

ASSESSMENT OF THE COMPLEMENTARY ROLE OF CHILDREN HOME
PROJECTS TO THE ACHIEVEMENT OF FORMAL EDUCATION GOALS IN
KENYA: A CASE OF NAKURU MUNICIPALITY

BY

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DECLARATION

This research project is my original work and has not been submitted for degree or any other award in any other university.

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DEDICATION

Joyce and Stephen, my family, you brought a whole new meaning to responsibility.

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ABBREVIATIONS AND ACRONYMS

| | |
|------|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| CBD | Community Based Development |
| CBE | Curriculum Based Establishment |
| CBO | Community Based organization |
| CBO | Community Based Organization |
| CBS | Central Bureau of Statistics |
| CHP | Children Home Projects |
| CSO | Civil Society Organization |
| ECDE | Early Childhood Development and Education |
| EFA | Education For All |
| ERS | Economic Recovery Strategy |
| ERS | Economic Recovery Strategy |
| ESSP | Education Sector Strategic Plan |
| FBO | Faith Based Organization |
| FPE | Free Primary Education |
| GER | Gross Enrolment Rate |
| GOK | Government Of Kenya |
| HELB | Higher Education Loans Board |
| HERI | Higher Education Research Institute |
| HIV | Human Immunodeficiency Virus |
| KCPE | Kenya Certificate of Primary Education |

| | |
|--------|---|
| KCSE | Kenya Certificate of Secondary Education |
| KESSP | Kenya Education Sector Support Program |
| KIE | Kenya Institute of Education |
| KNBS | Kenya National Bureau of Statistics |
| MCN | Municipal Council of Nakuru |
| MDGs | Millennium Development Goals |
| MOEST | Ministry of Education, Science and Technology |
| MTEF | Medium Term Expenditure Framework |
| NGO | Non Governmental Organization |
| NMSS | Nakuru Municipal Social Services |
| SCM | Social Change Model |
| SWAP | Sector Wide Approach to Program Planning |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| UPE | Universal Primary Education |
| WEF | World Education Forum |

ABSTRACT

Kenya's goal in education is achieving Education For All (EFA). MDG 2 aims at achieving Universal Primary Education (UPE). Many children are denied the opportunity to access formal education because of unfortunate events that leave them orphaned or abandoned. Different stakeholders in education sector in Kenya have worked towards improving children's access to formal education. The government is the prime player but it gets support from various entities to achieve the national goals of education. Among those players complementing attainment of education goals in the country are Children Home Projects (CHPs). CHPs provide access to formal schooling, financing for basic needs of education, guidance towards improved academic performance of beneficiaries, teaching personnel among other needs. However, an empirical study of how CHPs complement formal education goal achievement had not been done. The purpose of this study was to assess the complementary role of CHPs in formal education in Municipal Council of Nakuru (MCN). The specific objectives were: to establish the growth in the number of beneficiaries in CHPs who access formal schooling in MCN; to determine the extent to which the CHPs' annual financial budgets meet the primary needs of education; to establish the academic performance trends of beneficiaries of CHPs in MCN, and; to establish the number and quality of teaching personnel employed by CHPs in MCN. This study investigated their complementary role to formal education. The study used a descriptive survey design. A census of the 38 managers heading the 38 CHPs was done. Data was collected using questionnaires administered to the 38 managers. The data collected was analyzed using descriptive statistics and presented in frequencies and percentages in tables. Statistical Package for Social Sciences (SPSS) computer application was used to aid in the analysis. The study unveiled that there was high growth in the number of children sponsored by CHPs accessing formal education. It was also discovered that the CHPs dedicated sufficient funds to meet the basic needs of education. The study also realized that children in CHPs performed well academically and that the homes contributed in availing sufficient and qualified teaching personnel to support formal education. The general conclusion was that CHPs highly complement the achievement of education goals in Kenya. The study recommended that CHPs make their presence and role well known to the public by advertising their services widely, the government and international bodies to fund CHPs more, and academic sponsorship to be positively biased towards sponsoring well performing CHP sponsored children. The researcher proposed further study aimed at finding out why religious sponsored CHPs perform better relative to other CHPs, and why there are more boys than girls being sponsored by the CHPs.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education has been identified as one of the most important social services that needs to be accessed by citizens of a nation that aims to prosper. Important is that education should be availed to a person in their tender age so as to secure their personal and professional future. This is because education is the foundation upon which future is built (Gregorie, 2013). Kenya's government has identified with other nations in acknowledging the importance of achieving the Millennium Development Goals (MDGs). MDG two aims at achieving universal primary education by year 2015.

The government of Kenya has gone ahead and provided Free Primary Education (FPE), a system which was inaugurated in the year 2002. To further show the importance it places on education, the government of Kenya initiated a Sector Wide Approach to Program Planning (SWAP) which it named Kenya Education Sector Support Program (KESSP) 2005-2010. The vision of KESSP is delivering quality education and training to all Kenyans. The KESSP was fit within the broader framework of national policy framework as set out in the Economic Recovery Strategy (ERS) and the Sessional Paper No. 1 of 2005 On a Policy Framework for Education, Training and Research (MOEST, 2005).

The implementation of the education sector support programme was designed to be in line with the Medium Term expenditure Framework (MTEF) and annual budget cycle. It was intended to operationalize the budget for prioritized programmes, which when accomplished would ensure that the goals and objectives spelt out in the country's policy documents were attained (MOEST, 2005).

As stated in Kenya's Vision 2030, the nation further intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy. This will be done through life-long training and education (GOK, 2007). The vision for the education sector for 2030 is "to have globally competitive quality education, training and research for sustainable development" (GOK, 2007). Kenya's population was estimated to be over 43 million people by the year 2012. The country is a developing economy that has not achieved financial stability to fully meet the basic needs of all its citizens. In the year 2001, 56% of Kenya's population was made up of poor people (GOK, 2003). The government thus has a big duty in providing for services such as education, health, security and other public necessities. In addition, Kenya runs on a deficit budget which gains from grants and loans from International Monetary Fund (IMF) and World Bank. As such the government of Kenya has invited all stakeholders from all sectors of the economy and international well wishers to partner with and complement state bodies in fulfilling its education plans since it cannot achieve the goals on its own.

Among those entities that complement the government in fulfilling the goals set in education are CHPs, Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs), Community Based organizations (CBOs), Private and Corporate bodies. The CHPs support orphaned and abandoned children. Among other services, they provide basic needs and facilitate the children in accessing social amenities among them being education, health and security. There are an estimated 100 million such needy children living in developing countries (Elanor, 2009). The abandoned and orphaned

children cannot access education since they have neither basic facilitation nor motivation and guidance.

Due to the prevalence of HIV and AIDS, many parents in Kenya died leaving orphans in many parts of Kenya. Caring for the orphaned children became a major priority for the country and in 1992; Nyumbani Children's Home, funded by an FBO, was officially registered to provide basic needs especially to HIV positive children. The home took in children from all over Kenya; as far as Mombasa, Kisumu, Kakamega, Marsabit, Nakuru, Isiolo, Ngong, Dagoretti, and other areas. More CHPs followed in registration all over the country and primarily they took in children infected with or affected by HIV and AIDS. (Akinyi, 2012).

In the CHPs, children receive medical, nutritional, academic and holistic care until they become self-reliant. In 2004, Nyumbani CHPs successfully pushed for the reversal of the government policy in Kenya that banned HIV positive children from attending public schools. This success in informing policy inspired other CHPs to come up leading to the proliferation of CHPs all over the country. In Nakuru, FBOs were at the fore front in establishing CHPs. 21 percent of the CHPs in MCN are ran by religious organizations where as 63 percent get support from churches (Akinyi, 2012).

The philanthropic drive found within the entities that sponsor charity projects has favored the proliferation of CHPs in Kenya. Corporate bodies through their Corporate Social Responsibility (CSR) activities have sponsored CHPs, for instance Street Children Assistance Network (SCANN) is a Children's Home run by Gilani's Supermarket Limited in Nakuru. The Catholic Diocese of Nakuru (CDN) runs Mwangaza Rehabilitation Center.

1.2 Statement of the Problem

Kenya's goal in education is achieving Education For All (EFA) and the Government's commitment to the attainment of Millennium Development goals (MDG); MDG 2 aims at achieving Universal Primary Education (UPE). The major aim of Kenya's government in line with MDG 2 is to give every Kenyan the right to quality education and training no matter his/her socioeconomic status (MOEST, 2005).

The government's capacity in meeting the education goals of the country is outstripped due to among other factors children living in precarious environments of poverty. Despite the steady growth of the economy, more than a half of the country's population lives below the poverty line, on less than one US dollar a day. This poverty has promoted high child mortality and low enrollment in school (UNICEF, 2009); this is especially so for abandoned and orphaned children who cannot find a platform from which to access formal education programs. UNICEF (2009) estimates there are approximately 100million abandoned and orphaned children living on the streets worldwide with the number expected to rise if mitigation measures are not enforced.

CHPs have been on the fore front in mitigating the plight of children. Among the programs they initiate and implement are education in nature. In so doing, they complement the government in achieving the national education goal. In MCN, there are 38 CHPs providing various supports ranging from education to housing. As such, they provide a platform from which the beneficiaries can access education. In MCN, CHPs host a population of more than 30,000 children of school going age (Akinyi, 2012). it is however not known how many of these children are actually attending school; how they

perform in school; the amount of resources set aside for basic education requirements or even whether teaching personnel are employed by the CHPs to support education programs.

1.3 Purpose of the Study

The purpose of the study was to assess the complementary role of CHPs in the achievement of formal education goals in MCN.

1.4 Research Objectives

The specific objectives guiding the study were;

1. To establish the growth in the number of sponsored children who access formal education through CHPs in MCN.
2. To determine the extent to which the CHPs' annual financial budgets meet the primary needs of education.
3. To establish the academic performance trends of CHPs sponsored children in MCN.
4. To establish the number and qualification of teaching personnel employed by CHPs to guide sponsored children in formal education in MCN.

1.5 Research Questions

The study will be looking to answer the following questions:-

1. What has been the growth in number of sponsored children accessing formal education through CHPs in MCN?
2. To what extent do the CHPs' annual budgets go to financing the primary needs of formal education in MCN?
3. What is the academic performance trend of CHP sponsored children in MCN?

4. What is the number and qualification of teaching personnel employed by CHPs to guide sponsored children in formal education in MCN?

1.6 Significance of the Study

The results of this study may provide a good platform from which to gauge the importance of CHPs in education in MCN. The community and government players may get information with which they can assess the contribution of CHPs to education in MCN hence realize the CHPs' contribution to the country's education goals.

The CHPs may acquire information on how they impact on education in MCN. From this information, they may be able to judge what aspects in their institutions they need to enhance and the ones they need to mitigate so as to improve their complementary role in education.

The academia may benefit from this study as it may be a source of knowledge to them on how CHPs complement the government in education in Kenya. The study may also reveal existing gaps of knowledge which warrant further studies.

1.7 Delimitation of the Study

The choice to study MCN was because Nakuru offers refuge to families that were internally displaced due to land based civil clashes in neighboring towns and villages of Olenguruone, Mau-Narok, Edloret, Rongai, Ndefo and Njoro. Many families lost their parents and guardians. In addition, apart from being a tourist destination, Nakuru also offers overnight lodging to travelers and truck drivers. As such, HIV and AIDS has claimed numerous lives leaving homeless orphans. The homes' managers will be targeted to provide required data. The researcher's choice to work with CHPs was inspired by the fact that education is most relevant when accessed at an early age. Children homes'

beneficiaries being children makes them an ideal subject for the study. The researcher studied growth in the number of sponsored children accessing formal education through CHPs in MCN, the portion of annual financial budget that CHPs designate to formal education, the academic performance trend of CHP sponsored children, and, the number and quality of teaching personnel employed by CHPs to support education programs. The study will focus on the period starting 2002 since that is the year that the government of Kenya implemented FPE, and the period ending 2010. The study will be conducted starting January till July 2013.

1.8 Limitations of the study

The descriptive survey design chosen may have been shortcoming due to possible misinterpretation of the questions in the questionnaire by the respondents which lead them to giving answers that misguided the analysis process. To minimize erroneous analysis the questionnaires were gone through word for word by the researcher and any notable errors were highlighted, then, respondents of the same were called for a follow up on what they meant. The questions in the questionnaire were piloted on a few people so as to establish the clarity of the questions and modifications to the questions were effected before the actual administration to target respondents.

1.9 Assumptions of the study

The research assumed that CHPs' managers would give accurate information as required by the questionnaires and that local authorities would provide the required assistance. It was also assumed that all elements of the population of study would be willing to answer questions they are asked truthfully.

1.10 Definition of Key Terms

| Term | Conceptual Definition |
|--------------------------------|---|
| Children Home Projects: | Charitable institutions set up by philanthropic entities that provide care and basic needs to orphaned and abandoned children. They provide funding to the beneficiaries education needs. |
| Formal education: | A structured system of instilling knowledge to children characterized by teacher guided class work and nationally standardized exams for the children. |
| Complementary Role: | To support the government in achieving its education goals for the country. |
| Academic performance: | Grades attained in school work by pupils in class 8 end of year exams. |
| Beneficiaries: | Children who are taken in by children homes, cared and provided for in a nature that is as closely possible as to what you would find in a family. |

1.11 Organization of the Study

Chapter One presents a background of the study, explains the statement of the problem followed by a listing of the objectives and research questions. The chapter then gives the significance of the study, scope of the study, delimitation of the study and definitions of key terms of the study.

In Chapter Two, a presentation of literature review is made with focus on the four study objectives and the model on which the topic of the study is based on. The research methodology is presented in Chapter Three where the research design, data collection, piloting of the instrument of data collection, validity and reliability of tools used, methods of data analysis and operational definition of variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents an explanation of the main concepts of the study which are education and CHPs. The stakeholder partnership model adopted from KESSP will be discussed under the theoretical framework. This is the model informing the study. In the empirical framework a discussion on the past researches will be given. Relationships between the variables of the study will also be made, gaps in literature review presented and the chapter will end with a presentation of the conceptual framework.

2.2 Education Goals in Kenya

Education is the process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. For many people the importance of education lies in future job prospects, for others it's quality of citizenship, and yet others just want literacy, critical thinking, and creativity. Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training and research. Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts (Albetra, 2006).

Kenya's has the 8-4-4 system of formal education. The three digits mean that a pupil has to be in primary school for eight years. During this period, the pupil will attend class one till class eight. After taking the final exam in class eight, the pupil is awarded a Kenya Certificate of Primary Education (KCPE). Once the pupil has achieved the KCPE and has

attained the required grade to proceed to secondary school, they are enrolled into form one. Secondary school takes four years during which time the student attends form one, two, three and form four. At the end of form four, the student will sit for final secondary exams after which they acquire the Kenya Certificate of Secondary Education (KCSE). If the student attains the grade required to proceed to University they, get enrolled in to their first year. This is the tertiary level of education which in Kenya takes four years. Hence 8-4-4 system of education means eight years in primary school, four years in secondary school and four years in university (MOEST, 2005).

Primary and secondary education in Kenya is standardized such that the final exams done to graduate from each level are similar for all schools in the country. The exams are set by Kenya National Examination Council (KNEC). This ensures that every pupil taking their class eight final exams sit for an identical paper, and also every student taking the final form four exam sits for an identical paper.

Formal education in Kenya is run by two state ministries. The Ministry of Education runs primary and secondary education, whereas, the Ministry of Higher Education Science and Technology runs all tertiary level education. Tertiary education institutions in Kenya include Universities, Colleges, Technical Training Institutions (TTIs) and Polytechnics. The ministries operate under the president of the country and are headed by state appointed Ministers and Assistant Ministers. Each ministry has a Permanent Secretary who heads the technical work of the ministry (GOK, 2007).

In Kenya primary education was freed by the government in the year 2002. This means that every school going aged child can attend primary education for free. This however

does not mean that every child in Kenya who has attained school going age has accessed the Free Primary Education (FPE). Multiple challenges existing within the country have hindered some pupils from accessing the FPE. These include cultural factors like early marriages, pastoralism, to mention but a few. Extreme poverty has seen to it many children being forced in to child labor to fend for themselves and their siblings. Despite the steady growth of the economy, more than a half of the country's population lives below the poverty line, on less than one US dollar a day. This poverty brings about high child mortality and low enrollment in school (UNICEF, 2009). School uniforms and food are also hard to access by the poverty stricken families yet Kenyan schools require pupils and students to buy their own uniforms and meals. Majority of primary schools also require that pupils purchase their own desks and seats before they are admitted to the school. Some schools also require their pupils to attend tuition during their vacation and this requires that the students and pupils pay tuition fees. The ones who cannot afford tuition fees miss-out on covering the syllabus since schools use this tuition time to proceed with the syllabus.

2.3 Children Home Projects in Kenya

CHPs are charitable institutions that are initiated by persons with the goal to offer help to orphaned and abandoned children. The initiators of CHPs are individuals with the philanthropic drive to help abandoned and orphaned children. The projects could also be started by corporate bodies in their CSR activities. Majority of the projects are however ran by NGOs, CBOs and FBOs. The homes have the common goal of helping orphans and abandoned children. Among the things that beneficiaries of CHPs get from the projects are: food, shelter, clothes, security, health and education services as well as psychological needs of being able to identify with a family.

CHPs in Kenya are classified as charitable and non-for profit institutions. The need for CHPs in the country arises from the presence of abandoned and orphaned children in many parts of the country. UNICEF, (2009) estimates there are approximately 100million abandoned and orphaned children living on the streets worldwide with the number expected to rise if mitigation measures are not enforced.

The situation facing CHPs in Kenya can be described as dire. This is because HIV and AIDS has claimed the lives of many parents and guardians leaving many children orphaned. 500 Kenyans die of AIDS daily, leaving some 1 million orphans behind (Irimu & Schwartz, 2003). Land based civil clashes in multiple parts of the country have led to the death of parents and their children left with no where to go but to the streets. For the Mt. Elgon Land Clash alone, the UN Human Rights Council reported that “the number of persons killed or disappeared by the security forces is conservatively estimated at over

200”. (Alston, 2009). More than 1200 people were killed after the 2007 post election violence.

These deaths coupled with the high levels of poverty in the country make the work of CHPs very daunting since the number of orphans is left very high. Despite the impressive economic growth in the last two years, Kenya is among the world’s 30 poorest countries, ranking 152 out of 177 countries on the 2006 Human Development Index. Inequalities are wide with the top 10 per cent of Kenyans earning 44 per cent of the national income, whilst the bottom 10 per cent earns less than one per cent. Kenya’s poorest regions, including North Eastern Province, have twice the relative poverty headcount of its least poor regions. Years of drought in this region have had a serious impact on the well-being of children, increasing malnutrition rates, morbidity and mortality (UNICEF, 2013).

The homes also operate within a rather rigid bureaucratic state system that requires tasking procedures to register and be in operation in the country. This and political interference and instability compromise the smooth functioning of the homes.

Drug abuse is made easy for the orphaned and abandoned children since drug dealers have realized a market among the children. Glue sniffing is the most common drug abuse practice among the children and it makes them regress from the rehabilitative efforts of the homes. They run away from the homes to go sniff the glue and use other drugs to get a high. The homes thus have the task of maintaining the beneficiaries in the institutions and away from accessing drugs (Elanor, 2012).

Management of some of the homes is also in the hands of philanthropic individuals with no formal management training and as such lack sufficient managerial functions.

Intermittent funding to the projects inhibits their successful implementation of their charitable processes.(Akinyi, 2012).

Convincing some of the children to trust and live in the homes is another task that the homes have to encounter. This is because some of the children have been through traumatic experiences and have it tough learning to trust people again. “But most children left home because of violence and hunger... most do not know how to trust....” (UNICEF, 2006).

2.4 Theoretical Framework

The study will be informed by the partnership model which is built on the Kenya Education Sector Support Program (KESSP). The Ministry of Education Science and Technology through the Sector Wide Approach to sector development developed the KESSP which is a comprehensive sector programme, focusing on identified priorities developed through extensive consultative process. It is built with the aim of achieving EFA in Kenya. KESSP is built around six thematic areas of Financing, Access, Sector Management, Quality, Retention, Secondary, Tertiary and Higher Education (MOEST, 2005)

Under the theme; sector management, various stake holders in education sector are invited to promote the achievement of EFA. The government is the prime stakeholder, but, in order to successfully implement KESSP, the MOEST recognizes it will need to continuously work through strong partnerships with all stakeholders, including communities, civil society, CBOs, NGOs, religious organizations other Government institutions, development partners and the private sector (MOEST, 2005).

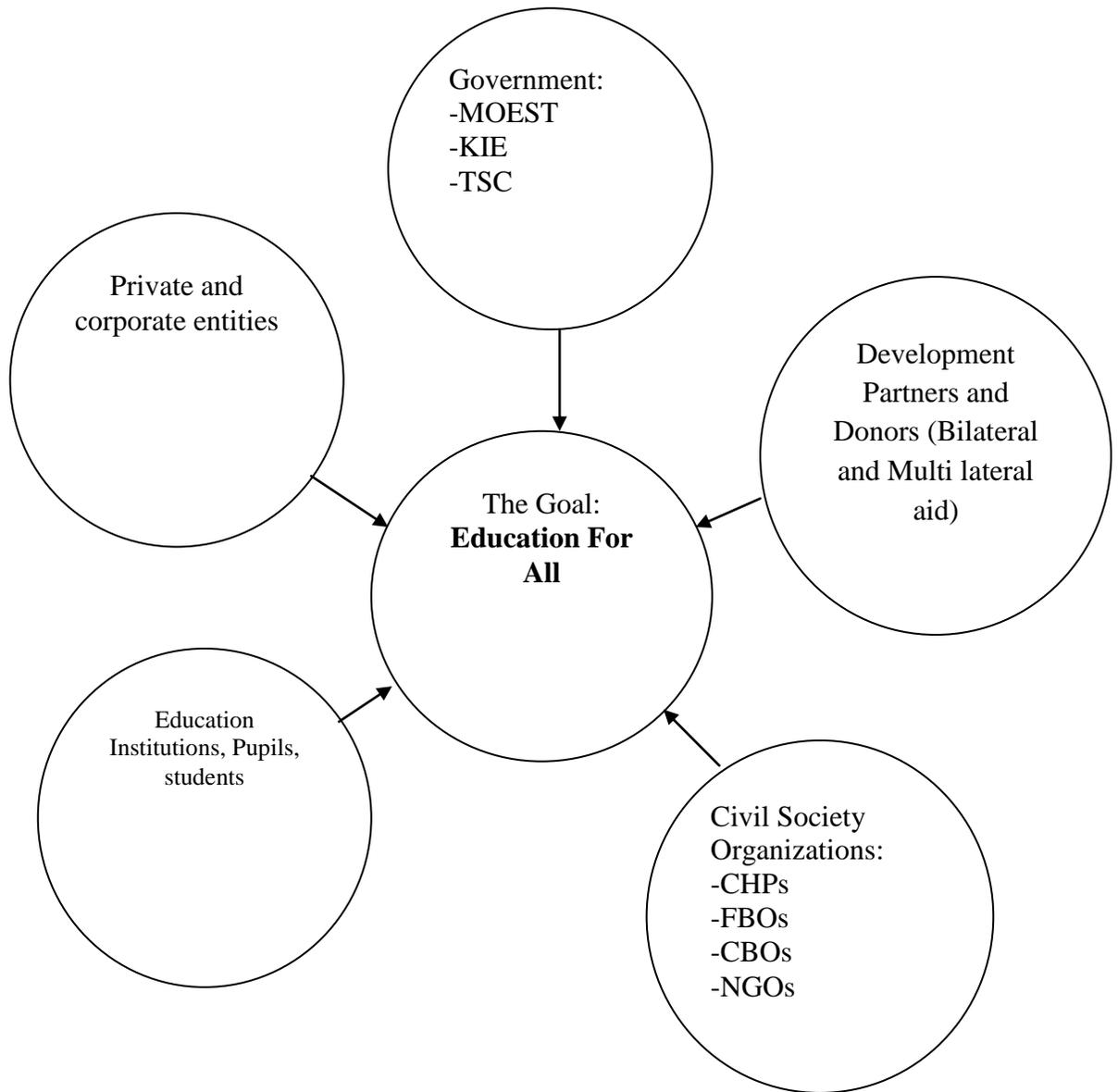


Fig 2: Diagram showing stakeholder participation in achievement of EFA in Kenya, adopted from KESSP, 2005 SWAP.

The above is a diagrammatic representation of the stakeholder participation towards the achievement of EFA goal in Kenya. The government is the prime stakeholder that forwarded the goal and funds the education sector from public funds. CHPs fall under

Civil Society Organizations in complementing the government in its achievement of EFA. They provide basic needs and schools, for instance missionary schools. Donors and Development Partners offer bilateral and multilateral aid to boost the government's deficit budget. Education Institutions have the duty to ensure the syllabus is covered by pupils and students.

2.4 Empirical Framework

In a study focusing on street families in Thika town, it was discovered that the largest area of desired assistance was skills training, with 44% of street children in his area of study expressing this desire. Another 38% of the street children also requested school related assistance, showing that school-feeding, education and drop-out prevention programmes remain very important (Harrison, 2010)

In year 2011, Kenya's government allocated 13.5% of its national budget to education. This covered all levels of education, from primary, secondary to tertiary levels. Primary school enrollment has been rising steadily for the years 2008, 2009, 2010 and 2011 as 8,563,800; 8,831,400; 9,381,200 and 9,857,900 pupils respectively. Secondary school enrollment has also risen steadily for the period afore mentioned: 1,382,200; 1,507,500; 1,701,500 and 1,767,700 students respectively (KNBS, 2012). This means that a lot of emphasis has been placed on the importance of education by the Kenyan Government.

Education is a key determinant of earnings and therefore an important exit route from poverty. Education improves people's ability to take advantage of the opportunities that can improve their well-being as individuals and be able to participate more effectively in the community and markets. Higher educational attainment for a household head

significantly reduces the likelihood of a household being poor. Likewise, the education level of mothers significantly affects the health status of the entire family (GOK, 2003).

The broad objectives of education sector interventions are to achieve 100 per cent net primary school enrolment rate and reduce the disparity in access and quality of education. Secondary objectives are to improve access and quality and to reduce disparities at all levels of education. In meeting these objectives several challenges will be faced by the sector (GOK, 2003).

2.5 Relationships between the Study Variables

This section of the study presents literature review on the relationships between the study variables. Focus is made on education access, affordability, academic performance and employment of teaching personnel.

2.5.1 Relationship between Access and Achievement of Formal Education Goals

Despite the implementation of FPE, primary education still continues to experience many challenges relating to access and equity, including overstretched facilities, overcrowding in class rooms, poor learning environments and lack of appropriate sanitation (GOK, 2005). To respond to this challenge, Kenya's Government policy will be to enhance participation of children in special circumstances, including orphans, children in urban slums, Arid and Semi Arid Lands (ASALs) and pockets of poverty.

Despite the FPE initiative, in 2004 there were an estimated 1.7 million children and youth (1.5 million aged 6-14 and 200,000 youth) who for various socio-economic reasons had been unable to access education through formal school delivery channels. This problem is

particularly acute in informal urban settlements, ASALs, and pockets of poverty across the country. This affects a number of vulnerable groups including child workers, orphans, nomadic children, street children/youth and adolescent parents (GOK, 2005)

In their 2005 Consultative Group, development partners to Kenya noted that for the case of special groups, particular efforts will be necessary to ensure the poorest, pastoralists and slum-dwellers, girls, children with special needs, orphans and other vulnerable children are able to benefit from a quality education.

Achoka, Odebero, Maiyo, Mualuko, (2007) found out that in Kenya's primary school level where children stay longest in the schooling years and they develop more motor skill, further cognitive skills along with higher socialization than the early childhood education level, children fail to access education due to poverty, gender imbalances, regional imbalances among other concerns. Secondary education which creates a human resource base higher than the primary education along with training youth for further education and the world of work registers restriction to many children due to concerns of poverty, gender imbalances, insecurity, regional disparity among others. Such reigning factors make it even harder for abandoned and orphaned children to access education services.

Among the recommendations to make education accessible in Kenya are: To make basic education free and compulsory, improve provision of health services, intensify fight against demeaning cultures, give special attention to children with disabilities, avail employment opportunities to the youth, assure security to all in conflict prone zones and tighten bursary disbursement procedures (Achoka et al., 2007).

Although primary education is free, challenges exist in form of overcrowded classrooms, especially in rural and Arid and Semi-Arid Land (ASAL) areas and urban informal settlements. At secondary level, inadequate facilities are a challenge. The problem has increased after the introduction of free tuition secondary education. Delivery of education and training services in special education is constrained by high cost of relevant equipment and inadequate teachers (DfiD, 2005).

In Kenya, many children are denied the opportunity to learn due to financial constraints and further they are disadvantaged by local organizations that claim to sponsor children from precarious environments while funds gotten from sponsors are used up for personal financial benefiting to the disadvantage of the needy and deserving cases (ACCESS Kenya, 2012).

Education has historically been viewed as an effective way of reducing socioeconomic disadvantage (Oloo, 2010). This is because quality education is capable of empowering and creating more opportunities for less advantaged children and improving their chances for success in life as adults. While access to primary education has been enhanced in Kenya since the introduction of free primary education, achievement gap between students from rich and poor families in the standardized Kenya Certificate of Primary Examination has persisted (Oloo & Odek, 2012).

The inequities based on socioeconomic status are a major concern especially because, they are socially unjust. They mean that children from lower socioeconomic backgrounds are denied the same educational opportunities as other students; students from more privileged backgrounds have greater access to higher incomes, higher status occupations,

and positions of influence and power in society than students from more disadvantaged backgrounds. The access gaps in school outcomes indicate a waste of talents, skills and resources. They are, in effect, a measure of the potential to improve workforce skills and productivity (Cobbold, 2010).

2.5.2 Relationship between Financial affordability and Achievement of Formal Education

Goals

The first major initiative in Kenya's education sector reforms was the launch and implementation of FPE in January 2003. Through FPE, primary school fees and levies were abolished thus significantly reducing the burden on households in financing primary education (GOK, 2005). Under FPE, the government finances tuition fees, instructional materials, text books and in-services teachers. However, the government does not provide free uniforms or three free meals a day to the schooling children yet these are essentials for proper education to progress.

The Consultative Group of donors in their 2005 sitting realized that the issue of affordability is critical. It was declared during that sitting that Kenya's expenditures on education are among the highest in Sub-Saharan Africa. Whilst the share of the budget is high, at 36%, around 90% of spending is on salaries and benefits, leaving too little for other essential inputs. Due to these proportions, the existing system suffers from high rates of wastage through drop out and repetition, unsatisfactory levels of learning, completion rates of only 57% at the primary level and significant disparities in enrolment, class size, provision of teachers and facilities across the country and even within districts. Taken together these indicate an inefficient system in which high costs do not yet translate into high quality teaching and learning (UNICEF, 2005).

Text books are a basic need for the pupils and students in Kenya. Textbooks are the main sources of information in schools, it is important that schools get access easily to these vital materials. The processes and procedures followed in curriculum and syllabus development are very important to publishers as these activities directly affect their operations both in the actual book production and in distribution (Chebutuk, 2004).

The liberalization of the economy in Kenya since the mid-1980s has influenced the operations in the educational publishing sector as it did in other sectors of the economy. The structural adjustment programmes that resulted in a reduction in government spending in the education sector had a direct impact on publishing. One of the government actions was to abolish free textbooks for schools. The liberalization of the economy also had an upward impact on the prices of most commodities, including paper prices, which led to a rise in textbook prices (Chebutuk, 2004).

The financial background of a pupil or student largely determines the quality of education they will access in Kenya. Some families are better off financially than others whereas the children who find themselves on precarious situations are at a disadvantage. These differential opportunities lead to a skewed pattern of education and skill development amongst the different regions (Otieno & Cloclough, 2011). Secondary education remains expensive, despite the implementation of affordable secondary education, and parental expenditure at this level is likely to remain higher than all other levels. This means that a student without parental or guardian backing is further constrained from accessing secondary level education.

In Kenya, therefore, schooling is less affordable by the poor than by the non-poor. Lack of affordability leads to reduced demand for schooling among the poor. This explains

why there is greater disparity across economic groups in secondary than in primary enrolment ratios in Kenya. The private cost of secondary schooling is significantly greater than that of primary schooling (Deolalikar, 1999). For the poor, basic survival necessitates that they spend most of their income on food, making education a secondary consideration. Data show that the poor spend a much higher proportion of their incomes on food than on education (NGO Council, 1997). The exclusion of the poor especially from secondary education means that they do not eventually get access to higher education, and thus have little chance of the social and economic mobility such access would bring.

2.5.3 Relationship between Academic Performance and Formal Education Goals

It is generally agreed that the most important manifestations of schooling quality are literacy, greater cognitive abilities and better student performance in examinations (UNESCO 2004; Deolalikar, 1999). Internationally, pupil scores have been accepted and used as a proxy of achievement. Traditionally, the Kenyan education system has performed better than that of its neighbors as measured by the relevance and the quality of test items and overall outcomes. Deolalikar (1999), noted that whereas many questions in the Kenyan examination system (KCPE and KCSE) are knowledge- based, there is still a strong emphasis on problem solving and application of knowledge and that as a result, these examinations may be valid measures of students' cognitive achievements.

Students with guardians or parents tend to perform better in academics than those without. Students are normally under parental and school pressure to repeat the pre-examination grade to ensure that they perform better in the Kenya Certificate of Primary

Examinations (KCPE) and proceed to the best secondary schools in the country (Otieno & Cloclough, 2011).

Children that are availed with study paraphernalia like textbooks perform better in their exams as substantiated by Otieno's and Cloclough's study: Performance in the primary leaving examinations, the Kenya Certificate of primary Education (KCPE), gradually improved with the provision of better instructional materials and in-service teacher education program (Otieno & Cloclough, 2011).

In an analysis of KCSE performance over a seven year period, Deolalikar (2007) notes that secondary school students absorb less than a third of the material taught. This is probably because of the short four year stint during which students are expected to cover a wide syllabus. It is also noted that consistent gender disparity in examinations, with boys performing better than girls overall and especially in subjects like Mathematics (Boys 15.3 percent, girls 10.3 percent) and the natural sciences. A worrying trend is that gender disparity has not narrowed overtime. Another concern is the better performance of private schools over public schools. Whereas urban public schools perform better than their rural counterparts, private schools in both rural and urban areas perform equally well. In the 2000 KCPE results, pupils from private schools accounted for most of the top 100 positions in all the provinces. One of the private schools (Makini) had 22 pupils out of the top 100 pupils in Nairobi while in Mombasa two private schools produced more than 50 per cent of the top candidates in the district (East African Standard, 30th Dec. 2000, p 4). The trend is no better in the primary segment, although unlike the position at secondary level, the KCPE results are normalized, which makes it difficult to identify performance trends (Otieno & Cloclough, 2011).

The disparity in performance between girls and boys extends from primary to secondary education, with significant implications for participation and achievement at the university level. Girls register relatively better performance in languages whilst boys outperform girls in mathematics and science, although the male math/science advantage is substantially greater than that of girls in languages (Otieno & Cloclough, 2011).

With this literature, one is able to judge that a child is better placed to perform better academically if they have financial backing, consistent support and guidance from a parent or guardian. This is because the financial backing avails a child the opportunity to attend good schools, especially private schools and acquire text books. In such schools, teacher attention on a child is ensured to be at a higher level too. Consistent guidance from parent or guardian translates to motivation to study harder hence better academic performance achieved.

2.5.4 Relationship between Teaching personnel employment and Achievement of Formal Education Goals

By the year 2011, there were officially 230, 000 teachers in primary schools. Internationally, a ratio of less than about thirty pupils per teacher is recommended in primary schools, while in Kenya, the officially recommended number is 40. Two thirds of primary school children are learning in classes with less than 40 pupils per teacher. Around 10% of schools have less than 20 children per teacher (on average); but also 8% of schools have over 60 pupils per teacher and 2% have classes of more than 100 pupils per teacher. Most schools in the public category in Kenya have a pupil-teacher ratio approaching 40:1 and a teacher absenteeism rate of over 11% (Jones, 2012). It thus follows that teachers have to stretch their abilities to handle large numbers of pupils.

Kenya's education sector is thus in need of more teachers as evidenced by the above literature.

2.6 Gaps in Literature Review

The topic of education has been widely discussed and researched on by many scholars. As such, a lot has been documented about it and especially in terms of access by children and what the governments have done or need to do to enhance this access. What the previous scholars have failed to focus on involves matters of supportive non-state factors and players in the education sector. A lot of existing literature acknowledges the parent as an prime player in child development but fail to point out who plays the parental role to children who have been abandoned or orphaned. Children homes and their complementing role in education has thus not been keenly focused on by scholars.

2.7 Conceptual Framework

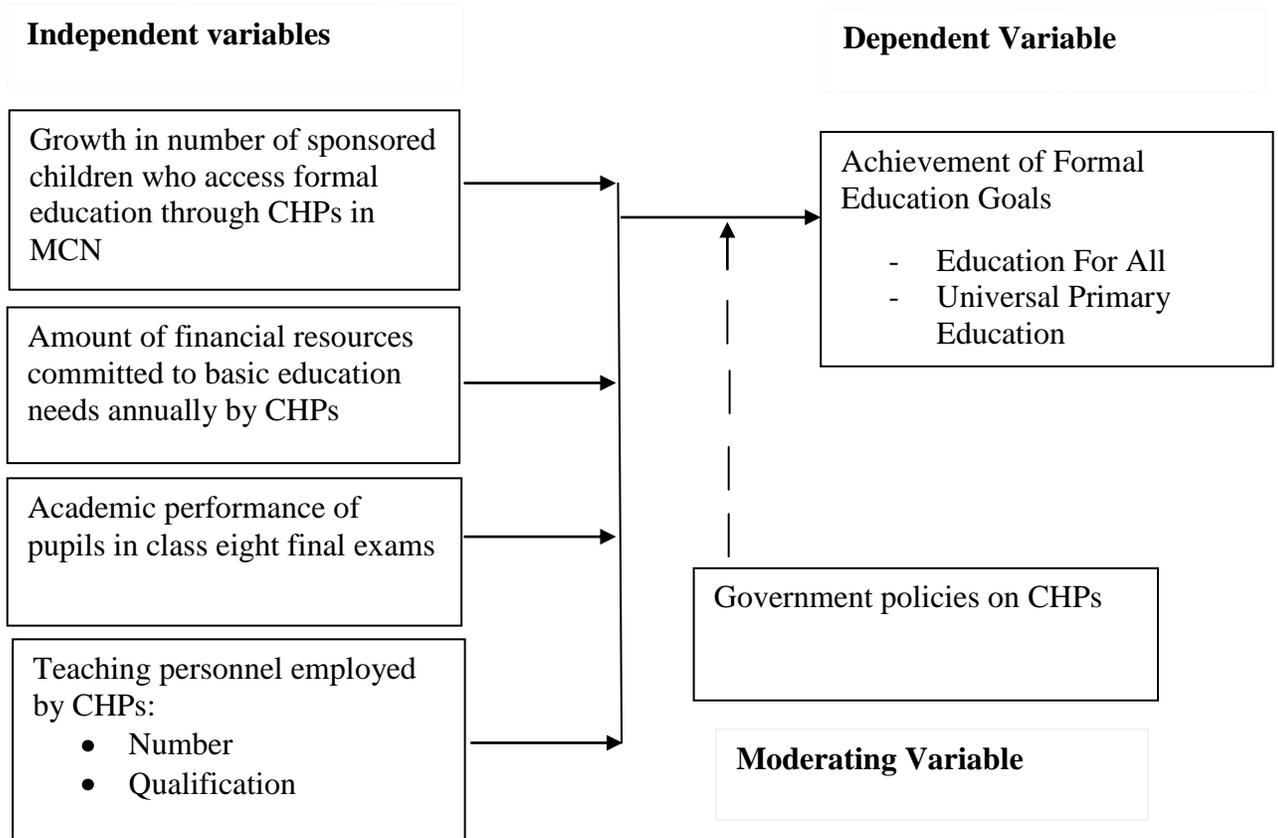


Figure 1: Conceptual Framework showing the relationships of Independent and Dependent Variables

Above is a conceptual framework. It presents the dependent variable which is formal education goal. The complementary role of children homes is presented by four variables which are growth in the number of beneficiaries accessing formal education, their academic performance, proportion of annual budget of CHPs committed to meeting the basic needs of education and teaching personnel employed by the CHPs. The arrows show how the independent variables are affecting the dependent variable. The moderating variable is government policy on CHPs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a discussion on the research design and methodology that was used in the study. The target population, sampling procedure, methods of data collection, validity, reliability and data analysis techniques will be explained and how they were used to facilitate the achievement of the objectives of the study.

3.2 Research design

The researcher used descriptive survey research design so as to acquire relevant and inclusive data from the target population. A cross-sectional study was done. The design was appropriate for the study done since there were multiple variables being researched on and with respect to each other. The design was also appropriate because it ensured collection of comprehensive, systematic and in-depth information about any given particular case of interest (Kothari, 2000). The design was also appropriate because it helped portray an accurate profile of persons, events or situations' (Robson, 2002).

3.3 Target population

The target population for the study was made up of the total number of 38 managers heading the 38 CHPs operating in MCN (Nakuru Municipal Social Services, 2012). These homes are located within a 15 km radius from the Central Business District (CBD) an area which is largely urban and partially peri-urban.

3.4 Sample size and Sampling Technique

The study employed purposive sampling technique. From the 38 homes, the 38 managers who run the institutions were all included in the study hence a census was conducted.

Focus was placed on the home managers' since they are rich in information about the homes and their relations with external entities such as public offices.

3.5 Research Instrument

The study employed a structured and semi-structured questionnaire to collect data from the sample elements. The questionnaire had both open and closed ended questions. The open ended questions were used so as to leave allowance for the respondents to give explicit answers especially in numbers of children. The closed ended questions were used to limit the respondents' answers on the subject matter for easier analysis. The questionnaires were administered to the CHP managers by the researcher himself on a give and take up later basis. The respondents were given a period of five days to fill them.

3.5.1 Piloting of the Instrument

In order to ensure that the study was relevant and collected automatic data, the researcher will conducted a pilot study where 4 questionnaires were distributed to random staff in 4 different CHPs. This was done in order to improve on the contents and precision of the questions as well as to rid off questions from ambiguity, to determine whether the responses given would answer the researcher's questions.

3.5.2 Validity of the Instrument

The researcher ensured that the questionnaire would be measuring the required parameters so as to answer the research questions; that the questionnaire were appropriate for the managers of the CHPs; and that they were comprehensive enough to collect all the information needed to address the objectives of the study. This was done through internal

consistency checks, proof-reading and pre-testing the questionnaire for content validity prior to the administration to the intended respondents of the study.

3.5.3 Reliability of the Instrument

To ensure the accuracy and precision of the questionnaire, the researcher ensured that the questionnaire consistently measured what it was intended to measure. Piloting of the questionnaire was done so as to discover flaws and correct them before the actual administration to the CHPs managers. The questionnaire was pre-tested on 4 staff members of 4 different CHPs in MCN. Once the four questionnaires were collected, they were analyzed. Some questions were rephrased and others completely replaced with other questions.

3.6 Data Collection Procedures

Data was collected using a questionnaire. The questionnaire was administered to the managers of CHPs in MCN. The questionnaires were left in the custody of the managers for a period of five days after which the researcher went back to collect the filled in questionnaires.

3.7 Data Analysis Procedures

After the questionnaires were administered, filled and collected, they were carefully proof read to correct errors and omissions. The four objectives were analyzed for the purpose of establishing the complementary role of CHPs in formal education in Kenya. Descriptive statistics in frequencies and percentages were employed to analyze the data with the aid of SPSS computer software.

3.8 Data Presentation

Information acquired after the data was analyzed was computed into percentages and frequencies and presented in form of tables so as to facilitate clear interpretation of results and assist in discussion and drawing conclusions of the study.

3.9 Ethical Consideration

The researcher sought permission from public authorities in MCN and NCST before venturing in to the field for data collection. The data collected was strictly used for academic purposes only. The researcher ensured that the names of respondents were not disclosed so as to protect their privacy.

3.10 Operational Definition of Variables

Table 3.1 gives the operational definition of the variables used in the study. The main variables elaborated below are the dependent and independent variable as used in the study.

Table 3.1: Operational Definition of Variables.

| Objectives | Variables | Indicators | Measurement | Scales | Data tools | Analysis |
|---|--|--|--|------------------|---------------|---------------------------|
| To establish the growth in the number of CHP sponsored children who access formal schooling in MCN. | Independent Growth in number of beneficiaries enrolled to school Dependent Formal education | Number of beneficiaries enrolled to school | Count the number of beneficiaries enrolled to school each year | Ordinal | Questionnaire | Percentages , frequencies |
| To find out how much of the homes' financial budget goes to meeting the primary needs of education. | Independent Budgetary allocation to education Dependent Formal education | Amount of money spent on education needs | Amount of money spent by the projects on financing education needs | Ordinal, Nominal | Questionnaire | Percentages , frequencies |
| To find out the academic performance trends of beneficiaries of CHPs in MCN | Independent Academic performance trends of beneficiaries Dependent Formal education | Grades attained in exams | The grades acquired by beneficiaries in school exams | Ratio, Interval | Questionnaire | Percentages , frequencies |
| To establish the number and qualification of teaching personnel employed by CHPs in MCN | Independent Number of teaching personnel employed Dependent Formal education | Number of teachers hired by CHPs | Count the number of teachers employed by the CHPs | Ratio, ordinal | Questionnaire | Percentages , frequencies |

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The findings are presented in tabular summaries, and their implications discussed. The study sought to assess the complementary role of CHPs to the achievement of formal education goals in Kenya; a case of Nakuru municipality. Questionnaires were used in the collection of data from the thirty eight CHPs' managers. The data collected was analyzed using descriptive statistical methods for each variable and the results are presented in tables and discussed in the following pages.

4.2 Response Rate of the Respondents

The study targeted 38 respondents for the survey consisting of the CHPs' managers. Questionnaires were administered to them on a leave to collect latter basis. Of the 38 questionnaires, 34 were successfully collected which translated to a response of 89%. The remaining 11% respondents had not completed the questionnaires by the time collections were made.

4.3 Demographic Characteristics of the respondents

The study sought to find out the demographic characteristics of the respondents like gender, age, and work experience in children services in order to obtain more in-depth understanding of the research problem.

4.3.1 Gender of the Respondents

The study first sought to establish the gender of the respondents and the findings are as given in Table 4.1

Table 4.1: Gender distribution in the management of the CHPs

| Gender | Frequency | Percentage (%) |
|---------------|------------------|-----------------------|
| Male | 23 | 68 |
| Female | 11 | 32 |
| Total | 34 | 100 |

The findings in Table 4.1 suggest that approximately 2 out of 3 institutions were managed by males (68%) while the rest 1 out of 3 by the females (32%). This shows that more men than women are managing the CHPs.

4.3.2 Age of the Respondents

The age of the respondents was also determined and findings are as presented in Table 4.2.

Table 4.2: Range of the ages of the respondents

| Age (years) | Frequency | Percentage (%) |
|---------------------|------------------|-----------------------|
| Below 25 | 3 | 9 |
| 26 – 35 | 8 | 24 |
| 36 – 45 | 13 | 38 |
| 46 – 55 | 8 | 24 |
| 56 and above | 2 | 5 |
| Total | 34 | 100 |

From table 4.2, it can be deduced that majority of the managers are in the age bracket of 36 – 45 years. The least age bracket for managers in the CHPs is below 25years and above 56 years.

4.3.3 Work Experience of Respondents in children services

Table 4.3: Number of years the respondents have worked in the children support services

| Response | Frequency | Percentage (%) |
|---------------------|------------------|-----------------------|
| 0-3 | 6 | 18 |
| 4 – 6 | 10 | 29 |
| 7 – 9 | 9 | 26 |
| 10 – 12 | 2 | 6 |
| 13 and above | 7 | 21 |
| Total | 34 | 100 |

It can be seen from Table 4.3 that most of the respondents (29%) had 4 – 6 years of experience in child services closely followed by 26% of the respondents who had 7 – 9 years of experience. The least number of respondents (6%) had 10 – 12 years of experience in child services.

4.4 Location of CHPs

Table 4.4: Location of CHPs

| Location | Frequency | Percentage (%) |
|-------------------|------------------|-----------------------|
| Urban | 19 | 56 |
| Peri-urban | 15 | 44 |
| Total | 34 | 100 |

As seen in table 4.4: The higher number of respondents (56%) indicated that they were urban based. The rest 44% of the respondents indicated they were peri-urban based.

4.5 Sponsorship of CHPs

The study sought to establish the various types of sponsorship that are enabling CHPs to perform their duties. The findings are presented in table 4.5

Table 4.5: sponsorship of CHPs

| sponsorship | Frequency | Percentage (%) |
|--------------------|------------------|-----------------------|
| Religious | 11 | 32 |
| Government | 3 | 9 |
| Individual | 18 | 53 |
| Corporate | 2 | 6 |
| Total | 34 | 100 |

From the table 4.5, it is seen that the highest number of CHPs (53%) are private sponsored hence categorized as individuals sponsorship financed by philanthropic

individuals. Religious sponsored CHPs are next in frequency at 32%. The least number of CHPs 6% are corporate sponsored.

4.6 Time CHPs have been in existence

It was necessary to establish the period the CHPs had been in operation so as to know how long they had been supporting orphaned and abandoned children in education. The findings are as presented in table 4.6 below.

Table 4.6 Time the CHPs have been in existence.

| Response | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| Below 5 | 1 | 3 |
| 6 – 10 | 15 | 44 |
| 11 – 15 | 11 | 32 |
| 16 – 20 | 7 | 21 |
| Above 21 | 0 | 0 |
| Total | 34 | 100 |

Table 4.6 above shows that most of the CHPs have been in existence for less than 15 years. Only 21% of the CHPs are between 16 and 20 years old. None of the CHPs has been operating for more than 21 years. The oldest CHP was started in 1992.

4.7 Distribution of children by age in the CHPs

The study sought to establish the distribution of children in the CHPs by age. The findings are presented in table 4.7

Table 4.7: composition of children by age in the CHPs

| Response | Frequency | Percentage (%) |
|-----------------|------------------|-----------------------|
| Below 5 | 757 | 20 |
| 6 – 14 | 1839 | 49 |
| 15 – 18 | 786 | 21 |
| Above 19 | 394 | 10 |
| Total | 3776 | 100 |

It is evident from the table 4.7 that the highest number of children in the CHPs is between 6 to 14 years old who claim 49%. Those aged 15 to 18 years old are second highest in number at 21%, closely followed by those aged below 5 years. The least number of children in the CHPs are those above 19 years and it is because majority are done with their schooling and leave to seek employment.

4.8 Distribution of children by gender in the CHPs

Table 4.8: Distribution of children by gender in the CHPs

| Gender | Frequency | Percentage (%) |
|---------------|------------------|-----------------------|
| Male | 2265 | 60 |
| Female | 1511 | 40 |
| Total | 3776 | 100 |

It is seen from table 4.8 that there are more boys than girls in the CHPs. The boys are at 60% while the girls are at 40%. The perception that girls are easily accommodated in other people's homes because they can help with house work and babysitting contributes to lesser girls in CHPs.

4.9 Growth in numbers of children accessing formal education

The growth in the number of children accessing formal education is a paramount measure of progress towards achievement of UPE and EFA. The study thus focused on finding out the growth in the number of children who began accessing formal education after they went under the care of CHPs. The children who had attained school going age were focused on, whether they were going to school before they got CHPs' assistance, their interest in schooling, staying in school and attending school without interruption.

4.9.1 Number of school going age children who get admitted in the CHPs and had not joined or had dropped out of school

The study sought after the children in the CHPs who had not been attending school or had dropped out of school before they were taken up by the CHPs. The findings are as presented in table 4.9.

Table 4.9: Number of school going age children who get admitted in the CHPs and had not joined school or had dropped out of school

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 20 | 59 |
| Agree | 13 | 38 |
| Neither | 1 | 3 |
| Disagree | 0 | 0 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

From the table 4.9, 59% of the respondents strongly agreed that many school going age children who get admitted in the CHPs had not joined school or had dropped out of school. An additional 38% agree to the statement while only 3% are neither agreeing nor disagreeing. This means that a very great percentage of the children who have attained school going age were not attending formal schooling before they joined the CHPs. Very negligible number of children were attending school before they joined the CHPs.

4.9.2 Growth in the number of children joining primary school annually from the CHPs

The contribution to the number of children accessing UPE thanks to CHPs' sponsorship was sought by the study. This was necessary so as to establish the contribution of CHPs to the number of children in formal schools.

Table 4.10: The growth in the number of children joining primary school annually from the CHPs is high

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 18 | 53 |
| Agree | 10 | 29 |
| Neither | 0 | 0 |
| Disagree | 6 | 18 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

As seen from the table 4.10, 53% of the respondents strongly agreed to the statement that the growth in the number of children joining primary school annually from the CHPs is high. 29% of the respondents agreed to the statement. 18% disagreed to the statement. A higher number of respondents therefore are in agreement that the number of children joining primary school from CHPs is high.

4.9.3 Children who had attained school going age in the CHPs and attending school

The study sought to establish whether children who had attained school going age were all attending school.

Table 4.11: All children who had attained school going age in the CHPs are attending school

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 19 | 56 |
| Agree | 12 | 35 |
| Neither | 0 | 0 |
| Disagree | 3 | 9 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

As seen in table 4.11, 56% of the respondents were in strong agreement that all children of school going age were attending school. 35% were in agreement while only 9% disagreed with the statement. This means that a very high number of children from the CHPs were attending school as is required by the UPE principle.

4.9.4 Interest of children who have attained school going age in taking formal schooling

The study sought to establish the interest of children who had attained school going age in taking formal schooling. This would go towards informing the study about the dedication of the CHP sponsored children to attend school. To do so, the CHP managers were asked to agree or disagree with the statement: all children of school going age are interested in taking formal schooling. The responses were as presented in the table 4.12 below.

Table 4.12: Interest of children who have attained school going age in taking formal schooling

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 15 | 44 |
| Agree | 12 | 35 |
| Neither | 0 | 0 |
| Disagree | 7 | 21 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

As seen in table 4.12, 44% of the responses are in strong agreement, 35% are in agreement while a relatively lesser 21% disagree. Majority of the CHP sponsored children are thus interested in attending formal schooling. A few are not interested in joining formal schooling.

4.9.5 School Completion trend for CHP sponsored children

The research sought to find out whether children sponsored by CHPs were in school the whole duration as they were supposed to be. To establish that, the respondents were asked to agree or disagree with the statement: all children joining school stay up to end. the responses are tabulated in table 4.14

Table 4.13: School Completion trend for CHP sponsored children

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 13 | 38 |
| Agree | 11 | 32 |
| Neither | 6 | 18 |
| Disagree | 4 | 12 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

As seen in table 4.14, 38% responses are in strong agreement, 32% are in agreement, 18% neither agree nor disagree while 12% disagree that children stay in school up to end. This means that, a slightly higher number of the children are I school up to end while a smaller number are not.

4.9.6 Consistency in school attendance for the CHP sponsored children

The study sought to establish the level of interruption of schooling for the children sponsored by the CHPs. This was meant to establish the consistency of children in schooling. To do so, the study asked respondents to agree or disagree with the statement that: there is no interruption in schooling for the children during the school year. The responses are as in table 4.15 below.

Table 4.14: Consistency in school attendance for the CHP sponsored children

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 14 | 41 |
| Agree | 11 | 32 |
| Neither | 1 | 3 |
| Disagree | 6 | 18 |
| Strongly disagree | 2 | 6 |
| Total | 34 | 100 |

As seen in table 4.15, 41% of the responses were in strong agreement that there is no interruption in schooling for the children. 32% were in agreement, 3% neither agreed nor disagreed, 18% disagreed while 6% strongly disagreed. This means that though majority of the children had no interruption in schooling, a considerable number of children experienced interruption in schooling. The number is considerable because ideally children are supposed to attend school consistently.

4.10 Financial contribution of CHPs to achievement of formal education goals in Kenya

The research required to establish the financial contribution of CHPs to the achievement of formal education goals. To do so, the study sought establish how much of the CHPs' annual budgets go to financing the basic needs of formal education that support children to be able to study. The study asked respondents to agree or disagree with statements that related to the budget of their respective institutions.

4.10.1 CHPs' Funding verses the Objectives of the Institutions

To establish the financial capabilities of the CHPs, respondents were asked to agree or disagree with the statement: the funding available for our institution meets all our objectives in running the institution. Responses were varied and are presented in table 4.16 below.

Table 4.15: CHPs' Funding verses the Objectives of the Institutions

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 3 | 9 |
| Agree | 16 | 47 |
| Neither | 1 | 3 |
| Disagree | 11 | 32 |
| Strongly disagree | 3 | 9 |
| Total | 34 | 100 |

From table 4.16, the responses are such that only 9% strongly agreed, a majority 47% agreed, 3% neither agreed nor disagreed, 32% disagreed, while 9% strongly disagreed.

From the responses an approximate third of the institutions indicated that they are not able to achieve their objectives with the state of funding they are in. This means that the financial situation of the one third institutions is not sufficient for the needs of the children sponsored.

4.10.2 Portion of the CHPs' budgets allocated to meeting the basic needs of education.

Focus was placed on finding out the portion of the CHPs budget dedicated to meeting the basic needs of education. To do so, the respondents were required to agree or disagree with the statement: The portion of the Institution's budget allocated to meeting the basic needs of education is adequate. The yields of the responses are presented in table 4.17 below.

Table 4.16: Portion of the CHPs budget allocated to meeting the basic needs of education is adequate

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 9 | 26 |
| Agree | 15 | 44 |
| Neither | 2 | 6 |
| Disagree | 6 | 18 |
| Strongly disagree | 2 | 6 |
| Total | 34 | 100 |

26% of the respondents strongly agreed that the money allocated to meeting the basic needs of education was adequate. A majority (44%) respondents were in agreement, 6% neither agreed nor disagreed, 18% disagreed, 18% and 6% strongly disagreed. This means that a third of the CHPs are financially struggling trying to provide the basic needs of education.

4.10. 3 Financial Resources allocated to providing school uniforms.

To further establish the financial contribution of the CHPs to the achievement of formal education goals, the research required respondents to agree or disagree with the statement: enough money is set aside for buying school uniforms. The responses are presented in the table 4.18 below.

Table 4.17: Financial Resources allocated to providing school uniforms.

| Responses | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 10 | 29 |
| Agree | 13 | 38 |
| Neither | 3 | 9 |
| Disagree | 5 | 15 |
| Strongly disagree | 3 | 9 |
| Total | 34 | 100 |

From the table 4.18, 29% of the respondents strongly agreed that enough money was set aside for buying school uniforms, a further 38% agreed with the statement, 9% neither agreed nor disagreed. 15% disagreed while 9% strongly disagreed. This means that not all CHP sponsored children could get school uniforms, an approximate one third of the institutions did not have sufficient money allocated to buying uniforms.

4.10.4 Financial Resources dedicated towards Meals for the sponsored children by the CHPs

The financial contribution of the CHPs to the meeting of formal education goals was put to test by asking the respondents to agree or disagree whether enough money was set aside for availing meals all year through. The responses were as follows.

Table 4.18: Financial Provision towards Meals for the sponsored children by the CHPs

| Responses | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 22 | 65 |
| Agree | 5 | 15 |
| Neither | 0 | 0 |
| Disagree | 7 | 21 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

From the table 4.18, 65% of the responses were in strong agreement that enough money was allocated to provision of food. 15% agreed with the statement while 21% disagreed. This means that only less than one fourth of the CHPs were unable to fully allocate sufficient funds to meals annually. The rest more than three quarters of the CHPs were able to allocate adequate money for meals all year through.

4.10.5 Financial resources set aside for availing the sponsored children with items for class use.

To establish the sufficiency of the funds set aside for buying books, pens and other relevant class items, the respondents were required to agree or disagree with the statement; Enough money is set aside for buying books, pens and other relevant class items. Responses are presented in table 4.15.

Table 4.19: Financial resources set aside for availing the sponsored children with items for class use.

| Responses | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 9 | 26 |
| Agree | 14 | 41 |
| Neither | 3 | 9 |
| Disagree | 6 | 18 |
| Strongly disagree | 2 | 9 |
| Total | 34 | 100 |

From the table 4.15, a majority 41% of the responses were in agreement that enough money was set aside for buying books, pens and other relevant class items. 26% of the respondents strongly agreed with the statement. 9% neither agree nor disagreed. 18% disagreed and 9% strongly disagreed.

4.10.6 Financial resources allocated to facilitate transport to school.

Money allocated to funding transport to and from school for the CHP sponsored children was established by asking the respondents to agree with the statement: Enough money is allocated as fare for transport to school and back all year through. Responses were as follows.

Table 4.20 Financial resources allocated to facilitate transport to school.

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 6 | 18 |
| Agree | 10 | 29 |
| Neither | 8 | 24 |
| Disagree | 10 | 29 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

18% of the respondents strongly agreed that enough money is allocated as fare for transport to school and back all year through, 29% agreed, 24% neither agreed nor disagreed whereas 29% disagreed. This means that approximately half of the CHPs had allocated enough money as fare to and from school for the children they sponsored.

4.10.7 Effects of Cost Cutting on Funds Budgeted Towards Facilitating Formal Education.

The study sought to establish whether money allocating to meet the basic needs of education was reduced during cost cutting measures. To do so, the respondents were asked to agree or disagree with the statement: money meant for meeting the basic needs

of education is reduced during cost cutting measures. Responses were as follows in table 4.21

Table 4.21 Effects of Cost Cutting on Funds Budgeted Towards Facilitating Formal Education.

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 4 | 12 |
| Agree | 7 | 21 |
| Neither | 4 | 12 |
| Disagree | 9 | 26 |
| Strongly disagree | 10 | 29 |
| Total | 34 | 100 |

12% of the respondents strongly agreed that cost cutting affected money meant for basic needs of education, 21% agreed, 12% neither agreed nor disagreed, 26% disagreed and the highest number, 29% strongly disagreed. This means that slightly more than a third of the CHPs were reducing money allocated to meeting the basic needs of education during cost cutting measures. The rest – slightly less than two thirds of the CHPs did not reduce money meant for education during cost cutting measures.

4.11 Academic Performance Trends of CHP sponsored children.

The study sought to establish the contribution of CHPs to the academic excellence of Kenya’s formal education. This is because academic performance is a paramount factor to consider when looking to establish the complementary role of CHPs to the

achievement of formal education goals in Kenya. To do so, respondents were asked to agree or disagree with several statements as well as fill in some questions. The responses for those questions and statements are presented in tables 4.21, 4.22, 4.23, 4.24 and 4.25.

Table 4.22: CHP sponsored children who sat for KCPE in 2012

| Academic trend | Number of children |
|--------------------------------|---------------------------|
| KCPE 2012 Registrations | 516 |
| KCPE 2012 sitting | 496 |

Table 4.22 shows that 516 CHP sponsored children registered for KCPE but 496 sat for the exam. Therefore 20 children registered but did not sit for the exam.

Table 4.23 Academic performance.

| Academic trend | Number of children | Percentage (%) |
|--|---------------------------|-----------------------|
| KCPE 2012 joining national secondary school | 55 | 11 |
| KCPE 2012 joining provincial secondary school | 227 | 46 |
| KCPE 2012 joining district secondary school | 135 | 27 |
| KCPE 2012 joining secondary schools lower than district level | 53 | 11 |
| KCPE 2012 failed to qualify for secondary school | 25 | 5 |
| KCPE 2012 failed to join secondary school for other reason | 1 | 0 |
| Total | 496 | 100 |

From table 4.23, it is seen that 11% of the children qualified and joined national secondary schools, 46% joined provincial secondary schools, 27% joined district secondary schools, 11% joined secondary schools lower than district level whereas 5% of the children failed to qualify to proceed to secondary school level. This means that 84% of the CHP sponsored children performed well in academics.

4.11.1 CHP Sponsored Children Academic Performance

To further establish the academic performance levels of the CHP sponsored children, respondents were asked to agree or disagree with the statement: the children perform very well in academics. The responses are presented in table 4.24.

Table 4.24: Instances of Commendable performance in academics

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 6 | 18 |
| Agree | 24 | 71 |
| Neither | 3 | 9 |
| Disagree | 1 | 3 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

As seen in table 4.24, 18% of respondents strongly agreed that the children perform very well in academics, a majority 71% agreed with the statement, 9% neither agreed nor disagreed whereas a small 3% disagreed with the statement. This generally means the CHP sponsored children perform well in academics.

4.11.2 Children's Interest in Formal Education

To establish the children's interest in formal education, their interest in private studies was investigated. To do so, respondents were asked to agree or disagree with the statement: the children are interested in private studies. The response was as follows.

Table 4.25: High levels of interest in private studies by the Children in CHPs

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 13 | 38 |
| Agree | 14 | 41 |
| Neither | 4 | 12 |
| Disagree | 0 | 0 |
| Strongly disagree | 3 | 9 |
| Total | 34 | 100 |

As per the table 4.25, 38% of the respondents strongly agreed that the children are interested in private studies, 41% agree, 12% neither agree nor disagree whereas 9% strongly disagreed that the children are interested in private studies. This means that a close to two thirds of the CHP sponsored children are interested in private studies without the presence of a teacher.

4.11.3 CHPs' Children's interest towards attending Extra Tuition

To further establish the interest of the children in formal education, respondents were asked to agree or disagree with the statement: The children are keen to attend extra tuition in addition to regular class work. The response was as follows.

Table 4.26: CHPs' Children's interest towards attending extra tuition

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 16 | 47 |
| Agree | 9 | 26 |
| Neither | 1 | 3 |
| Disagree | 8 | 24 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

47% of the respondents strongly agreed that the children are keen to attend extra tuition in addition to regular class work, 26% agreed, 3% neither agreed nor disagreed whereas 24% disagreed with the statement. This means that majority of the children are keen to attend extra tuition in addition to standard class time. The children are thus interested in taking formal schooling and achieving good academic grades.

4.11.4 Rate of joining academically well performing secondary schools by Children from CHPs who sat for KCPE in year 2012

The study investigated whether the CHP sponsored children proceeded to well performing secondary schools. To do so, respondents were asked to agree or disagree

with the statement: All children who sat for KCPE in 2012 joined academically well performing secondary schools.

Table 4.27: Rate of joining academically well performing secondary schools by Children from CHPs who sat for KCPE in year 2012

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 13 | 38 |
| Agree | 11 | 32 |
| Neither | 2 | 6 |
| Disagree | 6 | 18 |
| Strongly disagree | 2 | 6 |
| Total | 34 | 100 |

As seen in table 4.27 38% of the respondents strongly agreed that the children joined academically well performing secondary schools, 32% agreed, 6% neither agreed nor disagreed, 18% disagreed and 6% strongly disagreed. This means that 70% of the children secured places in academically good secondary schools whereas 24% did not find places in academically well performing schools.

4.12 CHPs' contribution in Teaching Personnel to formal education

The study investigated the contribution of teaching personnel to formal education by the CHPs. To do so, respondents were asked to agree or disagree with some statements presented to them. The responses are presented in tables 4.26, 4.27, 4.28 and 4.29 below.

4.12.1 Sufficiency in the number of Teaching Personnel employed by the CHPs

To establish the sufficiency of the number of teaching personnel employed by the CHPs, the study asked respondents to agree or disagree with the statement: The number of teaching personnel employed by the institution is sufficient.

Table 4.28: Sufficiency in the number of Teaching Personnel employed by the CHPs

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 12 | 35 |
| Agree | 12 | 35 |
| Neither | 3 | 9 |
| Disagree | 1 | 3 |
| Strongly disagree | 6 | 18 |
| Total | 34 | 100 |

35% of the respondents strongly agreed that the number of teaching personnel employed by the institution were sufficient, 35% agreed with the statement, 9% neither agreed nor disagreed, 3% disagreed and 18% strongly disagreed with the statement. This means that two thirds of the CHPs had a sufficient number of teaching personnel available for the children whereas a third of the CHPs had an insufficient number of teaching personnel.

4.12.2 Sufficiency in Teaching Experience by the Teaching Personnel in CHPs

The research looked into the teaching experience of the teaching personnel employed by the CHPs. To get the information, respondents were asked to agree or disagree with the

statement: The teaching personnel employed by the institution have sufficient experience. The response was as follows in table 4.29 below.

Table 4.29: 2 Sufficiency in Teaching Experience by the Teaching Personnel in CHPs

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 16 | 47 |
| Agree | 11 | 32 |
| Neither | 1 | 3 |
| Disagree | 3 | 9 |
| Strongly disagree | 3 | 9 |
| Total | 34 | 100 |

A majority 47% of the respondents strongly agreed with the statement that the teaching personnel employed by the institution have sufficient experience, 32% agreed to the statement, 3% neither agreed nor disagreed, 9% disagreed and 9% strongly disagreed. This means that close to three quarters of the CHPs have teaching personnel with sufficient experience. An approximate quarter of the CHPs on the other hand have teaching personnel with insufficient teaching experience.

4.12.3 Enrollment of teaching trainees by the CHPs for teaching practice

The study focused on finding out whether the CHPs contributed to the training of teaching personnel in MCN. To do so, the respondents were asked to agree or disagree with the statement: The institution enrolls teachers on teaching practice or teaching trainees. The response was as follows;

Table 4.30: Enrollment of teaching trainees by the CHPs for teaching practice

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 10 | 29 |
| Agree | 14 | 41 |
| Neither | 6 | 18 |
| Disagree | 4 | 12 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

Table 4.30 shows that 29% of the respondents strongly agreed with the statement that the institution enrolls teachers on teaching practice or teaching trainees, 41% agreed with the statement, 18% neither agreed nor disagreed whereas 12% disagreed with the statement. This means that more two thirds of the CHPs enrolled teaching personnel on teaching personnel, while a lesser third of the CHPs did not enroll teachers on teaching personnel. Majority of the CHPs thus supported teaching personnel training.

4.12.4 Qualification of Teaching Personnel hired by CHPs

The study investigated the quality of teaching personnel employed by the CHPs. This was done by seeking to find out the qualification of the teaching personnel. To do so, respondents were asked to agree or disagree with the statement: the institution hires highly qualified teaching personnel. Respondents answers are presented in the table 4.26 below.

Table 4.31: Qualification of Teaching Personnel hired by CHPs

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 14 | 41 |
| Agree | 13 | 38 |
| Neither | 1 | 3 |
| Disagree | 4 | 12 |
| Strongly disagree | 2 | 6 |
| Total | 34 | 100 |

From table 4.31, 41% respondents strongly agreed that their CHPs hired highly qualified teaching personnel, 38% agreed with the statement, 3% neither agreed nor disagreed, 12% disagreed and 6% strongly disagreed. This means that three quarters of the CHPs hire highly qualified teaching personnel while a lesser one quarter of the CHPs do not hire highly qualified teaching personnel.

4.13 Achievement of Formal Education Goals in Kenya

The study sought to establish the achievement of formal education goals in Kenya. To do so, the study asked respondents to agree or disagree with the statement “All children who have attained school going age in the institution are attending school” so as to establish the extent to which EFA and UPE were being achieved. Findings are presented in table 4.32

Table 4.32 Children who have attained school going age and are attending school.

| Response | Frequency | Percentage (%) |
|--------------------------|------------------|-----------------------|
| Strongly agree | 19 | 56 |
| Agree | 12 | 35 |
| Neither | 0 | 0 |
| Disagree | 3 | 9 |
| Strongly disagree | 0 | 0 |
| Total | 34 | 100 |

From table 4.32, a majority 91% agreed that all children who were sponsored by the CHPs who had attained school going age were attending school. This means that the CHPs were prime in complementing the government in the achievement of EFA and UPE which are the national Formal Education Goals.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes, discusses, concludes and makes recommendations on the research findings as carried out in the actual study. It is devoted to the summary of the findings, conclusions and recommendations emanating from the study. The implications are discussed and suggestions made on areas of further study. At the end of the chapter, some recommendations and suggestions for further research are proposed for the system under study and the stakeholders in order to resolve the research problem based on the findings.

5.2 Summary of the Findings

Table 5.1 presents the summary of the findings in terms of the objectives and the major findings of the research.

Table 5.1: Summary of the Findings

| Objectives | Major Findings of the Research |
|--|---|
| To establish the growth in the number of sponsored children who access formal education through CHPs in MCN. | <ul style="list-style-type: none"> • High numbers of children who had not joined school or had dropped out of school before being taken up by the CHPs • Very high growth in numbers of children joining school from the CHPs • Very high numbers of children attending school from the CHPs • High levels of interest in the children towards formal education • High completion rates of primary education by the CHP sponsored children |
| To determine the extent to which the CHPs' annual financial budgets meet the primary needs of education. | <ul style="list-style-type: none"> • Approximately more than three quarters of the CHPs run on insufficient financial budgets. • Most CHPs have allocated adequate funds to cater for basic needs of education including meals • Cost cutting measures affect money set aside for the basic needs of education for half of the CHPs |
| To find out the academic performance trend of CHPs sponsored children in MCN. | <ul style="list-style-type: none"> • Majority of the CHP sponsored children who register for KCPE sat for the exam. • There is generally above average academic performance among the children. • 99% of the CHP sponsored children who sat for 2012 KCPE joined secondary school • Majority of the CHP sponsored children joined well performing secondary schools. |
| To establish the number and qualification of teaching personnel employed by CHPs in MCN. | <ul style="list-style-type: none"> • Majority of the CHPs employ adequate numbers of teaching personnel • Most of the teaching personnel have sufficient experience • Majority CHPs support teacher training by hiring teaching personnel on teaching practice • Most of the CHPs hire highly qualified teaching personnel |

5.3 Discussion of the Research Findings

The findings as presented in chapter four, show that most of the CHPs in MCN were urban based (56%) while 44% were peri-urban located. Former studies have revealed that there are more homeless; abandoned and orphaned children on urban streets as a social problem than in non-urban areas (Lugalla & Mbwambo, 1999). The CHPs in urban areas have also been in existence for more than 11 years. This implies that the older CHPs are mostly urban based while the newer CHPs are peri-urban based in MCN. It is likely that due to increased congestion in the urban areas of MCN, newer CHPs opted to build in peri-urban areas where land is more available relative to the urban area. This finding agrees with a previous study which realized that the Homes were moving radially outward from urban location to the periphery where there was more space (Akinyi, 2012).

Majority of the CHPs get their sponsorship from Individuals – private sponsors. Akinyi (2012) also found out that private charities both local and foreign based were the majority in terms of CHP sponsoring. These are philanthropic people who make the generous choice to spend their resources on helping orphaned and abandoned children through CHPs. 32% of the CHPs get their sponsoring from religious institutions. Religious and individual CHPs also showed tendency to have enough play ground for the children. They also had more instances of enough funds set aside to avail the basic needs of education.

The study uncovered that, majority of the children hosted by the CHPs are aged between 6 – 14 years (49%). This has the implication that most children sponsored by the CHPs

are of primary school going age thus have attained school going age. This finding agrees to previous studies on street children. The children on the streets are missing out on timely schooling as well as other formal and informal training opportunities that expedite their development (Lugalla & Mbwambo, 1999).

According to the responses almost all children who are sponsored by the CHPs had not joined or had dropped out of school before they were taken up by the CHPs. This implies that those children could possibly have not accessed formal education had they not been sponsored by the CHPs. This clearly brings out the relevance of CHPs towards expediting the attainment of formal education goals in the country. Concurrently, the growth in number of children joining school annually from the CHPs is very high, basing on the 82% support from the respondents. This means that a lot of attention has been given to ensuring that children from the CHPs are attending school in line with the UPE requirement. A very high number of the children who have attained school going age are attending school. The Consortium for Street Children gives statistics that out of 50 street children 70% had dropped out of school and 30% had never been in school.

Primary school completion rates are high among the CHP sponsored children. According to the responses given by the CHP managers, three quarters of the children complete KCPE and proceed to well performing secondary schools. This can be attributed to the CHPs dedication to helping the children in their school work as indicated by the employment of highly qualified teaching personnel by the homes.

Despite many of the CHPs not being in a position to fully meet their objectives with the money available to them, they have made an effort to dedicate enough money to meet the

basic needs of education thus ensuring that the children they sponsor are not missing out on education. 41% of the CHPs have difficulty in meeting the objectives with their available funds, whereas, 24% reported having inadequacy in meeting the basic needs of education. The findings are in agreement with previous documentation that funding to charitable institutions was in most cases limited and thus they were not able to meet all their objectives as intended (Corbin & Strauss, 1990). Money set aside for buying uniforms, class use items, fare for transport to school and back and money for meals all year through was considered adequate by a larger 60% of the CHPs' managers. This realization agrees with Akinyi (2012) who reports that during budgeting in the CHPs, food and education took the lion's share of funds. In addition a lesser 33% of the homes agreed to having reduced money set aside for education during cost cutting measures. All these show that CHPs have given a lot of priority and importance to formal education of the children they sponsor.

11% of the children qualified and joined national secondary schools, 46% joined provincial secondary schools, 27% joined district secondary schools, 11% joined secondary schools lower than district level whereas 5% of the children failed to qualify to proceed to secondary school level. This means that 84% of the CHP sponsored children performed well in academics. This can be interpreted to mean that the academic performance of CHP sponsored children is generally good. The CHPs can thus be credited with promoting the achievement of good academic performance for children hence complementing the achievement of education goals in Kenya. Findings from multiple studies suggest that the impact of parent death on children's schooling is persistently disadvantageous but supportive measures can avert the probable poor

performance (UNICEF, 2004). Yang et al. (2006) found out that orphans were less likely to attend school and more likely to be truant if enrolled in school. This study has however realized that CHPs have been able to offer guidance and counseling sufficient enough to steer the sponsored children towards academic success.

CHPs employ teaching personnel who teach and guide the children they sponsor in academics. They go further to complement the training of teachers by enrolling teachers on teaching practice and in the process they enable them gain teaching experience. They also invite teaching volunteers from within the country as well as from foreign countries. The CHPs are thus vital in promoting the addition of teaching personnel in the education system of the country. In view of the generally good performance of the children sponsored by the homes, it can be safely deduced that the teaching personnel hired are both highly qualified and experienced in dealing with children. This finding agrees with a previous conclusion that teachers are one of the main pillars of a sound and progressive society. They bear the weight and responsibility of teaching, and, apart from parents, are the main source of knowledge and values for children (WEF, 2000)

5.4 Conclusions

CHPs are very significant in complementing the achievement of formal education in Kenya. CHPs have contributed highly to the growth in number of children accessing formal education. The homes have prioritized access to education for the children they sponsor by dedicating money and time towards education in their institutions.

The financial resources dedicated to financing the basic needs of education by CHPs are largely sufficient in promoting the academic achievement of sponsored children.

Children sponsored by CHPs have devotion towards performing excellently in academics as evidenced by the results of the study. Most children have qualified to join well performing secondary schools due to their good performance in KCPE. This is probably because of their zeal to beat all odds and achieve a better life.

The presence of qualified and sufficient number of teaching personnel hired by CHPs has promoted the good performance of the children sponsored by the CHPs in academics. The support from the teaching personnel has promoted the children's performance academically.

5.5 Recommendations

Based on the findings and conclusions of this study, the following recommendations are made;

The CHPs should advertise widely and make their roles and services to make the public more aware of their services. This move may make the CHPs more appreciated and supported in their bid to sponsor orphaned and abandoned children. Their number of children sponsored by the CHPs will subsequently grow.

The government of Kenya and international funding bodies should make it a priority to increase their funding to CHPs and incentives towards the basic needs of education for CHP sponsored children. This will hopefully make more children from CHPs access and complete formal education. This may incentivize the budgets of CHPs.

Scholarships should be positively biased towards supporting needy children from CHPs so as to hopefully encourage the CHP sponsored children perform better in academics and subsequently, hopefully achieve tertiary levels of education.

The government through the TSC and MOEST should avail highly qualified teaching personnel to the CHPs so as to improve on the current teaching fraternity in the CHPs.

5.6 Suggestions for Further Study

Further studies in the same field may focus on :

1. Establishing the reason why there are more boys than girls in the CHPs. The gender composition of CHP sponsored children is such that 60% are boys while 40% are girls.
2. Establishing why religious sponsored CHPs perform better in terms of sponsoring their beneficiaries in achieving formal education.

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APPENDIX 1: CHARTS



Figure 3: Bar chart showing the rising number of pupils against teachers in Kenya primary schools (World Bank, 2010)

The bar chart above shows that the number of children under one teacher has been rising between the year 2002 and 2005. There was a slight drop in 2006 then the ratio went back to a rising trend till year 2010.



Figure 4: bar chart showing in percent public expenditure on education for period 2002 to 2010 (World Bank, 2010)

The proportion of public funds spent on education in Kenya rose from 22.11 to 29,19 in the year 2004 then drastically dropped in the year 2005. The portion allocated to expenditure then rose considerably in the year 2006 to 22,3 and has been gradually dropping through the years 2007, 2008, 2009 and 2010.

**APPENDIX 2: LIST OF REGISTERED CHILDREN HOME PROJECTS IN
MUNICIPAL COUNCIL OF NAKURU**

APPENDIX 3: AREAS WITHIN MUNICIPAL COUNCIL OF NAKURU

**APPENDIX 4: LETTER OF AUTHORIZATION FROM THE NATIONAL
COUNCIL OF SCIENCE AND TECHNOLOGY**

APPENDIX 4: LETTER OF TRANSMITTAL

Daniel Ndungu Njogu

P. O. Box 1897

Nakuru

Respondent No.

Dear Sir/ Madam

RE. LETTER OF TRANSMITTAL

I am a postgraduate student in the University Of Nairobi undertaking a Masters Degree in Project Planning and Management. Part of the requirement for fulfilling the award of the Masters degree is to conduct a research project. My research project is entitled *“Assessment of the complementary role of children home projects to the achievement of formal education goals in Kenya; a case of Nakuru municipality”*

This questionnaire is meant to collect data for use in my research project. Kindly fill in the questions as required. The information collected will be used for academic purpose only.

Thankyou

Yours faithfully
Daniel Njogu

APPENDIX 5: QUESTIONNAIRE

Researcher’s use only

Respondent No.....

The aim of this study is to assess the complementary role of children home projects in achievement of formal education goals in Kenya. Your opinion as captured in this questionnaire will form the basis of this study and will be held in confidentiality. You are therefore requested to fill in this questionnaire the most accurate way possible.

Instructions

Please tick (✓) the appropriate answers in the brackets provided and write the appropriate answers in the spaces provided. Do not write your name or the name of the institution in the questionnaire.

Section A: Background Information of the Respondent.

1. Gender: Male() Female()
2. Age below 25yrs() 26-35yrs() 36-35yrs() 46-55yrs() 56yrs and above()
3. Work experience in children services:
0-3yrs() 4-6yrs() 7-9yrs() 10-12yrs() 13yrs and above()

Section B: Background Information of the Institution.

1. Location: Urban () Peri-urban ()
2. Sponsorship: Religious () Government () Individual () Corporate ()
3. What year was the Institution established?.....
4. What is the number of children currently hosted by the institution?.....
5. How many are girls....., how many are boys.....

6. What is the composition of children currently hosted in terms of age?

5yrs and below =

6-14yrs =

15-18yrs =

19yrs and above =

6. How many staff work for the institution?.....

KINDLY FILL IN THE TABLES BELOW BY TICKING THE MOST APPROPRIATE BOX AS PER YOUR OPINION

Strongly Agree-5 Agree-4 Neither-3 Disagree-2 Strongly disagree-1

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Children get adequate Assistance in their private studies | | | | | |
| Our children have adequate access to library services | | | | | |
| Ample performance counseling and support is availed to the children | | | | | |
| Adequate talent development is ensured for the children in our institution | | | | | |
| Children get sufficient training on life skills | | | | | |
| Sufficient counseling is available for the children | | | | | |
| Ample medical care, screening and treatment is availed and practiced. | | | | | |
| Our institution has enough room for the children to play in. | | | | | |

Section C: The growth in number of CHP sponsored children accessing formal education in MCN.

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| Many school going age children who get admitted in the home had not joined school or had dropped out of school | | | | | |
| The growth in number of children from the institution joining primary school annually is high. | | | | | |
| All children who have attained school going age in the institution are attending school. | | | | | |
| All children of school going age are interested in taking formal schooling. | | | | | |
| All children joining school stay in school up to end | | | | | |
| There is no interruption in schooling for the children during the school year. | | | | | |

Section D: How much of the CHPs' annual budget goes to meeting the primary needs of education.

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| The funding available for our institution meets all our objectives in running the institution. | | | | | |
| The portion of the Institution's budget allocated to meeting the basic needs of education is adequate. | | | | | |
| Enough money is set aside for buying school uniforms. | | | | | |
| Enough money is set aside for availing meals all year through | | | | | |
| Enough money is set aside for buying books, pens and other relevant class items. | | | | | |
| Enough money is allocated as fare for transport to school and back all year through | | | | | |
| Money meant for meeting the basic needs of education is reduced during cost cutting measures | | | | | |

Section E: The academic performance trends of beneficiaries of CHPs in MCN for the period 2002 till 2010.

1. In terms of appreciation for education, can you rate how the children in the institution perform in the following areas:
 - i. How many children registered for KCPE in 2012?.....
 - ii. How many children sat for KCPE in 2012?.....
 - iii. For the children who sat for KCPE 2012, how many of them:
 - a) Joined National Secondary Schools:
 - b) Joined Provincial Secondary Schools:
 - c) Joined District Secondary Schools:.....
 - d) Joined Secondary schools lower than District level:.....
 - e) Did not qualify to join any secondary school:.....
 - f) Passed KCPE but could not proceed to secondary for other reasons:.....

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| The children perform very well in academics | | | | | |
| The children are interested in private studies | | | | | |
| The children are keen to attend extra tuition in addition to regular class work | | | | | |
| All children who sat for KCPE in 2012 joined academically well performing secondary schools. | | | | | |

Section F: The number of teaching personnel employed by CHPs in MCN.

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| The number of teaching personnel employed by the institution is sufficient. | | | | | |
| The teaching personnel employed by the institution have sufficient experience | | | | | |
| The institution enrolls teachers on teaching practice or teaching trainees | | | | | |
| The institution hires highly qualified teaching personnel | | | | | |

Thank you for answering the questionnaire.