

**INSTITUTIONAL FACTORS INFLUENCING PARTICIPATION OF
ORPHANS AND VULNERABLE CHILDREN IN PRIMARY EDUCATION
IN DAGORETTI DISTRICT, NAIROBI COUNTY, KENYA**

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DECLARATION

I declare that this research project is my own work. It has not been submitted for any degree or examination in any other University.

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DEDICATION

This piece of work is dedicated to my daughter Spence, my three sons STIVE, Tony and Alex and my lovely granddaughter Chelsea.

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I owe an enormous debt to many people without whose help I would not have completed this piece of work. I am therefore indebted to all them.

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LIST OF ACRONYMS AND ABBREVIATIONS

ABC	Abandoned Baby Center
AIDS	Acquired Immunodeficiency Syndrome
FTC	Feed the Children
HIV	Human Immunodeficiency Virus
KEMI	Kenya Education Management Institute
MoE	Ministry of Education
OVC	Orphan Vulnerable Children
UNAIDS	United Nations Joint Programme on AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization

ABSTRACT

The purpose of this study was to investigate the institutional factors influencing participation in primary education by OVCs in Dagoretti district, Kenya. The objectives of the study were to establish the effect of the availability of psychological support, identify strategies employed by primary school headteachers in enhancing participation in primary education and determining the extent to which school levies affect participation in primary education in Dagoretti District. In addition, the study determined the influence of teachers training on transition to primary schools, extent to which primary school headteachers support learners from needy backgrounds as well as the extent to which supportive school leadership and teachers influence OVCs' participation in primary education in Dagoretti District. This study relied on the Maslow's theory of human needs and motivation. The theory was applicable since institutional factors influencing participation in primary education by orphans and vulnerable children are largely determined by level of school management. At the same time, the transition theory portrays the management of school as responsible for innovation and creation of conducive environment that is necessary for transition to primary schools to be effective. The study used descriptive survey design and the target population comprised of the headteachers in all 25 public primary schools in Dagoretti District and 92 teachers were selected. This study used questionnaires to collect data where each set of questionnaires had two sections. Section one presented demographic information while section two explored general information on transition. The researcher then conducted a pilot study before the administration of research instrument which enabled the researcher to refine the instrument by making corrections based on the observation made, add new items, delete some items and assess the time taken by the respondent to fill the questionnaire. To establish the reliability of the instrument, the researcher used the test-retest techniques. This involved administering the test to an appropriate group. The Pearson's Correlation Coefficient for this study was found to be averaging at 0.87 for all sets of questionnaires and thus the tools were reliable. After some time had passed, the same test was administered to the same group. It was done by administering the instruments to the total respondents in the pilot study. An authorization to conduct the research was sought from the National Council of Science and Technology as well as the consent of the District Commissioner Dagoretti District to conduct research in Dagoretti District. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages and averages while qualitative data was first organized into themes corresponding to the study objectives. From the study the researcher concludes that, participation in primary education education by orphans and vulnerable children is largely determined by both the availability of learning institution, amount of school levies charged, involvement in teachers training and intervention of school administration. These constitute both the micro (household)

and macro (country's) economic challenges. This is mainly because accessibility is improved and at the same time costs related to transportation are reduced as a school is available closer to the household. Therefore and based on the findings of this study, the researcher gives the following recommendations aimed at improving pupils' participation in primary education in Dargoretti district as well as countrywide at large. Since the Kenyan education system insists on a free and compulsory primary education as well as a free secondary education, the government should instigate effective machineries to ensure that adequate secondary institutions are available for all pupils. There should be well enhanced and effective curriculum programmes that enhance smooth learning for children with difficulties. The curriculum should also be integrated with life skill programmes that are part of early child developments. The government through the Ministry of Education should ensure quality assurance to enhance supervision in OVC's needs and catered for in schools. In addition, it should provide policies and implantation guidelines for OVC interventions to all regional and local government departments. MOE should also ensure that the provisions for free primary education are enforced supervised and monitored

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Every child has the right to education which should be free at elementary stages. Education should be directed to the full development of human personality and the strengthening of respect of human rights and fundamental freedom. Therefore, losing the opportunity to access school may be particularly damaging for orphans and vulnerable children (OVC), denying them a sense of continuity and security in the short term, and an opportunity to acquire knowledge and skills needed for adult life in the long term.

Orphans and vulnerable children are a vulnerable group in any socioeconomic setting simply because they are deprived of one or both of their primary caregivers (Turnbull & Turnbull, 2005). However, Duryea and Kuenning (2001) state that erosion of human capital is probably the biggest risk orphans and vulnerable children face. This is a serious concern, as underinvestment in health and education not only leads to serious deprivation and hardship for the child, but it also depresses their future lifetime incomes (United Nations Joint Programme on AIDS 2009). OVC often exacerbates financial constraints for poorer households and increases the demands for child labour and drop out. Some countries have targeted support to assist orphans access education.

According to United Nations Educational, Scientific and Cultural Organization, (2010) more and more children are being orphaned due to AIDS and other forms of illness in Africa. Of the 47.5 million children that are orphans in sub-Saharan Africa, 11.6 million have been OVC due to Acquired Immuno-Deficiency Syndrome (AIDS) (United Nations Children's Fund 2008b), and the percentage of orphans that are due to AIDS is only expected to increase. In sub-Saharan Africa, where HIV has hit hardest, both the percentage of children (12%) who are orphans (UNICEF 2006) and the absolute number of children (47.5 million) who are orphans (UNICEF 2008a) are rising dramatically. This indicated that the number of orphans and vulnerable children throughout Africa is growing.

In 2010, there were approximately 40 million children orphaned in sub-Saharan Africa (UNESCO, 2005). By 2015, this number is projected to grow by 15 million. The number of orphans due to all causes is likely to reach a staggering 50 million by 2015. The number of orphans and vulnerable children throughout Eastern Africa is growing. It has been estimated that by 2008, 12 million children under the age of 18 had been orphaned by the disease this translates as roughly 1 in 20 children in sub-Saharan Africa. According to UNICEF (2006), girls orphaned in East Africa forced into early marriage by their caregivers. Often children dealing with bereavement have to move into foster care. Not only are they dealing with the trauma of this bereavement, but they often have to move households and schools which disrupt schooling patterns and can be linked to periods of absenteeism (UNICEF 2006).

In Kenya attendance rates varied by category of orphans and vulnerable children (Guarcello, Gertler & Glewwe, 2010). Paternal orphans attended schools in greater proportions than maternal orphans; male orphans were more likely to attend school than female orphans. Double orphans were 14 percentage points less likely to attend school full-time and eight percentage points less likely to attend school in combination with work, than non orphans (UNICEF, 2006). Being a single orphan reduced the probability of attending school full-time by 11 percentage points, and of attending school in combination with work by four percentage points. The death of a parent made it six percentage points more likely that a child worked full-time (Monash & Boerma, 2004).

According to Bicego, Kimalu, Manda and Nafula (2004) it is the role of any government to ensure availability of learning institutions that are accessible for orphans and vulnerable children as well as headteacher who are trained and willing to support them for their participation in schools (Turnbull and Turnbull, 2005). Without psychological support addressing the needs for the OVCs particularly from teachers who are psychologically supportive, children are devoid of the support and care which helps them to develop a positive concept of who they are and thus are able to continue with their education. They are also devoid of the self-care instruction which helps to prepare them for success in adult life. There are programmes established in Kenya aimed at strengthening the welfare and wellbeing of orphans and vulnerable children and also to reduce the stigma and discrimination directed to them (UNESCO, 2010).

Such programmes, including bursary fund, sponsorship and feeding programme are evident in Dargoretti District though there is also evidence of poor participation of orphans and vulnerable children even in the era of free and compulsory primary education. Dagoretti district has a total of 200,000 people of which the majorities constitute of women and children with the workforce majority constitute of the youth out of school. Some of the programmes geared towards OVC in the area include the Abandoned Baby Center (ABC) & Dagoretti Children's Center, Feed the Children (FTC) as well as Dagoretti Children in Need Programme (Kimenyi, 2002).

The Dagoretti Children in Need Programme has made it possibility of managing children issues and all the activities organized and implemented to solve them and improve children life conditions within Dagoretti. However, even with these efforts, it is important to recognize that although the programmes have not completely saved the situation of OVC participation in public primary schools in Dagoretti given that at least 10,000 OVC in the Constituency do not participate in primary Education (UNICEF, 2011) hence the essence of this study.

1.2 Statement of the problem

The Government of Kenya has made efforts to improve the participation of OVC in primary education. Such efforts include the introduction of free primary education, provision of sanitary towels, feeding programmes as well as mobile schools. A review of 20 sub-Saharan African countries found that children aged 5

to 14 years who had lost one or both parents were less likely to be in school and more likely to be working more than 40 hours per week than other children of the same age (UNAIDS, 2010). Reasons include, poverty and inability to pay for school fees, uniforms and books; family, household and income-generating responsibilities; poor quality education and family scepticism about the value of education; trauma, stigma and discrimination; lack of a birth certificate or an adult to register them at school; lack of adult support and guidance to ensure that they go to school and help with schoolwork (Republic of Kenya, 2011).

Table 1.1: Participation rate of OVCs in public primary education in Dagoretti district

Year	OVCs in Dagoretti district	OVCs participating in public education	Participati on rate
2008	201	124	61.7%
2009	286	170	59.4%
2010	198	129	65.2%
2011	300	185	61.7%
2012	323	167	51.7%

Source: The District Education Office, Dagoretti

As indicated in Table 1.1, the rate at which OVCs have been participating in public primary education has been declining over the previous 5 years except for 2010 when the record was highest at 65% while the least was in 2012 at 51%.

This indicates presence of factors influencing the participation of OVCs public education. Despite this revelation, a few studies have provided empirical support for these widely held arguments about the negative effects of orphanhood on schooling: example Bicego, Kimalu, Manda and Nafula (2004) in five East and West African countries and Manda, Mwabu and Kimenyi (2002) in Kenya. There is, however, not research is known to have been done on factors influencing the participation of orphans and vulnerable children in primary education in Dagoretti district. This study therefore aims at answering the question: what are institutional factors that influence the participation of orphans and vulnerable children in primary education? The study will pay attention to Dagoretti district, Nairobi, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate institutional factors that influence Orphans and Vulnerable Children's participation in primary education in Dagoretti district, Nairobi, Kenya

1.4 Objectives of the study

The study seeks to address the following objectives:

- i. To establish the influence of the availability of head teacher's material support on participation of orphans and vulnerable children in primary education in Dagoretti district;

- ii. To determine the extent to which the availability of psychological support influence participation of orphans and vulnerable children in primary education in Dagoretti district;
- iii. To establish the influence of the school levies on participation of orphans and vulnerable children in primary education in Dagoretti district.
- iv. To establish the extent to which training teachers influences participation of orphans and vulnerable children in primary education in Dagoretti district

1.5 Research questions

This study was guided by the following research questions;

- i. What is the influence availability of head teacher's material support to needy pupils on participation of orphans and vulnerable children in primary education in Dagoretti district;
- ii. To what extent does the availability of psychological support influence participation of orphans and vulnerable children in primary education in Dagoretti district;
- iii. To what extent do school levies influence participation of orphans and vulnerable children in primary education in Dagoretti district.

- iv. To what extent does training teachers influence participation of orphans and vulnerable children in primary education in Dagoretti district

1.6 Significance of the study

The findings of this study may be beneficial to the Ministry of Education (MoE) in the formulation of future education policies aimed at enhancing participation in public primary schools hence good performance at KCPE by the orphans and vulnerable children. Kenya Education Management Institute (KEMI) may use the findings to organize seminars on educating, which is a major cause of orphanhood. The head teacher may use the findings in formulating and implementing rules and regulations that encourage good pupils' participation in learning. The study may also be significant to the orphans because it may enlighten them on the benefit of being in school despite them being orphaned and that they need to go for their academic achievement which will protect them from child labour practices and give them a bright future. The study may finally form a base on which others can develop their studies.

1.7 Limitations of the study

According to Orodho (2008) limitations refer to constraints that the researcher has no control over. It is an aspect of the study that the researcher knows may adversely affect the results or generalizability of the results of the study but which he/ she has no direct control over. Dagoretti is an expansive area that demanded substantial time for data collection. The researcher however made work plan that

ensured data collection is maximized on the available time. Data collection may also demand more financial resources that the researcher has budgeted for. The researcher however used the most convenient but affordable means of accessing the respondents to ensure that the budget is minimized on. The culture of the researcher may also defer from that of the respondent thus the researcher was required to study and understand the different culture of his/her respondents in order to deal with them appropriately.

1.8 Delimitation of the study

According to Orodho (2008) delimitations of the study are the boundary limitation. The study will be delimited to public primary schools in Dagoretti district. The respondents will be the head teachers, class teachers and pupils from public primary school institutions since they were adequately informed of the level of OVCs participation in public education and that the study seeks to investigate the influence of orphanhood and vulnerability on participation in public primary schools in Dagoretti District.

1.9 Assumptions of the study

While carrying out the study, the researcher will assume that all the respondents will answer questions as honestly as possible, the respondents fully cooperate and all the questionnaires will be returned to the researcher.

1.10 Definition of significant terms

The following terms are defined in the context of the study:-

Headteachers' support refers to the assistance given by the headteacher to Orphans and vulnerable children to ensure their participation in primary education

Institution factors refers to the factors associated with availability and management of public primary schools

Learning institutions refers to the primary schools where children can access education

Orphanhood refers to the condition of being a child without living parents

Participation refers enrolment and retention of Orphans and vulnerable children in primary education.

School Levies refers to the charges by the school beyond what is subsidized

Psychological support refers to the psychosocial support services targets at building self-esteem, process and manages stressful situation such as grief, abuse and HIV disclosure towards the Orphans and vulnerable children

Training teachers refers to equipping teachers with special knowledge and skills leading to participation Orphans and vulnerable children in primary education

Vulnerable children refers to the children susceptible to non-participation in primary schools as a result of their parent(s) death

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of background to the study, statement of the problem, purpose of the study, objectives of the study , research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, and definitions of terms.

Chapter two consists of literature review divided into various sections including introduction; orphanhood vulnerability; influence of the availability of learning institutions on participation of OVC in primary education; influence of headteacher's material support to needy pupils on participation of OVC in primary education; Influence of the availability of psychological support influence participation of OVC in primary education; influence of the school levies on participation of OVC in primary education and influence of training teachers to handle OVC on their participation in primary education. The section also presents summary of literature review; theoretical framework and the conceptual framework.

Chapter three consists of research methodology which has the research design, target population, sample size and sampling procedures, research instruments, validity of instrument, reliability of instrument, data collection, and analysis. Chapter four has data analysis and discussions of the findings. Chapter five

consists of the summary of the findings, conclusion and recommendation, the appendices and bibliography will then follow.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section consists of the following sub topics: orphanhood vulnerability; influence of the availability of learning institutions on participation of OVC in primary education; influence of the headteacher's material support on participation of OVC in primary education; Influence of the availability of psychological support influence participation of OVC in primary education; influence of the school levies on participation of OVC in primary education and influence of training teachers to handle OVC on latter's participation in primary education. The section also presents summary of literature review; theoretical framework and the conceptual framework.

2.2 Orphans and vulnerable children

Children of the world are innocent, vulnerable and dependent. They are also curious, active and full of hope. Their time should be one of joy and peace, and of playing, learning and growing (Smart, 2003). More than two decades into the AIDS pandemic, a cure for AIDS has not yet been found and the negative impact of adult AIDS mortality on child welfare has been potentially massive (the World Bank 2007). There is a particular fear that OVCs will obtain less education, thereby worsening their own life chances, as well as the long-term economic prospects of the countries in which they reside. UNICEF (2007) indicates that

poverty leads to low school attendance, low completion rates and low learning outcomes.

Every 30 seconds a child in Africa loses a parent to HIV/AIDS. In 2005, an estimated 48 million children aged 0–18 years – 12 percent of all children in sub-Saharan Africa – were orphans, and that number is expected to rise to 53 million by 2010 (Republic of Kenya, 2009). Orphans are different from other vulnerable children in that they have lost a parent. According to Chimombo, (2005), the growing number of children affected by HIV/AIDS could lead to a decrease of skilled laborers within a country, further destabilizing the national economy and society at large. There are over 60,000 AIDS orphans surviving in Kenya, often cared for by grandparents, overcrowded orphanages, or completely unattended.

Chimombo (2005), in a study on basic education in developing countries, with a specific case of Malawi, reviews literature on access to education. First, the reviewed studies show that the necessity for children to engage in tasks that support household survival limits school participation, especially in rural and urban squatter groups. Second, even where schools are accessible and affordable, households have to realize a net benefit to themselves and their children from forgoing children's full-time participation in domestic and economic activities. This situation is further complicated by the inability of states to enact laws and enforce laws on compulsory basic education, leaving households to serve as their

children's gatekeepers through their control over children's access to the educational resources made available by the state (Chimombo, 2005).

The problems facing orphans and vulnerable children are enormous. Many children are living on the streets; others live in child headed households, and others are being cared for by extended families or in residential care facilities. Like other African societies Ethiopia's extended families have assumed the majority of care of orphans and vulnerable children. Ababa and Aase (2007) assert that whether households can absorb and care for additional children largely depends on the family's income. Poor families use incremental income to satisfy basic needs first and then invest in human capital such as education and health care. Extended families see school fees as a major factor in deciding whether or not to take on additional children (Deveruex, 2002).

2.3 Influence of head teacher's material support on participation of OVC in primary education

According to UNESCO (2005), throughout the developing world, one out of every four children under the age of 5 is underweight. For children whose nutritional status is deficient, they are small for their gestational age, have low birth-weight, and suffer from common childhood ailments and respiratory infections which could even be fatal (Alston and Kent, 2006).

According to Cave (2001), malnourished children will be less engaged both in school and anywhere else for that matter, are less active and have shorter attention

spans than their well-nourished counterparts. As a result, malnourished children score lower in school and have less emotional control. They also have low levels of iodine, iron protein which are major nutrients. This compromises their growth and immunity, results to chronic sickness and stunted growth, impairs mental, social and cognitive development which in the end interferes with the overall educational attainment of the child. Consequently, seeing as these children are not quite ready for school they perform poorly and end up dropping out from school and thus extinguishing their chance to access secondary education.

A caring and nurturing headteacher is paramount for a child's participation in primary education. Sound school management is typically characterized by children who are kept safe and by consistent affection, stimulation, conversation, responsiveness and opportunities to learn about their world. Research indicates that support and warmth from a care-giver results in greater social competence. School-age children will therefore have fewer behavioral issues and better thinking and reasoning skills (WHO, 2004). At the same time, strong and supportive care giving relationships make children more resilient and also cushion them against the ravages of deprivation, poverty and violence. This is the strongest and clearest explanation as to why some children who grow up in materially wretched conditions are nonetheless healthy and productive at school and in society and have good relationships (Goldin, 2001).

2.4 Influence of psychological support on participation of OVC in primary education

Vulnerable children have many needs which cannot be met by any one person or group. Because of this, people in the community should work together to ensure all the needs of vulnerable children are met. Care co-ordination is a series of steps meant to identify the effects of HIV on children's participation in primary education (Hazans and Trapeznikova, 2006). UNESCO (2003) reports that the M Venkatarangaiya Foundation in Andhra Pradesh, India, organizes camps for child workers to help them to catch up with their peers in formal schools. Jamaica AIDS Support, a network of people with HIV, provides back-to-school support, psychosocial and material support and referrals for affected children. Also in Jamaica, the Women's Centre of Jamaica Foundation runs a programme providing counselling, education and services for pregnant adolescent girls. An evaluation found that 55% of girls who had participated in the programme returned to school after their pregnancies compared with 15% of non-participants (YouthNet, 2004).

Children and their caregivers need love emotional support and social interaction to form and build a healthy long term relationships with peers and the opportunity to participate in primary education. Psychosocial support interventions are services and activities that help children to cope with the emotional and social impact of HIV/AIDS and related stressors. Psychological support services targets at building self-esteem, process and manage stressful situation such as grief,

abuse and HIV disclosure, form a healthy long term attachment to at least one adult as well as making health life choices (Psacharopoulos, 1995).

UNESCO (2010) undertook research to assess the range of alternative strategies used to provide disadvantaged children and young people with access to appropriate education and training. The project found that formal systems are not well suited to tackling their needs and that; for example, strategies such as changing school calendars have been difficult to implement in many countries.

2.5 Influence of the school levies on participation of OVC in primary education

The economic status of both a country and a family is quite a fundamental concern for the access of secondary education by primary school pupils in relation to affordability of fee by a parent and thus participation in primary education. Weitzman (2003) points out that whether with respect to families, communities or countries, the lack of resources will undermine their capacity to adequately provide for children. Poverty tags along with it fatigue and general frustration which eventually takes its toll on families (Weitzman, 2003).

This contradicts the findings by Gertler and Glewwe (1989) which found that parents were willing to pay higher fees in order to expand secondary schooling and, therefore, increase participation in rural Peru. Further, descriptive results on reasons for not attending school show that lack of school fees was the main reason contributing to low participation in secondary school education, accounting for 33

per cent of the responses. Other reasons include finding school uninteresting, pregnancy, early marriage, work at home/field, paid employment, too old, and cultural factors. The high cost of teaching and learning materials, fees, extra levies, capital development costs, and other charges paid by parents constitute the overall cost burden of secondary education (Hazans and Trapeznikova, 2006).

Language is the basic tool for thought, communication, reasoning and making sense of the world. Long before children learn to speak, their early interactions lay the foundation for language development. Children who live in poverty in their early years have for the most part, significantly less verbal interaction and begin school with fewer linguistic skills than peers from higher income backgrounds (Pikulski and Templeton, 2004).

2.6 Influence of training teachers to handle OVC on participation of OVC in primary education

Bandura (1997) stated that the acquisition of different levels of skills was determined by various major sources including their preparedness to handle children with special needs. Therefore, equipping teachers' with necessary skills and knowledge can help them to retain children in schools. Although, the quantitative study on teachers preparedness recommended qualitative follow-up (such as interviews), so far there has not been much research that combine the two methods. Some research conducted on primary school teachers (Hardy, 2003) did have a combination of mixed-methodology studies, but there was no attempt to further validate the research questions.

It can be assumed that the impact of this learning is determined by the variety and quality of what pupils observe in actual classrooms. If the modeling of veteran teachers is all of one sort, or if it is of poor quality, teachers may have a limited set of skills to emulate, some of which may be of uncertain value. Teachers may have opportunities to learn about classroom management particularly in handling children with special needs in their primary school classes. In-service teachers continue to learn about classroom management, but usually in far less formal ways. Teachers may attend professional development workshops that deal with management and behavior issues, or they may initiate learning on their own, seeking out books and materials that offer insight and support for dealing with behavior and management problems in the classroom. Teachers, however, are part of communities of practice (Wenger, 1991).

2.7 Participation of Orphans and vulnerable children in public education

Education is vital for the children's psychosocial development as well as for their future economic productivity. Bhargave (2005) suggests that school participation enhances children's wellbeing apart from imparting the necessary skills for them to be successful. School can provide children with a safe, structured environment and the emotional support of other adults in the community. Children who are in school have opportunities to interact with other children and develop social networks. Schools are vital in protecting children and supporting their emotional and social development by giving them comfort, security and opportunity. Education can change lives

Undoubtedly, the overall education system of a country, from early childhood education until upper secondary, influences the selection, the knowledge and the attitudes of individuals who effectively enter higher education, i.e. typically, the university. At the same time, the millennium development goal No 2, underscores the need for governments to ensure that by 2015, everywhere, boys and girls alike will be able to access and participate a full course of primary schooling (Makame *et al.*, 2002). The indicators include: net enrolment ratio in primary and the proportion of children starting grade one who reach grade five. In order for children to enroll and complete primary education without drop out or repetition, then children needs to enter school ready to learn and the schools must also be ready to receive and retain the children (Foster, 2002).

While education is considered to be a basic right and need, the delivery of primary education in Kenya has been sluggish due to several bottlenecks through declining access and participation rates; differential trends in access and participation in secondary education, with low participation of the poor and vulnerable groups and widening gender and regional disparities; poor performance in sciences, mathematics and languages; and declining completion rates, low survival levels from primary school to university as well as low female enrolment in science and technical courses (Foster, 2002).

The advantages of educating orphans and vulnerable children are enormous. African children are the future of the continent. Education is development. It

creates choices and opportunities for children, reducing poverty, disease and gives them a voice in society. Education increases workforce productivity, contributing to increased incomes, enhancing political participation and reducing social inequality. For the nation it creates a workforce that can compete globally, opening doors to economic and social prosperity. For girls that are often less likely to attend school, the advantages not only affect their lives, but those of their children (Foster, 2002).

2.8 Summary and research gap

This section has presented a wealth of theoretical and empirical information on orphans and educational retention. At every point in time cross-sectional evidence suggests that that orphans are at risk of absenteeism or drop out with maternal deaths generally having stronger negative effects than paternal deaths. Paternal deaths are strongly associated with poorer socio-economic status and much of the deficit experienced by children who have lost a father is explained by the relative poverty of their current household.

However, studies have now started to redress this weakness by also identifying vulnerable non-orphans and placing them together under the category of 'orphans and vulnerable children' (OVC) (example Ainsworth and Filmer, 2002; Foster, 2002; Unicef, 1999b; Smart, 2002; Urassa, Gertler & Glewwe, 1997). For instance, Urassa *et al.* (1997) draw attention to the large number of poor children who are not orphans: in their analysis of the 1994-6 Kisesa Community Study

(Mwanza Region of Tanzania), they find that amongst the 3253 children who lived in households classified as very poor, only 10 per cent were orphans.

2.9 Theoretical framework

In this study, the researcher will use Maslow's theory of human needs and motivation. Maslow advanced a theory of human needs referred to as a hierarchy of needs. In his theory, he pointed out some needs; particularly physiological needs must be satisfied before higher needs can be felt and fulfilled, hence the use of the term hierarchy. Maslow's view of motivation is that physiological needs are strongest and demands satisfaction first before other needs.

The first four needs (physiological needs, safety needs, love and belonging, self-esteem) are called deficiency needs and their fulfillment greatly depends on other people. The uttermost-self-actualization) is referred to as 'being need' because its satisfaction is dependent on the individual himself. In view of the importance of Maslow's theory of human needs and motivation (1968), the research will examine it with regard to its application in school, classroom setting and home environment at large.

Pupils' safety and security is very vital. Children are generally fearful of being bullied by peers or older students or being chastised by teachers or parents or being subjected to severe humiliation and severe discipline by others. The school should ensure that students are protected against those security threatening factors. Good school building at all levels of learning satisfy the safety needs of

learners by protecting them against rain, wind and sun thus facilitating effective access and participation in schools. There is also need to love, be loved and to belong. This implies the need to have friends and family and being part of a group. It is crucial for teachers to establish good teacher-pupil relationship. There should also be good pupil-pupil relationship and good school-community relationship. These relationships promote teaching and learning. In the school and classroom set-up, the learners should be comfortable and feel proud to belong to the school or class.

As concerns the esteem needs, learners should be helped to develop positive self-esteem concepts by treating them as individuals worthy of human dignity. They should be assigned class work that matches their intellectual ability since this boosts their self-esteem. Praises should be given to those who excel but those who don't excel should not be ridiculed but assisted or be given individual attention. For the self-actualization need, the learners should be assisted to develop their potentials fully and to find fulfillment in life. Therefore the theory will assist in assessing to what extent and how all levels of needs in Maslow's theory of motivation are fulfilled in respect with learners' participation in public primary schools. In addition, Maslow's Need Theory is in line with the need of the OVCs who through physiological needs, safety needs, love and belonging, self-esteem are able to participate in public education.

2.10 Conceptual framework

A conceptual framework outlines possible courses of action or to present a preferred approach to an idea or thought. In this study, the conceptual framework will relate various independent variables (institutional factors) influencing OVC participation in primary education.

Figure 2.1: Conceptual framework on institutional factors influencing participation in primary education

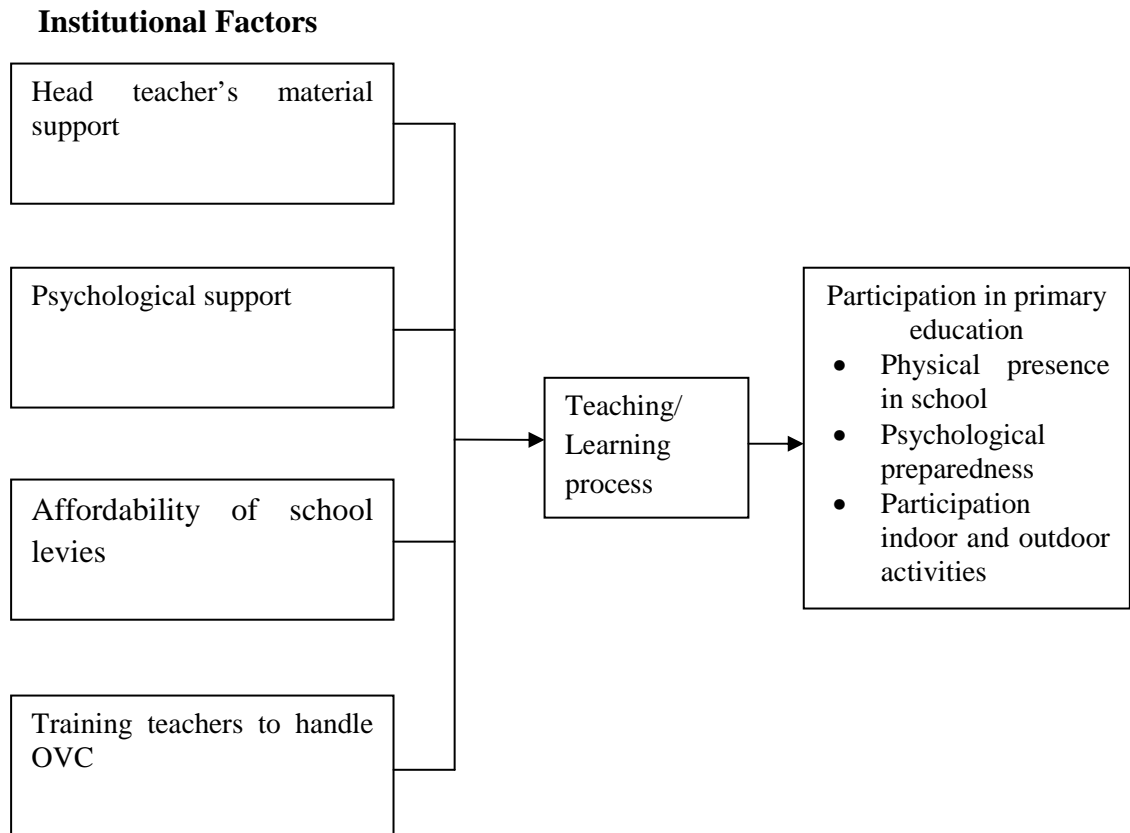


Figure 2.1 links the dependent variables with the independent variables. First, headteachers' support for OVC determines the participation in primary education. Equipping teachers with relevant skills to handle OVC also influences the latter's

participation in primary education since teachers are in direct contact with their pupils and thus knows their areas of weakness. Finally, psychological support influences participation in primary education which aim at assisting pupils who have problems in learning at a pace equal to other fellow pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection procedures, and data analysis techniques.

3.2 Research design

According to Borg (1996) postulates that a research design is a logical and valuable way of looking at the world. The research design was descriptive survey where data was collected from members of a population in order to determine the correct status of that population with respect to one or more variables. The method used sets of questionnaires because respondents gave their own opinions and also enables the researcher to describe the state of affairs as it exists. Gay (2004) argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. It was used to describe the nature of existing conditions, and to determine the relationship between specific event that has influenced or affected present condition.

3.3 Target population

According to Orodho (2008) target population is all the items or people under consideration in any field of inquiry which constitute a universe or targeted population. In this study, the targeted population consists of all the 23 public

primary schools in Dargoretti District, Nairobi County with a population of 23 head teachers and 445 teachers.

3.4 Sample size and sampling techniques

According to Ngecu (2006) sampling in research is important since it is not possible to study every member or element in the whole population as it would be costly and time consuming. Dagoretti District, Nairobi County will purposively be sampled for this study because of its geographical convenience. Out of the 23 schools in the District, the researcher selected all 23 schools given the small size of the population.

All headteachers were considered for this study making the sample size for headteachers to be 23. The sample size for teachers will be twenty percent of 445 which gives 89 teachers. Dividing the sample size for teachers (89) by the number of schools (23), that is, $89/23$ gives 3.87 rounding off to 4 teachers per school. When we multiply the number of schools by 4 (that is 23×4) gives a total number of teachers' of 92 teachers. The four teachers from each school were picked through a random sampling method where the names of all the teachers in a certain school were put in a basket and 4 names picked randomly. Therefore the sample size was 23 head teachers and 92 teachers adding up to 115 respondents.

3.5 Research instruments

The research instruments that were used in this study included questionnaires. Ogula (1998) says that since a questionnaire is a carefully designed instrument, it

is good for collecting data directly from the people. This facilitated accuracy of data collected by the researcher. The questionnaire were both in structured closed-ended questions provided with a list of responses from which to select an appropriate answer and also open ended questions which enabled the researcher to have detailed information. In headteachers', and teacher questionnaires, part A contained demographic information while part B sought of information on OVC and participation in public primary schools. The pupils' questionnaires Part A consisted of personal information and part B contained information on OVC and participation in public primary schools.

3.6 Validity of the instruments

According to Ogula (1998), validity refers to the extent to which a research instrument measures what it is designed to measure. In this study the piloting was done prior to the actual research. This was done by randomly sampling five schools in neighbouring district before the actual research. Then the validity of the instruments was ascertained by comparing the pilot study responses to the expected responses. Through this piloting, the researcher determined whether there was any ambiguity in any information which was addressed by the relevant adjustments, corrections and rephrasing of statements where necessary.

3.7 Reliability of the instruments

According to Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Test

retest technique was used in this study whereby questionnaires were administered twice to the same respondents at two-week interval. After the respondents make their response the questionnaire response were scored manually for both occasions. The two sets of results obtained were correlated to determine coefficient calculated using Pearson's product moment correlations coefficients. The results established the extent to which the contents of the questionnaires are constant in eliciting the same output.

The formula for this relationship was:

$$r_{xy} = \frac{\sum (x - \bar{x})(y - \bar{y})}{X_y - y_x}$$

Where r = Pearsons' Correlation Coefficient

X = Scores for test 1

Y = Scores for test 2

The Pearsons' Correlation Coefficient for this study was found to be averaging at 0.87 for all sets of questionnaires and thus the tools were reliable. According to Mugenda (2003) if Pearson's coefficient is 0.7 or above the research instrument are regarded as reliable.

3.8 Data collection procedures

The researcher got permit from the National Council of Sciences and Technology. She sent a copy of the permit to her District Education Officer (D.E.O). The

researcher visited schools to make appointments with head teachers of primary schools in Dargoretti District before proceeding to collect data. She created rapport with the respondents then personally administers the questionnaires to the head teachers, teachers, and pupils. For the class pupils, she was accompanied by their class teachers.

3.9 Data analysis procedures

According to Ogula (1998), data analysis involves reducing the data into summaries. The researcher used SPSS to enter quantitative data and analyze the data using descriptive statistics to generate frequencies and percentages. This was presented in form of tables, bar graphs and pie charts. Qualitative data was analyzed according to themes and was converted into frequencies and percentages where necessary and also reported as narrative. This was followed by writing a report.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, findings, interpretation and presentation where the main purpose of the study was to investigate the institutional factors influencing OVCs' participation in the primary education in Dargoretti district, Kenya. Data was analyzed using descriptive tools, findings interpreted with frequencies, percentages, mean as well as standard deviation while presentation was done using tables, bar charts and bar graphs. Data findings were then linked with the researcher's opinion as well as the existing knowledge for an elaborate interpretation and discussion. The chapter is organized into six sections addressing the study return rate, demographic findings, availability of OVCs' psychological support, influence of school levies as well as teachers training on participation in primary school and the extent to which primary school headteachers support learners from needy backgrounds. The chapter also attends to the extent to which supportive school leadership and teachers influence OVCs' participation in primary education in Dargoretti District.

4.2 Questionnaire return rate

Respondents for this study were the primary school headteachers and Teachers in Dagoretti District. The researcher targeted 25 headteachers and 92 Teachers, whose findings are as indicated by Table 4.1.

Table 4.1 Return rate

Target respondents	Sample size	Responses	Return rate (percent)
Headteachers	20	18	72.0
Teachers	92	72	78.2

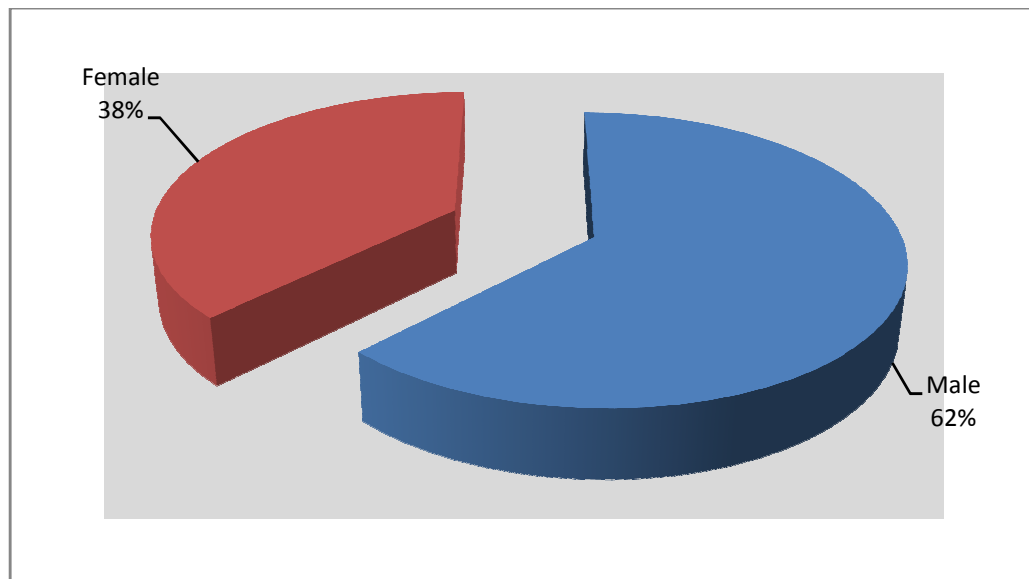
This indicates that, the questionnaire return rate was relatively high for teachers than that of head teachers. The possible reason why some headteachers did not return their questionnaire could be the fact that, they feared that the study would detect their administrative incompetent. For those teachers who did not respond to the questionnaire, it was possible that, they were shy to give personal information.

4.3 Demographic information

Demographic information was based on the gender and age brackets of the headteachers and the teachers. Demographic information also included the level of education of the headteachers as well as the number of years they have remained as headteachers. The information concerning demographic information is discussed under Table 4.2 through Table 4.9 and Figure 1. It was imperative for

the researcher to know the age of the headteacher to determine the appropriate age bracket for the public primary school headship while that of teachers would determine the age bracket at which teachers in Dargoretti District fall. Gender of headteacher was also important because it would help in establishing whether there was any relationship between the gender of the headteachers and the enrolment rate of OVCs into public primary schools.

Figure 4.1
Distribution of headteachers by gender

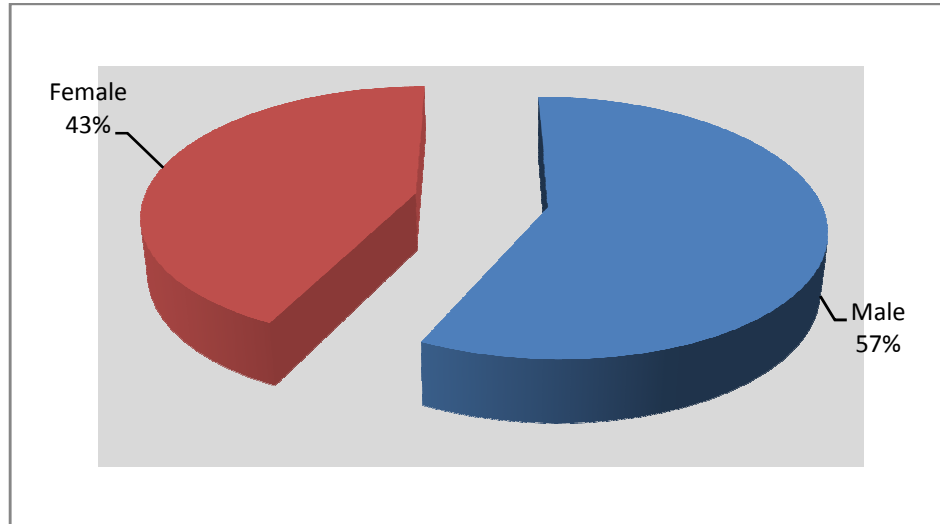


The study indicated that, 62.5 percent of respondents were male while the remaining 37.5 percent were female. This implies that majority of headteachers in Dargoretti district are male. Probably few females in Dargoretti District apply for school headship.

Figure 4.2 presents the distribution of teachers by their gender of teachers

Figure 4.2

Distribution of teachers by their gender of teachers



The study indicated that, 57.1 percent of teachers were male while the remaining 42.9 were female. This implies that majority of Teachers in Dargoretti district are male.

Table 4.2 shows the distribution of headteachers by age

Table 4.2 Distribution of headteachers by age bracket

The age of the headteacher	Frequency	Percent
35-45 years	2	12.5
45- 55 years	14	75.0
Over 55 years	2	12.5
Total	18	100.0

Age of the headteachers was also analyzed where majority (75 percent) were found to be aged between 45 and 55 years while 12.5 percent were over 55 years. Others (12.5 percent) were below 45 years of age. This indicates that, majority of the headteachers in Dargoretti District are above 45 years. The age indicates headteachers in the district are experienced enough to nurture OVCs participation in education and assist them in completing their primary education.

Table 4.3 illustrates the distribution the teachers by their age bracket

Table 4.3
Distribution of teachers by age bracket

The age bracket of the teacher	Frequency	Percent
25 – 34 years	26	36.1
35-44 years	19	26.4
45- 54 years	22	30.6
Over 54 years	5	6.9
Total	72	100.0

The age of the teachers was also analyzed where Age of the headteachers was also analyzed where 36.1 percent of teachers interviewed were aged below 35 years of age with 26.4% percent falling under the age bracket of 35 – 44 years. Only 6.9 percent of teachers were 55 years and above of age. This implies that, majority of

teachers in Dagoretti District are aged below 44 years. Even though the study indicates these teachers having relatively less years in teachers as compared to their heateachers, their experience in handling pupils could be high. They nonetheless require adequate support particularly on training specialized on handling of OVCs.

The distribution of headteachers by their level of education was also analyzed as presented in Table 4.4

Table 4.4
Headteachers' level of education

The level of education	Frequency	Percent
A level	5	27.8
Diploma	7	38.9
Degree	4	22.2
Masters	2	11.1
Total	18	100.0

Regarding the level of education of the headteachers, 38.1 percent were found to be holding diploma certificates with 27.1 percent holding A-Level certificate. Only 11.1 percent had masters' degree. This is indicates that, majority of primary school headteachers are holders of at least a diploma in education. This implies

that most of the headteachers have undergone through primary school training which is needed to enable OVCs to participate in primary education. Other headteachers in Dargoretti District have even furthered their studies and are graduates and holders of masters' degree making them be into even better position to enhance better participation of OVCs in primary education by psychologically and materially supporting them.

The distribution of teachers by their level of education was also analyzed as presented in Table 4.5

Table 4.5
Teachers' level of education

The level of education	Frequency	Percent
A level	12	16.7
Diploma	46	63.9
Degree	9	12.5
Masters	5	6.9
Total	72	100.0

The study also sought to analyze and compare the teacher's level of education with that of headteachers. Majority (63.9%) of teachers were holders of diploma, 16.7 percent at A-Level and 12.5 percent were degree holders. Only 6.9% were

holders of a masters’ degree in education. This implies that majority of teachers in Dagoretti district are holders of at least a diploma though compared to headteachers, relatively less teachers have pursued their first or masters’ degree. There is however indication that majority of teachers need to further their education for them to comprehend fully and gain knowledge alongside the experience on handling the OVCs and therefore assisting them to participate fully in their primary education.

Table 4.6 presents the distribution of headteachers by the number of years they had served as teachers

Table 4.6

Years the headteacher had served as teachers

Years the headteacher had served as teachers	Frequency	Percent
6 – 10 years	4	22.2
11 – 15 years	7	38.9
16-20 years	4	22.2
Over 20 years	3	16.7
Total	18	100.0

On the number of years the headteacher has served as a teacher, 38.9 percent were found to be having 11 – 15 years of teaching experience with 22.2 percent being

in teaching for 16 – 20 years while 16.7% had over 20 years as teachers. The study therefore reveals that, primary school headteachers in Dagoretti District have attained at least 10 years as teachers, an age that puts them in good position to understand adequately the factors influencing OVCs’ participation in primary education. At the same time, they can easily understand and work out issues affecting OVCs participation in primary education including school levies, teachers’ capability and psychological support. Therefore they are in a position to organize for teachers training and bursaries for the OVCs.

Table 4.7 presents the distribution of headteachers by the number of years they had served as teachers

Table 4.7
Years the teacher has been in teaching

Years as a teacher	Frequency	Percent
Below 6 years	3	4.2
6 – 10 years	19	26.4
11 – 15 years	33	45.8
16-20 years	12	16.7
Over 20 years	5	6.9
Total	72	100.0

The study revealed that, 45.8 percent of teachers in Dargoretti District had 11 – 15 years in teaching with 26.4 percent being in teaching for 6 – 10 years. Others (16.7%) had 16-20 years as teachers while only 4.2% had below 6 years. This is an indication that majority of teachers in Dargoretti district have over 10 years in teaching. This could be supported by the fact that, almost every teacher is absorbed by T.S.C. to teach public schools after serving in private sector for a number of years. These teachers may, however not get training on specialized skills particularly in handling OVCs and therefore the number of years in teaching may directly affect the OVCs participation in public primary schools.

4.4 Influence of the availability of OVCs psychological support on participation in primary education

Availability of OVCs psychological support was based on both teachers and headteachers responses on whether the OVCs received enough psychological support. This presented in Table 4.8 and Table 4.9

Table 4.8 shows whether the student had enough psychological support

Table 4.8

Headteachers' response on whether the OVCs received enough psychological support

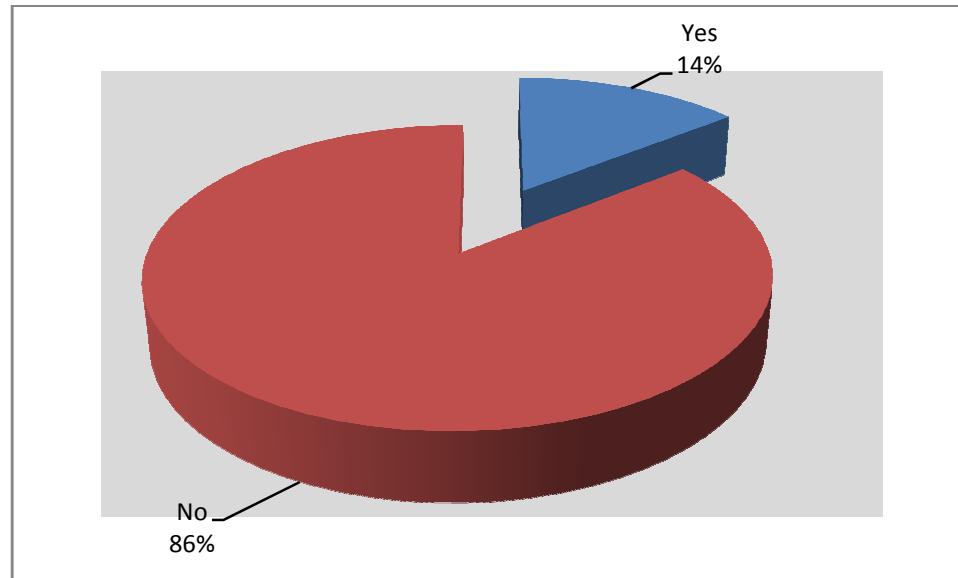
	Frequency	Percent
Yes	15	83.3
No	3	16.7
Total	18	100.0

Headteachers were asked whether their respective schools gave OVCs adequate psychological support. As indicated in Table 4.10, a vast majority (83.3% said the support was adequate while 16.7% disclosed OVCs were not getting adequate psychological support. Those that said yes further indicated that, the support is given through introduction of special sessions addressing pupils' social needs as well as inviting counselors for motivational talks. However, other headteachers expressed that the support is not at all adequate since they face financial challenges to support special programmes in their respective schools especially those that could enhance full participation of OVCs in public primary education.

Figure 4.3 shows whether the student had enough psychological support

Figure 4.3

Teachers' response on whether the OVCs received enough psychological support



Teachers were also asked whether their schools had adequate psychological support for OVCs. An overwhelming majority (85.7 percent) of teachers said no while the remaining 14.3 percent said their respective institutions had enough psychological support. This is an indication that majority of teachers in Dargoretti District believe the psychological support given to OVCs in their schools is not adequate and thus the reason why most OVCs do not participate in primary education. Contrary to headteachers responses, teachers expressed that their schools have not put in place sufficient measures and programs that directly address OVCs psychological problems since the programmes that are put in place target all pupils in general.

Teachers responses were similar to those by UNESCO (2010) undertaken to assess the range of alternative strategies used to provide disadvantaged children and young people with access to appropriate education and training. The study found that formal systems are not well suited to tackling their needs and that; for example, strategies such as changing school calendars have been difficult to implement in many countries. This is despite the fact that, vulnerable children have many needs which cannot be met by any one person or group. Because of this, people in the community should work together to ensure all the needs of vulnerable children are met.

4.5 Influence of the amount of school levies on OVCs' participation in primary education

Influence of school levies on participation in primary education school by primary school pupils was based on the source of school levies for the OVCs, headteachers response on whether pupils have a problem in paying the school levies and the headteachers response on whether there are programmes assisting OVCs in meeting school levies. Details are illustrated by Table 4.9 through Table 4.12.

Table 4.9 presents the headteachers response on the source of school levies for the OVCs. Headteachers were asked this question since they were in a position to identify the source of levies as filled in the registration form for the pupils when joining the primary education.

Table 4.9

Source of school levies for the OVCs

Source of school levies for the OVCs	Frequency	Percent
Relatives	12	66.7
Parent/Guardian	4	22.2
Well Wishers	2	11.1
Total	18	100.0

The study revealed that, the source of school levies for the OVCs was mostly from the OVC's relatives as indicated by majority of headteachers (66.7 percent). Other mentioned sources were the parent/guardian (22.2 percent) as well as the well-wishers (11.1 percent). Parents were mentioned by some headteachers as providers of their children's levies because some of the OVCs were noted to be having at least one of their parent's alive but in a position to regularly pay for their children.

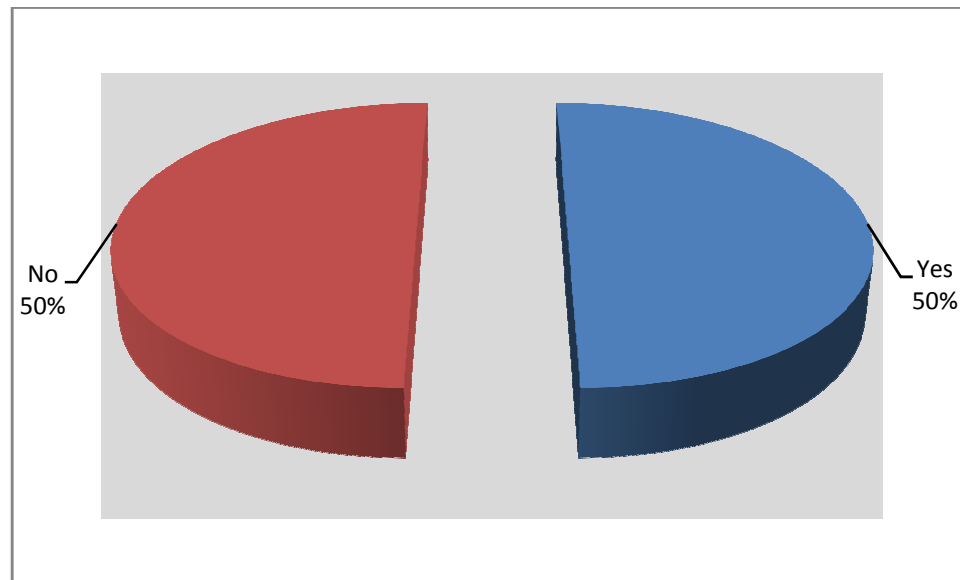
This study noted the source of school fees for a child was important for their participation in public education as ascertained by Weitzman (2003) who pointed out that whether with respect to families, communities or countries, the lack of resources will undermine their capacity to adequately provide for children's basic education. Poverty tags along with it fatigue and general frustration which eventually takes its toll on families. Furthermore, descriptive results of the study

by Weitzman (2003) on reasons for OVCs not participating in public education show that lack of school fees was the main reason contributing to low participation in secondary school education, accounting for 33 per cent of the responses. Other reasons included finding school uninteresting, pregnancy, early marriage, work at home/field, paid employment, too old, and cultural factors.

Figure 4.4 is a presentation of teachers' response on whether pupils had a problem in paying the school levies.

Figure 4.4

Headteachers response on whether pupils had a problem in paying the school levies



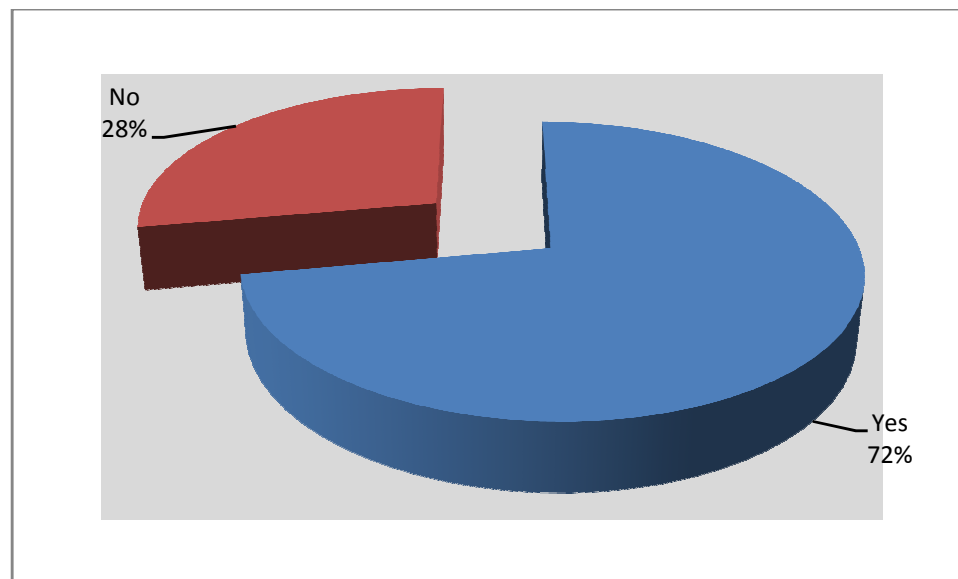
Concerning whether the OVC had a problem in paying the school levies, 50 percent of the headteachers had the opinion that there is a perceived problem in clearing school levies while the other 50 percent said that they don't think pupils

had any problem in getting the school levies. The study revealed that half the number of OVCs in Dargoretti District had difficulties in raising the amount of school levies required clearly expressing the low level of OVCs participation in public education. The reason for this could be the poor economic background of the relative/guardians while others could be affected by their involvement in teachers training.

Figure 4.5 illustrates headteachers response on whether their respective schools had enhanced programmes assisting OVCs in meeting their school levies.

Figure 4.5

Headteachers response on whether there are programmes assisting OVCs in meeting school levies



From the findings, majority (72.2%) of the headteachers expressed that their schools had instilled some programmes to assist the OVCs in meeting their school

levies. These measures included exempting OVCs from any levies, subsidizing the levies as well as giving this category of pupils a priority when disbursing bursaries. Headteachers in addition expressed their delight on the ongoing Free Primary Education programme introduced in 2003 that has enabled most of pupils with special needs and in particular the OVCs to participate in primary education.

4.6 Teachers training and participation in primary education

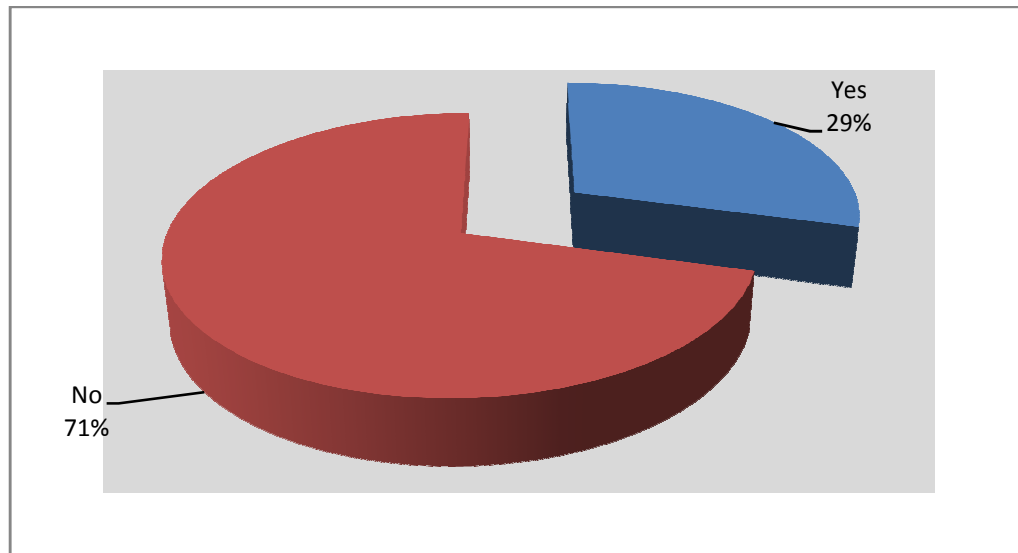
Teachers' training was based on whether headteachers response on whether they had attended any training on OVCs; teachers response on whether they had attended any training on OVCs; headteachers response on whether teachers training influence OVCs' participation in primary education as well as teachers response on whether their training influences OVCs' participation in primary education as illustrated by Table 4.15 to Table 4.18.

Majority (61.1%) of headteachers in Dargoretti district had not attended any specialized training on OVCs with others (38.9%) having participated in such programmes. This implies that few headteachers training were arranged in the district to assist headteachers gain skills on handling the OVCs despite the importance in their participation in primary education.

Teachers were also asked on whether they had attended any training specializing on OVCs as indicated in Figure 4.6

Figure 4.6

Teachers response on whether they had attended any training on OVCs



Regarding whether teachers had attended any training on OVCs findings indicate that majority (70.8%) had not attended any training specializing on OVCs while 29.2% had attended such trainings. This implies that just like headteachers, most teachers are not trained to handle OVCs.

Teachers and headteachers trainings are important for the participation of OVCs in public primary education since it is through such training that teachers as children handlers will learn the best practices in treating children with special needs especially through proper psychological and material support.

Table 4.10 is an illustration of the headteachers' response on the influence of teachers training on OVCs' participation in primary education

Table 4.10

Headteachers response on whether teachers training influence OVCs' participation in primary education

	Frequency	Percent
Some extent	4	22.2
Great extent	6	33.3
Very great extent	8	44.4
Total	18	100.0

Findings indicated that teachers training influence OVCs' participation in primary education considerably as indicated by majority (44.4 percent - very great extent and 33.3 – great extent). This indicates that headteachers training is important on participation of OVCs in primary education since it is through such training that they (headteachers) will learn minimum necessities of these children and therefore develop school programmes that are in line with improving OVCs' participation in primary education.

Table 4.11 is an illustration of the teachers' response on the influence of their training on OVCs' participation in primary education

Table 4.11

Teachers response on whether their training influences OVCs' participation in primary education

	Frequency	Percent
Some extent	11	15.3
Great extent	17	23.6
Very great extent	44	61.1
Total	72	100.0

As presented in Table 4.11, majority (61.1%) of teachers in Dargoretti District find teachers' training being greatly influencing ONVCs participation in public primary education. The reason for their response was that, teachers' training ensures that they handle OVCs with care through moral, psychological and emotional support.

As indicated by both teachers and headteachers, findings in this study are consistent with assertions by Bandura (1997) who stated that the acquisition of different levels of skills was determined by various major sources including their preparedness to handle children with special needs. Therefore, equipping teachers' with necessary skills and knowledge can help them to retain children in schools. Although, the quantitative study on teachers preparedness recommended

qualitative follow-up (such as interviews), so far there has not been much research that combine the two methods.

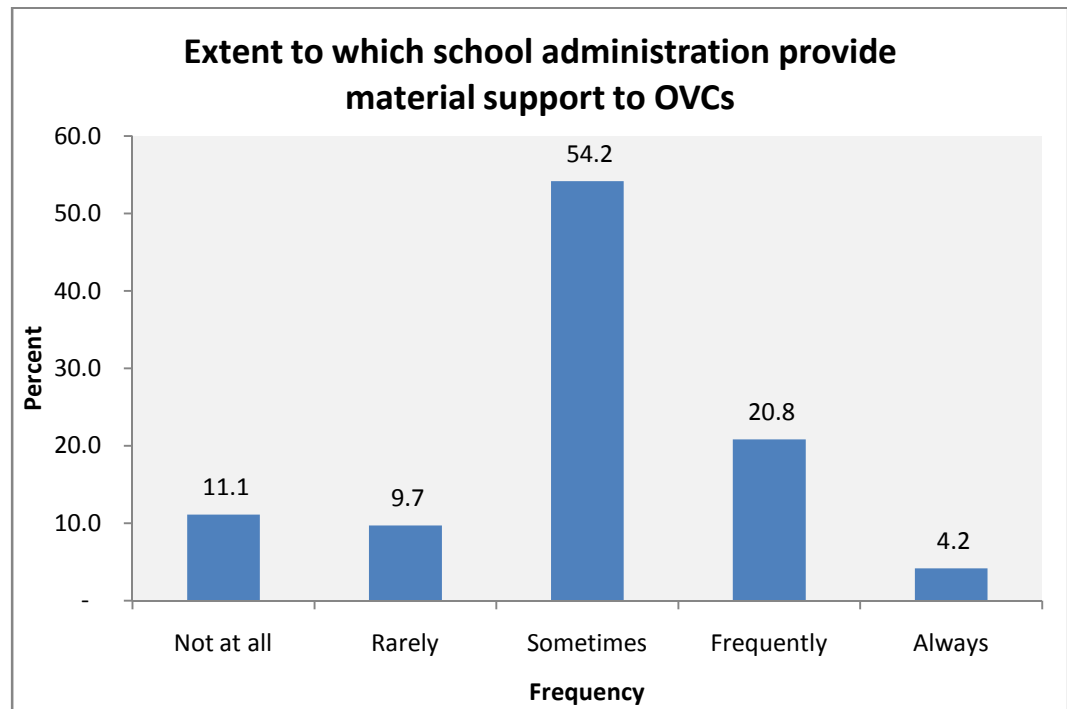
4.7 Headteachers' material support to OVCs and participation in primary education

Headteachers' material support to OVCs and participation in primary education was based on headteachers' response on the extent to which school administration provide material support to OVCs; teachers' response on the extent to which school administration provide material support to OVCs as well as headteachers' response on whether their intervention through material support does influence OVCs' participation in primary education

Figure 4.1 is an illustration on the headteachers' response on the extent to which they provide material support to OVCs in their respective schools.

Figure 4.7

Headteachers' response on the extent to which school administration provide material support to OVCs



As illustrated in figure 4.7, 50.0 percent of the headteachers sometimes do provide material support to OVCs with only 5.6 percent providing doing it always. It is notable that, 11.1 percent of the headteachers have never provided any material support to OVCs. This indicates that OVCs do not receive material support from the school administration as frequently as they may require. This may affect the OVCs participation in primary education since a child requires being adequately equipped with learning materials whereas this study has indicated that most OVCs can hardly attain this through assistance of their guardians only. After lacking

such assistance, some of them opt to drop out of the school while others may indulge themselves in indiscipline.

Table 4.12 presents teachers' response on the extent to which school administration provide material support to OVCs

Table 4.12

Teachers' response on the extent to which school administration provide material support to OVCs

	Frequency	Percent
Not at all	8	11.1
Rarely	7	9.7
Sometimes	39	54.2
Frequently	15	20.8
Always	3	4.2
Total	72	100.0

Teachers were also asked on the extent to which their respective school administration through headteachers provides material support to OVCs. Similar to the responses by the headteachers, majority (54.2%) affirmed that the support is available sometimes while 4.2% disclosed that the administration does not offer such support at all.

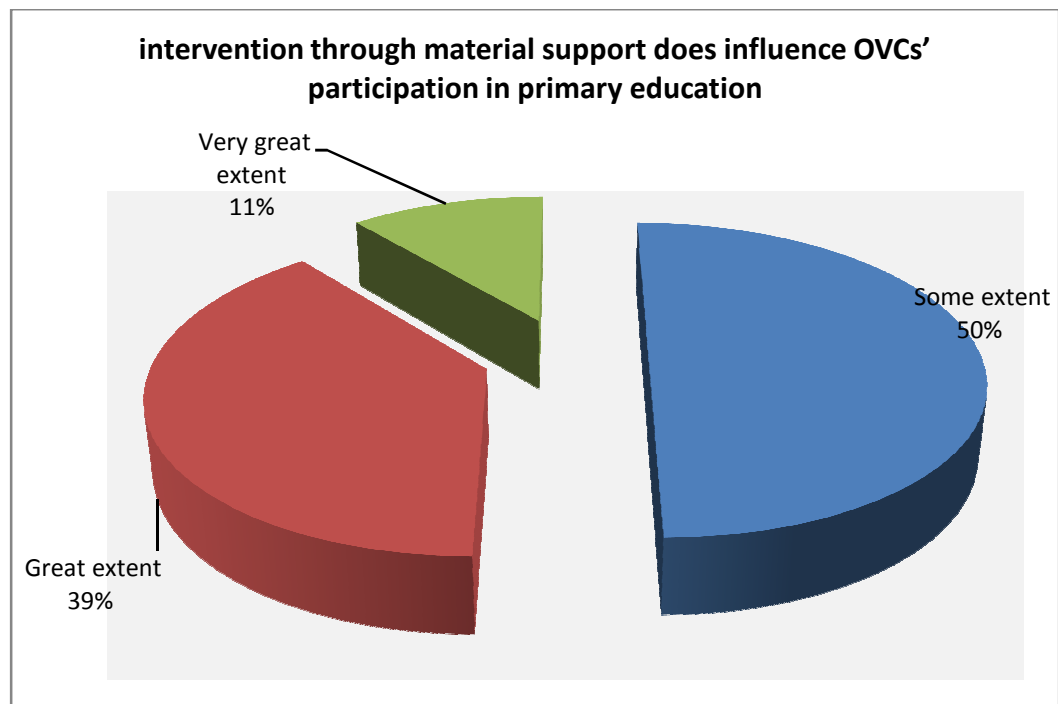
This study confirms that, a caring and nurturing headteacher is paramount for a child's participation in primary education and that, sound school management is

typically characterized by children who are kept safe and by consistent affection, stimulation, conversation, responsiveness and opportunities to learn about their world. Research indicates that support and warmth from a care-giver results in greater social competence. School-age children will therefore have fewer behavioral issues and better thinking and reasoning skills (WHO, 2004).

Figure 4.8 is an illustration of headteachers' opinion on whether intervention of headteachers through material support do influence OVCs' participation in primary education

Figure 4.8

Headteachers' response on whether their intervention through material support does influence OVCs' participation in primary education



On headteachers' intervention of children with learning difficulties and OVCs' participation in primary education, 50 percent of all the headteachers indicated that their material support to OVCs sometimes assist them while 39% were of the opinion that OVCs greatly benefit from the school administration's material support enhancing them participate in primary education. This is an indication that, there is great intervention by the headteachers on pupils who have learning difficulties.

4.8 Suggestions on how to improve OVCs' participation in primary education

Suggestions on how to improve OVCs' participation in primary education was base on the headteachers and Teachers' opinion on the best ways to handle both the background and institutional challenges facing OVCs' participation in primary education as illustrated by Table Table 4.14 and Figure 4.3.

Table 4.13 presents teachers' suggestion on the best way to improve participation in primary education

Table 4.13

Teachers' suggestion on the best way to improve participation in primary education

Suggestion	Frequency	Percent
Educational trips	5	7.1
Prize giving day	11	14.3
Moral support	15	21.4
Giving bursaries	26	35.7
Establishment of schools in rural areas	15	21.4
No response	5	7.1
Total	72	100.0

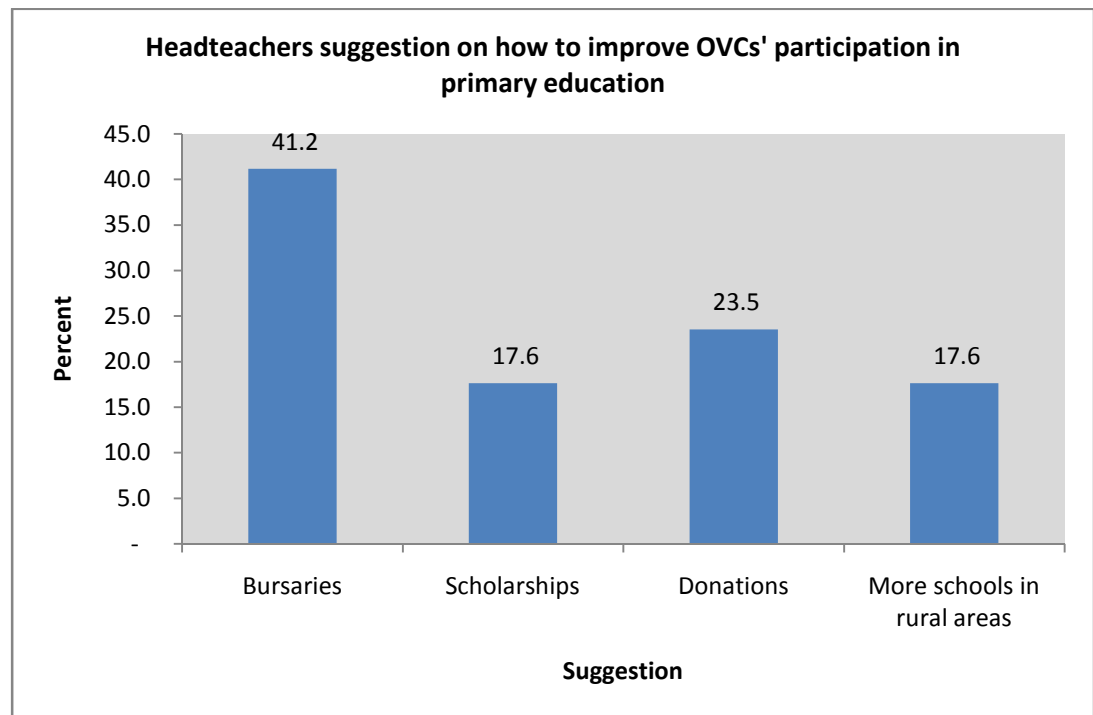
Regarding the teachers' suggestion on the best way to improve participation in primary education, the study indicated giving bursaries, moral support as well as establishing schools in rural areas as the most prevalent ways to address transition problems. This also indicates that for OVCs' participate in the primary education, they do not only need financial support but they should also be introduced to a conducive learning environment through moral support and making available for them learning and instructional resources.

Home background factors such as poverty and teachers training have been revealed by this study as the most prevalent factors influencing transition from primary to secondary education. The situation can be addressed through establishment of bursaries and ensuring the targeted learners benefit through effective and efficient channeling.

Figure 4.9 illustrates the suggestions on how to improve OVCs' participation in primary education

Figure 4.9

Suggestions on how to improve pupils' participation in primary education



Regarding the headteachers' opinion on how to improve pupils' accessibility to secondary education, 41.2 percent reiterated on bursaries, 23.5 percent donation

while 17.6 percent insisted that more schools must be established within the area. Others (17.6 percent) said that scholarship in the district to enhance improved pupils' accessibility to secondary education.

This study reveals that, participation in primary education in Kenya is usually pegged on the economic background of the OVCs' relatives or guardian as well as number of available spaces in primary schools. Due to the limited number of schools, about half of the pupils completing primary schools lack opportunities to enroll in secondary education. As founded by Gertler and Glewwe (1989), the main attainable factors to be targeted in enhancing participation in primary education would include increasing the number of primary schools at sub-national levels. Therefore if more bursaries, donations, scholarships and more primary schools are availed in Dargoretti District, then transition from primary to secondary will have an upward trend.

In general, Bicego *et al* (2004) asserts that, it is the role of any government to intervene and ensure availability of learning institutions that are accessible for orphans and vulnerable children as well as headteacher who are trained and willing to support them for their participation in schools. Without psychological support addressing the needs for the OVCs particularly from teachers who are psychologically supportive, children are devoid of the support and care which helps them to develop a positive concept of who they are and thus are able to continue with their education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the study, findings of the study, conclusions, recommendations as well as suggestions for further studies.

5.2 Summary of the study

The purpose of this study was to investigate the institutional factors influencing participation in primary education by OVCs in Dargoretti district, Kenya. The objectives of the study were to establish the effect of the availability of psychological support, identify strategies employed by primary school headteachers in enhancing participation in primary education and determining the extent to which school levies affect participation in primary education in Dargoretti District. In addition, the study determined the influence of teachers training on transition to primary schools, extent to which primary school headteachers support learners from needy backgrounds as well as the extent to which supportive school leadership and teachers influence OVCs' participation in primary education in Dargoretti District.

This study relied on the Maslow's theory of human needs and motivation. This study relied on the Maslow's Theory of human needs and motivation developed by Maslow in 1968. The theory was applicable since institutional factors

influencing participation in primary education by orphans and vulnerable children are largely determined by the fulfillment of human needs commonly referred to as 'hierarchy of needs'. The theory points out that some needs particularly the physiological needs must be satisfied before higher needs can be felt and fulfilled hence the term hierarchy. The innovation and creation of conducive environment is necessary for participation of OVCs in primary schools.

The study used descriptive survey design and the target population comprised of the headteachers in all 25 public primary schools in Dargoretti District and 92 teachers were selected. This study used questionnaires to collect data where each set of questionnaires had two sections. Section one presented demographic information while section two explored general information on transition. The researcher then conducted a pilot study before the administration of research instrument which enabled the researcher to refine the instrument by making corrections based on the observation made, add new items, delete some items and access the time taken by the respondent to fill the questionnaire.

To establish the reliability of the instrument, the researcher used the test-retest techniques. This involved administering the test to an appropriate group. After some time had passed, the same test was administered to the same group. It was done by administering the instruments to the total respondents in the pilot study. An authorization to conduct the research was sought from the National Council of

Science and Technology as well as the consent of the District Commissioner Dargoretti District to conduct research in Dargoretti District. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages and averages while qualitative data was first organized into themes corresponding to the study objectives.

5.2 Findings of the study

5.2.1 Influence of the availability of OVCs psychological support on participation in primary education

A vast majority (83.3% said the support was adequate while 16.7% disclosed OVCs were not getting adequate psychological support while 85.7 percent of teachers said their respective institutions had no enough psychological support.

5.2.2 Influence of the amount of school levies on OVCs' participation in primary education

The study revealed that, the source of school levies for the OVCs was mostly from the OVC's relatives as indicated by majority of headteachers (66.7 percent). Other mentioned sources were the parent/guardian (22.2 percent) as well as the well wishers (11.1 percent). Concerning whether the OVC has a problem in paying the school levies, 50 percent of the headteachers had the opinion that there is a perceived problem in clearing school levies while the other 50 percent said

that they don't think pupils have any problem in getting the school levies. Majority (72.2%) of the headteachers expressed that their schools had instilled some programmes to assist the OVCs in meeting their school levies.

5.3.3 Teachers training and participation in primary education

Majority (61.1%) of headteachers in Dargoretti district had not attended any specialized training on OVCs with others (38.9%) having participated in such programmes. Regarding whether teachers had attended any training on OVCs findings indicate that majority (70.8%) had not attended any training specializing on OVCs while 29.2% had attended such trainings. Findings indicated that teachers training influence OVCs' participation in primary education considerably as indicated by majority (44.4 percent - very great extent and 33.3 – great extent).

5.3.4 Headteachers' material support to OVCs and participation in primary education

Half (50.0%) of the headteachers sometimes do provide material support to OVCs with only 5.6 percent providing doing it always. It is notable that, 11.1 percent of the headteachers have never provided any material support to OVCs.

Teachers were also asked on the extent to which their respective school administration through headteachers provides material support to OVCs. Similar to the responses by the headteachers, majority (54.2%) affirmed that the support is available sometimes while 4.2% disclosed that the administration does not offer

such support at all. On headteachers' intervention of children with learning difficulties and OVCs' participation in primary education, 50 percent of all the headteachers indicated that their material support to OVCs sometimes assist them while 39% were of the opinion that OVCs greatly benefit from the school administration's material support enhancing them participate in primary education. This is an indication

5.3 Conclusion

From the study the researcher concludes that, participation in primary education education by orphans and vulnerable children is largely determined by both the availability of learning institution, amount of school levies charged, involvement in teachers training and intervention of school administration. These constitute both the micro (household) and macro (country's) economic challenges. This is mainly because accessibility is improved and at the same time costs related to transportation are reduced as a school is available closer to the household. Therefore and based on the findings of this study, the researcher gives the following recommendations aimed at improving pupils' participation in primary education in Dargoretti district as well as countrywide at large.

despite efforts by pupils' to score desirable marks to enable them participation in primary education, the high cost of teaching and learning materials, fees, extra levies, capital development costs, and other charges paid by relatives nullifies the pupils dream since lack of enough finance leaves the them with only other options

including joining the job market with low probability of rejoining education in future.

Primary schools in Dargoretti District do not offer enough psychological support to accommodate all pupils transiting to primary schools and thus reducing the chances of pupils participating in secondary education.

Participation in primary education in Kenya is largely pegged on the economic background of the pupils' relatives or guardian as well as number of available spaces in primary schools which largely constitute the overall cost burden of secondary education.

The study clearly indicates that, when children are employed in one form of labour or the other the other, they tend to drop out of primary and primary schools. This out rightly denies them their right to education.

Children with learning difficulties are susceptible to more learning challenges and subsequently may have less chance to access secondary education.

5.4 Recommendations

Since the Kenyan education system insists on a free and compulsory primary education as well as a free secondary education, the government should instigate effective machineries to ensure that adequate secondary institutions are available for all pupils. There should be well enhanced and effective curriculum programmes that enhance smooth learning for children with difficulties. The

curriculum should also be integrated with life skill programmes that are part of early child developments.

Public primary schools should sufficiently address the issue of inadequate learning facilities; the government should locate more funds to education. Headteachers should track learners through collaborations with caregivers and child welfare departments and also ensure that barriers such as the need for uniforms and payment of levy that deny participation. Teachers should keep proper records of absentees, late coming, and struggle to complete home work as well as providing psychosocial support for learners who are caring for ill parents and or siblings and help those dealing with grief and loss.

The government through the Ministry of Education should ensure quality assurance to enhance supervision in OVC's needs and catered for in schools. In addition, it should provide policies and implantation guidelines for OVC interventions to all regional and local government departments. MOE should also ensure that the provisions for free primary education are enforced supervised and monitored

Teacher training colleges' programmes should include skills on how to identify vulnerability in children and how to offer the support these children require as well as strengthening programmes that address factors that cause vulnerability such as school based nutrition programmes. Initiate processes should help recognize and identify causes of discrimination of OVC's in primary schools.

Moreover, teachers to help the learners (OVC) catch up with school work following long absences. Over and above, policies that satisfactorily address teachers training should be put into force to ensure prospective secondary school students.

5.5 Suggestions for further studies

Given the scope and limitations of this study, the following areas are recommended for further studies:

1. A study on participation in primary education should be carried out in districts other than Dargoretti for comparison purpose.
2. A comparative study should be carried out within the context of preschools in order to draw comprehensive policy recommendations on transition from both the pre-school and primary school.
3. A replica of the study should be carried out incorporating more variables that possibly influence transition from primary to primary schools. These variables also include non-institutional factors as well as socio-cultural factors.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Muchiri Agnes Murugi

Department of Education Administration
and Planning

University of Nairobi,

The Headteacher

School _____

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN RESEARCH

I am a Masters student in the Department of Education Administration and Planning of the University of Nairobi. I am carrying out a research on the institutional factors influencing Orphans and vulnerable children's participation in primary education in Dagoretti District.

You are kindly requested to participate in the study by answering the questions honestly and according to the instructions given. The responses you give will be used for the purpose of the study and your identity will be confidential.

Yours Faithfully,

.....

Muchiri Agnes Murugi

APPENDIX II

SCHOOL HEDTEACHERS' QUESTIONNAIRE

Section A: Demographic Information

1. Please indicate your gender. Male () Female ()
2. What is your age bracket? 20- 25 years () 25 – 35 years () 35- 45 years ()
45 – 55 years () over 55 years ().
3. What is your highest professional qualification? A level () Diploma ()
Degree () Masters () PhD () Other (specify).....
4. How many years have you served as teacher? 5 years () 6-10 years ()
11-15 years () 16-20 years () over 20 years ()

Section B: Information on factors influencing Orphans and vulnerable children;s participation in primary education

5. What was the average number of OVC admitted to primary schools from your school?

2008..... 2009 2010 2011..... 2012.....

6. To what extent do you think that the following factors contribute to participation in primary education by OVC in your school? Use the following scale to fill the table below and tick where appropriate.

1) Not at all 2) Little extent 3) Some extent 4) Great extent 5) Very great extent

Factors.	1	2	3	4	5
Guardian's economic status					
Guardian's level of education					
Primary school administration type					
adequacy of public schools in neighborhood					
Availability of learning resources					
Intervention for OVC needs					
Presence of OVC psychological support in the area					
Availability of well trained teachers to handle OVC					
Amount of school levies charged					
Teachers' professional qualification					
Teachers devotion to their work					

7. Give suggestions on how OVC can participate in primary education

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

8. What is it that headteachers can do to increase access to secondary school education?

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

Thank you.

APPENDIX III

SCHOOL TEACHERS' QUESTIONNAIRE

Section A: Demographic Information

1. Please indicate your gender. Male () Female ()
2. What is your age bracket? 20- 25 years () 25 – 35 years () 35- 45 years ()
45 – 55 years () over 55 years ().
3. What is your highest professional qualification? A level () Diploma ()
Degree () Masters () PhD () Other (specify).....
4. How many years have you served as teacher? 5 years () 6-10 years ()
11-15 years () 16-20 years () over 20 years ()

Section B: Information on factors influencing Orphans and vulnerable children;s participation in primary education

5. To what extent do you think that the following factors contribute to participation in primary education by OVC in your school? Use the following scale to fill the table below and tick where appropriate.

1) Not at all 2) Little extent 3) Some extent 4) Great extent 5) Very great extent

Factors	1	2	3	4	5
Guardian's economic status					
Guardian's level of education					

Primary school administration type					
adequacy of public schools in neighborhood					
Availability of learning resources					
Intervention for OVC needs					
Presence of OVC psychological support in the area					
Availability of well trained teachers to handle OVC					
Amount of school levies charged					
Teachers' professional qualification					
Teachers devotion to their work					

6. Give suggestions on how OVC can participate in primary education

.....

.....

.....

7. What is it that teachers can do to increase access to secondary school education?

.....

.....

Thank you.

RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2671940
Mobile: 0711/301787, 0235-404245
Fax: 254-020-2213215
When replying please quote:
secretary@ncst.go.ke

P.O. Box 10623 00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1085**

Date: **18th June 2013**

Agnes Murugi Muchiri
University of Nairobi
P.O box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **12th June, 2013** for authority to carry out research on "*Institutional factors influencing participation of orphans and vulnerable children in primary education in Dagoretti District, Nairobi County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Dagoretti District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Dagoretti District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Ruguti'.

DR. M. K. RUGUTI, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Dagoretti District.

APPENDIX V

RESEARCH PERMIT

PAGE 2


PAGE 3

Research Permit No. **NCST/RCD/14/013/1085**

THIS IS TO CERTIFY THAT:



Prof./Dr./Mr./Mrs./Miss/Institution	Date of issue
Agnes Murugi Muchiri	18th June, 2013
of (Address) University of Nairobi	Fee received
P.O box 92-0902, Kikuyu.	KSH. 1000

has been permitted to conduct research in

Location	
Dagoretti District	
Nairobi County	

on the topic: Institutional factors influencing participation of orphans and vulnerable children in primary education in Dagoretti District, Nairobi County, Kenya.

for a period ending: 31st July, 2013.

	
Applicant's Signature	For Secretary
	National Council for Science & Technology

APPENDIX VI

RESEARCH AUTHORIZATION LETTER

MINISTRY OF EDUCATION



DISTRICT EDUCATION OFFICE
DAGORETTI DISTRICT
P.O BOX 30124-00100
NAIROBI

REF: DAGO/ EDU/ GA/55

Date: 12/06/2013

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO ACCESS SCHOOLS IN THE DISTRICT FOR AGNES MUCHIRI FROM UON.

Reference is made to a letter over the above stated subject.

I would wish to bring to your attention that this office has granted AGNES MUCHIRI University of Nairobi authority to carry out a research on "Institutional factors influencing OVCs' participation in the primary education in Dagoretti District" in your school.

The purpose of this letter is to, therefore, ask you to accord the bearer of this letter the necessary assistance.

A handwritten signature in black ink, appearing to read 'Muthengi B. M.' with a stylized flourish at the end.

MUTHENGI B. M.
DISTRICT EDUCATION OFFICER
DAGORETTI