FACTORS HINDERING THE EDUCATIONAL PERFORMANCE OF ORPHANS IN PRIMARY SCHOOLS IN EMBAKASI DIVISION OF NAIROBI PROVINCE, KENYA

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DECLARATION

"This Thesis is my original work and has not been presented for a degree in any other university".

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I dedicate this work to my dear parents Wilfred Geita and Juliana Wangari with much gratitude for all the sacrifice you made for me to get educated. May almighty Jehovah God bless you very much.
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I would like to express sincere gratitude to all whose contributions made the completion of this thesis possible. First, my appreciation goes to my supervisors, Dr. Geoffrey Karugu and Dr. Charles Wafula for their tireless devotion, scholarly guidance and encouragement.

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ABSTRACT

The rate of increase of the orphan population today is overwhelming. This high rate of increase in the orphan population is making the provision of their education strenuous because, despite the rationale for attaining free primary education there are other overheads to be financed. This coupled with the emotional problems associated with being orphaned hinder orphans from accessing and benefiting from basic education. A study in Kenya found that 52% of the children orphaned were not in school compared to 2% of non-orphans (Human Rights Watch, 2000). The purpose of this study was to identify which factors hinder the educational performance of orphans. The field survey research design was adopted. This design fits within the implications of ex-post facto research design in this study. Four researcher-made instruments were used to collect data.

The population of the study constituted about 400 orphaned learners in upper primary schools, about 98 standard eight class teachers and 33 head teachers. The sample of the study was drawn from Embakasi division of Nairobi province. Embakasi division has the largest population in Nairobi province and the largest number of schools. Simple random sampling was utilised to select 11 primary schools to participate in the study. One of the sampled schools was selected through the raffle method for piloting. Purposive sampling was used to select 90
standard eight orphaned learners, 30 standard eight class teachers and 10 headteachers. The total sample constituted 130 subjects.

A pre-test was done at Kariobangi North primary school to enhance validity and reliability of the research instruments. Descriptive statistics were used to analyse the data. The findings revealed that orphaned learners experienced emotional, social and economic problems and problems of adjustment which hindered their educational performance. These findings suggest that the factors that hinder the educational performance of orphaned learners emanated from teachers inadequacy in skills for addressing the emotional and social problems that orphaned learners experience, the MOEST’s failure to provide extra funds for the orphans in the free primary education and the society’s continued stigmatization of orphans particularly the AIDS orphan and lack of capacity by the communities to cater for the needs of the orphans within their areas due to poverty and lack of a government policy on the plight of orphans among others.

On the basis of the data collected, it was generally recommended that the MOEST should; in-service teachers in the area of emotional disorders; ensure that there are functional guidance and counseling programmes in primary schools; provide extra funding for orphaned learners in the free primary education programme; and formulate a policy on the provision of education and basic needs of the orphaned children.
LIST OF ABBREVIATIONS AND ACRONYMS

ACE    Alliance for Children Everywhere
DCOF   Displaced Children and Orphans Fund.
GoK    Government of Kenya
ICROSS International Community for Relief of Starvation and Suffering
HIV/AIDS Human Immunodeficiency Virus/ Acquired Immune Deficiency Syndrome.
ICROSS International Community for the Relief of Starvation and Suffering
MOEST Ministry Of Education Science And Technology
NASCOP National AIDS/STD Control Programme.
NGLS   United Nations Non-Governmental Liaison Service.
NGO    Non-Governmental Organization.
UNAIDS Joint United Nations Programme on HIV/AIDS.
USAID United Nations Agency for International Development.
WHO    World Health Organization.
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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The large number of the ever-increasing orphan population all over the world today is overwhelming. Year 2000 estimates by the United States of America Census Bureau suggested that, globally, more than 15 million children under the age of 15 years had lost their mother or both parents to the Human Immunodeficiency Virus (HIV) /Acquired Immune Deficiency Syndrome (AIDS) or to other causes (Hunter and Williamson 2000). As this population is increasing the provision of basic education is emerging as a critical factor in the care and aid for those affected particularly in Africa.

Within the developing countries, sub-Saharan Africa accounts for the highest number of orphans in Africa than anywhere else in the world. According to the United Nations Education, Science and Cultural Organisation (UNESCO) statistics, the sub-Saharan Africa accounted for only 10.4% of the world’s population and in contrast it accounts for 78.6% of the AIDS orphans in the world (UNESCO, 2003).

In 2001 Kenya had an estimated 1,659,000 orphans. In the same year there were 12% households with children taking care of orphaned siblings. It is projected that in 2010, Kenya would have 2,099,000 (14% of all children) orphans (Chege, et al. 2005.)
According to UNESCO (2003) the HIV/AIDS pandemic has had a negative impact on individual families, increased the number of families headed by children, increased the likelihood of malnourishment, declined school enrolment and led to a spillage of orphans in the streets.

Apart from the HIV/AIDS pandemic, civil and international wars are among other major causes of orphaning. No fewer than 17 of Africa's 53 countries have suffered from wars or civil conflict during the last decade, many still do. One consequence of crisis situations is an increase in orphaned children. For example, since mid-1980s, the Darfur region in southern Sudan has been facing destructive, silent tragedy, which has claimed the lives of over 50,000 Africans (United Nations Report, 2004).

According to UNESCO (2001) two hundred thousand lives on the African continent were lost to conflict and war in the year 1998. A look at the war-related deaths indicates that the number of orphans has increased in a period, which has seen unparalleled proof of man’s barbarity. While in the World War one, civilian casualties were below 10% of the total casualties, modern military waging “total war” does not discriminate between the combatants and non-combatants, with the result being that civilian casualties have accounted for 80-90% of the total casualties in recent years (UNICEF 1991). This is an indicator to a large number of the war-related orphans.
Generally, a look at the death tolls in the Rwanda genocide, the United States of America September eleventh 2002 bombing, the August 1998 bombing of the American embassy in Kenya, the war against Iraq, the July 2005 killings in Marsabit Kenya to mention but a few, are evidence to the large number of deaths caused by wars, leaving behind a large orphan population.

Natural calamities such as drought and flooding could also lead to deaths in the region they occur, the December 2004 Tsunami calamity along the shores of the Indian Ocean and the frequent drought and famines in the northern part of Kenya are good examples. These mainly result to the death of parents leaving behind some orphaned children.

The spillage of orphans is particularly a disturbing phenomenon owing to the high rate of increase in their population making the provision of their basic needs and education strenuous. Kinyua (2003) noted that due to poverty and poor economic status in Kenya, church organisations, voluntary bodies and non-governmental organisations (NGOs) mainly cater for the basic needs of orphaned children, their education is usually a secondary priority. Hence the orphaned children are placed in the category of disadvantaged children (UNESCO 2001).

According to Allemano (2003) disadvantaged children are those children whose basic needs such as food, clothing, shelter, education, and medical security are not met for
them to adequately benefit from education. Orodho (2004) posits that despite the rationale for attaining free primary education in Kenya there are other overheads to be financed hence, orphaned learners are disadvantaged children.

The United Nations (2004) used the term disability to mean any restriction or lack of ability to perform an activity in the manner or within the range considered normal for human beings. Following this definition orphaned children are therefore considered as being disabled because their orphan status could hinder them from performing in education as they would normally perform.

Orphan-hood has continued to increase vulnerability of children mainly because of the trauma from parental death(s), resultant poor health from lack of adequate care and protection, deprivation of a family structure as well as threat of emotional and physical hazards. The likelihood of being separated from siblings also increases vulnerability and duress on orphans. The likelihood of child labourers working for long hours is also a threat on orphaned children (Chege et al 2005). Because of their vulnerability orphans are likely to perform poorly in education.

Williamson (2000) argued that, some orphaned children become the primary caregivers to their sick parent(s) or take responsibility for tending to their younger siblings, increasing their chances of performing poorly in education or dropping out of school. When parent(s) die, orphans are left without family heads, role models in
the house, they are also left to fend for themselves and their younger siblings. Some children starve and have to work. Other orphaned children may be treated poorly or abused in their new homes resulting in emotional distress, consequently their educational performance is negatively affected.

According to Kirk, et al. (2003), “The presence of such emotional disturbances in school strongly predicts future school failure, school dropout, delinquency and adult psychiatric problems.” Consequently UNESCO (2001) stated that, “Efforts must be made to reach the orphaned....children and youth to guarantee their rightful participation and success in education.”

1.2. Statement of the Problem

There were 34 million orphans in the sub-Saharan Africa by 2003 (USAID 2003). The education of such children poses a critical development challenge as guardians and care-givers may not have the financial resources to adequately provide them with basic education, besides school environments (nature of time-table and lack of teacher skills) may not be responsive to their educational needs.

The rapidly growing number of orphans, the stigma associated with HIV/AIDS, the sporadic school attendance by orphans, the greater need for psycho-social support and poverty represents a major challenge to sub-Saharan African educational systems, which are not well adapted to the learning needs of orphans.
Keeping orphans at school is crucial for their future. This can provide education that can work as a safety net in the child's life. A study done in Kenya by the Human Rights Watch (2000) found that 52% of the children orphaned were not in school compared to 2% of non-orphans. It is therefore important that great efforts are made to keep orphaned children in school and to ensure that they benefit from education.

Research has indicated that orphans are at a high risk of dropping out of school or performing poorly in education, however none of these studies have focussed on the factors hindering the educational performance of orphans in primary schools. Therefore there exists a knowledge gap. In view of this gap the task of this study was to uncover the factors hindering the educational performance of orphans in primary schools in Embakasi division of Nairobi province.

1.2.1. The Purpose of the Study

The research aimed at establishing the factors hindering the educational performance of orphaned learners in primary schools in Embakasi division.

1.3. Objectives of the Study.

This study was guided by the following objectives:

(a). Document the emotional disturbances hindering the orphans' educational performance.

(b). Find out the social problems hindering the orphans' educational performance.
(c). Uncover economic problems hindering educational performance of orphans.

(d). Identify the problems of adjustment hindering the educational performance of orphans.

1.4. Research Questions

Based on the stated objectives the study sought to answer the following research questions.

(a) Which emotional disturbances hinder the orphans' educational performance?

(b) Which social problems hinder the educational performance of orphans?

(c) Which economic problems hinder the educational performance of orphans?

(d) What problems of adjustment hinder the orphans' educational performance?

1.5. Significance of the Study

The research aimed at identifying the factors hindering educational performance of orphans. Such information is useful to the teachers, the local and international bodies such as the non-governmental organisations, church organizations and other voluntary organizations interested in contributing towards the education of the orphaned children in Kenya. The government of Kenya would find the study findings particularly useful when allocating funds for the free primary education and when planning educational curriculum for the training and in-servicing of primary school teachers.
1.6. Limitations of the Study

The study was subject to the following constraints. The time set to complete the study impelled the researcher to draw the population and sample from Embakasi division only due to its high population and high number of schools.

Only standard eight pupils were included in the study because they had been in school longer than the others, hence they were better placed to understand the factors hindering their educational performance.

1.7. Assumptions of the Study

The study was based on the following assumptions:

- That what we may know as the factors hindering the educational performance of orphans would have meaning only within given contexts.

- That the experiences of the realities of being orphaned vary from individual learner to individual learner.

- That orphaned learners in primary schools were not guaranteed their rightful participation and success in education because the factors hindering their educational performance have not been adequately identified and addressed.

- That school heads are aware of the orphaned learners in the primary schools.
1.8. Theoretical Framework

The study was based on Maslow’s theory of hierarchy of human needs. Maslow (1970) in his paper ‘A theory of human motivation’ proposed a theory of hierarchy of human needs. His theory contends that the human needs are universal and that as the basic human desires are met, humans desire higher needs. He came up with a list of human needs that are satisfied in a hierarchical order with five levels (as shown in Figure 1), which must be achieved to achieve complete human development.

The four lower levels needs are depicted together, as deficiency needs. The top level is a category of being needs. Higher needs come into focus only after lower needs in the pyramid are met. The strongest needs are the physiological needs that pertain to the physical survival and biological maintenance of organisms. They include food, shelter and clothing. Safety needs come second. They refer to an organism’s requirement of an orderly, stable and predictable world.

Orphans because of their circumstances find it very difficult to satisfy even the lowest (physiological and safety) needs, hence they worry about their basic needs such that their education is only considered after they are assured of food, shelter and clothing. In most cases such an assurance is lacking for the orphaned learners. This makes them anxious and insecure and this hinders their educational performance.
According to Maslow (1970) needs for love and belonging arise only after physiological and safety needs are met. The individual seeks affection and intimate relationship with other people needing to become part of a particular group. Young children need the tender care of loving parents. Orphans often have to live with foster families, grand parents, or unloving relatives who might not offer them love as their biological parents would. This makes them withdrawn and antisocial, hence portraying behaviour problems, and as Horney (1945) posited basic anxiety, loneliness and helplessness may result from feelings of insecurity in human relations.
Following this argument orphaned children may be unable to establish or maintain good inter-personal relationships with peers and with teachers. This may reflect negatively in their educational performance, as they may be unable to consult the teachers, discuss or play with other pupils.

In the absence of parents the children's needs might not be met satisfactorily. This creates insecurity among the orphans. Horney (1945) called the negative factors that provoke insecurity in a child basic evil. They include isolation, hostility, indifferences, disparagement, parental discord, and lack of guidance and the lack of encouragement and warmth. The death of parent(s) might provoke such conditions in the orphaned child's life. The study aimed at documenting the factors that hinder the educational performance of the orphans as tied to this theory.

1.9 Operational Definition of Terms

Adjustment problems; refers to the inability of a child to adapt to life as an orphan.

AIDS orphan; refers to a young person who has lost the parent(s) and/or his/her guardian to AIDS.

Economic needs; these refer to the availability of basic needs such as food, shelter, clothing and medical cares to enable the orphaned child lead a normal school life.

Educational performance; refers to the ability of a learner to carry on all activities (such as school attendance, establishing normal social relationships at school, being
attentive in class etc.) involved in the learning process in order to achieve in education as she/he would if she/he was not an exceptional child.

**Emotionally disturbed child;** this is a child whose emotional conditions are medically or psychologically determined to the extent that the child cannot be adequately educated in regular classes without the provision of special services.

**Orphan;** refers to a child whose parent(s) or guardian has died.

**Pandemic;** is a disease that is widespread over a large area or among a population.

**Social needs;** these refer to the orphaned child’s ability to establish and maintain good inter-personal relationships with the people he/she interacts with.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

According to Norris and Lakin (1962) the education of children is a major responsibility of the society. Indeed a democratic society tries to educate all persons to the fullest extent. However there are still large groups of people in our society not educated to the fullest extent. Among these groups are the orphaned children, for whom interest is now rapidly developing and expanding. Such children need selected and regulated experiences in order to assume or reassume responsibilities in order to learn more effectively, and in order to move toward and maintain normality in living. This is only possible if the factors affecting the educational performance of such children are identified and addressed adequately.

However although research has indicated that 52% of the orphaned children are not in school (Human Rights Watch 2000), there lacks adequate information relating to the factors hindering the educational performance of the orphans in Kenya. This section is a review of studies relating to factors hindering the education of orphans. The section will be discussed under the following sub topics:

a) Emotional problems hindering the educational performance of orphans.
b) Social problems hindering the educational performance of orphans.
c) Economic problems hindering the educational performance of orphans.
d) Adjustment problems hindering the educational performance of orphans.
e) Programmes catering for emotional, social, economic and adjustment problems of orphans in African countries.

f) Related literature on problems encountered by orphans in Kenya.

2.1. Emotional Disturbances Hindering Educational Performance of Orphans

2.1.1. Definition of Emotional Disturbance

Section 300.7c(4) of the Individuals with Disabilities Act (1997) defines Emotional Disturbance as a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

c) Inappropriate types of behavior or feelings under normal circumstances.

d) A general pervasive mood of unhappiness or depression.

e) A tendency to develop physical symptoms or fears associated with personal or school problems.

f) The term includes schizophrenia.

The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.
The term emotional disturbance is often used interchangeably with the terms emotional disorder/problem, behavior disorder/disturbance. The symptoms of Emotional Disturbance can include everything from severe anxiety to having strange thoughts and hearing voices that nobody else can hear (Koegel, et al. 1996).

2.1.2. Types of the most common emotional disturbances.

a). Schizophrenia; Often mistakenly identified as "split personality", or the correct term, "multiple personality", schizophrenia actually means split-mind.

b). Depression

Depression is an illness that affects many people of all ages. The Depression includes a wide spectrum of physical and psychological symptoms. Typically individuals will experience 2-3 of the following symptoms, but not all, for more than 2 weeks: feelings of helplessness and hopelessness, self-hatred, constant questioning of thoughts and actions, an overwhelming need for reassurance, being vulnerable, feeling guilty, a loss of energy and motivation, that makes even the simplest tasks or decisions seem difficult, agitation and restlessness, finding it impossible to concentrate for any length of time, forgetfulness, physical aches and pains (Osher, et al, 1994).
c). Anxiety Disorders; According to the Anxiety Disorder Association of America anxiety disorders are the most common emotional disturbance affecting both children and adults" Osher, et al, (1994). The association identifies the following categories of anxiety disorders:

i. Generalized Anxiety Disorder (GAD): Children with GAD worry excessively and unrealistically for six months or more about a variety things including, but not limited to, grades, performance in sport, and family issues. Symptoms may include restlessness, muscular tension, insomnia, fatigue, irritability, difficulty concentrating, abdominal upsets, and dizziness.

ii. Post-Traumatic Stress Disorder (PTSD): Following a traumatic event such as the unexpected death of a loved one, a sexual or physical assault or a catastrophic event, individuals with PTSD will find themselves reliving the experience through nightmares or flashbacks, avoiding places related to the trauma, and/or detaching themselves from others through emotional numbing, and/or experiencing problems with sleeping, irritability, and poor concentration. Symptoms usually begin within 3 months of the trauma, although sometimes 6 months and even years can pass before the appearance of symptoms.

iii. Societal Anxiety Disorder (Social Phobia): SAD is extreme anxiety about being judged by others or behaving in such a way that might cause embarrassment or
ridicule. The symptoms include extreme perspiring, blushing, heart palpitations, and faintness.

d). Adjustment Disorders
Describe behaviors children may exhibit when they are unable, for a time, to appropriately adapt to stressful events or changes in their lives. Children with adjustment disorders may have difficulty in educational or social domains, or they may have aggravated physical symptoms which do not have a medical basis (Hamilton, et al. 1994).

e). Disruptive Behavior Disorders
Encompass some of the more common disorders of childhood, including Attention Deficit Hyperactivity Disorder (ADHD) and Conduct Disorders. ADHD, defined as a pattern of behavior combining inattention, impulsivity, and hyperactivity, is usually present in a child before the age of seven. Some children with attention deficit hyperactivity disorder have secondary diagnosis, such as learning disabilities, conduct disorders, or depression. Conduct Disorders as a category refers to youth whose behaviors violate social norms. Some children with conduct disorders may refuse to follow rules at home or in school, become truant, delinquent, or even violent. An appropriate, supportive behavioral intervention program is a key component of a treatment program for such youth (Hamilton, et al. 1994).
2.1.3. Related Literature on Emotional Disturbances Hindering Educational Performance of Orphans

Bukatko and Daehler (1995) posited that Children’s well being and development depend very much on the security of family relationships, and a predictable environment. A child suffers emotional conflict whenever anything interferes with the satisfaction of his instinctual drives and his frustrations produce a state of tension that hinders learning. Many orphans experience anxiety, depression and despair as they endure the loss of parental support and nurturing or helplessly watch their parent(s) slowly succumb to a dilapidating disease, this hinder their educational performance (Williamson, 2000).

The situation of children affected by AIDS, especially orphans, is exacerbated by psychological trauma. This is a much neglected aspect of the care and protection of orphaned children. The government and other stakeholders are more concerned with the prevention of the spread of HIV/AIDS and the provision of the anti-retroviral drugs, and hence the education of orphans remains a minor priority.

A study done by Dana, et al. (2001) showed that social service professionals have long identified placement instability of children in foster care as a concern. In most instances when parents die, a child is displaced to live either with foster parents, relatives or grandparents. This placement disruption may be linked to problems with attachment and emotional problems in children. These types of problems are not only
harmful to the child’s education but also increase the risk that a cycle of placement and education instability will be perpetuated. Such change of placement may create anxiety in children, which could in turn result in emotional disorders. The severity of emotional disturbances is significantly related to high rates of placement disruptions.

Kirk, et al. (1998) argued that a child’s emotional disturbances are strong indicators of future difficulties in school and society. However Norris and Lakin (1962) believe that the average teacher can be taught to handle small groups of emotionally disturbed children in the typical school setting. Thus it is unnecessary to separate the child from his home environment in order to help the child with his/her emotional problems.

2.1.4. Emotional State of Orphans in Rwanda

A study carried out in Rwanda by UNICEF, (1996) revealed that when children have been exposed to events beyond the normal boundaries of human experience that are traumatic, or to psychologically wounding events, all kinds of stress reactions will be apparent, these are normal reactions to abnormally distressing events. Some children may withdraw from contact, stop playing and laughing, while others dwell on feelings of guilt or sorrow. Other signs include changes in temperament, eating disturbances, learning problems, vague aches and pains etc.

Some children suffer from post-traumatic stress reaction. This signifies a more long-term disturbance of emotions that could hinder educational performance. Some
children who lived through the Rwanda genocide, blame themselves for the death of their parents, while some blame themselves for surviving or feel it would have been better to be killed with their families, such feelings affect their educational performance (UNICEF, 1996.)

2.2. Social Problems Hindering the Educational Performance of Orphans

Czarnik (2003) observed that in the 19th century in England some orphans were placed in almshouses that were often shared with the adults who were homeless and the (sometime dangerously) mentally ill in an age when many mental illnesses were incurable. Other orphans often lived homeless as “street urchins” or were cared for in orphanages or occasionally by monasteries.

This indicates that orphans were discriminated against or denied a chance to lead a normal life because of their orphan status. The discrimination along social classes was particularly evident in the sphere of education. Orphans were given lower quality education or none at all. However they were provided with food, clothing and shelter. Furthermore fathers were supposed to make arrangements for their children in the event of their death (Horn, 1997).

Williamson, (2000) posited that due to the stigma attached to AIDS, community members often discriminate against the orphaned children or deny them social, emotional, economic and educational support. The girl child in particular is
vulnerable because when parents fall ill the girls are more likely to drop out of school to assume household and care giving responsibilities (Kelly, 2000).

Neville and Southgate (1989) emphasized that schooling is one of the activities of a good society and it is one way among others of providing welfare to the people. They proposed that a welfare organisation be established by the society to cater for the needs of the disadvantaged children.

However, Vandermoortele and Delamonica (2000) noted that "Education vaccine against HIV is likely to be the only one available in the near future". Hence Primary education has the ability to play a role in fighting the spread of HIV and to arrest the high rate of increase in the orphan population. Recent studies have shown that beyond the initial stage of the AIDS pandemic education reduces the risk of infection and as a result the rate of orphaning would drop.

The attachment theory underscores the link between a person’s early childhood relationship with each parent and the ways they reason and relate to other people all their lives.

Bowlby (1969) was concerned with the detrimental effects of institutionalization on infants and young children. He argued that a child needs a loving relationship with his parents in order to develop appropriate social behaviours later in life. Following
Bowlby’s argument orphans are deprived of the chance to develop appropriate social behaviours later in life. This means that orphans are at a high risk of developing behaviour problems in school. This could affect their relationships with teachers and peers and impact negatively on their educational performance.

Carolyn and Willard (1995), supported attachment theory by pointing out that children who experience historical inconsistency and insensitive care giving develop insecure attachments and come to believe that others will treat them unfairly and unpredictably. Such a situation will affect their inter-personal relationships resulting in emotional disturbances and social problems.

According to attachment theorists such as Margaret Mahler and Therese Benedek, (1966) roughly 70% of all the people are securely attached to their parents in early childhood. This means that they felt loved by their mothers without being overly dependent, overly protected and overly involved with them. As a consequence they are self-confident and self-reliant enough to learn the skills they need in order to get along well and become intimate with people. The opposite is true for the orphans, they are often withdrawn and they appear anti-social in school (Nielsen, 1996).

According to Bukatko and Daehler (1995) “the separation of the infant from the biological mother at an early age produces socio-emotional difficulties even ten years later, particularly in the child’s ability to form relationships with others.” Assisted by the ideas presented by the attachment theory this study will focus on the factors
associated with orpharing that hinder the educational performance of the orphaned child.

2.3. Economic Problems Hindering the Educational Performance of Orphans.

Arising in conjunction with and compounding the other forms of disruption and displacement associated with becoming an orphan is a change in a child's economic circumstances. The economic insult associated with HIV/AIDS typically begins while the child's parent is still alive but already sick with AIDS-related illnesses (Ainsworth and Filmier, 2002).

When parents become sick, household income declines and medical expenses increase forcing young children to drop out of school since they cannot afford food, clothing and other expenses (Williamson and Hunter, 1998). This has led to a rapid increase of street children. As household income falls, families are often forced to consume less nutritious foods and are regularly denied basic health services (The World Bank, 1999).

Education systems in many developing countries are vulnerable to natural and man-made disasters that have hindered progress. These factors have devastating effects on education in Africa. For example, the number of students dropping out of school has increased alarmingly in recent years, mainly due to conflict and HIV/AIDS and other emergencies that have spawned an increasing number of orphans. A large number of
them live on the streets and hence their educational performance is affected negatively (UNESCO, 1999).

According to NGLS (United Nations Non-Governmental Liaison Service), (2000) over 33 million people were living with HIV by the end of 1999 and over 16 million adults and children have already lost their lives to the disease. Hepburn (2001) pointed out that most of those dying are parents stricken in the prime of their lives. These deaths have resulted in the spillage of a large population of orphans whose economic needs are rarely addressed by the responsible parties. As a result such orphaned children have to work to earn a living or lead a life of begging in the streets at the expense of their education.

The World Bank (1999) noted that although African families have traditionally enabled their communities to deal with the disaster of orphaning, it appears that the AIDS pandemic is stretching them beyond their capacity. Institutional care is prohibitively expensive, does not meet the children’s developmental needs and many countries lack the management capacity to ensure adequate and safe institutional care for the children. This is the situation that most orphans in Kenya experience. Hence their educational performance has been hindered.
2.4. Adjustment Problems Hindering the Educational Performance of Orphans

A factor that adds to the psychological burden of many orphans is separation from their siblings. If children have been together through the ordeal of seeing their parent(s) die, they are likely to depend heavily on one another for emotional support (Hunter and Williamson, 2000). In the event of the death of a parent, the orphaned children are often separated to live at different places with relatives, friends or at children’s homes. Most orphans will have problems adjusting to living with different people and away from their siblings. Further the sorrow, guilt or anger resulting from having lost a loved one may overwhelm orphaned children.

A child with such feelings has neither peace of mind, nor the motivation for learning. As a result of being orphaned, children might be left on their own to take on premature responsibilities of looking after themselves and their younger siblings, resulting in child headed families.

The new demanding responsibilities may affect their ability to attend classes, concentrate on learning and may not give them time to be themselves. Some orphaned children are forced to work to earn a living for themselves and for their siblings, this affects/interferes with their upbringing and education. It also affects their physical, mental and spiritual growth and development hindering their educational performance (Convention on the Rights of Children, 1989).
2.5. Programmes Catering for the Emotional, Social, Economic and Adjustment Problems of Orphans in African Countries.

Several initiatives are being tried in different African countries to alleviate the impact of orphaning on educational performance. Donahue (2000) suggested increasing access to education indirectly through financial strengthening, community mobilization, and national advocacy for the orphans. This approach is designed to increase household income and assets, thereby enabling children to stay in school.

The Displaced Children and Orphans Funds (DCOF) (1999) suggested the following to help in checking the factors hindering the orphans from performing in education as other children without disabilities; building and supporting the capacity of community care; NGOs and governments to work with local leaders to mobilize communities to encourage all children to go to school; assisting vulnerable households with basic tasks; and persuading schools to accept vulnerable and orphaned children. These ensures that orphans access basic education. For example the Zimbabwe government has established a community based orphan care project.

Hepburn (2001) proposed sensitizing teachers to the psychological needs of orphans and other vulnerable children. This promotes social integration of isolated children and helps avoid stigmatizing those affected by AIDS. To achieve this teacher training should include counseling skills, classroom management strategies that minimize stigmatization and the organization of structured activities to promote the social
integration of isolated children. This programme has been integrated by NGOs in Malawi and Zambia.

Community schools are the most popular methods of intervention in the education for orphans. The following community school based intervention has been implemented in Zambia and has proved to alleviate the factors hindering the educational performance of orphaned children.

2.5.1. 'Bwafwano' in Zambia's Copper Belt – Kitwe

CINDI-Kitwe-a community based organization has 1250 volunteers who form a network that registers orphans, acts as their advocates with the authorities and the communities and empower the communities to look after the orphans in their midst. This organisation called 'Bwafwano' (means helping another) cares for those with AIDS and their dependants. The organisation has a school with over 500 pupils who are taught in a series of shifts. These children are provided with a mid-day meal of maize and vegetables. For many it is the only meal of the day (Cecily’s Fund 2004). In spite of many limitations, these initiatives ensure the disadvantaged children particularly the orphaned children access basic education.


Kenya is a developing sub-Saharan country, according to available statistics it is among the countries hardest hit by the impact of the HIV/AIDS. The MOEST (2001)
cited HIV/AIDS pandemic as posing a serious threat to education. The permanent secretaries in the MOEST in 2000 told Human Rights Watch that AIDS is a driving force behind the increase in the school drop-out rate in recent years in the country. The 1999 census put the figure of children out of school at 4.2 million, majority of who were orphans (Human Rights Watch, 2000).

The Kenyan first lady (Kibaki, 2005) commented that “in Kenya, and in spite of our efforts to fight HIV/AIDS through prevention, treatment and education, the number of orphans...has been increasing steadily. Currently there are approximately two million AIDS orphans in the country”.

A study by several university-based researchers and ICROSS (International Community for Relief of Starvation and Suffering), an NGO based in Kenya, showed that children orphaned by AIDS had significantly lower rates of school enrolment and retention. They suffered higher rates of severe and moderate malnutrition and were more likely to be in child-headed households and hence their education is affected negatively (UNICEF, 1991).

According to Battazar et al. (1999) orphans are informally adopted by relatives or taken to children orphanages or to rehabilitation centers. However, due to the AIDS pandemic the orphan population is increasing so rapidly that there is tremendous strain on social systems in trying to cope with the large number of orphans.
Consequently, many grandparents are left to care for young children, some families are headed by children as young as 10-12 years old while other orphans become street children. This state of affairs will obviously reflect negatively on the educational performance of the orphans.

A study conducted by the National AIDS/Sexually Transmitted Diseases Programme (NASCOP), (1999) projected that the number of orphaned children in Kenya would increase from 750,000 by the year 2000 to over 2,000,000 by the year 2010 as indicated in figure two. This indicates that the main cause of orphaning in Kenya is the HIV/AIDS pandemic.
Kamunge (1988) emphasized that children be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health, physical, mental, spiritual, moral or social development. However in urban areas today, many orphaned children are economically exploited, for example, "With some guardians, there is abuse, ---
children are told to go to the dumps and streets and come back with money in the
evening....We find children as young as eight years old who are the bread-
winners" (Human Rights Watch, 2001). Such economic responsibilities and abuse will
hinder the educational performance of the orphaned children.

Lack of parental love and the effects of the hardships following orphaning make the
orphaned learners lonely, tired, unhappy and sometimes hot-tempered. Some hide
their talents or hesitate to participate in class for fear of being ridiculed, particularly
the AIDS orphan. Kihara (2003) posited that “these children undergo a lot of
psychological distress as they live and care for sick parents, live with unloving
relatives, face death of a parent, care for their young brothers and sisters, spend
hungry nights and face stigmatization among other things”.

Although research has indicated that orphaned children are at a high risk of dropping
out of school, little has been done to investigate the reasons for this tendency. The
current study was designed to document the factors hindering the educational
performance of orphans in primary schools in Embakasi division of Nairobi province.

2.7. Summary of the Literature Review

Throughout the literature review it has been stressed that orphaning produces some
problems which could hinder the educational performance of the orphaned learners.
The literature review has also emphasized that the increasing number of orphans is posing a serious threat to the provision of their education.

Some initiatives such as financial strengthening of communities, community mobilisation, interactive radio education, sensitizing teachers on the psychological needs of orphans and community schools among others have been tried in some African countries with some degree of success to alleviate the impact of the factors hindering educational performance of orphans.
CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter describes the methods that were used to find answers to the problems stated in chapter one. This description was undertaken under the following sub-topics.

3.1. Research Design.

Since the study was geared towards identifying the factors hindering the educational performance of orphans in primary schools in Embakasi Division of Nairobi province, a field survey methodology was chosen. According to Moser and Kalton (1985) a field survey entails an extensive research on the nature of the existing conditions.

The survey method in this study fits within the implications of an ex-post-facto research design because;

- According to Cohen et al. (2001) an ex-post-facto research design is that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. She then studies the independent variable or variables in retrospect for their possible relationship to, and effects on, the independent variable.

- Therefore this design is suitable for studying conditions or events which have already occurred and now exist in the field.
• It investigates and helps to establish the nature of relationship among the variables.

• It is recommended for research purpose in social sciences such as education.

The research design allows the researcher to explore causal relationship among variables that cannot be manipulated experimentally. The design was chosen because the effects of being orphaned have already taken place, and have already had their effects on the educational performance of the orphaned learners. This method yields useful information concerning the nature of a phenomenon and hence it's a valuable exploratory tool.

3.1.1. Variables

According to Mugenda and Mugenda (1999) a variable is any particular trait which can take a range of values in a population or a sample. This study had both independent and dependent variables. The dependent variable comprises educational performance while the independent variables constitute emotional disturbances, social, economic and adjustment problems.

3.2. Location of the Study

This study was carried out within Embakasi division of Nairobi province. The 1999 population census showed that Embakasi was the most populous division of Nairobi
province hence it has a high death rate resulting to a large population of orphaned children (Nairobi City Council, 2005).

There are several informal settlements in Embakasi division meaning that majority of the people in this division are poor. Consequently, although there are better medical services in Nairobi province, health care is expensive and not easily accessible to the majority particularly the poor living in informal settlements.

Embakasi division has the largest number of schools in Nairobi province. There are thirty-three public primary schools in the division. This large number of schools was beneficial in cutting on transport costs. The researcher was able to visit the schools personally to sample and to collect data.

3.3. Target Population

This study was conducted in public primary schools in Embakasi division. There are thirty three public primary schools in Embakasi division. The target population in this study comprised about four hundred orphaned learners in upper primary school classes in the division.

An adequate assessment of emotional disturbances in a child cannot be made without interviewing the adults responsible for the child (Garwood, 1983). Hence the target population in the research also included all thirty-three headteachers and all the
ninety-eight standard eight class teachers in the upper primary school classes. It was from this population that the sample of the study was drawn.

3.4. Sampling Procedure and Sample Size.

3.4.1. Sampling Procedure.

The study adopted simple random sampling to select the eleven schools in Embakasi division. One of the sampled schools was randomly selected to participate in the pilot study.

All the ninety standard eight orphaned learners from the sampled schools were selected purposively to participate in the study. Standard eight orphaned learners were selected because they had been in school longer than the other learners had, hence they were better placed to identify the factors that hinder their educational performance.

Three standard eight-class teachers and a headteacher were selected purposively from each of the sampled schools. Class teachers were selected based on the assumptions that they were in close contact with their pupils in classes and that they normally prepared performance and attendance records of the pupils. One school was randomly selected for the purpose of observation. Three learners were then selected randomly from the sample of orphaned learners already identified in the school to be observed as they interacted in class activities and during play.
Table 1. Sampling Grid

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Class teachers</td>
<td>8</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>Orphaned learners</td>
<td>43</td>
<td>47</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>76</td>
<td>130</td>
</tr>
</tbody>
</table>

3.4.2. Sample Size

The total sample comprised ten primary schools. This sample comprises about 30% of the targeted schools. The sampled subjects constituted ninety orphaned learners, thirty standard eight class teachers and ten headteachers (these represented 22.5%, 30% and 30% of the targeted populations respectively).

In total one hundred and thirty subjects both males and females participated in this study. Three randomly selected orphaned learners from one randomly selected school were involved in the observation.

3.5. Construction of Research Instruments

Four research instruments were used in the study. They included researcher made questionnaires for the pupils and for the teachers, an observation schedule for the pupils and an interview schedule for the head teachers.
3.5.1. Questionnaires

According to Moser and Kalton (1985), the use of a questionnaire in measuring public opinion either from the school personnel or from community members is one of the most appropriate methods. The questionnaires (appendix A and B) were administered to the learners and the teachers respectively so that their views on factors hindering the educational performance of orphans could be compared.

The items of the questionnaire are structured (closed ended) and unstructured (open-ended). The structured questions measured the objective responses while the unstructured questions measured the subjective responses. The teacher’s questionnaire comprises ten structured and four unstructured items. The pupil’s questionnaire comprises eleven structured and three unstructured items.

3.5.2. Interview.

An interview helps a researcher to understand and learn educational problems and practices and each individual’s view (Cohen et al. 2001). An interview can produce an in-depth data not possible with the questionnaire, and the reason for a particular response can be determined. In this study, simple structured interview schedules for the head teachers comprising seven items were used. They focussed on:

- Number of teachers qualified to deal with emotional disturbances at school,
- Guidance and counseling programmes,
- Economic needs and any financial support that orphaned children are receiving.
3.5.3. Observation Schedule

The orphaned learners were observed in classroom and out-of classroom based events. According to Cohen et al. (2001) observational data are very attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. The researcher gets first hand information. Observation enables the researcher to gather data on the interactional setting such as formal, informal, unplanned, verbal and non-verbal interactions that are taking place. A structured observation schedule was worked out.

However as Cohen et al. (2001) posited whilst structured observation can provide useful data, there are several concerns which must be addressed in this form of observation. For example:

- The structured observation method used in this research was behaviouristic, it excluded any mention of the intentions or motivation of the learners being observed,
- There was an assumption that the observed behaviour provided evidence of underlying feeling.

The observation schedule comprised five main items. These items related to behaviour disorders and emotional disturbances. They were based on the Walker Problem Behaviour Identification Checklist (Walker 1976); which contain five items:

- Acting out, the student complains about discrimination, of unfairness and becomes upset when things don’t go the way he or she would like.
• Withdrawal, the student has few friends, does not initiate interpersonal interactions, and does not engage in group activities.

• Distractibility, the student is restless, continually moves, seeks attention more than other students, and easily loses interesting tasks and learning activities.

• Disturbed peer relations, the student makes negative self-statement and comments that nobody likes him/her.

• Immaturity, the student reacts to stress with physical complaints (stomach hurts, headaches) and cries easily.

3.6. Pilot Study

A pilot study was done before the actual study. One school was chosen randomly from the sample already identified for the purpose of piloting. All sixteen subjects (twelve orphaned learners, three class teachers and one head teacher) from the selected school participated in the pilot study.

The objectives of the pilot study were:

• To establish the clarity, meaning and comprehensibility of each item in the tools.

• To validate the instruments by cross checking their validity and reliability.

• To gain basic administrative experience in conducting the research in preparation for the actual study.
In piloting the pupils and teachers responded to all items in the questionnaires. The time taken was between forty to forty-five minutes for the pupils. As a result of the piloting exercise the researcher made some adjustments such as rephrasing some questions, the observation schedule was modified for appropriateness and hence only three orphaned learners were observed. The subjects who participated in the pilot study did not participate in the actual study.

3.6.1. Validity

According to Moser and Kalton (1985) validity is the success of a scale in measuring what it sets out to measure, so that differences between individuals’ scores can be taken as representing true differences in the characteristic under study. To ensure the instruments accuracy and meaningfulness and that they actually measure the concepts they are supposed to measure, a panel of three lecturers were requested to access the instruments to determine their relevance. Their recommendations were incorporated into the final instruments. During piloting the class teachers helped in clarifying some of the responses, which helped in removing ambiguity and hence the validity of the items was assured. The clarifications were fed into the final documents.

3.6.2. Reliability

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Gay 1992). The split-half technique of assessing reliability of data was employed. This technique was preferred because it
requires only one testing. The instruments were designed in such a way that there were two parts. Subject scores from one part were correlated with scores from the second part. The Spearman-Brown formula was employed to compute the reliability coefficient of the two sets of data.

Spearman-Brown formula:

\[ \alpha = \frac{2r}{1+r} \]

where \( \alpha \) = reliability coefficient.

\( r \) = actual correlation between two halves of the instruments.

'\( r \)' was calculated using the Pearson product moment formula, given as

\[ r = \frac{\Sigma (x - \bar{x})(y - \bar{y})}{\sqrt{\Sigma (x - \bar{x})^2 \Sigma (y - \bar{y})^2}} \]

where \( x \) stands for one part of the test and \( y \) stands for the other part of the test scores and \( \bar{x} \) and \( \bar{y} \) were their respective means. A reliability coefficient of 0.82 was obtained. The reliability coefficient was then converted into a percentage as follows,

\[ \alpha^{\%} = \frac{0.82^2}{0.82^2} = 0.6724 \]

\[ \alpha = 0.6724 \times 100 = 67.24\% \]

This means that 67% of the responses were not by chance. This was felt to be quite good.
3.7 Data Collection Techniques

The researcher started by observing the three orphaned learners selected for the purpose of observation. The observations were done during the third lesson in the morning, during one physical education (PE) lesson per day and during the morning break for three consecutive days. This was done without informing the orphaned learners that they were being observed to reduce the reactivity effect.

With the help of the class teacher a PE lesson per day was organised for three consecutive days. The researcher assisted the class teachers to organise the lesson plans in such a way that the teacher had to include some group activities and also had to ask some questions requiring the learners to comment about oneself.

The researcher was assisted by class teachers to administer the learners' questionnaires. One standard eight class teacher in each school was requested to explain to the pupils the purpose of the study. The pupils were then briefed on the questionnaire items and then given forty-five minutes to respond to the questionnaires.

On completion the researcher thanked the learners and the teachers for their help. Teachers responded to the questionnaires during free lessons, the questionnaires were collected at an agreed time. The interviews for head teachers were conducted at agreed dates.
3.8. Data Analysis

The study utilized descriptive statistics for analysis. The study was a survey and analysis was done using frequencies and percentages. Closed ended items in the questionnaires were edited and coded manually. The open-ended items were extracted, summarised and then coded. The codes were then made amendable to quantitative analysis. This was done by keying the codes into the computer and processing them using the Statistical Package for Social Sciences (SPSS) programme. The use of the SPSS yielded frequencies and percentages.

Data obtained from the interviews and observation was used to backup the data from the questionnaires. The analysed data were then summarised into themes, which were used to answer the research questions formulated to guide the study.

3.9. Logistical and Ethical Considerations

The researcher obtained research permits from the MOEST and from the Nairobi City Council to collect data from the selected schools. The researcher paid a visit to each of the selected schools to sample the respondents and to arrange with the school administrators when it would be the most appropriate time to observe the orphaned pupils interacting with other learners in class activities and during play, to administer the questionnaires to the orphaned learners and to the teachers and also to conduct the interviews. In all the schools the headteachers asked for the permits and other details but none denied the researcher the opportunity to conduct the research.
With the assistance of the standard eight class teachers the purpose of the study was explained to the orphaned learner respondents. This aimed at seeking an informed consent from the respondents. Confidentiality and anonymity of responses and respondents were assured.
CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS.

4.0. Introduction

This chapter presents the data analysis, discussion and interpretation of the research findings. The results of the statistical analysis are organised around the objectives that guided this study. The main objectives of the study were:

1. To document the emotional disturbances that hinder the educational performance of orphans,
2. To find out the social problems hindering the orphans' educational performance,
3. To uncover economic problems hindering the educational performance of orphans,
4. To identify the problems of adjustment hindering the educational performance of orphans.

Information, perceptions and views regarding these factors were generated through two questionnaires, which were administered to the learners and the teachers, interviews for headteachers and observation schedules for the orphaned learners. The obtained data were analysed using qualitative data analysis. The SPSS (Statistical Package for Social Sciences) computer package was utilised to obtain frequencies and percentages.
All together ten randomly selected public primary schools within Embakasi Division of Nairobi province participated in this study. A total of ninety orphaned learners in standard eight, thirty standard eight classteachers and ten headteachers from the selected schools took part in this study. One school was randomly selected from the sample already identified for the purpose of observation. Three randomly selected orphaned learners from this school were observed as they interacted in class and out-of class activities. The observation checklist was used to confirm the outcome from the three categories of respondents.

The analysis is presented in form of tables showing frequencies and percentages followed by discussion and interpretation of the research findings. The presentation will be conducted according to the following research objectives. The research findings for each objective are organised according to the responses of each group of respondents. This presentation starts with orphaned learners’ responses followed by classteachers’ responses while the headteachers’ responses come last.

4.1. Bio-Data Information of the Respondents

The respondents were asked some questions that aimed at establishing their background information such as gender and age. Their responses were as follows.
4.1.1 Bio-Data Information of the Orphaned Learners.

Table 2. Distribution of Orphaned Learners by Gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of pupils</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90*100)</td>
</tr>
<tr>
<td>Female</td>
<td>47</td>
<td>52.2</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>44.4</td>
</tr>
<tr>
<td>Did not indicate gender</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Both male and female orphaned learners in standard eight in the selected schools were surveyed. Out of the ninety orphaned learners 47 (52.2%) were females and 40 (44.4%) were males. Three orphaned learners (3.33%) never indicated their gender as presented in Table 2.
Figure 3 indicates that majority of the pupils who participated in this study were fifteen years old (37), twenty nine were fourteen years old, fourteen were thirteen
years old and eight were sixteen years old, only two were seventeen years old. These findings indicate that the orphaned learners in standard eight are adolescents.

4.1.2. Teacher’s Awareness of Orphaned Learners in Their Classes

All together thirty standard eight classteachers from the chosen schools were surveyed. Before asking any questions relating to the factors hindering the educational performance of orphans it was necessary to first establish whether the teachers were aware of the orphaned learners in their classes. The teachers were asked whether they were aware of the orphaned pupils in their classes. The research findings show that all the thirty class teachers surveyed, (100%) were aware of the orphaned learners in their classes. This meant that all the selected teachers were in a position to respond to the questions relating to the education of the orphaned children.

4.2. Emotional Disturbances That Hinder Educational Performance of Orphans.

Objective 1. To document the emotional disturbances that hindered the educational performance of orphans.

The instruments contained some items, which were intended to document the emotional disturbances that hindered the educational performance of orphans. Responses to these items are presented under three sub-topics as follows.
4.2.1. Orphaned Learners Responses on the Emotional Disturbances That Hinder Their Educational Performance

Kirk, et al. (1998) argued that a child’s emotional disturbances are strong indicators of future difficulties in school and in society. A child suffers emotional conflict whenever anything interferes with the satisfaction of his instinctual drives and his frustrations produce a state of tension that hinders learning.

To establish the emotional problems hindering the educational performance of orphaned learners, the learners were asked to mention whether they shared their problems with teachers. This question aimed at establishing whether the orphaned learners were able to trust the teachers with their problems. By sharing their problems the learner would feel relieved and the counseling given would alleviate the emotional disturbances and help the learner to carry on with learning.

Table 3. Orphaned Learners Responses on Sharing Problems with Teachers.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of pupils</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90*100)</td>
</tr>
<tr>
<td>Do not Share their problems with teachers</td>
<td>64</td>
<td>71.1</td>
</tr>
<tr>
<td>Share their problems with teachers</td>
<td>26</td>
<td>28.9</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>
These research findings presented in Table 3 established that majority 64 (71.1%) of the orphaned learners did not share their problems with their teachers. Only 26 (28.9%) shared their problems with their teachers. As a result the orphaned learners were overburdened by internalized problems which result in emotional disturbances and reflect negatively on their concentration in class and inter-personal relations, and as a result their educational performance may be affected.

**Table 4. Responses of Orphaned Learners on Their Emotional Feelings.**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of times mentioned</th>
<th>Percentage (n/90*100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel desperate</td>
<td>61</td>
<td>67.8</td>
</tr>
<tr>
<td>Feel lonely</td>
<td>51</td>
<td>56.7</td>
</tr>
<tr>
<td>Feel unwanted</td>
<td>47</td>
<td>52.2</td>
</tr>
<tr>
<td>Often lose concentration in class</td>
<td>43</td>
<td>47.8</td>
</tr>
<tr>
<td>Want to be alone</td>
<td>38</td>
<td>42.2</td>
</tr>
<tr>
<td>Feel tired</td>
<td>33</td>
<td>36.7</td>
</tr>
<tr>
<td>Doze in class</td>
<td>32</td>
<td>35.6</td>
</tr>
<tr>
<td>Feel hated</td>
<td>30</td>
<td>33.3</td>
</tr>
<tr>
<td>Cry often</td>
<td>26</td>
<td>28.9</td>
</tr>
<tr>
<td>Don’t feel like to play</td>
<td>19</td>
<td>21.1</td>
</tr>
<tr>
<td>Pretend to be sick</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>Disobey teachers</td>
<td>5</td>
<td>5.6</td>
</tr>
</tbody>
</table>
As shown in Table 4 close to seventy percent (67.8%) of all the orphaned learners surveyed mentioned that they felt desperate, 51 (56.7%) were lonely and 47 (52.2%) felt unwanted. Forty three (47.8%) often lost concentration in class, 38 (42.2%) preferred to be alone this means that they were withdrawn, 33 (36.7%) often felt tired, 32 (35.6%) often dozed in class, 26 (28.9%) cried often, 19 (21.1%) often did not feel like playing, 10 (11.1%) often pretended to be sick. Only 5 (5.6%) often disobeyed teachers.

These findings indicate that orphaned learners experienced many problems (listed in Table 4), that resulted in emotional disturbances. As a result one may conclude that orphaned learners portray behaviour disorders when they are withdrawn, cry for no apparent reason or fail to associate with other pupils due to the internalized emotional disturbances. A child with such portrayal of behaviour problems may not be able to associate well with teachers and with peers in school and as a result the child may not consult in school. Consequently the orphaned learner’s educational performance may be hindered.

4.2.2. Teachers’ Responses on the Emotional Disturbances Hindering the Educational Performance of Orphans.

In an attempt to establish the emotional problems hindering the educational performance of orphans, the teachers were asked to state if they had any special training in either guidance and counseling or in special education. This was meant to
establish teachers’ adequacy in skills for addressing the orphaned learners unfolding realities of being orphaned in relation to their educational performance. This was important because learners with emotional disturbances and behaviour disorders require regulated instructions and guidance and counseling in order to benefit from schooling. This requires that the teachers responsible for the orphaned learners be equipped with special skills for handling them, in order to alleviate the effects of being orphaned on the educational performance of orphans.

Table 5. Special Training of Standard Eight Class Teachers

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/30*100)</td>
</tr>
<tr>
<td>Do not have any special training</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>Have special training</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the research findings presented in Table 5 out of the thirty classteachers surveyed majority 21(70%) lacked any professional skills for addressing the orphaned learners’ social and emotional needs. This meant that only 9 (30%) were specially trained in guidance and counseling or in special education.

Based on the results shown in Table 5, one may conclude that the untrained teachers are not conversant with the strategies for handling the orphaned learner’s behaviour
disorders and emotional disturbances and as a result the educational performance of the orphaned learners in primary schools could be affected.

Table 6. Teachers’ Responses on Orphans’ Emotional and Behavioural Characteristics

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>No. of times mentioned</th>
<th>Percentage (n/90*100)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make negative self-statements</td>
<td>63</td>
<td>70</td>
<td>3</td>
</tr>
<tr>
<td>Continually move in class</td>
<td>13</td>
<td>14.4</td>
<td>8</td>
</tr>
<tr>
<td>Easily loose concentration</td>
<td>76</td>
<td>84.4</td>
<td>2</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>82</td>
<td>91.1</td>
<td>1</td>
</tr>
<tr>
<td>Acting out</td>
<td>37</td>
<td>41.1</td>
<td>5</td>
</tr>
<tr>
<td>Seek attention more than other pupils</td>
<td>21</td>
<td>23.3</td>
<td>7</td>
</tr>
<tr>
<td>Cry easily, immature compared to peers</td>
<td>37</td>
<td>41.1</td>
<td>8</td>
</tr>
<tr>
<td>Comment that nobody likes them</td>
<td>30</td>
<td>33.3</td>
<td>6</td>
</tr>
<tr>
<td>Have problems relating with other pupils</td>
<td>53</td>
<td>58.9</td>
<td>4</td>
</tr>
<tr>
<td>Often complain of stomachache, headache</td>
<td>30</td>
<td>33.3</td>
<td>6</td>
</tr>
</tbody>
</table>

All the thirty classteachers were asked to state the emotional and behavioural characteristics generally exhibited by each of the orphaned learners. According to the teachers responses presented in Table 6 being withdrawn 82 (91.1%) and easily loose
concentration 76 (84.4%) were cited as the most dominant emotional and behavioural characteristics exhibited by orphaned learners followed by orphaned learners making negative self remarks 63 (70%). Other characteristics were as indicated in Table 6. The presence of behaviour disorders and emotional disturbances in school are strong indicators of problems in learning (Kirk et al. 1998). Therefore based on the research findings shown in Table 6 orphaned learners are disadvantaged as regards their educational performance.

4.2.3. HeadTeachers’ Responses on emotional disturbances hindering the educational performance of orphans.

According to the headteachers’ responses, only nine of the thirty standard eight class teachers surveyed had professional training in either special education or in guidance and counseling. Some schools did not have even one specially trained standard eight class teacher. This state of affairs is serious considering the many orphans in the schools who need regulated learning atmosphere and guidance and counseling services in order to adequately participate and benefit from schooling.

Two headteachers commented that most teachers graduating with professional training in special education were posted to special units attached to the schools and had little or nothing to offer to the regular school pupils. This meant that even though there were specially trained teachers in the schools most of them worked within the
confines of the special units while the majority of the exceptional learners with emotional disturbances were in the regular classes.

In an attempt to establish what emotional problems hindered the orphans' educational performance, the study sought to uncover what the schools were doing to help the orphans with their emotional problems. To do this the headteachers were asked questions related to guidance and counseling programmes.

Table 7. HeadTeachers Responses on Guidance and Counseling Programmes.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of a functional guidance and counseling programmes</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Absence of a functional and regular guidance and counseling programmes</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Functional guidance and counseling programme provided by churches</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Total responses</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

although there were guidance and counseling programmes in all the primary schools surveyed, 5 (50%) of the headteachers surveyed lamented that the programmes were not well established and functional because they lacked enough professionals in
special education and in guidance and counseling at the schools. Three headteachers (30%) commented that neighbouring churches provided the guidance and counseling programmes in the schools. Only 2 (20%) headteachers mentioned the presence of a functional guidance and counseling programmes ran by the school. This could mean that the orphaned learners lacked special services that would ensure they benefited from learning. As a result their educational performance is hindered.

4.2.4. Observation Analysis on Emotional Disturbances That Hinder the Educational Performance of Orphans

An observation schedule based on the Walker Problem Behaviour Identification Checklist (Walker 1976) was used to confirm the findings on behavioural and emotional characteristics of orphaned learners obtained through the questionnaires and the interviews.

Findings from the observation indicated that the orphaned learners observed had a high tendency of being inattentive/preoccupied and that they often made negative self-remarks. The research findings also indicated that they rarely volunteered to give answers in class. This may be attributed to fear of being ridiculed or due to lack of self-confidence.

Objective 2. To find out the social problems hindering the orphans’ educational performance.

Orphaned learners and in particular the AIDS orphans often face stigma and rejection due to the mystery and fear associated with the disease (Willamson, 2000). Considering this the study aimed at finding out whether the orphaned learners experienced social problems that could hinder their educational performance.

4.3.1. Orphaned Learners Responses on Social Problems That Hinder Their Educational Performance.

To uncover whether orphaned learners’ experienced social problems that could hinder their educational performance, it was necessary to establish how the orphaned learners related with other pupils. To do this the orphaned learners were asked how they felt about other pupils in their class. Their responses were presented in Table 8.
Table 8. Orphaned Learners’ Feelings About Other Learners In Their Class.

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Number of times mentioned</th>
<th>Percentage (n/90*100)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are friendly</td>
<td>10</td>
<td>11.1</td>
<td>6</td>
</tr>
<tr>
<td>They supportive</td>
<td>12</td>
<td>13.3</td>
<td>4</td>
</tr>
<tr>
<td>They hate me</td>
<td>30</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>I hate them</td>
<td>25</td>
<td>27.8</td>
<td>3</td>
</tr>
<tr>
<td>They are proud</td>
<td>32</td>
<td>35.6</td>
<td>1</td>
</tr>
<tr>
<td>I like them</td>
<td>11</td>
<td>12.2</td>
<td>5</td>
</tr>
</tbody>
</table>

As shown in Table 8 out of the ninety orphaned learners surveyed, 32 (35.67%) felt that their colleagues were proud, 30 (33.3%) felt their colleagues hated them, 25 (27.8%) hated their colleagues, 12 (13.3%) felt their colleagues were supportive, while 11 (12.2%) out of ninety liked their colleagues. Only 10 (11.1%) out of ninety orphaned learners surveyed felt their colleagues were friendly. The results indicate that the orphaned learners did not relate very well with other pupils who are not orphaned. Such poor relationships with peers may influence their educational performance negatively.
Bowlby (1969) posited that a child needs loving relationship with his/her parent in order to develop appropriate social behaviours later in life. The pupils involved in the study were orphans and hence following Bowlby’s argument orphaned learners were at risk of developing behaviour problems at school, which could affect their interpersonal relationships and hence the orphaned learners’ educational performance. The research attempted to establish whom the orphaned learners lived with and how they related with their guardians. These research findings were presented in Tables 9 and 10.

Table 9. Orphaned Learners’ Responses on Whom They Lived With.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of learners</th>
<th>Percentage (n/90*100)</th>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aunt/uncle</td>
<td>32</td>
<td>35.6</td>
<td>1</td>
</tr>
<tr>
<td>Grandparent</td>
<td>21</td>
<td>23.3</td>
<td>2</td>
</tr>
<tr>
<td>Brother/sister</td>
<td>18</td>
<td>20.0</td>
<td>3</td>
</tr>
<tr>
<td>Neighbour</td>
<td>5</td>
<td>5.6</td>
<td>5</td>
</tr>
<tr>
<td>Children’s homes</td>
<td>14</td>
<td>15.6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The study findings revealed that only a few of the orphaned learner respondents lived with their siblings as shown in Table 9. Thirty-two (35.6%) of the orphans lived with their uncles/aunts while 21 (23.3%) lived with their grandparents and only 18 (20%) of the orphans lived with their siblings. However the study did not establish whether
they lived with some or with all their siblings. Fourteen (15.6%) of the orphans lived in Children’s Homes and only 5 (5.6%) lived with neighbours. These findings indicate that most orphans did not live with their immediate families, hence there were chances that the orphaned learners did not feel at home in their new homes or that there were chances that the orphans might be mistreated or ignored altogether. Such feeling and ill treatment could result in withdrawal symptoms which could affect educational performance of orphaned children particularly in relation to their consulting with other pupils and with teachers.

Table 10. Orphaned Learners’ Responses on Description of Their Guardians.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mention</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90*100)</td>
</tr>
<tr>
<td>Very kind</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td>Kind</td>
<td>23</td>
<td>25.6</td>
</tr>
<tr>
<td>Unkind</td>
<td>48</td>
<td>53.3</td>
</tr>
<tr>
<td>Very unkind</td>
<td>7</td>
<td>7.8</td>
</tr>
<tr>
<td>Total response</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings presented in Table 10 indicate that most 48 (53.3%) of the orphaned learners felt that their guardians were unkind, 23 (25.6%) felt that their guardians were kind, 12 (13.3%) felt their guardians were very kind and only 7 (7.8%) felt their guardians were very unkind. These findings indicate that most of the orphaned
learners lived with guardians who were either unloving, inattentive to their needs or who were harsh. Such kind of treatment affects the learners’ social life as they become untrusting and come to believe that all people will treat them badly. Such feelings may affect the orphaned learners’ educational performance, as they might be unable to consult with teachers and their colleagues.

In an attempt to clarify whether orphaned learners experienced social problems that could hinder their educational performance the learners were asked to state whether they preferred group or individual work at school. Their responses are presented in Table 11.

Table 11. Orphaned Learners Responses on Preference of Group or Individual Work.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90*100)</td>
</tr>
<tr>
<td>Prefer individual work</td>
<td>61</td>
<td>67.8</td>
</tr>
<tr>
<td>Prefer group work</td>
<td>29</td>
<td>32.2</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The research findings on Table 11 show that most 61 (67.8%) of the orphaned learners preferred individual to group work 29 (32.2%). This may be attributed to lack of self-confidence to adequately relate well with peers or may be the orphaned
learners felt that non-orphaned learners discriminated against them, the orphaned learners may prefer individual to group work due to suspicion that the other learners might ridicule them when they contribute. This social withdrawal could be detrimental to the orphaned learners’ educational performance since they are unable to participate in group discussions or to even share academic problems with classmates.

4.3.2. Teachers’ Responses on the Social Problems That Hinder the Educational Performance of Orphans.

In an attempt to find out whether orphaned learners experienced social problems that could hinder their educational performance, the teachers were asked questions relating to the orphans’ inter-personal relationships with other learners and with teachers. They were also asked to describe the orphaned learners’ academic achievement and to suggest the reasons for the academic performances, and to describe their behaviours in the class and to mention how often they were punished and the main reasons for punishment. The teachers’ responses were as follows.
Table 12. Teachers Responses on Orphaned Learners’ Inter-personal Relationships.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of learners</th>
<th>Percent</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90 * 100)</td>
<td></td>
</tr>
<tr>
<td>Relate very well</td>
<td>21</td>
<td>23.3</td>
<td>2</td>
</tr>
<tr>
<td>Relate well</td>
<td>39</td>
<td>43.3</td>
<td>1</td>
</tr>
<tr>
<td>Relate badly</td>
<td>19</td>
<td>21.1</td>
<td>4</td>
</tr>
<tr>
<td>Relate very badly</td>
<td>11</td>
<td>12.2</td>
<td>5</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Considering the teachers’ responses presented in Table 12, the study detected that a large number of orphaned learners related well with peers and with teachers 39 (43.3%) of all the learners scored, 21 (23.3%) of the orphans related very well, 19 (21.1%) related badly while 11 (12.2%) related very badly. These findings indicate that some orphaned learners had problems relating with other learners. This may be an indicator that the non-orphans to some extent segregated and discriminated against their orphaned colleagues, which in turn made the orphans to withdraw from relationships. This withdrawal could hinder their educational performance, because the orphaned child might not consult with other pupils and teachers in the class.
The teachers surveyed were asked to rate the orphaned learners’ academic achievement. This question was meant to ascertain whether the orphaned learners were achieving poorly. The teachers’ responses were as presented in Table 13.

Table 13. Teachers Responses on Orphaned Learners Academic Achievement

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90*100)</td>
</tr>
<tr>
<td>Very poor</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Poor</td>
<td>29</td>
<td>32.2</td>
</tr>
<tr>
<td>Average</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>11.1</td>
</tr>
<tr>
<td>Very good</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 13, 29 (32.2%) of the orphaned learners were poor in academic achievement, 27 (30%) performed very poorly, 18 (20%) of the orphaned learners were of average achievement. Ten (11.1%) of the orphaned learners were rated good in academic achievement while only six were rated very good. These results indicate that most of the orphaned learners were poor in academic achievement. This situation may be attributed to frequent absenteeism, poor interpersonal relations and lack of adequate time to study which hinder the educational performance of orphans.
To establish the reasons behind the poor academic achievement the teachers were asked to comment on the orphaned learners’ poor academic achievement. The following responses presented in Table 14 were given.

Table 14. Teachers Responses on Reasons for Orphans Poor Academic Achievement.

<table>
<thead>
<tr>
<th>Comment</th>
<th>No. of times mentioned</th>
<th>Percentage (n/66*100)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely do home work</td>
<td>14</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Frequent absenteeism</td>
<td>22</td>
<td>33.3</td>
<td>1</td>
</tr>
<tr>
<td>Inattentive in class</td>
<td>19</td>
<td>28.8</td>
<td>2</td>
</tr>
<tr>
<td>Lack of interest in education</td>
<td>11</td>
<td>16.7</td>
<td>4</td>
</tr>
<tr>
<td>Total responses</td>
<td>66</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 14 the main reasons mentioned for poor academic achievement included frequent absenteeism which ranked number one, inattentive in class which ranked number two, rarely doing homework which ranked number three and lack of interest in education which ranked number four. These findings indicate that orphaned learners are handicapped in their academic achievement. These reasons could mean that the orphaned learner misses some content of the syllabus. This may result in poor educational performance.
Table 15. Teachers Responses on Orphans Behavior in class.

<table>
<thead>
<tr>
<th>Rating- Pupils behaviour</th>
<th>No. of times mention</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well behaved</td>
<td>25</td>
<td>27.8</td>
<td>2</td>
</tr>
<tr>
<td>Well behaved</td>
<td>35</td>
<td>38.9</td>
<td>1</td>
</tr>
<tr>
<td>Badly behaved</td>
<td>18</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Very badly behaved</td>
<td>12</td>
<td>13.3</td>
<td>4</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 15 the teachers description of each of the orphaned learner’s behaviour in school indicate that 35 (38.9%) of the orphaned learners surveyed were well behaved, 25 (27.8%) were very well behaved while 18 (20%) were badly behaved only 12 (13.3%) of the orphaned learners were rated as being very badly behaved. This shows that a reasonable number of these orphaned learners had behaviour disorders.

Behaviour disorders in schools affect the inter-personal relationships between the orphaned learner and the peers and between the orphaned learner and the teachers. Poor inter-personal relationships in school could in turn affect the educational performance of orphaned learners.
Table 16. Teachers’ Responses on Rate of Punishment of Orphans.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely punished</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Often punished</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Total responses</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As presented in Table 16 teachers’ responses relating to punishment of orphaned learners showed that these learners were rarely punished 20 (66.7%) while 10 (33.3%) of the teachers reported that the orphaned learners were often punished. These results could mean that most teachers understood the plight of the orphaned learners and therefore did not punish them often. This might be one of the main reasons for the retention of a reasonable number of orphaned learners in the primary schools. Frequent punishments may result to poor educational performance or to school dropout especially if the reasons for punishments are beyond the child’s ability to avoid.
Table 17. Teachers Responses on Reasons for Punishment of Orphans.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/30*100)</td>
<td></td>
</tr>
<tr>
<td>Frequent absenteeism</td>
<td>11</td>
<td>36.7</td>
<td>1</td>
</tr>
<tr>
<td>Fighting in school</td>
<td>3</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Disobedience to teachers</td>
<td>2</td>
<td>6.7</td>
<td>5</td>
</tr>
<tr>
<td>Incomplete or not done home work</td>
<td>8</td>
<td>26.7</td>
<td>2</td>
</tr>
<tr>
<td>Use of vile language</td>
<td>6</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Total responses</td>
<td>30</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As indicated in Table 17 the main reasons for punishment mentioned by teachers were as indicated below in order of importance:

- Frequent absenteeism
- Incomplete or not done home work
- Use of vile language.
- Fighting in school
- Disobedience to teachers.

As shown in Table 17 the main reason for punishment of orphaned learners was absenteeism from school. The high rate of absenteeism may be attributed to the extra responsibilities that accompany being orphaned or due to sickness. The research findings also indicated that inability to complete homework was the second reason for the punishment of orphaned learners. This could be due to lack of adequate time to
study at home owing to the extra responsibilities that the orphans have to take care of after school particularly the older children. These problems strongly indicate that orphaned learners are at a high risk of performing poorly in education.

The research findings also indicated that some orphans portray behaviour problems such as use of vile language, fighting in school and being disobedient to their teachers. These were also reasons for the punishments of orphaned learners and could hinder their educational performance.

4.3.3. Observation Analysis on Social Problems That Hinder Educational Performance of Orphans

The orphaned learners were observed to find out whether they experienced social problems that could hinder their educational performance. Findings from the observation uncovered that all learners had a tendency to choose their seatmates as members of their groups in class activities. As such it was not easy to establish whether the orphaned learners were discriminated against in class. However it was noted that their colleagues rarely chose them as group members during play and that some orphaned learners tended to sit alone during breaks. This could mean they were either discriminated against outside the class or withdrawn. Such discrimination could hinder social interactions of orphaned learners and in turn affect their educational performance.

**Objective 3.** To uncover the economic problems hindering the educational performance of the orphans.

Ainsworth and Filmier (2002) argued that the death of parents reduces the household income forcing young children to drop out of school because they cannot afford the cost of living and schooling. Most of those who continue learning are frequently absent from school. This could affect the educational performance of the orphaned learners.

4.4.1. Orphaned Learners Responses on Economic Problems That Hinder Their Educational Performance.

In an attempt to establish the economic problems hindering the educational performance of orphans, the orphaned learners were asked to name the person or organisation that provided their basic needs such as food, clothing, housing and medical care. They were also asked to state whether they did any commercial work after school. The learners' responses to these questions were as presented in Tables 18 and 19.
Table 18. Orphaned Learners’ Responses on Who Provided Their Basic Needs.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>(n/90*100)</td>
<td></td>
</tr>
<tr>
<td>Aunt/uncle</td>
<td>32</td>
<td>35.6</td>
</tr>
<tr>
<td>Grandparent</td>
<td>14</td>
<td>15.6</td>
</tr>
<tr>
<td>Brother/sister</td>
<td>18</td>
<td>20.0</td>
</tr>
<tr>
<td>Neighbour</td>
<td>6</td>
<td>6.7</td>
</tr>
<tr>
<td>Children’s Homes</td>
<td>11</td>
<td>12.2</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These findings in Table 18 indicate that the basic needs of 32 (35.6%) of the orphaned learners surveyed were catered for by aunts/uncles, 18 (20%) were catered for by their brothers/sisters 14 (15.6%) were catered for by their grandparents. Eleven (12.2%) of the orphaned learners were catered for by Children’s Homes, 9 (10%) of the orphaned learners indicated that they were catered for by others while 6 (6.7%) were catered for by neighbours.

According to these findings majority of the orphans do not receive any financial support from any organization such as churches or NGOs. Only a mere 11 (12.2%) of the ninety orphaned respondents received some financial support particularly from the World Vision, Children’s Homes and some church organisations. As a result most of
the orphaned learners experience economic pressure owing to the lack of financial support. Consequently a reasonable number of these orphaned learners opted to do some work after school or during some school days to earn money. This affects their educational performance.

Table 19. Orphaned Learners Responses on Working to Earn Money.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of learners</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work to earn money</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Did not work to earn money</td>
<td>63</td>
<td>70</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As presented in Table 19 above 63 (70%) did not work to earn money, however a reasonable number 27 (30%) of orphaned learners opted to work to earn some money to cater for their basic needs. Working after school to earn money is an added responsibility for the orphaned learners. Though normal for most pupils to help their parents with some chores after school, for the orphaned learners and in particular those who work to earn a living, working is a serious burden. It requires proper management and budgeting of meager earnings.

This could mean these orphaned learners worry most of the time about their business and working denies them time to play and to be themselves as they take on immature
responsibilities. This could interfere with the educational performance of the orphans particularly for the older child because the learner will be tired from the working and could doze in class or lose concentration.

4.4.2. Teachers' Responses on Economic Problems That Hinder Educational Performance of Orphans.

In an attempt to establish the economic problems hindering the educational performance of orphans, the teachers surveyed were asked whether they were aware of any orphaned learners who worked to earn money. They were also asked whether there were other expenses that the orphaned learners were supposed to cater for in the wake of the free primary education and also to mention who catered for such expenses for the orphaned learners.

Table 20. Teachers' Responses of Orphans Who Worked to Earn Money.

<table>
<thead>
<tr>
<th>Awareness of orphans who worked to earn money</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am aware</td>
<td>23</td>
<td>(76.7%)</td>
</tr>
<tr>
<td>Am not aware</td>
<td>7</td>
<td>(23.3%)</td>
</tr>
<tr>
<td>Total responses</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the results presented in Table 20 it was established that 23 (76.7%) of the thirty teachers were aware of some orphaned learners in their classes who worked to earn
money. Seven (23.3%) of the teachers complained that the orphaned learners did not share their problems with them as such it was not possible for the teachers to know whether they were working to earn money or not.

These research findings confirmed the learners' report that a reasonable number of orphaned children were involved in some commercial work. This meant that the orphaned learners doubled as bread winners and managers of meager earnings in addition to other household responsibilities. This left them little or no time to carry on with learning resulting in poor educational performance and in extreme cases in school drop out.

Teachers' responses were analyzed to establish whether there were other expenses to be catered for in the learning process and who catered for the individual orphaned learner's expenses. All the surveyed teachers 30 (100%) agreed that despite the rationale for attaining free primary school education, there are other overhead expenses like lunch, field trips, holiday tuition, medical care and uniform that all primary school learners require in the learning process. This implied that the orphaned learners like other pupils had to pay for some expenses involved in the learning process. Lack of funds to pay for such expenses could hinder their educational performance.
Table 21. Teachers’ Responses on Who Catered for Orphans’ Other Needs.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage (n/36*100)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relatives/guardians</td>
<td>16</td>
<td>44.4</td>
<td>1</td>
</tr>
<tr>
<td>Self (orphaned learners)</td>
<td>12</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>Organisations e.g. World Vision</td>
<td>8</td>
<td>22.2</td>
<td>3</td>
</tr>
<tr>
<td>Total responses</td>
<td>36</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

According to the presentation in Table 21, relatives/guardians ranked number one financiers of the other requirements for the orphaned learners. The orphaned learners themselves working to earn some money to cater for their other requirements ranked number two while some organisations such as World Vision and Imani Children’s Home catering for a few of the orphaned learners ranked number three.

These findings indicated that orphaned children experience economic problems. This was especially so considering that many people in Embakasi Division live in informal settlements, a clear indication of low income and poverty. Such economic problems and in particular where the orphaned learners have to work to earn some money could result in sporadic attendance of school which in turn could affect the orphans’ educational performance.
The findings also indicated that many of the orphaned learners were not receiving any form of financial assistance. This made them frustrated in relation to their economic needs and as a result some had to work to earn a living and at the same time go to school. Such learners would be tired and worrying about their next meal and as a result they may often lose concentration in class. This hinders their educational performance and in extreme cases of poverty the children drop out of school and join the street life of begging.


The loss of wage earners in the family reduces it to poverty. Hence supporting the direct and indirect costs of education becomes difficult. This could hinder the educational performance of orphaned learners in the primary schools. To uncover the economic problems hindering the educational performance of orphaned learners, the headteachers were asked to state whether there were any extra expenses that pupils in primary schools were supposed to incur now that primary education is free. They were also asked to mention who catered for the extra expenses incurred in the learning process for the orphaned learners.

All the 10 headteachers surveyed admitted that despite the rationale for attaining free primary education there were other overhead expenses required by all the pupils in the learning process. These expenses included lunch, uniforms, field trips and medical
care that were vital if the orphaned children were to adequately participate and benefit from education.

Table 22. Headteachers’ Responses on Who Catered for Orphans Other Expenses.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGOs, Children’s Homes and churches</td>
<td>6</td>
<td>21.1</td>
</tr>
<tr>
<td>Guardians and relatives</td>
<td>9</td>
<td>47.4</td>
</tr>
<tr>
<td>Learners themselves</td>
<td>4</td>
<td>31.6</td>
</tr>
<tr>
<td>Total responses</td>
<td>19</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 22 relatives and/or guardians were mentioned 9 times (47.4%) as the financiers of the extra expenses involved in learning for the orphans. NGOs, Children’s Homes and church organisations were mentioned 6 times (31.6%) while orphaned children catering for their own needs were mentioned 4 times (21.1%). Such orphaned learners worked after school or missed school for some days to work and earn money for the extra expenses and also for their basic needs. This may affect the orphans’ educational performance.

These findings also indicate that only a small number of orphaned children received some external funding away from the funds allocated for regular pupils in the primary
schools. This implies that orphaned learners' educational performance could be affected by economic problems.

The research established that the orphaned children were not receiving any extra funding from the free primary education programs by the MOEST. This meant that MOEST did not consider the orphaned learners exceptional or disabled in their education, while in fact the problems associated with being orphaned disabled the orphans from performing as other pupils who were not disadvantaged.

Six (60%) of the headteachers interviewed recognized the presence of some organizations that assisted the orphaned learners in their education. These organisations included World Vision, Imani Children's Home and some church organisations. Four (40%) of the headteachers were not aware of any organisations assisting in the education of orphaned children in their schools. Three (30%) headteachers stressed that some Children's Homes offered the orphaned children lunch at the schools. However this was only done for a few orphans while the majority of them were not catered for.

4.5. Problems of Adjustment That Hinder Educational Performance of Orphans.

Objective 4. To identify the problems of adjustment hindering the educational performance of orphaned learners.
4.5.1. Orphaned Learners' Responses on Problems of Adjustment That Hinder Their Educational Performance.

The orphaned learners respondents were asked to state whether they had brothers and sisters (siblings). They were also asked to mention whom they lived with to uncover whether the orphaned learners were separated from their siblings. This was important because according to Hunter and William (2000), if children have been together through the ordeal of seeing their parent(s) die they are likely to depend heavily on one another for emotional support. Separation of siblings after the death of parents deny the orphaned children the chance of supporting each other, this produces in the child emotional disturbances which in turn hinder the educational performance of the orphaned learner.

Table 23. Orphaned Learners' Responses on Whether They Had Siblings.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90*100)</td>
</tr>
<tr>
<td>Have siblings</td>
<td>62</td>
<td>57.8</td>
</tr>
<tr>
<td>Do not have siblings</td>
<td>28</td>
<td>31.1</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>
As shown in Table 23, out of the ninety orphaned learners surveyed 62 (57.8%) had siblings while 28 (31.1%) did not. However it was necessary to establish if the orphaned siblings were still staying together or they had been separated after the death of their parent(s).

According to the presentation in Table 9 on page 60 most of the orphans were separated from their siblings. This separation produces emotional disturbances as the child tries to adjust to the new environment and the new people in his/her new live. This could affect the educational performance of the orphaned learners. Changes in placement could result to anxiety and ill treatment of the orphaned child at the new home. According to Carolyn and Willard (1995) children who experience historical inconsistency and insensitive care giving develop insecure attachments and come to believe that others will treat them unfairly and unpredictably. Such feelings make an orphaned learner defensive thus portraying behaviour problems, which could affect the child’s inter-personal relationships and educational performance.
Table 24. Orphaned Learners’ Responses on Feelings about Being Separated from Siblings.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of times mentioned</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/72 * 100)</td>
</tr>
<tr>
<td>Missed siblings</td>
<td>66</td>
<td>91.7</td>
</tr>
<tr>
<td>Felt lonely</td>
<td>57</td>
<td>79.2</td>
</tr>
<tr>
<td>Felt desperate</td>
<td>54</td>
<td>75</td>
</tr>
<tr>
<td>Were happy to have a place to live</td>
<td>17</td>
<td>23.6</td>
</tr>
</tbody>
</table>

In an attempt to establish whether placement/displacement affected educational performance of the orphaned learners, the learners were asked to mention how they felt about being separated from their siblings. The presentation in Table 24 indicate that missing siblings was mentioned sixty six times (91.7%), feeling lonely 57 times (79.2%) while feeling desperate was mentioned 54 times (75%). However appreciation for having a place to live despite their being orphaned was mentioned 17 times (23.6%). This indicate that some orphaned learners dwelt on sorrow and despair for being away from their siblings resulting in emotional disturbances and lack of concentration in class. This may affect their educational performance.

The orphaned learners respondents were asked to mention how often they were absent from school. This question aimed at discovering whether they often missed classes. Their responses were presented in Table 25.
Table 25. Orphaned Learners Responses on Rate of Absence from School

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/90 * 100)</td>
</tr>
<tr>
<td>Very often</td>
<td>13</td>
<td>14.4</td>
</tr>
<tr>
<td>Often</td>
<td>43</td>
<td>47.8</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>Rarely</td>
<td>26</td>
<td>28.9</td>
</tr>
<tr>
<td>Very rarely</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

During this study, it was discovered that 43 (47.8%) of the orphaned learners were often absent from school, 26 (28.9%) were rarely absent from school, 13 (14.4%) were absent from school very often, 5 (5.6%) were very rarely absent from school and only 3 (3.33%) were never absent from school as shown in Table 25 above. These findings indicate that most orphaned learners were absent from school for a reasonable duration of time. This meant that they missed many lessons and part of their syllabus was taught in their absence, as a result their educational performance could be hindered.

The orphaned learners were asked to mention the reasons for their absenteeism. Their responses are presented in table 26.
Table 26. Orphaned Learners’ Responses on Reasons for Absenteeism

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickness</td>
<td>56</td>
<td>35.9</td>
<td>1</td>
</tr>
<tr>
<td>To work</td>
<td>48</td>
<td>30.8</td>
<td>2</td>
</tr>
<tr>
<td>To stay with younger ones</td>
<td>15</td>
<td>9.6</td>
<td>4</td>
</tr>
<tr>
<td>Lack of food</td>
<td>37</td>
<td>23.7</td>
<td>3</td>
</tr>
<tr>
<td>Total responses</td>
<td>156</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The orphaned learners’ responses presented in Table 26 showed that there were four main reasons for absenteeism. Sickness ranked number one cause of absenteeism, working ranked number two cause of absenteeism, lack of food came third and looking after younger ones came fourth. These findings indicate that orphaned learners had many burdens that hindered them from attending school like other learners who were not exceptional. This affects their educational performance because some topics or content of their curriculum were taught during their absence.

The learners were asked to mention how often they finished their homework. This question aimed at establishing whether the orphaned learners got time to study on their own after school. This was important because private preps offer learners a chance to revise and to do their homework, which are vital to better their educational performance.
Table 27. Orphaned Learners Responses on Rate of Finishing Homework.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage (n/90*100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the times</td>
<td>38</td>
<td>42.2</td>
</tr>
<tr>
<td>Some times</td>
<td>13</td>
<td>14.4</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Rarely</td>
<td>29</td>
<td>32.2</td>
</tr>
<tr>
<td>Very rarely</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Total responses</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in Table 27 above indicate that although many 38 (42.2%) of the orphaned learners finished their homework most of the time, 29 (32.2%) rarely finished their homework, 13 (14.4%) finished their homework some time, 9 (10%) finished their homework very rarely and only 1 (1.1%) never finished homework. These findings showed that out of the ninety orphans surveyed 52 did not finish their homework most of the time.

This meant that the orphaned children were quite disadvantaged as regards availability of time to conduct private study. This affects their educational performance. The study attempted to establish the reasons for unfinished homework and came up with the findings shown in Table 28.
Table 28. Orphaned Learners Responses on Reasons for Unfinished Homework.

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage (n/62*100)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help with house work after school</td>
<td>11</td>
<td>17.7</td>
<td>3</td>
</tr>
<tr>
<td>Do some business (own) after school</td>
<td>9</td>
<td>14.5</td>
<td>4</td>
</tr>
<tr>
<td>Assist in business after school</td>
<td>7</td>
<td>11.3</td>
<td>5</td>
</tr>
<tr>
<td>Take care of my sibling/s after school</td>
<td>18</td>
<td>29</td>
<td>1</td>
</tr>
<tr>
<td>There is no light at home</td>
<td>3</td>
<td>4.8</td>
<td>6</td>
</tr>
<tr>
<td>Am too tired after school</td>
<td>14</td>
<td>22.6</td>
<td>2</td>
</tr>
<tr>
<td>Total responses</td>
<td>62</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The surveyed orphaned learners were asked to highlight the reasons for not finishing homework. The main reasons mentioned were presented in Table 28 above. These findings indicate that although there are several reasons for unfinished homework, taking care of sibling/s ranked number one followed by being too tired to do the homework. Helping with house work ranked number three followed by doing commercial work after school. Assisting in family business ranked number five reasons for unfinished homework, while lack of fuel for lighting came last. Lack of time or feeling tired denies orphaned learners a chance to revise and do their homework. This may result in poor educational performance.
4.5.2. Teachers' Responses on Problems of Adjustment That Hinder the Educational Performance of Orphans.

The teachers were asked to scrutinize the school attendance for all the orphaned learners in standard eight from each of the selected schools and to give the main reasons given by the pupils for absenteeism.

**Table 29. Teachers' Responses on Orphans' School Attendance**

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>(n/30*100)</td>
</tr>
<tr>
<td>Very often</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Often</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Rarely</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Very rarely</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total responses</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 29 is a presentation of the teachers' reports on orphaned learners' school attendance. According to these findings 14 (46.7%) out of the thirty class teachers surveyed reported that the orphaned learners were often absent from school, 9 (30%) teachers reported that the orphans were rarely absent, 4 (13.3%) teachers reported that they were absent very often. Only 3 (10%) teachers indicated that orphaned learners were very rarely absent from school. These findings show that orphaned learners had
a high tendency of being absent from school. This meant that they missed many lessons and as a result their educational performance could be affected.

Table 30. Teachers’ Responses on Orphaned Learners’ Reasons for Absenteeism

<table>
<thead>
<tr>
<th>Responses</th>
<th>No. of times mentioned</th>
<th>Percentage (n/169*100)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickness</td>
<td>59</td>
<td>34.9</td>
<td>1</td>
</tr>
<tr>
<td>To work</td>
<td>48</td>
<td>28.4</td>
<td>2</td>
</tr>
<tr>
<td>To stay with younger ones</td>
<td>25</td>
<td>25.8</td>
<td>4</td>
</tr>
<tr>
<td>Look for food</td>
<td>37</td>
<td>21.9</td>
<td>3</td>
</tr>
<tr>
<td>Total responses</td>
<td>169</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The teachers reported four main reasons given by the orphaned learners for absenteeism. These reasons are presented in Table 30. Sickness ranked number one cause of absenteeism, working ranked number two cause of absenteeism, lack of food came third and looking after younger ones came fourth. These findings indicate that orphaned learners had many burdens that hindered them from attending school like other learners who are not exceptional. This affects their educational performance because some topics or content of their curriculum are taught during their absence.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter ties up the study by outlining the major conclusions that resulted from the data analysis and interpretations in chapter four. In this chapter the summary, conclusions and recommendations were made on matters related to policy, implementation, and areas for further research.

5.1. Summary

The study was conducted in ten randomly selected primary schools in Embakasi Division of Nairobi Province. The sample of the study constituted one hundred and thirty subjects. These included ninety orphaned learners, thirty class teachers and ten head teachers. Three of the sampled orphaned learners were observed in classroom and out-of-classroom based events. The instruments utilised for data collection were questionnaires for orphaned learners and for classteachers, an interview schedule for headteachers and an observation schedule for the orphaned learners. This study was guided by the following objectives of this research.

(a). Document the emotional disturbances hindering the orphans’ educational performance.

(b). Find out the social problems hindering the orphans’ educational performance.

(c). Uncover economic problems hindering educational performance of orphans.
(d). Identify the problems of adjustment hindering the educational performance of orphans.

Data obtained from the research instruments were analysed and presented in frequencies and percentages. The following is a summary of the research findings.

5.1.1. Emotional Problems Hindering The Educational Performance Of Orphans.

Objective 1. To document the emotional disturbances that hindered the educational performance of orphans.

- The study findings revealed that majority of the teachers lacked special training in special education. Most of those specially trained teachers concentrated their services to the special units while majority of those requiring their services were in the regular classes.
- The research discovered that the orphaned learners experienced many problems such as despair, loneliness and feeling unwanted.
- It was noted that most orphaned learners did not share their problems with teachers and hence they had internalised feelings and emotional burdens which affected their educational performance.
- These emotional problems resulted in withdrawal, loss of concentration in class, feeling tired and dozing in class.
• The study also established that although all primary schools surveyed had guidance and counseling programmes some were not functional.

5.1.2. Social Problems Hindering the Orphans’ Educational Performance.

Objective 2. To find out the social problems hindering the orphans’ educational performance.

• The study uncovered that orphaned learners did not relate very well with other pupils who are not orphaned. The research findings also indicated that orphaned learners were discriminated against by their peers especially outside the classrooms.

• It was also discovered that the orphaned learners portrayed behaviour problems such as withdrawal from social interactions, making negative self-reports, and losing concentration in class.

• The findings indicate that the orphaned learners lacked time to play, make friends and relax, as there were too many responsibilities under their care.

5.1.3. Economic Problems Hindering The Educational Performance Of Orphans.

Objective 3. To uncover the economic problems hindering educational performance of orphans.

• The study revealed that economic problems were a major factor hindering the educational performance of orphans. Economic problems led to sporadic
attendance and in extreme cases dropping out of school by the orphaned learners as they try to satisfy their basic needs. This affected their educational performance.

- The orphaned learners were not always able to satisfy their basic needs and hence they suffer from eating less and poorly, sometimes they go to school hungry. This affected their concentration in class.

- The study discovered that the MOEST did not provide extra funds to cater for the basic needs such as lunch for the orphaned learners to enable them to stay in school and to benefit from schooling.

5.1.4. Problems of Adjustment Hindering the Educational Performance of Orphans

Objective 4. To identify the problems of adjustment hindering the educational performance of orphans.

- The study established that the separation of siblings from each other is a source of emotional problem and duress.

- Majority of the orphaned learners experienced problems adjusting to the physical (environmental) and emotional hazards associated with being orphaned.

- The study also discovered that lack of functional family structures forced orphaned learners to take on pre-mature responsibilities of looking after their younger siblings' economic and emotional needs, and this affects the educational performance of the orphans, particularly of the older orphaned child.
5.2. Conclusions

The following are the conclusions about the factors hindering the educational performance of orphaned learners in primary schools in Embakasi Division of Nairobi province. These conclusions are organised around the four objectives of this study.


Lack of trained teachers in the regular classes strongly indicates that the orphaned learners’ educational performance is affected by the teachers’ inadequacy in skill for addressing the orphaned learners’ unfolding realities of being orphaned in relation to their educational performance.

This seems to negate the belief by UNESCO (1998) that educational programmes for orphans need to lay emphasis on the children’s emotional and social needs. This requires that teachers responsible for the orphaned learners be equipped with special skills for addressing the educational needs of the orphans to ensure that they benefit from education. Norris and Lakin (1962) believed that the average teacher can be taught how to handle a small group of emotionally disturbed children in the typical school setting.
Emotional problems experienced by orphans following the death of parents affected their relationships with their teachers and with peers, loss of concentration, feeling tired and dozing in class which affected their educational performance. These findings concur with literature by Kirk, et al. (1998), which shows that the death of parent(s) elicits social and emotional disturbances due to the loss, emptiness and insecurity experienced. The child risk factor most frequently associated with social and emotional disturbances is below-grade achievement in school. Such problems may affect inter-personal relationships and self-confidence of the orphaned child and in turn hinder the educational performance of the orphan.

Lack of functional guidance and counseling programmes in some of the schools surveyed meant that learners with emotional disturbances did not have an established channel for seeking for specialised help at school.

5.2.2. Conclusions on the Social Problems Hindering the Orphans’ Educational Performance.

Orphaned learners were discriminated against by their peers especially outside the classroom resulting in social problems which in turn led the orphans to withdraw from social interactions. This meant that orphans did not relate well with other pupils and with teachers and as a result their educational performance was affected.
These findings confirmed an earlier study by Maritim (1983) in which he noted that a child’s performance and effective participation in an assigned task is generally influenced by the nature of his social interactions with others. The orphaned learners lacked self-confidence and self-esteem. This could result in lack of motivation and interest in learning resulting in poor educational performance.

5.2.3. Conclusions on the Economic Problems Hindering the Educational Performance of Orphans.

The inability to satisfy basic needs could result to food insecurity, which in turn could result to malnutrition or to dropping out of school. This affects the orphaned learners’ concentration in class as they worry about their next meal. Some orphaned children have to work after school and sometimes during school days to satisfy their basic needs resulting in poor educational performance.

These results contrast the Kamunge Report (1998) which emphasized that children be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education.

The study found out that the MOEST does not provide extra funding for the orphans in the free primary education programme. This indicated that the MOEST does not consider orphans as exceptional children deserving extra funds from the free primary education programme or that the GoK does not provide enough funds in the budget to
cater for basic needs of the orphans. This meant that orphaned children had to fend for themselves and at the same time attend school like other children. This affects their education and in extreme cases result to school dropouts.

These findings concur with a study by William and Hunter (1998) which found that when parents become sick, household income declines and expenses increase forcing young children to be frequently absent from school or to drop out of school in an attempt to fend for their siblings. In spite of this fact only a small fraction of orphaned learners were receiving financial assistance from World Vision, church organisations and Children’s Homes.

5.2.4. Conclusions on the Problems of Adjustment Hindering the Educational Performance of Orphans

The problems of adjustment such as separation of siblings, change of physical environment and the pre-mature responsibilities over burdens the orphaned learners denying them time to be themselves and to concentrate on their education, this results in poor academic achievements and in general poor educational performance.

These findings confirmed the report by the (Convention on the Rights of Children 1989) which showed that when children are orphaned they are forced to take on immature responsibilities. Some become child labourers working long hours to earn a
living and to take care of their younger siblings. This interferes with their upbringing and education resulting in poor educational performance.

5.3. general conclusions of the study

Based on the results of the research the researcher concludes by highlighting the following contributions made by the study. The research revealed that:

1. Majority of the teachers lack special skills for addressing emotional disturbances.
2. Most specially trained teachers worked within the confines of special schools and special units.
3. The MOEST does not consider orphaned learners as exceptional children in regard to their need for extra funding in the free primary education.
4. Though there are guidance and counseling programmes in most primary schools most of these programmes are not functional.
5. There is need to introduce functional HIV/AIDS clubs in all primary schools to curb stigmatization and discrimination of AIDS orphans.
6. The separation of siblings following the death of parents results in poor educational performance.
7. Many orphaned learners are involved in commercial work.
5.4. Recommendations for the Improvement of the Educational Performance of Orphaned Learners

In the light of the conclusions of this study, there is need to point out some policy recommendations to policy makers/planners, implementers and researchers in the area of emotional disturbances and behaviour disorders relating to the education of orphaned learners in primary schools. These policy recommendations are listed below:

1. The MOEST through the inspectorate should ensure that all primary schools have functional and regular guidance and counseling programmes to ensure that orphaned learners and other vulnerable pupils’ access special services related to their emotional and social needs.

2. A policy of increasing the number of trained teachers in the education for learners with behaviour disorders and emotional disturbances should be enacted. Having orphaned children in the society and in the schools in the wake of the HIV/AIDS pandemic is a long-term problem. And hence the government should train and in-service all teachers to handle children with emotional and behaviour disorders in regular schools for them to benefit from primary education. This calls on the curriculum planners to ensure that all teacher training programmes include the education of orphaned learners as vulnerable children.
Teachers need to be in-serviced to equip them with the necessary skills for addressing the problems hindering the educational performance of orphans. The standards of educational performance of orphans could be improved if the MOEST is to adhere to the policy of providing frequent professional in-service training on the education of orphans as vulnerable children to the teachers.

Effective learning in school is promoted not only by frequent and appropriate teacher development activities but also by strong community support. According to Norris and Lakin (1962) the education of children is a major responsibility of the society. Indeed a democratic society tries to educate all persons to the fullest extent. To achieve this important responsibility the local communities need to be equipped with the capacity to cater for the orphaned children in their areas.

Orphaned learners require assistance with household chores and taking care of younger siblings to stop the sporadic school attendance and for them to benefit from schooling. This can be achieved through volunteers from within the community. The assistance of international NGOs and other voluntary organizations should be sought to fund the financial needs of the orphaned children to curb child labouring at the expense of education.

3. To alleviate the stigma and fear associated with the HIV/AIDS in order to avoid stigmatization and discrimination of the AIDS orphans by their peers in the schools,
HIV/AIDS clubs should be introduced in the schools. Teachers should use many participatory learning activities to ensure that all learners interact, participate and benefit from the learning process.

4. The HIV/AIDS pandemic poses a serious threat to reaching the Education For All (EFA) goal by the year 2010. Hence the government should develop a policy in the education sector to protect the orphaned learners from the impact of HIV/AIDS, to ensure their rightful participation and success in primary education. This can be achieved through a wider perspective in the assessment of the orphaned learners’ needs.

5. A policy on increasing government bursaries for orphaned learners and increasing funding for orphans in the free primary education programme to ensure the rightful participation in education by the orphaned learners. This can be achieved through the establishment of a public contributory orphans’ fund. Such a fund could be raised through national media campaigns highlighting the plight of orphaned children followed by a request for contribution towards the welfare and education of orphans.

6. The government in liaison with NGOs, church organisations and other volunteers should establish home centers near the schools and employ social workers to cater for the needy cases of orphaned learners. This would only be appropriate for areas with a
high prevalence of HIV/AIDS and consequently a large number of deaths and high rates of orphaning.

7. The MOEST should diversify the delivery of educational services to learners in areas with high orphaned young population to ensure that all children access basic education even from their homes. This can be done for example through Interactive Radio Programmes (IRE) where children who are unable to attend classes can go to some public halls or open places within their community and listen to some teaching from the radios. This is especially ideal for preventing orphans from dropping out of school to cater for their younger ones. Such a programme has been tried in Zambia with a high degree of success. However such a programme would require that the mode of examination be based on individualized educational programme (IEP).

8. A participatory religious response to the educational needs of orphaned learners. The government should join efforts with churches and NGOs to mobilize and build the capacity of the society to cater for the orphaned children in their midst. This can be done by for example formulating a biblical response to the educational needs of the orphaned learners. Such a programme would involve all the churches in a community to cater for a few orphaned learners depending on the church’s capability and on voluntary basis. With the ministry of education providing free primary education and workers, the main task of the churches would be to house, clothe and feed the few pupils under their care. The existing buildings in the church compounds can be used to reduce the initial cost of such a programme. Non Governmental Organisations
could contribute materials directly to the programmes. The City Council of Nairobi could provide land for such ventures and social workers. Such a programme has been tried in Zambia's copper belt with a great degree of success.

9. The current curriculum should be revised to ensure sequence, progress and continuity of messages relating to effect of civil and international wars, HIV/AIDS and the plight of orphans.

10. The staffing officer at the Department Forty One of the Teachers' Service Commission should be advised to post teachers who are specially trained in special education to regular schools other than concentrating them in special units which cater for just a few of the exceptional children and only a few of the disabilities while majority of the children with special needs are in regular schools.

5.4. Suggestions for Further Research.

It should be pointed out that the findings of the study should not be used to make generalisations about orphans in the whole country. The study with its limitations is only a general survey carried out on a small number of orphaned learners in urban areas of Nairobi Province. Therefore, it acts mainly to point out the factors, which could hinder the orphans' educational performance in primary schools in urban areas. Thus if the research is to have a wider meaning, the following suggestions could be useful in pointing out other areas of study:
1. A comparative study to establish how orphans as vulnerable learners experience schooling as compared with other children.

2. Classroom management strategies for effective inclusion of orphaned and vulnerable children towards achieving EFA goals in the wake of the HIV/AIDS pandemic.

3. Teachers’ preparedness with regard to HIV/AIDS and Life Skills Education to ensure that orphans fully participate and benefit from schooling.

4. Effectiveness of home centers and children’s homes in alleviating the factors hindering the educational performance of orphaned children.
REFERENCES


**INTERNET SOURCES**


Individuals with Disabilities Act (1997).  
www.ccbd.net/pdfs/BeyondBehavior/ACF6F.pdf


www.savethechildren.org/publication/psychologicalwellbeing.


APPENDIX A
PUPILS' QUESTIONNAIRE

Name of school_____________________________________________________

Class____________________________________________________________

Age ______________________________________________________________

Gender____________________________________________________________

Instructions: Respond to all questions by ticking in the appropriate box or by filling in the information in the space provided

1. Do you share your problems with your teachers? (Tick one).
   Yes☐      No☐

2. I often: (tick some of the following answers that apply to you).
   □ Cry.                 □ Feel unwanted
   □ Feel desperate.     □ Feel hated
   □ Feel lonely.        □ Doze in class
   □ Want to be alone.   □ Often lose concentration in class
   □ Don’t feel like to play. □ Disobey teachers
   □ Feel tired.         □ Pretend am sick
3. How do you feel about other pupils in your class?
   □ They are friendly.
   □ I hate them.
   □ They are supportive.
   □ They are proud.
   □ They hate me.
   □ I like them.

   □ Aunt/uncle
   □ Grandparent
   □ Brother/sister
   □ Neighbour
   □ Others _________________________________________

5. How would you describe your guardian? (Tick one).
   □ Very kind
   □ Kind
   □ Unkind
   □ Very unkind
6. Do you prefer individual or group work at school? (Tick one).

☐ Individual
☐ Group work

7. Who provides your basic needs such as food, clothing and housing?

☐ Aunt/uncle
☐ Grandparent
☐ Brother/ sister
☐ Neighbour
☐ Others (state briefly), ___________________________________________

8. Do you do any work after school to earn money? (Tick one).

☐ Yes. ☐ No.

9. Do you have brothers and sisters?

Yes. ☐ No. ☐

10. How do you feel about being separated from your brothers and sisters?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
11. How often are you absent from school? (Tick one).

☐ Very often absent

☐ Often absent

☐ Never absent

☐ Rarely absent

☐ Very rarely absent

12. What are the main reasons for absenteeism?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. I finish my homework (Tick one).

☐ Most of the time

☐ Sometimes

☐ Never

☐ Rarely

☐ Very rarely

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for your cooperation.
APPENDIX B
TEACHER'S QUESTIONNAIRE

Name of school__________________________________________

Class teacher of:__________________________________________

Instructions. Respond to all questions by ticking in the appropriate box or by filling in the information in the space provided.

1. Are you aware of any orphaned learners in your class?
   Yes. ☐ No. ☐

2. Do you have any training in either guidance and counseling, or in special education?
   Yes. ☐ No. ☐
3. Orphaned children generally exhibit the following characteristics. (Tick the appropriate boxes provided after each answer.)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Occurrence (frequency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make negative self-statements</td>
<td></td>
</tr>
<tr>
<td>Continually move in class</td>
<td></td>
</tr>
<tr>
<td>Easily lose concentration</td>
<td></td>
</tr>
<tr>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>Acting out</td>
<td></td>
</tr>
<tr>
<td>Seek attention more than other pupils</td>
<td></td>
</tr>
<tr>
<td>Cry easily, immature compared to peers</td>
<td></td>
</tr>
<tr>
<td>Comment that nobody like them</td>
<td></td>
</tr>
<tr>
<td>Have problems relating with other pupils</td>
<td></td>
</tr>
<tr>
<td>Often complain of stomachache, headache etc.</td>
<td></td>
</tr>
</tbody>
</table>
4. Briefly describe the orphans’ inter-personal relationships with other pupils and with teachers? (Please fill-in the space provided for each learner.)

<table>
<thead>
<tr>
<th>Inter-personal relationship</th>
<th>Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
</tr>
<tr>
<td>Relate very well</td>
<td></td>
</tr>
<tr>
<td>Relate well</td>
<td></td>
</tr>
<tr>
<td>Relate badly</td>
<td></td>
</tr>
<tr>
<td>Relate very badly</td>
<td></td>
</tr>
</tbody>
</table>

5. How would you rate the orphaned learners’ academic achievements? (Please fill-in the space provided for each learner.)

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
</tr>
<tr>
<td>Very poor</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td></td>
</tr>
</tbody>
</table>
6. Comment on the reasons for the orphaned learners' academic performance that you stated in question 5.

________________________________________

________________________________________

________________________________________

7. How would you describe the orphaned children's behaviour in the class? (Please fill-in the space provided for each learner.)

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15</td>
</tr>
<tr>
<td>Very well behaved</td>
<td></td>
</tr>
<tr>
<td>Well behaved</td>
<td></td>
</tr>
<tr>
<td>Badly behaved</td>
<td></td>
</tr>
<tr>
<td>Very badly behaved</td>
<td></td>
</tr>
</tbody>
</table>

8. How often do orphans get punished at school?

- Very often    □
- Often         □
- Never         □
- Rarely        □
- Very rarely   □
9. What are the main reasons for punishment? (Explain briefly).

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

10. Are you aware of any pupils in the class who work to earn money after school?

Yes. □       No. □

11. Now that primary school education is free, are there any others expenses like tuition, lunch etc. that pupils require?

Yes. □       No. □

12. If yes, who caters for such expenses for the orphaned children in your class?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
13. From the class register, how often are orphaned pupils absent from school?

- Very often □
- Often □
- Never □
- Rarely □
- Very rarely □

14. What are the main reasons given for absenteeism? (Briefly explain).

__________________________________________________________

__________________________________________________________

Thank you for your cooperation.
APPENDIX C
HEAD TEACHER'S INTERVIEW SCHEDULE

Name of school ________________________________

1. How many standard eight-class teachers in the school are qualified in special education or in guidance and counseling?

2. Are there other specially trained teachers in the school. If yes, in which classes are they teaching?

3. Does the school have in place a functional guidance and counseling programme?

4. Now that primary education is free, which other overhead expenses do learners require in the learning process?

   (i) Uniform, □
   (ii) Field trips, □
   (iii) Lunch □
   (iv) Tuition □
   (v) Others ________________________________
5. Who caters for the expenses mentioned in question 4 for the orphaned children?


6. Are the orphaned children in the school receiving extra funding from the free primary education programme by the Ministry of Education Science and Technology?


7. Are there any programmes or organisations catering for the economic needs of orphaned children? If yes please name them.


### APPENDIX D

**OBSERVATION SCHEDULE FOR PUPILS**

School ____________________________
Class ______________________________

<table>
<thead>
<tr>
<th>Observed characteristic</th>
<th>Things to look out for</th>
<th>Frequency(Tally) per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pupil gets upset when not selected to do a task e.g. to answer a question.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Throws tantrums over small issues in class or during play.</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sitting alone during lunch or breaks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fails to be selected by others as a group member during group activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is selected as a group member during group activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteers answers.</td>
<td></td>
</tr>
<tr>
<td>Distractibility</td>
<td></td>
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<td></td>
<td>Pupil is restless.</td>
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<td></td>
<td>Seeks attention / irrelevant actions.</td>
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<tr>
<td></td>
<td>Inattentive / preoccupied.</td>
<td></td>
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<tr>
<td>Disturbed peer relations</td>
<td></td>
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<tr>
<td></td>
<td>Disturbs other pupils’ items.</td>
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<tr>
<td></td>
<td>Makes negative comments about self.</td>
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<tr>
<td>Immaturity</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Cries easily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complains of headache or of stomachache.</td>
<td></td>
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</tbody>
</table>