

**FOSTER CARE AND ACADEMIC PERFORMANCE OF ORPHAN
PUPILS OF I.D. RAYMER PRIMARY SCHOOL IN
WAKISO DISTRICT, UGANDA**

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Diploma in Primary Education

by

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God Bless You All!!!

DECLARATION

I Martin Kawuki do hereby solemnly declare to the best of my knowledge that, this is my original work and that it has never been presented to any other institution or University for any award.

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Reg. No. : BED/5555/32/DU

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This research project is presented for the examination with the approval of Kampala International University research supervisor.

CYBELLE A. GONZALES, BSED, MATS

Date : October 2007

ABSTRACT

Objectives: This study determined the foster care and academic performance of orphan pupils of I. D. Raymer Primary School in Wakiso District, Uganda. Specifically, these data were gathered: profile of orphan pupils as to age, gender, academic level, number of siblings, and parent status; the level of foster care in terms of home conditions, guidance, personal needs, socialization, and attitude; the level of academic performance; the significant relationship between level of foster care and level of academic performance; and the significant difference in the level of academic performance between male and female orphan pupils.

Design: This study employed the descriptive survey method of investigation.

Environment: This study was conducted in I.D. Raymer Primary School in Wakiso District, Uganda, specifically it is located in Bbira (9 miles) on Mityana road, Wakiso Sub-county.

Respondents: This study involved 70 orphan pupils wherein primary four (P4) has 23 orphan pupils, primary five (P5) has 31 orphan pupils and primary six (P6) has 16 orphan pupils.

Instruments: This study utilized a researcher devised instruments which were the following: the questionnaire that contained questions about profile of orphan pupils as to age, gender, academic level, number of siblings, and parent status and the level of foster care in terms of home conditions, guidance, personal needs, socialization, and

attitude. They were rated as follows: 5 strongly agree (you agree with no doubt at all), 4 agree (you agree with some doubt), 3 disagree (you disagree with some doubt), 2 strongly disagree (you disagree with no doubt at all), and 1 not applicable; and record sheet which was utilized to find out the level of academic performance of orphan pupils.

Data Collection Procedures: The frequencies and percentages were used to determine the profile of orphan pupils and level of academic performance. The weighted mean was used to determine the level of foster care in terms of home conditions, guidance, personal needs, socialization, and attitude. The Pearson product moment correlation coefficient was used to measure the level of relationship between foster care and academic performance. The paired or related t-test was used to test for significant difference in the level academic performance between male and female orphan pupils. The obtained data were expressed in the following mean range: 4.3 – 5.0 excellent, 3.5 – 4.2 very good, 2.7 – 3.4 good, 1.9 – 2.6 fair, and 1.0 – 1.8 poor.

Findings: This study revealed the following: the mean age of the orphan pupils was 12.30; the level of foster care was excellent (mean = 4.6); the level of academic performance was fairly good; the level of foster care was not significantly related to the level of academic performance; it was evident that there is no significant difference in the level of academic performance between male and female orphan pupils.

Conclusion: Based on the findings, it was concluded that the foster care and academic performance are not correlated.

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

I. D. Raymer Primary School is also known as Watoto School which is located in Wakiso district. Watoto Child Care Ministries is a child sponsorship program for Kampala Pentecostal Church (K. P. C.) where destitute children are legally adopted by this organization and are cared for through primary school and beyond. I. D. Raymer Primary School is located at Bbira (9 miles) on Mityana road, Wakiso sub-county, Wakiso district. There are 246, government, 257, private and 64 community primary schools in Wakiso district.

The school is unique from all the other schools in the district in a number of aspects from the status of its pupils through facilitation. It is located at a Watoto Orphan's Village (home) and offers kindergarten and primary education to children of backgrounds like: former street children from Naggulu Children's Remand Home, naturally orphaned children, children dumped on waste collection centres, neglected children, those saved from pit latrines, abandoned children from Ssanyu Babies Home, sexually and emotionally abused children and many more.

The school has a population of 410 pupils, which is an average of 50 children per class and 25 in a stream. The school has some of the best qualified staff ranging from Nursery Teaching Certificates to Masters Degrees for teaching staff. Whereas there are many factors responsible for the academic behaviour of these children, foster care is key due to the fact that after these children have been placed under this new (foster) care, all

their aspects of life are totally dependent on what transpires there. They are cared for by new substitute (foster) parents; live under new home conditions; receive different guidance; are exposed to brand new socialization group members and environments; develop varied attitudes and so on. The researcher therefore seeks to establish the relationship between this form of care and the academic performance of the children under it.

The researcher who is graduating student of Diploma in Primary Education at Kampala International University and being a member of staff of I.D. Raymer Primary School, his research environment, where all the children in this school are orphans under foster care will have easy access to all required information. In addition, the above school is well facilitated with a good computer laboratory and library which will help the researcher to reduce costs of typing and printing.

Theory

This study is based on theory of Sklar (1989), which states that foster care is temporary care of children by substitute parents. Foster care can be supervised by governmental or charitable agencies. It is used to protect children from unhealthy or unsafe home situations or to provide care when natural parents are unavailable. Foster care is different from adoptive care, where children become permanent members of a family.

Substitute-care facilities include individual foster homes, group homes, and institutional care, as well as adoption services, all of which provide temporary or permanent care for children. By the mid 1980s about 600,000 children were involved annually in substitute placements in the

United States. It has been estimated that through her study that about 30% of the youngsters given foster care might have remained at home if support and supplementary services had been available to their families. The role of institutional care has diminished in the United States, although institutions still provide specialized care for some children who are physically handicapped, developmentally disadvantaged, emotionally disturbed, or delinquent.

Review of the Related Literature

According to Freud, the absence of a close, continuous relationship with a caring maternal or surrogate mother (maternal deprivation) spells doom for the psychological well-being of the infant despite good physical and social care. Wartime conditions in Great Britain brought attention to the plight of children separated from their families. Authorities, hoping to reduce casualties from the bombing of large cities, removed children from their families and placed them in special 'residential nurseries'. These group homes were located in isolated rural communities. Anna Freud, among other psychiatrists, warned of the risks of this undertaking. She had escaped to England with her father and later came to train in psychoanalysis and committed to the study of child development. The concept (of maternal deprivation) is central to arguments about the outcomes of orphanage care, it deserves careful study. Its theoretical importance stems, of course, from basic assumptions about the needs of developing children. Growing children need strong, interactive relationships with responsible adults. Besides giving emotional and physical security, such ties help the child grow and learn to cope with an ever-changing

world. In most societies, the child's parents are considered the optimal social arrangement for child care and mothers are expected to play the central role.

The question arises, what are the risks when a child is separated from its family for whatever reason? Can the mother's role be supplanted to a reasonable degree? Freud thinks not. In layman terms, the theorist argues that "mother-child bonding" is a necessary step toward developing a sense of trust in others, self-confidence, and a sense of right and wrong. This bonding process is assumed to overlay unconscious ego and superego developments, necessary for later psychological health. Such imagery appeals to family-centered professionals who want the authority of scientific theory. Unfortunately, going by this theory several questions remain unanswered. For instance what precisely transpires during this bonding process? How well can surrogate-mothers substitute for biological mothers? And, what is the evidence that shows group homes cannot meet this need?

During the 1970s the U.S. Children Bureau (now part of the Administration of Children, Youth and Families of the Department of Health and Human Services) advocated the planning of permanent placements for all children entering foster care. Agency policies and practices were reviewed to identify barriers to adoption. Subsidized adoption, where adoptive parents continued to receive financial payments, made it possible for youngsters with special need to be adopted by foster parents with whom they had established emotional ties. Some states amended their laws to improve procedures to free children for adoption while equitably

balancing the sometimes conflicting interests of the child, the natural parents, and the adoptive parents (Wasserman, 2004).

In International programs, other industrialized nations, child-welfare services are generally more comprehensive than in the United States. Universal programs of children allowances (financial grants) for every family are common, as are subsidized medical care, numerous day-care centers, and communal foster care.

Group homes provide care, supervision, and training for a small number of unrelated individuals. In supervised apartments or homes, individuals live alone or with roommates. Trained staff lives in a separate unit in the same location. In adult foster care, a mentally retarded person lives with a family other than his or her own family. The foster family provides meals, a comfortable home environment, and assistance with daily living skills. Staff can provide help with dressing, bathing, and other personal needs. There are also board-and-care homes which provide sleeping rooms and meals. Some social service agencies provide assistance for people with retardation to live in the same kind of rented or owned apartments or houses as other people in the community.

During the late 19th century orphanages began to be organized on the so-called cottage system, in which children live together in small groups under the care of 'house parents'. In this system caretakers attempt to integrate the lives of the children with the life of the community. For example, such institutions provide for the education of orphans in public schools where they can meet and associate with other children. In addition, increasing emphasis is given to securing qualified

supervisory personnel with medical, psychiatric, dietary and social work training.

For a number of reasons, the prevalence and importance of orphanages in the United States declined in the second half of the 20th century. The number of children who lose both parents through death was greatly reduced due to medical advances and the absence of war. Institutional care is now provided to children who have been abandoned, abused, or neglected or who have behavioral or emotional problems. Furthermore, as a result of studies demonstrating the harmful effects of long-term institutionalization of children, experts have advocated alternative forms of care. Believing that recreating a family atmosphere is beneficial to child development, child care workers have promoted individual care in foster homes. A foster home provides a child with temporary foster parents. Foster parents may seek to permanently adopt the child.

Another alternative to orphanages is a group home, where care is provided for a limited number of children. In the 1990s some politicians and reformers advocated for a resurgence of orphanages. Critics of this proposal include adoption advocates, who believe that establishing orphanages would lessen the emphasis of finding permanent placement for orphans (Woods, 2000).

The Education of African Orphans, using data from 19 Demographic and Health Surveys (DHS) conducted in 10 countries between 1992 and 2000, it was discovered that, in the first place, orphans in Africa are significantly less likely than non orphans to be enrolled in school. However,

although orphans are on average poorer than non orphans, orphans' lower school enrollment is not explained by their poverty: orphans are equally less likely to be enrolled in school relative both to non orphans with whom they live. Consistent with the predictions of Hamilton's Rule, the theory that the closeness of biological ties governs investments in children, it's found that outcomes for orphans depend largely on the degree of relatedness of the orphan to the house-hold head. Children living in households headed by non-parental relatives fare systematically worse than those living with parental heads, and those living with non relatives fare worse still. Much of the gap between the schooling of orphans and non-orphans is explained by the greater tendency of orphans to with more distant relatives or unrelated caregivers, because they have no information on the ability of orphans, either at the time of the survey or when the children first became orphans, they cannot rule out the hypothesis that orphans receive less investment because their returns to education are lower. However, unless children with less return to schooling are systematically placed with less closely-related caregivers-something that is within household discrimination against orphans (Case, 1996).

Rates of orphanage and living arrangements, they use information for children, aged 14 and under, collected in 19 Demographic and Health Surveys (DHS). The surveys collected data on household living arrangements, housing quality and durable goods ownership, years of completed education and current enrollment status for all children in the household, and the vital status of their parents. The sample in each country-year is typically a stratified random sample of all non-institutional

households, which allows us to assess the prevalence of orphanage in non-institution based populations. Because the survey misses children who live in orphanages or on the street, the rates of orphanage we compute are likely to be too low. There are no reliable national estimates of the numbers of children who live in institutions or are homeless.

Living arrangements, children who lose a parent through death always experience additional changes in the set of adults who provide them with care. Many maternal and paternal orphans are 'virtual' double orphans, who lost the care of both parents when one died. Traditions of patrilineage may dictate that paternal orphans remain with paternal relatives rather than with their mothers; remarriage and migration among widows and widowers may also result in separation of children from their surviving parents (Foster 1996, Ntozi and Nakayiwa 1999, and Monk 2000).

In most of the country-years they analyze, orphans live in households with smaller numbers of members. However the gap in household size is always less than one member, indicating either that adult deaths strike larger households or that, when an adult dies, households gain new adult members or are absorbed into other households. The fraction of members who are children is also not systematically larger for orphan households, which is consistent with adult deaths striking households with fewer children per adult, or with a reshuffling of household members after a death occurs.

In all countries, orphans are likely to live in households with a higher fraction of elderly members, and with less well-educated heads. In

addition, orphans are most likely to live in households headed by women. Those patterns are consistent with evidence highlighting the role of grandparents, and often grandmothers, in the care of orphans (Hunter, 1990).

The issue on whether orphans receive lower levels of investment in human capital is so important in sub-Saharan Africa, where the death of prime-aged adults due to HIV? AIDS has led to pronounced concentrations of orphans. For example, data from recent Demographic and Health Surveys (DHS) indicate that in Uganda, Malawi, Mozambique, Zambia and Zimbabwe, nearly 15% of all children under the age of 15 have lost one or both parents, and more than 20% 15 year-old children in these countries are orphans. Declines in school investments that result from parental death have the potential to reduce the living standards of large numbers of African children throughout their lives.

Their concern is not just to document the fact that orphans receive less or more schooling than non-orphans, but also to understand the factors that result in reduced investment. There are several hypotheses for why school enrollment is lower for orphans than non-orphans. Orphans may be more likely than non-orphans to live in poor households and, in the presence of credit constraints, lower household wealth may result in less schooling investment.

Alternatively, orphans may have lower returns to education than non orphans. In addition, there may be intra-household discrimination against orphans that depresses investment, even controlling for household wealth and the return to education (Ntozi, 1997).

Significance of the Study

Foster care used to protect children from unhealthy or unsafe home situations or to provide care when natural parents are unavailable. Ideally, foster care should help assure the home conditions, guidance, personal needs, socialization and attitude as possible.

This study would benefit the following disciplines:

The teachers, to start with, to understand the challenges children under foster care go through and hence enable them to: cater for individual differences among such children, know what to expect of such children in academic and social areas, engage such children in activities that motivate them to learn and perform better academically, know how to guide and help these children to find purpose for life and education.

The orphan school administrators to adopt policies that can best help the nature of children they have, make informed decisions concerning guidance of their teachers and design discipline and educational packages that cater for individual differences.

The child care agencies to come up with better methods of catering for children in foster homes and give them more holistic training.

The Ministry of Education and Sports and the National Curriculum Development Centre will find this information extra useful in designing education programs that embrace learners with such dynamics.

Objectives

General: This study determined the foster care and academic performance of orphan pupils of I. D. Raymer Primary School in Wakiso District, Uganda.

Specific: this study sought to

1. determine the profile of the respondents as to:
 - 1.1 socio demographic data
 - 1.1.1 age
 - 1.1.2 gender
 - 1.1.3 academic level
 - 1.1.4 number of siblings
 - 1.1.5 parent status
2. determine the level of foster care in terms of:
 - 2.1 home conditions
 - 2.2 guidance
 - 2.3 personal needs
 - 2.4 socialization
 - 2.5 attitude
3. determine the level of academic performance
4. determine if there is a significant relationship between the level of foster care and level of academic performance
5. determine if there is a significant difference in the level of academic performance between male and female orphan pupils.

Statement of the Null Hypothesis (H₀)

There is no significant relationship between the level of foster care and level of academic performance.

There is no significant difference in the level of academic performance between male and female orphan pupils.

RESEARCH METHODOLOGY

Design

This study employed a descriptive survey method to determine the foster care and academic performance of orphan pupils of I. D. Raymer Primary School in Wakiso District, Uganda.

Environment

This study was conducted in I.D. Raymer Primary School in Wakiso District, Uganda, specifically it is located in Bbira (9 miles) on Mityana road, Wakiso Sub-county.

Respondents

This study involved 70 orphan pupils wherein primary four (P4) has 23 orphan pupils, primary five (P5) has 31 orphan pupils and primary six (P6) has 16 orphan pupils.

Instruments

This study utilized a researcher devised instruments which were the following: the questionnaire that contained questions about profile of orphan pupils as to age, gender, academic level, number of siblings, and parent status and the level of foster care in terms of home conditions, guidance, personal needs, socialization, and attitude; and the record sheet which contained the level of academic performance of orphan pupils.

Data Collection Procedures

A letter was sent to the head teacher of I.D. Raymer Primary School to ask permission to conduct the study in their school and to access into the level of performance of pupils.

After the data was collected, the researcher went ahead to calculate the frequency and percentage to determine the profile of orphan pupils as to age, gender, academic level, number of siblings, and parent status. The weighted mean was used to determine the level of foster care in terms of home conditions, guidance, personal needs, socialization, and attitude. The paired or related t-test was used to test for significant difference in the level of academic performance between male and female orphan pupils.

The Pearson product moment correlation was used to test the significant relationship between the level of foster care and level of academic performance.

Statistical Treatment of Data

The frequencies and percentages were used to describe the profile of orphan pupils as to age, gender, academic level, number of siblings, and parent status and level of academic performance.

Formula:

$$f/n \times 100$$

where: f = frequency

n = total number

100 = constant

The weighted mean was used to determine the level of foster care in terms of home conditions, guidance, personal needs, socialization and attitude.

Formula:

$$\bar{x} = \frac{\sum x}{n}$$

where: \bar{x} = mean score

$\sum x$ = summation of the individual scores of

the pupils

n = total number of pupils

The weighted mean scores were expressed using the guide below:

4.3 – 5.0 = excellent

3.5 – 4.2 = very good

2.7 – 3.4 = good

1.9 – 2.6 = fair

1.0 – 1.8 = poor

The paired or related t-test was used to test for significant difference in the level of academic performance between male and female orphan pupils.

Formula:

$$t = \frac{\bar{d} - d_0}{sd / \sqrt{n}}$$

where: t = computed value of the t – test statistic

\bar{d} = mean difference

d_0 = assumed difference

sd = standard deviation of the differences

n = total number of pupils

The Pearson product moment correlation coefficient was used to measure the relationship between level of foster care and level of academic performance. Significance of the relationship will be determined by comparing the computed r – values with their critical values at 0.05 level of significance.

DEFINITION OF TERMS

For the purpose of the study, the following terms are operationally defined:

Level of Foster Care is whether it is excellent, very good, good, fair and poor in the following aspects:

1. home conditions which includes whether it is appreciated when you do something good, have a bed and get enough time to sleep at home, allowed to read your books when you want to, share the house work with your family members, free to use household items but responsibly, feel very comfortable at home you aren't worried about not getting food, being chased from school, get time to discuss what you learnt at school with your house members, and house members do things that show you that they care about you.

2. guidance which includes the following: parent encourages you to respect other people and property, house members advise you to work hard at your studies for better results, take time with house members to pray to God, corrected when you do wrong, told about some responsible people you should be like when you grow up, and some important people come and speak to you at school about what to become.

3. personal needs which includes the following: there is enough food for you to eat at every meal, eat a balanced diet on most days, food is served in clean good containers, get medical care whenever you are sick, get dental check up or treatment when your teeth are sick, parent loves and cares for you when you are sick, get facilities for bathing and washing

when you need to, have clothes to wear whenever you need to, get necessary scholastic materials, and get proper feeding while at school.

4. socialization which includes the following: have many friends to play and chat with at home, parent and family talk freely and relate well with you, go to church and have many friends there, are allowed to play with friends at your free time, and have neighbors and relate well with them.

5. attitude which includes the following: elders and friends always advise and guide you, many people love you in this village where you live, to have a good future you must perform well in class, are very much loved by your parent and family members, and life can be successful even if you have grown up an orphanage.

Level of Academic Performance refers to the general average of the orphans pupils at I.D. Raymer Primary School.

Profile is a description of the important information of orphan pupils as to age, gender, academic level, number of siblings, and parent status.

RESULTS AND DISCUSSION

This study presents and discusses the profile of the orphan pupils as to age, gender, academic level, number of siblings, and parent status; level of foster care in terms of home conditions, guidance, personal needs, socialization and attitude; level of academic performance; the significant relationship between level of foster care and level of academic performance; and the significant difference in the level of academic performance between male and female orphan pupils.

Profile of Orphan Pupils

A total of seventy were included in this study where forty were male and thirty were female. The ages were categorized into three: fourteen years old to sixteen years old, eleven years old to thirteen years old, and eight years old to ten years old.

Twenty two or thirty two percent were fourteen years old to sixteen years old, thirty eight or fifty four percent were eleven years old to thirteen years old, and ten or fourteen percent were eight years old to ten years old. It gives the implication that the majority of the orphan pupils were eleven to thirteen years old.

With the academic level the following were registered: thirty three percent were primary four (P4), forty four percent were primary five (P5), and twenty three percent were primary six (P6). It gives the implication that the majority of the orphan pupils were P5.

The number of siblings was categorized as follows: twenty nine percent (29%) were six and above, twenty nine percent (29%) were three to five, twenty one percent (21%) were one to two, and twenty one

percent (21%) percent were none. It implies that most orphan pupils were the same number between 6 and above and three to five.

The parent status was categorized into three: both alive, both deceased, and one alive.

Sixteen or twenty three percent were both alive, thirty or forty three percent were both deceased, and twenty four or thirty four percent were one alive. It implies that the majority of the orphan pupils had no parents.

Table 1
Profile of Orphan Pupils

Category	Frequency	Percentage (%)
Age		
14 - 16	22	32
11 - 13	38	54
8 - 10	10	14
Total	70	100
Gender		
Male	40	57
Female	30	43
Academic Level		
P4	23	33
P5	31	44
P6	16	23
Total	70	100
No. of Siblings		

6 - above	20	29
3 - 5	20	29
1 - 2	15	21
None	15	21
Total	70	100
Parent Status		
Both alive	16	23
Both deceased	30	43
One alive	24	34
Total	70	100

Level of Foster Care

Table 2 shows that the five categories of level of foster care were rated excellent. The personal needs had the greatest mean followed by guidance, home conditions, socialization, and attitude.

The tabulated results showed the level of foster care, the personal needs was rated excellent followed by guidance, home conditions, socialization, and finally attitude were rated excellent.

From the 4.8 (excellent) calculated mean for the personal needs category, we could assume that there was enough food for you to eat at every meal, ate a balanced diet on most days, food was served in clean good containers, got medical care whenever you were sick, got dental check up or treatment when your teeth were sick, parent loved and cared for you when you were sick, got facilities for bathing and washing when

you need to, had clothes to wear whenever you need to, got necessary scholastic materials, and got proper feeding while at school.

The calculated mean for the guidance category was 4.7 (excellent), we could say that the parent encouraged you to respect other people and property, house members advised you to work hard at your studies for better results, took time with house members to pray to God, corrected when you've done wrong, told about some responsible people you should be like when you grow up, and some important people came and spoke to you at school about what to become.

The home conditions category was rated 4.6 (excellent), wherein we could say that it was appreciated when you do something good, had a bed and got enough time to sleep at home, allowed to read your books when you want to, shared the house work with your family members, had free to use household items but responsibly, felt very comfortable at home you weren't worried about not getting food, being chased from school, got time to discuss what you learnt at school with your house members, and house members done things that showed you that they care about you.

The socialization category was rated 4.5 (excellent), we could assume that there were many friends to play and chat with at home, parent and family talked freely and related well with you, went to church and had many friends there, were allowed to play with friends at your free time, and had neighbors and relate well with them.

The attitude category was rated 4.3 (excellent), we could assume that elders and friends always advised and guided you, many people loved you in this village where you live, had a good future you must perform well in

class, were very much loved by your parent and family members, and life could be successful even if you have grown up an orphanage.

Table 2
Level of Foster Care

Category	Mean	Interpretation	Rank
Home Conditions	4.6	Excellent	3
Guidance	4.7	Excellent	2
Personal Needs	4.8	Excellent	1
Socialization	4.5	Excellent	4
Attitude	4.3	Excellent	5
Total	4.6	Excellent	-

Level of Academic Performance

Table 3 shows the level of academic performance of orphan pupils, the orphan pupils had failing marks while four or six percent orphan pupils were belonged to fair category. This implies that the majority of the orphan pupils had fairly good.

Table 3
Level of Academic Performance

Category	Interpretation	Frequency	Percentage (%)
85 - 100 Excellent	D1	3	4
75 - 84 Very Good	D2	8	12
65 - 74 Good	C3	21	30

55 - 64	Fairly Good	C4	21	30
50 - 54	Fair	C5	4	6
45 - 49	Below Average	C6	6	9
40 - 44	Struggling	P7	3	4
30 - 39	Weak	P8	3	4
0 - 29	Very Weak	F9	1	1
Total		-	70	100

Significant Relationship Between Level of Foster Care and Level of Academic Performance

Table 4 shows that the level of foster care was not significantly related to the level of academic performance because the computed r-value was lesser than the critical r-value. This implies that orphan pupils with high level of foster care did not tend to have high level of academic performance.

Table 4

Significant Relationship Between Level of Foster Care and Level of Academic Performance

Area	Critical r - value	Computed r - value	Decision on H ₀	Interpretation
Foster Care and Academic Performance	0.232	0.021	Accept H ₀	Not Significant

Significant Difference in the Level of Academic Performance Between Male and Female Orphan Pupils

As reflected in table 5 shows that there is no significant difference in the level of academic performance between male and female orphan pupils, as shown by the computed t-value which are lesser than the critical t-value.

Table 5

Significant Difference in the Level of Academic Performance Between Male and Female Orphan Pupils

Area	Critical t - value	Computed t - value	Decision on H_o	Interpretation
Male and Female	1.995	1.186	Accept H _o	Not Significant

CONCLUSION

Based on the findings, it can be concluded that the foster care and academic performance are not correlated.

RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

1. The government comes up with clear legal framework to facilitate the set up and running of orphanages as they are of great importance mainly to this war and aids ravaged developing country.
2. The orphanage administrators create environment that help these children to feel a sense of belonging and feel safely at home.
3. The orphanage administrators institute programmes that help to develop these children holistically outside the education/ school setting.
4. The foster parents are continually refreshed with better ways of caring for children's physical and social uprightness.
5. The orphanage school teachers are continually equipped with techniques of handling children mental reformation as their past experiences expose them a lot of negative torture.
6. The government closely supervises the activities of various orphanages to eliminate opportunity for other forms of torture and abuse that these children could be deposed to.
7. The government basically in Africa strive to ameliorate the security and economic and prevalence atmospheres in their countries which will in turn reduce the importance of orphanages as they are not the natural form of life for these children.

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APPENDIX A

**TRANSMITTAL LETTER TO THE HEAD TEACHER OF I.D. RAYMER
PRIMARY SCHOOL**

October, 2006

THE HEADTEACHER

I. D. Raymer Primary School

P. O. Box 26366, Kampala

Dear Madam,

This is to introduce to you the bearer of this letter known by the name of Martin Kawuki, Registration no. DPE/5555/32/DU, a student with this university and seeking your permission to carry out a study on 'Foster Care and Academic Performance of pupils of I. D Raymer Primary School'. Your consideration of this matter is highly appreciated.

Faithfully yours,

MARTIN KAWUKI

Noted by:

CYBELLE A. GONZALES, BSED, MATS
Adviser

GEOFFREY KASOZI, BCOM, ACCA
Assistant Director, Academics, ICDS

APPENDIX B - 1

QUESTIONNAIRE

Dear Pupils,

You are kindly requested to supply information needed to complete this research questionnaire on the topic 'Foster care and academic performance of primary pupils of I.D. Raymer Primary School in Wakiso District, Uganda. The researcher promises to keep all the information confidential. Thanks for your co-operation.

Set A: Profile of Orphan Pupils

Age: _____

Gender:

Male

Female

Academic Level:

P4

P6

P5

Number of siblings: 6 and above

3 - 5

1 - 2

None

Parent status: Both alive

both deceased

One alive

Set B. Level of Foster Care

Direction: Please be guided through the following:

- 5 - Strongly agree (you agree with no doubt at all)
- 4 - Agree (you agree with some doubt)

- 3 - Disagree (you disagree with some doubt)
- 2 - Strongly disagree (you disagree with no doubt at all)
- 1 - Not applicable

I. Home Conditions

- ___ 1. appreciated when you do something good.
- ___ 2. have a bed and get enough time to sleep at home.
- ___ 3. allowed to read your books when you want to.
- ___ 4. share the house work with your family members.
- ___ 5. free to use household items but responsibly.
- ___ 6. feel very comfortable at home you aren't worried about not getting food, being chased from school.
- ___ 7. get time to discuss what you learnt at school with your house members.
- ___ 8. house members do things that show you that they care about you.

II. Guidance

- ___ 1. parent encourages you to respect other people and property.
- ___ 2. house members advise you to work hard at your studies for better results.
- ___ 3. take time with house members to pray to God.
- ___ 4. corrected when you do wrong.
- ___ 5. told about some responsible people you should be like when you grow up.
- ___ 6. some important people come and speak to you at school about what to become.

III. Personal Needs

- ___ 1. there is enough food for you to eat at every meal.
- ___ 2. eat a balanced diet on most days.
- ___ 3. food is served in clean good containers
- ___ 4. get medical care whenever you are sick.
- ___ 5. get dental check up or treatment when your teeth are sick.
- ___ 6. parent loves and cares for you when you are sick.
- ___ 7. get facilities for bathing and washing when you need to.
- ___ 8. have clothes to wear whenever you need to.
- ___ 9. get necessary scholastic materials.
- ___ 10. get proper feeding while at school.

IV. Socialization

- ___ 1. have many friends to play and chat with at home.
- ___ 2. parent and family talk freely and relate well with you.
- ___ 3. go to church and have many friends there.
- ___ 4. are allowed to play with friends at your free time.
- ___ 5. have neighbors and relate well with them.

V. Attitude

- ___ 1. elders and friends always advise and guide you.
- ___ 2. many people love you in this village where you live.
- ___ 3. to have a good future you must perform well in class.
- ___ 4. are very much loved by your parent and family members.
- ___ 5. life can be successful even if you have grown up an orphanage.

APPENDIX C

PLAN FOR DATA PRESENTATION

Table 1

Profile of Orphan Pupils

Category	Frequency	Percentage (%)
Age		
14 - 16		
11 - 13		
8 - 10		
Total		
Gender		
Male		
Female		
Academic Level		
P4		
P5		
P6		
Total		
No. of Siblings		
6 - above		
3 - 5		
1 - 2		
None		
Total		

Parent Status		
Both alive		
Both deceased		
One alive		
Total		

Table 2
Level of Foster Care

Category	Mean	Interpretation	Rank
Home Conditions			
Guidance			
Personal Needs			
Socialization			
Attitude			
Total			

Table 5

Significant Difference in the Level of Academic Performance
Between Male and Female Orphan Pupils

Area	Critical t - value	Computed t - value	Decision on H_0	Interpretation
Male and Female				

CURRICULUM VITAE

Personal Background

Name : Martin Kawuki
Reg. No. : DPE/5555/32/DU
Age : 27 years
Gender : Male
Civil Status : Married
Address : P.O Box 9066, Kampala.
Date of Birth: 17th February 1979

Educational Background

College : Kampala International University
Diploma in Primary Education
2004 – 2007
: Entebbe Primary Teachers' College
Grade III Teachers' Certificate
1997 – 1999
Secondary : St. Benedict Secondary School
1993 – 1996
Primary : Bukulula Boys Primary School
1987 – 1992

Research Experience

Diploma in Primary Education

"FOSTER CARE AND ACADEMIC PERFORMANCE OF ORPHAN PUPILS
OF I.D. RAYMER PRIMARY SCHOOL IN WAKISO DISTRICT, UGANDA"