

**HIV / AIDS AND ACADEMIC PERFORMANCE OF LEARNERS WITH
SPECIAL NEEDS IN NYAKONGO ZONE RACHUONYO
DISTRICT, KENYA**

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May I conclude by paßing my gratitude to all whose contributions and supported this research study which in doubted will lead to my bachelor of education degree in special needs education.

DECLARATION

I Otieno Aduda Erustus, hereby declare that this special study paper is my own work and not a duplication of similarly published work of any scholar for academic purposes or partial requirements of any college or otherwise. And that this study paper has not been submitted to any institution of higher learning for the award of certificate, diploma or degree in special needs education.

I further declare that acknowledgement of all material cited in this paper which are not my own have been duly done

Signature



Date

14-4-2009

Approval

This is to certify that this research topic has been under supervisor and is ready for submission to the institute of open and distance learning leading to the award of bachelor degree in special needs education of Kampala international university, Uganda.

Mr. Samson Laaki

Signature



Date

14/4/09

DEDICATION

I, Otieno Aduda Erustus hereby dedicate this study project research to my wife Millicent A. Aduda and children Godaey, Morphine, Brian and Brenda all of whom consistently were on my side through out the period of this study.

DEFINITION OF TERMS

Pandemic- A wide spread problem in the society

Scenario- The situation and position of the HIV/AIDS scourge in the society

Scourge- A serious Medical condition i.e. the HIV Virus

Escalate – Huge and large amounts pf persons affected by HIV/AIDS

African green- monkey, a special kind of monkey used in medical research laboratories especially in California

Counseling- A service (social) given to the persons affected and infected by HIV/AIDS to make them live better life

Nyakongo- An education zone under which the study was carried in Rachuonyo district of Kenya

Respondents- The person who participated in the study by responding to the questionnaires and response to the interviews given

Data- Mathematical term for a piece of information collected for some purpose

Response- information provided by the respondents either through questionnaire or interview

Outcome- result of some kind for use in the study

Paramount- of very high importance in life and should not be taken for granted.

Medication- drugs given to assist those with health problems

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ABSTRACT

HIV/AIDS has been a long time problem to the entire humanity. People have always leaved in fear for this menace. The learners with special needs are not by only means left not out in these problems. It is for this reason and purpose that the researcher set out to carry out this study to establish the extent to which HIV/AIDS has eroded the academic performance of learners with special needs in the society. Education being so important a too in mans life, it's important to cater for creditability and quality of the education given to the learners with the special needs so that they may maximize their functionality in the society and generally in life.

They study sougthout to establish which sex more reliable to the HIV/AIDS pandemic and finally possible solution to these problems of HIV/ AIDS as affects mans life where learners with special needs are part of parcel.

CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This chapter is the intended to present the background information on Nyakongo zone in Rachuonyo district in Kenya. It will introduce the reader to the background of the study, the statement of the problem, purpose, objective, scope and significance of the study

1.1 Background information

Nyakongo is one of the educational zones in Rachuonyo district. Nyakongo is located to the western part of East Karachunyo division of Rachounyo district in Kenya. It has an institutional strength of 23 primary schools, 4 secondary schools, 3 youth polytechnics, 3 heath centers and 2 schools for the special needs learners.

More often than not stereotypic views and prejudice still persist in different communities. This does not leave out institutions of learning. Community members give various reasons as being the causes if disabilities. Surprisingly, parents and family of the same children do not reject and mistreat them not withstanding the fact that they(parents) and family members could have been the causes of handicapping conditions. This calls for patients and mutual understanding and effort within our society when addressing causative factors to enable us put resources together to prevent the same with academic progress of learners especially those with special needs have seriously been reduced. This is more so true given poor health conditions, poverty, and status of most rural persons who may not readily afford to provide basic human and learning needs to their children.

This has been aggravated by the presence of HIV/AIDS pandemic. Bouras, (1994). It is on this strength the researcher sought to find out more about the impact of HIV/AIDS on the academic performance of learners with special needs in this zone of Rachuonyo district in Kenya.

Education plays a pivotal role in the development of the society in all aspects. Any derogative and negativity towards such should be curbed within the shortest time possible. It has been established orally and otherwise that different factors hinder the academic achievements of learners. HIV/AIDS is too a contributor in this case. The researcher therefore, sought to establish the extent to which the menace has derailed the academic prospects of learners especially those with special needs. Learners with special needs vary from those with mild, moderate, severe to profound disabilities. The disabilities affect differently, the learning level and attainment, Inglas, (1986).

The learners with special needs should be assisted to cope up with the changing trends of life and its demands so as to live a life worth that of other "normal" persons. This is very important as the persons with disabilities need not to be segregated within the societal boundaries. The position on the ground puts lamentable figures of HIV/AIDS cases among the school going age. One out of every seven learners are viewed to have acquired the HIV/AIDS. The death rate is established at four in every twenty (20) annually.

1.2 Statement of the problem

HIV/AIDS has indeed done more harm than good to the humanity. Nyakonyo zone has not been spared by this problem. In fact the menace has claimed lives of potential parties whom would otherwise be very important in supporting the learning and academic activities of the learners in schools and more specifically

those with special needs. It is on this strength that the researcher undertook to carry out this study to establish the extent to which HIV/AIDS has derailed the *academic performance of special needy learners in Nyakongo zone of Rachunyo district in Kenya.*

1.3 Objectives of the study

The sector education especially affected in Nyakonyo zone has been adversely infected by HIV/AIDS scourge. In our schools and homes, the menace has brought about many social-economic problems.

Specific objectives

- (i) To assess the effects of HIV/AIDS on academic performance of the learners with special needs.
- (ii) To investigate the reactions and possible solutions to HIV/AIDS problem in the zone.
- (iii) To establish the most vulnerable sex affected by HIV/AIDS in Nyakongo zone.

1.4 Purpose of the study

The main purpose of this paper was to establish the extent to which HIV/AIDS has derailed the academic performance of learners with special needs in Nyakongo zone of *Rachuonya district in Kenya with emphasis laid on the special needs of the learners (the orphaned).*

1.5 Scope of the study

As seen earlier, the scope of this paper was zonal based i.e., with in a geographical region pf 23 primary schools clustered purposively. Paper seeked to basically dwell on the impact of HIV/AIDS on the academic performance of learners with special needs in primary schools. The paper seeked too to address the geographical

scope i.e. the study location site. The paper also covered the theoretical scope as this particular study.

Significance of the study

- (I) In relation to the magnitude in which HIV/AIDS has generally affected man's life and his activities; the paper was set to increase knowledge on impact of HIV/AIDS on the academic performance of learners with special needs. This will enable other future researches to explore this area of study with a view to reducing the HIV/AIDS problem if not curbing it all together.
- (II) This study aimed at helping the zonal community to actually develop positive attitude towards the problem of HIV/AIDS on special needy learners and the orphaned learners as well.
- (III) The study would assist the natives and the government to open other research on the ever increasing problem of HIV/AIDS on the youth of the entire nation of Kenya.
- (IV) The study would give the parents an insight on how to handle HIV/AIDS, its related cases and diseases for better health.
- (V) It would also boost the children's understanding of the HIV/AIDS situation in the zone and will struggle to adopt change of behavior for survival.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter presented to the reader what exactly the HIV/ AIDS picture has been like globally, regionally, nationally and with in research area, Nyakongo zone. The chapter took care of statistical component of HIV/ AIDS salutation from the global point of view to the research area. What other writers had come up with on the study area prior to this study.

HIV/AIDS is devastating world wide proteomic. During the past two decades, more manpower and money had been spent on HIV/AIDS researcher, care and prevention than in any other disease in history. AIDS is now the world leading causer of death by infection diseases. AIDS is the largest pandemic in human history and the worst probably is yet to come. New studies show that the pandemic is spreading into Eastern Europe, the Caribbean and the massive population of India and china. UNAIDS, 2002 report 29 millions infected adults in sub Sahara African, woman constituted 17 million or 58%. UNICE (2002) revealed that young people between ages 15-24 years live with HIV/AIDS. 65% of the total 8.8 million cases are young woman and girls. The ratio of women to men is two one. World wide about 16000 HIV infections occur daily. World wide, women, represent 41% of all HIV infected adults. The pandemic AIDS is expected to peak by the year 2060 as observed by Amosi, (1995). In the USA men make up 80% of all AIDS cases 2% are the exposure risks are strangle tied to social behaviors. This is quite true as captured by Babenderier, (2007). The risky behaviour should be avoided by youth and unmarried. The risk groups include homosexual and bisexual men, drug users, transfusion patients and sex partners of these people. By January 2003 in the US cases reached 850,000 casualties. Charon, (2004).

The UN convention on the Rights of the child defined children as any human being below age 18 years. According to Charon, (2004), 14 million aids related orphans, 95% live or had lived in Africa the problem of AIDS related orphans would become much over the next 10-15 years, Charon (2004). By 2002 there were an estimated 35,000 AIDS related orphan children in New York City. The current infection rate in Africa stands at 50%. This is Avery alarming picture given the condition upon which most of the Africans live the ,population of Africa at risk this has direct negative impact on educational activities in the continent. By the end of (2003), an estimated 70 million people world wide would have been infected by HIV. This has direct link to the other institution. A sick society can not progress and develop. HIV/AIDS has become a big barrier to the development of most African nations. This directly influences the education sector negatively as observed by Joel, (2004).

A large number of HIV / AIDS cases in developing countries are under reported due to lack of adequate medic al administrative personnel, stigma anozute with the diseases or reluctance of countries to incur loss of trade, tourism and other losses that such revelations might produce people to do not tell the truth when completing questionnaires with regard to sexual behaviors as observed by charon, (2004). This is quite true to a large extent given that behaviour is inborn and may not be revealed to the general public for notice. Uncle the course of the epidemic changes operatically, the cumulative numbers of children, teens and young adults left mother less due to AIDS would exceed 145,000, Charon,(2004). Over 70,000 children under age 15 have lost their mothers or both to the dreadful HIV/AIDS, Joel, (2004).

2.01 The HIV/AIDS situation

HIV/AIDS pandemic has continued to claim huge of human beings globally. The scourge has claimed both adults and the youth alike, Paulsen, (2002). The zone has

experienced large number of orphan's widows and widowers as both parents and spouses continue to die from HIV/AIDS. The situation must be improved and intensified if the zone is to win the battle against poverty, education and HIV/AIDS.

2.0 HIV situation scenario

The orphaned children due to HIV/AIDS have worsened and are likely to reach in comparable figures. The word orphan according to advanced learners' dictionary is an English word that does not have exact translation in many languages. The concept of orphan is a social construct, so the meaning assigned to it varies from one society to the other. In the US and Africa, the term is typically understood to mean a child who has lost either or both parents; Charon, (2004). The idea of losing a parent or both by a child is very traumatizing. The child lives he/she lacks parental support and love, guidance and the material gains that parent often provide to their children.

The HIV/AIDS has escalated all over; it is no longer mythical as it used to be. Facts had been tabled and majority has the information. What remains probably is very serious change of attitude if humanity was to continue co-existing. According to Charon, (2004) HIV/AIDS is unstoppable in the short term because it takes an infection so long to develop into AIDS. This ranges from 5 to 20 years. Gone are the days when issues of AIV/AIDS was a preserve of others, it is generally a serious concern for all. Would some of your friends or associates still regard HIV/AIDS as someone else's problem? HIV/ AIDS has invaded all segments of society world wide you may choose to ignore that AIDS does not exist but ignoring HIV/ AIDS may kill you, Charon (2004).

2.2 HIV / AIDS and academic work

Academic work right from the on set played a very important role in a learner's life. It determines the type of career choice the person is likely to undertake in their further lives. As likely observed by Babendreir, (2007), motivation at early stage of life is a prerogative role of the parent in whose absence the child would lack the opportunity to interact with early learning at home and depreciate at later stages. This is true more so given the philosophical idea that foundation built on a firm ground makes a better house than that which is shallowly and weakly done.

The learners given the basic learning activities and motivation would prove better in terms of academic achievements. The learners with special needs have always suffered a great deal in their daily operations. This is seen both at home and school where their peers often segregate them and often call them names. They thus lack motivation. This fact support the idea brought forward by inglas in support of motivation to the learners especially at early stages of life. HIV/AIDS being a life claimer, denies these young innocent children the pleasure and opportunity with their parents and peers who may live a dejected life full of social, emotional, psychological imbalances which makes their learning more difficult and hence less achievement academically.

It is on this understanding that HIV/AIDS should be fought to the bitter ends to make the world live in free atmosphere free from HIV/AIDS. It begins with me and you everybody should therefore play his/her role effectively to ensure success in the battle against HIV/AIDS.

2.3 Origin of HIV/AIDS

The origin of HIV/AIDS have not been proven yet, it still remains a mystery; Hubley (1993). There have been theories attempting to explain the origin of HIV/AIDS but none has been proven. One theory is that AIDS virus has always existed in small isolated group of people. The death in that group might not have

been noticed as unusual or the people may have had some immunity. The virus was then passed to an outsider and spread from there; Hubledy, (1993).

Another theory is that virus was present in an animal where it did not cause disease and in some way transferred to humans where it caused disease as observed by Hubley, (1993). There are a number of diseases that have animal reservoirs such as Lassa fever and plague. The African green monkey has received most attention in this case. The evidence that appear to support this is that the virus HIV2 is genetically similar to a virus that was found in laboratory monkeys in California. The similarity here does not give a clear cut on the possibility of the origin and the theory stands to be challenged by scholars. There has not been much convincing proof on this. HIV.1 is distinct form HIV.2 and only appeared later as Hubley goes ahead to argue. The above theories do not have a firm base on which their facts are established and may not give a clear cut line on the origin of HIV/AIDS.

2.4 Academic performance

Data available at the educational offices and resource centres within which this study was carried indicated that at least 4 learners die annually from each school in Nyakongo Zone. These deaths are associated with HIV/AIDS and hence derail the academic performance to the minimum. An ailing learner cannot perform more so in the academic circles. The performance of such persons or learners with special needs have always remained low due to HIV/AIDS.

2.5 Measures to reduce HIV/AIDS.

Both the government and NGO's have tried a great deal to inform the youth and adults of HIV/AIDS dangers. However, this has not yielded much fruit as figures of deaths keep rising time and again. The teachers have also given the learners information on HIV/AIDS which has been made a core subject in the Kenyan

curriculum and is often taught to learners. A great change of attitude is adversely required to help reduce HIV/AIDS. It should too be everybody's concern.

2.6 Effects of HIV/AIDS on education

Time and again HIV/AIDS has continued to erode the standards of education globally. AIDS impact has often been felt every where. AIDS has brought loss of lives to humanity. This includes Nyakobngo Zone where the study targeted. Other effects include; low academic achievements among learners. This situation is made worse for the learners with special needs. Families have continued to lose useful members who would otherwise assist in many productive activities and hence poor economic status in most of the families. HIV/AIDS has brought about stigma to many families and people; both young and the old are living in a state of hopelessness.

2.7 Counseling

Counseling is a service rendered to the infected person and the affected too. This service is given to enable those as to make them live a life worthy of living human beings. They need to feel as normal as any other persons. The HIV/AIDS victims should not be overstressed lest they find their ways into the graves promptly. They should be encouraged; learn to persevere and live faithful life where there is proper nutrition and good body exercise coupled with good encouragement and of course above all, the word of God to make them feel at home and relaxed.

2.8 Education and HIV/ AIDS

Cox, (1999) observed that education needs teams work and that all should be involved in the shaping of thinking of the society. He went a head to elaborate how the HIV/ AIDS has impacted negatively on the academic out comes and confidentially of individuals in academic matters. He points out that HIV/ AIDS

requires and has a lot of financial implications. "Whatever the case the affected and infected can not perform to their ability", Cox (1999). Cox attempted to tackle legal aspect as well. *He points out that a number of states have enacted laws that expressly forbid disclosure to any one of one's individual HIV status. Their laws have been passed because of the risk of discrimination that accompanies AIDS. Yet opposed to this are the health care professional "duty to warn". Legal precedent clearly points to protecting other in certain circumstances. In the above situation it can be critiqued herein that the confidentiality of an open issue where nothing is kept under the table is not guaranteed. All should be as plain as possible to enable mankind fight the menace effectively*

2.8.1 A fresh way to see AIDS

Just when you thought everything that was to be said about HIV/ Aids had been said some, thing usually comes along to change all that. As Kenyan join the world in making the 20th anniversary of world AIDS day, there would be self recrimination as well as self congratulation a plenty. Perhaps most important this time would be to do less preaching, fewer acts of symbolism like public testing and more listening. All sorts of things have been thrown at HIV and AIDS including medicine, judgment, blame and stigma. What the world at large and this country has done little of is to take time of understanding the epidemic. HIV and AIDS started out as a health problem. Over time, we have come to accept that it is more than that, Stephanie Nolen's 28 stories of AIDS in Africa would be a useful place for the content to start this journey of discovery. In his book full of empathy and human fellow- feeling, Nolen has collected tales of individuals who have been handed the cross of a disease without acure or much sympathy.

Research questions

These were the broad questions that the study set out to answer by the end of the project.

- i. How has HIV/AIDS pandemic derailed the academic achievement of learners in the society?
- ii. What could be the possible solutions to the above situation?
- iii. Which sex would be more vulnerable in this case?

CHAPTER THREE

3.0 METHODOLOGY

3.1 Overview

This chapter sought to take care of the methods employed by the researcher to attain the much needed information on the study area. It consisted of research approach design, sample, sampling procedure, population and instruments or tools used in the study. This formed the core of the intended study as the methodological components.

3.2 Research Approach

The researcher opted to use qualitative approach in the study as it provided for the description of the situations and events as they would occur in the research process from the beginning to the end. Qualitative approach gave the researcher room to explore in fine details the event for the purposes of clarity of the issues as occurred in the study.

3.3 Research Design/Strategy

The researcher undertook to carry out the study based on survey design. This was because the researcher intended to attain information mainly from a selected sample of population. This strategy was quite suitable for the researcher as he basically employed the use of questionnaires and oral interview to collect information from the field. Both questionnaire and interview guide were constructed based on the study needs as affected the study.

3.4 Population

The research population consisted mainly of twenty primary school head teachers from the twenty primary schools, five health personnel, field officers (educational) school inspector and education officers.

3.5 Sample

The researcher took a sample of 10 schools to represent the entire schools. These were strategically positioned to allow for varied clustered ideas based on the geographical, social and economic factors. The schools were basically primary schools where the learners too were basic primary learners. The head teachers of the sampled schools played the part of the respondents and answered questions on the questionnaires given to them earlier. The questionnaires were constructed in simple English to allow for proper flow of information. The researcher also interviewed three health personnel out of the five maximum and attained the necessary information on HIV/AIDS as regards the study. The researcher planned to equally provide some very vital information on the study to respondents. The researcher personally went for authority from the district commissioner, Rachuonyo district who authorized the research in the district; he consulted too with the district education officer who too gave a nod to the project. The district officer provided a written document which acted as the legal permission for the study. The researcher sought for permission from the head teacher of the current working station which was given. The researcher then took the questionnaires to the heads of the ten sampled schools; later collected the questionnaires for the analysis. The researcher proceeded to interview the health personnel (three) before assembly of the report write up.

3.6 Sampling procedure

This study was carried out based on purposive sampling. This gave room for the researcher to categorically seek the needed information from the field. The researcher carried out a logical sequence of information seek. The researcher thus did not assume any element in the course of the study. Areas where the dire needed information required were exhausted to cater for every bit of information that proved worthwhile in the study

Of the available 20 schools, the researcher narrowed them to 10 to minimize the tedious task of data collection from a cross section of the research area. The researcher thus dealt with the information collected across the divide to represent the general characteristics of the population. The sample size was thus well determined by the researcher.

3.7 Instruments (tools)

3.7.1 Questionnaire

The researcher planned to use two tools i.e. questionnaires and interview guides. The questionnaires were given to the head teachers who answered them and kept them confidentially for the researcher to collect them, the questionnaires sought to dig deeper information search from the respondents starting with the basics to complex ones. The items were constructed in simple English to avoid ambiguity in the process. Different questions were availed to the respondent who was guided by the legend on how to use the same tool. Piloting was carried out in two closer schools to the researcher. The researcher used English in the questionnaires as the head teachers generally are familiar with the language and filled the questionnaires with ease.

3.7.2 Interview guide

This was the other tool that the researcher used to acquire some information mainly from the medical staff who participated in the study. This took form of oral interview carried out in a simple jovial mood which was too relaxed. The researcher gave the interviewees room to ask question on the study area which they did. The interview was conducted on the basis of known to unknown and in English language. All the ethical aspects of research were observed during this interview-The interview targeted the medical personnel, however a few learners were also interviewed. Those who were not conversant with English had room to use the mother tongue.

3.8 Procedure

This section will introduce the reader to the detailed plan on how the study was carried out from start to the end. Of course the study began with planning of the proposal, drawing up of proposal, Seeking of the supervisor of the researcher, approval of the already drawn proposal by Mr. Laaki Samson; KIU lecturer, seeking of permission from the department and college to conduct the study, proceeded to seek permission from the district commissioner, Rachuonyo who allowed for the study in his district. The

researcher then proceeded to ask for permission from the head teacher to carry out the study outside.

Distribution of the questionnaires to the respondents and as they answered the questions, the researcher interviewed the medical staff. Interview notes were made which later assisted in the write up of this report. Researcher then proceeded to collect the questionnaires from the head teachers who had been given earlier. Analysis was then done which revealed that all questionnaires sent out were got back. After analysis of data the write up of the report then started in consultation with the supervisor. The same was then typeset and binded into booklet forms awaiting submission to the faculty.

After submission of the same project, it will remain part and parcel of the components of the external literature on the various areas of the study and in this respect on HIV/AIDS

3.9 Data analysis

There are several ways of analyzing data as afflicts research study. The researcher analyzed his data based on two forms. There was statistical analysis and thematic analysis. This was so because the researcher used both statistical data and qualitative data. The statistical data analysis took care of statistical data while thematic approach (analysis) took care of all the qualitative information attained from the field. On the receipt of raw data, proper organization was put in place by the researcher to enable raw data received be processed for analysis. The analysis of the data was a task that formed the base of the research report and was conducted in a manner that suits and fulfill all ethical aspects of research study.

It is important to realize that without a well and clearly analyzed data, the report writing would only be but a dream. It is for this reason that the researcher planned to use all the mathematical analogies available to analyze the data systems appropriately so that it can readily be interpreted even by a lay person. Data analysis called for professionalism and was given the attention it deserved.

3.9.1 Review

Chapter three from the onset took care of the methodological aspects. It covered core components of methodology as the research design, sample and sampling procedure. The research Instruments, the study procedure, and data analysis. Basically the chapter covered the basics of the project itself. This is because various methods and procedure for carrying tasks are very important for a fruitful result in research work. The chapter started by looking at research overview of the chapter, this was followed by the research approach then research design (strategy). Population followed then sample after which the sampling procedure which preceded the research instruments (tools). Procedure for the study then came up followed by systematic data analysis. The chapter ended with the aspect of review of what has been tackled herein.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DATA ANALYSIS

4.0 Overview

This chapter took care for the presentation of the data as collected from the respondents, its interpretation and finally analysis of the same data as afflicted the research study.

4.1 Introduction

The data was presented as raw data before its interpretation and analysis. The same data was interpreted using tabular forms and eventually analyzed by the researcher for the purpose of writing the final draft (report)

4.2 Presentation of data and its analysis

After the raw data had been received i.e. collected from the respondents; the researcher undertook to present it in a form worth producing a report. This was done by way of interpretation of the collected data and finally analyzing the same data to give the desired result.

The questionnaires were distributed and received as follows;

Table 1 Number of questionnaires sent out and received back.

Respondents	No of questionnaires sent	No of questionnaires received
Head teachers	10	10
Total	10	10

According to the table 1 above, questionnaires sent out to the respondents, (head teachers); the response was quite good. It revealed 100% response which was quite good.

Table 2 SNE details

Girls	80
Boys	50
Total	130

On average the SNE details in the studied schools turned out to be 80 girls and 50 boys making an average total of 130 SNE learners

Table 3 Learner population in schools

Tally	Response	Percentage
Below 100	0	0%
Between 100 – 150	2	20%
Above 200	7	70%
400 and above	1	10%

From table 3 above the learner population of most of schools studied was above 200 which represented 70% of the total population.

Table 4 Learner population by sex

Sex/No	50 – 100	100 – 200	200 – 300	300 & above
Males	1	8	0	1
Percentage	10%	80%	0%	10%
Females	7	2	1	0
Percentage	70%	20%	10%	0%

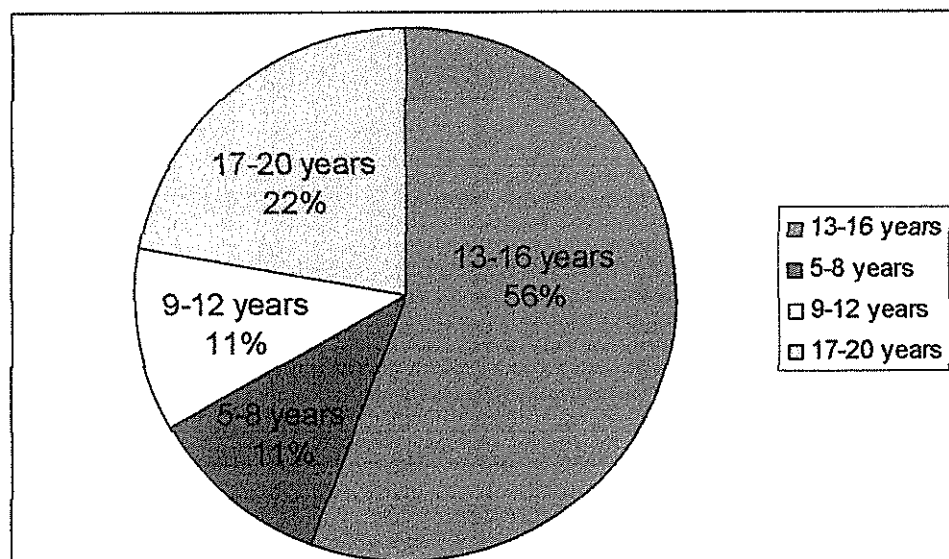
From table 4 above, there are more boys between the numbers 100 – 200 as opposed to girls who are more between 50 – 100. This revealed reduction of girls in the school system and this could be attributed to sex roles e.g. monthly periods and the feminine chores.

Item C Between what ages are the effects of HIV/AIDS more felt in your school?

5 – 8 years 9 – 12 years 13 – 16 years 17 – 20 years

From the respondents responses above, it can be seen that the ages 13 – 16 years are more prone to HIV/AIDS. Care should be taken to guide and counsel the learners within these age brackets.

Figure 1



Item 2 Population by sex 5 years ago

Sex/No	Below 100	Bet 150 – 200	Bet 250 – 300	More than 300
Male	1	2	5	2
percentage	10%	20%	50%	20%
Female	1	2	6	1
percentage	10%	20%	60%	10%

From the above table, the population of males seems to increase between 250 – 300 five years ago and the same true of the population of girls five years ago. However it can be noted that the population of girls outnumbered the boys five years ago. This could be an indicator towards the sex that was more affected by HIV/AIDS in the recent years.

Item 3a Presence of orphaned children in schools

Item result	Response	percentage
Yes	8	80%
No	1	10%
Not sure	1	10%
Total	10	100%

From the table, 80% of the respondents consented to be having orphaned children. This could be attributed to the effect of HIV/AIDS within the schools studied.

Item 3b What problems do these children faces?**Table 7**

Problem	Response	Percentage
Food	5	50%
Shelter	3	30%
Clothing	1	10%
Education	1	10%
Total	10	100%

From the respondents responses above it was clear that majority adopted food as being the main problem faced by the orphaned learners. The government should step up and provide feeding programs for in schools for the children

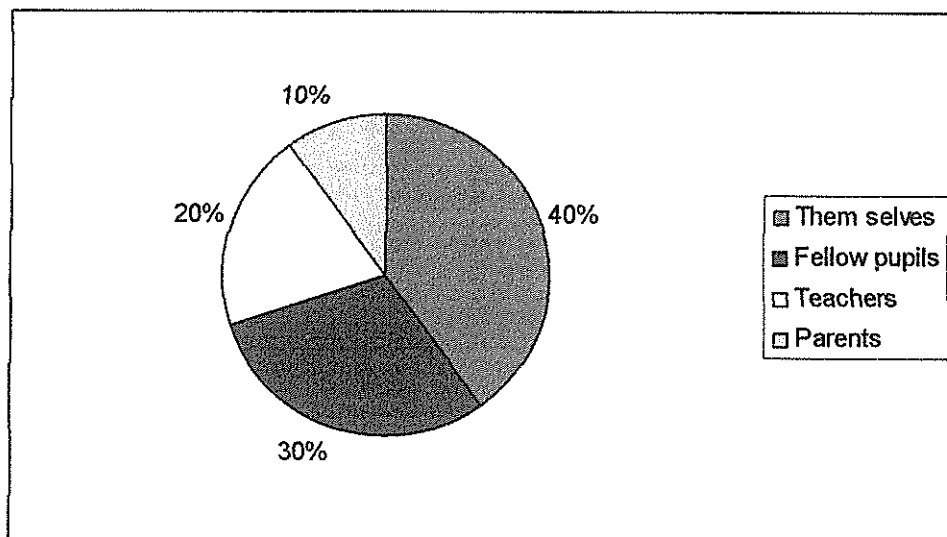
Item 3c Are the needs of the children met at school and home?**Table 8**

Item	Response	Percentage
Not really	5	50%
Agree	3	30%
Highly agree	2	20%
Total	10	100%

From table 8 above, 50% of the respondents are for the opinion that the needs of the learners are not really met at school and home. This leaves the learners at a very sympathetic position. NGO's should step up to support these orphans

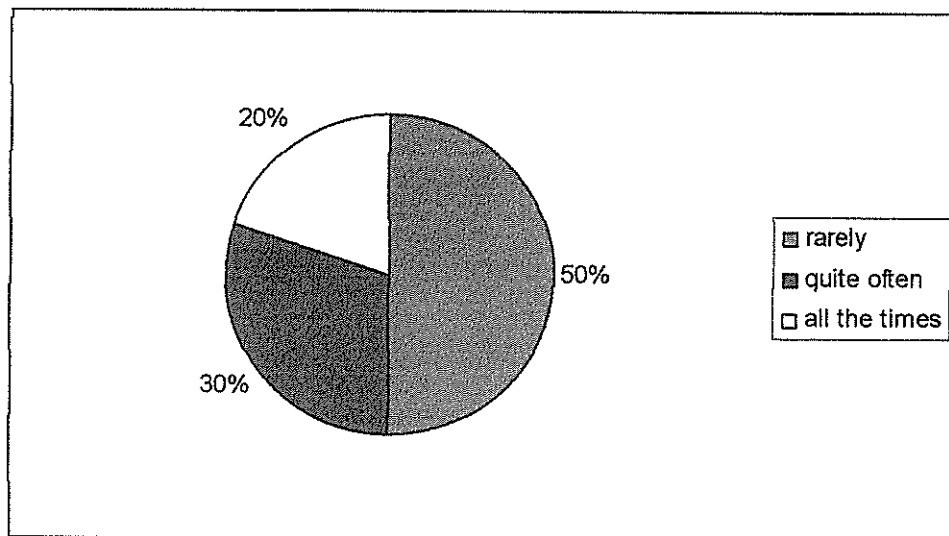
Item 3c (i) Who meets their needs?

Figure 2



From the raw data collected, it shows that 40% of the orphans assist them selves, 30% are assisted by peers, 20% are assisted by teachers while 10% are assisted by parents.

Item 3c (ii) How often are the needs met?



From the raw data collected, the needs of the orphans are rarely met. This is according to 50% of the respondents. This leaves the orphans at a very high state of risk for HIV/AIDS scourge and other sexually transmitted diseases.

Item 4a Role played by teachers in assisting the orphaned.

Table 9

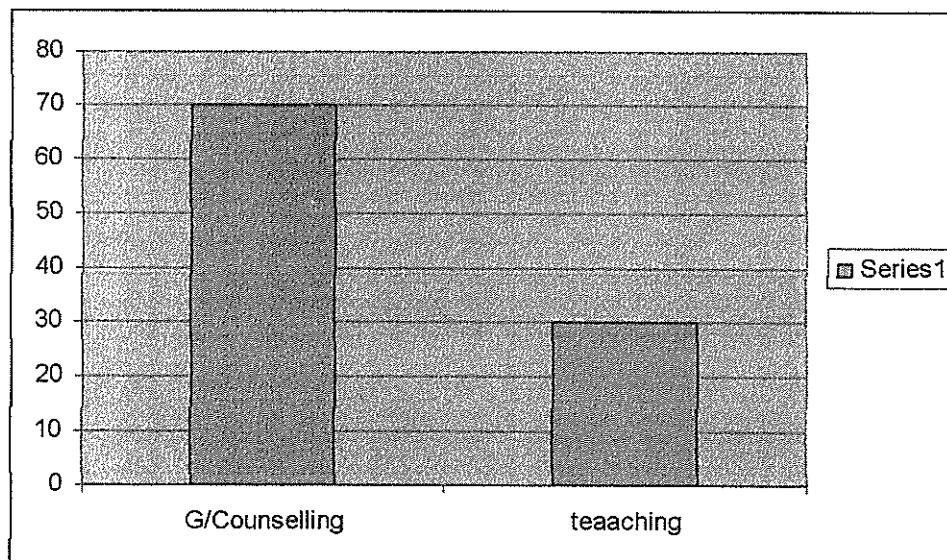
Item	Response	Percentage
No	6	60%
Yes	2	20%
Not sure	2	20%
Total	10	100%

From the above table, 60% of the respondents do not agree fully that the teachers have played some role in assistance the orphaned,' 20% accepted they have while 20%r we sure.

Item 4b What specific role have the teachers played in assisting the orphaned?

Of all the respondents, 70% cited *guidance and counseling* while 30% cited *teaching* as the services rendered to the orphaned by teachers

Figure 4



Item 5 Extent to which the HIV/AIDS has derailed the academic performance in schools

Table 10

Item	Response	Percentage
Not really	1	10%
Minimally (0-4)%	1	10%
Quite highly 8 – 16%	8	80%
Total	10	100%

From the above table 80% of the respondents quite agree that HIV/AIDS has highly derailed the academic performance of learners with special needs in schools. This is quite devastating

Item 6a Presence of NGO's to assist orphans

Table 11

Yes	Response	Percentage
Yes	5	50%
No	4	40%
Only a few	1	10%
Unreliable	0	0%
Total	10	100%

From the table, 50% of the respondents quite accepted that there are NGO's that assist the orphaned learners.

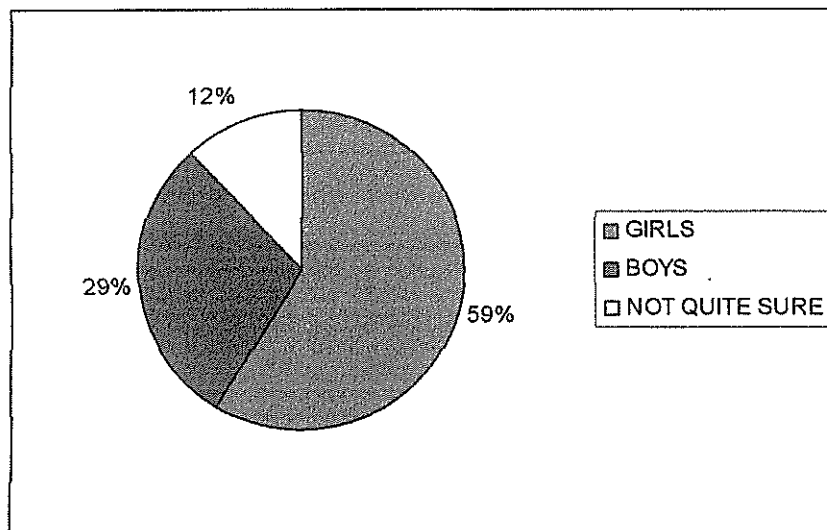
Item 6b if yes, are the assistance given adequate?

Response: The general response that was given by all the respondents i.e. 100% was that the assistance is not adequate and should thus be improved.

Item 7 Which sex is most affected by HIV/AIDS in your school area?

\

Figure 5



From the responses above, the girls are mostly hit by the HIV/AIDS presence within the society. The girls should be advised to try as much as possible to avoid sex before marriage. They should be counseled too on the dangers of HIV/AIDS

Item 8 Any other information

Responses: 60% of the respondents gave the idea that HIV/AIDS should be fought by all, 20% said it should be the parental role while 10% said the learners should take care of them selves

TOOL 2 INTERVIEW OUTCOMES

Of all the three medical personnel interviewed, all agreed that HIV/AIDS has negatively impacted on the academic performance of learners and moreso on those learners with special needs. They argued care should be taken to assist the young learners achieve their dreams by both parents and teachers. The medics recommended early medical intervention in cases of those already infected with the HIV/AIDS.

The few learners interviewed argued that HIV/AIDS has minimal impact on the academic development of learners; a fact which the researcher attributed to their limited understanding of life.

4.3 Review of the chapter

The chapter began by presentation of the overview of the chapter, introduction, presentation of data and the analysis of the data. The analysis was done in form of phases where face one tackled the questionnaire responses and finally the interview outcomes. The interviews were carried out orally and involved face to face approach between the researcher and the interviewees. The chapter ended with review of the issues covered and the next chapter reviews discussion, conclusion and recommendations by the researcher

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

The chapter tackled the aspects discussed, the conclusions arrived at from the study and the recommendations made by the researcher according to the study carried

5.1 Introduction

- The chapter discussed the raw data presented by the respondents and interviewed the medical personnel and presented the findings on written form. The chapter introduced the reader on what has been discussed and the conclusions made. It gives recommendations as regards the study carried out.

5.2 Discussion

HIV/AIDS has indeed adversely affected the academic performance of learners generally. This situation has been worsened for these learners with special needs as the learners with special needs have had various disabilities which inhibit their functionality and hence do not operate at the same level as the “normal” learners. Given this situation the learners with special needs should be guided through everyway possible to make them at least some distance from this HIV/AIDS menace.

- From the raw data gathered from a field a revelation of 60% of the respondents on average agree fully that HIV/AIDS has derailed the academic performance of learners with special needs. HIV/AIDS has called for utilization of the resources which would otherwise been used in other areas of development like education and trade. The parents’ potentiality in terms of financial backup is tremendously reduced due to the presence of HIV/AIDS.

HIV/AIDS has also lowered capacity in terms of human resource. The ailing persons including the learners with special needs may not find it easy to perform some other

desired duties which may be some economic gain to them. As a result, the societal power in terms of financial stability is thus reduced a great deal.

As regards solution to HIV/AIDS menace, the study showed that empowerment of the learners with special needs and the general public in terms of information supply is of great importance and must not be understated. However, solution may not be readily availed according to this study as it has been revealed that behavior is attitudinal and attitude is individual and intrinsic; it thus calls for serious sensitization for all to get to the bottom line of the issue at hand without which human race may in the near future cease to exist. It is therefore paramount that issues of HIV/AIDS should be handled with great care and with an interpersonal view of eradicating it all together. This change begins with you and I and undoubtedly we shall emerge victorious in the battle against HIV/AIDS and mankind.

The most vulnerable sex as the study has revealed are females (girls). The girls thus need to be given proper attention with view to making them live a better part of their remaining lives. They must therefore be given forms of empowerment to ensure sustainability

Problems faced by orphaned children

Discussion of the problems faced by HIV/AIDS orphaned children in Nyakongo zone, Rachuonyo district in Kenya has been stated. These children face a number of problems. According to this study, the researcher found out that the problems range from mere seclusion, withdrawal, child labour, clothing, parental love, medical care, food and nutrition to minimal academic achievement in schools. This is in liaison with a paper presented by Omosa (2002) on the same subjected that supported the fact that among other problems faced by the HIV/AIDS orphaned learners; academic achievement of low level featured prominently. The researcher undertook the study in this area purposefully and come up with a clear revelation of low academic achievement. The issues should be addressed by the sitting government and any other NGO's who may have a feel for these needy learners.

5.3 Conclusion

HIV/AIDS and academic performance has been critically looked at in Nyakongo zone in Rachuonyo district of Kenya by the researcher. Unless care and heed is taken to all the necessary precautionary measures; the education and the academic achievement of the youth and in particular the learners with special needs hang in the balance and its resultant effects will adversely be effective and so the government should take it upon it to put in place all the possible means and ways of not only controlling but putting a clear policy on this issue of HIV/AIDS and its related diseases.

5.4 Recommendations

Based on the findings of the study, the researcher made the following recommendations:

It was noticed that youth should be encouraged to seek (VCT) Voluntary Counseling and Testing services in good time to enable them cope with higher risks of HIV/AIDS cases in the zone.

Proper nutritional plan should be drawn by the government and NGO's to help assist the HIV/AIDS orphaned children who are too special needy who have dire needs for food.

The teachers in service, the retired and all the other personnel should offer guidance and counseling to the youth and the special needs learners to enable them cope with the HIV/AIDS pandemic in the zone.

The health workers should move down to the villages to render their services and *discourage cultural beliefs and practices on HIV/AIDS.*

The orphaned number being on the increase, the government should put in place some children homes to cater for the needs of these special needy learners.

The government should have a policy that caters for free medication for the HIV/AIDS orphans.

The educationists should at least extend a hand to the villages to assist the special needy learners who are helpless and may not access education easily

It is paramount to note here that education being the key to every other development including the professionalism, should be given priority so as to enable the special needy learners living with HIV/AIDS have some hope and hence boost their morale

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APPENDIX ONE

KAMPALA INTERNATIONAL UNIVERSITY INSTITUTE OF OPEN AND DISTANCE STUDIES

- Special study paper on HIV/AIDS and academic performance of learners with special needs

QUESTIONNAIRE FOR THE HEADTEACHERS

NOTES:

1. Please note that whatever information you will give in this case will NOT be used for any other purpose (s) other than the intended research work and will be treated with utmost confidence
2. Please tick as appropriate for your case and fill in the given blank spaces accordingly where required

SCHOOL DETAILS:

Name of School.....
Zone..... Location.....
Division..... Distirct.....
Child population.....
By sex: Males..... Females.....
Total.....

SNE DETAILS

Girls.....
Boys.....
Total.....

1. (a) Whats the learner population of your school?

Below 100 ☐ Between 100-150 ☐ Above 200 ☐
400 and above ☐

(b) What's the population by sex in your school?

i. Male:	Between 50-100	<input type="text"/>	Between 100-200	<input type="text"/>
	Between 200-300	<input type="text"/>	More than 300	<input type="text"/>
ii. Female:	Between 50-100	<input type="text"/>	Between 100-200	<input type="text"/>
	Between 200-300	<input type="text"/>	More than 300	<input type="text"/>

(c) Between what ages are the effects of HIV/AIDS more felt in your school?

5-8 yrs 9-12 yrs 13-16 yrs 17-20 yrs

2. What was the population by sex 5 years ago?

i. Male Below 100 Between 150-200 Between 250-300
 More than 300

ii. Female Below 100 Between 150-200 Between 250-300
 More than 300

3 (a) Do you have orphaned children in your school?

No Yes ☐ Not sure ☐

(b) What problems do these children face? Give at least three

(i)

(iii)

(ii)

(iv)

(c) Are the needs of these children met at school and home?

Not really ☐ Agree ☐ Highly Agree ☐

(i) If yes, who meets their needs?

Teachers ☐ Parents ☐ Fellow pupils ☐
 Themselves ☐ NGO's ☐

(ii) How often are the needs met?

Rarely ☐ Quite often ☐ All the times ☐

4 (a) Have the teachers played any role in assisting the orphaned?

No ☐ Yes ☐ Notsure ☐

(b) If yes, what role have they played?

(i)..... (ii).....

5. To what extent has the HIV/AIDS derailed the academic performance in your school?

Not really ☐ Minimally (0-4)% ☐ quite highly 8-16% ☐

6 (a) Are there any NGO's in your area that assist the orphans?

Yes ☐ No ☐ Only a few ☐ Unrealiable ☐

(b) If yes, Are the assistance given adequate?

.....

7. Of the two sexes, which one is most affected by HIV/AIDS in your school area?

Boys ☐ Girls ☐ Not quite sure ☐

8. Any other information.....

.....

Headteacher's name (s)..... *Signature*

School Rubberstamp

.....

RESEARCHER: OTIENO E. ADUDA MR

BED/15445/71/DF

APPENDIX TWO

INTERVIEW GUIDE

- Preamble: welcome to this session and my names are Erutus Otieno Aduda, a KIU student. Feel free to participate in this session freely and without fear.

- 1 What's your educational level?
- 2 Have you ever known of your HIV/AIDS status before?
- 3 If so how did you feel when you took this step?
- 4 Can you tell me of your own experience on AIDS?
- 5 Do you think HIV / AIDS may affect academic performance?
- 6 Which sex does you think mostly affected by HIV / AIDS among the youth and more so those with special needs.
- 7 Any other information you may add

Thank you for your participation and feel welcome once more.

Interview guide constructed for use in oral interview for medical personnel and learners on the impact of HIV/ AIDS on academic performance of learners with special needs.
By Erutus O Aduda BED/ 15445/71/DF

16th January 2009,