

**INFLUENCE OF EDUCATIONAL SUPPORT ON ACADEMIC  
PERFORMANCE OF ORPHANS AND VULNERABLE CHILDREN IN  
PUBLIC PRIMARY SCHOOLS IN KALAMA SUB COUNTY,  
MACHAKOS COUNTY, KENYA**

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UNIVERSITY**

**APRIL 2019**

**DECLARATION**

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work

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This research was conducted under our supervision and is submitted with our approval as  
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**DEDICATION**

The thesis is dedicated to my wife Ruth, children Millicent, Richard, Titus, Bernard and Everlyn. May God bless them.

## **ACKNOWLEDGEMENT**

I express my gratitude to the almighty God for good health while undertaking the study. Sincere gratitude goes to my supervisors Dr. Lucy Kirima and Dr. Boniface Mwangi for their professional guidance. My appreciation is also extended to head teachers and teachers who participated and provided the researcher with valuable information they provided and cooperation. My sincere thanks would be extended to the family members for the support and encouragement while undertaking this study. Final thanks go to my college mates and Africa Nazarene University lecturers for the support in every possible way. May God bless you all.

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## OPERATIONAL DEFINITION OF TERMS

**Academic Performance:** Class seven OVC learners mean mark for three consecutive terms

**Education resources:** In this study, it refers to physical and instructional facilities.

**Educational Support:** It refers to the assistance accorded to OVC by stake holders and which enhances their academic performance. For this study the support/assistance emanates from teachers' individualized support, school provision of OVC feeding programme and the cooperation between class teachers and caregivers in monitoring of OVC welfare.

**Guardian(s):** The adult(s) living with a child, usually a relative such as an older sibling, aunt, or uncle; family member or non-family member assuming responsibility for day-to-day wellbeing of a child.

**Home-Grown School Feeding:** This is a school feeding programme that offers food produced and purchased within a country.

**Orphan:** refers to a child under the age of 18 whose mother (maternal orphan), father (paternal orphan), or both parents (double orphan) have died from any cause.

**Retention:** The ability of pupils being able to remain and progress in school until they complete their primary education cycle

**School Feeding Program:** Refers to meals provided in schools for the benefit of the poor and needy children in a partnership project co-sponsored by World Food Programme and Government of Kenya to provide food to targeted schools.

**Vulnerable children:** refers to children living in circumstances with high risks and whose prospects for continued growth and development are seriously threatened. This includes

children that are emotionally deprived or traumatized. Most of these children lack access to basic needs due to high levels of poverty. Most of the orphans are vulnerable, however not all vulnerable children are orphans.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ASALs</b>	Arid and Semi-Arid Lands
<b>CBO</b>	Community Based Organizations.
<b>CTP</b>	Cash Transfer Programme
<b>DFID</b>	Department for International Development
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education.
<b>HGSM</b>	Home Grown School Meals (HGSM)
<b>HIV/AIDS</b>	Human Immune Virus / Acquired Immune Deficiency Syndrome
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>MOGCSD</b>	Ministry of Gender, Children and Social Development
<b>NACC</b>	National Aids Control Council
<b>NGOs</b>	Non-Governmental Organizations
<b>NPA</b>	National Plan of Action for OVC
<b>NASCOP</b>	National AIDS and STI Control Program
<b>OVC</b>	Orphans and Vulnerable Children
<b>PEPFAR</b>	President's Emergency Plan for AIDS Relief (USA)
<b>RAAAP</b>	Rapid Assessment, Analysis, and Action Planning
<b>SCDE</b>	Sub County Director of Education
<b>SFP</b>	School Feeding Program
<b>UNICEF</b>	United Nations Children's Fund
<b>USA</b>	United States of America
<b>WFP</b>	World Food Programme

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## ABSTRACT

Education is critical to the future of all children, but especially to those who are orphaned or vulnerable. Education gives children hope for life and work, and is a strong protector against HIV to which these children may be particularly susceptible. Despite the Kenyan government effort in mobilising and supporting community based interventions and ensuring access for Orphans and Vulnerable Children (OVC) to essential services including but not limited to education, health care, psychosocial support and legal protection, OVC in Machakos County and especially Kalama Sub County have been experiencing challenges in meeting their psychosocial, nutritional, academic and health care needs. The purpose of the study was to establish the influence of educational support on academic performance of OVC in public primary schools in Kalama Sub County in Machakos County, Kenya. The study objectives were to examine the influence of class teacher's individualized support of OVC learning, to assess the influence of the school provision of OVC feeding programme and to establish the influence of teachers/caregiver cooperation on OVC academic performance in Kalama Sub County. The study was premised on Abraham Maslow hierarchy of needs motivational theory. The study adopted descriptive survey design. The study sampled 36 teachers and 11 head teachers. The study data was collected through class teachers questionnaire and head teachers interview schedule. Content and construct types of validity were ascertained through scrutiny by a panel of university lecturers. Using test retest technique, teachers' questionnaire was found to have a reliability coefficient of 0.78. Both descriptive and inferential statistics were used to analyze the data. The study's three formulated null hypotheses were analyzed using multiple regression analysis. School provision of OVC feeding programme had the most significant relative contribution to the prediction of pupils' academic performance ( $\beta = 0.578$ ) followed by level of teachers' individualized support ( $\beta = 0.452$ ) while teacher/caregiver's cooperation had the least influence ( $\beta = 0.329$ ). The study recommended that all the School Management Committees in collaboration with head teachers should be proactive and start income generating programmes in order to support the home grown school food programme in situations when the government stipend is not forthcoming and when it is inadequate. Further, the SMC should collaborate with local community welfare groups and the larger community in order to extend the food programme to the OVC families.

## CHAPTER ONE

### INTRODUCTION AND BACKGROUND OF THE STUDY

#### 1.1 Introduction

This chapter provides the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses, significance of the study, scope of the study, delimitation and limitation of the study, assumptions, theoretical framework and conceptual framework.

#### 1.2 Background of the Study

The United Nations Children's Fund (UNICEF) maintains that every child requires basic needs to develop and grow to a healthy and responsible adult (UNICEF, 2016). Parental love, care and protection of a child is very crucial in the early stages of development. The immediate family and environment of a child is critical in determining how that child develops because it is in this environment that they get nurtured, thereby experiencing love and acceptance, a sense of belonging, safety and security as well as developing trust, respect and confidence (UNICEF, 2016). Gaventa and Blauert (2016) decries that vulnerable and disadvantaged group of people are often derided, devalued and unappreciated, albeit indirectly by the larger society. The Orphans and Vulnerable children (OVC) fall in the category of the disadvantaged group.

According to USAID (2008) and UNICEF (2016), an orphan is a child under the age of 18 whose mother (maternal orphan), father (paternal orphan), or both parents (double orphan) have died from any cause. Vulnerable children are defined as children whose safety, well-being or development is at significant risk. Similarly, Trafion (2009) considers a vulnerable child as one who is living in circumstances with high risks and whose prospects for

continued growth and development are seriously threatened. This includes children that are emotionally deprived or traumatized. Most of these children lack access to basic needs due to high levels of poverty. Most of the orphans are vulnerable, however not all vulnerable children are orphans.

A study spearheaded by UNICEF (2013) estimated that worldwide, there were about 145 million children between the ages of 0 to 17 years without one or both parents. The situation came about due to sickness, conflict and mishaps. The report further disclosed that globally, 15 million children have become orphaned because of AIDS, with 11.6 million of this because of AIDS in sub-Saharan Africa alone (UNICEF, 2013). As such, national governments, NGOs, international and local stakeholders have recognized the plight of OVC as an issue with economic, social and human right dimensions. Thus, addressing the needs of OVC and mitigation of the living difficulties they encounter has become a priority worldwide.

Rawlings (2003) cited in Musyoka (2016) observes that in the USA, Up to 40% of ninth-grade OVC students in some states repeat ninth grade since their academic skills are found to be insufficient for high school-level work. In New Delhi, India, despite the implementation of the Right to Education (RTE) initiative with increased funding, Harvey and Bailey (2011) noted that nearly one third of the states and union territories have seen an increase in the dropout ratio from 1.2% to 4.3% of OVC in primary education level. In Ghana, the Ghana Demographic and Health Survey (2008) reported that 16.3% of children under the age of 15 have at least one parent dead, 6.6% of children under the age of 15 are not living with either parent and therefore, included in the vulnerable category (Garcia & Moore, 2010).

The OVC in countries with many cases of HIV/AIDS experience discrimination in accessing education and healthcare as orphan hood is associated with HIV/AIDS (Fleming, 2015). Fleming further observes that double and maternal orphans are more prone to failure to access education than paternal orphans. Such orphans lack education related materials and conducive home setting and above all experience financial constraints. Children who head the double orphaned families are often associated with low school participation and chronic absenteeism since they are overburdened with domestic and economic responsibilities (Fleming, 2015).

Afwai (2013) reiterates that the situation of the OVC in Kenya is an issue of concern. In 2013, it was estimated that there are over 3 million Orphans in the country, of which 47 percent were orphaned as a result of HIV and AIDS and many more remain vulnerable due to several other factors. Afwai further notes that the statistics surrounding the rising population and the corresponding increase in children in vulnerable situations depicts a grim future and which requires sustained intervention. For instance, over 25% of the population live on less than \$1 per day and 12-15% of households in Kenya are headed by an orphan sibling. These orphans sometimes become antisocial as they undergo trauma due to parents death in a society seemingly impervious to their plight (Afwai, 2013).

HIV and AIDS scourge compounded with high poverty levels has aggravated the situation of OVCs in Kenya. Children affected by HIV/AIDS are vulnerable long before their parents die (Langinger, 2011). Girls, in particular, assume caring responsibilities for their ailing parents besides parenting for their siblings. In some regions of the country, over 25% of orphans are acutely malnourished in a country whose economy is largely driven by agriculture (Munuhe, 2014).

Sloth-Nielsen, (2014) observes that with an economically weakened and overstretched traditional African extended family system that can no longer work effectively to address the high OVC burden, most children find themselves without proper social support with the incapacitation and death of their parents. The future of these children remains very unpredictable. This will deny the OVCs a chance to access their basic needs such as proper health care, education shelter and nutrition. Orphans suffer stigma, stress and trauma in addition to the loss of parental love, care and protection and more often they are disinherited by their next of kin (Kiambi & Mugambi, 2017). Further, OVC are exposed to different forms of abuse and exploitation; physical abuse, defilement, sexual exploitation, child labour, and early marriages while more flock to streets to fend for themselves. This situation diminishes their capacity to participate in matters affecting their lives. Indeed cases of child abuse have become a common feature in this country with only a few of these being reported to the relevant authorities.

In response to OVC issues, the Kenya government has made strides in ensuring OVC are not only receiving basic education but also their upkeep through cash transfer to their care givers. The OVC response is based in the Kenya OVC Secretariat in the department of children's and gender services of the Ministry of Gender, Children, and Social Development (MOGCSD) (MOGCSD, 2009). Additionally, the multi sector National OVC Steering Committee was established to advise the government on OVC issues in policy, practice, and implementation; and to monitor OVC programming. Members include key ministries such as finance, education, and health; the National AIDS Control Council (NACC); the National AIDS and STI Control Program (NASCOP); and development

partners. The steering committee meets regularly to review and advise the government on OVC issues chaired by the Permanent Secretary of the MOGCSD (MOGCSD, 2009).

Pfleiderer and Kantai (2010) observe that in an effort to quantify the OVC situation, the National OVC Steering Committee carried out a Rapid Assessment, Analysis, and Action Planning (RAAAP) Process for OVC in 2004. This eventually led to the development of the National Plan of Action (NPA) for OVC, 2007–2010. The National Plan of Action (NPA) for OVC, 2007–2010 outlines the policies and guidelines on OVC interventions in Kenya (Pfleiderer & Kantai, 2010). The policies and guidelines provide a strategic framework for the OVC response by program developers and implementers. The Kenyan Cash Transfer Programme (CTP) began in 2005 and was mainly funded by the government, the World Bank, the United Kingdom's Department for International Development (DFID), and the United Nations Children's Fund (UNICEF). CTP provides systematic support for OVC by strengthening households to take care of OVC (Pfleiderer & Kantai, 2010).

Musyoka (2016) notes that the U.S.A. President's Emergency Plan for AIDS Relief (PEPFAR) was another major source of funding for OVC and which provided nearly \$50 million for OVC in 2010. The fund was used to provide free medical services for children below five years; free primary school, including scholarships for OVC; and legal support for inheritance.

Despite the great effort from both national and international bodies to cater for OVC in Kenya, the aid to OVC has not been sustainable. Furthermore, some aiding projects are susceptible to politics from donor countries and terminate their services when politics

change. Such sudden changes in flow of aid has left many OVC more traumatized as they drop from schools, run out of food and lack medical attention (Kiambi & Mugambi, 2017). According to Machakos sub-county gender and social services office records, most of OVC in Kalama Sub County have been integrated into the extended family network. However, due to urbanization, poverty and other socio-economic factors, the extended family network that traditionally used to support orphans has collapsed prompting OVC to run away from school to adapt street life in the nearby Machakos town and as far as Nairobi the capital city of Kenya. Hence there was a need to investigate the extent to which teachers and care givers to whom OVC are entrusted have offered educational support and enhanced OVC academic Performance in Kalama Sub County, Machakos County.

### **1.3 Statement of the Problem**

The Kenyan government emphasizes on interventions for OVC at the household level in cognizance of the fact that the institution of the family is the best for the proper growth and socialization of children. Through the National Plan of Action for OVC, the government has prioritized strengthening the capacity of families to protect and care for OVC. Further, the government has been mobilising and supporting community based interventions and ensuring access for OVCs to essential services including but not limited to education, health care, birth registration, psychosocial support and legal protection. Despite these efforts, the Machakos sub-county Gender and Social Services records 2016, showed that 44.1 percent of public primary school going children are OVC (MOGCSD, 2016). The records further show that, OVC in Machakos County experience challenges in meeting their psychosocial, nutritional, academic and health care needs. This affects their learning, hence leading to poor performance. Due to HIV/AIDS and socioeconomic factors the

traditional structure of households has progressively changed leaving vulnerable children to adapt to non-traditional families and poverty. In particular, the MOGCSD (2016) records indicated that the highest percentage of vulnerable children found in Machakos town and the surrounding trading centres had origin from Kalama Sub County. To this end, there was a need to investigate the influence of the key factors that would be critical in promoting OVC access and participation in school leading to academic excellence.

#### **1.4 Purpose of the Study**

The purpose of the study was to establish the influence of educational support on academic performance of OVC in public primary schools in Kalama Sub County in Machakos County, Kenya.

#### **1.5 Objectives of the Study.**

The objectives of the study were:

- i. To examine the influence of class teacher's individualized support of OVC learning on their academic performance in Kalama Sub County, Machakos Sub-County.
- ii. To assess the influence of the school provision of OVC feeding programme on their academic performance in Kalama Sub County, Machakos County.
- iii. To establish the influence of teachers/caregiver cooperation on OVC academic performance in Kalama Sub County, Machakos County.

#### **1.6 Study Hypotheses**

The following null hypotheses were formulated at 95% confidence level

**HO<sub>1</sub>:** Teachers' individualized support of OVC learning has no statistically significant influence on their academic performance in public primary schools in Kalama Sub County.

**HO<sub>2</sub>:** School provision of OVC lunch programme has no statistically significant influence on their academic performance in public primary schools in Kalama Sub County.

**HO<sub>3</sub>:** Teachers/caregivers cooperation has no statistically significant influence on OVCs academic performance in public primary schools in Kalama Sub County.

### **1.7 Significance of the Study**

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2014). The findings of the study might be useful to head teachers, teachers, orphans caregivers, the national OVC steering committee, Ministry of Gender, Children, and Social Development (MOGCSD), Ministry of Education, Science and Technology (MOEST), management of various children's homes, UNICEF and international organizations inclined to child protection. The study findings on the influence of teachers' individual OVC support in academics and psychosocial issues will give insight to head teachers and teachers on the extent they should get involved in an OVC child education in order to remain motivated and perform well in examinations. The findings may also prompt MOEST and MOGCSD to collaborate and engage more social workers to deal with OVC education progress. Social workers would supplement the part played by the teachers in giving individual attention and empathizing with OVC. Additionally, social workers could help in enhancing cooperation between teachers and OVC care givers in Kalama Sub County.

The study findings on the influence of the school provision of feeding programme to OVC, might inform the policy makers in the MOEST, MOGCSD and other international players on the best practices in feeding of OVC. Head teachers may use the study findings on feeding programme to appeal to sponsors and partners in provision of food stuff. Further,

the study findings will shed light on the influence of teachers/caregivers collaboration in monitoring OVC in school and at home. Cooperation between teachers and caregivers would greatly support the National Plan of Action for OVC aim of strengthening the capacity of families to protect and care for OVC. The study may also provide other researchers with literature on the current situation of OVC in Kalama Sub County public primary schools.

### **1.8 Scope of the Study**

The scope of the study is the geographical area within which the study will be operating (Marylin & Goes, 2013). The study was conducted in Kalama Sub County, Machakos County in Machakos County. The study focused on OVC in class seven and in public primary schools. Most of the OVC in Kalama could not afford fees in private institutions.

### **1.9 Delimitation of the Study**

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2014). Delimitations are within the researcher's control. Though there might be many factors that can promote OVC education, this study was delimited to teachers' academic and psychosocial support, school provision of feeding programme and teachers/caregivers cooperation. The three factors were envisaged to promote the OVC education leading to better academic performance.

### **1.10 Limitations of the Study**

Limitations are challenges beyond the researcher's control and which may affect the study findings and the interpretation of the results (Kombo & Tromp, 2006). As Sharma (2008) noted respondents' tend to over-rate themselves on desirable traits and under-rate

themselves on undesirable traits with self-assessment survey instrument. Thus, some teachers were inclined to over rate their individualized support of OVC and the extent to which they cooperate with caregivers. However, the researcher mitigated the situation by assuring the respondents of anonymity and that the gathered information was meant for academic purposes only. Additionally, information source triangulation was accomplished by interviewing the head teachers who provided more insight on the same information.

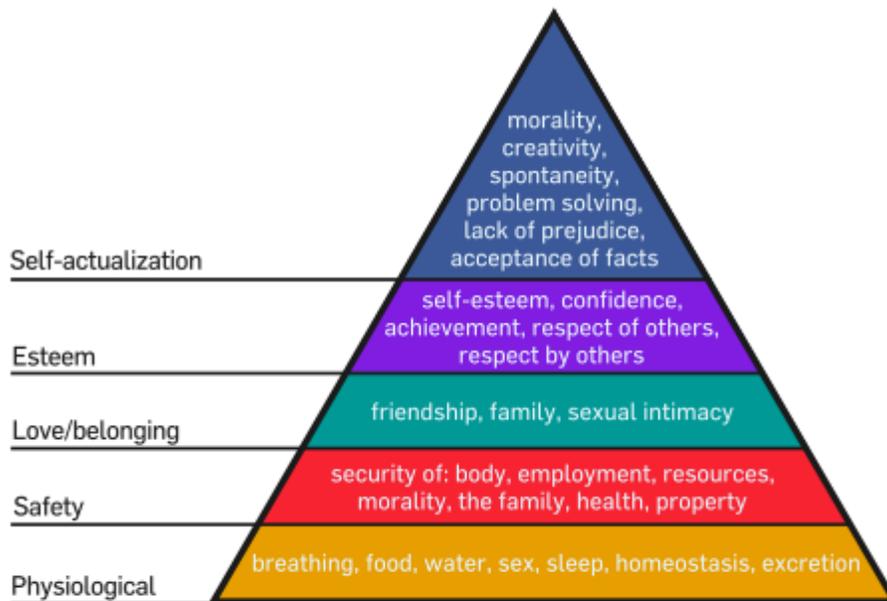
### **1.11 Assumptions of the Study**

Simon (2011) explicates that assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. The study assumed that the class teachers had identified all the OVC in their classes and that there was an effort to identify and empathize with their plight. It was also assumed that the school administration shared vital information with class teachers in regard to OVC. This would enable the class teacher to be sensitive to the needs of the OVC and if need be deliberate with the other subject teachers on the appropriate intervention. In doing so, teachers can create an enabling environment for OVC academic progress.

### **1.12 Theoretical Framework**

A theory is a supportive system of ideas intended to explain something especially one based on general independence of the thing to be explained (Kothari, 2007). The study was premised on Abraham Maslow hierarchy of needs theory (Maslow, 1943). Maslow described human needs as ordered in a prepotent hierarchy—a pressing need would need to be mostly satisfied before someone would give their attention to the next highest need.

The hierarchy of human needs model suggests that human needs will only be fulfilled one level at a time. Uriel (2017) interprets the Maslow's hierarchy of needs and presents them as a pyramid with the more basic needs at the bottom as shown in Figure 1.1.



**Figure 1. 1: Maslow Hierarchy of Needs**

According to Maslow's theory, when a human being ascends the levels of the hierarchy having fulfilled the needs in the hierarchy, one may eventually achieve self-actualization. At the bottom of the hierarchy are the "Basic needs or Physiological needs" of a human being: food, water, sleep, excretion and sex. They are the basic biological functions of the human organism. These needs are unlearned and happen involuntarily. In a school situation learners' cannot concentrate when they are hungry, thirsty, need to visit toilets, are deprived of sleep and are experiencing extreme temperatures. Teachers should be aware that OVC are likely to have reported to school having had no supper and breakfast, deprived of sleep due to house hold chores or due to lack of proper beddings. In such conditions,

OVC are likely to lack concentration in class, are prone to anger and restlessness resulting to dismal academic performance. Thus, teachers should identify such learners at the onset and by combining synergy with community, government agencies, NGO's and international bodies explore on ways to cater for the OVC basic needs not only in school but also in their homes.

The next level is "Safety Needs: Security, Order, and Stability". Kenrick, (2010) emphasizes that safety needs include both emotional and physical and relates to the desire for a peaceful, smooth run and stable environments. The vulnerable group should be protected from potential sex pests such as older relatives, neighbours and even teachers. This can be actualized by creating rapport with OVC and thus creating a forum to shares their fears and experiences at home and school.

The third level of need is "Love and Belonging", which are psychological needs; when individuals have taken care of themselves physically, they are ready to share themselves with others, such as with family and friends. These needs are concerned with affectionate relations with other people and status within a group. In support of the Maslow theory, Abulof (2017) argues that since learners spend most of their waking hours in school environment, most of the love needs should be satisfied there. In a school situation, OVC in particular should be assisted to overcome the traumatic experience they have undergone or going through for those with terminally ill/chronically ill care givers. Empathy, guidance and counseling are various ways of expressing love and acceptance to OVC.

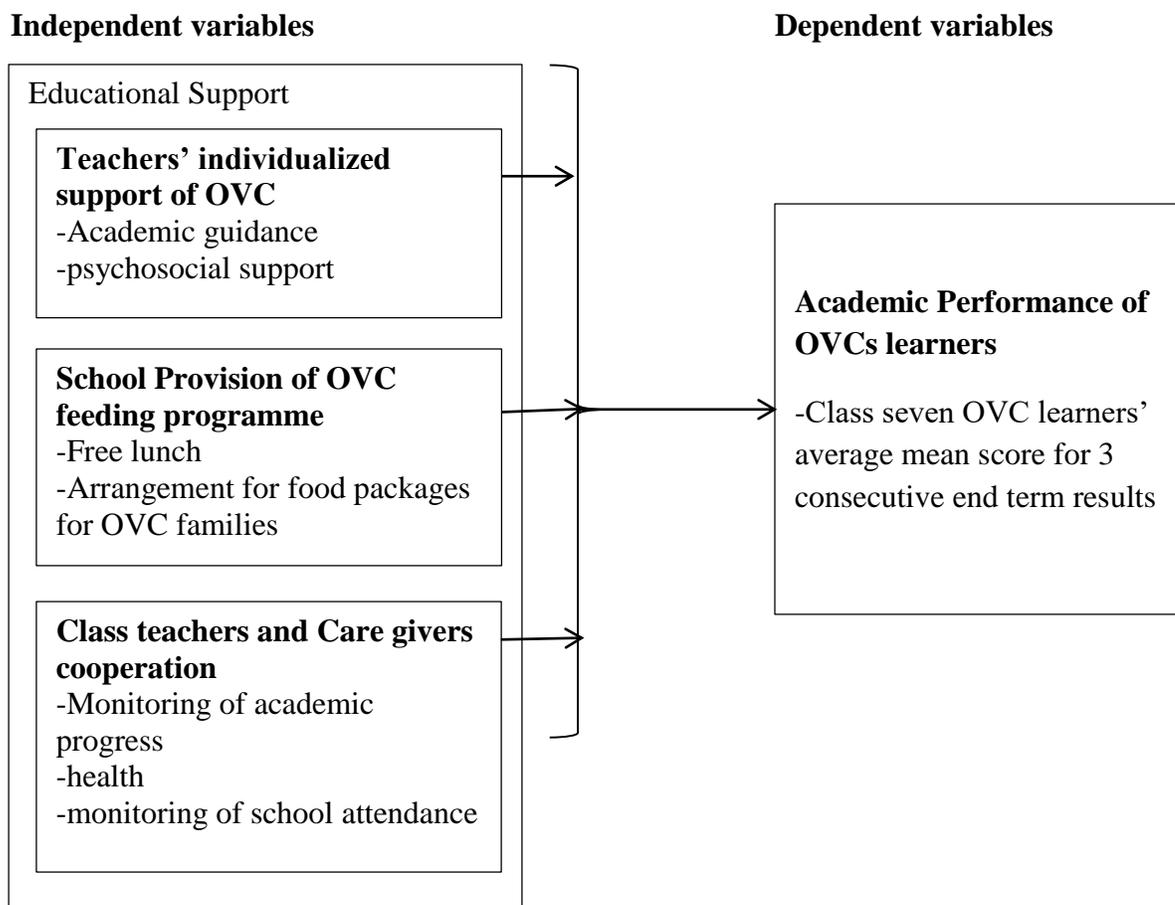
The fourth level is achieved when individuals feel comfortable with what they have accomplished. This is the "Esteem" level, the need to be competent and recognized, such

as through status and level of success. Here, an individual aspires for self-respect, self-esteem and esteem of others. At this level individual's want to feel that they are worthy and that others also recognize that. At school level, OVC should be encouraged to take part and excel in sports, music, academics, and leadership qualities. Appropriate rewarding system should be created.

At the top of the pyramid, "Need for Self-actualization" occurs when individuals reach a state of harmony and understanding because they are engaged in achieving their full potential. Once a person has reached the self-actualization state, they focus on themselves and try to build their own image. They may look at this in terms of feelings such as self-confidence or by accomplishing a set goal. In a school situation learners should be assisted to attain their best in academics and extra curriculum activities. Self-actualized OVC can be role models to other learners and can be encouraged to be motivational speakers. However, Kenrick, Griskevicius, Neuberg & Schaller (2010) and McLeod (2014) are critical of Maslow hierarchy of needs theory in that the order is not true for all people and in some people the urge to fulfil several stages may happen at once.

### **1.13 Conceptual Framework**

Conceptual framework is a graphical or diagrammatic representation of the researcher's conceptualization of the relationship between variables in the study (Kombo & Tromp, 2006). It is therefore a linked set of variables backing up in the critical analysis. It is made up of dependent and independent variables.



**Fig. 1.2 Conceptual Framework for the influence of OVC educational support on Academic performance in Kalama Sub County**

In reference to Figure 1.2, the independent variables were envisaged to affect the dependent variable. It was conceptualized that when the independent variables are well provided the academic performance of the OVC will be enhanced. The study sought to determine the levels to which these factors were actualized in different schools and the corresponding OVC academic performance.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the review of the relevant literature in view of the research problem. The literature review was organized in accordance to the study objectives. The review was undertaken in order to eliminate duplication of what has been done and provide a clear understanding of existing knowledge base in the problem area. The literature review was based on recent journal articles, text books, internal and national policy documents on OVC, theses and dissertations from different scholars across the world. The chapter closes with the summary of the reviewed literature and research gaps.

#### **2.2 Teacher's Individualized Support of OVC learning and Academic Performance**

USAID and CRS (2008) cited in Mwoma and Pillay (2016) maintain that a child who knows how to read and write and do basic arithmetic has a solid foundation for continued learning throughout life and that school attendance helps children affected by trauma to regain a sense of normalcy and to recover from the psychosocial impact of their experience and disruptive lives. It is further argued that education benefits individuals being a major factor for social and economic development (USAID & CRS, 2008).

Teachers can provide children with a safe structured environment, the emotional support to OVC. For instance, according to Hallfors, et al., (2011), teachers who offer individualized support to girls in both psychosocial and academically, reduce the chances of girls dropping out of school and also reduce chances of girls contracting HIV through early marriages. However, Wood and Goba (2011) in their study noted that teachers perceived themselves as not adequately prepared to deal with issues affecting OVC. They

further note that OVC have unique challenges and just showing concern, a teacher may not solve the challenges they undergo. OVC in especially in child headed families need to be taught various life skills in order to survive various challenges in interacting with neighbours, relatives and other people who knowing their vulnerable situations will sometimes take advantage and harm them.

Akuma (2014), aver that the difficulties learners experience may be worsened if teachers are not able to identify such learners in good time for adequate intervention. Mwoma and Pillay (2016) found that the challenges deterring teachers from supporting OVC in South Africa include lack of sufficient time for individual attention to OVC. This was due to pressure to cover the syllabus in time coupled with a large number of learners who needed individual attention. Wood and Goba (2011) noted that teachers trained in life orientation felt a sense of being marginalised by their colleagues who left OVC for them to deal with. They thus, recommended that all teachers should embrace the task of attending to the needs of OVC especially those in the classes they teach.

Most of the OVC get challenges in accomplishing their homework due to appalling conditions found in their homes. In such situations, teachers should make arrangements and assist OVC to write their assignments at school before they go home. In doing so, OVC will be less stigmatized and integrate with other learners easily resulting to good academic performance (Mwoma & Pillay, 2015).

Apart from academic work, teachers should at the fore frontline to cater for the OVC psychosocial wellbeing. The acute need for psychosocial support is due to the fact that OVC could be exposed to extreme poverty, HIV/AIDS and other illnesses, disability,

limited access to services, physical, child-headed households, sexual and emotional abuse and neglect, violence and substance abuse within communities (Skinner & Davids, 2006). Action for the rights of children (ARC, 2009) explicates that the experience of difficult or disturbing events could significantly influence the social and emotional well-being of a child.

The ARC (2009) report reveals that, loss of, or separation from family members and friends, deterioration in living conditions, lack of access to services and exposure to violence or disaster, could all have immediate, as well as long-term consequences for children's balance, development and fulfillment. Nevertheless, teachers' support and empathy and provision life orientation skills offer far reaching resilience among the youth (Theron, Theron & Malindi, 2013). Therefore, teachers' early intervention can enable the OVC become productive members in society.

The term psychosocial emphasizes the close connection between psychological aspects of our subjective experiences (involving personal thoughts, emotions and behaviour) and broader inter subjective social experiences (involving relationships, tradition and culture) (ARC, 2009, UNICEF, 2009). In Africa, most of OVC caregivers, especially in case of double orphans are aged grandparents and other extended family members. Unfortunately, these category of caregivers fall short of providing substantial psychosocial support due the challenges they also face such poverty and sickness. Thus the class teacher, the guidance and counseling teacher and school peer counsellors become the obvious significant people to fill the void. Heath, Donald, Theron & Lyon (2014) posit that socio-emotional support is key in addressing children's grief, stigma and challenges encountered by OVC Worldwide.

UNICEF (2009) observes that there are three domains of psychosocial aspects that are most helpful in evaluating children's lives and experiences. These domains are: skills and knowledge such as life skills, using culturally appropriate coping mechanisms; emotional well-being such as feeling safe, trust in others, self-worth; and social wellbeing, such as relationship with peers, sense of belonging, and access to socially appropriate roles. Thus, to enhance the psychological and social well-being of learners and especially OVC care and support should be provided in order to influence both the child and his/her environment.

Smart (2003) cited in Mwoma & Pillay (2015) opines that teachers and schools in general are crucial in the development of OVC, especially in the wake of the loss of parents and parenting. They further observed that though the school system offers an opportunity to provide psychosocial support, an important need for OVC, it is normally neglected in favor of material, economic, nutritional and other physical needs. In a similar observation, Richter, Manegold and Pather (2004) aver that schools should endeavour to make curricula more relevant to children's lives by including care for children and chronically ill adults, life skills. In addition, teachers ought to be trained in order to address the psychological problems of children that lead to children drop out and poor performance.

Mwoma and Pillay (2015) conducted a study in South Africa on psychosocial support for orphans and vulnerable children in public primary schools with a view of establishing the challenges and intervention strategies. Among other findings, the study found that most schools had inadequate preparation of learners in life orientation skills such as running errands at home, caring for the sick, having relationships, and issues such as sexual abuse and peer pressure. Mwoma and Pillay (2015) study found that there was a small number of

teachers trained on life orientation skills against a large number of OVC in schools. In consideration of the importance of the role played by the teachers in psychosocial support, the current study embarked on finding out the extent to which teachers were competent in teaching life orientation skills to OVC in Kalama Sub County, Machakos County.

Mundia (2017) investigated the factors affecting performance of orphaned and vulnerable children programmes in faith based organization with a focus on the happy life children's home, Nairobi. The study found that emotional support was a key ingredient in keeping the OVC to the programs designed for them. Additionally, it was found that most of the OVC extended families could not provide the essentials such as food, clothing and shelter. However, while Mundia (2017) study investigated the role played by families and the church, it omitted the part played by the teacher-a crucial cog in the wheel of OVC psychosocial and educational development.

Measure Evaluation and Catholic Relief Services (2007) carried out a case study of Kilifi Orphans and Vulnerable Children Project. The project aimed at assisting OVC in living normal lives by offering medical services, subsistence, psychosocial support and paying school levies. It was found that social workers and parish priests offered formal counseling to OVC. In addition, psychosocial support was provided through primary school group counseling sessions. Home-visits also served as a forum for psychosocial support of both OVC and their care givers. However, apart from paying school levies for the OVC, the study found that Kilifi OVC project did not actively involve teachers in management of OVC. Thus, there was a need to investigate the significant part played or could be played by teachers in enhancing OVC academic performance.

Guidance and counseling of OVC is an essential part of psychosocial support which can be provided by teachers. Batra (2013) and Chitiyo, Changara & Chitiyo (2008) observe that OVC need counselling services due to the challenges they face on a daily basis, such as: low self-esteem, behavioural problems (such as bully and aggression), lack of communication with teachers and other learners, self-pity and mood swings due to substance abuse. A study by Mwoma and Pillay (2015) found that provision of counselling services for OVC were hampered by the lack of professional counsellors, social workers, psychologists and peer counselors in most schools in South Africa. Owing to the fact that that South Africa economy is bigger than Kenya, it was found necessary to establish the situation of counselling provided to OVC in Kalama Sub County.

### **2.3 School Provision of OVC Feeding Programme and Academic Performance**

Santa-Ana-Tellez, DeMaria and Galarraga, (2011) opine that school feeding when properly programmed and targeted on the basis of poverty prevalence and food insecurity can not only encourage children to get into school but it can also attract new enrolments from marginalised communities. Further, when combined with food fortification and deworming, school feeding can relieve short-term hunger and tackle micronutrient deficiencies.

In Sub Saharan Africa, an introduction of a free lunch programme in most schools can cause a drastic increase in the number of pupils who attend school (UNICEF, 2016). Due to hard economic conditions and breakdown of traditional social fabric, many children and especially OVC report to school hungry with no hope of getting the next meal. This condition jeopardizes their chances of attaining meaningful education. Not only does education provide a solid foundation for continued learning throughout life, but it is also

critically important to children's social integration and psychosocial well-being. Most of the OVC who have a constant school attendance, do regain a sense of normalcy and recover faster from trauma and impacts of their disrupted lives. School provision of feeding to OVC can provide a social safety net which to a great extent address issues of inequity and gender imbalance. Moreover, retaining these children in school, especially girls, can reduce their vulnerability to sexual abuse and exposure to HIV, provide access to vocational training, life skills education and entrepreneurship (UNICEF, 2013).

In South Africa, one of the countries in the world with high numbers of OVC due to AIDS scourge, Mwoma and Pillay (2016) study revealed that although schools had feeding programs, lack of meals in some homes compelled some OVC to come to school even when sick in order to get the free meal at lunch time. Many OVC were found to report to school without breakfast. In a bid to alleviate the problem of OVC hunger in their homes, some schools did provide food parcels to take home. However, take home food parcels initiative is normally hampered by the fact that the food is never enough for the limitless family members (Mwoma & Pillay, 2016).

The history of School Feeding Programme (SFP) in Kenya dates back to 1979 when following a severe drought that had a negative effect on school enrolment and attendance, the Government requested the World Food Programme (WFP) for support to provide a midday meal to pre-primary and primary school children in drought affected Arid and Semi-Arid (ASALS) districts (Langinger, 2011; Munuhe, 2014; Wekesa, 2015). Subsequently, the School Feeding Programme (SFP) commenced in 1980, starting with about 240,000 school children and expanding progressively to about 1.3 million beneficiaries in 2008 (Langinger, 2011). But due to the increasing cost of food and

associated transport cost, WFP found it difficult to sustain the feeding of the 1.3 million beneficiaries' children; hence WFP reduced the beneficiary by 42 per cent to 750,000 in 2009.

In order to ensure smooth transition from WFP to a nationally assisted programme, the Government started the Home Grown School Meals (HGSM) Programme in 2009 with 540,000 school children in 1,700 Primary schools that WFP handed over. In addition, 50,000 pupils were to be offloaded annually from WFP to the Home Grown School Meal Programme as part of the transition arrangement (Langinger, 2011). The HGSM has twin objectives which relates to education and agriculture. As school feeding is a regular programme which is run throughout the year, it provides an opportunity to benefit farmers and producers by generating a structured, sustainable and predictable demand for their products thereby, building the market and the enabling systems around it. Thus, Home Grown School Meals Programme does not only address poor children's nutrition and education challenges, but also create a consistent and predictable market to small scale farmers, thus promoting local development (Republic of Kenya, 2016).

According to Republic of Kenya (2016) school feeding program is still operational and benefitting some OVC, however, a major drawback has been the fact that it is mainly operational only on weekdays and during school terms. Most OVC are left without food over the weekend and during the school holidays. World Food Program (2017) asserted that some more food was needed to cater for the poorest children, "take home rations". Oniongo, (2009) pointed out that review of nutrition and health of school age going children in Kenya indicated that health and nutrition condition of OVCs had been barely addressed.

Munuhe (2014) conducted a study on challenges facing school feeding programme in Isinya Sub County, Kajiado County. Using the descriptive survey research design, the study collected information from head teachers, SFP managers at school level, education officers, as well as SFP programme managers from WFP. The study found that there were several obstacles which made the provision of feeding programme in many schools difficult. First, lack of tarmacked roads; inaccessibility to clean drinking water sources; and lack of permanent dwelling structures within the schools in which to store food was a major challenge. Secondly, there was overreliance on donors' assistance and parents and the community were reluctant to play their part well. Parents were expected to supply firewood, water, cooks and cooking utensils. Thus, the Home Grown School Meals Programme was yet to take off in the region. However, Munuhe (2014), study did not investigate the specific assistance accorded to the OVC in terms of food after school, over the weekend and when the schools are closed. Furthermore, the study did not investigate the influence of provision of food and academic performance. The current study endeavoured to the influence of provision of food stuff to OVC and their academic performance.

Wekesa (2015) conducted on impact of school feeding programme on pupils' retention rates in public primary schools in Fafi Sub-County Garissa County Kenya. Using a sample size of 12 head teachers', 90 teachers and 60 pupils, the study found that head teachers viewed in-school-feeding as an incentive for children to attend school on a daily basis to receive a meal. Unfortunately, most of head teachers did not consider take home package as important. Take home package goes a long way to cater for most of OVC who have

challenges with food even in their homes. However, Wekesa (2015) study did not deal directly on the aspect of academic performance.

In a study on factors affecting implementation of school feeding programme in public primary schools in Kenya with a focus on Emuhaya Sub-County, Olubayo, Aluvi, and Namusonge (2015) had several pertinent findings. The study established that needs assessment, community participation, financial management, policy and regulatory framework had a positive and significant effect in SFP implementation in public primary schools in Emuhaya Sub-County. However, just like other reviewed studies in this study, Olubayo et al., (2015) did not focus specifically on OVC, the food support they got from their schools and their academic performance.

Wanjala (2016) investigated the impact of school feeding programme on primary day school attendance in Turkana Central Sub County, Central District, Turkana County. Using descriptive research design, the study gathered information from school committee members, teachers and pupils by the use of questionnaires. The study found that the presence of school feeding programme led to high enrollment rate, enrollment of underage pupils, fewer dropout rates and greatly improved the pupils' school attendance. On the other hand, when the food stores were empty, the smooth learning routine in most schools was practically disrupted as pupils attendance nosedived, children were constantly taken sick of hunger related cases and pupils lacked concentration in learning. It was noteworthy that Wanjala (2016) study did not delve into the individual psychosocial, academic and food support given to OVC.

## **2.4 Teachers' and OVC Caregivers Cooperation and Academic Performance**

Krishnan (2010), observes that the family, neighbourhood and the school have the most and earliest influence on the child's development. Thus, cooperation between family members or care givers and the school community in providing educational needs for OVC is paramount. In doing so, the OVC educational performance can be enhanced. In addition, constant communication and coordination between the teachers and the OVC care givers can help in creation of optimal home environment for a child to develop physically, psychologically and academically. On the same vein Mwoma and Pillay (2016) proffer that in order for OVC to get adequate support from guardians/parents there is a need for workshops to sensitise them to the need to fully support OVC with school/homework and to supervise their personal hygiene at home.

PEPFAR (2006) notes that strengthening the families and school environment capacity to support OVC is one of the potent measures to enhance OVC academic performance and progress. Krishnan (2010) also pointed out that what happens in a microsystem such as home where a child lives, could influence what happens in the school and vice versa. It is imperative therefore, that capacity building for OVC caregivers on how best to offer educational support by providing an enabling environment such as allowing them time to study and providing the necessary guidance and hope is an option that cannot be overlooked. Class teachers should also make an effort to know and identify with each OVC family and especially the caregiver for close monitoring of OVC welfare. Santa-Ana-Tellez, DeMaria and Galarraga (2011) posit that a social worker attached to school can enhance the link between the teacher and the caregiver. Through various home visits, the

social workers can to identify the various needs of OVC alongside the needs of caregivers with a view of identifying the appropriate ways of meeting those needs.

Osei-Akoto, Chowa and Ansong, (2012) investigated the extent of parental involvement in academic performance in Ghana using randomized cluster sampling of 100 schools from eight out of ten regions. The results indicate that majority of the parents (83%) hardly assisted children in homework. However, the study failed to establish the effect of parental involvement on academic performance. In Namibia, Guolaung Erlendsdottir (2010) conducted a qualitative survey study on the extent of parental involvement in students' academic performance. The study involved seven parents of students who had achieved high grades in examinations. All parents reported very high level of involvement in their children's education but the study was limited in design since the sample was too small to make generalization to a larger population.

Kaberere, Makewa, Muchee and Role (2013) found that in Rwanda parents of children in high performing schools were significantly more involved than their peers with children in low performing schools particularly in support for learning and assisting children in homework. Nyarko (2011) investigated the effect of parental involvement in school on students' academic performance in Ghana. The results revealed a positive and significant correlation between mothers' school involvement and academic performance of children. Interestingly, there was non-significant correlation between father's school involvement and students' academic performance.

Kibet (2010) investigated the role of parents in enhancing preschool children's education in Uasin Gishu district, Kenya and found that parental involvement in education was

low. Ciaraka (2003) sought to establish the role of parents in facilitating learning processes in selected primary schools in Egoji- Meru found that parental involvement in homework was high but majority (93%) of the parents did not provide supplementary learning resources. Spernes (2011) also indicated no shared responsibility between parents and schools in Kenyan rural primary schools and that schools were solely responsible for students' education and there was hardly any relationship between parental involvement and students' academic performance.

It is noteworthy that all the fore mentioned empirical studies foci was on involvement of parents in general on their children's education. While it might be usual for some pupils' parents to visit school as a follow up on their educational progress, OVC caregivers hardly visit schools nor enquire their academic progress (Datta, 2009). Some of the care givers might be sick, aged, in abject poverty and in need of medical and economic assistance.

Magero (2012) conducted a study on challenges facing vulnerable childrens' participation in public primary schools in Kasipul Sub County in Rachuonyo South District, Kenya. The study findings revealed that the effect of HIV/AIDS which left many of them orphaned and poor was one of the challenges facing vulnerable children. About 32.7% of them were living in child headed families, 52.7% were fostered by extended families which were already experiencing poverty while the remaining 14.6% were under the care of either their mother or father who was widowed. Further, most of the girls OVC had serious challenges in buying of sanitary towels while both girls and boys could hardly afford to buy school uniforms. Further, the study revealed that OVC had low participation in school where some absconded schools to take care of their caregivers and to supplement financial family

income. However, Magero (2012) did not investigate the extent to which teachers cooperated with parents/guardians/caregivers to enhance OVC academic performance.

A study by Otolu, Oboka, and Okoth (2014), aimed at establishing the conditionalities for Orphans and Vulnerable Children intervention programmes in Kisumu County, Kenya. Using survey and evaluative research designs, the study collected data through questionnaires, focus group discussions and key informant interviews from 6 key informants and 384 caregivers. The study established that found that in order to benefit from food and cash transfer, both the government and NGOs intervention programmes for OVC had conditions to be fulfilled such as the house hold children enrolment in school, regular school attendance and attendance to preventive health care programmes. Though some families failed to meet the conditions, there was a laxity in enforcing the prescribed penalties. The study further established that even though there were conditions to be fulfilled for enrolment on the OVC programmes, there were none deserving households included and deserving households excluded from the OVC intervention programmes. The study recommended stronger enforcement of the conditions set for the families to qualify for the intervention benefits. Though, Otolu et al., (2014) recommended stringent measures to ensure learners are attending school, the study failed to identify the crucial aspect of the teacher, caregiver and the intervention programme officers close partnership in order to ensure that the support targets the deserving people.

In a similar study, Ayuku et al., (2014) did a cross-sectional comparison of household and individual characteristics of those with and without the government of Kenya cash transfer for orphaned and vulnerable children in Uasin Gishu County. The 'Cash Transfer to Orphans and Vulnerable Children' (CT-OVC) in Kenya is a government-supported

program intended to provide regular and predictable cash transfers (CT) to poor households taking care of OVC. The objective of the study analysis was to compare the household socioeconomic status, school enrolment, nutritional status, and future outlook of orphaned and separated children receiving the CT compared to those not receiving a CT. The study analyzed baseline data from a cohort of orphaned children aged <19 years and non-orphaned children living in 300 randomly selected households (HH) in 8 Locations of Uasin Gishu County, Kenya. Baseline data were analyzed using multivariable logistic and Poisson regression comparing children in CT-HH vs. non-CT HH. The study found that children and adolescents in households receiving the CT-OVC appear to have better nutritional status, school attendance, and optimism about the future, compared to those in households not receiving the CT, in spite of some evidence of continued material deprivation. However, the study did not delve into aspects of psychosocial support of OVC which in some cases overrides the provision of cash in enhancing OVC academic performance.

A study conducted by Mutie (2016) on Influence of educational support systems on participation of orphans and vulnerable children in primary schools in kalama Sub County, Machakos County, had several pertinent findings. Majority of teachers attended remedial classes but most of OVC missed due to inability to pay for the charge levied. It was also found that though remedial classes led to learners' improvement in performance in examinations, high workload thwarted teachers' effectiveness. Most teachers gave learners past papers to do the questions and then exchange for marking. Further, the study noted that there was low school participation among OVC whose nutritional needs were inadequately met as compared to those whose needs were adequately met. In addition,

OVC registered low school participation since the FPE could hardly meet the need for exercise books, textbooks, school uniform and school hidden expenses. Finally, the study found that teachers were unable to adequately address OVC psychosocial needs, since most of them lacked the necessary skills. However, the study did not investigate the extent to which OVC parents/guardians/caregivers cooperated with teachers to advance OVC welfare.

## **2.5 Summary of Literature and Knowledge Gap**

The reviewed literature was replete with studies investigating the performance of orphaned and vulnerable children programmes at community level. Some of these studies include Measure Evaluation and CRS (2008); Ayuku et al., (2014); Otolu et al., (2014); Were et al., 2014; and Mundia (2017). However, there are fewer studies done in school context. It was also instructive to note that most studies were done in context of HIV AIDS scourge. The current study focused on OVC in general and not necessarily as a result of HIV AIDS. The mortality from alcoholism and life style diseases such hypertension, diabetes and cancer has also resulted to many orphans. Further, unlike most of the studies, the current study focused on the OVC academic and psychosocial support by class teachers. In addition, the study investigated the influence of cooperation between the teacher and the care givers on OVC academic performance an aspect that has not been investigated in depth.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter contains research design, location of the study, target population, sampling techniques, sample size, description of research instruments, pilot testing, validity and reliability of data collection instruments, data processing and analysis procedures, legal and ethical considerations.

#### 3.2 Research Design

Creswell (2012) defines a research design as the scheme, outline or plan that is used to generate answers to research problem. It constitutes the blue print for the collection of measurement and analysis of data (Kothari, 2014). This study adopted descriptive survey research design. Descriptive survey research design aims at establishing conditions or relationships that exist, practices that prevail, processes that are ongoing, attitudes that are held or trends that are developing (Babbie, 2014). This design was found appropriate for this study since the study aimed at gathering information from teachers and head teachers on influence of pertinent factors on orphans and vulnerable children academic performance. Further, Kothari (2014) explicates that descriptive surveys in social sciences aim at fact-finding of the state of affairs as they exist at present by collecting, collating and analyzing available evidence in order to make informed inferences. In the current study data was collected without any manipulation of the variables.

#### 3.3 Research Site

The research site is the actual geographical location of the study (Creswell, 2012). The research was carried out in Kalama Sub County, Machakos Sub-County in Machakos

County, Kenya. Kalama Sub County lies in the Eastern part of Machakos Sub-County 20km from Machakos town. According to Kenya National Bureau of Statistics (KNBS) (2016), Machakos County was identified as one of the regions with high index of poverty level and single parent families resulting from AIDS scourge, and death from other causes. The region is generally dry with minimal productive agricultural activities, prompting parents especially fathers to desert their families in search of better lives elsewhere. To this end the site was found appropriate target for the current study.

### **3.4 Target Population**

Babbie (2014) defines target population as a complete set of individuals, cases or objects with some common observable characteristics. According to Machakos County schools census report of 2016, there were 36 public primary schools in Kalama Sub County (MOEST, 2017). The study targeted 36 head teachers and all grade/class seven 46 class teachers. OVC at grade seven are considered to have been examined severally and to have formed a certain pattern of performance and which is a function of educational support accorded from different quarters. Grade seven class teachers were targeted in order to give information regarding the orphans and vulnerable children in their classes. The study considered the academic performance of OVC at class seven to be a reflection of the educational support and challenges they encounter. The head teachers were targeted since being the chief administrators, were expected to ensure all learners benefitted from free basic education and that OVC were accorded the possible educational support without being stigmatized.

### 3.5 Sampling Size and Sampling Techniques

A sample is a representative part of a population that is studied to give information about the entire group (Kothari, 2014). The study aimed at gathering information about OVC from class teachers through questionnaires. Orodho (2012) aver that when the target population is small, the researcher can sample the entire population. Scheaffer, Mendenhall, Ott and Gerow (2011) postulate that census survey is the approach where the population is equal to the sample. Thus, the study purposively sampled 36 class teachers for class seven from the 36 public primary schools. However, simple random sampling was used to select only one class teacher in schools with more than one stream in class seven.

The study also aimed at gathering information about OVC by interviewing some head teachers. Kothari (2009) argues that a sample of 30% of the study population is sufficient to give reliable findings leading to valid and informed generalization and conclusion. In line with that view, the study sampled 30% of head teachers for the interview. The 11 head teachers were selected through simple random sampling. Thus the study sample consisted of 36 class teachers and 11 head teachers. Table 3.1 shows the study sample frame.

**Table 3. 1: The Study Sample Frame**

<b>Category of Respondents</b>	<b>Population</b>	<b>Sample</b>	<b>Sampling Technique</b>	<b>Proportion</b>
Class Teachers	36	36	Purposive/census	100 %
Head teachers	36	11	Simple random	30 %
<b>Total</b>	<b>72</b>	<b>47</b>		<b>65.3%</b>

### 3.6 Data Collection Measures

The study employed teachers' questionnaire and head teachers interview schedule to collect the data. Babbie (2014) opine that questionnaires are preferred because they are

easy to administer and cost and time effective. Further, Kothari (2014) observes that questionnaires are usually free from the interview bias as the answers are in respondent own words. Respondents also have adequate time to give well thought out answers. Questionnaires also save time and information can be collected from a very large sample. However, in order to get an in depth information on the influence of educational support on OVC academic performance the head teachers' interview schedule was used.

### **3.6.1 Class Teachers' Questionnaire**

The teachers' questionnaire was semi-structured in that it contained closed ended Likert type items and open ended questions. It consisted of sections A, B, C and D (see Appendix II). Section A sought demographic information, section B sought information on level of teachers' individualized support of OVC learners, section C gathered information on the school provision of OVC feeding programme while section D sought information on the teachers/caregivers cooperation on learners academic progress and general welfare.

### **3.6.2 Head teacher' Interview Schedule.**

Bhattacharjee (2012) aver that interview method of collecting data is superior to other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teachers' interview guide was semi structured and sought to gather demographic information and information on OVC educational support in accordance to the study's three objectives (see Appendix III).

### **3.7 Piloting**

Creswell (2012) observes that it is vital for a researcher to test tools before using them to ensure their validity, reliability and practicability. Piloting was done in order to ascertain the credibility of the tools by testing clarity of language, time taken to respond, procedure of administering, length and layout of tools. Gay, Mills and Airasian (2010) maintain that participants in the pilot test should have similar characteristics to the intended participants. Thus, the pilot testing for this study involved 2 head teachers and 10 teachers from two schools in the neighbouring Mavoko Sub County. The participants were encouraged to make comments and suggestions, which were used to improve the items such as rewording in the questionnaire and interview guides.

### **3.8 Validity and Reliability of Data Collection Instruments**

#### **3.8.1 Validity**

Orodho (2012) explicates that validity is the extent to which an instrument measures what is intended to measure. The researcher sought the expert opinion on content and construct validity. The data collection instruments were availed to the University supervisor assigned to the researcher for review. The results from the piloting together with the comments from the supervisors were incorporated in the final instrument revisions to ensure its validity. Further, the instruments were reviewed by the lecturers in Africa Nazarene education department. Comments solicited from them were used to enhance the data collection instruments before commencing data collection

#### **3.8.2 Reliability**

Reliability refers to the extent to which a research instrument gives measures that are consistent each time it is used to the same individuals (Creswell, 2014). Test and re-test

method was used to gauge the consistency of the study questionnaires. During the pilot study questionnaires were administered twice to the same group of teachers with a duration gap of two weeks. Test-retest reliability of the teachers' questionnaire was measured by correlating the two sets of data and a Pearson coefficient of 0.78 was obtained. According to Creswell (2012), in social sciences, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Thus, the class teachers' questionnaire was found to be appropriate for this study.

### **3.9 Data Processing and Analysis**

Data analysis is the process of bringing order and the meaning of information collected (Kombo & Tromp, 2006). The researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses to remove outliers. The data was coded and analyzed using statistical package for social sciences (SPSS) to generate descriptive statistics in terms of means and percentage and inferential statistic. The findings were presented in tables, charts and bar graphs for clarity. The study's three formulated hypothesis were tested by use of multiple regression analysis. The regression equation was in the form:  $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$  and where  $y$  = class seven OVC mean academic performance,  $x_1$  = level of class teachers' individual support,  $x_2$  = school provision of OVC feeding programme,  $x_3$  = level of teachers/caregivers' cooperation, while  $\varepsilon$  is the error term.

Analysis of the interview data started as soon as each session ended. Notes taken during the interviews were checked for gaps immediately in order to record all that could be remembered and had not been written down. Identification labels were given according to the respondent such as (HI) for the first head teacher interviewee, H2 for the second and so on. Qualitative data generated from questionnaires and interview schedule was put into

themes for easier interpretation. However, verbatim quotations were also used in order to maintain the message as given.

### **3.10 Legal and Ethical Considerations**

Ethical and legal consideration is a key part in research since it helps to ensure that no one suffers harm or undesirable consequences as a result of the research activities. Due to the normally sensitive relationships between the researcher and the respondents, reasonable safeguards were built during the field work study that is based on appropriate ethical requirements and measures. The researcher got a letter of introduction from African Nazarene University. The letter assisted the researcher secure a research permit from National Council of Science, Technology and Innovation (NACOSTI). A preliminary visit was made to the schools to inform the head teachers of the intended research. A date to administer the tools was arranged during these visits. This helped the researcher to establish a work plan. In order to avoid suspicion and scepticism the researcher assured the respondents utmost confidentiality and that the information provided would be used for academic purposes only. Furthermore, while collecting data the researcher acknowledged all the sources of information collected from textbooks and other research materials.

## **CHAPTER FOUR**

### **RESULTS AND ANALYSIS**

#### **4.1 Introduction**

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to establish the influence of educational support on academic performance of OVC in public primary schools in Kalama Sub County in Machakos County, Machakos County, Kenya. The study objectives were: to examine the influence of class teacher's individualized support of OVC learning on their academic performance, to assess the influence of the school provision of OVC feeding programme on their academic performance and to establish the influence of teachers/caregiver cooperation on OVC academic performance in Kalama Sub County, Machakos County. Data was collected through the teachers' questionnaire and head teachers' interview schedule. Both quantitative and qualitative data was collected. Data was analyzed as per the research objectives using both descriptive and inferential statistics. Thematic analysis was used for qualitative data.

#### **4.2 Response Rate**

The study sampled 36 class three teachers and 11 head teachers. All teachers filled and returned the questionnaires while all the 11 head teachers were interviewed posting a return rate of 100% for both categories of respondents. Babbie (2014) postulates that a response rate of more than 70 per cent is considered sufficient for a study.

#### **4.3 Demographic Information**

The study found it necessary to analyze the demographic information of respondents, which formed the basis under which some of the interpretations were made. The

demographic information sought included: gender, age bracket and the highest level of professional training.

### 4.3.1 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 depicts the finding.

**Table 4. 1: Gender Distribution of Respondents**

Category	Gender				Total	
	Male		Female			
	f	%	f	%	f	%
<b>Class Teachers</b>	16	44.4	20	55.6	3	100.0
<b>Head Teachers</b>	6	54.5	5	45.5	11	100.0

Table 4.1 shows that 20 teachers constituting 55.6% were female while 16 teachers constituting 44.4% were male. This implied that there was a likelihood that there more female teachers in public primary schools in Kalama Sub County, Machakos County. However, there was almost a gender parity (6males and 5 female) in the number of head teachers sampled for this study.

### 4.3.2 Age Bracket of Respondents

The researcher sought to establish the respondents' age bracket distribution. Table 4.2 depicts the finding.

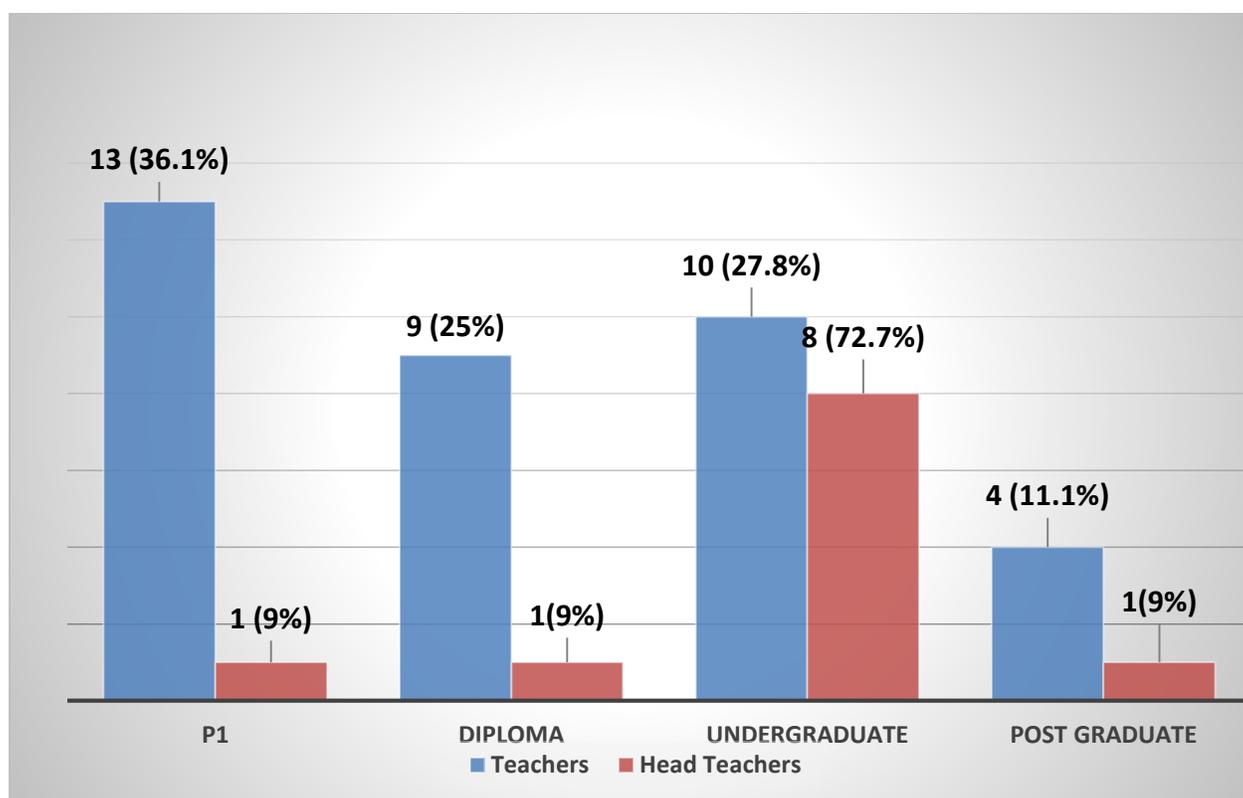
**Table 4. 2: Respondents' Age Bracket Distribution**

Age in years	Category			
	Class Teachers		Head Teachers	
	f	%	f	%
< 30	2	5.6	0	0
30-40	4	11.1	0	0
41-50	20	55.6	2	22.2
>50	10	27.8	9	81.8
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>11</b>	<b>100.0</b>

As shown in Table 4.2, most of the head teachers (55.6%) were between 41 to 50 years of age. Ten teachers constituting 27.8% were above 50 years, four teachers constituting 11.1% were of age 31 to 40 years while only two teachers constituting 5.6% were below 30 years. This implied that the age distribution of teachers in Kalama public was skewed towards over 40 years. Thus, most teachers had families and were likely to understand the OVC deprivation in day to day essentials. On the other hand, teachers who are heading to retire may not be very keen in showing empathy to OVC and thus be apathetic on their issues.

### **4.3.3 Teachers' Highest Level of Professional Training**

The study also sought to establish teachers and head teachers' highest level of professional training. Figure 4.1 shows the findings.



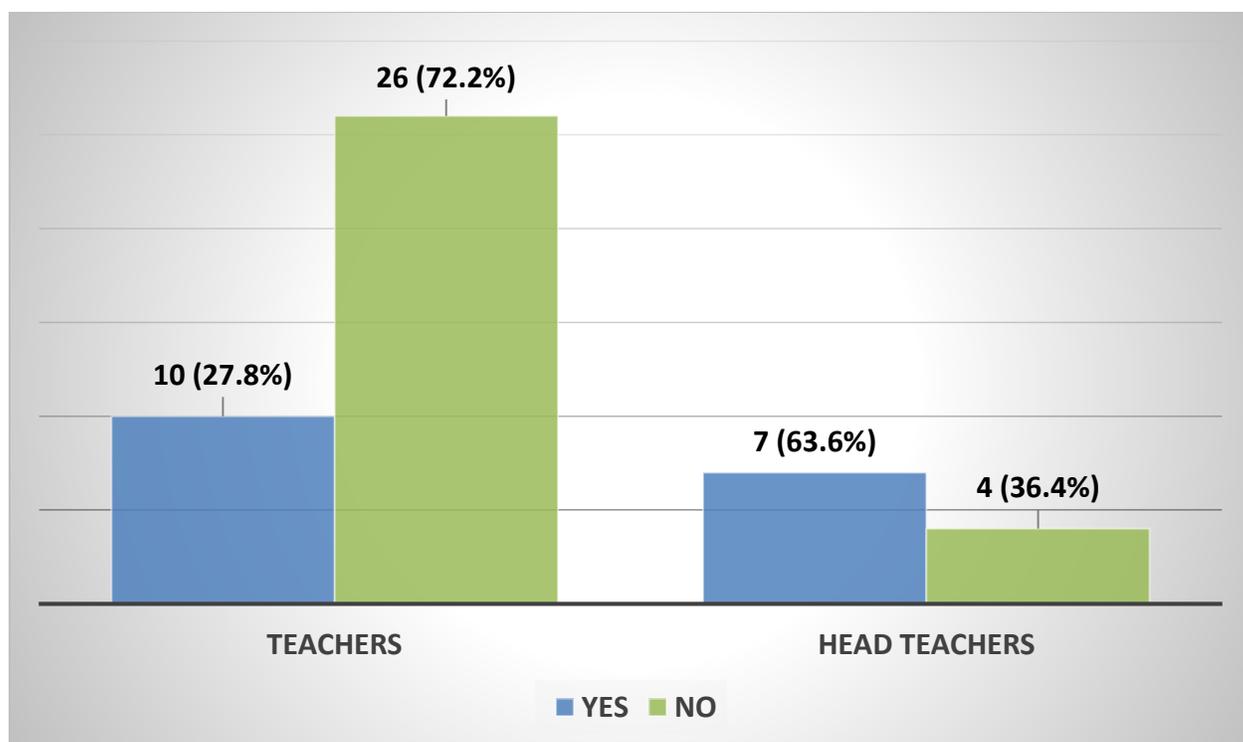
**Figure 4. 1: Teachers and Head Teachers' Highest Professional Training**

In reference to Figure 4.1, most of the sampled teachers (36.1%) had P1 certificates while 25% had diplomas in education. Ten teachers had attained a degree in education while four teachers constituting 11.1% were holders of a master degree. Majority of head teachers (72.7%) had bachelor of education. Thus, all the teachers and head teachers were professionally trained. This implied that they had undertaken units such as sociology, psychology and philosophy in education, human growth and basic guidance and counselling. Thus, teachers in Kalama Sub County had the capacity to identify and assist learners in regard to physical and psychosocial issues as the need arose. However, in order to handle the increasing numbers of OVC due to upsurge of lifestyle diseases and HIV/AIDS scourge among the caregivers, the MOEST in collaboration with other

institutions have embarked teachers in service training on HIV/AIDS and life orientation skills.

#### 4.3.4 Training on Life Skills and HIV/AIDS

The study sought to establish whether teachers had a special training on life skills and HIV/AIDS. The knowledge was expected to enable the teacher to not only pass the same knowledge to learners but also be able to assist the traumatized, stigmatized and poverty stricken learners as is the case for most OVC to resume to normal lives and pursue education. The respondents were required to indicate whether they were trained or not. Figure 4.2 depicts the proportion of teachers and head teachers who had received the training.



**Figure 4. 2: Teachers and Head Teachers' Training on HIV/AIDS and Life Skills**

As shown in Figure 4.2, most of the teachers (72.2%) had no training while only 27.8% had received the training on HIV/AIDS and life skills. This implies that a large proportion of teachers were likely to have challenges on how to handle OVC in regard to counselling and guidance and psychosocial issues. In order for OVC to acquire meaningful learning, teachers need to cater for their physical and psychological needs. On the other hand, seven of the sampled head teachers constituting 63.6% were trained implying that they could lead the other teachers in exercising good practices in handling OVC in their schools.

#### 4.3.5 Respondents Teaching Experience

The study also sought to establish teachers and head teachers teaching experience. Figure 4.3 shows the distribution of teaching experience.

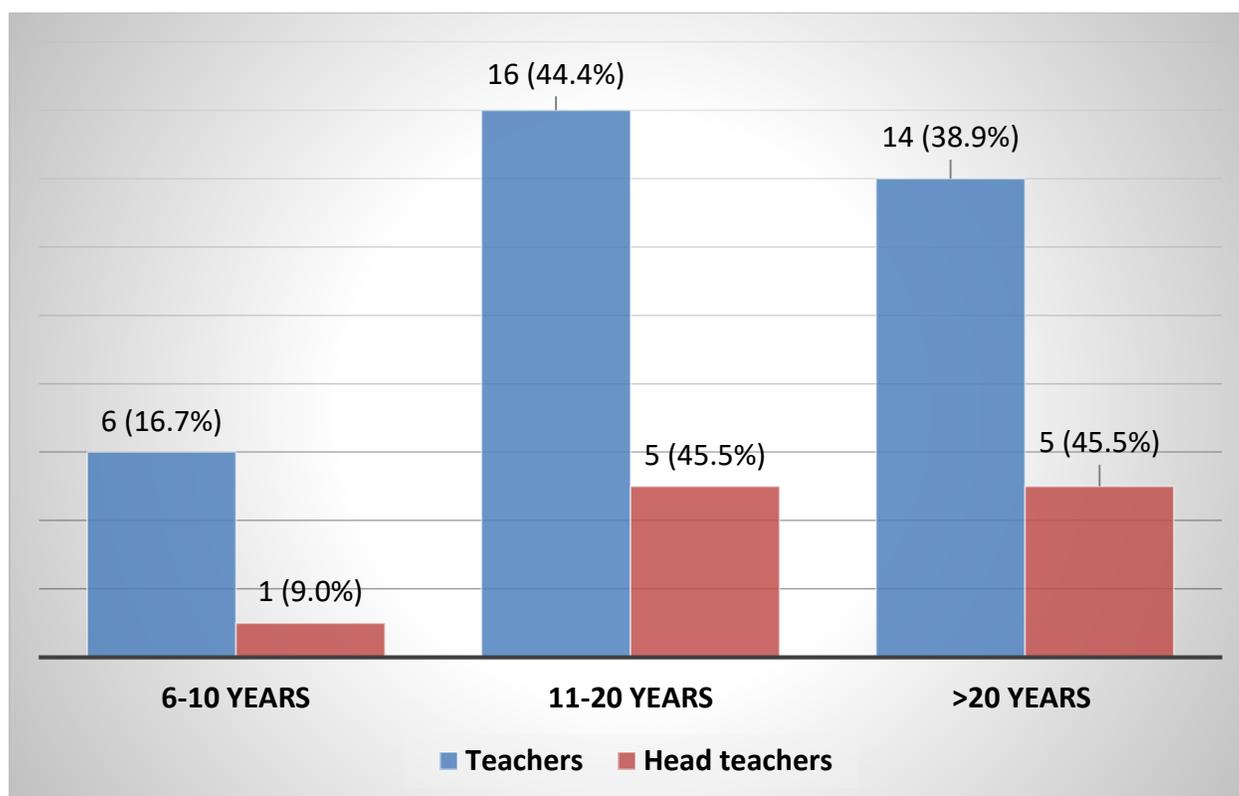


Figure 4. 3: Respondents Teaching Experience

As evident from Figure 4.3, six teachers and one head teacher had an experience of six to ten years, while 30 teachers and 10 head teachers constituting 83.3% and 91% respectively. This implied that most of the teachers and head teachers were highly experienced and thus could give in depth information in regard to OVC. Teachers' long experience in teaching also meant that they could offer advice to OVC and care givers on how to create conducive environment for study at home and overcome the destructive peer influence.

#### **4.4 Teachers' individualized support of OVC learning and Academic Performance**

The study's first objective was to examine the influence of class teacher's individualized support of OVC learning on their academic performance. To achieve the objective, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The mean responses for class teachers were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. Further, for easier interpretation the responses were collapsed into three columns of Agree (A), Neutral (N) and Disagree (D) as shown in Table 4.3. Table 4.3 shows the proportion of teacher respondents in various levels of agreement, the mean and standard deviation.

**Table 4. 3: Teachers' Response on Individualized Support accorded to OVC**

Statement	A	U	D	Mean	SD
	%	%	%		
I normally invite the OVC individually to review their academic performance	61.1	16.7	22.2	3.8	0.8
I guide the OVC in their class assignments and homework after school	13.9	8.3	77.8	2.4	0.5
I keenly monitor class attendance of the OVC	41.2	19.7	38.9	3.4	1.1
I normally keep some learning materials such as pencils, pens, exercise books and rulers for the OVC who might not be having these items.	25.7	3.6	70.7	2.1	0.6
I normally try to intervene when a child is depressed, sad or angry due to happenings at home or at a school	86.1	8.3	5.6	4.5	0.4
I constantly enquire from the OVC about the living conditions in their homes	77.8	11.1	11.1	3.8	1.2
As the class teacher, I make sure I brief teachers about each OVC with a view to empathize and intervene where possible	41.7	16.7	41.7	3.2	1.2
As a class teacher, I occasionally instruct my class on life skills	36.1	27.8	36.1	3.2	1.4
I have the skills to handle pupils undergoing trauma and shock	27.8	13.9	58.3	2.7	0.9
I have the skills to handle pupils affected by grief and loss	27.8	25	47.2	2.5	0.8
<b>Aggregate Score</b>				<b>3.2</b>	<b>1.0</b>

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**N = 36**

In reference to Table 4.3, most of the teachers (61.1%) affirmed they normally invite the OVC individually to review their academic performance. This implies that teachers are

concerned with the academic progress of OVC in their classes. However, the 22.2% of teachers who disagreed and 16.7% who were undecided, shows that, there was still a considerable number of teachers who were not keen in doing a follow up on the OVC academic work.

Teachers overwhelmingly (77.8%) indicated that they do not guide the OVC in their class assignments and homework after school. This implied that, OVC who lack a conducive environment at home for academic work, were not able to accomplish their assignments leading to low academic performance. Nevertheless, 41.2% of the teachers affirmed that they keenly monitor class attendance of the OVC showing that were concerned of OVC academic performance and school participation. However, the 58.5% of teachers who disagreed and were undecided was a manifestation of nonchalance attitude assumed by teachers.

The statement that 'I normally keep some learning materials such as pencils, pens, exercise books and rulers for the OVC who might not be having these items' was refuted by 70.7% of teachers. Through the open ended section of questionnaires, some teachers indicated that they were overwhelmed by the number of pupils who required assistance in educational materials such as pens, pencils, rulers, rubbers, geometrical sets and books. It was therefore, safe not to entertain provision of any assistance.

Teachers overwhelmingly (86.1%) affirmed that they normally try to intervene when a child is depressed, sad or angry due to happenings at home or at a school (mean = 4.5, SD = 0.4). This implied that most of the teachers were empathetic towards the tribulations OVC undergo. Teachers' empathy and concern is a virtue which can help identify more

pupils who may need to be classified as OVC in order to benefit from the government Cash Transfer Programme. Likewise, teachers overwhelmingly (77.8%), affirmed that they constantly enquire from the OVC about the living conditions in their homes. However, the relatively high standard deviation of 1.2, showed that there were some teachers who indicated that, they do not constantly enquire about the OVC welfare at their homes. Pupils' academic performance is also a function of the conditions at home. Pupils need psychosocial support, material support and spiritual support and constant guidance in order to function well in school.

The statement that 'as the class teacher, I make sure I brief teachers about each OVC with a view to empathize and intervene where possible' was affirmed by 41.7% of teachers and refuted by the same percentage of teachers. This implied that while some teachers embraced team work in handling the issues of OVC, others did not. Just like the multi sector approach adopted by the National government to handle OVC issues, teachers should embrace the team work in assisting OVC. The statement that 'as a class teacher, I occasionally instruct my class on life skills' elicited mixed reactions from the teacher respondents. About 36% of teachers affirmed, 27.8% were undecided while 36% teachers disagreed. This implied that while some teachers were certain that they did teach the life skills, were not sure. Life skills are essential in order for the OVC to overcome the challenges they encounter on daily basis. For instance, as OVC matures, they encounter pressure from peers to engage in sexual activities and use of substance and alcohol. Teachings of Life skills need not be planned and a class teacher advice or a word on how to avoid the common pitfalls in life as they take roll call daily basis, can be of immense help to OVC and other pupils in general.

Over 55% of teachers refuted that they have the skills to handle pupils undergoing trauma and shock. Similarly, 47.2% of teachers refuted that they have the skills to handle pupils affected by grief and loss while 25% were undecided. Therefore, most of the teachers indicated that they lacked the essential skills that are needed to assist OVC overcome the challenges encounter. This finding was affirmed by some head teachers who lamented of the manner in which some teachers handle the OVC. The following comments exemplifies the concern as expressed by the interviewed head teachers:

Some of my teachers are very crude in the manner they handle OVC...some of the pupils undergo very traumatizing experiences especially when they have very sick people at home...when they perform below expectations or report late to school some teachers are quick to inflict physical pain or mental torture through ridicule in class... it becomes a double tragedy.... (Head teacher one-H1).

Surely, we need to be trained on how to handle pupils who have lost a parent or parents due to AIDS...on one hand the teachers would wish the affected pupils to be carefully handled in order to assist them in healing but on the other hand...much attention on these pupils would end up stigmatizing them...(Head teacher 8).

The number of pupils who need serious guidance and counseling as result of traumatizing experiences encountered at home are on increase in my school...most of the teachers are unable to handle these situations and I think that is why most of them are taking too long to recover....(Head teacher 4)

Such comments from head teachers denotes the lack of teachers' capacity to handle the specialized services required by the OVC. As shown in Table 4.3, overall the aggregate mean of responses was 3.2 with a standard deviation of 1.0. This implied that most of class

teachers for grade five in Kalama Sub County accorded the OVC in their school individualized support in learning though to a small extent. The accorded support could have translated to better performance in termly examinations.

#### **4.5 School Provision of OVC Lunch Programme and Academic Performance**

The study's second objective was to assess the influence of the school provision of OVC feeding programme on their academic performance. To achieve the objective, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The mean responses for class teachers were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. The analyzed data was summarized in percentages, means and standard deviations (SD) as depicted in Table 4.4.

**Table 4. 4: Teachers' Response on the School Provision of OVC feeding Programme**

Statement	A	U	D	Mean	SD
	%	%	%		
Our school has a sponsored food programme	36.1	5.6	58.3	2.6	0.9
The school has free lunch for all pupils	69.4	2.8	27.8	4.4	0.6
OVC are provided with take home package	13.8	25.0	61.1	2.6	0.8
There is a provision to cater for OVC who may lack supper and breakfast in their homes	22.2	22.2	55.6	2.7	1.0
The food provided in school is a balance diet	36.1	16.7	47.2	3.0	1.1
Our school provides lunch throughout the year	22.2	5.6	69.4	2.5	0.7
The school has food provision for OVC when the school is not in session	13.9	22.2	63.9	2.8	0.8
The school administration is keen on soliciting support for the feeding programme from different stakeholders	44.4	19.4	36.1	3.1	1.1
The school caters for OVC who require special diet	13.8	5.6	80.5	2.4	0.7
<b>Aggregate Score</b>				<b>2.9</b>	<b>0.8</b>

**N = 36**

In reference to Table 4.4, 58.3% of teacher respondents disagreed that their schools had a sponsored food programme. This implied that though some schools had a sponsor who supplied the food items, others managed without any assistance from sponsors. Incidentally, 69.4% of teachers indicated that their schools had free lunch for all pupils. The interviewed head teachers indicated that most schools in Kalama Sub County had benefitted from the food supply from drought rescue call by the Kenyan government. However, the supply was a seasonal event and could not be relied upon. The statement that 'OVC are provided with take home package' was refuted by 61.1% of the teacher

respondents implying that, the free food catered for all pupils for lunch regardless of their social economic status but there was hardly any for OVC to take home. However in some situations head teachers allowed some to have the same food for supper. One of the head teacher commented:

We sometimes put aside some food though discreetly to cater for OVC in extremely needy situation...especially during end term examinations. The food caters for their supper and sometimes breakfast. It is normally a tricky arrangement because when other pupils and some parents happen to know, the number of pupils who will plead for their desperate cases will be overwhelming big. (Head teacher 11)

Over 45% of teachers refuted that the food provided in their schools was a balanced diet, 16.7% were not sure while 36.1% affirmed. Some teachers argued that, the mixture of maize and beans which was mostly cooked did not qualify to be termed as balanced diet since there were no vitamins. Other teachers were reluctant to commit themselves for the reason that they were not dieticians. One of the head teacher commented:

There was a time we were supplied with a fortified rice...in which all the essentials required by growing children were said to have been in cooperated...however the current batch consists of only maize and beans...and I doubt whether it can adequately cater for a growing child. (Head teacher 5).

Most of the teachers (69.4%) refuted that lunch was provided throughout the year. This implied that the supply of food stuff was not constant in all schools. According to some head teachers, the World Food Program scaled down their supply and which gave way to the Kenyan Home Grown School Meals (HGSM) programme. The programme aimed at acting as a safety net strategy to increase food supply, improve incomes and reduce hunger

and malnutrition. The government was expected to grant schools money to pay the local suppliers. However the flow of the expected funds has been erratic and schools are forced to either organize through the school committee or do without lunch programme. The gravity of the situation when the school runs out of supply was captured from one of the head teachers' comment, thus:

I dread the situation when our food store runs dry in the middle of the term...you notice areal stress among the pupils...some stop coming to school, some become dirty, irritable and general restlessness...it is even worse with OVC, where some seek transfer to other school with running food programme and some leave school for street life...in such situations their academic performance drop drastically...teachers sometimes come together and contribute money to sustain the OVC in grade seven and eight... (Head teacher 6).

The statement that 'the school has food provision for OVC when the school is not in session' was refuted by 63.9% of teachers, 13.9% agreed while 22.2% of teachers were not sure. This implied that most schools did not have an elaborate arrangement for OVC to continue getting food assistance when the school was not in session. One of the interviewed head teachers noted:

OVC suffer from hunger and lack of supportive environment during the school holidays...this has prompted me to organize for those in grade seven and eight to board in a place nearby the school. The arrangement enables teachers to assist them in both material, psychosocial and academic work. Most of those who board end up performing well in KCPE... (Head teacher 4).

The statement that ‘the school administration is keen on soliciting support for the feeding programme from different stakeholders’ elicited varied responses from the teacher respondents. While 44.4% of teachers agreed, 19.4% and 36.1% of teachers disagreed (mean = 3.1 and SD = 1.1). The relatively high standard deviation arose from the fact that being an administrative task, most teachers might not have been aware of the efforts made by the administration to solicit support for the food programme. However, the researcher gathered more information from the head teachers. Some head teachers expressed their frustrations in regard to finding a reliable school programme sponsor who would supplement the government funding or fund the programme fully. Further, though some schools management committees had mobilized parents to start food programmes, they often ran into problems due the fact that some parents claimed that education was totally free and hence were reluctant to continue their contributions.

In regard to school catering for OVC who require special diet, majority of teachers (80.5%) indicated to the contrary. Only 13.8% of teachers affirmed. On the same issue, one of the interviewed head teacher commented:

...the issue of a special diet has no place in our school...in the first place we struggle to get whatever is available and when it is not forth coming we stay without...when it is a must that an OVC needs a special diet...we try to connect the affected pupil to a private children’s’ home. (Head teacher 9).

Overall the teachers mean response on the school provision of food programme as a function of OVC academic performance, was 2.9 with a standard deviation of 0.8. Thus, on average, teachers indicated that the educational support for OVC in terms of food was

unsatisfactory and they could not perform to their potential in the prevailing food situation in Kalama Sub County public primary schools.

#### 4.6 Teachers and Caregivers' Cooperation and OVC Academic Performance

The study's third objective was to establish the influence of teachers and caregivers' cooperation on OVC academic performance. To achieve the objective, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The mean responses for class teachers were computed such that: a mean response of above 3.0 was considered as agree while a mean of below 3.0 was considered as disagree. The analyzed data was summarized in percentages, means and standard deviations (SD) as depicted in Table 4.5.

**Table 4. 5: Teachers' Response on Teachers and OVC Caregivers' Cooperation**

Statement	A	U	D	Mean	SD
	%	%	%		
I know the caregiver(s)of all the OVC in my class	50.0	8.3	41.7	3.3	1.2
I am in constant touch with the OVC caregiver(s)	30.6	22.2	47.2	2.8	1.1
Most of the OVC caregivers provide conducive environment for learners to accomplish school work	22.2	25	52.8	2.6	0.8
Most OVC caregivers supervision and guidance do enhance their education	36.1	13.9	50.0	2.9	0.8
Caregivers collaborate with teachers in monitoring the OVC school attendance	33.3	11.1	55.6	2.7	0.7
Caregivers inform teachers of any OVC unusual behavior such as drugs abuse, pilfering, or bad company.	33.3	16.7	50	2.8	0.9
Caregivers share information with teachers in case of difficulty conditions at home such as lack of food, cooking fuel, and sickness	77.8	8.3	13.9	4.2	0.6
<b>Aggregate Score</b>				<b>3.04</b>	<b>0.9</b>

**N = 36**

In reference to Table 4.5, 50% of teachers affirmed that they knew all the OVC care givers in their classes while almost an equal percentage (41.7%) of teachers disagreed. This implied that, despite the number of OVC in one class were not many, a large proportion of teachers were not acquainted to some caregivers. Failure to know the care givers meant that there was no cooperation and that teachers could not monitor the OVC progress when at home. The acquaintance and cooperation between teachers and care givers was further aggravated by the fact that only 30.6% of teachers indicated that they were in constant touch with the OVC caregiver(s).

Over half of the teacher respondents disagreed that most of the OVC caregivers provide conducive environment for learners to accomplish school work, 22.2% agreed while 25% were undecided. The relatively high number of teachers who were not sure is a manifestation of the fact that some teachers were not in touch with the OVC families and thus were oblivious of the OVC lives after school. However, the findings indicated that the environment in most of OVC homes was not hospitable for academic work. Some class teachers explicated that some OVC were totally unable to accomplish meaningful academic work at home due to unending household chores such cleaning dishes, cooking, milking, washing clothes, looking after younger siblings and preparing special dishes for the sick care givers. In most homes kerosene lamps were used for lighting and apart from the fact that it was not adequate for all people in the house it was not functional most of the time due to lack of kerosene. Yet, other homes were infiltrated by adult neighbours and other idlers, thus preventing the OVC learners to concentrate in their studies. Ahead teacher commenting on situation in one of the OVC home said:

In one of the double orphan family, a girl in class seven was incharge of four other siblings. The girl found it difficult to do her home work after seeing off the young ones to bed due to the numerous adult visitors who frequented the home each evening. Most came as sympathisers but with time, it was apparent that unless there was an intervention, the girl was spending much time serving the visitors with food and tea. Thus in such situations I enlist the intervention of the sub chief and social worker to intervene.... (Head teacher 3).

Half of the teacher respondents (50%) refuted that most OVC caregivers' supervision and guidance do enhance their education while 36.1% agreed. This implied that most teachers had noted that some of the caregivers afflicted by poverty, diseases, alcoholism and other challenges were ineffective in supervising and guiding their children. This is where the teacher and caregiver cooperation was crucial to ensure learners do not lose focus in academic work. Some class teachers indicated that in some situations they did visit the families and sought of agree with the care givers on the modalities to ensure learners have a space to study. Some otherwise disorganized caregivers were reported to cooperate and give support to the affected learners on teachers intervention.

The statement that caregivers collaborate with teachers in monitoring the OVC school attendance was refuted by 55.6% of teacher respondents while 33.3% agreed. Thus, most of the teachers indicated that caregivers did not support them in ensuring learners are attending school without fail. Teachers indicated that some caregivers had the habit of sending OVC to some errands without reporting to the teachers. Some OVC with sick caregivers also took advantage of the situation in their homes and failed to attend school

or sneaked from school at their convenience. One of the head teachers described the implications of lack of cooperation between teachers and caregivers thus:

Some of the OVC can be absent from school for days...only to find out that caregivers are not aware...learners leave home as usual in the morning, change to different clothes and do their own things...others sneak in the afternoon from school feigning concern of their incapacitated caregivers...such learner lack continuity in subject content leading dismal performance in examinations...teachers must surely be in constant communication with caregivers. (Head teacher 5).

Half of teacher respondents disagreed that caregivers inform them of any OVC unusual behavior such as drugs abuse, pilfering, or bad company while 33.3% accepted. This implied that, most of the care givers in Kalama Sub County failed to report significant but detrimental change of behavior in their children. Communication between the teacher and the care giver at the onset of behavioral change in a learner could enable early and effective intervention. One of the head teacher lamented in regard to the failure of the care givers to communicate in time:

Some of the OVC caregivers rush in panic when it has become apparent that their child has a serious drugs abuse problem....they all through ignore the tell tales or sudden change of behavior in their sons and daughters. Some teachers also dismiss any alarm raised about change of behavior in some pupils terming it as normal puberty stage change. Some of our best performing OVC have nosedived in performance in the final year due to indulgence in drugs, teenage sexual

relationships. I advocate that caregivers should share information with teachers and especially the class teacher in the event of the learner pilfering, suspicious company or any drastic change in behavior. (Head teacher 7).

Interestingly, teachers overwhelmingly agreed (77.8%) that caregivers share information in case of difficulty conditions at home such as lack of food, cooking fuel, and sickness. This implied that care givers come out when their survival is under threat. Teachers indicated that, care givers are eager to relate their economic hardships in the hope of being assisted monetary wise. However, the interviewed head teachers decried the habit of some care givers who indulge in alcohol after getting monetary assistance from teachers instead of advancing the cause of OVC in academic excellence.

Overall, the aggregate teachers mean response on their cooperation with OVC caregivers to advance the interest of OVC academic excellence showed a mean of 3.04. This implied that teachers regarded the cooperation as neither high nor low. Thus, more effort is needed to step up cooperation and collaboration between teachers and caregivers in order improve the educational support to OVC and hence academic performance.

#### **4.8 Hypotheses Testing**

In order to ascertain both the composite and relative influence of the three independent variables in this study on the dependent variable (the OVC academic performance), multiple regression analysis was conducted. Each of the three variables (teachers' individualized support, school provision of the OVC feeding programme, class teachers/caregivers' cooperation) was hypothesized to be a predictor of dependent variable.

However, the four hypotheses were stated in the null form and tested at 95% confidence level. Tables 4.6, 4.7 and 4.8 depict the summary of multiple regression analysis.

**Table 4. 6: Multiple Regression Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Standard error of the estimate</b>
1	0.788	0.625	0.597	0.3906

**Predictors:** (constant), Teachers' individualized support, School provision of feeding programme, Care givers/Parents' cooperation

**Dependent variable:** OVC's Academic Performance

Table 4.6, shows that the multiple correlation coefficient R and which is the correlation between the observed values of dependent variable and the values predicted by the multiple regression model, had a value of 0.788. Therefore, the large value of R meant there was a large or strong positive correlation between the predicted and observed values of the OVC academic performance.

The coefficient of determination  $R^2$  which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.625 implying that 62.5 % of variance in the OVC academic performance was explained by the level of class teachers support, school provision of OVC feeding programme and caregivers/ teachers cooperation.

**Table 4. 7: Multiple Regression Model Significance (ANOVA)**

<b>Model</b>	<b>Sum of Squares</b>	<b>df*</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1 Regression	13.424	3	4.475	18.763	0.002
Residual	7.632	32	0.2385		
<b>Total</b>	<b>21.056</b>	<b>35</b>			

df\*- degrees of freedom.

Table 4.7 shows the analysis of variance (ANOVA) output. The *F*-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. The table shows that the joint independent variables statistically significantly predict the dependent variable,  $F(3, 32) = 18.763$ ,  $p < 0.05$  and that other variables not included in this model may have accounted for the remaining variance. In other words, the regression model was a good fit for the data.

**Table 4. 8: Summary of Multiple Regression Model Coefficients**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig. value</b>
	<b>Beta</b>	<b>Std. Error</b>	<b>Beta</b>		
1 (Constant)	.537	0.204		3.24	0.070
Class Teacher's individualized support	.452	0.148	0.387	4.435	0.042
School provision of OVC feeding programme	.578	0.136	0.520	5.405	0.029
Teachers/caregivers cooperation	.329	0.107	0.244	3.441	0.004

**Dependent variable: OVC's Academic Performance**

Table 4.8 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. The positive value of the effects of class

teacher's individualized support, school provision of OVC feeding programme, and teachers/caregivers cooperation implies that the pupils' academic performance is actually determined by positive reinforcement of these three variables. The regression model capturing the hypothesized relationship was given as:  $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$  and where  $y$  = OVC academic performance,  $x_1$  = level of class teacher's support,  $x_2$  = school provision of OVC feeding programme, level of class teachers/caregivers' cooperation while  $\varepsilon$  is the error term. Assuming the error term  $\varepsilon$  to be zero and substituting the unstandardized coefficients  $\beta$  values, the estimated multiple regression equation becomes:  $y = 0.537 + 0.452x_1 + 0.578x_2 + 0.329x_3$ .

The  $\beta$  values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. In other words, the  $\beta$  values show the extent to which pupils' academic performance is influenced by each predictor. Thus, when class teachers' level of involvement increases positively by one unit, pupils' academic performance increases by 0.452 units ( $\beta = 0.452$ ) while holding the other factors constant. Similarly, when the school provision of OVC feeding programme improves by one unit the OVC academic performance increases by 0.578 units ( $\beta = 0.578$ ) and so on.

In order to have direct comparison and better insight into the importance of predictors, the standardized  $\beta$  values that do not depend on the units of measurement of variables were used. The standardized beta values give the number of standard deviation that OVC academic performance will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.8 shows that school provision of OVC feeding programme had the most significant relative contribution to the prediction of pupils' academic

performance ( $\beta = 0.578$ ) followed by level of teachers' individualized support ( $\beta = 0.452$ ) while teacher/caregiver's cooperation had the least influence ( $\beta = 0.329$ ).

In order to test the study's three formulated hypotheses (section 1.7), the  $t$  statistic that tests whether a  $B$  value is significantly different from zero ( $H_0: \beta = 0$ ) is considered (refer to Table 4.8).

**HO<sub>1</sub>:** Teachers' individualized support of OVC learning has no statistically significant influence on their academic performance in public primary schools in Kalama Sub County. As shown in Table 4.8, the unstandardized beta value for the level of teachers involvement was significantly greater than zero ( $\beta = 0.452$ ,  $t = 0.4.435$ ,  $p < 0.05$ ). Subsequently, the null hypothesis was rejected, hence, the level of class teachers' individualized support in psychosocial and academic areas had a significant influence on OVC academic performance in public primary schools in Kalama Sub County, Machakos County.

**HO<sub>2</sub>:** School provision of OVC lunch programme has no statistically significant influence on their academic performance in public primary schools in Kalama Sub County.

In reference to Table 4.8, the unstandardized beta value for the school provision of OVC lunch programme was found to be significantly greater than zero ( $\beta = 0.578$ ,  $t = 5.405$ ,  $p < 0.05$ ). Subsequently, the null hypothesis was rejected, hence, the school provision of OVC feeding programme had a significant influence on OVC's academic performance in public primary schools in Kalama Sub County, Machakos County. This implied that OVC in schools where food was provided were better placed to perform well in academics.

**HO<sub>3</sub>:** Class teachers/caregivers cooperation has no statistically significant influence on OVCs academic performance in public primary schools in Kalama Sub County.

Table 4.8 shows that the unstandardized beta value for the level of teachers/caregivers cooperation was significantly greater than zero ( $\beta = 0.329$ ,  $t = 3.441$ ,  $p < 0.05$ ). Subsequently, the null hypothesis was rejected, hence, the level of teachers/caregivers' cooperation had a significant influence on OVC's academic performance in public primary schools in Kalama Sub County, Machakos County. This implied that OVC in schools where caregivers cooperated with teachers in regard to their welfare were likely to perform better in their academic work.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the discussion of the results as per research objectives, summary of the findings, and conclusions derived from the findings and discussion. The chapter finalizes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of the study was to establish the influence of educational support on academic performance of OVC in public primary schools in Kalama Sub County in Machakos County, Machakos County, Kenya.

The study objectives were: to examine the influence of class teacher's individualized support of OVC learning on their academic performance, to assess the influence of the school provision of OVC feeding programme on their academic performance and to establish the influence of teachers/caregiver cooperation on OVC academic performance in Kalama Sub County, Machakos County.

#### **5.2 Discussion**

This section discusses the results and analysis (as accomplished in chapter four) as per the study's three objectives.

##### **5.2.1 Influence of Class Teacher's Individualized Support of OVC Learning on Academic Performance**

The first objective was to examine the influence of class teacher's individualized support of OVC learning on their academic performance. In reference to Table 4.3, 61.1% were found to be concerned with the academic progress of OVC in that they gave them

individual attention. However, about 40% of teachers cited heavy workload and over enrollment in their classes as a major hindrance in providing individual attention to OVC academic progress. This finding is similar to Mwoma and Pillay (2016) who found that although the South African government has supported OVC through a no fee policy, provision of learning materials and feeding programs, teachers were overwhelmed by the high numbers of OVC and hardly get time for individualized attention.

The study findings showed that 77.8% of teachers did not offer OVC any special assistance such as accomplishing their class assignments and homework after school. This implied that, OVC who lacked a conducive environment at home for academic work and found difficulties in understanding some concepts, were bound to perform dismally in examinations. The finding was in tandem with Boen (2014), Muiru et al., (2014), and Sang (2016) studies which found that most teachers hardly paid attention to the weak learners due to the classroom environment. Since the onset of FPE in Kenya in 2003, most classes in public schools are overcrowded and after handling the large number of children, teachers are normally exhausted for any effective remedial work. This situation worsens when after school the learner meets an even more exhausted care giver/parent. Krainer (2011), decries of the limited sharing of responsibility between teachers and parents in most rural schools. This is occasioned by the fact that most parents in Kenya have very little interest in what their children do in school and that their role has been relegated to paying levies (Muiru et al., 2014).

Oredein and Oloyede (2007) posit that teacher management of homework and assignments given to students have an impact on student achievement especially when it is well explained, motivational, corrected and reviewed during class time and used as an occasion

for feedback to students. Likewise, Kimani, Kara and Njagi (2013) study found that administration of students' classroom assignments, provision of individualized attention to weak students, time of completion of syllabus and setting performance targets significantly affected students' academic achievement.

Nevertheless, 41.2% of the teachers affirmed that they keenly monitor class attendance of the OVC showing that were concerned of OVC academic performance and school participation. However, the 58.5% of teachers who disagreed and were undecided was a manifestation of nonchalance attitude assumed by teachers.

The study found that most teachers (70.7%) were not able to assist learners who did not have essential learning materials such as pencils, pens, exercise books and rulers. The finding corroborated Mutie (2016) who found that OVC registered low school participation since the FPE could hardly meet the need for exercise books, textbooks, school uniform and school hidden expenses. Mutie (2016) recommended that FPE to include a special fund to cater for OVC learning materials.

Most of the sampled teachers (60%) in Kalama Sub County indicated that they did not have the necessary skills to handle pupils undergoing trauma and shock. Similarly, about 70% of teachers could not competently handle pupils affected by grief and loss. Cognate to the study, Mwoma and Pillay (2015) found that lack of competent guidance and counsellors in schools was a major setback to OVC psychosocial welfare. Lack of competent personnel in schools is a major issue since studies investigating child emotional problems in AIDS orphans report that orphans are more likely to suffer from poorer mental health, including post-traumatic stress, depression, and anxiety than non-orphans (Cluver & Gardner, 2006).

It has also been reported that orphans are more likely to suffer from behavioral or conduct problems and report suicidal thoughts than non-orphans (Cluver & Gardner, 2006).

In reference to Table 4.3, the overall aggregate mean of teachers' responses was 3.2 with a standard deviation of 1.0. This implied that most of class teachers for grade seven in Kalama Sub County accorded OVC individualized support in learning, though to a small extent. This implied that there was a room for better teacher support of OVC learning translating to better performance in termly examinations. Further, the study found that the level of class teachers' individualized support in psychosocial and academic areas had a significant influence on OVC academic performance in public primary schools in Kalama Sub County, Machakos County ( $\beta = 0.452$ ,  $t = 0.4.435$ ,  $p < 0$ ). Cognate to the study findings, Mwoma & Pillay (2015) maintained that in supporting OVC, life orientation skills are critical for OVC especially those taking care of their ailing parents/guardians.

### **5.2.2 Influence of the School Provision of food programme for OVC on Academic Performance**

In reference to Table 4.4, 58.3% of teacher respondents indicated that they had a sponsored school food programme. This implied that though some schools in Kalama Sub County were having food without any payment while others were not. The interviewed head teachers indicated that all schools in Kalama Sub County had benefitted from the food supply from drought rescue relief programme by the Kenyan government. However, the some schools had exhausted the supply. The finding was contrary to Mutie (2016) who found that all public primary schools in Kalama Sub County were having free lunch courtesy of WFP. Olubayo et al., (2015) observes that the Kenyan government began implementing Homegrown School feeding programme (HGSFP) in July 2009 in readiness

for WFP exit. However, due to enormous number of pupils the programme has been sustainable.

Olubayo et al., (2015) study recommended that community participation was paramount in that it enhances the implementation of school feeding programme. School food programmes anchored on community assistance were bound to be sustainable. However, the study emphasized the importance of conducting needs assessment to establish the sources of funds, the type of food required in that particular place and their nutritional value, the amount, and any special consideration for OVC.

Over 60% of teachers indicated that there were no take home package food for OVC in their schools. Teachers described the situation as a major challenge to OVC families who could not afford at least three meals in a day. However in some situations head teachers allowed some to have the same food for supper. This finding concurs with Mutie (2016) who found that OVC in Kalama Sub County did not benefit from any food arrangement beyond the lunch programme. The idea of supporting OVC with food item items beyond the school setting was highly advocated by USA Presidents' Emergency Plan for Aids Relief PEPFAR (2012). Accordingly, programmes should not singularly target any child within the family without considering the needs of other siblings/children as well as the needs of primary caregivers at the household level. Thus, PEPFAR (2012) considers interventions that promote family involvement in children's development, build parental knowledge and skills, and improve family stability through, for example, efforts toward economic security and social inclusion fall under the rubric of 'family strengthening'. The prevailing argument was that when OVC are stable right from home they would be in a

position to greatly benefit from school based support and hence attain good academic performance.

Over 45% of teachers refuted that the food provided in their schools was a balanced diet, 16.7% were not sure while 36.1% affirmed. Some teachers argued that, the mixture of maize and beans which was mostly cooked did not qualify to be termed as balanced diet since there were no vitamins. In a similar study, Wanjala (2016), found that 98% of the sampled public primary schools in Turkana Central Sub County provided lunch that consisted of maize, beans and at times Irish potatoes. The other 2% of schools provided both breakfast in form of porridge and lunch. The food was considered strong and balance diet. However, most of the learners indicated that the food ration was inadequate. Tomlinson (2007) as cited in Wanjala (2016), explicates that a child who has cognitive challenges due to deficiencies of iron and iodine may not be motivated to attend school regularly and will have dismal performance. Iron deficiency renders children inattentive, restless and uninterested in learning. It is noteworthy that though the food provided to children in Kalama Sub County schools might be a balanced diet, pupils need to have a change of the composition of the diet. Kalama Sub County schools should also explore on making use of the locally grown drought-resistance food crops such as sorghum, millet, and cowpeas. Furthermore, vegetables and fruits are essentials in human wellbeing can also be made part of the school food programme.

In a similar study, Langinger (2011) note that the beneficiaries of the home grown school food programme includes extremely poor families that are largely unable to provide the minimum recommended daily allowances (RDA) of calories, protein, and essential micronutrients to their children. These poor conditions may irreversibly stunt the physical

and mental development of young children, resulting in wasted potentials and lifelong difficulties. Further, Finan (2010) aver that, the nutritional importance of the school meal (usually around 700kcal) is immense, representing more than half of the consumed RDA values for 40 percent of the participating learners.

Most of the teachers (69.4%) refuted that lunch was provided throughout the year in their schools while 22.2% agreed. This implied that the supply of food stuff was not constant in all schools. The finding was similar to Munuhe (2014) who found that public primary schools in Isinya Sub County Kajiado County had intermittent supply of food stuff and thus, their lunch programme could not run continuously. Munuhe (2014) attributed this problem to the the attitudes and perceptions from the school stakeholders (teachers, parents, communities) that SFP is a government-supported venture and therefore they should not strain to have it running. In order to realize sustainable benefits from provision of school food programme such as OVC improved school attendance and academic performance, the school community must own and contribute to the programme.

The statement that ‘the school has food provision for OVC when the school is not in session’ was refuted by 63.9% of teachers, 13.9% agreed while 22.2% of teachers were not sure. As noted by CRS (2008), lack of continuity in provision of lunch programme when schools are not in session, deals a blow to the gains in OVC wellbeing and focus in academic work. In order to obviate the impediments to OVC project in Kilifi, Kenya, CRS in conjunction with USAID, embarked on distribution corn-soya blend flour and vegetable oil to beneficiary households (USAID & CRS, 2008). However, the initiative ended in June 2006 and was replaced by a project that provides nutrition education and promotes growing indigenous vegetables with high vitamin and mineral content.

Overall the teachers mean response on the school provision of food programme as a function of OVC academic performance, was 2.9 with a standard deviation of 0.8. Thus, on average, teachers indicated that the educational support for OVC in terms of food was unsatisfactory and they could not perform to their potential in the prevailing food situation in Kalama Sub County public primary schools. Further, the study found that the school provision of OVC feeding programme had a significant influence on OVC's academic performance in public primary schools in Kalama Sub County, Machakos County ( $\beta = 0.578$ ,  $t = 5.405$ ,  $p < 0.05$ ). This implied that OVC in schools where food was provided were better placed to perform well in academics. This finding corroborates studies by Langinger (2011), Munuhe (2014), Olubayo et al., (2015), Mwoma and Pillay (2015, 2016), Wekesa (2015) and Mutie (2016) which found that provision of food in school has a profound effect on OVC school attendance, participation and academic performance. However, Finan (2010) cautions that the meal program's positive impact on school attendance appears to weaken with age. Within traditional rural communities, as children get older they become valuable economic resources to their families, and the pressure to contribute to household chores and earnings steadily mounts. Thus, at grade seventh and eighth grade, the appeal of a school meal is suddenly much less significant and dropout rates increase with the rising opportunity costs of staying in school. Therefore, all factors such as teacher psychosocial support and collaboration between parents, teachers and social workers should be considered as part of OVC educational support.

### **5.2.3 Influence of Teacher/Caregiver Cooperation on OVC Academic Performance**

In reference to Table 4.5, 41.7% of teachers indicated that they were not acquainted to all OVC caregivers in their classes while 50% of teachers affirmed that they knew all the OVC

care givers. Thus, there were many class teachers in Kalama Sub County who despite the fact that most classes had an average of ten OVC, were not acquainted their parents/guardians.

Failure to know the care givers meant that there was no cooperation and that teachers could not monitor the OVC progress when at home. The acquaintance and cooperation between teachers and care givers was further aggravated by the fact that only 30.6% of teachers indicated that they were in constant touch with the OVC caregiver(s). The finding was contrary to Lekli and Kaloti (2015) who found that teachers and parents acquaintance and constant communication was at high level in Albanian schools. This enabled teachers to not only convey message regarding pupils' progress at school but also to share pertinent information with caregivers. Further, Lekli and Kaloti (2015) and Hornby (2011) argue that a pupil who knows that the teacher was on regular communication with parents and that the parents trusts the teacher is likely to put more effort and behave well in school.

Over half of the teacher respondents disagreed that most of the OVC caregivers provide conducive environment for learners to accomplish school work, 22.2% agreed while 25% were undecided. The relatively high number of teachers who were not sure is a manifestation of the fact that some teachers were not in touch with the OVC families and thus were oblivious of the OVC lives after school. This finding was similar to Mwoma and Pillay (2015) who found that caregivers neglected OVC learning environment and psychosocial needs at home. The neglect is likely to have dire consequences for OVC, who experience greater psychological challenges. Mwoma and Pillay (2015) note that the long-term consequences of such challenges may include low levels of life skills, low self-esteem, learning disabilities, and disturbed social behavior.

Akuma (2014) observes that, in Kenya, most of the Orphans are taken care by aging and often impoverished grandparents. Taking into account that savings for old age in Kenya at about 18 percent compared to over 45 per cent for comparable countries (Kenya, Republic of, 2007) the care givers encounter serious challenges. Skinner and Davids (2006) identified multiple vulnerabilities to which OVC could be exposed at home environment. These include sexual and emotional abuse and neglect, violence and substance abuse within communities, HIV/AIDS and other illnesses infection. Action for the rights of children (ARC, 2009) points out that the experience of difficult or disturbing events could significantly influence the social and emotional well-being of a child resulting to dismal academic performance. Further, it was found that, loss of, or separation from family members and friends, exposure to violence or disaster, deterioration in living conditions and lack of access to services could all have immediate, as well as long-term consequences for OVC balance, development and fulfillment (ARC, 2009). To mitigate the various challenges that afflict OVC in their home environments in Kalama Sub County, most head teachers indicated that they enlist the intervention of chiefs and social workers. However, the said good Samaritans, occasionally also take advantage of the OVC precarious situation with far reaching ramifications.

Overburdening OVC with physical work is another is another factor that was cited as a major impediment to OVC academic performance in Kalama Sub County. Some class teachers explicated that some OVC were totally unable to accomplish meaningful academic work at home due to unending household chores such cleaning dishes, cooking, milking, washing clothes, looking after younger siblings and preparing special dishes for the sick care givers. This can be termed as domestic child labour. However, the prevalence of child

labour notwithstanding, PEPFAR (2006) maintains that the family should be the primary unit of intervention and interventions that support entire households to provide for children's needs are encouraged. Further, PEPFAR advocates that programmes should not singularly target any child within the family without considering the needs of other siblings/children as well as the needs of primary caregivers at the household level. Langinger (2011), however, posit that, without adequate resources, the PEPFAR approach to OVC intervention measures will be difficult to accomplish.

Lack of OVC care givers cooperation was also noted by teachers in regard to school attendance, indulgence in immoral behaviours and bad company and use of substance and alcohol. However, 77.8% of teachers affirmed that some of the care givers were swift in raising alarm of their needy economic conditions, particularly when some donor help in the school. Manasi, Ndiku, Sang & Ejakait (2014) assert that the benefit that have been associated with parental involvement in pupils education include higher educational achievement.

Overall, teachers mean response on their cooperation with OVC caregivers to advance the interest of OVC academic excellence showed a mean of 3.04. This implied that teachers regarded the cooperation as neither high nor low. Further, the study found that the level of teachers/caregivers' cooperation had a significant influence on OVC's academic performance in public primary schools in Kalama Sub County, Machakos County ( $\beta = 0.329$ ,  $t = 3.441$ ,  $p < 0.05$ ). This implied that OVC in schools where caregivers cooperated with teachers in regard to their welfare were likely to perform better in their academic work.

### **5.3 Summary of the Study Findings**

This section presents the summary of study findings in accordance to the objectives of the study.

The study found that 61.1% of teachers were found to be concerned with the academic progress of OVC in that they gave them individual attention. However, about 40% of teachers cited heavy workload and over enrollment in their classes as a major hindrance in providing individual attention to OVC academic progress. The study findings showed that 77.8% of teachers did not offer OVC any special assistance such as accomplishing their class assignments and homework after school. The study found that most teachers (70.7%) were not able to assist learners who did not have essential learning materials such as pencils, pens, exercise books and rulers. Therefore, in most schools OVC in grade five were not offered any special consideration by their class teachers. However, there were schools where class teachers showed keen interest in OVC welfare in terms of their class attendance, assistance in their homework and providing the necessary learning materials. In addition, teachers offered appropriate guidance and counseling and psychosocial support. This assistance resulted to better mean performance. Subsequently, the class teachers' individualized assistance was found to have a statistically significant influence on OVC academic performance.

Regarding the Influence of the School Provision of food programme for OVC on Academic Performance, 58.3% of teachers indicated that they had a sponsored school food programme. However, Over 60% of teachers indicated that there were no take home package food for OVC in their schools. Teachers described the situation as a major challenge to OVC families who could not afford at least three meals in a day. The

government spearheaded homegrown food programme was found to be working well in some schools. In addition, some head teachers were found to have been assisting OVC even when schools are not in session, albeit discreetly. Thus the study found some OVC who got assistance in food substance were found to have very steady academic performance.

Half of the class teacher respondents affirmed that they knew all the OVC care givers in their classes. Thus, there were many class teachers in Kalama Sub County who despite the fact that most classes had an average of ten OVC, were not acquainted their parents/guardians. The acquaintance and cooperation between teachers and care givers was further aggravated by the fact that only 30.6% of teachers indicated that they were in constant touch with the OVC caregiver(s). Over half of the teacher respondents disagreed that most of the OVC caregivers provide conducive environment for learners to accomplish school work, 22.2% agreed while 25% were undecided. The study findings showed that there was a room for more cooperation and collaboration between teachers and caregivers. This would result to improved OVC academic performance. It was evident that in schools where OVC caregivers worked closely with teachers, the mean performance of the OVC in class seven was better.

#### **5.4 Conclusions**

From the study findings and discussions the following conclusions were made:

Most of the class teachers in Kalama Sub County in Machakos County were not giving OVC the attention that their situation deserved. Apart from showing empathy, teachers should be able guide and counsel and above all instruct on life orientation skills especially

after OVC traumatic experience. In addition, OVC need encouragement and guidance in academic work.

School food programmes in Kalama Sub County were found to be erratic in that most were not sustainable. In some schools the programmes collapsed the moment the free food from World Food Programme (WFP) got exhausted prompting massive OVC absenteeism and drop out. Most schools were yet to embrace fully the government initiated home grown school food programme. The School Management Committees are expected to take the stewardship of the school food programme where parents are to contribute some funds to make it successful.

The class teachers/caregivers cooperation in Kalama Sub County was found to be wanting and most OVC welfare was not catered for leading to learners' rampant absenteeism and low academic performance. Despite the few number of OVC that a class teachers was responsible for, most class teacher did not know some OVC caregivers in their classes.

### **5.5 Recommendations of the Study**

Based on the findings and conclusions thus far, the following recommendations were made: In order to enhance the OVC academic performance, teachers and head teachers, should be more sensitive to OVC educational needs. In particular, class teachers should endeavour to equip themselves with the skills necessary for guidance and counselling of OVC. In addition teachers should be able to equip OVC with life orientation skills in order to overcome the peer pressure and degenerating into depression due to perceived stigma.

All the School Management Committees in collaboration with head teachers should be proactive and start income generating programmes in order to support the home grown

school food programme in situations when the government stipend is not forthcoming and when it is inadequate. Further, the SMC should collaborate with local community welfare groups and the larger community in order to extend the food programme to the OVC families.

Class teachers should initiate close cooperation with the OVC caregivers by establishing communication using the modern technology, inviting to school and visiting them at their homes. Care givers should be encouraged to report the any significant development in the lives of the OVC. In so doing, OVC school attendance can be ensured, provision of learning materials provided and home environment improved for the OVC academic work.

### **5.6 Areas for Further Study**

The researcher suggested the following areas for further research;

- i. Exploration of the sustainability of Home Grown School Feeding programme (HGSF)
- ii. Investigation into the teachers needs to handle OVC
- iii. A national assessment of the influence of educational support on OVC academic performance

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## APPENDICES

### APPENDIX I: LETTER OF TRASMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research titled: **INFLUENCE OF EDUCATIONAL SUPPORT ON ACADEMIC PERFORMANCE OF ORPHANS AND VULNERABLE CHILDREN IN PUBLIC PRIMARY SCHOOLS IN KALAMA SUB COUNTY IN MACHAKOS SUB-COUNTY, KENYA** as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent.

Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be will be used for academic purposes only.

Yours Faithfully,

**STEPHEN MBAI MAINGI**

**0725 055 943**

**Email: [stephenmaingi@rocketmail.com](mailto:stephenmaingi@rocketmail.com)**

## APPENDIX II: CLASS TEACHERS' QUESTIONNAIRE

### SECTION A: Demographic Information

1. Indicate your gender? (Tick where appropriate)

Male [    ]

Female [    ]

2. What is your age bracket?

Below 30yrs	30-40yrs	41-50yrs	Over 50 yrs

3. Indicate your highest level of professional education:

P1 certificate	Diploma	undergraduate	postgraduate	Others

4. Have you received a special training on HIV/AIDS and life skills?

Yes [    ]

No [    ]

5. What is your teaching experience?

below 5 years	6-10 years	11-20years	above 20years

### SECTION B: Teacher's Individualized Attention to Orphans and Vulnerable Children Learning Progress

5. The following statements describes different ways in which a teacher can give individualized attention to Orphans and Vulnerable Children (OVC) in order to enhance their academic performance. Read each statement carefully and indicate the extent to which you agree to it. Use the following key to make your choice.

**Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
I normally invite the OVC individually to review their academic performance					
I guide the OVC in their class assignments and homework					
I keenly monitor class attendance of the OVC					
I normally keep some learning materials such as pencils, pens, exercise books and rulers for the OVC who might not be having these items.					
I normally try to intervene when a child is depressed, sad or angry due to happenings at home or at a school					
I constantly enquire from the OVC about the living conditions in their homes					
I constantly guide and counsel OVC living with sick parents/guardians					
As the class teacher, I make sure I brief other teachers about each OVC with a view to empathize and intervene where possible					
As a class teacher, I occasionally instruct my class on life skills					
I have the skills to handle pupils undergoing trauma and shock					
I have the skills to handle pupils affected by grief and loss					

**6.** Write any other information in regard to the academic performance of the OVC in your class or in your school

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### **SECTION C: School Provision of OVC feeding Programme**

**7.** The following are statements in regard to the school provision of feeding programme for OVC. Read each statement carefully and indicate the extent to which you agree to it. Use the following key to make your choice.

**Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
Our school has a sponsored food programme					
The school has free lunch for all pupils					
OVC are provided with take home package					
There is a provision to cater for OVC who may lack supper and breakfast in their homes					
The food provided in school is balanced diet					
Our school provides lunch throughout the year					
The school has food provision for OVC when the school is not in session					
The school administration is keen on soliciting support for the feeding programme from different stakeholders					
The school caters for OVC who require special diet					

**8.** Write any other information in regard to OVC feeding programme in your school

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#### **SECTION D: Teachers' and OVCs Caregivers' Cooperation**

**9.** The following are statements in regard to teachers and OVC parent/guardian cooperation in order to enhance learners' academic performance and general welfare. Read each statement carefully and indicate the extent to which you agree to it. Use the following key to make your choice.

**Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); Strongly Disagree (SD)**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
I know the caregiver(s) of all the OVC in my class					
I am in constant touch with the OVC caregiver(s)					
Most of the OVC caregivers provide conducive environment for learners to accomplish school work					
Most caregivers supervision and guide do enhance their education					
Caregivers collaborate with teachers in monitoring the OVC school attendance					
Caregivers inform teachers of any OVC unusual behavior such as drugs abuse, pilfering, bad company or sickness.					
Caregivers share with teachers in case of difficulty conditions at home such as lack of food, cooking fuel, and sickness					

**10.** Write any other information in regard to teacher/caregiver cooperation in enhancing the OVC academic performance

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**Thanks for your cooperation**

### APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

1. Gender

Male [    ]

Female [    ]

2. What is your age bracket?

Below 30yrs	31-40yrs	41-50yrs	Over 50 yrs

3. Indicate your highest level of professional education:

P1 certificate	Diploma	undergraduate	postgraduate	Others

4. Have you received a special training on HIV/AIDS and life skills?

Yes [    ]

No [    ]

5. What is your teaching experience?

below 5 years	6-10 years	11-20years	above 20years

6. How would you describe the Orphans and Vulnerable Children (OVC) situation in your school?

7. What has brought about most of the OVC in your school?

8. What strategies does your school use to identify the OVC?

9. How do OVC in particularly class six, seven and eight generally perform in academics?

- 10.** How do the teachers especially class teachers assist the OVC in resolving both psychosocial and academic issues?
- 11.** Do you have some trained personnel to deal with traumatized and depressed learners especially after the loss of a caregiver?
- 12.** How does your school cater for the basic needs of OVC such as food, clothes and writing materials?
- 13.** How would you describe the cooperation between care givers and teachers in regard to the OVC welfare?
- 14.** What measures do you think should be taken to enhance OVC academic performance?

**APPENDIX IV: KALAMA SUB COUNTY PUBLIC PRIMARY SCHOOLS**

**CLASS SEVEN OVC MEAN PERFORMANCE**

<b>S/No.</b>	<b>Public Primary School</b>	<b>No. of OVC</b>	<b>OVC Mean Mark</b>	<b>S/No.</b>	<b>Public Primary School</b>	<b>No. of OVC</b>	<b>OVC mean mark</b>
1.	MBUANI	11	272.4	19.	KITONYINI	6	318.8
2.	MBUSYANI	9	220.8	20.	MBONDONI	7	254.5
3.	NDAUNI	8	240	21.	KALAMA	5	243.9
4.	KATANGA	13	310.5	22.	MBUKUNI	9	300.0
5.	KYAKITOVE	13	289.7	23.	MASAANI	12	231.7
6.	KOMBUNI	7	224.8	24.	MBEVO	13	222.8
7.	MIKONO	10	219.8	25.	MIWANI	11	311.2
8.	KOLA	11	256.3	26.	KITITU	7	202.5
9.	MLOONI	12	268.8	27.	MULAANI	10	342.9
10.	LIYUNI	9	305.4	28.	KYANDILI	15	214.7
11.	NZAINI	8	345.2	29.	MUTUYU	5	276.0
12.	LANZONI	14	294.3	30.	KYANGALA	6	280.4
13.	KYAMUNYUU	11	302.9	31.	KYATUNI	19	243.6
14.	KIKUMBO	8	248.4	32.	IVUTINI	13	251.8
15.	KIUU	6	232.8	33.	KINOI	8	282.8
16.	KALANZONI	8	242.9	34.	KANYONGO	4	292.7
17.	KIVANDINI	15	261.0	35.	NGIINI	12	260.7
18.	MUUMANDU	8	285.6	36.	KOLONI	8	230.8

**APPENDIX V: ANU INTRODUCTORY LETTER****AFRICA NAZARENE**  
UNIVERSITY

Date 9<sup>th</sup> June, 2015

**Re: To whom it may concern**

Maingi Stephen Mbai (13S01DMED001) is a bonafide student at Africa Nazarene University. He has finished his course work and has defended his thesis proposal entitled:-

**Education Support Systems for Orphans and Vulnerable Children in Public Schools in Kalama Division of Machakos Sub-County, Machakos County Kenya.**

Any assistance accorded to him to facilitate data collection and finish his thesis is highly welcomed.

**Prof. Zablon Nthamburi**  
Registrar.

## APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref. No.

Date:

26<sup>th</sup> August, 2015

**NACOSTI/P/15/7466/7128**

Stephen Mbai Maingi  
Africa Nazarene University  
P.O. Box 53067-00200  
NAIROBI.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Education support system for orphans: A case of Kalama Division, Machakos Sub County, Machakos County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **30<sup>th</sup> November, 2015**.

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

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

  
**SAID HUSSEIN**  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Machakos County.

The County Director of Education  
Machakos County.



