

**FACTORS AFFECTING THE TRANSITION OF ORPHANS AND
VULNERABLE CHILDREN FROM PRIMARY TO SECONDARY
SCHOOL: VIEWS AND PERSPECTIVES OF TEACHERS AND
ORPHANS IN RACHUONYO DISTRICT**

By:

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**A Research Project submitted to the Department of Sociology
in Partial Fulfillment for the award of Master of Arts Degree
in Sociology (Rural Sociology and Community Development),
University of Nairobi**

NOVEMBER, 2010

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DECLARATION

I, Cyprine A. A. Otieno declare that this research is my original work and has not been presented for an award in any other college or university.

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I confirm that the work reported in this project was carried out by the candidate under my supervision.

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DEDICATION

In memory of my late mother

Justina O. Awiti

(1930 – 2008)

ACKNOWLEDGEMENT

First, I wish to acknowledge with gratitude, the efforts of all those persons who in one way or another contributed towards the final touch of this project. To Dr. Kiemo, thank you for your thorough corrections and guidance.

Sincere appreciation to my husband, Mr. Nelson Otieno, you were and will always be there for me, supporting and encouraging. To our daughter, Stephanie, thank you for the small and big errands, you made work easy.

Special thanks to the research assistants: Joan, Luke and Rose, your data came in at the right time. To all those other friends: Catherine, Grace, Wambui, Caren and Seth, your input was encouraging as well as cheering.

Finally, to God Almighty, the unseen provider, I praise your name.

TABLE OF CONTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgement	iv
Table of Contents.....	v
List of Tables	viii
List of Figures.....	ix
List of Abbreviations	x
Abstract.....	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	6
1.3 Research questions.....	8
1.4 Objectives of the Study.....	8
1.4.1 Broad Objectives	8
1.4.2 Specific Objectives	8
1.5 Justification of the study	9
1.6 Scope and Limitations	10
1.6.1 Scope.....	10
1.6.2 Limitations.....	10
1.7 Definition of Terms	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Transition from Primary to Secondary School	12
2.3 Family and Social structures in the care and support for OVC	15
2.4 Psychological Implications of Orphanhood.....	19
2.5 Theoretical Framework.....	20

2.5.1 Symbolic Interaction Theory	21
2.5.2 The Attachment Theory	22
2.6 Conceptual Framework.....	24
2.7 Conclusion	26
CHAPTER THREE	27
METHODOLOGY	27
3.1 Introduction.....	27
3.2 Study Design.....	27
3.3 Site Description	28
3.4 Target Population.....	28
3.5 Study Sample and Sampling Technique	28
3.6 Survey Instruments	30
3.6.1 Questionnaire.....	30
3.6.2 Interviews	31
3.6.3 Focus Group Discussions	31
3.7 Validity and Reliability of Research Instruments.....	32
3.8 Data Collection Procedures	32
3.9 Data Management and Analysis	34
CHAPTER FOUR	35
DATA PRESENTATION AND ANALYSIS.....	35
4.1 Introduction.....	35
4.2 Demographic Data	35
4.3 Objective 1: To identify the school related factors that affect student transition from primary to secondary school.	37
4.3.1 Transition Rate of OVC	45
4.4 Objective 2: To examine the influence of family and social structures on the transition of orphans and vulnerable children from primary to secondary schools.....	46
4.5 Objective 3: To establish the psychological effects of orphanhood on the transition of orphans and vulnerable children from primary to secondary schools.	49

4.6 Objective 4: To identify possible sets of interventions and measures that can effectively mitigate the circumstances of orphans and vulnerable children thus enhancing transition from primary to secondary school.....	53
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CHAPTER FIVE	55
---------------------------	-----------

CONCLUSIONS AND RECOMMENDATIONS	55
--	-----------

5.1 Discussions of Key Findings	55
---------------------------------------	----

5.1.1 Objective 1: To identify the school related factors that affect student transition from primary to secondary school.	55
---	----

5.1.2 Objective 2: To examine the influence of family and social structures on the transition of orphans and vulnerable children from primary to secondary schools.	58
--	----

5.1.3 Objective 4: To identify possible sets of interventions and measures that can effectively mitigate the circumstances of orphans and vulnerable children thus enhancing transition from primary to secondary school.....	62
---	----

5.2 Conclusions.....	64
----------------------	----

5.3 Recommendations.....	67
--------------------------	----

5.4 Recommendations for Further Research	68
--	----

REFERENCES	69
-------------------------	-----------

Appendices.....	1
------------------------	----------

Appendix 1: Questionnaires For School Head Teachers/ Deputy Head Teachers/ Guidance And Counselling Teacher	1
---	---

Appendix 2 Focus Group Guide for Students.....	1
--	---

Appendix 3 Location of Rachuonyo in Kenya	1
---	---

Appendix 4 Rachuonyo District: Administrative Boundaries.	1
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LIST OF TABLES

Table 1: Sample respondents	29
Table 2: head teachers' years of experience	36
Table 3: head teachers' years of service in current station.....	37
Table 4: Enrolment details of OVC in sample schools.....	38
Table 5: Enrolment details of OVC in STD 7 and 8 in sample schools 2010	39
Table 6: Percentage Transition from Primary to Secondary School of the 2009 Class	45
Table 7: Details of OVC in Focus Group and Their Parents or Guardians	47

LIST OF FIGURES

Figure 1: Mode of identification of OVC	40
Figure 2: mechanisms used by primary schools to deal with OVC.....	42
Figure 3: Percentage Number of Pupils who graduate to Secondary Schools	44
Figure 4: Psychological Effects of vulnerability and Orphanhood	50
Figure 5: Intervention help for OVC	53

ABSTRACT

The purpose of this study was to investigate the factors that influence transition from primary to secondary school among orphans and vulnerable children in Rachuonyo District of Nyanza. The study examines background information on the status of orphanhood and the factors that cause and influence orphanhood.

The study then examined literature related to documents dealing with issues that directly affect the education progress of the orphan and vulnerable child: school related factors, family and social economics, psychological implications and their interventions formed the basis of this literature review. The theoretical framework is identified with regard to social theories of symbolic interaction and the attachment theory. These are found to be relevant to this study.

The study adopted descriptive study design and collected data from two sets of respondents namely primary school head teachers and the orphaned children. A structured questionnaire, personal interviews and focus groups were used to solicit data from the respondents. The data collected from the field was coded and presented in graphic and tabular form. Further, description was also based on different perspectives of contributing factors on transition from primary to secondary school. The presentation of findings is done based on each of the objectives of the study

The study finds that the transition of pupils from primary to secondary school in Rachuonyo district is influenced by lack of intervention mechanisms for OVC; poverty; HIV/AIDS; poor social mediation among other findings. The study recommends interventions at school level and at community level.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The introduction of Free Primary Education (FPE) in 2003 opened doors to formal education for millions of Kenyan children who would otherwise be out of school. FPE is within the National Development Plan 2002 -2005 which recognizes that education is a fundamental strategy for human resource development. The plan is also in line with Education for All (EFA) goals which echo that the primary objective of education is to achieve and sustain Universal Primary Education (UPE) and raise transition rates from primary to secondary from the 40 % to at least 70% by 2008. The government of Kenya hence embarked on heavy investment and improvement of education at all levels. Reports from school enrolment since the (FPE) started show doubled or even trebled increase in school enrolment. Many such children had been locked out due to poverty, apathy and ignorance apart from cultural inadequacies in areas such as pastoral communities.

However, not all the children who had been left out of school have seized this opportunity. Moreover, the growing number of children made vulnerable by Human Immune Deficiency Virus or Acquired Immune Deficiency Syndrome (HIV/AIDS) and other increased diseases make the achievement of Education for All (EFA) and Millennium Development goals a milestone to achieve. Policy recommendations still assign schools key roles in meeting the needs of the vulnerable children.

Furthermore, orphaned and vulnerable children stand greater risk of dropping out of school. This can happen for many reasons: (i) the inability to pay school fees, (ii) the

need to help with household labour or (iii) the need to stay at home to care for sick parents or younger siblings. Case et al. (2004), shows that orphans are more vulnerable than non-orphans with respect to schooling. Using cross-sectional data from 10 sub-Saharan African countries, Case et al concluded that orphans are less likely to be enrolled in schools than non-orphans who live within the same home. The study also found that orphans who lived with distant relatives and unrelated caregivers had lower school enrollment than those who lived with close relatives. A descriptive study of 40 nationally representative household surveys in sub-Saharan Africa reported that orphans were considerably less likely to attend school than non-orphans, and double orphans were the most likely to be disadvantaged in schooling (Monasch & Boerma, 2004). Another study of cross-sectional survey data from five sub-Saharan African countries found that orphaned children were less likely to be attending the appropriate grade level for their age. In addition, it was noted that double orphans were particularly disadvantaged and that the loss of a mother was more detrimental for schooling than loss of a father. The disadvantage was more pronounced for primary education than secondary education. (Bicego, O, Rutstein, S & Johnson, K, 2003).

In this regard, case studies of schools and vulnerable children in Kenya, Malawi and Zimbabwe show that although schools are materially and symbolically well-positioned to serve as the institutional base to meet the needs of vulnerable children, schools are not accountable for these children and have not reorganized or built capacity to meet their special needs. The Malawi and Zimbabwe cases, for instance, show that elimination of fees, passive open door policies and exhortation are insufficient measures to bring and keep these children in school. The Kenya case study suggests that investments in long

term and well-resourced local partnerships can be more effective. Africa has become a continent of orphans (Stephen Lewis Foundation, July 2007 Newsletter). For those children orphaned by the Acquired Immune Deficiency Syndrome (AIDS), their trauma begins much earlier. Upon their parents' death, the orphaned children often live with their overwhelmed extended family members. In many Sub-Saharan African countries, about 60% of AIDS orphans live in households that are headed by grandmothers. These orphans may be vulnerable, isolated, depressed, and stigmatized. Discriminated against, and uneducated; some even live in the streets. These orphans may be resented by wealthier relatives with whom they are sometimes placed. Vulnerability, in the context of this study, is a process that begins long before the death of a parent. HIV positive parents, their children, and other caregivers face challenges along the continuum of morbidity, mortality, and orphanhood. This may involve trauma, dropping out of school and migration.

Studies using longitudinal data have also reported the detrimental effects of parental death on the education of their children. Case and Ardington (2006) found that in South Africa, in a rural area with high HIV/AIDS infection rate, children are less likely to be enrolled in school, and among those enrolled in school, less money was spent on each orphan. Analyzing longitudinal data on more than 20,000 Kenyan children, Evans and Miguel (2007) found similar substantial decreases in school attendance following a parental death. They also found higher significant negative effects of orphanhood on school attendance among children who performed poorly in class before the death of a parent. While Evans and Miguel (2007) found that the decrease in school participation among Kenyan children occurred mostly after parental death, Ainsworth et al. (2005)

reported evidence indicating that reductions in school hours for HIV/Aids afflicted children to have started well before the death of a parent (possibly during care for a chronically ill parent), and that after the death of a parent orphans returned to school, yet some do not. They also found that the death of a parent disproportionately affected the education of girls (Ainsworth et al. 2005), with more girls being unable to continue school post – parental loss compared to boys.

Studies on orphanhood and education have established the detrimental effects of parental loss. The living arrangements of children vary considerably between populations of sub-Saharan Africa, especially with respect to co-residence with fathers (Hosegood et al. 2007). Hence, the relative effects of death of a parent might differ across local contexts. Double orphans, (those who have lost both parents) however, appear significantly disadvantaged across all local contexts, except in a study conducted in rural Zimbabwe where some of the orphans were found to be better placed than before their parents' death (Nyamukapa and Gregson, 2005). Furthermore, the processes of fostering children orphaned by AIDS have been articulated with historical patterns of mobility, and with notions of African culture and obligation related to lineage patterns though practice sometimes deviates from stated norms. There is divergence from idealized protocols of patrilineal responsibility because terminally ill mothers are often cared for by their maiden families. Children remain in the maternal household after their mother's death; and because many children do not maintain links with their fathers and or fathers' relatives, decision on fostering are seldom contested. However, where conflicts occur, they are related to tensions between the patrilocal residence ideal and the matriloc

status quo. In addition, efforts aimed at obtaining the deceased' property or accessing social grants come to play.

School-related indicators in survey data reveal few differences between orphans and non-orphans, possibly because children will be fostered mainly by close relatives. People largely believe that African norms require that orphans be treated the same as the children of the fostering relatives, and observations mainly confirm this but cases of discrimination are also noted. Orphans also suffer unique mental stresses traced to their having dealt with parental illness and death. These stresses continue to affect them at home and in school especially if no counseling services are offered to such children, who are often too young to deal adequately with psychological stress.

In the Kenya Vision 2030's Social pillar, Kenya as a nation aims at reducing illiteracy by increasing access to education and also improving the transition rate from primary to secondary schools. This goal is of significant importance, considering the general dropout rates from primary to secondary (Government of Kenya: Vision 2030). Transitions are a part of life for everyone. Some transitions are major milestones, or rites of passage, while others are minor and go unnoticed. For those people living with special needs, both natural transitions and other transitions created a system that affects that individual and his or her family and community network more dramatically Rousseau (1993). Loss of parents at such critical transition periods affect the way such children are able to deal with changes. Fostering decisions of living parents could be an event leading to increased vulnerability. Yet in Kenya Mishra et al. (2007) found that children in foster care were considerably less likely to be attending school than non-vulnerable children.

There is, therefore, a pressing need to increase our understanding of the vulnerabilities of orphans in different economic, social and cultural contexts, and the options for providing support under these conditions.

1.2 Statement of the Problem

Universal Primary Education (UPE) is an international development goal which all countries are expected to achieve by the year 2015. In Kenya, reintroduction of free primary education in 2003 dramatically increased the number of children attending school. Article I of the World Declaration on Education for All clearly states that every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs, focusing on value, significance, and effects of education for individuals. Although everybody recognises the importance of access to education in policy, few ever paid serious attention to the specific needs of vulnerable children to actually access and benefit from this expansion.

Before and after implementation of free primary education in January 2003, the number of primary school pupils all over Kenya increased by 18%; from 6,063,000 pupils in 2002 to 7,160,000 pupils in 2003. Due to this rapid increase the number of pupils makes teaching and learning difficult; some parents became reluctant to support school activities, because education is free; and grants from the government are not distributed when schools need funds, nor is the amount sufficient. (Ministry of Education Survey 2009)

The situation of free education seems fair in terms of access to educational opportunities. However, not all children are guaranteed the same standard of education. Marked disparities are apparent in the quality of education among public schools, unequal situations in which available education depends on the parents' economic situation and enrolment that is subject to individual pupil circumstances. Increasing the number of children attending schools has become the main target. Apparently, little consideration is given to deprived children, who should be benefited, and to schools accepting new children.

Issues of education and the vulnerable child have been studied with varied results. In Kenya, there is compelling evidence of orphan and vulnerable child apathy resulting from a multiplicity of factors (Nyambedha, 2001). Education is meant to liberate and to equip individuals with skills and knowledge to tackle the problems that people encounter. However, orphanhood can sometimes deny a child the access to education due to challenges that come with this vulnerable status. The extent and numbers of orphaned and vulnerable children, arising from HIV/AIDS pandemic in Kenya, remains largely unknown. Besides, the attribution to the myriads of factors that influence the degree of vulnerability and impact of such orphaned is not yet quantified in many districts in Kenya in a way that can inform their mitigation. One of the pertinent issues regards the transition of children from the primary school level to the secondary school level. This is the central issue in this study.

1.3 Research questions

This study was guided by the following questions:

1. What school related factors affect the transition of OVC from primary to secondary school?
2. To what extent do family and social structures influence the transition of OVC from primary to secondary school?
3. How do the psychological effects of orphanhood influence the transition of OVC from primary to secondary school?
4. What intervention measures can effectively mitigate the circumstances of OVC and enhance their transition from primary to secondary school?

1.4 Objectives of the Study

1.4.1 Broad Objectives

The purpose of this study is to broadly assess and describe the factors that influence transition of orphaned and vulnerable children from primary to secondary school.

1.4.2 Specific Objectives

To achieve the above stated broad objective, the study sought to attain the following specific objectives:

1. To identify the school related factors that affect orphans and vulnerable children's transition from primary to secondary school.
2. To examine the influence of family and social economic factors on the transition of orphans and vulnerable children from primary to secondary schools.

3. To establish the psychological effects of orphanhood on the transition of orphans and vulnerable children from primary to secondary schools.
4. To identify possible sets of interventions and measures that can effectively mitigate the circumstances of orphans and vulnerable children thus enhancing transition from primary to secondary school.

1.5 Justification of the study

The issue of access to education needs a further scrutiny to identify the challenges that learners encounter and which may hinder a universal access to education in primary and secondary levels. By examining the category of learners who are OVC, this study makes a deliberate attempt to address the issue of access from the point of view of the learners and curriculum implementers. The current education policy does not provide much with regard to specific learner needs such as orphanhood and vulnerability. This study provides a first step in the examination of this category of learners. This study further examines the issue of transition which is the fulfillment of the Universal Primary Education (UPE) that is now offered to learners in primary school. Without the prospect of transition to secondary school, then the primary school pupil feels hopeless.

Looking closely at individual differences in psychological adjustment over the transition from primary to secondary school will help understand the factors that facilitate or hinder the transition process. Furthermore, developing school and family strategies that help vulnerable children cope better with transition needs to become a priority for both policy makers and education administrators. Hence, this study is significant since its findings

may provide crucial information to inform policy and shed light on the framework for education in Kenya.

1.6 Scope and Limitations

1.6.1 Scope

The study focused on the impact of orphanhood and vulnerability on transition from primary to secondary school. The study also endeavored to identify the various barriers that limit the chances of orphaned and vulnerable children from accessing secondary school education. Furthermore, this study examined the challenges that are faced by those who manage to enter secondary school with a view to identifying and minimizing these challenges.

1.6.2 Limitations

This study had two principal limitations. The first arose from the case study methodology approach that was adopted. Case studies often present challenge of representativeness. This study identified OVC in one geographical zone that presented unique socio-economic and cultural characteristics. Therefore, the findings of this study may not be applicable to areas that experience different socio-economic and cultural characteristics. The second limitation lies in the use of more than one theory to explain such phenomena that may be psychological and personal in that the study was limited to those aspects of overt behaviour that the respondents displayed during the study. Hence, the details of covert behaviour were not used for this study yet they may reveal a lot about the motivations for behaviour.

1.7 Definition of Terms

A CHILD	Any human being under the age of 18 years
ORPHAN	A child who has lost one or both parents
VULNERABILITY	A heightened or increased exposure to risk as a result of one's circumstances
VULNERABLE CHILD	A child whose safety, well-being and development are, for various reasons, threatened.
TRANSITION	Advancing from primary level to secondary school level

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review is an extended examination of views and opinions regarding aspects of orphanhood, vulnerability and transition from primary to secondary school. The review will examine areas related to school transition then examine issues of family, social structures and psychological effects of orphanhood which also touch on the transition from primary to secondary school. This will be followed by a discussion of theoretical framework.

2.2 Transition from Primary to Secondary School

Transition from primary to secondary school is often seen as the end of childhood and the beginning of adolescence. Around this time children experience changes in physical and cognitive development, as well as environmental and social changes. The children move from relatively small, personalized, and task-focused primary schools to larger, more impersonal and achievement-orientated secondary schools. They also encounter many new students, most of whom are older than themselves. This change offers both opportunities and challenge. The way young adolescents adapt to the transition can have a major impact on their psychological well-being and subsequent development (Lohaus, Elben, Ball, & Klein-Hessling, 2004; McDougall & Hymel, 1998).

It is worth noting that most children negotiate the change well. Research conducted in Queensland by Wallis and Barrett (1998) found that psychological adjustment for the majority of students is stable during the transition, with 20% of students reporting better

psychological well being in Year 8. However, 25% experienced a decrease in their psychological health from Year 7 to Year 8. Other international researchers have found similar variability in response to this normative transition (Chung, Ehias. & Schneider, 1998; Paul & Cillessen, 2003; Yeedyk, et al., 2003; Hirsch & Rapkin, 1987).

Chung and colleagues (1998) found that students showing high levels of psychological distress prior to the transition tended to have higher levels of psychological distress and more adaptive difficulties after transition than did their peers. Similarly, Lohaus et al. (2004) examined the changes in internalizing and externalizing problems during the transition to middle school. They found a slight increase in psychological health overall, but at subset of some 30% of youngsters reported a decrease in their psychological wellbeing over the transition period. This study considered, among other factors, identifying what risk factors are associated with poor transition, and what protective factors schools could put in place to support vulnerable children.

Students, who are prepared for the transition by their primary schools and families, also fare better (Lord, et al., 1994; Rudolph, et al 2001). Youngsters who know where they are going, how they will get there, what resources they will need for classes, what they will be expected to wear, where their lockers and classrooms are located, and what subjects they will be taking, are likely to be less stressed by the transition. These preparations are particularly important for students with high support needs who may be less adept at problem solving and seeking support, or who are hampered by high levels of anxiety.

Parents and primary school staff can help by promoting beliefs about students' ability to adapt to the transition (Barber & Olsen, 2004; Wargo Aikins, et al., 2005). In the case study above Girrawheen Senior High School worked on this by engaging in a number of fun excursions at the start of the year. This built a positive attitude to secondary school, cohesion and social support between students, and enhanced students' perceptions that they could adapt well to secondary school. Developing self-regulatory beliefs and behaviour are also protective across the transition (Rudolph, et al., 2001).

Friendship and social support is also important. Young adolescents with high quality friendships, characterized by greater intimacy, openness and warmth, are more likely to experience better school adjustment in secondary school. In contrast, adolescents with disrupted and conflictual relationships experience poorer school adjustment (Wargo Aikins et al. 2005). Students who are able to maintain their friendships and contacts over the transition to the secondary school fare better than those who do not. Making arrangements to meet with friends from primary school who are attending different secondary schools on weekends or at social clubs or sports teams is helpful. Meeting new friends can also build social support in the new school. Some youngsters find it best to get to know one new person at a time, rather than trying to break into a group.

Others will just start talking to people when sitting next to someone in their classes, or waiting in line for the canteen. The worst thing to do is to keep to oneself.

There is little research to guide us on what factors sustain mental health promotion in schools, particularly around the transition to secondary school. However, work on suicide prevention in high schools provides some assistance (Kala & Ryerson, 1999).

Administrative policies and procedures that give priority to mental health promotion, school teams and links between schools, families, and mental health services that monitor and support these policies, are important to maintain programs over a number of years. In addition, school staff is more likely to continue to implement programs or practices that support mental health if there is congruency between the program and the school mission, and if they receive special recognition for their implementation efforts. Having continuity of supportive administration and teaching staff associated with such programs is also predictive of long term continuity of program implementation and integrity. Kalafa & Ryerson found that schools that maintained fidelity to the core program components, but felt free to make adaptations to fit with local conditions maintained their intervention more successful over time.

2.3 Family and Socio – Economic factors in the care and support for OVC

Despite the attention surrounding the orphan crisis in sub-Saharan Africa, few studies have investigated the consequences of orphanhood for the health and wellbeing of adolescents, in particular with respect to their exposure to HIV infection. Overall these studies have documented orphanhood status as a risk factor for early sexual activity, unprotected sexual activity, and HIV infection among adolescents of southern Africa, stemming from poverty, emotional distress, and/or lack of parental or societal control. Gregson et al. (2005), for example, found that female OVC in Zimbabwe age 15-18 were significantly more likely than non-OVC to be infected with HIV, experience symptoms of STIs, or have ever been pregnant. although for males, age 17-18 OVC status was not associated with HIV infection or other negative reproductive health outcomes. In South

Africa, Thurman et al. (2006b) found that orphans age 14-18 were significantly more likely than non-orphans to have ever engaged in sexual activity. Hailman, K (2006) similarly found that in KwaZulu-Natal, South Africa, paternal orphans were more likely to initiate sex at an early age, and maternal orphans were less likely to use a condom correctly, compared with non-orphans. Birdthistle et al. (2008) found that female adolescent orphans in urban Zimbabwe were at higher risk of HIV and HIV-2 infection than non-orphans because of their higher likelihood of having had multiple sexual partners, having used condoms more inconsistently, and having experienced forced sex. Therefore all these problems encountered by the OVC will impact on their continued learning as passing from one stage of education to another.

According to the International Labour Organization (ILO), despite the free education, about 2 million children aged between 5 -14 years are still locked out of school (The Standard Education, 2010). The two million are affected by the labour and other chores that they are forced to engage in to boost family incomes. This in turn affects their progress in school and in the long run, when the children cannot balance the two: school and family responsibilities, they opt out, leaving transition to school a mere mirage. Furthermore, Wagura and Nyangena (2004), in a study carried out in Lari, Ndeiya and in Kikuyu, Kiambu, find that women and children bear the burden of collecting scarce resources such as water and firewood. Mostly affected, according to the research are the girls who will be absent from school as they go collecting this firewood both for family use and for sale in the local market. In a situation where the mother is absent, the girl will solely assume this role and give school a second option.

Masese (2004) further indicates that most of the 1, 225 pupils in one slum school in the suburbs of Kisumu rely on hawking boiled maize to meet their basic needs. About 400 of the pupils are orphans and lack steady income that can be supplied by the parents. These children live under harsh conditions. Masese quotes the headmistress as thus:

“I have numerous needy cases and am frequently forced to request teachers to donate funds for pupils to register for the KCPE exams.”

With the sharp increase in adult mortality following the spread of HIV, a large generation of children in sub-Saharan Africa has lost or will lose at least one parent at an early stage of their life. Historically, children in sub-Saharan Africa have often been cared for by extended family members including grandparents, uncles and other relatives. This tradition of child fostering has become an essential coping that is locally and culturally acceptable (Madhavan 2004; Deininger et al. 2003; Foster et al. 2000), whereas institutional arrangements such as fosterage in orphanages have been deemed adequate only in desperate situations (e.g., for street children). Households fostering orphans in sub-Saharan countries are also frequently supported (financially and otherwise) by other households in their communities (Madhavan, 2004).

However, there is growing recognition that the AIDS epidemic jeopardizes these existing systems of child care. There are several possible reasons: some adult members of a kinship group may have died or may require care because of AIDS; high levels of fertility may imply that surviving households have to care for several orphans; urbanization and migration from rural communities may weaken traditional kinship networks; and AIDS may also limit income-generating abilities of households receiving fostered children.

Several studies have documented the strain that the AIDS epidemic puts on traditional caregivers and support systems of OVC as well as the changing characteristics of caregivers in the context of the pandemic.

Nyambedha et al. (2001; 2003) documented the changing pattern of orphan care in western Kenya, from traditional kinship-based networks to persons outside of this traditional network. The study further showed that among these new caregivers the HIV/AIDS-related burden was significant, especially because their old age limited their ability to provide adequately for the fostered children. A study in Northern Uganda by Oleke et al. (2005) complements this finding, indicating that close to two-thirds of orphans in the study area were cared for by individuals outside of the primary (patrilineal) kinship group, most notably grandmothers, widows, and other single women whose social status in the community was marginalized. Since it is the women who tend to care for orphans, the death of a mother significantly contributes to the increased vulnerability of orphaned children. Working individuals (e.g., grandmothers) often lack the resources to provide adequate care for sick children or orphaned or fostered grandchildren. Using qualitative data, Ssengonzi (2007) showed how the elderly are adversely affected by caring for sick adults and their children, including concerns about their own health and well-being.

The mechanisms leading to the disruption of traditional kinship networks of care and assistance are complex and varied. In rural Zimbabwe, remarriage and co-residence with stepmothers or half-siblings were particularly detrimental to maternal orphans because paternal resources were diverted from the orphaned children (Nyamukapa and Gregson

2005). Due to increasing AIDS-related adult mortality, not only are traditional forms of orphan care jeopardized by the depletion of lineages, but working households also are facing growing economic constraints due to rising demands for care and support. In a study in Botswana, Miller et al. (2005), found that more than half of all working households who were fostering orphans faced economic difficulties of various kinds because they often had to care simultaneously for orphans and sick adults. Analyzing qualitative data from Ethiopia, Abebe and Aase (2007) similarly showed that the capacity of extended family structures to cope with the orphan burden varies greatly between urban and rural areas, which resulted from structural differences and socio-cultural and economic values associated with children.

2.4 Psychological Implications of Orphanhood

Psychological implications of orphanhood cannot be underestimated. They are perhaps the most significant effects of orphanhood on the individual. Melgosa (2009) reveals that events of high emotional intensity, particularly if experienced in a vulnerable moment of life, may become traumatizing. Such is the case with a child who loses a parent at an early age. The trauma is usually permanent. Sometimes, the sequence may also be immediate and even shift itself in denial of facts, anxiety or lack of attention and concentration.

Furthermore, the psychological effects will manifest themselves in decrease in verbal fluency, school absenteeism, or problems to do with relationships. In many cases, school begins to compete with the many other duties that affected children are required to take on. Children are often compelled to drop out of schools to care for the ailing parents or

due to diminished resources to keep them in school. Those who remain in school are not able to concentrate fully on their education as they constantly worry about what would befall their parents (GOK, 2003). Stigmatization may prompt affected children to remain away from school and some of the children end up in the streets. To protect children under these kinds of circumstances, the State has been given the responsibility to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases (GOK, 2003).

Cultural practices affecting the welfare, dignity, normal growth and development of the child in particular can have long term psychological implications for the orphaned. These include those customs and practices prejudicial to the health or life of the child and those customs and practices discriminatory to the child on the grounds of sex or other status. It is the state's responsibility to take measures to prevent engagement of a child in any sexual activity, prostitution or use of children in pornographic activities. Compared to boys, girls are more prone to sexual exploitation and its related psychological effects.

2.5 Theoretical Framework

Reference to theoretical concepts and frameworks is essential in informing the research. This study made reference to and drew its conceptual framework from two theories

2.5.1 Symbolic Interaction Theory

Firstly, the Symbolic Interaction Theory by Max Weber (1864 -1920). The Symbolic Interaction Theory is an area of focus since it deals with how individuals relate with each other. Symbolic Interactionism is a theoretical approach to understanding the relationship between humans and society. The basic notion of symbolic interactionism is that human action and interaction are understandable only through the exchange of meaningful communication or symbols. In this approach, humans are portrayed as *acting* as opposed to being *acted upon* (Flerman and Reynolds 1994). The main principles of symbolic interactionism are:

1. Human beings act towards things on the basis of the meanings that things have for them
2. These meanings arise out of social interaction
3. Social action results from a fitting together of individual lines of action

According to Symbolic Interactionism, humans are distinct from infrahuman (lower animals) because infrahuman simply respond to their environment (i.e. a stimulus evokes a response or stimulus -> response) whereas humans have the ability to interrupt that process (i.e. stimulus -> cognition -> response). This theory has relative significance to the present study in the sense that, the study examines the factors that impact upon transition. The OVC reaction and actions are generally influenced by their environment. The researcher also attempted to explain how the orphaned children relate with each other in spite of their similar fate.

2.5.2 The Attachment Theory

Attachment is an emotional bond to another person. Psychologist John Bowlby was the first attachment theorist, describing attachment as a "...lasting psychological connectedness between human beings' (Bowlby, 1969, p. 194). Bowlby believed that the earliest bonds formed by children with their caregivers have a tremendous impact that continues throughout life. According to Bowlby, attachment also serves to keep the infant close to the mother, thus improving the child's chances of survival. The central theme of attachment theory is that mothers who are available and responsive to their infant's needs establish a sense of security among their children. The infant knows that the caregiver is dependable, which creates a secure base for the child to then explore the world. Failure to form secure attachments early in life can have a negative impact on behaviour in later childhood and throughout the life. Children diagnosed with oppositional-defiant disorder (ODD), conduct disorder (CD), or post-traumatic stress disorder (PTSD) frequently display attachment problems, possibly due to early abuse, neglect, or trauma.

Robertson (Robertson & Bowlby, 1952) had identified three phases of separation response: protest (related to separation anxiety), despair (related to grief and mourning), and denial or detachment (related to defense mechanisms, especially repression). Again drawing on ethological concepts regarding the control of behaviour, Bowlby maintained that infants and children experience separation anxiety when a situation activates both escape and attachment behaviour but an attachment figure is not available. Bowlby's view, excessive separation anxiety is due to adverse family experiences-such as repeated

threats of abandonment or rejection by parents-or to a parent's or sibling's illness or death for which the child feels responsible.

Bowlby also pointed out that, in some cases, separation anxiety can be excessively low or be altogether absent, giving an erroneous impression of maturity. He attributes pseudo-independence under these conditions to defensive processes. A well-loved child, he claims, is quite likely to protest separation from parents but will later develop more self-reliance. Citing Marris, (1958) Bowlby claimed that grief and mourning processes in children and adults appear whenever attachment behaviours are activated but the attachment figure continues to be unavailable. He also suggested that an inability to form deep relationships with others may result when the succession of substitutes is too frequent. Bowlby notes that two distinct sets of stimuli elicit fear in children: the presence of unlearned and later of culturally acquired clues to danger and/or the absence of an attachment figure. Although escape from danger and escape to an attachment figure commonly occur together, the two classes of behaviour are governed by separate control systems (observable when a ferocious dog comes between a mother and her young child).

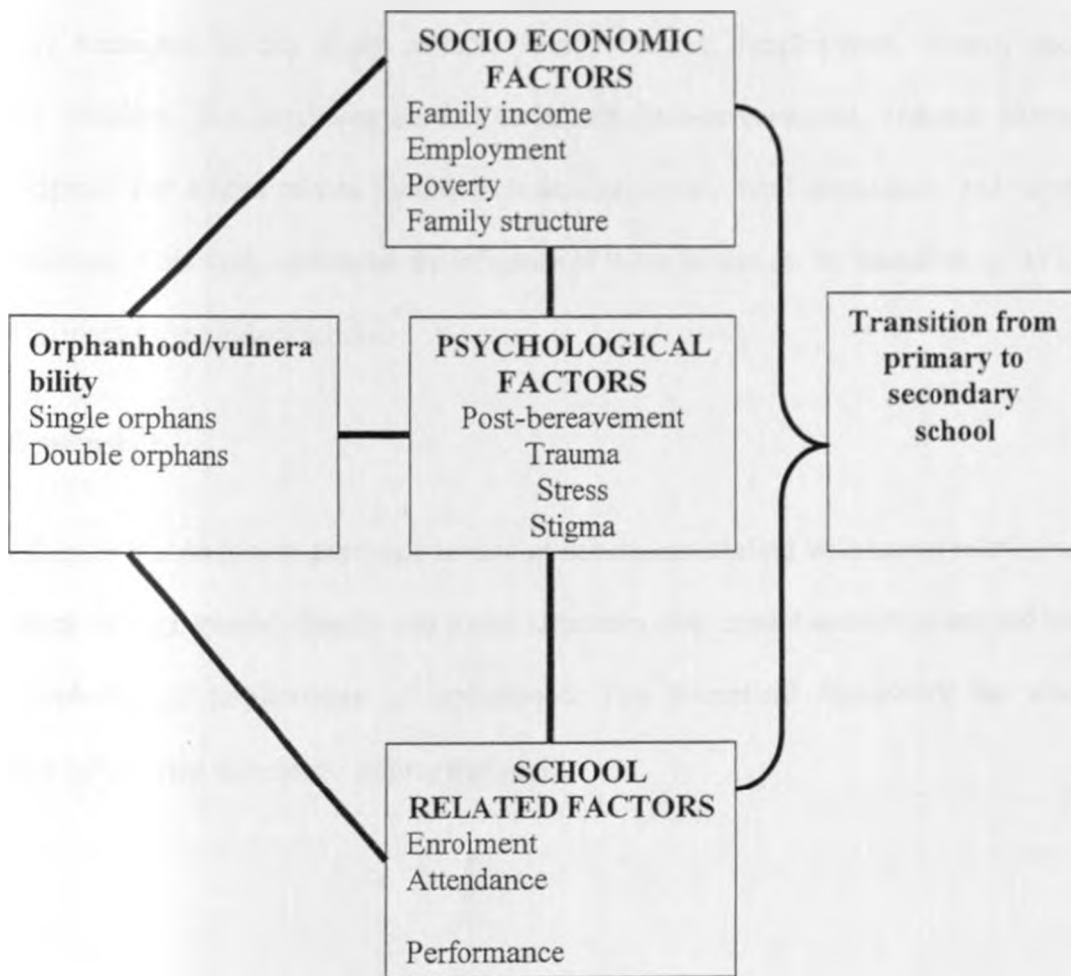
Maids (1991) points to the fundamental tension between the desire to create a secure and predictable social order and the desire to maximize one's own opportunities at the expense of others. A good society, according to Marris, would be one which, as far as is humanly possible, minimizes disruptive events, protects each child's experience of attachment from harm, and supports family coping. Yet, in order to control uncertainty, individuals and families are tempted to achieve certainty at the expense of others (i.e., by imposing a greater burden of uncertainty on them or by providing fewer material and social resources). When powerful groups in society promote their own control over life

circumstances by subordinating and marginalizing others, they make it less possible for these groups to offer and experience security in their own families. Valuing of attachment relations thus has public policy and moral implications for society, not just psychological implications for attachment dyads. In formulating the basic tenets of attachment theory, Bowlby's strategy was, wherever possible, to meticulously test intuitive hunches against available empirical findings and concepts from related domains, thus keeping the theory open to change.

2.6 Conceptual Framework

Symth (2004) states that, unlike a theory, a concept does not need to be discussed in order to be understood. Reichel and Rarney (1987), on the other hand, give a detailed definition of a Conceptual Framework as "a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Guba and Lincoln (1989) add that a Conceptual Framework forms part of the "agenda for negotiation" that will need to be scrutinized and tested, reviewed and reformed, as a result, framework for this study is graphically presented below.

Conceptual Framework



Source: Researcher, 2010

This conceptual framework displays the relationships that exist between the variables for this study. The framework shows how socioeconomic factors, psychological factors and school related factors affect orphaned and vulnerable children and hence impact upon their ability to transition from primary to secondary school. The orphaned status is presented in two ways: single or double orphanhood. The single orphan is a child who

has lost one parent while the double orphan has lost both parents. The severity of the orphanhood depends on the level of orphanhood stated here. The socio economic factors that are examined in this study include: Family income, Employment, Poverty and Family structure. The psychological factors include Post-bereavement, Trauma, Stress, and Stigma. The school related factors include: Enrolment, pupil attendance, and pupil Performance. This study examined the influence of these factors on the transition of OVC from primary to secondary school.

2.7 Conclusion

This chapter has dealt with literature review of documents dealing with issues relating to the status of orphanhood, family and social structures that impact upon orphans and on the psychological implications of orphanhood. The theoretical framework has also focused on relevant theories to inform this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the factors that influence transition from primary to secondary school among orphans and vulnerable children. A research methodology is defined as the steps and actions that are taken to ensure that data is obtained from adequate representative sample with minimal bias. Methodology also includes the analyses of the results using appropriate tools. It is the operational framework within which the facts are placed so that meaning may be seen more clearly (Leedy, 1989). Furthermore, methodology can be defined as the description of the procedures that would be followed in conducting a study (Mugenda and Mugenda, 2003).

3.2 Study Design

According to Orodho (2006) research design is the arrangement of conditions for collections and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure. This study used the descriptive method and a cross-sectional design which comprised of a survey of views of teachers, the orphans and vulnerable children. The descriptive design sought to show the impact of vulnerability and orphanhood on the students' transition from primary to the secondary school in Rachounyo district. The survey facilitated the collection of data from the pupils and teachers on their opinions, feelings, structures and reasons that may enhance or reduce the transition. The study explored the interrelationships between the socio economic and psychological factors and their impact on the child's transition from primary to secondary school as relayed in the conceptual framework. These relationships

subsequently provided a backup for developing intervention strategies to effectively mitigate the OVC's circumstances and hence increase transition rates.

3.3 Site Description

Rachuonyo District was carved out of the larger Homa Bay district. It is a rural district where the population projections are skewed towards non-economically active group in the age bracket 0 – 14 years that comprises 57% of the population. Rachuonyo district has a high incidence of poverty due to lack of economic activity. The prevalence of HIV/AIDS, motivated by proximity to lakeside and its nocturnal activities has abetted the poverty levels and subjected many children to orphanhood. For exact position of Rachuonyo District in Kenya refer to appendix 3. Appendix 4 isolates Rachuonyo District and the locations some of which formed the sample population. The teachers and the ovc were hence selected from this study population background.

3.4 Target Population

The study population for this study comprised the orphaned and vulnerable children in Rachuonyo district. The sampling frames included class 7 and 8 pupils, and teachers in the sample schools.

3.5 Study Sample and Sampling Technique

Mays and Pope (1995) assert that the purpose of using a systematic sample is to identify specific groups of people who either possess characteristics or live in circumstances relevant to the social phenomenon being studied. This study used Purposive sampling to identify the respondents in four divisions of Rachuonyo district.. There were two sample

groups. The first set of informants constituted the key informants who included primary school head teachers and the assistant teachers. The selection of the schools in the study sample was done by random selection of primary schools in any three locations.

The locations used in the study were randomly selected by picking out three out of four papers on which the locations had been written. Each division provided any 3 locations with 9 schools in each location.. This was because the district is homogeneous (District Development Plan, 2002) and the locations bore no significant cultural or social differences. Nine schools were selected from each of the sampled locations to make the total number of 27 schools per division. This brought the total number of schools in the study sample to 108 (4 divisions x 27 schools). The head teachers of these schools, therefore, were key informants for the study.

The second sample group was the OVC themselves. Four OVC were identified in each school. Out of the total population of orphans in each class, one boy and one girl were randomly selected to constitute a sample of four (one boy each from standard seven and eight and one girl from each of these classes). This was due to the large sample of schools that would not make it possible for focus groups. Rachuonyo district comprises 4 divisions. Each division has the 11 locations except Kabondo which has 7.

The sample population constituted the numbers given in the table below.

Table 1: Sample respondents

Division	Total no of pri. Schools	Primary schools in sample (9 per every 3 locations)	Percentage sample %	Head teachers	OVC
Kasipul	109	27	25	27	108
Kabondo	59	27	45	27	108
East Karachounyo	91	27	29	27	108
West Karachuonyo	74	27	36	27	108
Total	333	108	32	108	432

Source: Researcher 2010)

3.6 Survey Instruments

Data collection in this study employed the following: interviews, questionnaires, focus groups, internet and review of documents (Chandran, 2004). The research instruments used in this study were the questionnaire, semi-structured interview, and focus group guide. These instruments were administered by the researcher with the help of three research assistants who were prepared for this task. These assistants were taken through the questionnaires and the focus group guides. They then distributed the questionnaires and conducted the focus groups in the schools assigned..

3.6.1 Questionnaire

According to Kombo and Tromp (2006), a questionnaire is a research instrument that gathers data over a large sample. It can reach a large number of subjects who are able to read and write independently. A questionnaire enhances anonymity of respondents and uniformity of questions, thus, allowing comparability. The use of closed ended questionnaires will be easier to analyze, administer, and economic in terms of time and money (Mugenda and Mugenda 1999). This study used one questionnaire designed for primary school head teachers the questionnaire had both structured and unstructured questions that sought to extract both qualitative and quantitative information from the respondents.

3.6.2 Interviews

Interviews as a research method, according to Jackson (1990), have the benefit of allowing the researcher to follow up on interesting responses that were not expected. Not all types of interviews are appropriate for collecting data in this study. The researcher conducted semi-structured guided interviews with caregivers and teachers of the OVC in the sample. The process involved the researcher asking each respondent the same question in the same way (Wengraf: 2001). This is because most of them prefer open oral discussion than subjecting them to exam styled material given the unscheduled nature of the interviews. It also provided in-depth data, allowed probing and clarification and guarded against confusion. Interviews are flexible, personal and sensitive information that can be shared and higher yields of responses are expected. (Mugenda and Mugenda 1999). Where possible, the teachers were engaged in interviews.

3.6.3 Focus Group Discussions

Focus group discussion is a form of qualitative research in which a group of people is asked about their attitude towards a product, service, concept, advertisement, idea, or program. Questions are asked in an interactive group setting where participants are free to talk with other group members. This study used focus groups comprising orphans, to solicit information on feelings and attitudes of the OVC with regard to their orphan status and the resultant challenges that they face as well as obtain a description of the nature of disability that the parents of the vulnerable undergo. The sample for the focus group was randomly selected by identifying three schools out of 27 in each division to constitute the sample schools for focus group discussions. Each focus group constituted the four OVC

identified in the school – two girls and two boys and where possible, at least a double orphan. The researcher used a focus group question schedule to guide the proceedings of the focus groups. This helped in drawing conclusions.

3.7 Validity and Reliability of Research Instruments

Validity is establishing whether the instrument content is measuring what it is supposed to measure (Orodho: 2006, Mugenda: 1999). Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher conducted a pilot test of the instruments before using them in the study. This was done with three school head teachers and 3 orphans not selected in the study sample but with similar characteristics to those selected in the study sample.

3.8 Data Collection Procedures

Primary Data for this study was collected through oral interviews and focus groups with key informants. Secondary data was collected through perusal of institutional records and questionnaire responses. A semi-structured questionnaire was used for primary school head teachers. Items in the instrument were developed from the literature review, piloted and refined over several versions of the questionnaire. The majority of the questions measuring the independent variables were closed-ended in nature and required ranking or rating responses. The questionnaire contained items meant to elicit information on the student's life in primary school. It also contained items that could bring to light how well or otherwise the student performed academically. These questionnaires were issued on a one to one case but since the teachers had to consult with the office records some

requested that they be given a day or two to do so. The oral interview would then follow after the questionnaire had been filled on a voluntary basis.

The study used these oral interviews to solicit information on experiences with orphans. The researchers interviewed some caregivers and teachers of these OVC to obtain some information. The oral interview questions were designed to solicit personal information with regard to feelings and attitudes of the orphans. These were leading questions designed as open ended so that they allowed for the respondents to express themselves completely. However, the researcher was free to add any prodding questions depending on the responsiveness of the respondent.

Data review involved collecting data by reviewing data from the records kept in the schools on particular students who were identified as orphans or as vulnerable. Such records will normally be in the custody of the guidance and counseling department or with the class teacher. These records were sought before the actual data collection began. These interviews and group discussions required getting permission from relevant government agencies and departments. Pre-field work activities also involved training of data collection staff and pre-testing of research instruments such as questionnaires to realize quality data. For ethical consideration, consent was sought from all parties expected to provide research information and approaching the OVC was done with cultural and psychological sensitivity.

3.9 Data Management and Analysis

Data analysis is the process of bringing orderly structure and meaning to the mass of information collected. It involves examining what has been collected and making deductions and inferences (Kombo and Tromp: 2006, Mugenda and Mugenda: 1999). This study employed descriptive statistics and some inferential statistics to analyze the data obtained. According to Gay (1992), descriptive survey is commonly represented by use of frequency charts, figures, polygons, graphs, pie charts, mean calculations or percentages and tabulating them appropriately. Thus, descriptive statistics involves the collection, organization and analysis of all data relating to some population or sample under study. Meanwhile, inferential statistics involves making predictions or decisions about an entire population based on results from the data in an approximately chosen sample drawn from that population.

The data collected from the field was coded and presented in graphic and tabular form. The coding involved corroborating the findings from the questionnaire, the interviews and the focus groups. The analysis of the findings was done immediately after the presentation of data followed by the discussion of those findings. Tabular Analysis Facing was used to present the findings. The researcher then discusses the findings in view of data collected from the interviews. Further, description was also based on different perspectives of contributing factors on transition from primary to secondary school.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study is to broadly assess and describe the factors that influence transition of orphaned and vulnerable children from primary to secondary school. The data collected from the field was coded and presented in graphic and tabular form. The coding involved corroborating the findings from the questionnaire, the interviews and the focus groups. The analysis of the findings is done immediately after the presentation of data followed by the discussion of those findings. . Further, description was also based on different perspectives of contributing factors on transition from primary to secondary school. The presentation of findings is done based on each of the objectives of the study

4.2 Demographic Data

This study collected data from head teachers and orphans in the primary schools in the study sample. The head teachers were drawn from 9 primary schools in 3 locations to make a total of 27 head teachers in each division and a grand total of 108 head teachers in Rachuonyo district. The study sought to identify the years of experience the head teachers had as in teaching. The data is presented in the table 2 below:

Table 2: head teachers' years of experience

Division	Years of experience			
	≤ 5 years	5 – 10 years	10 – 15 years	Above 15 years
Kasipul	0	7	3	17
Kabondo	0	2	7	18
East Karachuonyo	0	0	9	18
West Karachuonyo	0	0	12	16
Total	0	9	31	69

Source: (Researcher 2010)

Table 2 shows the number of years of experience of the head teachers in the study sample. None of the head teachers had worked for below five years. In Kasipul division, 7 head teachers had worked for between 5 – 10 years; 3 had worked for 10 – 15 years; and 17 had a work experience of over 15 years. In Kabondo division 2 head teachers had worked for between 5 and ten years; 7 had worked for between 10 and 15 years; and 18 had worked for over 15 years. In East Karachuonyo, 9 head teachers had experience of between 10 and 15 years while 18 had experience of more than 15 years. In West Karachuonyo, 12 had an experience of 10 to 15 years and 16 had worked for over 15 years. Evidently, the majority of the respondents, 69, had a long period of experience hence they had enough experiential knowledge to inform the study.

The study further sought to know for how long these head teachers had served in their current stations. The findings in this regard are presented in the table below:

Table 3: head teachers' years of service in current station

(n =108)

Division	Years of experience				Total
	≤ 2 years	3 – 5 years	5 -10 years	Above 10 years	
Kasipul	7	7	3	10	27
Kabondo	7	2	7	11	27
East Karachounyo	11	10	5	1	27
West Karachuonyo	9	6	10	2	27
Total	34	25	25	24	108

Source: (Researcher 2010)

(Table 3) shows that 34 of the respondents had served in their current stations for 2 years or less; 25 had served for 3 -5 years and the same number for between 5 and ten years. 24 of these respondents had served for over 10 years in their current stations. They were hence in a position to have analyzed the results of and the nature of transition of at least one group of class.

4.3 Objective 1: To identify the school related factors that affect student transition from primary to secondary school.

This study sought to establish school related factors that affect student transition from primary to secondary school. The OVC in the sample were identified through their schools hence it was important to examine the factors that influenced them within the school environment and how these factors impacted on their transition from primary to

secondary school. The first aspect to be examined this regard was pupil enrolment in schools. The findings are presented in table 4 below:

Table 4: Enrolment details of OVC in sample schools

Division	Total OVC in division	No. of boy OVC	% of sample	No. of Girl OVC	% of sample
Kasipul	457	234	51.2	223	48.7
Kabondo	512	245	47.2	267	52.1
East Karachounyo	639	337	52.7	302	47.2
West Karachuonyo	449	220	48.9	200	44.5
Total	2057	1036	50.4	1021	49.6

Source: (Researcher 2010)

This study sought to identify the enrolment details of OVC in the sample schools as a first step towards examining the school related factors that influence OVC transition from primary to secondary school. (Table 4) shows the numbers of OVC enrolled in the various schools in the sample. According to the findings, East Karachuonyo has the highest number of OVC enrolled in primary school (639). Out of this number, 337 are boys while 302 are girls. The division with the lowest population of OVC is West Karachuonyo which had 449 OVC, with 220 boys and 200 girls. This is also the division with a high prevalence of poverty according to the District Development Plan 2002 – 2008.

The table 5 below shows the number of OVC in standard seven and eight in the sample schools:

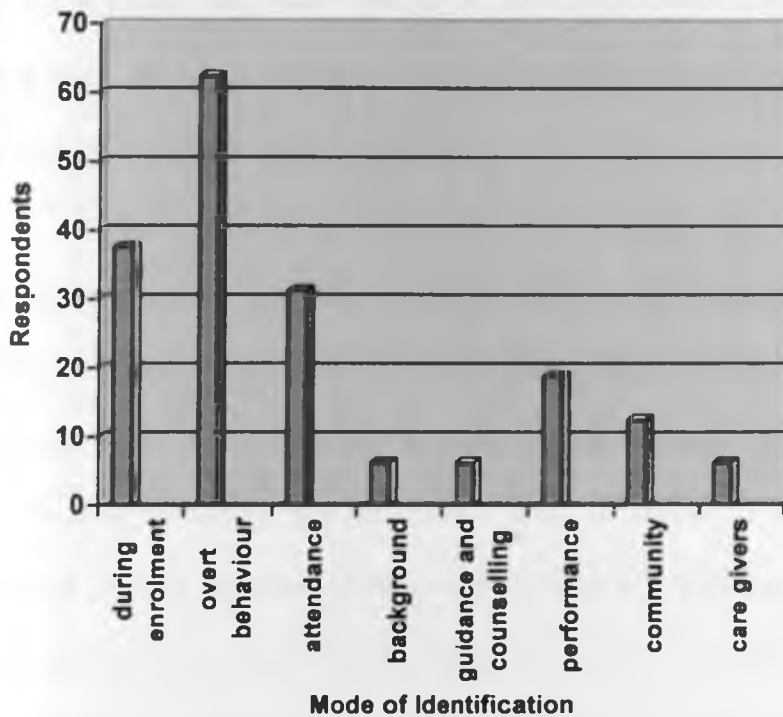
Table 5: Enrolment details of OVC in STD 7 and 8 in sample schools 2010

Division	OVC in std. 7 in sample schools	% of total sample population in division	OVC in std.8	% of total sample population in division
Kasipul	55	18.9	39	15.7
Kabondo	53	18.2	43	17.3
East Karachounyo	47	16.2	73	29.4
West Karachuonyo	135	46.5	93	37.5
Total	290	100	248	100

Source: (Researcher 2010)

The study further sought to establish the methods used by the schools in the sample to identify the orphaned and vulnerable children among the school population. This identification was thought to be important because it was the first step the schools must take in order to be able to help the OVC.

Figure 1: Mode of identification of OVC



The figure 1 above shows that most schools identified OVC in their midst through examining the learners' overt behaviour. Respondents indicated that those children who were OVC displayed a disturbed personality and had problems of truancy on one hand and problems of interaction with other children on the other. These behavioural traits were quickly noticed by the teachers and through handling of these cases, it became evident that these children were OVC. Hence, 62.5 % of the respondents agreed that overt behaviour was the principal way by which they identified OVC in the schools.

Data collected during enrolment presented the second highest opportunity for schools to identify OVC among the pupils. This secondary data required pupils being enrolled to give details about their social background. For example, the new pupil to indicate name

of parent, and tick if alive or dead. It was through this information that schools learnt whether or not a new pupil was orphaned. This kind of data could not be found in some schools. According to the data presented above, 37.5% of the respondents indicated that they collected data on OVC through enrolment records.

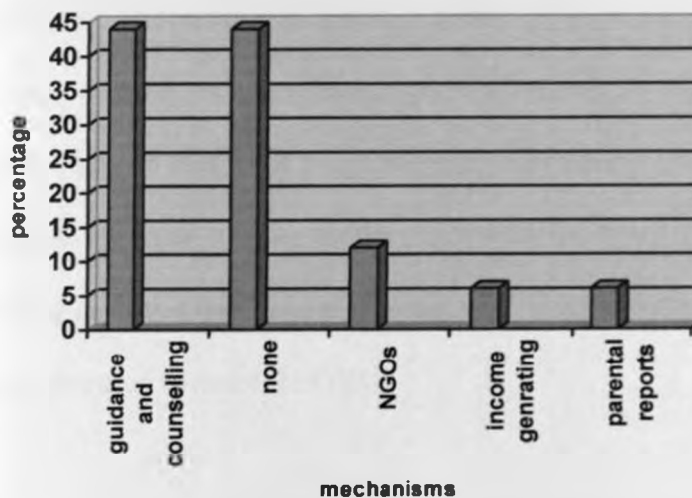
Class attendance and performance were also cited as indicators of OVC presence in the school. It was indicated by the respondents that most of the children who were orphaned and vulnerable had problems in attending school and/or in their academic performance. Significant shifts in class attendance and performance acted as signals to teachers to investigate the causes of such changes. Most results of these investigations revealed vulnerability or orphanhood. These pupils were either loaded with a lot of responsibilities or they lacked motivation to learn due to psychological pressure resulting from their vulnerable or orphan status. Hence, 3.25% of the respondents agreed that class attendance was a way of identifying OVC while 18.75% of the respondents indicated that performance was an indicator for identifying OVC in primary schools. The data showed that most of these OVC, who fall between ages 14 and 19 (in standard 7 and 8), displayed irregular attendance in school. According to data collected, 75% of the head teachers indicated that OVC in their schools displayed irregular attendance to school.

Data also revealed that community members provided information on orphaned and vulnerable children. Sometimes, children themselves did not show, significantly and observably, the overt signals of vulnerability or orphanhood. However, relatives and other community members often come to school to report goings-on in the homes which

indicated vulnerability or orphanhood and thus the school got to identify these OVC. Of the respondents in the study, 12.5 % indicated that they identified these OVC through reports by community members.

The methods that were least used to help identify OVC were found to be through care givers, guidance and counseling, and random background checks. Each of these was identified by only 6.25% of the respondents as a means of identifying OVC in primary schools.

Figure 2: mechanisms used by primary schools to deal with OVC.



The data presented in the figure above indicates that guidance and counselling is the favourite tool for dealing with OVC problems in the schools. The figure shows that 44% of the schools in the sample used this method to handle the problems associated with orphanhood. Interestingly, 44% of the schools in the sample indicated that they did not have mechanisms in place to deal with OVC problems. In these instances, the head

teachers owned up to not having any mechanisms in place that helped OVC to deal with everyday issues and problems. This lack of mechanisms was attributed to a sense of helplessness on one hand and a general lack of initiative by schools on the other. Moreover, some head teachers identified the poverty in the school neighbourhoods as a contributing factor to the lack of initiatives to address OVC problems in the schools.

Data also reveals that locally based NGOs and CBOs had been actively engaged by the schools to address the plight of OVC. Head teachers who were interviewed in the focus groups confirmed that they had presented names of OVC to local NGOs and CBOs who took up the responsibility of paying school levies and buying uniform and sometimes providing food for the OVC. According to figure 2 above, 12% of the respondents indicated that NGOs were a useful tool in dealing with OVC problems in the schools. Furthermore, the study established that some of the schools in the sample had engaged in income generating projects in order to raise money to sustain the needs of the OVC. These projects are farming activities that include planting vegetables and rearing chicken for sale. The returns are then used to assist the OVC.

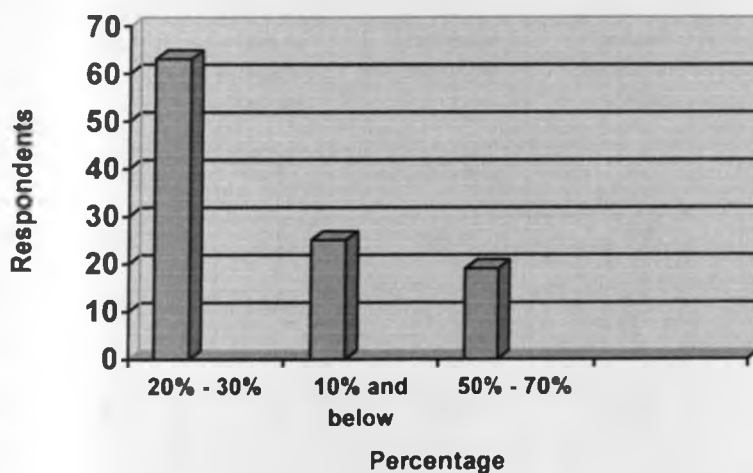
Finally, the schools indicated that they held periodic meetings with parents and caregivers of the orphans so as to address emerging issues that affect the OVC. During these meetings, the teachers and the parents discuss issues relating to personal achievements and shortcomings of the OVC and also examine how to deal with emerging problems such as truancy and deviant behaviour.

With regard to discipline and performance, respondent head teachers indicated that most of the OVC were well disciplined and were fairly good performers in the class. However,

the data revealed that the OVC were poor in punctuality since most of them were involved in many household tasks before they came to school. This fact was perhaps the most influential in the OVC academic performance. Coupled with the daily stresses of life, OVC found it difficult to concentrate in class and so their performance was also affected.

Consequently, the study sought to establish the transition rate to secondary school. This presupposed that they passed their examinations well enough to be admitted to secondary schools. The findings are presented in figure 3 below:

Figure 3: Percentage Number of Pupils who graduate to Secondary Schools



The figure 3 above indicates that the 20 – 30 percent of the OVC in primary schools is able to graduate to secondary school. This was indicated by the majority of respondent head teachers (63%). This small number of OVC who are able to transition to secondary school is occasioned by the variety of social and personal inhibitions that characteristically haunt OVC. The respondents further gave the figures of the numbers of

boys and girls who have successfully transitioned to secondary school. The figures are presented here below:

4.3.1 Transition Rate of OVC

In order to achieve successful transition of the OVC to secondary school, the primary schools must put in place mechanisms to ensure retention and academic success of OVC in primary schools. In this respect, this study sought to establish the transition rate in the schools in the sample through analysis of school records on performance and admission to secondary school. The findings are presented in the table 4 below:

Table 6: Percentage Transition from Primary to Secondary School of the 2009 Class

Division	OVC in std.8	Boys who joined secondary school	% transition for boys	Girls who joined secondary school	% transition for girls
Kasipul	38	14	36.8	10	26.3
Kabondo	45	21	46.6	19	42.2
East Karachounyo	70	16	22.8	13	18.5
West Karachuonyo	89	41	46.0	42	47.1
Total	242	102	42.1	84	34.7

Source: (Researcher 2010)

The data in table 6 shows the transition rate in 2009 standard 8 classes. The data reveals that there were more boys who successfully transitioned to high school than girls. A total of 102 OVC who joined high school were boys and 84 were girls. This gives a transition rate of 42.1% for boys and 34.7% for girls. This, according to the respondents, is due, partly, to cultural habits that give preference to boys because they will remain in the

home but girls will be married and be taken care of by their husbands. The study also revealed that the bulk of the household chores were carried out by the girls making them more vulnerable to dropping out of school or performing so poorly that they do not qualify for secondary school. Furthermore, the local administrators indicated that there was a general apathy on the part of girl OVC to give up on achieving academically and many become pregnant due to this lack of motivation to learn. In East Karachuonyo, a care giver decried the permissive culture in the area as luring to OVC, particularly girls, as they look for cheap money through prostitution. This was attributed to lack of parental care and guidance.

“East Karachuonyo also borders the lake region and more children will tend to go for either fishing at night to supply the family with the next day's lunch or, for girls, the lure comes from the young men that have taken to fishing. (Mango, care giver)”

4.4 Objective 2: To examine the influence of family and Socio-Economic factors on the transition of orphans and vulnerable children from primary to secondary schools.

This study sought to examine the influence of family and social structures on the transition of OVC to secondary school. In addition to the Questionnaire, Focus group discussions and interviews were used to collect data relevant to this objective. The table below indicates the number of respondents in the focus group discussions.

(n=48)

Table 7: Details of OVC in Focus Group and Their Parents or Guardians

Division	Total OVC in FGD sample	No. of Single orphans	Parent/guardian	No. of Double orphans	Parent/guardian
Kasipul	12	9	6 – mother 3 - father	3	3-Grandmother/ stepmother
Kabondo	12	8	7 – mother 1 – father	4	2– grandmother 1 uncle 1 – maternal Aunt
East Karachounyo	12	10	5 – mother 5 - father	2	1 –grandmother 1- maternal uncle
West Karachuonyo	12	6	1 – mother 4 – father	6	2- uncle 2 – family friends 1 – grandmother 1- paternal aunt
Total	48	33		15	

Source, (Researcher 2010)

(Table 6) indicates the number of orphans in the sample that was used for the focus groups and the parents or guardians they stay with. The data shows that there were 33 single orphans and 15 double orphans. The table also shows the parents or guardians that they lived with.

The study found that the conditions in the OVC's homes contributed a lot in their ability to transition to secondary school. The only visible social structures that exist in the study area are extended family units that naturally assume responsibility for orphaned children.

Despite the existence of the extended family, the study established that few extended family units were seriously involved in the education of the OVC. Furthermore, respondents felt that this lack of involvement by family members was a contributing factor to the poor performance by the OVC in school. Twenty percent of the head teachers felt that the lack of family involvement did not affect performance. However, with regard to equity in the provision of support for girls in relation to boys, all the respondents affirmed that girls did not get equal opportunities as the boys.

Moreover, those who were fairly involved were not very enthusiastic about resources needed to educate the OVC. All the head teachers indicated that they got very little or no support from relatives of the OVC. This is what drove many of them to engage the NGOs and the local CBOs to take care of these orphans' needs. A case in point is the MANGO, an NGO operating in the district, which sponsors the education of many OVC to secondary school. Even though, this NGO has put stringent limits on the eligibility of OVC to their scholarships that require OVC to attain a minimum grade to qualify. This implies that an orphaned child who performs poorly due to lack of parental care may not qualify for assistance.

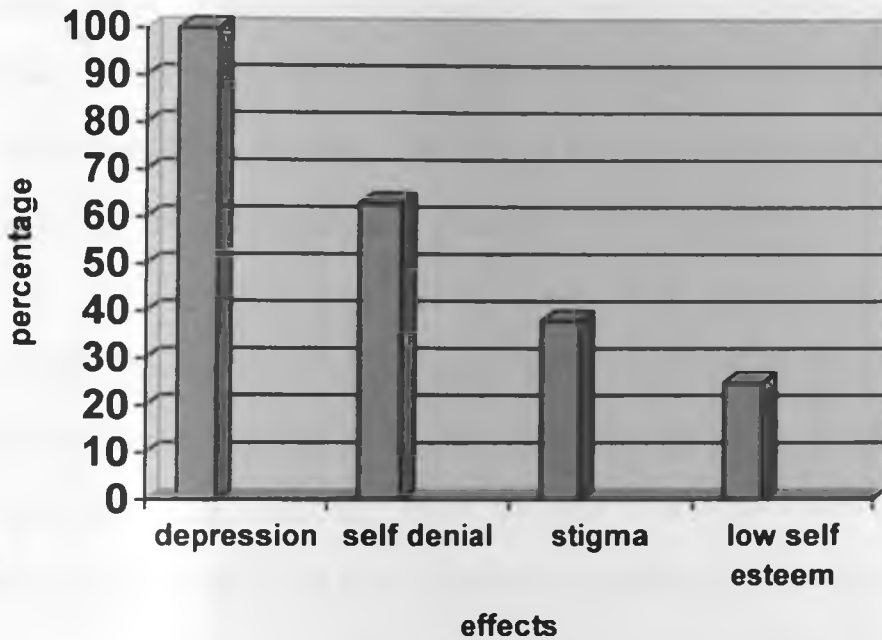
Furthermore, the respondents argued that the communities around the schools were not supportive enough and did not get involved in activities to help OVC. This was also true about social groups that operate in the school vicinity. However, interviews with the District Youth Development Officer revealed that the Ministry of Youth Affairs had set up a fund to provide cash flow to caregivers (within the household) of the orphaned in the

local communities. The project is ongoing but the amounts given to caregivers cannot sustain the children's education beyond primary school. This money is channeled to the caregivers through the local chiefs and is prone to abuse. Furthermore, there is no guarantee that the resources given would eventually reach the OVC. There were cases where caregivers were robbed of the cash after collecting it from the chief.

4.5 Objective 3: To establish the psychological effects of orphanhood on the transition of orphans and vulnerable children from primary to secondary schools.

Orphanhood can cause a lot of psychological suffering to the person experiencing this problem. This situation is even worse when the person involved is a child. This study therefore sought to identify the psychological effects of OVC status and to evaluate the impact of these psychological issues on the transition of learners. In order to achieve this, the study first identified the psychological impact of orphanhood on primary school pupils. The findings in this regard are presented in figure 4 below:

Figure 4: Psychological Effects of vulnerability and Orphanhood



The data in figure 4. reveals that depression is the most common psychological effect that orphanhood has on OVC. According to the respondents, this depression emanates from the lack of a social support system for orphaned and vulnerable children particularly those in primary school. Responses from the interviews indicate that whereas, initially, the society would automatically adopt orphaned or vulnerable children, people now shun these children. They cite hard economic times and the inability of the hosting families to cope with 'new members'. Furthermore, respondents allege that society is now more capitalistic and the communal socialization that existed earlier does not exist now.

As a result of being ignored and abandoned, the OVC suffer from self denial and denial from others. This, according to respondents, is borne out of the lack of adult concern. As children, OVC desire to look up to the adult community to take care of them. This sense

of denial is highest in OVC whose parents suffer from or have died of HIV/AIDS. The study established that HIV/AIDS is viewed more as a curse rather than as an illness. Hence, children of HIV/AIDS sufferers are viewed with suspicion and are usually segregated by the rest of the community. According to the data in the chart above, self denial accounts for 63% of the psychological effects OVC status has on children.

Stigma was found to account for 38% of the psychological effects that children suffer as OVC. As explained in the paragraph above, this stigma is highest where parents suffer from or die due to HIV/AIDS. However, orphans too suffer from stigmatization in cases other than those of HIV/AIDS. The study found that neglected orphans or those who lived with disinterested foster parents were generally badly dressed and fed. They were also perpetually unhappy and ill-at-ease. This made them less likeable by their peers and they too, were afraid of joining peer groups because they had little to share.

Hence, most of these OVC suffer from low self-esteem. Data shows that 25% of the OVC suffered from low self esteem. As a result, they perform poorly and do not become achievers. Data from the focus group discussions revealed that the OVC felt unwanted, unable and cursed hence they did not think highly of themselves and their ability to compete.

These psychological effects have significantly affected the OVC's ability to transition from primary to secondary school. The first effect is realized in their academic performance. Interviews with teachers indicated that the OVC generally performed

poorly as a result of the difficulties they faced at home and at school. Peer ridicule, stigma and a low self esteem provide a fertile ground for low achievement. Moreover, these OVC are not motivated to excel in their academics, knowing very well that they may lack resources to finance further education. The teachers indicated that the requirement to perform well to secure a place in a good school which may have resources to care for OVC inhibited the chances of these OVC to transition to secondary school.

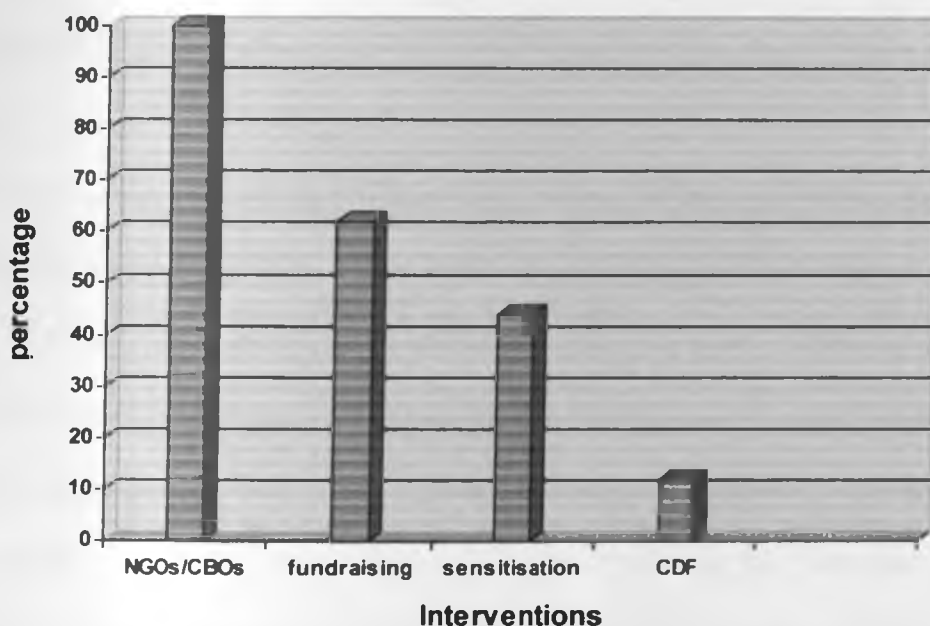
Secondly, the study found that these psychological effects of orphanhood and vulnerability strongly compromised the OVC's readiness for enhanced challenge in secondary school. This is due to lack of care, socialization and emotional needs. These factors, the teachers observed, provide the pupil with the necessary social skills to survive in a secondary school environment. Hence, many of the OVC who qualified to enter secondary school ended up engaging in bad habits or dropping out altogether.

Thirdly, respondents indicated that these psychological effects of orphanhood could lead to high likelihood of dropout due to lack of self belief. Respondents indicated in the interviews, that the OVC's dropout was catalysed by the need to have or do something that could boost their self esteem. The boys are prone to engaging in small businesses to make ends meet and to 'compete' favourably with their well-off peers. The girls, on the other hand, engaged in prostitution or got married early to prove their independence and have something to boost their esteem.

4.6 Objective 4: To identify possible sets of interventions and measures that can effectively mitigate the circumstances of orphans and vulnerable children thus enhancing transition from primary to secondary school.

As a result of the findings above, the study sought to examine the various measures of intervention that could be used to alleviate or mitigate the circumstances of OVC in primary school with a view to enhancing their chances of transition to secondary school. Respondents made various suggestions of these measures as presented in chart 4.4 below:

Figure 5: Intervention help for OVC



Based on the data in figure 5 above, all the respondents agreed that it was important to involve the local NGOs and CBOs. The argument posited by the respondents was that NGOs and CBOs were more in touch with the realities of people in the villages and their assistance was easy to access. They cited an NGO called MANGO which had achieved a lot in providing assistance to people affected by HIV/AIDS. In the respondents' opinion,

NGOs were more genuine and dependable. Most head teachers suggested that there was evidence of follow-up from the NGOs assisting students and this meant that the needs of the vulnerable would be closely attended to.

Sixty two percent of the respondents felt that fundraisers would help alleviate the problems that OVC face. These fundraisers would be done at community level and from all well wishers. These funds would then be formed into a consolidated account that would cater for the needs of the OVC. Respondents further indicated that family members need to be encouraged to contribute to this fund to maintain their link to the lives of the OVC.

However, 44% of the respondents felt that it was essential to sensitise people about the plight of OVC and to make them aware of the role community played in securing the transition of these OVC from primary to secondary school. Such sensitization would be crucial in enabling the community to participate in fundraisings and to take a proactive role in voluntarily helping OVC. Only 12% of the respondents felt that the CDF fund could be used to help OVC. Respondents argued that CDF was politicized and were skeptical about its ability to help OVC. However, some of the respondents felt that CDF was best placed to finance the education of the OVC in primary and secondary school.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions of Key Findings

The presentation and analysis of data that is done in chapter four presents important findings that the study made. The key findings are discussed here below based on the objectives of the study.

5.1.1 Objective 1: To identify the school related factors that affect student transition from primary to secondary school.

This study established school related factors that affect student transition from primary to secondary school; particularly those within the school environment and how these factors impacted on their transition from primary to secondary school.

Firstly, the study identified the enrolment details of OVC in the sample schools as a first step towards examining the school related factors that influence OVC transition from primary to secondary school. According to the findings, East Karachuonyo has the highest number of OVC enrolled in primary school (639). Out of this number, 337 are boys while 302 are girls. The division with the lowest population of OVC is West Karachuonyo which had 449 OVC, with 220 boys and 200 girls. This is also the division with a high prevalence of poverty according to the District Development Plan 2002 – 2008.

Secondly, the study established the methods used by the schools in the sample to identify the orphaned and vulnerable children among the school population. This identification was thought to be important because it was the first step the schools must take in order to be able to help the OVC. Most schools identified OVC in their midst through examining the learners' overt behaviour. Findings indicate that those children who were OVC displayed a disturbed personality and had problems of truancy on one hand and problems of interaction with other children on the other. These behavioural traits were quickly noticed by the teachers and through handling these cases, it became evident that these children were OVC. Furthermore,

Enrolment data presented the second highest opportunity for schools to identify OVC among the pupils. This data gives details about pupils' social background at enrolment to the school. It was through this information that schools learnt whether or not a new pupil was orphaned. This kind of data could not be found in some schools. Moreover, class attendance and performance were indicators of OVC presence in the school. the study found that children who were orphaned and vulnerable had problems in attending school and/or in their academic performance. Significant shifts in class attendance and performance acted as signals to teachers to investigate the causes of such changes. Most results of these investigations revealed vulnerability or orphanhood. These pupils were either loaded with a lot of responsibilities or they lacked motivation to learn due to psychological pressure resulting from their vulnerable or orphan status.

The study further found that community members provided information on orphaned and vulnerable children. Sometimes, children would not show, significantly and observably, the overt signals of vulnerability or orphanhood. However, relatives and other community members often come to school to report goings-on in the homes which indicated vulnerability or orphanhood and thus the school got to identify these OVC. Care-givers, guidance and counseling, and random background checks also provided information on OVC.

Thirdly, the study found that guidance and counselling was the favourite tool for dealing with OVC problems in the schools. Interestingly, some schools indicated that they did not have mechanisms in place to deal with OVC problems. In these instances, the head teachers owned up to not having any mechanisms in place that helped OVC to deal with everyday issues and problems. This lack of mechanisms was attributed to a sense of helplessness on one hand and a general lack of initiative by schools on the other. Poverty in the school neighbourhoods was identified as a contributing factor to the lack of initiatives to address OVC problems in the schools. With regard to discipline and performance, the study found that most of the OVC were well disciplined and were fairly good performers in the class. However, the OVC were poor in punctuality since most of them were involved in many household tasks before they came to school. This fact was perhaps the most influential in the OVC academic performance. Coupled with the daily stresses of life, OVC found it difficult to concentrate in class and so their performance was also affected.

Fourthly, the study established the transition rate of 20 – 30 percent was achieved by primary schools for students to go to secondary school. This small number of OVC who are able to transition to secondary school is occasioned by the variety of social and personal inhibitions that characteristically haunt OVC. An observation was made of the transition rate in the 2009 standard 8 classes. The study found that there were 102 boys and 84 who successfully transitioned to high school. This gave a transition rate of 42.1% for boys and 34.7% for girls. The study established that this disparity in transition rates was due to cultural habits that give preference to boys because they will remain in the home but girls will be married and be taken care of by their husbands. Moreover, the bulk of the household chores were carried out by the girls making them more vulnerable to dropping out of school or performing so poorly that they do not qualify for secondary school. Furthermore, the local administrators indicated that there was a general apathy on the part of girl OVC to give up on achieving academically and many become pregnant due to this lack of motivation to learn. In East Karachuonyo, a care giver decried the permissive culture in the area as luring to OVC, particularly girls, as they look for cheap money through prostitution. This was attributed to lack of parental care and guidance.

5.1.2 Objective 2: To examine the influence of family and Socio-Economic factors on the transition of orphans and vulnerable children from primary to secondary schools.

This study examined the influence of family and social structures on the transition of OVC to secondary school. Focus group discussions and interviews were used to collect data relevant to this objective. The study found that the conditions in the OVC's homes

contributed a lot in their ability to transition to secondary school. Findings showed that the only visible social structures that exist in the study area were extended family units that naturally assumed responsibility for orphaned children. Despite the existence of these extended families, few units were seriously involved in the education of the OVC. Those who were fairly involved were not very enthusiastic about resources needed to educate the OVC. Head teachers indicated that they got very little or no support from relatives of the OVC. Moreover, lack of involvement by family members contributed heavily to the poor performance by the OVC in school. The result was that the OVC were not motivated to perform because of the inherent fear of the unknown future. They displayed lack of motivation knowing that no one would be able to fund their studies in secondary school.

Furthermore, the study found that communities around the schools were not supportive enough and did not get involved in activities to help OVC. This was also true about social groups that operated in the school vicinity. the District Youth Development Officer revealed that the Ministry of Youth Affairs had set up a fund to provide cash flow to caregivers (within the household) of the orphaned in the local communities. However, the amounts given to caregivers could not sustain the children's education beyond primary school. This money, channeled to the caregivers through the local chiefs, was prone to abuse. Furthermore, there was no guarantee that the resources given would eventually reach the OVC.

Objective 3: To establish the psychological effects of orphanhood on the transition of orphans and vulnerable children from primary to secondary schools.

This study therefore sought to identify the psychological effects of OVC status and to evaluate the impact of these psychological issues on the transition of learners. Orphanhood can cause a lot of psychological suffering to the person experiencing this problem. This situation is even worse when the person involved is a child. The study found depression to be the most common psychological effect that orphanhood had on OVC. this depression emanates from the lack of a social support system for orphaned and vulnerable children particularly those in primary school. Whereas, initially, the society would automatically adopt orphaned or vulnerable children, people now shun these children. They cite hard economic times and the inability of the hosting families to cope with 'new members'. Furthermore, respondents allege that society is now more capitalistic and the communal socialization that existed earlier does not exist now. This notwithstanding, the community believes that orphaned children are "lucky" and get blessed in life so they tend to ignore them lest they propel their good fortune.

The study also found that OVC suffer from self denial and denial from others. This, was borne out of the lack of adult concern. As children, OVC desire to look up to the adult community to take care of them. This sense of denial is highest in OVC whose parents suffer from or have died of HIV/AIDS. The study established that HIV/AIDS is viewed more as a curse rather than as an illness. Hence, children of HIV/AIDS sufferers are viewed with suspicion and are usually segregated by the rest of the community.

Stigma was another psychological effect that OVC children suffered from. This stigma is highest where parents suffer from or die due to HIV/AIDS. However, orphans too suffer from stigmatization in cases other than those of HIV/AIDS. The study found that neglected orphans or those who lived with disinterested foster parents were generally badly dressed and fed. They were also perpetually unhappy and ill-at-ease. This made them less likeable by their peers and they too, were afraid of joining peer groups because they had little to share. Consequently, these OVC suffered from low self-esteem. As a result, they performed poorly and did not become achievers. Data from the focus group discussions revealed that the OVC felt unwanted, unable and cursed hence they did not think highly of themselves and their ability to compete and hence to transition to secondary school.

The effects of these psychological problems is realized in their academic performance. the OVC generally performed poorly as a result of the difficulties they faced at home and at school. Peer ridicule, stigma and a low self esteem provide a fertile ground for low achievement. Lack of motivation to excel in their academics, knowing very well that they may lack resources to finance further education. The teachers indicated that the requirement to perform well to secure a place in a good school which may have resources to care for OVC inhibited the chances of these OVC to transition to secondary school.

The study found that these psychological effects of orphanhood and vulnerability strongly compromised the OVC's readiness for enhanced challenge in secondary school. This is due to lack of care, socialization and emotional needs. Theses factors, the teachers

observed, provide the pupil with the necessary social skills to survive in a secondary school environment. Hence, many of the OVC who qualified to enter secondary school ended up engaging in bad habits or dropping out altogether.

Thirdly, respondents indicated that these psychological effects of orphanhood could lead to high likelihood of dropout due to lack of self belief. OVC's dropout was catalysed by the need to have or do something that could boost their self esteem. The boys were prone to engaging in small businesses to make ends meet and to 'compete' favourably with their well-off peers. The girls, on the other hand, engaged in prostitution or got married early to prove their independence and have something to boost their esteem.

5.1.3 Objective 4: To identify possible sets of interventions and measures that can effectively mitigate the circumstances of orphans and vulnerable children thus enhancing transition from primary to secondary school.

Having identified the problems related with OVC, the study identified several intervention measures that could be used to mitigate the circumstances. As a result of the findings above, the study sought to examine the various measures of intervention that could be used to alleviate or mitigate the circumstances of OVC in primary school with a view to enhancing their chances of transition to secondary school.

The study established that locally based NGOs and CBOs had been actively engaged by the schools to address the plight of OVC. Head teachers confirmed that they had

presented names of OVC to local NGOs and CBOs who took up the responsibility of paying school levies and buying uniform and sometimes providing food for the OVC. Furthermore, the study found that NGOs were a useful tool in dealing with OVC problems in the schools. The argument posited by the respondents was that NGOs and CBOs were more in touch with the realities of people in the villages and their assistance was easy to access. They cited an NGO called MANGO which had achieved a lot in providing assistance to people affected by HIV/AIDS. In the respondents' opinion, NGOs were more genuine and dependable. Most head teachers suggested that there was evidence of follow-up from the NGOs assisting students and this meant that the needs of the vulnerable would be closely attended to. A case in point is the MANGO, an NGO operating in the district, which sponsors the education of many OVC to secondary school. Even though, this NGO has put stringent limits on the eligibility of OVC to their scholarships that require OVC to attain a minimum grade to qualify. This implies that an orphaned child who performs poorly due to lack of parental care may not qualify for assistance.

Some of the schools in the sample had engaged in income generating projects in order to raise money to sustain the needs of the OVC. These projects included farming activities that include planting vegetables and rearing chicken for sale. The returns were then used to assist the OVC.

Finally, the study found that the schools held periodic meetings with parents and caregivers of the orphans so as to address emerging issues that affect the OVC. During

these meetings, the teachers and the parents discuss issues relating to personal achievements and shortcomings of the OVC and also examine how to deal with emerging problems such as truancy and deviant behaviour.

The study also found that fundraisers would help alleviate the problems that OVC face. These fundraisers would be done at community level and from all well wishers. These funds would then be formed into a consolidated account that would cater for the needs of the OVC. Family members need to be encouraged to contribute to this fund to maintain their link to the lives of the OVC.

The study also found that it was essential to sensitise people about the plight of OVC and to make them aware of the role community played in securing the transition of these OVC from primary to secondary school. Such sensitization would be crucial in enabling the community to participate in fundraisings and to take a proactive role in voluntarily helping OVC. The constituency development fund (CDF) could be used to help OVC since it was best placed to finance the education of the OVC in primary and secondary school.

5.2 Conclusions

Based on the findings discussed in chapter 4 above, several conclusions can be made concerning the transition of OVC from primary to secondary school.

Firstly, the findings show that the transition rates from primary to secondary school are relatively low. Data shows that the transition rate of the girls is even lower than that of the boys. Data reveals that girls are bound by their social roles to take care of the homes and so have a high tendency to drop out of school or to get overwhelmed by responsibility and so abscond schooling. Furthermore, the study reveals that, in those areas near the lake, there is a high tendency of child prostitution or child elopement which offers 'the devils' alternative for the girls to cope with the demands of responsibility hence the low transition rate. This is corroborated by Birdthistle et al. (2008) who found that female adolescent orphans in urban Zimbabwe were at higher risk of HIV and HSV-2 infection than non-orphans because of their higher likelihood of having had multiple sexual partners, having used condoms more inconsistently, and having experienced forced sex. This exposure to early sex becomes detrimental to any transition efforts even by the OVC themselves.

According to the data, transition can sometimes become a difficult exercise for the OVC. Lack of social skills and psychological preparedness to encounter secondary school environment can make transition a very difficult thing for the OVC to achieve. They encounter many new students, most of whom are older than themselves. Lohaus, Elben, Ball, & Klein-Hessling, 2004; McDougall & Hymel, 1998, assert that this change offers both opportunities and challenge. The ways young adolescents adapt to the transition can have a major impact on their psychological well-being and subsequent development. Furthermore, Chung (1998) confirms that students showing high levels of psychological distress prior to the transition tended to have higher levels of psychological distress and more adaptive difficulties after transition than did their peers.

Secondly, the study reveals that community involvement in the life of OVC is minimal. This regards to the immediate family members and the whole community at large. This lack of involvement considerably affects the performance of OVC in primary school. This lack of support therefore diminishes the chances the OVC have to transition from primary to secondary school. There are few social structures provided for the management of OVC in schools and in the community. Madhavan 2004; Deininger et al. 2003; Foster et al. 2000, indicate that the tradition of child fostering has become an essential coping that is locally and culturally acceptable, whereas institutional arrangements such as fosterage in orphanage have been deemed adequate only in desperate situations (e.g., for street children). However, the school community and the local community have not established any mechanisms to alleviate the sufferings of the OVC.

Furthermore, the lack of support from community has led to significant psychological effects on the OVC. These range from depression to lack of self esteem. These psychological factors further inhibit the OVC from pursuing secondary school education due to lack of intrinsic motivation.

The study also establishes that the school does not provide adequate mitigation for the OVC. The examination system does not consider the limitations the OVC has to overcome in order to favourably compete with his/her peers for the same opportunities. The findings show that OVC have to contend with many psychological and environmental challenges

In order to achieve successful transition of the OVC to secondary school, the primary schools must put in place mechanisms to ensure retention and academic success of OVC in primary schools.

5.3 Recommendations

Following the conclusions above, the following recommendations can be made:

1. There is need to improve the capacity of the schools to enhance transition from primary to secondary school. This may be done by school administrators scouting for sponsorship from individuals and charitable organizations. The schools need to lobby the CDF and other operating NGOs to support pupils in standard 8 to successfully complete primary school and move on to secondary school. Furthermore, schools can provide lunches and basic learning materials through mobilizing students to appreciate the needs of others.
2. The school community is vital in ensuring the transition of OVC. This study suggests that the communities need to be organized to participate in fundraisings to support these OVC. This may be done through the formation of welfare committees to specifically cater for OVC. This can be done by involving the local churches and religious organizations in mobilizing people and resources. Furthermore, the government needs to provide bursaries for these OVC to enable them pay for their secondary education. The provision of bursaries provides a sure hope for the OVC that they can pursue education beyond primary school.
3. The families of the OVC must be involved in all the efforts to assist the OVC. Families provide a sense of identity for the children and offer the much needed

parental guidance to the children. Apart from providing food and shelter, families are also better placed to address issues relating to stigmatization of orphans.

5.4 Recommendations for Further Research

This study opens the doors for a series of related studies that would contribute to the further understanding of the plight of OVC. Possible areas include:

The relation between OVC care and academic performance.

Interventions in the psychological effects of orphanhood on OVC

The significance of family in OVC academic performance

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APPENDICES

APPENDIX 1:

**QUESTIONNAIRES FOR SCHOOL HEAD TEACHERS/ DEPUTY HEAD
TEACHERS/ GUIDANCE AND COUNSELLING TEACHER**

Transition from primary to secondary school can be influenced by several factors. This questionnaire seeks to investigate in particular those factors that affect the Orphans and Vulnerable Children (OVC) in their transition from primary to secondary school. The information you provide is important as it will be useful in finding these factors and also establishing the appropriate programmes to increase the number of the OVC that proceed from primary to secondary school.

Name:.....(Optional)

School.....

Years of experience.....

Length of stay in current station.....

SECTION A: ENROLMENT DETAILS

1. What is the average enrolment in your school?

200 – 400

500 – 800

over 800

1. Do you keep student bio data rerecords? Yes [] No []

3. Where are these records generated and kept?

Guidance and counseling / H/ teacher/ Deputy/ other

If other, please specify.....

4. Based on the data collected, how many orphaned and vulnerable children (OVC) are in your school?.....

5. How many of these are boys and how many are girls?

Boys Girls.....

6. How do you identify these children other than using the bio data? Please explain.....

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

7. How many of these OVC are in STD 7 and STD 8?

STD 7:.....

STD 8:

8. What are the ages of these OVC in STD 7 and STD 8? Indicate figures in the Column below.

11-13	14-16	17-19	Above 19

9. How would you rate the attendance of these OVC to school?

1 = Very Regular [] 2 = Regular [] 3 = Irregular []

10. To what extent would you agree that the following reasons contribute to this level of attendance?

Reason	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Reason sickness					
Family obligations e.g. Caring for the sick, cooking, e.t.c					
Disciplined					
Peer Influence					
Other (Specify)					

11. Does your school have any mechanism to help OVC?

Yes [] No []

12. If yes, what procedure is followed to deal with OVC in your school?

.....
.....

13. At what point do you identify these OVC?

At entry

After death of parent

Others (Specify).....

SECTION B: DICIPLINE AND PERFORMANCE

14. How would you rate these OVC in terms of the areas indicated below:

	Excellent	Satisfaction	Fair	Poor
Punctuality				
Smartness in dressing				
Participation in school duties (Cleaning, e.t.c.)				
Peer Relations				
Respect to teacher and other staff				
Maintenance of school rules and regulations				

15. How many of these children in your opinion have successfully graduated to secondary schools?

10% [] 20% - 30% [] 50% - 70% [] Above 70% []

16. IN your opinion, how would you describe the academic performance of OVC?

1= Excellent [] 2 = Good [] 3= Fair [] 4 = Poor []

17. Do you find a marked difference in performance between the periods when pupils were not OVC and now when they are OVC?

Yes [] No []

18. If yeas. is it possible that this variable in performance is cause by the OVC status of the pupil? Yes [] No []

19. Does your school have mechanisms to assist these OVC to complete primary school and proceed to secondary school? Yes [] No []

20. Are there any OVC children who get admitted to form one but fail to report to their secondary schools? Yes [] No []

21. How many of these boys and how many are girls? Boys [] Girls []

22. If yes, what activities do you engage in to assist these OVC to proceed to secondary school? E.g. fundraising, appeals to well – wishers (School Committee, CDF, Community based Organizations, individuals, bursary committees, e.t.c).

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

23. If no, what are some of the reasons that make it difficult to assist these OVC?

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

24. In your opinion, what are the common problems that these children face while attending school? Kindly specify the nature of problem in each case.

Problem	Description
Financial: Lack of school fees, money for subsistence and personal needs. e.t.c	
Social: Social Stigma Social neglect Restrictive norms	
Family Responsibilities Obligations Neglect Health related problems	
Psychological Depression Denial by self/ by others	
Others	

25. To what extent do you agree that the following factors influence the transition of an OVC from primary school to secondary school?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Finances				
Social Stigma				
Overwhelming family responsibilities				
Social neglect				
Depression				
Health related problems				
Denial				
Other (Specify)				

SECTION C. FAMILY AND COMMUNITY FACTORS

26. How would you rate the participation of family members in the learning of these OVC?

Very Involved []

Involved []

Not Involved []

27. Do you think this level of involvement could influence the transition rate of these OVC?

Yes [] No []

28. Do families give equal opportunities to both boy and girl OVC in accessing secondary school education? Yes [] No []

29. Are there any institutional handicaps that affect the ability of OVC to proceed to secondary school? Please tick appropriate boxes.

a) Low school incomes []

b) Poor accessibility []

c) Lack of adequate infrastructure []

d) Low income school community []

e) Lack of institutional support culture []

f) Lack of political connections []

30. Is the community around the school involved in the education of OVC?

Yes [] No []

31. To what extent do you agree that the following social groups involve themselves in the learning of OVC? Please tick the appropriate box.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Religious Organizations				
Women Groups				
CDF				
Provincial Administration				
Welfare Associations NGOs				

32. In your Opinion, what can be done to support OVC in primary school to proceed successfully to secondary school?

a) By school

.....

.....

.....

b) By Communities

.....

.....

.....

c) Religious Organizations

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

d) Government Institutions

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

33. How would you suggest that such assistance be handled? Through

a) School Communities []

b) Church Groups []

c) Family Members []

d) Political Leadership []

34. What role would you propose the family of the OVC should play in assisting them to transition to secondary school?

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

35. Are there any suggestions you could make on how to deal with the stress that OVC in your school face?

.....

.....

Thank you.

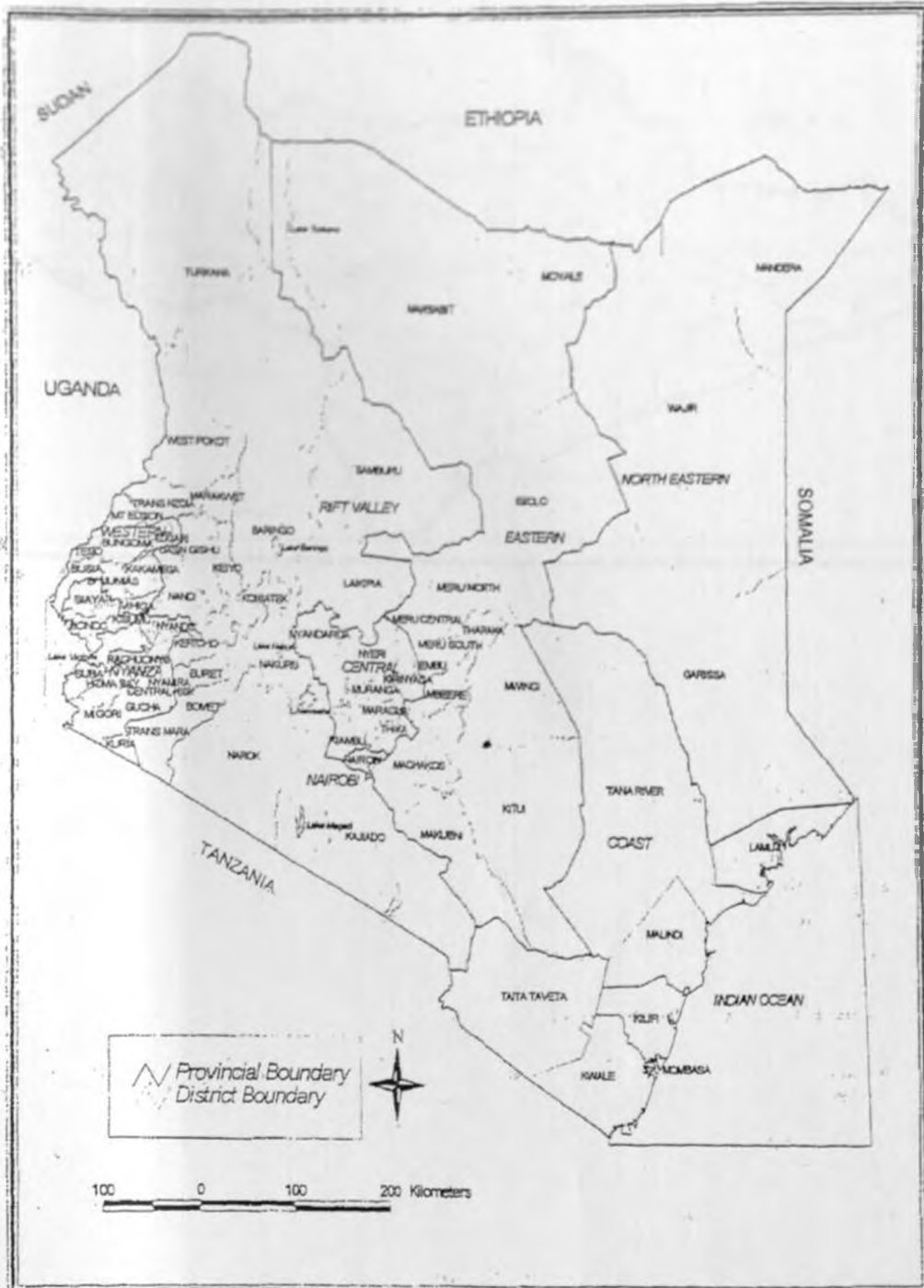
APPENDIX 2

FOCUS GROUP GUIDE FOR STUDENTS

1. How far is your home to school? Do you go back for lunch?
2. When did you join the school? Who brought you to school?
3. How big or young were you when your parent (s) passed on?
4. How many were you in the family?
5. Who do you live with now?
6. How many are you in the family now?
7. Who missed school so many times this term? Why did the person miss school?
8. How many times did you miss school in the last term?
9. Are there any difficulties pupils in your class face presently?
10. Give any other problem you personally face at home or at school?
11. Who buys your uniform, pays any money required by the school?
12. Who is your best friend in school? At home? Why?
13. If you passed your KCPE, who would pay your fees and other school requirements?
14. Do you ever talk about your parent(s) who passed on?
15. Which one would you prefer: to learn in a school where there were only orphans or to mix with those whose parents are alive?
16. If someone offered to help you, what would you tell the person to do for you apart from pay your fee or give you money?
17. How many were you when you got orphaned?

APPENDIX 3

LOCATION OF RACHUONYO IN KENYA



Prepared by CBS 1999 Pop.Census

This map is not an authority over administrative boundaries

APPENDIX 4

RACHUONYO DISTRICT: ADMINISTRATIVE BOUNDARIES.

