

**ORPHANS AND PERFORMANCE IN PRIMARY SCHOOL, SOLAI ZONE,
BAHATI DIVISION IN NAKURU NORTH DISTRICT OF RIFT VALLEY
PROVINCE -KENYA**

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DECLARATION

I, **GIOCHE JOSEPH NJOROGÉ** hereby declare that this special study paper is my own not duplicate of similar published work of any scholar for academic purpose as partial requirement of any college or otherwise. It has therefore never been submitted to any other institution of high learning for the award certificate, diploma or degree.

I further declare that all material cited in this paper that are not my own, have been dilly acknowledged.

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APPROVAL

This research report has been submitted for examination with my approval as a University Supervisor

SIGNATURE


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DATE


DEDICATION

I dedicate this report to my beloved wife Mrs: Sophia Wangui and my daughter Esther Wambui and my friend Julius Kahoro.

ACNOWLEDGEMENT

I register my sincere appreciation to all my group members. Many thanks goes to my supervisor for offering unrelenting guidance, constructive criticism and encouragement in writing this dissertation.

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ABSTRACT

This study was to investigate the performance of orphan learners in all primary school in SOLAI Zone in Kenya

The researcher used quantitative approach for the study. The method involves collecting of the data using questionnaire. The researcher chose this method because it was easy to analyze in table. The researcher collected information from groups of people. The group of people was selected to represent the total population. The researcher used survey design. This is commonly used by the educational researchers.

The researcher targeted the teacher handling orphan learners in regular school to represent the targeted population. Four teachers in every school were interviewed. A total of twenty respondents were used to give the data.

The sampling procedure was simple random sampling. This is because every member of the group has an equal chance of being selected.

The questionnaire used to gather information comprised of close-ended questions and open and close-ended questions. The questions were based on research objectives.

The researcher came up with findings from his study. It was noted that orphan learners have low self-esteem. The teachers and other learners do not show this orphan learner the care they need owing to the reason that they don't understand them. The researcher observed that orphan learners are faced with a lot of problems which call for community and governmental intervention. The institutions in which orphan learners attend should establish and nurture attitudinal change towards them. The researchers have highlighted recommendations geared towards helping orphan learners.

CHAPTER ONE

INTRODUCTION

1.0 Back ground information

Orphans are persons who are under eighteen years of age who have no parents as results of their parents demised. Orphans who are elderly by the time to play their parents death definitely assume their duties of taking care of their young sibling. This denies them time to play and enjoy their young hood thus negatively impacting on their learning, growth and developmeht.

The performance of orphans in all subjects is waiting because majority of them who are not supported by immediate family members or well-wishers do not perform well in school based national examination. This poor performance in all subjects is reflected right from the lower levels of their course.

This clearly shows that there is need to support them in order to perfect their performance. Studies shows that those who are supported adequately excel in their academic endeavors. Therefore, to be an orphan is not synonymous to having learning disabilities since they have their talent and gifts for them to develop to their fullest they need compensation of parents care, love and support.

1.2 Statement of the problem

An inclusive society is the one that attends to every member's individual needs. Each member participated regardless of their physical, racial or socio- economic quo. To have a nation that is economically and industrially developed we need every member to be a player. The members should be skilled and acquainted with knowledge, skills and attitude. For orphans to acquire knowledge, skills and attitude that are necessary to live independent and productive life they need to be protected by government policies like children act 2001 which spell out children rights

An international convention like Jomtain declaration on education for all (EFA) 1990 in which Kenya is a signatory. The declaration courts orphans as one of the group of

learners with special needs. To this effect there is need for orphan to be provided with learning materials, the government to establish more children homes, government to give budgetary allocation to cater for orphans upkeep and their education. For those who haven't attained school-going age and do not need to be detached from their homes and families can be provided with care-givers who are either employed by government or local community.

1.3 Purpose of study

The purpose of study is to investigate the performance of the orphans in SOLAI zone in Nakuru North district, Rift Valley province, Kenya

1.4 Objective

The objectives of the study are;

1. To find out the performance of the orphans learners in all subject.
2. to finds out the attitude of the orphans toward learning
3. To find out the attitude of other learners towards orphans learners
4. To find out the training background of the teacher who handle orphans in primary school in Solai Zone.
5. To find out effects of teachers attitude towards learners who are orphans.

1.5 Research questions

1. What is the performance orphan in all subjects in primary school in Solai Zone.?
2. What is the attitude of the orphans towards learning?
4. What is the training background of the teachers who handle orphans in primary school in Solai Zone.?
5. What are the effects of teachers' attitude towards learners who are orphans?

16 Scope

The research study was carried out in Solai Zone. which is in Rift Valley province, Kenya. Through the use of questionnaire the researcher was able to collect data. It was noted that very little is known about the challenge that orphan learners face. Through

doing something commendable consorted afforded is need from faith based organization, community and the government. This is for full realization of potentials of the orphan learners.

17 Significance of the study

An investigation into the performance of orphan learner is paramount. This is because the researcher made suggestions to the government, community, other researchers and non governmental organization on how to better their performance of the orphan learners. This is done after identifying challenges facing them. The researcher suggested to the government to incorporate special need training to the package training of primary teacher. Further the researcher highlighted the rights of the children such as education, balanced diet, security, shelter and health care.

The researcher has outlined the role of the community to the orphan learner. For instance building and maintaining schools. The community is obligated to provide learning materials that are not provided for by the government. The researcher has challenged the non governmental organizations and faith based organization to build schools that are meant to benefit orphan learners.

The researcher has recommended for total change of attitude towards orphans. This is to the teacher, learners and entire community

A positive attitude towards orphans will positively affect performance. This is because being orphan is not synonymous to having learning disabilities. In the study the performance of orphan is brought into light. The study forms basis for further research

To have community that is fully mainstreamed then the recommendation made in this research paper must be implemented by so doing; the challenges that face orphan learner at home and school are done away with. This learner are taped and fully utilized by him/her and the community and world at large will benefit from his/his service. Full utilization of potential of all learners either disabled or “normal” better place to live in.

1.8 Review

This chapter started by highlighting the reasons that prompted the researcher to research. What was investigated or rather what the research sought to address, and then question that researching. Where was the research carried out, the locality and the extend of the content. The beneficiaries are the orphan learner and to some extend the community. The next chapter reviews the related literature to the variable of the study

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Kenya is member of international community. This has prompted her to sign various documents in the international conventions. For example universal declaration on human rights (1948) it spell out the rights of human being in all aspects of life. The learners in the day, today life. The chapter highlights children act (2001). It sheds light on rights of children like, right to education, food shelter, health care and security. In this chapter the child is safeguarded from any detrimental and exploitative work which is termed as child labour as per international labour organization (ILD)

Major causes of death that lead to orphanage are discussed. The leading cause of orphanage being HIV/AIDS. The role of school administration is to fill the gap of orphaned learner, is fundamental and thus it's role is discussed. The attitude of parents, teacher and other learner is discussed. There is need for radical change of attitude towards orphans in order to alleviate psychological suffering. The role of community in helping the orphan learner is outlined since it is where the orphan learner live in.

The government roles are spelt out. This is because the learners are future leaders and since what we teach today reflects what kind of society we will have tomorrow the government is the key player in shaping tomorrow's society.

2.1 Causes of orphanage

According to the sectional paper number 4(1997) on AIDS in Kenya between 1984-1995 estimate about 200,000 Kenyans died of AID. 1995 AIDS was reported to be leading killer of men and women between age of 15-39 years of sub Saharan Africa. It was found out that death due to aids scourge continued to escalate. It was noted that those who died of AIDS were the young since it increased expenditure on health care and adversely affecting country's development. This is so, because the country was deprived the

qualified and productive labour force, restricting the tax base and raising the demands for social services due to increased number of orphaned children. In 1984 the first case was reported, the death toll due to AIDS was 132,000 per annum. However, due to underreporting, missed diagnosis and delayed reporting the prevalence could be three times what was reported.

Orphaned children have double dilemma because of stigma and denying them the property rights. The sectional paper recommended on establishment of national AIDS committee and the development of strategy plan and it also recommended on resource mobilization.

The research concur with orphanage in Kenya is HIV/AIDS pandemic. The researcher also concur that ideal of establishing the national AIDS committee and development of strategy plan was paramount.

The committee is charged with prevention and control of AIDS. The researcher suggests that the committee to be in every corner of the country to reach out every person must be availed from the well-wishers, donor countries also suggest that groups should be formed on locational levels and be funded to help those infected by the menace. The group should major in awareness and fighting to a survey done by ministry of finance and labeling.

According to a survey done by ministry of finance and national planning (2001) the number of orphans below 15 years are estimated to be approximately one million. The researcher suggests that though there is campaign on awareness the prevalence still goes up the ladder. These young people need care and supervision at this critical stage of their development. The research feels there is dire need to change attitude towards this disease and also towards the orphans.

Any kind of discrimination practice that ostracize them as outcast should be shunned. This practice would likely make them off and go and live in the streets from where they are likely to come into conflict with law. Those who would attend school and there is

stigmatization them they would not be peace in mind. The reason why researcher suggest that the orphan rate is still raising that according to survey done by ministry of health (2001) was that rate of death was 700 died every day.

UNESCO, education sector policy on HIV/AIDS (2004) state that life skills and HIV education will be taught mainstreamed into existing curriculum and co-curriculum activities at all levels. Curriculum should be sensitive to cultural and religious belief and is appropriate to gender, language, special needs and content on HIV/AIDS shall form of the education for all learners at all levels. On care and support in education setting will involve establishing mechanism to address the psycho-social, physical, emotional, educational and spiritual needs of infected and affected individual and learners with special needs. The person should be living in environment free from stigma and discriminatory practice. Their should be counseling process or referral to professional services.

The researcher does agree on development steps taken by UNESCO. HIV/AID education is incorporated in curriculum activities. Then it means that AIDS awareness is being created. This deters the learner who would otherwise have indulged in promiscuity. Awareness is achieved through teaching the causes of HIV/AID, symptoms and the effects in indoor and outdoor activities in all learning institutions.

As the educator go a head and incorporate the HIV/Aids education the researcher sees the need of them not to go against cultural and religious belief as this should bring friction between the learner, community and educator. The researchers find it necessary to incorporate the HIV/Aids education in every appropriate manner depending on the stage and development of the learners. The content and language used to teach should be appropriate to the developmental level of the learner.

The researchers do agree with UNESCO that there should be mechanism to address psycho-social, physical emotional, educational and spiritual needs. This can be achieved by having guidance and counseling team in all learning institution. The team should be

gender sensitive. The need of this team is because handle issue back at home if he/she is the one heading the family. The learner can get ideas from the team. The researcher suggest that the school should network with other professional to assist the orphan learner who might be abused or they are being denied their parents properties.

2.2 Challenges facing orphans

According to S.mwaura and S.Wanyera orphans who lack basic needs .That is food, shelter, health, protection and education they go to streets. On the streets some maintain family ties while out there. These category are referred to us as children of the street. Those that lose family contact and spent some nights and days or part of the day on the streets and occasionally go back home are called children on the street. Others lead a gang life and have makeshift shelter in the street. There is another group called children of street family, they have no other home, they are born and bred in the street. The prevalence of street children is estimated to be more than 300,000 children in the country. Approximately 50% of the total population being concentrated in Nairobi city.

The researcher's opinion is that most of the street children are orphan. This is because when they lack basic needs plus sorrow, guilt and anger resulting from having last their caring parents. They opt to go to street to either beg steel from people or collect garbage. While on the streets they are subjected to many challenges the streets children are prime suspect whenever there is petty crime committed like snatching of purse. Any street child near the scene is buttered before being proven innocent and as mentioned earlier the greatest number of street children is comprised of orphans. They boys and girls on street are abused sexually.

The street children have makeshift shelters which don't protect them from advance weather condition. They don't have access to proper health care because in all hospital and dispensaries there is idea of cost sharing. The street children also lack food that has led them to look for food in the garbage and dust bins the merge that they get is health hazards. The morsel may have been in the dust bin for hours or days. The street children

suffer from psychological abuse of because terms used to refer to them “chokora” have negative connotation. This term disqualifies them to co-exist with other people.

2.3 Children rights

Babu namwaba, daily nation (10/6/2001) states that children act (2001) deals with diverse issue as parentage responsibilities, custom maintenance and guardianship, foster care, adoption, care and protection of vulnerable children handling of children in conflict with law, duties and responsibilities of children and administrative of children service. It safeguards specific rights of children, including the right of non- discrimination, parental care, education health care, protection from sexual exploitation and from harmful cultural rights such as female genital mutilation and early marriage.

According to researchers view, it is a vital document because it spells out the right of the child and the role of the foster parent, guardian and adoption procedures. The document gives protection to the orphans who are researcher concern. The researcher finds it necessary to outline the procedures and the roles of either foster parents or guardian. This is to ensure the rights of the child are not violated. Those opting to adopt orphan or be guardian or foster parents should be taught the rights of children. Those who contrive the rights should face the full force of law. This is because the guardian, foster parents and those whose who opt to adopt might do so to get cheap labour and sex objects according to international labour organization (ILD). Child labour is any economic activity performed by a person under age of 15 years and that it is detrimental and exploitative.

Other might adopt or be guardian so that they may use them for financial game for instance, girls can be used as commercial sex workers. This is against the Kenyan's employment act which defines child labour as engagement of a child under age of 16 years in labour force.

The researcher suggest children especially orphan should be protected from people who might volunteer themselves to help the orphan with hidden plan on how to take advantage of their innocence and naiveness.

By the virtue of lacking parent, guardian and foster parents may compel orphan to harmful cultural practice such as female genital mutilation and early marriage. These children should be protected from these malpractices. The researcher suggests that campaign should be in every corner of the country. These malpractice has led to maybe orphan dropping from the school, thus, many talents go untapped.

According to universal declaration of human rights (1948) it focused on all spheres of human dignity and equal rights for men and women. It advocates for human rights practice without violation, social progression and standard life for all. It meant to make all nations to treat their citizen equally and with dignity. The document spelt out rights like education, health protection, food, recognition and equality.

From the declaration the researcher suggest that orphan should access quality education, proper health care balanced food, protection them from physical abuse like buttering even when in police cells. They should not be put together in police cells with grown ups. Environment in police cell should free from psychological abuse they should be taken to juvenile court. There should be mechanism that should be used towards rehabilitation them. The researcher finds the need to teach orphan life skills which make them self reliance. This ensures that they cease from leading a gang life.

2.4 Role of school administration

Planning, control and supervision for smooth running, (Mbiti 1987). Formal organizations are governed by certain rules and produce, for example companies and schools. While informal are social groups which develop within formal organization to fulfill social needs for example pupils grouping in school. Administration in education as a process of maintaining and controlling organization according to laid down policies by governing body in order to achieve goals and aims.

Olembo (1986) states that any place where large number of people gather for a particular purpose has to be organized and controlled as certain procedures have to be thought out and followed in the interest of all. The head teacher has to co-operate with parents, school staff, pupils and general public.

The researchers find it important to have rules and regulation in the learning centers. This ensures that there is smooth running of the institution. Every member knows his/her duties and what is expected of him/her rules and regulation as observed by Mbiti (1987) ensures that there are no discriminatory practices in learning centre. This guarantees orphan safe environment, where they can learn from. The head teacher and the staff members can ensure that within school there are other informal social organization for instance the music club, football and other co-curricular activities. Learners are able to release the pent-up emotions. Learner especial the orphans can be engaged in play or discussion group and forget about all the problems they have back at home. They can only forget when the environment at school is welcoming.

2.5 Attitude of teachers parents and others learners

According to Mbiti (1980) child mind is both empty and inquisitive and need direction of any type. Therefore, good atmosphere should be fostered for both growth and development. The head teacher influence a great deal for child's life in school by ensuring their education, moral welfare and safety while in school the teacher standard is the best and finally head teacher ensures that there is no favourism shown to any pupils.

Researcher suggests that every child either orphan or not should be perceived as learner not first seeing orphan who is an object of pity.

According to Ngugi (2002) inclusive education follows some trends of principles such as; Equal opportunities for all learners, child centered curriculum, accessibility of the learning process and differentiating the curriculum to cater for individual learners needs. Addressing learners needs, recognizing individual with their different and planning for each challenge, creating an atmosphere learners with special needs understood as part of

ordinary system, require team work with services provide, change of attitude, behavior, instructional methods and environment to meet learner needs.

The researcher agrees with Ngugi especially on change of attitude and behavior because this will make orphan learner be mainstreamed. As result of attitude and behavior change the teacher will employ the learner. The planning takes cognizance of all learners with individual difference. This means that as teacher plans for only learning activity he/she bears in mind that there is orphan learner who may be lacking learning resources or may be experiencing some problem back home.

The researcher feels that the recommendations are very essential since the curriculum is child centered and it's different to cater for individual needs. This implies that learning is not how work is covered but what each child as achieved as result of learning process.

Researcher finds the need of team wok as suggested by Ngugi (2002) because some learners especially orphan who don't have parent might be sexually abused. Because of financial constrain they may fail to attend medical attention. Therefore there is need to partner with medic to refer these abused learner to them for treatment. Later they should be referred to psychologist for guidance and counseling. This is to psychologist for guidance and counseling. This is to stabilize their emotion.

Hanuus (2002) say more flexibility is needed in the approach to primary education. This is to reconcile the consolidation of less fortunate members of society such as orphans who turn to streets.

Researcher feels that the attitude of parents or guardian plays a major role to having low opinion towards school thus, the learner may play truancy, This can contribute to a great discrepancy in school based examination and national examination

Researcher concurs with Hunnus that the rules and regulation should not be so rigid as this would make orphan drop out of school. The curriculum should be child centered and that most appropriate one is the modified curriculum.

2.6 Role of community

Peter E. (1990) in England just like other provisions for support were made through charitable education then it was made generally available through legislation and provision was made official. Teacher (2003) England schools were pioneered by philanthropic voluntary bodies or region organization and were offered linkage to workshop and homes

Researcher observes that quality education is being accessible to all learners as result of mandatory educational policies. Legislation of policies is very important as this has ensured that every school going child access quality education.

Community should start the schools. This is because education from basis of any kind of development. The community should provide land. The community is charged with duty available learning materials. With conducive environment for learning all learners even orphan will find the need to attend schools. This is because the community is welcoming. The community should build schools such as starched boys center and girls secondary schools for less privileged learner such as orphan

Hannus (2002) contends that human and materials resources must be availed from the community to maximize create an ethos (normal nature) in school where all learners, staff, parent and community are valued.

The researcher observes with availability of all learners and teaching resources success is guaranteed. An environment that is not solaces in school and go to school where they find comfort. The environment is made conducive by community availing food, providing health care which is affordable; community feeling obligated to provide shelter to orphans. Community use appropriate language when talking about the orphans. this make the orphans feel valued and would long to go to school other than going to street to beg or lead a gang life. Researcher feels that there is no need of charitable organization is left alone to educate needy learner alone but there should be proper legislation to the orphans.

Researcher feels that community should emulate the South Africa organization called Isibinidi Child Care Workers Who assist orphan children. They teach them how to solve their problems, cook wash their clothes, budget; maintain personal hygiene and discipline, including homework and how to access food parcel and food vouchers. This is according to UNICEF. With this kind of organization almost three quarters of orphan's problems are solved. There is need also to have an organization that would be lending orphan money at very low rates upon graduating from college or vocational training.

2.7 Government roles

Kenya being signatory off the world conference on education for all (EFA) (1990) which emphasize on provision of education to the children regardless of the education especially for the most vulnerable and disadvantaged children.

Kenya is also a signatory to the Dakar framework for action (2002) which was held in Dakar, Senegal. This conference was to assess the progress since Jomtien (1990) emphasized on improvement of all aspects of quality education which should ensure excellence for all so that they can be recognized and be appreciated in learning centers.

Researcher feels that the government is charged with the duty of ensuring that every school going children those with impairment, from ethnic minorities, those on street, the orphan and those who are disadvantaged and vulnerable

Researcher feels that the responsibility of educating and ensuring the safety of orphan is often left to uncommitted and often very inexperienced caretakers. Young orphans are cared by elder siblings who are too young to the responsibility. Community has attempted to solve the problem by establishing the children homes. Charitable organization and government has attempted to supplement by ensuring a coordinating role through the ministry of education.

Research feels that most of these children homes are concentrated in urban centers and should be spread all over the country because orphans are found every where as result of HIV/AIDS scourge.

2.8 Review

The chapter highlighted causes of orphanage, challenges that orphans are faced with. The rights of children are discussed; physical and psychological abuse should be checked in our society. The role of community, head teacher and government as per safeguarding the rights of members of our society who have needs and more specifically the orphans. The chapter also discusses the role of the faith based organization and charitable organizations towards the well being of the orphan are clearly spelt out. The chapter calls for flexibility in the curriculum in order to bring on board all those learners who have needs. The chapter is the methodology that will be employed in the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This part of the research highlights how the researcher carried out his research study through a series of sequence. It gives reasons why the methods and techniques were used to collect data towards the study. It includes the procedure, population, size of sample and methods of selection. (Sample procedure)

3.1 Research design/strategy

The researcher used survey design as a suitable approach that the study was to follow. The researcher chose the method because the information was to be collected from groups of people using tools, for instance questionnaires. The researcher opted for choosing this design because it gave the status of the problem on ground.

3.2 Sampling procedure in research

Sampling procedure shows how researcher selected the sample from population. The researcher used simple random sampling. The selection was done at random from list of population. In this procedure, every member of the group has an equal chance of being selected a member of the sample.

3.3 Sample

The researcher selected a group of teachers from the targeted population. This is because the target group is teacher since learners are minor. The researcher used simple random sampling. Therefore, each member of group had equal chance of being selected, as member of sample.

The researcher used 10% of the number of teachers in SOLAI zone Nakuru North District, Eastern province of Kenya. The 10% represent the target group of the teachers in the District.

This means that 20 teachers were used in the research. The researcher adhered to gender parity. The selected teachers were from different locations of the districts, some of the teachers had special need education, and others were more experienced while others were young in profession. Some were single while others were married.

3.4 Instruments/tools

These are things the researcher use to gather data.

The researcher used questionnaire to collect data. The questions were derived from the objectives of the study. The questions comprised of close-ended and open-ended questions. In closed-ended questions respondents were required to tick the option they chose. In open-ended questions, respondents justified their option they chose the questionnaire were taken to respondents by hand since there was no post office and also it slashed the expenses of posting. The reason for choosing questionnaire was that it was easy to analyze the gathered information. There was one type of questionnaires for teachers with twelve questions only.

3.5 Procedure of the study

After having identified the title of the study,

The researcher reviewed the related literature. Review of the related literature enabled the researcher to know what other researchers found out after conducting their studies and their recommendations. The researcher gave recommendation of the previous researchers.

Related literature was gotten from primary source which entails KISE journals, Kenya gazette supplement for persons with disabilities and KISE bulletins. Researcher utilized the secondary sources such as KISE modules for distance learners. Books for special need education.

Researcher developed research proposal which guided in the study. The researcher formulated questionnaire which are tools for data collection from the respondents. The questionnaire were based on research objective and questions pre-testing the instrument or carrying out a pilot study was done within the staff mates from researchers school and it was found out that some questions were so technical and appropriate change was done. The researcher sort for permission from relevant authority, permission to carry out the study was granted by KIU and there was the introduction letter was signed by academic registrar.

The researcher sent questionnaires to the selected sampled schools. The questions were simple, clear and detailed. The researcher collected back the questionnaires after some days. The researcher gathered the data and presented it in tabular for easy interpretation. The data was later analyzed and a report written and were recommendation given by the researcher towards alleviating the problem.

3.6 Data analysis

The researcher used quantitative approach for the study. It encompasses collecting data using standardized tools like questionnaire. The questions were sent to the sampled population. Data collected was tabulated and analyzed for easy interpretation.

3.7 Review

The researcher opted for a survey method of conducting his research. The researcher used 10% of the total target population. Information was collected through questionnaires, tabulated using frequency tables, and analyzed using statistical methods to arrive at result. A report was written to give meaning to the study. The next chapters present the findings of the report study.

CHAPTER FOUR

FINDINGS, DATA ANALYSIS AND INTERPRETATION

4.0 Overview

In this chapter, the researcher administered a written questionnaire to collect raw data. The researcher analyzed and interpreted the raw data. The data was arranged according to the order of the researcher objectives and questions.

The researcher used tables and pie charts in presenting and analyzing the collected data. The researcher organized the data into frequency tables. The researcher followed the APA format in presenting data. This means that the percentages were presented in their numerical order, starting with largest to least.

Table 1: 4.1.1 Analysis of the teachers questionnaires

Participation of Orphan learner in oral work

Category	frequency	percentage
Yes	18	90
No	2	10
Total	20	100

OBSERVATION: Most of the respondents stated that orphan learner participate in answering oral questions. This was 90% of respondents interviewed. Very few respondents stated that orphan learner is passive only 10% are passive in oral questions.

ANALYSIS: It implies that orphan learners participate in a significantly active way in class.

Table 2: 4.1.2 Performance of orphan learner in school based examination

Category	frequency	percentage
Poorly	2	70
Fairly	14	10
Good	2	10
Very good	2	10
Total	20	100

OBSERVATION: The population interviewed 70% stated that orphan learners perform fairly in school-based exam. 10% stated the learner perform very well. Those that perform poorly were represented by 10% of total population interviewed lastly 10% of the respondents said the orphans perform well.

ANALYSIS: It implies that most of orphans' learners are average performers with 20% lying in the above average brackets. It further implies that orphan learner can be excellent performer if well taken care of.

Table 3: 4.1.3 Performance of orphan learners in national examinations (KCPE)

Category	frequency	percentage
Fairly	10	50
Good	4	20
Poorly	4	20
Very good	2	10
Total	20	100

OBSERVATION: Out of total population interviewed 60% stated that orphan learners perform fairly in national examination with 30% performing above average brackets as

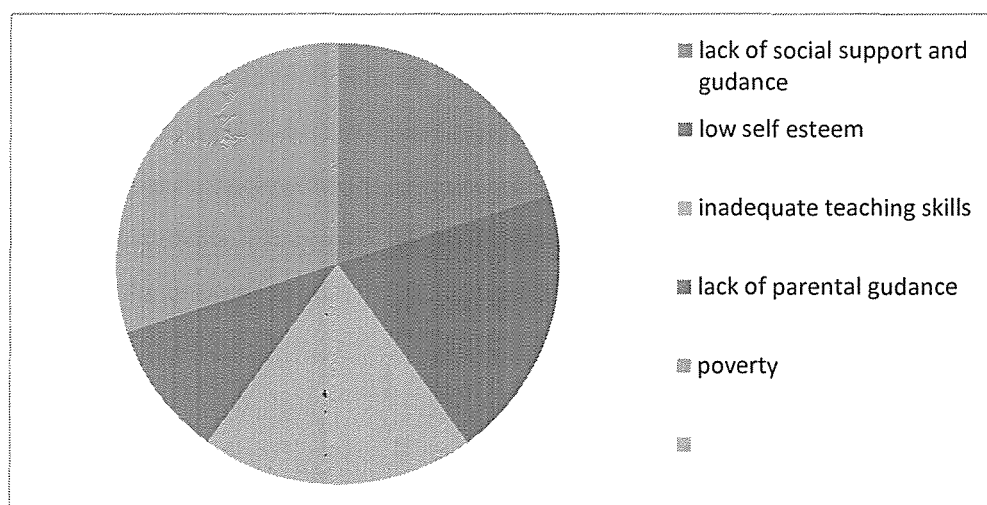
stated by respondents. Very few performing poorly only represented by 20% of the total population interviewed.

Another 20% said that orphan perform poorly in KCPE. Only 10% of the respondents stated that orphan learner perform excellent in their final examination. It implies that most of the orphan learners are average level and very few of them perform excellently.

Factors influencing the performance of orphan in school as per the teachers accounts. As evident in table 2 and 3 above, majority of the respondents feel that orphan perform fairly in examination.

The table below shows the factors highlighted by the teachers as influencing this performance;

Factors	Frequency	Percentage
Poverty	6	30
Lack of parental guidance	4	20
Low self-esteem	4	20
Lack of social support and guidance	4	20
Inadequate teaching skills	2	10
Total	20	100



OBSERVATION: Poverty is a major factor attributing to the poor performance of orphan learner. Poverty is represented by 108⁰ on the pie chart. The respondents also indicated that lack of parental guidance, low self esteem and lack of social support and guidance also played a role in the performance of learners. This was represented by 72⁰. Lastly inadequate learning material took the least share of 36⁰. This is because of the free primary education.

Table 4 : 4.1.4 Orphan learners play truancy

Category	frequency	percentage
Yes	12	60
No	8	40
Total	20	100

OBSERVATION: More than half of the respondents noted that orphan learner play truancy. Less than half percent (40%) of the respondents observed that orphans do not play truancy.

ANALYSIS: It implies that most of the day's orphan learners are away from school thus interfering with their learning. It further implies that majority of the orphan learners do not attend class regularly.

Table 5: 4.1.5 Orphan learners absent themselves

Category	frequency	percentage
Yes	16	80
No	4	20
Total	20	100

OBSERVATION: Out of the population interviewed 80% observed that orphan learner absent themselves from school while 20% of the respondents indicated they do not.

ANALYSIS: It implies that orphan learner lack guidance that is essential for proper attendance of school. It further implies that this absenteeism affect their performance significantly

Table 6: 4.1.6 Orphan learners take part in learning activities

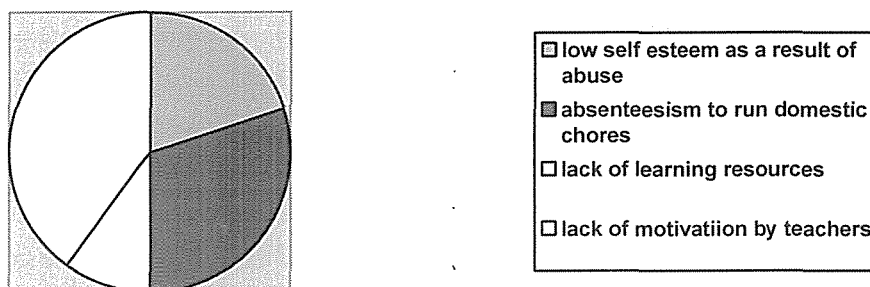
Category	frequency	percentage
Yes	16	80
No	4	20
Total	20	100

OBSERVATION: Out of the respondents interviewed 80% indicated orphans like taking part in class activities while 20% said they do not.

ANALYSIS: It implies that with proper motivation the passive orphan learners can take part in class activities hence improving their performance.

Factors influencing the learners playing truancy and absenting themselves as observed by respondents are highlighted in the table below

Factors	Frequency	Percentage
Lack of motivation by teacher	8	40
Absenteeism to run domestic chores	6	30
Low-self esteem as result of above	4	20
Lack of learning resources	2	20
Total	20	100



OBSERVATION: Lack of motivation by the teachers is leading with 144° on the pie chart and 40% on frequency table. Absenteeism to run domestic chores is represented by 108° with 30% on frequency table low self esteem and lack of learning resources have 72° and 36° respectively

ANALYSIS: It implies that teachers should find way of relieving orphans from the domestic chores, guide and council orphans to improve self-image.

Table 7: 4.1.7 Orphan learners

Category	frequency	percentage
Positive	10	50
Concerned	6	30
Unconcerned	2	10
Negative	2	10
Total	20	100

OBSERVATION: Half of the respondents interviewed stated that the behavior of other learner towards orphan is positive. Respondents those that indicated concerned were 30% while unconcerned and those indicated negative were 10% each.

ANAYLYSIS: It implies that the behavior and attitude at school and conducive for all learner but there is need to change the few who have unconcerned and negative attitude.

Table 8: 4.1.8 Orphan report having been insulted by others concerning death of parents.

Category	frequency	percentage
Yes	12	60
No	8	40
Total	20	100

OBSERVATION: Out of twenty respondents thirty that is 60% pointed out they are insulted by other learners concerning death of their parents. Twelve respondents which is 40% stated that there are no reported cases of that nature.

ANALYSIS: It implies that there is need to change the attitude of the learners towards loss of parents due to death.

Teachers have various ways of dealing with cases reported to them. As evident on table & that the orphans are insulted concerning their parents' death.

Way of dealing with indiscipline	frequency	percentage
Guiding and counseling	16	80
Punishing	4	20
Total	20	100

ANALYSIS; sixteen respondents out of twenty which is represented by 288 degrees on a pie chart indicated that teacher guide and counsel learner who portray indiscipline by use of vulgar language but only four respondents represented by 75 on pie chart use corporal punishment which is against children act (2002)

Table 9: 4.1.9 Teacher are trained in special need education

Category	frequency	percentage
Agreed	8	40
Disagreed	6	30
Strongly	4	20
Strongly disagreed	2	10
Total	20	100

OBSERVATION: eight respondent out of twenty indicated that teachers have special training this was 40% while six respondents that is 30% disagreed that teachers have special need education. Four respondents that teachers is twenty is 20% strongly disagreed and 10% of the respondents strongly agreed that teachers special need education training.

ANALYSIS; It implies that very few teachers are trained as indicated on the table above and this greatly affects attendance and performance of orphan learners significantly affects attendance and performance of orphan learners significantly

Table 10: 4.1.10 There are seminars and workshops and equip teacher with skills on and handle orphans.

Category	frequency	percentage
Yes	18	90
No	2	10
Total	20	100

OBSERVATION: Eighteen out of twenty respondents stated that there are seminars and workshops. Only two respondents indicated there were no seminars and workshops.

ANALYSIS: More seminars are needed and equip those teachers who have not enrolled with institution offering special education. This will change attitude of every member of society. Therefore mainstreaming those with special needs.

Table 11: 4.1.11 Behavior of teachers towards orphans

Category	frequency	percentage
Positive	14	70
Negative	6	30
Total	20	100

OBSERVATION: fourteen respondents indicated that the teachers attitude is positive. This is 70% of the total population.

Only six respondents out of twenty stated the teacher attitude is negative.

There is guide and counseling team in the school.

Table 12: 4.1.12 If yes, how many are trained.

Category	frequency	percentage
3-5	16	80
None	4	20
All	Nil	Nil
Total	20	100

OBSERVATION: Eighty percent out of total population of interviewed respondents stated that 3-5 teachers in every school are trained in guidance and counseling while 20% of the respondents indicated that none of the teachers in every school is trained in guidance and counseling

ANALYSIS; More teachers need to be trained in guidance and counseling.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter deals with discussion recommendation and review. It shows what the findings of the other researchers. It clearly shows how the researcher findings were obtained. Basically it is a brief overview of the first four chapters.

5.1 Discussions

According to table 2 and the orphan learners perform fairly and according to table 1 orphans like answering oral questions in class. The reason why majority of orphan learners perform fairly and very few perform excellently as stated by these respondents in chapter four is poverty which is 30% and on the pie chart it takes 105. Poverty is brought about by death of parents, learners lack care given. They have to look for their basic needs. This strips them the opportunity to play, interact with their peers. It further subjects them to likelihood of being abused. Poverty level can be seen in survey carried out by ministry of finance and national planning (2001) which shows over one million children below 15 years were orphaned by AIDS. The number is still on the rise.

Lack of parental guidance, low esteem, lack of social support and guidance had 20% and on the pie chart it had 72%. The survey carried out by ministry of health (2001) showed that rate of death was 700 people died every day. This implies that every day the country lost 700 people many of whom were parents. These people are economically productive therefore; the poverty level definitely goes high. Absences of the parents as result of death lend them lacking parental guidance, low self-esteem and make them not interact freely, owing to stigmatization and labeling.

Failure of community to support and guide orphan has really affected their performance. Community should realize its duties such as quailing learning and teaching resources. Community should also avail human resource in order to perfect the performance of orphans this is as indicated by the Hannus (2002).

To perfect the performance of orphan learner there should be mechanism and address the psycho-social, physical, emotional, educational and spiritual needs of the affected and infected learners by HIV/AIDS the leading cause of orphanage. This is as stated by UNESCO, educational section policy on HIV/AIDS (2004) mechanism is geared to ensuring conducive environment to any member of society.

The researcher found out that learner play truancy, absenting themselves for no apparent reason though when present they participate in learning activities. This is as indicated in table 45 and 6. To curb this administration should be put in place as this ascertained a discriminatory free environment. This is as indicated by Mbiti (1980). By observing good administration moral, welfare and safety in learning centers is guaranteed.

The respondent gave reasons why the learners play truancy and absent themselves as follows: to run domestic chores, lack of learning materials/resources and low esteem as result of abuse. The researcher feels that should play the role of parents and motivate these learners in school. The government should continue providing the free primary education. The community and the government should provide caregivers with some money to buy basic needs. The caregiver would feel comfortable and relieve the learner the parental duties as it contravenes children act (2001). Government and community should provide the basic needs to the orphans and meet cost of their education.

It was found out majority of learner have positive attitude to orphans there are few cases of learners being insulted concerning the death of their parents.

It was noted that teachers have positive attitude towards learners who are orphan. This is according with cases reported to them. It was noted that most of teachers prefer guiding and counseling methods to instill discipline to using corporal punishment. Guiding and counseling had 80% of the respondents which was 288% on a pie chart, while punishment had 20% which is 72% on pie chart. The teacher prefer guiding and counseling because it conform with children act (2001) to administering corporal punishment is against children act human right (1948) which Kenya is a signatory.

According to table 9 and 10, its only 40% of the respondent who indicated that teachers are trained in special education meaning that very many teachers handing learners education. But as per table 10 there are seminars and workshops that equip teachers with skills on how to handle learners with special needs. Researcher feels that there is need to train teachers in special need education as the rate of orphanage due to HIV/AIDS scourge vises. The best way is to ensure that teachers enroll in institutions offering certificates, diplomas and degrees in special needs education. This equips them better with skills, knowledge and attitudes than the seminars. The training of primary teacher should incorporate special need education. This is because Kenya is signatory to jomtain declaration on education for all (EFA) (1990) Thailand.

According to table 11 and 12. It was established that there are guidance counseling team ensures that orphans are supported morally by teachers as they are taught how to overcome challenges both at home and in schools. Other learners are guide on how and behave towards orphans, through this school become a very special place for orphan to be. This is brought about by establishing good administration of school that follows set rules and regulation as stated by Olembo (1986)

5.2 Conclusion

The researchers found out orphan learner perform fairly with very few performing excellently. It was found out that reason attributing to this performance was poverty. This is because they lack basic needs and learning materials/ resources. Other factors highlighted by the respondent were lack of parental care and guidance low self-esteem played a role in the performing of orphan learners because it affected the negatively lowering their attendance of school.

Although orphan learner play truancy, absent themselves from classes they participated well in class whenever they were present. Respondents highlighted reasons why orphans absent themselves and others play truancy leading factor was lack of motivation by the teachers taking 40% and on pie chart taking 144% absenteeism and run domestic chores

took 30% which is 10%. Low self-esteem as result of abuse by other learners took 205 of respondents which is 36% on a pie chart.

Researcher feels that teachers should motivate orphans using material things and verbal reinforcements such “a thank you and good” government and community to provide caregivers to the orphan to relief them from family coves. Establish guidance and counseling to instill discipline in learning institution. Above all researcher finds i.e. necessary to equip learner with life skills that are prerequisite to them.

Government to incorporate special need education in teachers’ training colleges. More social works to be employed by government to help learners with special needs for example orphan.

Finally, teachers and have positive attitude towards learners with special needs for instance orphans. This is because only 40% of the respondents indicated that teachers are trained in special need education.

5.3 Recommendations

The study was to find out the performance of the orphan learners. The following were used based to formulate recommendations. The recommendations were based on the research objective and questions. The researcher recommended that:

1. Government to support orphans learners in their education by providing them with school uniform and any other learning materials.
2. Government, community and non-governmental organization to recruit and pay care-givers who will be take care of families headed by orphan learners. The care-givers should be trained in special need education. The care-giver should work till all orphans learners can support themselves. This should be at age of eighteen years.
3. Government, community and non-governmental organization to establish homes for those orphans who have not attained school age –going . The home should have care-givers
4. Ministry of education to ensure that in every school there is guiding and counseling team. This will ensure the school environment is conducive for every learner despite their diverse need and abilities.

5. Government and faith- based organization and ensure that training package of primary teacher has incorporated special need education.
6. Government to have legal legislation on how to support orphan learners in their education and later in life.
7. Further research on the area of study.

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QUESTIONNAIRE

1. Do orphan learners answer oral question in class?

Yes ☐ no ☐

2. How do orphan learners perform in school based examination

Very good ☐

Good ☐

Fairly ☐

Poorly ☐

3. How do orphan learners perform in national examination (k.c.p.e)

Very good ☐

Good ☐

Fairly ☐

Poorly ☐

Explain brief why they perform the way you have observed

4. Do orphan learners play truancy?

Yes ☐ no ☐

5. Do orphan learners absent themselves?

Yes ☐ No ☐

6. Do orphan learners like taking part in learning activities?

Yes ☐ No ☐

Briefly give an explanation to your answer

7. How is the behavior of other learners?

a) positive

b) Negative ☐

c) Unconcerned ☐

d) Concerned ☐

8. Do orphans learners report having been insulted by other learners concerning death of their parents?

Yes No

9. Teachers handling orphan learners have special training on special need?

- a) Agreed
b) Disagreed
c) Strongly agreed
d) Strongly disagreed

10. Are there seminars and workshops that equip teachers with skills on how to handle learners with special needs?

Yes No

If no, what do the teachers do to acquire skills on how to handle learners with special needs?

11. What are the teachers' behaviors towards orphan learners?

- a) Negative
b) Positive

Comment on the option you have ticked

12. Is there guidance and counseling team in the school, if yes, how many are trained?

- a) None
b) 3-5
c) All

THANKS.