

**Academic Performance of Orphaned Children Affected
by Human Immunodeficiency Virus/Acquired
Immunodeficiency Syndrome in Regular Primary
Schools in Maiella Zone, Naivasha District**

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DECLARATION

I, the undersigned, declare that this project is my original work and has never been presented to any other University for Academic Credit.

Name: Mwangi Lucy Wangari

Signature

Date

DEDICATION

This special study paper is dedicated to my mother who inspired me to undertake the course and gave me all the support needed, may the almighty God bless her. This also goes to my beloved work mates headed by Mr. Martin Anyanga our headteacher Sher Moi Primary School for their prayer, patience, co-operation and understanding as I spent much of time working on assignments, projects and private studies as a distance learner.

APPROVAL

This research proposal has been submitted for examination and approval with my appeal as the university candidate.

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To all may the good Lord Bless you abundantly.

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Chapter One

Introduction

This chapter deals with background information of the problem, statement of the problem to be investigated, objective of study, research questions, scope of the study the significance of the study limitations and delimitations, operational definition of terms.

1.0 Background Information of the Problem

It is well known world wide and country wide that Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) is declared as a national disaster. Many people die on daily basis including Teachers, Parents, youth children and many others, due to Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS). This leads to so many orphaned children especially the school age going children. There are orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency (HIV/AIDS) especially in Kenya and they are not taken care of, simply because of poverty, ignorance or negative attitude towards affected children by Human immunodeficiency virus/ Acquired immunodeficiency syndrome.

Majority of them are taken to regular schools especially in Maiella zone, where they are neglected because they do not have trained personnel to handle them as required. This children end up attending school at an irregular basis and finally stay away completely.

Education is an important aspect of life because it promotes economic, social, cultural and political development of any given country. The National Goals of education namely: - national unity, individual development, national development and social equity, self-fulfillment, respect and development of cultural heritage and international consciousness, are practical to the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) setting as stated by Kimani K. Introduction to low vision, Kenya institute of special education (K.I.S.E) (2002) page 28, that every child has a right to fundamental education.

In a good number of regular primary school in Maiella Zone Naivasha Division, the rate of truancy /dropout has been found to be high among the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency (HIV/AIDS). The writer therefore suspect orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) as the cause of this and shall be carrying out a research to establish it. A good number of school age going orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS), have been found at home while the unaffected ones already in school.

1.1 Statement of the problem

Academic performance of orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) in regular primary schools in Maiella zone Naivasha Division.

1.2 Objectives of the study

Once the writer establishes the problem of the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS). She went ahead to set the objectives of her study. The objectives academic performance;

- (i) TO examine academic performance among children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome in regular primary school in Maiella zone.
- (ii) To find out parents attitudes towards children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome in regular primary schools in Maiella zone.
- (iii) To establish the teacher's attitudes towards children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome in inclusive set up.
- (iv) To find out the relationship of orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome and those unaffected learners in regular primary schools in Maiella zone.

1.3 Research Questions

From the objectives set, the writer has formulated some questions. In the course of the study, she tried to get answers to the questions.

The research questions therefore were;

- (a) What is the academic performance of orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome in regular primary school?
- (b) What is the parents' attitude of orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome in regular primary schools in Maiella Zone?
- (c) What is the teachers' attitude of orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome in inclusive set up in Maiella Zone?
- (d) What is the relationship of orphaned children affected and unaffected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) in Maiella Zone?

1.4 Scope of the study

The study was conducted in Maiella zone in Nakuru district, the writer found out the causes of poor performance of orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) in regular primary schools.

The research enable the writer to give suggestions on how best the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) could be assisted.

1.5 Significance of the study

Once the study was completed, the results would be used to enlighten the community on the need to give orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome an opportunity to go to school.

The community would be informed on the negative effects of cultural practices on the lives of orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).

The findings of this study would be of great importance to regular teacher to have a positive attitude and empathy in guiding and counseling to orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS), to accept their situation. Also the other learners will be sensitized to accept the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) as part of them.

The findings would also assist advocacy groups like women group organization (WGO) and other non-governmental organizations (NGO's) through churches to solicit for funds to establish new homes to re-house the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS), who are in distress.

After highlighting the plight of the orphaned children, the writer would urge the government through the ministry of Education, Science and Technology (MOEST) to increase budgetary allocations towards education of orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS). This would include sponsoring teachers to organize and attend seminars on proper teaching methods to accommodates all learners' needs

1.6 Limitations and delimitations

During her study, the writer experienced some barriers and also came across some expected but overcome barriers.

These barriers and overcome barriers were as follows;

Limitations

To get the questionnaire ready cost much in terms of money, time and energy, making the whole exercise expensive. This was also the case in typesetting the research report.

During the data collection period, the writer had to forego some of her lessons visit her sampled schools during the regular working hours. These visits would enable her respondents who were all teachers.

The questions, which require brief statements from the respondents, were not the question unanswered. This was a problem when it comes to presentation and analysis to the raw data.

Delimitations

Having produced the letter from Kenya institute of special education (KISE), the writer got a warm go ahead from the head teacher. The school sampled by the writer was accessible on foot, so the writer had no transport/traveling expenses. Since the writer had teachers as her respondents, the language used was English and well understood by all the entire school community was so welcoming and whenever the writer visited the school, tea and lunch were provided. This saved the writer any expenses on meals.

On time, the respondents acted promptly on filling the questionnaires. By the time writer was going for the responses, the respondents had finished answering the questions.

1.7 Operational Definition of Terms

- Dearth:** This is lack of something like inadequate books for reference.
- Affected:** Anyone who has lost his/her parent, guardian or any close relative either through accidents, HIV/AIDS or the natural causes.
- Performance:** It is a measure of pupils excels in academic.

Guardian: A person who is given the responsibility to live with an orphan and take care of him/her.

AIDS: Acquired, Immune Deficiency Syndrome.

Inclusive Education: Addressing learner's needs in their environment.

Special needs: Children affected by Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome (HIV/AIDS)

Regular schools: Local public schools.

Orphan: Someone who lost both parents.

Attitude: Ones feeling towards one another.

Academic performance: This is school gathering for all learners with and without disabilities.

Limitation: Factor that hinder research from being carried out successfully.

Delimitation: Setting out boundaries in all that is about research.

Research: A study carried out to alleviate a problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter shall deal with literature review, which shall be reviewed from books, journals, modules, internet, newspapers, circulars and encyclopedia.

2.1 General Overview.

According to the Kenyan Daily Nation (2006) page 12 Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) pandemic is now the single most serious setback in the efforts to fulfill the rights of children world wide, particularly those guaranteeing life survival, education and participation in development activities.

In module 4 Kenya Institute of Special Education, children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) are those who have lost their parents or dear ones through the dreadful disease. Medical statistics indicate that about 700 people died everyday in Kenya due to Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) in 2001.

According to avert organization (2001) page 89 affected children by Human immunodeficiency virus/ Acquired immunodeficiency syndrome have to contend with discriminatory practices that ostracize them as outcast. These children will neither have peace of mind nor motivation of earning. They must be helped out of this catastrophe as early as possible especially children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome in Maiella Zone.

Orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) are perhaps the biggest security and economical threat in Maiella Zone in Kenya as a nation at the moment.

Nzuma (1999) the number of children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) is overwhelmingly increasing.

2.2 ACADEMIC PERFORMANCE OF ORPHANED CHILDREN AFFECTED BY HIV/AIDS IN REGULAR SCHOOLS IN MAIELLA ZONE.

According to Avert organization (2003, 2005) page 120, 15 million children under the age of 18 years had been orphaned by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) worldwide. About 12 million of these live in Sub-Saharan Africa, and its expected that this number will have risen to more than 18 million by (2010). More also in Maiella many people die on daily basis due to Human immunodeficiency virus/ acquired immunodeficiency syndrome.

When school going orphaned child is engaged in domestic chores, their education becomes hard hit. This could result from exhaustion or failure to complete their assignments due to lack of time while in school, such children lack concentration on their class work. This could be due to the fact that their attentions back at home. The mind will be focusing on the twenty-liter jerrican down by the river for taking water home on the way from school.

Another focus is a rope in the school bag for tying up bundles of firewood collected on the way home from school. All the duties among others were found to burden the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) who were still children in the first place.

The magazine (2000) states “the drop out was so high that by the end of the second year, the other orphaned girl who was almost 16 dropped out to get married to the man aged 40”. It therefore cited an existent of major cause of orphaned children drop out as early marriage. This was found to be common in many schools where fewer orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) remained in school for eight years continuously.

Naivasha area children officer mentioned that many orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) dropped out of school due to pregnancy, others to be house boys/girls. This statement appeared on the East African standard April (2004). This showed that many orphaned children affected by Human Immunodeficiency Virus/Acquired Immunodeficiency syndrome of school going age faced many problems in many parts of the country.

According to Lovitt (1978), Reid and Hresdo (1981) Wallace and McLoughlin (1975) Social Ethnics for form 1 and 2, the environmental factors are external to the body of the child. They are not part of the physiological and biochemical functioning of the brain or human anatomy but rather are found in the environment and affect the well being of the child and his learning.

Especially some parts of Kenya like Maxilla zone in Naivasha Division where there is inadequate nutrition, health safety, sensory stimulation due to the environment, emotional and social development is not conducive to the learning. Which contribute to poor academic performance since it leads to high risk of orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) in regular primary schools.

Mwaura (2005) Introduction to children with special needs NBI, before preparing to teach children in difficult circumstances as in orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS), the teacher should have some guiding principles like knowing the children strength, weakness, opportunity and also exploit his/her talents.

According to Jackson, (2002) Harare page 96, orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) are reported to start their schooling when they are abit late as compared to the other children. They end up not having competence in educational and vocational opportunities.

According to Zigler (1990) Exploitation and abuse, poverty also encourages poor academic performance. The girl child is mostly affected than the boy child, they are not only sexually abused by guardians but also exploited and mistreated.

According to Melgosa (2002) frustration is a psychological response from stress. Frustration irritates those living with it and those who live with the frustrated person. The inability to perform as non-affected children leads to frustration and feeling of failure, which will lead to defense mechanism such as withdrawal or aggression. Drugs can also contribute to poor academic performance to orphaned children affected by Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS), especially when they are misused. Used for other purposes other than those prescribed by the doctor as the way Gamezy (2001) indicate.

2.3 PARENTS ATTITUDES TOWARDS ORPHANED CHILDREN AFFECTED BY HIV/AIDS.

Kalanda (1993) Caretakers Alliance Education, page 113 cited that children when left by both parents after they died, the close family members brought food and clothes to the bereaved children. Though that was done, it did not mean that the children predicament was over since food is not everything the children need.

The orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) needs someone to grief and express their fear for the unknown future.

According to Avert organization (2005) children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) are often stigmatized by society through association with Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS). The distress and social isolation experienced by those children both before and after the death of their parents is strongly exacerbated by shame, fear and rejection that often surrounds people affected. The children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome also need the assurance of love even after the death of their parents.



According to Mwaura (2002) Introduction to children with special needs NBI, page 158 the orphans may exhibit the following behavioral or physical indicators, which are summarized below.

(i) Physical indicators due to physical neglect.

- ◆ Unattended medical needs.
- ◆ Consistent lack of supervision.
- ◆ Consistent hunger, inappropriate dress, poor hygiene.

According to Avert organization (2005) parents should write wills to protect the inheritance right of their children and prevent land property grabbing by guardians who might attempt to rob children affected, of their property. Once the children have no parents to protect their rights, labeling and stigma.

According to Mbiti (1988) African Religion and Philosophy NBI, page 85, a family where a person had died had to be made ritually clean before they could socialize with the rest of the community. There was so much labeling and stigma that the family was kept as a social misfit.

This causes orphans to have low self-esteem that in turn makes children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) feel unwanted.

(ii) Behavioral, indicators due to physical neglect.

- Fatigue, restlessness, falling asleep in class.
- Sealing food, begging from classmates.
- Reports of no care-takers at home.
- Chronic absenteeism and truancy in school due to medical attendance.
- Psychological maltreatment indicated physically by; speech disorders, delayed physical development, ulcers, asthma and severe allergies.
- Habit disorders such as sucking, rocking.
- Antisocial
- Passive and aggressive behavioral extremes.
- Developmentally delayed.

According to Mwaura (2002) Introduction to children with special needs NBI, child abuse is explained as any act or intention to treat a child badly by directly or indirectly hurting them either physically or psychologically. These children face neglect and abuses from guardians because they have few alternatives they may be overworked by the guardians.

According to members of Block Building Alliance (2000) Poverty: Zimbabwe, after the death and funeral rituals are performed, traditionally, the family members would meet and assign a relative usually father, eldest brother to take care of the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS). The ability to do this was accorded into resources and skills.

2.4 TEACHERS' ATTITUDES TOWARDS ORPHANED CHILDREN AFFECTED BY HIV/AIDS IN INCLUSIVE SET UP IN MAIELLA ZONE

According to Avert organization (2005) orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) are less than other children able to go to school or have access to adequate health care. They are more likely to live in poverty and be malnourished. If they ever go to school, they are less likely to concentrate in learning than the other children and the teachers are less bothered with them.

They are more likely to be engaged in hazardous labour, including commercial sex and may also be forced to have sex (raped) especially girls that can expose them to early pregnancies or at greater risks of contracting Human immunodeficiency virus/ Acquired immunodeficiency syndrome and other sexually illness.

This hinders them from doing well in school. Orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome are more likely to suffer from psychological problems than the others. These problems inhibit normal learning hence dismal performance, which is not the higher expectation of their teacher for them to do better.

Children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome are left behind in a vacuum deprived teacher-parental guidance and counseling making them to be

disadvantaged, uneducated if they drop out of school due to emotional disturbances without hope and opportunity, especially in maiella zone, many children have drop out of school and seek for jobs to meet his/her needs. This affects their academic performance since the child cannot serve two masters at the same time.

According to Mosolo and Ogonga (1988) Social Ethnics for form 1 and 2, page 76 a school is a community that composes of teachers, parents, administration staff, support staff and stakeholders. Since most of the time in a day, a child affected by Human immunodeficiency virus/ acquired immunodeficiency syndrome spend most of her/his time with teachers, the teacher having negative attitudes towards this learner, would cause emotional disturbances which affect the academic performance of the learner.

The philosophy of inclusive education advocates that the curriculum, teaching methods, materials to suit the child and not vice versa. Another group of consequences according to William relates to the teaching staff. All teachers should be sensitive to the range of needs existing in their classroom. They should be responsible for using teaching materials appropriate to the needs of all their pupils and all teachers should have access to specialized help for children with the needs in their classes.

2.5 RELATIONSHIP OF ORPHANED CHILDREN AFFECTED BY HIV/AIDS AND UNAFFECTED CHILDREN.

In recent years after the death of parents, children affected are either adopted or placed in homes.

According to Masolo and Ogonga (1988) You and your society NBI page 89 Africans never put up home for affected people. They were absorbed in extended families but missionaries put up orphanage to accommodate children thrown, may be by road side and those left in hospital after being born.

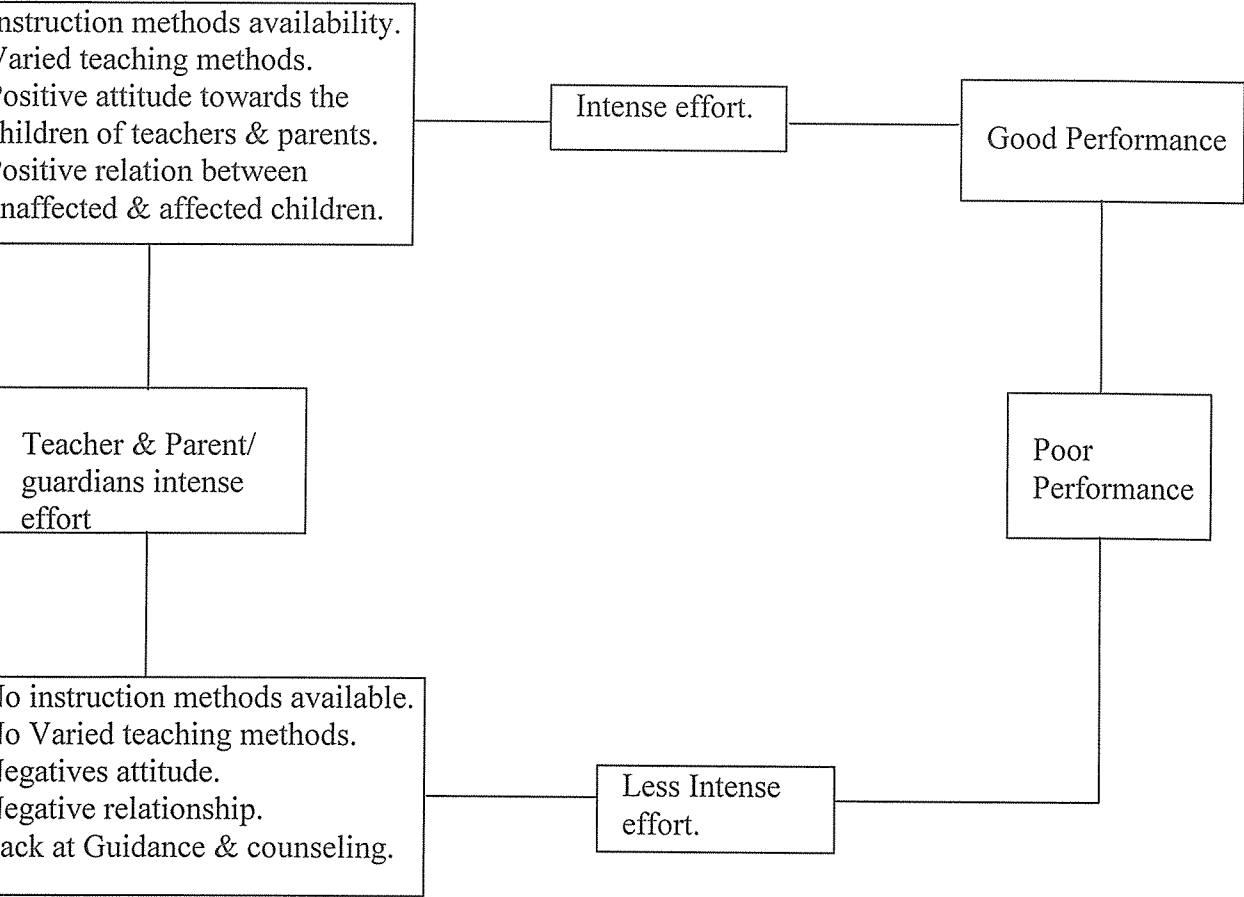
According to Avert organization (2005), African countries have had long severe epidemics. Aids is generating children affected so quickly that family structure can no longer cope. Traditional safety nets are unraveling as more young adults die of Human immunodeficiency virus/ acquired

immunodeficiency syndrome (HIV/AIDS) related illness. Families can barely feed for themselves, let alone take care of orphaned children affected by Human immunodeficiency virus/ acquired immunodeficiency syndrome (HIV/AIDS), therefore forced to live in child-headed families or with their grandparents who are too old to take care of them.

2.6 CONCEPTUAL FRAME WORK.

Orphaned children affected By HIV/AIDS
Independent.

Performance
Dependent



2.7 Research Questions

The research questions formulated from the objective set are also to be answered through the reviewing of the literature

The research questions therefore are;

- (a) What is the academic performance of orphaned children affected by Human immunodeficiency virus/ acquired immunodeficiency syndrome (HIV/AIDS) in regular primary schools?
- (b) What is the parents' attitude of orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) in regular primary schools in Maiella zone?
- (c) What is the teachers' attitude to orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) in inclusive set up in Maiella zone?
- (d) What is the relationship of orphaned children affected and unaffected by HIV/AIDS in Maiella zone?

Chapter Three

Research Methodology

3.0 Research design

The researcher shall use survey design. This shall be necessitated by the fact that the researcher wish to investigate impacts of being affected to the academic performance in primary schools in Maiella zone that requires data collection, in order to carry out this investigation, therefore, survey has been found to be a suitable design to be used to collect data.

3.1 Population and Sampling

The targeted population of this study shall be regular school teachers in Maiella zone. The writer suspects that orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) have poor academic performance in many parts of Naivasha District.

The writer shall randomly pick a primary school in Naivasha District. The samples to be included are five school and five teachers are to be the respondents to be involved in school.

The researcher shall use convenience sampling; she shall choose the primary schools that are easy to reach.

The teachers of the schools will be the convenient respondents; she then shall use systematic sampling to get her five respondents. She shall pick on the teacher to fill the questionnaires. The dropouts will not affect the data collection since the number taken per school is big enough to cater for these. Those who refuse to participate will not be forced to do so. The researcher will pick on the willing respondents.

3.2 Research Instruments

The writer shall use questionnaires to collect raw data from teachers of the sampled schools. She shall pick on the questionnaires because all her respondents are to be and are to write their true

personal feelings. This is due to the fact that confidentiality is attached to the paper. The questions shall be ten and written in simple language with clear instructions.

3.3 Validity and Reliability of Research Instrument

The researcher will have to use the instrument which will assist her to find the statement of the problem intended to research on academic performance of orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) in regular primary schools in Maiella zone Naivasha District. Through this instrument the writer will be able to gather enough information on the statement of the problem since the respondent are literate thus will work well with the instrument selected.

This instrument will be consistent in giving actual problem facing the orphaned learners in Maiella zone Naivasha District. This is because the instrument will be extracted from the objective of the research, hence the writer will be able to achieve the set objectives.

3.4 Data collection procedure

At the beginning of the study the writer shall review the literature collected. This will later assist her in the analysis and discussion of the collected data. The writer then will develop the questionnaires, which will be consisted of ten questions. The questions will require the respondents to answers in their own words as asked. The writer then shall give a copy of the questionnaire to a teacher from a school. This will enable the writer to carry out a pilot study. After the pilot study the writer shall adjust the questionnaire. This will involve reconstructing the questions, which appears complicated. The writer then will visit the sampled schools to get permission to carry out the study there. She shall get a letter from the Area education officer introducing her to the schools and the scope of the study.

The writer then shall send the questionnaires to the sampled respondents and collect them on a date agreed upon with the respondents. The writer shall analyse and conclude the collected data. The author finally shall give recommendations.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Introduction.

After the questionnaires had been filled and returned, the writer then presented and analyzed the data. The writer analyzed the report by looking at the questions one at a time as follows;

Response

4.2.0 Table 1: Average number of pupils per class

| Category | Frequency | Percentage |
|--------------|-----------|------------|
| 15 – 20 | 2 | 50% |
| 20 – 30 | 2 | 50% |
| 30 – 40 | Nil | Nil |
| 40 and above | Nil | Nil |
| Total | 4 | 100% |

From the table above, it is evident the school enrolment is not so high. Therefore the conclusion is that there could be barriers to education.

QUESTION 2

4.2.1 Table 2(a) Orphans class match with their age.

| Classes that match orphan age | Frequency | Percentage |
|-------------------------------|-----------|------------|
| No | 12 | 60% |
| Yes | 5 | 25% |
| Not sure | 3 | 15% |
| Total | 20 | 100% |

This revealed that orphans that are in classes that do not match with their age were 60%, while 25% were in classes that match with their age 15% of the teachers were not sure of the orphans age. In general most orphans were not in classes that match with their age. This may be due to the fact that many orphans may have delayed to join school due to problems at home or may have joined and later dropped from school after their parents died.

2 (b) This question sought to find out the age that many orphans experienced problems most. These findings showed that;

4.2.2 Table 2(b): Age that many orphans experienced problems.

| Age | Frequency | Percentage |
|--------------------|-----------|------------|
| 15 years and above | 6 | 35% |
| 13 – 14 years | 7 | 30% |
| 10 – 12 years | 5 | 25% |
| 6 – 9 years | 2 | 10% |
| Total | 20 | 100% |

From the responses it was revealed that orphans who are 15 years and above had 35% while those who were between 10 – 12 years had 25%. Generally it was observed that from 10 years and those over 15 years had the highest percentage which was 90%.

This may have been due to the fact that the children in this age are in an adolescent which is a very sensitive age whereby those young adults experience a lot of changes in their body and mind. The orphans at this stage really need their parental care and guidance, and since their parents are not there to provide the orphans end up experiencing problems which may lead them to indulge in premarital sex or drug abuse.

QUESTION 3

4.2.3 Table 3(i): Attitudes of teachers towards the orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS)

| Attitude | Frequency | Percentage |
|---------------|-----------|------------|
| Very Positive | 15 | 75% |
| Positive | 3 | 15% |
| Negative | 2 | 10% |
| Very Negative | 0 | 0% |
| Total | 20 | 100% |

This revealed that 75% of the teachers had a very positive attitude towards learners, 15 had positive attitude while none had a negative attitude towards orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS). In general it was observed that teachers have a very positive attitude towards orphans affected by Human

immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS), so they viewed orphans just like any other learner.

4.2.4 Table 3(ii): Attitude of orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome towards education.

| Attitude | Frequency | Percentage |
|---------------|-----------|------------|
| Positive | 10 | 50% |
| Negative | 8 | 40% |
| Very Positive | 2 | 10% |
| Very Negative | 0 | Nil |
| Total | 20 | 100% |

From the responses 50% of the orphans affected by HIV/AIDS had a positive attitude towards education 40% had negative attitude towards education while 10% have very positive attitude. There was no one with very negative attitude towards education

4.3.0 Table 4: Other learners related with orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome.

| Responses | Frequency | Percentage |
|-------------|-----------|------------|
| Helpful | 10 | 50% |
| Reject them | 6 | 30% |
| Not sure | 4 | 20% |
| Total | 20 | 100% |

The responses revealed that 50% of the learners were helpful to the orphaned children affected by HIV/AIDS. 30% have rejected them while 20% of them were not sure.

4.3.1 Table 5(i): Guardians view on the orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).

| Responses | Frequency | Percentage |
|---------------------------|-----------|------------|
| As a burden to them | 10 | 50% |
| As intruders | 4 | 20% |
| As children who need help | 4 | 20% |
| Like their own children | 2 | 10% |
| Total | 20 | 100% |

The responses revealed that 50% of them were viewed as a burden to the guardians while 20% of them were viewed as intruders and children who need help. Only 10% were viewed like their

own children. This showed that most orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) performed poorly in academic since none take much concern about them, like providing basic needs and education.

4.3.2 Table 5(ii) Guardians came to live with the orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).

| Responses | Frequency | Percentage |
|----------------------------------|-----------|------------|
| Shared out among relatives | 9 | 45% |
| Choose to live with them | 6 | 30% |
| No one else could stay with them | 5 | 25% |
| Total | 20 | 100% |

This showed that 40% of them orphans were shared among relatives after their parents died. 30% of the guardians choose to live with them and 25% had no one else who could stay with them.

4.3.3 Table 5(iii) Guardians able to provide basic needs to orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS).

| Responses | Frequency | Percentage |
|-----------|-----------|------------|
| No | 10 | 50% |
| Somehow | 6 | 30% |
| Yes | 4 | 20% |
| Total | 20 | 100% |

This revealed that most guardians are not able to provide for the basic needs of the orphans as is represented 50% which is half (10 out of 20), 30% represented somehow, while 20% represented that guardians were able to provide for the orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).

4.3.4 Table 5(iv) Guardians willing to continue living with orphans affected by HIV/AIDS.

| Responses | Frequency | Percentage |
|-----------|-----------|------------|
| No | 8 | 40% |
| Yes | 6 | 30% |
| Not Sure | 6 | 30% |
| Total | 20 | 100% |

This revealed that 40% were not willing to continue staying with the orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) while 30% were willing to stay with the orphans and 30% were not sure.

This showed that the guardians though most of them are relatives to the orphans generally are not willing to continue living with orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency (HIV/AIDS) thus treat them badly.

4.3.5 Table 6: Appropriate ways recommended to fight against neglect and improve academic performance among orphaned children.

| Responses | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 7 | 35% |
| Agree | 5 | 25% |
| Disagree | 3 | 15% |
| Strongly disagree | 3 | 15% |
| Undecided | 2 | 10% |
| Total | 20 | 100% |

It was revealed that 35% of the teachers opted to strongly agree to fight against neglect and to improve academic performance among children affected by Human immunodeficiency virus/ Acquired immunodeficiency (HIV/AIDS). 25% of them also agreed. The 15% were the ones who disagree and also strongly disagreed with the issue, 10% were not yet decided. In conclusion many teachers opted to create awareness to the community as a way of getting many peoples' support in stopping neglect and improving the academic performance in orphaned children.

QUESTION 7

Orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) be made to remain in school up to class 8. Here 50% respondents cited varied methods guidance and counseling together with rewarding the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS), the efforts in their class work. 30% of them stated the ways of meeting their needs in order to remain in school 20% of the respondent affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) could be positive about going to school.

QUESTION 8

Problems faced by the orphaned children affected by Human immunodeficiency virus/ Acquired syndrome (HIV/AIDS) both at home and at school. All the respondents felt that the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) should be seen as children who need to learn and relax just like the unaffected children.

They also added that teachers should use all possible ways to encourage the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) to work hard at school.

QUESTION 9

Advice given to guardians whose orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) have already dropped out of school. Of the twenty respondents, fourteen of them wrote that such guardians should be asked to bring the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) back to school or face the law. The four of the respondents advised on encouraging them to go back to school and seek ways to help them remain on school. The other two respondents, wrote that it is the guardians who knows the child's life plans, therefore it is up to them to retain or return the orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) to school. This showed that the guardians could be ignorant of the fact that the children have a right to education, irrespective of their gender. This therefore calls for encouraging the guardians to educate the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).

1.3.6 Table 10: Orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) needs little or no education.

| Responses | Frequency | Percentage |
|--------------------|-----------|------------|
| Strongly disagreed | 15 | 75% |
| Disagreed | 3 | 15% |
| Agree | 2 | 10% |
| Indecided | Nil | Nil |
| Strongly agreed | Nil | Nil |
| Total | 20 | 100% |

This revealed that 75% strongly disagreed that orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) needs little or no education. 15% also disagreed, 10% agreed to have little or no education for orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) for they have no future in their life nor of them was undecided or strongly agreed. This shows that most teachers have sympathy with the orphaned children affected by Human immunodeficiency virus (HIV/AIDS) to continue with their education.

CHAPTER 5:

Summary, Discussion, Conclusion and Recommendation

Introduction

After the writer prepared to carry out the study, she set out to do the study. This should involve selecting the suitable method, tools for collecting the data, reviewing related literature and finally concluding the study. The conclusion of the study was as follows;

Summary

When the writer noted the poor academic performance by orphaned children affected by Human Immunodeficiency Virus Acquired Immunodeficiency Syndrome (HIV/AIDS) in Naivasha Division, The researcher carried out a study to try and establish the causes. The author sampled Sher Moi south lake, Oserian, Kongoni, Maua and Loldia primary schools as a place of her study. After sampling the schools, she laid down the objectives of her study and they are as follows;

1. To examine academic performance among orphaned children affected Human immunodeficiency virus Acquired immunodeficiency syndrome in regular primary school in Maiella zone.
2. To find out parent's attitudes towards orphaned children affected by Virus attitudes towards orphaned children affected by Virus acquired immunodeficiency syndrome in regular primary schools in Maiella zone.
3. To establish the teacher's attitudes toward orphaned children affected by Human immunodeficiency virus Acquired immunodeficiency syndrome in inclusive set up in Maiella zone.
4. To find out the relationship of affected children and those unaffected learners in regular primary schools in Maiella zone.

From the objectives, the writer formulated some research questions. These would enable her gather some information in relation to the problem that affected orphaned children. The

research questions would be answered in the course of the study. The research questions were:

1. What is the academic performance of orphaned children affected by Human immunodeficiency virus Acquired immunodeficiency syndrome in regular primary schools in Maiella zone.
2. What is the parent's attitude of orphaned children affected by Human immunodeficiency virus Acquired immunodeficiency syndrome in regular primary schools in Maiella zone?
3. What is the teacher's attitude of orphaned children affected by Human immunodeficiency virus Acquired immunodeficiency syndrome in inclusive set in Maiella zone?
4. What is relationship of affected and unaffected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) in Maiella zone?

In the course of study and from questionnaires the writer noted some problems facing the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome.

The way orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome, are generally viewed and treated is varied as also the causes of academic performance. These children lack their parents tender care and love and parental guidance leading to emotional psychological and even sometimes physical abuse, which in turn hinders them from performing well academically. These factors deprive the innocent children of their dignity and condemn them to a life long cycle of poverty and suffering especially girls who had sometimes to be left behind due to early pregnancies and other various problems like rape. The problem of guardians not being able to provide for the orphans basic needs is revealed from the response since question 5(iii) guardians that were able to provide for basic needs were only 4 out of 20, 10 out of 20 could not provide for basic needs. This could lead to lack of concentration in class by orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome.

RECOMMENDATIONS

After the researcher had completed her study, she shared her findings with members of the school community. She then gave the recommendation as follows:-

Schools should ensure guidance and counseling sessions more frequently. This gives opportunity for orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome to express their feelings and fears. The community should set up community based organizations and voluntarily help the orphans in new homes where they would be re-housed. The ministry of education would adopt the curriculum to suit the needs of the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome. The ministry of education should also start theatre groups to create awareness and teach stakeholders the importance of educating orphaned children affected by Human immunodeficiency virus/ Acquire immunodeficiency syndrome.

Guest speakers should be invited to talk to pupils, parents and teachers on the need for equal chances of education. These speakers would be role moles especially those who managed to beat all odds to sail to the top.

Such people would make the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome and the entire community sees and values the need for education.

The guardians should share light domestic chores between the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome and unaffected ones, since they shared some tasks at school, this should be extended home. This will enable the orphaned children get more time to relax, complete their homework and fully compete with the unaffected one in learning tasks. Appreciation and rewarding the pupils efforts during learning makes them feel recognized when they learn that their work is good, especially when they out do the unaffected children in any work. To achieve this, teachers should avoid comments, which

suggest that unaffected children are better than the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).

The government to employ and post more affected teachers by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) to the most affected parts. This will provide the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome with role models and a perfect example to the entire community.

Advocacy groups like Maendeleo ya Wanawake (MYWO) and other non-governmental organizations which will assist the orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) to solicit for funds to establish and help the orphans.

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APPENDIX

The questionnaire below was used by researcher to collect data through out the study.

KAMPALA INTERNATIONAL UNIVERSITY RESEARCH QUESTIONNAIRE.

FOLLOW THE INSTRUCTION CAREFULLY BEFORE ANSWERING QUESTION.

Read each question carefully before answering any question. Please be honest when giving out your answer and tick the correct answer incase of multiple questions.

NAME.....

NAME OF THE SCHOOL.....

SUBJECT.....

DIVISION.....

DISTRICT.....

QUESTIONNAIRE TO THE TEACHERS

INSTRUCTIONS

1. Do not write your name anywhere on this paper.
2. Please answer all questions by ticking the appropriate answer or by giving your own brief comments.
3. Every answer will be treated with confidence and used for the purpose of the study only.

QUESTIONS

1. What is the average number of pupils per class in your school?
15 – 20 ☐ 20 – 30 ☐
30 – 40 ☐ 40 & Above ☐
2. Are orphans in classes that match their age?
Yes ☐ No ☐ Not sure ☐
- (b) At what age do orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) experience problems most?
6 – 9 ☐ 10 – 12 ☐
13 – 14 ☐ 15 & Above ☐
3. What attitude do you have towards orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS)?
Very Positive ☐ Positive ☐
Negative ☐ Very Negative ☐
- (ii) What is the attitude of orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) towards education?
Very Positive ☐ Positive ☐
Negative ☐ Very Negative ☐
4. How do other learners relate with orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) in class?
Helpful ☐ Reject them ☐ Not Sure ☐
5. How do guardians view the orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS)?
As intruders ☐ Like their own children ☐

- As a burden to them ☐ As children who need help ☐
- (ii) How did the guardians come to live with the orphans?
- Choose to live with them ☐
- Were shared out among relatives after their parents died. ☐
- No one else could stay with them ☐
- (iii) Are the guardians able to provide for basic needs to the orphans?
- Yes ☐ No ☐ Somehow ☐
- (iii) Would the guardians be willing to continue living with the orphans affected by HIV/AIDS?
- Yes ☐ No ☐ Not Sure ☐
- If no state why
-
6. It is appropriate to fight against neglect and to improve academic performance among orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS).
- Strongly Agree ☐ Agree ☐
- Undecided ☐ Disagree ☐
- Strongly Disagree ☐
7. In your opinion, how best can orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) be made to remain in school up to class 8?
-
-
-
8. What information can you share with other teachers concerning the problem faced by the orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS) both at home and at school?
-
-
-

QUESTIONNAIRE TO THE HEAD TEACHER.

From the documentary evidence

You are kindly requested to fill in the blank spaces at the end of each question or statement or simply put a tick (✓) where appropriate.

1. What is the average number of pupils per class in your school?
15 – 20 20 – 30
30 – 40 40 – and above
2. Are orphans in classes that match with their age?
Yes No Not sure
- (b) At what age do orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) experience problems most?
6 – 9 10 – 12
13 – 14 15 years and above
3. What is the attitude of the teachers towards orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome in your school?
Very positive Positive
Negative Very negative
- (ii) What is the attitude of orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome towards education?
Very positive Positive
Negative Very positive
4. How do the teachers relate with orphans affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) in your school?
Helpful Reject them Not sure
- i How do guardians view orphans affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome (HIV/AIDS)?
As intruders Like their own children
As a burden to them As children who need help
- ii) How did the guardians come to live with the orphans?

Choose to live with them ☐

Were shared out among relatives after their parents died. ☐

No one else could stay with them ☐

If other explains.....
.....

(iii) Are the guardians able to provide for basic needs to the orphans?

Yes ☐ No ☐ Somehow ☐

(iv) Would the guardians be willing to continue living with the orphans affected with Human immunodeficiency virus/ Acquired immunodeficiency syndrome

Yes ☐ No ☐ Not sure ☐

If no state why.....
.....

6. It is appropriate to fight against neglect and to improve academic performance among orphaned children affected by Human immunodeficiency virus/ Acquired immunodeficiency syndrome

Strongly agree ☐ Agree ☐ Undecided ☐

Disagree ☐ Strongly disagree ☐

7. In your opinion, how best can orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome (HIV/AIDS) be made to remain in school up to class 8?

.....
.....
.....
.....

8. What information can you share with other teachers concerning the problem faced by the orphan children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome both at home and at school?

.....
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.....
.....

9. Orphaned children affected by Human immunodeficiency virus/Acquired immunodeficiency syndrome need little or no education.

Strongly agreed ☐ Agree ☐ Undecided ☐
Disagree ☐ Strongly disagree ☐

10. What advice can you give to guardians whose orphaned children affected by Human immunodeficiency virus/ acquired immunodeficiency syndrome HIVAIDS have already dropped out of school.

.....
.....
.....
.....

Lucy Wangari Mwangi
PO BOX 1303
Naivasha

Date: 5th may 2008

Sher Moi Primary School
PO BOX 729
Naivasha
Kenya.

Cc

Maua Primary School

Cc to

Maiella Primary School

Cc

Kongoni Primary School

Cc

Oserian Primary School

Dear Sir/ Madam.

RE: A request to be allowed to do a research in your institution for study purposes.

I Mwangi Lucy Wangari a student at Kampala International University, Admission number BED/7028/51/DF do hereby kindly request for your permission to access a research in your institution, this is for study purposes in Bachelor of education in Early Childhood and Primary Education.

All the information collected will be treated with confidence and used for the purpose of the study only.

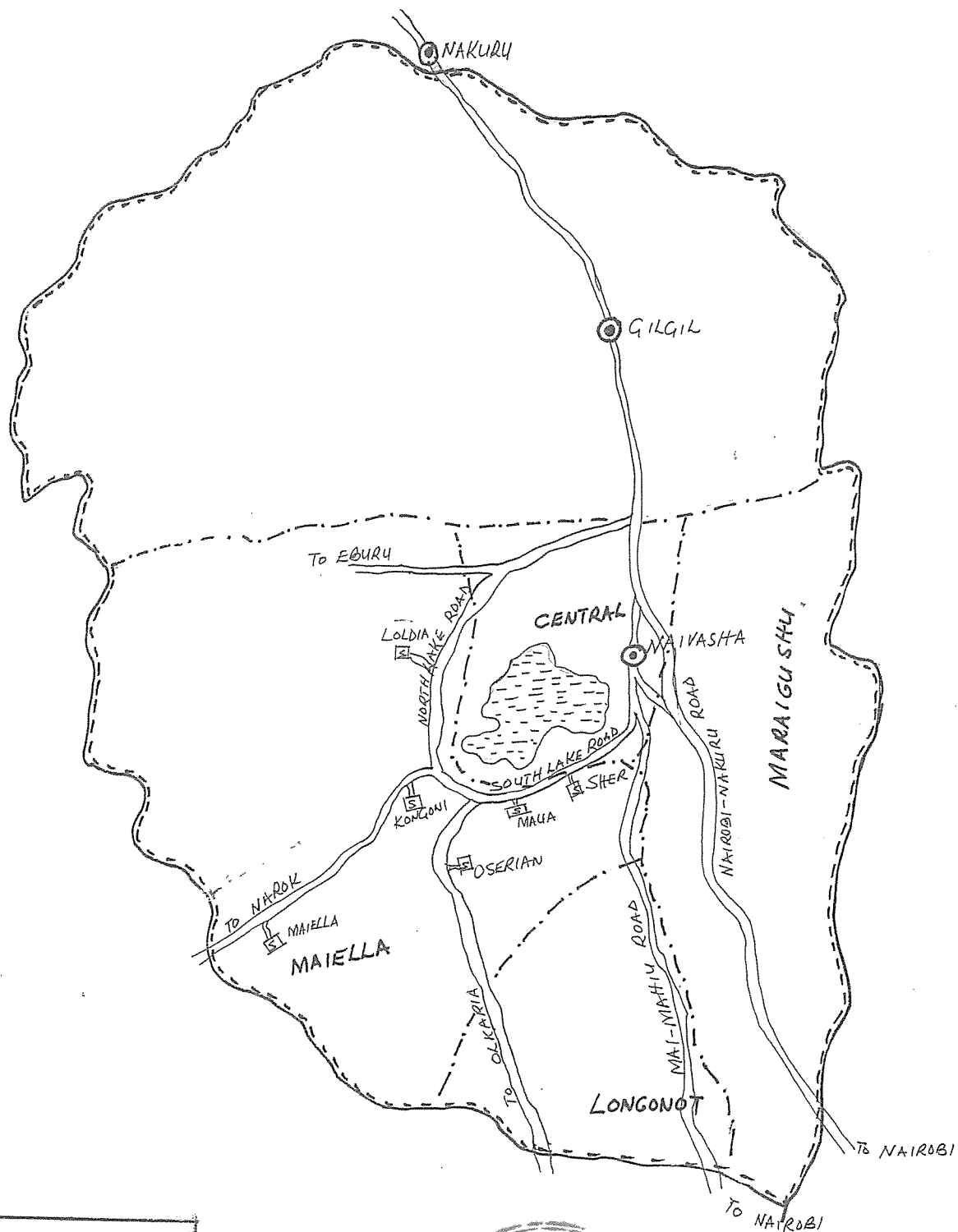
Your assistance will be highly appreciated.

Thanks in advance.









Mwangi Lucy Wangari

4 MAP SHOWING RESEARCH SCHOOLS



KEY

- | | |
|---|------------------|
|  | BOUNDARIES |
|  | MAJOR TOWN |
|  | SCHOOLS |
|  | LAKE |
|  | ROADS |
|  | ZONAL BOUNDARIES |

