

**THE ACADEMIC PERFORMANCE OF ORPHANED LEARNERS IN
NANDI EAST DISTRICT, OLLESSOS DIVISION, KENYA**

BY

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DECLARATION

I Chumo Joshua Kibet declare that this research report is my own work and it has not been presented to any other university for any academic award.

Signed  -----

Date 17th Dec. 2009.

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APPROVAL

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

Signature: _____

MR. MUNDU MUSTAFA

Date: _____

17/12/2009

DEDICATION

This research is dedicated to my wife, Puline Chumo and my children, Oskar Kipkogei, Onesmus Kipchumba, Obed Kiplagat, Owence Kipruto and Olivier Jepkoech.

ACKNOWLEDGEMENT

Completion of this work is as a result of both explicit and support of many people to whom I owe acknowledgement.

In a very special way, I reach my thanks to Mr. Mundu Mustafa for his guidance, dedicated attention, suggestions and encouragement that sustained my motivation to accomplish this research.

I am also grateful to the staff, pupils and parents of Cheptuingeny primary school for supporting me in one way or the other.

Special thanks go to all my academic and non academic colleagues who supported me through out my course.

Above all to the Almighty God the Lord of the worlds to Whom all praise belongs.

LIST OF ACRONYMS

UNESCO	:	United Nations Education, Science and Cultural Organisation
HIV	:	Human Immunodeficiency Virus
AIDS	:	Acquired Immune Deficiency Syndrome
NGLS	:	United Nations Non-Governmental Liaison Service
ICROSS	:	International Community for Relief of Starvation and Suffering
DCOF	:	Displaced Children and Orphans Funds
CRC	:	Convention on the Rights of Children
ADHD	:	Attention Deficit Hyperactivity Disorder

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ABSTRACT

This study was carried out to find out the factors hindering the academic performance of orphaned learners in primary schools in Nandi east district. The study involved quite number of respondents from teachers, pupils from upper classes were, selected in a gender conscious manner, The instruments employed in this study were mainly questionnaires, and observations accompanied by interview guides.

Data was analyzed by the use of statistical packages where by the responses were coded and edited, then presented in tables, pie-charts and graphs.

The following were the major findings of the study; it was discovered that in an attempt to find out whether the orphaned learners experienced social problems that could hinder their educational performance, the teachers were asked questions relating to the girls' inter-personal relationships with other learners and with teachers. They were also asked to describe their academic achievement and to suggest the reasons for the academic performances, and to describe their behaviours in the class and to mention how often they were punished and the main reasons for punishment.

Finally the researcher asserted a conclusion basing on the study findings that, the Lack of trained teachers in the regular classes strongly indicates that the girl child learners' educational performance is affected by the teachers' inadequacy in skill for addressing their unfolding realities of being orphaned in relation to their performance.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, objectives of study, scope of the study, research questions and significance of the study.

1.1 Background to the Study

Within the developing countries, sub-Saharan Africa accounts for the highest number of orphans in Africa than anywhere else in the world. According to the United Nations Education, Science and Cultural Organization (UNESCO) statistics, the sub-Saharan Africa accounted for only 10.4% of the world's population and in contrast it accounts for 78.6% of the AIDS orphans in the world (UNESCO, 2003).

The large number of the ever-increasing orphan population all over the world today is overwhelming. Year 2000 estimates by the United States of America Census Bureau suggested that, globally, more than 15 million children under the age of 15 years had lost their mother or both parents to the Human Immunodeficiency Virus (HIV) /Acquired Immune Deficiency Syndrome (AIDS) or to other causes (Hunter and Williamson, 2000). As this population is increasing the provision of basic education is emerging as a critical factor in the care and aid for those affected particularly in Africa.

Apart from the HIV/AIDS pandemic, Civil and International wars are among other major causes of orphaning. No fewer than 17 of Africa's 53 countries have suffered from wars or civil conflict during the last decade, many still do. One consequence of crisis situations is an increase in orphaned children. For example, since mid-1980s, the Darfur region in

southern Sudan has been facing destructive, silent tragedy, which has claimed the lives of over 50,000 Africans (United Nations Report, 2004).

According to UNESCO (2001) two hundred thousand lives on the African continent were lost to conflict and war in the year 1998. A look at the war-related deaths indicates that the number of orphans has increased in a period, which has seen unparalleled proof of man's barbarity. While in the World War one, civilian casualties were below 10% of the total casualties, modern military waging "total war" does not discriminate between the combatants and non-combatants, with the result being that civilian casualties have accounted for 80-90% of the total casualties in recent years (UNICEF, 1991). This is an indicator to a large number of the war-related orphans.

Generally, a look at the death tolls in the Rwanda genocide, the United States of America September eleventh 2001 bombing, the August 1998 bombing of the American embassy in Kenya, the war against Iraq, the July 2005 killings in Marsabit Kenya to mention but a few, are evidence to the large number of deaths caused by wars, leaving behind a large orphan population.

In 2001 Kenya had an estimated 1,659,000 orphans. In the same year there were 12% households with children taking care of orphaned siblings. It is projected that in 2010, Kenya would have 2,099,000 (14% of all children) orphans (Chege, et al, 2005.) According to UNESCO (2003) the HIV/AIDS pandemic had a negative impact on individual families, increased the number of families headed by children, increased the likelihood of malnourishment, declined school enrolment and led to a spillage of orphans in the streets.

1.2 Statement of the Problem

In spite of the rapidly growing number of orphans, the stigma associated with HIV/AIDS, the irregular school attendance by orphans, the greater need for psycho-social support and poverty represents a major challenge to sub-Saharan African educational systems, which are not well adapted to the learning needs of orphans yet keeping orphans at school is crucial for their future. This can provide education that can work as a safety net in the child's life. A study done in Kenya by the Human Rights Watch (2000) found that 52% of the children orphaned were not in school compared to 2% of non-orphans. It is therefore important that great efforts are made to keep orphaned children in school and to ensure that they benefit from education but this has not been given a serious attention in schools in Nandi east district and it's against such missing link which this study seeks to arrest.

1.3 General Objective of the Study

The study aimed at establishing the factors that hinder educational performance of orphaned learners in primary schools in Nandi east district.

1.4.0 Specific Objectives of the Study

These specific objectives of this research include:

- (i) To find out the emotional disturbances hindering the orphans' educational performance.
- (ii) To find out the social problems hindering the orphans' educational performance.
- (iii) To find out the economic problems hindering the orphans' educational performance.

1.4.1 Research Questions

- (i) What emotional disturbances hinder the orphans' educational performance?
- (ii) What are some of the social problems hindering the orphans' educational performance?
- (iii) What economic problems hinders the orphans' educational performance?

1.5 Scope of the Study

The study was conducted in primary schools in Nandi east district, these included; mixed day Schools, girls' and boys' schools because the areas were accessible for the researcher in terms of time, transport and the language.

1.6 Significance of the Study

- ❑ The study tries to identify the factors that hinder educational performance of orphans. Such information will be useful to the teachers, the local and international bodies such as the non-governmental organizations and other voluntary organizations interested in contributing towards the education of the orphaned children in Kenya.
- ❑ The government of Kenya would find the study findings particularly useful when allocating funds for the free primary education and when planning educational curriculum for the training and in-servicing of primary school teachers.

- ❑ To the researcher it will facilitate the study will improve on his profession in researching and enable me to have a practical approach in solving education related problems, as the course requires.
- ❑ Then it help in promoting an open and private sector based projects policies aimed at providing quality and efficiency in the provision of services to the needy and disadvantaged people.
- ❑ The study will also be useful to other researchers in the field of education especially teachers and students pursuing bachelors in education who would wish to expand on the area of challenges facing orphaned children in primary schools to obtain a foundation in the form of literature review like the institute of open and distance learning and other universities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter looks at a review of some literature about the factors that hinder educational performance of orphans in Kenya and elsewhere in the world.

2.1 Emotional disturbances hindering educational performance of orphans

Bukatko and Daehler (1995) posited that Children's well being and development depend very much on the security of family relationships, and a predictable environment. A child suffers emotional conflict whenever anything interferes with the satisfaction of his instinctual drives and his frustrations produce a state of tension that hinders learning. Many orphans experience anxiety, depression and despair as they endure the loss of parental support and nurturing or helplessly watch their parent(s) slowly succumb to a dilapidating disease, this hinder their educational performance (Williamson, 2000).

The situation of children affected by AIDS, especially orphans, is exacerbated by psychological trauma. This is a much neglected aspect of the care and protection of orphaned children. The government and other stakeholders are more concerned with the prevention of the spread of HIV/AIDS and the provision of the anti-retroviral drugs, and hence the education of orphans remains a minor priority.

Kirk, et al. (1998) argued that a child's emotional disturbances are strong indicators of future difficulties in school and society. However Norris and Lakin (1962) believe that the average teacher can be taught to handle small groups of emotionally disturbed children in the typical school setting. Thus it is unnecessary to separate the child from his home environment in order to help the child with his/her emotional problems.

A study done by Dana, et al. (2001), showed that social service professionals have long identified placement instability of children in foster care as a concern. In most instances when parents die, a child is displaced to live either with foster parents, relatives or grandparents. This placement disruption may be linked to problems with attachment and emotional problems in children. These types of problems are not only harmful to the child's education but also increase the risk that a cycle of placement and education instability will be perpetuated. Such change of placement may create anxiety in children, which could in turn result in emotional disorders. The severity of emotional disturbances is significantly related to high rates of placement disruptions.

Some children suffer from post-traumatic stress reaction. This signifies a more long-term disturbance of emotions that could hinder educational performance. Some children, who lived through the Rwanda genocide, blame themselves for the death of their parents, while some blame themselves for surviving or feel it would have been better to be killed with their families, such feelings affect their educational performance (UNICEF, 1996).

2.2. Social Problems that Hinder the Educational Performance of Orphans

Bowlby (1969) was concerned with the detrimental effects of institutionalization on infants and young children. He argued that a child needs a loving relationship with his parents in

order to develop appropriate social behaviors later in life. Following Bowlby's argument orphans are deprived of the chance to develop appropriate social behaviors later in life. This means that orphans are at a high risk of developing behaviour problems in school. This could affect their relationships with teachers and peers and impact negatively on their educational performance.

Due to the stigma attached to AIDS, community members often discriminate against the orphaned children or deny them social, emotional, economic and educational support. The girl child in particular is vulnerable because when parents fall ill the girls are more likely to drop out of school to assume household and care giving responsibilities (Kelly, 2000).

Schooling is one of the activities of a good society and it is one way among others of providing welfare to the people. They proposed that a welfare organization be established by the society to cater for the needs of the disadvantaged children.

Czarnik (2003) observed that in the 19th century in England some orphans were placed in almshouses that were often shared with the adults who were homeless and the (sometime dangerously) mentally ill in an age when many mental illnesses were incurable. Other orphans often lived homeless as "street urchins" or were cared for in orphanages or occasionally by monasteries.

This indicates that orphans were discriminated against or denied a chance to lead a normal life because of their orphan status. The discrimination along social classes was particularly evident in the sphere of education. Orphans were given lower quality education or none at all. However they were provided with food, clothing and shelter. Furthermore fathers were supposed to make arrangements for their children in the event of their death (Horn, 1997).

However, Vandermoortele and Delamonica (2000) noted that “Education vaccine against HIV is likely to be the only one available in the near future”. Hence Primary education has the ability to play a role in fighting the spread of HIV and to arrest the high rate of increase in the orphan population. Recent studies have shown that beyond the initial stage of the AIDS pandemic education reduces the risk of infection and as a result the rate of orphaning would drop.

2.3 Economic Problems that Hinder Educational Performance of Orphans

Education systems in many developing countries are vulnerable to natural and man-made disasters that have hindered progress. These factors have devastating effects on education in Africa. For example, the number of students dropping out of school has increased alarmingly in recent years, mainly due to conflict and HIV/AIDS and other emergencies that have spawned an increasing number of orphans. A large number of them live on the streets and hence their educational performance is affected negatively (UNESCO, 1999).

African families have traditionally enabled their communities to deal with the disaster of orphaning, it appears that the AIDS pandemic is stretching them beyond their capacity. Institutional care is prohibitively expensive, does not meet the children’s developmental needs and many countries lack the management capacity to ensure adequate and safe institutional care for the children. This is the situation that most orphans in Kenya experience. Hence their educational performance has been hindered.

Arising in conjunction with and compounding the other forms of disruption and displacement associated with becoming an orphan is a change in a child's economic circumstances. The economic insult associated with HIV/AIDS typically begins while the

child's parent is still alive but already sick with AIDS-related illnesses (Ainsworth and Filmier, 2002).

When parents become sick, household income declines and medical expenses increase forcing young children to drop out of school since they cannot afford food, clothing and other expenses Williamson and Hunter (1998). This has led to a rapid increase of street children. As household income falls, families are often forced to consume less nutritious foods and are regularly denied basic health services.

According to NGLS (United Nations Non-Governmental Liaison Service), (2000) over 33 million people were living with HIV by the end of 1999 and over 16 million adults and children have already lost their lives to the disease. Hepburn (2001) pointed out that most of those dying are parents stricken in the prime of their lives. These deaths have resulted in the spillage of a large population of orphans whose economic needs are rarely addressed by the responsible parties. As a result such orphaned children have to work to earn a living or lead a life of begging in the streets at the expense of their education.

Kenya is a developing sub-Saharan country, according to available statistics it is among the countries hardest hit by the impact of the HIV/AIDS. The MOEST (2001) cited HIV/AIDS pandemic as posing a serious threat to education. The permanent secretary in the MOEST in 2000 told Human Rights Watch that AIDS is a driving force behind the increase in the school drop-out rate in recent years in the country. The 1999 census put the figure of children out of school at 4.2 million, majority of who were orphans.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This research presents the methods and procedures that were used to carry out the research, it discusses how the research was conducted, and the study employed an investigative approach of orphans in academic performance.

3.2 Research Design

The study used a combination of both qualitative and quantitative research design for the purpose of making valid conclusions.

3.3 Population of the Study

The study population ranged from staff members from the selected schools and the students within the respective schools. Most of the respondents comprised of pupils in upper classes.

3.4 Sample Size

The study both used random sampling and purposive sampling procedures. Purposive sampling was used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected.

The respondents were randomly selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 80 respondents.

This was intended get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.5 Instruments

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the factors that hinder educational performance of orphans in secondary schools, by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods.

Questionnaires .This was discussion in written form whereby the responses of the participants are put on paper provided by the researcher, the questionnaire was also in two forms, namely; Open ended questionnaire in which the responses by the participants are free according to their understanding. The close-ended questionnaires in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

3.6 Procedure

After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the L.Cs of the province, who later introduced him to different L.CI officials who assisted

him to make sampling frames with the help of other relevant respondents. The researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents preceded by a briefing about the purpose of the questionnaires and asks them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was also carried out by the researcher.

3.7 Data Analysis

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensure uniformity, legibility and consistence. Also, interview results were coded on frequency tables and be calculated in terms of percentages and presented in this study. The collected data in-form of questionnaires was coded and entered in Ms-Excel a computer package used for analyzing data.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

4.1 Overview

This chapter shows how the collected data from the field was analyzed and interpreted and then after the discussion of major findings from the field was also made.

4.2 Emotional Disturbances that Hinder Educational Performance of Orphans

To document the emotional disturbances that hindered the educational performance of orphans. The instruments contained some items, which were intended to document the emotional disturbances that hindered the educational performance of orphans. Responses to these items are presented under three sub-topics as follows.

4.2.1 Orphaned Learners Responses on the Emotional Disturbances that Hinder their Educational Performance

To establish the emotional problems hindering the educational performance of orphaned learners, the learners were asked to mention whether they shared their problems with teachers. This question aimed at establishing whether the orphaned learners were able to trust the teachers with their problems. By sharing their problems the learner would feel relieved and the counseling given would alleviate the emotional disturbances and help the learner to carry on with learning.

Table 4.1: Responses of Orphaned Learners on their Emotional Feelings

Responses	Number of times mentioned	Percentage
	Number of pupils	($n/90 \times 100$)
Feel desperate	61	67.8
Feel lonely	51	56.7
Feel unwanted	47	52.2
Often lose concentration in class	43	47.8
Want to be alone	38	42.2
Feel tired	33	36.7
Doze in class	32	35.6
Feel hated	30	33.3
Cry often	26	28.9
Don't feel like to play	19	21.1
Pretend to be sick	10	11.1
Disobey teachers	5	5.6

As shown in Table 4.1, nearly to seventy percent (67.8%) of all the orphaned learners surveyed mentioned that they felt desperate, 51 (56.7%) were lonely and 47 (52.2%) felt unwanted. Forty three (47.8%) often lost concentration in class, 38 (42.2%) preferred to be alone this means that they were withdrawn, 33 (36.7%) often felt tired, 32 (35.6%) often dozed in class, 26 (28.9%) cried often, 19 (21.1%) often did not feel like playing, 10 (11.1%) often pretended to be sick. Only 5 (5.6%) often disobeyed teachers.

4.2.2 Teachers' Responses on the emotional disturbances hindering the educational performance of orphans.

In an attempt to establish the emotional problems hindering the educational performance of orphans, the teachers were asked to state if they had any special training in both guidance and counseling or in special education.

Table 4.2: Teachers' Responses on Orphans' Emotional and Behavioral Characteristics

Characteristics	No. of times mentioned	Percentage
	Number of pupils	
Make negative self-statements	63	70
Continually move in class	13	14.4
Easily loose concentration	76	84.4
Withdrawn	82	91.1
Acting out	37	41.1
Seek attention more than other pupils	21	23.3
Cry easily, immature compared to peers	37	41.1
Comment that nobody likes them	30	33.3
Have problems relating with other pupils	53	58.9
Often complain of stomachache, headache	30	33.3

All the thirty class teachers were asked to state the emotional and behavioral characteristics generally exhibited by each of the orphaned learners. According to the teachers responses presented in Table 4.2 being withdrawn 82 (91.1%) and easily lose concentration 76 (84.4%) were cited as the most dominant emotional and behavioral characteristics exhibited by orphaned learners followed by orphaned learners making negative self remarks 63 (70%). Other characteristics were as indicated in Table 4.6

4.3.0 Social Problems that Hinder the Educational Performance of Orphans

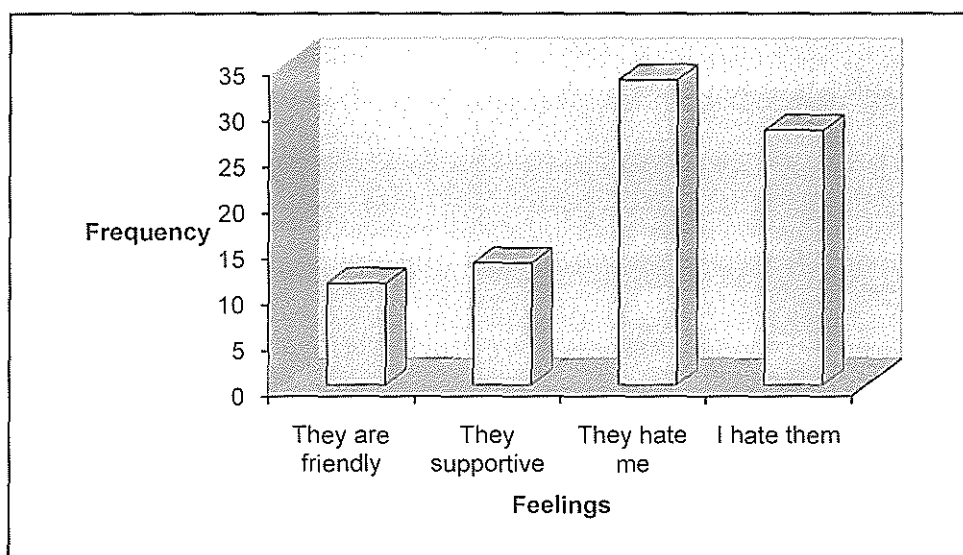


Figure 4.1; Orphaned learners' feelings about other learners in their class

As indicated in figure 4.1, out of the ninety orphaned learners surveyed, 32 (35.67%) felt that their colleagues were proud, 30 (33.3%) felt their colleagues hated them, Twenty-five (27.8%) hated their colleagues, 12 (13.3%) felt their colleagues were supportive, while 11 (12.2%) out of ninety liked their colleagues. Only 10 (11.1%) out of ninety orphaned learners surveyed felt their colleagues were friendly. The results indicate that

the orphaned learners did not relate very well with other pupils who are not orphaned. Such poor relationships with peers may influence their educational performance negatively.

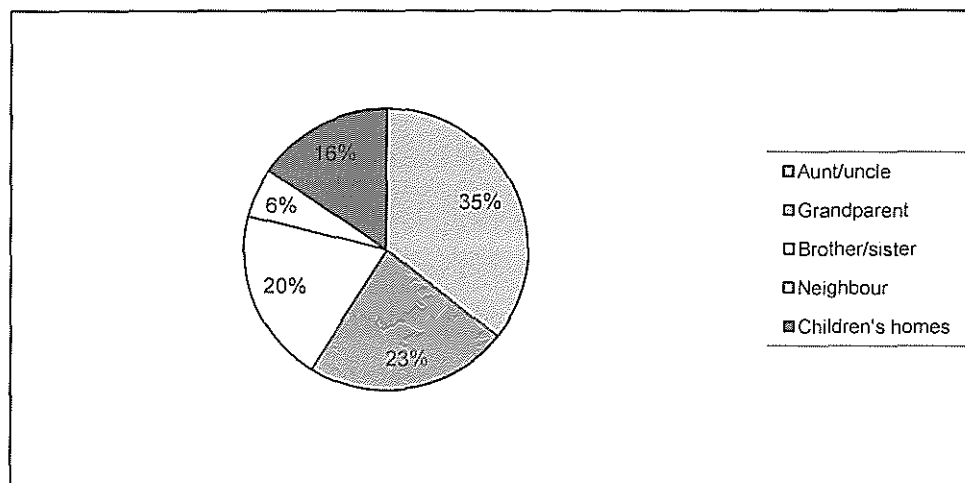


Figure 4.2: Orphaned learners' responses on whom they live with

The study findings further revealed that; only a few of the orphaned learner respondents lived with their siblings as shown in Table 9. Thirty-two (35.6%) of the orphans lived with their uncles/aunts while 21 (23.3%) lived with their grandparents and only 18 (20%) of the orphans lived with their siblings. However the study did not establish whether they lived with some or with all their siblings. Fourteen (15.6%) of the orphans lived in Children's Homes and only 5 (5.6%) lived with neighbors.

These findings indicate that most orphans did not live with their immediate families, hence there were chances that the orphaned learners did not feel at home in their new homes or that there were chances that the orphans might be mistreated or ignored altogether. Such feeling and ill treatment could result in withdrawal symptoms which

could affect educational performance of orphaned children particularly in relation to their consulting with other pupils and with teachers.

4.3.1 Teachers' Responses on the Social Problems That Hinder the Educational Performance of Orphans

In an attempt to find out whether orphaned learners experienced social problems that could hinder their educational performance, the teachers were asked questions relating to the orphans' inter-personal relationships with other learners and with teachers. They were also asked to describe the orphaned learners' academic achievement and to suggest the reasons for the academic performances, and to describe their behaviours in the class and to mention how often they were punished and the main reasons for punishment. The teachers' responses were as follows.

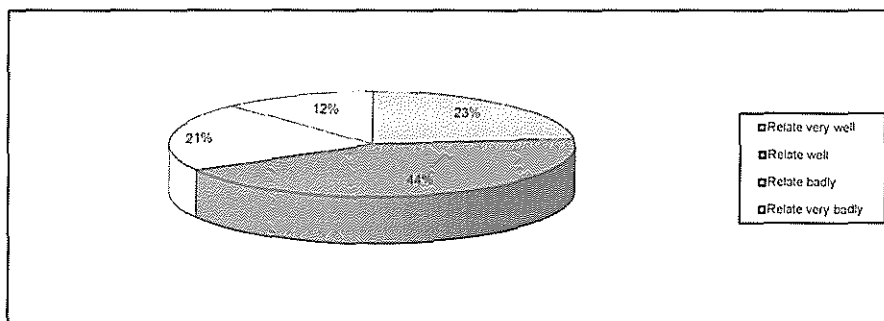


Figure 4.3: Teachers' responses on orphaned learners' inter-personal relationships

Considering the teachers' responses presented in Table 12, the study detected that a large number of orphaned learners related well with peers and with teachers 39 (43.3%) of all the learners scored, 21 (23.3%) of the orphans related very well, 19 (21.1%) related badly while 11 (12.2%) related very badly. These findings indicate that some orphaned learners

had problems relating with other learners. This may be an indicator that the non-orphans to some extent segregated and discriminated against their orphaned colleagues, which in turn made the orphans to withdraw from relationships. This withdrawal could hinder their educational performance, because the orphaned child might not consult with other pupils and teachers in the class.

The teachers surveyed were asked to rate the orphaned learners' academic achievement. This question was meant to ascertain whether the orphaned learners were achieving poorly. The teachers' responses were as presented in Table 3 below.

As shown in Table 4.3, 29 (32.2%) of the orphaned learners were poor in academic achievement, 27 (30%) performed very poorly, 18 (20%) of the orphaned learners were of average achievement. Ten (11.1%) of the orphaned learners were rated well in academic achievement while only six were rated very good. These results indicate that most of the orphaned learners were poor in academic achievement. This situation may be attributed to frequent absenteeism, poor interpersonal relations and lack of adequate time to study which hinder the educational performance of orphans

Table 4.3: Teachers responses on orphaned learners' academic achievement

Responses	Frequency	Percentage
Very poor	27	30
Poor	29	32.2
Average	18	20
Good	10	11.1
Very good	6	6.7
Total responses	90	100.0

To establish the reasons behind the poor academic achievement the teachers were asked to comment on the orphaned learners' poor academic achievement. The following responses presented in Table 4.4 were given.

Table 4.4: Teachers Responses on Reasons for Orphans Poor Academic Achievement

Comment	Frequency	Percentage
Rarely do home work	14	21
Frequent absenteeism	22	33.3
Inattentive in class	19	28.8
Lack of interest in education	11	16.7
Total responses	66	100.0

As shown in Table 4.4 the main reasons mentioned for poor academic achievement included frequent absenteeism which ranked number one, inattentive in class which

ranked number two, rarely doing homework which ranked number three and lack of interest in education which ranked number four. These findings indicate that orphaned learners are handicapped in their academic achievement. These reasons could mean that the orphaned learner misses some content of the syllabus. This may result in poor educational performance.

Table 4. 5: Teachers Responses on Orphans Behavior in class

Rating- Pupils behaviour	Frequency	Percentage
Very well behaved	25	27.8
Well behaved	35	38.9
Badly behaved	18	20
Very badly behaved	12	13.3
Total responses	90	100.0

As shown in Table 4.5, the teachers description of each of the orphaned learner's behaviour in school indicate that 35 (38.9%) of the orphaned learners surveyed were well behaved, 25 (27.8%) were very well behaved while 18 (20%) were badly behaved only 12 (13.3%) of the orphaned learners were rated as being very badly behaved. This shows that a reasonable number of these orphaned learners had behaviour disorders.

Behaviour disorders in schools affect the inter-personal relationships between the orphaned learner and the peers and between the orphaned learner and the teachers. Poor inter-personal relationships in school could in turn affect the educational performance of orphaned learners.

Table 4.6: Teachers' Responses on Rate of Punishment of Orphans

Responses	Frequency	Percentage
Rarely punished	20	66.7
Often punished	10	33.3
Total responses	30	100.0

As presented in Table 4.6, teachers' responses relating to punishment of orphaned learners showed that these learners were rarely punished 20 (66.7%) while 10 (33.3%) of the teachers reported that the orphaned learners were often punished. These results could mean that most teachers understood the plight of the orphaned learners and therefore did not punish them often. This might be one of the main reasons for the retention of a reasonable number of orphaned learners in the primary schools. Frequent punishments may result to poor educational performance or to school dropout especially if the reasons for punishments are beyond the child's ability to avoid.

4.4 Economic Problems That Hinder Educational Performance of Orphans

In an attempt to establish the economic problems hindering the educational performance of orphans, the orphaned learners were asked to name the person or organisation that provided their basic needs such as food, clothing, housing and medical care. They were also asked to state whether they did any commercial work after school. The learners' responses to these questions were as presented in Tables 8 and 9.

Table 4.7: Orphaned learners' responses on who provided their basic needs

Responses	Frequency	Percentage
Aunt/uncle	32	35.6
Grandparent	14	15.6
Brother/sister	18	20.0
Neighbor	6	6.7
Children's Homes	11	12.2
Others	9	10
Total	90	100.0

These findings in Table 4.7 indicate that the basic needs of 32 (35.6%) of the orphaned learners surveyed were catered for by aunts/uncles, 18 (20%) were catered for by their brothers/sisters 14 (15.6%) were catered for by their grandparents. Eleven (12.2%) of the orphaned learners were catered for by Children's Homes, 9 (10%) of the orphaned learners indicated that they were catered for by others while 6 (6.7%) were catered for by neighbors.

Table 4.8 Orphaned learners responses on working to earn money

Responses	Frequency	Percentage
Work to earn money	27	30
Did not work to earn money	63	70
Total responses	90	100.0

As presented in Table 4.8, above 63 (70%) did not work to earn money, however a reasonable number 27 (30%) of orphaned learners opted to work to earn some money to cater for their basic needs. Working after school to earn money is an added responsibility for the orphaned learners. Though normal for most pupils to help their parents with some chores after school, for the orphaned learners and in particular those who work to earn a living, working is a serious burden. It requires proper management and budgeting of meager earnings.

This could mean these orphaned learners worry most of the time about their business and working denies them time to play and to be themselves as they take on immature responsibilities. This could interfere with the educational performance of the orphans particularly for the older child because the learner will be tired from the working and could doze in class or lose concentration.

4.4.1 Teachers' responses on economic problems that hinder educational performance of orphans

In an attempt to establish the economic problems hindering the educational performance of orphans, the teachers surveyed were asked whether they were aware of any orphaned learners who worked to earn money. They were also asked whether there were other expenses that the orphaned learners were supposed to cater for in the wake of the free primary education and also to mention who catered for such expenses for the orphaned learners.

Table 4.9: Teachers' responses of orphans who worked to earn money

Awareness of orphans who worked to earn money	Frequency	Percentage
Am aware	23	(76.7%)
Am not aware	7	(23.3%)
Total responses	30	100.0

From the results presented in Table 4.9 it was established that 23 (76.7%) of the thirty teachers were aware of some orphaned learners in their classes who worked to earn money. Seven (23.3%) of the teachers complained that the orphaned learners did not share their problems with them as such it was not possible for the teachers to know whether they were working to earn money or not.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Overview

This chapter ties up the study by outlining the major conclusions that resulted from the data analysis and interpretations in chapter four. In this chapter the summary, conclusions and recommendations were made on matters related to policy, implementation, and areas for further research.

5.1 DISCUSSION

The study was conducted in randomly selected secondary schools (Cheptuingeny primary school inclusive) in Nandi east district. The sample of the study constituted one hundred and thirty subjects. These included ninety orphaned learners, thirty class teachers and ten head teachers. Three of the sampled orphaned learners were observed in classroom and out-of classroom based events. The instruments utilized for data collection were questionnaires for orphaned learners and for class teachers,

Data obtained from the research instruments were analyzed and presented in frequencies and percentages. The following is a summary of the research findings.

To document the emotional disturbances that hindered the educational performance of orphans (i) The study findings revealed that majority of the teachers lacked special training in special education. Most of those specially trained teachers concentrated their services to the special units while majority of those requiring their services were in the regular classes (ii) The research discovered that the orphaned learners experienced many problems such as despair, loneliness and feeling unwanted (iii) It was noted that most

orphaned learners did not share their problems with teachers and hence they had internalized feelings and emotional burdens which affected their educational performance (iv) These emotional problems resulted in withdrawal, loss of concentration in class, feeling tired and dozing in class.

To find out the social problems hindering the orphans' educational performance (i) the study uncovered that orphaned learners did not relate very well with other pupils who are not orphaned. The research findings also indicated that orphaned learners were discriminated against by their peers especially outside the classrooms (ii) it was also discovered that the orphaned learners portrayed behaviour problems such as withdrawal from social interactions, making negative self-reports, and losing concentration in class. (iii) The findings indicate that the orphaned learners lacked time to play, make friends and relax, as there were too many responsibilities under their care.

To uncover the economic problems hindering educational performance of orphans (i) the study revealed that economic problems were a major factor hindering the educational performance of orphans. Economic problems led to sporadic attendance and in extreme cases dropping out of school by the orphaned learners as they try to satisfy their basic needs. This affected their educational performance (ii) the orphaned learners were not always able to satisfy their basic needs and hence they suffer from eating less and poorly, sometimes they go to school hungry. This affected their concentration in class.

5.2 CONCLUSIONS

Based on the results of the research the researcher concludes by highlighting the following contributions made by the study. The research revealed that:

Majority of the teachers lack special skills for addressing emotional disturbances; Most specially trained teachers worked within the confines of special schools and special units; The MoEST does not consider orphaned learners as exceptional children in regard to their need for extra funding in the free primary education; Though there are guidance and counseling programmes in most primary schools most of these programmes are not functional; There is need to introduce functional HIV/AIDS clubs in all primary schools to curb stigmatization and discrimination of AIDS orphans; The separation of siblings following the death of parents results in poor educational performance and Many orphaned learners are involved in commercial work.

5.3 RECOMMENDATIONS

In the light of the conclusions of this study, there is need to point out some policy recommendations to policy makers/planners, implementers and researchers in the area of emotional disturbances and behaviour disorders relating to the education of orphaned learners in primary schools. These policy recommendations are listed below:

- ❑ The Ministry of Education and Sports (MoEST) through the inspectorate should ensure that all primary schools have functional and regular guidance and counseling programmes to ensure that orphaned learners and other vulnerable pupils' access special services related to their emotional and social needs.
- ❑ A policy of increasing the number of trained teachers in the education for learners with behaviour disorders and emotional disturbances should be enacted. Having

orphaned children in the society and in the schools in the wake of the HIV/AIDS pandemic is a long-term problem.

- ❑ The government should train in-service and all teachers to handle children with emotional and behaviour disorders in regular schools for them to benefit from primary education. This calls on the curriculum planners to ensure that all teacher training programmes include the education of orphaned learners as vulnerable children.

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APPENDIX A
PUPILS' QUESTIONNAIRE

Name of school _____
Class _____
Age _____
Gender _____

Instructions: Respond to all questions by ticking in the appropriate box or by filling in the information in the space provided

1. Do you share your problems with your teachers? (Tick one).

Yes ☐ No ☐

2. I often: (tick some of the following answers that apply to you).

- | | |
|---|--|
| <input type="checkbox"/> Cry. | <input type="checkbox"/> Feel unwanted |
| <input type="checkbox"/> Feel desperate. | <input type="checkbox"/> Feel hated |
| <input type="checkbox"/> Feel lonely. | <input type="checkbox"/> Doze in class |
| <input type="checkbox"/> Want to be alone. | <input type="checkbox"/> Often lose concentration in |
| class | |
| <input type="checkbox"/> Don't feel like to play. | <input type="checkbox"/> Disobey teachers |
| <input type="checkbox"/> Feel tired. | <input type="checkbox"/> Pretend I am sick |

3. How do you feel about other pupils in your class?

- ☐ They are friendly.
☐ I hate them.
☐ They are supportive.
☐ They are proud.
☐ They hate me.
☐ I like them.

4. Whom do you live with? (Tick one).

- ☐ Aunt/uncle
☐ Grandparent
☐ Brother/ sister
☐ Neighbour
☐ Others _____

5. How would you describe your guardian? (Tick one).

- ☐ Very kind
☐ Kind
☐ Unkind
☐ Very unkind

6. Do you prefer individual or group work at school? (Tick one).

- ☐ Individual

☐ Group work

7. Who provides your basic needs such as food, clothing and housing?

- ☐ Aunt/uncle
☐ Grandparent
☐ Brother/ sister
☐ Neighbour
☐ Others (state briefly), _____

8. Do you do any work after school to earn money? (Tick one).

☐ Yes. ☐ No.

9. Do you have brothers and sisters?

Yes. ☐ No. ☐

10. How do you feel about being separated from your brothers and sisters?

11. How often are you absent from school? (Tick one).

- ☐ Very often absent
☐ Often absent
☐ Never absent
☐ Rarely absent
☐ Very rarely absent

12. What are the main reasons for absenteeism?

13. I finish my homework (Tick one).

- ☐ Most of the time
☐ Sometimes
☐ Never
☐ Rarely
☐ Very rarely

14. Briefly explain the reasons for your answer in question 13.

Thank you for your cooperation.

APPENDIX B
TEACHER'S QUESTIONNAIRE

Name of school _____
Class teacher of: _____

Instructions. Respond to all questions by ticking in the appropriate box or by filling in the information in the space provided.

1. Are you aware of any orphaned learners in your class?

Yes. ☐ No. ☐

2. Do you have any training in either guidance and counseling, or in special education?

Yes. ☐ No ☐

3. Orphaned children generally exhibit the following characteristics. (Tick the appropriate boxes provided after each answer.)

Behavioral characteristics	Occurrence (frequency)
Make negative self-statements	
Continually move in class	
Easily lose concentration	
Prefer individual to groupwork	
Acting out	
Seek attention more than other pupils	
Cry easily, immature compared to peers	
Comment that nobody like them	
Have problems relating with other pupils	
Often complain of stomachache, headache etc.	

4. Briefly describe the orphans' inter-personal relationships with other pupils and with teachers? (Please fill-in the space provided for each learner.)

Inter-personal relationship	Pupil														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Relate very well															
Relate well															
Relate badly															
Relate very badly															

5. How would you rate the orphaned learners' academic achievements? (Please fill-in the space provided for each learner.)

Academic achievement	Pupil														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Very poor															
Poor															
Average															
Good															
Very good															

6. Comment on the reasons for the orphaned learners' academic performance that you stated in question 5.

7. How would you describe the orphaned children's behaviour in the class? (Please fill-in the space provided for each learner.)

Behaviour	Pupil														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Very well behaved															
Well behaved															
Badly behaved															
Very badly behaved															

8. How often do orphans get punished at school?

- Very often ☐
- Often ☐
- Never ☐
- Rarely ☐
- Very rarely ☐

9. What are the main reasons for punishment? (Explain briefly).

10. Are you aware of any pupils in the class who work to earn money after school? Yes.

No.

☐
☐

11. Now that primary school education is free, are there any others expenses like tuition, lunch etc. that pupils require?

Yes. ☐ No. ☐

12. If yes, who caters for such expenses for the orphaned children in your class?

13. From the class register, how often are orphaned pupils absent from school?

Very often ☐

Often ☐

Never ☐

Rarely ☐

Very rarely ☐

14. What are the main reasons given for absenteeism? (Briefly explain).
