCs who had learning difficulties, though it did not accomplish its purpose as teachers did not know what it entails for they had not specialized in SNE.

4.5.4 Nature of remedial classes attended by OVCs

The study sought to find out whether teachers met OVCs academic needs through remedial classes which is an ESS. The teachers’ responses were as shown in table 4.14.

**Table 4.14: Administering remedial classes to OVCs**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>55.5</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>44.5</td>
</tr>
<tr>
<td>Totals</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Results from Table 4.14 shows that majority of teachers (55.5%) conducted remedial classes while the minority (44.5%) did not conducted remedial classes on OVCs. This implies that OVCs attended remedial classes. Findings from the head teachers’ interviews showed that remedial classes improved learning of
pupils, though they were faced with some challenges which hindered their effectiveness. This was confirmed by the head teacher from school D who said:

*It is true that remedial classes improve pupils learning. However parents/ guardians of OVCs are often unable to pay the teachers. As a result, OVCs regularly do not attend as each child pay KSH 20 at the start of the lesson* (Head teacher, interview, school D, 10/10/2014)

The above sentiments were confirmed by the head teacher from school A who said:

*Though remedial classes improve learner’s performance, teachers are unable to offer effective teaching since by evening they are very tired due to much workload. As a result, during remedial classes they give the learners past papers to do and they exchange for marking. They rarely teach* (Head teacher, Interview, School A, 18/9/2014).

On remedial classes, the researcher observed that it was an effective academic support system which enhances learning among OVCs in primary schools, though it was not effective in the area of study due to some constraints.

The study further examined the influence of OVCs’ academic needs on their participation in primary schools. This was realized by assessing school absenteeism rate of OVCs compared to that of regular pupils. With assistance from the class teachers, the researcher went through the class registers for Term I of the year 2014. The results were as shown in Table 4.15 and Figure 4.5.
Table 4.15: School absenteeism rate for OVCs and regular pupils

<table>
<thead>
<tr>
<th>Number of times OVCs/regular pupils were absent from school</th>
<th>OVCs</th>
<th></th>
<th>Regular pupils</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequent</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Below 5 times</td>
<td>-</td>
<td>-</td>
<td>130</td>
<td>65.0</td>
</tr>
<tr>
<td>5-10 times</td>
<td>31</td>
<td>16.0</td>
<td>29</td>
<td>15.0</td>
</tr>
<tr>
<td>11-15 times</td>
<td>59</td>
<td>30.0</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>Over 16 times</td>
<td>110</td>
<td>54.0</td>
<td>15</td>
<td>7.0</td>
</tr>
<tr>
<td>Totals</td>
<td>200</td>
<td>100</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 4.5 School absenteeism rates of OVCs and regular pupils

![Bar chart showing school absenteeism rates for OVCs and regular pupils.](chart.png)
Data obtained as indicated on Table 4.15 and Figure 4.5 shows that the majority of the OVCs (54%) were absent from school over 16 times per term against (7.0%) of regular pupils. The other OVCs (30%) were absent 11-15 times per term against (13%) of regular pupils. A few OVCs (16%) were absent from school for 5-10 times per term against (15%) of regular pupils and none of the OVCs (0.0%) were absent from school below 5 times per term against (65%) of regular pupils. This implies that, in term one of the year 2014, absenteeism rate for OVCs was higher than that of regular pupils due to unmet academic needs.

Results from FGDs showed that the unmet academic needs for OVCs were a big hindrance to their school attendance as confirmed by FGDs findings which revealed that OVCs were embarrassed when they could not meet their academic needs leading to poor school attendance as was evident from the OVCs narratives. Girl Q from school C explained:

*I am ashamed as I keep on borrowing pens and exercise books. When the head teacher is reading the names of those who should go home for school money I am always in his list. This has affected my school attendance for I am always send home.* (Girl Q, FGD, school C, 1/10/2014).

The above sentiments were echoed in another OVC’s explanation from a class 8 girl from school B who said:

*I don’t understand why teachers punish me for not finishing homework. Without paraffin at home, how can I*
do it? This makes me not to attend school regularly
(Class 8 girl, FGD, school B, 25/9/2014).

A key issue observed by the researcher was that orphaned children in Kalama division had unmet needs which affected their participation in primary schools. During FGDs, a class 8 girl from school E who is a double orphan said:

*I struggle to meet the cost of going to school. The support I get from well-wishers is unreliable. Since my head teacher is rigid with deadlines of paying school levies, and yet I cannot afford, am planning to drop out of school. It is better to engage in casual labour than being stressed at school* (Class 8 girl, FGD, school E, 14/10/2014).

Another orphaned girl from class 6 stated:

*After the death of my father, I have been unable to meet school expenses. I therefore don’t attend school regularly.*

The researcher noted that the academic support systems offered to OVCs in Kalama division were appropriate for enhancing their participation in primary schools, though they were inadequate. This resulted to low participation in their primary schools as discussed in the findings from sub heading 4.5.
4.6 Nature of emotional Support and its influence on participation of OVCs in primary schools

The researcher sought to establish emotional needs for OVCs and their influence on their participation in primary schools. The study also sought to discover emotional support offered to OVCs and its influence on their participation in primary schools. This support includes: Guidance and Counseling (GC) and co-curricular activities.

4.6.1 Emotional problems faced by the OVCs

The study examined the OVCs’ emotional problems and their influence on their participation in primary schools. The responses from the OVCs were as indicated in Table 4.16 and Figure 4.6.

Table 4.16: Emotional problems faced by the OVCs

<table>
<thead>
<tr>
<th>Emotional problems</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Discrimination</td>
<td>50</td>
<td>25.0</td>
</tr>
<tr>
<td>Low self esteem</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Stigmatization</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Lack of love at home and school</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Figure 4.6 Emotional problems for OVCs

From Table 4.16 and Figure 4.6 it was evident that the biggest number of OVCs (50%) had low self-esteem. Second in this order (25%) were discriminated while others (12.5%) lacked love at home and school. A few (10%) were stigmatized and the least (2.5%) were traumatized. This implies that OVCs had emotional needs. These emotional needs were inadequately met as explained by OVCs during FGDs. On this, boy Z from school C said:

*Am dissatisfied with the emotional support I receive at home and school.*
In addition, girl R from school A explained:

The emotional support we receive is not good since people don’t know how to handle us.

The study further showed how unmet emotional needs influence their participation in primary schools. Findings from head teachers’ interview showed that emotional problems hinder OVCs from participating in primary schools, as explained by head teacher from school B who said:

Orphans and vulnerable children are consistently worried, fearful and show hopeless when confronted with the question of life and survival. This leads to low class concentration, withdrawal and low self-esteem (Head teacher, interview, school B, 24/9/2014).

The above sentiments were reiterated by the head teacher from school D who said:

Orphans and vulnerable children suffer anxiety and insecurity concerning their future. Stigma and discrimination also intensify violation of the children rights, in particular their access to education. This leads to poor class concentration, low school attendance, post-traumatic stress syndrome, drug abuse, aggression, school dropout and even suicide (Head teacher, interview, school D, 6/9/2014).

In addition, head teachers’ interviews showed that OVCs appeared depressed, withdrawn and others developed aggressive behaviour, leading to low class
concentration. This was captured from explanation of the head teacher from school B who said:

While in class, vulnerable children and in particular orphans seem to be in deep thoughts and often look withdrawn, leading to low class concentration.

The head teacher from school C agreed with the above sentiments and added:

Aggression is a maladaptive behaviour developed by some OVCs as a way of relieving stress. However teachers view this behaviour as rudeness hence keep on punishing them. As a result, they end up dropping out of school (Head teacher, interview, school C, 30/9/2014).

A key issue noted by the researcher was that, girls lacked sanitary towels which resulted to emotional disturbance which in turn hindered their school attendance. During FGDs, Girl Y from school A confessed privately to the researcher:

When I have monthly period I do not attend school. This is because I lack sanitary towels and instead I use pieces of cloths and tissues hence I keep on dirtying myself (Girl Y, FGD, school A, 19/9/ 2014).

The above statement was brought out in a similar manner as captured in the explanation from a class 8 girl from school B who confessed:

Lack of sanitary towels hinders girls in my school from attending school.
The above observations were in agreement with those of Rugene (2013) in the Daily Nation 17/06/2013 who observed that school going girls who are vulnerable were lacking sanitary towels and this disturbed them psychologically and to some extent hindered them from attending school.

In addition, findings from OVCs FGDs revealed that orphanhood was another aspect which was intensifying emotional instability among children which hindered their participation in education. Girl K from school C had this to say:

After my father’s death, our standards of living declined due to loss of income. I now have difficulties in meeting my school needs and so, most of the days I don’t attend school (Girl, FGD, school C, 1/10/2014).

Another orphan from school E said:

From when my mother died, I have developed health problems and I keep on going to hospital. This has affected my school attendance (Girl W, FGD, school E, 14/10/2014).

These observations strongly agree with those of Kelly (2002) who pointed out that orphans experience many problems which cause psychological distress leading to poor school attendance and eventually school dropout. The researcher concluded that OVCs had emotional needs which influenced their participation in primary schools negatively.
4.6.2 Nature of Guidance and Counseling offered to OVCs

The study aimed at establishing the nature of GC services offered to OVCs while in school, and their influence on participation of OVCs in primary schools. Responses from the OVCs were as shown in Table 4.17.

4.17: Nature of counseling services for OVCs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fair</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>Bad</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td>Very bad</td>
<td>70</td>
<td>35.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.17 show that majority of OVCs (50%) indicated that the counseling services were bad. Others (35%) noted that the services were very bad while a few (10%) observed that the services were fair. Finally, the least (5%) indicated that the services were good. This implies that OVCs’ emotional needs were not effectively attended to.
Moreover, observations from interviewed head teachers showed that GC services offered by the teachers were inadequate as the teachers lacked specialized counseling skills to deal with trauma of OVCs leading to poor class concentration.

The head teacher from school A articulated:

*Teachers lack counseling skills for handling OVCs. Somebody handling OVCs should undergo a course in guidance and counseling. Without the skills, one may put the children off instead of helping them hence intensifying the problem which may affect the child’s learning (Head teacher school A, interview, 18/9/2014).*

The above sentiments reflected those of the head teacher from school E who stated:

*Guidance and counseling is effective when the teachers are equipped with the relevant skills. The outcome is reflected on the child’s psychological stability (Head teacher School E, Interview, 10/10/2014).*

Other challenges that rendered GC services ineffective in schools were revealed by OVCs questionnaires as shown in Table 4.18 and Figure 4.7.
Table 4.18: Challenges faced by OVCs during Counseling.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of counseling rooms</td>
<td>38</td>
<td>19.0</td>
</tr>
<tr>
<td>Unable to open up</td>
<td>28</td>
<td>14.0</td>
</tr>
<tr>
<td>Fear of being seen by other pupils</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Teachers don’t keep secret</td>
<td>100</td>
<td>50.0</td>
</tr>
<tr>
<td>Lack of time for counseling</td>
<td>19</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.7: Challenges faced by OVCs during Counseling
It was clear from Table 4.18 and Figure 4.7 that majority of the OVCs (50%) experienced the challenge of teachers not keeping secret during counseling. Another group (19.0%) indicated the challenge of lack of counseling rooms while a few (14.0%) were unable to open up during counseling. Others (9.5%) lacked time for counseling and the least (7.5%) feared to be seen by other pupils. This implies that the stated challenges hindered OVCs from fully benefiting from GC services.

A key issue noted during FGDs in school E and B was that, despite the mentioned challenges, female teachers spent more time in guiding regular and OVC girls in issues such as girl - boy relationship, influence of peer pressure, adolescence and cleanliness, among others. Girl K from school B said:

*Our teachers keep on guiding us on challenges faced by girls and their solutions. This knowledge has really helped us. Now, I know what to do at what time.* (Girl K, FGD, school B, 25/9/2014)

In school E, this view was brought out in a similar manner as captured in the explanation from girl Q who confessed:

*Every Friday at 3pm, all girls from class 6 to 8 meet our female teachers for guidance. We discuss issues affecting our lives. Now we are able to avoid behaviours which can hinder our learning* (Girl Q, FGD, school E, 13/10/2014).
The researcher observed that emotional support was offered to OVCs in Kalama division through GC, though there were challenges which rendered it ineffective hence poor participation in their primary schools. Nguru (2008) posits that unless OVCs’ psychosocial needs are met, effective learning cannot take place. Thus, the researcher’s observation was that OVCs did not benefit from GC services. This was contrary to Makungu’s (2005) opinion that GC services were effectively offered to OVCs.

4.6.3 Nature of participation of OVCs in co-curricular activities

The study sought to establish whether OVCs participated in co-curricular activities as a way of solving their emotional challenges. The findings were as shown in Table 4.19.

*Table 4.19: Responses on participation of OVCs in co-curricular activities*

<table>
<thead>
<tr>
<th>Response</th>
<th>Athletics</th>
<th>Ball games</th>
<th>Drama</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>120</td>
<td>60.0</td>
<td>140</td>
<td>70.0</td>
</tr>
<tr>
<td>No</td>
<td>80</td>
<td>40.0</td>
<td>60</td>
<td>30.0</td>
</tr>
<tr>
<td>Totals</td>
<td>200</td>
<td>100</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>
Data on Table 4.19 shows that majority of the OVCs (95%) did not participate in drama against (5%) who participated. Another group (90%) did not participate in music against (10%) who participated while others 70% participated in athletics against (30%) who did not participate. Finally, (60%) participated in ball games against (40%) who did not participate. The findings indicated that OVCs did not fully participate in co-curricular activities.

Additionally, observations from interviewed head teachers showed that OVCs were denied the opportunity to participate in co-curricular activities since during Physical Education (PE) lesson, teachers in upper primary taught the examinable subjects hence OVCs did not relieve themselves psychologically through play, leading to low class concentration. On this, the head teacher from school B explained:

\[
\text{In my school, regularly teachers do not allow pupils go for PE lesson. Instead they teach the examinable subjects. This has a spiral effect in that, the OVCs would continue to be stressed due to lack of play hence poor class concentration} \quad (\text{Head teacher, interview, school B, 24/9/2014}).
\]

The head teacher from school C confirmed the above sentiments and added:

\[
\text{Not that teachers do not know the importance of PE lesson to learners. The problem is this issue of mean score.}
\]
The researcher noted that participation of OVCs in co-curricular activities was an effective emotional system, though they were emotionally unstable for they did not fully participate in it. Moreover, it was evident that participation in co-curricular activities was not only mainly done by ECDE children as stated by GOK (2008) but also by OVCs.

4.7 Intervention strategies that can enhance educational support systems for OVCs

The study established the respondents’ views on strategies that can enhance educational support systems for OVCs so as to improve their participation in primary schools. The strategies suggested were as shown in Table 4.20.

Table 4.20: Strategies that can enhance ESSs for OVCs.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Frequencies</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private organizations support</td>
<td>100</td>
<td>29.0</td>
</tr>
<tr>
<td>Government support</td>
<td>180</td>
<td>53.0</td>
</tr>
<tr>
<td>Community sensitization</td>
<td>40</td>
<td>12.0</td>
</tr>
<tr>
<td>Advocacy on behalf of OVCs</td>
<td>21</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>341</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Results from Table 4.20 shows that the biggest number of the respondents (53%) suggested that government support could enhance educational support systems for OVCs. Second in this order (29%) suggested that private organizations support could enhance educational support system for OVCs. Another group (12%) highlighted that community sensitization could enhance educational support systems for OVCs and the least (6%) suggested that advocacy on behalf of OVCs could enhance the educational support systems.

This implies that these supports were crucial in enhancing educational support systems for OVCs which in turn could improve their participation in primary schools. The study established that the above mentioned strategies could enhance educational support systems for OVCs as follows:

4.7.1 Government support

The study sought opinions of the respondents on how the government could support ESSs for OVCs.

On FPE, the OVCs in the FGDs agreed that it had brought major changes in schools. However, they suggested that the government should consider them by allocating more funds in order to cater for the hidden school expenses such as school uniform, exam fees, school levies, among others. On this, girl W from school B said:
Free primary education is helping us meet our school needs. However, if the government can give us more money, we could be able to buy school uniform, books and meet other school expenses. This would improve our school attendance and reduce school dropout rate (Girl W, FGD, school B, 24/9/2014).

The above views were echoed by boy L from school B who explained:

The government should ensure that we are retained in school by providing for all our school needs.

Moreover, the head teachers’ interviews showed that FPE rekindled hope in many OVCs. However they urged the government to introduce a kitty for the OVCs for this would help them meet the hidden school expenses hence reduce school absenteeism and dropout. These views were reflected on explanation of the head teacher from school E who said:

FPE is working. However I suggest to the government to introduce a kitty for OVCs so as to cater for the hidden school expenses. This would enhance their school attendance and reduce school dropout rate (Head teacher, interview, school E, 10/10/2014).

The head teacher from school C agreed with the above sentiments and added:

Let the disbursement of the FPE be done at the stipulated time in order to minimize school absenteeism among OVCs, as they are not able to meet the school needs when
On SFP, the respondents were of idea that the government should play its role of providing schools going children with food for this would enhance their school participation. Teacher Q from school A in the open ended questionnaires noted:

The government should ensure school feeding programmes are operational in all schools. This would enhance OVCs school attendance.

Teacher Z from school C agreed with the above opinion and added:

Hungry children are unteachable. Let the government feed its children so that they can attain the benefits of education.

The head teacher from school B also urged the government to support OVCs meet their nutritional needs by providing schools with food. He said:

School attendance among OVCs can be enhanced through provision of SFP by the government.

In addition, observations from the interviewed head teachers showed that if all government ministries offering children related services implement the policies effectively, OVCs’ educational needs would be met hence improvement in their school participation. The head teacher from school B highlighted services offered by some ministries as follows:
Ministry of Health gives free services to children aged 5 years and below and give free medicine to children infected by HIV/AIDS. Ministry of Agriculture gives subsidized seeds and fertilizers to farmers and Ministry of Labour ensures that children are not involved in childlabour (Head teacher, interview, School B, 24/9/2014).

The above description reflected that of the head teacher from school E who added:

Parents and guardians of OVCs should be sensitized on the services provided by these ministries so as to access them. This would improve OVCs school participation (head teacher, interview, school E, 5/10/2014).

The researcher’s observation was that if the government of Kenya implements the suggested intervention strategies, the ESSs would be effective hence improvement on OVCs’ participation in primary schools.

4.7.2 Private organization support

Findings from interviewed head teachers from school B and A where an FBO was providing OVCs with food showed that the private organizations’ support was crucial in enhancing OVCs educational support systems. This was highlighted by the head teacher from school B who confessed:

The food support received by OVCs from Salvation Army Church which is a FBO is really helping them. On
Mondays they are ever attentive in class since they eat food leftovers from the church (Head teacher, interview, school B, 24/9 / 2014).

The situation was not different in school A where the same church supports OVCs with food. The head teacher said:

I encourage other FBOs, NGOs and CBOs to put efforts and support OVCs meet their educational needs, as this would improve their schooling (Head teacher, interview, school A, 22/9 / 2014).

Therefore, the researcher noted that private organizations have the ability to improve the OVCs participation in primary school if they provide their educational needs such as food, school uniforms, books, and GC services, among others.

4.7.3 Community sensitization

The study showed out how community sensitization could enhance educational support systems for OVCs which in turn could improve their participation in primary schools. The aim was to examine OVCs’ life aspects which community should be sensitized on. Responses from teachers and OVCs were as shown in Table 4.21.
Table 4.21: Aspects of OVCs’ life which the community should be sensitized on

<table>
<thead>
<tr>
<th>OVCs life aspects</th>
<th>Frequencies</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards OVCs</td>
<td>36</td>
<td>15.0</td>
</tr>
<tr>
<td>OVCs rights</td>
<td>150</td>
<td>64.0</td>
</tr>
<tr>
<td>Assistance for OVCs</td>
<td>50</td>
<td>21.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>236</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Findings from Table 4.21 shows that majority of respondents (64%) suggested that sensitization should be done on OVCs’ rights. Another group (21%) was for the idea that sensitization should be done on assistance required by OVCs while the least (15%) suggested that sensitization should be done on attitude towards OVCs. This implied that upon sensitizing the community on live aspects of OVCs, they would be empowered with knowledge hence support them. This would in turn improve their participation in primary schools, as confirmed by girl W from school B who said:

_‘I wish the community can understand our state and support us. This could improve our learning.’ _(Girl W, FGD, school B 24/9/2014).

Boy K from school A who is an orphan agreed with the above sentiments and added:
Some guardians and community members know that orphans lack protection and care, and so they mistreat us. They should therefore be told to change their attitude towards us (Boy K, FGD, School A, 19/9/2014).

Thus, the researcher observed that community sensitization would influence the community members to support OVCs meet their educational needs upon understanding the aspects that affect their lives. This would improve their participation in primary school. Ong’ang’ (2009) concur that community sensitization is important in triggering the community into action towards bettering the lives of OVCs.

4.7.4 Advocacy on behalf of OVC

The study sought to establish the OVCs’ aspects of life which warrant advocacy. Responses from the OVCs questionnaires are as shown in Table 4.22.

Table 4.22: Aspects of OVCs’ life which warrant advocacy

<table>
<thead>
<tr>
<th>OVCs life aspects</th>
<th>Frequencies</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVCs voices to be heard</td>
<td>80</td>
<td>40.0</td>
</tr>
<tr>
<td>Issues related to orphans inheritance</td>
<td>30</td>
<td>15.0</td>
</tr>
<tr>
<td>Issues on OVCs abuse</td>
<td>70</td>
<td>35.0</td>
</tr>
<tr>
<td>Negative attitude of people towards OVCs</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Findings from Table 4.22 show that the biggest number of OVCs (40%) felt that issue of their voices to be heard warrant advocacy. Second in this order (35%) felt that abuse issues deserved advocacy. Others (15%) felt that issues related to orphans inheritance warrant advocacy and the least (10%) felt that issue of negative attitude of people towards OVCs deserved advocacy. It implies therefore that if advocacy on behalf of OVCs address the mentioned issues, their educational needs would be meet hence improvement in their participation in primary schools, as evident from findings from the head teacher from school C who said:

*Vulnerable children are in trouble, for one; they cannot express their issues simply because they are children, two; they are vulnerable. This calls for help for people to do advocacy on their behalf. This would make the community members understand and support them and this would improve their school participation* (Head teacher, interview, school C, 1/10/2014).

The above sentiments reflected those of girl Z from school A who confessed:

*Informing the community members on our needs would make them understand us better and as a result, they would support us.*

Further, observations of the interviewed head teachers revealed that there was need for advocacy on behalf of OVCs to be done in order to sensitize the
community on OVCs’ educational needs. This would enhance their schooling as suggested by head teacher from school A who explained:

_The OVCs have right to education like other children. So advocacy on their behalf should be done to the community so as to support them meet this right._

The researcher observed that if the stakeholders dealing with OVCs do advocacy on their behalf in terms of aspects that affect their lives, people would change their views towards OVCs hence support them meet their educational needs. This in turn would enhance their participation in primary schools.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings of the study and presents conclusion, recommendations and suggestions for further research. The study examined the influence of ESSs on participation of OVCs in primary schools in Kalama division, Machakos County, Kenya.

The study set out to address the following research objective

(i) To find out the nature of nutritional support and its influence on participation of OVCs in primary schools in Kalama division;

(ii) To establish the nature of academic support and its influence on participation of OVCs in primary schools in Kalama division;

(iii) To examine the nature of emotional support and its influence on participation of OVCs in primary schools in Kalama division and

(iv) To explore intervention measures that can enhance educational support systems for OVCs in order to improve their participation in primary schools in Kalama division.

5.1 Summary of the Findings

The study indicates that OVCs had nutritional, academic and emotional needs which should be addressed as they influenced their participation in primary
schools. The summary on ESSs which addressed these needs was discussed based on the study objectives as follows:

5.1.1 Nature of nutritional Support and its influence on participation of OVCs in primary schools

The study found out that attempts of addressing OVCs’ nutritional needs had been done through SFP, private organization food support and Government pro-poor food initiatives such as relief food and food bursaries. However, these support was inadequate since SFP was operational in only school E and was sponsored by parents. Moreover, OVCs from two schools (A and C) were provided with meals over the weekends by FBO. Few OVCs (34%) received relief food and none received food bursaries. Thus, low participation in primary schools among OVCs whose nutritional needs were inadequately met was noted, compared to those whose nutritional needs were adequately met.

5.1.2 Nature of academic Support and its influence on participation of OVCs in primary schools

The study observed that OVCs’ academic needs were addressed through FPE, IEP and remedial classes. However, OVCs’ participation in primary school was low since needs for exercise books, textbooks, school uniform and school hidden expenses were hardly addressed through FPE. Further, OVCs neither benefitted from IEP nor remedial classes as there were constraints such as lack of knowledge
among teachers on what entails IEP and majority of OVCs could not afford fees for remedial classes.

5.1.3 Nature of emotional Support and its influence on participation of OVCs in primary school

The study revealed that OVCs’ emotional needs were met through GC and participation in co-curricular activities. The OVCs were emotionally unstable since GC services rendered were inadequate due to constraints such as lack of counseling skills among teachers, lack of time for counseling and lack of counseling rooms. This resulted to low participation of OVCs in primary schools. Moreover; OVCs’ participated in athletics and ball games but not in music and drama. In addition, the teachers did not allow pupils go for PE lesson for they taught examinable subjects hence denying OVCs opportunity to relieve themselves emotionally through play. As a result, their participation in primary schools was low.
5.1.4 Intervention Strategies that can enhance education Support Systems for OVCs in order to improve their participation in primary schools

The study found out that the ESSs offered to OVCs were inadequate, resulting to low participation of OVCs in primary schools. However, strategies for enhancing the ESSs in order to improve OVCs participation in primary schools were revealed by this study. They include; government support, private organizations support, community sensitization and advocacy on behalf of OVCs.

5.2 Conclusions

Based on the findings of this study, the following conclusions were arrived at:

Although a number of OVCs have been enrolled in primary schools, they are experiencing more difficulties in meeting their educational needs as compared to regular pupils, and this has been a constraint to their participation in primary schools.

It was apparent that although the school administration had tried to maintain the OVCs at school, the educational support given to them was inadequate due to some constraints such as: inadequate FPE funds and lack of GC skills among teachers, among others.

The challenges that hinder OVCs from participating in primary schools could be overcome with the cooperation of all the stakeholders such as the: government, private organizations, school and community.
5.3 Recommendations

Specific recommendations were made on basis of the results obtained to various groups involved in supporting OVCs. These include:

5.3.1 Policy makers

- The government through the Ministry of Education (MOE) should provide a kitty for OVCs in FPE funds so as to meet the hidden expenses like: school uniforms, remedial classes’ fees, exam fees, food expenses, school stationeries and other school levies. This would improve participation of OVCs in primary schools.
- The government should ensure SPF is consistent and operational in all public primary schools. This would enhance OVCs’ nutrition hence improvement in class concentration, school attendance and retention.
- The TSC should deploy trained teacher counselors in all public primary schools and pay them counseling allowances. This would motivate them hence ensure effective counseling in the schools.
- The TSC should employ more teachers so as to ensure counselor teachers have less workload. This would create ample time for counseling OVCs.

5.3.2 School administrators and teachers

- The school administrators and teachers should ensure that OVCs are not discriminated against when in school but instead they are supported
nutritionally, academically and emotionally. This would enhance their health, self-esteem and performance.

- There was need to make OVCs feel welcome and protected by teachers and school administrators. Therefore they should learn how to handle them so that they do not feel emotionally distraught.

5.3.3 **Regular pupils**

- The regular pupils should not discriminate against the OVCs but instead they should love them. This would enhance their self-esteem hence improved class concentration.

5.3.4 **Private organizations**

- private organizations such as NGOs, FBOs, CBOs and private sectors dealing with OVCs should enhance the way they offer their support to OVCs by having good communication skills, managing their finances well, being reliable, transparent and honest. They should also educate members of the community on the need to assist OVCs.

5.3.5 **Media**

- Mass media to create awareness about children with special needs, amongst them OVCs. This would in turn help the community to understand and appreciate them. When the community appreciates them, discrimination and stigma will be scaled down and in its place their learning will be enhanced.
5.3.6 The community

- The community should support OVCs meet their educational needs by; supporting the private organizations who support OVCs in their community, support SFP and avoid discriminating the OVCs

5.4 Suggestions for Further Research

The study was based on influence of educational support systems on participation of OVCs in primary schools in Kalama division, Machakos County, Kenya. The researcher suggested that the following areas should be researched on:-

- Similar studies be carried out in other areas in Kenya in order to get a wider perspective on nature and influence of educational support systems on OVCs participation in primary schools.

- Nature of educational support systems offered to other vulnerable children not discussed in the current study and their influence on their participation in primary schools.

- Further research should be carried to collect adequate data on the number of OVCs enrolled and not enrolled in school so that interventions aimed at improving their access to education are based on accurate information.

- Similar study can be replicated in other levels of education like secondary schools, colleges and universities.
REFERENCES


APPENDIX I

QUESTIONNAIRE FOR STANDARDS 5-8 ORPHANS AND VULNERABLE CHILDREN ON INFLUENCE OF EDUCATIONAL SUPPORT SYSTEMS ON THEIR PARTICIPATION IN PRIMARY SCHOOLS

Dear respondents,

REF: REQUEST FOR ANSWERING THE QUESTIONNAIRE

The researcher is postgraduate student at Kenyatta University, researching on influence of educational support systems on participation of orphans and vulnerable children in primary schools. This questionnaire consists of several questions. Please read the instructions carefully before giving the answers. You are assured that the information you will give will be treated confidentially, please don’t identify yourself by writing your name anywhere in the questionnaire.

Attached is a food journal record where you will record the type of meals you will take while at home and the time you take the meals for five days. Thank you in advance for accepting to give the information.

Instructions: Answer all questions by marking a tick (√) in the box next to the right response.

Background information

a) What is your gender? Male □ Female □
b) What is your age?  

10 years ☐  11 years ☐

12 years ☐  13 years ☐

14 years ☐  Above 14 years ☐

Part A: Nature of nutritional support and its influence on participation of orphans and vulnerable children in primary schools

1. (a) Which meals do you take regularly while at home?

<table>
<thead>
<tr>
<th>Meal</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Are the meals taken at home enough?

- Enough ☐  Not Enough ☐

- More than Enough ☐

(c) With reference to regular food ticked in question 1 (a) above, How does this affect your participation in education…………………………………………
2. Are you provided food while at school?

   Yes [ ]
   No [ ]

   a) If yes, which type of food is provided?

      Porridge [ ]
      Githeri [ ]

      Any other (Specify)…………………………………………………………

   b) If yes, who provides the food?

      Parents [ ]
      Government [ ]

      Non-Governmental Organizations [ ]
      Faith Based Organization [ ]

3. Is there any form of food support you receive from the government?

   Yes [ ]
   No [ ]

   If yes which type of support?…………………………………………………………

   If No how has this affected your learning?...........................................

Part B: Nature of academic support and its influence on participation of
Orphans and Vulnerable Children in primary schools.

4. (i) a) How many exercise books do you need? .........................

   b) How many of the exercise books do you have? .........................

   c) How many textbooks do you need? ...........................................
d) How many textbooks do you have? .................................................................

(ii) a) Does the school provide you with exercise books?

Yes □ No □

If Yes, are the exercise books enough?

Enough □ Not Enough □

If No, Who buys you the exercise books? .........................................................

b) Does the School provide you with text books?

Yes □ No □

If Yes, Are the text books enough?

Enough □ Not enough □

c) How many pupils share a text book?

2 □ 3 □ 4 □

Any other (specify)............................................................................................

c) How is your learning affected if the exercise books and text books are not enough?........................................................................................................
5. a) Which other academic problems do you face while in school?

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

b) How does the school help you solve the problem faced while in school?

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


c) how does the academic problems in 5(a) affect your learning?

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

Part C: Nature of emotional support and its influence on participation of orphans and vulnerable children in primary schools

6. From the table below, may you tick the emotional problems you face?

<table>
<thead>
<tr>
<th>Emotional Problems</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low self esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination by other pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others : please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. How does the school help you solve the emotional problems mentioned above? .................................................................

8. From the table below, which challenges do you face when receiving the emotional support from the school?

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of counseling room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor teachers do not keep secrets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How does the emotional challenges faced in question 6 affect your learning? ........................................................................................................................................

...........................................................................................................................................................................
Part D: Intervention measures that can enhance education support systems for Orphans and Vulnerable Children

(a) From the table below, can you tick the ways you think can assist you meet your school needs?

<table>
<thead>
<tr>
<th>Ways of assisting</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community sensitization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private organizations support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People to campaign on your behalf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laws on children to be followed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others ; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) From the ways you have ticked from question 9(a) above, can you state how each way can meet your school needs;

(i) Government support  
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
(ii) Private organizations support .......................................................... 
..................................................................................................................
..................................................................................................................

(iii) Community sensitization .................................................................
..................................................................................................................
..................................................................................................................

(iv) Laws on children to be followed ....................................................... 
..................................................................................................................
..................................................................................................................
..................................................................................................................

(v) People to campaign on our behalf ..................................................... 
..................................................................................................................
..................................................................................................................
..................................................................................................................

9 (b) If the above suggestions are followed, how will be your school participation while in school? 
..................................................................................................................
..................................................................................................................
..................................................................................................................
APPENDIX II

FOOD INTAKE JOURNAL FOR OVCs

<table>
<thead>
<tr>
<th>DAY</th>
<th>WRITE TIME YOU EAT FOOD</th>
<th>TICK WHEN YOU EAT FOOD</th>
<th>WRITE THE TYPE OF FOOD EATEN</th>
<th>TICK WHEN YOU DON’T EAT FOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY: Time when food is eaten refers to:

- Breakfast
- Snack after school
- lunch
- 10 O’clock snack
- Supper
- Fruits after meals
APPENDIX III

QUESTIONNAIRE FOR STANDARDS 7 AND 8 REGULAR PUPILS ON INFLUENCE SUPPORT SYSTEMS ON PARTICIPATION OF ORPHANS AND VULNERABLE CHILDREN IN PRIMARY SCHOOLS

Dear respondents,

REF: REQUEST FOR ANSWERING THE QUESTIONNAIRE

The researcher is a postgraduate student at Kenyatta University, researching on influence of educational support systems on participation of orphans and vulnerable children in primary schools. This questionnaire consists of several questions. Please read the instructions carefully before giving the answers. You are assured that the information you will give will be treated confidentially. Please don’t identify yourself by writing your name anywhere in the questionnaire. Thank you in advance for accepting to give the information.

Instructions: Answer all questions by marking a tick (✓) in the box next to the right response.

Background information

(a) What is your gender? Male [ ] Female [ ]

(b) How old are you? 12 years [ ] 13 year [ ] 14 years [ ] Above 14 year [ ]
Part A: Nature of nutritional support and its influence on participation of orphans and vulnerable children in primary schools

1. Is there School Feeding Programme in the school which helps orphans and vulnerable children get food?

Yes ☐ No ☐

a) If yes, which type of food is provided?

Porridge ☐ Githeri ☐

Any other type of food (Specify)………………………………………………

b) If No, how does lack of food affect OVCs learning?...........................

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

2. Who provides the school food?

Parents ☐ Government ☐

Non Governmental Organizations ☐ Faith Based Organizations ☐

3. From the table below, may you tick the kind of special treatment given to orphans and vulnerable children when school food is being served?
<table>
<thead>
<tr>
<th>Special treatment</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being served more food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being served first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No special treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part B: Nature of academic support and its influence on participation of orphans and vulnerable children in primary schools**

4. May you tick the school related problems faced by orphans and vulnerable children?

<table>
<thead>
<tr>
<th>Problems</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of exercise books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of text books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of pens and pencils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor school attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) How does the school help the orphans and vulnerable children solve the above mentioned problems? .................................................................
........................................................................................................
c) How does the OVC’s school related problems in question 4 affect their learning?

Part C: Nature of emotional support and its implications on participation of Orphans and Vulnerable Children in primary schools

5. From the table below, may you tick the emotional challenges faced by orphans and vulnerable children?

<table>
<thead>
<tr>
<th>Emotional problems</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low self esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How do the school help the orphans and vulnerable children solve the emotional problems mentioned above?

7. How does the emotional challenges in question 5 above affect OVCs participation in school?
Part D: Intervention measures that can enhance education support systems for Orphans and Vulnerable children

8. (a) From the table below, can you tick the ways you think can assist in meeting orphans and vulnerable children’s school needs?

<table>
<thead>
<tr>
<th>Ways of assisting</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private organizations support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community sensitization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laws on children to be obeyed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campaign on behalf of OVCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 (b) Can you suggest how the ways you have ticked in question 8(a) above can meet school needs of orphans and vulnerable children;

(i) Government support

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

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

........................................................................................................................................
(ii) Private organizations support

(iii) Community sensitization

(iv) Laws on children to be obeyed

(v) Campaign on behalf of orphans and vulnerable children

8. (b) If the above suggestions are followed, how will be the participation of orphans and vulnerable children in school?

Thank you.
APPENDIX IV
TEACHERS’ QUESTIONNAIRE ON INFLUENCE OF EDUCATIONAL SUPPORT SYSTEMS ON PARTICIPATION OF OVCS IN PRIMARY SCHOOLS

Dear respondents,

REF: REQUEST FOR ANSWERING THE QUESTIONNAIRE

The researcher is a postgraduate student at Kenyatta University, researching on influence of educational support systems on participation of orphans and vulnerable children in primary schools. Please read the instructions of each question carefully before you give the answers. You are required to give the information sought accurately and freely. The information you will give will be treated confidentially and will be used for research purpose only. Thank you in advance for accepting to volunteer to give the information.

Instructions: Answer all questions by putting a tick mark (✓) in the box next to the right response.

Part A: Demographic information

1. Gender

   Male   

   Female

2. Age
3. **Your teaching experience**

- 5 years and below
- 6 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 years and above

4. **Your highest academic qualification obtained**

- C.P.E
- K.C.S.E
- K.J.S.E
- Any other (Specify)

5. **Your highest professional qualifications**

- Untrained
- S1
- P4
- Diploma
- P3
- Graduate
- P1

Any other (Specify)
**CATEGORY OF VULNERABLE CHILDREN**

a. From the table below, can you tick the category of vulnerable children affected by poverty in your school?

<table>
<thead>
<tr>
<th>Category</th>
<th>Meaning</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orphan children</td>
<td>Children who have lost one or both parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abused children</td>
<td>Children abuse sexually, physically and emotionally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child labourers</td>
<td>Children under 18 years who work for pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children from poor families</td>
<td>Children who have difficulties in meeting their basic needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neglected children</td>
<td>Children whose parents deliberately fail to provide them with basic needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Street children</td>
<td>Children who live in streets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Nature of nutritional support and its influence on participation of
Orphaned and Vulnerable Children in primary schools

b. Is there school feeding programme in the school which can help orphans and
vulnerable children access food?
Yes ☐ No ☐

a) If yes, which type of food is provided?
Porridge ☐ Githeri ☐

Any other forms of meals (Specify)………………………………………

b) Who provides the food? ………………………………………………..

If No, when did you lastly receive the food?

Last month ☐ One year ago ☐
3 years ago ☐ 5 years ago ☐

Any other (Specify)………………………………………………………

c) If No, how often do orphans and vulnerable children carry food from
home while coming to school?

Once per week ☐ Twice per week ☐
Every day ☐ Don’t carry at all ☐
c. (a) Does the private organizations support orphans and vulnerable children meet their nutritional need?

Yes [ ] No [ ]

If yes, which are these private organizations?

Faith Based Organization [ ] Non-Governmental organizations [ ]

Any other special treatment (Specify) ..........................................

(b) What kind of support do the private organizations give?

Food [ ] Money [ ]

Any other (specify) .................................................................

(c) With the food support given to OVCs, how does this affect their participation in education? .................................................................
Part C: Nature of academic support and its influence on participation of
Orphans and Vulnerable Children in primary schools

d. Can you state the academic needs of orphans and vulnerable children in your school have? ……………………………………………………………
………………………………………………………………………………
………………………………………………………………………………

5. From the table below, can you tick the academic support offered to orphans and vulnerable children in your school?

<table>
<thead>
<tr>
<th>Academic support</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Primary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from Special Needs teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. (i) a) How many exercise books do orphans and vulnerable children need?
…………………………………………………………………………………………
a) How many of the exercise books do the orphans and vulnerable children have?

b) How many text books do the orphans and vulnerable children should they have?

c) How many text books do the orphans and vulnerable children have?

d) How does the provision of exercise books and text books by FPE affect OVCs participation in your school?

7. (a) Which other problems do the orphans and vulnerable children face while in school?

b) How does the school help the orphans and vulnerable children solve the problems faced while in school?
Part D: Nature of emotional support and its influence on participation of Orphaned Vulnerable Children in primary schools

8. May you tick the emotional challenges orphans and vulnerable children face?

<table>
<thead>
<tr>
<th>Emotional Problems</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low self esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How do the above emotional challenges affect OVCs participation while in school?

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

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

10. From the table below, can you tick what the school does to help the orphans and vulnerable children solve the emotional problems mentioned above?
<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing guidance and counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involvement in co-curricular activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Can you tick the challenges faced by teachers when providing emotional support for orphans and vulnerable children?

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children not opening up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of counseling room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of enough time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of counseling skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How does the above counseling problems affect participation of OVCs education?  

........................................................................................................................................................................
........................................................................................................................................................................
Part E: Intervention measures that can enhance educational support systems for Orphans and Vulnerable Children

13(a) from the table below, can you tick the ways you think can assist meet Orphans and Vulnerable Children (OVCs) educational needs?

<table>
<thead>
<tr>
<th>Ways of assisting</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private organization support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community sensitization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of policies related to children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy on behalf of OVCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others; please specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14(b) Can you suggest how the ways you have ticked in question 10(a) above can meet OVCs educational needs;

(i) Government support……………………………………………………

…………………………………………………………………………..

(ii) Private organizations support……………………………………
(iii) Community sensitization

(iv) Implementation of children related policies

(v) Advocacy on behalf of OVCs

15. (c) If the suggestions you have made in question 10(b) above are adhered to, how would be the participation of the OVCs while in school?

Thank you
### APPENDIX V

**GROUP DISCUSSION GUIDE FOR ORPHANS AND VULNERABLE CHILDREN ON INFLUENCE OF EDUCATIONAL SUPPORT SYSTEMS PARTICIPATION OF OVCs IN PRIMARY SCHOOL**

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nutritional Support</td>
<td>a) How is the food offered at home in terms of nutrition and adequacy? (Which types of food do you take, is it satisfying?) &lt;br&gt; b) How does this affect your participation while in school? &lt;br&gt; a) What does the school do to help you meet your nutritional need?(SFP, Food relief, food bursaries) &lt;br&gt; b) How does this affect your school participation?</td>
</tr>
<tr>
<td>2. Academic support</td>
<td>a) Which are your academic needs in terms of;  &lt;br&gt; - Exercise books  &lt;br&gt; - Text books  &lt;br&gt; - Pens  &lt;br&gt; b) Which other problems do you face which hinder your learning?  &lt;br&gt; c) What has the school done to help you meet the academic needs?(FPE ,IEP ,Remedial classes)</td>
</tr>
<tr>
<td>3. Emotional support</td>
<td>a) Which emotional needs do you have?  &lt;br&gt; b) How does the school help you solve the emotional problems?(GC ,Co-curricular activities)  &lt;br&gt; c) How has the above support affected your school participation?</td>
</tr>
<tr>
<td>4. Ways of enhancing educational support system provided for orphans and vulnerable children.</td>
<td>a) Can you suggest what you think can be done to improve the support you are given in terms of;  &lt;br&gt; - Nutrition  &lt;br&gt; - Academic  &lt;br&gt; - Emotional</td>
</tr>
</tbody>
</table>
APPENDIX VI
HEADTEACHER’S INTERVIEW GUIDE ON INFLUENCE OF EDUCATIONAL SUPPORT SYSTEMS ON PARTICIPATION OF ORPHANS AND VULNERABLE CHILDREN IN PRIMARY SCHOOLS

Dear respondents,

REF: REQUEST FOR ANSWERING INTERVIEW QUESTIONS

Part A: Demographic Information

1. Sex

Male  Female

2. Age

25 years and below  36 - 40
26 – 30 years  41 years and above
31 – 35 years

3. Your administration experience

5 years and below  16 – 20 years
6 – 10 years  21 years and above
11 – 15 years
4. Your highest academic qualification obtained

C.P.E □ K.C.S.E □

K.J.S.E □ Any other (Specify)…………………………………

5. Your highest professional qualification

Untrained □ S1 □ PS □

Diploma □ P3 □ Graduate □

P2 □ P1 □

Any other (Specify) ……………………………

<table>
<thead>
<tr>
<th>Topic</th>
<th>Question</th>
<th>Probes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritional support</td>
<td>- Are there vulnerable children affected by poverty in your school?</td>
<td>- On your own opinion, which nutritional needs do OVCs have? How are the nutritional needs met at home?</td>
</tr>
<tr>
<td></td>
<td>- Please tell me about nutritional needs of orphans and vulnerable children (OVCs)?</td>
<td>- When interacting with caregiver of OVCs, which challenges do they face in terms of meeting OVCs nutritional needs?</td>
</tr>
<tr>
<td></td>
<td>- How does the school help the OVCs meet their nutritional need?</td>
<td>- As a school what do you do to help the OVCs meet their nutritional needs? Do OVCs receive any food support from the government?</td>
</tr>
<tr>
<td></td>
<td>- Do private organizations support OVCs nutritional need?</td>
<td>(like food relief and food bursaries)-How does these supports affect OVCs participation in primary school?</td>
</tr>
</tbody>
</table>
| Academic Support | - Which academic needs do OVCs have?  
- How does the school help the OVCS meet their academic needs? | - Probe specifically in terms of; School uniform, Exercise books, text books, pens, class concentration, performance and self esteem.  
- Probe specifically in terms of; FPE, IEP and remedial classes.  
- How have these supports affected OVCs participation while in school? |
|------------------|-------------------------------------------------|----------------------------------------------------------------------------------|
| Emotional Support| - What emotional needs do OVCs in your school have?  
- How does the school help the OVCS meet their academic needs? | - Probe in terms of psychological needs which hinder OVCs from learning.  
- Which strategies has the school put in place to support OVCs emotionally?  
- Probe in terms of guidance and counseling co-curricular activities and any other. How have these supports affected OVCs participation while in school? |
| Intervention measures that can enhance education support systems for OVCs | - In your own opinion, what are your recommendations that can enhance education support systems for OVCs? | - How can nutritional support be improved? How can academic support be improved? How can emotional support be improved? What will happen to OVCs participation in primary school after the educational supports are improved? |
APPENDIX VII
OBSERVATION SCHEDULE ON NATURE OF EDUCATIONAL SUPPORT SYSTEMS FOR ORPHANS AND VULNERABLE CHILDREN

(a) Special rooms used while supporting OVCs (Tick where appropriate)

<table>
<thead>
<tr>
<th>Facility</th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Dressing (Tick where appropriate)

<table>
<thead>
<tr>
<th>UNIFORM</th>
<th>CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neat</td>
</tr>
<tr>
<td>Pullover</td>
<td></td>
</tr>
<tr>
<td>Shirt/blouse</td>
<td></td>
</tr>
<tr>
<td>Dress/shirt</td>
<td></td>
</tr>
<tr>
<td>Shoes</td>
<td></td>
</tr>
</tbody>
</table>

C) School stationeries (Tick where appropriate)

<table>
<thead>
<tr>
<th>STATIONARIES</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Torn</td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
</tr>
</tbody>
</table>
d) School Bag (Tick where appropriate)

<table>
<thead>
<tr>
<th>Item</th>
<th>TYPE OF THE BAG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cotton Material</td>
</tr>
<tr>
<td>School bag</td>
<td></td>
</tr>
</tbody>
</table>

(e) OVCs interaction (Tick where appropriate)

<table>
<thead>
<tr>
<th>INTERACTION</th>
<th>RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Interaction with other learners</td>
<td></td>
</tr>
<tr>
<td>Interaction with the teachers</td>
<td></td>
</tr>
</tbody>
</table>
THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 21009 and 21983 – 90100
Email Address: countycommasaku@gmail.com
Fax No. 044-21999

When replying please quote

REF: C.C/STANDM 5/9/28

THE DEPUTY COUNTY COMMISSIONER
MACHAKOS SUB COUNTY

THE DO
KALAMA DIVISION

ALL CHIEFS
KALAMA DIVISION

RE: RESEARCH AUTHORIZATION

This is to authorize the Officer/Bearer of this note to carry research on “Education support systems for orphans and vulnerable children in public primary schools in Kalama Division of Machakos County.” The officer is from the National Commission for Science, Technology and Innovation. The research is slated to end on 31st August, 2014.

Your cooperation and assistance will be highly appreciated.

A.G. KIMANI
FOR: COUNTY COMMISSIONER,
MACHAKOS COUNTY.
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/14/6312/2379

Jeniffer Ndungulu Mutie
Kenyatta University
P.O.Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Education support systems for orphans and vulnerable children in public primary schools in Kalama Division of Machakos County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 31st August, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Machakos County.