

**SCHOOL-BASED FACTORS INFLUENCING PARTICIPATION
OF ORPHANS AND VULNERABLE CHILDREN IN
PRIMARY SCHOOLS IN KAMUKUNJI DISTRICT, NAIROBI
COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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DEDICATION

I dedicate this work to God and my Family, My daughter Tracy Zawadi, nephew Alex Nzioki, my siblings Ruth Mwikali, Dorcas Mueni, Samuel Mutinda, Mary Gainey, Aaron Muteti and Esther Reed, and my parents Mr and Mrs Matele. Thank you for your moral and material support.

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May God bless you all.

ABSTRACT

The purpose of this study was to examine how school based factors influence the participation of OVCs in primary education in Kamukunji District, Nairobi County. The objectives of the study were to find out from the head teachers, teachers and pupils the influence of school levies, feeding programme, teacher training and stigmatization on the participation of OVCs in primary education. Descriptive survey design was used to conduct the study. The target population for this study was all the OVCs in the seventeen (17) public primary schools in Kamukunji District. Census method was used to sample all the 17 schools. A sample size of 17 head teachers in the selected schools was automatically selected. In order to obtain a sample for the teachers and the pupils the researcher used the Krejcie, R.V. & Morgan, (1970) table for determining sample size of 220 teachers. A sample size of 320 pupils was sampled using Probability Proportional to Size (PPS). Random sampling was finally applied to get the respondents among the teachers and the pupils.

The research instruments used in data collection were questionnaires for the three clusters of respondents. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique. The three sets of questionnaires had a correlation coefficient of 0.88 for the head teachers, 0.84 for the teachers and 0.78 for the pupils, hence they were reliable. Descriptive statistics was used to analyse data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs.

The finding of the study showed that majority of the head teachers and teachers had the opinion that the school had operational policies on OVCs. The pupils however, seemed unsure of the presence of the policy as only 35% stated that the policy was present in the school. Majority of the teachers and pupils asserted that the school usually charged school levies to the OVCs. Majority of the teachers stated that the lack of sensitization on the government policy on handling of OVCs was the main reason of the policy's absence in the schools.

The majority of the head teachers and teachers strongly agreed with the assertion that teacher training assisted the teachers in handling the OVCs. The results showed that majority of the head teachers and teachers strongly agreed with the statement that teacher training on OVCs related issues translated into higher retention of OVCs in the schools.

The majority of the head teachers strongly agreed that the government sponsors teachers for OVCs related training. Majority of the teachers stated that they were undecided on the truthfulness of the assertion that the government sponsors them for OVCs related courses. All the head teachers

and teachers strongly agreed that teacher training generally changes the attitude of the teachers in handling the OVCs.

All the head teachers stated that the school feeding programme improves performance and enrolment of pupils in the school. They also said that the feeding programme leads to retention of pupils in the schools. The head teachers unanimously agreed that salaries for cooks were the major challenge facing the school feeding programme. Majority of the head teachers and teachers had the view that the NGOs were the major providers of sponsors of the school feeding programme. Other major player for sponsoring the programme was the church.

All the head teachers, majority of the teachers and pupils strongly agreed that stigmatization of the OVCs affected their school performance. The head teachers were undecided on the statement that discrimination, isolation and stigmatization of OVCs are widespread in the schools. However, majority of the teachers agreed and the pupils strongly agreed that discrimination, isolation and stigmatization of OVCs are widespread in schools.

The recommendations of the study based on the findings were that the Ministry of Education should enhance formulation and implementation on the most appropriate, and effective policy to use in the identification of methodologies on the improvement of participation of OVCs in school. The Ministry of Education should also conduct seminars and workshops for sensitizing school head teachers, school management and the community at large about the possible reasons responsible for orphans dropping out of school. The school should pay more emphasis on creating conducive environment for the OVCs to feel accommodated and encouraged to participate in the teaching/ learning process.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CRC	Convention on the Rights of the Child
DFID	Department of International Development
EFA	Education for All
FPE	Free Primary Education
GoK	Government of Kenya
HIV	Human Immuno Deficiency Virus
KESSP	Kenya Education Sector Support Program
MDGs	Millennium Development Goals
MEO	Municipal Education Officer
MOE	Ministry of Education
NACC	National Aids Control Council
NCCS	National Council for Children's Services
OVCs	Orphans and Vulnerable Children
RAAAP	Rapid Assessment, Analysis and Action Planning
SMC	School Management Committee
UNESCO	United Nations Education Scientific and Cultural Organization
UNGASS	United Nations General Assembly Special Session
UNICEF	United Nations Children's Educational Fund
UPE	Universal Primary Education
WFP	World Food Programme

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is viewed as a human right and a necessary condition of full exercise of other rights. It is one of the basic rights of every person and has been recognized in the universal declaration of human rights and universal covenant of economic, social and cultural right. One philosopher once said that education's purpose is to replace the empty mind with the open one (UNAIDS, 2008). According to the Irish Aid Education Policy and Strategy (2008) "education helps expand the choices and opportunities people have, thus enabling them to take greater control of their lives and escape the vicious cycle of poverty". Clark (1996) defines education as: a lifelong endeavour concerned with ongoing exploration of new knowledge, skills, insights and attitudes and their implications for daily life. In its openness to "truth" to people in relationships and to the future, education is profoundly an ethical undertaking.

The African Charter (1999) article 11 of 1, 2a and 3 acknowledges that every child shall have the right to education, and that the education of the child shall be directed to the promotion and development of the child's personality, talents, mental and physical abilities to their fullest potential. This in turn will mean fostering respect for human rights and fundamental freedoms, with particular reference to those set out in the provisions of various African

instruments on human and peoples' rights and the International Human Rights declaration. These documents set their goals in the provision of free and compulsory basic education.

Orphans and Vulnerable Children (OVCs) continue to maintain a spot at the forefront of the international agenda with millions of children worldwide being orphaned or made vulnerable by HIV and AIDS and with the numbers projected to increase in the next decade. Large and growing numbers of OVCs are a worldwide concern; in overview, Asia's absolute number of orphans reached over 87 million in 2003 and sub-Saharan Africa's absolute number of orphans reached estimates of 43.4 million. Whereas sub-Saharan Africa has the highest proportion of children who are orphaned, where more than one in seven children are orphaned (UNAIDS, UNICEF, USAID, 2004).

Being orphaned or made vulnerable can play a role in whether a child goes to school. The first line of defence for OVCs is to enable children to remain in school so that they can learn skills to care for themselves. Interventions that assist them to remain in school must address the factors that cause them to drop out. OVCs may lose access to school for several reasons including poverty, school fees, lack of food, need for domestic labour, inadequate school care, stigmatization, and parental sickness or death. School enrolment inequalities among all types of orphans have been documented throughout sub-Saharan Africa (Monasch and Boerma, 2004; Case et al., 2004; Nyamukapa and Gregson, 2005; Miller et al., 2006; Case and Ardington,

2006; Bicego et al., 2003). One estimate suggests that orphans are approximately 13% less likely to attend school than non-orphans (Monasch and Boerma, 2004). The Government of Kenya (GoK) does acknowledge that even though free primary education has been introduced, Orphans and Vulnerable Children do not tend to enrol in the government system (GoK, 2007). Substantial progress has been made since 2009 towards strengthening Kenya's child protection system. The government, supported by UNICEF, has completed a mapping and assessment of the current system in Kenya which identifies priority gaps that should be addressed. Based on this mapping a draft Child Protection System Strategy has been developed.

The above strategy highlights the public sector contributions to the child protection system under Kenya's Medium Term Expenditure Framework (MTEF), and emphasizes gaps that represent substantial opportunities for Kenya's development partners and the donor community to engage (UNICEF, 2011). Kelly (2008) explains that orphans and vulnerable children continue to lag behind in accessing and acquiring formal education. Therefore it is imperative to make follow ups and discover what could be the underlying factors causing school dropout.

For teachers, therefore, there is no escaping the impact that this has on the lives of their learners, resulting from an increased incidence of social, emotional, physical, and economic and human rights problems (Carr-Hill et al., 2000). The consequences of such problems are played out in the classroom

(Hepburn, 2002), as teachers struggle to balance the already challenging business of teaching and learning with the additional demands imposed by the increased levels of anxiety, limited concentration spans, severe trauma, heightened discrimination and stigma, and increased poverty experienced by children who are vulnerable (Wood, 2009). The United Nations General Assembly Special Session (UNGASS) 2008 Country Report for Kenya stated that there were 2,430,000 orphans (1,149,000 from AIDS). According to the National AIDS Control Council (NACC), there are an additional 600,000 children who are not orphans, but are vulnerable (Republic of Kenya, 2005).

Table 1.1 Population of OVCs in Nairobi County

Region	Sex		Age				Total
	Male	Female	0-8	9-13	14-16	15-17	
Kasarani	8,385	7,097	1,893	3,721	3,977	1,892	26,965
Embakasi	7,193	8,192	1,377	3,263	4,505	2,240	26,770
Dagoretti	6,533	5,975	2,655	2,753	2,342	2,758	23,016
Kamukunji	7,955	8,174	1,639	3,826	3,873	2,692	28,159
Langata	6,827	7,172	5,034	3,765	2,078	1,121	25,997
Makadara	7,427	6,658	1,982	2,925	1,055	1,123	21,170
Njiru	3,118	4,237	1,430	1,514	1,864	1,546	13,709
Starehe	5,944	3,123	1,234	1,543	2,345	2,159	16,348
Westlands	4,415	4,321	1,322	2,123	2,523	2,009	16,713
Nairobi County	57,797	54,949	18,566	25,433	24,562	17,540	198,847

Source: Njoka (2009)

Table 1.1 shows that Kamukunji District has the highest number of OVCs in Nairobi County. According to Hassan (2011) Kamukunji District has collapsed infrastructure, massive youth unemployment, abject poverty, insecurity and a serious problem of OVCs, high dropout and low primary school enrolment rate. Despite this, there is limited documentation.

1.2 Statement of the problem

Children in Kenya have the right to be protected from all forms of violence, abuse, exploitation and discrimination. This right is enshrined in the UN Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and in several national legal documents such as the 2010 Constitution of Kenya. However, violations of this right continue to be a reality, as children across the schools in Kenya daily experience physical violence, harmful traditional practices and other protection violations, as indicated for example by the Child Helpline receiving more than 40,000 calls each month. Violence and abuse have serious and long term consequences; it hampers a child's development and school performance, causes emotional distress and low self-esteem and can lead to aggressive behaviour and self-harm. It also has society wide consequences such as a real economic loss.

In Kamukunji District, OVCs face a number of challenges including lack of school fees, HIV and AIDS, early pregnancy, early marriages, orphan hood, sexual abuse, domestic violence, and domestic labour but above all these are highly geared and enforced by high levels of poverty stricken households. Even when the above factors cease to exist, still other bottlenecks prevent the children from returning to school. These include, in the case of pregnant girls, unfavourable school rules and regulations that require such girls to be expelled and/or prevent them from being readmitted.

Researchers such as Chege (2006) and Vandemoortele et al (2000) have studied factors such as poverty, lack of food, need for domestic labour,

stigmatization, parental sickness or death and the negative societal attitude (which are factors outside the school). There is need to explore the school-based factors which are important in the enrolment, learning capability, attendance, repetition, dropout, achievement and transition rates of OVCs participation in primary school education.

1.3 Purpose of the study

The purpose of this study was to examine how school based factors influence the participation of OVCs in primary education in Kamukunji District, Nairobi County.

1.4 Research objectives

The study was based on the following objectives:

- a) To investigate how school levies influence OVCs participation in primary schools in Kamukunji District;
- b) To identify how teacher training influences participation of OVCs in primary schools in Kamukunji District;
- c) To assess the influence of feeding programme on participation rate of OVCs in primary schools in Kamukunji District;
- d) To establish the influence of stigmatization on OVCs participation in public primary schools in Kamukunji District.

1.5 Research questions

The study attempted to answer the following questions:

- a) What is the influence of school levies on OVCs participation in primary schools in Kamukunji District?

- b) What is the influence of teacher training on participation of OVCs in primary schools in Kamukunji District?
- c) What is the role of the school feeding programme on participation rate of OVCs in primary schools in Kamukunji District?
- d) How does stigmatization influence the participation rates of OVCs in public primary schools in Kamukunji District?

1.6 Significance of the study

Knowing the indicators that predicate the non-participation of OVCs in schools in Kamukunji District will serve as a warning bell to government to develop measures that would curb or completely eradicate issues leading to orphans dropping out of schools. The study is significant to the Ministry of Education for policy formulation on the most appropriate, and effective ways to use the identified factors to improve participation of OVCs in school. This research contributed to sensitizing school head teachers, school management and the community at large about the possible reasons responsible for OVCs dropping out of school. The School Management Committees (SMCs) could use recommendations in this study to ensure better learning environment for the OVCs and thus enhance their participation. Other researchers also benefited from the study.

1.7 Limitations of the study

According to Orodho (2005), limitation is an aspect of the study that may adversely affect the results or generalizability of the study but over which a researcher has no direct control over. There are many faces to the issue of orphans and vulnerable children; however, this study covered the school-based

factors influencing the participation of Orphans and Vulnerable Children in schools. It was impossible to get OVCs who have dropped out of school as a result of school-based factors.

1.8 Delimitations of the study

Delimitation is the boundary of the study (Orodho, 2005). The study covered public primary schools in Kamukunji district. Private schools were not included in the study since they have different form of management and may not be enrolling OVCs like in the public schools. The study focused on learners, teachers and head teachers in public primary schools.

1.9 Assumptions of the study

The researcher assumed that respondents would give accurate and honest answers and they were available and co-operative. The researcher also assumed that proper records were kept by schools and they were willing to release them.

1.10 Definition of significant terms

Child refers to any human being in Kenya below the age of eighteen years.

Drop out refers to a pupil who has discontinued education without completing standard eight.

School based factors are identifiable factors affecting OVCs in the school environment.

Orphan refers to a child whose mother (maternal orphans) or father (paternal orphans) or both (double orphans) are dead.

Participation rate refers to the increase or decrease in enrolments, attendance, transition/progression to completion of education cycle and generally being in school.

Participation is involvement of pupils in school activities such as reading, writing, discussing, writing examinations, co-curricular activities among other school activities.

Stigmatization refers to the act or practice of marking out, alienating or subsequently discriminating a person.

Vulnerable Children are groups of children who are more exposed to risks than their peers such as the loss of their education, morbidity, and malnutrition as a result of poverty.

Teacher training refers to the professional preparation of teachers, usually through formal course work and practice teaching.

School feeding programme refers to provision of meals or snacks at school to reduce children's hunger during the school day and increase retention and regular attendance in school.

School levies refer to costs such as examination fees, salary top ups, textbooks, PTA charges, school uniforms, feeding, transportation charged to pupils despite Free Primary Education.

1.11 Organization of the study

The study was organized into five sections. The first section highlighted the introduction, background and statement of the problem under study, purpose, objectives, research questions, significance, delimitations and limitations, basic assumption of the study and definition of significant terms. Section two

dealt with literature review under the sub-topics the OVCs concept and participation, importance of primary education for OVCs, general government responses to OVCs, school- based factors that influence OVCs participation. Section three covered the research methodology employed. This was under research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, and data collection procedure and data analysis technique. In section four it represents data analysis and discussion of research findings while the last section five focused on the summary of the findings, conclusions and recommendations emanating from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered the literature review that relates to orphans and vulnerable children (OVCs) and the factors that affect their participation in primary education. The literature reviewed the concept of OVCs and meaning of participation, importance of primary education to OVCs, general government responses to OVCs and school-based factors influencing participation of OVCs which include school levies, feeding programme, teacher training and stigmatization. A theoretical and conceptual framework was used to present a set of coherent ideas or concepts on the participation of OVCs in primary education.

2.2 The OVCs concept and participation

The term OVCs has different meanings in different countries and from one culture to another. According to the World Food Programme (WFP) report (2007) vulnerability is a complex concept to define in local or community definitions. Furthermore Skinner et al (2004) writes that the term 'Orphaned and Vulnerable Children' was introduced due to limited usefulness of the right definition of orphanhood in the scenario of HIV and AIDS. They further go on to state that the term has its own difficulties, as it has no implicit definition or clear statements of inclusion and exclusion. They argue that the OVCs definitions are theoretically constructed which would require explanations and further definitions on the ground. (Skinner et al, 2004). OVCs in this research

were all orphans who are deemed to be vulnerable without making a distinction between those affected and infected by HIV and AIDS and those that are not.

Participation literally means taking part. It is widely recognized that participation is a process rather than an event, and that it involves varying degrees of involvement from being consulted on a predetermined issue to young people choosing their agenda and taking their own decisions. Both suggest that developing children and young people's participation is beneficial for individuals, organizations and communities. At the organizational level, pupil involvement in decision-making leads to better relationships, more relevant and effective policies, and better learning. In the best scenarios, pupils and adults work together as partners to ensure that their school provides the best possible learning environment for all (Treseder, 2002).

2.3 Importance of primary education for OVCs

Schools and teachers are critical to the development of OVCs, especially in the wake of the loss of parents and parenting. The school system also provides an opportunity to provide psychosocial support. This is one of the needs of OVCs that is most often neglected in favour of meeting critical material, economic, nutritional and other physical needs. (Vandemoortele et al, 2000)

As defined in the United Nations Convention on the Rights of the Child, despite the many challenges OVCs face in regards to educational systems in Eastern and Southern Africa, access to primary education is a basic need and

right of every child. For orphans particularly, well-designed primary educational opportunities are critical, since they offer children the opportunity to socialize and develop behaviourally and provide them with adult supervision, emotional support, nutritional and health care, attention, and the life skills training they need to support themselves. Primary education has the ability to play a role in fighting the spread of HIV. Although evidence has emerged indicating that the more mobile, educated and wealthy members of society are the more vulnerable to HIV infection, recent studies have shown that beyond the initial stage of the AIDS pandemic, education reduces the risk of infection. The 'education vaccine' against HIV is likely to be the only one available in the near future' (Vandemoortele et al, 2000).

2.4 General government responses to OVCs

The Government of Kenya emphasises a multi-sectoral response targeting Orphans and Vulnerable Children. The Children's Act of 2001 provides wide ranging safeguards for the rights and welfare of the child. Kenya, as a signatory to the Declaration adopted at the UN General Assembly Special Session on HIV and AIDS, is committed to implementing a National Policy on Orphans and Vulnerable Children. Kenya took part at the World Declaration on the survival, protection and development of children, which was agreed at the World Summit for Children in September 1990. The Millennium Summit in September 2000, identified 8 Millennium Development Goals (MDGs), three of which are relevant to the rights of all children, including OVCs, in particular those which are related to gender equality and education. These are 'To achieve universal primary education' (Goal 2); 'To promote gender

equality and empower womenö (Goal 3); and öTo combat HIV and AIDS, malaria and other diseasesö (Goal 6). Kenya also supports the Education for All (EFA) goals, in which nations are committed to achieving education for all by 2015 or earlier. This is enshrined in the Basic Education Act (2013) for the government provision of free and compulsory basic education to every child.

The UN Convention on the Rights of the Child (1989) guides programmes for all children, including OVCs. In 2004, the Kenya Ministry of Education Science and Technology launched the education sector policy on HIV and AIDS which provided a framework for care and support in the education sector for all OVCs (Ministry of Education, 2005). A number of initiatives such as the Kenya's Cash Transfer Programme for OVCs provide regular cash transfers of between sh.1000 and sh.2000 per month to poor families living with OVCs (UNICEF, 2008)

2.5 Factors influencing OVCs participation in primary schools

2.5.1 School levies

Human Rights Watch report revealed that failure to pay school fees resulted in most children being turned away from school. Poor children, orphans, and children affected by HIV and AIDS are particularly affected by fees and other related costs (Human Rights Watch, 2004). Another form of payment in the form of PTA levies has caused many children to drop out of school. This is supported by the Situation Analysis of Orphans and Vulnerable Children in Kenya stating that school fees are used to pay school provisions such as maintenance fees. Most vulnerable and poor families are unable to afford these

costs. According to the International Human Rights Report, the government of Kenya declared Free Primary Education (FPE) from class one to eight in 2003 and abolished the mandatory collection of school fees. The report further explains the failure by government to enforce the policy and delay in disbursement of FPE funds to schools, forces many schools to demand and require fees. The interviewed parents and guardians explained that their failure to pay school fees resulted in their children being turned away from school. Poor children, orphans, and children affected by AIDS are particularly affected by fees and other related costs (Human Rights Watch, 2004).

Different issues give rise to OVCs opting to stop school and these are uniforms, fees and other school requirements which are a barrier, whilst other OVCs become guardians of a family at an early age and hence the school isn't one of the choices that they have (Human Rights Watch, 2004). Most vulnerable and poor families are unable to afford these costs, therefore many children end up not accessing basic education.

Kenya has eliminated school fees but the extra costs of uniforms, supplies and special assessments can still be substantial (Human Rights Watch, 2004). Can OVCs do without uniforms to ease up the stress of meeting school requirement? Are such fees and uniforms a necessity or should government subsidize schools to make it easier for more children to attend school? What alternatives should exist to make it easier for OVCs dropping out from schools to overcome the barrier? Even with the free primary education most schools

still charge levies like assessment fees, feeding programme and PTA. Examination fees for K.C.P.E candidates is not catered for by the Free Primary Education.

According to Boyle et al (2002) the cost of education, both monetary and non-monetary, continues to be a burden on households and a barrier to education. They argue that the barriers of uniforms as well as indirect costs in accessing education makes households opt not to send their children to school; as a result orphans are the most unlikely to be schooled. Further, it has been that orphaned children find it hard to attend school due to the extra costs of school uniforms, books and stationery, and because they are often left responsible for earning money or caring for younger siblings in some instances.

Boyle et al (2002) further acknowledge that cost plays a major role in the access of education but the social setup of households also contributes to children accessing education, as most of the households are low income households (UNICEF, 2011). Due to the presence of the urban poor communities in Kamukunji District, the OVCs also face constraints in attending school due to the numerous levies the schools demand and they end up dropping out of school.

2.5.2 Teacher training

The quality of teaching and learning in Sub Saharan African schools is under severe threat as the amount of Orphaned and Vulnerable Children (OVCs) escalates (Govender, 2004), worsening the existing socio-economic problems

experienced in the mostly disadvantaged communities. It has long been internationally recognized that well-motivated and competent teachers are a pre-requisite for the delivery of quality education. However, although many countries have developed multi-sectoral responses to meet the needs of OVCs, few Ministries of Education in Sub-saharan Africa seem to have directed attention to, or invested resources in teacher education for this purpose (Clarke, 2008).

It is acknowledged that teacher training programmes around HIV in most of Sub-saharan Africa appear not to have been very effective in assisting teachers to respond to the demands placed on them by the pandemic. There is necessity for training programmes for teachers to equip them to deal with issues arising from having OVCs in their classrooms. There is supporting evidence that current teacher education approaches in this regard are not perceived to be effective. There is need for guidelines for an alternative approach to the current forms of HIV and AIDS training for teachers that is more likely to be sustainable, culturally appropriate and suited to the context. The training programmes introduced by MOEs in most of sub-Saharan Africa seem not to have enjoyed much success, tending to lack in structure and focus (Kelly, 2002). Past experience has taught that if teachers are uncomfortable with the subject matter, it is likely that they will tend to avoid it or discuss it in a way that precludes real learner engagement and learning (Chege, 2006). Kirby, Obasi and Laris (2006) reported a positive change in teacher knowledge and behaviour after training, but only if the training programmes were designed

according to certain principles. These included: the involvement of multiple stakeholders with different experiences and views; a thorough needs assessment of teacher needs; and the design of content that is commensurate.

The training programme designers need to consult with teachers on the lived reality of teaching in a school where HIV and AIDS have increased the vulnerability of the majority of children. The current training workshops, while well-intentioned, position the teacher as a passive recipient of knowledge, rather than an active contributor to the construction of strategies based on expert knowledge and understanding of specific contexts. Curriculum development skills, the local context, and the differing needs of teachers need to be factored into any teacher training (Anderson, 2004).

2.5.3 School feeding programme

School Feeding Programs (SFP) have been implemented in many countries in an attempt to improve the health, nutrition, and ultimately educational performances and attendance of school-aged children. Yet, the jury is still out on the effectiveness and sustainability of these initiatives. There is little evidence to suggest that school feeding programs have a positive impact on nutrition for participating children (UNICEF, 2011). For example, in some instances, parents may provide less food at home, with the school meal simply replacing a home meal rather than adding food to the child's diet; however, it appears that providing breakfast instead of lunch could diminish this substitution effect. While it has been shown that malnourished or hungry

children are less able to learn, Supplementary Feeding Program improve learning only when the food is accompanied by other inputs related to school quality. On the other hand, the evidence strongly suggests that SFP can increase attendance rates, especially for OVCs (UNICEF, 2011).

Among children under five years of age in the developing world, nearly one-quarter are underweight (127 million) and one-third are stunted (195 million). Over 90 percent of those who are stunted live in Africa and Asia (UNICEF2011). These forms of under nutrition can have long-lasting and damaging effects on children, especially when it occurs during critical developmental years.

The situation is even more concerning for OVCs living in communities with a high prevalence of HIV; many of these children and their families are food and nutrition insecure as a direct consequence of the epidemic. Severe and moderate acute malnutrition (wasting) among people living with HIV, including children and youth, occurs where HIV prevalence is high, and there are delays in seeking treatment. (Regional Centre for Quality of Health Care, 2008).

The Irish Aid Education Policy and Strategy (2008) highlights that malnutrition and poor health is a large contributor to low retention and poor performance in school. A number of public primary schools in Kamukunji District have a form of feeding programme for the OVCs aimed at salvaging

the high dropout rate among this group though the funding issue regularly affects it.

2.5.4 Stigmatization and its impact on OVCs

The World Food Program describes discrimination in various forms as public ostracism by the community, taking in of OVCs for exploitative purposes in terms of child labour and intra-household discrimination (WFP, 2007). Child abuse was an issue which most OVCs mentioned during interviews. The International Human Rights report (2004) states that children affected by HIV and AIDS may be denied access to school or mistreated by teachers because of the stigma associated with HIV and AIDS.

Loudon et al (2007) in their findings based in India argued that stigma was one of the major reasons children were dropping out from school. It was also revealed that ostracism and humiliation by fellow peers contributed to the dropping out of schools. Through the same research it was discovered that stigma and discrimination by teachers was a major education barrier (UNICEF and USAID, 2008). Thus it suggests that to the OVCs situation in terms of the education system and the economic situation stigmatization is a contributing factor for children dropping out from school. Furthermore the WFP report (2007) reviews conducted in different countries discovered evidence of discrimination of OVCs affected by HIV and AIDS in relation to care, protection and access to food.

Human Rights Watch investigations in countries that include Colombia, Guinea, India, Israel, Mexico, Spain, South Africa, and Sri Lanka found that migrant children, children from rural areas, ethnic or religious minorities, internally displaced and refugee children, indigenous children, or low-caste children were often denied equal access to education, or in some cases, access to any education at all. For children in detention, opportunities for education are often grossly deficient. The report further stated that discrimination, ostracism and humiliation are common occurrence in many Kenyan schools and especially so among the urban poor OVCs who are normally denied the right to participate in education.

2.6 Summary of literature review

Almost all the literature that was reviewed relied heavily on defining OVCs as those children affected by HIV and AIDS. The term OVCs has different meanings in different countries and from one culture to another. The literature reviewed discussed participation as literally meaning taking part. It is widely recognized that participation is a process rather than an event. The literature also presented a lot about what needs to be done to ensure the OVCs participation in education in relation to OVCs in the world, Africa and Kamukunji District. The role of the Government of Kenya in OVCs has also been studied. The Children's Act of 2001 provides wide ranging safeguards for the rights and welfare of the child. The importance of schools and teachers who are critical to the development of OVCs, especially in the wake of the loss of parents and parenting has been documented. The role of the school system in the provision of opportunity to provide psychosocial support has

been discussed. The literature has also reviewed the factors that influence OVCs participation in primary schools such as school levies, school feeding programme, teacher training and stigmatization in specific regions. However, research has not been carried out in Kamukunji District to establish how these factors influence participation levels in primary school education. Thus the study hopes to fill the gap by analysing Kamukunji District as a region that is affected by various school-based factors in achieving full participation of OVCs in primary schools and also hope that solutions will be found.

2.7 Theoretical framework

Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. In short, human capital theorists argue that an educated population is a productive population. The theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital (Psacharopoulos and Woodhall, 1997).

The success of any nation in terms of human development is largely dependent upon the physical and human capital stock. The rationality behind investment in human capital is based on three arguments:

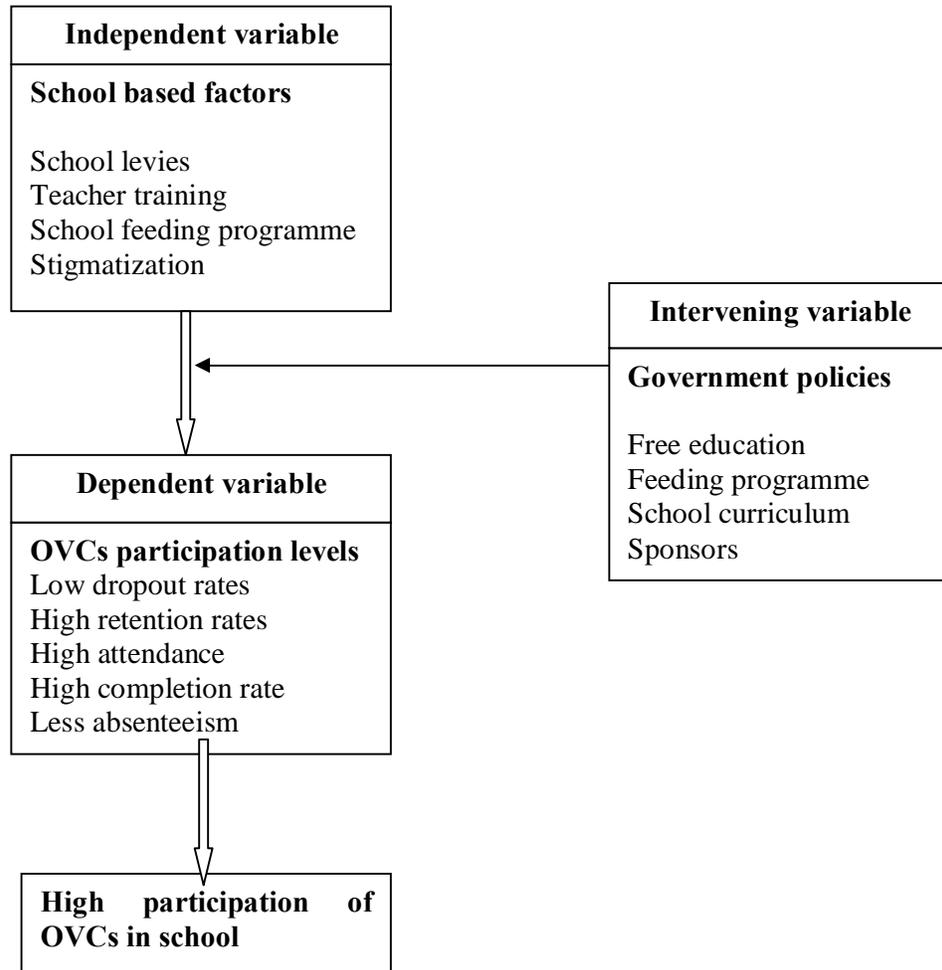
The new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations. The OVCs in Kamukunji District need to be exposed to the education system to gain and participate in worthwhile life activities.

The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services. The OVCs can gain from the existing knowledge by participating in the education to gain the direct and the indirect benefits of education.

People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches. The OVCs in Kamukunji can only develop if education opportunities are available to them in order to competitively participate in life. According to Psacharopoulos and Woodhall (1997), education plays a great and significant role in the economy of a nation; thus, educational expenditures are found to constitute a form of investment. Investing in education among the OVCs will guarantee effective participation and positive benefits in their future endeavours.

2.8 Conceptual framework

Figure 2. 1 Conceptual framework



The conceptual framework outlines the relationship between the independent variables (school based factors influencing participation) and the dependent variables (OVCs participation in school) in the presence of the intervening variables (government policies). The end result is a projected full participation of OVCs in school.

Participation of OVCs in primary school education depends on the independent variables. School levies, teacher training, feeding programme and stigmatization were assumed to be factors that determine the participation of OVCs in primary school education, which is the output.

Other intervening variables may include the school curriculum, government policies on free education and sponsors who may influence the OVCs participation in primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments, data collection procedure and data analysis techniques that were used in this study.

3.2 Research design

Descriptive survey design was used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2003). This design was appropriate for this study as it attempted to describe what is in the social aspect such as OVCs in the school, and it allows use of standardized instruments like questionnaires which can be used in the survey and examination of the existing records.

3.3 Target population

Mbwesa (2008) defined target population as the entire group of people, events or things that the researcher wishes to investigate. The target population for this study was all the 17 head teachers, 472 teachers and 23,395 OVCs aged 0-17 years in Kamukunji District.

3.4 Sample size and sampling procedure

To select the schools census method was used to sample all the 17 schools. All the head teachers in the 17 selected schools were automatically selected. In order to obtain a sample for the teachers and the pupils the researcher used the Krejcie, R.V. & Morgan, (1970) table for determining sample size. This implies that the research sampled 220 teachers from the total population of 472 teachers in Kamukunji district. A sample of 320 pupils was sampled from the total population of 1904 OVCs in class 4-7. Probability Proportional to Size (PPS) was then used to calculate the sample size of the teachers and the pupils in each school. Random sampling was finally applied to get the respondents among the teachers and the pupils.

Table 3.1 Population sampling for primary schools in Kamukunji district

Schools	H/teachers	Teachers	Pupils	Total
17	17	220	320	557

3.5 Research instruments

The research instrument used in the study was a questionnaire which was considered the most suitable research instrument for descriptive survey research design. Orodho (2003) states in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The questionnaires were used in the study as they required less time, are less expensive and permit collection of data from a wide population (Orodho, 2003). The head teachers and the teachers had one questionnaire each. The researcher wrote a letter to the respondents informing them about the study and then sent the same as a reminder. The researcher

used drop and pick method to administer the questionnaires to the targeted respondents.

The questionnaire for the head teachers consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience. Section two collected data on the school based factors influencing participation of OVCs using open and close ended questions. The questionnaire for the teachers also consisted of two sections. Section one collected the demographic information including gender, professional and teaching experience. Section two collected data on the school based factors influencing participation of OVCs using open and close ended questions. The pupils' questionnaire consisted of one section that incorporated demographic information and the thematic questions on the objectives of the study.

3.6 Instruments validity

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbweza, 2008). According to Orodho (2003), once questionnaires have been constructed they should be tried. The researcher studied the answers in the questionnaires to ascertain that all the objectives had been addressed from the responses and answers given. For this study content validity of the research instruments was established, by having the instruments appraised by the supervisors and experts in educational planning.

3.7 Instruments reliability

Rubin and Babbie (2008) observed that reliability is a matter of whether a particular technique, applied repeatedly to the same object, would yield the same results each time. Kothari (2004) concurs that a measuring instrument is reliable if it provides consistent results. Two primary schools from the neighbouring Kasarani District were used in the pilot study. To test reliability of the instrument test-retest technique was used. This method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. If the coefficient is close to +1 or -1, the instrument will be said to be reliable for data collection. If the pilot study gets a score of 0.8 which is considered high enough to judge the reliability of the instrument, it will be acceptable for the study. The three sets of questionnaires had a correlation coefficient of 0.88 for the head teachers, 0.84 for the teachers and 0.78 for the pupils, hence they were reliable.

3.8 Data collection procedures

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation. The Municipal Education Officer Kamukunji District was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removing any suspicions by assurances of confidentiality on the data that the study generated. Each member selected was briefed on how to fill in the

questionnaire. The respondents were given a time frame within which they were expected to respond to the questionnaires after which the questionnaires were collected by the researcher on the same day. This was to ensure that respondents did not discuss and modify their responses. The researcher obtained informed consent from any subjects used in the study and ensured that all subjects participated voluntarily. Given the fact that younger children cannot verbalise their experiences and may not be completely knowledgeable of the implications of their participation, the researcher targeted mainly upper primary children (over 10 years). Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents personally.

3.9 Data analysis techniques

Upon receiving the questionnaires from the respondents, they were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequency tables and percentages were produced. Bar graphs were also used for the presentation. Qualitative data was edited then arranged into themes and patterns using codes then analysed and interpreted like the quantitative data. Data analysis was assisted by the Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents data analysis and presentations to examine the school based factors influencing the participation of OVCs in primary education in Kamukunji District, Nairobi County. Responses were sought using questionnaires from the head teachers, teachers and pupils which are presented to show background information on the influence of school levies, feeding programme, teacher training and stigmatization in participation of OVCs in primary education. Part one provides background information collected from the respondents. The rest of the chapter is organized along the study objectives.

4.2 Questionnaire return rate

The study used three categories of questionnaires to collect data: the headteachers, teachers and pupils questionnaires. The table 1.1 shows respondents' questionnaire return rate.

Table 4.1 Respondents' questionnaire return rate

Respondents	Expected Response	Actual Response	Response rate Percentage (%)
Head teachers	17	13	76.5
Teachers	220	166	75.5
Pupils	320	260	81.3
Total	557	439	78.8

The results in table showed that there was an average of 78.8% questionnaire return rate for the head teachers, teachers and the pupils. The efficiency of the respondent return rate emanated from the fact that the researcher personally participated in the distribution and administration of questionnaires to all the respondents. The researcher made a follow up for any non-returned questionnaire to ensure all the respondents responded as required.

4.3 Demographic data of the respondents

This section presents background information on the demographic data of the head teachers, teachers and pupils highlighting the major characteristics of the target population in the study. It provides a summary of the respondents on gender, age, academic qualifications, professional qualification, teaching experience, and the number of years served by the head teachers and teachers among others.

4.3.1 Distribution of respondents by gender

Gender in the study indicates the general distribution of the head teachers, teachers and pupils in the district. The gender distribution of the head teachers, teachers and pupils in the district is illustrated in Table 4.2

Table 4.2 Gender distribution of the respondents

Gender	Head teachers		Teachers		Pupils	
	No.	%	No.	%	No.	%
Male	8	62	57	34	122	47
Female	5	39	109	66	138	53
Total	13	100	166	100	260	100

In terms of gender, the results showed that the population of the males was head teachers (62%), teachers (34%) and pupils (47%). The female population was head teacher (39%), teachers (66%) and pupils (53%). This means that there was no gender parity in the distribution of head teachers and teachers in primary schools in the district. The gender distribution of pupils reflects the documented trends in the county where more girls are enrolled in primary school in Nairobi County (UNICEF, 2011).

4.3.2 Distribution of head teachers, teachers and pupils by age

The head teachers, teachers and pupils were asked to state their age and table 4.3, 4.4 and 4.5 indicates their age distribution.

Table 4.3 Distribution of head teachers by age

Age (Years)	Frequency	Percentage
Below 25	0	0
26-34	0	0
35-44	8	62
45-54	4	31
Above 55	1	7
Total	13	100

Majority of the head teachers (62%) were middle aged (35-44) years. At this age the head teachers have gained a lot of skills in school management and are capable of using their expertise to enhance prudent management of the school for better performance in the school activities.

Table 4.4 Distribution of teachers by age

Age (Years)	Frequency	Percentage
Under 25	9	5
25-30	21	13
31-35	34	21
36-40	40	24
Above 41	62	37
Total	166	100

The results indicate that most of the teachers (37%) are above 41 years and another sizeable chunk at the age bracket of 36-40 years. At these ages the teachers have acquired enough experience to handle the pupils' welfare especially the OVCs due to numerable wealth and insight through exposure to related workshops and seminars on OVCs management.

4.3.3 Distribution of pupils by age

The pupils were asked to state their age as shown in table 4.5.

Table 4.5 Distribution of pupils by age

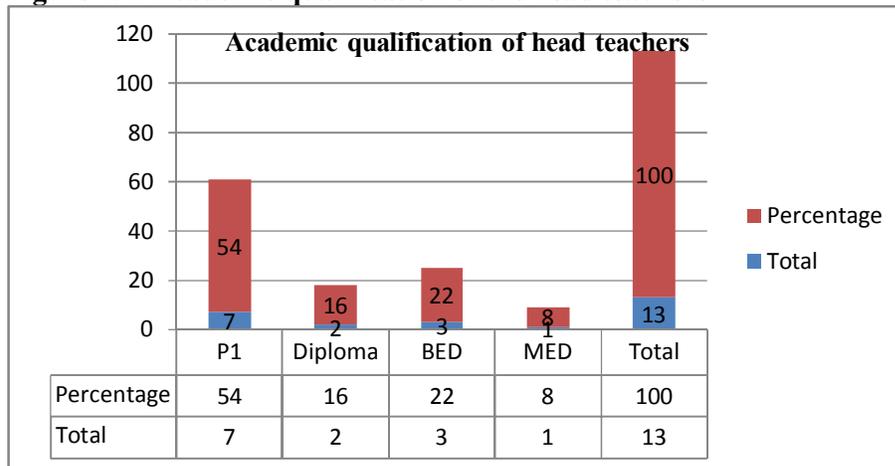
Age (Years)	Frequency	Percentage
10-11	56	22
12-13	146	56
14-15	52	20
Above 16	6	2
Total	260	100

From the results in table, it is evident that majority of the pupils in the study (56%) were between (12-13) years. The pupils at this age are well exposed to the teaching/learning process and are mature enough to understand the need for special considerations for OVCs in the school.

4.3.4 Academic qualification of head teachers and teachers

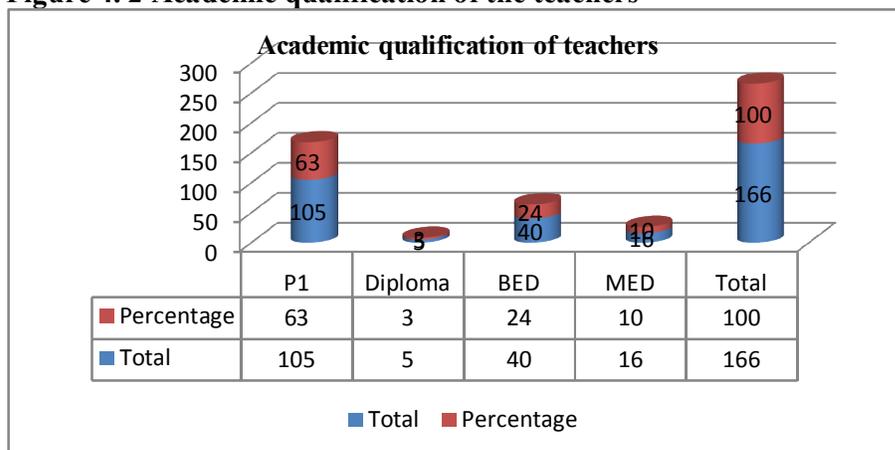
Head teachers and teachers were asked to state their academic qualifications as indicated in figure 4.1.

Figure 4. 1 Academic qualification of the head teachers



From the results, it is clear to state that most of the head teachers (54%) have a P1 certificate as their qualification. This is the relevant qualification for teachers to head primary schools in Kenya. It is worthy to note that 22% and 8% of the head teachers had a B Ed and M Ed degree which is an added advantage especially on management of OVCs related issues in the schools.

Figure 4. 2 Academic qualification of the teachers



Majority of the teachers (63%) in the district were P1 certificate holders. This is the relevant qualification for the teachers to teach in primary schools in Kenya. It is worthy to note that 34% of the teachers in the district were either B Ed or M Ed holders which gave them enumerable advantage to handle the OVCs in their schools.

4.3.5 Duration of the head teacher and the teacher in the school

The head teacher's duration of stay in the school is presented in table 4.6.

Table 4.6 Duration of the head teacher in the school

Response (years)	Frequency	%
1-5	4	31
6-10	6	46
11-15	2	15
16-20	1	8
Above 20	0	0
Total	13	100

The results in table 4.6 showed that majority (46%) of the head teachers had stayed for 6-10 years in the current school. This is enough periods for them to have a better insight on the needs for the OVCs in their schools. In addition, this is enough duration for them to have planned and implemented programmes to solve the OVCs' needs.

Duration of the teacher in the school

Table 4.7 Duration of the teacher in the school

Response (years)	Frequency	%
Below 1	10	6
1-5	21	13
6-10	51	31
11-15	62	37
15-20	10	6
Above 20	12	7
Total	166	100

The results indicate that a sizeable number of teachers have stayed in the current school for 11-15 years (37%) and 6-10 years (31%). This period of stay is ideal for the teachers to have interacted with the OVCs and to understand and dwell on their problems.

4.3.6 Head teachers' and teachers' teaching experience

Head teachers were asked to state the number of years they had taught as shown on table 4.8.

Table 4.8 Teaching experience of the head teachers

Response (years)	Frequency	%
1-5	0	0
6-10	0	0
11-15	3	23
16-20	4	31
Above 20	6	46
Total	13	100

As shown in table 4.8 most head teachers in the district (46% and 31%) had taught for over 16 years. This was enough time for them to have developed a

rich expertise in teacher and school management as well as masterly in guidance and counseling techniques for the OVCs. They have the awareness on their role of ensuring OVCs retention and motivation in the schools.

4.3.7 Teacher’s teaching experience

The teachers were asked to state the number of years they have been teaching and the results are shown on table 4.9.

Table 4.9 Teaching experience of the teachers

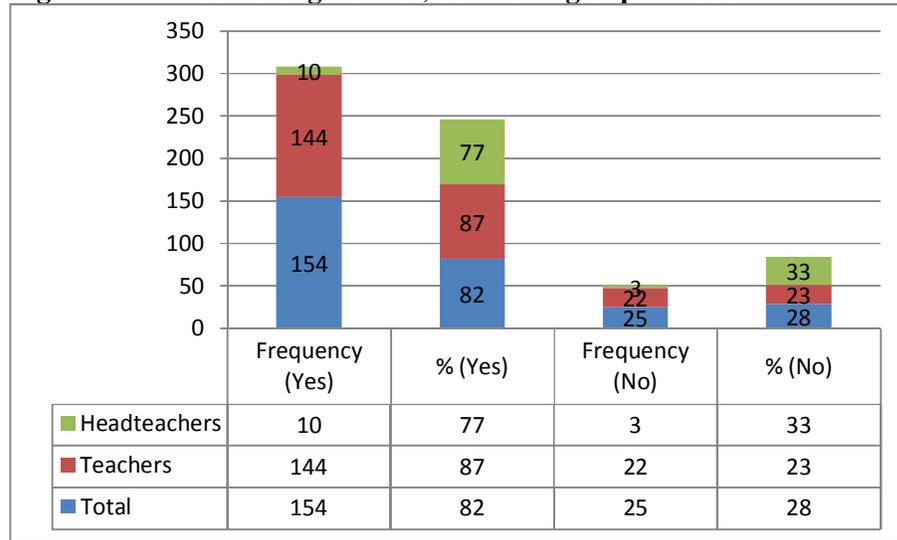
Response (years)	Frequency	%
Below 1	15	9
1-5	30	18
6-10	25	15
11-15	52	31
16-20	20	12
Above 20	24	15
Total	166	100

The results showed that most of the teachers (31%) had taught for 11-15 years. The rest had served for periods ranging from 1-20 years. The results indicates that the teachers in the district have a vast range of knowledge in student the learning/ teaching process and can therefore manage the OVCs appropriately.

4.3.8 Presence of guidance and counselling and peer teachers

The head teachers and the teachers were asked to state whether their schools had both trained guidance and counselling and peer teachers. They gave the following responses in figure 4.3.

Figure 4.3 Presence of guidance, counselling & peer teachers

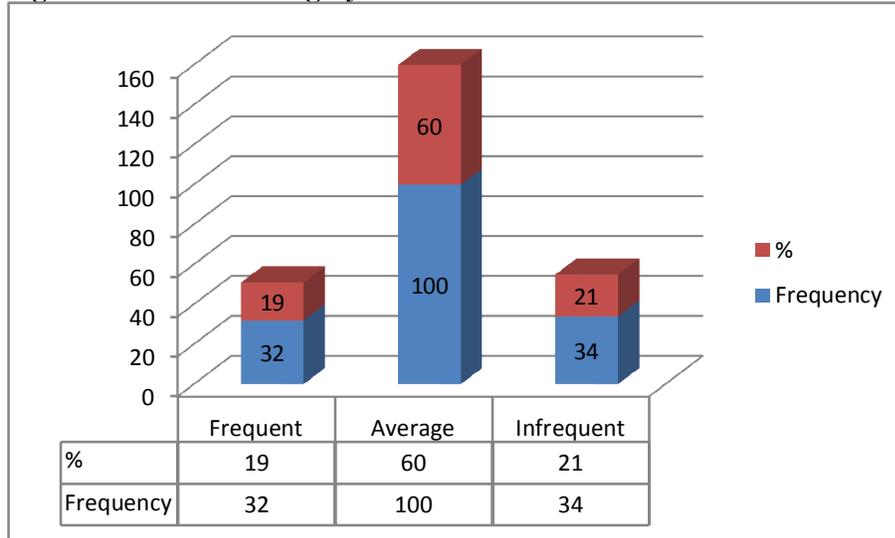


The results indicate that majority of the head teachers (77%) and teachers (87%) concurred that the schools in the district had both the guidance and counselling and peer teachers to handle the OVCs. The presence of the two groups of teachers will augur well with the schools' efforts to effectively cater for OVCs.

4.3.9 Teachers' rating on the OVCs attendance

The teachers were asked to comment on the attendance of OVCs in school and they gave the following responses as outlined in figure 4.4.

Figure 4. 4 School rating by teachers on attendane of OVCs



Majority of the teachers (60%) had the opinion that the school had an average rating on the attendance of OVCs. This rating is further reflected by the 21% of the teachers who stated that OVCs infrequently attended school. The view complements a report that the quality of teaching and learning in Sub Saharan African schools is under severe threat as the number of Orphaned and Vulnerable Children (OVCs) escalates (Govender, 2004), worsening the existing socio-economic problems experienced in the mostly disadvantaged communities.

4.4 Qualitative analysis of research questions

This section presents qualitative analysis and presentations on the investigation of school-based factors influencing participation of Orphans and Vulnerable Children (OVCs) in public primary schools in Kamukunji District, Kenya. It presents the responses of the head teachers, teachers and pupils on the influence of school levies, feeding programme, teacher training and

stigmatization and their influence in participation of OVCs in primary education.

4.4.1 Influence of school levies on OVCs participation

This question was meant to investigate from the head teachers, teachers and pupils the influence of school levies on the participation of OVCs in primary schools.

Presence of OVCs in the school

The question aimed at ascertaining from the respondents on the presence of OVCs in their schools. The results are tabulated in table 4.10.

Table 4.10 Respondents statements on the presence of OVCs in school

Response	Yes	%	No	%
Head teachers	10	77	3	33
Teachers	144	87	22	23
Pupils	172	66	88	34
Total	326	74	113	26

The results in the table showed that the head teachers (77%), teachers (87%) and pupils (66%) unanimously agreed that the schools had OVCs among the population of the enrolled pupils. This assertion agrees with researchers who stated that Orphans and Vulnerable Children (OVCs) continue to maintain a spot at the forefront of many educational institutions and worldwide with the numbers projected to increase in the next decade. Large and growing numbers of OVCs are a worldwide concern. Sub-Saharan Africa has the highest proportion of children who are orphaned, where more than one in seven children are orphaned (UNAIDS, UNICEF, USAID, 2004).

Presence of school policy on OVCs

The head teachers, teachers and pupils were asked to give information on whether the school had a school policy on OVCs and the results are shown in table 4.11.

Table 4.11 Respondents say on the presence of OVCs policy in school

Response	Yes	%	No	%
Head teachers	10	77	3	33
Teachers	120	72	46	28
Pupils	94	36	166	64
Total	224	51	215	49

The results indicate that majority of the head teachers (77%) and teachers (72%) had the opinion that the school had operational policies on OVCs. The pupils however seemed unsure of the presence of the policy as only 36% stated that the policy was present in the school. The results add credit to UNICEF, (2008) which stated that in 2004, the Kenya Ministry of Education Science and Technology launched the education sector policy on HIV and AIDS in 2004 which provided a framework for care and support in the education sector for all OVCs. Lack of awareness on the pupils may be due to lack of follow-up advocacy of the policy.

Whether the school charges school levies to the OVCs

The head teachers, teachers and pupils were asked to state whether their school charges school levies to the OVCs and the results are indicated in table 4.12.

Table 4.12 Respondents say on charging of school levies to OVCs

Response	Yes	%	No	%
Head teachers	4	31	9	69
Teachers	156	94	10	6
Pupils	155	60	105	40
Total	265	60	174	40

The majority of the teachers (94%) and pupils (60%) asserted that the school usually charged school levies to the OVCs. This contrasted sharply with the statement from the head teachers (69%) majority of whom observed that school levies was not charged on the OVCs. The teachers view agrees with Boyle et al (2002) assessment that even with the free primary education most schools still charge levies like assessment fees, feeding programme and PTA. Examination fees for K.C.P.E candidates is not catered for by the Free Primary Education. The Situation Analysis of Orphans and Vulnerable Children supports the teachers' view stating that school fees demanded from OVCs are used to pay school provisions such as maintenance fees. Most vulnerable and poor families are unable to afford these costs (Human Rights Watch, 2004).

Awareness of government educational policy on OVCs

The head teachers, teachers and pupils were requested to state whether they were aware of the government education policy on OVCs and they gave the following results as shown in table 4.13.

Table 4.13 Respondents awareness of the government policy on OVCs

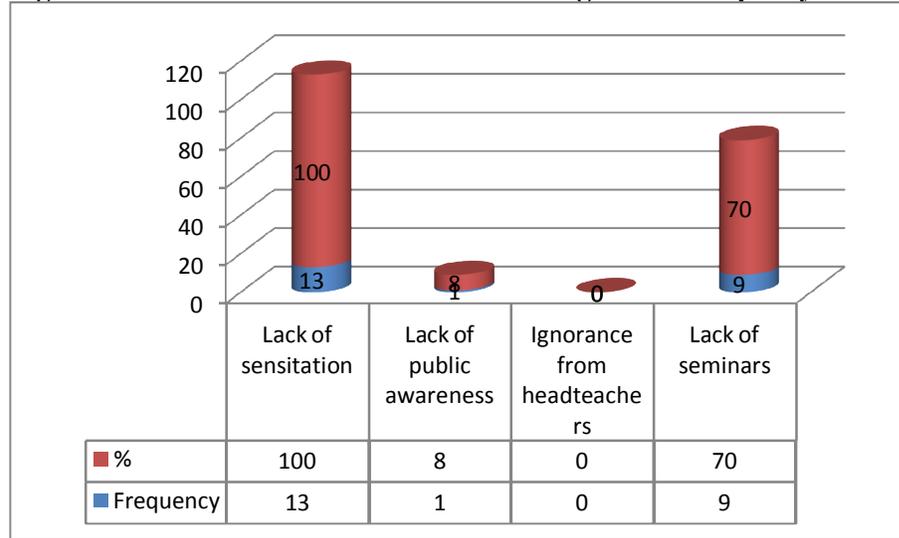
Response	Yes	%	No	%
Head teachers	13	100	0	0
Teachers	116	70	50	30
Pupils	91	35	169	65
Total	220	50	219	50

The results point out that all the head teachers and majority of the teachers (70%) were aware of the government policy on OVCs. However, only a small number of pupils (35%) were aware of the government policy on OVCs. The results agrees with UNICEF, (2008) which stated that in 2004, the Kenya Ministry of Education Science and Technology launched the education sector policy on HIV and AIDS in2004 which provided a framework for care and support in the education sector for all OVCs. Substantial progress has been made since 2009 towards strengthening Kenya's child protection system. The government, supported by UNICEF, has completed a mapping and assessment of the current system in Kenya which identifies priority gaps that should be addressed.

Reasons for lack of awareness of government policy on OVCs

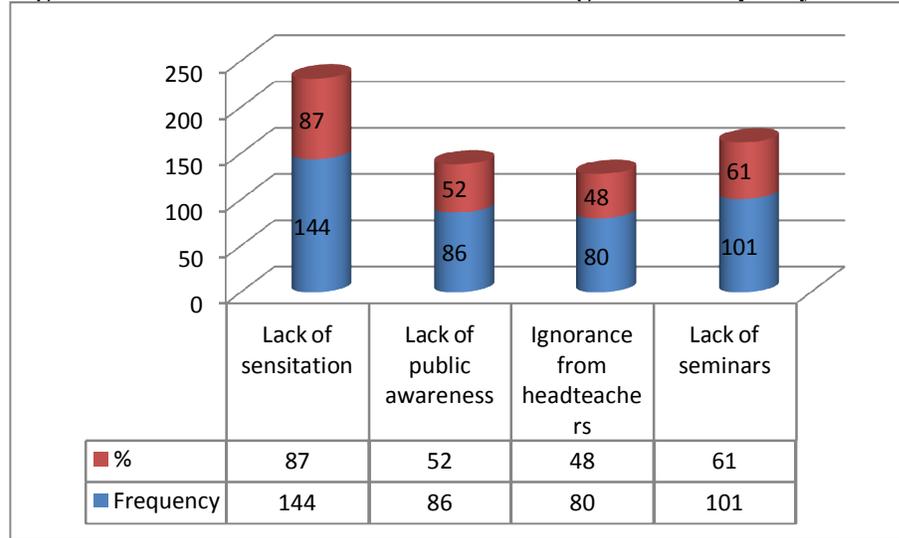
Information was sought from the head teachers and the teachers on the reason for lack of awareness of the government policy on OVCs and figures 4.5 and 4.6 outline the responses.

Figure 4. 5 Reasons for lack of awareness of government policy on OVCs



The results establish that all the head teachers argued that the lack of sensitisation on the government policy on handling of OVCs was the main reason of the policy's absence in the schools. Majority of the head teachers (70%) also stated that lack of seminars to create awareness on the government policy on OVCs contributed to its absence in the schools. The results by the respondents may be truthful although the government, supported by UNICEF, has a policy on OVCs in place and has also completed a mapping and assessment of the current system in Kenya which identifies priority gaps that should be addressed (UNICEF, 2008).

Figure 4. 6 Reasons for lack of awareness of government policy on OVCs



From the results, majority of the teachers (87%) stated that the lack of sensitization on the government policy on handling of OVCs was the main reason of the policy's absence in the schools. Lack of seminars (61%) to create awareness on the government policy on OVCs and lack of public awareness (52%) contributed to its absence in the schools. The results by also the respondents may be truthful although the government, supported by UNICEF, has a policy on OVCs in place and has also completed a mapping and assessment of the current system in Kenya which identifies priority gaps that should be addressed (UNICEF, 2008).

Whether the OVCs in the school have problems in raising school levies

The head teachers, teachers and pupils were requested to state whether the OVCs in the school had problems in raising school levies. The responses are outlined in table 4.14.

Table 4.14 Problems of OVCs in raising school levies

Response	Yes	%	No	%
Head teachers	13	100	0	0
Teachers	166	100	0	0
Pupils	243	93	17	7
Total	422	96	17	4

All the head teachers and teachers and majority of the pupils (96%) explained that the OVCs in the schools had challenges in raising the school levies. The results agree with Human Rights Watch report that revealed that orphans had financial difficulties and failure to pay school fees resulted in most children being turned away from school and in case of orphans, the result is dropping out (Human Rights Watch, 2004).

Ways the OVCs raise school levies

Head teachers, teachers and pupils were requested to state ways the OVCs raised school levies and they gave the following results as shown in table 4.15.

Head teachers' response

Table 4.15 Ways of raising school levies by OVCs

Response	Frequency	%
CDF bursary	10	77
Sponsors	7	54
School bursary	11	9

Majority of the head teachers stated that the OVCs mainly raised the school levies through the CDF bursary (77%) and through sponsors (54%). The view adds weight to Human Rights Watch (2008) observation that poor children, orphans, and children affected by AIDS are particularly affected

by fees and other related costs. They have no means of raising the school levies apart from sponsorship and other well-wishers.

Teachers' responses

Table 4.16 Ways of raising the school levies by OVCs

Response	Frequency	%
CDF bursary	123	74
Sponsors	111	67
School bursary	114	69

From the results, majority of the teachers stated that the CDF bursary (74%), school bursary (69%) and sponsors (67%) were some of the ways through which the OVCs raised school levies. The opinion of the teachers supports Human Rights Report (2008) report that although the government of Kenya declared free primary education from class one to eight in 2003 and abolished the mandatory collection of school fees. But due to the failure by government to enforce the policy and delay in disbursement of FPE funds to schools, forces many schools, to demand and require fees. The OVCs are greatly affected by this situation forcing many to turn to bursaries and other sponsorships.

Pupils' response

Table 4.17 Ways of raising school levies by OVCs

Response	Frequency	%
CDF bursary	117	45
Sponsors	176	68
School bursary	144	55
Relatives	95	37

The results establishes that majority of the pupils (68%) stated that the OVCs raised the school levies through sponsors. Most of the pupils (55%) also highlighted the school bursary as a key source of levies for the OVCs. The view complements Human Rights Watch (2008) observation that poor children,orphans, and children affected by AIDS are particularly affected by fees and other relatedcosts. They have no means of raising the school levies apart from sponsorship and other well-wishers.

Whether the government is doing enough to help the OVCs pay the school levies

The head teachers, teachers and pupils were requested to state whether the government is doing enough to help the OVCs pay the school levies and they gave the following results as shown in table 4.18.

Table 4.18 Respondents take on government help to OVCs

Response	Yes	%	No	%
Head teachers	11	85	2	15
Teachers	98	59	68	41
Pupils	61	33	199	77
Total	170	39	269	61

The results establish that majority of the head teachers (85%) felt that the government was doing enough to cater for the welfare of the OVCs. Most of the teachers (59%) also had the feeling that the government is properly catering for the welfare of the OVCs. The views contrasted sharply with the pupils (77%) who thought the government is not doing enough. The head teachers and teachersøviews contrast with the report by Kelly (2008) which explains that orphans and vulnerable children continue to lag behind in

accessing and acquiring formal education. Therefore it is imperative for the government to make follow ups and discover what could be the underlying factors causing this.

Ways in which the government caters for levies of the OVCs

The head teachers and teachers views were sought on ways in which the government caters for OVCs school levies. They gave the following results in table 4.19.

Head teachers' response

Table 4.19 Ways the government caters for OVCs levies

Response	Frequency	%
Channelling through CDF bursary	10	77
Free Primary Education	13	100
School feeding programme	7	5
Provision of school bursary	11	85

The results establish that all the head teachers stated that FPE was the main way that the government catered for the levies on behalf of the OVCs. The CDF bursary (77%) and the provision of school bursary (85%) were the other methods that the government catered for the school levies for the OVCs. Substantial progress has been made since 2009 towards strengthening Kenya's child protection system. The government, supported by UNICEF, has completed a mapping and assessment of the current system in Kenya which identifies priority gaps that should be addressed. Based on this mapping a draft Child Protection System Strategy has been developed.

Teachers' response

Table 4.20 Ways the government caters for OVCs levies

Response	Frequency	%
Channelling through CDF bursary	123	74
Free primary education	157	95
School feeding programme	99	60
Provision of school bursary	114	69

Majority of the teachers had the opinion that FPE (95%), CDF bursary (74%), school bursary (69%) and the subsidizing of the school feeding programme (60%) were the main channels that the government catered for the school levies for the OVCs. Substantial progress has been made since 2009 towards strengthening Kenya's child protection system. The government, supported by UNICEF, has completed a mapping and assessment of the current system in Kenya which identifies priority gaps that should be addressed. Based on this mapping a draft Child Protection System Strategy has been developed.

4.4.2 Influence of teacher training on OVCs participation

The objective of this question was to ascertain from the head teachers, teachers and pupils on the influence of teacher training on OVCs participation in primary school.

Teacher training helps the teachers to deal with OVCs issues appropriately

The head teachers and teachers were asked to state whether teachers training help the teachers to deal with OVCs issues appropriately and they gave the following results in table 4.21.

Table 4.21 Appropriateness of teacher training on handling OVCs

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	12	92	144	87
Agree	1	8	12	7
Undecided	0	0	4	2
Disagree	0	0	3	2
Strongly disagree	0	0	3	2

The majority of the head teachers (92%) and teachers (87%) strongly agreed with the assertion that teacher training assisted the teachers in handling the OVCs. The opinion is given weight by Wood (2007) who argued that teachers' effectiveness to handle the disadvantaged children in school is enhanced through training of teachers as they struggle to balance the already challenging business of teaching and learning with the additional demands imposed by the increased levels of anxiety, limited concentration spans, severe trauma, heightened discrimination and stigma, and increased poverty experienced by vulnerable children.

Teacher training has little impact on OVCs participation in schools

The head teachers and teachers were asked to dialogue on whether teacher training has an impact on OVCs participation in schools. They gave the following results in table 4.22.

Table 4.22 Impact of teacher training on OVCs participation in schools

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	0	0	0	0
Agree	0	0	0	0
Undecided	0	0	12	7
Disagree	0	0	50	30
Strongly disagree	13	100	104	63

The results indicate that all the head teachers and majority of the teachers (63%) strongly disagreed with the opinion that teacher training had no impact on OVCs participation in schools. The finding concurs with Wood (2007) who argued that teachers' effectiveness to handle the disadvantaged children in school is enhanced through training of teachers on methods of handling the vulnerable children.

Teacher training on OVCs issues translate into higher retention of OVCs

The question aimed at assessing from the head teachers and teachers on their views on whether teacher training on OVCs issues translate into higher retention of OVCs. They gave the following results in Table 4.23.

Table 4.23 Teacher training on OVCs retention

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	11	85	100	60
Agree	2	15	38	23
Undecided	0	0	21	13
Disagree	0	0	5	3
Strongly disagree	0	0	2	1

The results showed that majority of the head teachers (85%) and teachers (60%), strongly agreed with the statement that teacher training on OVCs related issues translated into higher retention of OVCs in the schools. This assertion agrees with research on OVCs by UNICEF (2009, 2011a) that school feeding program as well as teacher training improve learning and increase attendance and retention rates.

Teacher training significantly reduces the dropout rates of OVCs

This question was meant to investigate from the head teachers and teachers on whether the teacher training significantly reduces the dropout rates of OVCs.

The results are shown in table 4.24.

Table 4.24 Teacher training on OVCs drop out

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	13	100	137	83
Agree	0	0	22	13
Undecided	0	0	5	3
Disagree	0	0	2	1
Strongly disagree	0	0	0	0

All the head teachers and majority of the teachers (83%) stated that they strongly agreed with the statement that dropout rates reduce among OVCs due to teacher training. The respondents concurred with the suggestion that to a large extent teacher training improves the OVCs situation in terms of the education system and the economic situation by reducing stigmatization and dropping out from school (WFP, 2007).

The government is sponsoring teacher training on OVCs issues

The views of head teachers and teachers were sought on whether the government is sponsoring teacher training on OVCs issues. They gave the following results in table 4.25.

Table 4.25 Government sponsorship on teacher training on OVCs

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	8	62	22	13
Agree	5	38	38	23
Undecided	0	0	106	64
Disagree	0	0	0	0
Strongly disagree	0	0	0	0

The majority of the head teachers (62%) strongly agreed that the government sponsors teachers for OVCs related training. The head teachers' view is however disapproved by the majority of the teachers (64%), who stated that they were undecided on the truthfulness of the assertion that the government sponsors them for OVCs related courses. The observation agreed with (Govender, 2004), sentiment that despite the existing socio-economic problems experienced in the mostly disadvantaged communities especially on the school-going children, states must not relent on equipping teachers with the skills to handle these children. This is because it has long been internationally recognized that well-motivated and competent teachers are a pre-requisite for the delivery of quality education.

Teacher training changes the attitude of teachers on OVCs

The head teachers and teachers' views were sought on whether teacher training changes the attitude of teachers on OVCs and they gave the following results in table 4.26.

Table 4.26 Teacher training on attitude towards OVCs

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	13	100	118	71
Agree	0	0	48	29
Undecided	0	0	0	0
Disagree	0	0	0	0
Strongly disagree	0	0	0	0

All the head teachers (100%) and majority of teachers (71%) strongly agreed that teacher training generally changes the attitude of the teachers in handling the OVCs. The analysis agrees with (Clarke, 2008) observation that trained and well-motivated and competent teachers are a pre-requisite for the creation of a positive attitude on the teacher to handle disadvantaged learners.

OVCs performance is better in schools where teachers are trained

This question was meant to investigate from the head teachers and teachers if OVCs performance is better in schools where teachers are trained. The results are shown in table 4.27.

Table 4.27 Teacher training on OVCs performance

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	11	85	160	96
Agree	2	15	6	4
Undecided	0	0	0	0
Disagree	0	0	0	0
Strongly disagree	0	0	0	0

The results indicate that majority of the head teachers (85%) and teachers (96%) strongly postulated that the OVCs performance was better in the schools where the teachers are trained on handling the OVCs. The view is in line with the statement that teaching and learning in Sub Saharan African schools is under severe threat as the amount of orphaned and vulnerable children escalates (Govender, 2004), worsening the existing socio-economic problems experienced in the mostly disadvantaged communities. It has long been internationally recognized that well-motivated and competent teachers are a pre-requisite for the delivery of quality education.

4.4.3 Role of the school feeding programme on OVCs participation

The head teachers, teachers and pupils' views were sought on the role of the school feeding programme on OVCs participation in their schools.

Presence of school feeding programme in the school

The head teachers, teachers and pupils' views were sought on the presence of school feeding programme in their school as indicated in table 4. 28.

Table 4.28 Presence of school feeding programme

Response	Yes	%	No	%
Head teachers	8	62	5	38
Teachers	119	72	47	28
Pupils	174	67	86	33
Total	301	69	138	31

Majority of the head teachers (62%), majority of the teachers (72%) and pupils (67%) stated that the schools had a running feeding programme. School feeding programs have been implemented in many schools in Nairobi in an attempt to improve the health, nutrition, and ultimately educational performances and attendance of school-aged children (UNICEF, 2009, 2011).

Benefits of the school feeding programme

The question aimed at establishing from the head teachers and teachers on the benefits of the school feeding programme. The responses are on table 4.29.

Table 4.29 Respondents say on benefits of school feeding programme

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Retention of pupils	11	85	161	97
Promotes good health	4	31	65	39
Ensures good nutrition	2	15	74	45
Improves performance	13	100	157	95
Improves enrolment	13	100	160	96

All the head teachers stated that the school feeding programme improves performance and enrolment of pupils in the school. They also said that the feeding programme leads to retention of pupils in the schools. Majority of the

teachers stated that school feeding programme enhanced retention of pupils (97%), improves enrolment (96%) and improves performance (95%). The views contrast UNICEF (2009, 2011) observation that the jury is still out on the effectiveness and sustainability of the school feeding programme initiatives in pupils' retention. There is little evidence to suggest that school feeding programs have a positive impact on nutrition for participating children.

Challenges faced in implementation of school feeding programme

This question was meant to investigate from the head teachers and teachers on the challenges faced by the school in the implementation of the school feeding programme. The results are shown in table 4.30.

Table 4.30 Challenges faced by feeding programme

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Payment of salaries for cooks	13	100	134	81
Buying firewood	8	62	87	52
Inadequate foodstuff	6	46	85	51
Monotonous diet	7	54	45	27
Expired foodstuff	5	38	35	21

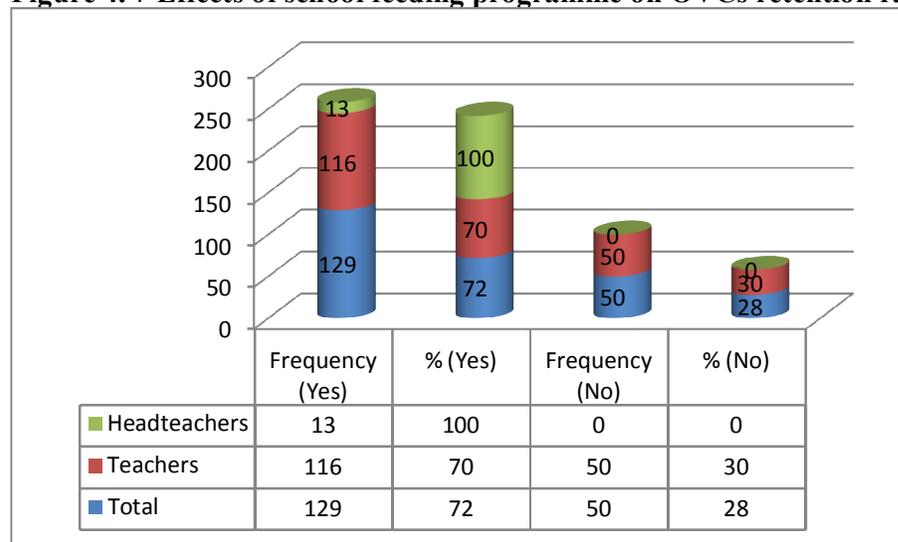
The head teachers unanimously agreed that salaries for cooks were the major challenge facing the school feeding programme. The results also indicate that majority of the teachers (81%) also stated that salary for cooks was the major challenge for the feeding programme. The results contrasts with assessment stating that a challenge in school feeding program is ensuring improvement learning only when the food is not accompanied by other inputs related to

school quality. The other contrasting challenge is for OVCs living in communities with a high prevalence of HIV; many of these children and their families are food and nutrition insecure as a direct consequence of the epidemic (Regional Centre for Quality of Health Care, 2008).

Whether the feeding programme has enhanced retention of OVCs

The question aimed at establishing from the head teachers and teachers on whether the school feeding programme has enhanced retention of OVCs in the school. The responses are shown on figure 4.7.

Figure 4. 7 Effects of school feeding programme on OVCs retention rates



All the head teachers had the opinion that the school feeding programme promoted retention of OVCs in the school. Majority of the teachers (70%) responded similarly that retention of OVCs is enhanced by the programme. The result is in congruent with the statement that school feeding program improve learning and increase attendance and retention rates, especially for OVCs (UNICEF, 2011).

Other sponsors of the OVCs feeding programme apart from government

The head teachers and teachers' views were sought on the presence of other sponsors of the OVCs other than the government. They gave the following results in figure 4.31.

Table 4.31 Other sponsors of the school feeding programme

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Parents	4	31	67	40
NGOs	12	92	123	74
Church	7	54	108	65
None	0	0	43	26

Majority of the head teachers (92%) and teachers (74%) had the view that the NGOs were the major providers of sponsors of the school feeding programme. Other major player for sponsoring the programme was the church. The observation agrees with the Irish Aid Education Policy and Strategy (2008) which noted that NGOs are major sponsors and advocates of the school feeding initiative with other players being the churches.

Ways of improving the OVC's feeding programme

The question aimed at establishing from the head teachers, teachers and pupils on ways of improving the school feeding programme. The responses are shown on table 4.32.

Table 4.32 Ways of improving school feeding programme

Response	Head teacher		Teacher		Pupils	
	Frequency	%	Frequency	%	Frequency	%
Improving nutrition value	10	77	108	65	97	37
Increasing the quantity	9	69	116	70	194	75
Parents chipping in	7	54	87	52	22	8

Majority of the head teachers (77%) stated that nutrition value of OVCs feeding programme requires improvement. Majority of the teachers (70%) and pupils (75%) were of the view that increasing the quantity would improve the school feeding programme. The result supports the view by (UNICEF 2009, 2011a) stating that an attempt to improve the health, nutrition, and ultimately educational performances and attendance of school-aged children should be made.

4.4.4 Influence of stigmatization on OVCs participation

The question aimed at finding out from the respondents on the effect of stigmatization on the OVCs performance in school.

Stigmatization erodes the confidence of OVCs leading to drop out

The head teachers, teachers and pupils views were sought on their take on whether stigmatization erodes OVCs confidence leading to drop out. They gave the following results in table 4.34.

Table 4.34 Stigmatization on OVCs confidence

Response	Head teacher		Teacher		Pupils	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	13	100	142	86	239	92
Agree	0	0	24	14	0	0
Undecided	0	0	0	0	0	0
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	21	8

The entire head teacher population had a consensus that stigmatization erodes OVCs confidence in school leading to drop out. The same was concluded of the teachers (86%) and pupils (92%) who had the same conclusion like the head teachers. The assertion reinforces, Loundon et al (2007) in their findings that revealed that stigma and humiliation by other pupils eroded the confidence in the OVCs contributing to the eventual dropping out from schools.

Low retention of OVCs results from stigmatization

The head teachers and teachers views were sought on whether low retention of OVCs in schools results from stigmatization. They gave the following results in table 4.35

Table 4.35 Effect of stigmatization on OVCs retention

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	10	77	123	74
Agree	3	33	43	26
Undecided	0	0	0	0
Disagree	0	0	0	0
Strongly disagree	0	0	0	0

Majority of the head teachers (77%) and teachers (74%) stated that they strongly agreed with the statement that stigmatization leads to low retention of OVCs in school. The views agreed with (World Food Programme, 2007) report that singled out child abuse and stigmatization as an issue which most OVCs experienced. The report further stated that this ostracism eventually contributed to low retention rates of the children in schools.

Discrimination of the OVCs by teachers and other pupils lead to poor performance

The question aimed at ascertaining from the head teachers, teachers and pupils on whether discrimination of the OVCs by teachers and other pupils led to their poor performance. The responses are shown in table 4.36.

Table 4.36 Effects of discrimination on OVCs performance

Response	Head teacher		Teacher		Pupils	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	11	98	141	85	222	85
Agree	2	2	13	8	0	0
Undecided	0	0	11	7	0	0
Disagree	0	0	0	0	38	15
Strongly disagree	0	0	0	0	0	0

Majority of the head teachers concurred with the assertion that discrimination of the OVCs by teachers and other pupils leads to poor performance in school. Majority of the teachers (85%) and pupils (85%) also had similar opinion. The views concur with (UNICEF and USAID, 2008) research that discovered that stigma and discrimination by teachers was a major education barrier leading to poor performance among orphaned children.

Cases of OVCs discrimination, isolation and stigmatization are widespread in schools

The question aimed at ascertaining from the head teachers and teachers on whether discrimination, isolation and stigmatization of OVCs are widespread in schools. The responses as shown in table 4.37.

Table 4.37 Cases of OVCs discrimination in schools

Response	Head teacher		Teacher		Pupils	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	2	15	22	13	231	89
Agree	4	31	120	72	0	0
Undecided	7	54	14	8	0	0
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	29	11

The results indicate that most of the head teachers (54%) were undecided on the statement that discrimination, isolation and stigmatization of OVCs are widespread in the schools. However, majority of the teachers (72%) agreed and the pupils (89%) strongly agreed that discrimination, isolation and stigmatization of OVCs are widespread in schools. The teachers and the pupils views agreed with Human Rights report stating that discrimination, stigmatization and humiliation are common occurrence in many Kenyan schools and especially so among the urban poor OVCs who are normally denied the right to participate in education (Human Rights report, 2004).

Teachers assist OVCs to overcome stigmatization through guidance and counselling

The head teachers, teachers and pupils' views were sought on their take on whether teachers assist OVCs to overcome stigmatization through guidance and counselling. They gave the following results in table 4.38.

Table 4.38 Teachers assistance on OVCs to overcome stigmatization

Response	Head teacher		Teacher		Pupils	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	10	77	120	72	176	68
Agree	3	33	46	38	0	0
Undecided	0	0	0	0	0	0
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	84	32

The results indicate that majority of the head teachers (77%), teachers (72%) and pupils (68%) strongly agreed that teachers assist OVCs to overcome stigmatization through guidance and counselling. The argument concurs with International Human Rights report (2004) states that children affected by HIV and AIDS may be denied access to school or mistreated by the society and the schools is the only respite for their course through intensive guidance and counselling services to restore their confidence.

OVCs performance is better in schools where teachers are trained on dealing with stigmatization

The question aimed at ascertaining from the head teachers and teachers on whether the OVCs performance is better in schools where teachers are trained

on dealing with stigmatization. They gave the following responses as shown in table 4.39.

Table 4.39 Stigmatization and teacher training

Response	Head teacher		Teacher	
	Frequency	%	Frequency	%
Strongly agree	13	100	140	84
Agree	0	0	26	16
Undecided	0	0	0	0
Disagree	0	0	0	0
Strongly disagree	0	0	0	0

The entire population of the head teachers strongly agreed with the statement that the OVCs performance is better in schools where teachers are trained on dealing with stigmatization. Majority of the teachers (84%) also had a similar observation. The International Human Rights report (2004) report card states that children affected by discrimination may be associated with poor performance in school. However the negative perception and poor performance may be salvaged through handling by schools with the right manpower to handle the ostracized children.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the entire study. The main findings of the study are summarized and conclusions drawn. The recommendations on those findings are discussed and areas of further research suggested.

5.2 Summary

The purpose of this study was to examine how school based factors influence the participation of OVCs in primary education in Kamukunji District, Nairobi County. The objectives of the study were to find out from the head teachers, teachers and pupils the influence of school levies, feeding programme, teacher training and stigmatization on the participation of OVCs in primary education.

Descriptive survey design was used to conduct the study. The target population for this study was all the OVCs in the seventeen (17) public primary schools Kamukunji district. Census method was used to sample all the 17 schools. A sample size of 17 head teachers in the selected schools was automatically selected. In order to obtain a sample for the teachers and the pupils the researcher used the Krejcie, R.V. & Morgan, (1970) table for determining sample size. 220 teachers and 320 pupils were sampled using Probability Proportional to Size (PPS). Random sampling was finally applied to get the respondents among the teachers and the pupils.

The research instruments used in data collection were the questionnaires for the three clusters of respondents. The questionnaires were validated through appraisal from the supervisors and education administration experts from the department and then subjected to a pilot study. The instrument was tested for reliability through test-retest technique. The three sets of questionnaires had a correlation coefficient of 0.88 for the head teachers, 0.84 for the teachers and 0.78 for the pupils, hence they were reliable. Descriptive statistics was used to analyse data which was assembled, coded with the assistance of Statistical Package for Social Sciences (SPSS) programmes which generated frequency tables, percentages and bar graphs.

5.3 Discussions of the research findings

a) Influence of school levies on OVCs participation in primary schools:

The findings of the study indicated that the head teachers, teachers and pupils unanimously agreed that the schools had OVCs among the population of the enrolled pupils. The results indicated that majority of the head teachers (77%) and teachers (72%) had the opinion that the school had operational policies on OVCs. The pupils however, seemed unsure of the presence of the policy as only 36% stated that the policy was present in the school. Majority of the teachers (94%) and pupils (60%) asserted that the school usually charged school levies to the OVCs. This contrasted sharply with the statement from the head teachers (69%) majority of whom observed that school levies was charged on the OVCs. The results point out that all the head teachers and majority of the teachers (70%) were aware of the government policy on

OVCs. However, only a small number of pupils (35%) were aware of the government policy on OVCs. All the head teachers and teachers and majority of the pupils (93%) explained that the OVCs in the schools had challenges in raising the school levies.

From the results, a majority of the teachers (87%) stated that the lack of sensitization on the government policy on handling of OVCs was the main reason of the policy's absence in the schools. Lack of seminars (61%) to create awareness on the government policy on OVCs and lack of public awareness (52%) contributed to its absence in the schools. Majority of the head teachers, teachers and pupils stated that the OVCs mainly raised the school levies through the CDF bursary (77%) and through sponsors (54%).

b) Influence of teacher training on OVCs participation in primary schools:

The majority of the head teachers (92%) and teachers (87%) strongly agreed with the assertion that teacher training assisted the teachers in handling the OVCs. The results showed that majority of the head teachers (85%) and teachers (60%), strongly agreed with the statement that teacher training on OVCs related issues translated into higher retention of OVCs in the schools. All the head teachers and majority of the teachers (83%) stated that they strongly agreed with the statement that dropout rates reduce among OVCs due to teacher training.

Majority of the head teachers (62%) strongly agreed that the government sponsors teachers for OVCs related training. The head teachers view is however disapproved by the majority of the teachers (64%), who stated that they were undecided on the truthfulness of the assertion that the government sponsors them for OVCs related courses. All the head teachers and majority of teachers (71%) strongly agreed that teacher training generally changes the attitude of the teachers in handling the OVCs. The results indicate that majority of the head teachers (85%), teachers (96%) postulated that the OVCs performance was better in the schools where the teachers are trained on handling the OVCs.

c) The influence of school feeding programme on OVCs participation in primary schools:

Majority of the head teachers (62%), the teachers (72%) and pupils (67%) stated that the schools had a running feeding programme. All the head teachers stated that the school feeding programme improves performance and enrolment of pupils in the school. They also said that the feeding programme led to retention of pupils in the schools. Majority of the teachers stated that school feeding programme enhanced retention of pupils (97%), improves enrolment (96%) and improves performance (95%).

The head teachers unanimously agreed that salaries for cooks were the major challenge facing the school feeding programme. The results also indicate that majority of the teachers (81%) also stated that salary for cooks was the major challenge for the feeding programme. All the head teachers had the opinion

that the school feeding programme promoted retention of OVCs in the school. Majority of the teachers (70%) responded similarly that retention of OVCs is enhanced by the programme. Majority of the head teachers (92%) and teachers (74%) had the view that the NGOs were the major providers of sponsors of the school feeding programme. Other major player for sponsoring the programme was the church.

d) The influence of stigmatization on OVC's participation in primary schools

Majority of the head teachers (98%), teachers (85%) and pupils (85%) strongly agreed that stigmatization and discrimination of the OVCs led to their poor school performance. The entire head teacher population had a consensus that stigmatization erodes OVCs confidence in school leading to drop out. The same was concluded of the teachers (86%) and pupils (92%) who had a similar conclusion. The results indicate that most of the head teachers (54%) were undecided on the statement that discrimination, isolation and stigmatization of OVCs are widespread in the schools. However, majority of the teachers (72%) agreed and the pupils (89%) strongly agreed that discrimination, isolation and stigmatization of OVCs are widespread in schools. The findings indicate that majority of the head teachers (77%), teachers (72%) and pupils (68%) strongly agreed that teachers assist OVCs to overcome stigmatization through guidance and counselling. The entire population of the head teachers strongly agreed with the statement that the OVCs performance is better in schools where teachers are trained on dealing with stigmatization. Majority of the teachers (84%) also strongly agreed.

5.4 Conclusion

There is no doubt that Orphans and Vulnerable Children (OVCs) continue to maintain a spot at the forefront in many school in Kenya with thousands of children being orphaned or made vulnerable by HIV and AIDS and with the numbers projected to increase in the future. Despite the introduction of the Free Primary Education in Kenya, the OVCs continuously suffer due to myriad of levies that the schools have subjected on them. Most vulnerable and poor families are unable to afford these costs. The reported failure by government to enforce the policy and delay in disbursement of FPE funds to schools, forces many schools, to demand and require fees. Different other issues give rise to OVCs opting to stop school and these are uniforms, fees and other school requirements. Most vulnerable and poor families are unable to afford these costs, therefore many children end up not accessing basic education.

The quality of training programme for teachers does not effectively prepare the teachers to handle the OVC with their numerous issues. The many training workshops on OVC related issues, while well-intentioned, position the teacher as a passive recipient of knowledge, rather than an active contributor to the construction of strategies based on expert knowledge and understanding of specific contexts of the OVCs.

School feeding programs though being a noble idea has continuously faced a number of handles. The effectiveness and sustainability of the

feeding programme is a major challenge because of other hidden costs like salaries for cooks and wood fuel for cooking.

Stigmatization associated with HIV and AIDS is one of the major reasons children are dropping out from school. It is also revealed that ostracism and humiliation by fellow peers contribute to the dropping out of schools. Effort must therefore be made to solve these challenges.

5.5 Recommendations for the study

The following are recommendations of the study based on the findings.

- a. The Ministry of Education should enhance implementation and monitoring on the most appropriate and effective policy to use in the identification of methodologies on the improvement of participation of OVCs in school.
- b. The Ministry of Education should conduct seminars and workshops for sensitizing school head teachers, school management and the community at large about the possible reasons responsible for OVCs dropping out of school and creating awareness of the government policy on OVCs.
- c. The school should pay more emphasis on creating conducive environment for the OVCs to feel accommodated and encouraged to participate in the teaching/ learning process.

5.6 Suggestions for further research

The following suggestions are made for further research:

- i. An examination of how school based factors influence the participation of OVCs in secondary education should be conducted.
- ii. A comparative study on how other non-school based factors influence the participation of OVCs in primary education should be done.
- iii. The study on the examination of how school based factors influence the participation of OVCs in primary education should be replicated in other Counties in Kenya.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197
Nairobi

The Head teacher

í í í í í í í ..Primary School

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH

I am a post-graduate student pursuing a master's degree in Educational Planning at the University of Nairobi. I am conducting a research on "School-based factors influencing the participation of Orphans and Vulnerable Children in primary schools in Kamukunji District".

Kindly allow me to conduct this research in your school. Thank you for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours faithfully

Elizabeth Kathini Nzioki

APPENDIX B:

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire aims at getting your opinion on factors influencing participation of Orphans and Vulnerable Children (OVCs) in your school. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (ç) where appropriate or fill in the blank spaces.

SECTION A: Background information

1. Name of your school (write in full)

2. Gender of head teacher (*tick one*) Female; Male

3. Age (tick one): Below 25 years; 26-34 years; 35-44 years; 45-54 years; above 55

4. Present professional qualification (tick all that apply)

Certificate; Diploma; Degree; Postgraduate Diploma; Masters; Other

Specify other

5. For how long have you been in this school? (*tick one*)

0-5 years; 6-10 years; 11-15 years; 16-20 years; Above 20 years

6. How long have you served as a head teacher? (*tick one*)

0-3 years; 4-6 years; 7-9 years; 10-13 years; Above 13 years

7. What is total number of teachers in your school?

8. What is the total number of students in your school?

9. What is the number of guiding and counselling trained teachers in your school?

10. Are there peer counsellors in your school? Yes; No

11. If yes to question **10** above, how many peer counsellors are there?

12. What is the number of Orphans and Vulnerable Children?

13. Do you have a feeding programme in your school? Yes;No

14. If yes to question 13 above, who funds it?

Government; UN organization; Feed the children; NGO;
Church organization; Private company

15. Do you think the government is doing enough to help the OVCs?

Yes;No

16a. Do OVCs in your school have NGO sponsors? Yes;No

16b. If so are they adequate to meet their needs? Yes;No

16c. Please explain

SECTION B: To establish whether school levies have an influence on OVCs participation in primary schools in Kamukunji District

1. Does your school have OVCs? Yes; No; I don't know

2. If your answer in (no. 1) is Yes, is there a school policy on OVCs?

Yes; No; I don't know

3. Does your school charge school levies to the OVCs?Yes; No

4. Are you aware of the Government Education Policy on OVCs?

Yes; No

5. What do you think could cause a lack of awareness of the policy in schools?

6. Do the OVCs in your school have problems in raising the school levies?

Yes; No

7. If Yes, how do they raise the school levies?

CDF bursary; Sponsors; School bursary

8. Do you think the government is doing enough to help the OVCs pay the school levies?Yes; No

9. If Yes, list the ways in which the government caters for the levies of the OVCs

SECTION C. The influence of teacher training on participation of OVCs in primary schools in Kamukunji District

Given below are statements that relate to teacher training. For each statement indicate your level of agreement or disagreement by ticking the appropriate choices from those given.

Key: SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

#	STATEMENT	SA	A	U	D	SD
1	Teacher training helps the teachers to deal with OVC issues appropriately					
2	Teacher training has little impact on OVCs participation in school					
3	Teachers training on OVCs related issues translate into higher retention of OVCs					
4	Teachers training significantly reduces the dropout rates of OVCs					
5	The government is sponsoring teacher-training on OVCs related issues					
6	Teachers training changes the attitude of teachers on OVCs					
7	The OVCs performance is better in schools where teachers have undergone training					

SECTION D: The role of the school feeding programme on participation rate of OVCs in primary schools in Kamukunji district

1.a) Does your school have a feeding programme for the OVCs?

Yes; No

b) If No give reasons

2. List the benefits of the school feeding programme in ensuring participation of OVCs in your school

3. Mention a challenge or a problem that your school encounters in implementing the OVCs feeding programme

4. a) In your opinion, has the feeding programme enhanced the retention of OVCs in the school? Yes; No

b) Give reason for the above answer

5. Rather than the government, who else sponsors the feeding programme in your school?

6. a) Do you think there are ways in which the school can improve the feeding programme? Yes; No

b) If your answer above is Yes, briefly give suggestion on how this can be done

SECTION E: The influence of stigmatization on the participation rates of OVC in public primary schools

Key: SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

#	STATEMENT	SA	A	U	D	SD
1	Stigmatization of OVCs affects their performance in school					
2	Stigmatization of OVCs erodes their confidence and lead to dropping out from school					
3	Low retention of OVCs in the schools is chiefly the result of stigmatization					
4	Teachers and other pupils discriminate the OVCs and the end result is stigmatization and poor performance.					
5	The cases of OVCs discrimination, isolation and stigmatization are widespread in the schools.					
6	The teachers usually assist the OVCs to overcome stigmatization through regular guidance and counseling.					
7	The OVC performance is better in schools where there is minimal stigmatization from teachers who have undergone training.					

What measures do you think can be incorporated to raise participation rates of OVCs?

Thank you for your cooperation

APPENDIX C

QUESTIONNAIRE FOR CLASS TEACHERS

This questionnaire aims at getting your opinion on factors affecting participation of Orphans and Vulnerable Children (OVCs) in your school. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (ç) where appropriate or fill in the blank spaces.

SECTION A: Background information

1. Name of your school (please write in full)

2. Gender of responding teacher (please tick one) Female; Male

3. What is your age category? (please tick one)

Under 25 years; 25-30; 31-35; 36-40; Over 41 years

4. What is your professional attainment? (please tick all that apply)

P2; P1; Diploma; B.Ed; M.Ed; Other

Please specify other

5. Years of professional experience (please tick one): Less than 1 year;

1-5 years; 6-10 years; 11-15 years; 16-20 years; Over 20 years

6. How long have you been in this school? Less than 1 year; 1-5 years;

6-10 years; 11-15 years; 16-20 years; Over 20 years

7. What is your responsibility in the school?

8. Are you trained in counselling? Yes; No

9. In which class are you a class teacher? Class 4; Class 5; Class 6; Class 7; Class 8

10. How many pupils are in your class?

11. What is the average age of pupils in your class? (please tick one)

10 years; 11 years; 12 years; 13 years; 14 years; Other

12. Are there any Orphans and Vulnerable Children in your class?

Yes; No

13. If yes, how many Orphans and Vulnerable Children do you have in your class?

14. How do you rate the school attendance of the orphans and vulnerable children? (please tick one) Frequent; Average; Infrequent

SECTION B: To establish whether school levies have an influence on OVCs participation in primary schools

1. Does your school have OVCs? Yes; No; I don't know

2. If your answer in (no. 1) is Yes, is there a school policy on OVCs?
Yes; No; I don't know

3. Does your school charge school levies to the OVC?Yes; No

4. Are you aware of the Government Education Policy on OVCs?
Yes; No

5. What do you think could cause a lack of awareness of the policy in schools?

6. Do the OVCs in your school have problems in raising the school levies?
Yes; No

7. If Yes, how do they raise the school levies?CDF bursary; Sponsors;
School bursary

8. Do you think the government is doing enough to help the OVCs pay the school levies?Yes; No

9. If Yes, list the ways in which the government caters for the levies of the OVCs

SECTION C. The influence of teacher training on participation of OVCs in public primary schools

Given below are statements that relate to teacher training. For each statement indicate your level of agreement or disagreement by ticking the appropriate choices from those given.

Key: SA=Strongly Agree; A=Agree; U=Undecided; D=Disagree; SD=Strongly Disagree

#	STATEMENT	SA	A	U	D	SD
1	Teacher training helps the teachers to deal with OVCs issues appropriately					
2	Teacher training has little impact on OVCs participation in school					

#	STATEMENT	SA	A	U	D	SD
3	Teachers training on OVCs related issues translate into higher retention of OVCs					
4	Teachers training significantly reduces the dropout rates of OVCs					
5	The government is sponsoring teacher-training on OVCs related issues					
6	Teachers training changes the attitude of teachers on OVCs					
7	The OVCs performance is better in schools where teachers have undergone training					

SECTION D: The role of the school feeding programme on participation rate of OVCs in primary schools in Kamukunji District

1. List the benefits of the school feeding programme in ensuring participation of OVCs in your school

2. Does your school have a feeding programme for the OVCs? Yes; No

If No give reasons

3. a) Mention a challenge or a problem that your school encounters in implementing the OVCs feeding programme

b) In your opinion, has the feeding programme enhanced the retention of OVCs in the school? Yes; No

c) Give reason for the above answer

4. Mention some things in your school's feeding programme that you feel needs to be improved

5. Rather than the government, who else sponsors the feeding programme in your school?

6. a) Do you think there are ways in which the school can improve the feeding programme? Yes; No

b) If your answer above is Yes, briefly give suggestion on how this can be done

SECTION E: The influence of stigmatization on the participation rates of OVCs in public primary schools

#	STATEMENT	SA	A	U	D	SD
1	Stigmatization of OVCs affects their performance in school					
2	Stigmatization of OVCs erodes their confidence and lead to dropping out from school					
3	Low retention of OVCs in the schools is chiefly the result of stigmatization					
4	Teachers and other pupils discriminate the OVCs and the end result is stigmatization and poor performance.					
5	The cases of OVCs discrimination, isolation and stigmatization are widespread in the schools.					
6	The teachers usually assist the OVCs to overcome stigmatization through regular guidance and counseling.					
7	The OVCs performance is better in schools where there is minimal stigmatization from teachers who have undergone training.					

Thank you for your cooperation

APPENDIXD

QUESTIONNAIRE FOR PUPILS

This questionnaire aims at getting your opinion on factors affecting participation of Orphans and Vulnerable Children (OVCs) in your school. You do not have to write your name as your identity will remain confidential. Please be free to give your opinion in the responses. Answer all the questions by indicating your choice by a tick (ç) where appropriate or fill in the blank spaces.

1. Name of your school

2. Your gender: Female; Male

3. Age (years)

4. Class

5. How long have you been in this school?

6. Does your school have OVCs? Yes; No

7. Which category of orphan are you? Paternal; Maternal; Double

8. Does your school charge school levies to the OVCs? Yes; No

9. Do you think OVCs in your school have a problem in paying school levies? Yes; No

10. Does your school have a policy on OVCs? Yes; No

11. Do you have a sponsor? Yes; No

12. Name of your sponsor?

13. Are you given any money by the government? Yes; No

14. Do you think the government is doing enough to help OVCs?
Yes; No

15. Are you aware of the government policy on OVCs? Yes; No

16. Does your school have a feeding programme for the OVCs? Yes; No

17. Has the feeding programme helped to retain OVCs in the school?

Yes; No

18. How do you think the feeding programme should be improved?

Do you agree or disagree with the following statements?

19. Stigmatization of OVCs is present in schools.

Agree; Disagree

20. Stigmatization of OVCs affects their school performance.

Agree; Disagree

21. Stigmatization erodes confidence of OVCs leading to dropouts.

Agree; Disagree

22. Teachers assist OVCs against discrimination through guidance and counselling?

Agree; Disagree

Thank you for your cooperation

APPENDIXG

AUTHORISATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No.

Date:

4th June, 2014

NACOSTI/P/14/4392/1918

Elizabeth Kathini Nzioki
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*School-based factors influencing participation of orphans and vulnerable children in primary schools in Kamukunji District, Nairobi,*” I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st July, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.