

**HEADTEACHERS' RELATED FACTORS INFLUENCING  
PARTICIPATION OF ORPHANED AND VULNERABLE CHILDREN IN  
PUBLIC PRIMARY SCHOOLS IN KISUMU EAST SUB-COUNTY,  
KENYA**

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the Award of Degree in Master of Education in Educational Administration**

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## **DECLARATION**

This research report is my own original work and it has not been presented for award of degree in any other University.

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This research report has been submitted for examination with our approval as University Supervisors.

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## **DEDICATION**

This work is dedicated to my beloved husband, Charles Ochieng and my children, Beryl Atieno, Effie Akinyi, Brian Odhiambo, Arnold Otieno and Clinton Ochieng.

## **ACKNOWLEDGEMENT**

I would like to record my special appreciation to my supervisors, Dr. Ursulla Okoth and Dr. Jeremiah Kalai who through their untiring efforts provided guidance, criticisms, suggestions and encouragement during the formulation and writing this report. May God bless you abundantly.

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I wish to thank my late parents, Mr. Mathews Otieno and Mrs. Rosa Otieno for their inspiration in my education since childhood.

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## ABBREVIATIONS AND ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>BCYCBO</b>	Blue Cross Youth Community Based Organization
<b>BPGS</b>	School of Board of Post Graduate Studies
<b>CBO</b>	Community Based Organization
<b>CSO</b>	Civil Society Organization
<b>EFA</b>	Education for All
<b>FBO</b>	Faith Based Organization
<b>FPE</b>	Free Primary Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>KAIS</b>	Kenya Aids Indicator Survey
<b>MOGCSD</b>	Ministry of Gender Culture and Social Development
<b>NACC</b>	National Aids Control Council
<b>NACOSTI</b>	National Council of Science and Technology and Innovation
<b>OVC</b>	Orphans and Vulnerable Children
<b>UNAIDS</b>	United Nations Program on HIV/AIDS
<b>UNESCO</b>	United Nations Educational Scientific Cultural Organization
<b>UNGASS</b>	United Nations General Assembly Special Session
<b>UNICEF</b>	United Nations Children's Education Fund
<b>UNRISD</b>	United Nations Research Institute for Social Development
<b>WFP</b>	World Food Programme

## **ABSTRACT**

Participation of orphaned and vulnerable children in education remains a pressing challenge for many countries. These children face a variety of disadvantages and impediments which increase their vulnerability and helplessness. Headteachers have crucial role to play in the provision of resources and psychosocial support that enhance the enrollment and attendance of OVC in primary education. Purpose of the study was to investigate headteachers' related factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu East Sub-County, Kenya. Objectives of the study were; to determine the extent to which head teacher's organization of teachers to provide guidance and counseling influences participation of orphaned and vulnerable children in primary education, to establish the extent to which head teacher's organization of peer counseling influences orphaned and vulnerable children's participation in primary education, to examine the extent to which head teacher's competence in resource mobilization influences participation of orphaned and vulnerable children in primary education, to assess the extent to which head teachers' creation of networks for provision of basic needs influences participation of orphaned and vulnerable children in public primary schools. This study leaned on Abraham Maslow's theory of human needs and motivation, and a conceptual framework which linked dependent variable with independent variables. The theory was applicable since headteacher related factors influencing participation in primary education by orphaned and vulnerable children are largely determined by headteacher competence. The study adopted descriptive survey design and the target population was 420 teachers, 40 headteachers and 1,240 OVC in all 40 public primary schools in Kisumu East Sub-County. Simple random sampling was used to select sample size for the study which comprised of 20 headteachers, 84 teachers and stratified sampling was used to select 124 OVC from 20 sampled public primary schools in Kisumu East Sub-County. The study used questionnaires to collect data from headteachers and teachers where each set of questionnaires had three sections. Section A presented the demographic information, while section B and C were based on the set objectives. Focus Group Discussion was used for OVC. Content validity was used for validation of the questionnaires. To establish reliability, a pilot study was carried out. The researcher sought authorization to conduct the research from the National Council of Science and Technology and Innovation (NACOSTI) as well as the consent of the sub county education officer, Kisumu East Sub-County to conduct research in Kisumu East Sub-County, Kenya. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages while qualitative data was first organized into themes corresponding to the study objectives. From the study findings, the researcher concludes that, participation in primary education by orphans and vulnerable children is largely determined by the availability of guidance and counseling for OVC, peer counseling support, resource mobilization

of stakeholders and NGOs and creation of networks for the provision of basic needs of OVC. Therefore, based on the findings of this study, the researcher gives the following recommendations intended to improve orphaned and vulnerable children participation in primary schools in Kisumu East Sub-County as well as nationwide in general. Despite efforts by OVC to be enrolled and attend school, the absence of guidance and counseling together with lack of peer counseling, inadequate resources to support learning and lack of basic needs annuls their vision since lack of enough learning support leaves them with only other options including dropping out of school, early marriages (for girls), child labour, living on the streets and peddling. Participation in primary education in Kenya is largely pegged on the economic background of the OVC's relatives or guardian as well as number of available support in primary schools which largely constitute the overall school enrollment and attendance. The study clearly indicates that, when children are not adequately supported in learning, they tend to resort to other means of life support. This denies the OVC their right to education. OVC are predisposed to more learning challenges and consequently may have less chance to access primary education. Education is a right to all children and therefore it is imperative that all children irrespective of their status to be enrolled and attend school. Schools should therefore create conducive atmosphere which is welcoming and accommodative. The OVC presence in schools should be maintained by ensuring that there are no hindrances to attendance in school such as lack of basic needs. There should be well enhanced and effective curriculum programmes that enhance smooth learning for OVC who face various difficulties both at home and at school. Given the scope and limitations of this study, the following areas are recommended for further studies: A study on participation of OVC in primary education should be carried out in sub-counties other than Kisumu East Sub-County for comparison purpose. A comparative study should be carried out within the context of preschools in order to draw comprehensive policy recommendations on participation of OVC from both the pre-school through primary school up to secondary. A model of the study should be carried out incorporating more variables that possibly influence participation of OVC in primary schools. These variables also include non-head teacher related factors as well as home background factors.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education remains one of the key indicators for development. It imparts knowledge, skills and attitudes for survival and full participation in society (Republic of Kenya, 2005). Participation of orphaned and vulnerable children in education remains a pressing challenge for many countries. These children face a variety of disadvantages and impediments which increase their vulnerability and helplessness. The OVC have poor health and nutrition, trauma, and difficult home circumstances which affects their attendance in school (Subbarao & Coury, 2004). Therefore, headteachers have crucial role to play in the provision of resources and psychosocial support that enhance the enrollment and attendance of OVC in primary education.

Global estimates indicate that about 145 million children have been orphaned and made vulnerable due to various causes such as natural disasters, conflict, alcohol, poverty, HIV/AIDS epidemic and other health condition (Gulaid, 2008, Biemba, Beard, Brooks, Breshman, & Flynn, 2010). By the end of 2003, 143 million orphans aged 0-17 years old were estimated to live in Latin America, Caribbean, Asia and Sub - Saharan Africa (UNICEF, 2004).

According to UNICEF (2006), girls who are orphaned and vulnerable in East Africa are forced into early marriage by their caregivers. Often children dealing with bereavement have to move into foster care. Not only are they dealing with the trauma of this bereavement, but they often have to move households and schools which disrupt schooling patterns and can be linked to periods of absenteeism (UNICEF, 2006). Upon parental death, loneliness and the loss of parental love and guidance often compound anxiety, fear, self-blame and depression in children. If such children are not provided with guidance and counseling and peer counseling organized by head teachers in schools during the terminal phase of their parents' illness, they experience many emotions which are usually suppressed and then, later, manifest in destructive ways which affect their attendance in school. (Ebersöhn & Eloff, 2002; Mallmann, 2003).

There is global consensus that the best psychosocial care and support for children orphaned and made vulnerable by HIV/AIDS is provided through everyday interpersonal interaction that is caring relationship in homes, schools and communities (Richter, Foster, Sherr, 2006). According to Bicego, Kimalu, Manda & Nafula (2004), it is the role of any government to ensure availability of learning institutions that are accessible to orphans and vulnerable children as well as head teachers and teachers who are trained and willing to support children in their attendance in schools (Turnbull & Turnbull, 2005).

The resource mobilization approach relates to problem solving in terms of creating and rebuilding relationships between individuals, associations and schools, emphasizing ennoblement and empowerment (Ebersöhn & Eloff, 2006). The head teacher should focus on assets, possibilities, abilities, capacities and resources that already exist, but might not have been mobilized as yet. OVC support programme needs external funding to be substantially used in programme implementation, particularly in the important preliminary stages of school advocacy.

The long term effect of orphan-hood is believed to be negative on OVC as they are at an increased risk for suffering from malnutrition, poor physical and mental health. The effects of malnutrition and poor health are far reaching. In addition to potentially causing early death, they can also lead to low educational enrollment and low attendance because malnutrition can lead to delayed intellectual development (Brown & Sittitrai, 2005; UNICEF, 2006). Therefore, there is need for head teachers to organize for feeding programme to cater for the needs of orphaned and vulnerable children as they attend school.

In Kenya, it is estimated that there were approximately 2.6 million orphaned and vulnerable children in 2014, of which 1.8 million were orphaned and 1780,000 were vulnerable. Among the orphans, 15 percent were double orphans, and over one third of the orphaned and vulnerable children were aged between 10 and 14 years. Policy initiatives have focused on the attainment of EFA (Education for

All) and in particular Universal Primary Education (UPE). Although quality education is an important factor in poverty reduction and eradication, Kenya estimates indicate that about 2.4 million orphaned and vulnerable children are in need of support to enhance their enrollment and attendance in education (National Aids Control Council (NACC), 2010; Ministry of Gender Culture and Social Development, (MOGCSD), 2008).

Kisumu East Sub-County in Kenya has been purposively selected because it is among the Sub-Counties with the highest HIV/AIDS prevalence rate of 24 percent in Kenya (KAIS, 2007). Poverty is widespread in the district with over 70 percent of the population living below poverty line (District Development Plan 2002 - 2008). Kisumu East Sub- County is also a home to slums such as Nyamasaria, Nyalenda, Manyatta and peri -urban village of Kibos and Kajulu. These areas are dominated with traditional brewing (Blue Cross Youth Community Based Organization (BCYCBO, 2014 -2016). The traditional brewing is rampant in these areas; hence increase vulnerability of children and affect their enrollment and attendance in school. The OVC who attend public primary schools in Kisumu East Sub-County also experience food insecurity and inability to pay for medical care and are exposed to malnutrition and reproductive health care needs which affect their attendance on education (Nyambedha, Wandibba, & Aagaard- Hansen, 2003).

Government statistics revealed that the number of orphaned and vulnerable learners has risen from 4,270 to 6,406 orphaned and vulnerable learners in primary schools (Kisumu East Sub-County Primary Schools Establishment, 2011). However, it is apparent that psychosocial support which is the backbone of coping with orphanhood and vulnerability has not been considered as a challenge to OVC participation in primary education in Kisumu East Sub-County.

### **1.2 Statement of the problem**

The introduction of FPE in 2003 enabled Kenya's school enrolment to grow by 25%. The abolition of school fees has done much to improve the chances of enrolment of orphaned and vulnerable children in school (Republic of Kenya, 2012). Nonetheless, a number of obstacles remain in enabling more orphans and vulnerable children to attend school. Such obstacles include food, poor health, inability to pay for uniforms, trauma, stigma and discrimination and family doubt about the value of education which affect the enrollment and attendance of orphaned and vulnerable children in primary schools in Kisumu East Sub-County.

The critical concern however, is that there is apparently hardly any study that has focused on headteacher related factors influencing participation of OVC in public primary schools in Kisumu East Sub-County. Therefore, the proposed study will investigate headteacher related factors influencing participation of OVC in public primary schools in Kisumu East Sub- County, Kisumu County, Kenya.

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

Purpose of the study was to investigate headteacher related factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu East Sub- County, Kenya.

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

Objectives of the study were:-

- i. To determine the extent to which head teachers organization of teachers to provide guidance and counseling influences participation of orphaned and vulnerable children in primary education.
- ii. To establish the extent to which head teacher's organization of peer counseling influences orphaned and vulnerable children's participation in primary education.
- iii. To examine the extent to which head teacher's competence in resource mobilization influences participation of orphaned and vulnerable children in primary education.
- iv. To assess the extent to which head teachers' creation of networks for provision of basic needs influences participation of orphaned and vulnerable children in public primary schools.

### **1.5 Research questions**

This study was guided by the following research questions;

- i. To what extent do head teachers organize teachers to provide guidance and counseling influences participation of orphaned and vulnerable children in primary education?
- ii. To what extent does head teacher's organization of peer counseling influences orphaned and vulnerable children participation in primary education?
- iii. To what extent does head teacher's competence in resource mobilization influences participation of orphaned and vulnerable children in primary education?
- iv. To what extent do head teachers' creation of networks for provision of basic needs influences participation of orphaned and vulnerable children in public primary schools?

#### **1.6 Significance of the study**

The findings of the study may be used by Board of Management for proper planning and decision making in supporting orphaned and vulnerable children. The ministry of education, Planning section may use the findings of the study in policy making regarding the teaching of guidance and counseling in the curriculum. Head teachers might use the findings of the study to address OVC issues at school level that will enhance attendance. The findings may make the orphaned and vulnerable children to receive better support at school. NGOs together with other stakeholders may use the findings of this study to put in place better ways of providing feeding programmes in primary schools that may

enhance attendance of orphaned and vulnerable children. The findings would provide data and form basis for further research in a similar area.

### **1.7 Limitations of the study**

According to Orodho (2008), limitations refer to constraints that the researcher has no control over. It is an aspect of the study that the researcher knows may adversely affect the results. Kisumu East Sub-County is an expansive area with many schools scattered, therefore it might be difficult for the researcher to move from one school to another because of the distance among the schools. Topography of the area might make it difficult for the researcher to access some schools. The researcher organized means of transport to enable her reach the selected schools at the stipulated time.

### **1.8 Delimitations of the study**

The research was basically concerned with headteacher related factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu East Sub- County and made recommendations that might enhance the enrolment and attendance of orphaned and vulnerable children. It included both boys and girls in upper primary from standard 6 and 7 who are orphans and vulnerable.



## **1.9 Basic assumptions of the study**

The study was based on the following assumptions

- i. Schools have developed psychosocial support as an important component of supporting OVC.
- ii. Teachers are equipped with skills to provide Life skills in the curriculum to assist OVC in safety and protection mechanisms.
- iii. Schools have feeding programmes for addressing child nutrition as a basic survival need.

## **1.10 Definition of significant terms**

**Caregiver** refers to a person who has responsibility for caring for children.

**Child** refers to a person aged 0–17 years, boy or girl, attending school or out of school, as defined by the Convention on the Rights of the Child.

**Orphan** refers to a child aged 0–17 years whose mother (maternal orphan) or father (paternal orphan), or both (double orphan) are dead.

**Participation** refers to enrollment and attendance of orphaned and vulnerable children in primary education

**Psychosocial support** refers to ways of enabling OVC to physically, emotionally and spiritually cope with their situation and become independent, by providing them with materials, financial, and other needed resources.

**Resource mobilization-** Sourcing for supplies which will enable OVC to be enrolled and attend school regularly.

**School community** refers to community of all stakeholders involved in the life of a school including learners, teachers, parents, care givers and external bodies offering support services to the school.

**Vulnerability** refers to a state of high risk of deprivation of teacher guidance and counseling, competence in resource mobilization and networks

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

The study is organized into five chapters. Chapter one consists of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of terms and organization of the study. Chapter two consists of related literature review divided into various sections including introduction; the concept of orphanhood and vulnerability; head teacher's organization of teachers to provide guidance and counseling influences participation of orphaned and vulnerable children, influence of head teacher's organization of peer counseling on orphaned and vulnerable children participation, influence of head teacher's competence in resource mobilization on participation of orphaned and vulnerable children, head teacher's creation of networks for provision of basic needs influences participation of orphaned and vulnerable children, summary of literature review; theoretical framework and the conceptual framework. Chapter three covers research methodology comprising of introduction, research design, target population,

sample size and sampling procedures, research instruments, validity of instrument, reliability of instrument, data collection procedure and data analysis techniques and ethical consideration. Chapter four comprises of data analysis, presentation and discussions. Chapter five comprises of the summary, conclusions and recommendation.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter covers participation of orphaned and vulnerable children in primary education, influence of guidance and counseling, influence of peer counseling, influence of resource mobilization and influence of nutrition support. The next section of the chapter provides summary of related literature, theoretical framework and conceptual framework.

#### **2.2 Participation of orphaned and vulnerable children in education**

Orphaned and vulnerable children have many different needs such as; love, security, attention, health, shelter and nutrition which can enhance their enrollment and boost their attendance in school (UNAID 2004). Children are orphaned and made vulnerable by other causes such as natural disasters, conflict, alcohol and other health conditions (Gulaid, 2008).

The OVC are at risk of being confronted by powerful cumulative and often negative social changes in their lives over which they have no personal control. Most of them live in child headed households, others are living on streets and others are being cared for by extended families. OVC have suffered considerable hardship which makes them not to attend school regularly, hence lowering their enrollment and attendance in school. It is a challenge to headteachers to prevent

this hardship escalating from an accumulation of stressful events and to enhance capacities of teachers and communities to respond to the needs by providing support to these children to enhance their participation in school in a way that link with their basic needs and psychosocial support (Subbarao et al 2004).

### **2.3 Guidance and Counselling and OVC's participation in primary school**

Psychosocial support is based on the assumption that children whose emotional, social and physical needs are met within a caring environment may go on to reach their potential, despite the difficulties they face in their lives. The aim of psychosocial support is to meet the needs of the 'whole child', that is to offer interventions in a holistic manner and in the wider context of educational development (CRS&USAID, 2008).

Due to the aforementioned difficulties, headteacher should organize for guidance and counseling to OVC to help them cope better in school, especially those who experience emotional stress, depression, anxiety, stigmatization, and posttraumatic stress disorder (Cluver & Gardner, 2007). The trauma from the loss of a parent can trigger behavior problems of aggression or emotional withdrawal and negatively affect a child's participation in school and the child's social relations with other children at both school and home (Van Dyk, 2003). Indeed, some OVC may become withdrawn and passive or develop sadness, anger, fear and antisocial behaviors and become violent or depressed. These children often experience long periods of absenteeism from school due to their difficult home

circumstances and, as a result, they lose out on classroom instruction. (Subbarao & Coury, 2004).

Guidance and counseling is very important in the school environment because the caregivers may lack the skill to support the OVC emotionally and psychologically. In their study on caregivers in Namibia, Mnubi-Mchombu and Ocholla (2011) confirm that some caregivers were worried that they do not have structured programme to deal effectively with orphans and vulnerable children and they also indicate that they do not have the time and/or skills to deal with this problem.

The vast majority of children go to school, and teachers are in an excellent position to notice signs of vulnerability in a child, or to notice when a child is frequently absent from school or leaving school altogether. UNAIDS (2001) asserts that teachers should be aware of what is happening in a child's life. The teachers need to be empowered and capacitated in assisting those who have experienced parental death due to HIV and AIDS (Mallmann, 2003). There is an urgent need to expand and introduce the program in Teacher Training Colleges so that teachers can acquire necessary skills which can enable them handle challenges hindering enrollment and regular attendance of orphaned and vulnerable children in primary education. Structured programmes are also needed and adequate time be allocated for guidance and counseling to support OVC in primary schools.

## **2.4 Peer counselling and orphaned and vulnerable children's participation in primary education**

The social support that OVC receive from their peers cannot be ignored in this case, because some OVC cannot open up to adults during counseling but feel comfortable with peers. Brannon and Feist (2000: 372) speak about the positive link between good mental and Physical health on one hand and social support on the other. To some degree the same should be true for these OVC as they pass on and share survival skills during peer counseling in school. The support of peers at school can have important consequences for OVC wellbeing. OVC who feel there are people who care about them at school and feel connected to the school are more likely to be academically motivated (Allison and Hellen, 2004). They are less likely to engage in a variety of negative behaviours including drug use, violence and sexual activity.

Another peer group intervention is peer support groups, during which staff addresses topics of concern to orphans through plays, poems, stories, games, and interactive group therapy techniques, including approaches to problem solving and positive deviance. These groups can be supplemented with monthly health examinations and treatment. Such support groups can lower anxiety, depression, and anger Kumakech, Cantor- Grace, Malings, Bajunirwe (2009). These studies did not address areas such as abstinence, reproductive health, abuse, exploitation,

neglect and support systems designed to assist in these instances. Therefore, the current study will bridge the gap.

## **2.5 Resource mobilization and participation of orphaned and vulnerable children's participation in primary education**

In the recent past, community-based responses which combine socio-economic contributions by the extended families, relatives, friends and neighbours within the local communities have been recognized as the most effective sources of support (Foster, 2004; UNICEF, 2008). Opare (2007) observes that such organizations organize local development, forge community solidarity, and generate social capital. Although not a panacea to totally eradicating the OVC problem, given the foregoing record and when supported, community-based OVC care and support initiatives remain the most viable options for addressing the complex problem of OVC.

In sub-Saharan Africa, OVC receive care and support from a broad spectrum of community organizations (Birdsall & Kelly, 2005; Mathambo & Richter, 2007). According to Attawell (2010), most of these responses can be generally grouped into Civil Society Organizations (CSO) and Government agencies. CSO is a wider group that comprises Community-Based Organization (CBO), Non-Governmental Organizations (NGO); Faith-Based Organizations (FBO) and indigenous



community initiatives. The Government constitutes government staff, Health Board, Agriculture Cooperatives, teachers Union, institutions and departments.

Robson and Silvester (2007), in their study of four prevalence schools in rural Zambia, assessed the impact of HIV/AIDS on children and education system. The study found that better collaboration between agencies were essential so that students affected by HIV/AIDS and other vulnerable who had difficulty in attending school could be provided for with alternative and more flexible way to learn.

In Kisumu East district, Kenya, the Blue Cross Youth Community Based Organization (BCYCO 2014 - 2016) and other NGOs are giving support to orphaned and vulnerable children in slum areas but the support has not reached all the orphaned and vulnerable children in the district. However, the proposed study will focus on head teacher's competence of resource mobilization to enhance enrollment and attendance of OVC in primary education.

## **2.6 Nutrition and OVC's participation in primary education**

School Feeding Programmes have been seen to be the most immediate and effective way to respond to the problem of under nutrition in children. Improve nutrition through such schemes have shown to improve a vulnerable children schools participation, (UNICEF, 2009). Malnutrition is a leading cause of

morbidity and mortality among children in the developing world, contributing to more than half of child death (World Bank, 2006).

World Food Programme (WFP) report (2007) reviews conducted in different countries discovered evidence of discrimination of OVC affected by HIV and AIDS in relation to care, protection and access to food. World Food Program describes discrimination in various forms as public ostracism by the community, taking in of OVC for exploitative purposes in terms of child labor and intra household discrimination. The report further explains that there is some overlap in how each of these forms plays out and all were seen to have serious implications for programming in terms of the food distribution (WFP, 2007, p.10).

In sub-Saharan countries orphans are more vulnerable than non-orphans on a series of health indicators, (UNICEF, 2009). Using data from Zimbabwe, Watts, Nyamukapa, & Gregson (2007) also found strong associations between OVC status and nutritional and health outcomes such diarrhoea, acute respiratory infection, and underweight status even after controlling for household poverty. In a recent study in Kenya, Mishra, Otieno, & Hong, (2007) found that children (age 0-4 years) of HIV-infected parents were significantly more likely to be underweight and wasted and less likely to have received medical care for acute respiratory infections and diarrhoea than children living with both parents who were not HIV infected (USAID, 2008).

The current study intends to investigate the influence of feeding programme on the enrollment and attendance of OVC in primary education.

### **2.7 Summary of related literature review**

Despite the similarity between the reviewed studies and the present one with regard to orphans and vulnerable children's participation in education, the above studies by Cluver and Gardner (2007) dwelt more on emotional stress, Brannon and Feist (2000) studied positive link among mental, physical health and social support, Birdsall (2005) and Mathambo (2007) reviewed summary of spectrum of community organization and Nyamukapa and Gregson (2007) found strong association between OVC status, nutritional and health outcomes while the current study will seek to establish the factors influencing participation of orphans and vulnerable children's participation in primary education using descriptive survey design with questionnaires thus bridging the research gap.

### **2.8 Theoretical framework**

Basically, the study leans broadly on Abraham Maslow's theory of human needs and motivation (1968). Maslow advanced a theory of human needs referred to as a hierarchy of needs. Maslow's view of motivation is that physiological needs are strongest and demands satisfaction first before other needs. The first four needs (physiological needs such as food, shelter and health, love and belonging, safety needs (security), self-esteem) are called deficiency needs and their fulfillment greatly depends on other people. The uttermost-self-actualization is referred to as

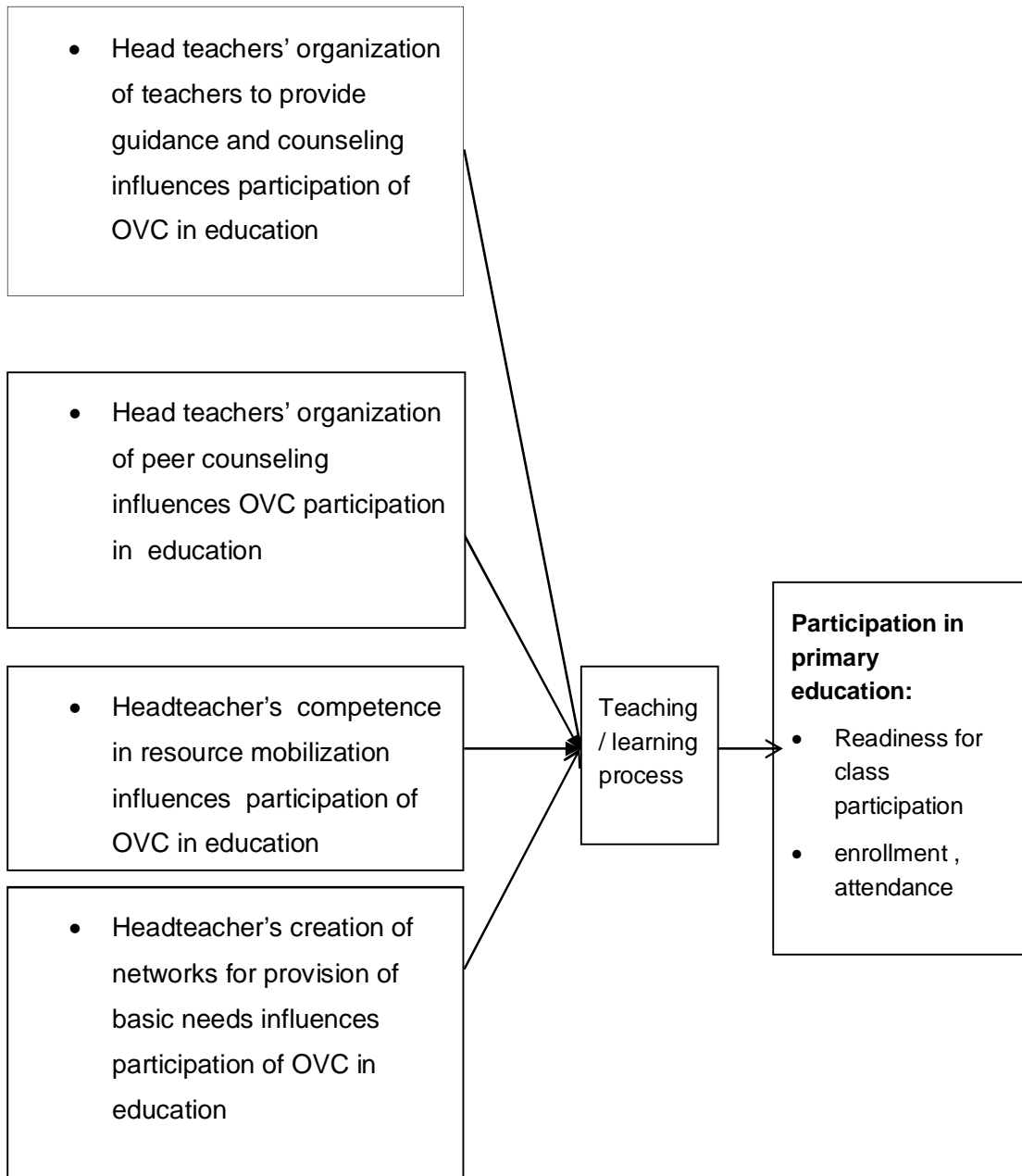
'being need' because its satisfaction is dependent on the individual himself. In view of the importance of Maslow's theory of human needs and motivation (1968), the research will examine it with regard to its application to OVC enrollment and attendance in school and classroom setting. OVC basic needs such as food, water and health are very important in their participation in education. There is also need to love, be loved and to belong. This implies the need to have friends and family and being part of a group. There should be good teacher-pupil relationship to make them understand the psychosocial problems of OVC and assist them. Good pupil-pupil relationship is also vital as it makes them share survival skills and good school-community relationship for resource mobilization. These relationships promote enrollment and attendance in school and make them be comfortable and feel proud to belong to the school or class.

The headteacher should ensure that OVC are protected against those security threatening factors such as abuse, neglect, exploitation and discrimination which may hinder their enrollment and attendance in school. As concerns the esteem needs, OVC should be helped to develop positive self-esteem concepts by treating them as individuals worthy of human dignity. They should be assigned class work that matches their intellectual ability since this boosts their participation. Praises should be given to those who excel but those who don't excel should not be ridiculed but assisted or be given individual attention. When all these needs are provided to OVC, it boosts their enrollment, school attendance and more OVC

will attend school regularly. In addition, Maslows' Need Theory is in line with the need of the OVC who through physiological needs, love and belonging, safety needs, self-esteem will enhance their enrollment and attendance in school.

### **2.9. Conceptual framework**

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



**Figure 2. 1: Headteacher related factors influencing participation of orphaned and vulnerable children**

Figure 2.1 links the dependent variables with the independent variables. First, headteachers' organization of teachers for provision of guidance and counseling influences the participation OVC in primary education. Equipping teachers with relevant skills to handle peer counseling of OVC also influences the latter's participation in primary education. Finally, head teacher's competence in resource mobilization and creation of networks for provision of basic needs influences participation OVC in primary education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

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

#### **3.2 Research design**

The study used descriptive survey research design. Descriptive survey design was relevant for this study because it describes the state of affairs, as it exists and allows collection of sufficient information in a relatively short period from a large representation of the population (Cresswell, 2009). Descriptive survey research was appropriate because the information from members of the public with reference to the variables involved through administration of the questionnaire and Focus Group Discussion to determine the status of the situation under study.

#### **3.3 Target population**

The main study was conducted in 40 public primary schools in Kisumu East Sub-County. Target population was 460 teachers which comprised of 420 teachers and 40 head teachers .and 1,240 OVC from forty public primary schools in Kisumu East Sub-County.



### 3.4 Sample size and Sampling procedure

According to Kothari (2004) and Mugenda (2008), a sample enables a researcher to gain information about a population. Gay (1992) in Oliech (2012) suggests that where a population is small, 20% is a good representation. Further, Mugenda (2003) recommends 50 % of the population.

Table 3.1 shows the sample distribution, the frequencies and percentages.

**Table 3.1: Sample Distribution**

Category	Population	Sample	%
Teachers	420	84	20
Head teachers	40	20	50
OVC	1240	124	10
<b>Total</b>	<b>1700</b>	<b>228</b>	<b>80</b>

Simple random sampling is a technique of sampling where a unit of the population is given an equal chance of being selected. The selection process therefore provides every unit in the population an equal chance of being selected. This study adopted a random sampling procedure in identifying sample schools from the available 40 public schools in the Kisumu East Sub-County. The researcher assigned numbers to papers indicating names of schools in the three zones in Kisumu East Sub- County and thoroughly mixed them and then drew the numbers. The tins were then shaken and Ragumo zone which has sixteen schools

was assigned 8 papers, Rweya with fourteen schools was assigned 7 papers, and Kajulu with ten schools was assigned 5 pieces of paper. The names of the schools which appeared in these papers formed the sample. This represented 20 sample schools and 20 sampled headteachers from the target population.

From the remaining 420 teachers the researcher took 20 percent of that population which translated into 84 teachers. Eighty-four teachers divided by the number of schools  $84/20$  which gave 4 teachers per school who were selected purposively by liaising with the head teachers who proposed the teachers to be involved in the study in each school. The selection depended on their availability at the time of the study. Six OVC from each school were also selected, first through stratified sampling into 3 categories, that is, double orphan, partial orphan and vulnerable. The sampling was gender sensitive.

### **3.5 Research instruments**

Questionnaires were used in the study as they could be administered to a large number of respondents in a short time, they are easier to analyze since they are in an immediate usable form and because each item is followed by alternative answers (Creswell, 2003). The questionnaire had three sections. Section A gathered information on the demographic information of the respondents while section B and C gathered information on the set objectives.

Focus Group Discussion was used to get information from OVC. Focus Groups are simply 'a research technique that collects data through group interaction on a

topic determined by the researcher (Denzin & Lincoln, 2008). Focus Group Discussion are used to encourage spontaneity and in-depth discussion of participant experiences (Denzin & Lincoln, 2008).

### **3.6 Validity of the instruments.**

According to Kombo and Tromp (2006), validity of a test is a measure of how well a test measures what it is supposed to measure. In order to ensure the validity of the instruments, content validity was used where the items in the questionnaire were checked against the research objectives. An expert judgment from the authority assisted in the validation of the instruments. In this study the piloting was done prior to the actual research. This was done by randomly sampling one school in the district before the actual research. Then the validity of the instruments was ascertained by comparing the pilot study responses to the expected responses. Through this piloting, the researcher determined whether there was any ambiguity in any information which was addressed by the relevant adjustments, corrections and rephrasing of statements where necessary

The validity helped in identifying items in the questionnaires that needed restating and removing those that were not important in the study.

### **3.7 Reliability of the instruments**

Orodho (2009) defines reliability as the extent to which the instrument is stable and consistent across repeated measures. A reliability test is a method of making the test reliable by pre- testing the instrument. Mugenda (2008), noted that pre-

testing is essential .This identifies errors found in the study instrument which can later be corrected. Moreover pre -testing of instruments help to estimate time needed to administer the instrument. To ensure the reliability, pretesting of the instruments was conducted in pilot schools which were not part of the sampled schools and establish reliability of research instruments at a correlation coefficient of 0.70 and above. The initial form of the questionnaire was given to four primary school teachers for a pilot. At this stage, firstly the teachers were asked to complete the questionnaire. Then they were asked to provide comments on the clarity of the items and how the questionnaire might be improved. Suggestions for changes in terms of readability, clarity, wording, and appropriateness of the items were taken into consideration in the final version of the questionnaire. Based on the teachers' feedback, some words in the questionnaire were substituted with more common words.

### **3.8 Data collection procedures**

The researcher sought permission to collect data from the National Council of Sciences and Technology and Innovation (NACOSTI) through the School of Board of Post Graduate Studies (BPGS) University of Nairobi. The permit was presented to the County Director's Office and to the heads of the sampled schools. Personal visit to the schools was made to brief those head teachers about the research, mode of data collection and possible date for data collection. A second visit was also be made for the purpose of data collection purposes. The

questionnaires were administered. The Focus Group Discussion was carried out in person on agreed dates and was collected immediately they were filled. The researcher sought prior arrangements with the schools where the orphaned and vulnerable children were for the in-depth Focus Group Discussion.

### **3.9 Data analysis techniques**

Data analysis is the process of systematically searching and arranging field notes, data and other materials obtained from the field with an aim of increasing understanding and enable one to present them to others (Orodho, 2009). This research produced data that required both qualitative and quantitative data analysis. Quantitative analysis entails analyzing numbers about a situation by choosing specific aspects of that situation.

Descriptive statistics was used to analyze the quantitative data obtained. The statistics used included frequency counts and percentages. Qualitative data was analyzed by assigning open-ended response to specific response categories each of which was assigned a specific value. The values obtained from both quantitative and qualitative data were entered into the computer and further analyzed to establish correlation between the outcomes of the study facilitated by the Statistical Package for Social Sciences (SPSS) version 20.

The qualitative data in this study was analyzed by organizing them into similar themes and tallying the number of similar responses. From this the researcher

closely evaluated the usefulness of the information in answering the research questions.

### **3.10 Ethical considerations**

Each research process is confronted with an ethical question, the right to privacy or confidentiality. The issue of ethics becomes more apparent in surveys involving OVC, head teachers, more so when it concerns scrutinizing OVCs conditions and how the children's school is prepared to deal with OVCs participation in public school. In this study, the respondents were reassured of both confidentiality and privacy. Also to ensure impartiality and confidentiality for respondents, the questionnaire were constructed in such a way that information was not traceable to individuals.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents data analysis, presentation and interpretation. The main purpose of the study was to investigate headteachers' related factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu East Sub-County. The chapter is organized into five sections focusing on the demographic data, the extent to which head teachers organization of teachers to provide guidance and counseling, head teacher's organization of peer counseling, head teacher's competence in resource mobilization and head teachers' creation of networks for provision of basic needs and how they influence participation of orphaned and vulnerable children in public primary schools in Kisumu East Sub-County.

#### **4.2 Response rate**

The respondents for this study were head teachers, teachers and OVC in public primary schools in Kisumu East Sub-County. The sample size for the study comprised of 20 head teachers, 84 teachers and Focus Group Discussion with 124 OVC from public primary schools in Kisumu East Sub-County. All the questionnaires which were administered were returned 100% and Focus Group Discussion with OVC was done successfully in the sampled schools.

This indicates that questionnaire return for both head teachers and teachers was high showing great concern for participation of orphaned and vulnerable children in education.

### **4.3 Demographic data of respondents**

Demographic data was based on gender, age, qualification, years of experience as a head teacher or a teacher. This was discussed in Table 4. 1 and Table 4.2

#### **4.3.1 Gender of respondents**

With regard to gender of head teachers in public primary schools in Kisumu East Sub-County who participated in the study, the results are shown in Table 4.1.

**Table 4.1: Gender of head teachers**

	<b>Frequency</b>	<b>Percent</b>
Male	8	40.0
Female	12	60.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings revealed that majority of the head teachers are females 60% while males are 40%. This is attributed to the fact that the female teachers have an important impact on school quality for OVC because they are ready to give guidance and counseling to children. This is also meant to eliminate all forms of discrimination against women which took place in 1990 in Geneva.

Gender of teachers in public primary schools in Kisumu East Sub-County is shown in Table 4.2.



**Table 4.2: Gender of teachers**

	<b>Frequency</b>	<b>Percent</b>
Male	34	40.5
Female	50	59.5
<b>Total</b>	<b>84</b>	<b>100.0</b>

The demographic information shown in the table indicates that female teachers are 59.5% compared to their male counterparts who are only 40.5%. The fact that female teachers are more can make them assist the OVC well in school. This is also meant to eliminate gender disparity in education, United Nations( 1990).

#### **Gender of OVC**

Issues of gender are important in OVC programs. Careful attention should be given in conceptualizing and implementing OVC activities to ensure that differing needs of boys and girls are identified and addressed appropriate to their developmental stage

The gender of OVC in public primary schools in Kisumu East Sub- County is presented in Table 4.3.

#### 4.4: Gender of OVC

	<b>Frequency</b>	<b>Percent</b>
Male	52	41.9
Female	72	58.1
<b>Total</b>	<b>124</b>	<b>100.0</b>

The table illustrates that the OVC who participated in FGD in public primary schools were males 41.9% and females 58.1%. The study findings revealed that the female are more than males. This suggests that most male OVC are involved in child labour

#### 4.4.1 Age of Respondents

Age of head teachers may show if the head teachers are mature to handle OVC.

The age of head teachers is indicated in Table 4.4.

**Table 4.4: Distribution of head teachers by age**

	<b>Frequency</b>	<b>Percent</b>
35-45	5	25.0
45-55	8	40.0
Above 55	7	35.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The study findings indicate that the head teachers between age 45-55 are 40% while those above 55 are 35% which shows that they are mature enough and are able to handle challenges and issues relating to OVC readiness to learn. Those head teachers between 35-45 years of age are 25% showing that they still young

enough and are also in a position to handle challenges facing orphaned and vulnerable children.

**Table 4.5** is an illustration of age bracket of teachers in public primary schools in Kisumu East Sub- County.

**Table 4.5: Distribution of teachers by age**

	<b>Frequency</b>	<b>Percent</b>
20-25	12	14.2
25-35	36	43.1
35-45	16	19.0
45-55	12	14.2
Above 55	8	9.5
<b>Total</b>	<b>84</b>	<b>100.0</b>

The study findings showed that majority of teachers 43.1% and 14.2% are young in age of 25-35 and 20-25 respectively and being able to handle challenges of OVC effectively. 19.0%, 14.2% and 9.5% of teachers are in their mature age of 35-45, 45-55 and above 55years showing that they are also mature in age are able to handle the challenges and issues of OVC.

Table 4.6 is an illustration of the age of orphaned and vulnerable children

**Table 4.6 Distribution of OVC by age**

	<b>Frequency</b>	<b>Percent</b>
11-13	52	41.9
14-15	43	34.7
16-17	26	21.0
over 18	3	2.4
<b>Total</b>	<b>124</b>	<b>100.0</b>

The ages of the OVC are of importance to the study as it would assist the OVC to know their rights and be able to know when their rights are being violated and it would also assist in knowing whether the children can explain the conditions they are facing or undergoing both at school and at home.

#### **4.4.2 Years of experience**

**Table 4.7** is an illustration of years of experience of head teachers.

**Table 4.7 : Distribution of head teachers by years of experience**

	<b>Frequency</b>	<b>Percent</b>
5 years	7	35.0
6-10 years	10	50.0
10-15	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Data in Table 4.5 reveals that majority of the head teachers 50% have 6- 10 years of experience showing that they have more experience in supporting OVC in their participation in education. The head teachers with experience of 5 years were

35% and they still have more years of gaining experience to support OVC participation in education .The remaining 15% of headteachers with 10 -15 years of experience also have gained enough experience to enable them support OVC participation in education. The findings indicated that 65% of headteachers have gained more years of experience. Therefore, the head teachers are able to understand the needs of OVC and are capable of assisting them as they have interacted with them for a long time.

Years of experience of teachers were also of concern to the researcher to assist in knowing how well they can handle issues of OVC and this is illustrated in Table 4.8.

**Table 4.8: Distribution of teachers by years of experience**

	<b>Frequency</b>	<b>Percent</b>
5 years	26	29.9
6-10	28	32.2
11-15	20	23.0
16-20	10	11.5
<b>Total</b>	<b>84</b>	<b>96.6</b>

The table shows the years of experience of teachers with majority 32.2% having 6-10 years of experience as teachers which indicates that they have gained enough experience to support OVC in school followed by those with 11-15 years 23.0%, those with 5 years of experience constitute 29.9 % and those with 16- 20 years are 11.5%. Therefore, all these teachers have enough experience to support OVC in learning.

#### 4.43 Education level/ Qualification

Qualification of head teachers in public primary schools in Kisumu East District was also discussed in order to find out their qualification in readiness to provide guidance and counseling to OVC. This is shown in Table 4.9.

**Table 4.9: Distribution of head teachers by qualification**

	<b>Frequency</b>	<b>Percent</b>
P1	4	20.0
Diploma	8	40.0
Degree	7	35.0
Masters	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The table presents the qualification of head teachers with majority 40.0 % being Diploma holders, Degree 35.0% and 20.0 % with P1 and master's degree, 5.0%. This shows that the head teachers are professionally qualified and are able to support OVC in schools in Kisumu East District.

Based on the qualification of teachers in public primary schools in Kisumu East District, the teachers' response is illustrated in Table 4.10.

**Table 4.10: Distribution of teachers by qualification**

	<b>Frequency</b>	<b>Percent</b>
P1	36	42.9
DIPLOMA	34	40.5
DEGREE	10	11.9
MASTERS	4	4.8
<b>Total</b>	<b>84</b>	<b>100.0</b>

The table shows the qualification of teachers with majority 42.9% being P1, 40.5% Diploma holders, Degree 11.9% and 4.8% with Master's degree. This shows that the teachers are qualified and competent enough to support OVC in schools in Kisumu East District. There are similar studies on qualification of teachers which assert that it is important to set up a plan that is specific for the school, and that addresses the potential problems by making the best use of existing strengths and assets (Ebersöhn & Eloff, 2002). In this way, schools can self-generate specific solutions to their particular problems — the whole school system then becomes responsible for creating conditions that are conducive to the mental, physical, environmental and social health of learners and teachers, as well as families and community members.

### **Education level of orphaned and vulnerable children**

OVC from class 6 and 7 were selected for the study because they are mature and can be able to tell when their rights are being violated and could also participate

#### **4.4.4 Category of OVC**

The discussion found out that 40.2% are double orphans, 30.3% OVC are paternal orphans, 21.2% are maternal orphans and 8.3% are vulnerable. The conclusion is that majority of the OVC are double orphans indicating that their parents died of HIV/AIDS according to HIV/AIDS prevalence in Kisumu East Sub-County which is 24% in Kenya according to KAIS (2007). The remaining 30.3% of OVC are paternal orphans and 8.2% who are vulnerable but live with both parents living in slums who mainly depend on meagre income from alcohol brewing, selling vegetables, boda boda riding, watchmen and vending.

#### **4.4.5 Types of family**

The discussion revealed that 36.0 % are living in extended families. This is a clear indication that majority of the OVC in Kisumu East Sub- County live in extended families which are poverty –stricken. This is in line with the previous studies that community- based responses which combine socio-economic contribution by the extended families within the local communities have been recognized as the most effective source of support (Forster, 2004; UNICEF, 2008). The remaining 24.2% are living in nuclear families but still are vulnerable according to the economic income in the Sub- County. 0.7% are living in child headed families who mostly



lack basic and adequate guidance and counseling which leads some of them to go to live on the streets.

#### **4.4.6 Home type**

The findings from the Focus Group Discussion revealed that 17% of the OVC live in orphanages while 15% have been rehabilitated from the streets and are living in Rehabilitation centres while attending school and others 7.2 % are living with well-wishers. From the findings of the Focus Group Discussion they are not provided with guidance and counselling and basic needs which may not enhance regular attendance in school.

#### **4.5 Organization of teachers to provide guidance and counselling and influence on participation of orphaned and vulnerable children in primary school**

The study sought to determine the extent to which head teachers organization of guidance and counselling influence OVC participation in primary school.

Guidance and counselling is meant to meet the needs of the “whole child”, and to offer intervention in a holistic manner in order to support the OVC participation in school, hence enhancing learning readiness.

The head teachers should organize one day per week for guidance and counselling, time and duration, the room which is free from noise and interference during counselling session with the qualified teacher in charge of guidance and counselling. This should mainly target OVC who face challenges in life and is affecting their attendance in primary school.

From the findings of the study, percentage values and alternatively frequency counts were computed. The findings are shown in Table 4.11.

**Table 4.11 Head teachers’ response on organization of teachers to provide guidance and counseling to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	6	30.0
Agree	13	65.0
Undecided	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

It can be observed from Table 4.11 that, 65% of the head teachers agreed that headteachers organize teachers to provide guidance and counseling for OVC while 30% strongly agreed with 5% being undecided. These are in line with International Human Rights report (2004, p.4) which states that OVC affected by HIV/AIDS may be denied access to school or mistreated by teachers because of the stigma associated with orphanhood and vulnerability due to HIV/AIDS. Therefore, organization of guidance and counseling by head teachers is of great importance in enhancing attendance of OVC in school.

Teacher’s response on how head teachers organize teachers to provide guidance and counseling support to OVC is shown in Table 4.12.

**Table 4.12: Response of teachers on head teacher organization of guidance and counseling to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	28	33.3
Agree	46	54.8
Undecided	6	7.1
Strongly disagree	4	4.8
<b>Total</b>	<b>84</b>	<b>100.0</b>

On how headteachers organize teachers to provide guidance and counseling support to OVC, 54.8% of teachers agreed while 33.33% of teachers strongly agreed that head teachers organize for a day, time, room and a qualified teacher for the provision of guidance and counseling to OVC. Only 4.8% strongly disagreed and 7.1% were undecided. This concurs with the findings of Mnubi-Mchombu and Ocholla (2011) who confirmed that some teachers were worried that they do not have structured programme to deal effectively with orphans and vulnerable children and they also indicate that they do not have the time. Programmes should be put in place to provide chance for OVC to receive guidance and counseling in primary schools.

Head teachers were asked how many teachers are qualified to provide guidance and counseling to OVC. The response is presented in Table 4.13.

**Table 4.13: Response of head teachers on the qualification of teachers to provide guidance and counseling to OVC**

	<b>Frequency</b>	<b>Percent</b>
Certificate	5	25.0
Diploma	12	60.0
Degree	1	5.0
Undecided	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings in primary schools in Kisumu East Sub- County revealed that teachers are qualified to provide guidance and counseling to OVC because 60% have Diploma, 25% of teachers have certificate in guidance but 10% of the head teachers were undecided about the qualification of teachers in providing guidance and counseling to OVC. Only 5% have Degree. From the findings, head teachers are supporting that teachers are qualified to provide guidance and counseling to OVC but because of lack of time and overwhelming work in Free Primary Education coupled with the fact that guidance and counseling is not time tabled they find it difficult to avail time for guidance and counseling. Therefore, guidance and counseling should be time tabled to allow teachers to provide it to children.

Response of teachers on how many of them are qualified to provide guidance and counseling is indicated in Table 4.14.

**Table 4.14: Response of teachers on their qualification to provide guidance and counseling to OVC**

	<b>Frequency</b>	<b>Percent</b>
Certificate	23	27.4
Diploma	51	60.7
Degree	4	4.8
Undecided	6	7.1
<b>Total</b>	<b>84</b>	<b>100.0</b>

The findings in public primary schools in Kisumu East District revealed that teachers are qualified to provide guidance and counseling to OVC because 60.7% have Diploma, 27.4% of teachers have certificate in guidance but 7.1% of the teachers were undecided about their qualification in providing guidance and counseling to OVC. The rest of the teachers 4.8% have Degree. The findings are similar to previous studies which indicate that, teachers are supporting that they are qualified to provide guidance and counseling to OVC but being overburdened with OVC issues, the teachers were forced to work longer hours in order to attend to their lesson preparation and assessment duties. This kind of problem is something that can only really be dealt with at school level under the leadership of the head teacher (Wood & Webb, 2008). Therefore, guidance and counseling should be time tabled to allow teachers to provide it to OVC.

On head teachers' response on organization of guidance and counseling programme for OVC in school gives them opportunity to cope better in school.

The head teachers responded as indicated in Table 4.15.

**Table 4.15: Head teachers response on organization of guidance and counseling programme for OVC**

	<b>Frequency</b>	<b>Percent</b>
Sometimes	4	20.0
Regularly	1	5.0
Uncertain	6	30.0
Availability of time	4	20.0
On request of OVC	5	25.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings of the study revealed that 30% of the head teachers were uncertain about organization of guidance and counseling to give OVC opportunity to cope better in life. 25% of head teachers organize guidance and counseling on request of OVC while 20% of head teachers sometimes organize guidance and counseling programmes for OVC to give them opportunity to cope better in school with another 20% providing it on availability of time. Only 5% of head teachers provide it regularly to OVC. These are consistent with the findings of Cluver & Gardner, (2007) that guidance and counseling to OVC to help them cope better in school, especially those who experience emotional stress, depression, anxiety, stigmatization, and posttraumatic stress disorder Therefore, they should liaise with the Ministry of education to include guidance and counseling in the curriculum.

**Table 4.16** illustrates teachers' response on head teacher's organization of guidance and counseling programmes to give OVC opportunity to cope better in school.

**Table 4.16: Teachers response on organization of guidance and counseling by the head teacher to OVC**

	<b>Frequency</b>	<b>Percent</b>
Sometimes	30	35.7
Regularly	15	17.9
Uncertain	16	19.0
When time is available	10	11.9
On request of OVC	13	15.5
<b>Total</b>	<b>84</b>	<b>100.0</b>

The findings of the study revealed that 35.7% of teachers sometimes provide guidance and counseling programmes for OVC to give them opportunity to cope better in school but 19% of the teachers were uncertain about provision of guidance and counseling to give OVC opportunity to cope better in life. 17.9% provide it regularly to OVC while 15.5% of teachers provide guidance and counseling on the request of OVC with only 11.9% providing it when time is available. These finding are similar to previous studies which say that the development of counselling skills and the confidence to implement them takes time and the opportunity to practice in a supportive environment (Egan, 2002).

Therefore, Teachers support organization of guidance and counseling programme since school environment is supportive for guidance and counseling.

Head teachers were also asked to what extent individual counseling builds of confidence OVC. The head teachers' response is indicated in Table 4.17.

**Table 4.17: Headteachers' response on individual counseling for OVC**

	<b>Frequency</b>	<b>Percent</b>
Good relationship with teachers	8	40.0
Good relationship with peers	7	35.0
Uncertain	5	25.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings indicate that 40% of head teachers have seen good relationship between teachers and OVC due to individual counseling which helps in building the confidence of OVC while 35% of OVC have been seen to have good relationship with their peers due to individual counseling which has helped in building their confidence. 25% of head teachers were uncertain whether individual counseling for OVC help in building their confidence. Counselling on an individual basis was seen to be part of the support structure that a school should provide to students and that within the overall time allocated for guidance, adequate time should be given for the counselling function in the guidance



programme. These are consistent with the studies by Subbarao & Coury (2004), who contend that teaching vulnerable children also calls for a good understanding of how to boost self-esteem and help them to develop attachment. From the findings, it is therefore important to provide individual counseling to OVC to assist in building the confidence of OVC hence their readiness in learning.

The same question was also asked to teacher to give their response on how individual counseling for OVC builds their confidence hence enhances their attendance in school and this is indicated in Table 4.18.

**Table 4. 18: Teachers response on individual counseling for OVC**

	<b>Frequency</b>	<b>Percent</b>
Good relation with teachers	34	39.1
Good relationship with peers	28	32.2
Uncertain	22	25.3
<b>Total</b>	<b>84</b>	<b>100.0</b>

The study findings indicate that 39.1% of teachers have seen good relationship between them and OVC due to individual counseling which helps in building the confidence of OVC while 32.2% of OVC have been seen to have good relationship with their peers due to individual counseling which has helped in building their confidence. 25.3% of teachers were uncertain whether individual

counseling for OVC help in building their confidence. When counselling OVC, their caregivers or parents, teachers are called on to discuss sensitive issues such as poverty, death, illness and other related social issues and this expertise cannot be acquired on a short term course with no follow-up (Baggaley, Sulwe, Chilala & Mashambe, 1999). It is therefore important to provide individual counseling to OVC to assist in building their confidence hence their readiness in learning.

#### **4.5.1 Focus Group Discussion on influence of guidance and counselling on OVC participation in education**

Findings from the Focus Group Discussion revealed that out of the 20 public primary schools in Kisumu East Sub- County only three schools have guidance and counseling being provided by teacher counselors. From the discussion with the OVC regarding provision of guidance and counseling by teachers, the OVC said that to some extent it enables them to come to school but there are other related factors that hinder their coming to school such as child – headed families where the older siblings have to remain at home to look after their younger siblings in terms of basic provision such as food, clothing and medical care. Emotional and verbal abuse was identified, some of the OVC respondents narrated how they are abused by their guardians and hence this in a way affected their concentration at school. This situation leads to them not attending school, as one OVC respondents narrated *“I stay with my uncle and his wife.*

*Both of my parents died and he took responsibility of taking care of me; life is intolerable as every day I am exposed to verbal abuses and therefore when going to school. I am absent minded and not concentrating in class”.*

It was also discussed whether there is a specific time meant for guidance and counseling and for the schools where it is being provided, the children said that there is no specific time but when need arises the teachers are normally available to provide it when they are free. Another discussion on guidance and counseling was based on problems that OVC face that need guidance and counseling. Child abuse was an issue which most OVC mentioned during the discussion that affects them. On this matter, the OVC cited various problems including food, neglect, too much work that denies them time for studying, vending, discrimination at home and in school and family violence. The Focus Group Discussion also focused on the type of counseling they may need and the children indicated that they prefer individual counseling. From the Focus Group Discussion, the OVC need confidentiality in guidance and counseling, need time for studying and frequent guidance and counseling to enable them cope with life situation.

#### **4.6 Peer counselling and orphaned and vulnerable children participation in primary education**

The study sought to establish to what extent head teachers organization of peer counseling influences orphaned and vulnerable children participation in primary education. The head teachers should organize for training of peer counsellors who in turn provide peer counselling to OVC. The head teacher should invite peer

mentors from other places to come and discuss issues relating to orphanhood and vulnerability. The peer counselor gains in feelings of self-worth for he has the opportunity to share a valuable and worthwhile experience. This in turn can motivate the counselor to reach out to others and to perfect his/her skills. For many peer counsellors this position can be a vehicle for career development. The head teacher should also organize for clubs and activities for OVC. The head teacher does this by organizing inter-school competitions where the OVC should participate to enhance interpersonal relations and also share experiences with other children. The head teacher should do this, in order to enhance participation of OVC in education.

In regard to organization of peer counselling, the response is presented in Table 4.19.

**Table 4.19: Headteacher’s view on organization of peer counselors**

**training for OVC**

	<b>Frequency</b>	<b>Percent</b>
Very important	8	40.0
Important	6	30.0
Uncertain	3	15.0
Very unimportant	1	5.0
Unimportant	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings of the study indicate that 40% and 30% of head teachers viewed peer counselors training as very important and important respectively on organization of peer counselors training for OVC while 15% were uncertain. 10% of the head teachers viewed it as unimportant. The remaining 5% viewed it as very unimportant. The support of peers at school can have important consequences for OVC wellbeing. These concur with the findings of Allison and Hellen, (2004) who asserted that OVC who feel there are people who care about them at school and feel connected to the school are more likely to be academically motivated. Therefore, peer counselors' training is important for OVC.

The study sought teachers' view on organization of peer counselor's training for OVC in public primary schools in Kisumu East District and the response is shown in Table 4.20.

**Table 4.20 : Teachers' view on peer counselor's training for OVC**

	<b>Frequency</b>	<b>Percent</b>
Very important	28	32.2
Important	32	36.8
Uncertain	10	11.5
Very unimportant	6	6.9
Unimportant	8	9.2
<b>Total</b>	<b>84</b>	<b>100.0</b>

The study findings revealed that majority of the teachers 36.8% and 32.2% viewed it as important and very important respectively on peer counselors training for OVC. 11.5% of the teachers were uncertain about importance of peer counselor’s training. 9.2% viewed it as unimportant and while another 6.9% viewed it as very unimportant. Therefore, teachers view peer counselors training as of great importance to assist OVC in primary education.

**Head teachers were also asked about their view on OVC mentorship on issues of reproductive health, HIV/AIDS and abstinence to enhance enrollment and attendance in school. The response of the head teachers is illustrated in Table 4.21.**

**Table 4.21 : Headteachers’ response on OVC mentorship**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	8	40.0
Agree	9	45.0
Undecided	2	10.0
Strongly disagree	1	5.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The study sought to find out mentorship on issues of reproductive health, HIV/AIDS and abstinence for OVC. The findings show that 45% of head teachers agreed while 40% strongly agreed. 10% of the head teachers were undecided while 5% strongly disagreed. Previous studies indicate that reluctance

arises within schools that are either directly or indirectly intolerant of such things or out of concern for parental reaction in communities where the dominant norm is silence on issues of reproductive health (Plummer. 2006). From the findings, it is important for head teachers to invite peer mentors to create awareness to OVC on issues related to reproductive health, HIV/AIDS and abstinence which enhances enrollment and attendance of OVC in school.

**Table 4.22** presents teachers’ response on how OVC are mentored on issues of reproductive health, HIV/AIDS and abstinence to enhance enrollment and attendance in school.

**Table 4.22 :Teachers response on mentorship for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	32	38.2
Agree	48	57.2
Undecided	2	2.3
Strongly disagree	2	2.3
<b>Total</b>	<b>84</b>	<b>100.0</b>

The findings revealed that 57.2% of teachers agreed while 38.2% strongly agreed on issues of mentorship for OVC. 2.3% of the teachers strongly disagreed and 2.3% were undecided. These are consistent with findings of Lloyd (2007) who affirmed that the controversial aspect has always been sexual and reproductive health. Therefore, teachers should encourage mentorship on issues of reproductive health, HIV/AIDS and abstinence.

Head teachers' response was sought on organization of sporting activities and clubs for OVC to enable them interact and share freely with peers. The response of the head teachers is shown in Table 4.23.

**Table 4.23 : Head teachers organization of sporting activities and clubs for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	8	40.0
Agree	10	50.0
Strongly disagree	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings of the study show that 50% of head teachers strongly agreed that sporting activities and clubs for OVC lower their anxiety 40% agreed while 10% strongly disagreed. Sporting activities and clubs help in physical and intellectual fitness and also act as a therapy of the mind.

Teachers were also asked the same question on organization of sporting activities and clubs for OVC. The sporting and clubs such as Debate, Drama, Matches and Athletics are organized at school and inter- school levels where the OVC take part and compete with other peers. This is done to enable OVC to interact and share freely with other peers.

The teachers' response is indicated in Table 4.24.



**Table 4.24: Teachers’ response on sporting activities and clubs organized for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	48	55.2
Agree	32	36.8
Undecided	2	2.3
Strongly disagree	2	2.3
<b>Total</b>	<b>84</b>	<b>100.0</b>

The findings from teachers revealed that 55.2 % strongly agreed while 36.8% agreed that head teacher’s organization of sporting activities and clubs lower anxiety of OVC. 2.3% strongly disagreed and undecided respectively. These are consistent with previous findings by Kumakech, Cantor- Grace, Malings, Bajunirwe (2009) who support the idea of peer support groups, during which staff addresses topics of concern to orphans through sporting activities and clubs which are aimed at problem solving and positive deviance. The findings show that sporting activities and clubs for OVC therapeutic in lowering anxiety, depression and anger.

**4.7 Resource mobilization and orphaned and vulnerable children participation in primary education**

The study sought to examine to what extent head teacher competence in resource mobilization influences orphaned and vulnerable children participation in primary education. Resource mobilization refers to all activities involved in securing new

and additional resources for a school. It also involves making better use of, and maximizing, existing resources. Resource mobilization is important as it ensures the continuation of a school's service provision to OVC and it supports a school's sustainability. Head teacher's competence in Resource mobilization therefore enhances enrollment and attendance of OVC in school.

Head teachers' response on how mobilization of stakeholders and NGOs support OVCs' readiness in learning is illustrated in Table 4.25.

**Table 4.25: Headteachers' response on mobilization of stakeholders and NGOs to support OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	8	40.0
Agree	8	40.0
Undecided	1	5.0
Disagree	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The study sought to find out how resource mobilization of stakeholders and NGOs support OVC in learning. The findings revealed that 40% of head teachers strongly agreed and agreed respectively that resource mobilization of stakeholders and NGOs support OVC in learning. 15% of the headteachers disagreed and 5% were undecided. Human Rights Watch report revealed that failure to provide school uniform and other school requirements resulted in most children being turned away from school. Similar previous findings show that poor children,

orphans, and children affected by AIDS are particularly affected by lack of uniform and other related requirements (Human Rights Watch, 2004, p.6). From head teachers' response, it is clear that resource mobilization help supplement government supplies hence supporting OVC in learning.

Teachers were asked to give their views on how mobilization of stakeholders and NGOs support OVCs' readiness in learning. The response of the teachers is indicated in Table 4.26.

**Table 4.26: Teachers' response on head teacher's mobilization of stakeholders and NGOs to support OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	31	36.9
Agree	45	53.6
Undecided	4	4.8
Strongly disagree	4	4.8
<b>Total</b>	<b>84</b>	<b>100.0</b>

Findings indicate that 53.6% of teachers agreed on mobilization of resources for OVC to support them in learning while 36.9% of teachers strongly agreed .4.8% strongly disagreed and undecided respectively. Teachers support that resource mobilization is important to support OVC in learning readiness.

When head teachers were asked on how distribution of resources fairly enhances OVC enrollment in primary school, they responded as presented in Table 4.27.

**Table 4.27 : Head teachers’ response on fair distribution of resources to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	7	35.0
Agree	10	50.0
Disagree	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings of the study revealed that 50% of the head teachers agreed on fair distribution of resources to OVC to enhance enrollment. 35% strongly agreed while 15% disagreed. This is in line with the World Food Program which describes discrimination in various forms as public ostracism by the community, taking in of OVC for exploitative purposes in terms of child labor and discrimination (WFP, 2007, p.10). The findings from head teachers indicate that fair distribution of resources hinders discrimination and bias towards OVC.

**Table 4.28** illustrates teachers’ response on how distribution of resources fairly enhances OVC enrollment.

**Table 4.28: Teacher’s response on fair distribution of resources to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	40	47.6
Agree	38	45.2
Undecided	4	4.8
Strongly disagree	2	2.4
<b>Total</b>	<b>84</b>	<b>100.0</b>

The findings of the study revealed that 47.6% of the teachers strongly agreed on fair distribution of resources to OVC to enhance enrollment. 45.2% agreed but 4.8% of the teachers were undecided while 2.4% disagreed. Therefore, teachers support fair distribution of resources to OVC.

**Table 4.29** explains head teachers’ response on how organization of adequate resources guarantees OVC opportunity for readiness in learning.

**Table 4.29: Head teachers’ response on distribution of adequate resources to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	12	60.0
Agree	5	25.0
Disagree	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The table indicates that 60% of the head teachers strongly agreed that organization of adequate resources guarantees OVC opportunity for learning while 25% agreed. Only 15% disagreed. It is also advantageous in helping head

teachers to make sure that there is equal and adequate distribution of meals among the children, (WFP. 2007). When adequate resources are in place OVC are certain about opportunity for learning readiness.

**Table 4.30** shows teachers’ response on how organization of adequate resources guarantees OVC opportunity for readiness in learning

**Table 4.30 : Response of teachers on organization of adequate resources to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	26	31.0
Disagree	54	64.3
Undecided	4	4.8
<b>Total</b>	<b>84</b>	<b>100.0</b>

Table 4.30 shows that 64.3% of teachers agreed that organization of adequate resources guarantees OVC opportunity for learning while 31% of teachers strongly agreed with only 4.8% of teachers being undecided on the importance of adequate resources and opportunity for learning among OVC. Oleke (2007) recommended that more interventions involving the provision of practical support were needed, at least in the short term, to enable impoverished children to attend and remain in school. Teachers are geared towards lobbying for adequate resources which enhance OVC opportunity for learning readiness.

**Table 4.31** presents head teachers’ response on how sustainability of stakeholders and NGO programme lead to OVC enrollment and attendance in school.

**Table 4.31: Head teachers’ response on organization and**

**sustainability of stakeholders and NGO programmes for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	9	45.0
Agree	8	40.0
Disagree	3	15.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The findings from the study clarifies that 45% of headteachers strongly agreed that sustainability of stakeholders and NGO programmes lead to OVC enrollment and attendance while 40% also agreed. 15% of the head teachers disagreed on the sustainability of stakeholders and NGOs. Therefore the head teachers are aware of the importance of sustainability of existing programmes in the continuity of education of OVC.

On how sustainability of stakeholders and NGO programme lead to OVC enrollment and attendance in school, the teachers responded as indicated in Table 4.32.

**Table 4.32: Teachers’ response on organization and sustainability of stakeholders and NGO programmes for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	26	31.0
Agree	46	54.8
Undecided	4	4.8
Strongly disagree	4	4.8
Disagree	4	4.8
<b>Total</b>	<b>84</b>	<b>100.0</b>

The table indicates that 54.8% of teachers agreed while 31.0% of the teachers strongly agreed that organization of adequate resources guarantees OVC opportunity for learning. 4.8% strongly disagreed and disagreed respectively. Another 4.8% was undecided. Most teachers are aware of the importance of sustainability of resources which enhance OVC opportunity for learning but a smaller percentage of the teachers are not concerned with sustainability of resources.

#### **4.7.1 Focus Group Discussion on influence of resource mobilization by stakeholders**

On resource mobilization, the discussion was based on who pays for OVC school levies and the discussion revealed that 32.3% are having their levies being paid by their guardians while 29% are sponsored by NGOs, although some NGOs do not pay the levies in time. Another number comprising of 21% OVC are paying by themselves, the remaining 12.9% are being catered for by their parents. As the discussion continued, it was revealed that the resources provided by NGOs to



some extent make them come to school regularly although the resources are not brought at the appropriate time and they are not providing all the resources needed by OVC.

**4.8 Head teacher creation of networks for provision of basic needs influence participation of orphaned and vulnerable children in primary education**

The study sought to assess to what extent head teacher creation of networks for the provision of basic needs influences OVC participation in primary education.

Creation of networks involves forming an association of individuals or schools having common interest aimed at providing mutual assistance and helpful information regarding participation of OVC in school. Head teachers should work closely with other stakeholders in order to bring in programmes which aim at providing basic needs such as feeding programmes, provision of information on balanced diet and health issues which relate to nutrition and health of OVC as they attend school.

The findings of the study are noted in Table 4.33.

**Table 4.33: Head teachers’ response on Feeding programme for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	13	65.0
Agree	4	20.0
Strongly disagree	1	5.0
Disagree	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

65% of head teachers strongly agreed while 20% agreed that feeding programmes enhance enrollment of OVC in education. 10% of the head teachers disagreed while 5% of headteachers strongly disagreed that feeding programme enhances enrollment of OVC in education. Therefore, head teachers should address feeding programme to enhance enrollment of OVC in primary school.

Teachers' response on how head teacher creation of networks to provide feeding programmes enhances OVC readiness in learning is explained in Table 4.34.

**Table 4.34: Teachers' response on organization of Feeding programme for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	54	64.3
Agree	26	31.0
Undecided	4	4.8
<b>Total</b>	<b>84</b>	<b>100.0</b>

The study findings indicate that 64.3% of teachers strongly agreed that feeding programme enhances OVC enrollment while 31% agreed with only 4.8% being undecided. This view of the respondents is consistent with the findings of Bicego, Rutstein, and Johnson (2003) and Browne and Hamilton-Giachritsis (2004) which indicate that placing survival needs above all other needs is a common practice in poverty-stricken societies. This is also in line with Maslow's (1968) contention that when all needs are unsatisfied, the organism is dominated by the physiological needs, all other needs may become simply non-existent or be

pushed into the background. Overwhelming number of teachers support the provision of feeding programme to OVC in education.

Head teachers' response on creation of networks which help in alleviating health problems and hunger that lower OVC readiness in learning is shown in Table 4.35.

**Table 4.35: Head teachers' response on creation of networks which address hunger and health needs of OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly supported	8	40.0
Supported	10	50.0
Undecided	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The study findings revealed that 50% of head teachers supported the creation of networks which address hunger and health of OVC while 40% of head teachers strongly supported the creation of networks which address hunger and health of OVC. 10% remained undecided. These contend with previous studies which show that malnutrition and poor health cause early death, they can also lead to low educational enrollment and low attendance because malnutrition can lead to delayed intellectual development (Brown & Sittitrai, 2005; UNICEF, 2006). It is therefore important that health problems associated with nutrition are addressed to enhance enrollment of OVC in primary schools.

Teachers were also asked to give their response on how head teachers' creation of networks help in alleviating health problems and hunger that lower OVC readiness in learning. The teachers' response is illustrated in Table 4.36.

**Table 4.36: Teachers' response on organization of creation networks to address hunger and health of OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly supported	52	61.9
Supported	26	31.0
Undecided	6	7.1
<b>Total</b>	<b>84</b>	<b>100.0</b>

The findings of the study showed that 61.9% of teachers strongly supported that head teachers create networks that address hunger and health of OVC. 31.0% of the teachers supported while 7.1% were undecided about head teacher creation of networks which address hunger and health of OVC. Teachers are therefore ready to respond to health and nutrition of OVC.

Head teachers were asked on how creation of networks for balanced diet help in boosting immunity of OVC hence enhances their attendance in school. The head teachers responded as presented in Table 4.37.

**Table 4.37: Head teachers' response on balanced diet for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	11	55.0
Agree	7	35.0
Strongly Disagree	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

The study findings revealed that majority of head teachers 55% strongly agreed that balanced diet boosts immunity of OVC hence enhances attendance while 35% agreed. Only 10% of headteachers strongly disagreed that balanced diet boosts immunity of OVC. Oleke (2007) asserts that in the midst of evidence showing the range of barriers to OVC and school attendance is large and includes children being obligated to work and lack of food, even when the education itself is free. Therefore, balanced diet of OVC is paramount in enhancing attendance.

Teachers were asked how balanced diet boosts immunity of OVC hence enhances OVC school attendance. The teachers' response is indicated in Table 4.38.

**Table 4.38: Teachers' response on balanced diet for OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	48	57.1
Agree	22	26.2
Undecided	14	16.7
<b>Total</b>	<b>84</b>	<b>100.0</b>

Study findings revealed that 57.1% of teachers strongly agreed that balanced diet boosts immunity of OVC hence enhances attendance. 26.2% of teachers agreed while 16.7% remained undecided. Therefore, teachers are willing to address balanced diet of OVC in order to enhance their attendance.

When head teachers were asked how creation of networks in the provision of free meals to OVC enhances enrollment and attendance, they responded as shown in Table 4.39.

**Table 4.39: Head teachers’ response on provision of Free meals to**

**OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	11	55.0
Agree	7	35.0
Disagree	2	10.0
<b>Total</b>	<b>20</b>	<b>100.0</b>

Findings of the study indicated that 55% of head teachers strongly agreed that a school that provides free meals to OVC enhances their participation while 35% agreed and 10% disagreed that free meals enhance participation of OVC in education. In-school meals provided directly to hungry children reduce short-term hunger and can serve as a vehicle for meeting their nutritional requirements (WFP 2004). Therefore, organizations that provide feeding programmes in schools should make a follow-up to ensure that the meals are provided for free.

Teachers were asked how creation of networks by the head teacher in the provision of free meals to OVC enhances enrollment and attendance. The teachers' response to this is illustrated in Table 4.40.

**Table 4.40: Teachers' response on organization of Free meals to OVC**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	56	66.7
Agree	20	23.8
Undecided	8	9.5
<b>Total</b>	<b>84</b>	<b>100.0</b>

Findings of the study showed that 66.7% of teachers strongly agreed that a school that provides free meals to OVC enhances their participation while 23.8% agreed and 9.5% were undecided that free meals enhance participation of OVC in education. In-school meals provided directly to hungry children reduce short-term hunger and can serve as a vehicle for meeting their nutritional requirements (WFP 2004). Therefore, from the overwhelming response from teachers supporting provision of free meals shows the concern of teachers on feeding programmes for OVC.

#### **4.8.1 Focus Group Discussion on creation of networks for basic needs**

Discussion based on feeding programme indicated that only 43.2 % schools have feeding programme. From the discussion, it was revealed that in the schools where feeding is available, OVC come to school regularly. It was found out that 0.8% school out of 4 schools with feeding programme, charge the OVC for the meals. The findings of the present study are consistent with the findings of other studies conducted on the feeding programmes of orphan and vulnerable children. For example, Amolo (2004) asserted that an increased attendance has been observed in areas where feeding programs are undertaken. The OVC from schools without feeding programmes lamented that hunger makes them not to come to school regularly and they made an appeal that stakeholders should organize for feeding programme in their schools to fight hunger. It is important that feeding programme should be provided for free in all schools in Kisumu East District. During the focus group discussion, issues that emerged was that of lack of food at home which was causing most of OVC children not to attend school, and OVC helping the family look for food instead of being in class. One OVC ( Brian) narrated that life in at home was hard as most of them were failing to even have one meal a day and it is forcing them to go and look for odd jobs to get some income.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further studies.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the headteachers' related factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu EastSub-County, Kenya.

Objectives of the study were to determine the extent to which head teachers organization of teachers to provide guidance and counseling influences participation of orphaned and vulnerable children in primary education, to establish the extent to which head teacher's organization of peer counseling influences orphaned and vulnerable children's participation in primary education, examine the extent to which head teacher's competence in resource mobilization influences participation of orphaned and vulnerable children in primary education. In addition, the study assessed the extent to which head teachers' creation of networks for provision of basic needs influences participation of orphaned and vulnerable children in public primary schools in Kisumu East Sub-County.

This study relied on the Maslow's theory of human needs and motivation. This study relied on the Maslow's Theory of human needs and motivation developed

by Abraham Maslow in 1968. The theory was applicable since head teachers' related factors influencing participation in primary education by orphaned and vulnerable children are mainly determined by the fulfillment of human needs commonly referred to as 'hierarchy of needs'. The theory points out that some needs particularly the physiological needs must be satisfied before higher needs can be felt and fulfilled hence the term hierarchy. The invention and formation of conducive environment is necessary for participation of OVC in primary schools.

The study used descriptive survey research design and the target population comprised of 40 head teachers, 420 teachers and 1240 OVC in 40 public primary schools in Kisumu East Sub-County. The sample size selected for the study was 20 head teachers, 84 teachers and 124 OVC in 20 public primary schools in Kisumu East Sub-County. This study used questionnaires to collect data where each set of questionnaire had two sections. Section 1 presented demographic information while section 2 explored general information as per set objectives of the study. The researcher then conducted a pilot study to pretest before the administration of research instrument which allowed the researcher to improve the instrument by making corrections based on the observation made, add new items, remove some items and assess the time taken by the respondent to fill the questionnaire.

To establish the reliability of the instrument, the researcher used the pilot techniques. This involved the use of one school for piloting. It was done by administering the instruments to the total respondents in the pilot study.

An authorization to conduct the research was sought from the National Council of Science and Technology and Innovation (NACOSTI) as well as the consent of the District Commissioner Kisumu East Sub-County to conduct research in schools in Kisumu East Sub-County. The study generated both qualitative and quantitative data. For the quantitative data, analysis of the data was done through descriptive statistics by use of frequencies and percentages while qualitative data was first organized into themes corresponding to the study objectives.

### **5.3 Findings of the study**

#### **5.3.1 Guidance and Counselling and OVC's participation in primary school**

An immense majority (95%) said that headteachers organize teachers to provide guidance and counseling for OVC while 5% was undecided. This shows that headteachers are geared towards enhancing attendance of OVC in primary schools. None of the headteacher neither strongly disagreed nor disagreed. Focus Group Discussion with OVC brought out a number challenges they are facing regarding guidance and counseling in school such as discrimination, lack of resources for learning readiness and lack of time for studies.

#### **5.3.2 Head teacher's organization of peer counselling influences orphaned and vulnerable children participation in primary education**

The findings of the study revealed that 75% of head teachers organization of peer counseling influences orphaned and vulnerable children participation in primary education. 15% of head teachers indicated that head teachers organization of peer

counseling is not adequate enough to influence participation of orphaned and vulnerable children in primary education. Only 10% of the head teachers were undecided to express their feeling. During Focus Group Discussion with OVC, it was clear from them that they are more free with their fellow peers than adult counsellors.

### **5.3.3 Head teacher's competence in resource mobilization influences participation of orphaned and vulnerable children in primary education**

The study sought to find out how resource mobilization of stakeholders and NGOs support OVC in learning. The findings revealed that 40% of head teachers strongly agreed and agreed respectively that resource mobilization of stakeholders and NGOs support OVC in learning. 15% of the headteachers disagreed and 5% were undecided. Resource mobilization help supplement government supplies hence supporting OVC in learning.

Majority (80%) of headteachers in Kisumu East Sub-County said that resource mobilization of stakeholders and NGOs support OVC in learning. Findings indicated that head teacher's competence in resource mobilization of stakeholders and NGOs influences OVC participation in primary education. On Focus Group Discussion, the OVC expressed there is uncertainty in the provision of resources which are not adequate. So they are worried about their continuity in education. This is mainly so for those OVC who are bright as they do not see light in their education.

#### **5.3. 4 Headteachers' creation of networks for provision of basic needs influences participation of orphaned and vulnerable children in public primary schools**

A vast majority of head teachers 85% agreed that creation of networks for the provision of basic needs of OVC enhances their in primary education. Only 10% of headteachers doubt the competence of headteachers in the creation of networks for provision of basic needs to support OVC in learning. Teachers were also asked on the extent to which their respective school headteachers are competent in the creation of networks for the provision of basic needs to support OVC in learning. Similar to the responses by the headteachers, majority of teachers (95.2%) asserted that the creation of networks should be available. Focus Group Discussion with OVC revealed that many of them face hunger in school which hinders them from attending school regularly.

#### **5.4 Conclusion**

From the study the researcher concludes that, participation in primary education by orphans and vulnerable children is largely determined by the availability of guidance and counseling, resource mobilization of stakeholders and NGOs and creation of networks for the provision of basic needs. Despite efforts by OVC to be enrolled and attend school, the absence of guidance and counseling, inadequate resources to support learning readiness and lack of basic needs annuls their vision since lack of enough learning support leaves the them with only other

options including dropping out of school, early marriages (for girls), child labour, and peddling .

The study clearly indicates that, when children are not adequately supported in learning, they tend to resort to other means of life support such as child labour, prostitution and peddling. This denies the OVC right to education. Therefore, OVC are predisposed to more learning challenges and consequently may have less chance to access primary education.

### **5.5 Recommendations**

Kenya Institute of Curriculum Development should develop a well enhanced and effective curriculum programmes that enhance smooth learning for OVC who face various difficulties both at home and at school.

Teacher training colleges' programmes should include skills on how to identify vulnerability in children and how to offer the support these children require as well as strengthening programmes that address factors that cause vulnerability such as school based nutrition programmes.

The Ministry of Education should organize in-service workshops for teachers. The Ministry of Education should have records of OVC by their category from public primary schools for planning.

Head teachers need to have records indicating the OVC present in their schools by their category at the beginning of each term so as to facilitate proper planning both at school level and national level.

Teachers need skills in guidance and counseling for those teachers in the field.

NGOs should complement the initiatives of other stakeholders in order to assist in programmes of orphaned and vulnerable children.

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

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

1. A study on participation of OVC in primary education should be carried out in districts other than Kisumu East Sub-County for comparison purpose.
2. A comparative study should be carried out within the context of preschools in order to draw comprehensive policy recommendations on participation of OVC from both the pre-school through primary school up to secondary.
3. A model of the study should be carried out incorporating more variables that possibly influence participation of OVC in primary schools. These variables also include non-head teacher related factors as well as home background factors.
4. A study should be carried out to find out how the government plans and sets subsidy in support of orphaned and vulnerable children in schools both in primary and secondary.
5. A study should be carried out on sensitization and awareness of parents and guardians regarding the importance of the education of OVC.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Anne Adhiambo Otieno  
University of Nairobi

Department of Educational Administration and

Planning

P. O. Box 30197

Nairobi, Kenya

Sub County Education Officer

Dear Sir / Madam,

#### **REF: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL**

I am a post graduate student of University of Nairobi undertaking a research on **“Headteacher related Factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu East District, Kenya”**.

The information provided will be for academic purposes and your identity will be treated with utmost confidentiality. Your participation is highly appreciated.

Thank you.

Yours Faithfully,

Anne Adhiambo Otieno

**APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS**

**Section A: Demographic Information**

**Tick only one answer that you find appropriate**

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

**Section B: Information on factors influencing Orphans and vulnerable Children’s participation in primary education**

Indicate with a tick✓ your level of agreement or disagreement with each statement, where SA = Strongly Agree, A = Agree, UD = Undecided, D= Disagree, SD = Strongly Disagree

SN	Influence	SA	A	UD	SD	D
<b>Guidance and counseling on OVC participation</b>						
5	Head teachers’ organization of teachers to provide guidance and counseling for orphaned and vulnerable children to enhance their attendance in school	( )	( )	( )	( )	( )
<b>Peer counseling</b>						
6	OVC are mentored on issues of reproductive health, HIV/AIDS & abstinence to enhance enrollment and attendance in school	( )	( )	( )	( )	( )
7	Sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school	( )	( )	( )	( )	( )

### **Resource mobilization**

- 8 Mobilization of stakeholders and NGOs support OVC readiness in learning ( ) ( ) ( ) ( ) ( )
- 9 Distribution of resources fairly enhances OVC enrollment ( ) ( ) ( ) ( ) ( )
- 10 Organization of adequate resources guarantees OVC an opportunity for readiness in learning ( ) ( ) ( ) ( ) ( )
- 11 Sustainability of stakeholder and NGO programmes lead to OVC enrollment and attendance in school ( ) ( ) ( ) ( ) ( )

### **Nutrition**

- 12 Head teacher creation of networks to provide feeding programme enhances OVC enrollment and attendance ( ) ( ) ( ) ( ) ( )
- 13 Head teacher creation of networks for balanced diet which help in boosting immunity of OVC hence enhances their attendance. ( ) ( ) ( ) ( ) ( )
- 14 Head teacher creation of networks in the provision of free meals to OVC that enhances their attendance and enrollment ( ) ( ) ( ) ( ) ( )

## **SECTION C**

### **Guidance and counselling and participation of OVC**

15. Head teachers view on how many teachers are qualified to provide guidance and counselling to OVC

Certificate in guidance and counselling ( )

Diploma in guidance and counselling ( )

Degree ( )

Undecided ( )



16. Head teachers organization of guidance and counseling programme for OVC in school gives them opportunity for learning readiness

Sometimes ( )

Regularly ( )

Uncertain ( )

Availability of time ( )

17. Head teacher organization of teachers to provide individual counselling for OVC build their confidence hence enhances their attendance in school.

Good relationship with teachers ( )

Good relationship with peers ( )

Uncertain ( )

#### **Peer counselling and participation of OVC**

18. Head teachers' view on organization of peer counsellors' training for OVC enhance s their attendance in school

Very important ( )

Important ( )

Uncertain ( )

Very unimportant ( )

Unimportant ( )

#### **Head teacher creation of networks for provision of basic needs**

19) Headteachers' view on creation of networks that address hunger and health of OVC

Strongly support ( )

Support ( )

Undecided ( )

**Thank you**

**APPENDIX III: QUESTIONNAIRE FOR TEACHERS**

**Tick only one answer that you find appropriate**

**Section A: Demographic Information**

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

**Section B: Information on headteacher related factors influencing Orphans and vulnerable Children’s participation in primary education**

Indicate with a tick✓ your level of agreement or disagreement with each statement, where SA = Strongly Agree, A = Agree, UD = Undecided, D= Disagree, SD = Strongly Disagree

SN	Influence	SA	A	UD	SD	D
<b>Guidance and counseling and participation of OVC</b>						
5	A head teacher organizes teachers to provide Guidance and counseling for orphaned and vulnerable children to enhance their attendance rates	( )	( )	( )	( )	( )
6	Organization of guidance and counseling programme for OVC in school gives them opportunity to cope better in school	( )	( )	( )	( )	( )
<b>Peer counseling and participation OVC</b>						
7	Peer counseling programmes are organized by the head teacher to support the needs of OVC which enhances their attendance in school	( )	( )	( )	( )	( )
8	Organization of peer counselors training for OVC in the	( )	( )	( )	( )	( )

- school enhances attendance in school
- 9 OVC are mentored on issues of reproductive health, HIV/AIDS & abstinence to enhance enrollment and attendance in school ( ) ( ) ( ) ( ) ( )
- 10 Sporting activities and clubs organized by teachers to OVC lower anxiety, depression and anger and making them cope better in school ( ) ( ) ( ) ( ) ( )
- Resource mobilization and participation of OVC**
- 11 Mobilization of stakeholders and NGOs support OVC readiness in learning ( ) ( ) ( ) ( ) ( )
- 12 Distribution of resources fairly enhances OVC enrollment in school ( ) ( ) ( ) ( ) ( )
- 13 Organization of adequate resources guarantees OVC an opportunity for learning readiness ( ) ( ) ( ) ( ) ( )
- 14 Sustainability of stakeholder and NGO programmes lead to enrollment and attendance of OVC in school ( ) ( ) ( ) ( ) ( )
- Nutrition and participation of OVC**
- 15 Head teacher creation of networks to provide feeding programme enhances OVC enrollment and attendance ( ) ( ) ( ) ( ) ( )
16. Head teacher creation of networks for balanced diet which help in boosting immunity of OVC hence enhances their attendance ( ) ( ) ( ) ( ) ( )
17. Head teacher creation of networks in the provision of free meals to OVC that enhances their attendance and enrollment ( ) ( ) ( ) ( ) ( )

## **SECTION C**

### **Guidance and counselling and participation of OVC**

18. Teachers' view on their qualification to provide guidance and counselling to OVC

Certificate in guidance and counselling ( )

Diploma in guidance and counselling ( )

Degree ( )

Undecided ( )

19. Teachers' view on head teachers' organization of guidance and counselling gives them opportunity to cope better hence enhancing learning readiness

Sometimes ( )

Regularly ( )

Uncertain ( )

Availability of time ( )

20. Teachers' view on organization of individual counselling for OVC to build their confidence hence enhances their attendance in school.

Good relationship with teachers ( )

Good relationship with peers ( )

Uncertain ( )

### **Peer counselling and participation of OVC**

21. Teachers' view on organization of peer counsellors' training for OVC enhances their attendance in school

Very important ( )

Important ( )

Uncertain ( )

Very unimportant ( )

Unimportant ( )

**Head teacher creation of networks for provision of basic needs**

22) Teachers' view on creation of networks that address hunger and health of OVC

Strongly support ( )

Support ( )

Undecided ( )

**Thank you**

#### **APPENDIX IV: FOCUS GROUP DISCUSSION FOR OVC**

##### **SECTION A: Personal Details of OVC**

- 1) Gender : Male ( ) Female ( )
- 2) What is your age bracket? 11-13( ); 14-15 ( ); 16-17( ); Above 18( )
- 3) In which class are you? 6 ( ), 7 ( ),
- 4) Which category of orphan are you? Paternal ( ); Maternal ( ); Double ( )  
Vulnerable ( )
- 5) In what type of a home do you live? Orphanage ( ), Rehabilitation ( ) Well  
Wishes ( )
- 6) In what type of family do you live? Nuclear ( ) Extended ( ) Child headed ( )

##### **SECTION B : Headteacher related Factors influencing participation of OVC in public primary schools in Kisumu East District, Kenya**

##### **Guidance and counseling and participation of OVC**

- 7) Do you have guidance and counseling in your school to enhance your learning  
readiness?
- 8) Which people provide guidance and counseling in your school to enhance your  
school attendance?
- 9) Is there a particular time meant for guidance and counseling session in your  
school to enhance your participation?
- 10) When guidance and counseling is being provided which one are you  
comfortable with? Is it group or individual counseling?
- 11) Which problems would like to discuss during guidance and counseling?

##### **Resource mobilization and participation of OVC**

- 12) Who pays for your school requirement to enhance your learning readiness?  
Parent ( ), Sponsor ( ), Guardian ( )
- 13) Are you sponsored by any NGO to enhance your school attendance?
- 14) Do the resources given by NGOs make you come to school regularly?

##### **Nutrition and participation of OVC**

- 15) Do you have feeding programme in your school to enhance your attendance?
- 16) Does the provision of meals make you come to school every day?


17) Are you given free meals in school which enhance your learning readiness?

**Thank you.**

**APPENDIX V: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. ANNE ADHIAMBO OTIENO**  
**of UNIVERSITY OF NAIROBI, 0-40100**  
**KISUMU, has been permitted to conduct**  
**research in Kisumu County**  
**on the topic: HEADTEACHER RELATED**  
**FACTORS INFLUENCING PARTICIPATION**  
**OF ORPHANED AND VULNERABLE**  
**CHILDREN IN PUBLIC PRIMARY SCHOOLS**  
**IN KISUMU EAST DISTRICT, KENYA**  
**for the period ending:**  
**9th November, 2016**

**Permit No : NACOSTI/P/15/99949/8696**  
**Date Of Issue : 9th November, 2015**  
**Fee Received :Ksh 1,000**




*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

*[Signature]*  
**Applicant's**  
**Signature**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**



**NACOSTI**  
**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A 7106**

**CONDITIONS: see back page**



**APPENDIX VI: LETTER OF AUTHORIZATION**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
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Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/15/99949/8696**

Date:  
**9<sup>th</sup> November, 2015**

Anne Adhiambo Otieno  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Headteacher related factors influencing participation of orphaned and vulnerable children in public primary schools in Kisumu East District, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **9<sup>th</sup> November, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu County** before embarking on the research project.

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

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Kisumu County.

The County Director of Education  
Kisumu County.

