PROJECT PLANNING, SOCIAL CAPITAL AND EDUCATIONAL ACHIEVEMENTS OF ORPHANED LEARNERS IN PUBLIC PRIMARY SCHOOLS: THE CASE OF ORPHANS SUPPORT PROJECTS IN KISUMU EAST SUB-COUNTY, KISUMU COUNTY, KENYA

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A Research Project Report Submitted in Partial Fulfilment of the Requirements for the Award of Master of Arts in Project Planning and Management of the University of Nairobi

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DECLARATION

This research project report is my original work, and it has not been presented in any university for any award.

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This research project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

I dedicate this project to my daughter Alexa Blaire Hawi for innocently interrupting my study sessions and staying with me during the long night hours of research and reading.

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ABBREVIATIONS AND ACRONYM

GOK: Government of Kenya

KCPE: Kenya Certificate of Primary Education

OLEA: Orphaned learners' educational Achievement

OVC: Orphans and Vulnerable Children

PFP: Project Financial Planning

PMBoK: Project Management Body of Knowledge

PQP: Project Quality Planning

PRIP: Project Risk Planning

PRPP: Project Resource Planning

SOCA: Social Capital

UNAIDS: United Nations Aids Agency

UNCRC: United Nations Convention on the Rights of the Child

UNDP: United Nations Development Program

USAID: United States International Development

WHO: World Health Organization

ABSTRACT

Orphan hood is a disheartening life status that no one wishes to ever occur in their family set up because of its adverse effects. Despite the vulnerability of the orphaned learners, every child in Kenya has got a right to quality education that leads to good performance and achievement of Universal Primary Education (UPE). However, limited research is available from orphan support project environments that have examined the relationships between project planning and on orphaned learners' educational achievements. The study therefore assessed project planning, social capital and achievements of orphaned learners in public primary schools: the case of orphan's support projects in Kisumu east sub-county, Kisumu County, Kenya. The study was guided by 5 objectives, namely; determine the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County; establish the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County; establish the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County; assess the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County; determine the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County. This study adopted the cross-sectional study design, with a study sample population of 313 orphaned learners, caregivers, teachers, project officers. Stratified random sampling technique was utilized in selecting respondents. Both Self-administered questionnaires and an interview guide were employed in collecting quantitative and qualitative data. Results were presented in table form. Descriptive statistics was adopted in analyzing quantitative data, while Thematic Analysis employed in analyzing qualitative data. The validity of the study was to subjectively assess the correspondence between the individual items and the concept through rating by expert judges. To ensure validity and reliability of the research instruments, pilot testing was conducted in a community-based orphan support project in the neighboring Sub-County in Kisumu. Cronbach alpha at $\alpha = 0.05$ level of significance was used to compute the reliability coefficient of the pre-test instruments. This study was guided by two theories, Theory of change by Cooper (2005) and Bio-ecological systems theory by Bronfenbrenner (1979). The study is of significance to policy makers and development agencies in community-based orphan support projects. It will also provide critical insights into planning effective orphan support projects that focus on orphaned learners' strengths and capabilities rather than project planning orientations that are likely to reinforce and aggravate poor educational outcomes for the learners who are less advantaged. The study concluded that resource planning, financial planning, risk planning and quality planning significantly influences orphaned learners' educational achievements in Kisumu East Sub County. The study recommends that there need for orphan support project managers in Kisumu East Sub County to ensure that there are strategies in place for guaranteeing orphaned learners' provision of uniforms, learning resources, tuition materials and school meals. The study also recommends project managers to come up with project resource plan containing every aspect that pertains to every resource necessary for project from beginning to end. The study recommends that orphan support project managers ought to come up with an appropriate risk planning strategy to ensure that un-intended pregnancies, new HIV infections and un-planned/early marriages among orphaned learners are reduced significantly.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Since the "dark ages," the state of the orphan hood has persisted. The orphaned children have either been directly or implicitly with us. Majority of orphanhood status across the globe is as a result of conflicts, natural calamities, diseases such as HIV/AIDS, maternal death at birth due to abuse and poorly trained traditional birth attendants (Owino A.2014).

An orphan is a child who is below the age of 18 years and who has in one way or another lost one or both parents to death (UNICEF, 2006). There were almost 140 million orphans worldwide during the year 2015 comprising of 61 million in Asia, 52 million in Africa, 10 million in Latin America and the Caribbean, and 7.3 million in Central Asia and Eastern Europe (UNICEF, 2015). Not only children who have lost both parents, but also those who have lost their mother but have a surviving father or lost a father but have a surviving mother are represented by this large figure. 15.1 million of the nearly 140 million children classified as orphans have lost both parents. The data strongly indicates that the vast majority of orphans remain with a living grandparent or other member of the family. Of all orphans, 95 percent are above the age of five. From 1990-2001, the estimated number of total orphans increased, peaking at 155.4 million.

It is a high priority for both states and foreign stakeholders to address the needs of orphans and vulnerable children and to mitigate the negative results of the growing orphan population worldwide, recognizing this as a social, economic and human rights issue. Up to 40% of students in cities with the highest dropout rates in the United States repeat their ninth degree and are unable to find their expertise in high school work adequate. Over a third of all dropouts in the ninth grade are lost. Sadly, many students are not given the extra support they need to make a full transition to high school performance and are lost in ninth grade (Rawlings, 2003).

Evans and Miguel (2007) conclude that parental defeats minimize children's enrollment at school by seven percentage points and participation rates. Orphans in Latin America, including Brazil and Mexico, are not educated high in comparison with other children and educated children face multiple problems contributing to poor academic achievement (IDB, 2015; TALIS, 2013). One of five orphans are reported to be absent from school and are working in urban areas to support

themselves or their siblings in school (World Bank, 2016). They quit school because of hunger, shortage of food and materials associated with school (World Fund, 2016). This makes paid labour to satisfy those basic and school demands their copping tactics.

While China's government is regulated by international laws and treaties such as the Children's Rights Treaty, the rights of the orphans to education continue to be discriminated against (Yang, 2005). Vulnerable orphans are specifically required to abandon classrooms, become separated from their fellow pupils, practice auto-discrimination, which is most prevalent among younger children who often sit alone and weep loudly, neglect vital school facilities and increasing bad school results (Chan, 2005). In this case India is a country where orphans still face various educational problems primarily because of food shortages, poor families, there is poor household income and a drop out of the school with two out of five children dropping out of elementary school (Eloff, 2014; Taylor, 2008). In such circumstances, orphaned learners respond differently to their educational achievements, most of them do not progress to the next levels of education, are often withdrawn during co-curriculum activities and have increased number of indiscipline cases.

UNICEF (2009) maintains that attention ought to be focused on new prospects and challenges to resolve the education rights and needs of OVC in Sub-Saharan Africa. Many children have been enrolled in schools by abolishing school fees in public elementary level in Sub-Saharan Africa. Nevertheless, the number of OVCs has grown with new difficulties in meeting huge numbers and their educational needs and rights (UNICEF, 2009).

The old-fashioned structure of households in affected communities changes due to HIV/AIDS which helps less advantaged children to adjust to poverty and non-traditional families (Ebersohn & Eloff, 2002). Ebersohn and Eloff note that certain orphans are left to care for aging grandparents or elderly children when parents die. However, the schooling status of impacted children may be affected by this system.

The proportion of children orphaned in South Africa rose from approximate 7.9% in 1993 to over 18% in 2005. (Case & Ardington, 2006). This implies a possible increase in the phenomenon of orphanage in South Africa, especially when the numbers of HIV and AIDS deaths are rising. The

difficulty of transitioning to life without their parents is confronting orphaned children. Parent loss can lead to psychological problems such as confusion, stress, anxiety and depression (Sadock & Sadock, 2003). The physical and psychological stress related to a parent's death is likely to also impact school results (Sharma, 2006). If childcare is bad, emotional losses often result (Sadock & Sadock, 2003). The loss of a parent in children and teenagers is related to adverse consequences, such as an improvement in emotional issues in later years. Matseke (1981) suggests that the success of a pupil is depends more on social conditions and circumstances at home than on formal school learning. He says that a person with a high intellectual capacity can do nothing because of the non-intellectual factors that derive from the domestic and physical conditions.

OVC orphans were particularly at risk in Uganda due to tension, malnutrition, wars, social injustice, stigma and concern that in elementary schools they were not doing well (Simona, 2013). Some of the needy orphans have usually adjusted to the condition by leaving school, selling vegetables and wild fruit in tension and cattle raising families' incomes (Bryant, 2012).

The situation of orphans particularly is vastly prominent in Tanzania. Orphans and vulnerable children were particularly at risk in Uganda due to tension, malnutrition, wars, social injustice, stigma and concern that in elementary schools they were not doing well (Simona, 2013). Some of the needy orphans have usually adjusted to the condition by leaving school, selling vegetables and wild fruit in tension and cattle raising families' incomes (Bryant, 2012). UNICEF (2016) pointed to the fact that, while tuition fees are abolished, money still needs to be found for things like books and uniforms that make the problem of children in poor familia persist. The main reason for this problem is lack of access to education. This caused certain children, before completing standard seven, to either not attend school or to leave school as a compulsory basic education.

The orphans living in Kenya are faced with hunger, illness, poorer schooling, substance and drug addiction, housing and lack of school attendance in comparison to children with less risk. In Kenya, orphans are involved in malnutrition. Kenya has not yet conducted a detailed survey, but it is estimated by the government that about 2,4 million children are orphaned and vulnerable (UNICEF, 2016). Although free primary education has been implemented, Kenyan Government (GoK) recognizes that orphans and needy children do not tend to register in the state system. Considerable milestone in Kenya's child safety framework has been made since 2009. With the

aid of UNICEF, the Government has conducted a mapping and review of the new Kenya framework, highlighting priority deficiencies to be resolved.

A number of countries, including Kenya, have signed and endorsed the Child Rights Declaration, and have goals for education for orphaned learners by engaging in financial and technical assistance towards planning and executing projects for orphan aid, in order to demonstrate their contributions and to promote orphaned learners ' education (UNICEF, 2008b, World Bank, 2002). The success of orphan support programs has been argued to depend on the extent to which the projects promote educational achievements for orphaned learners (UNICEF, 2008b). However, the physical and psychological trauma from the death of the parent may have impact on the self-esteem of the affected orphaned learners. As a result, the affected orphaned learners risk being disempowered, excluded and unappreciated in the process of leaning. Therefore, orphan support projects are expected to effectively plan for the resources, finances, risks and quality checks while implementing programs that supports the orphaned learners. Available evidence suggests that orphan projects that are effectively planned at every stage realizes better educational outcomes (UNICEF, 2008b, World Bank, 2002).

Research available indicates that students who are orphaned in Kenya do not routinely attend school and have low educational results in comparison with non-orphaned students in the region, because the death of the parent(s) affects adversely the support that the orphaned learners could have received from their parents (Evans and Miguel, 2007). The discrimination and stigmatization of orphaned learners in Kenya, and the bad grades among orphaned learners in the country, has led to increased public advocacy and social mobilization towards the development and implementation of child centered policies and interventions that are well planned in terms of resources, finances/cost, risks and quality to support orphaned children in Kenya (UNICEF, 2008b).

Today's troubling number of orphans in Kenya is on the increase in the world. Provided that the number of orphans in Kenya is on the rise (UNAIDS, 2004), it should be noted that those orphans are as meaningful as any other person and thus are part of a community of the country. The fact that orphans are isolated classes of people is obvious from the context. In addition, due to different reasons, their growing number continues to impair the region (Susan 2005). Government figures

indicate that orphaned learners have increased from 20% to 30% of Kisumu East District's overall population of infants. This involves between 4,270 and 6,406 orphaned school children. (The Primary Schools Base of the Kisumu East Sub County, 2011). This may be because of a variety of causes like illnesses, conflicts, natural disasters and accidents. Orphaned students are also more likely than non-orphans to leave kindergarten. The issue is to ensure that these orphaned learners can be well integrated to progress in a holistic way in their social and personal life. The shifts in family conditions to a certain degree rob these orphaned students of the rewards in the family (Sunday Nation, 2011).

1.2 Statement of the Problem

Orphans are at risk and have major effects when they are unable to fulfill basic needs including school, food, clothes and medical treatment (Meier, 2003). Besides the social and emotional impact of losing a parent, there exists evidence that learners who are orphaned do not attend school regularly, do not actively participate in the co-curricular activities, have behavioral and discipline didoes, do not complete and submit their home works and are probably facing high dropout rate in comparison to non-orphaned leaners (Abuya 2018).

When the death of a parent occurs, the funds available for enhancing orphaned children education diminishes while the education expenses become explicitly unaffordable, compromising the rights to education for orphans. Children survivors whose parents succumbed from HIV/AIDS are stigmatized in schools and endure depression because of loss of secrecy and privacy, hence could aggravate bad grades for OVC, limited participation in co-curricular activities, leading to irregular school attendance, lower morale to do homework, and could further lead to indiscipline and overall negative effects on the orphaned leaners' educational achievements.

Policy makers and development agencies involved in orphan support programming strongly believe that successful orphan support projects greatly depends on the extent to which the projects promote the education needs of OVCs and the magnitude to which these projects are planned. Despite this evidence, limited research has been carried out in orphan support projects and contexts that has examined the influence of resource planning, financial planning, risk and quality planning on orphaned learners' educational achievements.

1.3 Purpose of the Study

The main aim of the study was to determine the influence of project planning on orphaned learners' educational achievements in Kisumu East Sub County, Kisumu County.

1.4 Objective of the Study

The study was guided by five main objectives;

i. To determine the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County.
ii. To establish the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County.
iii. To establish the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County.
iv. To assess the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County.
v. To determine the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County

1.5 Research Questions

i. What is the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County?
ii. What is the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County?
iii. What is the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County?
iv. What is the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County?
v. What is the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County?

1.6 Research Hypotheses

1.6.1 The Null Hypotheses of the Study

i. Resource Planning has no effect on orphaned learners' educational achievements in Kisumu East Sub County

ii. Financial Planning has no effect on orphaned learners' educational achievements in Kisumu East Sub County.

iii. Risk Planning has no effect on orphaned learners' educational achievements in Kisumu East Sub County.

iv. Quality Planning has no effect on orphaned learners' educational achievements in Kisumu East Sub County.

v. Social capital does not moderate the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County

1.7 Significance of the Study

The research is expected assist policy makers in government and development organization on the benefits of supporting and implementation of educational achievement policy for orphaned and vulnerable learners in Kenya. The absence of a documented national educational achievements policy for orphaned learners has affected the integration of educational achievements goals in the planning of orphan support projects in Kenya. The development and enforcement of a national educational achievement policy would hopefully reduce and seal the gap between orphaned and non-orphaned learners across the country.

The study is further expected to offer critical lessons for policymakers in the nation, development partners and community-based orphan support programs on how orphan support projects would work better by relying on orphaned learners' talents and skills rather than driven by the project preparation guidelines that can reinforce and intensify inadequate education.

The study is also intended to make contributions to the project management body of knowledge and to provide input on project planning for orphaned learners. The outcomes of the study would also provide project managers with critical feedback on the most successful approaches to project

creation and how overall feasibility and quality of orphaned learners' projects in Kenya can be strengthened strategically.

The study is intended to deliver clear evidence on the importance of resource, financial, quality and risk planning when implementing orphan support projects. The study would be expected to motivate the governments of Kenya, development partners and community-based organizations involved in orphans support projects to include resources, financial, risks and quality planning when designing and implementing orphan support policies and projects.

1.8 Basic Assumption

The assumptions below helped guide the study:

i. Project planning processes are in place within the orphan support projects

ii. Orphaned learners are experiencing challenges within and outside the learning environments

iii. Orphan support projects aim at improving the educational achievements or orphaned learners

iv. The learners supported by these projects are actually orphaned learners

v. The respondents answered the questions correctly with the assurance of confidentiality and anonymous.

1.9 Limitations of the study

The below formed the study limitations:

i. This research relies entirely on the information provided by the orphans admitted in community-based support projects (CBSP) including their project managers only.

ii. Some of the respondents may be shy in providing the right information, owing to confidentiality issues. In turn, this is expected to limit the reality of matters as they are on the ground.

1.10 Delimitations of the Study

The study had a few delimitations.

i. The study was undertaken in Kisumu East sub-county since Kisumu County has the 3rd highest number of learners orphaned by AIDS related causes in Kenya.

ii. The study focused solely on community-based support projects in Kisumu East sub-county registered by the Kisumu County Government's department of social and Children's services and receiving support from the county government.

iii. The orphaned learners who were sampled for interviews were only those enrolled in the community-based support projects and who are studying in public primary schools from grade/class 5 to 8 within the project catchment area, the project managers of these orphan support project, caregivers and teachers of the orphaned learners.

iv. The study was guided by a cross-sectional study design.

1.11 Definition of Significant Terms Used in the study

Project Planning: The different phases of planning that involves resource planning, cost/finance planning, risk planning, procurement planning, quality planning and ensures each respondent plays a beneficial part in clearly defining each stage.

Resource Project Planning: refer to the process of planning for learning resources, tuition materials, instructional materials, school uniform and school feeding /meals for orphaned learners.

Financial Project Planning: refer to the process of developing financial goals, drawing your budget, evaluating alternatives/risks, financial compliance, and financial audits.

Risk Project Planning: refer to the process of identifying and mitigating risks of un-intended pregnancies, new HIV infections, un-planned/early marriages, misappropriation of funds, exit strategy.

Quality Project Planning: refer to the process of ensuring the orphaned leaners receive quality health services, quality household economic initiatives, education services, shelter and care.

Orphaned Learners: refers to primary school learners in class 5-8 who have lost one or both parents.

Orphaned Learners Educational Achievements: refer to orphaned learners' school attendance, participation in co-curriculum activities, completion of home-works, learners' discipline, progression from one class to the next.

Orphan support projects: means community-based projects that focus at improving the educational needs orphans.

Social Capital: is the networks, support, trusts, appreciations, obligations, encouragements, and values offered by guardians/parents, religious leaders, teachers, classmates, extra-curriculum coaches of learners who are orphans that contribute to educational developments.

1.12 Organization of the Study

Chapter one is the introduction part and comprises of the background, problem statement, research questions, objectives, significance, and definition of key terms. Chapter two is the literature review, and it entails a comprehensive evaluation of relevant research associated with project planning, social capital, and educational achievements of orphaned learners in public primary schools. Additionally, chapter three is the methodology and discusses the research design, methodology and also outlines the procedure in data collection and analysis. Chapter four entails analysis of data. Chapter five covered summary, recommendations and conclusions drawn from the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviewed empirical studies connected to the study grounded on the areas such as: orphaned learners educational achievements, the concept of project planning, project quality planning and orphaned learners educational achievements, project resource planning and orphaned learners educational achievements, project risk planning and orphaned learners educational achievements, project financial planning and orphaned learners educational achievements, Social capital, project planning and orphaned learners' educational achievements, theoretical and conceptual frameworks, summary and gaps in the literature.

2.2 Orphaned Learners Educational Achievements

In this project, education accomplishments of orphaned learners shall be identified as attendance at school and the involvement in co-curricular activities Abuya (2018) in his study conducted in homabay county-Kenya on project design orientations and The educational accomplishments of orphaned students have obviously been seen to be significant markers for educational accomplishment of the learner by way of involvement in co-curricular events, the school discipline as well as homework completion.

Involvement in co-curricular activities is a crucial indicator of learners' educational achievements (Marsh and Kleitman, 2002; Freitag, 2005; Belton, Prior, Wicke and Woods, 2017). According to Marsh and Kleitman (2002), co-curricular involvement will increase learner identification, participation and interaction in school in a manner that contributes both to better academic performance and to better non-academic outcomes. Freitag (2005) claimed that learners who participate in co-curricular activities have an enhanced emotional attachment to and involvement with their schools, which in their view, has cumulative positive effects on the learners" educational outcomes. Belton, Wicke, Prior and Woods (2017), conducted a cross-sectional study to establish effects of participation in co-curricular activities on learners' perceived self-competence, self-esteem on and improved academic outcomes among 174 learners of age 12 to 15 years from 4 schools. Their study established that learners who participated in co-curricular activities had a high perception of self-competency, reported being applauded and recognized by teachers for

showing competence, and had higher degree of self-esteem and higher grades in a number of class-based subjects.

Grade progression is a critical indicator of learners' educational achievements (Reeves, 2008; Allen, 2005; Ozek, 2015). Reeves (2008) argued that grade progression is an important measure of learners‟ educational outcomes. According to Allen (2005), grade progression communicates student's performance in several ways, including academic success and behavioural influences such as student effort, actions and learning attitude towards learning. Ozek (2015) investigated the effects of grade retention (repetition) on learners‟ discipline. The regression discontinuity estimates suggest that grade retention (repetition) increases the likelihood of indiscipline among learners. Learners who were made to repeat grades/classes were more likely to beak school rules and regulations and get suspended from the schools. The negative effects of grade retention were severe for learners from economically disadvantaged families and communities and male learners.

The effect of learners' age on grade progression in Kenya has been examined (Hungi, Ngware and Abuya, 2014). The researchers used a cross-sectional study with 7041 learners in 226 schools in Nairobi. The result was that over-age learners were more likely to perform poorly in examinations and more likely to repeat classes compared to their fellow learners who were in the right grade age. Similar findings were also documented in a study by Sunny et al., (2017) in a cross-sectional study with 817 learners aged 5-24 in Karonga district in 53 Malawi. The over-age learners had reduced self-esteem and felt less appreciated and recognized by the teachers and fellow learners. The findings point to the impact that lack of appreciation and recognition of the learners‟ challenges and needs and an empathetic understanding of the factors that led to their late admissions in the school, may have on the achievements of the over-age learners across all the domains of educational achievements.

Available evidence indicates that discipline influences learners' educational outcomes and that it is an important indicator of educational achievements (Docking, 2000; Canter, 2000; Moye, 2015). According to Docking (2000) discipline helps in the achievement of learning goals, expectations and responsibility among learners and teachers. Canter (2000) posited that lack of discipline and respect cause barrier to effective learning and teaching in the classroom, thereby compromising learners' educational achievements. Moye (2015) found that lack of discipline among learners and

teachers had negative effect on learners' educational outcomes. Several empowering interventions and strategies have been shown to reinforce positive behaviors (discipline) among learners. Guidance and counselling, which aims at empowering learners to make informed decisions and have positive behaviors within and without school, has been documented as having a positive influence on learners' discipline (Salgong, Ngumi and Chege, 2016). The dynamic interactions and the group counselling approaches had significant influence on the learners' discipline. However, schools that lacked effective guidance and counselling interventions had increased cases of indiscipline among the learners. Such learners failed to feel sufficiently empowered and supported to deal mitigate infraction of discipline in the school. The study demonstrated the positive effects of guidance and counselling (empowering interventions) on 55 the learners‟ discipline. A related study conducted by Ajowi and Simatwa (2010) among 916 learners in 22 secondary schools in Kisumu, Kenya, had similar findings.

Homework Completion is another crucial indicator of learners' educational achievement (Cooper, Steenbergen –Hun and Dent, 2012; Cooper, 1994; Trautwein, Koller and Schmitz, 2002; Rosário, Núñez, Vallejo, Cunha, Nunes, Suárez and Moreira (2015). Cooper, Steenbergen-Hun and Dent (2012) conceptualized homework as academic tasks assigned by teachers outside of the instructional time, and argued that there is a positive association between amount work completed and turned in for marking and grading, and learner's academic performance. Cooper (1994) also supported this view and posited that the amount of homework completed has a direct link to learners' educational achievement. Trautwein, Koller and Schmitz (2002) found a direct relationship between homework completion and Learners' performance in mathematics. Rosário, Núñez, Cunha, Vallejo, Suárez, Nunes, and Moreira (2015) explored the effects of teachers' homework follow-up practices done among 26 subject teachers and they discovered that using positive recognition and remarks of the learners' efforts, positive follow up practices by showing genuine interest in learners' homework, had significant positive effectvon learners' performance in the designated subjects.

Interventions to support the social and emotional needs of learners have been found to influence discipline among learners. Childs, Kincaid, George and Gage (2016) in a longitudinal survey of 1,122 schools examined the effects of school wide positive behavior intervention supports (support of social and emotional needs) and discipline of learners. The study found a decreasing trend in

indiscipline among learners. The learners whose social and emotional needs were supported felt more empowered and increased learner discipline outcomes. The findings of this study point to the influence of empowering interventions on learners' educational achievements.

2.3 The Concept of Project Planning

Project planning occurs prior to the actual project work starts and persists throughout the whole project cycle. Their main agenda is to put project in schedule which minimizes the amount of time, efficiency, costs and resources available. The project management plan, which covers the project timeline and other support arrangements, tend to be the initial result of the project preparation process (Brandner). There are some important strengths of the project preparation process. In order to create a commitment for the project and a consensus on the essence of the issue and the needed, the project brings together the partners, policy makers and technicians. MARLAP 2004 agrees that a coordination mechanism involving technical experts is required to ensure successful links between policy makers. The project preparation allows each individual in the concept of each planning stage to play a proactive role. MARLAP 2004 states the phases of project as resource planning, cost/finance planning, risk planning, procurement planning, quality planning, schedule and scope planning.

2.4 Project Resource Planning and Orphaned Learners' Educational Achievements

Resource planning in project planning, is conceptualized as the identification and allocation of tangible items, i.e. learning materials, tuition materials, instructional materials, school uniforms and school meals that will appreciate, recognize and affirm positively both the vulnerable and disadvantaged children in the society (Shier, 2001), which is beneficial factor on a wide range of outcomes such as improved educational outcomes of orphaned learners and less advantaged children (UNICEF, 2008b; Shier, 2001).

Proper distribution of services facilitates and enhances the engagement of marginalized and disabled learners, leading to enhanced education wise achievements and academic outcomes for less advantaged learners (Dutcher, et al., 2016; Marie, 2016; Powers et al., 2016; Shier, 2001; Abildsnes et al., 2015; Bergmark & Alerby, 2008). Shier's (2001) innovative paper on participation of children in the learning process, discovered that projects that bolster and sustain children in educational activities are ought to be characterized by well-planned resources during

programming and implementation. In his assessment, vulnerable and disadvantaged children possess low self-esteem and the vital means through which participation in learning could be improved is by allocating the basic resources to them.

It was also proved by Bergmark and Alerby (2008) during the phenomenological investigation on the role played by resource planning in education experiences of students in Swedish secondary schools. They establised that e ducational resources with healthy and affirming teacher-student interactions resulted in more effective learning achievement. Students displayed positive ethical decision-making that led to better educational outcomes. According to the findings of this study, students who are appreciated and have strong interactions with one other make better ethical decisions and feel more in charge of their learning.

Empirical studies has also shown that resource allocation has a positive impact on student achievement in the classroom. According to Dutcher et al. (2016), who conducted an experimental study on the effects of resource planning as well as positive affirmations established that students who believe they can succeed in challenging activities are more likely to believe in their own abilities. Findings also revealed that resource planning and positive affirmation have a favorable impact on learners, according to a recent study. To achieve optimal learning results, educational interventions must take resource planning and positive affirmations into account.

Marie (2016) discovered a beneficial effects of resource planning and positive feedback on the educational outcomes of learners. The researcher observed that learners who had enough learning tools and got favorable feedback had higher educational accomplishment scores. Ample resources and timely feedback, according to the researcher, had a favorable impact on the students' self-esteem and self-belief in their potential which resulted in positive educational achievements.

According to Mwoma and Pillay (2016), major challenges encountered by orphans and vulnerable children (OVC) such as limited resources to cater for their basic needs like shelter, food, social and developmental outcomes leading to in attendance and lower school performance, they struggle more to concentrate during lessons as a result of stress, they experience higher levels of stigma and bullying at school, education and health care, negative health,, they are also more likely to be abused or mistreated as well as have a low self-esteem .

2.5 Project Financial Planning and Orphaned Learners' Educational Achievements

Project Financial planning that involves setting financial goals, drawing of a budget, determining the current financial status, disbursing of expected funds, evaluating alternative risks, being financial compliant to the national guidelines and ensuring financial audits (Abuya, 2018) has equally received sustained policy and programmatic backing within development agencies and government involved in orphan support programming (UNICEF, 2008b). It is posited that mitigating the negative impacts of stigmatization, discrimination, and the poor educational achievements amongst orphaned learners, requires financial planning that empowers, facilitates and strengthen the voices of orphaned learners (UNICEF, 2008b).

The call to support and finance policies and projects that empower orphaned learners has received strong governmental support in several countries. For instance, the compromised educational achievements among orphaned learners in India, reinforced by systematic discrimination and stigmatization of OVC learners said to have been orphaned due to AIDS, has compelled the government and development agencies in India to integrate empowerment approaches in policies, programmes and projects that target disadvantaged and vulnerable learners, and mainly to improve orphaned learners' educational outcomes and strengthen the learners' decision making in programming (Mothi and Tappuni, 2016; Kumar, 2010; Kumar, 2012).

In addition, a number of funding mechanisms are setup by the US Agency for International Development (USAID) and various development partners to join hands in supporting the education of OVCs, including block grants and scholarships. Scholarships are individual payments granted to or on behalf of a student to help pay for some or all of their educational expenses, such as tuition, books, and other learning expenses. Funding for local, regional, institutions or educational systems can come in the form of block grants (Gambiza, 2018).

Listiana, Susilo, Suwono and Suarsini (2016) conducted an experimental study to establish the effects of project financial planning on the metacognitive skills of 162 learners in senior high school biology classes in Indonesia. The study found that ensuring funds are well allocated, available and well utilised had positive impact on performance of the learner's examinations with improved metacognitive skills. According to the study, the learners who went through orphan support projects with good funding and financial planning had improved performance compared

to learners who were not exposed to the orphan support projects. The findings from this study reinforce previous findings that empowering orientations and interventions in projects, have demonstrated positive effects on the learners' educational achievements.

Cakir (2015) explored the effects of close relationships that the teachers have with their learners, on the perceived feelings of timely and adequate pay on the level of effort of 329 learners in Turkey. Hierarchical regression results revealed that the close relationships that teachers have with their learners (teacher immediacy) positively predicted all the dimensions of learners' empowerment and burnout with equally demonstrated effects of the educational achievements of the empowered learners. This suggests that building close relationships with learners not only enhances feelings of empowerment, reduced burnout (stress) but also improved educational achievements. The implication of the findings of this research is that one of the ways through which educational projects may improve the empowerment of learners is by ensuring that projects foster and develop close relationships with the learners.

According to Kolthari (2012) main factor affecting OVCs is their ability to access the child grant. Orphans are also entitled to a child grant however, majority lack correct documents in place in order to access grants. Barnes (2012) post that childcare advocates work hand in hand with the families to gain their grants and ensure that orphans' rights are understood. Keeping orphaned children in education is also a vital role played by childcare advocates.Children on the Brink (2010), posit that OVCs are more likely to move from place to place, living in temporary household which disrupt their learning. As a result of the loss of their parents, they typically require financial assistance in order to cope. When it comes to school attendance and educational needs, orphans and disadvantaged children are less likely to attend school or miss the school.

2.6 Project Risk Planning and Orphaned Learners' Educational Achievements

Many scholars have defined risk preparation in detail (Cretu, 2011; Ahmed, 2007, Klemetti, 2006; Chapman C, 2003; Smith NJ, 2006). Risk assessment, risk evaluation, risk minimization and risk control are used in the atypical risk preparation phase. The method of risk recognition aims to classify the risk source and type. Risk assessment includes awareness in the orphan assistance project of emerging risk incident factors and clarifying risk obligations (Wang, Dulaimi, & Aguria, 2004). Risk recognition provides the basis for risk assessment research and monitoring and

guarantees the reliability of risk management. Project risk detection and reduction are critical measures in effective project management (Carbone & Tippet, 2004, para. 1).

Any danger should have an identifying risk trigger to realize rapidly and decisively when a risk becomes a threat. This is an essential aspect of the risk analysis that helps the efficient tracking of risk and mitigating measures to easily determine where the risk has arisen. Risks shift in significance during the project. At different points of the project, many will become redundant. As a consequence, a developing record is the risk registry. It needs to be regularly tracked and revised. Identify the threats associated with the idea. Consider what you are going to do when something takes a lot longer than anticipated or if prices are much greater than you expected.

For any bad scenario one doesn't have to identify a clear plan of action, so you can spend some time with your team worrying about what could go wrong. Then you should make an attempt, rather than get picked up later, to minimize these threats from the start. Risk factors will impact the budget as well. According Awino (2019), orphan projects focusing on educational achievements of the learners may experience risks ranging from risk of misappropriation of funds by either the project implementors and or school heads, which may further result in orphaned learners not being able to receive the desired quality services that will lead great academic achievements. Risks of school dropouts by the orphaned learners that may be associated to delay in funding. Release of national and international funds for some period has been seen to delay resulting in poor performance of the planned activities. School drop- outs especially in girls may result in un-intended pregnancies and new HIV infections among the learners. In the verge of looking for alternatives to be able to support themselves, the orphaned learner will be exposed to risky behaviors which will result in un-wanted pregnancies and/or new HIV infections.

According to Fleming (2015) maternal and double orphans are discriminated mostly in accessing education. For these children, a lack of financial resources means they cannot pay the expense of educational materials, which further disadvantages them. Families with children are burdened with domestic and economic duties, which have a negative impact on the children's participation in education in terms of attending and succeeding in school. It is becoming increasingly difficult for communities to meet all of OVC's fundamental needs, including the ability to attend school as the population expands (UNICEF, 2009). Guardians' lack of assistance in schooling has a direct impact

on how OVCs succeed in school (Mwoma & Pillay, 2015). Some orphans, according to Mwoma and Pillay (2016), are placed in the care of elderly grandparents or older siblings when their parents die. It is possible, however, that this arrangement will have a negative impact on the schooling levels of the afflicted youngsters.

2.7 Project Quality Planning and Orphaned Learners' Educational Achievements

Project quality planning in orphaned learners project involves ensuring quality food and nutrition, quality health services, quality household economic strengthening initiatives, quality psychosocial care, quality shelter and care and quality legal protection services (Abuya 2019), has received overwhelming support from development agencies and various government departments involved in child protection and support programming (Shier, 2001; UNICEF, 2008b). The advocacy for designing socially inclusive policies, programmes and projects has received sustained support from a number of development agencies and various governments (UNICEF, 2008b, World Bank, 2002). For instance, the poor educational achievements among orphaned learners and the heightened social exclusion of learners said to have been orphaned due to AIDS in Cambodia, has led to reinforced and sustained advocacy in the country within government and among development agencies for quality service delivery to orphaned learners in orphan support programming (Ong, et al., 2015; Pishghamadam, 2011).

The beneficial of project quality planning on the academic achievements of learners from poor socio-economic backgrounds has been demonstrated by (Rujis Van Deer and Peetsma, 2010). In a cross-sectional comparative study with 27,745 learners from poor socioeconomic and those from high socio-economic backgrounds in the Netherlands, the study tested the effects of projects quality planning on the educational achievements of the learners from the two backgrounds. Multi-level regression analyses did not find any difference in the educational achievements between typical learners from the two socio-economic backgrounds, pointing to the evidence in support of inclusive educational projects. While the study expected the learners from the well-off backgrounds to perform better than the learners from the low socio-economic backgrounds, the performance of the two groups of learners were moderated by good quality nature of the educational projects.

The effects of project quality planning interventions on the performance of learners with disability and without disability on mathematics and reading were investigated by Cole, Waldron and Majd (2004) in six schools in Indiana. The study found that there was significant difference the learners without disability but who were educated in projects with good project quality settings and the learners with disability in inclusive settings on their performance on reading and mathematics. The findings of this study point to the support for quality project planning.

Nsubuga & Botha, 2014) posit that schools not only have benefit to the child but can also serve as very crucial resource centres to meet the society's needs (PEPFAR, 2006). It is possible for schools to give children with a structured environment that is safe, with emotional support from adults, and with the opportunity for them to learn how to engage with other children and to form social networks. As a result of education, a youngster is more likely to find employment and develop competency in their doings (PEPFAR, 2006). However, Wood and Goba (2011) in their study noted that As a result, teachers were unprepared to deal with challenges that affect OVC. When the teachers sought to help the OVCs, they ran into problems when they tried to apply the knowledge they had learned during training. There is no doubt that what they learnt in this program improved their approach to teaching OVCs.

2.8 Social Capital, Project Planning and Orphaned Learners' Educational Achievements

Social capital, acting as the resources and capabilities within social networks and relations, is believed to have the potential not only to improve learners' educational achievements (Coleman (1988), but is also believed to have the potential to mitigate the negative experiences that orphaned learners might experience (World Bank, 2002, UNICEF, 2008b). The influence of social capital on educational outcomes for disadvantaged learners has been investigated by several researchers. For instance, Phillipson and Phillipson (2012) investigated the influence of family social capital, in the method of parental expectations and support for learners, on the educational outcomes for disadvantaged learners. The results from structural equation modelling indicated that high parental expectations, encouragement and support, had significant positive influence on the educational outcomes for the learners, despite the learners‟ low socio-economic status. The study found that parents had high expectations and strongly believed that the learners would have improved educational performance. The high parental achievement expectation reinforced by moral, material support and encouragement from the parents, bolstered educational outcomes for the learners.

The moderating influence of parental capital on learners' educational achievements was investigated by Wilder (2014), who found that parental involvement in the learning and schooling was positively significant. According to this study, the social capital of parents has positive effects on the educational achievements of the learners, irrespective of the nature and levels of parental involvement. The mere parental expectation for improved educational performance from their children, was sufficient to trigger positive and improved educational achievements.

Gordon and Cui (2012) investigated how parenting processes influence the educational achievements of learners. The study examined the association between patenting processes, including involvement of the parents/guardians in school activities, general support provided to the learners, and parental expectations, on learners' educational achievements. Results of regression analysis suggested that all the three forms of parenting processes had significant effects on the learners' educational achievements.

Studies confirm that teachers exert a lot of influence on learners through the expectations, the support they provide, their beliefs on the efficacy of the leaners, their interactions with their learners, and their involvement and participation in the education of learners. Andrews and Gutwein (2017) assessed the impact of impact of teacher expectation on learners' behaviors' and academic achievements. The study found that the high expectations and the moral standards that the teachers have for the learners, significantly impacted on the learners' educational achievements.

Beyond the social capital provided by teachers, other novel studies have investigated the influence of the school community resources, in the form of learning facilities and the general school environments on the learners' educational achievements (Melkman, Refaeli and Benbenishty, 2016). The study investigated the effects of school facilities and general school environment on the educational achievements of 1360 Israeli learners. Structural equation modelling indicated that positive perception of the school environments, in terms of the school safety, the support that the teachers provided, the learning facilities in the school and the way the schools manage the learners, had significant effects on the learners' educational achievements. Learners who perceived their schools as safe, supportive and had adequate learning facilities, performed a long several

educational achievement domains, compared to the learners who perceived their schools to be less safe, unsupportive and with inadequate learning resources.

School leadership, as form of school social capital, has been found to influence learners' educational achievements (Jacobs and Harvey, 2010). The research examined the degree to of leadership that the teachers provide in the schools influence educational achievements of learners. The study found that the teacher leadership variables that had effects on learners' educational achievements included teachers' in put into decision making in their schools, reduced formalization of school rules and regulations, procedures, and the leadership support provided by the teachers through personnel, facilities, equipment, and resources.

The social capital provided by the learners' peers, classmates and friends has also been found to influence the learners' educational achievements. In a study among 310, 745 immigrant learners in Norway by Hermansen and Birkelund (2015), found that immigrant learners who had close relationships with native Norwegian learners had higher chances of completing their secondary education, compared to immigrant learners who had no close relationships with native Norwegian learners. The close nit relationships and the support that the immigrant learners received from their native Norwegian peers significantly influenced their educational achievements.

The extent to which peer group influence, a form of social capital, influence the educational achievements of learners was investigated by Antonio (2004). While some peer groups may exert negative influence on their friends thereby negatively affecting their educational achievements, some peer groups may have beneficial positive effects on their fellow peers with demonstrable improved educational performance. The researcher found the racial and ethnic diversity in friendship groups enhanced the fellow learners‟ intellectual self-confidence among learners of colour (racial minority) but had negative effects on the educational achievements of white learners.

The social capital provided by religious networks and leaders and their influence on learners' educational achievements have been investigated. Gilbert (2013) investigated the impact of religious factors on the educational achievements of grade 3 to 11 learners in church sponsored schools in Bermuda. The researcher found that spiritual factors, and especially spirituality of ethnic minority leaners. The learners' parents' spirituality significantly influenced minority learners' educational achievements.

Learners' religious commitments in the form of prayers, attending religious activities, reading the word of God, have been found by some study to be an important form of social capital with significant influence on the educational achievements of religiously committed learners. The effect of religious commitments on learners' educational achievements was examined by Jeynes (2003). The researcher found that very religious learners had improved performance on several measures than their non-religious peers.

Li, Chi, Sherr, Cluver and Stanton (2015) pointed out that an estimated millions of orphaned children experience massive psychological stress due to death of their beloved ones and profound sense of insecurity. Oyedele, Chikwature and Manyange (2016) argued that motivation is essential for orphans as it enhances their morale towards education, since they have a shortage of accessing basic needs and thus become demotivated in learning. Tefera and Refu (2019) argued that orphaned students are more likely to be malnourished, tend to be characterized by high number of school dropout and have little accessibility to health and social services and also high chance of being exploited. These challenges bring emotional stress lowering concentration of orphans to learn in the classroom due to trauma. Rubaha (2008) asserted that lack of care and love from parents, abuse, neglect, poor diet, higher demand in home labour, stigmatisation at school when they do not have uniforms and learning resources are just but a few challenges facing orphaned learners.

Mwoma and Pillay (2015) notes that as a result of OVC's behavioral issues, coupled with a lack of well-established counseling mechanisms, their academic performance may suffer. Due to a lack of parental care and protection, economic challenges, and a greater susceptibility to abuse, and exploitation, OVC require educational interventions. (USAID & CRS, 2008). Brodzinsky and Pinderhughes (2005) support the idea that the bureaucracy and traditional structures make it even harder for extended family can adopt an orphaned child immediately after losing both parents. As a result, orphans are left vulnerable, and their academic performance is likely to diminish.

A study by Machellan (2005) show that Because of this, many of the country's orphaned youngsters are unwilling to speak up for themselves and believe that they have no power to improve their circumstances. They possess a feeling of being discriminated and not recognized by the society. According to MOLSA and UNICEF survey (2003), orphan children face

discrimination, negligence, labor exploitation and sexual abuse by both neighbours and relatives. Many orphaned children who grow up in extended families endure a lot of problems and deprivations, such as not having access to food, a home or money, being threatened by poverty, being sexually abused by relatives, working as children and more likely to be persuaded by life on the road (Nelson, 2004).

2.9 Theoretical Framework

This study was guided by the Cooper's Theory of Change (ToC) model and Bronfenbrenner's Bio-Ecological Systems Theory

2.9.1 Theory on Project Planning

Cooper's Theory of Change (TOC) (2005) if extended to mechanisms of systemic transformation, it provides a thoughtful contrast to other more rigid approaches to strategy and reasoning. A transition theory describes the required parts and measures for reaching a long-term target. It also defines the kind of interventions which yield hoped-for results. A change theory involves theories that stakeholders use (often backed by research) in the change process to explain (Rogers, 2008). According to the Transition Hypothesis, a variety of expectations and abstract team participants consider that in the near future truth may be untold. Based on a practical overview of the current context, an auto-evaluation of its process facilitation capabilities and an explicit and necessary assessment of this report, group engagement in planning processes that helps to track individual as well as collective thought consciously and objectively (Rogers, 2008).

It is not a theory of change, but a theory to predict change in the design of a project in planning processes and how improvements can be caused by intervention strategies. The theory of changes explains how changes can take place. The study considered the philosophy of transition to be more fitting, since it is an awareness-raising exercise that encourages initiative partners to concentrate attention on individual potential realities that are not only beneficial but also feasible and inevitable when solving social or community problems, such as school feeding schemes. Theory of change therefore will serve as a basis for the influence of project planning and orphaned learners' educational achievements in Kisumu East Sub-County, Kisumu County Kenya.

2.9.2 Theory on Educational Achievements

Bio-Ecological Systems Theory

The theoretical basis of the theory of bio-ecological systems of Bronfenbrenner that this creation represents the influence of different environmental systems. Bronfenbrenner concepted the environment of the child as having nesting different interconnected layers with agents which affect the development of the child at different levels of directness (McGuckin & Minton, 2014). There is a direct effect on the socialization of children in the microsystem from parents, grandparents, education staff, hierarchical systems and practices, careers, and the family. The infant connects face to face with his/her family at this stage. The institution, donors, mentors and community form a system that socializes with the child in an attempt to affect its growth (educational achievements). In this situation, system addresses the ties and ties between the mentors, school and sponsors. Help for orphaned students by parental/guardian and NGOs is closely linked to the children's success in school and at home.

Bronfenbrenner (1979) affirmed that the family impact of language, diet, protection, health and belief on all facets of a child's development. A kid who goes to school is also a result of the home. The relationships children build in school because of the time they spend in school are important for their positive growth. In school children for the first time establish relationships with people outside their homes. These relationships allow children to grow socially and cognitively (Addison, 1992). The challenges they face both at home and in school are likely to have a negative impact on their education, but they cannot have such an advantage. An orphan. Hence, calling for assessment on project planning on orphaned learners' educational achievements in Kisumu East Sub-County, Kisumu County Kenya.

2.10 Conceptual Framework

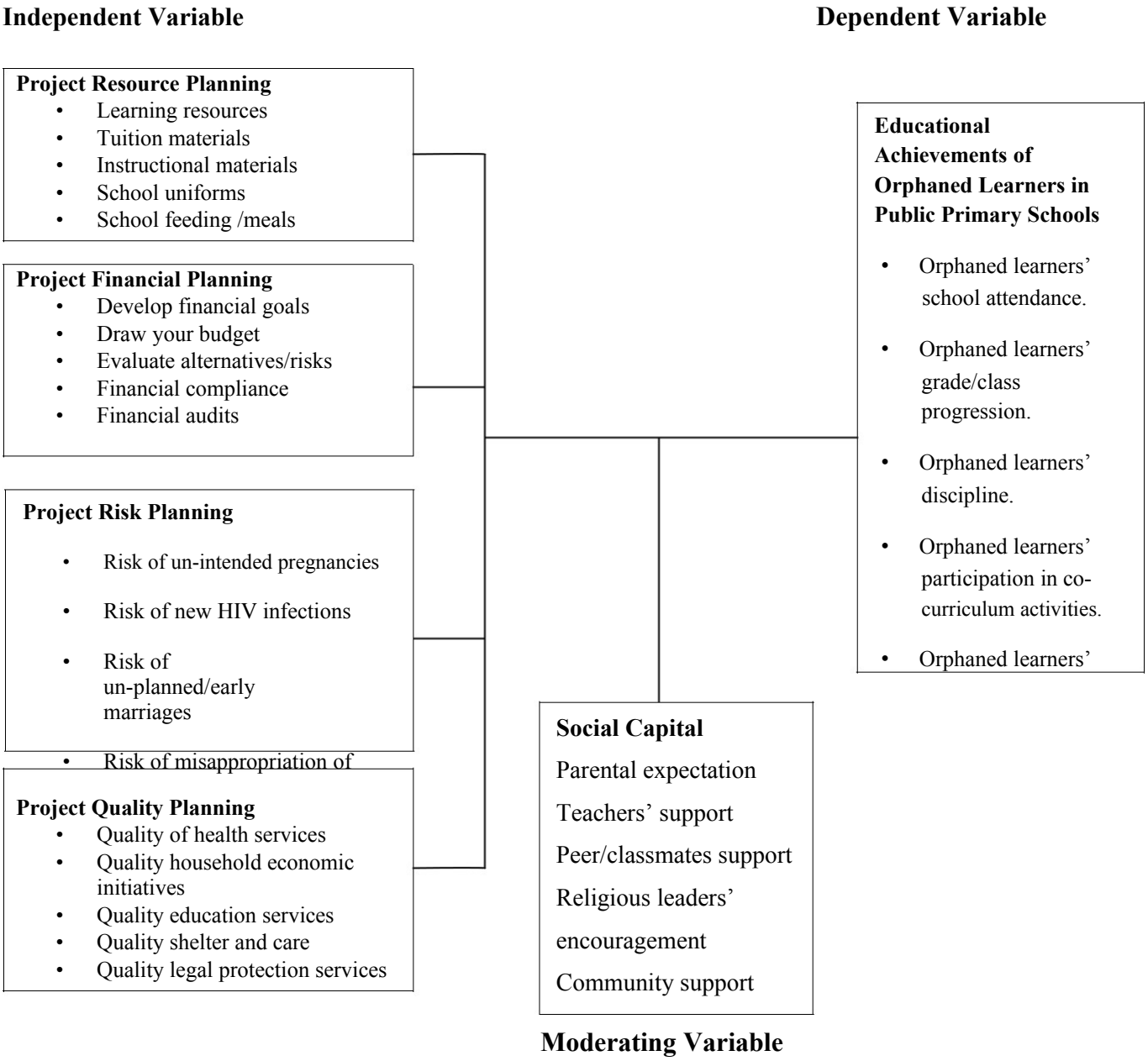

Figure 1.1: Conceptual Framework.

2.11 Summary of Literature

Empirical literature on resource planning, financial planning, risk planning, quality planning on orphaned learners' educational achievements was reviewed. The literature showed that project planning fast track and improve participation of vulnerable and disadvantaged learners, which bolstered educational achievements and learning outcomes for these learners.

A review of the literature on the social capital of parents, guardians, care givers and members of the family found parental social capital to moderate the negative experiences that learners experience. For example, Pang (2016) investigated the influence of family social capital, in the form of parental expectations and support for learners. The results from structural equation modelling indicated that high parental expectations, encouragement and support to their children, in spite of their low socio-economic status, significantly impacted the improved performance of the learners in mathematics. The parents believed that the learners could perform better in mathematics, and this high achievement expectation was reinforced by moral and material support and encouragement.

The Theory of Change (ToC) and the Bio-ecological systems theory were reviewed. According to Anderson (2005), the theory of change model can be used to create projects aimed at solving complicated social problems in the community. There are a number of assumptions that are made by the theory of change that are pertinent to the current investigation. As Anderson (2005) argues, community-based organizations can use the theory of change to design effective projects by incorporating all project stakeholders in deciding on the design concerns and project outcomes that need be addressed in order to achieve sustained positive outcomes.

2.12 Knowledge Gap

Variables	Author/year	Title of the study	Methodology	Findings of the study	Knowledge gaps	Focus of the current study

Project Resource planning And orphaned learners' educational achievements	Jami Curley, Fred Ssewamala & Chang-Keun (2010)	Assets and educational outcomes: Child Development Accounts (CDAs) for orphaned children in Uganda	Survey	Improved scores were noticed among orphaned children who had access to assets.	The survey was conducted among orphaned learners who were in non-project settings	The current study is cross-sectional and is conducted among orphaned learners in real project settings
	Said Matarimo Nuru (2015)	Management of orphanages and its implications on the educational performance of orphaned learners in Mombasa county	Descriptive	Provision of basic needs in orphanages was established to have a positive impact on the educational performance of orphaned learners. in class, are met	The survey did not consider the orphaned learners outside orphanages in other orphan support projects	The current study is cross-sectional and is conducted among orphaned learners in real project settings
	Kiambi, E. G. & Mugambi, M. M. (2017)	Factors influencing performance of orphans and vulnerable children projects in Imenti North sub-County, Meru County, Kenya.	Survey	The study concluded that resource availability had influence on performance of orphans and vulnerable children projects positively and significantly.	The survey was conducted among orphaned learners who were in non-project settings	The current study is cross-sectional and is conducted among orphaned learners in real project settings
Project Financial Planning And orphaned learners' educational achievements	Fred M Ssewamala, Lyla Karimli, Chang-Keun Han,Lyla Ismayilova (2010)	Social capital, savings, and educational performance of orphaned adolescents in sub-Saharan Africa	Survey	Poor families in Uganda will use financial institutions to save for the education of their adolescent youth	The survey was conducted among nonorphaned learners in non-project settings.	The current study is cross-sectional and is conducted among orphaned learners in real project settings
	Kiambi, E. G. & Mugambi, M. M. (2017)	Factors influencing performance of OVC projects in Igembe North	Survey	Financial allocation needs to be increased to bolster the OVCs health status and that	The survey was conducted among orphaned learners who	The current study is cross-sectional and is conducted among orphaned

		sub County, Meru County, Kenya.		financial resources need to be estimated realistically at the time of planning for the success of the OVC project that human resources efficiency enhances monitoring of OVC projects.	were in non-project settings	learners in real project settings
Project Risk Planning And orphaned learners' educational achievements	Powers, T., Cook, J. PurdieVaughns, Garcia, J., Apfel & Cohen, G. L. (2016).	Changing Environment s by Changing Individuals: The Emergent Effects of Psychological Intervention	This was an experimental study among non-orphaned American 7th grade learners.	Positive affirmations of the values of African American seventh graders triggered ecological effects that benefited their entire classrooms	Results of Experimental studies may not be replicated in real project settings. The proposed study is cross-sectional and will be conducted among orphaned learners in real project settings	
Project Quality planning And orphaned learners' educational achievements	Shann, M. Malcolm H. Bryant, Mohamad I. Denis Muhangi, & Joe Lugalla	The Effectiveness of Educational Support to OVC in Tanzania and Uganda	Experimental Study	Supported children performed good thannon-OVC peers and in some instances even better. The block grants and scholarships can increase accessibility to secondary education for OVC who	The study was conducted among orphaned learners who were in non-project settings	The current study is cross-sectional and is conducted among orphaned learners in real project settings

				Don't go to school		
	David Ingram (2009)	Influences of Donations and Grants on the support of OVCs Institutions	Study	In his study found out that Federal and state governments offer grant funds to nonprofit organizations with a wide range of missions and impact areas.	The study did not find-out whether this fund has an impact on the educational achievements of the orphans	The current study is conducted among the orphaned learners'/teachers and parents to find out the impacts on educational achievements of the orphans
Moderating Influence of Social Capital on the Relationship Between Project Design Orientations and Orphaned Learners' Educational Achievements	Phillipson, and Phillipson, (2012).	Children's Cognitive Ability and Academic Achievement t: The Mediation Effects of Parental Expectations	Survey	Parental expectations and strong positive beliefs in the ability of their children, greatly improved the emotional intelligence (IQ) test scores of the primary school learners, which led to significant improvements in the performance of the learners in English, Chinese and Mathematics.	The survey was conducted among nonorphaned learners" parents and care givers.	The current study is cross-sectional and is conducted among orphaned learners' parents/ care givers in real project settings
	Andrews, D. & Gutwein, M. (2017)	'Maybe That Concept Is Still with Us': Adolescents' Racialized and Classed Perceptions of Teachers' Expectations	Survey	The high expectations and the moral standards that the teachers have for the learners, significantly impacted on the learners" educational achievements.	The survey was conducted among nonorphaned learners.	The current study is cross-sectional and is conducted among orphaned learners in real project settings
	Gilbert, M. C. (2013,	An Analysis of Spiritual Factors on	Survey	Spiritual factors and especially spirituality of	The survey was conducted	The current study is cross-sectional and is

	January 1).	Academic achievement in Seventh Day Adventist Schools.		ethnic minority leaners. The learners‟ parents‟ spirituality significantly influenced minority learners‟ educational achievements.	among nonorphaned learners in non-project settings.	conducted among orphaned learners in real project settings
	Hermanse n, A. & Birkelund, G. E. (2015).	The Impact of Immigrant Classmates on Educational Outcomes.	Survey	Immigrant learners who had close relationships with native Norwegian learners had higher chances of completing their secondary education, compared to immigrant learners who had no close relationships with native Norwegian learners.	The survey was conducted among nonorphaned immigrant learners in non-project settings.	The current study is cross-sectional and is conducted among orphaned learners in real project settings
Orphaned learners' educational achievements	Belton, Prior, Wickel, & Woods, C. (2017).	The impact of participation in extracurricular physical activity on males from disadvantaged schools	Cross-sectional survey	Learners possessing high perception of self-competence, who reported appreciated and recognized by their teachers for their competence, reported higher scores on self-esteem and had improved performance in a number class-based subject.	The cross-sectional study was conduct ed among nonorphaned learners in non-project settings	The cross-sectional study was conducted among nonorphaned learners in non-project settings. The current study is also cross-sectional but is conducted among orphaned learners in real project settings

	Posso, & Feeny (2016).	Beyond enrolments: the determinants of primary school attendance in Melanesia	Survey	Delays in paying school fees and older learners, affected the older learners' school attendance. The failure to appreciate and recognize the learning challenges of older learners by preferring younger learners over the older ones, had significant effect on the older learners' school attendance.	The survey was conducted among nonorphaned learners in non-project settings	The survey was conducted among nonorphaned learners in non-project settings. The current study is cross-sectional and is conducted among orphaned learners in real project settings
	Hunter, & May (2011).	Poverty, shocks and school disruption episodes among adolescents in KwaZuluNatal, South Africa.	Cross-sectional	Learners who came from poor family backgrounds, whose parents were not able to provide scholastic material support including payment of fees, levies and related school requirements were less likely to progress to the next grade compared to their peers from subjectively well-off family backgrounds	The survey was conducted among nonorphaned learners in non-project settings	The survey was conducted among nonorphaned learners in non-project settings. The current study is also cross-sectional and but is conducted among orphaned learners in real project settings

CHAPTER THREE
RESEARCH METHODLOGY

3.1 Introduction

The chapter covers methodology that was employed to undertake the study such as the research design embraced. It further defines the target population, sample size and sampling techniques, data collection techniques, pilot study, description of sharpening of the data collection instruments validity and reliability of the research instruments, data collection procedure, technique of data analysis, ethical considerations of the research and operationalization of the variables.

3.2 Research Design

This study used cross-sectional design because the time for this analysis is comparatively small, and the control effect is reduced because participants participate only one time and the broad, representative sample allows distinction between different classes. The design was appropriate for the study because the data was collected in a single point among project managers, orphaned learners, care givers (guardians) and public primary school teachers from diverse geographical locations (Macmillan and Schumacher, 2010). Cross-sectional design was also the most appropriate design since the target population is diverse and has individual differences, in terms of gender, age, education. The research participants were orphan support project managers, orphaned learners, care givers and public primary school teachers. However, members of each of the target population has their differences in terms of age, gender, education, among other differences. Cross-sectional design was appropriate technique as it afforded every respondent from the various strata the chance to be interviewed faster.

3.3 Target Population

Target population is the entire group of people who were vital to research study (Mugenda & Mugenda, 2005). The target group for this study included orphaned learners, caregivers of orphaned learners, project officers, social workers, community workers, class teachers of (grade 5-8), school headteachers and the deputy headteachers that gives a target population of 1690.

Orphaned learners are the prime population target for this study because available evidence suggest that they experience bad grades in comparison to non-orphaned learners (UNICEF 2008b).

Orphan Support Project managers, social workers and community workers are chosen as the target population in this study because they are responsible for designing, planning and implementing orphan support projects and for the overall management of these projects. Care givers are also chosen as the target population for the study because they are responsible for taking care of and monitoring the overall welfare of the orphaned learners and there is a strong policy recommendation that every orphan should have a care giver (UNICEF 2008b). Primary school teachers are selected as the target population for this study because the dependent variable in this study is educational achievements (participation in co-curricular activities, class attendance, ensuring school and learners' discipline, assigning, and marking homework and ensuring learners' grade progression). Kisumu East Sub- County is chosen as the geographical location of this study because available data and evidence show that the county has a surge in orphans and orphaned learners due to the high incidence of adult AIDS mortality in the county (UNICEF, 2008b).

Table 3. 1: Target Population Table

Target Group	Population	Sample
Project Officers	6	2
Social Workers	6	2
Community Workers	22	14
Head Teachers	6	2
Deputy head teachers	6	2
Class teachers	24	19
Caregivers/Guardians	540	114
Orphaned Learners	1080	158
TOTAL	**1690**	**313**

3.4 Sampling Techniques and Sample Size

Kothari and Garg (2014) assert that sample size is the part of phenomena selected from a population for the examination while sampling procedure refers to the techniques used to select samples from a population. The sampling size and procedure used for the study are outlined in the sub-sections below:

3.4.1 Sample Size

The study used Krejcie and Morgan table for determining the sample size. The entire target population for this study was 1690. For the 1690 target population, Krejcie and Morgan table (1970) gave a sample of 313 people at 95% confidence level.

3.4.2 Sampling Techniques

Stratified random sampling procedure was used in this study. The stratified random sampling approach is, according to Macmillan and Schumacher (2010), a method for sampling that involves splitting the population into smaller, so-called strata. For them, the strata are formed based on common traits or characteristics of the member in a stratified random sampling or stratification. Stratified random sampling guarantees a proper representation of each subgroup of a given population. The sample size for each stratum is equal to the population size of the stratum using a proportional stratified method. The scale of each stratum is not equal to the population in a disproportionate sampling process. This analysis followed a proportional stratified system. The key benefit of layered RS is that the population attributes of the survey are obtained (Macmillan and Schumacher, 2010). This approach also creates features proportionate to the population as a whole. The diverse locations of the orphan support projects, and the different demographic profiles of the targeted population justifies the adoption of cross-sectional design. Purposive sampling was also used in the selection of the project managers responsible for the design of orphan support projects, and for selecting teachers responsible for teaching and managing orphaned learners in class 5-8.

3.5 Data Collection Techniques

The study employed Demographic Questionnaire for Orphaned Learners, Demographic Questionnaire for Project Managers, Demographic Questionnaire for Care Givers, Demographic Questionnaire for Primary School Teachers, Macmillan and Schumacher (2010) describes research instruments such as questionnaires or scales, to obtain information on a subject which is of importance to the researcher (s). Apart from the demographic questionnaires had positively worded statements and negatively termed elements as suggested by Baumgertner and Steenkemp (2001), Numally (1978), Williams (1974), They concluded that including positive and negative comments in a questionnaire minimizes discrimination because certain items decrease the pace and facilitate cognitive justification in subjects.

3.6 Pilot Study

The pilot test applies to the small-scale experiment, in which a few examiners take the test and remark on the mechanics of the test, and where the test guidelines and questions or declarations are not explicit. Pilot testing involves deciding whether the research instrument(s) are going to function in the "real world" by first testing a few persons with the same features as the sample population to which the final instruments are intended.

3.6.1 Description of sharpening of the data collection instruments

The research instruments was piloted in the neighboring Kisumu Central Sub County at an Orphan Support Project among 14 orphaned learners and 14 care givers. Kothari (1985) recommends a pre-test sample was sufficient for a pilot analysis, one-tenth of the overall sample of uniform characteristics. Having the total number of targeted orphaned learners and care givers are 140 and 140 care givers, 14 orphaned learners and 14 caregivers are equivalent to 10% of the total sample of orphaned learners and care givers.

3.7 Reliability and Validity of Research Instruments

To ensure measurement errors are kept to a minimum. The properties of the measure, which gives confidence in the proper functioning of the device, must be calculated. The first property is the validity of the measurement by an instrument. The second is usability, if a method can understand various conditions accurately (Andy, 2013).

3.7.1 Validity of Research Instruments

Macmillan and Schumacher (2010) define validity as how well a research instrument measures what it aims to measure; the extent at which the instrument measures right elements that need to be measured. In this study, both construct and content validity were facilitated with the involvement of the panel of experts (project supervisors) who are well versed with the variables and the indicators employed in study variables. The validity of the instrument determines how well a testing instrument tests its argument according to Macmillan and Schumacher (2010: whether a variabling operational concept represents the true theoretical importance of the building and whether the system measures the construct adequately. A thorough literature review of the examined variables and a review and recommendations by the project managers who are specialists in questionnaire design have helped to promote research validity of this report. Macmillan and Schumacher (2010) posit that content validity or logical/ rational validity, is the approximation of

how much an instrument or measure is compared to every single element of a construct. Content validity of the research instruments was ensured through the use of appropriate measures and indicators for each of the variables in the study. The research instruments applied proper grammar for all participants. The questionnaire statements were clearly designed and to the point. The instruments were checked by the supervisors who are very conversant with questionnaire design. The supervisors reviewed the questionnaires and make recommend on what should be included to avoid vagueness among participants.

3.7.2 Reliability of Research Instruments

Macmillan and Schumacher (2010) define reliability as the degree of consistency of a measure or scale and posited that a test is reliable when it gives the same repeated results under the same conditions. Reliability of the research instruments were facilitated through pretesting of the instruments with orphaned learners and care givers in an orphan support project in the neighboring Kisumu Central Sub County. Pre-testing of the instruments were conducted to 16 orphaned learners and 16 care givers were randomly sampled. To determine the internal accuracy of the instruments' items/scales, the alpha of Cronbach was used. Cronbach's alpha is determined by matching the scale to the cumulative score for each scale item and measuring this difference for each item scale.

3.8 Data Collection Procedure

The research letter was issued by the school of post Graduate studies, the University of Nairobi, National Commission for Science technology and Innovation (NACOSTI), then take a copy of letter to the Sub County Commissioner of Kisumu East to obtain permission for collecting data from the selected orphaned leaners and caregivers. The researcher then linked with the NGO Board to get a list of organizations which support orphans to map out the appropriate respondents to be included in the study. The researcher then proceeded with data collection with the assistance of 5 data collectors.

3.9 Data Analysis Technique

Both quantitative and qualitative approaches were used for data analysis.

3.9.1 Quantitative Data Analysis

Quantitative data from structured questionnaires were coded and recorded for computation of frequencies and percentages. The SPSS v.22 was used to produce frequency distribution and

percentages. Following George and Mallery's (2003) recommendation, tables were also used to summarize and present data. Quantitative data was analyzed by use of descriptive statistics. Table 3.2 presents the matrix of data analysis.

Table 3. 2: Matrix of Data Analysis

Objective	Method of data analysis	Method of data Presentation
Objective one		
Resource Planning and orphaned learners' educational achievements	Descriptive statistics	Frequency tables
Objective two:		
Financial Planning and orphaned learners' educational achievements	Descriptive statistics	Frequency tables
Objective three:		
Risk Planning and orphaned learners' educational achievements	Descriptive statistics	Frequency tables
Objective four:		
Quality Planning and orphaned learners' educational achievements	Descriptive statistics	Frequency tables
Objective five		
Social Capital and orphaned learners' educational achievements	Descriptive statistics	Frequency tables

3.9.2 Qualitative Data Analysis

The qualitative data was analyzed by use of Thematic Analysis (Braun & Clarke, 2006). This involves the grouping of interview data produced in conjunction with the study aims and a long quantitative presentation recorded in narrative form. To complement quantitative data, the qualitative data would be used. In thematic review, six phases were followed as presented in Table 3.3.

Table 3. 3: Steps of Thematic Analysis

Steps	Description of the process
Familiarizing self with data	Read and repeat reading the data when taking into account suggestions
Generating initial codes	Coding the data is of systemic importance in the whole data collection pertaining to each coding and the data involved
Searching for themes	Group code into potential subjects, collect all the necessary details for each hypothetical subject.
Reviewing themes	Confirming if the subjects work with coded extracts and the entire data collection to construct a themed analytical 'map.'
Defining and naming themes	Continuous research to refine the particulars and the overarching narrative of each subject; meanings and titles for each theme.
Producing the report	The final chance to examine, to pick vibrant outstanding extracts, to analyze the analysis topic and to generate a study paper.

Source: Braun and Clarke (2006; P.16)

Table 3.4 represents Thematic Analysis steps espoused by Braun and Clarke (2006). The steps are sequentially begun by familiarizing the data; initial codes are created; topical research; themes are reviewed; themes are identified, named and then reports are generated. The researcher adopted these steps in analyzing qualitative data for the study.

3.10 Ethical Considerations of the Research

According to Kombo & Tromp (2006), the study was reviewed and approved by the Ministry of Education before its execution. The respondents had the freedom of choice either to participate or not, without coercion. Explanation on the nature and purpose of the study was made prior to the commencement of data collection process (see Appendix III). The researcher also had to seek for informed consent of the head teachers (or managers of the sampled learning institutions) before

the exercise starts (see Appendix III). Confidentiality and anonymity were ensured by ensuring that all gathered information in the course of the study are confidentially preserved and not availed to any individual who are not involved directly in the study.

3.11 Operationalization of the Variables

Objective	Variable	Indicators	Measuring scale	Research Approach	Tools of Analysis
To determine the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County.	Resource planning	• Learning resources • Tuition materials • Instructional materials • School uniforms • School feedings/meals	Ratio	Quantitative	Arithmetic Standard Pearson's Correlation (r)
To establish the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County.	Financial planning	• Develop financial goals • Draw your budget • Evaluate alternatives/risks • Financial compliance • Financial audits	Ratio	Quantitative	Arithmetic Standard Pearson's Correlation (r)
To establish the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County	Risk planning	• Un-intended pregnancies • New HIV infections • Un-planned/early marriages • Misappropriation of funds • Exit Strategy	Ratio	Quantitative	Arithmetic Standard Pearson's Correlation (r)

To assess the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County.	Quality planning	• Quality of health services • Quality household economic initiatives • Quality Education services • Quality shelter and care • Quality legal protection services	Ratio	Qualitative	Arithmetic Standard Pearson's Correlation (r)
To determine the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County	Social capital	• Parental support • Teacher support • Peer support • Religious leaders' encouragements	Ratio	Quantitative	Multiple linear regression (R2) (r)

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

The study sought to determine the influence of project planning on orphaned learners' educational achievements in Kisumu East Sub County, Kisumu County. This chapter covers findings for the study as per the objectives. The sections in this chapter include: questionnaire return rate, reliability analysis, background information findings, descriptive statistics and lastly regression analysis meant to test the hypothesis of the study. The findings are presented in Tables.

4.2 Questionnaire Return Rate

The questionnaire return rate was computed to ascertain whether it was adequate for analysis. The findings were as shown in Table 4.1.

Table 4. 1: Questionnaire Return Rate

Target Group	Sample	Questionnaire Returned	Questionnaire Return Rate
Project Officers/ Social Workers/ Community Workers	18	17	94.4%
School Teachers	23	23	100%
Caregivers/Guardians	114	114	100%
Orphaned Learners	158	149	94.3%
Overall	**313**	**303**	**96.8%**

From the findings, 313 questionnaires were administered to the respondents from which only 303 questionnaires were fully filled and returned. This gave a response rate of 96.8%. This was significant response rate for statistical analysis since it is above 50% as per Kothari and Garg (2014) recommendations.

4.3 Reliability Analysis

The reliability of the instrument was conducted by use of the split half method and then calculated using spearman brown correlation formulae to get the whole test reliability. The findings were as shown in Table 4.2.

Table 4. 2: Reliability Analysis

	Alpha value	Comments
Resource planning	0.821	Reliable
Financial planning	0.840	Reliable
Risk planning	0.833	Reliable
Quality planning	0.702	Reliable
Social capital	0.775	Reliable
Orphaned learners' educational achievements	0.758	Reliable

The findings show resource planning had an alpha value of 0.821, financial planning alpha value of 0.840, risk planning alpha value of 0.833, quality planning alpha value of 0.702, social capital alpha value of 0.775 and orphaned learners' educational achievements alpha value of 0.758. The above shows that all the six variables were reliable as their reliability values surpassed the prescribed threshold of 0.7 as per Macmillan and Schumacher (2010) recommendations. This meant that the research instrument was reliable and therefore did not require any amendments.

4.4 Demographic Information of the Respondents

This section required the respondents to indicate their general information including gender, age bracket, marital status, highest educational qualification, how many years they have worked in the project, position they hold in the project, how many years they have been teaching, their responsibility in the school, how many orphaned learners are being taken care of at home, the number of years they have been taking care of orphaned learners, which of the parent(s) has died, how many brothers and sisters they have, who they live with, which class they are in and how long they have been enrolled in the orphan support project. This general information is presented in Table 4.3.

Table 4. 3: Distribution of Demographic Information of Respondents

		Frequency	Percent
Gender of the Respondents	Male	118	38.9
	Female	185	61.1
	Total	**303**	**100**
Age of the Respondents	21-30 years	14	9.1
	31-40 years	44	28.6
	41-50 years	57	37
	51-60 years	30	19.5
	Above 60 years	9	5.8
	Total	**154**	**100**

Marital status of the Respondents	Single	10	6.5
	Married	94	61
	Widowed	39	25.3
	Divorced	6	3.9
	Separated	5	3.2
	Total	**154**	**100**
Highest Educational Qualification of the Respondents	Primary	26	16.9
	Secondary	39	25.3
	Certificate	45	29.2
	Diploma	39	25.3
	Bachelors	5	3.2
	Total	**154**	**100**
Period Respondents Worked in the Project	1-5 years	1	5.9
	6-10 years	15	88.2
	More than 10 years	1	5.9
	Total	**17**	**100**
Position Held in the Project	Director	1	5.9
	Program officer	2	11.8
	Social worker	3	17.6
	Home visitor	9	52.9
	Mentor	2	11.8
	Total	**17**	**100**
Teaching Work Experience	Less than 1 year	1	4.3
	1-5 years	5	21.7
	6-10 years	9	39.1
	More than 10 years	8	34.8
	Total	**23**	**100**
Teacher's Responsibility in the School	Teaching Class 5	3	13
	Teaching Class 6	1	4.3
	Teaching Class 7	2	8.7
	Games master/Mistress	1	4.3
	Head of guidance and counselling	4	17.4
	Class master/Mistress	8	34.8
	Deputy head teacher	2	8.7
	Head teacher	2	8.7
	Total	**23**	**100**
Number of Orphaned Learners Caregivers are you Taking Care of at Home	1-2 Orphaned learners	32	28.1
	3-5 Orphaned learners	56	49.1
	More than 5 Orphaned learners	26	22.8
	Total	**114**	**100**
Number of years Taking Care of Orphaned Learners	Less than 1 year	5	4.4
	1-5 years	61	53.5
	6-10 years	39	34.2
	More than 10 years	9	7.9

	Total	**114**	**100**
Age Bracket for Orphaned Learners	10-12 years	41	27.5
	13-15 years	61	40.9
	16-17 years	37	24.8
	18 years and above	10	6.7
	Total	**149**	**100**
Which of Orphaned Learners' Parent Died	Mother	31	20.8
	Father	66	44.3
	Both	50	33.6
	None	2	1.3
	Total	**149**	**100**
Number of Brothers and Sisters Orphaned Learners Have	1-2	62	41.6
	3-5	48	32.2
	More than 5	31	20.8
	None	8	5.4
	Total	**149**	**100**
Who Orphaned Learners Live with	I live with my mother	60	40.3
	I live with my father	23	15.4
	I live with my relative	66	44.3
	Total	**149**	**100**
Orphaned Learners Class	Class 5	25	16.8
	Class 6	29	19.5
	Class 7	42	28.2
	Class 8	53	35.6
	Total	**149**	**100**
Period in the Orphan Support Project	1-2 years	75	50.3
	More than 5 years	74	49.7
	Total	**149**	**100**

The findings showed that majority of respondents were female presented by 61.1% whereas the male were 38.9%. This indicated that the research considered all respondents irrespective of the gender to gather reliable information. From the findings in Table 4.3, majority of the respondents (project officers, social workers, community workers, schoolteachers and caregivers) indicated to be aged between 41 and 50 years as illustrated by 37%. Other respondents ((project officers, social workers, community workers, schoolteachers and caregivers) indicated to be aged between 31 and 40 years as illustrated by 28.6%, between 51 and 60 years as illustrated by 19.5%, between 21 and 30 years as illustrated by 9.1% and more than 60 years as shown by 5.8%. The study covered all the relevant age groups hence the data collected could be relied upon as it was from a wide scope.

From the findings, most of the project officers, social workers, community workers, schoolteachers and caregivers indicated to be married as shown by 61%. Other indicated to be widowed as illustrated by 25.3%, single as shown by 6.5%, divorced as illustrated by 3.9% and separated as shown by 3.2%. From the findings in Table 4.3, most of the respondents had a certificate as shown by 29.2%. Other indicated to have diploma as shown by 25.3%, secondary education as shown by 25.3%, primary education as shown by 16.9% and bachelors as shown by 3.2%. This is an indication that the collection of data cut across all the levels of education of the respondents. The data shows that majority of the respondents were learnt enough to provide information on the subject under study.

From the findings, project officers, social workers and community workers indicated to have worked in the project for 6 to 10 years which is 88.2%, 1 to 5 years is 5.9% and more than 10 years is 5.9%. This information showed that many respondents worked in the project for a long duration hence credible information was expected to be gathered on the subject matter. From findings, most of the respondents indicated to be home visitors represented by 52.9%, social workers as shown by 17.6%, program officers as shown by 11.8%, mentor as shown by 11.8% and directors as shown by 5.9%. This shows that all the respondents held prominent positions to be in a position to provide credible information regarding the subject under study.

From the findings, most schoolteachers had been teaching for 6-10 years as shown by 39.1%. Others indicated to have been teaching for more than 10 years as shown by 34.8%, for 1-5 years as shown by 21.7% and less than 1 year as shown by 4.3%. This shows that most of the teachers had been teaching for long enough to have interacted with orphaned learners to provide credible information regarding the subject under study. From the findings, school teachers indicated their responsibility to be class master/mistress (34.8%), head of guidance and counselling (17.4%), teaching class 5 (13%), teaching class 7 (8.7%), deputy head teacher (8.7%), head teacher (8.7%), teaching class 6 (4.3%) and games master/mistress (4.3%).

Most of the caregivers indicated to taking care of 3-5 orphaned learners as shown by 49.1%, 1-2 orphaned learners as shown by 28.1% and more than 5 orphaned learners as shown by 22.8%. This shows that all the caregivers have interacted with orphaned learners to be in a position to provide credible information regarding the subject under study. From the findings, the caregivers indicated

that they have been taking care of orphaned learners for 1-5 years as shown by 53.5%, for 6-10 years as shown by 34.2%, for more than 10 years as shown by 7.9% and for less than 1 year as shown by 4.4%.

From the findings in Table 4.3, majority of the orphaned learners indicated to be aged 13-15 years as shown by 40.9%. Other orphaned learners indicated to be aged 10-12 years as shown by 27.5%, 16-17 years as shown by 24.8% and 18 years and above as shown by 6.7%. Most of the orphaned learners indicated that the parent who have died was their father as shown by 44.3%, mother as shown by 20.8%, both as shown by 33.6% and none as shown by 1.3%. Most of the orphaned learners indicated that they have 1-2 brothers and sisters as shown by 41.6%, 3-5 brothers and sisters as shown by 32.2% and more than 5 brothers and sisters as shown by 20.8%. However, only 5.4% of the orphaned learners had no brother or a sister. Most of the orphaned learners indicated that they live with their relative as shown by 44.3%, that they live with their mother as shown by 40.3% and that they live with their father as shown by 15.4%. Majority of the orphaned learners indicated to be class 8 as shown by 35.6%, class 7 as shown by 28.2%, class 6 as shown by 19.5% and class 5 as shown by 16.8%. Most of the orphaned learners indicated they have been enrolled in the orphan support project for 1-2 years as shown by 50.3% and for more than 5 years as shown by 49.7%.

4.5 Orphaned Learners' Educational Achievement

The study sought respondents' opinions on orphaned learners' educational achievements. Both theoretical and empirical review established that the key indicators of Educational Achievements of Orphaned Learners in Public Primary Schools include orphaned learners' school attendance, orphaned learners' grade/class progression, orphaned learners' discipline, orphaned learners' participation in co-curriculum activities and orphaned learners' homework completion.

To measure orphaned learners' educational achievements, five statements on the indicators were developed in questionnaires administered by the researcher on 1-5 likert scale where 1 is strongly disagree (SD), 2 is disagree (D), 3 is neutral (N), 4 is agree (A) and 5 is strongly agree (SA).

The findings are presented in Table 4.4.

Table 4. 4: Descriptive statistics for Agreement with Statements on Orphaned Learners' Educational Achievement

	SD	D	N	A	SA	Total	Mean	SDE
OLEA1-Theorphaned17 learners attend school regularly	5.6%	26 8.6%	8 2.6%	103 34%	149 49.2%	303 100%	4.13	1.164
OLEA2 The orphaned learners participate in co-curriculum	2 0.7%	12 4%	12 4%	136 44.9%	141 46.4%	303 100%	4.33	0.786
OLEA3 - The orphaned learners behave well in school	6 2%	29 9.6%	23 7.6%	137 45.2%	108 35.6%	303 100%	4.03	0.998
OLEA4- The orphaned learners pass school examinations and get promoted to the next class	0 0%	13 4.3%	13 4.3%	135 44.6%	142 46.8%	303 100%	4.34	0.755
OLEA5- The orphaned learners always do their homework	7 2.3%	38 12.5%	22 7.3%	137 45.2%	99 32.7%	303 100%	3.93	1.053

OLEA1 findings: the mean was 4.13 and this implies that the orphaned learners attend school regularly. Out of 303 responses, 17(5.6%) strongly disagreed, 26(8.6%) disagreed, 8(2.6%) were neutral, 103(34%) agreed and 149(49.2%) strongly agreed.

OLEA2 findings: the mean was 4.327 which revealed that orphaned learners participate in co-curriculum. Out of 303 responses, 2(0.7%) strongly disagreed, 12(4%) disagreed, 12(4%) were neutral, 136(44.9%) agreed and 141(46.4%) strongly agreed.

OLEA3 findings: the mean was 4.03 and this shows that the orphaned learners behave well in school. Out of 303 responses, 6(2%) strongly disagreed, 29(9.6%) disagreed, 23(7.6%) were neutral, 137(45.2%) agreed and 108(35.6%) strongly agreed.

OLEA4 findings: the mean was 4.34 and this shows that orphaned learners pass school examinations and get promoted to the next class. Out of 303 responses on the item, 13(4.3%) disagreed, 13(4.3%) were neutral, 135(44.6%) agreed and 142(46.8%) strongly agreed.

OLEA5 findings: the mean was 3.93 and this shows that the orphaned learners always do their homework. Out of 303 responses on the item, 7(2.3%) strongly disagreed, 38(12.5%) disagreed, 22(7.3%) were neutral, 137(45.2%) agreed and 99(32.7%) strongly agreed.

4.6 Project Resource Planning and Orphaned Learners' Educational Achievements

The first objective sought to determine the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County.

4.6.1 Descriptive Analysis of Project Resource Planning and Orphaned Learners' Educational Achievements

To determine the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County, five statements on the indicators were developed in the questionnaires administered using 1-5 likert scale where 1 is strongly disagree (SD), 2 is disagree (D), 3 is neutral (N), 4 is agree (A) and 5 is strongly agree (SA). The findings are illustrated in Table 4.5.

Table 4.5: Descriptive Statistics for Project Resource Planning and Orphaned Learners' Educational Achievements

	SD	D	N	A	SA	Total	Mean	SDE
PRPP1-Orphan support project provides learning resources for orphaned learners	15 5%	27 8.9%	15 5%	93 30.7%	153 50.5%	303 100%	4.13	1.159
PRPP2-Orphan support project provides tuition materials for orphaned learners	24 7.9%	44 14.5%	31 10.2%	104 34.3%	100 33%	303 100%	3.70	1.281
PRPP3-Orphan support project provides instructional materials for orphaned learners	16 5.3%	52 17.2%	47 15.5%	102 33.7%	86 28.4%	303 100%	3.63	1.213
PRPP4-Orphan support project provides school uniforms for orphaned learners	2 0.7%	17 5.6%	9 3%	134 44.2%	141 46.5%	303 100%	4.30	0.83
PRPP5-Orphan support project provides school meals for orphaned learners	54 17.8%	55 18.2%	27 8.9%	76 25.1%	91 30%	303 100%	3.31	1.502
					Composite		**3.815**	**1.197**

PRPP1 findings: Provision of learning resources have a positive influence on orphaned learners' educational achievements since the mean for **PRPP1** at 4.13 is higher in comparison to composite mean of 3.815. Out of 303 responses, 15(5%) strongly disagreed, 27(8.9%) disagreed, 15(5%) were neutral, 93(30.7%) agreed and 15(350.5%) strongly agreed.

PRPP2 findings: Provision of tuition materials negatively influence orphaned learners' educational achievements since the mean for **PRPP2** at 3.70 is lower in comparison to composite mean of 3.815. Out of 303 responses, 24(7.9%) strongly disagreed, 44(14.5%) disagreed, 31(10.2%) were neutral, 104(34.3%) agreed and 100(33%) strongly agreed.

PRPP3 findings: Provision of instructional materials negatively influence orphaned learners' educational achievements since the mean for **PRPP3** at 3.63 is lower in comparison to composite mean of 3.815. Out of 303 responses, 16(5.3%) strongly disagreed, 52(17.2%) disagreed, 47(15.5%) were neutral, 102(33.7%) agreed and 86(28.4%) strongly agreed.

PRPP4 findings: Provision of school uniforms have a positive influence on orphaned learners' educational achievements since the mean for **PRPP4** at 4.30 is higher in comparison to composite mean of 3.815. Out of 303 responses, 2(0.7%) strongly disagreed, 17(5.6%) disagreed, 9(3%) were neutral, 134(44.2%) agreed and 141(46.5%) strongly agreed.

PRPP5 findings: Provision of school meals negatively influence orphaned learners' educational achievements since the mean for **PRPP5** at 3.31 is lower in comparison to the composite mean of 3.815. Out of 303 responses, 54(17.8%) strongly disagreed, 55(18.2%) disagreed, 27(8.9%) were neutral, 76(25.1%) agreed and 91(30%) strongly agreed.

4.6.2 Inferential Analysis of Project Resource Planning and Orphaned Learners' Educational Achievements

The study conducted correlation and regression analysis to establish the relationship between project resource planning and orphaned learners' educational achievements.

4.6.2.1 Correlation Analysis of Project Resource Planning and Orphaned Learners' Educational Achievements

The study utilized Pearson correlation analysis to establish the existence and strength of the relationship between project resource planning and orphaned learners' educational achievements. The findings are shown in Table 4.6.

Table 4. 6: Correlations

		Project resource planning	Orphaned learners' educational achievements
Project resource planning	Pearson Correlation	1	0.788**
	Sig. (2-tailed)		0.018
	n	303	303
orphaned learners' educational achievements	Pearson Correlation	0.788**	1
	Sig. (2-tailed)	0.018	w
	n	303	303

As per the results in Table 4.6, the r=0.788 and p-value=0.018. Since the p-value was less than 0.05, the study established that there is a strong and significant relationship between project resource planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.6.2.2 Regression Analysis of Project Resource Planning and Orphaned Learners' Educational Achievements

The study conducted regression analysis to establish the effect of project resource planning and orphaned learners' educational achievements. The findings are shown in Table 4.7. 4.8 and 4.9.

Table 4. 7: Model Summary Between Project Resource Planning and Orphaned Learners' Educational Achievements

Model	R	R Square	Adjusted R Square	Std. Error
1	0.788[a]	0.621	0.620	0.492

a. Predictors: (Constant), Project Resource Planning

The findings in Table 4.7 shows that R^2 was 0.621 which indicate that project resource planning explains 62.1% of the variations in the orphaned learners' educational achievements in Kisumu East Sub County. This implies that most of variations in orphaned learners' educational achievements can be explained by project resource planning.

Table 4. 8: Analysis of Variance - ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	119.521	1	119.521	492.860	0.000[b]
	Residual	72.994	301	0.243		
	Total	**192.515**	**302**			

a. Dependent Variable: orphaned learners' educational achievements in Kisumu East Sub County
b. Predictors: (Constant), Project Resource Planning

From the ONOVA table, F calculated was 492.860 and p-value was 0.000. Since F-calculated was greater that F-critical value (3.8725) and p-value was less than 0.05, the study established that project resource planning significantly explains variations in orphaned learners' educational achievements in Kisumu East Sub County. This shows that project resource planning have a significant influence on orphaned learners' educational achievements in Kisumu East Sub County.

Table 4. 9: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	0.901	0.114		7.904	0.000
	Project Resource planning	0.872	0.151	0.788	5.775	0.000

a. Dependent Variable: orphaned learners' educational achievements
b. Predictors: (Constant), Project Resource planning

In reference to coefficients findings in Table 4.9, the regression model can be substituted as follows:

Y= 0.901 + 0.872 RP

Where;

Y = orphaned learners' educational achievements in Kisumu East Sub County

PRP = Project Resource Planning

The findings show that holding project resource planning constant at zero, the regression coefficient for orphaned learners' educational achievements in Kisumu East Sub County will be 0.901. The findings also show that a unit change in project resource planning would lead to 0.872 changes in orphaned learners' educational achievements in Kisumu East Sub County. The p-value (0.000) was less than 0.05 and hence the null hypothesis one was rejected and it was

concluded that resource planning has an effect on orphaned learners' educational achievements in Kisumu East Sub County.

4.7 Project Financial Planning and Orphaned Learners' Educational Achievements

The second objective was to establish the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County. To analyze the opinions of the respondents, the study used descriptive statistics and inferential statistics. The descriptive statistics included frequencies, mean, percentages and standard deviation while inferential statistics entailed regression and correlation analysis

4.7.1 Descriptive Analysis of Project Financial Planning and Orphaned Learners' Educational Achievements

To establish the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County, five statements on the indicators were developed in the questionnaires administered using 1-5 likert scale where 1 is strongly disagree (SD), 2 is disagree (D), 3 is neutral (N), 4 is agree (A) and 5 is strongly agree (SA). The findings are illustrated in Table 4.10.

Table 4. 10: Descriptive Statistics for Project Financial Planning and Orphaned Learners' Educational Achievements

	SD	D	N	A	SA	Total	Mean	SDE
PFPP1-Orphan support project develops financial goals to support orphaned learners	6 2%	7 2.3%	14 4.6%	85 28.1%	191 63%	303 100%	4.48	0.849
PFPP2-Orphan support project draws budgets to support orphaned learners	8 2.6%	15 5%	12 4%	99 32.7%	169 55.8%	303 100%	4.34	0.959
PFPP3-Orphan support project evaluates alternatives/risks for orphaned learners	5 1.7%	11 3.6%	27 8.9%	81 26.7%	179 59.1%	303 100%	4.38	0.912

PFPP4-Orphan support project is financially compliant to benefit orphaned learners	3 1%	18 5.9%	20 6.6%	107 35.3%	155 51.2%	303 100%	4.30	0.905
PFPP5-Orphan support project conducts financial audits to support orphaned learners	10 3.3%	11 3.6%	19 6.3%	91 30%	172 56.8%	303 100%	4.33	0.984
					Composite		**4.316**	**0.922**

PFPP1 findings: Development of financial goals positively influence orphaned learners' educational achievements since the mean for **PFPP1** at 4.48 is higher as compared to composite mean of 4.316. Out of 303 responses, 6(2%) strongly disagreed, 7(2.3%) disagreed, 14(4.6%) were neutral, 85(28.1%) agreed and 191(63%) strongly agreed.

PFPP2 findings: Drawing of budgets positively influence orphaned learners' educational achievements since the mean for **PFPP2** at 4.34 is higher as compared to composite mean of 4.316. Out of 303 responses, 8(2.6%) strongly disagreed, 15(5%) disagreed, 12(4%) were neutral, 99(32.7%) agreed and 169(55.8%) strongly agreed.

PFPP3 findings: Evaluation of alternatives/risks positively influence orphaned learners' educational achievements since the mean for **PFPP3** at 4.38 is higher as compared to composite mean of 4.316. Out of 303 responses, 5(1.7%) strongly disagreed, 11(3.6%) disagreed, 27(8.9%) were neutral, 81(26.7%) agreed and 179(59.1%) strongly agreed.

PFPP4 findings: Financial compliance negatively influence orphaned learners' educational achievements since the mean for **PFPP4** at 4.30 is lower as compared to composite mean of 4.316. Out of 303 responses, 3(1%) strongly disagreed, 18(5.9%) disagreed, 20(6.6%) were neutral, 107(35.3%) agreed and 155(51.2%) strongly agreed.

PFPP5 findings: Financial audits positively influence orphaned learners' educational achievements since the mean for **PFPP5** at 4.33 is higher as compared to composite mean of

4.316. Out of 303 responses, 10(3.3%) strongly disagreed, 11(3.6%) disagreed, 19(6.3%) were neutral, 91(30%) agreed and 172(56.8%) strongly agreed.

4.7.2 Inferential Analysis of Project Financial Planning and Orphaned Learners' Educational Achievements

The study conducted correlation and regression analysis to establish the relationship between project financial planning and orphaned learners' educational achievements.

4.7.2.1 Correlation Analysis of Project Financial Planning and Orphaned Learners' Educational Achievements

The study utilized Pearson correlation analysis to establish the existence and strength of the relationship between project financial planning and orphaned learners' educational achievements. The findings are presented in Table 4.11.

Table 4. 11: Correlations

		Project Financial planning	Orphaned learners' educational achievements
Project Financial planning	Pearson Correlation	1	0.780**
	Sig. (2-tailed)		0.011
	N	303	303
orphaned learners' educational achievements	Pearson Correlation	0.780**	1
	Sig. (2-tailed)	0.011	
	N	303	303

As per the results in Table 4.11, the r=0.780 and p-value=0.011. Since the p-value was less than 0.05, the study established that there is a strong and significant relationship between project financial planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.7.2.2 Regression Analysis of Project Financial Planning and Orphaned Learners' Educational Achievements

The study utilized regression analysis to establish the effect of project financial planning and orphaned learners' educational achievements. The findings are shown in Table 4.12. 4.13 and 4.14.

Table 4. 12: Model Summary Between Project Financial Planning and Orphaned Learners' Educational Achievements

Model	R	R Square	Adjusted R Square	Std. Error
1	.780[a]	.608	.607	.522

b. Predictors: (Constant), Project Financial Planning

The findings in Table 4.12 shows that R^2 was 0.608 which indicate that project financial planning explains 60.8% of the variations in the orphaned learners' educational achievements in Kisumu East Sub County. This implies that most of variations in orphaned learners' educational achievements can be explained by project financial planning.

Table 4. 13: Analysis of Variance - ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.038	1	127.038	466.886	.000[b]
	Residual	81.901	301	0.272		
	Total	**208.939**	**302**			

a. Dependent Variable: orphaned learners' educational achievements in Kisumu East Sub County
b. Predictors: (Constant), Project Financial Planning

From the ONOVA table, F calculated was 466.886 and p-value was 0.000. Since F-calculated was greater that F-critical value (3.8725) and p-value was less than 0.05, the study established that project financial planning significantly explains variations in have orphaned learners' educational achievements in Kisumu East Sub County. This shows that project financial planning has a significant influence on orphaned learners' educational achievements in Kisumu East Sub County.

Table 4. 14: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	1.056	.108		9.778	.000
Financial planning	.813	.142	.780	5.725	.000

a. Dependent Variable: orphaned learners' educational achievements in Kisumu East Sub County
b. Predictors: (Constant), Project Financial Planning

In reference to statistical findings presented in Table 4.14, the regression model can be substituted as follows:

Y= 1.056 + 0.813 FP

Where;

Y = orphaned learners' educational achievements

FP = Project Financial Planning

The findings show that holding project financial planning constant at zero, the regression coefficient for orphaned learners' educational achievements in Kisumu East Sub County will be 1.056. The findings also show that a unit change in project financial planning would lead to 0.813 changes in orphaned learners' educational achievements in Kisumu East Sub County. The p-value (0.000) was less than 0.05 and hence the null hypothesis two was rejected and it was concluded that project financial planning influences orphaned learners' educational achievements in Kisumu East Sub County.

4.8 Project Risk Planning and Orphaned Learners' Educational Achievements

The third objective sought to establish the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County.

4.8.1 Descriptive Analysis for Project Risk Planning and Orphaned Learners' Educational Achievements

To establish the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County, five statements on the indicators were developed in the questionnaires administered using 1-5 likert scale where 1 is strongly disagree (SD), 2 is disagree (D), 3 is neutral (N), 4 is agree (A) and 5 is strongly agree (SA). The findings are illustrated in Table 4.45.

Table 4. 15: Descriptive Statistics of Project Risk Planning and Orphaned Learners' Educational Achievements

	SD	D	N	A	SA	Total	Mean	SDE.
PRIPP1-Orphan support project has a plan to reduce un-intended pregnancies among orphaned learners	1 0.3%	4 1.3%	3 1%	72 23.8%	223 73.6%	303 100%	4.69	0.595
PRIPP2-Orphan support project has a plan to reduce new HIV infections among orphaned learners	1 0.3%	2 0.7%	10 3.3%	102 33.7%	188 62%	303 100%	4.56	0.626
PRIPP3-Orphan support project has a plan to reduce un-planned/early marriages among the orphaned learners	2 0.7%	9 3%	10 3.3%	84 27.7%	198 65.3%	303 100%	4.54	0.757
PRIPP4- orphan support projects have plans to mitigate miss-appropriation of funds intended to support orphaned learners	2 0.7%	7 2.3%	12 4%	110 36.3%	172 56.7%	303 100%	4.46	0.74
PRIPP5-Orphan support projects has an exit strategy	5 1.7%	5 1.7%	12 4%	85 28.1%	196 64.5%	303 100%	4.53	0.792
					Composite		**4.531**	**0.702**

PRIPP1 findings: Plan to reduce un-intended pregnancies positively influence the orphaned learners' educational achievements since the mean for **PRIPP1** at 4.69 is higher as compared to composite mean of 4.531. Out of 303 responses, 1(0.3%) strongly disagreed, 4(1.3%) disagreed, 3(1%) were neutral, 72(23.8%) agreed and 223(73.6%) strongly agreed.

PRIPP2 findings: Plan to reduce new HIV infections positively influence the orphaned learners' educational achievements since the mean for **PRIPP2** at 4.56 is higher as compared to composite mean of 4.531. Out of 303 responses, 1(0.3%) strongly disagreed, 2(0.7%) disagreed, 10(3.3%) were neutral, 102(33.7%) agreed and 188(62%) strongly agreed.

PRIPP3 findings: Plan to reduce un-planned/early marriages positively influence the orphaned learners' educational achievements since the mean for **PRIPP3** at 4.54 is higher as compared to composite mean of 4.531. Out of 303 responses, 2(0.7%) strongly disagreed, 9(3%) disagreed, 10(3.3%) were neutral, 84(27.7%) agreed and 198(65.3%) strongly agreed.

PRIPP4 findings: Plans to mitigate miss-appropriation of funds negatively influence the orphaned learners' educational achievements since the mean for **PRIPP4** at 4.46 is lower as compared to composite mean of 4.531. Out of 303 responses, 2(0.7%) strongly disagreed, 7(2.3%) disagreed, 12(4%) were neutral, 110(36.3%) agreed and 172(56.7%) strongly agreed.

PRIPP5 findings: Having an exit strategy negatively influence the orphaned learners' educational achievements since the mean for **PRIPP5** at 4.53 is lower in comparison to composite mean of 4.531. Out of 303 responses, 5(1.7%) strongly disagreed, 5(1.7%) disagreed, 12(4%) were neutral, 85(28.1%) agreed and 196(64.5%) strongly agreed.

4.8.2 Inferential Analysis of Project Risk Planning and Orphaned Learners' Educational Achievements

The study conducted correlation and regression analysis to determine the relationship between project risk planning and orphaned learners' educational achievements.

4.8.2.1 Correlation Analysis of Project Risk Planning and Orphaned Learners' Educational Achievements

The study utilized Pearson correlation analysis to establish the existence and strength of the relationship between project risk planning and orphaned learners' educational achievements. The findings are shown in Table 4.16.

Table 4. 16: Correlations

		Project Risk Planning	Orphaned learners' educational achievements
Project Risk Planning	Pearson Correlation	1	0.773**
	Sig. (2-tailed)		0.007
	N	303	303
orphaned learners' educational achievements	Pearson Correlation	0.773**	1
	Sig. (2-tailed)	0.007	
	N	303	303

As per the results in Table 4.16, the r=0.773 and p-value=0.007. Since the p-value was less than 0.05, the study established that there is a strong and significant relationship between project risk planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.8.2.2 Regression Analysis of Project Risk Planning and Orphaned Learners' Educational Achievements

The study utilized regression analysis to determine the effect of project risk planning and orphaned learners' educational achievements. The findings are shown in Table 4.17, 4.18 and 4.19.

Table 4. 17: Model Summary Between Project Risk Planning and Orphaned Learners' Educational Achievements

Model	R	R Square	Adjusted R Square	Std. Error
1	.773[a]	0.598	0.597	0.573

b. Predictors: (Constant), Project Risk Planning

The findings in Table 4.17 shows that R^2 was 0.598 which indicate that project risk planning explains 59.8% of the variations in the orphaned learners' educational achievements in Kisumu East Sub County. This implies that most of variations in orphaned learners' educational achievements can be explained by project risk planning.

Table 4. 18: Analysis of Variance - ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	146.982	1	146.982	448.157	0.000[b]
	Residual	98.719	301	0.328		
	Total	**245.701**	**302**			

a. Dependent Variable: orphaned learners' educational achievements in Kisumu East Sub County
b. Predictors: (Constant), Project Risk Planning

From the ONOVA table, F calculated was 448.157 and p-value was 0.000. Since F-calculated was greater that F-critical value (3.8725) and p-value was less than 0.05, the study established that project risk planning significantly explains variations in have orphaned learners' educational achievements in Kisumu East Sub County. This shows that project risk planning have a significant influence on orphaned learners' educational achievements in Kisumu East Sub County.

Table 4. 19: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.067	0.162		6.586	0.000
	Risk planning	0.791	0.138	0.773	5.732	0.000

a. Dependent Variable: orphaned learners' educational achievements
b. Predictors: (Constant), Project Risk Planning

In reference to statistical findings presented in Table 4.19, the regression model can be substituted as follows:

Y= 1.067 + 0.791 RP

Where;

Y = orphaned learners' educational achievements in Kisumu East Sub County

RP = Project Risk Planning

The findings show that holding project risk planning constant at zero, the regression coefficient for orphaned learners' educational achievements in Kisumu East Sub County will be 1.067. The findings also show that a unit change in project risk planning would lead to 0.791 changes in orphaned learners' educational achievements in Kisumu East Sub County. The p-value (0.000) was less than 0.05 and hence the null hypothesis three was rejected and it was concluded that project risk planning has an effect on orphaned learners' educational achievements in Kisumu East Sub County.

4.9 Project Quality Planning and Orphaned Learners' Educational Achievements

The fourth objective sought to assess the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County. To analyze the opinions of the respondents, the study adopted both descriptive statistics and inferential statistics. The descriptive statistics covered frequencies, mean, percentages and standard deviation while inferential statistics entailed regression and correlation analysis

4.9.1 Descriptive Analysis of Project Quality Planning and Orphaned Learners' Educational Achievements

To establish the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County, five statements on the indicators were developed in the questionnaires administered using 1-5 likert scale where 1 is strongly disagree (SD), 2 is disagree (D), 3 is neutral (N), 4 is agree (A) and 5 is strongly agree (SA). The findings are illustrated in Table 4.20.

Table 4. 20: Descriptive Statistics for Project Quality Planning and Orphaned Learners' Educational Achievements

	SD	D	N	A	SA	Total	Mean	SDE
PQPP1-Orphan support project has quality plans for health services	5 1.7%	1 0.3%	5 1.7%	124 40.9%	168 55.4%	303 100%	4.48	0.709
PQPP2-Orphan support project has quality plans for household economic strengthening initiatives	3 1%	4 1.3%	12 4%	116 38.3%	168 55.4%	303 100%	4.46	0.726
PQPP3-Orphan support project has quality plans for education services	4 1.3%	5 1.7%	16 5.3%	112 37%	166 54.7%	303 100%	4.42	0.78
PQPP4-Orphan support project has quality plans for shelter and care	3 1%	8 2.6%	16 5.3%	128 42.2%	148 48.9%	303 100%	4.35	0.783
PQPP5-Orphan support project has quality plans for legal and protection services	3 1%	3 1%	11 3.6%	104 34.3%	182 60.1%	303 100%	4.52	0.709
					Composite		**4.441**	**0.741**

PQPP1 findings: Quality plans for health services positively influence the orphaned learners' educational achievements since the mean for **PQPP1** at 4.48 is higher in comparison to composite mean of 4.441. Out of 303 responses, 5(1.7%) strongly disagreed, 1(0.3%) disagreed, 5(1.7%) were neutral, 124(40.9%) agreed and 168(55.4%) strongly agreed.

PQPP2 findings: Quality plans for household economic strengthening initiatives positively influence the orphaned learners' educational achievements since the mean for **PQPP2** at 4.46 is higher in comparison to composite mean of 4.441. Out of 303 responses, 3(1%) strongly disagreed, 4(1.3%) disagreed, 12(4%) were neutral, 116(38.3%) agreed and 168(55.4%) strongly agreed.

PQPP3 findings: Quality plans for education services negatively influence the orphaned learners' educational achievements since the mean for **PQPP3** at 4.42 is lower in comparison to composite mean of 4.441. Out of 303 responses, 4(1.3%) strongly disagreed, 5(1.7%) disagreed, 16(5.3%) were neutral, 112(37%) agreed and 166(54.7%) strongly agreed.

PQPP4 findings: Quality plans for shelter and care negatively influence the orphaned learners' educational achievements since the mean for **PQPP4** at 4.35 is lower in comparison to composite mean of 4.441. Out of 303 responses, 3(1%) strongly disagreed, 8(2.6%) disagreed, 16(5.3%) were neutral, 128(42.2%) agreed and 148(48.9%) strongly agreed.

PQPP5 findings: Quality plans for legal and protection services positively influence the orphaned learners' educational achievements since the mean for **PQPP5** at 4.52 is higher compared to composite mean of 4.441. Out of 303 responses, 3(1%) strongly disagreed, 3(1%) disagreed, 11(3.6%) were neutral, 104(34.3%) agreed and 182(60.1%) strongly agreed.

4.9.2 Inferential Analysis of Project Quality Planning and Orphaned Learners' Educational Achievements

The study conducted correlation and regression analysis to establish the relationship between project quality planning and orphaned learners' educational achievements.

4.9.2.1 Correlation Analysis of Project Quality Planning and Orphaned Learners' Educational Achievements

The study utilized Pearson correlation analysis to establish the existence and strength of the relationship between project quality planning and orphaned learners' educational achievements. The findings are shown in Table 4.21.

Table 4. 21: Correlations

		Project Quality Planning	Orphaned learners' educational achievements
Project Quality Planning	Pearson Correlation	1	0.729**
	Sig. (2-tailed)		0.000
	N	303	303
orphaned learners' educational achievements	Pearson Correlation	0.729**	1
	Sig. (2-tailed)	0.000	
	N	303	303

As per the results in Table 4.21, the r=0.729 and p-value=0.000. Since the p-value was lower than 0.05, the study established that there is a strong and significant relationship between project quality planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.9.2.2 Regression Analysis of Project Quality Planning and Orphaned Learners' Educational Achievements

The study utilized regression analysis to determine the effect of project quality planning and orphaned learners' educational achievements. The findings are presented in Table 4.22, 4.23 and 4.24.

Table 4. 22: Model Summary Between Project Quality Planning and Orphaned Learners' Educational Achievement

Model	R	R Square	Adjusted R Square	Std. Error
1	0.729[a]	0.532	0.531	0.521

b. Predictors: (Constant), Project Quality Planning

The findings in Table 4.22 shows that R^2 was 0.532 which indicate that project quality planning explains 53.2% of the variations in the orphaned learners' educational achievements in Kisumu East Sub County. This implies that most of variations in orphaned learners' educational achievements can be explained by project quality planning.

Table 4. 23: Analysis of Variance - ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.911	1	92.911	342.291	.000[b]
	Residual	81.703	301	0.271		
	Total	**174.614**	**302**			

a. Dependent Variable: orphaned learners' educational achievements in Kisumu East Sub County
b. Predictors: (Constant), Project Quality Planning

From the ONOVA table, F calculated was 342.291 and p-value was 0.000. Since F-calculated was greater that F-critical value (3.8725) and p-value was less than 0.05, the study established that project quality planning explains significantly variations in have orphaned learners' educational achievements in Kisumu East Sub County. This shows that project quality planning

have a significant influence on orphaned learners' educational achievements in Kisumu East Sub County.

Table 4. 24: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.938	0.049		19.143	0.000
	Quality planning	0.771	0.132	0.729	5.841	0.000

a. Dependent Variable: orphaned learners' educational achievements

b. Predictors: (Constant), Project Quality Planning

In reference to statistical findings presented in Table 4.24, the regression model can be substituted as follows:

Y= 0.938 + 0.771 QP

Where;

Y = orphaned learners' educational achievements in Kisumu East Sub County

QP = Project Quality Planning

The findings show that holding project quality planning constant at zero, the regression coefficient for orphaned learners' educational achievements in Kisumu East Sub County will be 0.938. The findings also show that a unit change in project quality planning would lead to 0.771 changes in orphaned learners' educational achievements in Kisumu East Sub County. The p-value (0.000) was less than 0.05 and hence the null hypothesis three was rejected and it was concluded that project quality planning has an effect on orphaned learners' educational achievements in Kisumu East Sub County.

4.10 Moderating Influence of Social Capital

The fifth objective sought to establish the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.10.1 Descriptive Analysis of Moderating Influence of Social Capital

To establish the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County, five statements on the indicators were developed in the questionnaires administered using 1-5 likert scale where 1 is strongly disagree (SD), 2 is disagree (D), 3 is neutral (N), 4 is agree (A) and 5 is strongly agree (SA). The findings are illustrated in Table 4.25.

Table 4. 25: Descriptive Statistics for Moderating Influence of Social Capital

	SD	D	N	A	SA	Total	Mean	SDE
SOCA1-Parents or guardians have hope in the orphaned learners	1 0.3%	1 0.3%	11 3.6%	103 34%	187 61.8%	303 100%	4.56	0.616
SOCA2-Teachers have high expectations about the orphaned learners	8 2.6%	29 9.6%	10 3.3%	126 41.6%	130 42.9%	303 100%	4.13	1.035
SOCA3-Friends and classmates support the orphaned learners	10 3.3%	32 10.6%	34 11.2%	127 41.9%	100 33%	303 100%	3.91	1.072
SOCA4-Religious leaders encourage orphaned learners	4 1.3%	21 6.9%	17 5.6%	130 42.9%	131 43.3%	303 100%	4.19	0.921
SOCA5-Community members support orphaned learners	8 2.6%	30 9.9%	29 9.6%	139 45.9%	97 32%	303 100%	3.95	1.025
					Composite		**4.12**	**0.934**

SOCA1 findings: Parental expectation has a positive moderating influence on the relationship between project planning and orphaned learners' educational achievements since the mean for **SOCA1** at 4.56 is higher in comparison to composite mean of 4.12. Out of 303 responses, 1(0.3%) strongly disagreed, 1(0.3%) disagreed, 11(3.6%) were neutral, 103(34%) agreed and 187(61.8%) strongly agreed.

SOCA2 findings: Teachers' support has a positive moderating influence on the relationship between project planning and orphaned learners' educational achievements since the mean for **SOCA2** at 4.13 is higher in comparison to composite mean of 4.12. Out of 303 responses, 8(2.6%) strongly disagreed, 29(9.6%) disagreed, 10(3.3%) were neutral, 126(41.6%) agreed and 130(42.9%) strongly agreed.

SOCA3 findings: Peer/classmates support has a negative moderating influence on the relationship between project planning and orphaned learners' educational achievements since the mean for **SOCA3** at 3.91 is lower in comparison to composite mean of 4.12. Out of 303 responses, 10(3.3%) strongly disagreed, 32(10.6%) disagreed, 34(11.2%) were neutral, 127(41.9%) agreed and 100(33%) strongly agreed.

SOCA4 findings: Religious leaders' encouragement has a positive moderating influence on the relationship between project planning and orphaned learners' educational achievements since the mean for **SOCA4** at 4.19 is higher in comparison to composite mean of 4.12. Out of 303 responses, 4(1.3%) strongly disagreed, 21(6.9%) disagreed, 17(5.6%) were neutral, 130(42.9%) agreed and 131(43.3%) strongly agreed

SOCA5 findings: Community support has a negative moderating influence on the relationship between project planning and orphaned learners' educational achievements since the mean for **SOCA5** at 3.95 is lower compared to composite mean of 4.12. Out of 303 responses, 8(2.6%) strongly disagreed, 30(9.9%) disagreed, 29(9.6%) were neutral, 139(44.9%) agreed and 97(32%) strongly agreed.

4.10.2 Inferential Analysis of Moderating Influence of Social Capital

The study conducted correlation and regression analysis to determine moderating effect of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.10.2.1 Correlation Analysis of Moderating Influence of Social Capital

The study utilized Pearson correlation analysis to determine moderating effect of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County. The findings are shown in Table 4.26.

Table 4. 26: Correlations

		Project planning *Social capital	Orphaned learners' educational achievements
Project planning *Social capital	Pearson Correlation	1	0.781**
	Sig. (2-tailed)		0.000
	N	303	303
Orphaned learners' educational achievements	Pearson Correlation	0.781**	1
	Sig. (2-tailed)	0.000	
	N	303	303

As per the results in Table 4.26, the r=0.781 and p-value=0.000. Since the p-value was less than 0.05, the study established that there is a strong and significant moderating effect of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County.

4.10.2.2 Regression Analysis of Moderating Influence of Social Capital

The study conducted regression analysis to establish the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County. The findings are shown in Table 4.27, 4.28 and 4.29.

Table 4. 27: Model Summary Between Moderating Influence of Social Capital

Model	R	R Square	Adjusted R Square	Std. Error
1	0.781[a]	0.611	0.609	0.604

b. Predictors: (Constant), Moderated Project Planning

The findings in Table 4.27 shows that R^2 was 0.611 which indicate that moderated project planning explains 61.1% of the variations in the orphaned learners' educational achievements in Kisumu East Sub County. This implies that variations in orphaned learners' educational achievements can be explained by moderated project planning.

Table 4. 28: Analysis of Variance - ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	172.008	1	172.008	471.916	0.000[b]
	Residual	109.711	301	0.364		
	Total	**281.719**	**302**			

a. Dependent Variable: orphaned learners' educational achievements

b. Predictors: (Constant), Moderated Project Planning

From the ONOVA table, F calculated was 471.916 and p-value was 0.000. Since F-calculated was greater that F-critical value (3.8725) and p-value was less than 0.05, the study established that moderated project planning explains significantly variations in have orphaned learners' educational achievements in Kisumu East Sub County. This shows that moderated project planning have a significant influence on orphaned learners' educational achievements in Kisumu East Sub County.

Table 4. 29: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.088	0.102		10.667	0.000
	Project planning *Social capital	0.931	0.131	0.781	7.107	0.000

a. Dependent Variable: orphaned learners' educational achievements
b. Predictors: (Constant), Project Planning *Social Capital

In reference to statistical findings tabulated in Table 4.29, the regression model can be substituted as follows:

Y= 1.088 + 0.931 PPP*SC

Where;

Y = orphaned learners' educational achievements in Kisumu East Sub County

PPP*SC = Project planning *social capital

The findings show that holding moderated project planning constant at zero, the regression coefficient for orphaned learners' educational achievements in Kisumu East Sub County will be 1.088. The findings also show that a unit change in moderated project planning would lead to 0.931 changes in orphaned learners' educational achievements in Kisumu East Sub County. The p-value (0.000) was less than 0.05 and hence the null hypothesis five was rejected and it was concluded that social capital has a moderating influence on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covered summary, discussion of findings, conclusions and recommendations based on the study objectives.

5.2 Summary of Findings

The study sought to determine the influence of resource planning on orphaned learners' educational achievements in Kisumu East Sub County. The study found that orphan support project provides school uniforms for orphaned learners and that orphan support project provides learning resources for orphaned learners. In addition, the study found that orphan support project provides tuition materials for orphaned learners and that orphan support project provides instructional materials for orphaned learners. The study established that orphan support project provides school meals for orphaned learners.

The study further sought to establish the influence of financial planning on orphaned learners' educational achievements in Kisumu East Sub County. The study revealed that orphan support project develops financial goals to support orphaned learners and that orphan support project evaluates alternatives/risks for orphaned learners. Moreover, the study found that orphan support project draws budgets to support orphaned learners, that orphan support project conducts financial audits to support orphaned learners and that orphan support project is financially compliant to benefit orphaned learners.

The study also sought to establish the influence of risk planning on orphaned learners' educational achievements in Kisumu East Sub County. The study found that orphan support project has a plan to reduce un-intended pregnancies among orphaned learners and orphan support project has a plan to reduce new HIV infections among orphaned learners. The study established that orphan support project has a plan to reduce un-planned/early marriages among the orphaned learners and that orphan support projects has an exit strategy. Moreover, the study revealed that orphan support projects have plans to mitigate miss-appropriation of funds intended to support orphaned learners.

The study sought to assess the influence of quality planning on orphaned learners' educational achievements in Kisumu East Sub County. The study found that that orphan support project has quality plans for legal and protection services. In addition, the study established that orphan support project has quality plans for health services and that orphan support project has quality plans for household economic strengthening initiatives. Finally, the study revealed that orphan support project has quality plans for education services and that orphan support project has quality plans for shelter and care.

Finally, the study sought to establish the moderating influence of social capital on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County. The study established that those parents or guardians have hope in the orphaned learners. Additionally, the study found that religious leaders encourage orphaned learners and that teachers have high expectations about the orphaned learners. Moreover, the study established that community members support orphaned learners and those friends and classmates support the orphaned learners.

5.3 Discussion of Findings

5.3.1 Resource Planning

The study found that orphan support project provides school uniforms for orphaned learners and that orphan support project provides learning resources for orphaned learners. The findings concur with Shier's (2001) who discovered that projects that foster and sustain children in educational activities are characterized by the way their resources are well planned during programming and implementation. In his approximation, vulnerable and disadvantaged children tend to have lower self-esteem and one of the vital means through their participation can be enhanced by allocating the basic resources to them.

In addition, the study found that orphan support project provides tuition materials for orphaned learners and that orphan support project provides instructional materials for orphaned learners. The study established that orphan support project provides school meals for orphaned learners. These findings concur with Bergmark and Alerby (2008) who noted that educational resources characterized by recognition and positive affirmation by teachers to learners improved the

speech and action among the learners, with demonstrated positive ethical decision making among the children which contributes to improved educational outcomes for the learners.

5.3.2 Financial Planning

The study revealed that orphan support project develops financial goals to support orphaned learners and that orphan support project evaluates alternatives/risks for orphaned learners. The findings concur with Listiana, Susilo, Suwono and Suarsini (2016) who found that ensuring funds are well allocated, available and well utilised had positive effects on the performance of the learner's examinations with improved metacognitive skills. According to the study, the learners who went through orphan support projects with good funding and financial planning had improved performance compared to learners who were not exposed to the orphan support projects.

Moreover, the study found that orphan support project draws budgets to support orphaned learners, that orphan support project conducts financial audits to support orphaned learners and that orphan support project is financially compliant to benefit orphaned learners. The findings corelate with Cakir (2015) who argued that the close relationships that teachers have with their learners (teacher immediacy) positively predicted all the dimensions of learners' empowerment and burnout with equally demonstrated effects of the educational achievements of the empowered learners. This suggests that building close relationships with learners not only enhances feelings of empowerment, reduced burnout (stress) but also improved educational achievements.

5.3.3 Risk Planning

The study found that orphan support project has a plan to reduce un-intended pregnancies among orphaned learners and orphan support project has a plan to reduce new HIV infections among orphaned learners. The findings corelate with Awino (2019) who asserted that orphan projects focusing on educational achievements of the learners may experience risks ranging from risk of misappropriation of funds by either the project implementors and or school heads, which may further result in orphaned learners not being able to receive the desired quality services that will lead great academic achievements.

The study established that orphan support project has a plan to reduce un-planned/early marriages among the orphaned learners and that orphan support projects has an exit strategy. Moreover, the

study revealed that orphan support projects have plans to mitigate miss-appropriation of funds intended to support orphaned learners. The findings concur with Fleming (2015) who argued that maternal and double orphans tend to be more discriminated from accessing education. Such orphans experience difficulties in finances which prevents them from acquiring education related materials. Vulnerable children from child headed households are more burdened with economic and domestic chores, which greatly affect their participation in school in terms of attendance and grades.

5.3.4 Quality Planning

The study found that that orphan support project has quality plans for legal and protection services. In addition, the study established that orphan support project has quality plans for health services and that orphan support project has quality plans for household economic strengthening initiatives. This concur with Cole, Waldron and Majd (2004) who noted that there was significant difference the learners without disability but who were educated in projects with good project quality settings and the learners with disability in inclusive settings on their performance on reading and mathematics. The findings of this study point to the support for quality project planning.

Finally, the study revealed that orphan support project has quality plans for education services and that orphan support project has quality plans for shelter and care. This correlate with Wood and Goba (2011) that teachers tend to perceive themselves as not being fully prepared to handle issues affecting OVC. This was evident when the teachers tried to offer support to OVC but encountered challenges in transferring knowledge gained during training to real action. Rather, the teachers' acknowledge gained in their training boosted their attitudes towards working with OVC.

5.3.5 Social Capital

The study established that those parents/ guardians have hope in the orphaned learners. In addition, the study found that religious leaders encourage orphaned learners and that teachers have high expectations about the orphaned learners. The findings corelate with Wilder (2014), who found that parental involvement in the learning and schooling was positively significant. According to this study, the social capital of parents has positive effects on the educational achievements of the learners, irrespective of the nature and levels of parental involvement. The mere parental expectation for improved educational performance from their children, was sufficient to trigger positive and improved educational achievements.

Moreover, the study revealed that community members support orphaned learners and that friends and classmates support the orphaned learners. The findings concur with Phillipson and Phillipson (2012) who investigated the influence of family social capital, in the method of parental expectations and support for learners, on the educational outcomes for disadvantaged learners and established that high parental expectations, encouragement and support, had significant positive influence on the educational outcomes for the learners, despite the learners‟ low socio-economic status.

5.4 Conclusions

The study concluded that resource planning significantly influences orphaned learners' educational achievements in Kisumu East Sub County. The study established that orphan support project provides school uniforms, learning resources and tuition materials for orphaned learners. There is also provision of instructional materials and meals for orphaned learners for children in Kisumu East Sub County.

The study also concluded that financial planning significantly influences orphaned learners' educational achievements in Kisumu East Sub County. The study established that orphan support project develops financial goals to support orphaned learners and evaluates alternatives/risks for orphaned learners. In addition, orphan support project draws budgets and conducts financial audits to support orphaned learners.

The study also concluded that risk planning significantly influences orphaned learners' educational achievements in Kisumu East Sub County. Orphan support project has a plan to reduce un-intended pregnancies among orphaned learners and reduce new HIV infections among orphaned learners. Moreover, orphan support project has a plan to reduce un-planned/early marriages among the orphaned learners and to mitigate miss-appropriation of funds intended to support orphaned learners.

The study further concluded that quality planning significantly influences orphaned learners' educational achievements in Kisumu East Sub County. Orphan support project has quality plans for legal and protection services, for health services and for household economic strengthening initiatives. Additionally, orphan support project has quality plans for education services and for shelter and care.

Finally, the study concluded that social capital has significant moderating influence on the relationship between project planning and orphaned learners' educational achievements in Kisumu East Sub County. The study established that parents or guardians also have hope in the orphaned learners, religious leaders encourage orphaned learners and teachers have high expectations about the orphaned learners. Moreover, community members, friends and classmates support orphaned learners.

5.5 Recommendations

The study recommends that there need for orphan support project managers in Kisumu East Sub County to ensure that there are strategies in place for guaranteeing orphaned learners' provision of uniforms, learning resources, tuition materials and school meals. This will ensure that orphaned learners remain in school for improved educational achievements.

The study also recommends that project managers develop project resource plan which contains all aspects that pertains to every resource necessary for project from the start to the end. This will ensure that all the needed resources are in place to ensure success of the orphan support project.

The study recommends that the orphan support project managers in Kisumu East Sub County should keep on supporting financially as well as re-evaluating the financial policies. This may help in identifying whether the orphan support project effectively supports the orphaned learners.

The study also recommends that the management on orphan support project should consider adopting appropriate budgeting practices, set better financial goals and conducts financial audits. This will ensure that there is no misappropriation of the funds allocate to support orphaned learners.

The study recommends that orphan support project managers need to come up with an appropriate risk planning strategy to ensure that un-intended pregnancies, new HIV infections and un-planned/early marriages among orphaned learners are reduced significantly. This will ensure increased completion rates among orphaned learners increase. There is also need for project managers to have a plan to mitigate miss-appropriation of funds intended to support orphaned learners.

The study recommends that orphan support project managers need to ensure that orphaned learners have access to quality legal and protection services and health services. Caregivers should also ensure that orphaned learners have quality shelter and care. There is also a need to ensure that there are initiatives for strengthening caregiver's household economic. This will guarantee financial stability among the caregivers' households and hence be able to improve orphaned learners living standards.

The study recommends that there is need to sensitize on community and societies on the need to support orphaned learners. Religious leaders, caregivers and teachers should play a key role in encouraging the orphaned learners to concentrate on the learners.

5.6 Recommendations for Further Research

The study only focused only on Kisumu East Sub County. Therefore, the study recommends that future studies should look at project planning on orphaned learners' educational achievements based on other sub counties in Kisumu County.

The same study should also be relocated in other counties in Kenya. The study also recommends that future studies should look at influence of project management practices on orphaned learners' educational achievements in Kisumu East Sub County.

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APPENDICES

Appendix I: Questionnaire

Dear Respondent

My name is Brenda Onyango, I am a postgraduate student at the University of Nairobi, Kisumu campus undertaking Master of Arts (Project Planning & Management). I am currently doing academic research on the project planning, social capital and educational achievements of orphaned learners' in public primary schools; The case of orphans' support projects in Kisumu East sub county, Kenya. The Proposal has been approved by the University for Data Collection. I humbly request you to participate in this study by filling out this questionnaire. I assure you the information is purely for academic purposes only.

You are highly invited and urged, during and after this study, to ask any questions you may have about this survey. The success of this research relies on your presence and opinions. I want to remind you that throughout the survey all info which you send, and share is kept confidential and is used only to enhance the study.

You are voluntarily participating in this study and have the right at any stage and for any reasons to withdraw participation. Any details that you share during the survey and not used will remain private if you exit from the survey.

Instructions

1. Kindly fill al the sections by ticking in the boxes provided. The questionnaire contains 7 sections (A-G).
2. For multiple choice questions kindly choose one and tick inside the box appropriately
3. Do not reveal your identity by writing your name or telephone contact on the questionnaire

SECTION A (1): Project Managers'/Home Visitors/Social Workers Demographic Questionnaire

This questionnaire requires some personal information (demographic) about you. I would like now to ask you some questions about yourself and about the orphan support project. Please answer as truthfully as you possibly can. Tick only one appropriate statement (response) in this section.

1. Select your gender

☐ Male
☐ Female

2. Kindly select your age bracket

☐ Below 20
☐ 21-30
☐ 31-40
☐ 41-50
☐ 51-60
☐ Above 60

3. Marital status

☐ Single
☐ Married
☐ Widowed
☐ Divorced
☐ Separated

4. Highest educational qualification?

☐ Masters
☐ Bachelors
☐ Diploma
☐ Certificate
☐ Secondary
☐ Primary

5. How many years have you worked in this project?

☐ Less than 1yr
☐ 1-5yrs
☐ 6-10yrs
☐ More than 10yrs

6. What position do you hold in this project?

☐ Director
☐ Program Officer
☐ Social Worker
☐ Home Visitor
☐ Mentor

SECTION A (2): Primary School teachers' Demographic Questionnaire

This questionnaire requires some personal information (demographic) about you. I would like now to ask you some questions about yourself and about the orphan support project. Please answer as truthfully as you possibly can. Tick only one appropriate statement (response) in this section.

1. Select your gender

☐ Male
☐ Female

2. Kindly select your age bracket

☐ Below 20
☐ 21-30
☐ 31-40
☐ 41-50
☐ 51-60
☐ Above 60

3. Marital status

☐ Single
☐ Married
☐ Widowed
☐ Divorced
☐ Separated

4. Highest educational qualification?

☐ Bachelors
☐ Diploma
☐ Certificate
☐ Secondary
☐ Primary

5. How many years have you been teaching?

☐ Less than 1yr
☐ 1-5yrs
☐ 6-10yrs
☐ More than 10yrs

6. What is your main responsibility in the school?

☐ Head Teacher
☐ Deputy head teacher
☐ Class master/Mistress
☐ Head of guidance and counselling
☐ Games master/Mistress
☐ Teaching Class 8
☐ Teaching Class 7
☐ Teaching Class 6
☐ Teaching Class 5

SECTION A (3): Caregivers' Demographic Questionnaire

This questionnaire requires some personal information (demographic) about you. I would like now to ask you some questions about yourself and about the orphan support project. Please answer as truthfully as you possibly can. Tick only one appropriate statement (response) in this section.

1. Select your gender

☐ Male
☐ Female

2. Kindly select your age bracket

☐ Below 20 yrs
☐ 21-30 yrs
☐ 31-40 yrs
☐ 41-50 yrs
☐ 51-60 yrs
☐ Above 60

3. Marital status

☐ Single
☐ Married
☐ Widowed
☐ Divorced
☐ Separated

4. Highest educational qualification?

☐ Bachelors
☐ Diploma
☐ Certificate
☐ Secondary
☐ Primary

5. How many orphaned learners are you taking care of at home?

☐ 1-2
☐ 3-5
☐ More than 5

6. How many years have you been taking care of orphaned learners?

☐ Less than 1 yr
☐ 1-5yrs
☐ 6-10 yrs
☐ More than 10yrs

Section A (4): Orphaned Learners' Demographic Questionnaire

1. How old are you?
- ☐ 10- 12 yrs
- ☐ 13-15 yrs
- ☐ 16-17 yrs
- ☐ 18 and above

2. What is your Gender?
- ☐ Male
- ☐ Female

3. Which of your parent(s) has died?
- ☐ Mother
- ☐ Father
- ☐ Both
- ☐ None

4. How many brothers and sisters do you have?
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5
- ☐ None

5. Who do you live with?
- ☐ I live with my Mother
- ☐ I live with my Father
- ☐ I live with my Relative
- ☐ I live Alone

6. In which class are you?
- ☐ Class 5
- ☐ Class 6
- ☐ Class 7
- ☐ Class 8

7. How long have you been enrolled in the orphan support project?
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5 years

Section B: Project Resource Planning and Orphaned Learners' Educational Achievements

This section contains items on the influence of Project Resource Planning (PRP) on

Orphaned Learners' Educational Achievements in the orphan support projects. Kindly rate the following statements using a scale of 1 to 5 depending on your level of agreement as follows; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1)

Items	Statements on Project Resource Planning Process					
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
PRPP1	Orphan support project provides learning resources for orphaned learners					
PRPP2	Orphan support project provides tuition materials for orphaned learners					
PRPP3	Orphan support project provides instructional materials for orphaned learners					
PRPP4	Orphan support project provides school uniforms for orphaned learners					
PRPP5	Orphan support project provides school meals for orphaned learners					

Section C: Project Financial Planning and Orphaned Learners' Educational Achievements

This section contains items on the influence of Project Financial Planning (PFP) on

Orphaned Learners' Educational Achievements in the orphan support projects. Kindly rate the following statements using a scale of 1 to 5 depending on your level of agreement as follows; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1)

Items	Statements on Project Financial Planning Process					
		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
PFPP1	Orphan support project develops financial goals to support orphaned learners					
PFP2	Orphan support project draws budgets to support orphaned learners					
PFP3	Orphan support project evaluates alternatives/risks for orphaned learners					
PFP4	Orphan support project is financially compliant to benefit orphaned learners					
PFP5	Orphan support project conducts financial audits to support orphaned learners					

Section D: Project Risk Planning and Orphaned Learners' Educational Achievements

This section contains items on the influence of Project Risk Planning Process (PRPP) on Orphaned Learners' Educational Achievements in the orphan support projects. Kindly rate the following statements using a scale of 1 to 5 depending on your level of agreement as follows; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1)

Items	**Statements on Project Risk Planning Process**					
		Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
PRIPP1	Orphan support project has a plan to reduce un-intended pregnancies among orphaned learners					
PRIPP2	Orphan support project has a plan to reduce new HIV infections among orphaned learners					
PRIPP3	Orphan support project has a plan to reduce un-planned/early marriages among the orphaned learners					
PRIPP4	Orphan support projects have plans to mitigate miss-appropriation of funds intended to support orphaned learners					
PRIPP5	Orphan support projects has an exit strategy					

Section E: Project Quality Planning and Orphaned Learners' Educational Achievements

This section contains items on the influence of Project Quality Planning Process (PQPP) on Orphaned Learners' Educational Achievements in the orphan support projects. Kindly rate the following statements using a scale of 1 to 5 depending on your level of agreement as follows; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1)

Items	**Statements on Project Quality Planning Process**					
		Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
PQPP1	Orphan support project has quality plans for health services					
PQPP2	Orphan support project has quality plans for household economic strengthening initiatives					
PQPP3	Orphan support project has quality plans for education services					
PQPP4	Orphan support project has quality plans for shelter and care					
PQPP5	Orphan support project has quality plans for legal and protection services					

Section F: Social capital on the relationship between project planning and orphaned learners' educational achievements

This section contains items on the moderating influence of social capital (SOCA) on the relationship between project planning processes and Orphaned Learners' Educational Achievements in the orphan support projects. Kindly rate the following statements using a scale of 1 to 5 depending on your level of agreement as follows; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1)

Items	**Statements on Social Capital**					
		Strongly Agree (5)	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
SOCA1	Parents/ guardians have hope in the orphaned learners					
SOCA2	Teachers have high expectations about the orphaned learners					
SOCA3	Friends and classmates support the orphaned learners					
SOCA4	Religious leaders encourage orphaned learners					
SOCA5	Community members support orphaned learners					

Section G: Orphaned Learners' Educational Achievement Questionnaire

This Questionnaire contains items on Orphaned Learners' Educational Achievements (OLEA). Kindly rate the following statements using a scale of 1 to 5 depending on your level of agreement as follows; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) Strongly Disagree (1)

Items	**Statements**	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
OLEA1	The orphaned learners attend school regularly					
OLEA2	The orphaned learners participate in co-curriculum					
OLEA3	The orphaned learners behave well in school					
OLEA4	The orphaned learners pass school examinations and get promoted to the next class					
OLEA5	The orphaned learners always do their homework					