

**EDUCATIONAL CHALLENGES OF DOUBLE ORPHAN LEARNERS,
KIGANJO ZONE, THIKA DISTRICT – KENYA.**

BY

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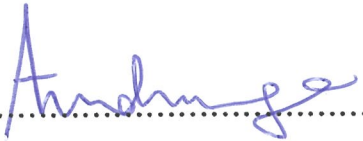
**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR
OF EDUCATION IN SPECIAL NEEDS EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY.**

AUGUST 2008

DECLARATION

I ANTHONY NDUNGU NJIHIA BED/ 13261/ 61/DF declares that the report on “Educational challenges of double orphan learners, Kiganjo Zone, Thika district – Kenya”, is entirely my original work, except the acknowledgement and that it has not been submitted before to any other university or institution of higher learning for the award of a degree.

Sign:.....



Date:.....

29-8-2008

APPROVAL

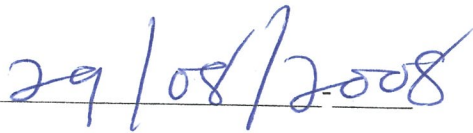
This research report has been submitted for examination with my approval as the candidate's university supervisor.

Signed: _____



Name: MR. OCHAN JOSEPH

Date: _____



DEDICATION

The most heartfelt gratitude is dedicated to my beloved wife Teresia Wambui who has given me all the encouragement and offered support materially, financially and spiritually throughout the research exercise.

Further dedications go to my loving sons Benson, Eric and Dominic.

May you live long.

ACKNOWLEDGEMENTS

I wish to acknowledge the contribution of individuals who assisted me in the production of this research report.

This includes the staff from Kampala International University. Special thanks goes to Mr. Ochan Joseph and Mr. Laaki of Kampala International University for their tireless efforts in assisting, guiding and advising me on how to go about in writing the research report.

I also convey my thanks to the entire staff of Kenya Institute of Special Education staff members who tirelessly assisted me during my literature review collection.

Other special thanks goes to the head teachers and other members of staff of Gachika, Gathiru, Kiganjo and Uceke-ini primary schools for providing essential information in the production of this research report.

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ABSTRACT

The study was about educational challenges facing double orphans in Kiganjo Zone, Thika district. There are many double orphan learners in the zone whose parents could have died due to accidents or diseases like HIV/AIDS, cancer and others. The method used in the study to collect data was qualitative approach. The research design was survey method. The targeted population was teachers and double orphan learners in the zone. The zone had twenty schools. The researcher sampled five schools out of the twenty. These schools were Gachika, Gathiru, Kiganjo and Ucekeini. The instruments and tools used were questionnaires, interview and observation. They were used during gathering of information. In the five schools, questionnaires were given to three teachers per school. The total number being fifteen. The researcher interviewed the other teachers in the five schools. The double orphan learners were interviewed through sampling method. The researcher found many double orphans to have acquired many behavioral changes after death of their parents. The behavioral changes have affected dearly their academic performances. Many teachers have not been trained in areas of guidance and counseling and in special needs education. The government has a major role in sensitizing the members of the public on the plight of double orphans. It should also start rehabilitation centre for these learners rather than waiting for well wishers like non-governmental organizations which are very few in this area of double orphans.

CHAPTER ONE

1.0 INTRODUCTION

This is the introductory part of the research. The chapter is divided into eight sections. These sections are introduction, background information, statement of the problem purpose objectives, scope, significance and review sections. The researcher gives background information about educational challenges, of double orphan learners in Kiganjo zone, Thika district – Kenya. This historical background leads the researcher to find out which these challenges are and how they can be curbed. The researcher also outlines the problems which have been identified and continuous to dog the education of double orphan learners in our societies. The researcher has put across the objectives. The objectives here try to solve the educational challenges on education of double orphan learners. The researcher also specifies the area the research will cover. In this case it covers five primary schools in a zone called Kiganjo. Finally the researcher states the beneficiaries of the research findings. This includes Ministry of Education, orphan learners and teachers at large.

1.1 BACKGROUND INFORMATION

Educational challenges are many and of different magnitudes. Some come as a result of hereditary factors and others through environmental factors. The hereditary factors may affect education of a learner physically, psychologically, mentally and emotionally. This could come in form of physical disabilities, mental retardation or through health problems. Environmental factors may include poverty, war, diseases and natural calamities like drought and earthquakes. Environmental factors may lead

to learners living in the following categories – street children, children workers and others. Learners affected by such hereditary and environmental factors will not be able to continue with education smoothly like the other learners.

The history of double orphans is as old as history. Children have been left without both parents since time immemorial. All over the world these double orphan children have suffered the consequences related to the so called cycles of poverty dependency welfare problems, learning difficulty, delinquency and maturation, vocational and career problems according to Hellmuth (1967).

Here the researcher is investigating the educational challenges, affecting double orphan learners in Kiganjo Zone. The parents of these learners may have died due to disease or accidents. After the death of the parents, the orphans are left at the mercy of their grandparents if they are alive, siblings, relatives or even well wishers who come by. This abrupt change of lifestyle dearly affects the orphan's education and behaviour. Thus the researcher intends to find out which these challenges are and how they can be curbed.

1.2 STATEMENT OF PROBLEM

Occurrence of double orphans has been in every society since time immemorial. In some societies, they have been treated like outcasts while in others they have been treated well.

In Kiganjo Zone, Thika district-Kenya, there are many double orphan learners. Their parents may have died through diseases like HIV/AIDS, cancer, malaria and others or

through accidents. The departure of their parents leaves them improperly attended psychologically and spiritually. Mostly these orphans are left at the care of their grandparents who are old and sometimes poor. These learners need proper care, education, guidance and counseling. This should be in line with children's Act 2001 which identifies the rights to education value, assurance of shelter and allowance to participate fully in the society. In January 2003, education was declared free in primary schools and free also for secondary education at January 2005 by the government of Kenya.

In schools these learners are discriminated by other learners. Many teachers lack the skills and attitudes to handle orphan learners. Most of them are untrained in the area of special needs education. They also lack the skills of guidance and counseling.

1.3 PURPOSE OF THE STUDY

The researcher intends to find out the challenges faced by double orphans learners. In this connection he will find out the number of double orphaned learners, the number of teachers trained in the area of guidance and counseling as well as in special needs education in Kiganjo Zone. Notable behavioural changes on these orphan learners, the attitudes of teachers and other learners towards double orphan learners and the degree of increase or decrease of learners in Kiganjo Zone will also be established.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVES

This study determined the attitudes of the regular teachers and learners towards education of double orphan learners, Kiganjo Zone, Thika District- Kenya.

1.4.2 SPECIFIC OBJECTIVES

By the end of the research, the researcher should be able to:-

- (i) Find out the number of double orphan learners in selected schools in Kiganjo Zone.
- (ii) Find out the number of trained teachers in special needs education and in guidance and counseling in Kiganjo Zone.
- (iii) Investigate the attitudes of learners and teachers towards education of double orphan learners.
- (iv) Investigate whether there is an increase or decrease of double orphan learners in Kiganjo Zone.
- (v) Determine the performance of double orphan learners in Kiganjo Zone.

1.5 RESEARCH QUESTIONS

- (i) How many double orphan learners are there in Kiganjo Zone?
- (ii) How many teachers are trained in guidance and counseling in Kiganjo Zone?
- (iii) How many teachers are trained in special needs education in Kiganjo Zone?
- (iv) What are the attitudes of teachers and learners towards double orphan learners in Kiganjo Zone?

- (v) Is the number of double orphan learners increasing or decreasing in Kiganjo Zone?
- (vi) Which are the behavioural changes in orphan learners in Kiganjo Zone?

1.6 SCOPE OF THE RESEARCH

The research was done from four primary schools. These were Kiganjo, Gachika, Ucekeini and Gathiru primary schools. They were in Kiganjo Zone which had twenty two primary schools. The area was served with weather, roads, semi-weather roads and a section by tarmac road. The distance between these schools was two and half kilometers on average.

The researcher intended to find the following from the four primary schools. The number of double orphans, the number of teachers, trained in guidance and counseling, the number of teachers trained in special needs education, attitudes of learners and teachers towards double orphan learners and behavioral changes in double orphan learners.

The researcher had some advantages in carrying the research work in the area in that he was familiar with area of study and with people in the area. The limiting factors included transport costs. This was due to the area being hilly and climate being wet.

1.7 SIGNIFICANCE OF THE STUDY

The research study intends to change the attitudes of learners and teachers towards orphaned learners in schools. The research would open the gap between the double orphans and learners together with teachers. It would help them take them as equals with only difference of that of lack of parents. It intends to sensitize teachers on the needs to

acquire skills of handling learners who are double orphans by studying guidance and counseling and also special needs education. By doing so, the teachers would help minimize behavioural changes in orphan learners. The study will assist the Ministry of Education, Science and Technology to formulate policies towards orphan learners or rehabilitation, education and financial assistance. The study would also assist the Ministry of Health by formulating ways of minimizing the causes of deaths through diseases such as HIV/AIDS, typhoid, malaria and others. The ministry of Health will put across processes of inducting members of the general public on how to handle children who are orphaned through diseases or accidents.

1.8 REVIEW

The researcher concentrated on the background information under education challenges of double orphan learners the steps to follow in order to get to the root cause of the educational challenges facing double orphan learners and finding out the research findings. The beneficiaries sited in the research findings, includes Ministry of Education, teachers and double orphan learners. The next chapter reviews the related literature to the variables of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter clarifies the educational challenges on education of double orphan learners. It indicates what it means to be a double orphan learner as compared to the economic, social and spiritual well being of an individual. It sites the attitudes of professionals, teachers, learners and other community members towards education of double orphan learners. It gives a general community view on training of teachers in special needs education and in guidance and counseling. Certain scholars of disadvantaged children have been sited. These scholars include the Herald Magazine, the Standard Newspaper and the Sunday Nation. Finally, it gives a report on what other scholars changes noted as behavioural changes in double orphan learners as they undertake their day to day educational cores.

Hellmuth, 1967, states that the disadvantaged child has achieved a pre-eminence as a target for social action programs. This has apparently derived from the conviction that there are long range individual and social consequences of life's early privations. These consequences relate to the so called cycles of poverty, dependency, welfare problems, learning difficulty, delinquency and maturational, vocational and career problems. It would seem that these cycles are indivertently being perpetuated from generation to generation and it is for this reason that they are such grave concern both community and national levels.

When we speak of the disadvantaged child we refer to a child deprived of the same opportunity for healthy growth and development is available to the vast majority of the other members of the large society in which he lives.

We postulate that an additional factor which interferes with the disadvantaged child's development of controls is his over exposure to some of the frightening behaviour patterns of people around him.

Jerome, 1978, states that the largest sources in school achievement were found to be associated with family background socio economic status and race. Initial mental ability of the accounts for more of the individual differences in subsequent school performance than any other single variable.

It should be a cause of concern that wealth, health and medical might of America are still incapable of meeting the needs of its people. In Boston, one of the great health centers of the world there are simply not enough resources to meet the comprehensive health needs of head start children particularly in the dental and mental health areas.

2.1 ATTITUDES AND CHALLENGES OF DOUBLE ORPHAN LEARNERS

Hellmuth, 1980, states that impoverished children were fully capable of such learning and demonstrated this potential when guided in appropriate learning experiences. The fact that most such children did not perform well in schools was mainly a function of negative attitudes and low expectations among professionals, staff and especially of instructional methods and materials ill-suited to their developmental needs. The observed academic deficiencies of such children called not for special programs of compensatory education,

but simply for good teaching and this necessarily implied the adaptation of school methods and materials and affective climates to the differing needs of learners from impoverished background.

A moment of joy for four orphans. Alice Ndunge was not a celebrity or particularly well known away from her small village in Donyo Sabuk on the foothills of Kilimambogo in Machakos District. Therefore, the September 1978, rape and subsequent murder of the single parent did not receive more attention than a passing mention in the newspapers.

However, a little media attention was expended in the misery of those left behind with a photo, in the Daily Nation of September 19, 1998, capturing the faces of her children and their grandmother who seemed overwhelmed by the sad state of affairs.

Few people paid much attention to the incident; but one man Fride Nilsson, the director of Faith Homes of Kenya, filled it with food and drove to Alice's village. His mission? To provide care for the newly orphaned children. He took away Alice's four children aged six, five, four and three. They were taken to Nilsson's Faith Homes in West Pokot District.

"The home incorporates a church, a primary school, a health clinic, a mechanical training workshop, a tailoring outfit and a nursery school". He adds. This is according to Sunday Nation, August 29, 2005.

If you saw the smile on the faces of orphaned twin brothers Saidi and Rama Khamisi, you be inspired by their determination. They have severe deformities including knock knees, deformed elbows, orched backs, twisted spinal chords and swollen heads. Four years ago Saidi and Roma almost lost hope when their mother also disabled, died

suddenly. Their mother, who lived with them at a shanty in Likoni, fell sick one afternoon and died before they could get her to the hospital.

Her death worsened their bad health and they became skinny, emaciated, sickly and in dire need of special attention. The twins now aged eight, learned to live the hard way with whatever was offered by their mother's friend and landlord.

The twins say they born disabled although psychotherapists at the association of the Physically Disabled of Kenya (APDK) clinic say rickets may be to blame.

When the Association took them in for rehabilitation early this year, the twins' faces lit up once more. This is according to the Standard Newspaper, October 19, 2006.

2.2 TRAINING TEACHERS ON GUIDANCE AND COUSSELLING

Wills, 2004, states that all community agencies should be alert to their opportunities to provide support to the sick in their midst and help people with HIV/AIDS and their dependents. Counseling materials and messages will need to be particularly relevant to specific target groups whether these be families, women, sex workers or youth. As former president of South Africa Nelson Mandela stated in his closing address to XIIIth world AIDS conference. The challenge is to move from rhetoric to action and action at an unprecedented intensity and scale. There is need to focus on what we know works. We need to break the silence, banish stigma and discrimination and ensure inclusiveness within the struggle against AIDS.

According to the Standard Newspaper November 4, 2006, the government has done little to provide qualified teachers for needy schools. Right from nursery school to university,



learning is besieged with mistakes. Many children go through school but they are inadequate because they did not get a solid foundation in education by a concerned parent Nairobi.

Teaching is not a profession of choice for many. Miss Catherine Imbuga joined Nyeri's Kamwenja Teachers Training College last year though she had completed form four in 1999. She wanted to be a lawyer and still hopes to become one. However, she scored B- in K.C.S.E and could not join a public university. She intended to repeat the class or even join the parallel degree programme but she knew her poor family could not afford the fees. After being out in the cold, a good Samaritan offered to pay for her at a teacher's training college. "I applied for the course reluctantly because I never wanted to become a teacher." She says. This is according to The Standard Newspaper of May 12, 2007.

2.3 BEHAVIOURAL CHANGES IN DOUBLE ORPHANS

The mood was carnival. One corner of the compound was a buzz with little children playing. In the middle was a tent pitched for the older guest - 100 or so invited to the auspicious occasion, the seventh anniversary of New Life home at Hurlingum, Nairobi according to Sunday nation July 1, 2004.

It was most gratifying for Clive and Mary Beckenham, their vision of the future unfurling right before their eyes, a dream come true.

Clive is the founder, administrator, director and chaplain of the New Life Home, which takes care of abandoned, orphaned, HIV-positive infants up to six months old.

Him, his wife Mary, the babies and their guests were celebrating the home's seventh anniversary since its founding in 1996.

"So far, 90 percent of the 128 HIV positive babies admitted to the home have zero-reversed (turned HIV – negative), an elated Mr. Beckenham told the guests.

Clive and Mary have given a hope and a home for 294 babies. 77 percent of who have already been adopted by both Kenyan and non-Kenyan families.

Parents wishing to adopt children from the home have to undergo rigorous counseling before they take the babies with them. There is strict legal process involved.

All learning institutions have a responsibility to address HIV and AIDS through education by developing skills and values and changing attitudes to promote positive behaviours that combat the disease.

Curriculum that is sensitive to cultural and religious beliefs and is appropriate to age, gender, language, special needs and context on HIV and AIDS shall form part of the education for all learners at all levels.

Local communities, religious groups and leaders, parents, caregivers and guardians will be mobilized to support and ensure success of the HIV and AIDS prevention and control programme within learning institution and in the home.

Teachers education curriculum (pre-service and in-service) must prepare educators to respond to HIV and AIDS within their own lives and as professionals to build positive attitudes and skills for HIV and AIDS prevention and control among learners. This is

according to education sector policy on HIV and AIDS, Republic of Kenya, May 2006, Nairobi.

2.4 REVIEW

The researcher dealt with clarifications of problems on education of double orphan learners as seen by other scholars. The scholars who were cited dealt mostly on disadvantaged children. The scholar gives their research on training of teachers in special education and in guidance and counseling; the meaning of what it means to be a double orphan learner and the notable behavioural changes in orphan learners. The next chapter discusses the methodology that will be employed in the study.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter discussed the methodology employed in the study. It is divided into eight sections. These included introduction, research design, sampling procedure sample, instruments, procedure data analysis and the review of methodology procedures. It specifies a suitable approach that the study followed such as a survey design. It also explains how the sample was arrived at from the population. For example here, it was through random sampling. It also clearly specifies who the respondents are. They are teachers and learners of certain schools. The methodology section also explains the structure of the struments such as the number of sections and items. In the procedure section a detailed story is given of how the study was conducted from the start to the end of the research. It also suggests the suitable data analysis techniques that were used to answer the research questions. The researcher used statistical data technique during data analysis.

3.1 RESEARCH DESIGN

The researcher used survey method. The schools in the zone were visited. Sampling method was done through simple sampling method. First the researcher sampled the schools. Out of the twenty schools in the zone, five were chosen through sample method. The researcher visited the five schools namely Gachika, Gathiru, Gicheru, Kiganjo and Uceke-ini. After getting permission from the head teachers, the researcher sampled teachers and learners.

3.2 AREA AND POPULATION OF STUDY

This can be described as the targeted area in which the researcher aimed to conduct the research. In this case the study was conducted by the researcher in selected primary schools in Kiganjo Zone in Thika District – Kenya. These primary schools were Gachika, Gathiru, Gicheru, Kiganjo and Uceke-ini. The number of respondents which the researcher intended to get feedback from were fifteen teachers, five teachers from each school.

3.3 SAMPLE

Out of the population of twenty schools in the zone, the researcher sampled five schools targeting the teachers and learners of these schools as sample group. These schools were Gachika, Gathiru, Gicheru, Kiganjo and Uceke-ini primary schools. Fifteen teachers were sampled from the five schools. This enabled the researcher to get information about double orphans and also their information about experience in teaching double orphan learners. The researcher sampled teachers of different sexes. This enabled the researcher to get a wide range of answers as to their sexes. The researcher sampled both married and unmarried teachers. This enabled the researcher to get unbiased information. The researcher assumed the academic qualification to be the basic teaching certificate held by the teacher. The researcher did not consider the age of the teacher as a basic selecting the respondents. Randomly regardless of age, the researcher sampled the respondents. Teaching experience was not used as a base of selecting the sample. Respondents of different teaching experience were randomly selected to become part of the sample.

3.4 DATA COLLECTION

The researcher used simple random sampling. Out of the twenty schools, five schools were selected at random and survey done. The researcher randomly sampled five schools from the twenty schools in the zone. The researcher wrote the names of the twenty schools on different pieces of paper to hide the names. The researcher put the rolled papers into a small box and turned them using a pen. The researcher randomly took five rolled papers from the box. The researcher opened the papers one by one recording the name on the paper. The five schools were Gachika, Gathiru, Gicheru, Kiganjo and Uceke-ini. The researcher then visited these schools and randomly sampled teachers and learners for the research. These sampled teachers and learners were given the questionnaires. The researcher also interviewed them about educational challenges on education of double orphan learners in their respective schools.

3.4.1 INSTRUMENTS

The researcher used questionnaire observation and interview methods. The researcher used the three instruments in order to get maximum information from the respondents. The questionnaire enabled the researcher to get answers which may be the respondents could not have said face to face.

The questionnaire was divided into three different sections. The first section dealt with Yes/no responses. Some of the examples of the questionnaire were: - Do the members of the community support these double orphans? Yes No. do other teachers support the learning of double orphans? Yes No. The second section involved close -ended

responses. Some of the examples the researcher used were: - Your marital Status Married Unmarried. For how many years have you taught? What is your sex? Male Female

During the visits the researcher managed to observe orphans. The researcher made sure the double did not notice the endeavor. The researcher would notice certain behaviour and moved to the staffroom to record. The researcher noticed the physical appearance of the double orphans.

The researcher interviewed both the sampled teachers and the double orphans in a certain school. The researcher used face – to – face method. During the interview the researcher used simple language and at the level of the respondent.

3.4.2 PROCEDURE

The researcher planned to conduct the research in different stages. The first step was selecting a topic of study. The researcher prepared the statement of the problem, purpose of the study, objectives of the study, scope and significance of the study.

The researcher prepared on how to get information on related literature was organized to be got from authors, journals and newspapers.

The researcher got different authors with related literature from different libraries in Nairobi area. The researcher got newspaper with related literature from the school library. The researcher decided on the target population and sample. The target population chosen was learners and teachers in Kiganjo Zone, Thika District Kenya. The researcher came up with a sample of five schools. In each school, the researcher sampled five teachers as respondents and all the double orphaned learners.

The researcher got official permission from the head of the institution, the researcher worked as a teacher. The researcher gave the out the official letter which was given from the university authorities. The researcher prepared the route map, writing materials and money incase of transport expenses. The researcher prepared tables and charts to fill information from the respondents. The researcher also prepared instruments to use during research. These included questionnaires and plans for the interview. After collection of data, the researcher organized the raw data into useful data inform of tables, graphs and charts. The researcher analyzed the data and wrote up the research report. Later the researcher submitted the research report to the university authorities.

3.5 DATA ANALYSIS

The researcher used qualitative approach during the data analysis. This approach emphasized the use of statistical techniques. The data was organized in tabular and chart form. The data gave a comparative picture between the total number of learners, number of teachers, number of siblings and the question which was intended to give an answer. The comparative degree was indicated in percentage form. The percentage of the comparative degree enabled the researcher to discuss the answer to the question at hand then.

3.6 LIMITATIONS OF THE STUDY

The researcher moved from one school to the other. This movement required a lot of time would be needed. This was a serious limitation because time allocated from the research was one year. The researcher also faced negative attitudes from the teachers. Many were

not ready to give out information about learners with special needs in their classes especially on the side of double orphans. Another limitation faced was transport problems as most areas were only accessed on foot. The terrain of the land was also a limitation. The area is transversed by hilly and forests.

3.7 REVIEW

The researcher was dealing with the methodology employed in the study of educational challenges on education of double orphan learners. The researcher used survey design to collect data. The data was collected through simple sampling method. The researcher used statistical data technique analysis of data. The next chapter presents the findings of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 INTRODUCTION

This chapter provides the answers to the researcher questions of study. Such research questions whose answers are given in this chapter includes “how many teachers are trained in guidance and counseling in Kiganjo Zone”, “how many double orphans learners are there in Kiganjo zone?”, “How many teachers are trained in special needs education in Kiganjo zone?” these answers are represented in tables, pie charts and bar graphs

TABLE1:THE NUMBER OF DOUBLE ORPHANS IN KIGANJO ZONE

| School | Number of double orphans | Percentage (%) |
|---------------|---------------------------------|-----------------------|
| Gachika | 13 | 21.7 |
| Gathiru | 9 | 15 |
| Gicheru | 9 | 15 |
| Kiganjo | 19 | 31.7 |
| Uceke-ini | 10 | 16.7 |
| Total | 60 | 100 |

Source: Primary data 2008

Table 1 indicates that 31.7% is the highest occurrence of double orphans in the zone compared with the lowest which is 15%. This reveals there are many double orphans in the zone.

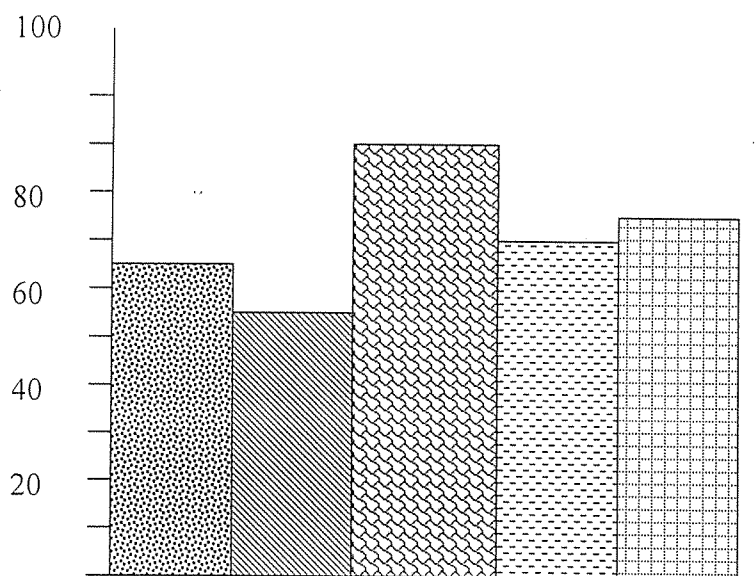
TABLE2:THE NUMBER OF DOUBLE ORPHANS TAKEN CARE BY GRAND PARENTS

| School | Number of double orphans | Number taken care by grandparents | Percentage (%) |
|--------------|--------------------------|-----------------------------------|----------------|
| Gachika | 13 | 8 | 20 |
| Gathiru | 9 | 5 | 12.5 |
| Gicheru | 9 | 8 | 20 |
| Kiganjo | 19 | 12 | 30 |
| Uceke-ini | 10 | 7 | 17.5 |
| Total | 60 | 40 | 100 |

Source: Primary data 2008

Table two indicates that 30% of double orphans are taken care by grandparents while the lowest in the zone is 12.5%. It reveals that a third of the orphans are taken care of by grand parents.

Bar graph of percentages of double orphans taken care by grand parents versus school



Bar graph showing percentage taken care by grandparents vs school

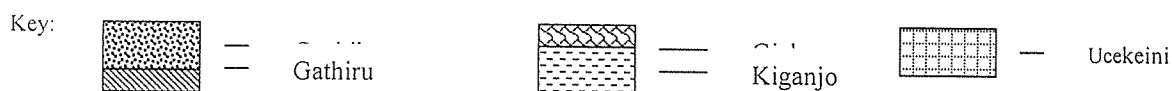


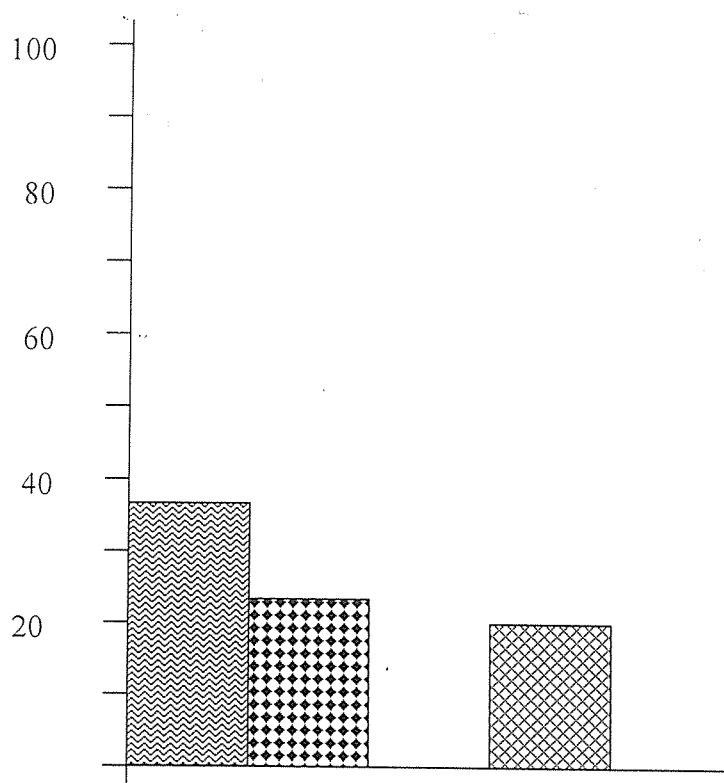
TABLE3:THE NUMBER OF DOUBLE ORPHAN LEARNERS TAKEN CARE OF BY SIBLINGS

| School | Number of double orphans | Number taken care by siblings | Percentage (%) |
|--------------|--------------------------|-------------------------------|----------------|
| Gachika | 13 | 5 | 38 |
| Gathiru | 9 | 2 | 22 |
| Gicheru | 9 | - | 0 |
| Kiganjo | 19 | 4 | 21 |
| Uceke-ini | 10 | - | 0 |
| Total | 60 | 11 | 18 |





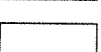
Source: Primary data 2008

Table three reveals that 30% of the double orphans learners are taken care of by siblings, two schools reveal that no double orphans are taken care of by siblings.

Bar graph of percentages of double orphans taken care by siblings versus school



Bar graph showing the number taken care by siblings vs schools

| | | | |
|------|---|---|----------|
| Key: |  | — | Gachika |
| |  | — | Gathiru |
| |  | — | Gicheru |
| |  | — | Kiganjo |
| |  | — | Ucekeini |

**TABLE4:THE NUMBER OF DOUBLE ORPHANS LEARNERS WHO ARE
TAKEN CARE OF BY RELATIVES APART FROM SIBLINGS**

| School | Number of double orphans | Number taken care by relatives | Percentage (%) |
|--------------|-----------------------------|-----------------------------------|-------------------|
| Gachika | 13 | - | 0 |
| Gathiru | 9 | 2 | 22 |
| Gicheru | 9 | 1 | 11 |
| Kiganjo | 19 | 3 | 16 |
| Uceke-ini | 10 | 3 | 33 |
| Total | 60 | 9 | 15 |

Source: Primary data 2008

Table four indicates that 33% of the double orphans are taken care of by relatives. The lowest 0% in Gachika is not taken care of by relatives. It reveals that in some areas, double orphans are not taken care of by relatives.

TABLE5: THE NUMBER OF DOUBLE ORPHANS LEARNERS WHO COME FROM POOR BACKGROUND

| School | Number of double orphans | Number from poor background | Percentage (%) |
|--------------|--------------------------|-----------------------------|----------------|
| Gachika | 13 | 9 | 69 |
| Gathiru | 9 | 6 | 67 |
| Gicheru | 9 | 4 | 44 |
| Kiganjo | 19 | 19 | 100 |
| Uceke-ini | 10 | 9 | 90 |
| Total | 60 | 47 | 78 |

Source: Primary data 2008

Table 5 reveals that majority of double orphans in Kiganjo zone come from poor background. For example Kiganjo which is 100% and Ucekeini 90%.

Bar graph showing percentage number from poor background vs school

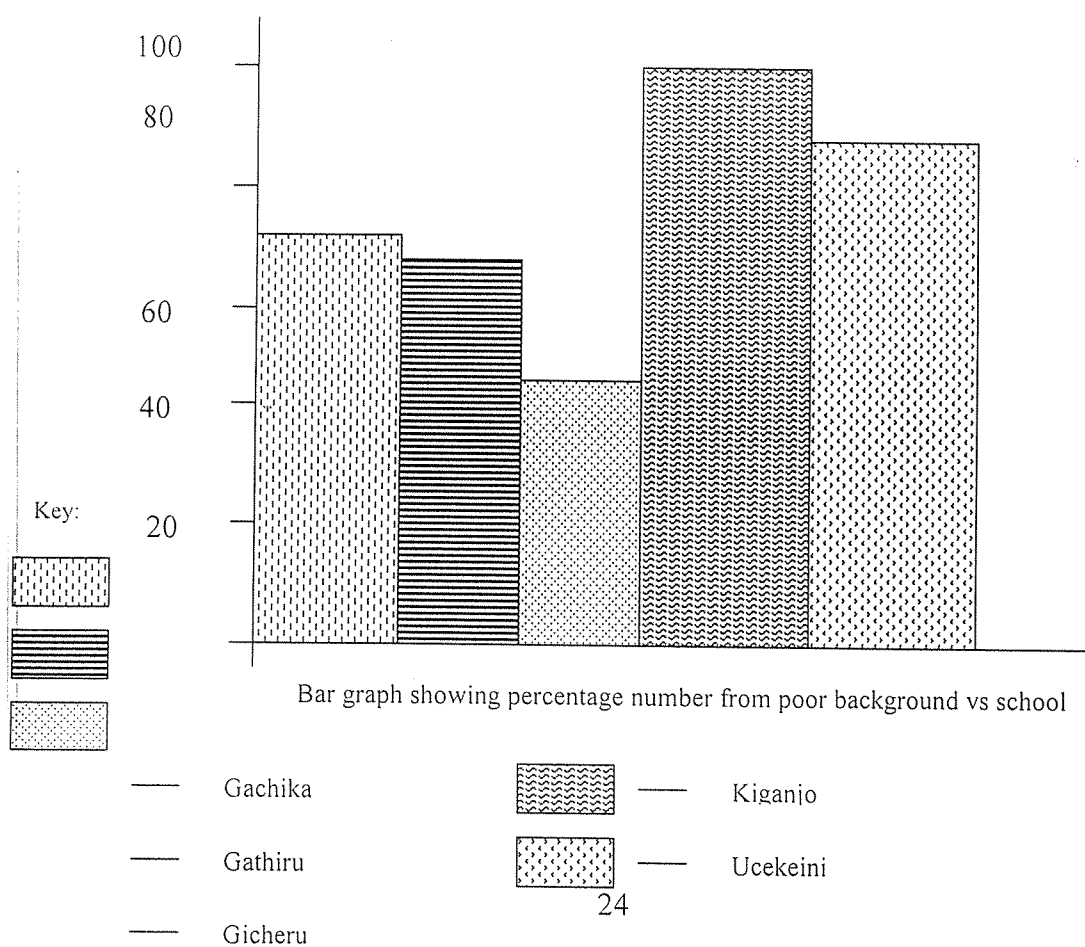


TABLE 6: THE NUMBER OF TRAINED TEACHERS IN GUIDANCE AND COUNSELING IN KIGANJO ZONE.

| School | Total number of teachers | Trained in guidance and counseling | Percentage (%) |
|--------------|--------------------------|------------------------------------|----------------|
| Gachika | 15 | - | 0 |
| Gathiru | 9 | - | 0 |
| Gicheru | 9 | 1 | 11 |
| Kiganjo | 21 | 4 | 19 |
| Uceke-ini | 15 | 2 | 13 |
| Total | 69 | 7 | 10 |

Source: Primary data 2008

Table 6 shows that very few teachers in the zone are trained in Guidance and Counseling as the highest is 19% and lowest is 0%.

TABLE 7: NUMBER OF TRAINED TEACHERS IN SPECIAL NEEDS EDUCATION IN KIGANJO ZONE

| School | Total number of teachers | Trained in special needs education | Percentage (%) |
|--------------|--------------------------|------------------------------------|----------------|
| Gachika | 15 | - | 0 |
| Gathiru | 9 | 1 | 11 |
| Gicheru | 9 | - | 0 |
| Kiganjo | 21 | 1 | 5 |
| Uceke-ini | 15 | 1 | 7 |
| Total | 69 | 3 | 4 |

Source: Primary data 2008

Table 7 reveals that very teachers are trained in special needs education in the zone as the highest is 11% and other areas have 0%.

TABLE 8: THE NUMBER OF DOUBLE ORPHAN LEARNERS WHO STAY AT HOME

| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 13 | 87 |
| NO | 2 | 13 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 8 indicates that many double orphans stay at home that is 87% instead of going to school, 13% of them go to school.

TABLE 9: SHOWING WHETHER THE FREE PRIMARY EDUCATION HAS LED ANY IMPACT ON LEARNERS' ENROLMENT WHO ARE DOUBLE ORPHANS

| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 15 | 100 |
| NO | - | - |
| Total | 15 | 100 |

Source: Primary data 2008

Table 9 reveals that free primary education has made a 100% impact on enrolment to schools by double orphans.

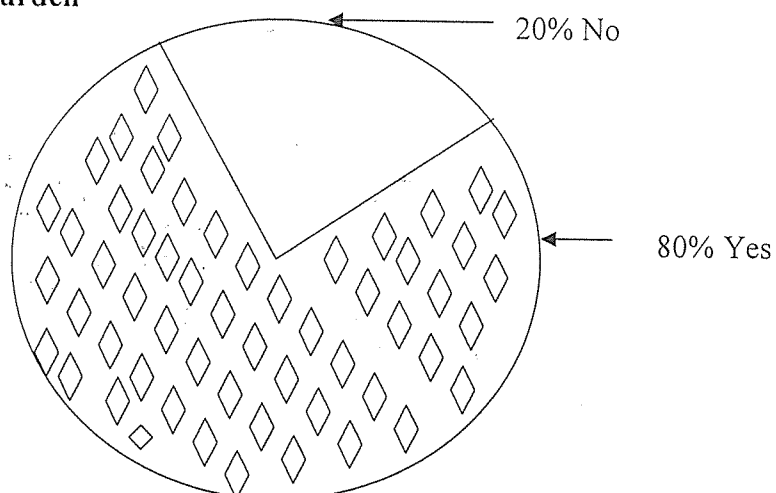
TABLE 10: SHOWING WHETHER TEACHING OF DOUBLE ORPHANS LEARNERS IS A BURDEN AS COMPARED TO OTHER LEARNERS.

| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 12 | 80 |
| NO | 3 | 20 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 10 indicates that majority of the respondents with a response of 80% while 20% said no. This means that the teaching of double orphan learners is a burden.

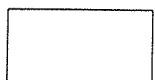
Pie chart showing respondents who say “yes” and “no” on teaching of double orphans as a burden



Key:



Yes 80%



No 20%

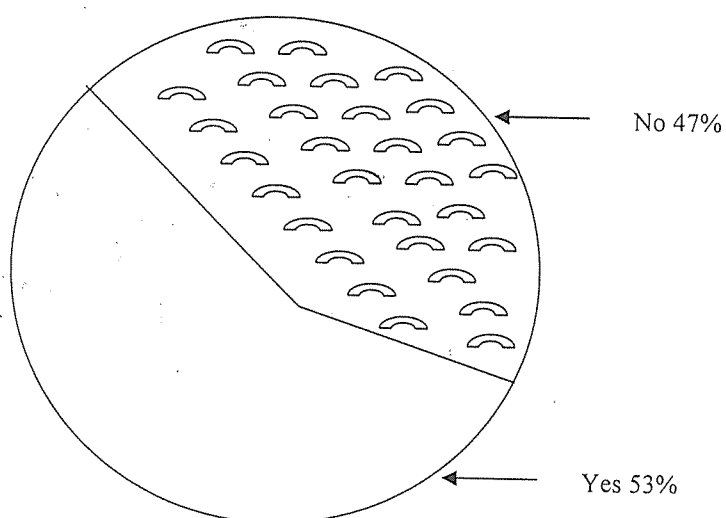
Pie chart showing respondents who say “yes” and “no” on teaching of double orphans as a burden.

TABLE 11: SHOWING WHETHER THE MEMBERS OF THE COMMUNITY SUPPORTS THESE DOUBLE ORPHAN LEARNERS.

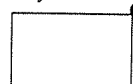
| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 8 | 53 |
| NO | 7 | 47 |
| Total | 15 | 100 |

Source: Primary data 2008

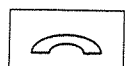
Table 11 reveals that 53% of the members of the community support double orphan learners while 47% do not support the orphans. This means if more awareness is done support will improve.



Key:



Yes 53%



No 47%

Pie chart showing percentage of respondents who say members of the community support double orphans and those who do not

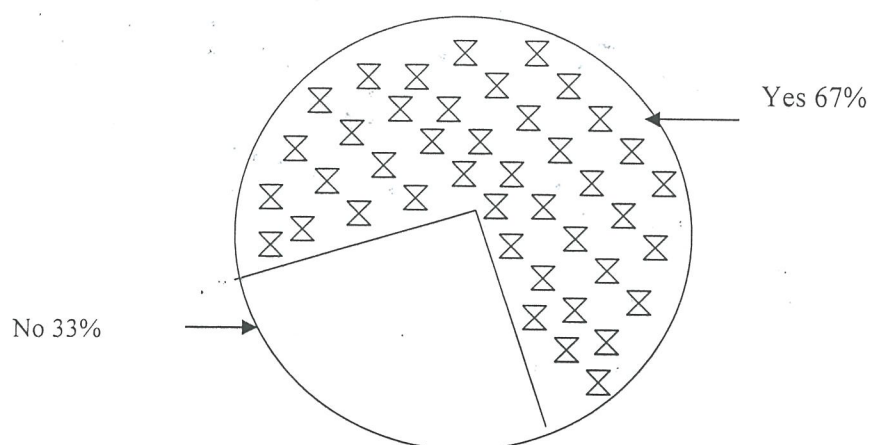
TABLE 12: SHOWING WHETHER TEACHERS SUPPORT THE LEARNING OF DOUBLE ORPHANS

| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 10 | 67 |
| NO | 5 | 33 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 12 reveals that 67% of teacher in the zone supports learning of double orphans while 33% does not support learning of the double orphans. This means that more awareness should be put in place for these teachers to support.

Pie chart showing percentage of respondents who say teachers support learning of double orphans or not



Key: Pie chart showing percentage of respondents who say teachers support learning of double orphans or not.

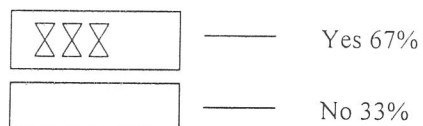


TABLE 13: SHOWING WHETHER THE SCHOOL ADMINISTRATION FULLY SUPPORT DOUBLE ORPHAN LEARNERS

| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 12 | 80 |
| NO | 3 | 20 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 13 reveals that school administrators in the zone support the orphans by 80% , a margin of 20% of the school administrators do not support the learning of the double orphans.

TABLE 14 SHOWING WHETHER THERE WAS ANY COORDINATION BETWEEN THE EDUCATIONAL ASSESSMENT AND RESOURCE CENTRE AND THE SCHOOL ON THE ISSUE OF ASSISTING THESE LEARNERS.

| Responses | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| YES | 15 | 100 |
| NO | - | 0 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 14 reveals a 100% coordination between the educational assessment and the resource centre in assisting the orphans.

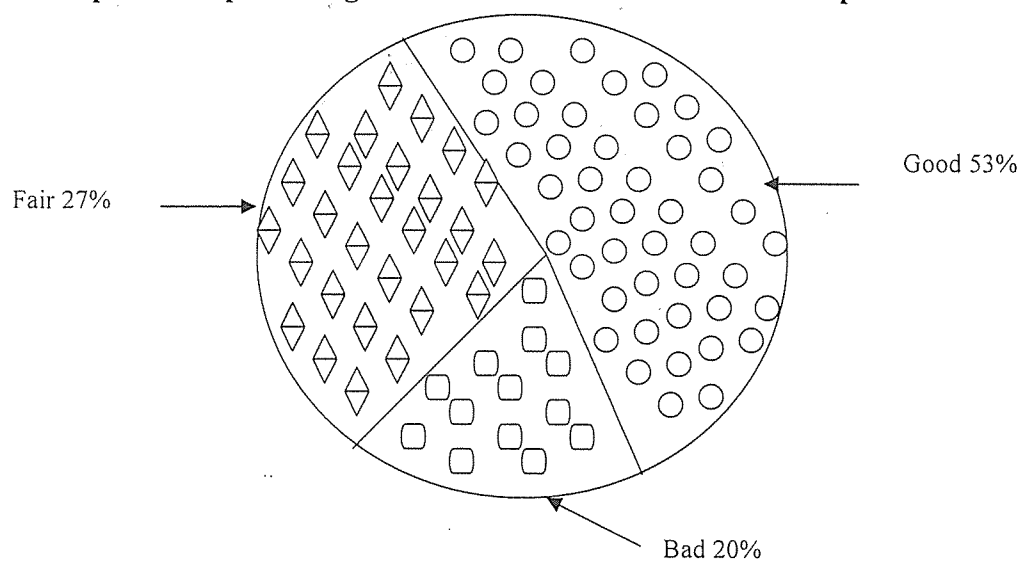
**TABLE 15: SHOWING THE ATTITUDES OF OTHER LEARNERS TOWARDS
DOUBLE ORPHANS**

| Response | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| Excellent | - | 0 |
| Good | 8 | 53 |
| Fair | 4 | 27 |
| Bad | 13 | 20 |
| Total | 15 | 100 |

Source: Primary data 2008

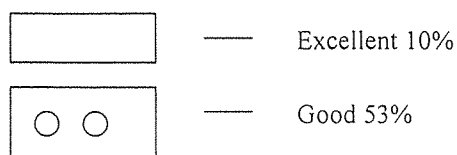
Table 15 reveals that 53% of other learners in the schools portray good attitudes towards orphans 27% fair attitudes at the lowest 20% as bad attitudes.

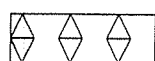
Respondents percentage whose state attitudes of double orphans learners



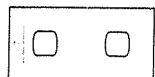
Pie chart showing respondents percentage who state attitudes are excellent, good, fair, & bad towards double orphans learners from other learners.

Key:





— Fair 27%



— Bad 20%

TABLE 16: SHOWING WHETHER THE NUMBER OF DOUBLE ORPHAN LEARNERS WERE INCREASING OR DECREASING IN THE ZONE

| Class | Number of double orphans | Percentage (%) |
|--------------|--------------------------|----------------|
| 1 | 10 | 17 |
| 2 | 6 | 10 |
| 3 | 10 | 17 |
| 4 | 7 | 12 |
| 5 | 8 | 13 |
| 6 | 6 | 10 |
| 7 | 8 | 13 |
| 8 | 5 | 8 |
| Total | 60 | 100 |

Source: Primary data 2008

Table 16 reveals that the number of double orphans was increasing as class one has 17% and class eight 8% a difference of 9%

TABLE 17: SHOWING BEHAVIOURAL CHANGES IN DOUBLE ORPHANS

| Responses | Respondents | Out of | Percentage (%) |
|---|-------------|--------|----------------|
| 1. Double orphan learners always absent minded in class | 10 | 15 | 67 |
| 2. some double orphan learners practice truancy | 8 | 15 | 53 |
| 3. Some double orphan learners steal from others | 9 | 15 | 60 |
| 4. Some double learners academic performance keeps on getting lower | 8 | 15 | 53 |
| 5. Some double orphan learners are dirty | 10 | 15 | 67 |
| 6. Some double orphan learners appear lonely | 4 | 15 | 27 |
| 7. Some double orphan learners portray high hardness | 3 | 15 | 20 |
| 8. Some double orphan learners are highly tempered | 6 | 15 | 40 |
| 9. Some double orphan learners behave in a sickly manner | 4 | 15 | 27 |
| 10. Some double orphan learners fights others | 5 | 15 | 33 |
| 11. Some double orphan learners are rude | 5 | 15 | 33 |

| | | | |
|---|---|----|----|
| 12. Some double orphan learners seem to be in fear | 4 | 15 | 27 |
| 13. Some double orphan learners keep on absenting themselves from school. | 5 | 15 | 33 |

Source: Primary data 2008

Table 17 reveals that double orphans have many behavioural changes from the normal because 67% of them were found to be dirty, 60% stole from others.

TABLE 18: SHOWING WHETHER THE GOVERNMENT HAS GENERATED FUNDS FOR THE DOUBLE ORPHAN LEARNERS THROUGH THE FREE PRIMARY EDUCATION

| Response | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| Yes | - | 0 |
| No | 15 | 100 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 18 reveals that the government had not generated funds for double orphans as 100% of respondents said No.

**TABLE 19: SHOWING WHETHER THEY HAD A MODIFIED CURRICULUM
FOR DOUBLE ORPHAN LEARNERS**

| Response | Respondents | Percentage (%) |
|--------------|-------------|----------------|
| Yes | - | 0 |
| No | 15 | 100 |
| Total | 15 | 100 |

Source: Primary data 2008

Table 19 shows no modified curriculum for double orphan learners was put in place as 100% of respondents said No.

4.20 REVIEW

This chapter concentrated on giving answers to the research questions. The findings indicated that the number of double orphans was increasing in the zone. That the number of trained teachers both in guidance and counseling and special needs education is minimal. The findings also found that some teachers and some other learners have negative attitudes towards the education of double orphan learners and there was a general increase of double orphan learners in all schools. The next chapter discusses the findings, draws conclusions and makes recommendations from the study.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter discusses the ideas the researcher gets from the findings of the research on educational challenges on education of double orphans learners. It gives an interpretation of research findings in relation to the literature review. The chapter also states whether the researcher agrees or disagrees with other scholars on challenges on education of double orphan learners. The chapter also reports what the researcher says about the research study. The researcher gives the answers to the research questions. It gives a conclusion drawn directly from the data and findings. The chapter also presents recommendations.

5.1 DISCUSSION

According to the answers got from the research findings, one possible explanation is that Kiganjo zone has a large number of orphan learners which is approximately two percent of the total population of learners. The orphans are found to suffer from financial handicaps, emotional and behavioral disturbances to psychological disorder. The researcher and the respondents find it necessary to rehabilitate these double orphans mostly in rehabilitation centers and later to be taken to "normal" school life. Awareness to be put across in all areas such that members of the public will be aware of the presence, causes and sufferings of the double orphans. In so doing the government should come up with proper planning whereby the plight, management and curbing the occurrence of double orphans would be put in place. Here the researcher is finding the number of double orphan learners, the number of teachers trained in the area of guidance and counseling as

well as in special needs in Kiganjo Zone. The researcher notes the notable behavioral changes on these orphan learners, the attitudes of teachers and other learners towards double orphan learners and the degree of the increase or decrease of learners in Kiganjo Zone.

As per objectives of the study, it is noted that the number of double orphan learners in the zone increases with increased pupil enrolment per school. Averages of two percent in schools in the zone are presented by double orphan learners. This is a large group of learners which needs to be noted by all stakeholders. Another possible explanation is that most of the double orphans in the zone are taken care of by their grandparents. The school with the most double orphans being taken care of by grandparents is 89 percent and the lowest being 56 percent. Their parents may have died through diseases like HIV/AIDS, cancer, malaria and others or through accidents. This explanation follows that the remainder of double orphans are taken care of by their siblings or relatives. As from the findings a fifth and a tenth are care of by siblings and relatives respectively. This automatically leads to financial handicaps, emotional and behavioral disturbances to psychological disorder.

The findings indicate that approximately 80 percent of the double orphan learners come from a poor background. This means they are having financial handicaps in getting the basic human needs. These include money for buying clothes food and a good shelter. It also follows that this hardship is also affecting the double orphans in schools. They might catch cold, go hungry or be bare footed. Training of teachers in the area of guidance and counseling shows that very few teachers are presently trained. Ten percent of all the

teachers in the zone is a low number. Lack of enough trained teachers in guidance and counseling may mean these learners to have deviant behaviors. These deviant adversely affects their education in school. One possible explanation is given by respondents on behavioral changes in double orphans. It shows that a 67.8 percent of double orphan learners regularly absent of these learners practices truancy. A 60 percent steals from others, 67 percent are always dirty in school and others are lonely. This behavior diversion from norm needs the services of counselors. A further explanation to this occurrence of bad behaviors in double orphans is lack of enough trained teachers in special needs education. As per the findings, only 4 percent is trained in special needs education in the zone. These learners need somebody who will understand their care especially the need for love. These teachers would provide such needs. Lack of enough love may have caused some double orphans to stay at home. This can be explained from the table of findings where 87 percent of the respondents say, there are known cases of double orphans who stay at home.

There is a notable very good impact on enrolment of double orphan learners after introduction of free primary education by the government. One possible explanation is that before then the cost of the primary education was a hindrance for their enrolment. This is the reason why all the respondents agreed that enrolment increased two folds with introduction of free primary education.

Many teachers in Kiganjo Zone, that is, 80 percent find teaching of double orphans burdensome compared with other learners. One possible explanation is that these double orphans have acquired changes behaviors due to home and school environments. Other

observations from the findings are that members of the community are supporting the plight of double orphan learners. This is commendable and may be it can be improved if proper awareness is given to members of the teachers supporting learning of double learning orphans. One possible explanation is that teachers have undergone a general teaching course where child psychology is taught. It is the duty to support learners regardless of their status in life. The findings also shows that presently there is full coordination between the schools in the Zone and educational Assessment and Resource Centre and assisting these learners. One possible explanation is that the officers manning these centers are full aware of the existence of double orphans in schools and they have taken a leading role in their support. On the side of other learners, the findings show that more than half of all other learners respond well towards double orphan learners. One possible explanation is that these double orphans come from the learners' community even some are their relatives. As it is shown in table 16, the respondents indicate that there is a steady increase of double orphans in the zone since eight years ago. One possible explanation is that, this increase is caused by the current increase of deaths through road accidents and the current HIV/AIDS scourage which is in the increase in the zone. The findings indicate that the government ha not allocated double orphan learners. One possible explanation is that teachers with minimal training in special education fail to identify these learners as special cases. The government is offering extra support funding for such learners. This follows that no modified curriculum or materials have been put in place for the case of double orphan learners.

These findings match with other findings in the literature review. A scholar, Helmut 1978, states that the disadvantaged children have achieved a pre-eminence as a target for

social action programs. These consequences relate to the so called cycles of poverty, dependency, welfare problems learning difficulty, delinquency and maturational, vocational and career problems.

Also in agreement to this finding is Helmuth 1980, who states that, "impoverished children were fully capable of such learning and demonstrated this potential when given appropriate learning experiences. The fact that most children did not perform well in school was mainly a function of negative attitudes and low expectations among professionals. Also in agreement to this finding is according to the Standard Newspaper November 4, 2006. It states that "the government has done little to provide qualified teachers for the needy in schools."

5.2 CONCLUSION

Double orphans are increasing in the Zone and this implies for the whole country. These double orphans are faced with very many educational problems. Mostly these problems affect the psychological, moral and spiritual fibers of these learners. The caregivers and guardians of these double orphans are mostly poor and they need a lot of help. The teacher education is incomplete until graduates from colleges would be well informed about learners' special needs.

Double orphan are 'normal' people. They can follow normal curriculum. They can attend local schools, participate fully in the community and can become carpenters, teachers, doctors or even future presidents. All these would be achievable if early identification and intervention is done towards double orphans. They should be prepared early psychologically, emotionally, financially and spiritually. This should be done through the

joint efforts of the government ministries, teacher, members of the public \, other learners and siblings.

As it is noted, many world celebrations today had a peculiar early childhood problems. Some came from single parents, double orphans or street children. This is to imply that double orphans are 'normal' and can attain any level in life like their other counterparts. Everybody should take an effort to make the life of double orphans better in Kiganjo Zone and all over the world.

5.3 RECOMMENDATIONS

The researcher have noted that the presence of double orphans in the community have been there since time immemorial. Secondly these orphans have been suffering together with their caregivers be it siblings, grandparents or even relatives while they get very little support from the government. It is the right of all children regardless of their status in the society to education, value, assurance of shelter and allowance to participate fully in the society. Double orphans in Kiganjo have been found to suffer psychologically, emotionally, economically and spiritually.

The following should be done to put back these double orphans to situations as if their parents were alive. The government should allocate funds to start rehabilitation centers for double orphans whose character and behaviour have been adversely affected. In the rehabilitation centre the orphan will be put back to the original state as much as possible. Later these orphans can be put back to local schools.

Due to difficult situations at the homes of the double orphans, the government should start 'homes' for them at zonal levels. For example on Kiganjo one home for the double orphans would help very much. Here they will share, get enough food, shelter and proper education. Where the government is unable, the Non-governmental organizations could come in and help.

Community awareness should be put in place. This could be done through the mass media. For example radio, newspapers and magazines. Also during community meetings. That is during chief's barazas. The chief, member of parliament or councilor could emphasize on the presence and plight of these double orphans. Also in churches and mosques, in youth gatherings and women come together, the issue of double orphans should never be left out. As a fact of awareness, special needs education should be introduced in schools curriculum. This would enable orphans and others with special needs.

The government should also include in the funds of free primary education, funds to cater for the plight of double orphans. It should be the duty of the government through the Ministry of Education to help in the education of all teachers in guidance and counseling and in special needs education. After the training these teachers will acquire knowledge and skills to be able to handle the double orphans properly.

The services of EARC coordinators which have been seen to have started coordinating issues of special needs in learners in the Zone should be increased. These coordinators should target the learners, teachers and members of the public in guidance and

counseling. The Ministry of Health should provide all types of drugs and other services in all dispensaries. This would cater for the many medical problems found to affect these orphans. In these dispensaries a wing should be opened with different types of counselors to help in giving orphans and other counseling mostly about causes of diseases and death and how to prevent the same. The Ministry of Raids should endeavor to improve the state of roads to help minimize the present deaths through road accidents. In the same line the Ministry of Transport and Communication should enforce stiff penalties towards vehicle owners, drivers and touts, pedestrians and cyclists who violate traffic rules and regulations. This will help curb road accidents hence lower deaths.

Another educational finding, which has not been systematically studied by me or anyone else that I know of, is the psychological impact on double orphan learners after the death or disappearance of their parents. This points at an area of need for further research that any researcher could embark on.

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APPENDICES

APPENDIX A - INSTRUMENTS

NAME : Anthony Ndung'u Njihia
COLLEGE : Kampala International University.
TOPIC : Educational challenges of double orphan
learners in Kiganjo Zone, Thika district – Kenya.

TO BE FILLED BY TEACHERS IN KIGANJO ZONE.

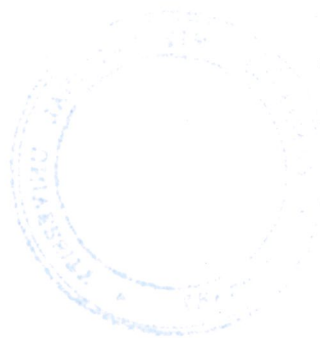
**THIS QUESTIONNAIRE IS SPECIFICALLY FOR RESEARCH
PURPOSES AND ANY INFORMATION GIVEN WILL BE
TREATED WITH THE CONFIDENCE IT DESERVES.**

Answer questions below where options are given. Tick the applicable. Do not write your name.

1. What is your sex? ☐ Male ☐ Female
2. Your marital status ☐ Married ☐ Single
3. Date of birth -----
4. For how many years have you taught? -----
5. How many double orphan learners do you have in your class? -----
6. Are you specially trained to teach double orphan learners? ☐ Yes ☐ No

7. Are you trained in guidance and counseling? ☐ Yes ☐ No
8. Are there other learners who stay at home as double orphans? ☐ Yes ☐ No
9. Has the free primary education made any impact on learners' enrolment of double Orphans? ☐ Yes ☐ No
10. Is the teaching of these children a burden as compared to teaching the other learners? ☐ Yes ☐ No
11. Do the members of the community support these double orphans? ☐ Yes ☐ No
12. Do the other teachers support the learning of double orphans? ☐ Yes ☐ No
13. Is the school administration fully supportive to these children? ☐ Yes ☐ No
14. Is there any coordination between the EARC (Education Assessment and Resource Centre) and the school on the issue of assisting the learners? ☐ Yes ☐ No
15. What are the attitudes of other learners towards double orphan learners? ☐ Excellent ☐ Good ☐ Fair ☐ Bad
16. After basic education, where does majority of these learners end?
- High Learning
- Vocational Centers
- Remain at home.

THANK YOU





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Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. ANTHONY N NJIHA
REG. # BED/13261/61/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a ~~Diploma~~/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

Educational Challenges of double
orphan Learners, Kigango Zone, Thika
district - Kenya

The research is a requirement for the Award of a ~~Diploma~~/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

