

**ORPHANHOOD AND ACADEMIC PERFORMANCE OF LEARNERS IN
KAVUTIRI PRIMARY SCHOOL EMBU DISTRICT,
KENYA**

**BY
FLORENCE N.NTHIGA
BED/13374/61/DF**

A handwritten signature in blue ink, with the number '747' written above it.

**A RESEARCH PROJECT PRESENTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE BACHELOR OF EARLY CHILDHOOD
AND PRIMARY EDUCATION OF EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

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DECLARATION

I, FLORENCE N.NTHIGA, declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

.....

DATE :

.....

APPROVAL

This is to acknowledge that this proposal has been under my supervision as a university supervisor and is now ready for submission.

Sign.....

Date.....

DEDICATION

This research work is dedicated to my dear husband Francis Mwaniki and our two daughters Joan and Prudence for their moral support while I undertook my studies.

ACKNOWLEDGEMENT

My gratitude goes to my supervisor, Ms Oliver Nankya for providing advice, guidance and useful references in improving the quality of this project.

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ABSTRACT

The researcher intended to evaluate the orphanhood and academic performance of learners in Kavutiri primary school Embu District, Kenya. It was divided into five chapters that extensively covered the topic of the research topic.

The objectives of the research project were; to assess the prevalence and incidence of orphanhood in Kavutiri zone, Embu District. Examine the consequences of orphanhood while measuring its impact on education outcomes. To conduct and establish enrollment rates between orphans and non-orphans.

The research data was collected from the respondents through questionnaires and the literature review covered the other authors have written on the research topic and the lacuna left by the authors provided a genesis of the research.

The research methodology ensured that the research employed a uniform research design, sampling, which ensured that the best results from the respondents was got.

The collected data was tabulated in windows excel and percentage in mean and percentages to give a clear picture of the answers from the respondents.

The major findings of the research project was that the government must invest heavily and to help orphan children and make sure that order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other disparities, according to Araujo Caridad, Francisco Ferreira and Nobert Schady (2004), it must invest in people by expanding access to schooling, targeting the neediest and providing

safety nets for the working poor, those unable to work and special vulnerable and marginalized group.

Recommendations of the research were that the government should do more than its doing know and ensure that the needy children are well taken care of

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study seeks to investigate the relationship between orphan hood and academic performance of learners within Kavutiri primary school. It will be guided by the objects of the study in 1.3.2 later on in chapter one.

1.1 Background to the study

Childhood orphan hood is a major risk factor for poverty in adulthood, through, among other channels, shortfalls in human capital investments in children. In sub-Saharan Africa, the prevalence of orphan hood among children has been greatly exacerbated by the HIV/AIDS pandemic. Orphan hood is expected to influence health outcomes and schooling although there are multiple potential channels through which this effect may work. Obviously, income effects are a strong candidate, especially when parental deaths are associated with costs and income losses due to chronic illnesses. If households are credit constrained, then reduced incomes can result in lower investments in education. Aside from these direct wealth effects, orphan hood can be associated with an increased value of the child's time in home production (as a substitute for adult labor) which results in less schooling. There may be discrimination against orphans and favoritism toward biological children for double orphans or among single orphans who do not reside with their surviving parent (i.e., are fostered out). Beyond the financial consequences of adult deaths and the implications of a loss of parental involvement, children who become orphans may suffer trauma which, in turn, affects schooling

and health outcomes. Children who lose a parent due to AIDS may be additionally stigmatized, although most work does not differentiate between causes of parent deaths, almost all of which in this study are due to illness.

Parent practices that were identified have a combined influence on the child's development of inner resources; in turn influence the child's school success. As parents promote their child's development of perceived autonomy via autonomy supportive actions, their children gain the self confidence needed to make decisions on their own and initiate behaviors independently at home and in school.

School success is defined primarily by students grades point average and standardized achievement test scores (baker and Stevenson, 1986, bright, 1992; Clark, 1993; Glasgow et al, 1997; Grolnick and Ryan 1989). School success is also defined by cognitive and academic competence, orientation towards school, and engagement.

Baumrind(1991) defines cognitive competence as including cognitive motivation and academic orientation.

Achievement is linked to school success and is mentioned often in educational literature where parents are key role players. Achievement is the accomplishment of goals, processes and out comes of education (Darling Hammond, 1985), which include accomplishment of academic goals in the core subject areas and school performance outcomes that are measured by standardized achievement tests, grades, grade point average, teacher tests ratings and orientation towards school.

Hammond calls all this as nothing without the parental support both at home and school.

With due respect for the rights, duties and responsibilities of parents and in a manner consistent with the evolving capacities of the children, their right to education, information, care, and respecting their cultural values and religious beliefs, ensure that children, both in and out of school, receive the necessary information, including information on education, counseling and enable them to make responsible and informed choices and decisions regarding their education to reduce the number of school drop outs and improving the general performance of the learner's.

1.2. Statement of the problem

While the issue of primary school dropouts and poor performance has attracted growing attention in educational research and social policy circles, very few researchers have directed their interests to explore in detail why orphans drop out of primary education and the consequences of such. Based on the previous data by other researchers; dropping out of primary education comes as a process and not as an event. Moreover, the consequences of dropping out of primary education were seen to be grave; street children, child labour, child abuse, teen substance abuse, teen pregnancies, single motherhood, child prostitution, STIs, HIV/AIDS, juvenile delinquency, illiteracy, poverty and a reduced life expectancy. That being the case it calls for the need to urgently conduct the research study as the number of orphans and orphan hood are persistently increasing, while their drop out cases and poor academic performance in schools are untold.

1.3. Objectives

1.3.1 General:

The general objective of the study will be to establish the relationship between orphan hood and academic performance of learners in Kavutiri Primary school, Embu District, Kenya.

1.3.2 Specific:

The objectives of the study will be to;

- (i) To assess the prevalence and incidence of orphan hood in Kavutiri Zone, Embu District.
- (ii) To examine the consequences of orphan hood while measuring its impact on education outcomes.
- (iii)
- (iv) To conduct and establish enrollment rates between orphans and non-orphans.

1.4. Research hypothesis

Poor academic performance in primary education is as a result of the weakening of the vital institutions (external factors) rather than orphans' independent decisions.

1.5. Significance of the study

This study would benefit the following disciplines:

Policy makers would come up with a better curriculum involving parents in the academic empowerment.

The teachers would be able to recognize the importance of parents input and learn to conform to combine both parental and teachers influence to come up with good academic results.

Parents would realize and fulfill the gap in their practices towards the academic influence towards their children both at school and home.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at the literature review of the established scholars in the field of the study. It is guided by the objectives of the study. Orphan is a child below the age of 18 who has lost one or both parents. Children who have lost their mother are referred to as maternal orphans, and those who have lost their father are classified as paternal orphans. In some cases, maternal and paternal orphans reside with their remaining parent, but in other cases, the surviving parent is not living in the household with the child. Children who have lost both parents are referred to as "double" or "dual" orphans

2.2 problems faced by orphans

The impact of HIV/AIDS is far-reaching and cuts across all aspects of society, including the health, social and economic sectors. Management of the HIV/AIDS pandemic demands more resources and skills than can be provided by any one sector alone. A multi-sectoral approach.

One of the most distressing consequences of the HIV/AIDS epidemic is the precarious situation of an increasing number of orphans and vulnerable children. The spread of HIV puts families at increased risk of experiencing serious illness and death, and increases the number of orphaned and vulnerable children. Although sŷŷvey ŷŷta on orphan hood are not direŷŷly linked to the HIV status of any parent, living or dead, it stands to reason that a substantial proportion of orphans in Kenya today are AIDS orphans.

2.3 parenting practices

Fundamental parenting practices provide for the child's general welfare, health, emotional, social and psychological growth and development. Fundamental parenting practices include (1) child rearing practices (which involve communication about the child's problems and internalization of social values); (2) autonomy support;(3)emotional support;(4)warmth;(5)nurturing;(6)structure;(7)discipline;(8)control;(9)monitoring home and out of school activities;(10)parental engagement;(11)time spent with the child;(12)calm discussion; and(13)parenting style(Chao,1994,Wentzel,1998). Parents have different notions of parenting and consequently, they may have different parenting styles or methods of parenting that have an impact on a child's success.

With in the past three decades, research in the fields of psychology and education has affirmed that parenting styles are important in shaping the child's social, psychological and cognitive development (Glasgow et al, 1997 and Dombusch et al, 1987). Therefore parenthood styles to be discussed below are included in the fundamental parenting practices that help in the children's academic performance.

2.4 The impact of HIV and Aids on the education sector

The relationship between AIDS and the education sector is circular – as the epidemic worsens, the education sector is damaged, which in turn is likely to increase the incidence of HIV transmission. There are numerous ways in which AIDS can affect education, but equally there are many ways in which education can help the fight against AIDS. The extent to which schools and other education institutions are able to continue

functioning will influence how well societies eventually recover from the epidemic. Gregson, S., Waddell, H. & Chandiwana, S.(2001)

Without education, AIDS will continue its rampant spread. With AIDS out of control, education will be out of reach.

A decline in school enrolment is one of the most visible effects of the epidemic. This in itself will have an effect on HIV prevention, as a good basic education ranks among the most effective and cost-effective means of preventing HIV.

There are numerous barriers to school attendance in Africa. Children may be removed from school to care for parents or family members, or they may themselves be living with HIV. Many are unable to afford school fees and other such expenses – this is particularly a problem among children who have lost their parents to AIDS, who often struggle to generate income.

Studies have suggested that young people with little or no education may be 2.2 times more likely to contract HIV as those who have completed primary education. In this context, the devastating effect that AIDS is having on school enrolment is a big concern. In Swaziland and the Central African Republic, it has been reported that school enrolment has fallen by 25-30% due to AIDS

2.5 High aspirations and grade expectations

High aspirations and grade expectations by parents is closely related with student achievement. There are a positive correlation high achieving students and parents who expect their children to achieve a four- year college and graduate school. In addition there is a stronger association between parents who expect as and Bs and high- achieving

students than between parents who are satisfied with grades of C or lower and high achieving students.

2.6 Parental engagement and pupils' academic performance

Parental engagement is also positively correlated with student achievement. Parents who enjoy spending time with their children and who are actively involved in their children's lives promote their successes in school. This involvement includes monitoring school progress, knowing the Child's where about, showing the child that school is important to the parent, awareness of peer and social contacts, and being interested in and dedicated to the child. Conversely, disengagement by parents has the opposite relationship to children achievement. Children who come from families where parents are disengaged or uninvolved generally have poorer school performance and more internal and external problems.

Parent involvement with children on the elementary school level at home and at school is more extensive than parent involvement on the middle school and high school levels. This is due to many factors such as the varied and increased complexity of the school structure, programmes and curriculum (Baker and Stevenson, 1986)

Authoritative parenting is more positively associated with student achievement than any other parenting style. This type of parenting includes being demanding of mature behavior but simultaneously being responsive to the child's needs. Authoritative parents allow their children to pursue their own interests and they encourage autonomous behavior. The link between authoritative parenting and better school performance exhibited by higher grades, higher educational expectations, better classroom engagement, greater social

responsibility, and higher overall achievement is not surprising since children brought up in families that are authoritative have greater psychological maturity. Children from authoritative families can make their own decisions in school as well as at home and are more intrinsically motivated to learn.

The autonomy and emotional support variables are associated with enhanced student achievement, higher grades and fewer learning problems are both parenting behaviors that are characteristic of authoritative parenting patterns. It is therefore not surprising that these types of parenting practices are linked to better student achievement. Parents who encourage independent problem solving, choice and decision making are giving their child valuable psychology tools needed for learning.

Connell and Wellborn (1989) indicate a combination of autonomy support, warmth and emotional support enable children at school to work hard without any fears and stress of any kind because kids feel secure and loved by their parents. Parental warmth and support help children to develop into individuals who can connect with others and become socialized in other social contexts like school, psychological maturity, work orientation and engagement (Steinberg et al, 1989)

Providing resources and learning experiences are naturally linked to promoting students achievement. When parents are resources and are also engaged in creating a positive learning environment at home, as well as providing educational activities inside and outside the home, they are giving their children the message that school and learning are important. Children need to have the resources for succeeding in

school on their desks and at their finger tips, and it is the responsibility of parents to provide children with resources that schools suggest are necessary for attaining success in school.

The type of parent participation in school that is closely linked to student achievement includes two practices. That is attending volunteer activities and participation in school governance.

However in contrast to positive parenting practices that enhance student achievement in school, there are also parenting practices that are associated with student achievement in a negative direction, particularly when parents behavior incorporate a combination of these practices. The negative parenting practices are: (1) restrictions for unsatisfactory grades. (2) External rewards. (3) Negative control. (4) Home work surveillance. (5) Disengagement. (6) Encouraging conformity. (7) Permissiveness, and (8) control. These negative practices are all parenting behaviors in which parents are either over controlling of children's independent thinking and behavior, too punitive or too lax and permissive. This type of parenting behavior is associated with more extrinsic motivation and inferior academic performance.

It is interesting that there is a distinction in the literature between parental supervision and parental surveillance. Parental supervision and monitoring of school work is a supportive parenting practice, while parental surveillance is a negative parenting practice because when parents become too over bearing and insistent, then this type of behavior is linked to poor student performance in school. On the other extreme, when parents are too permissive and do not help their children with homework or establish clear guide lines for mature

behavior, there is a negative correlation with class behavior, grades and achievement.

In conclusion, family background variables such as socio economic status and ethnicity have interaction effects that moderate the influences academic performance of pupils. Socio economic status is a moderate variable that has an influence on the relationship between the seven parenting practices and the eight negative parenting practices. Socio economic status is more influential for children from high and low socio economic backgrounds than for children from middle class backgrounds. The parenting practices that have greater interaction effect on the children from low status families are specific types of parent participation in school, emotional support, aspirations for educational attainment, engagement and providing resources and learning experiences. If parents from low socio economic status families were to focus on practicing all of these parenting behaviors in combination, then it appears that parents might be able to make a more of positive contribution to their child's school success.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter reviews the methods to be used in the study. It looks at the study design, the environment where the study will take place, the people who will participate in the study, the instruments of data collection, the procedure to follow while carrying out the research, the statistical treatment of data and the limitations of the study.

3.1 Design

This study will adopt a descriptive cross sectional survey. The research will be drawn from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2. Environment

This study will be conducted in Kavutiri Primary School, Embu District, Kenya.

3.3. Instruments of data collection

Questionnaires will be used to extract information from teachers and students. Focus group discussion will be used to get information from parents. Open ended questionnaires will be suitable for investigating deeper the subject matter.

3.4. Data collection procedure

A letter of introduction from the institute of continuing education will be sent to facilitate in the data collection exercise. The letter will be handed to the head teacher before Questionnaires are distributed to

teachers and students. The data collected will be sorted and categorized after which it will be analyzed. The conclusions and recommendations will be made.

3.5. Statistical treatment of data

The frequency and percentage will be used to determine the number of sample respondents which will be used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents
Observed

Qualitative analysis; Data from questionnaires will be standardized hence requiring categorization. Such data will be presented in a descriptive form above which will be used to discuss the results of quantitative data.

3.6 Limitations of the study

In conducting the study a number of limitations might be encountered

Unwillingness of some respondents to fill the questionnaire. This might greatly affect the time scope when to complete the research since the researcher to be completed in the specific given time.

Also the post election violence that happened stopped the researcher to visit some of the schools where she had anticipated carrying out the study.

Further more the issue of financial constraints was a major factor in carrying out this study as very little time was given to look for funds to visit the respective places where the research was to take place.

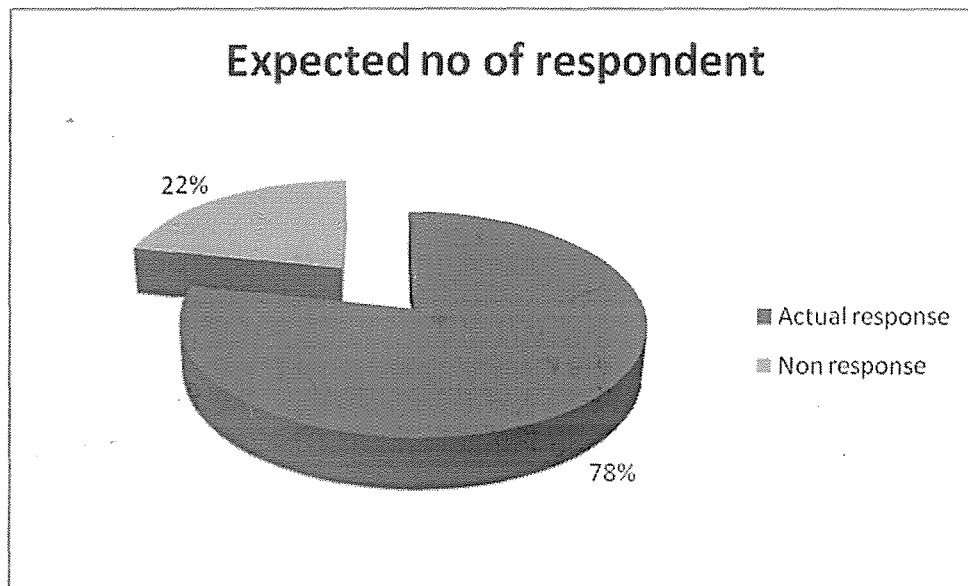
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on orphan hood and academic performance.

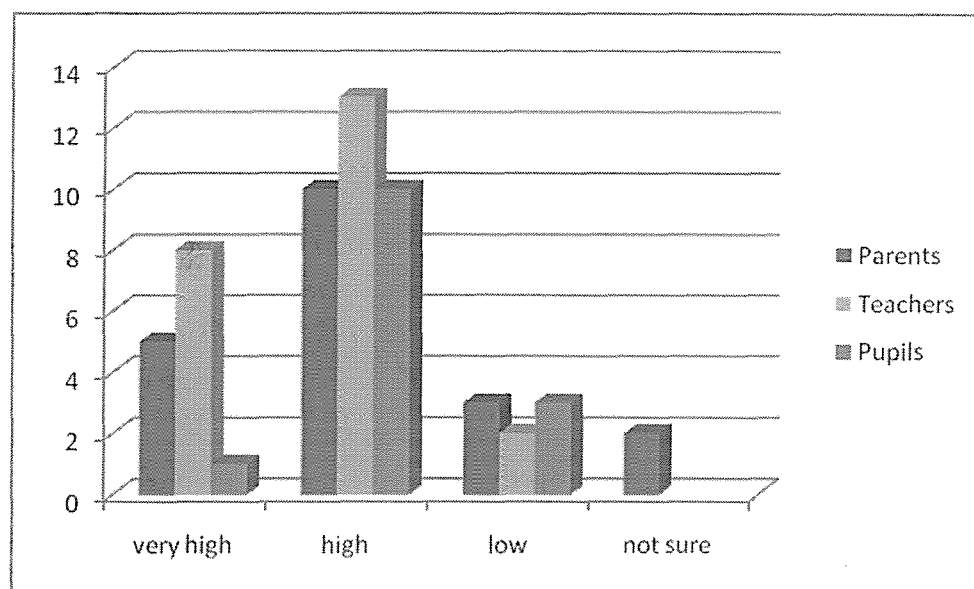
Chart 1 shows the expected no of respondents



Source: primary data (2009)

The graph shows the expected number of respondents which was 74 respondents, however those who positively responded were 58 of the sample size which is 78% thus non response rate was 22%. 78% of the sample size is enough to give desired results of the research thus the researcher went on with the research.

GRAGH 1 Response on orphan hood prevalence in Embu



Source: primary data (2009)

From the graph majority of the respondents said that the prevalence of orphan hood in Embu is high 10 teachers, 13 pupils and 10 parents.

8 teachers, 5 parents and 1 pupil said that the prevalence was very high while 2 teachers, 3 parents and pupils were not sure. While the lowest group said that the prevalence rate was low.

Table I shows that only around 40% people get the bursaries. This is very little number because most of the population is poor. This number is very low if we compare the number of parents who have two or more children who did not complete their education due to lack of fees.

The table further reveals that more than 25 parents had problems in fees payments but they (pupils) did not drop out of school.

The table further shows that most of the community members live below the poverty line (income of one dollar a day)

Finally the table shows that about 93.3% of the community members agreed the main causes of their problems is poverty. This clearly shows how poverty is widespread in the area. So we can conclude that poverty is a threat to daily activities in Nairutia ward.

TABLE 2 On the relationship between poverty and performance

CAUSES OF LOW ENROLMENT	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
i. Poverty	67	94.37	4	5.63	71
ii High Education cost	64	90.14	7	9.36	71
iii. Lack of facilities	57	80.28	14	19.72	71
iv. Drop out	57	80.28	14	19.72	71
v. Teachers	27	32.03	14	61.97	71

Source: primary data (2009)

Table 2 clearly shows that poverty is the major cause of poor performance. It accounts for about 94% because all the first four items of table 4.2 (i.e. poverty, high education cost, lack of facilities and poor performance rate) all poverty related or poverty originated problems)

As per this results therefore, poverty contributes significantly to the poor performance than high cost or education which is related to

poverty since if the community members are rich, then cost of education would not be a factor. Drop out from school and lacks of facilities are other factors that affect performance. Here, the main contributing factor is poverty (which is widespread in the community), drug abuse, peer influence, unwanted pregnancies, lack of better school financial management which would support school development projects. Such as laboratories, libraries and workshops. The teachers affect school performance to a very little or minute extent. The researcher noted that laxity of teachers, time wastage and their general conduct towards pupils may result to inadequate or minimal coverage of the syllabus and this might in the long run affect school enrolment.

If poverty and drop out rates are reduced, facilities put up and the cost of education subsidized the enrolment can be improved.

4.1 On the main causes of orphan hood.

From the questionnaires fill in by both the parent and the pupils the following results were obtained

TABLE 3 on main causes of orphan hood

AUSES OF ORPHAN HOOD	POSITIVE	PERCENTAGE	NEGATIVE	PERCENTAGE	TOTAL
HIV /AIDS	51	72.93	19	27.07	70
Natural causes	46	65.78	24	34.22	70
Lack of government Aid	43	61.49	27	38.51	70
Social problems	34	48.62	36	51.38	70
Lack of education	26	37.18	44	62.82	70

Source: primary data (2009)

Table 4 Clearly shows the above major causes of orphan hood.

- a. Lack of government assistance in provision of water, infrastructure, lack of market of their farm produce (milk, potatoes and maize) and lack of a cash crop. This makes the community to believe that the only way out of poverty in

through government assistance, through provision of water, food and all weather roads and ready market for their little farm produce.

- b. Weather condition is the other main cause of poverty. The area often has a very long dry spell of drought and unpredictable weather that cause mass crop failure and by extension and death of their livestock.
- c. Lack of resources, this includes lack of capital, loan facilities and even knowledge that would help the community members initiate and maintain income generating activities.
- d. Social problems like lack of priorities, lack of knowledge on factors causing and means of overcoming those problems is another cause of poverty. Some community members also in antisocial behaviors e.g. drinking of alcohol, crime and other uneconomical activities and other minor causes of poverty.
- e. Lack of education contributes to some extent on causing poverty. Though the investigator believe that this is the main cause of poverty, but the community members don't want to admit their low literacy level contribute to poverty.

The research found out that poverty can be fought in the following ways in Nairutia Ward.

By education of the youth and community members such that they can get enough means of fighting poverty. If the youth and community members can be educated, they would enhance their chances of being employed and hence increase their income and hence reduce their incidence of poverty.

Secondly if the school leavers are employed, their incomes would rise and their incidence would reduce. This is a good way of fighting poverty

Thirdly, if the infrastructure and water supply were improved then the community members would be able to improve their food drop harvest and accessibility to market this produce. In the long run this would reduce their incidence of poverty.

Fourthly, on participation by NGO's to the community, this would enable the N GO's to understand to community's problems. The NGO's are believed to provide or assist the community with money or funds which would enable them to initiate income generating projects which would reduce poverty.

Finally, if the government improves the morale of farmers that could be by subsidies or farm inputs and provision of ready market; this would encourage farmers to realize high yield's and so achievements would be more. This leads to reduced poverty.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 Discussion and conclusions

One of the main outcomes of the study is the confirmation it has provided that teaching learning aids were impacting on the learning environment. These findings correspond with the findings of Kimuyu, P., Wagacha M., and Okwach, O. (2004) that the .

Another finding has been to the effect that other factors like socio-economic factors were contributing to the learning environment in general. One of these factors adversely affecting school attendance of children is poverty. Poverty may be due to low wages, unemployment, large family or the loss of family breadwinner. There are many ways in which extreme poverty might be expected to exert an influence on school attendance.

According to Kinyanjui, (2003), malnutrition and poor living conditions are bound to have an influence on the health of the child, and so directly or indirectly affect his ability to learn. Pre-natal damage may occur in the child as a result of inadequate pre- natal care limited incomes among lower class families have been found to restrict the provision of school books, building funds, and other necessary materials to ensure good performance and attendance at school.

On the other hand lower class families have been found to have lower aspiration for their children than upper class families due to opportunity cost of the child according to Michael Todaro (1977). Some of the studies have concluded that, the intellectual stimulation that reinforces the schooling experience is less likely to be present in lower income families; and that socio-economic background contributes to absenteeism and dropout rates

Rural studies in United States of America provided valuable insight that appeared to provide a most important factor governing the school attendance. McIntire, 1918 in effects of Agricultural Employment upon school attendance; and Folks (1920) reported a strong influence of seasonal farm demands on pupils' attendance.

From the findings of the study, the roles of boys and girls before and after school during harvests do influence their attendance at schools. Over 80% of the people in Kenya live in the rural areas, and derive their income from farming. It has therefore been observed by Raju B (1973). that poor families who cannot afford to employ casual labourers during land preparations, ploughing and harvesting draw their children from school to work on the family farm or look after cattle.

Studies in Tanzania by Mbilunji (1999) and others on the school community and class found that regional and locational effects are less important than the set up of the child's family background, traditional social structure, and stratification among peasant and traders in rural areas.

Sharma and Sapra (1971) in their Indian study, found drop outs and non drop outs to differ in their attendance rates. Pupils with less than 60% attendance rate were seen to be potential dropouts. Jamison and Mc Nally (1975) found attendance to fluctuate with the farming calendar in rural areas.

According to researches done by Dentler (1965) the attributes that are considered as a disadvantage leading to dropout are only aspects of a general pattern of stratification but are circular statements of what is involved in school withdrawal. They pointed out that socio- economic disadvantage is the equivalent of an educational disadvantage which in turn is productive of poor school performance , repetition, disinterest and even withdrawal.

The concept of social class is useful because it refers to more than just the effect of parental education, occupation, incomes or any of a number of correlated variables that are used to measure socio-economic status.

Kohu, Melum, 1963 in his contribution on "Social class and Parental-child Relationship has pointed out that, "members of different social classes, by virtue of enjoying (or suffering) different conditions of life, come to see the world differently and to develop different conceptions of social reality, different aspirations, hopes and fears and different conceptions of the desirable".

The definition of social reality and its concomitant aspirations may be the root to explaining the barriers which operate to reduce educational participation of children from lower class origins relative to those from

higher ones. Levin, H.M., 1976 concluded that there are those barriers that are within the school structure. Levin pointed out that the external barriers may include family expectation, limited incomes.

From the responses obtained, most of the teachers interviewed felt that FPE was a good idea, as it has given a chance to many pupils who would, otherwise, have been out of school. It has also allowed some adults who did not have a chance at their young age to go to school to be enrolled.

5.2 Recommendations

1) Due the finding of the government should ensure that the government should make sure that it focuses on nutritional and feeding programs in schools.

The parents and the community should be sensitized on the importance proper and stable family background and how they influence child development

Parents should make sure that they provide food for their children as they go to school so that they do not go hungry and fail to concentrate in class.

A topic or subject on nutrition should be taught to the pupils so that as they grow up they know the importance of nutrition and how to eat right.

5.3 Areas for further research

Further research on the impact of orphan hood factors on academic performance needs to be carried out. A research on the impact of free primary education on teacher's performance would certainly highlight the quality of education offered.

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Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

.....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. FLORENCE N. NTHIGA

REG. # BED/13374/GI/DE

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

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

**ORPHANHOOD AND ACADEMIC PERFORMANCE
OF LEARNERS IN KAVUTIRI PRIMARY
SCHOOL EMBU DISTRICT KENYA**

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

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

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

APPENDIX B: QUESTIONNAIRE TO THE TEACHERS

Dear respondent the purpose of the study is to determine parenthood and school Dropouts and you have been chosen in the study you are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

Age

19-24yrs []

25-30yrs []

31 and above []

Sex

Female []

Male []

Educational level

Certificate []

College []

University []

1. Do parents get involved in school activities

Yes []

No []

2. If yes what activities do they do

.....
.....

3. Do parents supervise their children’s progress at school

Yes []

No []

Not sure []

4. How has parental involvement helped the school

Improved standards []

Not improved []

5. How has parental involvement contributed to children’s academic performance

Greatly improved []

Slightly improved []

Not improved []

6. How has parental involvement helped orphan children’s emotional well

being.....
.....
.....

7. Do parents provide all the necessary academic requirements for the children

Yes []

No []

Not sure []

8. For any answer you give how has it affected the performance of the children?

.....
.....

9. How do the orphaned children behave at school

Well behaved []

Badly behaved []

10 For any answer does it reflect lack of parenting skills?

Yes []

No []

Not sure []

11. Do their foster parents pay their children's school dues in time?

Yes []

No []

Not sure []

12. Do parents teach their children to read at home?

Yes [☐]

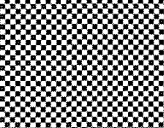
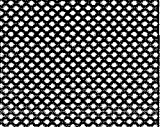

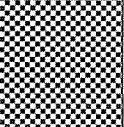
No [☐]

Not sure [☐]

APPENDIX C: FOCUS GROUP DISCUSSION WITH THE PARENTS/FOSTER PARENTS

1. Do you get involved in your children's school activities
2. If yes what activities do you do?
3. Do you supervise your children's progress at school?
4. How has your involvement helped the school?
5. How has your involvement contributed to your children's academic performance?
6. How has your involvement helped your children's emotional well being?
7. Do you provide all the necessary academic requirements for your children?
8. How has providing necessary school requirements affected the performance of the children?
9. How do your children behave at school
10. How do you bring up your children?
11. Do you pay your children's school dues in time?
12. Do you teach your children how to read?

APPENDIX E: WORK PLAN

Activity	Time In Months			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				

APPENDIX F: BUDGET

Item	Amount (\$)
Stationery – Papers - Pens	50\$
Transport	100\$
Researcher assistants	200\$
Typing and printing	50\$
Miscellaneous	200\$
Total	600\$

