

**INFLUENCE OF SPONSORSHIP ON COMPLETION OF POST  
PRIMARY EDUCATION AMONG ORPHANS AND  
VULNERABLE CHILDREN: A CASE OF NGAREMARA  
LOCATION IN ISIOLO COUNTY, KENYA.**

**BY**

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OF ARTS DEGREE IN PROJECT PLANNING AND MANAGEMENT**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any other University

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## **DEDICATION**

This research project is dedicated to my late mother Lucy Nyagah for her dedicated and innumerable support to all her children to aspire high in academic excellence. It is also dedicated to my sisters Dianarose Muthomi and Catherine Wawira for their encouragement and believing in me to excel.

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## **LIST OF ABBREVIATIONS AND ACRONYMN**

<b>HIV</b>	Human Immunodeficiency Virus
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>UNICEF</b>	United Nations Children Education Fund
<b>GNP</b>	Gross National Product
<b>UNESCO</b>	United Nation Educational Scientific and Cultural Organization
<b>OVC</b>	Orphan and Vulnerable child
<b>FPE</b>	Free Primary Education
<b>SSE</b>	Subsidized Secondary Education
<b>MDGs</b>	Millennium Development Goals
<b>UPE</b>	Universal Primary Education
<b>EFA</b>	Education for All
<b>CDF</b>	Constituency Development Fund
<b>MoES&amp;T</b>	Ministry of Education, Science and Technology
<b>IPAR</b>	Institute of Public Analysis and Research
<b>CRS</b>	Catholic Relief Services
<b>ILO</b>	International Labour Organization
<b>USA</b>	United States of America
<b>NGOs</b>	Non-Governmental organizations
<b>KeS</b>	Kenya Shillings
<b>FY</b>	Financial Year
<b>CBFC</b>	Constituency Bursary Fund Committee

**PEV** Post Election Violence

**KCPE** Kenya Certificate of Primary Education

## ABSTRACT

Attention is increasingly turned to post primary education in the Millennium Development Goals and education for all. The transition to secondary education and colleges is one of the main challenges for primary school leavers especially among OVCs. Therefore, this research was aimed at determining the influence of sponsorship on completion of post primary education among OVCs, a case of Ngaremara location in Isiolo County, Kenya. This research was guided by the following objectives: To assess the influence of accessibility of sponsorship; To determine the influence of adequacy of sponsorship; To determine the influence of consistency of sponsorship to completion of post primary education. This research was guided by the theory of justice and fairness as propounded by John Rawls. This theory emphasis that every citizen should be given through education an opportunity to exercise freedom and improve their social status. By making post primary education available to OVCs from under privileged social status, it is hoped that one removes the handicap that are inherited in being born poor on the level of education policy. This research adopted descriptive and correlation research design with both qualitative and quantitative approaches. Questionnaires and scheduled interviews were administered in data collection from the respondents. The researcher used strata sampling procedure in sampling the target population since the target population was not homogenous Purposive sampling was used in selection of Ngaremara teachers to obtain in depth information, simple random sampling was used to sample OVCs in post primary education and OVCs caregivers/guardians. Convenient sampling technique was used to sample OVCs out of school. The research administered questionnaire to 92 caregivers, 92 OVCs in post primary schools and 24 teachers both in secondary school and vocational college. The research administered interview schedule to 28 OVCs out of school. Data collected was analysed using descriptive statistics; frequency tables and percentage table. Statistical package of Social Sciences and MS-Excel software aided in analysing quantities data for the research. The target population for this study was 295 out which 208 was sampled (92 caregivers,92 OVCs in post primary school and 24 teachers). The questionnaire return rate was 94.7%. Spearman's correlation was used to measure statistical dependence between variables for each objective. Spearman coefficient correlation showed strong positive correlation on accessibility of sponsorship (0.556) and adequacy of sponsorship (0.568) on completion of post primary education. Spearman coefficient correlation showed weak positive correlation on consistency of sponsorship (0.399) and family socio-economic status (0.312) on completion of post primary education among OVCs. According to this study finding it is evidenced that OVCs in post primary education have not been adequately and consistently funded. It was also a clear indication that OVCs from low income families are likely to face a lot of challenges in completion of post primary education due to lack of school fees payment. The researcher came up with various recommendation one of which is that affirmative action is required in allocation of adequate funds for OVCs in post primary education especially among the unprivileged societies. Therefore this study brought into limelight the need to adequately and consistently fund OVCs in post primary education to help them become productive and self-reliable citizens in future. Consequently, a research could be carried out on sustainability and rate of transition of OVCs in post primary education.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

UNICEF, (2009) indicates that globally there are estimated 163 million children who are orphaned, having lost one or both parents. Millions more are vulnerable due to the effects of illness and poverty. In the last three decades, the impact of the HIV pandemic has significantly contributed to the increase of orphans and other vulnerable children, a large proportion of who live in developing countries, in particular sub-Saharan Africa, and the majority of who are girls. 17.5 million Children are estimated as having been orphaned by HIV and AIDS and over four-fifths (14.2 million) of these children live in sub-Saharan Africa alone.

Nyamukapa and Simon, (2003) citing World Bank, (1997) notes that HIV/AIDS epidemics alter the socio-demographic and economic characteristics of households and caregivers Werunga,(2012) notes that African governments on attaining independence set forth elaborate plans to structure the education systems to produce the required manpower necessary to steer the country economic growth and development.

African countries have continuously emphasized the role of education for its citizenry as a means to social and economic development. Psacharopoulos,1994 notes that returns of education in Africa are higher than in other region. Returns of education have been measured in a number of ways. Economically, it is viewed as an investment in human capital and seen to have strong link to employment. Sianesi, (2003) notes that education provides the skills and competencies that will allow individuals to perform productive roles, more literate and skilled labour force is likely to yield more returns on investment. It also promotes social equality and has strong link to reduction of poverty. It produces a more informed citizenry, empowers individuals and enables them to become more proactive, gain control over their lives and broaden the range of available options (UNESCO,1997).

In Nigeria, as in many parts of the developing world, the problems of the orphans and vulnerable children (OVC) are numerous. Despite concerted efforts by government and development partners, a large proportion of these children are still out of school. Without a doubt, education is one avenue that will lift this group out of the poverty trap and empower them to better able to meet their own needs, live a fruitful and productive life, and become contributors to the wealth of their nation (UNICEF, 2004)

The situation of Orphans and Vulnerable Children (OVC) in Kenya has continued to be of national and international concern. Although no comprehensive survey has been carried out, the Government estimates that there are a total of 2.4 million OVCs in Kenya out of which 1.15 million are as a result of HIV AIDS. The 2007/2008 post-election violence contributed to the aggravation of the OVC situation in Kenya. United Nations Children's Fund (UNICEF) estimates the number of children displaced by the PEV at 100,000. The figures of those orphaned are likely to be as high. The Government of Kenya through its Ministry of Gender, Children and Social Development, developed a National Plan of Action (2007-2013) on OVC which helps to strengthen the capacity of families to protect and care for OVCs, provide economic, psychosocial and other forms of social support, as well as mobilize and support community based responses to increase OVCs access to essential services such as food and nutrition, education, health care, housing, water and sanitation. (CRS, 2008)

Education is the learning of knowledge, information and skills during the course of life. When Kenya attained independence in 1963, the founding father Mzee Jomo Kenyatta had a dream of eradicating poverty, ignorance and illiteracy hence stated that education is fundamental to improving a country general welfare (Kimando & Sakwa, 2012).

Sifuna, (1997) notes that, Kenya since independence in 1963; the expansion of learning institutions has been one of the greatest achievements in education sector. There has been increased adult literacy. Achievements of access to education during the last four decades have been possible through the establishment of a network of schools throughout the country. This has resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater

percentage of girls and indeed the attainments of Universal Primary Education (UPE) has been the long-term objective in the primary education sub sector

Kinyanjui, (2007), notes that the introduction of Free Primary Education (FPE) in 2003 and Subsidized Secondary Education (SSE) was in line with the Millennium Development Goals (MDGs) which call for attainment of UPE and Education For All (EFA) by the year 2015. At the secondary level, the government has introduced bursaries for needy students. Recent initiatives to improve access to students at this level include subsidizing of school fees by the government under the free secondary education Programme and the establishment of the Constituency Development Fund (CDF) by the government.

Kenya education sector has achieved many milestone since independence. However due to challenges of high population and unsustainable utilization of resources, Kenya is faced with many challenges that require urgent reforms to be able to sustain the ever increasing demand for education fees and compulsory education and education for industrilization in line with vision 2030 and constitution 2010 (Cheserek & Mugalavi,2012)

Most of the poorest children in Ngaremara Location are least likely to attend school and are most likely to end up in a perpetuation of inter-generational cycles of poverty as a result of expensive cost of post primary education. Vulnerable children may forgo education for work or household duties, suffer from psychosocial problems and experience greater household poverty. Hundreds are more vulnerable due to the effects of illness and poverty. Without education, these populations miss the opportunity to acquire the skills to better their own lives( Author, 2014)

## **1.2 Statement of the problem**

As we approach the millennium development goals (MDGs) and education for all (EFA) target date of 2015, attention is increasingly turned to post primary education. The transition to secondary education and colleges is one of the main challenges for primary school leavers, particularly the poor and the disadvantaged in Kenya (Asayo, 2011).

The broad vision of education and the holistic approach to sector development was fully embraced by Kenyans as a critical vehicle for realizing vision 2030, the roadmap to development. State will give priority in factoring access to vulnerable groups and individuals (Republic of Kenya 2012)

The government also abolished tuition fees at secondary level in order to expand access for the poor in particular, schools continue to charge high as supplementary fees. Therefore although school fees are no longer paid, in reality neither primary nor secondary education can by any means be considered to be truly free (Asayo, 2011).

Indirect costs imposed by schools, many of which openly disregard the fees guidelines set by the MoES&T. Expenditure per school as per the funds allocated by the MoES&T have declined drastically in recent years. The limited financing of post primary education has largely been directed towards recurrent expenditure, which finances teachers salaries and allowances, at the expense of development expenditures (IPAR, 2003).

Obwari, (2013) notes that in most schools, many bright and deserving students do not access bursaries and some of those who benefit from it still drop out of school for lack of consistency in the allocation of the bursaries.

Inadequate financing has always been the main constraint, and the fact that funding is mostly done by international donors signifies the need to seriously explore long-term sustainable strategies for the education of OVC. Another dimension to the education of OVC is to look into practices that do not align with the norms but still serve the interest of these children.

More have been said on sponsorship for post primary education but little have been said on how adequate and consistent is the sponsorship to facilitate orphans and vulnerable children in our society to complete post primary education.

Post primary education and vocation school have become unbearable expensive for OVC to dream of let alone afford. Most secondary and colleges fees in most Kenya institutions are beyond the reach of many and this therefore leaves most OVCs with basic education which disadvantages them from current competitive economic

market. This leads to vicious cycle of poverty among OVCs generation in Ngaremara location of Isiolo County.

Orphans and vulnerable children stand in particular need of such an education intervention as they are amongst the children most in danger of becoming infected with HIV due to economic hardship, reduced parental care and protection and increased susceptibility to abuse and exploitation. These factors contribute to the barriers orphans and vulnerable children face when pursuing education (CRS, 2008)

### **1.3 Purpose of the study**

This research project determined the influence of sponsorship on completion of post primary education among orphans and vulnerable children a case of Ngaremara location Isiolo County, Kenya.

### **1.4 Objectives of the study**

This research was guided by the following objectives:

1. Assess the influence of accessibility to sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district.
2. Determine the influence of adequacy to sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district.
3. Determine the influence of consistency to sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district.

### **1.5 Research Questions**

This research was guided by the following research questions:

1. How does accessibility to sponsorship influence completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district?



2. How does adequacy of sponsorship influence completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district?
3. How does consistency of sponsorship influence completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district?

### **1.6 Significance of the Study**

This research project brings into limelight the influence of sponsorship on completion of post primary education among OVCs thus breaking the cycle of household poverty. This gives deep insight to donors and government agencies to refocus on accessibility, adequacy and consistency on education sponsorship and strategies thereby coming up with sustainable approaches to address the gap. This research also provide the basis for other seeking to do further studies on completion of post primary education among OVCs.

### **1.7 Delimitation of the study**

This research project focused on Orphans and vulnerable children who are in post primary level education in and out of school within Ngaremara location of Isiolo district. It also involved the parents/Guardians of these OVCs and teachers who have direct contact with the OVCs. Despite the large population of OVC in the country, the study concentrated with OVCs within Ngaremara location in Isiolo district due to limited time and finances for the research project.

### **1.8 Limitations of the study**

There were a number of limitations experienced in the research. This included:

This research was limited by the literacy level of the OVCs parents and caregivers as most of them were totally illiterate and semi-literate.

OVCs out of school were not easily accessible at the time of data collection as many had moved to urban centres in search of casual employment.

OVCs in boarding school had gone back to school at the time the data was being collected, the researcher had to reach them in their specific schools.

The research was limited in scope as it covered OVCs in Ngaremara region only while it would have covered OVCs in the whole country due to limited financial resources available for the research.

### **1.9 Assumptions of the study**

This research project assumed that the information given by the respondents was true. Data and information stated in this study was from primary and secondary sources and it was assumed to be true, correct and accurate.

### **1.10 Definition of significant terms**

**Accessibility of sponsorship:** The degree to which donor funded organisations, government and community project aid is available to Orphans and vulnerable children to enable finish secondary and college education.

**Adequacy of sponsorship:** The state in which donor funded organisations, government and Community project aid is sufficient, satisfactory and acceptable to facilitate Orphan and Vulnerable Children finish their schooling process in secondary and college level.

**Completion of post primary education:** The process of successfully finishing secondary and college schooling system.

**Consistency of sponsorship:** The state of reliability and uniformity in which donor organisations, government and community projects extend their aid to Orphans and vulnerable children without delay or interruption with school calendar to enable them finish school successfully.

**Orphan and Vulnerable Child:** A child between the age of 0-17 years old whose mother or father or both are not alive whose parents are alive and no longer fulfilling any of their parental duties.

### **1.11 Organization of the study**

Chapter one of this study comprises of background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, delimitation and limitation of the study, assumption, definition of significant terms and organisation of the study.

Chapter two gives detailed literature review on accessibility of sponsorship, adequacy of sponsorship, consistency of sponsorship and family socio-economic status on completion of post primary education. This chapter also outlines the theoretical framework, conceptual framework and summary of knowledge gap.

Chapter three described the research methodology used; which include the research design, target population, sampling procedure and sample size, data collection methods, validity of data collection instruments, instrument reliability, data collection procedures, data analysis techniques, operationalization of variables, ethical consideration and the summary of the chapter.

Chapter four described the data analysis, presentation and interpretation of the research findings and Chapter five summarised the findings, discussions, conclusion and recommendations based on the findings of the research project. This is followed by references used in this research project and finally the appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to the study on the following thematic areas; the concept of sponsorship to post primary education, the accessibility, adequacy, consistency of sponsorship and family socio-economic status on the completion of post primary education, theoretical framework and conceptual framework, explanation of conceptual framework and summary of knowledge gap.

#### **2.2 The concept of post primary sponsorship in Kenya**

The Jomtien Declaration of Education For All (1994), stated that every child is entitled to basic rights; including education. It further declared education as a basic human right and stated that education shall be subsidized, at least in the elementary and fundamental stages and all countries of the world were required to provide it.

Galgalo, (2002) observed that education is valued as an important component of any society's social, political and economic well being. Education is considered as a basic necessity for a decent life alongside adequate nutrition, shelter, clothing and good health. The aim of education system in any given country is to provide a learning environment in which all student despite their social background can achieve their potential.

There has been a remarkable increase in enrolment in all levels of education in the world, and in Kenya since independence, which is attributed to the increase in social and private demand for education by the vast growing population. The government's commitment to provide education for all, has met a big constraint of finance rendering the available educational resources inadequate, and post primary education has therefore not been inaccessible to many Kenyans especially the poor Mwangi (2011) citing Republic of Kenya (2007).

An historical analysis of the patterns and trends of education financing in Kenya reveals existence of a partnership between the state, households, and communities, long before the introduction of the cost-sharing policy by the Government of Kenya (IPAR 2003).

Mwangi, (2011) notes that finances expand learning opportunities, enabling students to access and complete their education. Secondary school education in Kenya is financed through cost sharing between the government, donors and parents.

Kenya started providing secondary school education as part of her basic education in 2008 through subsidized secondary education in 2008, but was faced by two major challenges; secondary schools are fewer than primary schools, and secondary education is more costly than primary education. This has made many students especially those from poor families fail to access and complete their secondary education (Mwangi, 2011). The rising costs of living have made many students from poor families fail to access to, and drop out of their secondary and college education.

Even with the subsidised secondary school education in Kenya from 2008, the operational costs of secondary and colleges schools have remained high. This has resulted to education being more developed in the urban areas than rural areas, and more accessible to children from rich families than those from poor families especially those from the unproductive rural areas Ayodo, (2006).

### **2.3 Accessibility of sponsorship on Completion of post primary education**

Since the setting of Education for All (EFA) targets in Jomtien, (1994), global nations ushered in new commitments to expand access to education. In Africa, several countries established free basic education programs, in efforts to resuscitate the deteriorating participation in education. This was along fulfilling other commitments contained in the United Nations Convention on the Rights of the Child (ILO, 2010).

The expansion of education has been part of the effort of addressing the major and longstanding concerns of combating ignorance, disease and poverty; and the consideration that every child has a right of access to basic welfare provisions, including education and the government has an obligation to provide opportunities to

all citizens to participate fully in the socioeconomic and political development of a country and to attain a decent standard of living. Consequently, education has been seen as a fundamental strategy for human capital development and a crucial factor for enhancing the quality of life (Ajayi, 2011)

Wambugu, (2012) notes that Kenya country is geared towards widening access to and improving the quality of secondary and tertiary education. However, the country faces constraints in mobilizing additional public and private resources to meet the high cost of expanding access to quality secondary education.

Obwari, 2013 citing Vaillant, D. (2005) observes that education funding in China is a state-run system of public education run by the Ministry of Education. While the central and provincial governments provide some funding for education, this varies from province to province, and funding in the rural areas is notably lower than in major urban municipalities .Families must supplement monies provided to school by government with tuition fees, which means that some children have much less education than others. In Africa, Uganda became the first country in sub-Saharan Africa to introduce universal secondary education in 2007 coming 10 years after it introduced universal primary education. According to the Government of Uganda (2010) at the time, a United Nations (UN) report said Africa had the worst secondary school enrolment rates in the world with only 34% of secondary school-age learners enrolling in class( Obwari 2013).

Njeru and Orodho, (2003) observes that Achieving Education for All (EFA) and Millennium Development Goals requires expanded access to secondary schooling. Introduction of cost sharing has created a heavy burden on poor households to an estimated current expenditure of between 30% and 44% of their annual incomes on education Income has significant impact on schooling. Njeru and Orodho, (2003) noted further, if one goes to a secondary school in Kenya average household expenditure triples. The regressive impact of indirect school levies lead to negative enrolment response and drop out from school. They concluded in their study that the policy of cost sharing needs to be re-asserted if not abolished as it inhibits access to basic quality education by poor and vulnerable groups.

Secondary school is characterized by low participation rate as attested by low transition rate, low gross enrolment rate and low net enrolment rate, which have been partly contributed to the high cost of secondary education (IPAR, 2003).

Study done by (Anyango, 2012) in Gem District, Kenya on the bursary scheme found that although there were students who benefited from bursaries, this had no significant impact on enrolment and retention by the poor. The Ministry of Education, Science and Technology (MoES&T) operates a bursary scheme at secondary school level as part of, and within the auspices of the Social Dimensions of Development Programme, targeting the poor and vulnerable households. The major objective of the scheme is to enhance access to, and ensure high quality secondary school education for all Kenyans.

Study done by Thabiso, (2009) in Lesotho observes that access to education and learning is being viewed as a „social vaccine“ for HIV but in high prevalence areas orphans and other vulnerable children are frequently unable to go to school regularly and are thus being deprived of the very thing they need to help protect themselves from infection. In this context sustained access is critical to long term improvements in risk and vulnerability and it requires new models of education to be developed and tested.

Thabiso, (2009) notes that Lesotho has introduced a number of initiatives aimed at improving access to basic education and in response to its commitment to international declarations. The most significant initiative in Lesotho’s education system in recent years is the introduction of Free Primary Education (FPE). This initiative which was phased in from 2000 has seen a larger than usual pool of learners reaches secondary education since 2007, seriously straining the already constrained educational access to secondary education in the country. Moreover, this huge flow of learners into secondary education comes even as Lesotho continues to struggle with poor access and high inefficiency rates at secondary education. Lesotho spends higher than most countries on education, relative to countries in similar socio-economic contexts, it does not get anywhere near the same benefits as other countries in terms of educational returns. As was indicated in an earlier report, Lesotho’s

education system is extremely wasteful in terms of children who finally reach the end of school and attain meaningful competencies (ibid).

In the face of growing poverty and HIV and AIDS, it has been demonstrated that those who are excluded are children orphaned or made vulnerable by HIV and AIDS. The situation arising from the impact of HIV and AIDS calls for a more serious consideration of accessibility, one that takes account of a wide range of social and psychosocial issues that impact on children's participation in school Pridmore & Yates, (2006).

Subsidized Secondary Education improves retention and completion rates of students who because of poverty cannot afford to pay fee (Obwiri, 2013).

Access to public secondary schools and universities by the poor has remained elusive despite government efforts to ensure equity in provision of education. He argues that despite tuition waiver in secondary school, children from poor backgrounds have continued to be marginalized as some national school charges are in excess of Kshs 60,000 annually (Wambugu 2012 citing Martim, 2008).

Anyango, (2012) notes that children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. To deal with the inability of poor and vulnerable households to pay secondary school fees, the Government of Kenya created a bursary scheme in 1994. The underlying rationale is that no child who qualifies academically for secondary education should be denied access to secondary education because of the inability to pay school fees. The objective therefore was to provide financial assistance to economically and socially needy students in all public secondary schools

Asayo, (2009) argue that children from well-off families are more likely to attend prestigious private primary schools that perform well in the KCPE; such pupils then go on to dominate not only national secondary schools but also mainstream public universities. This analysis clearly indicates that gaining access to secondary education remains a substantial challenge for the poor. Kitaev, (2009) also observed that educated parents with high income are able to provide for their children with a



conducive home study environment and provide all the necessities required in school and pay fees. Oloo, (2003) notes that, children whose parents are of high education scales have a far better statistical chance of participating in post primary education.

Factor that have been found to effects on the transition rate of pupils is socio-economic status of households and especially poverty, diseases (HIV/AIDS) and ignorance. Poverty and associated deny many children from continuing with education. The statement is supported by the UNESCO background paper which poses that poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education (Kimando & Sakwa,2012 citing UNESCO, 2002).

Orphans children have been rendered vulnerable by the death of their biological parents which effectively leaves them in the hands of relatives who for all practical purposes only regard them as tool for a cheap labour hence denying them their right access to education (ILO, 2010).

#### **2.4 Adequacy of sponsorship on Completion of post primary education**

In Kenya, education financing is based on the cost sharing policy introduced in 1988, which requires most costs in education to be met through partnerships between public sector (government), non-governmental organizations (NGO's), religious organizations, development partners and communities ( Wambugu, 2012 citing Government of Kenya, 1988)

Odhiambo, 1989:12a,commenting on the impact of cost sharing in Kenya, noted that too high fees have been charged to a level prohibitively costly for the poor, causing enrolment rate to fall due to rising drops.

Kiveu and Mayo, (2009) reveals that the fees and other related direct costs have become too high for parents to afford given their low average incomes. Therefore, some may not afford to keep their children in school especially at secondary level.

Recurrent expenditure per student and development expenditure per school as per the funds allocated by the MoES&T have declined drastically in recent years. The limited financing of secondary education has largely been directed towards recurrent

expenditure, which finances teachers' salaries and allowances, at the expense of development expenditures. Yet, the latter are important in meeting the cost of physical and instructional facilities. The reduced government financing has resulted in poor quality education as most schools, particularly those in low income areas, are inadequately provided with basic facilities (IPAR, 2003)

The Government of Kenya introduced tuition-free secondary education (also known as 'free day secondary education') in 2008, some primary school leavers were still effectively excluded due to the persistence of associated supplementary costs. For example, a study of rural Makeni District shows that the fees of 24 public day secondary schools were reduced from KES 11,628 to KES 4,938 (Asayo, 2011). Similarly, in the case of 13 public boarding schools, fees were lowered from KES 21,165 to KES 14,652 (ibid). The study concludes that even after the abolition of tuition fees, poor parents were still invariably unable to meet the remaining charges imposed by secondary schools (Asayo, 2009)

Schools supplement government initiative on ensuring that bright children from poor families are retained in schools, various schools have their own initiatives. These include: requesting for funding from prominent politicians; church organizations; seeking for scholarships from Foundations and well-wishers; retaining the students in school; allowing parents to pay in meager installments; writing off balance by the board of governments for the very poor students; work for fee initiatives; food for fee initiatives; offering employment opportunities within the school to parents etc. However, these initiatives have brought about another secondary problem in schools-unpaid huge fees balances due to inability of parents and donors to honor their pledges. To address the problem of fees balances in schools, the CBFC, school Principals and beneficiaries of bursaries are of the opinion that there is merit in providing full sponsorship by all bursaries providers to ensure that students are retained in school to concentrate on their studies (Anyango, 2012 citing IPAR, 2008).

Macharia, 2011 observes that high rates of poverty at household level have made poor households either not to enrol their children in primary schools or fail to sustain an uninterrupted participation of those who are enrolled due to inability to meet various requirements. This has resulted in adequate provision of learning facilities to the

enrolled, poor quality education and high dropout rates among the poor and vulnerable groups

Anyango, (2012) observes that there is intensified demand and competition for the fund with the net result being that more and more children from poor received households seeking secondary education will remain excluded even after they have initial bursary resulting in low retention. Further, the CBFC and the beneficiaries recommended that it is better for the government to finance a few students but guarantee them adequate four-year funding that to thinly fund many students without any assurance of continuity (ibid). Barat (2009) notes that bursary scheme financing of secondary education in Kenya reveal that bursary only enhances secondary completion by 5.4%.

Vandekemp, (2013) observes that despite Kenya's decently high standard of living, HIV/AIDS is still prevalent in the country. Approximately 11% of all Kenyan children below age 15 have lost one or both parents to the disease or illness. Orphaned children are at an especially high risk of dropping out of primary school because of their need to survive. Even children who have lost one parent likely have extensive responsibilities at home and thus cannot afford to spend as much of their time or energy on their education. Even though uniforms are stated to be mandatory, because of Kibaki's promise not to let any child be excluded from having an education, many orphaned and vulnerable children are forced to attend school with no uniforms, or with tattered, dirty, or outdated ones.

## **2.5 Consistency of sponsorship on Completion of post primary education**

Education sponsorship is an initiative to help students from poor background to obtain education and to ensure those students are retained in school after enrolment.

Inconsistent and fluctuating funding allocations from the national level and inconsistent support to needy students disrupt the learning programme when students are sent home to collect fees. This makes many students supported by the scheme to drop from school altogether. Inconsistent and fluctuating funding allocations from the national level and inconsistent support to needy students disrupt the learning

programme when students are sent home to collect fees. This makes many students supported by the scheme to drop from school altogether (Anyango, 2012)

Mwangi, (2006) observes that most processes of sponsorship and sending money to beneficiaries is very bureaucratic with a lot of influence by donor and government policies. By the time the students get the money, many would have been sent away from school or had wasted a lot of time looking for it.

Anyango, (2012) in Gem community revealed that students were not assured of continuous funding and that the disbursement was not in line with school calendar. However, there is no consistency in supporting children from poor families. This is because students seeking for bursary funding from the secondary education bursary fund are not guaranteed continuous funding to completion of high school education. It's because those seeking for funding are required to reapply for funding. Each time they reapply, they also are re-evaluated along with other applicants

Ngwacho, 2011 citing Becker (1964), notes: "A poor family may endure bearing the cost of their children in primary school, but might abandon the whole exercise when more sacrifices are demanded, hence a high dropout rate in the third world countries in spite of free primary education". Lesanjir, (2013) notes that high illiteracy level among nomadic parents render majority of them not to appreciate the importance of education to their children.

Schools supplement government initiative on ensuring that bright children from poor families are retained in schools, various schools have their own initiatives. These include: requesting for funding from prominent politicians; church organizations; seeking for scholarships from Foundations and well-wishers; retaining the students in school; allowing parents to pay in meagre instalments; writing off balance by the board of governments for the very poor students; work for fee initiatives; food for fee initiatives; offering employment opportunities within the school to parents etc. However, these initiatives have brought about another secondary problem in schools- unpaid huge fees balances due to inability of parents and donors to honour their pledges. To address the problem of fees balances in schools, the CBFC, school Principals and beneficiaries of bursaries are of the opinion that there is merit in

providing full sponsorship by all bursaries providers to ensure that students are retained in school to concentrate on their studies (Anyango, 2012 citing IPAR, 2008).

IPAR, (2008) recommends that it better for sponsorship programmes and bursary providers to finance full sponsorship to few students and guarantee continuity and completion of student in their studies.

Mantz and Liz, (2003) notes that lack of school fees is a perennial problem to students from low socio-economic households. Successes in retention of students from low socio-economic groups require a strong policy commitment backed by practical action.

## **2.6 Theoretical Framework**

This research project was guided by Theory of Justice and Fairness as developed by John Rawls, (1971), advocates for the principles of justice to govern modern social order. It provides a framework that explains the significance, in a society assumed to consist of free and equal persons of political and personal liberty of equal opportunity and cooperative arrangement that benefit the more and less advantaged members of the society.

The theory of justice and fairness outlines that justice is fair, equitable and appropriate treatment in light of what is due or owed to a person. Injustice involves wrongful act or omission that denies benefit to which they have a right to (Beauchamp & Childress, 2001).

Each person possesses the inviolability founded on justice that even the welfare of society as a whole cannot override. Therefore in a just society, the liberties of equal citizenship are taken as settled; the right secured by justice is not subject to political bargaining or to calculus of social interest. Analogously, injustice is tolerable only when it is necessary to avoid an even greater injustice Inequality in access of education combined with high cost of post primary education to orphans and vulnerable children brings about the debate what social justice is. Educational system should be designed so as to remove external barriers of any nature (economic, cultural and geographical) that prevents orphans and vulnerable children from low economic

backgrounds from taking advantage of inborn talents which accelerates them to social promotion.

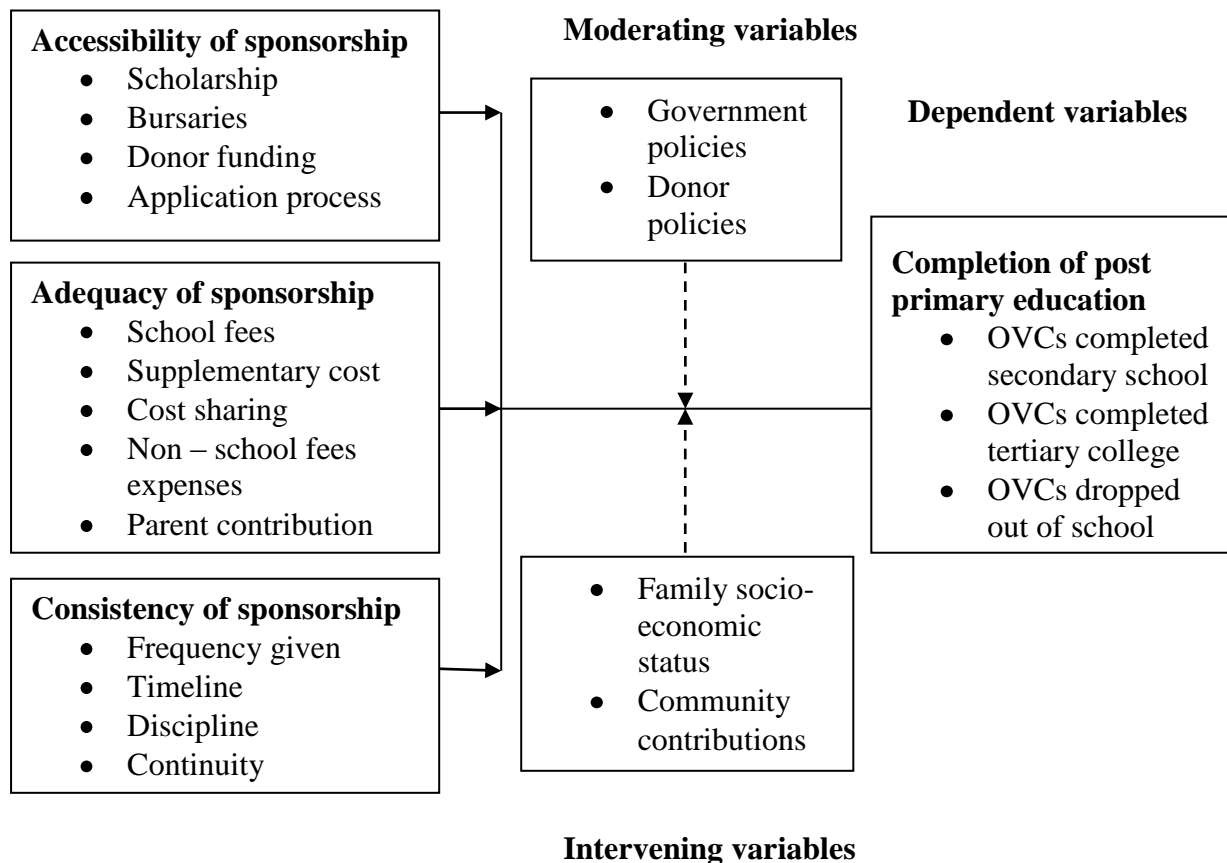
Theory of justice and fairness emphasizes that every citizen should be given, through education, an opportunity to exercise freedom and improve their social status. By making post primary education available to orphans and vulnerable children from underprivileged social class, it is hoped that one removes the handicaps that are inherited in being born poor on the level of education policy.

This theory advocates that orphans and vulnerable children should have equal opportunity at secondary and higher levels of education disregarding their socio-economic background. This will ensure that ideal conditions are created to implement the vision of equal opportunity, where everybody has access to education.

## 2.7 Conceptual framework

A conceptual framework elaborates a research problem in relation to the relevant literature. It conceptualises relationships between the dependent, independent, moderating and intervening variables.

### Independent variables



**Figure 1: Conceptual framework**

## 2.8 Explanation of the conceptual framework

The conceptual framework summarises the relationship between the dependent, independent, moderating and intervening variables. The schematic diagram presents the influence of sponsorship on the completion of post primary education among OVCs.

Components which have been conceptualised as in dependent variable include: accessibility of sponsorship to completion of post primary education in terms of

scholarship support, government bursary funding, donor funding and application process. Adequacy in sponsorship considers total sum appropriate to student, parents' contribution, supplementary cost, cost sharing and non-school material expenses. Consistency in sponsorship emphasis on frequency given, the timeline given, discipline and continuity in funding.

The independent variables interplay with moderating and intervening variable in order to achieve and enhance the effect of the dependent variable. These moderating variables include government policies and donor policies which regulates the independent variables on completion of post primary education among OVCs. The intervening variables include family social economic status and community support which ensure cost sharing on completion of post primary education among OVCs.

When all the variables interplay in the right way then there will be evidence of high post primary completion among orphans and vulnerable children.

## **2.9 Summary and Knowledge gap.**

This literature review observes the concept of post primary sponsorship. It shows the historical analysis of trends of education financing in Kenya.

The rising cost of living has made many students from poor families fail to access to and drop out of their secondary and colleges (Mwangi, 2011).

This study sought to find out the influence of accessibility, adequacy and consistency on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo County.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter contains the research design used, target population, sample size and sampling procedure, methods of data collection, validity and reliability of the questionnaire used for data collection. It also contains the operationalization table of variables and objectives under study, data analysis techniques and ethical consideration

#### **3.2 Research Design**

The researcher employed descriptive research design and correlation research design. The descriptive research design gave in depth information on the influence of sponsorship to the completion of post primary education among orphans and vulnerable children in Ngaremara location, which was used in statistical inferences. The correlation research design helped the researcher to explore the level of relationships between variables under the research study.

However instruments employed both quantitative and qualitative methods of data collection, since both have their own biases and use of both enhances each method checking on the other. As outlined by Mugenda.O and Mugenda.A (2003), researcher had several objectives; some of these objectives are better assessed using quantitative methods. In addition both methods supplement each other, as qualitative method give the in depth explanation while quantitative method provide data needed to test hypothesis.

#### **3.3 Target Population**

The research was undertaken at Ngaremara location in Isiolo County. The research targeted OVCs in post primary education (secondary and vocational colleges), OVCs who are out of school, OVCs caregivers whose children are in post primary and teachers who directly deal with the OVCs in their respective schools. The number of caregivers who take care of OVCs in post primary education total to 120. The

number of OVC in post primary school totals to 120 and those out of school total to 30. Ngaremara location has one day secondary school with 19 teachers and 1 vocation or tertiary college with 6 teachers. Therefore the research project targeted 120 OVCs in post primary school, 30 OVCs who are out of school 120 OVCs guardians/caregivers and 25 teachers both in the secondary school and vocational college.

**Table 3.1: Target Population**

<b>Target population</b>	<b>Male</b>	<b>Female</b>	<b>Total Population</b>
OVCs in post primary school	55	65	120
OVCs out of school	13	17	30
OVCs caregivers	23	97	120
Teachers	15	10	25
<b>Total</b>	<b>106</b>	<b>189</b>	<b>295</b>

Source: Food for the hungry OVCs data (June 2014)

### **3.4 Sampling procedure and sample size**

Sampling is an important process in research as it helps us choose the research units of the target population which is representative of a larger population. The population studied was divided into strata comprising of OVCs in post primary school, OVCs out of school, OVCs caregivers and teachers. The target population was divided into strata to get more homogenous sub-population. Simple random sampling was used to sample OVCs in post primary school and their guardians within the region, this helped to reduce biasness as every OVC in post primary and every OVC caregiver had an equal chance of being selected. Convenient sampling technique was used to sample OVCs who are out of school; this was due to their availability at time the research was conducted. Purposive sampling technique was used to sample teachers so as to obtain in depth information on influence of sponsorship on completion of post primary education among OVCs. Sample size was obtained by using the following equation given by Yamane, (1967)

$$n = \frac{N}{1+Ne^2}$$

Where:

n= sample size

N= population proportion

e = level of significance (5%)

**Table 3.2: Sampling Frame**

CATEGORIES	TOTAL POPULATION	SAMPLED SIZE $n = \frac{N}{1+Ne^2}$
Caregivers	120	92
OVCs in post primary school	120	92
OVCs out of school	30	28
Teachers	25	24
Totals	295	236

Source: Food for the hungry, OVCs data (June 2014)

### 3.5 Data collection methods

In designing the research instruments, the researcher considered the objective of the study and the research questions, nature of data to be collected and time available for the research. In order to achieve the objective of the research, data was collected and both primary and secondary data was used. The secondary data contributed towards the formation of background information needed to comprehend and constructively build the research outcome. Primary data was collected through administering of questionnaires and interview schedules.

#### 3.5.1 Questionnaires

The questionnaire were administered to the 92 OVCs in post primary education schools, 92 OVCs caregivers and 24 teachers. The questionnaires administered to the

sampled population consists of both structured and unstructured questions. The open ended items gave the respondent a greater freedom of expression of ideas and opinions and the closed ended items enabled the researcher to get specific responses.

### **3.5.2 Interview schedule**

Interview schedule was administered 28 OVCs out of school. The face to face interviews was a two way conversation initiated by the interviewer to get in depth information from the respondents. This technique supplemented the questionnaire technique since it enabled the researcher to collect information that would not be directly observed and difficult to put down in writing on influence of sponsorship on completion of post primary education in Ngaremara location of Isiolo County.

### **3.5.3 Document analysis**

This technique was used to obtain information on type of sponsorship available for the OVCs in Ngaremara location and the rate of OVCs school completion. This tool enabled the researcher to access data at his/her convenient time and the data obtained is thoughtful in that the informants gave attention to compiling them. It also saved time and expenses in compiling the data. The technique helped the researcher to collect information on influence of sponsorship on completion of post primary education in Ngaremara location.

## **3.6 Validity of Data Collection Instruments**

Validity is the degree to which a tool measures what it is intended to measure. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. If such data is a true reflection of variables, then the inferences based on such data will be accurate and meaningful.

The questionnaires were based on the objective of the study to ensure instrument validity. The supervisors assessed the validity of the questionnaire and the recommendations put in the final questionnaire. This ensured the research gave the results that are sensible, persuasive and right.

### **3.7 Instrument reliability**

Reliability is the measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda.O and Mugenda.A, 2003). It is the measure of instrument internal consistence. Before actual data collection of the study, the instruments were tried on participants in Kiwanjani secondary school in Isiolo that is not in the research sample. Questionnaires were administered to four teachers, 10 OVCs in post primary school and 10 caregivers in order to determine the clarity of the instruments. In order to test the reliability of the instruments, internal consistency techniques were applied using Cronbach's Alpha. The Alpha value ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.8 was achieved which indicates good reliability. The tools were later refined in terms of clarity of language and ambiguity detected was corrected.

### **3.8 Data collection procedures**

After the approval of the proposal by the department of Extra – Mural studies, the researcher obtained an introductory letter from the University of Nairobi. Authorization was obtained from county education commissioner who gave permission for the research to be conducted in Ngaremara location.

Due to time limitation, the researcher recruited five research assistants who were trained on how to administer the questionnaires to OVCs in post primary school and teachers. The researcher with the help of research assistants, administered questionnaires to the OVCs caregivers/parents, OVCs in post primary education and teachers. Interview schedule was administered to OVCs out of school through face to face interaction. To ensure high respondent rate, the researcher explained the purpose of the study to the respondents, made questions precise and concise, clarified difficult questions and assured participants of total confidentiality. Questionnaires were collected immediately after being filled by the respondents for coding and analysis.

### **3.9 Data Analysis technique**

The objective of data analysis was to prepare raw data for statistical analysis and interpretation. It involved organizing the data, breaking the data into categories and units and then searching for trends and patterns before deciding to report. It sought to fulfill the research objectives and provided answers to research questions.

Questionnaires were checked for completeness and data cleaning was done to enhance data quality. Data was analyzed using descriptive and correlation statistics which include frequencies and percentage tables. Statistical package for social sciences (SPSS) aided in analyzing quantitative data. Descriptive and inferential statistics given by the SPSS computer program was employed to give the required measure of analysis as per the data collected.

### 3.10 Operationalization of variables

According to Shields, (2006), operationalization table link research purpose to the data through the framework and the rule specified in the table where questionnaire items are tied directly to the framework.

**Table 3.3: Operationalization of variables**

Objective	Type of variable	Indicator	Measurement indicator	Data collection method	Level of scale	Approach of analysis	Type of analysis
To establish completion of post primary education	Dependent	Number of OVC in/completed secondary school Number of OVCs in/completed vocational/tertiary colleges Number of OVCs who dropped out of school	How many OVCs are in or have completed secondary/tertiary school. How many OVCs have dropped out of school	Questionnaires Interview schedule Documentary analysis	Nominal Ordinal	Qualitative Quantitative	Descriptive statistics Correlation analysis
To assess the influence of accessibility of sponsorship	Independent	Number of institution available for education sponsorship. The length of sponsorship application	How are the caregivers and community informed of these institution How does the beaurocratic Policies and	Questionnaires Interview schedule Documentary analysis	Nominal Ordinal	Qualitative Quantitative	Descriptive statistics Correlation analysis

		process	procedures influence in accessing the funds				
To determine the influence of adequacy of sponsorship	Independent	Amount of school fees and supplementary cost in secondary school and tertiary colleges Amount of funding given per OVC	How many times OVCs go home and are absent from school How many OVCs drop out of school due to lack of fees	Questionnaires Interview schedule Documentary analysis	Nominal Ordinal	Qualitative Quantitative	Descriptive statistics Correlation analysis
To determine the influence of consistency of sponsorship	Independent	Number of times the funding is given Time when the funding is given Continuity of the funding process.	How many times in a year is the sponsorship given to OVCs When is the funding given to OVCs	Questionnaires Interview schedule Documentary analysis	Nominal Ordinal	Qualitative Quantitative	Descriptive statistics Correlation analysis



### **3.11 Ethical Considerations**

An introductory letter seeking respondent's permission to be part of the study was given to all potential participants (Refer Appendix 1 for letter of Transmittal). Permit letter was obtained from Ministry of education Isiolo County (Refer Appendix 2). Informal consent for participation was obtained from all participants. For confidentiality purposes respondent names were not required. The information gathered from participants was kept in confidence and used for the purpose of this research project only.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND INTERPREATION

#### 4.1 Introduction

This study assessed the influence of sponsorship on completion of post primary education among orphans and vulnerable children, a case of Ngaremara Location in Isiolo County. This chapter analyses, presents and interprets the findings of this research project. The study specifically assesses the influence of accessibility of sponsorship, determine the adequacy of sponsorship and determine the consistency of sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo County, Kenya. This chapter presents the questionnaire return rate, demographic data and the analysis according to the research objectives. Statistical Package for Social Sciences was used to analyse the data.

#### 4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of 92 caregivers, 92 OVCs in post primary school and 24 teachers sampled by the study, 91 caregivers, 86 OVCs in post primary school and 22 teachers returned the questionnaires. 18 OVCs out of school were interviewed. These return rate were 99% for caregivers, 93% for OVCs in post primary education and 92% of teachers returned the questionnaires. 64% of OVCs out of school were interviewed as shown in Table 4.1. An average of 94.7% questionnaires was returned and hence adequate for data analysis.

**Table 4.1: Questionnaire return rate**

<b>Respondents</b>	<b>Sampled Population</b>	<b>Return rate</b>	<b>%</b>
Caregivers	92	91	99
OVCs in post primary	92	86	93
Teachers	24	22	92
<b>Total</b>	<b>208</b>	<b>199</b>	

### 4.3 Demographic information of respondents

This subsection presents the demographic information of the care givers.

#### 4.3.1 Distribution of care givers according to gender

The caregivers were asked to indicate their gender in the questionnaire in terms of male and female and the response is as shown in Table 4.2.

**Table 4.2 Distribution of care givers according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	18	19.8
Female	73	80.2
<b>Total</b>	<b>91</b>	<b>100.0</b>

There were four times women respondent caregivers compared to male respondent caregivers. Table 4.2 shows that 73(80.2%) of care givers were female while 18(19.8%) of care givers were male. This shows that there were more female guardians than male guardians.

#### 4.3.2 Distribution of care givers according to age

The researcher asked the OVC caregivers to state their age and the response is as shown in Table 4.3.

**Table 4.3: Distribution of care givers according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
25 and below	19	20.9
25-35	9	9.9
36-45	21	23.1
45 and above	42	46.1
<b>Total</b>	<b>91</b>	<b>100.0</b>

The highest population of caregivers which comprised of aged were twice the number of middle aged caregivers. Data from Table 4.3 shows that 42(46.1%) of care givers were over 45 years old compared to 21(23.1%) of care givers aged between 36 and

45 years. 19(20.9%) caregivers were quite young aged below 25 years, 9(9.9%) of care givers were aged between 25 and 35 years.

#### 4.3.3 Distribution of care givers according to highest academic qualification

The caregivers were asked to state their highest level of education and the response is as indicated in Table 4.4

**Table 4.4: Distribution of care givers according to highest academic qualification**

<b>Academic qualification</b>	<b>F</b>	<b>%</b>
Never been to school	44	48.3
Nursery	3	3.3
Lower Primary	17	18.7
Upper Primary	16	17.6
Secondary	10	11.0
College	1	1.1
<b>Total</b>	<b>91</b>	<b>100.0</b>

Table 4.4 shows that highest population of caregivers that is 44(48.3%) has never been to school this indicate high illiteracy level among the OVCs caregivers. 3(3.3%) of care givers had nursery education, 17(18.7%) of care givers had lower primary education and 16(17.6%) of care givers had upper primary education. Data further shows that 10(11.0%) of care givers had secondary education while 1(1.1%) of care givers had college education.

#### 4.3.4 Distribution of care givers according to marital status

Caregivers were asked to state their current marital status and the response is shown on table 4.5.

**Table 4.5: Distribution of care givers according to marital status**

<b>Marital status</b>	<b>F</b>	<b>%</b>
Married	49	53.8
Widowed	19	20.9
Divorced	5	5.5
Separated	5	5.5
Single	13	14.3
<b>Total</b>	<b>91</b>	<b>100.0</b>

49(53.8%) of care givers were married, 19(20.9%) of care givers were widowed, 5(5.5%) of care givers were divorced, 5(5.5%) of care givers had separated while 13(14.3%) of care givers were single.

#### **4.3.5 Distribution of care givers according to occupation**

Caregivers were asked to state the main mode of livelihood and the response is as shown in Table 4:6.

**Table 4.6: Distribution of care givers according to occupation**

<b>Occupation</b>	<b>F</b>	<b>%</b>
Pastoralist	10	11.0
Farmer	5	5.5
Charcoal Vendor	66	72.5
Casual Labourer	9	9.9
Teacher	1	1.1
<b>Total</b>	<b>91</b>	<b>100.0</b>

66(72.5%) of caregivers were charcoal vendors. 10(11.0%) of care givers were pastoralist, 5(5.5%) of care givers were farmers, 9(9.9%) of care givers were casual labourers while 1(1.1%) of care givers were teachers.

#### 4.3.6 Demographic information of OVCs out of school

The demographic information of OVCs out of school was based on age, their highest academic qualification, the duration they had been out of schools and their current Occupation

#### 4.3.7 Distribution of OVCs out of school according to gender

The distribution of OVCs out of school as per their gender is as shown in Table 4.7.

**Table 4.7: Distribution of OVCs out of school according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	8	44.4
Female	10	55.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

There was slight significant difference between male OVCs and female OVCs who had dropped out of school. 10(55.6%) of OVCs out of school were female while 8(44.4%) OVCs out of school of were male.

#### 4.3.8 Distribution of OVCs out of school according to age

OVCs out of school were asked to give their age and the response is as shown in Table 4.8

**Table 4.8: Distribution of OVCs out of school according to age**

<b>Years</b>	<b>F</b>	<b>%</b>
16-18	7	38.8
19-25	10	55.6
26 and above	1	5.6
<b>Total</b>	<b>18</b>	<b>100.0</b>

10(55.6%) of OVCs dropped out of school between the age of 19 and 25 years. 7(38.8%) of OVCs out of school were aged between 16 and 18 years while 1(5.6%) of OVCs out of school were above 26 years old.

#### 4.3.9 Distribution of OVCs out of school according to highest level of education

OVCs out of school were asked of their highest level of education attained and the response is shown in Table 4.9.

**Table 4.9: Distribution of OVCs out of school according to highest level of education**

<b>Response</b>	<b>F</b>	<b>%</b>
Primary	7	38.9
Secondary	11	61.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data illustrated from Table 4.9 shows that 11(61.1%) of OVCs out of school dropped at secondary level of education while 7(38.9%) of OVCs out of school dropped at primary level of education.

#### 4.3.10 Distribution of OVCs out of school according to duration out of school

The researcher asked the OVC out of school to indicate how long they have stayed out of school. The response is as shown in Table 4.10.

**Table 4.10: Distribution of OVCs out of school according to duration out of school**

<b>Response</b>	<b>F</b>	<b>%</b>
Less than an year	2	11.1
1- 2 years	10	55.6
3-5 years	2	11.1
5 years and above	4	22.2
<b>Total</b>	<b>18</b>	<b>100.0</b>

10(55.6%) of OVCs out of school had been out of school for between 1 and 2 years, 2(11.1%) of OVCs out of school for less than one year, 2(11.1) of OVCs out of school had been out of school for between 3 and 5 years while 4(22.2%) of OVCs out of

school had been out of school for over 5 years. This shows that the OVCs out of school had been out of school for considerable number of years and hence were in a position to provide reasonable information on the influence of sponsorship on completion of post primary education among orphans and vulnerable children.

#### **4.3.11 Distribution of OVCs out of school according to occupation**

OVCs out of school were asked to state their current occupation and the response is as shown in Table 4.11.

**Table 4.11: Distribution of OVCs out of school according to occupation**

<b>Occupation</b>	<b>F</b>	<b>%</b>
Pastoralist	3	16.6
Farmer	1	5.6
Casual laborers	9	50.0
Small business	5	27.8
<b>Total</b>	<b>18</b>	<b>100.0</b>

9(50.0%) of OVCs out of school were casual laborers, 5(27.8%) of OVCs out of school were in business, 3(16.6%) of OVCs out of school were pastoralist while 1(5.6%) of OVCs out of school were farmers.

#### **4.3.12 Demographic information of OVCs in post primary**

The demographic information of OVCs in post primary was based on gender, age, form, college; category is your school and the type of school they were learning.

#### **4.3.13 Distribution of OVCs in post primary according to gender**

OVCs in post primary were asked to state their gender and the response is as shown in Table 4.12



**Table 4.12: Distribution of OVCs in post primary according to gender**

<b>Gender</b>	<b>F</b>	<b>%</b>
Male	43	50.0
Female	43	50.0
<b>Total</b>	<b>86</b>	<b>100.0</b>

The number of male respondents was equal that of female respondents for OVCs in post primary education. Data shows that 43(50.0%) of OVCs in post primary were male while 43(50.0%) of OVCs in post primary were female.

#### **4.3.14 Distribution of OVCs in post primary according to age**

The researcher requested the OVCs in post primary education to indicate their age and the result is as shown in Table 4.13.

**Table 4.13: Distribution of OVCs in post primary according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
15 and below	8	9.3
16-18	61	70.9
19-25	16	18.6
26 and above	1	1.2
<b>Total</b>	<b>86</b>	<b>100.0</b>

Table 4.13 clearly indicates that 61(70.9%) of OVCs in post primary were aged between 16 and 18 years, this is the time most of them are in secondary level. 16(18.6%) of OVCs in post primary were aged between 19 and 25 years and this is the age when most of them are in colleges or vocational level. 8(9.3%) of OVCs in post primary were aged below 15 years while 1(1.2%) of OVCs in post primary were aged above 26 years

#### **4.3.15 Distribution of OVCs in post primary according to class**

The researcher asked the OVCs in post primary to indicate their class and the response is as shown in Table 4.14.

**Table 4.14: Distribution of OVCs in post primary according to class**

<b>Response</b>	<b>F</b>	<b>%</b>
Form 1	25	29.1
Form 2	19	22.1
Form 3	19	22.1
Form 4	10	11.6
College/Vocational	13	15.1
<b>Total</b>	<b>86</b>	<b>100.0</b>

Data shows that 25(29.1%) of OVCs in post primary were in form I, 19(22.1%) of OVCs in post primary were in from 2, 19(22.1%) of OVCs in post primary were in form 3, 10(11.6%) of OVCs in post primary were in form 4 and 13(15.1%) were in tertiary college and vocational.

#### **4.3.16 Distribution of OVCs in post primary according to type of school**

OVCs in post primary school were asked to indicate the type of school they attended and the response is as shown in Table 4.15.

**Table 4.15: Distribution of OVCs in post primary according to type of school**

<b>Response</b>	<b>F</b>	<b>%</b>
Day	52	60.5
Boarding	34	39.5
<b>Total</b>	<b>86</b>	<b>100.0</b>

Findings according to Table 4.15 shows that there were 52(60.5%) number of OVCs in day school compared to 34(39.5%) in boarding schools.

#### **4.3.17 Distribution of OVCs in post primary according to category of school**

The researcher asked the OVCs in post primary to state the category of school they attended and the response is as shown in Table 4.16.

**Table 4.16: Distribution of OVCs in post primary according to category of school**

<b>Response</b>	<b>F</b>	<b>%</b>
Boys	1	1.1
Girls	20	23.3
Mixed	65	75.6
<b>Total</b>	<b>86</b>	<b>100.0</b>

Findings as per Table 4.16 shows that there were thrice 65(75.6%), number of OVCs in mixed school, compared to those in either only girls 20(23.3%) or boys 1(1.1%) school.

#### **4.3.18 Demographic information of teachers**

The demographic information of teachers was based on gender, age, highest academic qualification, the duration they had served as teachers.

#### **4.3.19 Distribution of teachers according to gender**

Teachers were asked to indicate their gender and the response is as shown in Table 4.17.

**Table 4.17: Distribution of teachers according to gender**

<b>Response</b>	<b>F</b>	<b>%</b>
Male	13	59.1
Female	9	40.9
<b>Total</b>	<b>22</b>	<b>100.0</b>

Findings from Table 4.17 shows that 13(59.1%) of teachers were male while 9(40.9%) of teachers were female.

#### **4.3.20 Distribution of teachers according to age**

Teachers were asked to indicate their age category and the response is as shown in Table 4.18.

**Table 4.18: Distribution of teachers according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
30 and below	15	68.2
36-45	7	31.8
<b>Total</b>	<b>22</b>	<b>100.0</b>

15(68.2%) of teachers were aged below 30 years while 7(31.8%) of teachers were in the age bracket of between 36 and 45 years.

#### **4.3.21 Distribution of teachers according highest academic qualification**

The researcher asked teachers to indicate their highest level of academic qualification and the response is as shown in Table 4.19

**Table 4.19: Distribution of teachers according highest academic qualification**

<b>Highest academic qualification</b>	<b>F</b>	<b>%</b>
Diploma	6	27.3
Degree	15	68.2
Masters	1	4.5
<b>Total</b>	<b>22</b>	<b>100.0</b>

Teachers who had degree academic qualification 15(68.2%) were more than twice 6(27.3%) those with diploma academic qualification while 1(4.5%) of teachers had masters academic qualification.

#### **4.3.22 Distribution of teachers according years served as teachers**

Teachers were asked to state the number of years they have served as teachers and the response is as shown in Table 4.20.

**Table 4.20: Distribution of teachers according years served as teachers**

<b>Years</b>	<b>F</b>	<b>%</b>
Below 5yrs	15	68.2
6-10yrs	2	9.1
11-15 yrs	3	13.6
16yrs and above	2	9.1
<b>Total</b>	<b>22</b>	<b>100.0</b>

15(68.2%) of teachers had teaching experience below 5 years, 2(9.1%) of teachers had teaching experience of 6 and 10 years. Data further shows that 3(13.6%) of teaching experience between 11 and 15 years while the 2(9.1%) of teachers had teaching experience for more than 16 years.

#### **4.4 Accessibility to sponsorship and completion of post primary education**

To assess the influence of accessibility of sponsorship on completion of post primary education among orphans and vulnerable children of Ngaremara location in Isiolo county, guardians, OVCs in post primary OVCs out of school and teachers were posed with items that sought the information on accessibility of sponsorship. Data is presented in the following section:

##### **4.4.1 Distribution of care givers according to the number of OVCs they took care of**

OVCs caregivers were asked to indicate the number of OVCs they took care of and the response is as shown in Table 4.21.

**Table 4.21: Distribution of care givers according to the number of OVCs they took care**

<b>Number</b>	<b>F</b>	<b>%</b>
1-2	12	13.2
3-5	32	35.2
5-7	20	22.0
7 and above	27	29.6
<b>Total</b>	<b>91</b>	<b>100.0</b>

12(13.2%) of care giver took care of between 1 and 2 OVCs, 32(35.2%) of care giver took care of between 3 and 5 OVCS, 20(22.0%) of care giver were guardians of between 5 and 7 OVCS while 27(29.6%) of care givers took care of more than 7 OVCs.

#### **4.4.2 OVCS out of school and OVCS in post primary responses on whether they have ever benefited from any school fees sponsorship**

The researcher asked the OVCs in post primary to state whether they have benefitted from any school fees sponsorship and the response is as shown in Table 4.22

**Table 4.22: OVCS out of school and OVCS in post primary responses on whether they have ever benefited from any school fees sponsorship**

<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
OVCS out of school	5	27.8	13	72.2
OVCS in post primary	59	68.6	27	31.4

13(72.2%) of OVCS out of school indicated that they have never benefited from any school fees sponsorship while 5(27.8%) of OVCS out of school had benefited from any school fees sponsorship. Data further shows that majority 59(68.6%) of OVCS in post primary had benefited from school fees sponsorship.

#### **4.4.3 OVCS in post primary school responses on school fees sponsorship benefited from**

OVCs in post primary were requested to state the school sponsorship they benefitted from and the response is as shown in Table 4.23

**Table 4.23: OVCS in post primary school responses on school fees sponsorship benefited from**

<b>Response</b>	<b>F</b>	<b>%</b>
None	19	22.1
Government Bursary	39	45.3
Scholarships	9	10.5
NGO Financing	8	9.3
Community/ Family contribution	11	12.8
<b>Total</b>	<b>86</b>	<b>100.0</b>

It is evidenced from findings in Table 4.21 shows that 39(45.3%) of OVCs in post primary benefited from government bursaries, 9(10.5%) of OVCs in post primary school benefited from specific scholarships funding, 8(9.3%) of OVCs in post primary school from NGO financing, 11(12.8%) of OVCS in post primary school indicated that they benefited from community/ family contribution while 19(22.1%) of OVCs in post primary school had not benefited from any scheme.

#### **4.4.4 OVCs out of school responses on school fees sponsorship**

The researcher asked the OVCs out of school on school fees funding they have ever benefited from and the response is as shown in Table 4.24

**Table 4.24: OVCs out of school responses on school fees sponsorship**

<b>Response</b>	<b>F</b>	<b>%</b>
None	13	72.2
Government Bursary	3	16.7
Community support	2	11.1
<b>Total</b>	<b>18</b>	<b>100.0</b>

13(72.2%) of OVCs out of school had not benefited from any school fees sponsorship,3(16.7%) of OVCs out of school benefited from government bursary while 2(11.1%) of OVCS in post primary benefited from community support.

#### **4.4.5 Teachers response on the main source of school fees for OVCS in the school**

Teachers were requested to state the main source of school fees for OVCs in their school and the response is as shown in Table 4.25

**Table 4.25: Teachers response on the main source of school fees for OVCS in the school**

<b>Response</b>	<b>F</b>	<b>%</b>
NGO financing	2	9.1
Sponsors	8	36.4
Bursaries	7	31.8
Guardians and well wishers	5	22.7
<b>Total</b>	<b>22</b>	<b>100.0</b>

Data shows that 2(9.1%) of teachers indicated that the main source of school fees for OVCs in the school was from NGO financing, 8(36.4%) of teachers indicated that it was from sponsors, 7(31.8%) of teachers indicated from bursaries while 5(22.7%) of teachers indicated that guardians and well-wishers were the main source of school fees for OVCs in the school



#### **4.4.6 OVCS in post primary responses on how they learnt about school fees sponsorship**

The researcher asked OVCs in post primary to mention the mode in which they learnt about school fees sponsorship and the response is as shown in Table 4.26

**Table 4.26: OVCS in post primary responses on how they learnt about school fees sponsorship**

<b>Response</b>	<b>F</b>	<b>%</b>
Mass media	6	7.0
Friends & relatives	61	70.9
Teachers	13	15.1
Government officers	6	7.0
<b>Total</b>	<b>86</b>	<b>100.0</b>

Data from Table 4.26 clearly shows that information on sponsorship is conveyed by word of mouth through friends and relatives 61(70.9%). 6(7.0%) of OVCs in post primary learnt about school fees sponsorship from mass media. Data further shows that 13(15.1%) of OVCs in post primary learnt from their teachers while 6(7.0%) of OVCs in post primary learnt about school fees sponsorship from the government officers.

#### **4.4.7 Care givers responses on how they learnt about school fees sponsorship**

The researcher inquired caregiver on how they learnt about school fees sponsorship and the response is as shown in Table 4.27

**Table 4.27: Care givers responses on how they learnt about school fees sponsorship**

<b>Response</b>	<b>F</b>	<b>%</b>
Mass media	3	3.3
Friends & relatives	63	69.2
Teachers	15	16.5
Government officers	10	11.0
<b>Total</b>	<b>91</b>	<b>100.0</b>

Data shows that 63(69.2%) of caregivers learnt about school fees sponsorship from friends and relatives. Mass media 3(3.3%) portrays the lowest mode by which caregivers get information in relation to school fees funding. 15(16.5%) of care givers learnt about school fees sponsorship from teachers while 10(11.0%) of care givers indicated that they learnt about school fees sponsorship from government officers.

#### **4.4.8 Care givers responses on the number of OVCs that care givers had in secondary or colleges**

Caregivers were asked on the number of OVCs that they took care of and the response is as shown in Table 4.28

**Table 4.28: Care givers responses on the number of OVCs that they had in secondary or colleges**

<b>Response</b>	<b>F</b>	<b>%</b>
Zero	4	4.4
One	47	51.6
Two	28	30.8
Three	10	11.0
4 and above	2	2.2
<b>Total</b>	<b>91</b>	<b>100.0</b>

47(51.6%) of caregivers had one OVCs in secondary or college, 28(30.8%) of care givers had two OVCs in secondary or college. Data further shows that 10(11.0%) of care givers had three OVCs in secondary or college while 2(2.2%) of care givers had more than four OVCs in secondary or college.

#### **4.4.9 Care givers responses on the school the children were learning**

The researcher asked the caregivers on the type of school their children learnt from and the response is shown in Table 4.29.

**Table 4.29: Care givers responses on the school the children were learning**

<b>Response</b>	<b>F</b>	<b>%</b>
Day	64	70.3
Boarding	18	19.8
Day/ boarding	9	9.9
<b>Total</b>	<b>91</b>	<b>100.0</b>

Response from caregivers shows that OVCs who attended day school 64(70.3%) were more than three times those attended boarding school 18(19.8%). 9(9.9%) of care givers indicated that the children were in day/ boarding school.

#### **4.4.10 OVCs out of school responses on the level of education that they were able to receive educational sponsorship support**

The researcher asked OVCs out of school on the level of education they were able to receive sponsorship and the response is as shown on Table 4.30.

**Table 4.30: OVCs out of school responses on the level of education that they were able to receive educational sponsorship support**

<b>Response</b>	<b>F</b>	<b>%</b>
None	12	66.6
Primary	3	16.7
Secondary	3	16.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

Data shows that 12(66.6%) of OVCs out of school had not received education sponsorship support at any level, 3(16.7%) of OVCs out of school were able to receive educational sponsorship support at primary level while the same number of 3(16.7%) of OVCs out of school received support at secondary level

#### **4.4.11 care givers responses on where their children have ever benefitted from any school fees sponsorship**

Caregiver were asked to state if their children have ever benefitted from any school fees sponsorship and the response is as shown in Table 4.31

**Table 4.31: care givers responses on where their children have ever benefitted from any school fees sponsorship**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	41	45.1
No	50	54.9
<b>Total</b>	<b>91</b>	<b>100.0</b>

50(54.9%) of care givers indicated that their children have never benefitted from any school fees sponsorship while 41(45.1%) of care givers children had benefitted from any school fees sponsorship.

#### **4.4.12 Care givers responses on the school fees sponsorship that their children benefited from**

The researcher asked caregivers on the school fees sponsorship that their children benefitted from and the response is as shown in Table 4.32.

**Table 4.32: Care givers responses on the school fees sponsorship that their children benefited from**

<b>Response</b>	<b>F</b>	<b>%</b>
None	39	42.8
Government Bursary	27	29.7
NGO Support	17	18.7
Community support	6	6.6
Church support	2	2.2
<b>Total</b>	<b>91</b>	<b>100.0</b>

Data from Table 4.32 shows that 39(42.8%) of caregivers indicated that their children did not benefit from any school fees sponsorship, 27(29.7%) of care givers indicated that their children benefited from Government Bursary, 17(18.7%) of care givers indicated form NGO support, 6(6.6%) of care givers from community support. Data further shows that 2(2.2%) of care givers children benefited from church support.

#### **4.4.13 Teachers' responses on some of the ways that OVCs access sponsorship for their school fees in the school**

Teachers were asked to state some of the ways that OVCs access sponsorship for their school fees and the response is as shown in Table 4.33.

**Table 4.33: Teachers’ responses on some of the ways that OVCs access sponsorship for their school fees in the school**

<b>Response</b>	<b>F</b>	<b>%</b>
Government Bursary	12	54.5
Scholarships	2	9.2
NGO financing	5	22.7
Community / family contribution support	3	13.6
<b>Total</b>	<b>22</b>	<b>100.0</b>

12(54.5%) of teachers indicated that government bursary was one of the way that OVCs access sponsorship for their school fees in the school, 2(9.2%) of teachers indicated scholarship, 5(22.7%) of teachers indicated NGOs financing while the 3(13.6%) of teachers indicated that community/ family contributions support was one of the way that OVCs access sponsorship for their school fees in the school

#### **4.4.14 Care givers rate on the procedure for access of school fees sponsorship support**

The researcher asked the caregiver to rate the procedure for access of school fees sponsorship support and the response is as shown in Table 4.34

**Table 4.34: Care givers rate on the procedure for access of school fees sponsorship support**

<b>Response</b>	<b>F</b>	<b>%</b>
Very Long	50	54.9
Moderately Long	24	26.4
Moderately Short	9	9.9
Short	4	4.4
N/A	4	4.4
<b>Total</b>	<b>91</b>	<b>100.0</b>

50(54.9%) of care givers indicated that the procedure for access of school fees sponsorship support was very long, 24(26.4%) of care givers indicated that it was

moderately long, 9(9.9%) of care givers indicated that it was moderately short while 4(4.4%) of care givers rated the procedure for access of school fees sponsorship support being short.

#### 4.4.15 Correlation on accessibility of sponsorship to completion of post primary education

To examine the influence of accessibility of sponsorship on completion of post primary education among OVCs of Ngaremara location in Isiolo county, Spearman rank-order correlation coefficient ( $r$ ) was used to test the variables. To do this the researcher selected the independent variable (accessibility of sponsorship) and the dependent variable (completion of post primary education among orphans).

**Table 4.35: Correlation of accessibility of sponsorship to completion of post primary education**

Correlations

			Accessibility of sponsorship	Completion
Spearman's rho	Accessibility of sponsorship	Correlations Coefficient Sig. (2-tailed) N	1.000  22	.556★ .037 22
	Completion	Correlation Coefficient Sig. (2-tailed) N	0.556* 0.37 22	1.000  22

\*Correlations is significant at the 0.05 level (2-tailed)

The results are presented in a matrix such that, as can be seen, the correlations are replicated. Nevertheless, the table presents Spearman's correlation, its significance value and the sample size that the calculation was based on. In this example, we can see that Spearman's correlation coefficient,  $r_s$ , is 0.556, and that this is statistically significant ( $p = .035$ ). The results indicated that there was a strong, positive

correlation between Accessibility of sponsorship and Completion, which was statistically significant ( $r_s = .556, p = .037$ ).

#### **4.5 Adequacy to sponsorship and completion of post primary education**

To assess the influence of adequacy of sponsorship on completion of post primary education among orphans and vulnerable children of Ngaremara location in Isiolo County, OVCs caregivers, OVCs in post primary, OVCs out of school and teachers were posed with items that sought the same.

##### **4.5.1 Care givers and OVCS in post primary responses on the amount they paid per child in a year.**

The researcher asked the caregivers and OVCs in post primary the amount they paid on a child per year and the response is as shown in Table 4.36

**Table 4.36: Care givers and OVCS in post primary responses on the amount they paid per child in a year.**

Amount	Care Givers		OVCS in post Primary	
	F	%	F	%
Below 10000	2	2.2	6	7.0
10,000 – 20,000	45	49.4	42	48.8
20,000 – 30,000	22	24.2	7	8.1
30,000 – 40,000	12	13.2	11	12.8
40,000 and above	10	11.0	20	23.3

Findings in Table 4.36 shows that 45(49.4%) of care givers and 42(48.8%) of OVCs in post primary paid between 10,000 and 20,000 per child in a year, 22(24.2%) of care givers and 7(8.1%) of OVCS in post primary paid between 20,000 and 30,000 per child. Data further shows that 10(11.0%) of care givers and 20(23.3%) of OVCs in post primary indicated that they paid over 40,000 and above per child in a year.



#### 4.5.2 OVCS in post primary responses on how they raised the school fees amount

OVCs in post primary were asked on how they raised the school fees amount and the response is as shown on Table 4.37

**Table 4.37: OVCS in post primary responses on how they raised the school fees amount**

<b>Response</b>	<b>F</b>	<b>%</b>
Government Bursaries	24	14.9
Scholarships	9	5.6
NGO financing	2	1.2
Community /Family contribution	45	28.0
Parents	81	50.3
<b>Total</b>	<b>161</b>	<b>100.0</b>

Data shows that most OVCs used more than one source to raise the amount for school fees. 24(14.9%) of OVCs in post primary raised the amount though government bursaries, 9(5.6%) of OVCs in post primary though scholarships, 2(1.2%) of OVCs though NGO financing, 45(28.0%) of OVCs though community/ family contribution and 81(50.3%) of OVCs in post primary raised the money from their parents.

#### 4.5.3 Care givers and OVCs in post primary responses on whether the money was adequate for total fees throughout the year

The researcher asked the caregivers and OVCs in post primary on the adequacy of total school fees throughout the year and the response is shown on Table 4.38

**Table 4.38: Care givers and OVCs in post primary responses on whether the money was adequate for total fees throughout the year**

<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Care givers	9	9.9	82	90.1
OVCs in post primary	14	16.3	72	83.7

82(90.1%) of care givers and 72(83.7%) of OVCs in post primary indicated that money was inadequate for total fees throughout the year while 9(9.9%) of care givers indicated that money was adequate for total fees throughout the year. This implies that the money that OVCs had received school fees sponsorship support was inadequate

#### **4.5.4 Teachers and OVCs out of school Responses on whether the sponsorship support for school fees given to OVCs was adequate throughout the year.**

The researcher asked teachers and OVCs out of school on the adequacy of sponsorship support on school fees and the response is as shown in Table 4.39

**Table 4.39: Teachers and OVCs out of school Responses on whether the sponsorship support for school fees given to OVCs was adequate throughout the year**

<b>Respondents</b>	<b>Adequate</b>		<b>Not adequate</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Teachers	2	9.1	20	90.9
OVCs out of school	1	5.6	17	94.4

Table 4.39 shows that 17(94.4%) of OVCs out of school and 20(90.9%) of teachers indicated that the sponsorship support for school fees given to OVCs was inadequate.

#### **4.5.5 Teachers responses on whether schools had mechanism for keeping OVCs in school**

Teachers were asked to state whether the school had mechanism for keeping OVCs in school and the response is as shown in Table 4.40.

**Table 4.40: Teachers responses on whether schools had mechanism for keeping OVCs in school**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	14	63.6
No	8	36.4
<b>Total</b>	<b>22</b>	<b>100.0</b>

14(63.6%) of teachers indicated that the schools had mechanism for keeping OVCs in school while 8(36.4%) of schools indicated that the schools lacked a mechanism for keeping OVCs in school. They further added that mechanism used included where schools request for bursaries and well-wishers, parents working and also giving students time and period to raise the funds.

#### 4.5.6 Correlation on adequacy of sponsorship to completion of post primary education

In order to examine the influence of adequacy of sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo district Spearman rank-order correlation coefficient (*rho*) was used. The researcher selected the independent variable (adequacy of sponsorship) and the dependent (completion of post primary education among orphans and vulnerable children).

**Table 4.41: Correlation on adequacy of sponsorship to completion of post primary education**

##### Correlations

			Adequacy of sponsorship	Completion
Spearman's rho	Adequacy of sponsorship	Correlations Coefficient Sig. (2-tailed) N	1.000 22	.568* .037 22
	Completion	Correlation Coefficient Sig. (2-tailed) N	0.568* 0.37 22	1.000 22

\*Correlations is significant at the 0.05 level (2-tailed)

The results presented in the table shows that the correlations are replicated. The table 4.39 shows that the Spearman's correlation coefficient,  $r_s$ , is 0.568, and that this is statistically significant ( $p = .0375$ ). The results indicated that there was a strong,

positive correlation between adequacy of sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location ( $r_s = .568, p = .037$ ).

#### 4.6 Consistency to sponsorship and completion of post primary education

To assess the influence of consistency of sponsorship on completion of post primary education among orphans and vulnerable children, OVCs guardians, OVCs in post primary, OVCs out of school and teachers were posed with items that sought the same. Findings are presented in the following section:

##### 4.6.1 Responses on the number of times in a year OVCS had received school fees sponsorship support

OVCs in post primary were asked to state the number of time they had received sponsorship support and the response is as shown in Table 4.4.

**Table 4.42: Responses on the number of times in a year OVCS had received school fees sponsorship support**

Times	Care Givers		OVCS out of school		OVCS in post Primary		Teachers	
	F	%	F	%	F	%	F	%
Never	31	34.1	11	61.1	14	16.3	2	9.1
Once	40	44.0	3	16.7	38	44.2	14	63.6
Twice	13	14.3	3	16.7	16	18.5	2	9.1
Thrice	7	7.6	1	5.5	9	10.5	4	18.2
More than three times	0	0.0	0	0.0	9	10.5	0	0.0

14(63.6%) of teachers and 40(44.0%) of care giver responded that OVCs had received school fees sponsorship support once, 11(61.1%) of OVCs out of school had never received school fees sponsorship support. data further shows that 38(44.2%) of OVCs in post primary had received school fees sponsorship support only once

**4.6.2 Care givers and OVCs out of school responses on whether they were times the children were discontinued because they could not afford to pay fees.**

The researcher asked the caregivers if there were instances their children were discontinued because they could not afford to pay the fees and the response is as shown in Table 4.43.

**Table 4.43: Care givers and OVCs out of school responses on whether they were times the children were discontinued because they could not afford to pay fees.**

Respondents	Caregivers		OVCs out of school	
	F	%	F	%
Yes	50	54.9	17	94.4
No	41	45.1	1	5.6

The findings show that 50(54.9%) of care givers and 17(94.4%) of OVCs out of school indicated that there were times the OVCs were discontinued because they could not afford to pay fees.

**4.6.3 Care givers and OVCs out of school responses on the number of time the children were discontinued because they could not afford to pay fees.**

The researcher asked the caregivers and OVCs out of school on the number of times their children were discontinued from school because they could not afford to pay the school fees and the response is as shown in Table 4.44

**Table 4.44: Care givers and OVCs out of school responses on the number of time the children were discontinued because they could not afford to pay fees.**

Times	OVCs out of school		CAREGIVERS	
	F	%	F	%
Never	1	5.6	37	40.7
Once	6	33.3	13	14.3
Twice	6	33.3	17	18.7
Thrice	2	11.1	10	11.0
More than three times	3	16.7	14	15.3

Most of OVCs had been discontinued twice as evidenced by response of OVCs out of school 6(33.3%) and caregivers 17(18.7%). 6(33.3%) of care givers indicated once while 17(18.7%) of OVCs out of school indicated that they had been discontinued twice because they could not afford to pay fees.

#### **4.6.4 Care givers responses on whether they were assured of their children continuous school fees sponsorship support throughout the year**

Caregivers were asked if they were assured of their children continuous school fees support throughout the year and the response is as shown in Table 4.44

**Table 4.45: Care givers response on whether they were assured of their children continuous school fees sponsorship support throughout the year.**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	20	22.0
No	34	37.4
Somehow	37	40.6
<b>Total</b>	<b>91</b>	<b>100.0</b>

Data in table 4.45 shows that 20(22.0%) of care givers were assured of their children continuous school fees sponsorship support throughout the year, 34(37.4%) of care givers were not assured while 37(40.6%) of care givers were somehow assured of their children continuous school fees sponsorship support throughout the year

#### **4.6.5 Teachers responses on whether children were assured of continuous school fees sponsorship support throughout the year**

Teacher were asked if they were asked to state if they were assured of continuous school fees sponsorship support throughout the year and the response is as shown in Table 4.46.

**Table 4.46: Teachers responses on whether they were assured of continuous school fees sponsorship support throughout the year**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	1	4.6
Somehow	12	54.5
No	9	40.9
<b>Total</b>	<b>22</b>	<b>100.0</b>

Data in table 4.46 shows that 12(54.5%) of teachers indicated that they were somehow assured of continuous school fees sponsorship support throughout the year, 9(40.9%) of teachers indicated that they were not assured of continuous school fees sponsorship support throughout the year while a significant number of 1(4.6%) of teachers indicated that they were assured of continuous school fees sponsorship support throughout the year.

#### **4.6.6 OVCs in post primary responses on consistency to sponsorship programme**

OVCs in post primary who had received sponsorship support were asked to state on the consistency to sponsorship programme and the response is as shown in Table 4.47.

**Table 4.47: OVCs in post primary responses on consistency to sponsorship**

<b>Statement</b>	<b>Yes</b>		<b>NO</b>		<b>Somehow</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Are there instances when you were sent home to collect fee because the money delayed?	77	89.5	9	10.5	0	0.0
Are you assured of continuous school fees sponsorship support throughout the year?	12	14.0	15	17.4	59	68.6

77(89.5%) of OVCs in post primary indicated that there were instances when they were sent home to collect fee because the money delayed. 59(68.6%) of OVCS indicated that they were somehow assured of continuous school fees sponsorship support throughout the year.

#### **4.6.7 OVCs out of school responses on whether there were instances when some of their classmates dropped out of school because they no longer received school fees sponsorship support.**

OVCs out of school were asked to state if there were instances their classmates had dropped out of school for lack of school fees sponsorship support and the response is as shown in Table 4.48.

**Table 4.48: OVCs out of school responses on whether there were instances when some of their classmates dropped out of school because they no longer received school fees sponsorship support**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	15	83.3
No	3	16.7
<b>Total</b>	<b>18</b>	<b>100.0</b>

15(83.3%) of OVCs out of school indicated that there were instances when some of their classmates dropped out of school because they no longer received school fees sponsorship support while 3(16.7%) of OVCs indicated that there were no instances they are aware of when some of their classmates dropped out of school because they no longer received school fees sponsorship support.

#### **4.6.8 Teachers responses on whether they were aware of instances where OVCs have discontinued because they could not afford to pay fees**

The researcher requested the teachers to mention whether there were instances where OVCs were discontinued from school because they could not afford school fees and the response is as shown in Table 4.49

**Table 4.49: Teachers responses on whether they were aware of instances where OVCs have discontinued because they could not afford to pay fees**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	12	54.5
No	10	45.5
<b>Total</b>	<b>22</b>	<b>100.0</b>



12(54.5%) of teachers indicated that they were aware of instances where OVCs have discontinued because they could not afford to pay fees while 10(45.5%) of teachers indicated that they were not aware of instances where OVCs have discontinued because they could not afford to pay fees

#### **4.6.9 Teachers and OVC in post primary responses on the number of times where OVCs had discontinued because they could not afford to pay fees**

The teachers were asked to indicate the number of times where OVCs have discontinued because they could not afford to pay fees, teachers and OVC out of school responded as Table 4.50.

**Table 4.50: Teachers and OVC in post primary responses on the number of times where OVCs had discontinued because they could not afford to pay fees**

<b>Times</b>	<b>Once</b>		<b>Twice</b>		<b>Thrice</b>		<b>More than thrice</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Teachers	1	5.6	6	33.3	6	33.3	5	27.8
OVC in post primary	1	4.5	10	45.5	3	13.6	8	36.4

Data shows that 1(5.6%) of teachers and 1(4.55%) of OVC in post primary indicated that OVCs had once discontinued because they could not afford to pay fees, 6(3.3%) of teachers and 10(45.5%) of OVC in post primary indicated twice. Data further shows that 5(27.8%) of teachers and 8(36.4%) of OVC in post primary indicated that OVCs had discontinued because they could not afford to pay fees more than thrice.

#### **4.6.10 Correlation on Consistency of sponsorship for post primary education**

In order to examine the influence of consistency of sponsorship on completion of post primary education among OVCs of Ngaremara location in Isiolo county, Spearman rank-order correlation coefficient ( $r$ ) was used to test the variables. To do this the researcher selected the independent variable (consistency of sponsorship) and the dependent variable (completion of post primary education).

**Table 4.51: Correlation on Consistency of sponsorship for post primary education**

**Correlations**

			Consistency of sponsorship	Completion
Spearman's rho	Consistency of sponsorship	Correlations Coefficient	1.000	.399*
		Sig. (2-tailed)		.036
		N	22	22
	Completion	Correlation Coefficient	0.399*	1.000
		Sig. (2-tailed)	0.326	
		N	22	22

\*Correlations is significant at the 0.05 level (2-tailed)

The results in table 4.51 shows that the Spearman's correlation coefficient,  $r_s$ , is 0.399, which is statistically significant ( $p = .036$ ). The results indicated that there was a weak, positive correlation between consistency of sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, which was statistically significant ( $r_s = .399, p = .036$ ).

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introductions**

In this chapter the researcher summarizes, discusses, concludes and makes recommendations on the finding of the influence of sponsorship on completion of post primary education among orphans and vulnerable children of Ngaremara location in Isiolo County, Kenya. This is based on the research objectives and answers from the research questions based on the same objectives; how does accessibility to sponsorship, adequacy of sponsorship and consistency of sponsorship influence completion of post primary education among OVCs. The questionnaires to come up with these findings were formulated as per the objective of the study. The chapter ends with recommendation and suggestions which can be used for further studies and contribution to the body of knowledge.

#### **5.2 Summary of findings**

This section gives the finding of the study. The summary is based on the objective of the study, which have been presented and interpreted in Chapter four. These objectives are to assess the influence of accessibility on sponsorship, to determine the influence of adequacy of sponsorship and to determine the influence consistency of sponsorship on completion of post primary education among OVCs in Ngaremara Location Isiolo County.

##### **5.2.1 Demographic response**

Questionnaire return rate was high; out of 208 questionnaires issued 199 were returned. These return rates were 99% for caregivers, 93% for OVCs in post primary education and 92% of teachers returned the questionnaires. An average of 94.6% questionnaires was returned. There were four times more women respondent caregivers compared to male respondent caregivers, 80.2% of care givers were female while 19.8% of care givers were male. This is a clear indication that most of OVCs

caregivers are female. A study done by Asayo, (2009) in Kibera slum in Kenya show that proportion of children who had lost one or both parents is high. Children who lived with their mothers' were 21% while those who lived with their fathers' alone was 2% only, this is a clear indication that primary caregivers of OVCs are females.

Majority of OVCs caregivers were aged 45 years and above 46.2%, this shows that most guardians are of middle and aged population. Majority 53.8% of care givers were married compared to those who were widowed, divorced, separated or single (46.2%). The main livelihood of caregivers was charcoal vending which stood at 72.5%. The highest population of caregivers that is 52.8% has never been to school this indicates high illiteracy level among the OVCs caregivers. The highest number of OVCs who had dropped out of school were female 55.6% compared to male at 44.4%. Most girls dropped out of school between the age of 19 -25 years and at secondary level of education which stood at 61.1% according to the findings. 50.0% of school dropout ended up becoming casual laborers to earn their daily bread. The number of male respondents was equal that of female respondents for OVCs in post primary education both at 50.0%. The majority 70.9% of OVCs in post primary education were aged between 16- 18 years; there was twice number of OVCs in day school, 60.5% compared to 31.4% in boarding school. 59.1% of teachers were male while 40.9 % were female, 68.2% were aged 30 years and below and 68.2% had degree level of education.

### **5.2.2 Influence of accessibility of sponsorship on completion of post primary education**

Majority of OVCs out of school (72.2%) responded that they had never benefited from any school fees sponsorship while 68.6% of those in post primary had benefited from one or more school fees sponsorship. 45.3% of OVCs in post primary education had benefitted from government bursary while 22.1% had never benefited from any scheme. According to teachers' response, most school fees sponsorship came from sponsors and bursaries at 36.4% and 31.8% respectively. 70.9% of OVCs in post primary and 69.2% of caregiver received information in regard to accessibility of school fees sponsorship schemes from friends and relatives. According to caregivers response 70.3% of their children were in day school compared to only 19.8% in

boarding school. 54.9% of caregivers rated the procedure for accessing school fees sponsorship support to be very long with a lot of bureaucracy. Table 4.33 shows Spearman's rank-order correlation coefficient used to test the variables was found to be 0.556 which indicates strong positive correlation between accessibility of sponsorship and completion of post primary education among orphans and vulnerable children of Ngaremara location in Isiolo County, Kenya.

### **5.2.3 Influence of adequacy of sponsorship on completion of post primary education**

Majority of OVCs in post primary education paid school fees ranging between Ksh. 10,000 to 20,000 as responded by 49.5% of caregivers and 48.8% of OVCs in post primary schools. Majority 90.1% of caregivers and majority 83.7% of OVCs in post primary, 94.4% of OVCs out of school and 90.9% of teachers indicated that money was inadequate for total fees throughout the year. 63.6% of teachers indicated that the schools had mechanism for keeping OVCs in school. They further added that mechanism used included where schools request for bursaries and well-wishers, parents working and also giving students time and period to raise the funds. According to table 4.39 which shows the Spearman's rank-order correlation coefficient used to test the variables was found to be 0.568 which indicates strong positive correlation between adequacy of sponsorship and completion of post primary education among orphans and vulnerable children of Ngaremara location in Isiolo County, Kenya.

### **5.2.4 Influence of consistency of sponsorship on completion of post primary education.**

High percentage of teachers (63.6%), 44.0% of caregivers and 44.2% of OVCs in post primary had received school fees sponsorship support once. According to 61.1% response of OVCs out of school, they had never received school fees sponsorship support. 54.9% of caregivers, 94.4% of OVCs out of school indicated that OVCs have been discontinued at least once in a year for lack of school fees. 37.4% caregivers, 40.9% of teachers were not assured of OVCs continuous school fees sponsorship support throughout the year. 89.5% of OVCs in post primary, 83.3% of OVCs out of

school, 54.5% of teachers indicates that there were instances OVCs had been discontinued because they could not afford to pay school fees. 100.0% of teachers agreed that it was true that children from low-income families drop out of school after class eight more than those from high income families, majority 86.4% of teachers indicated that children who had lost their parent(s) were more likely to drop out of school compared to children with parent(s). Table 4.49 shows Spearman's rank-order correlation coefficient used to test the variables to be 0.399 which indicates weak positive correlation between consistency of sponsorship and completion of post primary education among orphans and vulnerable children of Ngaremara location in Isiolo County, Kenya.

### **5.3 Discussion of findings**

This section discussed the findings in this study in relation to other similar findings as per the objectives set forth for this study. They are also based on the questionnaires used to guide this study on the influence of sponsorship to the completion of post primary education among OVCs of Ngaremara location in Isiolo County.

#### **5.3.1 Demographic elements in the response of questionnaire**

There was high response rate recorded among caregivers, OVCs in post primary school and teachers. The low return rate that is 64.2% of OVCs out of school who were interviewed was due to their availability during the time of data collection as most of them had moved out to nearby Isiolo town in search of casual labor and employment. There was high respondent rate among female caregivers compared to male caregivers as most household had female as the head which was as a result of death, separation or divorce. Where men were the head of homestead, they had moved out herding or in search of casual work, this is an indication majority of women are the primary caregivers at household level. Most of these caregivers were aged 45 years and above and they were illiterate and semi illiterate. The main livelihood for caregivers is charcoal burning and casual labourers. This indicates low income earnings for caregivers to be in a position to pay school fees for their children There was high school dropout among female OVCs than Male OVCs. It was orally responded that many dropped out due to lack of school fees, early pregnancies and

early marriages. Most OVCs in post primary schools attended day secondary school as they could not afford the high cost of school fees and other expenses related to boarding secondary school.

### **5.3.2 Influence of accessibility of sponsorship on completion of post primary education**

High number of OVCs who had dropped out of school had never benefitted from any school fees sponsorship, they depended purely on parents contributions, 72.2% of OVCs out of school responded that they had never benefited from any school fees sponsorship while 68.6% of those in post primary had benefited from one or more school fees sponsorship. Majority of OVCs in post primary education agreed that they had benefitted from atleast one or more school fees sponsorship, these includes; government bursaries, sponsors, donors, church contribution and community contribution. Majority of caregivers and OVCs in post primary education received information in regard to availability and accessibility of sponsorships from friends and relatives though they rated the whole process to be very long with a lot of bureaucracy. Anyango, (2012) notes that children from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy

### **5.3.3 Influence of adequacy of sponsorship on completion of post primary education**

Most OVCs in post primary education in day school paid school fees ranging from Ksh. 10,000 to Ksh. 20,000 per year and majority of those in boarding school paid between Ksh. 30,000 to Ksh.40,000 per year. High percentage of caregivers, OVCs in post primary education and OVCs out of school and teachers agreed that the money received from school sponsorship was totally inadequate for paying the full amount and it was just a supplement to parental contribution. This agrees with the study carried out by Kiveu and Mayo, (2009:278) which reveals that the fees and other related direct costs have become too high for parents to afford given their low average incomes. Therefore, some may not afford to keep their children in school especially at secondary level. Most schools agreed that they had mechanism for retaining students

with fees balances in school to avoid disrupting their learning programme and these mechanisms include; request for bursaries for very needy student from CDF, relying on well-wishers, parents doing casual jobs in schools to pay for their children fees and extending the period for fees clearance.

#### **5.3.4 Influence of consistency of sponsorship on completion of post primary education**

Inconsistent and fluctuating funding allocations and support to needy students disrupt the learning programme when students are sent home to collect fees. Majority of teachers, caregivers and OVCs in post primary agrees that they had received school fees sponsorship support atleast once. Caregiver agrees that their children have been discontinued atleast once in a year for lack of clearance of school fees balances. Most caregivers and OVCs in post primary school were not assured of continuous school fees sponsorship support throughout the year. This agrees with Anyango, (2012) who notes that inconsistent support to needy students disrupts the learning programme when students are sent home to collect fees. This makes many students supported by the scheme to drop from school altogether.

Teachers agreed that OVCs from low-income are unable to continue with school after class eight more than those from high income families. It was also agreed by teachers that children who were total orphans or partial orphans were likely to drop out of school compared to children with both parents. It was noted that most children fail to report to school for lack of school fees and to help in household chores. Macharia, (2011), notes that high level of poverty at household level as resulted in learning interruption, poor quality of education and high drop out among the poor and vulnerable.

#### **5.4 Conclusion**

This study sought to assess the influence of sponsorship to completion of post primary education among OVCs in Ngaremara location in Isiolo County. The research was based on four objectives which include: To assess the influence of accessibility of sponsorship on completion of post primary education among orphans and vulnerable; To determine the influence of adequacy of sponsorship on completion of post primary



education among orphans and vulnerable; To determine the influence of consistency of sponsorship on completion of post primary education among orphans and vulnerable children in Ngaremara location, Isiolo County.

It is evidenced that OVCs in post primary education have not been adequately and consistently funded by government, NGOs and sponsors working in the region. Majority of caregivers interviewed were illiterate living below the poverty line and thus this calls for urgent intervention in adequately and consistently funding the education sector so as to break the cycle of illiteracy and poverty through curbing of school drop out in the region.

There was high school dropout among girl child compared to boy child; this is facilitated by risk factors that curb girl child such as early pregnancies and early marriages. Most OVCs had benefitted from one or more sponsorship such as government bursaries, sponsors, donors, church contribution and community contribution, but the shortcoming is that these schemes are not easily accessible, adequate and consistent. This is also curbed by long application process, bureaucracy and delay of funds.

School fees paid in boarding school and other related cost are prohibitively high for OVCs to afford, this renders them with no option rather than to join day schools where school fees is affordable although the quality of education is compromised. Findings from this study shows that there is no consistency in funding of OVCs in post primary education from the available sponsorships and this renders many OVCs to be discontinued from school thereby disrupting their learning programme and this may have a direct impact on their academic performance and also it may eventually lead to school dropout.

OVCs from low income families are likely to face a lot of challenges in completion of post primary education compared to their counter parts from well off families, therefore this calls for caregivers empowerment to enable them become financially stable so that they can be in a better position to supplement school fees for their children.

## 5.5 Recommendations

The researcher come up with following recommendation which should be adopted by all key players in funding and supporting post primary education especially for orphans and vulnerable children;

1. Sponsorships available in the region including NGOs, government bursaries, sponsors and religious institutions should make effort to disburse funds in time and consistent with school calendar to avoid OVCs being sent home from time to time as this interrupt their learning programme and have a direct effect on their performance.
2. Affirmative action is required in allocation of adequate funds for OVCs in post primary education to improve on affordability of paying secondary school fees more so for those in boarding secondary school which is quite prohibitive and escalating year after year.
3. There is great need for intense sensitization and creation of awareness of the public on accessibility of support for OVCs. This can be done through the internet, radios, television and through key community people. Political interference should be avoided especially where bursaries and school fees funding for OVCs are awarded.
4. There should be private-public partnership on empowerment of OVCs caregivers. OVCs caregivers can be empowered through support of income generating activities, saving and internal lending schemes, table banking, cash vouchers among others. This will ensure sustainability and local ownership and improve the economic status of caregivers to keep their children in school.
5. Government should introduce adult learning curriculum in Ngaremara location to help improve the literacy level among caregivers and parents. This might make caregivers in away appreciate the value of education for their children.
6. Schools should come up with sound and sustainable mechanisms for keeping very needy students in school. Where school fees continue to exist, school grant schemes should be given to enable waiver of school fees on a case by case basis depending on the level of vulnerability

7. Creation of awareness of importance of girl child education and the right of a child by providing financial and in kind incentives to offset indirect and opportunity cost to girls education. This support may include school uniforms, school supplies, clothing, books and sanitary pads. Such measures can enhance access to post primary education of OVCs and marginalized girls.

### **5.6 Suggestions for further studies**

This study on the influence of sponsorship to the completion of post primary education among orphans and vulnerable children is not enough. Therefore, the researcher suggests some study to be done in the following areas;

1. Assess the influence of NGOs funding to completion of OVCs in post primary education, are the NGOs adequately and consistently funding the education sector for Orphans and Vulnerable children in post primary education
2. Determine factors that affect completion of post primary education among OVCs. What factors determine influence completion of post primary education among OVCs.
3. Assess the sustainability of sponsorship on completion of post primary education among OVCs. Are the mechanism employed for sponsorship of OVC sustainable to promote completion of post primary education among OVCs.
4. Examine the transition rate of OVCs to secondary and college levels, what is the rate of transition of OVCs from primary school to secondary and colleges and the completion rate from post primary education.

### **5.7 Contribution to the body of knowledge**

This study brings into limelight the need to adequately and consistently fund OVCs in post primary education to help them become productive and self-reliable citizens.

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## **APPENDICES**

### **Appendix I: Letter of Transmittal**

Dear Sir/Madam,

I am a student in the University of Nairobi pursuing a Master of Arts degree in Project Planning and Management. I am undertaking research on influence of funding to completion of post primary education among Orphans and Vulnerable Children. A case of Ngaremara location in Isiolo county in Kenya.

I kindly request you to participate in this study and your responses to items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except for this study.

Yours faithfully,

Jane Njoki Nyagah

Reg No.L50/61001/2013



## **Appendix II: Teachers Questionnaires**

### **Introduction**

This questionnaire is part of a research project on the influence of sponsorship to completion of post primary education among Orphans and Vulnerable children in Ngaremara location in Isiolo County, Kenya.

The main purpose of the questionnaire is to solicit information on OVCs school fees sponsorship in terms of accessibility, adequacy and consistency on completion of post primary education among OVCs in Ngaremara location, Isiolo County. Kenya.

The researcher is interested in what you think, feel and how you participate is important decisions regarding OVCs school completion.

### **Instructions of completion of the questionnaire**

Please answer as honestly as possible. Where possible, tick (√) in the appropriate bracket or fill in the spaces provided.

### **SECTION 1**

#### **Demographic Information**

1. What is your location?
2. What is your gender?
  - a) Male
  - b) Female
3. Indicate the age bracket applicable to you.
  - a) 25 and below
  - b) b) 25-35
  - c) c) 36-45
  - d) d) 45 and above
4. What is your highest academic qualification?
  - a) Diploma
  - b) b) Degree
  - c) c) Masters

- d) d) PHD
- e) Others

5. How long have you served as a teacher?

- a) Below 5yrs
- b) 6-10yrs
- c) 11-15 yrs
- d) 16yrs and above

**SECTION 2**

**Accessibility of sponsorship**

6. What is the main source of school fees for OVC in your school?

.....  
 .....

7. What are some of the ways that OVC access sponsorship for their school fees in your school?

- a) Government Bursaries
- b) Scholarships
- c) NGO financing
- d) Community /Family contribution
- e) Other (specify).....

**SECTION 3**

**Adequacy of sponsorship**

7) Is the sponsorship support for school fees given to OVC adequate throughout the year?

- a) Adequate
- b) Not adequate

8) If not adequate does the school have mechanism for keeping OVCs in school?

a) Yes

b) b)No

Explain.....

.....

#### **SECTION 4**

##### **Consistency of sponsorship**

9) How many times in the year do OVC get the school fees sponsorship support funding?

a) Once

b) Twice

c) Thrice

10) Are OVCs assured of continuous school fees sponsorship support throughout the year?

a) Yes

b) No

c) Somehow

10) Are you aware of instances where OVCs have discontinued because they could not afford to pay fees?

a) Yes

b) No

11(a) If yes in question 10, how many OVCs?

.....  
.....

12. (b) If no in question 10, how else do they meet the fee balance?

.....  
 .....

The table below presents statement about family social economic factors that could influence the continuity of education for OVCs. Based on your experience as a teacher, state whether you agree or disagree with each statement by ticking true or false on the appropriate column

	<b>True</b>	<b>False</b>
Children from low-income families drop out of school after class eight more than those from high income families		
Children who have lost their parent(s) are more likely to drop out of school compared to children with parent(s)		
Most children who do not continue with education after class eight have parents with low level of education.		
Children fail to report to school to help with family work as household chores		

## **Appendix 111: OVC Parents/Guardians Questionnaire**

### **Introduction**

This questionnaire is part of a research project on the influence of sponsorship to completion of post primary education among Orphans and Vulnerable children in Ngaremara location in Isiolo County, Kenya.

The main purpose of the questionnaire is to solicit information on OVCs school fees sponsorship in terms of accessibility, adequacy and consistency on completion of post primary education among OVCs in Ngaremara location, Isiolo County. Kenya.

The researcher is interested in what you think, feel and how you participate in important decisions regarding OVCs school completion.

### **Instructions of completion of the questionnaire**

Please answer as honestly as possible. Where possible, tick (✓) in the appropriate bracket or fill in the spaces provided.

### **SECTION A**

#### **Demographic Information**

1. What is your location?
2. What is your gender?  
a) Male ( )    b) Female ( )
3. Indicate the age bracket applicable to you.  
a) 25 and below ( )    b) 25-35 ( )    c) 36-45    d) 45 and above ( )
4. What is your highest academic qualification?  
a) Nursery/ none ( )    b) Lower Primary ( )    c) Upper Primary ( )  
d) Secondary ( )    e) College
5. What is your marital status?  
a) Married    b) Widowed    c) Divorced    d) Separated    e) Single

6. What is your livelihood occupation?

- a) Pastoralist
- b) Farmer
- c) Charcoal Vendor
- d) Casual Laborer
- e) Teachers

## SECTION 2

### Accessibility to sponsorship

7. How many OVCs do you take care of?

- a) 1-2 [ ]
- b) 3-5 [ ]
- c) 5-7 [ ]
- d) 7 and above [ ]

8. How many OVC do you have in secondary and colleges?

- a) 0 [ ]
- b) 1 [ ]
- c) 2 [ ]
- d) 3 [ ]
- e) 4 and above [ ]

9. Which type of school are your children learning?

- a) Day [ ]
- b) Boarding [ ]
- d) Day/Boarding [ ]

10. Have your children ever benefitted from any school fees sponsorship

- a) Yes [ ]
- b) No [ ]

11. If the answer to No. 7 is yes, specify which one?

- a) Government Bursary [ ]
- b) NGO Support [ ]
- c) Community support [ ]
- d) Others specify.....

12. How did you learn about the school support scheme?

- a) Mass media [ ]
- b) Friends & relatives [ ]
- c) Teachers [ ]
- d) Government officers [ ]
- e) Others,(specify) [ ]

13. According to your own opinion, how could you rate the procedure for access of school fees sponsorship support?

- a) Very long [ ]
- b) moderately long [ ]
- c) moderately short [ ]
- d) short [ ]

14. What challenges have you encountered in accessing the school fees sponsorship support?

.....  
.....

**SECTION 3**

**Adequacy of school fees funding**

15. How much school fees do you pay in a year per child?

- a) Below 10000 [ ]
- b) 10,000 – 20,000 [ ]
- c) 20,000 – 30,000 [ ]
- d) 30,000 – 40,000 [ ]
- e) 40,000 and above [ ]

16. Was the money adequate for total fees throughout the year?

- a) Yes ( )
- b) No ( )

17. If NO, what did you do?.....

.....  
.....

**SECTION 4**

**Consistency of sponsorship**

18. How many times in a year have you received school fees sponsorship support?

- a) Once [ ]
- b) Twice [ ]
- c) Thrice [ ]
- d) More [ ]

19. Are there any of your child ever discontinued because they could not afford to pay fees?

- a) Yes [ ]
- b) No [ ]

If yes in question 16, how many times?

.....  
.....  
If no in question 16, how else do you meet the fee balance?

.....  
.....  
20. Are you assured of your children continuous school fees sponsorship support throughout the year?

- a) Yes [ ]                      b) No [ ]                      c) somehow [ ]

**Thank you for your cooperation**



## **Appendix IV: OVC in Post Primary Questionnaire**

### **Introduction**

This questionnaire is part of a research project on the influence of sponsorship on completion of post primary education among Orphans and Vulnerable children in Ngaremara location in Isiolo County, Kenya.

The main purpose of the questionnaire is to solicit information on OVCs school fees sponsorship in terms of accessibility, adequacy and consistency on completion of post primary education among OVCs in Ngaremara location, Isiolo County. Kenya.

The researcher is interested in what you think, feel and how you participate in important decisions regarding OVCs school completion.

### **Instructions of completion of the questionnaire**

Please answer as honestly as possible. Where possible, tick (✓) in the appropriate bracket or fill in the spaces provided.

### **SECTION 1**

#### **Demographic information**

1. What is your location?
2. What is your gender?

a) Male

b) Female

3. Which age bracket are you?

a) 15 and below

b) 16 -18

c) 19-25

d) 26 and above

4. Which form are you? (If in secondary school)

- a) Form 1
- b) Form 2
- c) Form 3
- d) Form 4

5. what college year are you (If in vocational or Tertiary college)

- a) First year
- b) second year
- c) Third year
- d) fourth year

6. Which type of school are you learning?

- a) Day
- b) Boarding
- c) Day/Boarding

7. What category is your school?

- a) Boys
- b) Girls
- c) Mixed

## **SECTION 2**

### **Accessibility to sponsorship**

8. Have you ever benefited from any school fees funding scheme?

- a) Yes
- b) No

9. If the answer to no.6 is yes, specify which scheme is it?

- a) Government Bursaries
- b) Scholarships
- c) NGO financing
- d) Community /Family contribution
- e) Any other( specify)

10. How did you learn about the scheme?

- a) Mass media
- b) Friends & relatives
- c) Teachers
- d) Government officers
- e) Others,(specify)

### SECTION 3

#### Adequacy on retention of students

11. How much school fees do you pay in a year?

- a) Below 10000
- b) 10,000 – 20,000
- c) 20,000 – 30,000
- d) 30,000 – 40,000
- e) 40,000 and above

12. How did you raise this amount?

- a) Government Bursaries( specify)
- b) Scholarships
- c) NGO financing
- d) Community /Family contribution
- e) Any other( specify)

13. Was the money adequate for total fees throughout the year?

- a) Yes
- b) No

14. If NO, what did you do?

.....

.....

## SECTION 4

### Consistency of sponsorship

15. How many times in a year have you received school fees financial support?

- a) Once
- b) Twice
- c) Thrice
- d) More

16. Are there instances when you were sent home to collect fee because the money delayed?

- a) Yes
- b) No

17. How does your school treat those whose money delays?

- a) Sent home
- b) Kept in School

18. Are there instances when some of your classmates dropped out of school because they no longer received school fees support?

- a) Yes
- b) No

19. Are you assured of continuous school fees support throughout the year?

- a) Yes
- b) No
- c) Somehow

**Thank you for your cooperation**

## **Appendix V: Interview guide for OVCs out of school**

- 1) What is your location?
- 2) What is your gender?
- 3) How old are you?
- 4) What is your highest level of education?
- 5) For how long have been out of school?
- 6) What is your current occupation?
- 7) Which type of school were you learning?
- 8) Do you have both parents?
- 9) Have you ever benefited from any school fees sponsorship?
- 10) At what level of your education did you benefit from sponsorship?
- 11) How much school fees were you paying in a year?
- 12) How did you manage to raise this amount?
- 13) How many times in a year did you receive school fees sponsorship support?
- 14) Are there instances when you were sent home to collect fee because the money delayed?
- 15) In your own opinion, how did your school treat those whose money delayed?
- 16) Are there instances when some of your classmates dropped out of school because they no longer received school fees sponsorship support?
- 17) Was Parents contribution the only source of fund for your education?

**Thank you for your cooperation**

## Appendix VI: Permit letter



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF CONTINUING AND DISTANCE EDUCATION  
DEPARTMENT OF EXTRA-MURAL STUDIES

**TO WHOM IT MAY CONCERN**

---

REF: *Un/Cees/Memo/3/2*

DATE: *12<sup>TH</sup> September, 2014*

---

**REF: NYAGAIL JANE NJOKI - ADM. NO. L50/61001/2013**

This is to confirm that the above named is a student at *University of Nairobi, Meru Extra Mural Centre* pursuing a *Master's Degree in Project Planning Management*.

She is currently working on her research project and would like to be granted an opportunity to carry out research at your organization.

Any assistance accorded to her will be highly appreciated.



***DR. CHANDI J. RUGENDO***

***RESIDENT LECTURER***

***MERU EXTRA-MURAL CENTRE AND ITS ENVIRONS***

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

Telegrams 'EDUCATION' Isiolo  
Telephone: 064-52049/52069  
Email: isiolocde2@gmail.com



County Education Office,  
P.O. Box 56 - 60300,  
ISIOLO.

When Replying Please quote

REF:ISL/CDE/MISC/VOL.I/47

Date: 27<sup>th</sup> March, 2015

**NYAGAH JANE NJOKI,  
UNIVERSITY OF NAIROBI,**

**RE: RESEARCH AUTHORITY GRANTED**

You have been granted authority to carry out your research on Project Planning Management in this organization with Ngaremara Location of Isiolo Sub County.

A handwritten signature in blue ink, appearing to read 'Joseph Mugambi'.

**JOSEPH MUGAMBI  
FOR: DISTRICT EDUCATION OFFICER  
ISIOLO.**



Copy to:

County Commissioner,  
**ISIOLO.**