

**SOCIO-ECONOMIC FACTORS INFLUENCING ORPHANS' QUALITY
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KIBERA SLUMS,
NAIROBI COUNTY**

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**A Research Project Submitted in Partial Fulfillment for the Requirements
of the Award of Degree of Master of Education in Economics of Education**

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DECLARATION

This research project is my original work and has not been submitted in any other university

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DEDICATION

I dedicate this work to my spouse Joel Omusebe and children Lenna, Branny, Billy and Nigel.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
AIDS	Acquired Immune Deficiency Syndrome
ESAR	Eastern and Southern Africa Region
FPE	Free Primary Education
KDHS	Kenya Demographic and Health Survey
KESSP	Kenya Education Sector Support Programme
MDGs	Millennium Development Goals
NACC	National AIDS control council
NCC	Nairobi City Council
SSA	Sub-Saharan Africa)
SIDA	Swedish International Development Agency
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
WHO	World Health Organization
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

Despite government measures like teacher salary increase, performance in public primary schools in Kibera slums has been persistently low. While education is considered to be a basic right, the delivery of primary education in Kibera has registered deterioration in quality of education among orphans due to several bottlenecks. This study investigated the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. The study employed a descriptive survey study. The population of the study consisted of the 8 primary schools in Kibera slum. The study sampled 8 head teachers and 24 class teachers of classes 6, 7 and 8 from the 8 public primary schools. Purposive sampling technique was used to sample the head teachers and simple random sampling was used to select the class to participate in the study. The main research instrument that was used in this study was questionnaires. Frequency tables were used to present the research findings. From the findings it shows that school dropout affects the quality of education among orphans. Orphaned pupils drop out of school often due to lack of school uniform. They lack guidance and counseling to help them to face their problems and therefore eventually drop out. The findings led the researcher to conclude that availability of learning resources affects the quality of education among orphans. The orphaned pupils face a challenge of learning resources. They cannot afford the learning resources and this affects the quality of education. This eventually adversely affects the quality of education attained by orphaned pupils in primary schools in Kibera slum. The study concludes that regular school attendance has effect on quality of education among orphans. The orphaned pupils miss school due to lack of school uniform and learning material. This led to missing classes and therefore affects the quality of education. Inadequate financial resource affects the quality of education among orphans. The orphaned pupils have fewer finances for education. They do not pay school uniform on time and are forced to divert finances to cater for other needs other than education. This eventually affects the quality of education they attain. The study findings may contribute to the existing body of knowledge to other researchers on the role quality education in primary schools in Kenya. It may highlight the socio-economic factors influencing orphans' quality education. The researcher recommends that the Ministry of Education should sensitize the guardians on the importance of education for their children. The primary schools should make sure they support the orphaned pupils through availing learning resources to them. This will make their studies comfortable and easy and therefore will lead to improved performance. The head teachers should enhance the guiding and counseling for the orphaned pupils in the schools. This will encourage the orphaned pupils to stay in to school and attend the school regularly. The DEO should mobilize funds from the CDF and bursaries from the Ministry of Education to support orphans. The findings may provide useful information for the National policy-makers, civil society, research organizations and the public as they focus on quality of education as a topic of discussion and enquiry.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Quality education leads to meaningful employment, a major source of family income and an important dimension of inequality Furniss & Green, (1993); Motala, (2000). Subsequently, children who receive quality education are more likely to have the resources to support their economic and social development and become affluent, thus, leaving behind the underprivileged in all sphere of life. When the main wage earner of a family falls ill, family income is increasingly diverted to cover medical expenses.

Alliance (2003) points out issues of equity in access to education in Switzerland especially in poverty stricken households. He avers that in families with scarce resources, boys are usually given preference educationally over girls and biological children over orphans. Bledsoe (2002) pointed out the irony that the richest and poorest countries share the problem of orphan school dropout. He contends that in the United States, over 30% of orphaned pupils leave school prematurely and this for the most part, condemns them to marginal part in the cultural and economic life of the country.

Alliance (2003) contend that many orphan caretaker households are unable to pay for schools fees and materials. Subbarao and Coury (2004) also posit that financial hardship is a key factor to the orphan disadvantage in school enrolment

and could be eliminated through sectoral policies that minimise or totally abolish school fees and uniforms.

In 2013, an estimated 20 million children under the age of 15 years old were orphaned, having lost one or both parents UNICEF (2013). Many millions of other children can be described as vulnerable, due to the effects of illness and poverty. There are many reasons for this situation, including conflict, disease, and accidents UNICEF (2013).

No other region in the world has left more children orphaned and vulnerable than Sub-Saharan Africa. In 2005, the region was home to 48.3 million orphans from all causes United Children's Fund, (2006). The real tragedy is the number of orphans in Sub-Saharan Africa will continue to rise in the years ahead. As staggering as the numbers already are, the crisis in the region is just starting to unfold.

A study on experiences of orphan care in Northern Uganda Oleke (2007) noted that orphans were burdened with domestic work to the extent that their schooling was affected. Responses from the teachers covered by the study indicate that albeit their good enrolment rates, orphans tended to report late to school, to perform poorly and to drop out of school more than other pupils. McGee (2002) noted that use of school enrolment as an indicator of UPE success falls short of the fact that supply of education may not necessarily create its demand. She asserts that the requirement that households meet costs such as uniform, books,

meals, registration for examinations at primary seven, all continue to dampen the enrolment and school completion rates.

Ethiopia, like many signatories to the United Nations Millennium Goals, pledged to waive all school fees for primary school children by 2015, meeting the MDG, but has not yet made significant steps to do so. The United Children's Fund (2006) noted that only 25% of orphaned children attend school compared with 58% non-orphaned children in Ethiopia. The sad reality is that 75% of orphaned children do not attend school. Primary education in Ethiopia is not free. Children must pay a yearly fee to enroll in public school but they must also have a compulsory uniform, shoes and school supplies. This may seem like a nominal amount but for many children it is the barrier that prohibits their being able to attend school. The UNESCO (2007) contends that serious barriers to enrollment include the direct cost to households, which is not just school fees but textbooks, school supplies, and compulsory uniforms.

Recent statistics from Oxfam GB shows that there are 123,000 school aged children missing out on education in Kibera. Many of those in school attend low quality education due to school dropout, school dropout, availability of learning resources and inadequate financial resource of education resources. With these types of problems from the pupils it becomes hard for them to acquire quality education. When children are not given an equal opportunity to education they cannot compete favorably. According to Glennerster (2011) although Kibera

slums continue to register high enrolment rates in public primary schools, quality of education has not improved. Orphans may find themselves in more challenging situations given that they not only need to maintain good health but also seek quality education to pull through in life. This proposed study seeks to establish the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County.

1.2 Statement of the Problem

The desire to provide quality education for all children was one of the major objectives of the struggle for independence. As such, the government of Kenya is currently implementing measures to improve the quality of education in secondary schools. Despite government measures like teacher salary increase to boost performance, performance in public primary schools has been persistently low. While education is considered to be a basic right and need, the delivery of primary education in Kibera has registered deterioration in quality of education among orphans due to several bottlenecks. It is important to note that despite the fact that enrolment in primary school shows an upward trend, there are limited data on the quality of education among children in the slums Uwezo, (2010).

The key national policy documents on orphans and other vulnerable children in Kenya provide that ideal orphan care is realized if the child is able to access the key basic needs namely, adequate food and nutrition, education, healthcare, shelter and protection, as well as psychosocial support and love UNICEF (2011).

There are many orphans living in Kibera, and acting as primary care takers of younger siblings.

Studies done by Odhiambo (2004) and Togom (2009) in Kibera on orphaned pupils did not investigate the school dropout, availability of learning resources and financial resources of the orphaned pupils. This study therefore sought to fill this gap. This study therefore sought to investigate the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County.

1.3 Purpose of the study

The purpose of this study investigated the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County.

1.4 Objectives of the Study

The objectives that guided this study were;

- i) To examine the effect of school drop out on the quality of education among orphans in public primary schools in Kibera slums.
- ii) To establish the influence of availability of learning resources on the quality of education among orphans in public primary schools in Kibera slums.
- iii) To determine the effect of regular school attendance on quality of education among orphans in public primary schools in Kibera slums.

- iv) To examine the effect of inadequate financial resource on the quality of education among orphans in public primary schools in Kibera slums.

1.5. Research Questions

The research questions that guided this study were;

- i) What is the effect of school drop-out among orphans on the quality of education in public primary schools in Kibera slums?
- ii) How does availability of learning resources affect the quality of education among orphans in public primary schools in Kibera slums?
- iii) What is the effect of regular school attendance on quality of education among orphans in public primary schools in Kibera slums?
- iv) How does inadequate financial resource among orphans affect the quality of education in public primary schools in Kibera slums?

1.6 Significance of the Study

It is expected that this study may contribute to the existing body of knowledge to other researchers on the role quality education in primary schools in Kenya. It may highlight the socio-economic factors influencing orphans' quality education.

The findings provide useful information for the National policy-makers, civil society, research organizations and the public as they focus on quality of education as a topic of discussion and enquiry. The study also provides

information which would contribute a great deal to the existing body of knowledge about orphans in slums.

The findings of the study may assist in providing data and information for proper planning and decision in the Ministry of Education, local leadership, CDF administration and NGOs. Other researchers will apply the recommendations of this study in pursuit of adding new knowledge in the area of study area.

1.7 Limitation of the Study

It was be possible to control the attitude of the respondents which may affect the validity of responses. This is because respondents may have given socially acceptable answers to avoid offending the researcher. To avoid this, the researcher sensitized the respondents on the need for quality education among the orphaned children.

1.8 Delimitations of the study

The study was basically concerned with the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums. This is because pupils in Kibera slum are experiencing challenges in relation to quality education. Most pupils in primary schools are usually orphans. This study is basically be concerned with the specific objectives of finding out whether school dropout, availability of learning resources, absenteeism and inadequate financial resource from education among orphans and not other factors. It will target the orphaned pupils, head teachers and class teacher as respondents.

1.9 Basic Assumptions

This study was based on the following assumptions:

- i) There was a significance relationship between social economic factors and quality of education.
- ii) The administration of primary schools in Kibera slum advocate for promotion of quality education aimed at helping children to realize their full potential.

1.10 Definition of Significant terms

Absenteeism refers to learner's failure to show up at school or failure to attend class even when they are present at school.

Challenges refer to the difficulties faced by the primary school orphans in attaining quality education.

Healthy Learners refers to health related barriers to learning that face some communities especially economically disadvantaged children. According to Healthylearners.com, children learn better when they are healthy.

Millennium Development Goals refers to eight international development goals of Kenya, which are drawn from the actions and targets contained in the Millennium Declaration in September 2000.

Orphan refers to a child below eighteen years of age who has been deprived of parental care and has not been adopted.

Quality education refers to exception high standards, consistency, meeting the stated purpose, values for primary education.

Safe Learning Environment refers to environments that engage all pupils in purposeful learning experiences encourage constructive interactions among teachers and pupils and enable pupils to control their own learning effectively.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose of the study, research questions of the study, significance of the study, limitations of the study, delimitation of the study, basic assumptions and definition of significant terms.

Chapter two deals with literature review organized into sub title preview of socio-economic factors affecting orphans, concept of quality of education, school dropout, availability of learning resources, absenteeism and inadequate financial resource, theoretical framework and conceptual framework.

Chapter three deals with introduction, research design, target population, sample size and sampling technique, research instruments, validity of the instruments, reliability of the instruments, data collection procedure and data analysis technique.

Chapter four contains data collecting, its analysis and interpretation. Chapter five summarizes the research findings, makes conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to investigate the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. This chapter presents the literature review for this study. Literature review was reviewed from journals, policy papers, the internet, and any other material that was deemed relevant to the study. The literature review was thematically reviewed under the following sub titles.

2.2 The Problems faced by Orphaned Pupils

African children are the future of the continent. Education is development. It creates choices and opportunities for children, reducing poverty and diseases, and gives them a voice in society. The benefits of education in a developing country are widely known. They include increasing workforce productivity, contributing to increased incomes, enhancing political participation, and reducing social inequality. For nations, education helps to create a workforce that can compete globally, opening doors to economic and social prosperity.

Educating orphan children is an important component in the social well-being of these children and in reducing poverty. Yunus (2003) Nobel Peace Prize winner and founder of the Grameen Bank, believes that education is one of the primary components for moving the poor out of poverty. The advocacy group Human

Rights Watch (2006) issued a strong statement concerning education and its influence in breaking the cycle of poverty:

Education breaks generational cycles of poverty by enabling children to gain skills and knowledge for better jobs. Education is strongly linked to concrete improvements in health and nutrition, improving children's very chances for survival. Education empowers children to be full and active participants in society, able to exercise their rights and engage in civil and political life. It is well-documented that increasing girls' access to education has benefits for development, particularly maternal and children's health, economic growth, sustainable family size, and democracy. For example, an additional year of girls' education can reduce infant mortality by 5-10 percent. Education is also a powerful protection factor: children who are in school are less likely to come in conflict with the law and much less vulnerable to rampant forms of child exploitation, including child labor, trafficking, and recruitment into armed groups (para. 2). Denying children access to quality education increases their vulnerability to abuse, exploitation and disease.

UNESCO (2007) contends that serious barriers to enrollment include the direct cost to households, which is not just school fees but textbooks, school supplies, and compulsory uniforms. Other barriers may include the distance to school, overage children, pastoralist children, school dropouts, long gaps in attendance, gender inequality, working children, poor children and orphans. Deveruex (2002)

suggests that poor people use incremental income to satisfy basic needs first and then invest in human capital such as education and health care. Neddy Matshalage and Greg Powell (2002) assert that extended families see school fees as a major factor in deciding not to take on additional children who are orphaned. This may be the reason for the low number of orphans and vulnerable children who are enrolled in school. Families must first meet the most basic of needs; food, shelter, and clothing, before investing in a child's education and health care. According to the United Nations Children's Fund (2006) orphans are even less likely to be in school and more likely to fall behind or drop out, limiting their abilities and prospects for a better life.

2.3 Effect of school drop outs among orphans on the Quality of Education

Bledsoe (2002) pointed out the irony that the richest and poorest countries share the problem of school dropout. He contends that in the United States, over 30% of orphaned pupils leave school prematurely and this for the most part, condemns them to marginal part in the cultural and economic life of the country. 'There is no room for the undereducated members of a technologically mature society.'

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri Lanka have a moderately high survival rate of 20% (Bledsoe,

2002). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more than 5%. In Costa Rica, the patterns of orphan school dropout in marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle.

In many Latin American countries, access is near universal, completion rates are low because of high orphan drop-out and repetition rates attainment Birdsall (2005). Failure to complete school is a particular problem for children in poor families, trapping them in poverty.

UNICEF adds that countries with a large population of orphans in Sub-Saharan Africa may not meet Millenium Development Goals in education by 2015. This is because they live in less than a dollar a day given that they rely on donors UN (2011). Such children in Kenya are likely to drop out of school especially where the conditions are not favourable. Inconsistent school attendance of orphans in these regions contributes to poor performance and eventually drops out.

The Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million Kinuthia (2009). While this may have increased the enrolment rate and registered positive quantitative data, it has failed to give a consideration to the qualitative issues in side of schools. Researches and other studies in developing countries have shown that many orphaned children have not

attained literacy and competency levels as required for their various levels of schooling. In deed EFA reports that millions of orphaned children are leaving school without having acquired basic skills and there are still 72 million primary aged children out of school EFA Summary Report (2010).

2.4 Influence of Availability of Learning Resources on Quality of Education

Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners Selina & Lumuli (2012). Learning involves interaction of pupils with the learning resources. Teaching and learning resources include classrooms, libraries, playing fields, textbooks among others. Indeed learning resources go a long way in creating an effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that RoK (1995) identifies textbook ratio and school learning resource as some yard sticks to be used to gauge the quality of primary school education. Ombou (2001) links performance in examinations to state of teaching and learning resources in schools. He notes that pupils from poor backgrounds like orphans perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a pointless waste of time. Ombou points out that one of the greatest single causes of wastage is the poor quality of education attributed to poor learning resources. This is why this study

will seek to probe the socio-economic factors affecting orphans from achieving quality education.

2.5 Effect of Regular School Attendance on Quality of Education

Absenteeism is also a measure of internal efficiency of education systems as it correlates to both grade repetition and attrition and is the manifestation of socio-economic factors based in the pupil's community and/or neighborhood. However, absenteeism's link to exogenous contextual factors extends the importance of this indicator, which has been noted in numerous studies, and mitigates the utilitarian evaluation described thus far by acting as a proxy for the socio-economic and environmental realities of the student manifest in the experience of education Park,(2002); Breiter & Light, (2006).

Absenteeism is defined as time when a student does not attend school while school is in session, and is typically expressed as either days or hours of schooling that have been missed Park (2002). Interruptions to learning, in the form of absenteeism, affect pupil outcomes. Both long sustained or short, repeated absences impair the pupil's ability to remain on pace with peers and reduce the ability of the pupil to understand and synthesize new material presented in the classroom. Absenteeism reduces the overall engaged learning time for a pupil and thus is considered to be a critical factor in achievement Carroll (1963).

Benavot and Gad (2004) note that while many studies do not dispute the consistent and positive association between reduced learning time and lowered academic achievement there is considerable dispute concerning the magnitude of this relationship. Without controlling for the influence of externalities such as socio-economic status, pupil aptitude, prior knowledge and teaching methods the effects of increased learning time may be overstated Benavot & Gad, (2004). However, it is clear that increased instructional time does enhance a pupil's exposure to knowledge and results in correspondingly significant learning gains.

Health and nutritional status have much to do with the "educability" of learners. Most studies point out that the grades attained and achievements in test scores of orphaned children have a history of malnutrition is lower than those of their peers due to lack of funds. In populations where malnutrition is endemic, children with a history of severe protein energy malnutrition enroll late in school and drop out early and manifest school aptitude deficits Pollitt, (1990).

2.6 Effect of inadequate Financial Resource on the Quality of Education

The introduction of FPE meant that the costs of education were no longer met by parents but by tax payers and donors. The measure did not result in a rapid increase in financial or human resources available to the education sector. The number of teachers allowed to be employed in Kenya under treasury and international financing rules remained at 235,000. In many schools, classroom provision was stretched and inadequate; in some cases, student enrolment rose

above 120 per class. Many schools experienced a lack of adequate water and sanitation facilities, especially toilets, to meet the needs of a larger school population. Schools also suffered from a lack of desks, books and other materials for pupils to use Coombe, (2000).

When the main wage earner of a family falls ill, family income is increasingly diverted to cover medical expenses. Family possessions, land and livestock may be sold off to obtain funds for medical care. As wage earners succumb to secondary illnesses, their work suffers from increasingly frequent absenteeism until they can no longer go to work at all. Income therefore declines.

Because of the drop in family income, the nutritional status of children may suffer. Health and nutrition issues are even more serious with orphans. A growing body of literature is bringing to light the plight of orphans and other vulnerable children. Their “educability” is weakened not only by health and nutritional problems, but also by the stigma and discrimination associated with the epidemic. Lack of parental support weakens the ability of children to stay in school. Orphans and vulnerable children stand an increased chance of being malnourished and receiving inadequate medical care. These factors that can adversely affect enrollment, attendance and performance UNICEF; Global Partners Forum, (2003).

Addressing the second challenge meant facing the difficulty that providing children with a quality education demands many more resources than school fees

alone. If such resources are unavailable from the government or from the parents/caregivers of schoolchildren, it is necessary to determine how else they can be found Odhiambo (2004). In Kenya, these two dilemmas were met in two very different ways: The first was addressed through highly creative and extremely thrifty efforts to increase the quality and capacity of existing schools, while the second was tackled by making better use of the efforts, capacity and skills of civil society through enhanced support to non-formal education. The diversion of financial resources to unbudgeted funeral costs reduces critical services such as in-service teacher training, provision of textbooks, student scholarships or repairs to school buildings.

2.7 Summary of Literature Review

The literature review has established that there were quite a number of studies on orphans such as Togom (2009) who concentrated on challenges facing orphans in Nairobi Kibera slums and Odhiambo (2004) researched on impact on girls' primary education. This study did not investigate the school drop out, availability of learning resources and financial resources of the orphaned pupils. This study will therefore seek to fill this gap.

No study has been undertaken on the social economic factors influencing orphans quality education. This study intends to fill this missing gap of quality of education among orphans in Kibera slums. It is my right hope that there would be more studies done in other slums in Nairobi Kenya. The convention on the rights

of the child stipulates that all children have a right to a quality education UNICEF (2012).

2.8 Theoretical Framework

This study was guided by Systems Theory by Ludwig von Bertalanffy (1966) who is often cited as the father of general systems theory. An educational system is described by the relationships among its components (teachers, pupils, learning resources, content, and contexts) and the relationship this system has with its environment Frick (2004). When changes are made in an educational system, one or more of these relationships can be affected. This can be related to socio-economic factors influencing orphans' quality education.

Systemic change, however, is a comprehensive process where “a fundamental change in one aspect of a system requires fundamental changes in other aspects in order for it to be successful.” Wolfram (2002). These aspects can be related to school dropout, availability of learning resources, school absenteeism and finance resource from education

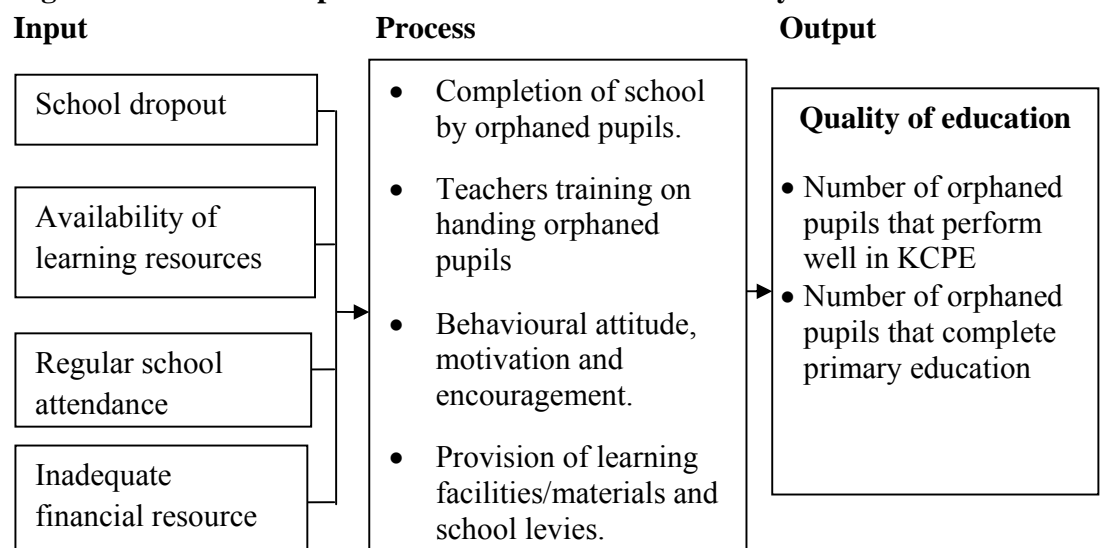
Centralization is concentration of channels within a system. Active dependence components that have channels from them. One only needs to look at the many instances of this pattern in the past 50 years. Individual teachers, orphaned pupils, their guardians and community members now have relatively little impact on administrative decision making. The complexity of the Maccia and Maccia (1966) educational theory made it difficult to test empirically. As Wolfram (2002) has

noted, “general systems theory was concerned mainly with studying large networks of elements often idealizing education systems. But a complete lack of the kinds of methods made it almost impossible for any definite conclusions.”

2.9 Conceptual framework

A conceptual framework is a model representation where a researcher represents the relationships between variables in the study and shows the relationship graphically and diagrammatically Orodho, (2004). The conceptual frame work in this study is based on the representation of socio-economic factors affecting orphans quality education.

Figure 2.1: Relationship between the variables in the study



As illustrated in the Figure 2.1, the independent variables are school dropout, availability of learning resources, regular school attendance and inadequate financial resource from education. The conceptual framework shows the interplay between the independent variables and the dependent which is the quality of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. This chapter focused on research methods and procedures, it particularly gives information about the research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

This study adopted a descriptive survey design to investigate the research questions. Survey design was employed to investigate situations where researcher's primary interest is describing and making interpretations about the research phenomenon. The phenomenon is investigated without any artificial manipulation from the researcher Jwan, (2010). This study determined the socio-economic factors influencing orphans' quality education. A survey was appropriate since this study attempt to collect data on the socio-economic factors influencing orphans' quality education. This was related to survey where it involves determining the status of population with respect to one or more

variables. It is a method through which data was collected from members of target population by use of questionnaires, interviews and observation schedule Mugenda and Mugenda, (2003).

3.3 Target population

Mbwesa (2006) defines population as the entire group of people, events or things of interest that the researcher wishes to investigate. The study targeted the 8 public primary schools in Kibera slums. Eight head teachers, 24 class teachers from classes 6, 7 and 8, an approximation of 5 orphaned pupils from classes 6, 7 and 8 resulted to a target population of 120 orphaned pupils. This is because they have been in the school system long enough to understand the socio-economic factors influencing orphans' quality education.

3.4 Sampling techniques and sample size

The study employed census sampling technique to sample all the 8 head teachers and 24 class teachers of classes 6, 7 and 8 from the 8 public primary schools. The study randomly sampled 2 orphans from each of the classes 6, 7 and 8 to get a sample of 48. This is because there is no other way of sampling the orphaned pupils. The study therefore had a sample size of 80 respondents.

Table 3.1 Target and sample population

Study population	Target population	Sample size
Head teachers	8	8
Class teachers	24	24
Orphaned pupils	120	48
Total	152	80

3.5 Research instruments

This study used a self-administered questionnaire on class teachers, head teachers and orphaned pupils. The questionnaire employed a Likert scale giving options that the respondent was able to choose from, and a few responses that are open-ended to obtain rich data concerning the subjective thoughts and viewpoints evoked by the different responses related to the variables of the study (Gay, 2011). The use of a structured self-administered questionnaire can be delivered and left with the respondent to fill at their own time; the researcher may then collect it later after the respondent has filled it. The questionnaire can be efficiently used to capture information from respondents, and is suitable for researches adopting a survey approach.

The orphaned pupil's questionnaire had both closed and open-ended questions. The questions were of simplified form using a simple grammar and aimed at asking the pupils to provide information based on their experience on the socio-economic factors influencing orphans' quality education.

3.6 Data collection procedures

The researcher began by apply for a research permit from the National Council of Science and Technology. The researcher then sought clearance from the Area Education Officer, Kibera division where permission and introduction letter to the participating schools was issued. The researcher booked appointment with the help of the head teacher of the participating schools. The researcher visited the selected schools to establish rapport with the members of the staff. The researcher then administered the research instruments of the study to the head teachers, class teachers and orphaned pupils of the sampled schools. The questionnaires were collected after they are filled.

3.7 Validity of the Instruments

According to Kasomo (2007) validity refers to the quality that a procedure of an instrument used in the research is accurate, correct, true, and meaningful and right. The content validity of the research instruments was assured through expert opinion from the two supervisors and further professional advice from other key specialists at the department. Borg & Gall (1996) who point out that content validity by defining in precise terms the domain of the specific content that the test is assumed to represent.

3.8 Reliability of the Instruments

Reliability refers to the consistency and repeatability of the measurement. In other words, reliability is the degree to which an instrument measures the same way

each time it is used under the same condition with the same subjects Creswell, (2007). The consistency of the instrument was determined using the test re-test method whereby the questioners were given to the respondents to fill in then the answered questions were scored manually.

The questionnaires were piloted in two public primary schools which did not participate in the actual research from Mathare slum. After piloting the instrument, the researcher identified ambiguities with the questions and revises them clearly as (ibid) shows that pilot run would provide a check on the feasibility of the proposed procedure for coding data and shows up flaws and ambiguities.

The researcher used Pearson product moment correlation formula to correlate the scores from both test periods to obtain correlation coefficient; Pearson product moment correlation established the extent to which content of the instruments are consistent in eliciting the same responses every time the instrument is administered Jwan, (2010). A correlation coefficient of 0.8 was considered high enough to judge the instruments as reliable for though study. Pearson product moment was calculated using the following formula.

$$r = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{N [\sum X^2 - [\sum X]^2][\sum Y^2 - (\sum Y)^2]}}$$

3.9 Data analysis

The study generated both qualitative and quantitative data. The data were computed and analyzed statistically descriptive command for mean and

percentages then results were presented in tables from which generalization and conclusions made. Additionally, open ended questions which elicited qualitative data was analyzed according to themes based on the research questions and the objectives and thereafter inferences and conclusions were drawn.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSIONS OF FINDINGS

4.1 Introduction

The purpose of this study was to investigate the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. This chapter deals with the questionnaire return rate, demographic characteristics, data analysis and interpretation which were generated by the study. The data presented includes: socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. The study was guided by the following objectives;

- i) To examine the effect of school drop out on the quality of education among orphans in public primary schools in Kibera slums.
- ii) To establish the influence of availability of learning resources on the quality of education among orphans in public primary schools in Kibera slums.
- iii) To determine the effect of regular school attendance on quality of education among orphans in public primary schools in Kibera slums.
- iv) To assess the effect of inadequate financial resource on the quality of education among orphans in public primary schools in Kibera slums.

4.2 Questionnaire return rate

There were 32 questionnaires administered to the head teachers and class teachers. Focus group discussion was conducted on 48 pupils. The filled questionnaires were 32; 8 from head teachers and 24 from class teachers. This represented 100% response rate, this is a very good response to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and collected the filled questionnaires.

4.3 Demographic characteristics

In order to achieve the main aim of the study the researcher sought to establish the demographic information of the respondents. The results were as shown in Table 4.1.

Table 4.1 Gender of the respondents

Demographic Information	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Gender				
Female	5	63	14	58
Male	3	37	10	42
Total	8	100	24	100

Majority of the head teachers 5 (63%) were male while 14 (58%) of the class teachers were female. This implies that there are more male head teacher and class teachers made the sample of the respondents. This might mean that the TSC employs more female teachers than male and this might be influencing the orphans quality of education.

The study investigated age of the respondents. The findings are presented in the Table 4.2.

Table 4.2 Age of the respondents

Demographic Information	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Age				
Below 25 years	0	0	2	8
25 – 40 years	2	25	13	54
41 – 50 years	6	75	8	34
Above 50 years	0	0	1	4
Total	8	100	24	100

The researcher then studied the age of the respondents. Majority of the head teachers 6 (75%) had age of between 41 - 50 years while a majority of class teachers 13 (54%) had ages between 25 – 40 years. This implies that the sampled

respondents had enough teaching experience and were mature enough to understand the school based factors influencing the quality of education of the orphaned pupils.

The study investigated level of education of the respondents. The findings are presented in the Table 4.3.

Table 4.3 Level of education of the respondents

Demographic Information	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Level of Education				
P1	0	0	0	0
ATS 111 & Diploma	1	13	1	4
BED	4	50	16	67
Masters	3	37	5	29
Total	8	100	24	100

The study found it important to seek the level of education. Majority of the head teachers 4 (50%) and 16 (67%) of the class teachers had bachelors of education degree as their highest level of education. This implies that the head teachers and teachers in the public primary schools in Kibera slum are qualified to handle their work satisfactorily and understand the socio-economic factors influencing the

quality of Education of the orphaned pupils. The findings concurred with Brown and Duguid (2003) who found that highly skilled personnel enhance production of high quality outcomes and effective quality improvement in an enterprise.

The study investigated the teaching experience of the respondents. The findings are presented in the table 4.4 below.

Table 4.4 Teaching experience of the respondents

Demographic Information	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Teaching experience				
Less than 2 years	0	0	0	0
2 – 5 years	1	13	1	4
6 – 10 years	4	50	16	67
11 – 15 years	3	37	5	29
Total	8	100	24	100

In order to achieve the main aim of the study the researcher sought teaching experience of the head teachers and class teachers' respondents. Majority of the head teachers 4 (50%) had worked for between 6-10 years while most 16 (67%) of the teachers had worked for 6 – 10 years. This implies that the study sample had enough experience to know the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County.

4.4 Effect of school drop out on the quality of education among orphans in public primary schools in Kibera slums

The researcher probed the influence of lack of school fees on orphaned pupils to drop out, guardian providing learning materials for orphaned pupils, orphaned pupils lacking guidance and counseling and hence drop out of school and inadequate learning resources causing the orphaned pupils to drop out of school.

The Study explored the influence of lack of school uniform on orphaned pupils to drop out. The head teachers and class teachers were asked if the orphaned pupils' lack of school uniform causes them to drop out. The results are presented in Table 4.5.

Table 4.5: Lack of school uniform causes orphaned pupils to drop out of school

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	1	13	8	35
Agree	6	74	10	42
Undecided	0	0	1	3
Disagree	0	0	3	13
Strongly disagree	1	13	2	7
Total	8	100	24	100

Table 4.5 shows that majority 7 (87%) of the head teachers respondents agreed that lack of school uniform causes orphaned pupils to drop out. Majority 18 (77%) of the class teachers also agreed that lack of school uniform causes orphaned pupils to drop out. This shows that most of the orphaned pupils drop out because of lack of school uniform and therefore this affects their quality education.

These findings are reflected in Bledsoe (2002) who pointed out the irony that the richest and poorest countries share the problem of school dropout. He contends that in the United States, over 30% of orphaned pupils leave school prematurely and this for the most part, condemns them to marginal part in the cultural and economic life of the country. 'There is no room for the undereducated members of a technologically mature society.'

The study assessed if guardian provides learning materials for orphaned pupils, the results are presented in Table 4.6.

Table 4.6: Guardian provides learning materials for orphaned pupils

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	0	0	3	13
Agree	1	22	4	17
Undecided	0	0	2	8
Disagree	0	0	9	36
Strongly disagree	7	88	6	26
Total	8	100	24	100

Table 4.6 shows that a majority 7 (88%) of the head teachers and 15 (62%) of the class teachers respondents disagreed that the guardians provide learning materials for orphaned pupils. This might be affecting their teaching and consequently the pupils' academic performance. This finding is emphasized by Bledsoe, (2002) who found that in Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri Lanka have a moderately high survival rate of 20% Bledsoe, (2002). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more than 5%. In Costa Rica, the patterns of orphan school dropout in marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle.

The head teachers and teachers were asked if orphaned pupils lack guidance and counseling and hence drop out of school. The results are presented in Table 4.7.

Table 4.7: Lack of guidance and counseling leads to orphaned pupils school drop out

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	7	87	20	83
Agree	1	13	4	17
Total	8	100	24	100

Table 4.7 shows that the entire 8 (100%) of the head teacher and 24 (100%) of the class teachers respondents agreed that orphaned pupils lack guidance and counseling and hence drop out of school. There was no one who disagreed that the orphaned pupils lack of guidance and counseling causes their drop out.

This finding is reflected by UNICEF who adds that countries with a large population of orphans in Sub-Saharan Africa may not meet Millenium Development Goals in education by 2015. This is because they live in less than a dollar a day given that they rely on donors UN (2011). Such children in Kenya are likely to drop out of school especially where the conditions are not favourable. Inconsistent school attendance of orphans in these regions contributes to poor performance and eventually drops out.

The orphaned pupils were asked if inadequate learning resources cause them to drop out of school. The results are presented in Table 4.8.

Table 4.8: Inadequate learning resources causes the orphaned pupils to drop out of school

Response	Frequency	%
Strongly agree	22	47
Agree	13	27
Undecided	2	4
Disagree	5	10
Strongly disagree	6	12
Total	48	100

Table 4.8 shows that a majority 35 (74%) of the pupils agreed that inadequate learning resources causes the orphaned pupils to drop out of school. This is reflected by Birdsall (2005) who found that in many Latin American countries, access is near universal, completion rates are low because of high orphan drop-out and repetition rates attainment. Failure to complete school is a particular problem for children in poor families, trapping them in poverty.

Majority of the orphaned pupils indicated that they lack guiding and counseling. There is no teacher who talks to them about the importance of going to school and attaining quality education. They also indicated that their guardians do not provide adequate learning materials and therefore this affects their quality education. Majority of the orphaned pupils drop out of school due to lack of school uniform.

4.5 Influence of availability of learning resources on the quality of education among orphans in public primary schools in Kibera slums

The researcher then sought to investigate the Influence of availability of learning resources on the quality of education among orphans in public primary schools in Kibera slums. The researcher studied if the guardian is able to provide all the learning resources for orphaned pupils, if the school supports orphaned pupils by providing books for them and the adequacy learning resources in the school

The researcher started by probing the head teachers and class teacher's if guardian is able to provide all the learning resources for orphaned pupils. The results are shown in Table 4.9.

Table 4.9: Guardian is not able to provide all the learning resources for orphaned pupils

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	6	75	24	100
Agree	2	25	0	0
Total	8	100	24	100

Table 4.9 shows that the entire 8 (100%) of the head teachers and 24 (100%) of the class teachers respondents agreed that the guardian is not able to provide all

the learning resources for orphaned pupils. There was no one who disagreed that the guardians are not able to provide all the learning resources for orphaned pupils.

This finding is confirmed in a study by (Kinuthia 2009) indicated that the Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million. While this may have increased the enrolment rate and registered positive quantitative data, it has failed to give a consideration to the qualitative issues in side of schools. Researches and other studies in developing countries have shown that many orphaned children have not attained literacy and competency levels as required for their various levels of schooling. In deed EFA reports that millions of orphaned children are leaving school without having acquired basic skills and there are still 72 million primary aged children out of school EFA Summary Report, UNESCO 2010).

The researcher then investigated if the school supports orphaned pupils by providing books for them. The results are shown in Table 4.10.

Table 4.10: The school supports orphaned pupils by providing books for them

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	2	25	4	17
Agree	5	62	0	0
Undecided	0	0	0	0
Disagree	1	13	12	59
Strongly disagree	0	0	8	24
Total	8	100	24	100

Table 4.10 shows that majority 7 (87%) of the head teachers respondents agreed that the school supports orphaned pupils by providing books for them. Majority 30 (83%) of the class teachers disagreed that the school supports orphaned pupils by providing books for them. Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners Selina & Lumuli, (2012).

The study investigated if there are enough learning resources in the school. The results are shown in Table 4.11.

Table 4.11: There are enough learning resources in the school

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	6	75	1	4
Agree	2	25	6	25
Undecided	0	0	3	12
Disagree	0	0	6	25
Strongly disagree	0	0	8	34
Total	8	100	24	100

Table 4.11 shows that the entire 8 (100%) of the head teachers respondents indicated that there are enough learning resources in the school. Majority 14 (59%) of the class teachers disagreed that there are enough learning resources in the school.

Learning involves interaction of pupils with the learning resources. Teaching and learning resources include classrooms, libraries, playing fields, textbooks among others. Indeed learning resources go a long way in creating an effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that RoK, (1995) identifies textbook ratio and school learning resource as some yard sticks to be used to gauge the quality of primary school education.

The study investigated if the pupils find that orphans perform poorly in the examinations because of poor teaching and learning resources. The results are shown in Table 4.12.

Table 4.12: Orphans perform poorly in the examinations because of poor teaching and learning resources

Response	Frequency	%
Strongly agree	31	71
Agree	13	27
Undecided	0	0
Disagree	2	4
Strongly disagree	0	0
Total	48	100

Table 4.12 shows that the majority 44 (98%) of the pupils respondents indicated that orphans perform poorly in the examinations because of poor teaching and learning resources. This affects the quality of education attained by the orphaned pupils.

This is supported by Ombou (2001) who links performance in examinations to state of teaching and learning resources in schools. He notes that pupils from poor backgrounds like orphans perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an

attitude of helplessness may be inculcated early into children making them feel that being in school is a pointless waste of time. Ombou points out that one of the greatest single causes of wastage is the poor quality of education attributed to poor learning resources. This is why this study will seek to probe the socio-economic factors affecting orphans from achieving quality education.

The orphaned pupils indicated that their schools do not support them in provision of learning resources. Their guardians are also not able to provide all the necessary learning resources. They acknowledged that this affects the quality of education they try to achieve. Majority of the orphaned pupils also indicated that they perform poorly in examinations due to inadequate teaching and learning resources.

4.6 Effect of regular school attendance on quality of education among orphans in public primary schools in Kibera slums

The researcher investigated the effect of regular school attendance on quality of education among orphans in public primary schools in Kibera. The researcher studied if orphaned pupils are usually absent from school due to lack of school uniform, if family responsibilities contribute to school absenteeism of orphaned pupils, if inadequate learning material influences the orphans school attendance and contribution of pupils guidance on the orphaned pupils school attendance.

The researcher probed if the orphaned pupils are usually absent from school due to lack of text books. The results are presented in Table 4.13.

Table 4.13: Orphaned pupils are usually absent from school due to lack of text books

Response	Frequency	%
Strongly agree	15	63
Agree	7	29
Undecided	0	0
Disagree	2	8
Strongly disagree	0	0
Total	24	100

Table 4.13 shows that the entire 8 (100%) of the head teachers respondents agreed that orphaned pupils are usually absent from school due to lack of text books. Majority 22 (92%) of the class teachers agreed that the orphaned pupils are usually absent from school due to lack of text books. This affects the quality of education attained by the orphaned pupils.

Absenteeism is a measure of internal efficiency of education systems as it correlates to both grade repetition and attrition and is the manifestation of socio-economic factors based in the pupil's community and/or neighbourhood. However, absenteeism's link to exogenous contextual factors extends the

importance of this indicator, which has been noted in numerous studies, and mitigates the utilitarian evaluation described thus far by acting as a proxy for the socio-economic and environmental realities of the student manifest in the experience of education Park, (2002); Breiter & Light, (2006).

The study investigated if family responsibilities contribute to school absenteeism of orphaned pupils. The findings are presented in Table 4.14.

Table 4.14: Family responsibilities contribute to school absenteeism of orphaned pupils

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	4	50	13	54
Agree	1	12	10	42
Undecided	0	0	0	0
Disagree	3	38	1	4
Strongly disagree	0	0	0	0
Total	8	100	24	100

Table 4.14 shows that according to the head teachers respondents, majority 5(62%) agreed that family responsibilities contribute to school absenteeism of orphaned pupils. Majority 23 (96%) of the class teachers also agreed that family responsibilities contribute to school absenteeism of orphaned pupils.

Absenteeism is defined as time when a student does not attend school while school is in session, and is typically expressed as either days or hours of schooling that have been missed (Park, 2002). Interruptions to learning, in the form of absenteeism, affect pupil outcomes. Both long sustained or short, repeated absences impair the pupil's ability to remain on pace with peers and reduce the ability of the pupil to understand and synthesise new material presented in the classroom. Absenteeism reduces the overall engaged learning time for a pupil and thus is considered to be a critical factor in achievement Carroll, (1963).

The researcher probed if inadequate learning material influences the orphans school attendance. The results are presented in Table 4.15.

Table 4.15: Inadequate learning material influences the orphans school attendance.

Response	Head teachers		Class teachers	
	Frequency	%	Frequency	%
Strongly agree	3	37	9	38
Agree	3	37	7	30
Undecided	0	0	2	8
Disagree	2	26	4	16
Strongly disagree	0	0	2	8
Total	8	100	24	100

Table 4.15 shows that a majority 6 (74%) of the head teachers respondents agreed that inadequate learning material influences the orphans school attendance. A majority 16 (68%) of the class teachers also agreed that inadequate learning material influences the orphans school attendance.

Benavot and Gad (2004) note that while many studies do not dispute the consistent and positive association between reduced learning time and lowered academic achievement there is considerable dispute concerning the magnitude of this relationship. Without controlling for the influence of externalities such as socio-economic status, pupil aptitude, prior knowledge and teaching methods the effects of increased learning time may be overstated Benavot & Gad, (2004). However, it is clear that increased instructional time does enhance a pupil's exposure to knowledge and results in correspondingly significant learning gains.

The researcher probed if grades attained in test scores of orphaned pupils is affected by lack of funds. The results are presented in Table 4.16.

Table 4.16: Grades attained in test scores of orphaned pupils is affected by lack of funds

Response	Frequency	%
Strongly agree	32	67
Agree	13	27
Strongly disagree	3	6
Total	48	100

Table 4.16 shows that a majority 45 (94%) of the pupils respondents agreed that if grades attained in test scores of orphaned pupils is affected by lack of funds. There was none who was undecided to the statement. This means that the orphaned pupils should be provided with adequate funds so as to improve on their grades in test score.

This finding is explained by Pollitt, (1990) who indicated that health and nutritional status have much to do with the “educability” of learners. Most studies point out that the grades attained and achievement in test scores of orphaned children has a history of malnutrition is lower than those of their peers due to lack of funds. In populations where malnutrition is endemic, children with a history of severe protein energy malnutrition enroll late in school and drop out early and manifest school aptitude deficits.

The orphaned pupils indicated that they do not attend school regularly because of their involvement in family commitment. Others indicated the lack of funds as a contributing factor their not attending school regularly. Inadequate learning material also contributes to irregular school attendance of the pupils.

4.7 Effect of inadequate financial resource on the quality of education among orphans in public primary schools in Kibera slums

The researcher then investigated effect of inadequate financial resource on the quality of education among orphans in public primary schools in Kibera slums. The researcher studied if the orphaned pupils' family income is spent more on family needs than education, if finance help from well-wishers is spent on education

The study probed if the family income is spent more on family needs than education. The findings are presented in the table 4.17.

Table 4.17: Family income is spent more on family needs than education

Response	Frequency	%
Strongly agree	13	55
Agree	5	21
Undecided	0	0
Disagree	4	16
Strongly disagree	2	8
Total	24	100

Table 4.17 shows that the entire 8 (100%) agreed that family income is spent more on family needs than education. Majority 18 (76%) of the class teachers also agreed that family income is spent more on family needs than education.

This finding is confirmed by Coombe (2000) who said that when the main wage earner of a family falls ill, family income is increasingly diverted to cover medical expenses. Family possessions, land and livestock may be sold off to obtain funds for medical care. As wage earners succumb to secondary illnesses, their work suffers from increasingly frequent absenteeism until they can no longer go to work at all. Income therefore declines.

The study investigated if the finance help from well-wishers is spent on education. The findings are presented in the table 4.18.

Table 4.18: Finance help from well-wishers is spent on education

Response	Head teachers		Teachers	
	Frequency	%	Frequency	%
Strongly agree	3	37	2	8
Agree	3	37	3	13
Undecided	2	26	0	0
Disagree	0	0	2	8
Strongly disagree	0	0	17	71
Total	8	100	24	100

Table 4.18 shows that all the 6 (74%) of the head teachers agreed finance help from well-wishers is spent on education. Majority 19 (79%) of the class teachers disagreed that the finance help from well-wishers is spent on education. This shows that the teachers and head teachers might not be sure of the way the money from well-wishers for orphaned pupils is spend. But, the spending must be affecting the quality of education of the orphaned pupils.

Because of the drop in family income, the nutritional status of children may suffer. Health and nutrition issues are even more serious with orphans. A growing body of literature is bringing to light the plight of orphans and other vulnerable children. Their “educability” is weakened not only by health and nutritional problems, but also by the stigma and discrimination associated with the epidemic. Lack of parental support weakens the ability of children to stay in school. Orphans and vulnerable children stand an increased chance of being malnourished and receiving inadequate medical care. These factors that can adversely affect enrollment, attendance and performance UNICEF; Global Partners Forum, (2003).

The study investigated if community feels the aggregate impact of orphaned pupils on its families. The findings are presented in the table 4.19 below.

Table 4.19: Community feels the aggregate impact of orphaned pupils on its families

Response	Head teachers		Class teachers	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	3	37	2	8
Agree	3	37	0	0
Undecided	2	26	0	0
Disagree	0	0	2	8
Strongly disagree	0	0	20	84
Total	8	100	24	100

Table 4.19 shows that a majority 6 (74%) of the head teachers agreed that the school community is comfortable with the head teachers' leadership. Majority 22 (92%) of the class teachers disagreed that community feels the aggregate impact of orphaned pupils on its families.

A community feels the aggregate impact of orphaned pupils on its families. This is particularly true in communities that depend on labor-intensive farming with a low level of mechanization and agricultural inputs. Such communities are especially vulnerable, which affects household labor quality and quantity Baier, (1997).

The study investigated if reduced capacity of households contributes to financing schools. The findings are presented in the table 4.20 below.

Table 4.20: Reduced capacity of households contribute to financing schools

Response	Head teachers		Class teachers	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	8	100	7	29
Agree	0	0	17	71
Total	8	100	24	100

Table 4.20 shows that the entire 8 (100%) of the head teachers and 24 (100%) of the class teachers agreed that reduced capacity of households contribute to financing schools. There is no one who disagreed to the statement. This might be affecting the quality of education of orphaned pupils.

Hunter (2000) asserts that orphans in Zambia will affect the supply of education in the region through deaths of personnel, school closures, and reduced budgets for education and reduced capacity of households to contribute to financing schools. Teachers and other education personnel receive higher incomes which enhance greater mobility and consequently place them at greater risk.

The orphaned pupils indicated that they face a major problem of finance. The little money they get from well-wishers is spent on other necessities in place of education. The family prefers spending the money they get on family needs and ignore education. This affects the quality of education of the orphaned pupils.

CHAPTER FIVE
SUMMARY OF THE STUDY, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

5.2 Summary of the Study

The study aimed to find out the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. The researcher singled out four socio-economic factors affecting orphans from attaining quality education.

The researcher sought to probe the effect of school drop out on the quality of education among orphans in public primary schools in Kibera slums. Majority 7 (87%) of the head teachers respondents agreed that lack of school uniform causes orphaned pupils to drop out. Majority 18 (77%) of the class teachers also agreed that lack of school uniform causes orphaned pupils to drop out. Majority 7 (88%) of the head teachers disagreed that the guardians provide learning materials for orphaned pupils. All head teacher and class teachers respondents agreed that orphaned pupils lack guidance and counseling and hence drop out of school. The

entire 8 (100%) of the head teachers strongly agreed that if inadequate learning resources cause them to drop out of school.

The study of the influence of availability of learning resources on the quality of education among orphans in public primary schools in Kibera slums indicated that the entire head teachers and class teachers respondents agreed that the guardian is able to provide all the learning resources for orphaned pupils. Majority 7 (87%) of the head teachers respondents agreed that the school supports orphaned pupils by providing books for them. Majority 30 (83%) of the class teachers disagreed that the school supports orphaned pupils by providing books for them. All the head teachers respondents indicated that there are enough learning resources in the school. Majority 14 (59%) of the class teachers disagreed that there are enough learning resources in the school.

Effect of regular school attendance on quality of education among orphans in public primary schools indicated that a majority 45 (94%) of the pupils respondents agreed that if grades attained in test scores of orphaned pupils is affected by lack of funds. Majority 6 (74%) of the head teachers respondents agreed that inadequate learning material influences the orphans school attendance. A majority 16 (68%) of the class teachers also agreed that inadequate learning material influences the orphans school attendance. Majority 5(62%) agreed that family responsibilities contribute to school absenteeism of orphaned pupils. Majority 23 (96%) of the class teachers also agreed that family responsibilities

contribute to school absenteeism of orphaned pupils. All the head teachers respondents agreed that orphaned pupils are usually absent from school due to lack of school fees. Majority 22 (92%) of the teachers agreed that the orphaned pupils are usually absent from school due to lack of school fees. This affects the quality of education attained by the orphaned pupils.

Effect of inadequate financial resource on the quality of education among orphans indicated that the entire 8 (100%) of the head teachers and 24 (100%) of the class teachers agreed that reduced capacity of households contribute to financing schools. Majority 6 (74%) of the head teachers agreed that the school community is comfortable with the head teachers' leadership. Majority 22 (92%) of the class teachers disagreed that community feels the aggregate impact of orphaned pupils on its families. All the 6 (74%) of the head teachers agreed finance help from well-wishers is spent on education. Majority 19 (79%) of the class teachers disagreed that the finance help from well-wishers is spent on education. The head teachers agreed that family income is spent more on family needs than education. Majority 18 (76%) of the class teachers also agreed that family income is spent more on family needs than education.

5.3 Conclusions

The study leads to a conclusion that school dropout affects the quality of education among orphans. Orphaned pupils drop out of school often due to lack of

school fees. They lack guidance and counseling to help them to face their problems and therefore eventually drop out.

The findings led the researcher to conclude that availability of learning resources affects the quality of education among orphans. The orphaned pupils face a challenge of learning resources. They cannot afford the learning resources and this affects the quality of education. This eventually adversely affects the quality of education attained by orphaned pupils in primary schools in Kibera slum.

The study concludes that regular school attendance has effect on quality of education among orphans. The orphaned pupils miss school due to lack of school fees and learning material. This led to missing classes and therefore affects the quality of education.

Inadequate financial resource affects the quality of education among orphans. The orphaned pupils have fewer finances for education. They do not pay school fees on time and are forced to divert finances to cater for other needs other than education. This eventually affects the quality of education they attain.

5.4 Recommendations

The primary school head teachers should observe the implementation of the basic education act 2013. Part 9 of the basic education act states that ‘There shall be established an Education Standards and Quality Assurance council and it will

ensure standards are maintained in institutions of basic education'. This should be implemented because it promotes the quality of education among orphans.

The orphan and vulnerable policy should be implemented in full to reduce the school dropout among the orphaned pupils in the slum. This can be done through sensitization of the guardians on the importance of education for their children. This will eventually improve the quality of education attained by the orphaned pupils.

The primary schools should make sure they support the orphaned pupils through availing learning resources to them. This will make their studies comfortable and easy and therefore will lead to improved performance. The quality of education will therefore be positively affected.

The head teachers should enhance the guiding and counseling for the orphaned pupils in the schools. This will encourage the orphaned pupils to stay in to school and attend the school regularly. This can lead to improved quality of education among the orphaned pupils.

The DEO should identify ways of supporting the orphaned pupils financially. This can be done by mobilizing funds from the Constituency Development funds and bursaries from the ministry of education. This will enhance the quality of education among orphaned pupils in the slum.

5.5 Suggestions for Further Research

The researcher recommends the following areas for further research;

- i. Effect of school based factors on the orphaned pupil's school attendance in primary schools.
- ii. Influence of home based factors on the orphaned pupils' performance in primary schools.

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APPENDIX I

INTRODUCTION LETTER

June 3, 2013.

Alice Namiti

C/o University of Nairobi, College of education and external studies
P.O. Box 30197 – 00100

NAIROBI

Dear Participant,

RE: REQUEST FOR DATA

I am a post graduate student at the University of Nairobi enrolled in Masters in education, Economics. I have completed my course work and am now required to carry out a research project on ‘socio-economic factors influencing orphans’ quality education in public primary schools in Kibera slums, Nairobi County.’

After careful analysis your school has been selected to participate in the study. In this regard you are kindly requested to participate in the study by filling in the attached questionnaire as truthful as you can. The information you provide will be used only in the realization of the objective. Your assistance in this regard will be highly appreciated.

Yours Sincerely,

.....

ALICE NAMITI

APPENDIX II: QUESTIONNAIRE FOR ORPHANED PUPILS

Kindly answer the following questions. The researcher would like to assure you that the information gathered will be kept confidential and used strictly for the purpose of this research only. However the usefulness of the information to the researcher will solely depend on your honesty.

Please tick [√] where appropriate or fill the information as necessary

PART [A] BACKGROUND INFORMATION

1. What is your gender?

Male Female

2. In which class are you?

Class 6 Class 7 Class 8

3. What is your age?

Below 12 years 11 - 13 years

Above 13 years

PART B: EFFECT OF SCHOOL DROPOUT AMONG ORPHANS ON THE QUALITY OF EDUCATION

4. Do you think school dropout is caused by a pupil being orphaned?

Yes No

b) If Yes, please explain.....

.....

5. The table below shows to effect of school dropout among orphans, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The orphaned pupils lack school fees and therefore drop out of school					
The guardian cannot comfortably provide for the school needs hence orphans dropout of school					
The orphaned pupils lack guidance and counseling and hence drop out of school					
Inadequate learning resources cause the orphaned pupils to drop out of school.					

6. In your opinion, what can be done to tackle the problem of orphan school dropouts?

.....

.....

PART C: INFLUENCE OF AVAILABILITY OF LEARNING RESOURCES ON THE QUALITY OF EDUCATION

7. a) Do you get all the necessary learning resources?

Yes

No

b) If No, please explain.....

8. The table below shows to what influence of availability of learning resources on the quality of education, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3-Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The guardian is able to provide all the learning resources					
The school provide the orphaned pupils with textbooks books					
There is enough learning resources in the school					
There are latest editions of textbooks					

9. In your opinion, how can provision of learning resources be improved in your school?

.....

PART D: EFFECT OF SCHOOL ABSENTEEISM ON QUALITY OF EDUCATION

10. Most of the pupils are absent for school?

Yes [] No []

If yes, please explain the reason that causes the absenteeism.....

.....

11. The table below shows to the effect of school absenteeism on quality of education, tick according to your level of agreement. (Please indicate by using

1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The orphaned pupils are often absent from school due to school fees problems					
The absenteeism is due to lack of school uniform					

The absenteeism is due to lack
of writing materials.

The absenteeism is due to
sickness.

The absenteeism is due to
family responsibilities.

**PART E: EFFECT OF FINANCE RESOURCES ON QUALITY OF
EDUCATION**

12. The table below shows statements of the effect of finance resource on quality of education, Please tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
Family income is spent on treatment more than education					
Education is not a priority according to my guardian					
The family resources are used for other basic needs more than on education					
Money from well-wishers is spend on education					

13. In your opinion, how can provision of finance resource be improved in your school?

.....

.....

APPENDIX III

HEADTEACHERS QUESTIONNAIRE

Thank you for accepting to take part in the case study. The research intends to identify the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. The information provided will be treated with utmost level of confidence. Do not write your name on this form. Please answer as truthful as possible. **(Please tick or give the response where appropriate)**

PART A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is the name of your school?

.....

3. What is your age?

Below 30 years

36 – 49 years

31 - 35 years

Above 40 years

4. How would you rate the academic performance of orphans in your school?

Poor

Average

High

Excellent

PART B: EFFECT OF SCHOOL DROPOUT AMONG ORPHANED PUPILS ON THE QUALITY OF EDUCATION

1. Do you think school dropout is caused by a pupil being orphaned?

Yes No

b) If Yes, please explain.....

.....

2. The table below shows to effect of school dropout among orphans, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The orphaned pupils lack school fees and therefore drop out of school					
The guardian cannot comfortably provide for the school needs hence orphans dropout of school					
The orphaned pupils lack guidance and counseling and hence drop out of school					
Inadequate learning resources cause the orphaned pupils to drop out of school.					

3. In your opinion, what can be done to tackle the problem of orphan school dropouts?

.....

PART C: INFLUENCE OF AVAILABILITY OF LEARNING RESOURCES ON THE QUALITY OF EDUCATION

5. a) Do the orphaned pupils get all the necessary learning resources?

Yes No

b) If No, please explain.....

.....

6. The table below shows to what influence of availability of learning resources on the quality of education, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3-Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The guardian is able to provide all the learning resources					
The school provide the orphaned pupils with textbooks books					
There is enough learning resources in the school					
There are latest editions of textbooks					

7. In your opinion, how can provision of learning resources for orphaned pupils be improved in your school?

.....
.....

PART D: EFFECT OF SCHOOL ABSENTEEISM ON QUALITY OF EDUCATION

8. What is the rate of absenteeism among orphans in your school?

Low []

Moderate []

High []

9. The table below shows to the effect of school absenteeism on quality of education, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The orphaned pupils are often absent from school due to school fees problems					
The absenteeism is due to lack of school uniform					
The absenteeism is due to lack of writing materials					
The absenteeism is due to sickness					
The absenteeism is due to family responsibilities					

4. How often do guardians of pupils attend the following school functions?

FUNCTIONS	ALWAYS	SOMETIMES	NEVER
P.T.A			
Price giving day			
Parents day			
Class conference			

PART E: EFFECT OF INADEQUATE FINANCIAL RESOURCE ON QUALITY OF EDUCATION

10. The table below shows statements of the effect of finance resource from education on quality of education, Please tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3-Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The school diverts educational resources to cater for orphaned pupils other needs					
Education is not a priority according to the guardian of orphaned pupils					
The guardian prefers to use					

family resources on other basic
needs other than on education

Money from well-wishers for
orphaned pupils is spend on
education

11. In your opinion, how can the problem of finance resource from education be
stopped?

.....
.....

(End of the questionnaire)

APPENDIX IV

CLASS TEACHERS QUESTIONNAIRE

Thank you for accepting to take part in the case study. The research intends to identify the socio-economic factors influencing orphans' quality education in public primary schools in Kibera slums, Nairobi County. The information provided will be treated with utmost level of confidence. Do not write your name on this form. Please answer as truthful as possible. **(Please tick or give the response where appropriate)**

PART A: BACKGROUND INFORMATION

1. How many pupils do you have in your class.....
2. How many pupils are orphans.....
3. How many of these are orphans.....

PART B: EFFECT OF SCHOOL DROPOUT AMONG ORPHANED PUPILS ON THE QUALITY OF EDUCATION

4. Do you think school dropout is caused by a pupil being orphaned?

Yes No

b) If Yes, please explain.....
.....

5. The table below shows to effect of school dropout among orphans, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The orphaned pupils lack school fees and therefore drop out of school					
The guardian cannot comfortably provide for the school needs hence orphans dropout of school					
The orphaned pupils lack guidance and counseling and hence drop out of school					
Inadequate learning resources cause the orphaned pupils to drop out of school.					

6. In your opinion, what can be done to tackle the problem of orphan school dropouts?

.....

.....

PART C: INFLUENCE OF AVAILABILITY OF LEARNING RESOURCES ON THE QUALITY OF EDUCATION

7. a) Do the orphaned pupils get all the necessary learning resources?

Yes No

b) If No, please explain.....

8. The table below shows to what influence of availability of learning resources on the quality of education, tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The guardian is able to provide all the learning resources					
The school provide the orphaned pupils with textbooks books					
There is enough learning resources in the school					
There are latest editions of textbooks					

9. In your opinion, how can provision of learning resources for orphaned pupils be improved in your school?

.....

.....

.....

PART D: EFFECT OF SCHOOL ABSENTEEISM ON QUALITY OF EDUCATION

10. What is the rate of absenteeism among orphans in your school?

Low []

Moderate []

High []

11. The table below shows to the effect of school absenteeism on quality of education, tick according to your level of agreement. (Indicate by using 1- Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The orphaned pupils are often absent from school due to school fees problems					
The absenteeism is due to lack of school uniform					

The absenteeism is due to lack
of writing materials

The absenteeism is due to
sickness

The absenteeism is due to
family responsibilities

**PART E: EFFECT OF FINANCE RESOURCE ON QUALITY OF
EDUCATION**

12. The table below shows statements of the effect of finance resource on quality of education, Please tick according to your level of agreement. (Please indicate by using 1-Strongly agree, 2-Agree, 3- Undecided, 4- Disagree, 5- Strongly disagree)

	SA	A	UN	D	SA
STATEMENT	1	2	3	4	5
The school diverts educational resources to cater for orphaned pupils other needs					
Education is not a priority according to the guardian of orphaned pupils					
The guardian prefers to use					

family resources on other basic
needs other than on education

Money from well-wishers for
orphaned pupils is spend on
education

13. In your opinion, how can the problem of finance resource be stopped?

.....
.....