

**INFLUENCE OF SOCIO-ECONOMIC, PSYCHOLOGICAL AND PHYSICAL
FACTORS ON ACADEMIC PERFORMANCE AMONG ORPHANED PUPILS
IN PUBLIC PRIMARY SCHOOLS IN KAPSERET SUB-COUNTY, UASIN
GISHU COUNTY, KENYA**

BY

ELEANOR AKOLA MULAA

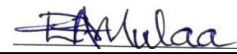
**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF ARTS
IN COUNSELING PSYCHOLOGY DEPARTMENT, SCHOOL OF
HUMANITIES AND SOCIAL SCIENCES OF AFRICA NAZARENE
UNIVERSITY**

AUGUST 2020

DECLARATION

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

Eleanor Akola Mulaa
Reg. No. 16S06DMCP001



Student signature

18/08/2020

Date

This research was conducted under our supervision and is submitted with our approval as university supervisors.

Dr. Sheba Okumu,
PhD Clinical Psychology



University supervisor signature

18/08/2020

Date

Dr. Jane Ngure
PhD Counselling Psychology



University supervisor signature

18/08/2020

Date

Africa Nazarene University

Nairobi, Kenya

DEDICATION

To my parents, my late father, Mr. Timothy Asuka Anindo (1932-2000) I return a big thank you for defying the negative tendencies of his agemates about educating the girl child and ensuring that I went through formal school unabated. My mother Judith Ndari Asuka (1942), for constantly reminding me to be always faithful to my father's just course by word and deed.

ACKNOWLEDGEMENT

I acknowledge God for giving me good health and grace throughout my studies. This work was realized because of invaluable contributions of many people. Since it is not possible to mention everyone, please accept my sincere appreciation to you all for your assistance. However, I feel compelled to single out a few people. I wish to sincerely thank my supervisors Dr. Sheba Okumu and Dr. Jane Ngure for their relentless support and encouragement. Dr. Charity Waithima, Rev. James Mbugua, Dr. Joan Githae, Dr. Anthony Ayieko (R.I.P) among others. Thanks too to the counselling psychology department, staff headed by Dr. Susan Gitau who has encouraged me in this academic journey always reminding me never to give up.

I extend my gratitude to all my colleagues of Masters programme for their co-operation and support. In particular, I must mention Beatrice Barmasai, Selina Kogo, Sarah Busienei, Jeniffer Tare, Margaret Guserwa whose tireless efforts and encouragement made this work a success. I am greatly indebted to my friend Mary Wepukhulu who prayed with me and often allowed me to work from her office, Rose Omoke who typed and edited my work, my research assistants led by Wilson Kiptoo who sacrificed their valuable time and energy in ensuring the respondents did the right thing through explanation and guidance. To my interviewees thank you very much for the co-operation in giving valuable information. My family supported me fully. My husband Joseph Mulaa read through the work and offered impart knowledge. My daughters Bernadette, Judith, my sons Clement, Philip Barasa Muyomi, my grandchildren Andrew Kaggwa, Michael Oyoma, and Joseph Asher Andimu were a source of unlimited moral, physical, financial, spiritual support and encouragement.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT	xi
DEFINITION OF SIGNIFICANT TERMS.....	xii
ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the Study	1
1.3 Statement of the Problem	6
1.4 Purpose of the Study	8
1.5 Objectives of the Study	8
1.6 Research Questions	9
1.7 Significance of the Study.....	9
1.8 Scope of the Study	10
1.9 Delimitations of the Study	100
1.10 Limitations of the Study	11
1.11 Assumptions of the Study.....	12
1.12 Theoretical Framework	12
1.12.1 Ecological Systems Theory	12
1.13 Conceptual Framework	17
CHAPTER TWO: LITERATURE REVIEW.....	18
2.1 Introduction.....	18
2.2 Review of Literature.....	18

2.2.1 Socio-Economic Factors Influencing Orphaned Pupils on their Academic Performance	18
2.2.2 Psychological Factors Influencing Orphaned Pupils' academic performance	23
2.2.3 Physical Factors Influencing Orphaned Pupils' academic performance	26
2.3 Summary of Literature and Knowledge Gaps	28
CHAPTER THREE: RESEARCH METHODOLOGY.....	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Research Site.....	32
3.4 Target Population	33
3.5 Study Sample	34
3.5.1 Study Sample Size	34
3.5.2 Sampling Procedure.....	35
3.6 Data Collection Measures.....	36
3.6.1 Development of Instruments.	36
3.6.2 Reliability of Research Instruments.....	38
3.6.3 Validity of Research Instruments.	38
3.6.4 Data Collection Procedures.....	39
3.7 Data Processing and Analysis.....	39
3.7.1 Qualitative Data.....	40
3.7.2 Quantitative Analysis.....	40
3.8 Legal and Ethical Considerations	43
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS	45
4.1 Introduction.....	45
4.2 Response Rate.....	45
4.2.1 Pupils Demographics (Gender, Age and Class) n=152	46

4.2.2 Teachers Demographics (Gender, Age and Years of Teaching at the School) n=23	48
4.2.3 Distribution of the Number of Orphaned Children Encountered by class Teachers for 12 Months Ago	50
4.2.4 Head Teachers Demographics (Gender, Age and Years of service) n=9	50
4.3 Presentation of Research Analysis and Findings	52
4.3.1 Socio-Economic Factors influencing Academic Performance of Orphaned Pupils n=152	53
4.3.2 Psychological Factors influencing Academic Performance of Orphaned Pupils	60
4.3.3 Physical Factors influencing Academic Performance of Orphaned Pupils	68
4.3.4 Pupils Academic Performance	74
4.4 Multiple Regression Model Assumption.....	77
4.4.1 Normality Assumption Test for Pupils	78
4.4.2 Linearity Test for Pupils	79
4.4.3 Multicollinearity Test Assumption for Pupils	80
4.4.4 Test for Autocorrelation for Pupils	80
4.5 Inferential Statistics.....	81
4.5.1 Correlation Analysis for Pupils	81
4.5.2 Multiple Regression Analysis	83
CHAPTER FIVE:DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS	86
5.1 Introduction.....	86
5.2 Discussions	86
5.2.1 Characteristics of Respondents.....	86
5.2.2 Socio-Economic Factors and the Pupils' Academic Performance	89
5.2.3 Psychological Factors and Pupils' Academic Performance	92

5.2.4 Physical Factors and Orphaned Pupils’ Academic Performance	95
5.3 Summary of Main Findings	97
5.4 Conclusion	99
5.5 Recommendations	100
5.5.1 Recommendations for Practice	100
5.5.2 Recommendations for Further Studies.....	101
REFERENCES.....	102
APPENDICES.....	111
APPENDIX I: ASSENT FORM FOR ORPHANED PUPILS	111
APPENDIX II: PUPIL QUESTIONNAIRE	112
APPENDIX III: CONSENT FORM FOR CLASS TEACHERS AND HEADTEACHERS	117
APPENDIX IV: CONSENT FORM TO TAKE YOUR PHOTOGRAPH	118
APPENDIX V: TEACHERS AND HEADTEACHER INTERVIEW SCHEDULE	119
APPENDIX VI: MAP OF KAPSERET SUB-COUNTY	123
APPENDIX VII: APPROVAL LETTER FROM AFRICA NAZARENE UNIVERSITY	124
APPENDIX VIII: NACOSTI RESEARCH LICENSE	1245
APPENDIX IX: RESEARCH AUTHORIZATION LETTER FROM THE MINISTRY OF EDUCATION	126
APPENDIX IX: RESEARCH AUTHORIZATION LETTER FROM KAPSERET SUB-COUNTY EDUCATIONAL OFFICES.....	127

LIST OF TABLES

Table 3.1 Target Population	34
Table 3.2 Sample Size.....	36
Table 4.1 Distribution Of Children Hosts and those Who Pay School Fees n=152	54
Table 4.2 Socio-economic Influencing Academic Performance n=152	55
Table 4.3 Pupils Response to Psychological Factors Influencing Academic Performance n=152.....	61
Table 4.4 Pupils Response on physical factors influencing their academic performance n=152.....	69
Table 4.5 Yearly Pupil Academic Performance n=152	76
Table 4.6 Normality Assumption Test for Pupils n=152	78
Table 4.7 Linearity Test for Pupils n=152	79
Table 4.8 Multicollinearity Test Assumption for Pupils n=152	80
Table 4.9 Autocorrelation Test for Pupils n=152	81
Table 4.10 Pearson Correlations Analysis Results for Pupils n=152	82
Table 4.11 Multiple Regression Model Summary for Pupils n=152	83
Table 4.12 Model Fitness for Pupils n=152	84
Table 4.13 Regression Analysis Coefficients n=152.....	85

LIST OF FIGURES

Figure 1.1: Conceptual Framework	17
Figure 4.1 Gender of Orphaned Pupils (Source: Field data, 2019)	46
Figure 4.2 Age of Orphaned Pupils (Source: Field data, 2019)	47
Figure 4.3 Class Distribution of Orphaned Pupils (Source: Field data, 2019).....	47
Figure 4.4 Gender of Class Teachers (Source: Field data, 2019).....	48
Figure 4.5 Age of Class Teachers (Source: Field data, 2019).....	49
Figure 4.6 Years of Teaching at the School (Source: Field data, 2019)	49
Figure 4.7 Number of Orphans Handled by Teachers (Source: Field data, 2019)	50
Figure 4.8 Gender of Head Teachers (Source: Field data, 2019)	51
Figure 4.9 Age of Head Teachers (Source: Field data, 2019)	51
Figure 4.10 Years of Teaching at the School (Source: Field data, 2019)	52
Figure 4.11 Number of Siblings (Source: Field data, 2019)	53
Figure 4.12 Percentage of Perpetrators of Verbal Abuse (Source: Field data, 2019)..	67
Figure 4.13 Pupils Treatments (Source: Field data, 2019).....	68
Figure 4.14 Pupils Position in Last exams (Source: Field data, 2019)	75
Figure 4.15 Teachers Rating of Pupils' Academic Performance (Source: Field data, 2019)	76

ABSTRACT

The number of orphaned children is increasing across the world, creating a significant problem for educational attainment. The need to provide quality education for all children is one of the objectives of the Sustainable Development Goal number four on inclusive and equitable quality education. However, the academic achievement of orphaned pupils has been affected by several factors. Despite the measures the government is putting in place to improve pupils' academic performance such as free primary education, the academic performance of orphaned pupils in public primary schools has been persistently average and low. The purpose of the study was to determine the influence of socio-economic, psychological and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret Sub-County. The specific objectives were to; establish the influence of socio-economic factors, psychological factors and physical factors on academic performance of orphaned pupils. The study was based anchored on the ecological systems theory by Bronfenbrenner. This study adopted the concurrent triangulation design to investigate the research problem. The target population for this study was 447, comprising of 371 orphan pupils in class 6, 7, and 8, 19 head teachers, 57 class teachers from 19 public primary schools in Kapseret Sub-County. The sample size was 211 comprising of 175 orphaned pupils, 9 headteachers and 27 class teachers. Purposive and simple random sampling were used to select respondents. Primary data was collected using the questionnaire from the orphaned pupils, while interview schedules were used to collect data from headteachers and class teachers. Secondary data used were from journals, books, and research thesis. The study used both quantitative and qualitative data analysis methods. Quantitative data obtained from the questionnaires were analyzed using descriptive and inferential statistics, which included frequencies, percentages, means, and the standard deviation. Inferentially data were analyzed using Pearson's correlations and regression model tested at 0.05% level of significance. Qualitative data were analyzed using the thematic method. Findings revealed that socio-economic, psychological and physical factors negatively influenced orphaned pupils' academic performance. Study findings revealed that socio-economic factor has a negative and significant influence on academic performance ($\beta_1 = -0.138$, $p < 0.05$). Socio-economic needs were prioritized over the educational needs of orphaned pupils. The study results revealed that psychological factors have a negative and significant influence on academic performance ($\beta_2 = -0.130$, $p < 0.05$). Orphaned pupils faced psychological challenges such as relatives' verbal abuse, lack of affection and protection that influence their academic performance poorly. Further study findings revealed that physical factors have a negative and significant influence on academic performance ($\beta_3 = -0.285$, $p < 0.05$). The study concluded that the academic performance of orphaned children was negatively influenced by socio-economic, psychological, and physical factors. Orphaned children were more affected by lack of permanent shelter as they had to move from relatives to relatives for accommodation and others opting to live in schools and the church. The study recommended that for improvement of orphaned pupils' academic performance, schools need to initiate supportive programs to cater for the extra needs of orphaned children to ensure deficiency in their foster homes do not affect their academic performance. Parents and institutions taking care of orphaned children should be trained on a positive upbringing to reduce the gap of the children feeling accepted and protected.

DEFINITION OF SIGNIFICANT TERMS

- Academic performance:** In this study, it refers to the attainment of academic goals in school subjects, qualifications and transition to the next level.
- Academic:** In this study, it is the scholastic work of orphaned pupils in primary school.
- Orphaned Learner:** In this study, it refers to a child of school age going who is studying in a primary school.
- Orphaned pupils:** In this study, it is as a child under the age of eighteen years whose mother, father or both biological parents have died, and now they are under their own care or/and care of a caregiver.
- Orphaned pupils hood:** In this study, it is a state where a child has her/his parents' dead and left her/him either alone to fend for himself/herself, or depend on a relative, friend or caregiver/caretaker.
- Performance:** In this study, it refers to academic achievement of orphaned pupils in primary schools.
- Primary School:** In this study, it is an institution in which children from the age of six years to sixteen years receive elementary education after pre-school.

- Psychological factors:** These refers to factors that relate to the mental and emotional wellbeing of pupils and include stress and rejection
- Physical factors:** This refers to the factors relating to material well-being of pupils and include household amenities and food and school provisions
- Socio-economic factors:** This refers to the support system for pupils in line with social and financial matters.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
FHI	Family Health International
GEM	Global Education Monitoring
GoK	Government of Kenya
HIV	Human Immunosuppressive Virus
KIHBS	Kenya Integrated Household Budget Survey
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MDG	Millennium Development Goals
NACOSTI	National Commission of Science, Technology and Innovation
NGO	Non-governmental organizations
RTE	Right to Education
SDGs	Sustainable Development Goals
STI	Sexual Transmitted Infections
UN	United Nations
UNAIDS	United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
PTSD	Post-Traumatic Stress Disorder
SPSS	Statistical Package for the Social Sciences
ZPD	Zonal Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study set to examine the socio-economic, psychological and physical factors influencing orphaned pupils in academic performance in public primary schools in Kapseret Sub-County, Uasin Gishu County. This is with the socio-economic, psychological and physical factors as the independent variable and their academic performance as the dependent variable. This chapter presented the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations, assumptions, theoretical framework, a conceptual framework and finally operational definition of terms.

1.2 Background to the Study

The situation of orphans is more uncertain than many vulnerable members of society, because they have limited social support systems, lack enough basic social services, and are deprived of proper supervision, support, care and guidance at a very important time (Bhatt, 2019). Following a high number of orphaned children and children who faced other vulnerabilities, the operational term “orphans and vulnerable children” (OVC) was coined to include both children orphaned by their parents’ death, and those children considered vulnerable to blows endangering their well-being and health (Sitienei & Pillay, 2019).

United Nations Children's Fund (UNICEF) (2015) defines an orphaned pupil as a child lost either one or both parents. In this study, an orphaned pupil is a child who is below 18 years and has lost one or both parents. Heath, Donald, Theron and Lyon (2014)

highlighted human immunodeficiency virus and acquired immunodeficiency syndrome (HIV/AIDS) has led to loss of one or both parents by 17.8 million children worldwide. Sub-Saharan Africa is home to 90% of these orphaned pupils. (UNAIDS) (The Joint United Nations Programme on HIV/AIDS, 2013). Studies have shown that, there is a rise in reports of child-headed families despite upbringing of children by family members being supportive of resilience among orphaned pupils (Pillay, 2012; Theron, 2012). Before being orphaned pupils, these children care for their dying parents while responsibility shifts once parents die, to caring for their younger siblings (Heath et al. 2014).

Globally, apart from remaining disadvantaged, unappreciated, and devalued by the larger society orphaned children also encounter learning challenges (Gaventa & Blauert, 2016). The Global Education Monitoring Report 2016 (GEM Report) makes a powerful case that education is a drive for realizing the ambitious 2030 Agenda for Sustainable Development, with its 17 Sustainable Development Goals (SDGs), among them is SDG 4 on education. However, orphaned pupils face challenges in academic performance for instance in countries like Canada, United States and Brazil (Gaventa et al., 2016). The challenges exhibited in the lives of orphaned children include: Neglect, mistreatment, lack of basic needs such as food and parental care, high labor demand at home, stigmatization at school due to inability to have school uniforms and learning materials to mention but a few.

In Scandinavian countries of Sweden, Norway and Denmark the poor educational endeavors among orphaned pupils is caused by high cases of HIV/AIDS which result in poverty and high dependency ratio Fleming (2015). Such orphaned pupils cannot afford

the cost of education related materials due to the financial constraints that they face. Furthermore, the participation in learning in relation to attendance and good performance in school, among orphaned pupils from child-headed homes, is affected by the burden of domestic and economic responsibilities that they face. In India, nearly a third of the states and union territories have seen a rise in orphaned pupils dropout ratio in primary schools from 1.2% to 4.3% of orphaned pupils in primary education level despite an overall rise in enrolment two years after the Right to Education (RTE) was implemented (Sinha et al., 2016).

Sub-Saharan Africa, Latin America, and the Caribbean human lives along with the shape of societies have been altered by the challenges of HIV/AIDS experienced in this region (Angulo, Bastos & Strathdee, 2017). Orphaned pupils (who have lost one or both parents) are at least 12.3% of all children in sub-Saharan Africa or 43 million children (Omollo & Yambo, 2017). The number of orphaned pupils in sub-Saharan Africa is higher than the number of all children in Denmark, Ireland, Norway, Canada, and Sweden combined (Owino & Kurgat, 2014). In traditional African culture, orphaned pupils were cared for within the kinship system, however, over time, there is emergence of orphaned pupils ages because families are less willing or able to take care of orphaned pupils and some even take advantage of them, because of poverty and other problems (Owino et al., 2014).

Childcare advocates have an important role of keeping the orphaned pupils in education. Orphaned pupils are unable to attend school since they are more likely to live in temporary households, and move from place to place (Lombe, Mabikke, Enelamah & Chu, 2019). They often need additional support to cope with the emotional needs after

losing their parents. Childcare advocates need to be consistent in their schooling and educational needs considering that orphaned pupils may not be able to attend school or miss it. Orphaned children are unable to perform well in schools because they are disadvantaged or unappreciated, or devalued by the larger society (Gaventa & Blauert, 2016). Access to food, healthcare and shelter remain significant challenges for the orphaned children, hence unable to attend school well, thus, poor academic performance (UNICEF, 2016).

When compared with other countries, South Africa has the highest per capita of recorded HIV/AIDS cases, and despite support of resilience existing among South African orphaned pupils, by family members upbringing the children, there is rise in reports of child-headed families (Mlay et al., 2018). Before being orphaned pupils, these children look after their dying parents while responsibility shifts once parents die, to taking care of their younger siblings (Theron & Phasha, 2015).

In Zimbabwe, dropping out of school prematurely by orphaned children is due to psycho-social pressures (Mwooma & Jace, 2015). Similarly, losing either one or both parents deprives the child of right to parental care, including emotional, psychological and educational support (Nchimbi, 2013). In support of the above view, children experience multiple psychosocial problems including poor academic performance and eventually drop out of school upon losing one or both of their parents due to any cause (Tefera & Refu, 2019). Further, psycho-social support is necessary to mitigate school dropout due to poor academic performance by orphaned pupils (Oyedele, Chikwature & Manyange, 2016). Within Ethiopia out of 5.5 million children, around 6% of the total population, are categorized as orphaned pupils (Alem, 2020). In Uganda, according to

UNICEF, (2016), Uganda has 2.5 million orphaned pupils; 1.2 million of them are orphaned pupils as a result of AIDS.

In Kenya, approximately 2.6 million children have lost one or both of their parents (Lee et al. 2014). They represent nearly 15 percent of all Kenyan children under 18 years of age (Mwau et al., 2018). In 2015, 660,000 children under age 18 were orphaned pupils because of a parent dying from AIDS (UNAIDS, 2015). Additionally, 190,000 children ages zero to 14 in Kenya were living with HIV (UNAIDS, 2016). In Kenya, various studies have been done on orphaned pupils and education. For example, research from the Kenya Institute for Public Policy Research and Analysis (KIPPRA) shows that the orphaned pupils who survive through primary school is below 40%, of their total number, while those who survive from class one all through to university is 1.69% of the total number (KIPPRA, 2014).

Many orphaned pupils still remain unreached and therefore for further appeal is needed, to look into the plight of orphaned pupils. This can be seen in Kamukunji Sub-County, Nairobi County Kenya where orphaned pupils faced significant challenges like socio-economic and physical factors that then impacted on their educational outcomes (Nzioki, 2014). This is because orphanhood places orphaned children at a risk of wasting their learning time as well as engaging in child labor among others (Ombuya, Yambo & Omolo, 2017). Orphanhood can be associated with decreased schooling due to high demand of the child's time in home production. Access and retention of orphaned girl-child in school education is greatly affected. School related, socio-cultural, socio-economic effects and needs of orphaned child can be addressed through implementation of counseling interventions. Probability of growing up in poverty, and poor academic

performance among orphaned pupils is increased by orphanhood (Ssewamala, Karimli, Torsten, Wang, Han, Ilic & Nabunya, 2016).

Despite the availability of the above studies, relatively few of them have documented the socio-economic, psychological and physical factors influencing academic performance among orphaned pupils in public primary schools. Further, on particular dimensions such as school attendance and hardly investigated the aspect of socio-economic, psychological and physical factors influencing them in relation to academic performance. However, there are exceptional cases where orphaned pupils perform well and excel in their academics despite the challenges; they go through leaving one to wonder and question the causes and contributors to their achievement and good academic performance (Owino & Kurgat, 2014).

Despite this recognition, relatively socioeconomic, psychological and physical factors influencing academic performance among orphaned pupils in public primary schools has not been fully elucidated. This study thus, contributes to the understanding of the socio-economic, psychological and physical factors influencing academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya.

1.3 Statement of the Problem

The desire to provide quality education for all children is one of the major objectives of the Sustainable Development Goal of achieving high-quality education for all by 2030. However, one of the categories of children facing challenges in achieving this is orphaned learners. Orphaned pupils experience difficulties in accessing education, which may contribute to their poor academic performance.

Apart from going through the tragedy of losing their parents, orphaned pupils miss social services such as health and education, which are vital to their survival. The development of positive self-identity is interfered with by the loss of a parent, which leads to children exhibiting lack of concentration at school. The affected children may have poor academic performance.

Orphan pupils' school participation and performance are negatively impacted by the psychological trauma they face. This trauma is likely to be triggered by the lack of or little support to orphaned learners after losing their parents. Orphaned learners may experience a decrease in family income after the death of a parent if not supported. The subsequent liquidity difficulties may lead to decreased educational investment in orphan pupils. The shadow wages of children might be raised following parental death and even preceding the parents' illness, and spending enough time in educational activities either at school or home could be hindered by the increased opportunity cost. Caregivers within the household might not value schooling of orphaned children, and their performance in academics could be lower than that of children living with both biological parents.

Over the years, public primary schools in Kapseret Sub-County, Uasin Gishu County, a political hot spot, has an ever-growing number of orphaned pupils, which is manifested in the high number of street children on the streets of Eldoret town (Owino & Kurgat, 2014). There are also many cases of orphanhood largely from many factors such as HIV/AIDS, clashes, emergence, and growth of slums. It also provides a strategic meeting place for children from various parts of the country.

UNICEF (2016) posits that orphaned pupils continue experiencing challenges in school despite the existence of the key national policy documents on orphaned pupils,

which posit that ideal orphaned pupils care to entail access to important basic needs including, enough food and nutrition, shelter and education. If these challenges are not solved, orphaned children may be deprived of access to basic education, proper healthcare, and nutrition. Also, when the challenges experienced by orphaned pupils are not solved, these pupils may drop out of school due to lack of school fees or early pregnancy, or to look after their siblings. Therefore, the progression of orphaned pupils to higher schools may be difficult. For this basis, this study sought to determine the socio-economic, psychological, and physical factors influencing academic performance among orphaned pupils in public primary schools.

1.4 Purpose of the Study

To determine the influence of socio-economic, psychological and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya.

1.5 Objectives of the Study

The following were the specific objectives for the study:

- i. To establish the influence of socio-economic factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya
- ii. To determine the influence of psychological factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya

- iii. To examine the influence of physical factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya

1.6 Research Questions

- i. How does socio-economic factors influence academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya?
- ii. What is the influence of psychological factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya?
- iii. How does physical factors influence academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya?

1.7 Significance of the Study

The study findings would be beneficial to orphaned children, those working with orphaned children such as teachers, counsellors, guardians and other caregivers in understanding that the poor academic performance is contributed by socio-economic, psychological and physical status which can be addressed by Ministry of Education and policy makers in education sector. Since the research contributes to their general understanding of the influence socio-economic status on pupils' academic performance. The study is significant to the parents, teachers and educational researchers. The Ministry of Education and policy makers in the sector of education in Uasin Gishu County may

also use the findings in this study to solve the problem of poor academic performance among orphaned children in their County.

This is important especially in counseling psychology where the study variables fitted and where counseling techniques that work in the area can be improvised. Through this study, religious organizations and nongovernmental organizations are enlightened on the effect of socio-economic, psychological and physical status on pupils' educational achievements and thus gain appropriate information on how best to participate in education sector. This study also contributes to the body of knowledge in general by providing direction to future researchers who may wish to further their investigation on similar topic.

1.8 Scope of the Study

The study only determined the socio-economic, psychological and physical factors influencing academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County. The researcher interrogated variables such as socio-economic, psychological and physical factors. This study targeted 371 orphaned pupils in public primary schools in Kapseret Sub-County classes 6, 7, and 8. Furthermore, 19 head teachers, 57 class teachers participated in the study to provide in-depth information. The study was conducted in Kapseret Sub-County, within Uasin Gishu County. The study was carried out from the month of September 2019-November 2019.

1.9 Delimitations of the Study

According to Rukwaru (2015) delimitations are those characteristics selected by the researcher to define the boundaries of the study. They involve what is to be included

and those not to be involved in the study. The study sought to establish the socio-economic, psychological and physical factors affecting academic performance among orphaned pupils in public primary schools. This is because orphans in Kapseret Sub-County are experiencing challenges in relation to quality education. This study interrogated only three independent variables including the socio-economic, psychological and physical factors and the influence on orphaned pupils on their academic performance in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya. The study limited itself to orphaned pupils in public primary schools only, not any other vulnerable children. The study purposively targeted head teachers, class teachers for interviews on specific issues concerning academic performance of orphaned pupils in public primary schools. The study also focused on orphaned pupils from grade 6 and above because they had more experience and knowledge of their challenges as compared to children in lower classes that may not be able to express themselves.

1.10 Limitations of the Study

This study involved only orphaned pupils who go to public primary schools, while other vulnerable children from the Sub-County were not involved. It is therefore significant to note that the study results were used to represent other orphaned pupils in other areas for adoption of effective interventions. During the study, it was not possible to control the attitude of the respondents during responding to questions thus the researcher ensured that the purpose of the study was clearly explained and questions that were not clear were repeated to ensure valid answers. The researcher also sensitized the respondents on the need for quality education among the orphaned pupils.

1.11 Assumptions of the Study

The study was conducted with the assumption that the respondents would cooperate during data collection, that the respondents had opinions about their educational aspirations. The information provided by the respondents would be accurate and would not compromise the quality of the study. There was a relationship between socio-economic, psychological and physical factors and orphans' academic performance. The data generated would be reliable and answer the research questions adequately.

1.12 Theoretical Framework

The study was guided by the ecological systems theory by Bronfenbrenner (1979). The ecological systems theory was selected because it applies to survival of a child dependent on the environment and its features that include physical, psychological and coping features.

1.12.1 Ecological Systems Theory

This study was anchored on Bronfenbrenner's ecological systems theory (1979) which suggests influence of various environmental systems is depicted by the survival and development of a child. This theory looks at development of a child within the context of relationships systems that sums up to his or her environment. Bronfenbrenner's theory defines complex layers of environment, and the impact of each of the layer on each child's development. This theory highlights that a child's development is powered by their own biology which is the primary environment. The child's development is powered and propelled by interaction between factors in the child's maturing biology, his/her immediate family/community environment, and the landscape of the society. Deviations in any one layer will ripple throughout other layers.

The first layer is microsystem is made of the structures with which the child has direct contact with and is closest to the child. The microsystem includes the relationships and interactions a child has with her/his immediate surroundings (Bilhuda, 2012). Family, school, neighborhood, or childcare environments are the structures found in the microsystem. At this level, the impact of relationships between orphaned pupils' child and the surrounding is in two directions both toward the orphaned pupil's child and away from the orphaned pupil's child. For instance, the orphaned pupil's or child also may influence the behavior and beliefs of the guardian and also orphaned pupil's/child's guardian may influence his/her beliefs and behavior, Bronfenbrenner names these as bi-directional influences, and he explains how they happen among all levels of environment. The interrelation of structures within a layer and interrelation of structures between layers is central to this theory. At this level of microsystem, bi-directional influences are strongest and have the greatest effect on the child. However, interactions at outer levels can still affect the inner structures.

The mesosystem is the second layer and it explains the relationship between the structures of the child's microsystem (Alvi, Usman & Amjad, 2018). This means that orphaned pupils child's family experience may be related to orphaned pupil's child's school experience. For example, if an orphaned pupil's child is neglected by his/her guardians, he/she may have a high chance of gaining a negative attitude towards his/her teachers. Also, this orphaned pupil's child may feel uncomfortable in the presence of peers and may fall back on withdrawal from a group of classmates.

The third layer is the ecosystem which shows the larger social system in which the child does not function directly. The structures in this layer affect the orphaned pupil's

child's development by interrelating with some structure in his/her microsystem (Ngazimbi, 2016). Suppose a child was more attached to his/her parents. If the parents died, there may be a conflict between the guardians and the orphaned pupil's child's social relationship, or instead, this event may result to a stronger bond between the guardians and the child.

The macrosystem is the fourth layer showing the actual culture of an individual. The cultural contexts are made up of the socio-economic status of the individual and/or his family, his tribe or race and living in a still developing or a third world country. For instance, being orphaned pupils makes an individual work harder every day. This layer may be termed the outermost layer in the child's environment. While not being a specific framework, this layer consists: cultural values, customs, and laws (Ryan, 2001).

The challenges of larger principles outlined by the macro-system have a cascading impact throughout the interactions of all other layers. For instance, culture is less likely to avail resources to help parent, if it is the belief of the culture that parents need to be entirely responsible for bringing up their children. This, in turn, influences the structures in which the parent's function. The ability or inability of the parents to execute that task towards their child within the context of the child's microsystem is also impacted. Therefore, orphaned children cannot get the required attention from them in terms of parental responsibilities since they rely on guardians for support.

The last layer is chronosystem which involves the transitions and changes in one's lifespan. This may also include the socio-historical contexts that may affect a person. One classic example of this is losing of all parents by a child, as a major life transition. It may affect not only the child's normal life and behaviour but also their

academic performance. According to most of the researchers, first year after the divorce influences the children negatively. The next years after it would show that the interaction within the family becomes more stable and high extent. This system explains the relationship between child's environment and the dimension of time. External elements in this system can include the timing of a parent's death, while the internal ones can be, such as the physiological changes that happen with the aging of a child. As children grow, they may be more able to determine more how environmental changes affect them and also respond differently to environmental changes.

In relation to orphaned pupils, however, they may not have such a chance due to the difficulties they face both at home and in school that are likely to affect negatively in their education. They therefore need education interventions that would allow them get over these challenges. In this study, the theory assumes that, the environment in which the child lives plays an important role in ensuring that his/her basic needs are met.

Bronfenbrenner (1979) through his ecological systems theory argued that the ecological systems including the school environment, which surrounds the child directly or indirectly influences a child's well-being and educational outcomes. For instance, the child learns directly from the family members through face to face interactions. However, if it is interrupted as in the case of orphaned pupils, children are likely to experience developmental and education challenges.

In this study, the theory focused on the secondary caregivers including extended family members and teachers in public primary schools as a source of attachment for orphaned pupils. The theory posits that for orphaned pupils to thrive well academically, they need to be emotionally and physically supported. Their safety and social needs

should also be met. However, orphaned pupils are substantially more likely to drop out of school than non-orphaned pupils. So, the issue at hand is to see to it that orphaned pupils can be well adjusted in their social and personality development so as to develop holistically. This theory helped in filling the knowledge gaps identified in determining the influence of socio-economic, psychological and physical factors influencing orphaned pupils and their academic performance.

1.13 Conceptual Framework

The relationship between the independent and dependent variables is shown below.

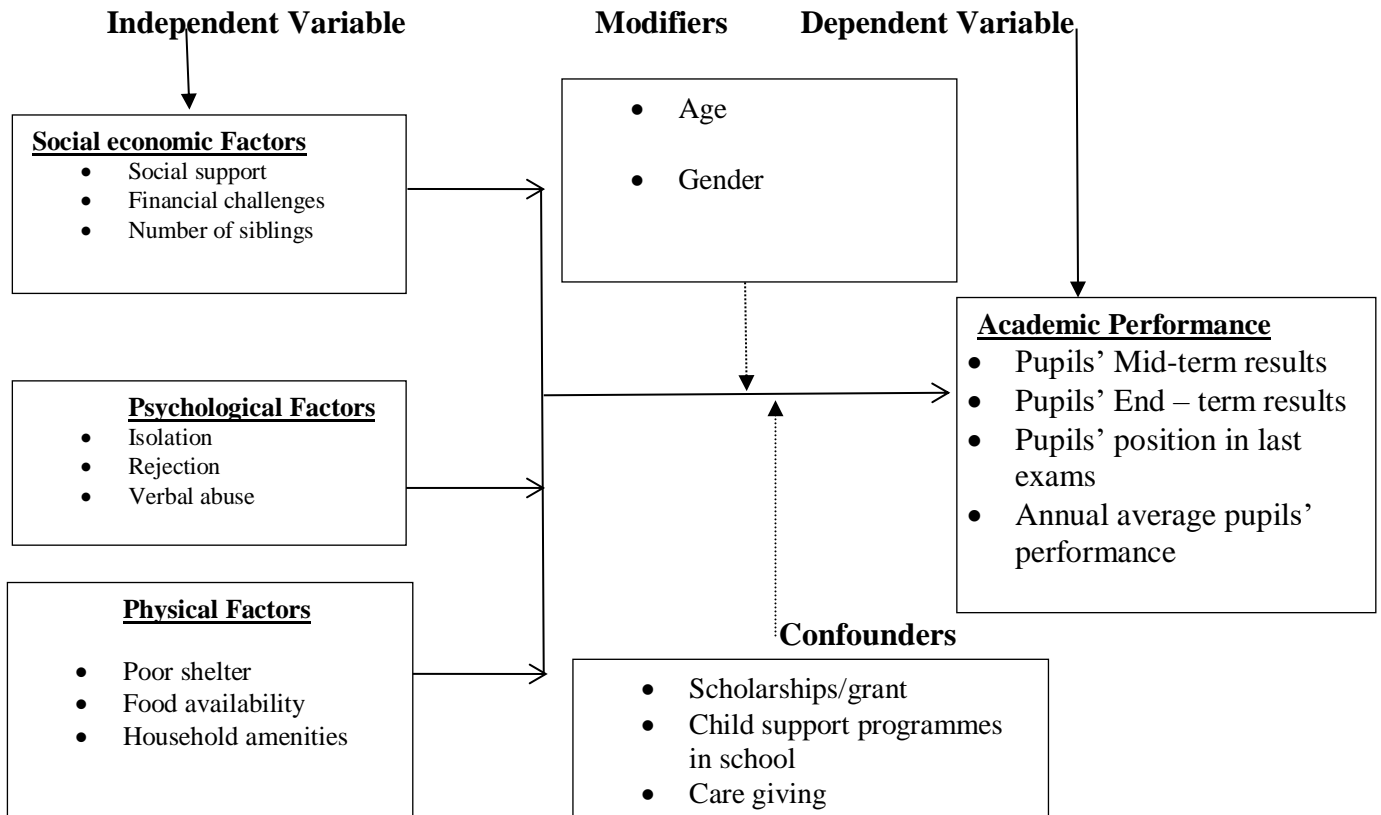


Figure 1.1: Conceptual Framework

Sources: Author (2019)

The conceptual framework shows the interplay between variables. The study established the relationship between independent and dependent variables. The independent variables were the socioeconomic, psychological and physical factors of orphaned hood which may influence academic performance of orphaned children. The dependent variable was the academic performance of orphaned pupils.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of the related literature relevant to the research problem. This chapter provided a critical analysis of the relevant literature highlighting prevailing ideas related to the study at hand. The chapter provided a review of the knowledge gaps to be fulfilled in this study.

2.2 Review of Literature

This section reviews various literature materials on socio-economic, psychological and physical factors influencing academic performance among orphaned pupils. The literature presented here is anchored on the specific objectives of the study. The section also gives a summary of the literature, while identifying the knowledge gaps.

2.2.1 Socio-Economic Factors Influencing Orphaned Pupils on their Academic Performance

Globally, in 2013, the number of orphaned pupils (having lost one or both parents) under the age of 15 years old was estimated to be 20 million children. (UNICEF, 2016). Many millions of other children are at risk due to the challenges of illness and poverty. The other factors leading to this situation include conflict, disease and accidents.

According to UNICEF (2016) 13 million out of 132 million pupils categorized as orphaned pupils have lost both parents. Evidence clearly shows that the large majority of orphaned pupils are staying with grandparents or other caregivers. It also postulates that ninety-five per cent of all orphaned pupils are above the age of five. UNICEF (2016) suggests that most of children who have lost a parent continue to live under the care of a

living parent or family member. In other instances, the responsibility of performing house chores for siblings and dead parents is left to the orphaned pupil's child. Oyedele, Chikwature and Manyange (2016) argues that the impact of orphaned hood on pupils can be emotional, physical psychological or sociological. According to Ssewamala, Nabunya, Mukasa, Ilic and Nattabi (2014) orphaned pupils are more likely to interrupt their schooling because they are more likely to stay in non-permanent households and also moving from place to place. They often require additional support to manage the emotional needs following the loss of their parents. Orphaned pupils are more likely to miss school.

Antindi (2019) revealed that many orphaned pupils are viewed as easy targets thus they are vulnerable to abuse from family members and locals within the community. Within South Africa, rape and sexual violence amongst orphaned pupils are increasing, powered by rising levels of poverty (Theron et al., 2015). The childcare advocates not only follow cases of children who have been sexually assaulted, but they also report them to the police and follow the cases through to conviction.

Dougherty (2016) highlights in his comprehensive study how students from families with high income are having better academic performance than those from low income families in Africa. He posited that early timing of the students' learning among pupils of high-income parents depicts the effects of parents' income on learning among pupils. The parents of lower income take their children to school later than the parents of high income do. The parents of higher income are able to take their children through pre-school learning and this has greater effect in their later educational achievements' since it equips them with the required cognitive and social development.

McGhee (2014) highlighted that using school enrolment as marker of Universal Primary Education (UPE) does not take into consideration the fact that provision of education may not necessarily create its demand. The study author argues that the demand that households meet costs such as uniform, books, meals, registration for examinations at primary seven, all continue to decrease the enrolment and school completion rates, and this especially on orphaned pupils.

Ethiopia, like many signatories to the United Nations Millennium Goals, promised to waive all school fees for primary school children by 2015, meeting the MDG, but has not yet made important steps to do so. The United Children's Fund (2016) highlighted that 58% of non-orphaned children in Ethiopia attend school in comparison to orphaned children where only 25% attend school. The unfortunate truth is that 75% of orphaned children miss school. Primary education in Ethiopia is not free. Apart from having a mandatory uniform, shoes and school supplies, children are also required to pay an annual fee to join a public school. Although this may look like a nominal amount it is a stumbling block that prohibits the ability of many children to attend school. The UNESCO (2015) agrees that the direct cost to households, which is not just school fees but textbooks, school supplies, and mandatory uniforms are some of the serious obstacles to enrollment.

Human Rights Watch investigations in countries, which include Colombia, Guinea, India, Israel, Mexico, Spain, South Africa, and Sri Lanka found that a group of children including: migrant children, internally displaced and refugee children, children from rural areas, ethnic or religious minorities, native children, or low-caste children were often deprived of equal access to education, or in some cases they were not able to

access education at all (Kiambi & Mugambi, 2017). Opportunities for education are often grossly insufficient for children in custody. The report further highlighted in many Kenyan schools and especially so among the urban poor orphaned pupils who are always denied the right to participate in education, vices such as discrimination, ostracism and humiliation are common phenomenon. Advocates have championed broad community mobilization and public awareness about the significance of early childhood. However, for most parts, promoting healthy child development and providing support to families with young children has not been connected with efforts to support family economic security in low-income communities.

Bayat, Louw and Rena (2014) in a study done in South Africa on socio-economic factors and orphaned pupils-based access to education noted that social support was viewed as necessary for improved success of access to education. The study noted that social support leaned more on the emotional wellbeing of the orphaned pupils who has particularly come from a trying experience. The social help the orphaned pupils get thus becomes almost a major motivator for pupils' presence in schools. The study thus observed that there is need for social support if orphaned pupils are to access education. The study however did not deal with the relationship between social support and academic performance as the present study will do but access.

Ombuya et al. (2012) noted that orphaned girl child's access and academic success in secondary school education is majorly discouraged by cultural factors. Girls are occupied with more responsibilities than boys according to culture. The study findings highlighted that in an instance whereby a mother dies, instead of letting a girl child school, the girl may be taken home to look after the family and other siblings whilst

the boys are given the chance to continue with schooling. In addition, girls are more vulnerable to traditional practices such as early marriages in exchange for dowry, this actually converts the school girls into a product for exchange auctioned to the highest bidder so as to enable their brothers can proceed with education.

Glennerster (2011) noted that when girls remain under a caregiver once the parents die, the situation is worsened. In rural areas, the reason for girls leaving school early is for early marriages which are validated by their families, so as to ease their economic burden. Ombuya, et al., (2012) noted that socio-economic factors greatly impacted orphaned pupils' achievement and development in their academic pursuits. They noted that socio-economic factors were characterized basically by social support from peers, teachers and family and financial backing from family and well-wishers. They thus noted that the twin forces were instrumental in ensuring the academic success of orphaned] pupils. In their study they in fact noted from their correlational results that socio-economic support was more significant than physical and psychological factors. It would be interesting to see if this is also true in the present study.

Nchimbi, (2013) in their explanatory study looking at the effect of socio-economic indicators on academic success of orphaned pupils had a lot to say. The study observed that orphaned pupils faced a myriad of significant challenges and thus one of the most significant was the absence of school fees considering that their parents or guardians are no more. School fees in the study was observed to be so important that the absence of it drove many orphaned pupils to leave school in a bid to try and fend for themselves and those family members left behind with them. In Kenya, despite free

primary education, many orphaned children could be facing the same challenges which had led to poor academic performance and the present study hopes to examine.

2.2.2 Psychological Factors Influencing Orphaned Pupils' academic performance

The overall study of orphaned pupils worldwide shows that about 50% of orphaned children are between the ages of ten and fourteen and 35% are between the ages of five and nine (Fredison & Kanabus, 2015). This highlights that generally, there is a high number of orphaned pupils among primary school pupils. Also, there is a very limited empirical data on psychological factors of orphaned pupils on their academic performance. Maake (2016) investigated psychological impacts of parental death on primary school children in Dennilton Limpopo Province in South Africa and discovered that negative behavior such as depression, trauma and stress disorders are as a result of loss of parents

Tefera and Refu, (2019) suggest that the consequences of orphaned hood on pupils focus greatly on the educational achievements of a child orphaned pupils. They further suggest that state of hopelessness among pupils in school who are orphaned pupils is initiated by orphan hood, mostly it is when they discover that little quality would be realized in their educational endeavors. Similarly, Maake (2016) noted that non orphaned children in sub-Saharan Africa are more likely to be registered in schools than are orphaned pupils with whom they live. They further conclude that relationship of the orphaned pupils with their household heads determines their academic achievements. This argument highlights that greater tendency of orphaned pupils to stay with distant relatives or unrelated caregivers explains the lower registration of orphaned pupils in schools. Also, this contributes to poor academic performance of the orphaned pupils.

Therefore, it is of great significance to determine an orphaned pupils schooling by considering where an orphaned pupil stays or is being taken care of.

David, Asuelime and Onapajo (2015) in a study in South Africa and Botswana observed that psychological factors were the most significant deterrent to orphaned pupils' academic performance, more than socio-economic and physical factors. How this is true for the present study was the reason for investigation. The study further highlighted that psychological factors are significant because the factor seems to permeate all the spheres of an orphaned pupil's life. The idea that everything starts from the brain is the reason for this assertion. Consequently, it is observed that when the psychological health of a young person is affected, all other goals of that person also get negatively impacted.

Studies show that apart from material support orphaned pupils also need psychological support because they are especially vulnerable to the possible presence of a depressive disorder, feelings of hopelessness, and suicidal ideation (Atwine et al. 2015). Orphaned pupils ages are mostly the only level of care available for orphaned children , however such care may increase children's risk for emotional, psychological and developmental problems (Bettmann, Mortensen & Akuoko, 2015). The achievement of psychological stability as an integral characteristic of the personality is of great significance particularly for adolescence in which life problems are subjectively seen as extreme and crisis (Matyash & Volodina, 2015). Many orphaned children exhibit signs of emotional need and they fall behind in their academic work. According to the results of the previous study, improvements in several area including schoolwork were seen in children offered psychological support over a period of eight months results. Orphaned children need to be engaged in the teaching and educational process focused on their harmonious

development throughout the school year. In this way significant rise in the indicators of children's harmonious development is ensured (Bettmann et al. 2015).

Beegle (2016) suggests that due to lack of confidentiality and privacy orphaned children lost their parents to HIV/AIDS are stigmatized and traumatized in school. This can be dealt with only in schools where there are trained teacher-counselors to deal with orphaned children, especially the girl-child. It has also been highlighted that training of such teachers reaches only a few teachers, mostly the head teachers and also such training is not regularly held thus such teachers are not always available.

Gray and MacBlain, (2015) in a study done in the USA on the psychological forces that impact orphaned pupil's wellbeing observed certain salient factors. The study observed that by reason of their experiences with losing loved ones to death, orphaned pupils automatically faced psychological challenges. However, it was the efforts enacted to help them psychologically that become consequently, the most important step towards getting the orphaned pupils coping and then improving their academic performance. The present study would thus seek to consider aspects of stress and rejection as elements of psychological factors and how they influence orphaned pupils' academic performance.

Owino and Kurgat, (2014), did a descriptive survey type of study to examine the factors leading to psychological pressures on orphaned children in schools. The study found out that the psychological pressures were not only as a result of the death of loved one experience but mainly because of the stress, depression and rejection that accompanies the experience. As such, the study noted, it is not difficult to see a trend of dwindling academic performances after a pupil has been orphaned. This trend is further

enhanced by a slow reaction by remaining guardians, teachers and peers who seem to assume that the lives of orphaned pupils are still normal.

2.2.3 Physical Factors Influencing Orphaned Pupils' academic performance

Himaz and Aturupane, (2016) found out in a study in Sri Lanka of both public and private schools that orphaned pupils presented poor academic performance due to lack of physical resources. The study postulates that initiatives studying means that schools can substitute for the decreasing capacities of resources remain small in scale. The study emphasizes that if the needs of children affected by HIV or children living in low resource and high HIV prevalent communities are to be met through schooling, the education sector's role has to be expanded to include an 'ethic of care,' apart from ensuring that there are enough classrooms and other physical resources. While at school, many children are disrupted by worries about challenges such as ailing uncaring caregivers, how to provide food for the household, or how to get money for school fees. Teachers' involvement in meeting the needs of orphaned pupils can be coping mechanism for improved academic performance of the children. Teachers can also provide psychosocial support in form of sports and other types of games incorporated in the school activities.

In a study on orphaned children and education in Kibra Nairobi Kenya, Kamau (2015), found that available physical resources like books, classrooms for instance, is paramount for a child's participation in primary education. Sound physical resources are typically characterized by children who are kept safe and by consistent affection, stimulation, conversation, responsiveness and opportunities to learn about their world. Research indicates that support and warmth from care-giver results in greater social

competence. School-age children will therefore have fewer behavioral issues and better thinking and reasoning skills.

In Zimbabwe for example, a study by Chitiyo, Chitiyo and Morgan (2016) on physical help for pupils who are children orphaned by HIV/AIDS in Zimbabwe, discovered that in most cases, children who are facing emotional distress following the death of a parent due to HIV/AIDS have no physical help available in the immediate communities to help them. The children might have seen the advancement of HIV/AIDS on their parent(s) and so the death of a parent from HIV/AIDS often leaves children in a traumatic state because they are less likely to be ready to handle such traumatic situations. These devastating memories, in addition to the lack of physical support mechanisms, often lead to depression and significant stress, resulting to development of anti-social behaviors and poor academic performance.

Magampa, (2014) in a review of physical resources needed for orphaned children access to and performance in education noted that there was often a discriminatory element when dealing with orphaned pupils and the physical resources they needed. The study observed that often resources like books, stationery and other compatible physical resources were inaccessible to orphaned pupils to the extent that they were forced to either leave school or inevitably fail in their exams. This is indicative of how physical resources could affect the academic performance of orphaned children and why the present study was needed.

Kiambi and Mugambi, (2017) examined physical resources available for orphaned children in home environments. The study findings noted that often orphaned children in Kenya are thrust into poverty situations that make physical resources needed

for attainment of education scarce. The study noted that due to movements and financial straits that become dire, many orphaned children are forced to eat less and be less comfortable in dilapidated surroundings. Again, this is indicative of how physical resources could affect the academic performance of orphaned children and why the present study was needed.

Meinck et al., (2015) highlighted how orphaned children from families with low income are having poor academic performance than those from high income families in Africa. The study results noted that the effect of the departed parents' income can be seen in the early timing of the students' learning. The parents of higher income take their children to school earlier than their lower income counterparts. They are able to take their children through pre-school learning and this has greater effect in their later educational achievements since it equips them with the required cognitive and social development. Also, they can afford to provide their children with better physical resources. It would therefore be helpful to look into this and see how true it is for Kenyan families.

2.3 Summary of Literature and Knowledge Gaps

The review of different studies shows that globally there is increasing number of orphaned children experiencing challenges. The literature review has established that there were quite a number of studies on orphaned pupils such as Wanjiku (2018) who concentrated on socio-economic, psychological and physical factors influencing orphaned pupils in Nairobi Kibera slums and Maake (2016) researched on impact on girls' primary education. Policies have been created to ensure equity in education, attracting different forms of orphaned pupils support. Despite the large sum of resources

invested to support orphaned children to attend school monitoring data has focused on pupils' enrolment creating a paucity of data on outcomes in the pupils.

Few studies have however tried to explain the relationship between socio-economic, psychological and physical factors influencing orphaned pupils and orphans' academic performance in public primary schools in Kenya, particularly Kapseret Sub-County in Uasin Gishu County, Kenya. Also, more emphasis has been put forward to orphaned children and psychosocial issues, but attempts to put forward an understanding of the relationship between socio-economic, psychological and physical factors influencing the orphaned pupils and their academic performance has not been fully expounded. Thus, this study aimed to fill this knowledge gap.

The desire to avail quality education for all children is one of the pillars of Sustainable Development Goal. However, one of the categories of children facing challenges in achieving this is orphaned pupils, who experience difficulties in accessing education, hence, experience poor academic performance. Despite the measures various governments globally, are putting in place to improve pupils' academic performance, the academic performance of orphaned pupils in public primary schools has been persistently low. Policies have been created to ensure equity in education, attracting different forms of orphaned pupils support.

Orphaned pupils continue experiencing challenges in schools despite the existence of the key national policy documents on orphaned pupils which posit that ideal orphaned pupils care entail access to key basic needs including, adequate food and nutrition, shelter and education. Various studies have been conducted on orphaned pupils and education. In Kenya, despite the availability of some studies on orphaned pupils and

academic performance, few of the studies have focused on the effect of socio-economic, psychological and physical factors influencing orphaned pupils and their academic performance in public primary schools. It is on this basis, this study sought to fill the knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods and procedure used in order to achieve the purpose of this study influence of socio-economic, psychological and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya. The chapter includes the research design, study site, target population, sample size and sampling procedures, research instruments, validity and reliability of the instrument, data collection procedures, and data analysis techniques.

3.2 Research Design

This study adopted the concurrent triangulation design. Concurrent triangulation design was chosen because it allowed the collection of qualitative data using interview schedule and quantitative data using questionnaires concurrently (Alexander, 2020). The design was also helpful such that weaknesses of only using questionnaires to collect data from pupils was ideally offset by strengths of using interview schedule from the headteachers and class teachers (Pardede, 2019). Concurrent triangulation design also allowed the mixing of the findings from qualitative and quantitative data in order to get equal weight. The design allowed the analyzing of qualitative and quantitative data separately, and mixing took place during interpreted of findings (Alexander, 2020). The concurrent triangulation design was further used because it has the ability to maximize the information provided by a single study with a shorter data collection period compared to the sequential data collection approaches.

3.3 Research Site

The study was conducted in Kapseret Sub-County, within Uasin Gishu County (APPENDIX VI). Kapseret is a constituency in Kenya, one of six constituencies in Uasin Gishu County under the Latitude of 0° 31' 0.00" N and Longitude of 35° 16' 59.88" E. The Kapseret Sub-County has a total population of 121,178 covering approximately 451km². Its population comprises different tribes from various parts of the country. This area was purposely sampled due to various reasons. Over the years the site has been a political hot spot for example the 2007/2008 post-election violence which, led to deaths of adults leaving behind an ever-growing number of orphans (Kiboro, 2018). There are also many cases of orphaned children in this area largely from other factors such as HIV/AIDS, clashes, emergence and expansion of slums. Further, this study aimed to collect data from primary schools. This is due to the fact that it is in the public primary schools where the guardians of majority of orphaned children can afford to pay school fees owing to the fact that government introduced free primary school education. Furthermore, majority of the people who live in the Kapseret Sub-County are low income earners who own small pieces of land and others live in trading centres in outskirts of Eldoret town hence cannot afford to pay school fees for private primary schools for orphaned pupils. The study focused only on the public primary schools based in Kapseret Sub-County, namely Kapsaret, Koibasui, Kipkarren, Kimuri, Abundat, Kaptinga, Kipkenyo, Kimalel, Langas, St Josephs, Lemook, Ngara, Inder, Boarderlands, Tuiyo, Kapkenduiwo, Tuiyobei, Kibabet and Simat public primary schools. The schools are selected because they have a substantial number of orphaned children.

3.4 Target Population

Mbwesa (2016) defines a population as the entire group of people, events, or things of interest that the researcher wishes to investigate. A target population refers to a group of people or study subjects who share similar characteristics and who form the anchor of a study. This study targeted 371 orphaned pupils comprising of 198 boys and 173 girls, aged between 9 and 16 years. Orphaned pupils in class 6 were 132, those in class 7 were 156 and Orphaned pupils in class 8 were 83. This group of orphaned pupils was targeted because they had been in the school system long enough to understand the challenges they face and how those challenges have influenced their academic performance (Owino & Kurgat, 2014). Additionally, 19 head teachers and 57 class teachers were targeted in this study to provide in-depth information. See Table 3.1 for distribution of orphaned pupils per gender and public primary schools.

Table 3.1 Target Population

Public primary schools	No. of Orphaned Boys	No. of Orphaned Girls	Totals
1. Kapsaret	12	11	23
2. Koibasui	9	9	18
3. Kipkarren	13	12	25
4. Kimuri	11	9	20
5. Abundat	6	8	14
6. Kaptinga	8	10	18
7. Kipkenyo	13	9	22
8. Kimalel	9	7	16
9. Langas	13	12	25
10. St Josephs	9	9	18
11. Lemook	14	11	25
12. Ngara	9	7	16
13. Inder	12	10	22
14. Boarderlands	10	7	17
15. Tuiyo	8	5	13
16. Kapkenduiywo	9	6	15
17. Tuiyobei	7	10	17
18. Kibabet	11	9	20
19. Simat	15	12	27
Totals	198	173	371

Source: Kapseret Sub- County Education Office (2019)

3.5 Study Sample

3.5.1 Study Sample Size

According to Orodho (2012), a sample is a smaller group or sub-group obtained from the accessible population. From the ministry of education records in Uasin Gishu County, Kapseret Sub-County has approximately 371 orphaned pupils in 19 public

primary schools in classes 6, 7, and 8, 19 head teachers and 57 class teachers. This gave a total of 447 participants. The sample size was determined by using the Yamane (1967);

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size required

N is the population size =447

e is the level of precision=0.05

$$n = \frac{447}{1 + 447(0.05)^2}$$

$$n = 211$$

The study therefore, had a sample size of 211 respondents.

3.5.2 Sampling Procedure

The study proportionally distributed the sample size into the three categories of respondents: $19/447 * 211 = 9$ headteachers, $57/447 * 211 = 27$ class teachers and $371/447 * 211 = 175$ orphan pupils. This was done to ensure that the sampling is done as per the size of the population. The study employed purposive sampling to select 9 head teachers and 27 class teachers. Head teachers and class teachers were of interest in this study in responding on academic performance of orphaned pupils as influenced by socio-economic, psychological and physical factors. Simple random sampling was used to select 175 orphan pupils from each of selected schools. Simple random sampling was done using random numbers generated by computer. The researcher picked the admission numbers of the orphaned pupils and generated a random number from the computer. A random number which resemble the admission number of the pupil was selected to participate in the study. This is presented in Table 3.2.

Table 3.2 Sample Size

Study Population	Distribution procedure	Sample size
Head Teachers	19/447*211	9
Class teachers	57/447*211	27
Pupils	371/447*211	175
Total	447/447*211	211

Source: Field Data (2019)

3.6 Data Collection Measures

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic way that enables one to answer stated research questions. This section, therefore, presents the development of instruments, the validity of research instruments, reliability of research instruments, and data collection procedures. The study utilized both primary and secondary data. Secondary data used were from journals, books, and research thesis. Data collection instruments (questionnaires and interview schedule) were constructed to collect primary data. The validity of the instruments was achieved by involving faculty supervisors and research experts. In contrast, reliability was achieved by the use of pre-test data, which helped in calculating the Cronbach alpha coefficient used as the basis of testing reliability.

3.6.1 Development of Instruments.

This study utilized self-constructed questionnaires and interview schedules to get relevant primary quantitative and qualitative data from the respondents. The study was mainly concerned with views, opinions on the socio-economic, psychological, and physical factors influencing orphaned pupils. Such data can be best collected through the use of a questionnaire (Hussein & Benhin, 2015). The questionnaire was employed in the communication of a set of questions from which the respondents are asked to respond

and fill in their answer's contingent on their considerate perception of the questions in the study. The researcher used the questionnaire (APPENDIX II) with both closed and open-ended questions to offer the respondents the option to reply.

Questionnaire for orphaned pupils consisted of five parts: Part A; comprising structured question concerned with the orphaned pupil's demographic variables namely gender, number of siblings, class they are in, position in last term exams, marks scored, whom do they live with and who pays school fees for them. Part B; sought for information related to influence of socio-economic factors on academic performance of orphaned pupils in public primary schools. Part C; comprised of questions related to influence of psychological factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County. Part D; comprised of questions on influence of economic/physical factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County.

The Interview schedule (APPENDIX V) was used to collect data from class teachers and headteachers. Interview schedule provides for qualitative and in-depth data as it presents opportunity to explain the purpose of the study. An interview schedule was prepared with pre-coded questions to produce quick, cheap and easy qualitative data which is highly reliable but low in validity. This helped to collect data and also assisted in making clarification where it was not possible through a questionnaire. An interview allows the researcher to get a detailed data (Kombo & Tromp, 2006). The researcher noted down answers given during the interview. This helped in capturing relatively adequate information.

3.6.2 Reliability of Research Instruments.

Reliability is the degree to which the measures of the instruments can give consistent results and be repeatable. To test for reliability of the instruments, the researcher employed pre-testing of the instruments. The pre testing respondents were 21 representing 10% of the sample size as recommended by Doody and Doody (2015) on the sample used for pilot study. The pre testing was done in schools in Kesses Sub-County. The participants for pre testing were 17 pupils, 2 class teachers and 1 head teacher proportionally distributed. The study adopted a test-retest format where the questionnaire instrument was administered twice to the same respondents to test for internal consistency. The two results are correlated and calculated to check for the reliability index, which, if it exceeds 0.7, shows acceptable reliability (Kothari, 2014). The reliability index was calculated using the Cronbach Coefficient Alpha formula. The main purpose of pre-testing the instruments is to establish clarity of meaning and comprehensibility of each item in the study instruments.

3.6.3 Validity of Research Instruments.

The study determined the validity of the questionnaire and the interview items before the administration of the research instruments. According to Mugenda and Mugenda (2013), validity is the accuracy and meaningfulness of inference, which are based on the study results. This study measured content validity because content validity measures the items of the questionnaires and offer feedback on what needs to be revised. The usual procedures in accessing content validity are to use professionals or experts in a particular field. The researcher gave the instruments to the supervisors to scrutinize if the instruments are valid. In order to determine the content validity, there is a need to use the

research question and objective formulated earlier against the expected responses which the item elicited from the field. The study also measured construct validity by ensuring that the items in the questionnaire are measurable and tenable using again, the supervisors.

3.6.4 Data Collection Procedures

Before the actual data collection an authorization letter from the Board of Post Graduate Studies Africa Nazarene University was sought (APPENDIX VII). This approval letter was used to get a permit from the National Commission for Science, Technology, and Innovation (NACOSTI) (APPENDIX VIII). The permit obtained was used to obtain permission from the research authorization letter from the ministry of education Uasin Gishu County (APPENDIX IX) and Kapseret Sub-County Educational offices (APPENDIX X). The assent form from the headteachers and class teachers on behalf of the pupils was sought (APPENDIX I). The consent from the headteachers and class teachers to participate in the study and to take their photographs was also sought (APPENDIX III and APPENDIX IV). The respondents involved in the research were asked to sign an informed consent and assent appended on the questionnaires before they filled them. Data collection was done in the month of October 2019. The researcher utilized the help of trained research assistants having some background in counselling psychology. The research assistant had rapport with the orphaned pupils to explain the purpose of the study.

3.7 Data Processing and Analysis

The study collected both qualitative and quantitative data for all the three objectives of the study. A side-by-side comparison of the two forms of data was used during analysis. These comparisons involved the researcher reporting the quantitative

statistical results and then discussing the qualitative findings drawn from the interviews (Creswell, 2014; Gall, Gall & Borg, 2010).

3.7.1 Qualitative Data

In-depth interviews with class teachers and head teachers generated sizeable amounts of qualitative data. The thematic analysis strategy was used to identify themes from this data. Qualitative analysis entailed the following steps: all interview transcripts were read through to comprehend their overall meanings. Relevant statements to study objectives were then captured. Meanings of the extracted statements were articulated. Data was structured into bands of themes and authenticated. These findings were unified into an exhaustive description of the topic. The researcher then summarized the exhaustive description down to short highly descriptive statements that captures just those characteristics deemed to be essential in understanding the influence of socio-economic, psychological and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya.

The transcriptions and print outs of the qualitative data were read through carefully a number of times and synopses of each contribution written up. The participants were given a code to hide their identity.

3.7.2 Quantitative Analysis

Descriptive and inferential statistics were used to analyse the data in this research Using Statistical Package for Social Science (SPSS version 23). Descriptive statistics used during analysis were frequencies, percentages, means, and the standard deviation. Descriptive statistics were used to describe the response from the participants in relation to study objectives. Inferentially correlations and multiple regression model was applied

to get the change in dependent variable caused by the influence of independent variables. The significance of each independent variable was tested at a confidence level of 95%.

Pearson's Coefficient of correlation, according to Best and Kahn (2016) can be worked out as follows:

$$\rho = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{n \cdot \sigma_X \cdot \sigma_Y}$$

The coefficient value ρ of Pearson Correlation is between -1 and +1. The negative coefficient value shows there is a negative correlation between the two variables. The positive coefficient value shows a positive correlation between the two variables. When the coefficient value is at zero it shows that there is no correlation between the two variables. The perfect positive correlation is indicated by +1 and perfect negative correlation is indicated by -1. This implies that the 100% variations in the dependent variable (Y) is explained by the variation in independent variable (X). According to Best and Kahn (2016) the coefficient value nearer -1 or +1 shows high degree of correlation between the two variables.

The regression model used is a follow:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$$

Where: -

Y represents academic performance

X₁ represent socio-economic factors

X₂ represent psychological factors

X₃ represent physical factors

β_0 represents a constant

β_1 β_2 and β_3 represents Pearson coefficients of variables respectively.

ε is Error term (random variation due to other unmeasured factors).

All regression models have assumptions, and violation of these assumptions can lead to unreliable results. The following assumptions that underline multiple regression model of analysis were assessed:

Normality is the assumption that the scores on a continuous variable are normally distributed about the mean, (Schmidt & Finan, 2018). Normality of independent variables was tested using mathematical methods. The normality of distribution was checked by use of Kolmogorov-Smirnov test. The Kolmogorov-Smirnov Goodness of Fit Test (K-S test) compares your data with a known distribution and lets you know if they have the same distribution. Although the test is nonparametric it doesn't assume any particular underlying distribution. It is commonly used as a test for normality to see if your data is normally distributed. It's also used to check the assumption of normality in Analysis of Variance.

Multi-Collinearity refers to the presence of high correlations between independent variables (Daoud, 2017). In this study, multi-collinearity was assessed by means of Tolerance value and Variance Inflation Factor (VIF) values. Normally, a tolerance value of below 0.10 or a VIF value greater than 10 reveals serious multi-Collinearity problem. The best way to detect multicollinearity is by examining all the predictor variables together. This can be done by computing condition indices statistics based on implementing a principal components analysis. These components are helpful because each represents unique information because they do not overlap with one another. Once the components are created, the condition indices were computed as ratios of the variances between two components.

Condition indices larger than 30 suggest there might be multicollinearity because one component may represent little or no unique information. That is, one component may have little information to represent if the information has already been "used up" by the other components. Condition indices were computed in SPSS when performing a regression analysis. Tolerance – the tolerance measures the influence of one independent variable on all other independent variables; the tolerance is calculated with an initial linear regression analysis. Tolerance is defined as $T = 1 - R^2$ for these first step regression analysis. With $T < 0.1$ there might be multicollinearity in the data and with $T < 0.01$ there certainly is (Winship & Western, 2016).

Autocorrelation Test will be tested using Durbin-Watson statistic. The value of the Durbin-Watson statistic value ranges from 0 to 4 (Bavaud, 2016). Linearity assumption will be tested in order to check if the relationship between the independent and dependent variables is linear. In this model, the sum of the squared differences between the straight line and the actual data points is minimized. In order to check for this assumption each objective variable will be tested. Value of linearity should be less than 0.05. Deviation from linearity should be greater than p value ($p > 0.05$).

3.8 Legal and Ethical Considerations

The researcher followed all codes of ethics and applied the three principles of research ethics: beneficence, respect, and justice as prescribed by Kothari (2014), to the fullest use, to ensure prudent ethics of research are followed. The responses from respondents have been kept under stringent confidentiality and were not shared without substantial permission from the university. The respondents were asked to voluntarily participate in the research, and their ability to pull back from the study voluntarily likewise

guaranteed. The respondents' privacy was respected, and they were asked not to write their names on the questionnaires. To meet the necessities of anonymity, the respondents were requested not to sign or give names.

Clearance to conduct the study in public primary schools was granted by the Kapseret Sub- County Department of Education. Permission to conduct the study in schools was granted by the head teachers of schools. Written consent to participate in the study was sought from parents/guardians of pupils and from teachers who participated in the study. To enhance confidentiality, no names of participants or schools were mentioned in this study.

Letters of the alphabet were used to identify the schools that participated while participants were assigned codes to identify pupils and teachers and the schools they come from. Pupils were given the code 'L' while teachers were given the code 'T.' Each code was given a number that showed whether the participant was number 1, 2 or 3 from a given school, such as school 'A,' 'B' or 'C.' Therefore, in establishing who said what the codes were indicated as follows: L1SA denoting learner 1 from school A, T5SB denoting teacher 6 from school C. The researcher informed the respondents that the questionnaires and questions asked were solely for academic purposes, and the information received was treated with the utmost confidentiality.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This section describes the presentation analysis of the data obtained from pupils, teachers and head teachers. The chapter shows response rate, demographics of respondents, and results as per the study objectives, as indicated in chapter one.

4.2 Response Rate

The study respondents were orphaned pupils, head teachers and class teachers from the primary school in Kapseret Sub-County. Data collected statistics revealed that out of the anticipated total sample population of 211(100%) respondents, 184(87.2%) responded and their responses analyzed. This response rate was considered appropriate for analysis as it surpassed 50%, as recommended by Mugenda (2010). This response comprised of 152(86.9%) orphaned pupils out of the anticipated 175, 23(85.2%) class teachers out of the 27 anticipated one and 9(100%) headteachers out of the anticipated 9. The high response rate was as a result of the researcher personally administering research instruments after explaining to respondents the purpose of the study. There were only 27 questionnaires which were not included in the data analysis. A follow up on the reasons that made sampled members in each group not participate in this study indicated that out of the 23 orphaned pupils who were not included in data analysis 9 of them were not present during study period and 14 of them returned incomplete questionnaires having missing values. The four class teachers who did not participate did not consent because they cited that they were too busy with class eight revision and preparing for K.C.P.E exams which was almost starting.

Further, in this section the study sought demographic information of the respondents, such as gender, age, class of the pupils, and teacher's duration of teaching in the school. This information was important in showing the gender and age representation of study participants. Information on teachers' teaching duration was also useful in providing the information on factors affecting the pupil's academic performance in the study area.

4.2.1 Pupils Demographics (Gender, Age and Class) n=152

The data obtained from the respondents was presented in Figure 4.1.

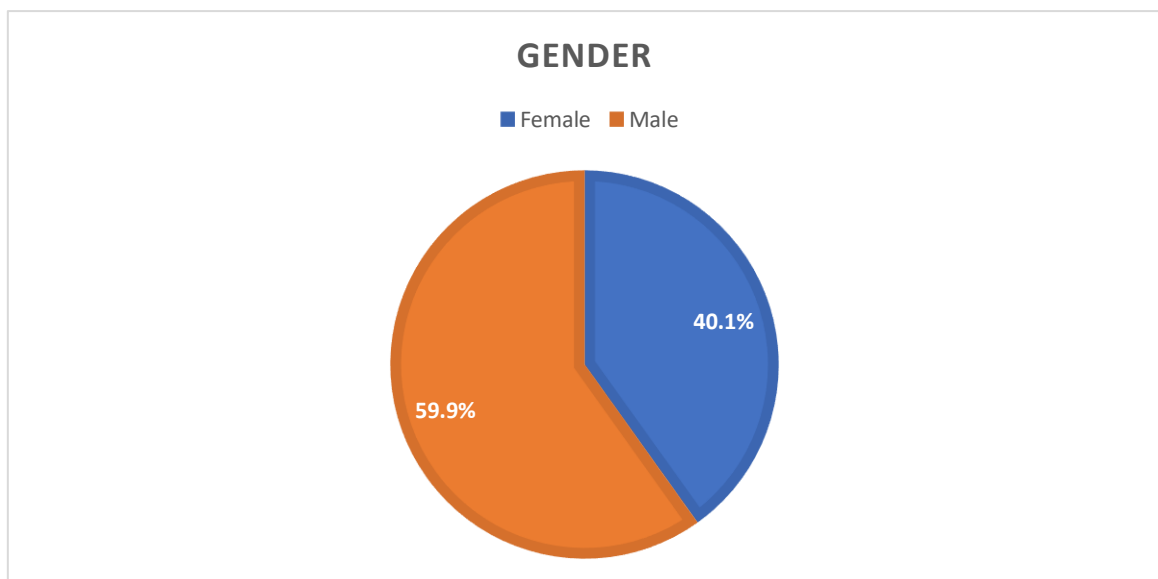


Figure 4.1 Gender of Orphaned Pupils (Source: Field data, 2019)

Figure 4.1 revealed that as regards to gender distribution, the male respondents were 91(59.9%) while female respondents were 61(40.1%).

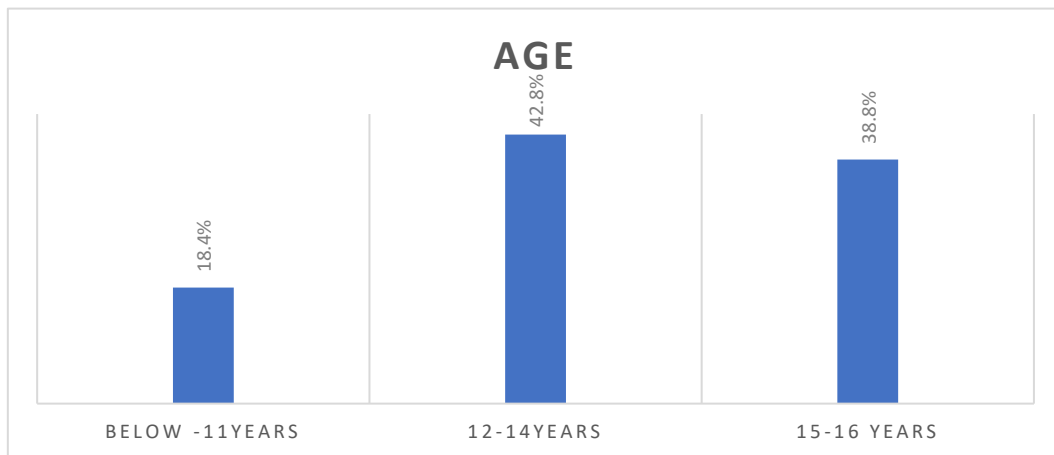


Figure 4.2 Age of Orphaned Pupils (Source: Field data, 2019)

The study findings in Figure 4.2 indicated that respondents aged 12-14 years were higher at 65 (42.8%) compared to respondents aged 15-16 years at 59 (38.8%) and below 11 years at 28(18.8%).

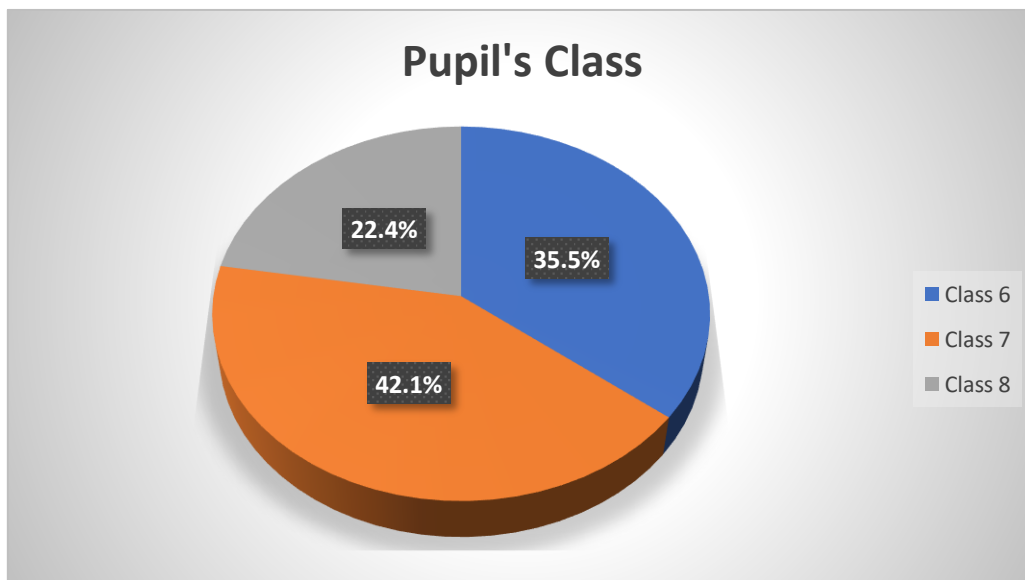


Figure 4.3 Class Distribution of Orphaned Pupils (Source: Field data, 2019)

The class distribution of orphaned pupils as presented in Figure 4.3 showed that respondents in class 7 were the majority at 64(42.1%) compared to class 6 at 54(35.5%) and class 8 at 34(22.4%).

4.2.2 Teachers Demographics (Gender, Age and Years of Teaching at the School) n=23

Teachers were asked to indicate their age and gender. The results obtained from the study are presented in Figure 4.4:

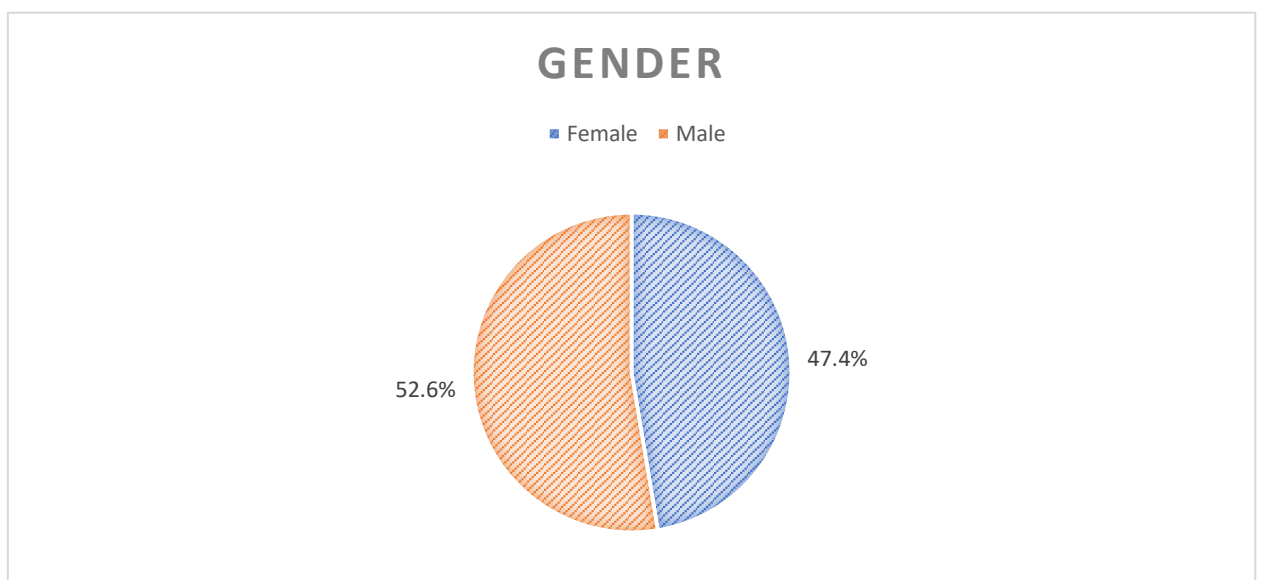


Figure 4.4 Gender of Class Teachers (Source: Field data, 2019)

Figure 4.4 presented the gender distributions of class teachers showing that the male teachers were majority at 12(52.6%) as compared to their female counterparts at 11(47.7%).

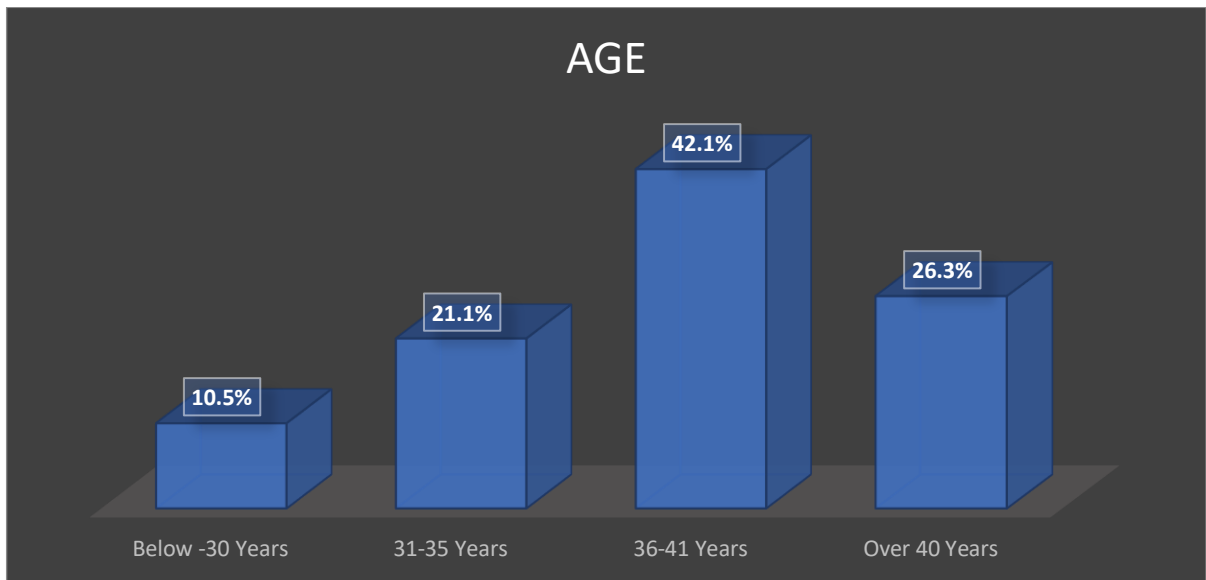


Figure 4.5 Age of Class Teachers (Source: Field data, 2019)

Study results in Figure 4.5 revealed that class teachers aged between 36-41 years were 8(42.2%). Class teachers aged above 41 years were 5(26.3%). Teachers' respondents aged 31-35 years were 4(21.1%) and teachers' respondents aged below 30 years were 2(10.5%).

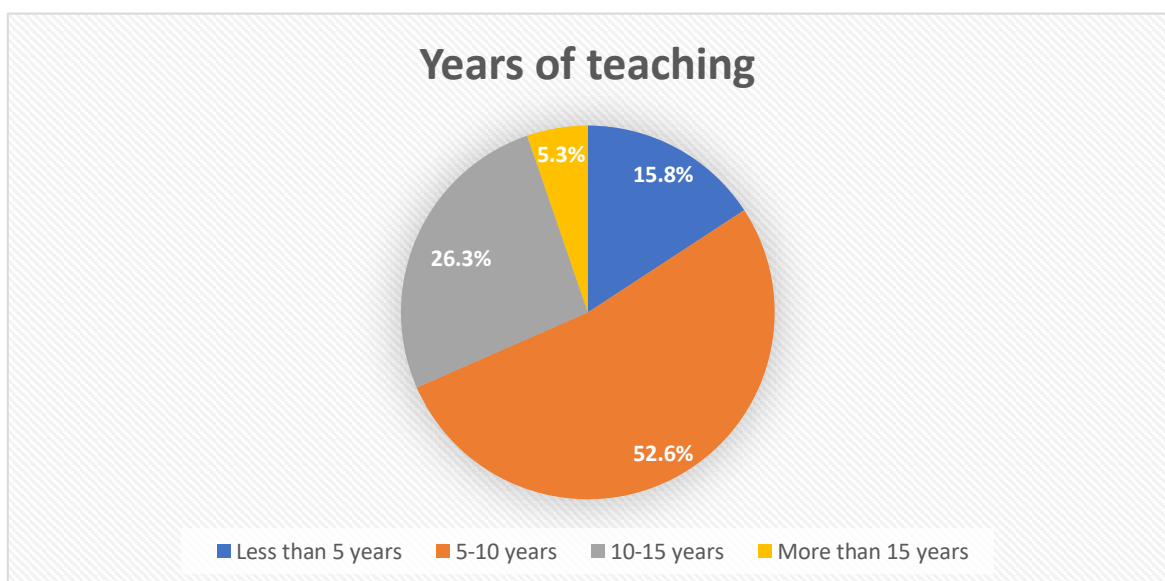


Figure 4.6 Years of Teaching at the School (Source: Field data, 2019)

Figure 4.6 presents the duration of teaching at schools. The frequency of teachers who have worked for 5-10 years were the majority represented by 10(52.6%) compared to teachers who have worked for 10-15 years represented 5(26.3%), less than 5 years who were 3(15.8%) and more than 15 years who was only 1(5.3%)

4.2.3 Distribution of the Number of Orphaned Children Encountered by class Teachers for 12 Months Ago

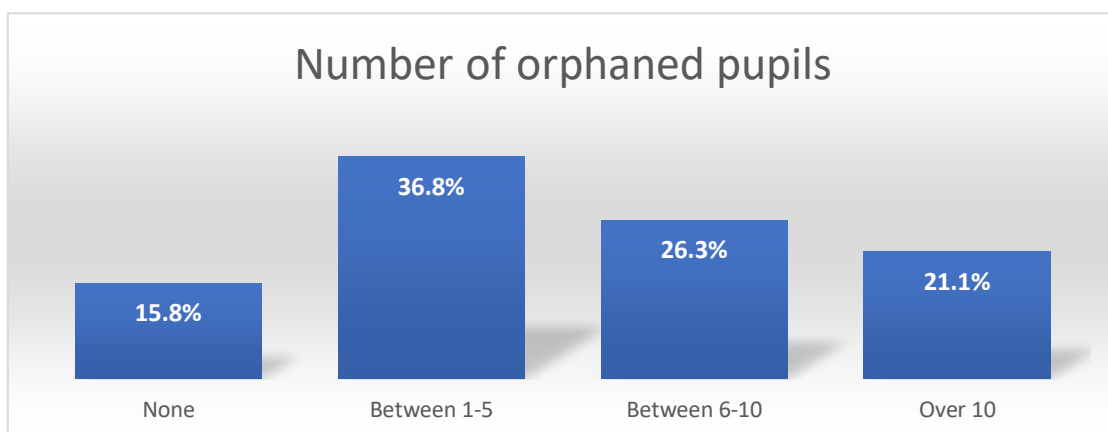


Figure 4.7 Number of Orphans Handled by Teachers (Source: Field data, 2019)

Figure 4.7 presents the number of orphaned children encountered by teachers for 12 months ago. The number of teachers that handled 1-5 children was higher at 8(36.8%) compared to those who handled 6-10 years at 6(26.3%), over 10 children at 5(21.1%) and those who handled none at 4(15.8%).

4.2.4 Head Teachers Demographics (Gender, Age and Years of service) n=9

Headteachers were asked to indicate their age and gender duration of teaching. The results obtained from the study are presented in Figure 4.8:

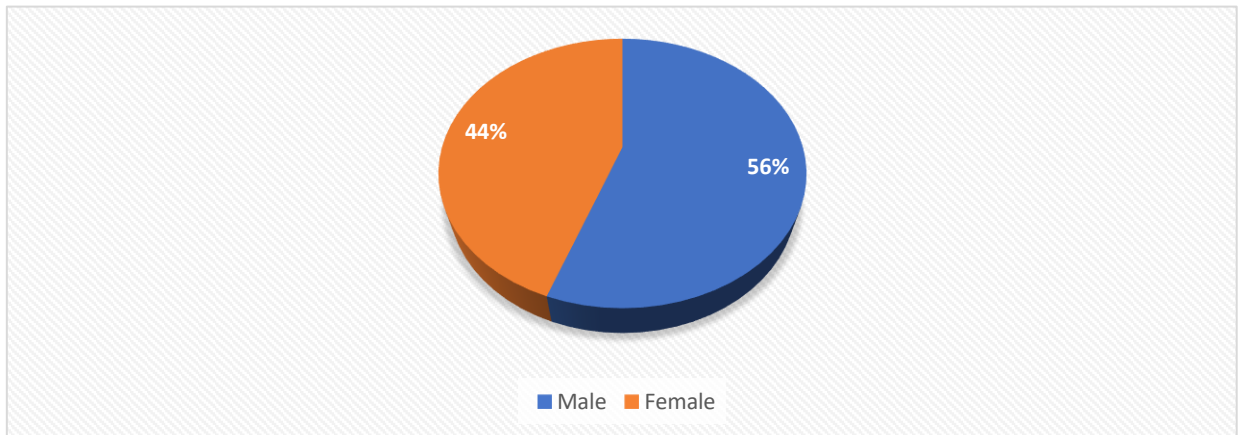


Figure 4.8 Gender of Head Teachers (Source: Field data, 2019)

Figure 4.8 shows that male constitute the highest percentage of 6(56.0%) and female constitute 4(44.0%) in terms of number of head teachers.

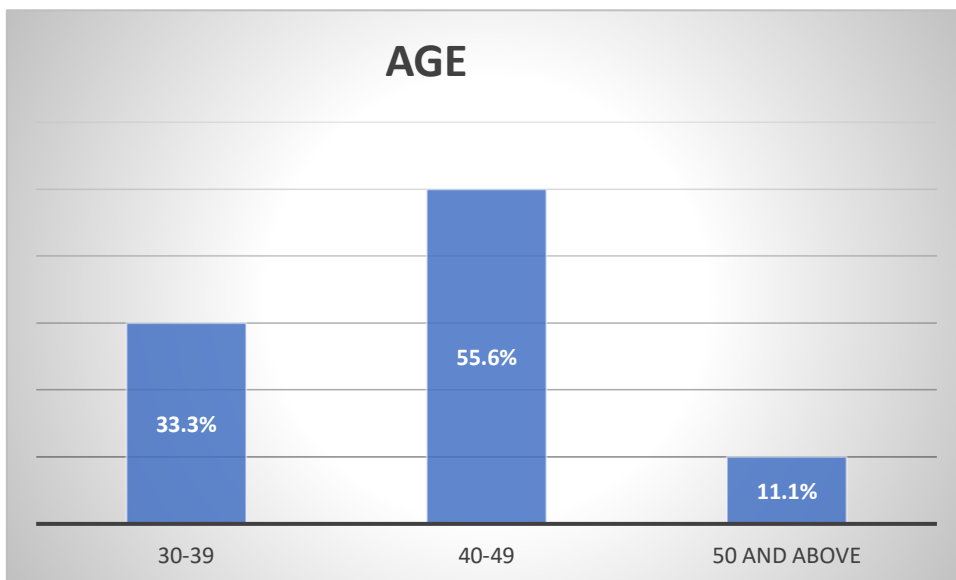


Figure 4.9 Age of Head Teachers (Source: Field data, 2019)

From Figure 4.9 study findings indicated that majority 5(55.6%) of headteachers who participated in the study were aged between 40 to 49 years, 3(33.3%) were aged between 30-39 and only 1(11.1%) was aged fifty and above years. This means that most of the respondent are below the age of 50 years.

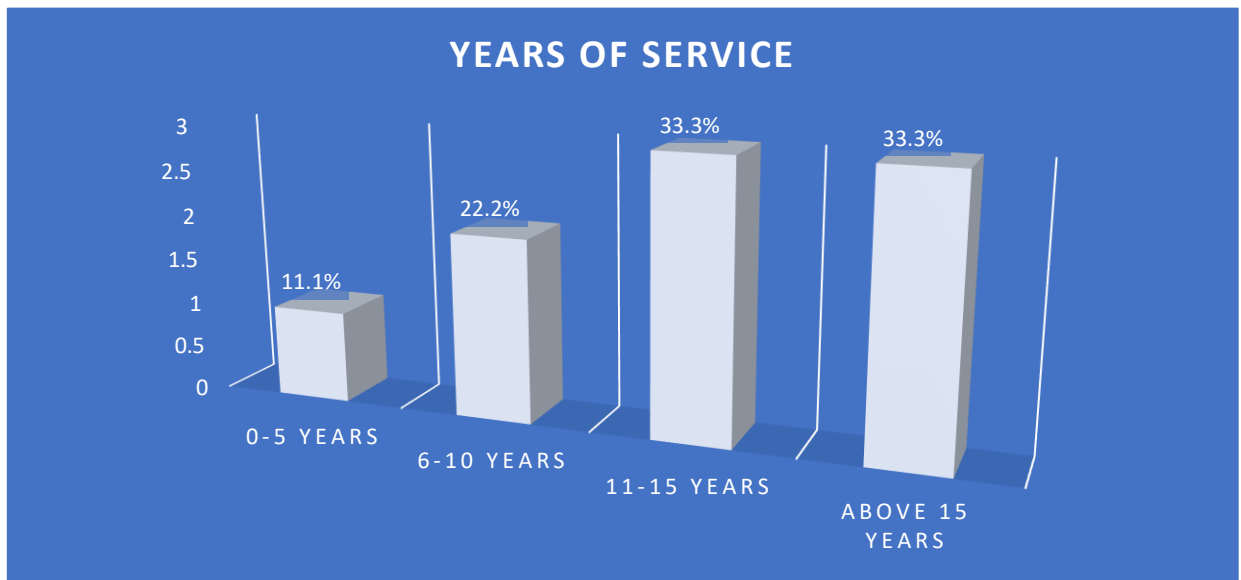


Figure 4.10 Years of Teaching at the School (Source: Field data, 2019)

The information in Figure 4.10 shows that majority of head teachers who participated had been in the teaching profession for between 11-15 years 3(33.3%) and above 15 years 3(33.3%) respectively, 1(11.1%) of head teachers had been in the teaching profession for between zero to five years, and 2(22.2%) of head teachers had been in the teaching profession for between six to ten years. This indicates that majority of the teachers have taught more than five years meaning most of them have more experience in teaching.

4.3 Presentation of Research Analysis and Findings

This section covers the presentation of the results according to the three study objectives. The study results were presented in form of tables and figures.

4.3.1 Socio-Economic Factors influencing Academic Performance of Orphaned Pupils n=152

In order to achieve objective one on influence of socio-economic factors on academic performance of orphaned pupils' descriptive statistics (frequency and percentage) and inferential statistics (pearson correlation and regression analysis) were used. Thematic method was also used to analyze collected data from interview schedule. The study asked pupils to provide information on where they lived, the number of siblings they had, and who supported their school fees. A five-point Likert scale was used to rate pupils on to which extent a select of socio-economic factors influenced the academic performance of orphaned pupils in the schools. Besides, class teachers and headteachers were interviewed on various challenges that hindered their academic performance and efforts by the school to support the orphaned children in overcoming socio-economic challenges. Results from the various subsections are presented as follows:

4.4.1.1. Pupils Socio-economic Status n=152

a) Number of siblings

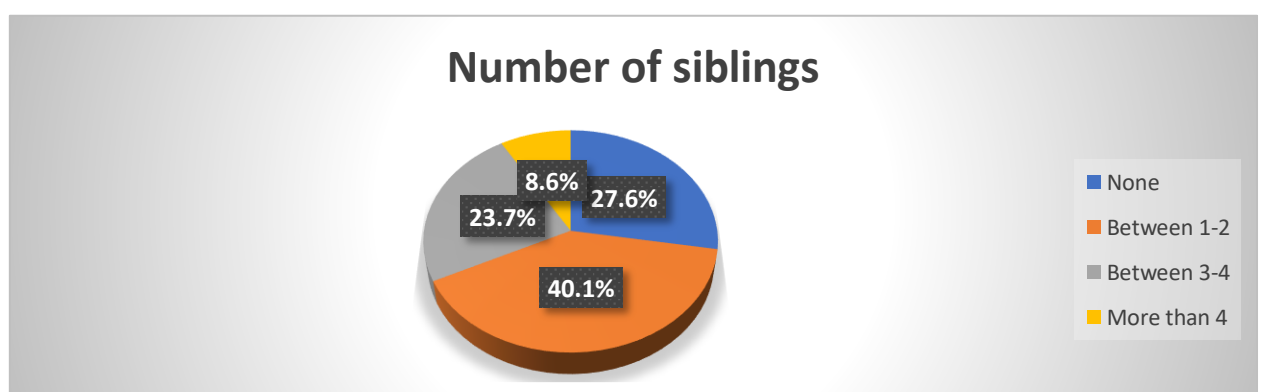


Figure 4.11 Number of Siblings (Source: Field data, 2019)

Figure 4.11 presents the pupils response on number of brothers or sisters they have. The respondents who had 1-2 siblings was higher at 61(40.1%) compared to those with none at 42(27.6%), those with 3-4 siblings at 36(23.7%) and those with more than 4 siblings at 13(8.6%).

b) Host of the children and paying of school fees

Table 4.1 Distribution Of Children Hosts and those Who Pay School Fees n=152

Who do you live with	Who pays your school fees?							Total
	Guardian	Relatives	Friends	Well-wishers	School	Church	Sponsors	
Guardian	34(54%)	8(23.5%)	0(0.0%)	3(13%)	14(63.6%)	0(0.0%)	4(20%)	63(41.5%)
Relatives	0(0.0%)	25(73.5%)	0(0.0%)	6(39.1%)	3(13.6%)	2(20.0%)	6(30.0%)	42(27.6%)
Friends	0(0.0%)	0(0.0%)	7(100%)	4(17.4%)	2(0.9%)	0(0.0%)	0(0.0%)	13(8.5%)
Headteacher	0(0.0%)	2(5.9%)	0(0.0%)	3(13.0%)	3(13.6%)	0(0.0%)	1(5.0%)	9(5.9%)
Orphanages	0(0.0%)	1(2.9%)	0(0.0%)	6(39.1%)	0(0.0%)	4(40.0%)	6(30.0%)	17(11.2%)
Pastor	0(0.0%)	0(0.0%)	0(0.0%)	0.451	0(0.0%)	4(40.0%)	3(15.0%)	8(5.3%)
Total	34(22.3%)	34(22.3%)	7(0.5%)	23(15.3%)	22(14.5%)	10(6.6%)	20(13.1%)	152(100%)

(Source: Field data, 2019)

Table 4.1 presents the distribution of children hosts and those who pay school fees. The frequency of children who live with their guardians were higher at 63(41.5%) compared to those who live with relatives at 42(27.6%), those who live with friends at 13(8.5%), those who live with head teachers at 9(5.9%), those who live in orphanages at 17(11.2%) and those who live with pastors at 8(5.3%). On who pays school fees, an equal number of children, 34(22.3%) indicated that guardians and relatives paid their fees. A

total of 23(15.3%) said their fees were paid by well-wishers, 22(14.5%) by the school, 20(13.1%) by sponsors, while the church paid 10(6.6 %).

These results indicated that fee payment was a responsibility taken mostly by the homes where the child lived. For children living with guardians, their fee was paid by the guardian, school, relatives, and sponsors. Children in relatives' care received fees from other relatives, well-wishers, schools, churches, and sponsors. Children living with headteachers, pastors, friends, and orphaned pupils ages received their fees from the church, sponsors, and well-wishers.

4.3.1.2. Socioeconomic Factors Influencing Academic Performance

Table 4.2 Socio-economic Influencing Academic Performance n=152

Statements	not at all	small extent	moderate extent	high extent	very high extent	Mean	Std. dev
Family income is spent on treatment more than education	20(13.2%)	17(11.2%)	27(17.8%)	43(28.3%)	45(29.6%)	3.50	1.366
Education is not a priority according to my guardian	24(15.8%)	32(21.1%)	62(40.8%)	18(11.8%)	16(10.5%)	2.70	1.163
The family resources are used for other basic needs more than on education	19(12.5%)	5(3.3%)	24(15.8%)	63(41.4%)	41(27%)	2.96	1.259
Money from well-wishers is spent on education	16(10.5%)	3(2%)	14(9.2%)	47(30.9%)	72(47.4%)	4.03	1.268
My guardian provides for sufficient support on academic efforts	60(39.5%)	55(36.2%)	4(2.6%)	19(12.5%)	14(9.25)	3.50	1.318

(Source: Field data, 2019)

As shown on Table 4.2, the response of respondents on the variable that “family income is spent on treatment more than education” showed that the frequency of “very high extent ” was higher at 45(29.6%) as compared to “high extent ” at 43(28.3%), “moderate extent” at 27(17.8%), “not at all” at 20(13.2) and “small extent” at 17(11.2%). The variable mean was 3.5 implying that majority of respondents noted that moderately family income is spent on treatment more than education. Standard deviation of 1.366 indicates that the data points tend to be very close to the mean. This implies that families spend most of their income on treatment than for education.

One of the teachers expressed the following during interviews:

"The orphaned pupils are facing the socio-economic challenges which have forced the school to divert educational resources to cater to orphaned pupils' other needs." However, these are done upon agreement among the school board to support these children economically."

.....

(Class 7 teacher school [6] November 2019)

Also on the variable that “education is not a priority according to my guardian” showed that the frequency of “moderate extent” was higher at 62(40.8%) as compared to “small extent” at 32(21.1%), “not at all” at 24(15.8%) “high extent” at 18(11.8%) and “very high extent” at 16(10.5%). The variable mean was 2.7 giving an implication that majority of respondents revealed that at small extent education is not a priority according to my guardian. The standard deviation was 1.163 revealing the data point was close to the mean of 2.7. This implies that most respondents were not certain if for their guardians, education was priority.

During interviews, one of male class teachers revealed that:

“Majority of guardians of orphaned pupils don't consider seriously these children's welfare. However, most guardians consider education a priority for the orphaned children theoretically without providing the required learning resources.”

.....

(Source: Male teacher, class [8] 35 years)

On the variable that “The family resources are used for other basic needs more than on education” showed that the frequency of “high extent” was higher at 63(41.4%) as compared to “very high extent” at 41(27%), “moderate extent” at 24(15.8%), “not at all” at 19(12.5%) and “small extent” at 5(3.3%). The variable mean was 2.96 noting that majority of respondents were in agreement that at small extent the family resources are used for other basic needs more than on education as shown by a standard deviation of 1.259 which is close to the mean. This implies that most families use their resources in other basic needs more than education. This was elaborate by male headteacher in plate 4.1.



Plate 4.1: Researcher Interviewing a Male Headteacher At School 3

Source: Field data, 2019

"The guardian prefers to use family resources on other basic needs other than on education of orphaned children. This influences child academic performance because they go to school without the required learning resources. This also affects their self-esteem when they see other pupils having the needed learning resources and, they don't have."

.....

(Source: Male headteacher, 43 years school [3])

On the variable that "Money from well-wishers is spent on education" showed that the frequency of "very high extent" was higher at 72(47.4%) as compared to "high extent" at 47(30.9%) "not at all" at 16(10.5%), "moderate extent" at 14(9.2%) and "small extent" at 3(2%). The variable mean was 4.03 which means that majority of the respondents indicated that most of money from well-wishers is spent on education. The

standard deviation of 1.268 was low indicating that the data points tend to be very close to the mean. This implies that most money from well-wishers is spent on education.

One female class 6 teacher interviewed noted:

"The orphaned children mostly do not get full support from their guardians; hence they depend much on well-wisher's money to be used on their educational needs. Not all guardians provide enough academic support to orphaned children."

.....

(Source: One female class 6 teachers, 32 years school [9])

Lastly on the variable "My guardian provides for sufficient support on academic efforts" showed that the frequency of "not at all" was higher at 60(39.5%) as compared to "small extent" at 55(36.2%), "high extent" at 19(12.5%), "very high extent" at 14(9.3%) and "moderate extent" at 4(2.6%). The study findings in terms of mean revealed that majority of respondents agreed that at moderate extent guardian provides for sufficient support on academic efforts mean= 3.5and with low standard deviation of 1.318. This implies that many guardians do not provide sufficient support on academic efforts.

One of class 8 teachers interviewed indicated that:

"Orphaned pupils always feel that their guardians were unable to provide them with the necessary learning resources required in schools."

.....

(Source: Male class 8 teacher, 40 years)

The study findings from pearson correlation and multiple regression under inferential statistics section revealed that socio-economic factors were negatively and statistically significantly correlated to academic performance ($r=-0.730$ $p<0.01$).

Regression coefficients results shows that socio-economic factor has a negative and significant influence on academic performance ($\beta_1=-0.138$, $p<0.05$).

4.3.2 Psychological Factors influencing Academic Performance of Orphaned Pupils

This study was interested in the psychological factors influencing orphaned pupils' academic performance. Pupils and teachers were asked to indicate their responses to various questions.

4.3.2.1. Pupils Response to the Extent Psychological Factors Influence Academic Performance

Pupils were asked to indicate the extent to which various psychological factors affected their academic performance. The data obtained were analyzed and presented as follows.

Table 4.3 Pupils Response to Psychological Factors Influencing Academic Performance n=152

Psychological factors	not at all	small extent	moderate extent	high extent	very high extent	Mean	Standard dev
I am not involved in most of the activities in class	6(3.9%)	22(14.5%)	15(9.9%)	34(22.4%)	75(49.3%)	3.72	1.239
When other pupils are playing in the field, I stay alone in the field in a corner	4(2.6%)	32(21.7%)	19(12.5%)	58(38.2%)	39(25.7%)	3.63	1.154
I wish to know my father or mother	5(3.3%)	23(15.1%)	6(3.9%)	63(41.4%)	55(36.2%)	3.92	0.867
Where I sleep is different from where my other siblings hence feeling lonely at night	9(5.9%)	15(9.9%)	12(7.9%)	50(32.9%)	66(43.4%)	3.98	1.170
I do not have enough clothes	7(4.6%)	22(14.5%)	9(5.9%)	64(42.1%)	50(32.9%)	3.84	1.117
I often miss going to school	7(4.6%)	19(12.5%)	19(12.5%)	51(33.6%)	56(36.8%)	3.86	
No one gets concerned whether I go to school or not	12(7.9)	45(29.6%)	19(12.5%)	40(26.3%)	36(23.7%)	3.28	1.324
I am not allowed to go to the church of my choice	5(3.3%)	8(5.3%)	16(10.5%)	77(50.7%)	4(30.3%)	3.99	0.750

(Source: Field data, 2019)

Table 4.3 presents the pupils response to psychological factors influencing academic performance. In regard to “I am not involved in most of the activities in class” the frequency of response “very high extent” from the pupils were higher at 75(49.3%) compared to “high extent” at 34(22.5%), “small extent” at 22(14.5%), “moderate extent” at 15(9.9%) and “not at all” at 59(3.9%). Further the study findings showed in terms of means and standard deviation that the respondents agreed that at high extent orphaned pupils are not involved in most of the activities in class” the frequency of response (mean=3.72+_ (1.239). This implies that orphaned children suffer from isolation, which affects their academic performance. One Female head teacher in plate 4.2 revealed:



Plate 4.2: Researcher Interviewing a Female Head Teacher at School 1

(Source: Field data, 2019)

“The guardians do not care or are not concerned about the child education. Therefore, the orphaned children suffer from isolation, which affects their academic performance. This is because these pupils always stay lonely”

.....

(Source: Female headteacher school [1], 37 years)

On the variable “When other pupils are playing in the field, I stay alone in the field in a corner” the frequency of response “high extent” at 58(38.2%) compared to “very high extent” at 39(25.7%), “small extent” at 33(21.7%), “moderate extent” at 19(12.5%) and “not at all” at 4(2.6%). Further the study findings showed in terms of means that the respondents agreed that at high extent when other pupils are playing in the field, they stay alone in the field in a corner (Mean=3.63+_ (1.154)). This implies that the reservation of parental information from orphaned children destabilized them psychologically and thus affecting the academic performance of the pupils.

Headteacher from school 4 interviewed explained that:

“The parents of some orphaned pupils here died long time before having knowledge of what was going on hence at the moment have a lot of questions unanswered. This is because their guardians are reserving parental information from these orphaned children which destabilized them psychologically, affecting the pupils' academic performance.”

.....

(Source: Male headteacher school [4], 43 years)

On regard to “I wish to know my father or mother” the frequency of response “high extent” from the pupils were higher at 63(41.4%) compared to “very high extent” at 55(36.2%), “small extent” at 23(15.1%), “moderate extent” at 6(3.9%) and “not at all” at 5(3.3%). The study findings also revealed that majority of respondents agreed that at high extent they wish to know either their father or mother for those who had one parent

as showed by a mean of 3.92 and low standard deviation of 0.867. This implies that many orphaned children show emotions that they miss their other parent.

On regard to “Where I sleep is different from where my other siblings hence feeling lonely at night” the frequency of response “very high extent” from the pupils were higher at 66(43.4%) compared to “high extent” at 50(32.9%), “small extent” at 15(9.9%), “moderate extent” at 9(7.9%) and “not at all” at 9(5.9%). Further the study findings showed in terms of means and standard deviation that the respondents agreed that at high extent where they sleep is different from where their other siblings hence feeling lonely at night as indicated by a mean of 3.98 and low standard deviation of 1.170. This implies that many orphaned children show a lot of insecurity during the night when they are abandoned to sleep alone.

One female teacher interviewed during the study designated that:

"Orphaned pupils always report to us that where they sleep at home is different from where the other siblings sleep hence feeling lonely until they adopt that loneliness. Orphaned children are isolated from their siblings when at home."

.....

(Source: Female Class teacher [7], 28 years)

Also looking at the variable “I do not have enough clothes” the frequency of response “high extent” from the pupils were higher at 64(42.1%) compared to “very high extent” at 50(32.9%), “small extent” at 22(14.5%), “moderate extent” at 9(5.9%) and “not at all” at 7(4.6%). In terms of mean the study results revealed that majority of respondents agreed that they do not have enough clothes as revealed by a mean of 3.84 and low standard deviation of 1.117. This implies that many orphaned children show a lot of need for proper clothing.

One of the class 8 teachers during interviews revealed that:

"Orphaned children are psychologically traumatized after the death of their parents. This is worsening when there is a lack of clothing, social and emotional support from the relatives and the community. Therefore, these orphaned children end up depressed, being sad, filled by anger, and sometimes being just guilt hence affecting their concentration in class and school environment."

.....
(Source: Male Class teacher [6], 30 years)

On "I often miss going to school" the frequency of response "very high extent" from the pupils were higher at 56(36.8%) compared to "high extent" at 51(33.6%), "small extent" and "moderate extent" at 19(12.5%) and "not at all" at 7(4.6%). The mean responses showed that majority of respondents at high extent often miss going to school as indicated by $3.86+_ (1.117)$. This implies that for one reason or another, these children often miss going to school.

During the study interviews class teacher from school 7, revealed that:

"I have encountered some orphaned pupils in my class who frequently miss to come to school. The days they come to school they report to me that they did not take breakfast at times without dinner and could not concentrate in class. I end up providing them something to eat."

.....
(Source: Female Class teacher [6], 47 years)

Looking on the variable "No one gets concerned whether I go to school or not" the frequency of response "small extent" from the pupils were higher at 45(29.6%) compared to "high extent" at 40(26.3%), "very high extent" at 36(23.7%) and "moderate extent" at 13(12.5%) and "not at all" at 7.9%. In terms of mean majority of respondents revealed that at moderate extent no one gets concerned whether they go to school or not

as indicated by a mean of 3.28 and standard deviation of 1.324 which show small deviation from the mean. This implies that most of the guardians do not care or are not concerned whether the children go to school or not.

A class teacher from school 9 indicated:

"Majority of orphaned children lack financial and material support, hence being emotionally and psychologically affected. When they want to do things either at home, school, or the community, others look down upon them because they presume that they cannot afford anything."

.....

(Source: Female Class teacher from school [9], 33 years)

Lastly, "I am not allowed to go to the church of my choice" the frequency of response "high extent" from the pupils were higher at 77(50.7%) compared to "very high extent" at 4(30.3%), "moderate extent" at 16(10.5%), "small extent" and "not at all" at 8(5.3%) respectively. Further the study findings showed in terms of means and standard deviation that the respondents agreed that at high extent orphaned pupil is not allowed to go to the church of their choice as indicated by the mean of 3.99 and standard deviation of 0.750. This implies that most orphaned children are not allowed to go to church.

4.3.2.2 Pupils Response on perpetrators of verbal abuse n=152

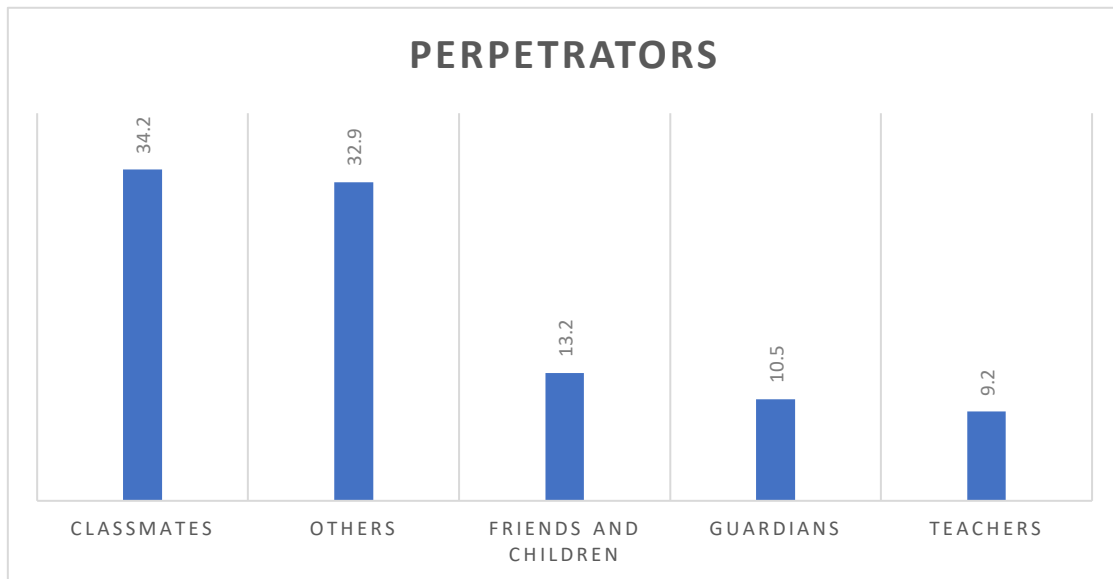


Figure 4.12 Percentage of Perpetrators of Verbal Abuse (Source: Field data, 2019)

Figure 4.12 indicates percentages of perpetrators of verbal abuse. The frequency of classmates was higher 52(34.2%), opposed to others at 50(32.9%), friends and children at 20(13.2%), guardians at 16(10.5%) and teachers at 14(9.2%). These results show classmates were the main perpetrators of verbal abuse. This shows that orphaned children face a lot of psychological problems at schools, which could be affecting their academic performance. Other people who verbally abused these children were guardians, community members, and relatives.

Head teacher from school two interviewed said that:

"Because orphaned children are under the care of their grandparents or guardians, they are sometimes tasked to do house chores at home hence no time to read and do homework assignments. Further, the orphaned children face verbal abuse from perpetrators such as classmates, guardians, community members, and relatives. This shows that orphaned children face many psychological problems at schools, which could affect their academic performance. Orphaned pupils do not have enough food at home, which could be affecting their academic performance.

.....
(Source: Head teacher from school [2], 39 years)

4.3.2.3 Responses on if orphaned pupils would be treated differently if they were not orphaned pupils n=152

The study results on the statement that pupils feel they would be treated differently if they were not orphaned pupils, the majority 117(76.7%) said 'Yes' while 35(23.3%) indicated 'No.' This is illustrated;

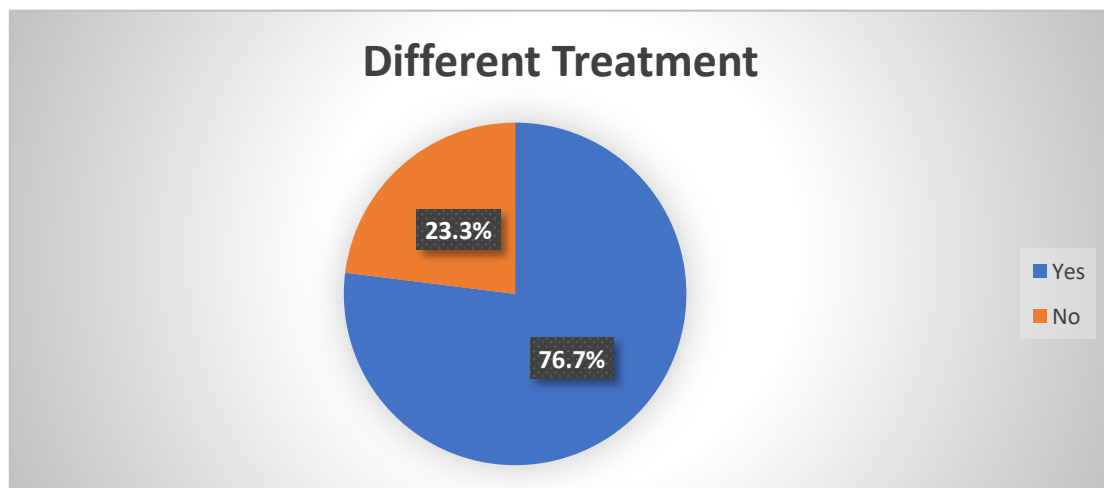


Figure 4.13 Pupils Treatments (Source: Field data, 2019)

The study findings from pearson correlation and multiple regression under inferential statistics section indicated that psychological factors were negatively and statistically significantly correlated to academic performance ($r=-0.731$, $p<0.01$). Regression coefficients results shows that psychological factors have a negative and significant influence on academic performance ($\beta_2=-0.130$, $p<0.05$).

4.3.3 Physical Factors influencing Academic Performance of Orphaned Pupils

The study was also interested in the influence of physical factors on a pupil's academic performance. Pupils were asked to respond to the various questions that would provide this information. A five-point Likert scale was used in assessing the influence of

physical factors on the academic performance of orphaned pupils in primary schools in the study area. The data obtained was analyzed and presented.

4.3.3.1 Pupils Response on physical factors influencing their academic performance

Table 4.4 Pupils Response on physical factors influencing their academic performance n=152

Physical factors	not at all	small extent	moderate extent	high extent	very high extent	Mean	Standard dev.
The guardian is able to provide all the learning resource	46(30.3%)	50(32.9%)	2(1.3%)	35(23%)	15(9.9%)	2.52	1.404
The school provide the orphaned pupils with textbooks books	20(13.2%)	6(3.9%)	26(17.1%)	46(30.3%)	50(32.9%)	3.68	1.324
I receive enough learning resources at the school	45(29.6%)	28(18.4%)	3(2%)	9(5.9%)	6(3.4%)	2.76	1.394
There is enough food at home	80(52%)	26(17.1%)	4(2.6%)	13(8.6%)	25(16.4%)	2.22	1.565
I have sufficient shelter	1(0.7%)	1(0.7%)	28(18.2%)	57(37.5%)	61(40.1%)	4.18	0.800

(Source: Field data, 2019)

Table 4.4 shows the pupils response to physical factors influencing academic performance. As shown in the table, the response on the variable “The guardian is able to provide all the learning resources” showed that the frequency of “small extent” was high at 50(32.9%) compared to “not at all” at 46(30.3%), “high extent” at 35(23%), “very high extent” at 15(9.9%) and “moderate extent” at 2(1.3%). The mean of 2.52 indicated that majority of respondents at small extent the guardian is able to provide all the learning resources and a low standard deviation of 1.404 indicating that the data points tend to be very close to the mean. This result shows that pupils felt that their guardians were not able to provide them with the necessary learning resources required in schools.

One of the class teachers from school 6 showed that:

"Orphaned pupils are performing poorly in school because they face a lot of challenges such as neglect, abuse, lack of parental love, lack of food, high labor demand at home, stigmatization at school because of lack of school uniforms and learning materials."

.....
(Source: Class teacher [8] from school [6], 39 years)

Also, on the response “The school provides the orphaned pupils with textbooks books” showed that the frequency of “very extent” was high at 50(32.9%) compared to “high extent” at 46(30.3%), “moderate extent” at 26(17.1%), “not at all” at 20(13.2%) and “small extent” at 6(3.9%). In terms of mean response, the study results revealed that majority of respondents agreed that at high extent the school provides the orphaned pupils with textbooks books as showed by a mean of 3.68 and a standard deviation of 1.234 which is very close to the mean. This result shows that pupils were provided with enough text books at school.

Looking on the response “I receive enough learning resources at the school” showed that the frequency of “not at all” was high at 45(29.6%) compared to “small extent” at 28(18.4%), “high extent” at 9(5.9%), “very high extent” at 6(3.4%) and “moderate extent” at 3(2%). Further the study findings showed that majority of respondents agreed that at small extent orphaned pupils receive enough learning resources at the school as indicated by a mean of 2.76 and low value of standard deviation of 1.394 which is very close to mean response. This implies that pupils do not receive enough learning materials from school. A class 6 teacher interviewed in Plate 4.2 noted:



Plate 4.2: Researcher Interviewing a Female class 6 teacher

(Source: Field data, 2019)

"I identify orphaned children in my class because they are not able to pay the required amount in school, poor health conditions, not going for lunch and not concentrating in class most time."

.....

(Source: Class teacher [6] from school [2], 31 years)

On the response "There is enough food at home" showed that the frequency of "not at all" was high at 80(52%) compared to "small extent" at 26(17.1%), "very high extent" at 25(16.4%), "high extent" at 13(8.6%) and "moderate extent" at 4(2.6 %). The mean response was at 2.22+_ (1.565) revealing that majority of respondents indicated that at small extent there is enough food at home. This implies that pupils do not have enough food, which could be affecting their academic performance. This was explained by one of headteacher interviewed in Plate 3:



Plate 4.3: Researcher Interviewing a male Headteacher from school 7, 51 years

(Source: Field data, 2019)

One of the headteachers interviewed noted that:

"Orphaned pupils are more likely to be malnourished and have limited access to health social services as well as being prone to exploitation. These challenges create emotional stress making the pupils difficult to concentrate and learn in the classroom due to trauma."

.....
(Source: Headteacher from school [7], 51 years)

Lastly on the response "I have sufficient shelter" showed that the frequency of "very high extent" was high at 64(40.1%) compared to "high extent" at 57(37.5%),

“moderate extent” at 28(18.2%), “small extent” and “not at all” at 1(0.7%). The mean of 4.18 found in this study revealed that majority of orphaned pupils at high extent have sufficient shelter. The standard deviation was very small (0.800) implying that there was a small deviation from the mean response. This implies that pupils were satisfied with their shelter and thus not affecting their academic performance.

The head teacher from school 4 noted that:

"Since majority of orphaned pupils lack basic needs such as love from parents, good shelter, food, and clothes, they will be less motivated to perform well in class. Therefore, they end up having poor behavior which in turn affects their academic performance poorly."

.....

(Source: Headteacher from school [4], 46 years)

The influence of physical factors on academic performance of orphaned pupils was analyzed inferentially using pearson correlation and multiple regression under inferential statistics section. The study findings revealed that physical factors were negatively and statistically significantly correlated to academic performance ($r=-0.738$ $p<0.01$). Regression coefficients results shows that physical factors were found to have a negative and significant influence on academic performance ($\beta_3=-0.285$, $p<0.05$).

4.3.4 Pupils Academic Performance

The study sought information on the academic performance of pupils in school in terms of pupil’s position in last exams, annual average pupil’s performance, pupil’s mid-term results and pupil’s end term results. Pupils were asked to indicate their position in the last examination. The data obtained were analyzed and presented as follows.

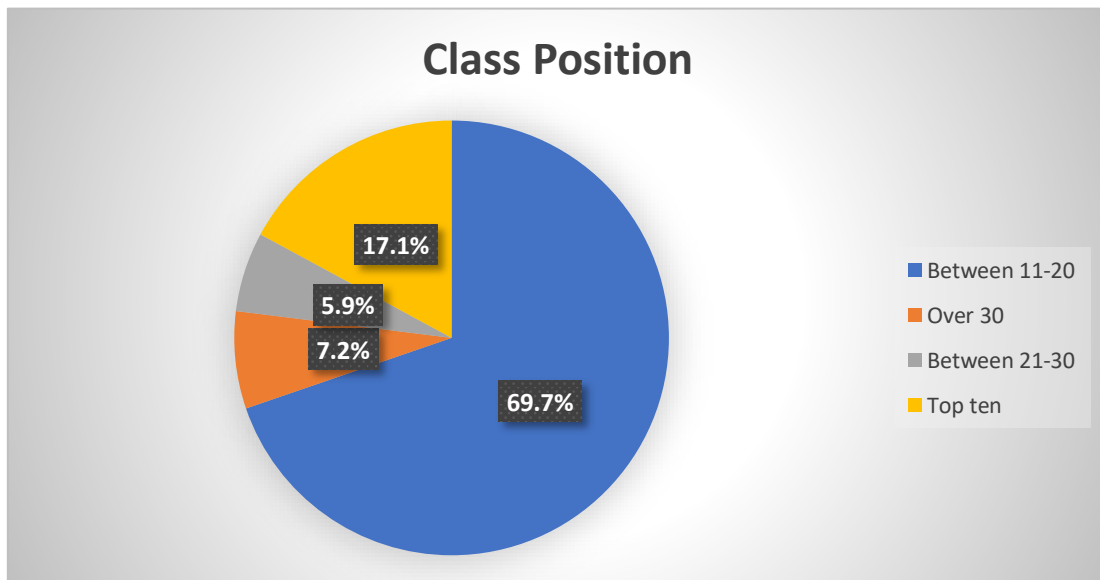


Figure 4.14 Pupils Position in Last exams (Source: Field data, 2019)

Figure 4.4 presents the pupils academic performance in terms of position in the last exams. The frequency of those who were between 11-20 were higher at 106(69.7%) compared to those who were top ten at 26(17.1%), over 30 at 11(7.2%) and between 21-30 at 9(5.9%). This result shows that most of the orphaned pupils were performing averagely and poorly based on their positions.

Teachers were asked to rate the academic performance of orphaned pupils in their schools. The results are as shown in the Figure 4.15.

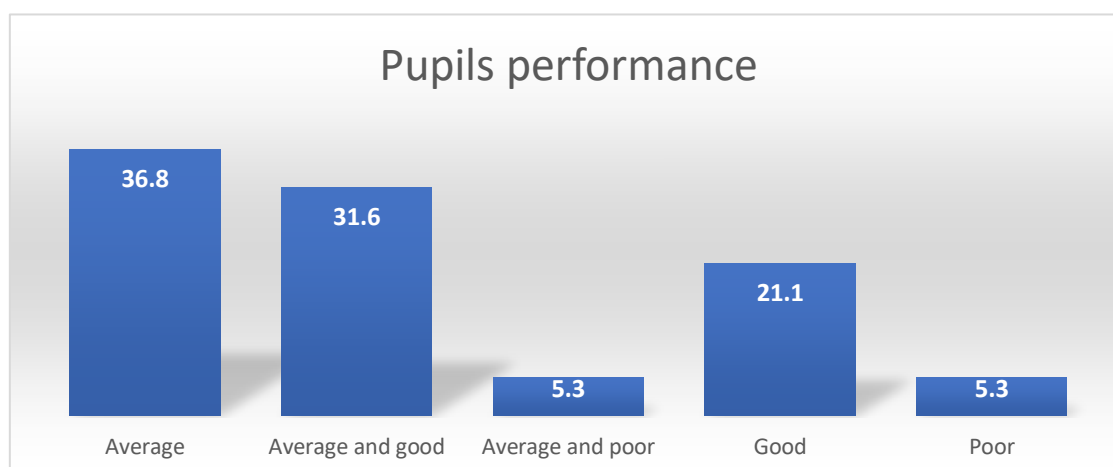


Figure 4.15 Teachers Rating of Pupils' Academic Performance (Source: Field data, 2019)

Figure 4.15 presents the teachers rating on pupil's academic performance. The frequency average was high at 9(36.8%) compared to average and good at 7(31.6%), good at 5(21.1%) and average and poor 1(5.3%) and poor at 1(5.3%). This result shows that orphaned pupils performed averagely in school; thus, an indication there may be factors that affect their performance.

Table 4.5 Yearly Pupil Academic Performance n=152

Period		0-200	201-300	301-500	Total
1. Mid-term 1 results	F	43	75	34	152
	%	28.3	49.3	22.4	100
2. End – term 1 results	F	47	73	32	152
	%	30.9	48.0	21.1	100
1. Mid-term 2 results	F	52	67	33	152
	%	34.2	44.1	21.7	100
2. End – term 2 results	F	49	78	25	152
	%	32.2	51.3	16.4	100
1. Mid-term 3 results	F	71	62	19	152
	%	46.7	40.8	12.5	100
2. End – term 3 results	F	79	59	14	152
	%	52.0	38.8	9.2	100

(Source: Field data, 2019)

The study findings revealed that the academic performance for orphaned pupils in the Mid-term exams for first term was average. This is indicated by 75(49.3%) of pupils scoring between 201-300 marks. First term end exams the study results revealed that majority 73(48.0%) of the pupils attained marks between 201-300 marks. In second term results majority 78(51.3%) of the pupils score averagely of marks between 201-300. The findings further revealed that in third term exams majority 79(52.0%) of pupils perform low in their exams. This gave an implication that orphaned pupils perform averagely in the yearly exams.

One of the class teachers interviewed revealed that:

“Orphaned pupils performed averagely in school, and some performing poorly as compared to non-orphaned pupils. This is because orphaned pupils are affected by factors like socio-economic, physical, and psychological.”

.....

(Source: Female class 7 teacher from school [1], 41 years)

The headteacher revealed:

"Many orphaned children are at risk of abuse from family members and locals within the community as they are seen as easy targets. Rape and sexual violence amongst orphaned pupils' children are high, fuelled by increasing levels of poverty."

.....

(Source: Headteacher from school [4], 46 years)

4.4 Multiple Regression Model Assumption

The study tested linearity, normality, multicollinearity, and independence of residuals, assumptions. Testing for multiple regression assumptions ensures that the data used for regression meet the criteria and can give accurate and reliable results.

4.4.1 Normality Assumption Test for Pupils

The study used the Kolmogorov-Smirnov test (K-S) one-sample test to test the assumption of the normality of the population distribution, whereby a significance value of 0.05 or less indicates that the data is not normal and if the significance value is greater than 0.05, the data is normally distributed (Tabachnic, 2001).

Table 4.6 Normality Assumption Test for Pupils n=152

		Social, economic	Psychological factors	Physical factors	Academic performance
N		152	152	152	152
Normal Parameters	Mean	3.338	3.778	3.997	3.862
	Std. Deviation	.546	.579	.604	.634
Most Extreme Differences	Absolute	.280	.242	.307	.401
	Positive	.182	.193	.143	.144
	Negative	-.280	-.242	-.307	-.404
Kolmogorov-Smirnov Z		3.38	2.91	3.70	4.72
Asymp. Sig. (2-tailed)		0.089	.156	0.348	0.097

(Source: Field data, 2019)

Table 4.6 shows that significance value for all the study variables were all greater than 0.05 implying that the data were normally distributed. Socio-economic factors had significance value at 0.089, psychological factors had significance value at 0.156, physical factors had significance value at 0.348 and the academic performance had significance value at 0.097. Linear regression assumes that variables are normally distributed (Connor & O'Neill, 2017). This implies that the error between the observed and predicted values should be normally distributed and has a mean of zero.

4.4.2 Linearity Test for Pupils

Linearity test was done on collected data from pupils and to visually show whether there was a linear or curvilinear relationship between two continuous variables before carrying out regression analysis. The regression models can only accurately estimate the relationship between dependent and independent variables if the relationship is linear (Osborne & Waters, 2002).

Table 4.7 Linearity Test for Pupils n=152

Items	Linearity	Deviation from Linearity
Socio-economic factors	.000	.550
Physiological factors	.000	.462
Physical factors	.000	.208

(Source: Field data, 2019)

Results presented in Table 4.7 revealed the linearity values and deviation from linearity for Socioeconomic factors were $0.000 < 0.05$ and $0.550 > 0.05$, respectively. For psychological factors, the linearity values and deviation from linearity were $0.000 < 0.05$ and $0.462 > 0.05$, respectively. For physical factors, the linearity values and deviation from linearity were $0.000 < 0.05$ and $0.208 > 0.05$, respectively. This gives implications that the linearity values for the three study variables were less than 0.05, implying that the linearity assumption was made. The study findings also imply that the deviation from linearity values for the three study values was greater than 0.05 implying the data were not deviating from linearity. This gave the implication that the data used were linear. This implies there is linear relationship between the independent and dependent variables. This also implies that regression model can be used to the data in this study.

4.4.3 Multicollinearity Test Assumption for Pupils

Multicollinearity was assessed using the variance inflation factors (VIF). According to Field (2009), VIF values in excess of 10 is an indication of the presence of Multicollinearity.

Table 4.8 Multicollinearity Test Assumption for Pupils n=152

Items	Tolerance	VIF
Socio-economic factors	.764	1.309
Psychological factors	.758	1.320
Physical factors	.941	1.063

(Source: Field data, 2019)

The results in Table 4.8 present variance inflation factor values and tolerance value for socioeconomic factors (tolerance=0.764 and VIF=1.309), for psychological factors (tolerance=0.758 and VIF=1.320) and for physical factors (tolerance=0.941 and VIF=1.063). The results from the test imply that all tolerance values for the three variables under study were all above 0.10 and VIF values all less than 10, which were in accordance with Field (2009). This gives an implication that the data used had no multicollinearity.

4.4.4 Test for Autocorrelation for Pupils

To establish whether or not the residual is serially correlated, the Durbin-Watson test for autocorrelation was conducted. The Durbin Watson test reports a test statistic, with a value from 0 to 4, where: 2 denotes no autocorrelation; 0 to $2 < 2$ denotes a positive autocorrelation; while > 2 denotes a negative autocorrelation. The decision rule is that test statistic values in the range of 1.5 to 2.5 are relatively normal. Values outside this range could be cause for concern (Field, 2009). The results are as indicated in Table 4.9 showed

that the null hypothesis of no autocorrelation is accepted and that residuals are rejected (Durbin- Watson statistic value=2.020).

Table 4.9 Autocorrelation Test for Pupils n=152

R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
.	2.020

(Source: Field data, 2019)

4.5 Inferential Statistics

This section consists of pearson correlation and regression analysis. The section was meant to achieve both general and specific objectives in establishing the relationships that exist between the study variables.

4.5.1 Correlation Analysis for Pupils

Correlation analysis was done to achieve the study's specific objectives. The findings are presented in Table 4.10. Correlation refers to the strength of an association between two variables. A strong or high correlation means that two or more variables have a strong relationship with each other, while a weak or low correlation means that the variables are hardly related. The correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation, while a value of +1.00 represents a perfect positive correlation. A value of 0.00 means that there is no relationship between variables being tested (Orodho, 2003).

Table 4.10 Pearson Correlations Analysis Results for Pupils n=152

		Academic performance	Socio-economic factors	Psychological factors	Physical factors
Academic performance	Pearson Correlation Sig. (2-tailed)	1.000			
Socio-economic factors	Pearson Correlation Sig. (2-tailed)	-.730** .000	1.000		
Psychological factors	Pearson Correlation Sig. (2-tailed)	-.731** .000	-.845** .023	1.000	
Physical factors	Pearson Correlation Sig. (2-tailed)	-.738* .000	-.656** .002	-.693* .019	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

(Source: Field data, 2019)

The findings revealed that socio-economic factors were negatively and statistically significantly correlated to academic performance ($r=-0.730$ $p<0.01$). Further, psychological factors were negatively and statistically significantly correlated to academic performance ($r=-0.731$ $p<0.01$). Finally, physical factors were negatively and statistically significantly correlated to academic performance ($r=-0.738$ $p<0.01$). This gave an implication that all the study variables were negatively correlated to academic performance. This implies that socio-economic factors contribute 73.0% to poor academic performance of orphaned pupils. Psychological factors contribute 73.1% to poor academic performance of orphaned pupils. Physical activities contribute 73.8% to poor academic performance of orphaned pupils.

4.5.2 Multiple Regression Analysis

Regression analysis is a statistical tool for the investigation of the influence between variables. Usually, the researcher seeks to maintain the causal effect of one variable upon another. Regression analysis allows the modeling, examine, and explore a spatial relationship, and can help explain the factors behind observed spatial patterns. Regression analysis is also used for prediction.

4.5.2.1 Model Summary for Pupils

The model summary provides the coefficient of determination (R^2), which shows the proportion of the variance in the dependent variable that is predictable from the independent variable, and the correlation coefficient (R) shows the degree of prediction of independent variables on dependent variables. The results presented in Table 4.11 present the fitness of the model used of the regression model in explaining the study phenomena.

Table 4.11 Multiple Regression Model Summary for Pupils n=152

R	R Square	Adjusted Square	R Std. Error of the Estimate
.813 ^a	.661	.655	.345186

(Source: Field data, 2019)

Socio-economic factors, psychological factors, and physical factors were found to be satisfactory variables in influencing academic performance. This is supported by the coefficient of determination, also known as the R square of 66.1%. This means that the independent variables explain 66.1% of the variations in the dependent variable (academic performance). The results further imply that the model applied to link the relationship of the variables was satisfactory. Adjusted R^2 is a modified version of R^2 that has been adjusted for the number of predictors in the model by less than chance. The

adjusted R^2 of which was slightly lower than the R^2 value was an exact indicator of the predictive power of independent on dependent variable because it is sensitive to the addition of irrelevant variables. The adjusted R^2 indicates that the model explains 65.5 % of the changes in academic performance. This implies that socio-economic factors, psychological factors, and physical factors are predictors of academic performance.

4.5.2.2 Model Fitness for Pupils

Table 4.12 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant, as supported by a p-value of 0.000, which is lesser than the critical p-value of 0.05. Further, the results imply that the independent variables are good predictors of academic performance. This was supported by an F statistic of 96.5561 and the reported p-value (0.000), which was less than the conventional probability of 0.05 significance level.

Table 4.12 Model Fitness for Pupils n=152

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34.51497	3	11.50499	96.5561	.000
Residual	17.63471	148	0.119153		
Total	52.14967	151			

(Source: Field data, 2019)

4.5.2.3 Regression Coefficient for Pupils

Regression of coefficients results in Table 4.13 shows that socio-economic factor has a negative and significant influence on academic performance ($\beta_1=-0.138$, $p<0.05$). It was further established that psychological factors have a negative and significant influence on academic performance ($\beta_2=-0.130$, $p<0.05$). Finally, physical factors were

found to have a negative and significant influence on academic performance ($\beta_3=-0.285$, $p<0.05$). Therefore, the overall regression results imply that there is a negative and significant influence of socio-economic, psychological, and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya.

Table 4.13 Regression Analysis Coefficients n=152

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.917	.202		4.532	.000
Socio-economic factors	-.259	.081	-.292	-3.212	.002
Psychological factors	-.177	.083	-.203	-2.136	.034
Physical factors	-.384	.064	-.406	-6.014	.000

(Source: Field data, 2019)

The optimal model was;

$$Y = 0.916 - 0.259X_1 - 0.177X_2 - 0.384X_3 \dots \dots \dots \text{Equation 4.1}$$

One of the headteachers interviewed noted that:

"School board needs to establish a way of supporting the orphaned pupils' financially through grants, educational stakeholders and Non-Governmental Organisations. This might lead to good academic performance, freedom to learn, and speculative more academic issues".

.....
(Source: Head teacher from school [2], 47 years)

By doing so, the orphaned pupils will behave well in the class and outside the school environment, making them active towards learning. This is because there is very little support from educational stakeholders and the government on orphaned children, which have to reduce the effort of eradicating the challenges facing orphaned pupils.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This study focused on the influence of socio-economic, psychological, and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret sub-county, Uasin Gishu County Kenya. Socio-economic, psychological, and physical factors formed the independent variables for the study, while the pupil's academic performance was the dependent variable. This section presents a discussion of results, a summary of the findings, conclusion, recommendations and areas for further research as derived from the study findings. The section has been organized as per the finding in each research objective.

5.2 Discussions

General findings from the respondents are discussed, followed with findings as per the objectives of the study.

5.2.1 Characteristics of Respondents

According to the results presented in section 4.3.1 on the demographic information of the respondents, on gender, the study findings revealed that more male orphaned pupils participated in the study than the female. This would be a pointer that the female orphaned child is more prone to dropping out of school when they are faced with orphaned hood. The orphaned girl can easily, be employed as housewife, early pregnancy and engaging in early marriage. Orphaned girls also developed maladaptive schemas during early life through negative interactions with primary caregivers and which have made them vulnerable to psychological problems when confronted with

stress hence cannot go to school (El-Gilany, El-Bilsha & Ibrahim, 2013). Females are more emotionally unstable and exposed to stressors than males; they need more love, warmth, affection, and so forth. Girl children are more sensitive and more fragile than boys so they need more emotional care. Attention should be given to the psychological care of the orphans especially security, trust, confidence, and autonomy with more attention to orphaned girls (Wesley & Manjula, 2015).

In the same section 4.3.1 this study further indicated that orphaned pupils aged 12-14 years were higher. The study findings concurred with Kibachio and Mutie (2018) report which suggested that the heaviest concentrations of both vulnerable children and children orphaned lie in the age segment 10-14 years old. This means that, if assistance is accorded to the orphaned children, they can have good life where they can concentrate in their studies and have high academic performance.

The class distribution of orphaned pupils as indicated in section 4.3.1 showed that respondents in class 7 were the majority. This gave an implication that at the age category of 12-14 years where majority of orphaned pupils lies, faces distress due to orphan hood. Howard, Matinhure, McCurdy and Johnson (2016) noted that distress is the greatest among younger orphans (<14 years). Given the importance of emotional health to child and societal development, scaled-up financial assistance should incorporate programmes to help children prepare for and recover from the loss of their parents.

The study findings in section 4.3.2 on teachers' demographics showed that majority of class teachers who handled the orphaned pupils were male teachers. This might mean that the TSC employs more male teachers than female and this might be influencing the orphan pupils' academic performance.

Study results in in section 4.3.2 further revealed that class teachers aged between 36-41 years were the majority. This gave an indication that the teachers were older enough to understand the needs of the orphaned pupils because at this age category, majority could be having children of the same age as the orphaned pupils in the school. Skovdal and Evans (2017) noted that teachers understand the needs of orphaned pupils and their support tackle the considerable educational barriers facing these orphan pupils.

The study findings further in section 4.3.2 revealed that frequency of teachers who have worked for 5-10 years were the majority. This implies that the sampled respondents had enough teaching experience and were mature enough to understand the factors influencing the academic performance of the orphaned pupils.

The study results noted that the number of teachers that handled 1-5 children was higher. This implied that the smaller the number of orphaned pupils handled by the teacher, the less difficult it becomes for the teachers to ensure each child receives high academic performance.

The study findings in section 4.3.4 revealed that male headteachers constitute the highest percentage. This gave an implication that male headteachers can understand the factors influencing the academic performance of the orphaned pupils.

Study findings indicated that majority of headteachers who participated in the study were aged between 40 to 49 years. The age of headteachers is very crucial since it shows the strength and weaknesses of human resources, which is often a measure of performance in the provision of services. These study findings were supported by Andiemba (2016), who noted that the age of the teachers determines the academic

performance of the pupils. Elderly headteachers are conversant with factors influencing the academic performance of the pupils.

The study findings further indicated that majority of the teachers have taught more than five years meaning most of them have more experience in teaching. This implies that the head teachers have enough experience to handle their work satisfactorily and understand the factors influencing academic performance of orphaned pupils. The study findings were supported by Mchomvu (2017) who noted that leadership competence and experience for public primary school head teachers has an indirect impact on pupils' academic performance.

5.2.2 Socio-Economic Factors and the Pupils' Academic Performance

Findings for this first objective is as presented in section 4.9.1 on the influence of socio-economic factors on pupil's academic performance results revealed that there was a negative and statistically significant correlation between socio-economic factors and academic performance. These study findings failed to concur with Rossi (2017) findings that there is no correlation between academic performance and family socioeconomic status. This implies that socio economic factors like supportive guardians and financial constraints in paying school fees can influence academic performance of orphaned pupils negatively. Findings from a study by Owino and Kurgat (2014) observed that in some exceptional cases, orphaned children performed exceptionally excellent and excelled despite their challenges. This study established that such cases were rare in the study area as the children faced many challenges that led to high absenteeism, low concentration in class, and unfavorable school environment.

Regression coefficients results in section 4.9.2.3 showed that socio-economic factor has a negative and significant influence on academic performance. The study findings did not agree with Rodriguez-Hernandez, Cascallar and Kyndt (2020) findings which suggested that socio-economic factor such education, occupation, income, household resources, and neighborhood resources of guardians has a positive yet weak relationship with academic performance. This gave an implication that academic achievement of orphaned pupils is negatively influenced by socioeconomic factors. This is because it prevents the individual in gaining access to sources and resources of learning.

Since orphaned pupils are staying with their guardians or grandparents who have other family responsibilities, they tend not get to enough amount channeled to education. The family income is channeled to other needs such as food and treatment more than education. The large number of family members presents a lot of need which cause a challenge in fees payment for the school going orphaned pupils. The larger the family, the more difficult it becomes for the guardians of orphaned children to ensure each child achieve education needs for academic performance. More food, clothing and many more basic needs are required. Lack of these basic needs to a child may adversely affect the orphaned child academic performance. The study findings concurred with Tefera and Refu (2019) that lack of basic needs for orphaned pupils such as food, school uniforms and learning materials influence the academic performance of the pupils poorly.

School going orphans are vulnerable to stigma and discrimination at school, where social acceptance is so important to them. In some cases, children are teased or verbally abused by teachers and peers. Sometimes, these children are excluded as they cannot pay

their school fees promptly in schools or buy the school uniform, even though they are often extremely poor and struggling to survive with little or no support. Ecological systems theory showed that when the child is more attached to his/her parents before they died they may experience conflict with guardians when the parents died. For instance, being orphaned pupil makes an individual work harder every day.

The parental socio-economic status can influence the academic achievement of orphaned children in school. Socio economic status of parents/guardians do not only affect the academic performance, but also makes it possible for children from low background to compete well with their counterparts from high socio-economic background under the same academic environment. Children with strong socio-economic status can achieve better academic performance in comparison to those with poor socioeconomic status. The study findings concurred with Bhat, Joshi and Wani (2016) whose results revealed that parental education, occupation and facilities at home affect the student's achievement. The study findings further agreed with the finding by Ombuya et al., (2012) observed that socio-economic factors such as lack of fees, food, and basic need deterred orphaned children from accessing education and significantly affecting the performance of those children already in school. A study by Nchimbi (2013) observed that school fees were important in orphaned children's academic achievement. Well-wishers and government bursary met most of the fee.

The study findings concurred with Sean (2013) who observed that children from high-income families perform better than those from low-income families. Based on the results, orphaned children are challenged by minimal income in the household such that their educational needs are unlikely to be met. Unmade educational needs for orphaned

pupils influence pupils' academic performance poorly. This is because these orphaned children will not concentrate in class if their needs are not made.

5.2.3 Psychological Factors and Pupils' Academic Performance

The study results indicated in section 4.9.1 in chapter four that psychological factors correlate negatively to academic performance of orphaned pupils. The study results concurred with Maake (2016) that orphaned pupils' poor academic performance and negative behavior such as depression, trauma and stress disorders are as a result of loss of parents. The relationship of the orphaned pupils with the guardians determines their academic achievements. The study findings concurred with Kolo, Jaafar and Ahmad (2017) results which noted that psychosocial factors like attitude, self-efficacy and social interaction of pupils play a great role in pupils' academic performance and are essential for the delivery of high-quality teaching and learning process. Henry and Thorsen (2018) noted that teachers contact with a pupil in or out of the classroom is very crucial in pupils' motivation and involvement in all facets of life. Whereas negative psychosocial factors distort teaching and learning techniques, positive psychosocial factors facilitate academic performance positively and outright expression of both teacher and pupil's intelligence.

Through regression results in section 4.9.2.3 shown that psychological factors have a negative and significant influence on academic performance. Atwine et al. (2015) showed that apart from material support orphaned pupils also need psychological support because they are particularly vulnerable to the possible presence of a depressive disorder, feelings of hopelessness, and suicidal ideation which can influence their academic performance poorly. The achievement of psychological stability as an integral characteristic of the personality is of great significance particularly for orphaned pupils

in which life problems are subjectively seen as extreme and crisis (Matyash and Volodina, 2015).

This gave an implication that academic performance of the orphaned children can be influenced negatively when the child is isolated from the other siblings at home or in school. When the guardian does not support these orphaned children may experience stress and depression which eventually influence their academic performance. This is because every day psychology influences the academic success or failure of orphaned pupils. As orphaned pupils suffer from various psychological problems, they severely disrupt their daily class concentration. These problems mainly emanate from psychological factors such as stress, anxiety, depression, lack of motivation, loneliness, helplessness and phobias. These psychological problems can lead orphaned pupils to fail in their academic achievements, test anxiety, poor performance, low self-confidence, unrealistic worry and fear or uneasiness that interfere with their ability to function normally at home or in school. Beegle (2016) also observed that children whose parents died faced stigma from the community, especially where they live as relatives would isolate them and treat them differently with the opinion that they might also be infected with the disease. This finding concurs with that of Gaventa and Blauert (2016), who observed that orphaned children across the world were neglected, abused, lacked parental love, lacked food, and were in high labor demand at home and face stigmatization in school.

Academic performance for orphaned pupils can be best when stress levels are moderate. However, the academic performance of these orphaned pupils suffers under both low and high stress conditions. Under conditions of high stress, performance on perception, memory and higher order thinking tend to be poor, due to the very high levels of

stress created by the situation. Beegle (2016) suggests that due to lack of confidentiality and privacy orphaned children whose parents died of HIV/AIDS are stigmatized and suffer trauma in school.

Most orphans risk powerful cumulative and often negative effects as a result of parents' death, thus becoming vulnerable and predisposed to psychological risks. Many of orphaned children under guardians are feeling angry and depressed. Children living with widowed mothers/fathers and those living on their own are significantly more depressed. At school these pupils may experience low self-esteem which can affect their academic performance because it greatly affects everything they do. It can destroy the firm foundation for learning because it prevents engagement and development of problem-solving skills, and lessens the desire to learn. Gray and MacBlain, (2015) noted that by losing loved ones to death, orphaned pupils automatically face psychological challenges.

Guardians reserving parental information from orphaned children can destabilize them psychologically, hence cannot concentrate on the academic activities. This will affect their academic performance as their thoughts always revolve around the parent's information and how life could be if they were around. Disclosing this information at an early stage may also affect them emotionally and can change their thoughts in a negative way. The best time to disclose the information is when they are grown up when they can understand things the way they happen. These study findings concur with Owino and Kurgat, (2014) who found out that the psychological pressures were not only as a result of the death of a loved one experience but mainly because of the stress, depression and rejection that accompanies the experience.

The study findings agreed with ecological systems theory showing the relationships and interactions a child has with her/his immediate surroundings which can influence the child psychologically. Family, school, neighborhood, or childcare environments are the structures found in the microsystem. At this level, the impact of relationships between orphaned pupils' child and the surrounding is in two directions both toward the orphaned pupil child and away from the orphaned pupil child. For instance, the orphaned pupil or child also may influence the behavior and beliefs of the guardian and also orphaned pupil's/child's guardian may influence his/her beliefs and behavior,

5.2.4 Physical Factors and Orphaned Pupils' Academic Performance

On this objective three study findings as presented in section 4.9.1 revealed that physical factors negatively correlated to academic performance. These findings coincide with that of Nzioki (2014) who noted that physical factors such as the availability of textbooks, good classrooms, toilets, playing ground, and other physical facilities in schools influenced a pupil's academic performance. Lack of physical facilities in schools contributed to the low participation of orphaned pupils in primary schooling in Kenya.

Regression coefficients results show that physical factors have a negative and significant influence on academic performance. The academic performance of orphaned pupils depends on physical factors such as food, learning resources, textbooks books, food, uniform and sufficient shelter. The study findings further agreed with Kiambi and Mugambi, (2017) who noted that due to movements and financial straits that become dire, many orphaned children are forced to eat less and be less comfortable in dilapidated

surroundings. Again, this is indicative of how physical resources could affect the academic performance of orphaned children and why the present study was needed.

For orphaned pupils to achieve better grades, these pupils need learning resources that allow them to get new knowledge. The active use of learning resources by the pupils is likely to lead to achievement of better grades than the ones that do not. The study findings concurred with Himaz and Aturupane, (2016) who found out that orphaned pupils showed weak academic performance due to lack of physical resources. The study argued that initiatives looking at ways in which schools can substitute for the diminishing capacities of resources remain small in scale. When in school, many orphaned children are distracted by worries about challenges such as ailing uncaring caregivers, how to ensure food for the household, or how to raise money for school fees.

Shelter where the pupils stay and sleep can influence their academic performance. If the shelter is not conducive the child will not have sufficient sleep. An insufficient amount of sleep can be very disastrous to health and productivity. Sleep is the most effective cognitive enhancer of working memory. Pupils getting a good night's sleep are refreshed and ready to learn. Lack of sufficient sleep is associated with the poor academic performance of pupils. The study findings also concurred with Chitiyo, Chitiyo and Morgan (2016) who found that in most cases, no physical support mechanisms are available in the immediate communities to help the children who are experiencing emotional distress following the death of a parent due to HIV/AIDS hence affecting their academic performance. The devastating memories, coupled with the lack of physical support mechanisms, often result in depression and significant stress, leading to development of anti-social behaviors and poor academic performance.

Due to increased number of siblings and family members can lead to overstretching of resources for orphaned pupils which in turn affects the effectiveness of learning process resulting in poor performance of pupils. The learning resources such as classrooms, desks and books have a direct impact on good performance among pupils. Orphaned pupils with sufficient physical facilities can perform better than those which are not well equipped. The study findings further concurred with Magampa, (2014) who observed that often resources like books, stationery and other compatible physical resources were inaccessible to orphaned pupils to the extent that they were forced to either leave school or inevitably fail in their exams. This is indicative of how physical resources could affect the academic performance of orphaned children and why the present study was needed.

The theory of ecological systems posits that for orphaned pupils to thrive well academically, they need to be emotionally and physically supported. Their safety and physical needs should also be met. The theory helped in filling the knowledge gaps identified in determining the influence of physical factors orphaned pupils and their academic performance.

5.3 Summary of Main Findings

This section presents a summary of the findings obtained from the study. There was parity in gender representation in the study where majority were male who pupils participated in the study. Also, respondents aged 12-14 years were the majority. Similarly, the class distribution showed that respondents in class 7 were the majority.

Findings from the study revealed that most orphaned children had few or no siblings at all. More findings revealed that most pupils were hosted by guardians. This

finding shows that most of the young orphaned pupils in the study area are taken up by guardians and relatives. The study also found that orphaned pupils' school fee was paid by their guardians, relatives, church, sponsors, and well-wishers. This indicated no centralized player on orphaned children fee payment, which posed a risk on the consistency of fee payment and their school. Orphaned pupils did not know what their guardians' priority was for them. Family resources were used for other basic needs more than on education. Well-wisher's money was mostly spent on education.

The study findings noted that orphaned children suffer from isolation, which affects their academic performance. Children were asked to indicate whether they were emotionally abused through the reservation of information about their parents. The reservation of parental information from orphaned children destabilized them psychologically and thus affecting the academic performance of the pupils. The overall mean for the influence of psychological factors on pupil's academic performance was 3.7, implying that pupils were influenced greatly by psychological factors such as neglect of basic needs, abandonment, and lack of freedom of expression, religion, and denial of privacy.

Findings from the study established that physical factors significantly influenced the academic performance of orphaned children. The study found that their text books were not adequate in meeting the academic needs of the pupils. The study established that school resources were not enough to improve the academic performance of orphaned pupils. Results further show that physical factors such as the availability of text books, good classrooms, toilets, playing ground, and other physical facilities in schools influenced the pupils' academic performance.

5.4 Conclusion

Following the findings in chapter four, the study concluded that the academic performance of orphaned children was negatively influenced by socio-economic, psychological, and physical factors.

Most of the children were under the care of guardians and relatives, thus making them socio-economically vulnerable. With more mouths to feed, family food and medical needs were prioritized over orphaned children's educational needs. Due to the low socio-economic status and need for orphaned children to cater for other siblings, they were forced to do casual jobs to meet some of the needs, thus increasing school absenteeism leading to poor academic performance.

Orphaned children in the study area encountered various psychological challenges that affected their academic performance. Most of the children felt neglected and emotionally abused by their guardians and classmates as indicated in section 4.5. Based on the findings, orphaned children had low-class concentration leading to poor academic performance.

Homes and schools lacked supportive physical facilities that would support the academic performance of orphaned children. This, however, was a factor that affected other children who learned in the same school. Orphaned children were more affected by lack of permanent shelter as they had to move from relatives to relatives for accommodation and others opting to live in schools and the church.

On orphaned pupils' academic performance, the study established that the pupils performed averagely. Most of the orphaned pupils dominated the middle and bottom ten positions in their classes.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made. The recommendations have been subdivided into those related to practice and for further study.

5.5.1 Recommendations for Practice

The following were the recommendations for improvement of orphaned pupils' academic performance;

1. Schools need to initiate supportive programs to cater for the extra needs of orphaned children to ensure deficiency in their foster homes do not affect their academic performance.
2. Parents and institutions taking care of orphaned children should be trained on a positive upbringing to reduce the gap of the children feeling accepted and protected.
3. Orphaned children should be sensitized on coping life skills to ensure they live a positive life and improve their self-esteem to reduce mistreatment by bullies and other people.
4. Counseling psychology needs to come up with counseling techniques that work on the issues surrounding the influence of socio-economic, psychological and physical on academic performance of orphaned pupils.

5.5.2 Recommendations for Further Studies

1. A study should be done on the influence of parenting on orphaned children development.
2. A correlation study should be done on the factors that influence the academic performance of orphaned children in different geographical locations.
3. Further studies should undertake a concrete gender disintegrated analysis on factors influencing the academic performance of orphaned children in public primary schools.
4. A study should be conducted on the influence of foster parenting and the social development of orphaned children in public and private schools.

REFERENCES

- Adams-Chapman, I., Heyne, R. J., DeMauro, S. B., Duncan, A. F., Hintz, S. R., Pappas, A., ... & Higgins, R. D. (2018). Neurodevelopmental impairment among extremely preterm infants in the neonatal research network. *Pediatrics*, *141*(5).
- Ainsworth, M & Filmer, D. (2016). Inequalities in children's schooling: AIDS, Orphaned pupils hood, Poverty, and Gender. *World Development*. *34*(6): 1099–1128.
- Akpo, M., & Jita, H. (2016). *The relationship between self-concept, study habits, attitudes and Academic achievement*, Dissertation: University of the North.
- Alem, S. K. (2020). Investigating psychosocial problems of orphan children in primary schools. *Journal of Pedagogical Research*, *4*(1), 46-56.
- Alexander, D. S. (2020). *Concurrent Triangulation Mixed Methods Research: Designing and Conducting a Childhood Obesity Study in a Rural Setting*. SAGE Publications Ltd.
- Ali, A. A., Edwin, O., & Tirimba, O. I. (2015). Analysis of Extrinsic Rewards and Employee Satisfaction: Case of Somtel Company in Somaliland. *International Journal of Business Management & Economic Research*, *6*(6).
- Alvi, F. S., Usman, A., & Amjad, A. (2018). The Ecological Systems Theory: A Dimension of Understanding the Changing Youth in Pakistan. *Journal of the Research Society of Pakistan*, *55*(1), 23-51.
- Angulo, I. A., Bastos, F. I., & Strathdee, S. A. (2017). Substance abuse and HIV/AIDS in the Caribbean: Current challenges and the ongoing response. *Journal of the International Association of Providers of AIDS Care (JIAPAC)*, *16*(1), 56-74.
- Antindi, H. (2019). Experiences of orphaned pupils and caregivers regarding services rendered by the Motor Vehicle Accident (MVA) Fund of Namibia.
- Atwine, H., Teleki, J. K., & Buck-Gomez, S. (2015). Child Care and Early Education: Satisfaction with Services among Rural Families. *Early Childhood Education Journal*, *29* (3), 161-166.
- Bavaud, F. (2016). Testing spatial autocorrelation in weighted networks: the modes permutation test. In *Spatial Econometric Interaction Modelling*. Springer, Cham.
- Bayat, A., Louw, W., & Rena, R. (2014). The impact of socio-economic factors on the performance of selected high school learners in the Western Cape Province, South Africa. *Journal of Human Ecology*, *45*(3), 183-196.

- Beegle, K. De Weerd J & Dercon, S. (2016). Orphaned pupils hood and the long-term impact on Children. *American Journal of Agricultural Economics*, 88 (5), 1266-1272.
- Best, J. W., & Kahn, J. V. (2016). *Research in education*. India: Pearson Education.
- Bettman, H., Burgus, S., & Kolman, H. (2015). The Psychological factors influencing Vulnerable Children in Schools. *Journal of Education Psychology*. 7 (2) 43-78
- Bettmann, J. E., Mortensen, J. M., & Akuoko, K. O. (2015). Orphanage caregivers' perceptions of children's emotional needs. *Children and Youth Services Review*, 49, 71-79.
- Bhat, M. A., Joshi, J., & Wani, A. (2016). Effect of socio-economic status on academic performance of secondary school students. *The International Journal of Indian Psychology*, 3(4), 32-37.
- Bhatt, K. B. (2019). Depression among Orphans: Situation and Trend in Nepal. *Journal of Health Science and Alternative Medicine*, 1(2), 26-31.
- Bilhuda, M. B. (2012). The Relevancy of Bronfenbrenner's Ecological Systems Theory in Early Childhood Education. *JIFE*.
- Bowlby, M. (1988). Psychosocial resilience and protective mechanisms. *American Journal of Orthopsychiatry*, 57, 316-31.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and Design*. Cambridge, MA: Harvard University Press.
- Case, A., Paxson C, and Ableidinger J. (2014). *Orphaned pupils in Africa: Parental Death, Poverty, And School Enrollment.* Demography. 41(3): 483–508.
- Chitiyo, A., Chitiyo, M., & Morgan (2016) *Psychosocial Support for Children Orphaned by HIV/AIDS in Zimbabwe*, Childhood Education, 92:6, 465-469, DOI: 10.1080/00094056.2016.1251795
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Daoud, J. I. (2017). Multicollinearity and regression analysis. In *Journal of Physics: Conference Series*. IOP Publishing.
- David, O. J., Asuelime, L. E., & Onapajo, H. (2015). *Boko Haram: the socio-economic drivers*. Switzerland: Springer International Publishing.
- Doody, O., & Doody, C. M. (2015). Conducting a pilot study: Case study of a novice researcher. *British Journal of Nursing*, 24(21), 1074-1078.

- Dougherty, S. M. (2016). Career and Technical Education in High School: Does It Improve Student Outcomes. *Thomas B. Fordham Institute*.
- El-Gilany, A. H., El-Bilsha, M. A., & Ibrahim, A. (2013). Gender differences in maladaptive cognitive schema in orphans in Dakahlia, Egypt. *The Scientific World Journal*, 2013.
- El-Gilany, A. H., El-Bilsha, M. A., & Ibrahim, A. (2013). Gender differences in maladaptive cognitive schema in orphans in Dakahlia, Egypt. *The Scientific World Journal*, 2013.
- Engels, R., Finkenaur, C., Meeus, W., & Dekovic, M. (2015). Parental attachment and adolescents' emotional adjustment: The associations with social skills and relational competence. *Journal of Counseling Psychology*, 48(4), 428-439.
- Evans, B., & Miguel, M. M. (2015), Bureau of education research, University of Virginia. *American Journal of Public Health*, 89(7), 1072-1077.
- Fleming, S. (2015). Getting Children to Preschool: Using Family and Community Involvement to Reduce Chronic Absenteeism. *School and Community Journal*, Vol. 4, No. (2). Pgs. 39-56.
- Fraley, R. C., & Hudson, N. W. (2017). The development of attachment styles. In *Personality development across the lifespan* (pp. 275-292). Academic Press.
- Fredison, J. & Kanabus, A. (2015). *The vulnerability of AIDS orphaned pupils*. *The Daily News*
- Gall, M. D., Gall, J. P., & Borg, W. R. (2010). *Applying educational research*. Boston: Person Education.
- Gaventa, S., & Blauert, B. (2016). Integrative ethical education. In M. Killen & J. Smetana (Eds.), *Handbook of moral development* (703-728). Mahwah, NJ: Erlbaum.
- Glennester, H. (2017). *Understanding the cost of welfare*. Policy Press.
- Glennester, M. (2011). Pupil school mobility in Urban areas. *International Journal of Educational Research*, 49(6), 173-183.
- Goel, S.P. (2014). Challenges of gender, home and environment on educational aspirations, *Journal of Community Guidance and Research*, 21(1), 17-18.
- Gordon, A. A. (2016). *Transforming capitalism and patriarchy: Gender and development in Africa*. Colorado: Lynne Rienner Publishers.
- Government of Kenya (2016). *The impact of HIV/AIDS epidemic on the Education Sector in Kenya*: Government Press.

- Gray, C., & MacBlain, S. (2015). *Learning theories in childhood*. Sage.
- Heath, C., Donald, C., Theron, G., & Lyon, D. (2014). *The issues about Relationships focusing on children*. New York Publishing Press: USA.
- Henry, A., & Thorsen, C. (2018). Teacher–student relationships and L2 motivation. *The Modern Language Journal*, 102(1), 218-241.
- Himaz, R., & Aturupane, H. (2016). Returns to education in Sri Lanka: a pseudo-panel approach. *Education Economics*, 24(3), 300-311.
- Howard, B., Matinhure, N., McCurdy, S. A., & Johnson, C. A. (2016). Psychosocial disadvantage: preparation, grieving, remembrance and recovery for orphans in eastern Zimbabwe. *African Journal of AIDS Research*, 5(1), 71-83.
- Hussein, J., & Benhin, J. (2015). Public and Private Investment and Economic Development in Iraq (1970-2010). *International Journal of Social Science and Humanity*, 5(9), 743.
- Kamau, A. M. (2015). Parental satisfaction with the quality of pre-primary education in Bondo District, Siaya County, Kenya. Unpublished M. Ed Thesis, Kenyatta University.
- Kiambi, E. G., & Mugambi, M. M. (2017). Factors influencing performance of orphans and vulnerable children projects in Imenti North Sub county, Meru county, Kenya. *International Academic Journal of Information Sciences and Project Management*, 2(1), 179-196.
- Kiambi, E. G., & Mugambi, M. M. (2017). Factors influencing performance of orphaned pupils and vulnerable children projects in Imenti North Sub county, Meru county, Kenya. *International Academic Journal of Information Sciences and Project Management*, 2(1), 179-196.
- Kibachio, D. N., & Mutie, P. M. (2018). Challenges Affecting Orphans and Vulnerable Children (Ovcs) in Embu County. *International Journal of Sociology*, 1(1), 18-36.
- Kiboro, C. N. (2018). Impact of social capital on the resettlement of internally displaced persons: The case of Nakuru and Uasin Gishu Counties Kenya. *College of Humanities and Social Sciences, University of Nairobi*.
- KIPPRA (2014). Survival Rate of Orphaned pupils from Class One to Class Eight. KIPPRA. Nairobi
- Kolo, A. G., Jaafar, W. M. W., & Ahmad, N. (2017). Influence of psychosocial factors on student's academic performance in one of Nigerian colleges of education. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 2(1), 1-10.

- Kombo, D. K., & Tromp, D. L. (2006). Proposal and thesis writing: An introduction. *Nairobi: Paulines Publications Africa*, 5, 814-30.
- Kontopoulou, K., & Fox, A. (2015). Designing a consequentially based study into the online support of pre-service teachers in the UK. *Educational Research and Evaluation*, 21(2), 122-138.
- Kothari, C. R. (2014). *Research Methodology-Methods & Techniques*. New Delhi: New Age International Publishers.
- Lee, M., Markus, M., & Van Dyk, A. (2015). *HIV/AIDS care and counseling, a multidisciplinary approach (3rd Ed)*. Cape-Town: Pearson Education.
- Lombe, M., Mabikke, H., Enelamah, N. V., & Chu, Y. (2019). Conceptualizing the African child as orphan and vulnerable: A label in need of redefinition?. *International Social Work*, 62(1), 62-75.
- Lonnie, G., & Embleton, S. (2014). Project Northland: comprehensive alcohol use prevention for young adolescents, their parents, schools, peers and communities. *Journal of Studies on Alcohol*, Suppl 13, 112-24.
- Maake, B.P. (2016). *Psychological factors of parental death on primary school Children in Dennilton*. Dissertation. University of Limpopo.
- Magampa, L. (2014). Care and support of Orphaned at Schools: Helping Teachers Respond, *South African Journal of Education*, (31) 275-290.
- Magwa, S. (2017). Orphaned Learners and School Dropout Rate in Primary Schools: The Case of Shurugwi District, Zimbabwe. *Advances in Social Sciences Research Journal*, 4(19).
- Maqbool, A., & Ganai, M. Y. (2016). *A study of self-concept, mental health and academic achievement of orphaned pupils and non-orphaned pupils' adolescents*. Anchor Academic Publishing.
- Matyash, M., & Volodina, P. (2015). *The origin of intelligence in children*. New York: International Universities Press.
- Mbwesa, J.K. (2016). *Research Methods*. University of Tilburg: Hans Wergard.
- McGhee, I. (2014). Historical Origins of the Health Belief Model. *Health Education Monographs*. Vol. 2 No. 4.
- Mchomvu, I. T. (2017). *The influence of head teachers' leadership competence on the pupils' academic performance: a case of Mkuranga district*. *Current Research Journal of Social Sciences*, 5(3), 84-92.
- Meinck, F., Cluver, L. D., Boyes, M. E., & Mhlongo, E. L. (2015). Risk and protective factors for physical and sexual abuse of children and adolescents in Africa:

- A review and implications for practice. *Trauma, Violence, & Abuse*, 16(1), 81-107.
- Mlay, L. S., Tumaini, J. W., Mashenene, R. G., & Maziku, P. (2018). Agribusiness Investment Opportunities in Dodoma Region, Tanzania. *Business Education Journal*, 1(4).
- Mugenda, A. G., & Mugenda, A. G. (2013). *Qualitative research methods*. Nairobi: Act Press.
- Mugenda, O. M. & Mugenda (2010). *Research methods: quantitative and qualitative approaches*. Nairobi: Longhorn Publishers
- Mwaipopo, B., Nchimbi-Msolla, S., Njau, P., Tairo, F., William, M., Binagwa, P., ... & Mbanzibwa, D. (2017). Viruses infecting common bean (*Phaseolus vulgaris* L.) in Tanzania: A review on molecular characterization, detection and disease management options. *Afr. J. Agric. Res*, 12, 1486-1500.
- Mwau, M., Syeunda, C. A., Adhiambo, M., Bwana, P., Kithinji, L., Mwendu, J., ... & Boeke, C. E. (2018). Scale-up of Kenya's national HIV viral load program: findings and lessons learned. *PloS one*, 13(1), e0190659.
- Mwooma, H., & Jace, A. (2015). Orphaned pupils of the AIDS Epidemic? The Extent, nature and circumstances of child-headed households in South Africa; *AIDS Care*, 22(1): 40-49.
- Ngazimbi, S. (2016). An Investigation on the effectiveness of the social protection programmes for orphans and vulnerable children in Zimbabwe. A case study of Kadoma urban district. *Southern Africa AIDS Information Dissemination Service bulletin*, 6(4), 2-6.
- Njamweah, D. M., & Kidombo, H. (2018). Factors influencing saving behaviour among coffee farmers: A case of Manyatta Sub-county, Embu County, Kenya. *International Academic Journal of Information Sciences and Project Management*, 3(2), 291-302.
- Nzai, P. C. K., & Gitonga, A. K. (2018). Factors influencing access to renewable energy by rural families: A case of solar lanterns project in Isiolo County, Kenya. *International Academic Journal of Information Sciences and Project Management*, 3(2), 169-185.
- Nzioki, P. (2014). "The Impact of the AIDS Epidemic on the Schooling of Orphaned pupils and Other Directly affected children in sub-Saharan Africa. *Journal of Development Studies*. 41(3): 467-488.
- Oh, A. H. (2015). *To save the children of Korea: The Cold War origins of international adoption*. Stanford University Press.

- Ombuya, B., Yambo, J., & Omolo, T. (2017). Effects of Orphaned pupils hood on Girl-child's Access and Retention in Secondary School Education: A Case of Rongo District, Kenya.
- Omollo, A. E., & Yambo, O. (2017). Influence of Peer Pressure on Secondary School Students Drop out in Rongo Sub-County, Migori County, Kenya. *International Journal of Humanities, Social Sciences and Education*, 3(1), 79-83.
- Orodho, A. J. (2012). Techniques of Writing Research proposals in Education and Social Sciences: Maseno. Kenya: Kanezja Publishers.
- Owino, K., & Kurgat, M.T. (2014). Transactional relations between perceived family style, risk-status and mother-child interactions in two-year-olds. *Journal of Pediatric Psychology*, 12, 343–362.
- Oyedele, V., Chikwature, W., & Manyange, P. (2016). Challenges Facing Orphaned Students and the Effects on Academic Performance in O-Level Commerce at Samaringa Cluster Secondary Schools. *International Journal of Academic Research and Reflection*, 4(3), 37-45.
- Pardede, P. (2019). Seeing Action Research Process in a Practice. *Jurnal Dinamika Pendidikan*, 10(3), 261-273.
- Rodriguez-Hernandez, C. F., Cascallar, E., & Kyndt, E. (2020). Socio-economic status and academic performance in higher education: A systematic review. *Educational Research Review*, 29, 100305.
- Romo, H. D., & Ortiz, S. M. (2018). Supportive Housing Contexts and Educational Opportunities for Foster Youth Transitioning Out of Care. *Handbook of Foster Youth*, 258-281.
- Rossi, M. (2017). Factors affecting academic performance of university evening students. *Journal of Education and Human Development*, 6(1), 96-102.
- Rukwaru, M. (2015). *Social research methods: a complete guide*. Bengal: Eureka Publishers.
- Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. Retrieved January, 9, 2012.
- Schmidt, A. F., & Finan, C. (2018). Linear regression and the normality assumption. *Journal of clinical epidemiology*, 98, 146-151.
- Sinha, A., Lombe, M., Saltzman, L. Y., Whetten, K., Whetten, R., & Positive Outcomes for Orphans Research Team. (2016). Exploring factors associated with educational outcomes for orphan and abandoned children in India. *Global Social Welfare*, 3(1), 23-32.

- Sitienei, E. C., & Pillay, J. (2019). Psychosocial support for orphans and vulnerable children in a community-based organization in Kericho, Kenya. *Journal of Children's Services*.
- Skovdal, M., & Evans, R. (2017). The emergence of an ethic of care in rural Kenyan schools? Perspectives of teachers and orphaned and vulnerable pupils. *Children's Geographies*, 15(2), 160-176.
- Snider, P.M., & Dawes, A.H. (2016). *The organization of attachment relationships: Maturation, culture, and context*. New York, NY, US: Cambridge University Press.
- Spielberg, C.D. (2014). *Encyclopedia of Applied Psychology*. Boston: Oxford Publisher.
- Ssewamala, F. M., Karimli, L., Torsten, N., Wang, J. S. H., Han, C. K., Ilic, V., & Nabunya, P. (2016). Applying a family-level economic strengthening intervention to improve education and health-related outcomes of school-going AIDS-orphaned children: lessons from a randomized experiment in Southern Uganda. *Prevention Science*, 17(1), 134-143.
- Ssewamala, F. M., Nabunya, P., Mukasa, N. M., Ilic, V., & Nattabi, J. (2014). Integrating a mentorship component in programming for care and support of AIDS-orphaned and vulnerable children: lessons from the Suubi and Bridges Programs in Sub-Saharan Africa. *Global Social Welfare*, 1(1), 9-24.
- Tefera, B. S., & Refu, A. T. (2019). Orphan Children's School Performance, Hindering Challenges and the Role of the School (In the Case of Some Selected Primary Schools in Iluababor Zone, Ethiopia). *International Journal of Multicultural and Multireligious Understanding*, 6(3), 314-330.
- Theron, L. C., & Phasha, N. (2015). Cultural pathways to resilience: Opportunities and obstacles as recalled by black South African students. In *Youth resilience and culture* (pp. 51-65). Springer, Dordrecht.
- UNAIDS, (2014) *AIDS epidemic update December*, UNAIDS / WHO.
- UNAIDS, (2016). *The Joint United Nations Programme on HIV/AIDS*. UNAIDS Publishing
- UNESCO (2015). *World development report: attacking poverty*. USA, UNESCO Press.
- UNICEF (2016). *The State of the World's Children* Geneva Switzerland.
- UNICEF, (2010). *Child -Friendly Schools-Manual 2010*. UNICEF.
- UNICEF, (2011). *Report on Knowledge, Attitudes and Practices (KAP) Baseline Assessment on Child Protection Issues in 7 Districts in Kenya*. Government of Kenya: Government press

- UNICEF, (2018). *Reaching ORPHANED PUPILS through Cash Transfers in Sub-Saharan Africa: Simulation Results from Alternative Targeting Schemes*, Nairobi. UNICEF.
- United Nations Children's Fund. (2015). *UNICEF Policy Brief on Early Childhood*. Paris: UNICEF Publishing.
- Wang, K. T. (2015). *Research design in counseling*. Nelson Education.
- Wanjiku Gakuru, B. (2018). Influence of Social Cultural Events on Hotel Performance.
- Welman, C., Kruger, F., & Mitchell, B. (2015). *Research methodology (3rdEd)*. Cape-Town: Oxford University Press.
- Wenger, J. (2015). In G. Matthews, M. Zeidner, & R. D. Roberts (Eds.), *The science of emotional intelligence: Knowns and unknowns* (pp. 376-395). New York: Oxford University Press.
- Wesley, M. S., & Manjula, M. (2015). Early maladaptive schemas and early trauma experiences in depressed and non depressed individuals: An Indian study. *Journal of Psychosocial Research*, 10(1), 125-137.
- Winship, C., & Western, B. (2016). Multicollinearity and model misspecification. *Sociological Science*, 3(27), 627-649.
- Yamane, T. (1967). *Research methods: determination of sample size*. New York: Harpe.

APPENDICES

APPENDIX I: ASSENT FORM FOR ORPHANED PUPILS

Greetings, I am Akola Mulaa Eleanor, a Masters Student at African Nazarene University undertaking a study on the influence of socio-economic, psychological and physical factors on academic performance among orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya. One hundred and seventy-five orphaned pupils from 9 sampled public primary schools are requested to take part in this study. Please read this form carefully on their behalf and ask any questions that you may have before agreeing to take part in this study. **Your answers were confidential and voluntary.**

If you have questions: please ask any questions you have or you may contact Eleanor Mulaa: eleanormulaa9@gmail.com or 0722432847. You are given a copy of this form to keep for your records.

Assent

Statement of Consent: I have read the above information on behalf of the selected pupils and have received answers to all the questions I asked. I assent on behalf of the selected pupils to take part in the study.

Your Signature _____ Date _____

This assent form was kept by the researcher for at least three years beyond the end of the study.

APPENDIX II: PUPIL QUESTIONNAIRE

PART A: Demographic Characteristics

1. What is your gender?

Male () Female ()

2. How old are you?

Below 11 years ()

12-14 years ()

15-16 years ()

3. How many brothers and/or sisters do you have

none ()

1-2 ()

3-4 ()

More than 4 ()

4. Which class are you in?

Class 6 ()

Class 7 ()

Class 8 ()

5. What position were you last term

1-10 ()

11-20 ()

21-30 ()

Over 30 ()

6. Tick appropriately the marks you scored.

	0-200	201-300	301-500	Total
1. Mid-term 1 results				
2. End – term 1 results				
1. Mid-term 2 results				
2. End – term 2 results				
1. Mid-term 3 results				
2. End – term 3 results				

7. Who do you live with?

Guardian ()

Relatives ()

Friends ()

Other.....

8. Who pays your school fees?

Guardian ()

Relatives ()

Friends ()

Well wishers ()

Other.....

PART B-Socio-Economic Factors

9. Please indicate the extent to which you high extent or small extent with the following statements. Please indicate by ticking [√] your view. The Value of Scale is given below

VHE- very high extent (5), HE- high extent (4), ME- moderate extent (3), SE- small extent (2), NA- not at all (1)

	VHE	HE	ME	SE	NA
	5	4	3	2	1
Family income is spent on treatment more than education					
Education is not a priority according to my guardian					
The family resources are used for other basic needs more than on education					
Money from well-wishers is spend on education					
My guardian provides for sufficient support on academic efforts					

PART C: Psychological Factors

10. Please indicate the extent to which you high extent or small extent with the following statements. Please indicate by ticking [] your view. The Value of Scale is given below

VHE- very high extent (5), HE- high extent (4), ME- moderate extent (3), SE- small extent (2), NA- not at all (1)

Psychological factors	VHE	HE	ME	SE	NA
	5	4	3	2	1
I am not involved in most of the activities in class					
When other pupils are playing in the field, I stay alone in the field in a corner					
I wish to know my father or mother					
Where I sleep is different from where my other siblings hence feeling lonely at night					
I do not have enough clothes					
I often miss going to school					
No one gets concerned whether I go to school or not					
I am not allowed to go to the church of my choice					

11. As an orphaned pupil, who verbally abuses you most?

Guardian ()

Teachers ()

Classmates ()

Friends and other children at home ()

Others.....

PART D- Physical Factors

12. Please indicate the extent to which you high extent or small extent with the following statements. Please indicate by ticking [] your view. The Value of Scale is given below

VHE-Very high extent (5), HE- high extent (4), ME- moderate extent (3), SE- small extent (2), NA- not at all (1)

	VHE	HE	ME	SE	NA
	5	4	3	2	1
My guardian is able to provide all the learning resources					
The school provides me the orphaned pupil with textbooks books					
I receive enough learning resources in the school					
There is enough food at home					
I have sufficient shelter					

THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THE STUDY

**APPENDIX III: CONSENT FORM FOR CLASS TEACHERS AND
HEADTEACHERS**

I am a Masters student at Africa Nazarene University. As a course requirement I am conducting this study titled: “*Influence of socio-economic, psychological and physical factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya*”. Please read this form carefully and ask any questions that you may have before agreeing to take part in this study. Your answers are voluntarily given and confidentiality is a must.

In case of any questions: Contact Eleanor Mula: eleaormulaa9@gmail.com or 0722432847. You were given a copy of this form to keep for your records. Statement of Consent: I have read the above information and have received answers to all the questions I asked. I also consent to my photograph taken by the researcher.

Your Signature _____ Date _____

This consent form will be kept by the researcher for at least three years beyond the end of the study.

APPENDIX IV: CONSENT FORM TO TAKE YOUR PHOTOGRAPH

I am a Masters student at Africa Nazarene University. As a requirement of the course, I am conducting this study titled: “*Influence of socio-economic, psychological and physical factors on academic performance of orphaned pupils in public primary schools in Kapseret Sub-County, Uasin Gishu County, Kenya*”. You are being requested to take part in this study. Please read this form carefully and ask any questions that you may have before agreeing to take part in this study. Your answers are voluntarily given and confidential.

If case of any questions: Contact Mulaa elianormulaa9@gmail.com or 0722432847. You are given a copy of this form to keep for your records.

Statement of Consent: I have read the above information and have received answers to all the questions I asked. I consent to my photograph having been taken by the researcher.

Your Signature _____ Date _____

This consent form will be kept by the researcher for at least three years beyond the end of the study.

APPENDIX V: TEACHERS AND HEADTEACHER INTERVIEW

SCHEDULE

PART A-Socio-Economic Factors

1.How many years have you been teaching at the school?

Less than 5 years ()

5-10 years ()

10-15 years ()

More than 15 years ()

2. How many orphaned pupils have you handled in the last 12 months

None ()

1-5 ()

6-10 ()

over 10 ()

3.What challenges did they present with?

.....
.....
.....
.....

4. What is your school doing to support orphaned children?

.....
.....
.....
.....

5. In your opinion how does school cater for orphaned pupils' needs which affect their academics?

.....
.....
.....

6. How do guardians support orphaned pupils' in academic needs?

.....
.....
.....

7. How do they perform in school?

.....
.....
.....
.....
.....

PART B: Psychological Factors

8. In your opinion which psychological challenges are faced by pupils in school?

.....
.....

9. How do those challenges faced by pupils affect their academic performance?

.....
.....

PART C-Physical Factors

10. Do the orphaned pupils get all the necessary physical resources?

Yes () No ()

11. Explain your answer

.....
.....

12. How do orphaned pupils access their learning resources?

.....
.....

13. Are the accessed learning resources for orphaned pupils enough?

Yes () No ()

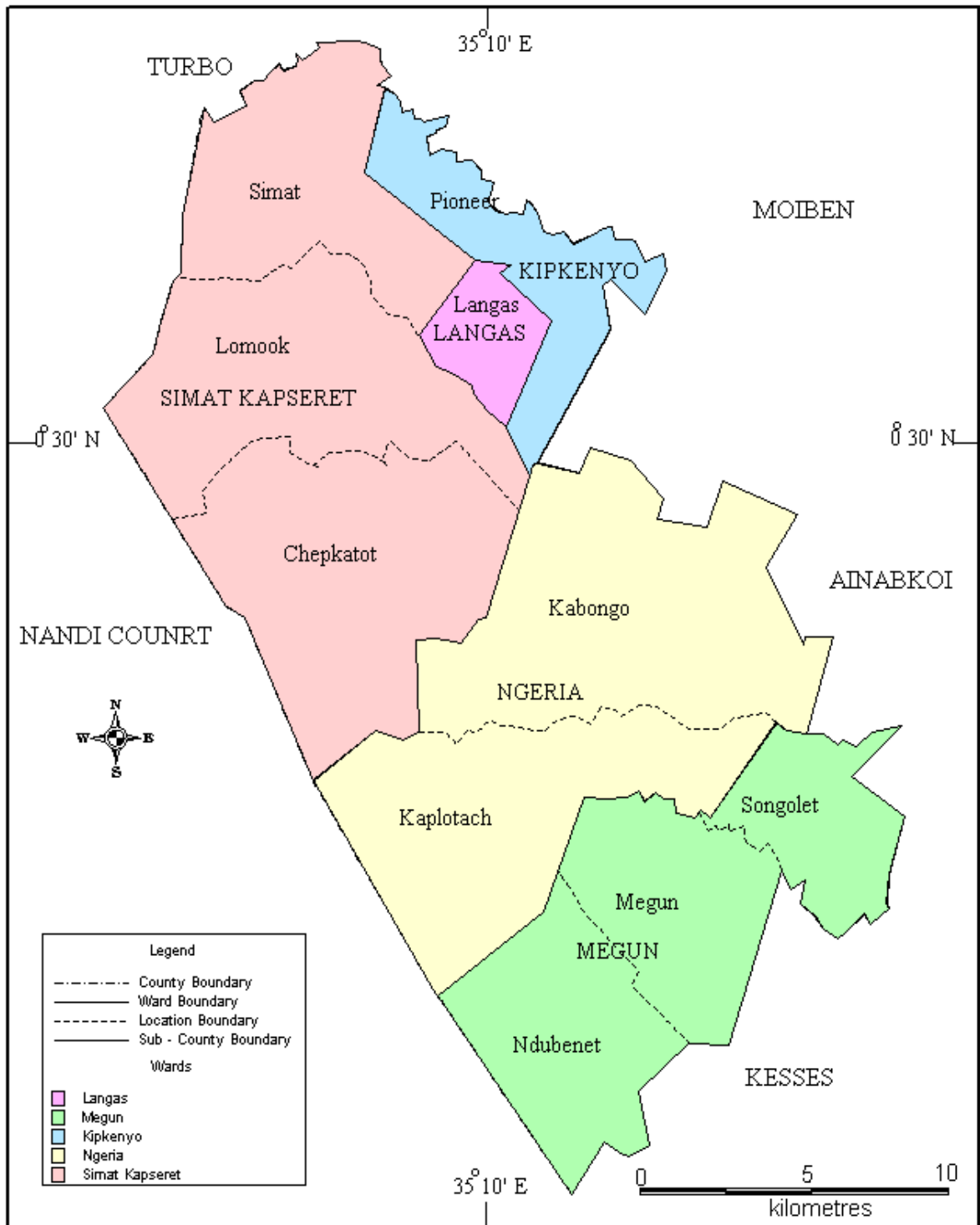
14. Explain your answer

.....

.....

THANK YOU FOR TAKING YOUR TIME TO PARTICIPATE IN THE STUDY

APPENDIX VI: MAP OF KAPSERET SUB-COUNTY



**APPENDIX VII: APPROVAL LETTER FROM AFRICA NAZARENE
UNIVERSITY**



**AFRICA NAZARENE
UNIVERSITY**

23rd August 2019

RE: TO WHOM IT MAY CONCERN

Mulaa Eleanor (16S06DMCP001) is a bonafide student at Africa Nazarene University. She has finished her course work in Master of Arts in Counseling Psychology and has defended her thesis proposal entitled: = *"Influence of Socio-Economic, Psychological and Physical Factors on Academic Performance among Orphaned Pupils in Public Primary Schools in Kapseret Sub-County, Uasin Gishu County, Kenya"*.


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

Prof. Orpha Ongiti


Ag. DVC - Academic Affairs.

**D. V. C. ACADEMIC
AFRICA NAZARENE UNIVERSITY
P. O. Box 53067
Nairobi, Kenya.
Africa**

APPENDIX VIII: NACOSTI RESEARCH LICENSE



REPUBLIC OF KENYA




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

Ref No: **303447**

Date of Issue: **29/January/2020**

RESEARCH LICENSE




This is to Certify that Ms.. ELEANOR MULAA of Africa Nazarene University, has been licensed to conduct research in Uasin-Gishu on the topic: INFLUENCE OF SOCIO-ECONOMIC, PSYCHOLOGICAL AND PHYSICAL FACTORS ON ACADEMIC PERFORMANCE AMONG ORPHANED PUPILS IN PUBLIC PRIMARY SCHOOLS IN KAPSERET SUB-COUNTY, UASIN GISHU COUNTY, KENYA for the period ending : 29/January/2021.

License No: **NACOSTI/P/20/1527**


303447

Applicant Identification Number



Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

**APPENDIX IX: RESEARCH AUTHORIZATION LETTER FROM THE
MINISTRY OF EDUCATION**



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Mobile : 0721820731
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com

When replying please quote:

County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref: No. MOEST /UGC /TRN /9 /VOL III /142

8TH OCTOBER, 2019

Eleanor Mulaa
University of Africa Nazarene

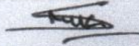
RE: RESEARCH AUTHORIZATION

This office has received a request from your Institution to authorize you to carry out research on *"Influence of Socio-economic, Psychological and physical factors on academic performance among orphaned pupils in public primary schools in kapseret sub-county,"* Uasin Gishu County Kenya.

We wish to inform you that the request has been granted for the period ending 19th September, 2020.

The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.


FOR COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
P. O. Box 9843, ELDORET
Tel: 0719-127-212/053-2063342
Psinen Michael
For: County Director of Education
UASIN GISHU



**APPENDIX IX: RESEARCH AUTHORIZATION LETTER FROM
KAPSERET SUB-COUNTY EDUCATIONAL OFFICES**



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Telegrams: "EDUCATION", Eldoret
Telephone: 0722409884
Email: scdekapsaret@gmail.com
When replying please quote:

Sub County Director of Education,
Kapsaret Sub County,
P.O. Box 388-30100,
ELDORET.

Date: 11TH, October 2019.

Eleanor Mulaa

University of Africa Nazarene

RE: RESEARCH AUTHORIZATION

This office has received a request from your Institution to authorize you to carry out research on "Influence of Socio-economic, Psychological and physical factors on academic performance among orphaned pupils in public primary schools in Kapsaret Sub County." Uasin Gishu County Kenya.

We wish to inform you that the request has been granted for the period ending 19th September, 2020.

The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.



Faith Kiprono

For: Sub County Director of Education

KAPSERET SUB COUNTY

