

**HEADTEACHER FACTORS INFLUENCING PARTICIPATION OF
ORPHANS AND VULNERABLE CHILDREN IN PUBLIC PRIMARY
SCHOOLS IN NDHIWA SUB COUNTY, KENYA**

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DECLARATION

I declare that this is my original work and has not been presented for a degree award in any other university.

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DEDICATION

This work is fully dedicated to my family starting with my wife Lilian Akinyi Omollo, children Thomas Joseph Soti and Shanny Grace Anyango for their moral support throughout the entire course period. Special dedication also to my parents Samuel Oburu Ojowi and Rose Aloo Ojowi for their encouragement.

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ABBREVIATIONS AND ACRONYMS

EFA	Education for All.
FDSE	Free Day Secondary Education.
FPE	Free Primary Education.
KEMI	Kenya Education Management Institute.
MOEST	Ministry of education Science and Technology. Organization
OVC	Orphans and Vulnerable Children.
SDG	Sustainable Development Goals.
UNAIDS	United Nations programme on HIV/AIDS.
UNESCO	United Nations Educational, Scientific and Cultural
UNICEF	United Nation’s International Children Education Fund.
WHO	World Health Organization.

ABSTRACT

The purpose the study was to investigate head teacher factors influencing participation of orphans and vulnerable children in public primary schools in Ndhiwa Sub County. It sought to establish how head teachers organization of guidance and counseling program for teachers, head teachers competence in instructional resource mobilization, head teachers sensitization of teachers on OVC and head teachers networking with stakeholders on OVC issues affect their participation. The study was anchored on Abraham Maslow's advanced theory of human needs and motivation (1943). The study was a descriptive survey research design where the target population consisted of 40 public primary schools and head teachers, 74 teachers and 140 OVC within Ndhiwa Sub County. Simple random sampling method was used to pick the schools, head teachers, teachers and OVC. The study used questionnaires and focus group discussion as research instruments for data collection. Descriptive statistics was used to analyse the quantitative data obtained. The statistics used frequency counts and percentages. Qualitative data was analysed by assigning open-ended response to specific response categories each of which was assigned a specific value. Further, the qualitative data was analysed by organizing them into similar themes and tallying the numbers of similar responses. The study established that organization of guidance and counseling programs by head teachers has an influence on the participation of OVC in school as it affects their attendance; make them cope well in school; and build their confidence. Head teachers' competence in instructional resource mobilization affects OVC participation in education as mobilization of stakeholders and NGOs support OVC readiness in learning. Sensitizing teachers on OVC by head teachers influenced OVC participation in education as it creates a conducive environment which is learner friendly. Head teachers' networking with stakeholders influence OVC participation in education. Sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school. From the research several recommendations are made; The Ministry of Education should enhance the participation of OVC in school especially the boy child to achieve gender parity in education. The head teachers should pay more emphasis on creating conducive environment for the OVCs to feel accommodated and encouraged to participate in the teaching/ learning process. Head teachers should ensure that programmes that improve participation of OVC in education are sustained. Suggestions for further studies have also been given which include; Socio-economic factors that influence the participation of orphans and vulnerable children in public primary schools. A replica of the study should be carried out in other areas to establish further the factors influencing OVC participation in education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is an important Human right that is fundamentally intended to aid learners in grasping their full potential. Since the United Nations (UN) declarations in 1948 that education is an essential human right, efforts have been made to make sure that children, regardless of their gender throughout the world and irrespective of their family status should access the same education. Nevertheless, it is now a general concern that the main task and challenge in education is not merely admitting learners in learning institutions but safeguarding and ensuring that those who are underprivileged for example the orphans and vulnerable children do access the same quality of education that is available (UNICEF, 2010).

According to the (UNAIDS / UNICEF 2009) definition, an orphan is a child under 15 years of age whose parents are dead either father/mother thus (partial) or both parents therefore (total) orphan and is also not legally adopted. These children are susceptible to access of physical, emotional, mental and spiritual exploitation from the society. They therefore need to be supported psychologically. Most programs of orphans and susceptible children should thus aim to fortify the abilities of family, school and community support to help these children.

Education should be a permanent effort geared towards exploration of new knowledge, skills, intuitions and attitudes. Interventions for orphans to check on dropouts are supported by principles as well as practical considerations. (Clark, D.J 1996) says globally, it is estimated that about 145 million children have been orphaned and made vulnerable by many diseases such as malaria, HIV/AIDS pandemic, natural disasters like floods, earthquakes, conflicts and poverty. This group of learners needs constant help in form of guidance and counselling to make them be stable psychologically and continue with learning well. (Gulaid, 2008).

According to Vilgrain, (2000), in a study carried out in the Caribbean, poses that the increase in deaths in Haiti, due to HIV/AIDS like any other developing country has encouraged an upsurge in the number of orphans. Therefore Present levels and future trends are clearly a matter of concern on the well-being of these orphans so it's important for school heads to mobilize resources to help them.

In 2003, Asia's total number of orphans had stretched to an estimated 87.2 million while sub Saharan Africa had the highest number of children who are orphaned according to population size, consequently more than one in every seven children in this region are orphaned (UNICEF,2009). This has in some ways changed the quality of education provided regionally considering the difficulties encountered by orphaned children such as homelessness, diseases like malaria, HIV/AIDS, poverty and emotional instability.

Regionally, South Africa as a country has tried to craft an atmosphere that is favorable and able to accommodate the category of learners that comprise OVC. The government of Rwanda through its ministry of education (MOE), recognizes that a favorable atmosphere for learning has got a chief impact on the outcomes of education therefore in 2009, the government established child friendly guidelines for primary and communal schools in Rwanda.(M.O.E. Rwanda, 2009).

Locally in Kenya, the rights of those children who are underprivileged, orphaned and the disabled ones have been captured not only in the constitution but also in the ministry of education policy framework MOEST (2004). The nationwide population of orphans was projected at more than 1.6 million by national bureau of statistics (2009) through numerous approximations of the percentage who are orphaned (losing both parents and one due to all causes plus HIV/AIDS is high.

Philips, (2000) says that the bases for intervention builds on the same bases as those for children with disabilities or are underprivileged. Therefore, in order to progress, the general quality of schooling should address threats to OVC performance in education, there is need for school head teachers and others stakeholders to be competent and aggressive in resource mobilization so as to help learners especially the OVCs.

It is also vital to create a learning environment that is favorable both physically and emotionally for these category of learners. This can be carried out even through guidance and counseling particularly for these category learners. In society today, orphans and susceptible children continue to retain a spot at the fore front of international agenda. With millions of children globally being orphaned by AIDS at an alarming rate, (Birdsall&kelly,2005). With estimates projected to increase in the next decade. In order to meet the sustainable development goals(SDGs),the value of education for all learners ought to be an essential subject to policy makers, school administrators and all stake holders in education globally.

(WHO 1997), suggests that many of school going children still undergo the challenges of malnutrition, anemia, and other health associated complications in and out of school. This worrying tendency has seen that the physical and emotional needs of the children remain significantly ignored specially those who are orphans and vulnerable. Therefore good health of the OVC in learning institutions is also a mission that requires careful handling mainly when taking care of those orphaned by HIV/AIDS and might have been infected. It also requires a strict long term commitments for example the emotional needs of these children can be taken care of through guidance and counseling in schools.

A study by (Musyoka 2014) confidently revealed that the government of Kenya firmly and strategically addresses the OVC education by strengthening capacities of families that are taking care of OVC within the communities. The ovc-ct (cash transfers) programs which are managed by the department of children services in the Ministry of Labour and Social Services, should facilitate adequate funding to guarantee that performance of OVC in schools is improved. This can be achieved by increasing the amount of cash allocations. Other efforts may include provision of free learning resources through the free primary (FPE), and free day secondary (FDSE), programmes in schools managed by the Ministry Of Education science and technology (MOEST). Moreover, some Sub-Counties such as those in Ukambani and Turkana have been privileged with schools that offer the free lunch programmes. (MOEST,2003), confirms that these initiatives have assisted to a large extent in improving the participation rate of more learners including the OVCs. It is therefore of utmost importance for emphasis to be laid down on investigation of head teacher factors that affect participation of orphans and vulnerable children in public primary schools in Ndhiwa Sub County.

The Kenya education statistical booklet (2005-2010), shows that when Kenya introduced free primary education (FPE) which is academic support for school going children in 2003, enrolment went up to 7.2 million with 17% of that population being OVCs. As compared to 5.9 million in previous year.

Even after the introduction of FPE, the OVC dropout rate was still above 5.4% annually while non OVC stood at 2% annually. This disparity indicates need for emphasis to be put on influence of educators on participation of OVC in education. (Otieno, 2015) says it is important to note that even after joining school because of the various interventions, these children still face same situations. All these issues affect their learning in many ways and if they are not sorted, the OVCs right to education will be compromised hence they will not attain full benefits of education. The main concern for the researcher is that unfortunately there has been limited studies with only a few which focused on OVC attendance but not on their school participation in the sub county and neighbouring counties hence there is limited literature on the same. n.

The latest data from Ministry Of Labour And Social Services, children department, (2017) reveals that Ndhiwa Sub County has a total of 10,560 OVCs who attend schools. This may be attributed to, low economic empowerment that consequently hinders the quality of education that is given in a specific area. The non -OVC children in Ndhiwa Sub –County, whose parents are well off, do prefer learning in private schools. This is typically prevalent in urban areas of the Sub County such as Ndhiwa Township and Ratanga. Although some zones in the Sub-County have many people practicing small scale sugarcane farming, fishing and peasant farming of crops like maize, beans and groundnuts. However, in public schools, the Sub County has been registering very few OVCs and the results are

not very good in their performance of KCPE for all children in the last few years as shown in Table 1.1.

Table 1.1: Ndhiwa Sub county public primary schools KCPE result and OVC participation in education.

Year	2012	2013	2014	2015	2016	Total
Entry	7000	6950	7005	6500	7040	34495
English	51.07	48.65	54.09	49.00	50.03	51.07
Kiswahili	46.82	50.47	51.89	51.55	53.65	46.69
Maths	50.72	49.55	48.56	54.09	49.54	46.54
Science	50.54	51.89	50.72	50.03	51.00	41.63
ss/re	53.65	50.47	55.78	56.65	52.44	53.79
(AverageMean)	50.53	50.20	52.18	53.00	49.78	47.94
No. of ovc	1080	950	1000	850	1020	4900

Source: Ndhiwa Sub county education office. (2017).

The Table above shows exactly how public schools in the district perform in national examinations. That is not a good trend of performance, and if it is compared to academic performance of OVC who mostly learn in public schools, considering the cumulative number of learners who have done the examination after 5 years versus the number of OVC who participate in full cycle of primary education until they do this examination. It depicts a picture that even more needs to be done to help the OVC in our schools. This study intends to look at the head

teacher factors influencing OVC academic participation in primary education in Ndiwa Sub County.

1.2 Statement of the problem

According to the Kenya national policy on OVC (2005), the OVC also have a right to access essential services such as education. Several other policies such as the children act (2001) have also emphasized the entitlement of children to basic education. Despite the existence of all these policies, the orphaned and vulnerable children participation in primary education has been low due to poor educational support, academic and emotional aspects like guidance and counselling. All these come despite the government effort of providing free basic education to all children

According to Subrarao, (2008). The Luo community that inhabit areas around lake Victoria region experience high prevalence of deaths caused by HIV/AIDS due to their culture of wife inheritance that leaves many children orphaned. Ndiwa sub county is under this region and no school in the sub county lacks a number of orphans. Again there has been consistent poor performance in public primary schools in Ndiwa Sub County which has been attributed to management liability by school managers (head teachers) and the school BOMs in the Sub County. Also, the OVCs faces a number of challenges including inadequate school requirements, a high rate of HIV/AIDS being the major problem, its threat

and stigma, early pregnancies, early marriages, orphan hood, sexual abuse and domestic violence. The prospects of orphaned children in the Sub County are even made worse in other ways that include accidents, child labour and other diseases like malaria and cancer. All these issues necessitate need to carry out a study of this nature in the area.

1.3 Purpose of the study

The purpose of this study was to investigate head teacher factors that influence the participation of orphans and vulnerable children in public primary schools in Ndhiwa Sub County.

1.4 Objective of the study

The following objectives guided this study.

- i. To establish how head teachers organization of guidance and counselling program for teachers influence participation of OVC in primary education within Ndhiwa sub county.
- ii. To determine how head teachers competence in instructional resource mobilization influence OVC participation in one above.
- iii. To determine how head teachers sensitization of teachers on OVC influence their participation in primary education.
- iv. Establish how head teachers networking with stakeholders on OVC issues influence their participation.

1.5 Research questions

The study was guided by the following research questions.

- i. In what ways does head teachers' organization of guidance and counselling program for teachers influence OVC participation in Ndhiwa Sub County?
- ii. To what extent does head teachers competence in instructional resource mobilization influence OVC participation in one above?
- iii. How does head teachers sensitization of teachers on OVC influence their participation in primary education?
- iv. How does head teachers' networking with stakeholders on OVC issues influence their participation in primary education in Ndhiwa Sub County?

1.6 Significance of the study

This study findings may be used in the ministry of education (MOE) Kenya, for policy formulation on the most appropriate and effective ways to use the identify the factors to improve academic performance of orphans and vulnerable children in schools. The findings of the study may also be used by schools boards of management for proper planning and decision making in support of OVC in schools. It might be useful to school administrators like head teachers who will also use it to address OVC issues at school level that may ultimately improve their schools performance. Other interested stakeholders like NGO may also use the findings of this study to put in place better ways of enhancing support programs

for OVC in schools for example. the school feeding programs and provision of other learning incentives.

1.7 Limitations of the study

According to (Orodho, 2008), says a limitation of the study refers to the restraints, constraints or shortcomings both theoretical and practical that the researcher may find and on which he or she has little or no control over. in this case, despite having many factors affecting the orphans and vulnerable children, this study covered mainly the head teacher factors that affect their academic performance. Ndhiwa Sub County is very vast with many schools and not all schools could be visited by the researcher within the research period. Therefore selected schools represented others. Transport to the selected schools was also a challenge due to bad roads and unfavorable weather condition at the time. however, the researcher struggled to reach the selected schools although with difficulty.

1.8 Delimitations of the study

Delimitations are the boundary of study. The study covered public primary schools in Ndhiwa Sub County. Private schools were not covered because they were having a different arrangement by not enrolling OVC as in public primary schools. The study was majorly concerned to find out the head teacher factors that influence OVC participation, whether effective school management,

availability/ inadequacy of learning resources and sensitization of teachers on OVC matters affect education among orphans. It targeted orphaned pupils, head teachers and teachers.

1.9 Assumptions of the study

The researcher assumed that respondents gave accurate and honest answers and that they were available and co-operative. Researcher also assumed that proper records were kept by schools and that willing to release them. It is also assumed that the school administration of primary schools in Ndhiwa district advocates for promotion of quality education aimed at helping children to reach their full potential and that there is a substantial relationship between school leadership and quality of education given to children.

1.10 Definition of significant terms

Absenteeism This is learner's failure to show up in school or failure to attend class even when they are present.

Competence Ability to do something successfully or efficiently

Guidance and counselling A process or activity where a professional /counselor guides a person on personal problems and difficulties.

Management this is a social process that constitutes planning, coordinating and controlling an organization whether profit making or nonprofit making.

Organizing to make arrangement or preparation for something to happen, to coordinate. For example school activities.

OVC (orphans and vulnerable children)-Are children aged between 0-17 years, have been deprived of parental care through death and are not been l

Participation refers to enrolment and attendance of orphans and vulnerable children for purpose of study and taking part in primary education.

Sensitization process of making someone react by knowing something that previously had no effect.

Stigmatization this is the act of marking out, alienating or discriminating a person on the basis of his or her condition.

Vulnerable refers to state of high risk of deprivation of opportunities for example being deprived of right to education such as orphaned or sick/ street children.

1.11 Organization of the study

This study is organized into 5 chapters. First chapter is introduction consisting of background of the study, statement of problem, purpose of study, research questions, and significance of study, Assumptions, definition of significant term, limitations and delimitations of study. Chapter two is mainly literature review under the following sub headings. Concept of vulnerability, school leadership factors influencing participation of OVC in primary education, community participation in in OVC education and other related literature. Chapter three is research methodology that is research design, target population, sample size and

sampling procedures, research instruments, data collection and analysis methods and Ethical considerations. Chapter four has data analysis and interpretation of findings. Chapter five consists of the summary of the findings, conclusions, recommendation, reports, the appendices and references. Suggestions for further research have also presented.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on the head teacher factors that affect performance of vulnerable children under the following sub headings; concept of vulnerability, head teacher factors, learner characteristics and participation in primary education, head teacher involvement of community in helping orphans. The next section will also provide a summary of related literature, conceptual framework and theoretical framework.

2.2 OVCs concept and participation in primary education

According to (UNICEF 1996) the children who are grouped as orphans and vulnerable are those below 18 years who have lost one parent or both and lack basic needs, parental care as they are not legally adopted. And vulnerability in this context is an extensive concept. Furthermore, vulnerable children also include those with severely sick parents thus the children must assume role of head of the family or children who are at risk of physical, emotional or mental abuse or mistreatment. They are in need of additional care and courtesy within or without their family setting (society) for example at school. Although (Coady2004), suggests that no country's definition of OVC stands, this simply means that the vulnerable children are not only found in the families where parents are dead, but are also found in institutions of learning and community at large. It is also vital to

take into consideration that addressing the needs of OVC and mitigating undesirable consequences of the growing OVC population worldwide is a high urgency for both national and international participants in education concerning this issue. (Kraemer2003) states that The free primary education and school feeding programme are some of the programs that have done well to improve OVC participation in schools which in one way has been very effective in coming up with a solution to the problem of malnutrition in children while improving their attendance in school.

2.3 Organization of Guidance and counseling programmes for teachers and participation of OVC in education.

According to (Herber & Dadey 1996), psychological provision in learning institutions is grounded on supposition that learners whose mental, social and physical needs or requirements are met within a compassionate environment may go on to reach their potential to the fullest despite the many difficulties they might face in life. Indeed, the aim of psychological assistance is to meet the needs of the child and bring up the child “holistically” that is to offer interventions in a manner that is in the wider context of educational development. Human rights watch report on education (2004), states that although there are different factors that give rise to OVCs opting to stop schooling which include lack of uniforms , fees and other requirements which create barriers in learning some of this need physical and monetary intervention while others that cause

emotional torture like loss of parents and diseases can be solved through psychological interventions like guidance and counselling. This therefore emphasizes the importance of guidance and counselling as a way of trying to enhance OVC participation in school.

(Cluver & Gardner 2001). says, Owing to the frequent challenges that OVCs undergo in their daily lives, head of schools should strive to organize for guidance and counseling to assist the learners cope better in learning institutions, particularly for those who may be going through emotional stress, depression, anxiety, stigmatization and post-traumatic stress disorder. Some OVC may be withdrawn and exhibit some anti-social conduct like violence and hostility. According to Mallman (2003), the reasons cited is why teachers need to be empowered and capacitated in helping those who have experienced parental death due to HIV/AIDS. There is a crucial need to introduce and equip the guidance and counseling program courses as part of the primary teacher training college curriculum to facilitate teachers with necessary skills which can enable them help OVC in primary schools.

2.4 Head teachers competence in networking with community and stakeholders and participation of OVC in education.

Networking with community (which is the wider social group that the child belongs) here implies that the head teacher is able to get in touch with people

within the community and stakeholders to organize ways of improving the OVC education in the school. According to Kenya Education Management Institute. (KEMI 2014), stakeholders and sponsors have a role to participate in providing support financially, recommend on how to improve education and also provide spiritual advisory services in schools where need be. All this in collaboration with the school administration. (headteacher and board of management). The aspect of satisfying orphaned children's need is very important. Bronfenbrenner (1979) says that if the orphans needs such as food , clothing, shelter and emotional needs are met in full, their growth, development participation in school would be improved.

Kraemer, (2003) further argues that the community ought to participate in OVC education this can be done by guardians and stakeholders who are involved in taking care of orphans and vulnerable children .This include stake holders like UNAIDS and UNICEF who deal directly with children and also help in the fight against HIV/AIDS which is the main cause of child orphans in Africa. In a study by Chege (2009) to investigate the social economic factors affecting orphans in their education, it showed that in Kenya, particularly areas like Bondo, Nairobi and Garrissa, school heads who can network with stakeholders to provide feeding programs in schools have high number of OVC s within their institution who go on to finish their primary course. School heads can therefore make significant improvement in the lives of OVC by providing them with basic needs support

such as food, clothing and shelter especially those in schools and orphanages who have been helped by various concerned stakeholders. (Coady 2004) further suggests that other parties who offer assistance to OVC within the community comprise of guardians and well-wishers who adopt the orphans since in the African society; it is believed that a child belongs to the whole society and not a single individual though this should not be taken for granted that such assistance comes inevitably. (Wangari, 2004) in her study found that needy children like the OVC who are assured to get at least one nutritious meal in school are more likely to have improved participation in their education. Further attesting to the need for supporting orphans in and out of school.

In 2009, a report by UNICEF revealed that the school has a vital role in the life of community and in the lives of learners. It is well placed to speed up and coordinate community efforts to respond to the needs of orphans. These efforts can mitigate the pressure on schools and further improve support given to the vulnerable children. This can be achieved through community sensitization. With all this in mind, heads of schools can never underestimate the importance of involving community in OVC education within their institutions.

2.5 Influence of teachers sensitization on OVC participation in primary education

(Bandura, 1997) asserts that the acquisition of different levels of skills by teachers is based upon by various sources including preparedness to deal with children who have special needs or are vulnerable. Makame (2002) in a related study found out that OVC suffer psychological problems which cause depression among them thereby affecting their school attendance. Therefore equipping the teachers with the required knowledge and skills to deal with this group of children will help to retain the children in schools and advance their participation in education. In Zimbabwe, Nyamukapa (2008) revealed that sensitizing teachers on orphans' participation in school is important since they have higher ratings on depression than non orphans. (Hanson et al,2004) further clarifies that teachers play a key role to enhance participation rate of children in school since they act as care givers and are the parental figures to orphaned children most of the time.

The ministry of education in Kenya and (UNICEF, 2010), manual for child friendly schools has the following indicators of a child friendly school which is essential to encourage participation of most orphans in their studies: school policies and administrative support, school environment, teachers, learners and the community. This therefore emphasizes the role that teachers have to play in order to create a child friendly school environment for all learners including the OVCs therefore sensitizing teachers is very important, that is the learning

environment should not have prejudice and discrimination. Okombe. (1999), states that Training and sensitization of employees world over is important because it is an investment and increases the employees productivity, it helps them acquire new knowledge and skills and also enhance job motivation and satisfaction of the employees. According to Wenger (1991), teachers may be encouraged to attend various professional development courses and workshops to deal with learner management issues or they may initiate learning on their own by seeking books and materials that offer insights on how to deal with different categories of learners.

2.6 OVC participation in primary education

Literally, participation means taking part in. It ought to involve varying degrees of taking part, from being consulted on issues to young people formulating their own agenda and taking decisions. Gray et al (2011) says that despite ones status in the society, when it comes to communal matters such as provision of education then we should all be active. Education also is very vital for a Childs psychological development. Participation in school therefore improves children's wellbeing apart from imparting the necessary skill for them to be successful. Between the years 2008 and 2010, a comparative study was carried out by (UNICEF) in Zimbabwe, Kenya, Tanzania through the OVC cash transfer (ovc-ct) to establish how the cash transfer influences participation rate of OVC in primary education. The study established that in 10 districts of Kenya and Tanzania i.e. shinyanga,

Tabora, Kisumu, Wajir, Homa bay and Taita taveta. Since the establishment of ovc –ct, the enrolment rate of children including those who are orphaned in primary schools has increased by 14%. This means that the income of these schools has also increased.

2.7 Theoretical framework

This study as it is, heavily borrows from Abraham Maslow's theory of human needs and motivation (1943). According to Maslow, the theory of human needs which is also referred to as hierarchy of needs views motivation as a physiological need that is stronger and should therefore be satisfied before other needs. The first four needs such as food, shelter, health, safety, love and belonging are deficiency needs that depend on other people for fulfillment. Then self-actualization can be referred to as (having reached) since its satisfaction mainly depends on individual himself (Otieno2015). With regard to the importance of Maslow's theory of human needs and motivation (1943), this research examines it concerning OVC enrolment, attendance, performance in school and classroom setting. It therefore shows that this theory is in line with needs of OVC who go through physiological needs of love, belonging, safety and self-esteem that will enhance their enrolment, and attendance in school.

2.8 Summary of literature review

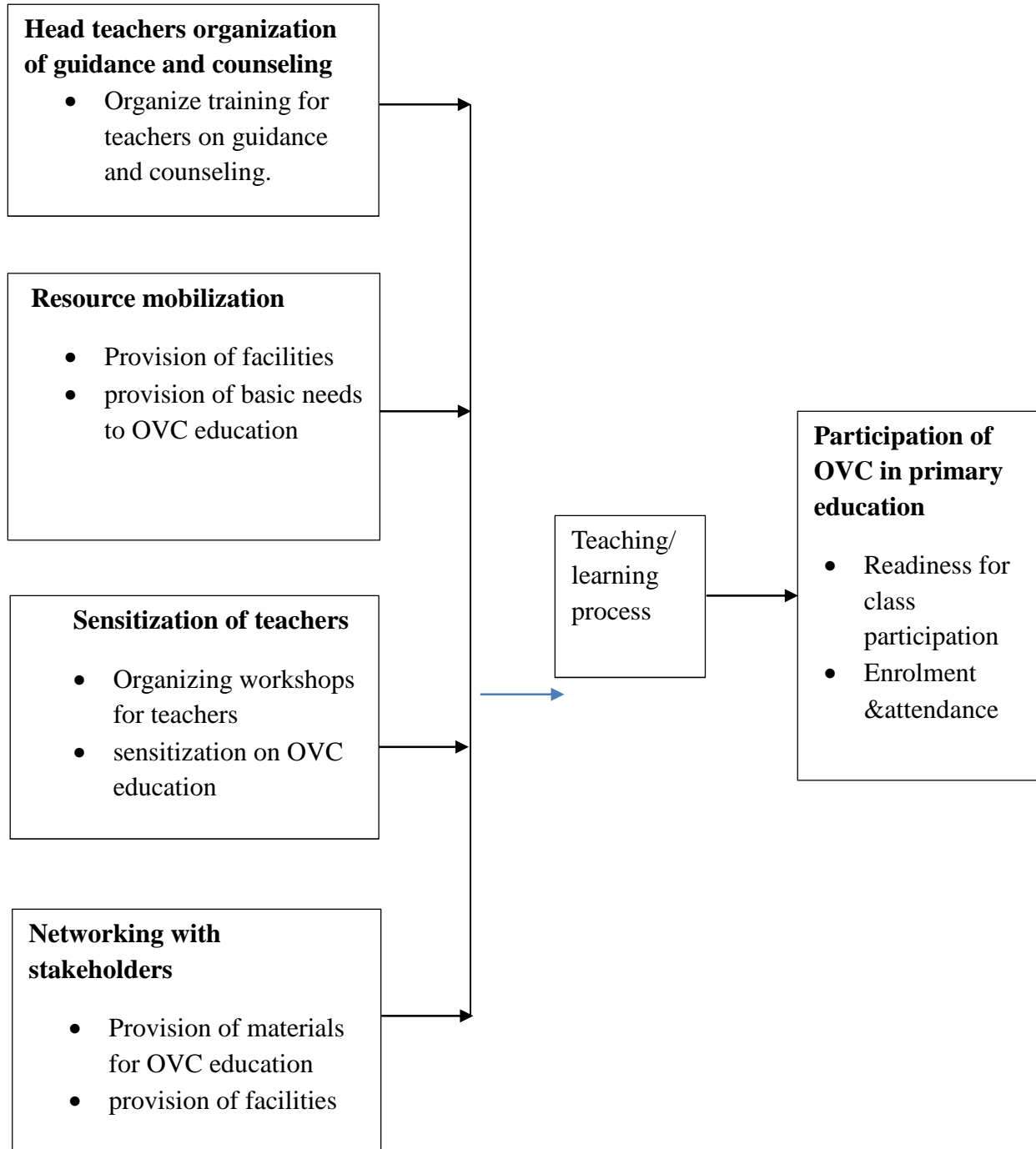
The term OVC has been used interchangeably as per the various meanings in different regions and cultures. Almost all the literature reviewed has relied heavily on defining OVC as those children affected by HIV/AIDS although there are several other causes of children being left orphans such as accidents, malaria and other diseases but in sub-Sahara Africa, HIV remains the leading cause. Even though similar studies have been done with regard to OVC participation in education, Nyamukapa (2008) found association between ovc status in nutrition and health outcomes while Cluver and Gardner(2007), emphasised more on emotional stress.

The literature has also looked into participation as meaning taking part in. It also broadly recognized that participation is more of a process than an event and that pupil participation in education may depend on many factors. This study hopes to clearly bring out the head teacher factors that influence participation of the orphans and vulnerable children within Ndhiwa district as a region that is affected by the above mentioned factors so as to bridge the research gap.

2.9 Conceptual framework

A conceptual framework describes and elaborates a network of inter relationship among variables considered to be integral and essential part of the dynamics of the condition being investigated (Kothari, 2004). In this study, the conceptual framework will relate various factors that influence orphans and vulnerable children participation in primary education

Figure 2.1: Conceptual framework¹



¹ **Figure 2.1** Head teacher factors influencing participation of OVC in Primary education

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introductions

This chapter describes the research design, target population, sample size, sampling procedures and the research instruments used to collect data, reliability and validity of the instruments and Ethical considerations. The data collection and data analysis methods are also discussed here.

3.2 Research design

These are the procedures and techniques selected by a researcher for studying a specific set of hypothesis or questions. It guides the researcher in collecting, analyzing and interpreting facts (Orodho, 2008). This study used descriptive survey design. This design describes the state of affairs as it is and allow for collection of adequate information in a relatively short period. (Creswell,1994) says it is appropriate because of the information from public with reference to variables involved in administration of questionnaires and focus group discussion to determine status of the situation under study.

3.3 Target population

According to the sub county education office, Ndhiwa district has 75 public primary schools with 360 teachers and 640 OVC who are spread across the county.

3.4 Sample size and sample procedure

According to Kothari (2004), a sample enables researcher to gain information about a population. A population may be large or small depending on topic of study. Mugenda (2008) further suggests that where a population is small, 20% - 50% is a good representation of the population. The main study was conducted in sampled 40 public primary schools and head teachers, 74 teachers and 140 OVC within Ndhiwa Sub County.

This study adopted simple random sampling in the selection process where each unit of the population is accorded an equal chance of being selected as a sample. A random sampling was used to identify sample schools from the available population that is targeted. Researcher assigned numbers indicating names of schools in the 4 divisions of Ndhiwa Sub County and mixed them in a tin. The tins were shaken and papers drawn. The names of schools that appeared formed the sample. This represents 40 sample schools and head teachers.

From the remaining 320 teachers, researcher took 23% of the population which is 74 teachers. This number of teachers was divided by number of schools which is $74/15$ to give 5 teachers per school who were selected in liaison with head teacher. The ovc were selected randomly in 3 categories that is total orphan (lost both parents, partial orphan (lost one parent) and vulnerable. The sampling was gender sensitive and depended on availability at time of study.

Table 3.1: Sample distribution

Category	Population	Sample size	Percentage %
Teachers	320	74	23
Head teachers	75	40	53
OVC	640	140	21
Total	1075	231	89

The OVCs were selected randomly in 3 categories that is total orphan (lost both parents, partial orphan (lost one parent). The sampling was gender sensitive and depended on availability at the time study is conducted.

3.5 Research instruments

Questionnaires

The researcher used questionnaires and interview schedules as instruments of collecting data. This is because the questionnaires are cheap to prepare and have got standardized answers that make it easy to compile. According to Orodho (2008), questionnaires are widely and extensively used to collect data on current conditions, practices, opinions and attitudes in a quick and detailed way. These questionnaires were administered to head teachers, teachers and focus group discussions for OVC. The questionnaires had sections of title and name of schools, they have both open and closed ended questions. The pupil's questionnaires consisted of one section that incorporates demographic information and the questions aimed at achieving the objective of this study.

Questionnaire for teachers

It is found in appendix 3 and had the following parts: section A which contained demographic data of the teacher and professional experience. Section B had information on head teacher related factors that influence participation of OVC in primary education. section C had the teachers views on how guidance and counselling influences participation of OVC in primary education.

Questionnaire for head teachers

The questionnaire for headteachers in appendix 2 had been divided as follows: Section A consisting of demographic information of the head teacher and professional experience. section B had information about headteachers view on the factors that influence orphans and vulnerable children participation like resource mobilization, Networking with stake holders. section C had view of headteachers organization of guidance and counselling and OVC participation in primary education.

Focus group discussions for OVC

The focus group discussion was designed for OVCs. They included demographic information about the learner in section A and information about factors that influence participation of OVC in primary schools. Most of questions included oral questions because some OVC were not able to handle a questionnaire properly and provide accurate answers to help the study.

3.6 Validity of the instruments

Validity is the degree or extent to which results gotten from an analysis of data actually represent and characterizes the phenomenon under investigation (Orodho 2008). Content validity was undertaken to ascertain whether the content of the questionnaires is appropriate and relevant to the study objectives. Further, expert opinion was sought from the two supervisors who are experts in this field of study to review independently. Validity was also ascertained through piloting the research instruments in schools within neighbouring Homa bay Sub-County, which were not included in the sample to be studied.

3.7 Reliability of instruments

Instrument reliability measures the extent to which research instruments produce consistent, steady and reliable results or data after repeated trials. The researcher ascertained reliability of the instruments by first conducting a pilot study from schools within the neighbouring Homa bay Sub County. To test the instruments, the test re test method was used which administered same instruments twice to same group of subjects. The second administration was done after an interval of one week. Scores from both periods were correlated to determine reliability. The scores from both testing periods were correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient where the coefficient was close to +1 or -1, the instrument was said to be reliable for data collection.

The pilot study got a score of 0.8 which is accepted as high enough to judge the reliability of the instrument and it was suitable for the study.

3.8 Data collection procedures

The researcher made an application to the National Council for Science, Technology and Innovation (NACOSTI) for a permit to authorize data collection. A copy of this permit was given to the Deputy County Commissioner –Homa Bay County, the County Director of Education –Homa Bay County. Thereafter, researcher made an appointment with school head teachers and teachers so as to collect the data required for the study. The researcher then administered the questionnaires to the respondents and interviewed the school head teachers in person. A second visit was made for purpose of actual data collection. The researcher made prior arrangement with schools where the OVC had been identified in order to have an in-depth interview.

3.9 Data analysis techniques

Data analysis is the process of systematically searching and ordering field notes, data and any other materials gotten from the field with an objective of increasing understanding and enables one to present them to others (Orodho, 2009). This research produced data that required both quantitative and qualitative data analysis. Quantitative analysis necessitates analysing numbers about situation by choosing specific aspects of that situation. Descriptive statistics may be used to

analyse the quantitative data obtained. The statistics used percentages and frequency counts. Qualitative data was analysed by assigning open-ended response to specific response categories each of which was assigned a specific value. The values obtained from both quantitative and qualitative data were analysed to establish correlation between the outcomes of the study using by the Statistical Package for Social Sciences (SPSS) version 20. Further, the qualitative data was analysed by organizing them into similar themes and tallying the numbers of similar responses.

3.10 Ethical considerations

According to (Brizee, 2012), Conducting an academic research in a professional setting requires one to be aware of the ethics regulating the research activity. Therefore the researcher sought permission of the respondents whom he conducted research on and was careful when asking sensitive questions during the interviews and also practice objectivity versus subjectivity in the research. He also ensured that personal prejudices and views don't get in the way of the research and that both sides were given fair consideration. For the research activity, researcher applied for Institutional Board Approval so as not to violate any of the above considerations. The researcher did not take the responses out of context and when reporting results, he ensured that he accurately represent what is collected on the ground.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1. Introduction

This chapter presents data analysis, presentation and interpretation of findings, the response rate, demographic data, how head teachers organize guidance and counselling, utilization of resources, sensitization of teachers and networking with stakeholders.

4.2. Response rate

Bryman (2012) defines response rate as the percentage of a sample that does eventually agree to participate in a study. It is calculated as number of usable questionnaires divide by total sample less unsuitable or uncontactable members of the sample multiplied by 100. Table 4.1 shows the response rate for the study

Table 4.1: Response rate

category	Total sample	Responses	Response rate Percent (%)
Head teachers	40	32	80.0
Teachers	74	66	85.7
OVC	140	131	93.6
Total	254	229	90.2

The data in Table 4.1 indicates that majority of head teachers (80.0 percent) and 85.7 percent of teachers returned questionnaires which were usable and 93.6 percent of OVC participated in the focus group discussion. A 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good (Mugenda & Mugenda, 2003). According to Baruch (1999), a response rate of above 80 percent is adequate for social sciences studies. This therefore implies that the response rate is very good and adequate for analysis, as it is representative of the population.

4.3 Demographic information

This section presents the distribution of head teachers, teachers and pupils by their gender and age bracket; head teachers' and teachers' highest professional qualification and teaching experience. The head teachers were asked to indicate their gender. Their results are shown in Figure 4.1.

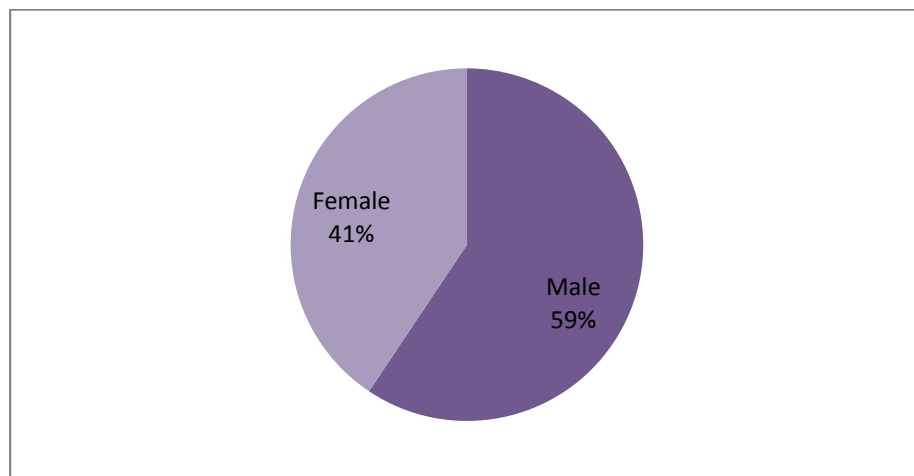


Figure 4.1: Distribution of head teachers by gender

Figure 4.1 shows that majority of head teachers 19 (59 percent) are male while 13 (41 percent) are female. This shows that gender sensitive issues would be addressed by the inclusion of female and male teachers. It also implies that there exists gender disparity as there are more male head teachers than female.

Teachers were also asked to indicate their gender. The results are shown in Table 4.2.

Table 4.2: Distribution of teachers by gender

	Head teachers		Teachers	
	Frequency	%	Frequency	%
Male	19	59	29	44
Female	13	41	37	56
Total	32	100	66	100

The data on Table 4.2 indicates that majority of teachers 37 (56 percent) were female while 29 (44 percent) were male. Gender disparity also exists among teachers as there are more female teachers than male. Nduku (2014) found that female teachers have an important impact on school quality for OVC because they are ready to give guidance and counseling to children and the children find motherly love from them.

OVC were also asked to indicate their gender. Their responses are shown in Figure 4.2.

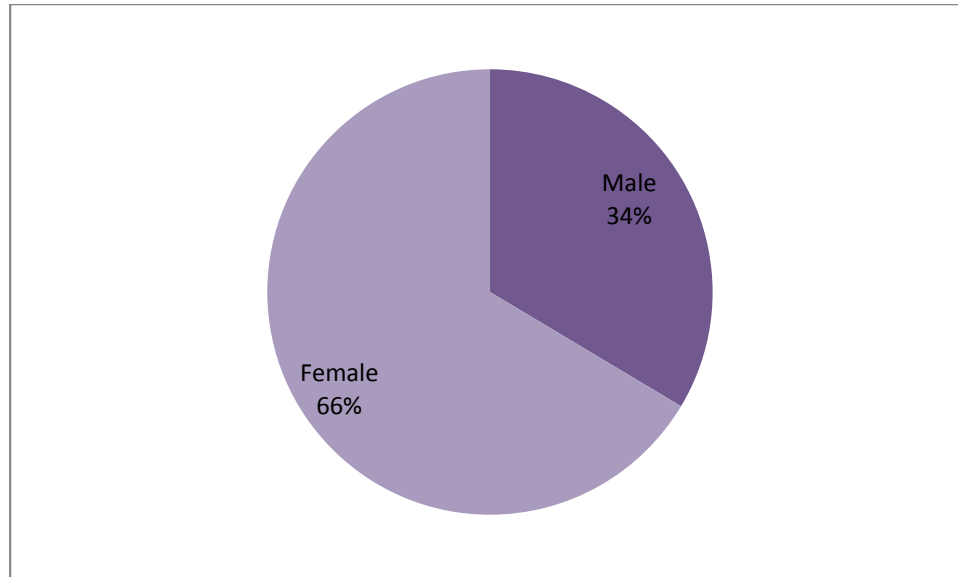


Figure 4.2: Distribution of OVC by gender

Figure 4.2 shows that majority of OVC 87 (66 percent) were females while 44 (34 percent) were male. This implies that there are more OVC females than males. Many male OVC are out of school and are involved in child labour (Otieno, 2015).

The study also sought to establish the age bracket of the respondents. The head teachers were asked to indicate their age brackets. The results are shown in Table 4.3.

Table 4.3: Distribution of head teachers by age

Age	Frequency (f)	Percent (%)
35 – 40 years	3	9.4
40 – 45 years	11	34.4
Over 55 years	18	56.2
Total	32	100

The data on Table 4.3 indicates that majority of head teachers (56.2 percent) were over 55 years old. This implies that the head teachers have a lot of skills in management of schools and are capable of enhancing OVC participation in education. The teachers were also required to indicate their age brackets. The results are shown in Table 4.4.

Table 4.4: Distribution of teachers by age

Age	Frequency (f)	Percent (%)
20 – 24 years	7	10.6
25 – 29 years	11	16.7
30 – 34 years	17	25.8
35 – 39 years	15	22.7
40 – 45 years	9	13.6
45 – 50 years	4	6.1
Over 50 years	3	4.6
Total	32	100

The data on Table 4.4 indicates that most of the teachers (25.8 percent) were aged between 30 -34 years. This implies that many teachers were still active enough to tackle issues affecting OVC. The OVC were also required to indicate their age bracket. The results are shown in Table 4.5.

Table 4.5: Distribution of OVC by age

Age	Frequency (f)	Percent (%)
10 – 11 years	9	6.9
12 – 13 years	58	44.3
14 – 15 years	54	41.2
Over 16 years	10	7.6
Total	131	100

The data on Table 4.5 indicates that most OVC (44.3 percent) were between 12 – 13 years. This implies that many OVC are still young and cannot handle challenges like providing for their basic needs.

The study also established the highest professional qualification of the respondents. The head teachers were required to indicate their highest qualification. The results are shown on Figure 4.3.

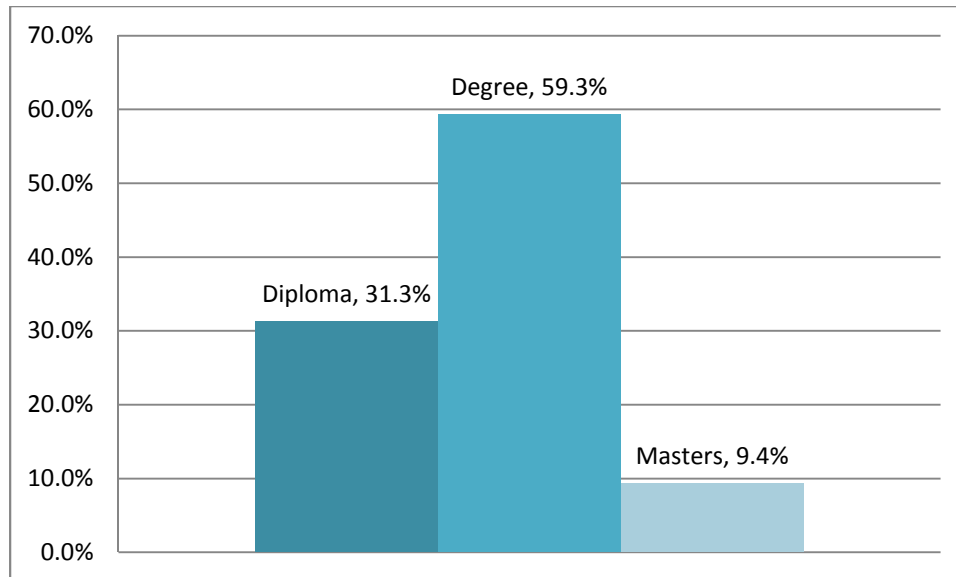


Figure 4.3: Distribution of head teachers by qualification

The data on Figure 4.4 specifies that majority of head teachers 19 (59.3 percent) had bachelor’s degree. This suggests that majority of head teachers have the qualification to manage schools and handle OVC. Darling – Hammond (1998) states that a well-qualified teacher or trainer is one who was fully certified and holds the equivalent or corresponding major in the field he or she teaches. . Maundu (1986) also posits that there is substantial parallel between teacher pupil performance and qualification in Kenya. Teachers were also required to indicate their highest professional qualification. The results are shown in Figure 4.4.

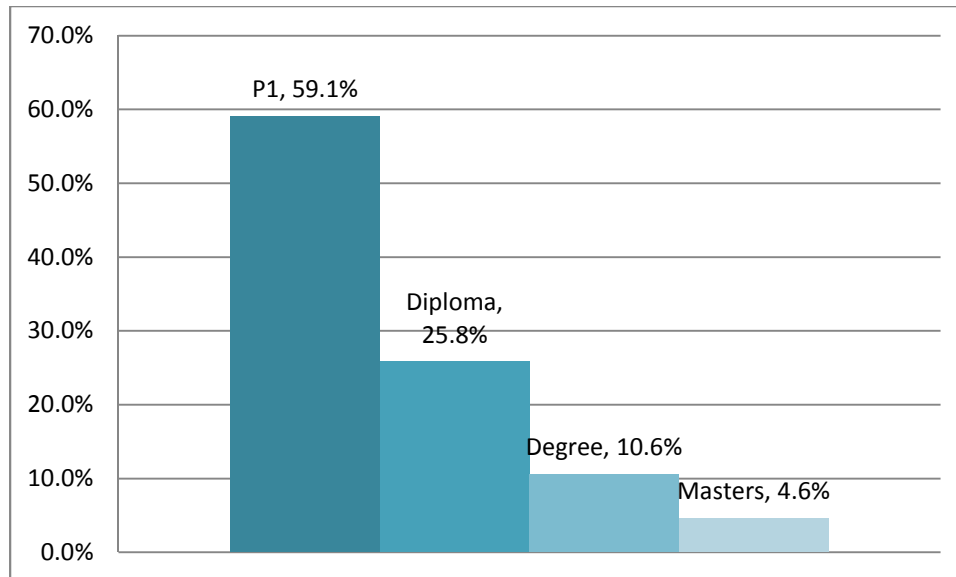


Figure 4.4: Distribution of teachers by qualification

The data on Figure 4.4 indicates that majority of teachers 39 (59.1 percent) had P1 qualification. This is the relevant qualification for the teachers to teach in primary schools in Kenya. This implies that the teachers are qualified to handle issues affecting OVC. Ebersöhn & Eloff, (2002) asserts that qualification of teachers is important to set up a plan that is specific for the school and that addresses the potential problems by making the best use of existing strengths and assets.

The study also sought to establish the category of orphans the OVC were. The results are shown in Table 4.6.

Table 4.6: Category of orphans and vulnerable children.

	Frequency (f)	Percent (%)
Partial	19	14.5
Total	67	51.2
Abandoned by parents	45	34.3
Total	131	100

Table 4.6 indicates that majority of OVC (51.2 percent) were total orphans. This implies that majority of OVC lack both parents. The Majority of OVCs in Nyanza region are total orphans as their parents died of HIV/AIDS Otieno (2015). This result significantly shows that most OVCs in this study are lacking both parents and therefore were more likely to leave school than non-orphans due to financial constraints.

4.4 Influence of head teachers' organization of guidance and counseling program for teachers on participation of OVC

The study established how head teachers' organization of guidance and counseling program for teachers affects participation of OVC in primary education within Ndhiwa Sub County. Head teachers were required to indicate their level of agreement or disagreement on their influence in organization of guidance and counselling programs for teachers on participation of OVC, where SA = Strongly Agree, A = Agree, UD = Undecided, D=Disagree, SD = Strongly Disagree. Their responses are shown in Table 4.7.

Table 4.7: Head teachers’ responses on organization of guidance and counselling programs for teachers on participation of OVC

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Enhance OVC attendance in school	18	56.3	10	31.3	2	6.3	1	3.1	1	3.1
Sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school	15	46.9	8	25	5	15.6	3	9.4	1	3.1
Gives OVC opportunity for learning readiness.	21	65.6	7	21.9	4	12.5	-	-	-	-
Build OVC confidence	23	71.9	8	25	1	3.1	-	-	-	-

N = 32

The data in Table 4.7 indicates that majority of head teachers (56.3 percent) strongly agreed that their organization of guidance and counseling program for teachers enhances OVC attendance in school, 65.6 percent strongly agreed that it gives OVC opportunity for learning readiness while 71.9 percent indicated that it build OVC confidence and 46.9 percent indicated that sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school,. This implies that organization of guidance and

counseling programs by head teachers has an influence on the participation of OVC in school as it affects their attendance; make them cope well in school; and build their confidence. . This is in agreement with the research done by Atieno (2015).who noted that a majority of head teachers in Kisumu East Sub-County organized teachers to provide guidance and counselling for OVC. Teachers were also asked to indicate their level of agreement or disagreement on the influence of head teaches’ organization of guidance and counselling programs for them on participation of OVC, where SA = Strongly Agree, A = Agree, UD = Undecided, D=Disagree, SD = Strongly Disagree. Their responses are shown in Table 4.8.

Tale 4.8: Teachers’ responses on head teachers’ organization of guidance and counselling programs for teachers on participation of OVC

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Enhance OVC attendance in school	21	31.8	35	53	4	6.1	4	6.1	2	3
Sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school	18	27.3	29	43.9	11	16.7	5	7.6	3	4.6
Gives OVC opportunity for learning readiness.	19	28.8	27	40.9	9	13.6	7	10.6	4	4.1
Build OVC confidence	20	30.3	30	45.5	8	12.1	6	9.1	2	3

N = 66

The data in Table 4.8 indicates that majority of teachers (53 percent) agreed that head teaches’ organization of guidance and counseling program for them enhances OVC attendance in school, 40.9 percent agreed that it gives OVC opportunity for learning readiness while 45.5 percent indicated that it build OVC confidence and 43.9 percent indicated that sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school. This implies that organization of guidance and counseling programs by head teachers has an influence on the participation of OVC in school as it affects their attendance; make them cope well in school; and build their confidence.

The head teachers were asked their views on most suitable qualification to provide guidance and counselling to OVC. Their responses are shown in Table 4.9

Table 4.9: Head teachers’ views on most suitable qualification to provide guidance and counselling to OVC

	Frequency (f)	Percent (%)
Certificate in guidance and counselling	10	31.3
Diploma in guidance and counselling	17	53.1
Degree in guidance and counselling	5	15.6
Total	32	100

The data on Table 4.9 shows that majority of head teachers (53.1 percent) indicated that diploma in guidance and counselling was the most suitable qualification to OVC. Teachers were also asked their views on most suitable qualification to provide guidance and counselling to OVC. Their responses are shown in Table 4.10.

Table 4.10: Teachers’ views on most suitable qualification to provide guidance and counselling to OVC

	Frequency (f)	Percent (%)
Certificate in guidance and counselling	11	16.7
Diploma in guidance and counselling	42	63.6
Degree in guidance and counselling	9	13.6
Total	66	100

The data on Table 4.10 shows that majority of teachers (63.6 percent) indicated that diploma in guidance and counselling was the most suitable qualification to OVC.

The head teachers were asked to give their views on whether organization of peer counsellors’ training for OVC enhance their attendance and the results are shown in Table 4.11

Table 4.11: Head teachers' views on peer counselors' training for OVC

	Frequency (f)	Percent (%)
Very important	21	65.6
Important	7	21.9
Uncertain	4	12.5
Total	32	100

The data on Table 4.11 shows that majority of head teachers (65.6 percent) indicated that organization of peer counsellors' training for OVC enhance their attendance in school.

The study sought to establish from OVC whether they had guidance and counseling in their school to enhance their learning readiness. Their responses are shown in Figure 4.5.

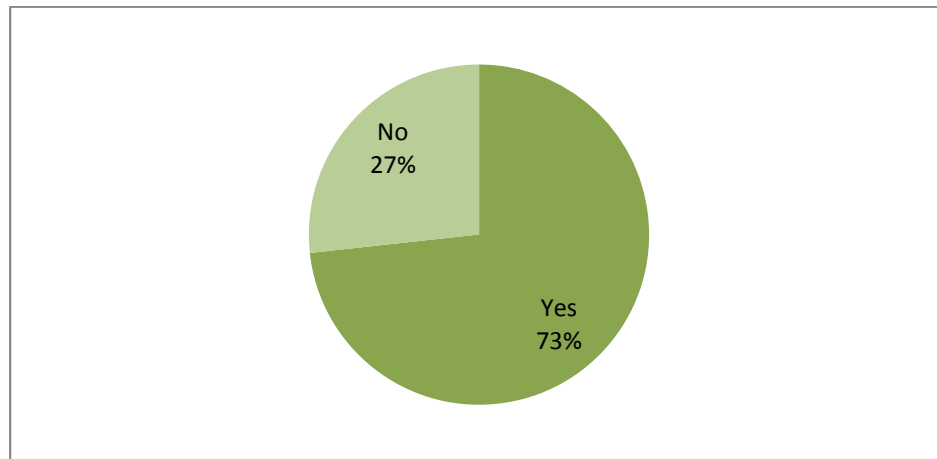


Figure 4.5: OVC Responses on presence of guidance and counseling

The data on Figure 4.5 shows that majority of OVC 96 (73 percent) indicated that their schools had guidance and counseling which enhanced their learning readiness. This implies that majority of school have guidance and counselling programmes.

4.4.1 Focus Group Discussion on influence of guidance and counseling on OVC participation in education

Focus Group Discussion revealed that guidance and counseling was provided by teacher counselors. From the discussion with the OVC regarding provision of guidance and counseling by teachers, the OVC said that it created good relationship and conducive environment for learning which motivated them to attend school. Majority of OVC preferred individualised guidance and counselling as opposed to group due to lack of privacy in group counselling. Many preferred to discuss problems affecting them at home during guidance and counselling for example lack of basic needs to enhance their participation in education.

Another discussion on guidance and counseling was grounded on difficulties that OVC encountered that need guidance and counseling. As discussed in the human rights watch report (2004), Child abuse was also a problem which most OVC revealed during the discussion that affects them. On this matter, the OVC mentioned numerous problems including denial of food, too much work which denies them time for studying, discrimination in school and at home and family violence.

4.5 Influence of head teachers’ competence in instructional resource mobilization on OVC participation in education

Head teachers were asked how competence in instructional resource mobilization influences OVC participation in education. Head teachers were also asked to specify their level of agreement or disagreement on mobilization of stakeholders and NGOs support OVC readiness in learning. Their responses are shown in Table 4.12.

Table 4.12: Head teachers’ responses on mobilization of stakeholders and NGOs support on OVC readiness in learning

	Frequency (f)	Percent (%)
Strongly agree	18	56.3
Agree	8	25
Undecided	6	18.8
Total	32	100

The data on Table 4.12 shows that majority of head teachers (56.3 percent) strongly agree that head teachers’ mobilization of stakeholders and NGOs support OVC readiness in learning. This implies that mobilization of stakeholders and NGOs support OVC readiness in learning. . Although studies done by Atieno (2015) revealed that 40% of head teachers strongly agreed that resource mobilization of stakeholders and NGOs support OVC in learning.

Teachers were also asked to indicate their level of disagreement or agreement on mobilization of stakeholders and NGOs support OVC readiness in learning. Their responses are shown in Table 4.13.

Table 4.13: Teachers’ responses on mobilization of stakeholders and NGOs support on OVC readiness in learning

	Frequency (f)	Percent (%)
Strongly agree	13	19.7
Agree	49	74.2
Undecided	4	6.1
Total	66	100

The data on Table 4.13 shows that majority of teachers (74.2 percent) agree that head teachers’ mobilization of stakeholders and NGOs support OVC readiness in learning. This implies that mobilization of stakeholders and NGOs support OVC readiness in learning. Head teachers were further required to specify their level of agreement or disagreement on fair distribution of resources and OVC enrolment. Their responses are shown in Table 4.14

Table 4.14: Head teachers' responses on distribution of resources and OVC enrolment

	Frequency (f)	Percent (%)
Strongly agree	21	65.6
Agree	7	21.9
Undecided	3	9.4
Disagree	1	3.1
Total	32	100

The data on Table 4.14 shows that majority of head teachers (65.6 percent) strongly agree that fair distribution of resources enhances OVC enrolment. This implies that fair distribution of resources by head teachers increases OVC access to education hence improving their participation.

Teachers were also asked to specify their level of agreement or disagreement on fair distribution of resources and OVC enrolment. Their responses are shown in Table 4.15

Table 4.15: Teachers' responses on distribution of resources and OVC enrolment

	Frequency (f)	Percent (%)
Strongly agree	11	16.7
Agree	37	56.1
Undecided	13	19.7
Disagree	5	7.6
Total	66	100

The data on Table 4.15 shows that majority of teachers (56.1 percent) agree that fair distribution of resources enhances OVC enrolment. This implies that fair distribution of resources by head teachers increases OVC access to education hence improving their participation.

The study sought to establish how organization of adequate resources guarantees OVC an opportunity for readiness in learning. Head teachers were asked to specify their level of agreement or disagreement on how organization of adequate resources guarantees OVC an opportunity for readiness in learning fair distribution of resources and OVC enrolment. Their responses are shown in Table 4.16

Table 4.16: Head teachers' responses on organisation of adequate resources and OVC readiness in learning

	Frequency (f)	Percent (%)
Strongly agree	9	28.1
Agree	19	59.4
Undecided	4	6.1
Total	32	100

The data on Table 4.16 shows that majority of head teachers (59.4 percent) agree organization of adequate resources guarantees OVC an opportunity for readiness in learning.

Teachers were also asked to indicate their level of agreement or disagreement on how organization of adequate resources guarantees OVC an opportunity for readiness in learning fair distribution of resources and OVC enrolment. Their responses are shown in Table 4.17

Table 4.17: Teachers' responses on organisation of adequate resources and OVC readiness in learning

	Frequency (f)	Percent (%)
Strongly agree	11	16.7
Agree	34	51.5
Undecided	15	22.7
Disagree	6	9.1
Total	66	100

The data on Table 4.17 shows that majority of teachers (51.5 percent) agree that organization of adequate resources guarantees OVC an opportunity for readiness in learning. This implies that availability of resources gives OVC an opportunity for readiness in learning. On resource mobilization, majority of OVC depended on sponsors and NGO to pay their school fees and also cater for their basic needs which enabled them to come to school regularly hence improving their participation in education. Some OVCs especially those who are total orphans narrated how it has been difficult for them to get basic requirements such as food, school uniform and books that allow them to attend school regularly since their guardians/ caretakers do not provide for the same. This sometimes led the children to undertake odd jobs in the community such as working in sugarcane plantations or as household labourers so as to meet these requirements. It therefore proves difficult for the orphans to fend for themselves and at the same time concentrate on their schoolwork.

4.6 Influence of head teachers' sensitization of teachers on OVC participation in education

The study sought to determine how head teachers' sensitization of teachers on OVC affects their participation in primary education. Head teachers were asked whether they sensitize teachers on OVC. Their responses are shown in Figure 4.6.

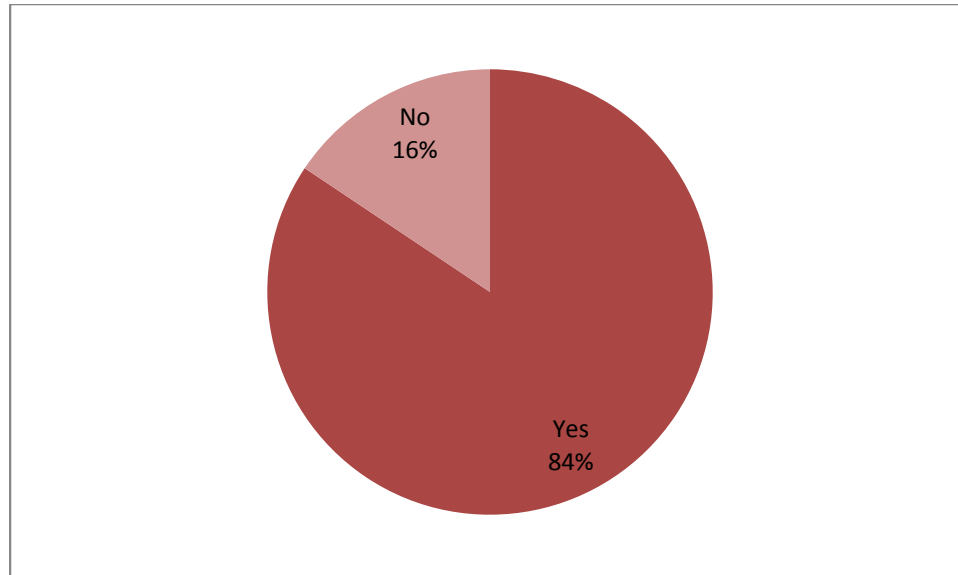


Figure 4.6: Head teachers' responses on sensitizing teachers on OVC

The data on Figure 4.6 indicates that majority of head teachers 27 (84 percent) sensitized teachers about OVC. This implies that majority of teachers are made aware of OVC by the head teachers.

4.6.1 Head teachers' responses on influence of sensitizing teachers on OVC

The majority of head teachers (100 percent) agreed that sensitizing teachers on OVC influenced their participation in education as it creates a conducive environment which is learner friendly. It also improves the relationship between teachers and OVC which in turn improves their participation in education

Teachers were also asked whether they were sensitized by head teachers on OVC.

Their responses are shown in Figure 4.7.

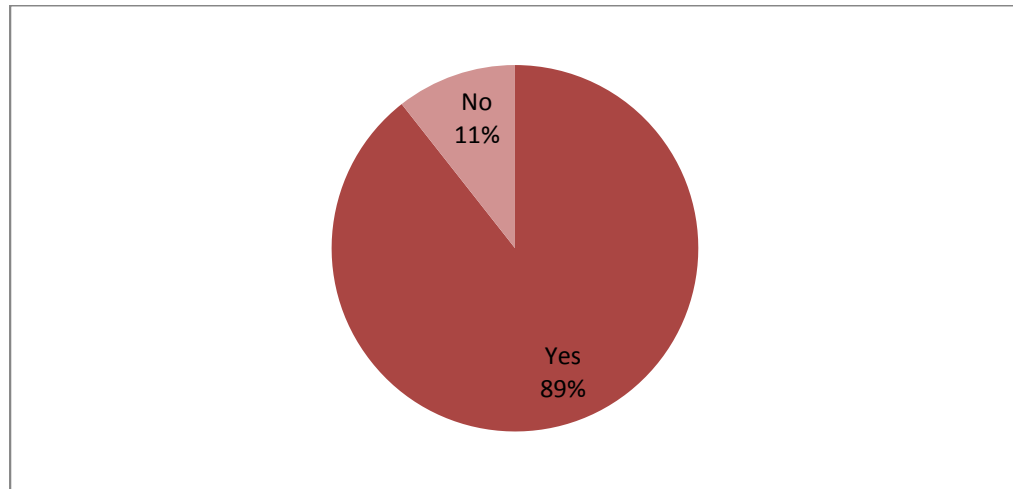


Figure 4.7: Teachers' responses on being sensitized on OVC

The data on Figure 4.7 indicates that majority of teachers 59 (89 percent) were sensitized by head teachers on OVC. This implies that majority of teachers were aware about the existence of OVC and problems they face.

4.6.2 Teachers' responses on influence of being sensitized on OVC

Majority of teachers (100 percent) agreed that being sensitized on OVC had influence on OVC participation in education. Teachers after being made aware, they created a good learning environment for OVC which improved their participation. Study done by Mushaandja, et al (2013) reveals that many teachers who were sensitized on OVC enhanced understanding and compassion, despite significant resource constraint and inadequate support. The availability of teacher counselors at schools made positive difference.

4.7 Influence of head teachers’ networking with stakeholders on OVC participation in education

The study sought to establish how head teachers’ networking with stakeholders on OVC issues affects their participation. The head teachers were asked to indicate their level of agreement or disagreement on influence of their networking with stakeholders on OVC participation in education. Their responses are shown in Table 4.18.

Table 4.18: Head teachers’ responses on influence of networking with stakeholders on OVC participation

	Frequency (f)	Percent (%)
Strongly agree	9	28.1
Agree	18	56.3
Undecided	4	12.5
Disagree	1	3.1
Total	32	100

The data on Table 4.18 shows that majority of head teachers (56.3 percent) agreed that their networking with stakeholders influence OVC participation in education. This is in agreement with Atieno (2015) who revealed that 50% of head teachers in Kisumu East Sub-County, Kisumu supported the creation of networks which addresses hunger and health of OVC while 40% of head teachers strongly supported the creation of networks which address hunger and health of OVC. The

teachers were asked to indicate their level of agreement or disagreement on influence of head teachers' networking with stakeholders on OVC participation in education. Their responses are shown in Table 4.19.

Table 4.19: Teachers' responses on influence of networking with stakeholders on OVC participation

	Frequency (f)	Percent (%)
Strongly agree	17	25.8
Agree	37	56.1
Undecided	7	10.6
Disagree	5	7.6
Total	66	100

The data on Table 4.19 shows that majority of teachers (56.1 percent) agreed that head teachers' networking with stakeholders influence OVC participation in education.

The study also sought to establish from head teachers whether sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school. Their results are shown in Table 4.20.

Table 4.20: Head teachers' responses on sustainability of stakeholder and NGO programmes on OVC enrolment and attendance

	Frequency (f)	Percent (%)
Strongly agree	19	59.4
Agree	13	40.6
Total	32	100

The data on Table 4.20 shows that majority of head teachers (59.4 percent) strongly agreed that sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school. This implies that if stakeholders and NGO programmes are sustained, more OVC will enrol and attend school thus improving their participation in education.

Teachers were also asked whether sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school. Their results are shown in Table 4.21.

Table 4.21: Teachers’ responses on sustainability of stakeholder and NGO programmes on OVC enrolment and attendance

	Frequency (f)	Percent (%)
Strongly agree	12	18.2
Agree	41	62.1
Undecided	9	13.6
Disagree	4	6.1
Total	66	100

The data on Table 4.21 shows that the majority of teachers (62.1 percent) agreed that sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school. This implies that if stakeholder and NGO programmes are sustained, enrolment and attendance of OVC in school will improve.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

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

5.2. Summary of the study

The purpose of this study was to investigate head teacher factors that influence the participation of orphans and vulnerable children in public primary schools in Ndhiwa Sub County. Specifically, the study was set to establish how head teachers organization of guidance and counselling program for teachers, head teachers competence in instructional resource mobilization, head teachers sensitization of teachers on OVC and head teachers networking with stakeholders on OVC issues affect their participation. The study employed a descriptive survey research design where the target population consisted of 40 public primary schools and head teachers, 74 teachers and 140 OVC within Ndhiwa Sub County. Simple random sampling method was used to pick the schools, head teachers, teachers and OVC.

The researcher used questionnaires and focus group discussion as the instruments during the study. The study used two sets of questionnaires, that were used to gather and collect data from head teachers and teachers. Focus group discussion was used to collect data from OVC. After getting introductory letter from the university and permit from the National Council of Science and Technology, the researcher visited the Deputy County Commissioner –Homa Bay County, the County Director of Education –Homa Bay County. Thereafter, researcher booked an appointment with school head teachers and teachers to collect the data required for the study. The researcher then administered the questionnaires to the respondents in person.

The study discovered that majority of head teachers (56.3 percent) strongly agreed that their organization of guidance and counseling program for teachers enhances OVC attendance in school, 65.6 percent strongly agreed that it gives OVC opportunity for learning readiness while 71.9 percent indicated that it build OVC confidence and 46.9 percent indicated that sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school. Majority of teachers (53 percent) agreed that head teaches' organization of guidance and counseling program for them enhances OVC attendance in school, 40.9 percent agreed that it gives OVC opportunity for learning readiness while 45.5 percent indicated that it build OVC confidence and 43.9 percent indicated that sporting activities and clubs organized by teachers for

OVC lower anxiety, depression and anger making them cope better in school. Diploma in guidance and counselling was the most suitable qualification to OVC. OVC said that guidance and counseling created good relationship and conducive environment for learning which motivated them to attend school.

Majority of head teachers (56.3 percent) strongly agreed while 74.2 percent of teachers agreed that head teachers' mobilization of stakeholders and NGOs support OVC readiness in learning. Majority of head teachers (65.6 percent) strongly agreed and 56.1 percent of teachers agreed that fair distribution of resources enhances OVC enrolment. Majority of head teachers (59.4 percent) and 51.5 percent of teachers agree that organization of adequate resources guarantees OVC an opportunity for readiness in learning. Majority of OVC depended on sponsors and NGO to pay their school fees and also cater for their basic needs which enabled them to come to school regularly hence improving their participation in education.

The study also discovered that majority of head teachers (84 percent) sensitized teachers about OVC. Head teachers agreed that sensitizing teachers on OVC influenced their participation in education as it creates a conducive environment which if which is learner friendly. Majority of teachers agreed that being sensitized on OVC had influence on OVC participation in education. Teachers

after being made aware, they created a good learning environment for OVC which improved their participation

Lastly the study also found that majority of head teachers (56.3 percent) and 56.1 percent of teachers agreed that their networking with stakeholders influence OVC participation in education. Majority of head teachers (59.4 percent) strongly agreed and 62.1 percent of teachers agreed that sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school.

5.3 Conclusions

Based on the aforesaid findings, several conclusions were arrived at;

Organization of guidance and counseling programs by head teachers has an influence on the participation of OVC in school as it affects their attendance; make them cope well in school; and build their confidence.

Head teachers' competence in instructional resource mobilization affects OVC participation in education such as mobilization of stakeholders and NGOs support for OVC readiness in learning. Fair distribution of resources by head teachers also increases OVC access to education hence improving their participation in education while organization of adequate resources guarantees OVC an opportunity for readiness in learning.

Sensitizing teachers on OVC influences their participation in education as it creates a conducive environment which is learner friendly. It also improves the relationship between teachers and OVC which in turn improves learner participation in education.

Head teachers' networking with stakeholders influence OVC participation in education. Sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school. If stakeholders and NGO programmes are sustained, more OVC will enrol and attend school thus improving their participation in education.

5.4. Recommendations

The following recommendations were made by the study:

- The Ministry of Education should enhance the participation of OVC in school especially the boy child to achieve gender parity in education.
- The head teachers should pay more emphasis on creating conducive environment for the OVCs to feel accommodated and encouraged to participate in the teaching/ learning process.
- Head teachers should ensure that programmes that improve participation of OVC in education are sustained.

5.5. Suggestions for further study

Other issues emanated from the study that requires further investigation. The following are the areas that need further research;

- i. Socio-economic factors that influence the participation of orphans and vulnerable children in public primary schools
- ii. A replica of the study should be carried out in other areas to establish more on this topic..

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Wycliffe Otieno Oburu

Department of Educational administration,

University of Nairobi, P.O Box 30197,

Nairobi.

22/10/2017.

Dear Sir/ Madam,

RE: REQUEST TO COLLECT DATA

I am a post graduate student in the Department of Educational administration at the University of Nairobi. I am in the process of conducting a research on the **Headteacher factors influencing participation of orphans and vulnerable children in Ndhiwa Sub County**. I am humbly requesting for your participation and cooperation in filling in this questionnaire.

Data will be used for academic purposes only and your identity will remain confidential. Thanking you in advance,

Yours faithfully,

Wycliffe Otieno Oburu

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Section A: Demographic Information

Tick only one answer that you find appropriate

1. Please indicate your gender. Male () Female ()
2. What is your age bracket? 25 – 34 years () 35- 44 years ()
45 – 54years () over 55 years ().
3. What is your highest professional qualification? A level () Diploma ()
Degree () Masters () PhD () Other (specify).....
4. How many years have you served as a head teacher? 5 years () 6-10 years ()
11-15 years () 16-20 years () over 20 years ()

Section B: Information on factors influencing Orphans and vulnerable

Children’s participation in primary education

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

No.	SN Influence	SA	A	UD	SD	D
5.	Organization of guidance and counselling Head teachers’ organization of teachers to provide guidance and counselling for orphaned					

	and vulnerable children to enhance their attendance in school					
6.	Sporting activities and clubs organized by teachers for OVC lower anxiety, depression and anger making them cope better in school					
7.	Resource mobilization Mobilization of stakeholders and NGOs support OVC readiness in learning					
8.	Distribution of resources fairly enhances OVC enrolment					
9.	Organization of adequate resources guarantees OVC an opportunity for readiness in learning					
10.	Networking with stakeholders Sustainability of stakeholder and NGO programmes lead to OVC enrolment and attendance in school					

SECTION C: Guidance and counselling and academic performance of OVC

11. Head teachers view on teachers most suitable qualification to provide guidance and counselling to OVC

Certificate in guidance and counselling ()

Diploma in guidance and counselling ()

Degree in guidance and counselling ()

Undecided ()

No.	SN Influence	SA	A	UD	SD	D
12.	Head teachers organization of guidance and counselling programme for OVC in school gives them opportunity for learning readiness.					

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

Good relationship with teachers () Good relationship with peers () Uncertain ()

Peer counselling and participation of OVC

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

Very important () Important () Uncertain () Very unimportant ()

Unimportant ()

15. Do you sensitize teachers on OVC?

Yes () No ()

If yes, how does it affect their participation in education?

.....
.....

No.	SN Influence	SA	A	UD	SD	D
16.	Head teacher creation of networks for provision of basic needs Head teachers' view on ability to mobilize instructional resource resources helps improve OVC performance					

Thank you for cooperation

APPENDIX III: QUESTIONNAIRE FOR TEACHERS.

Tick only one answer that you find appropriate

Section A: Demographic Information

1. Please indicate your gender. Male () Female ()
2. What is your age bracket? 20- 24 years () 25 – 29 years () 30- 34 years ()
35 –39 years () 40 – 44 years () 45 – 49 years () 40 – 54 years () over 55
years ().
3. What is your highest professional qualification? P1 () Diploma ()
Degree () Masters () PhD () Other (specify).....
4. How many years have you served as a teacher? 5 years () 6-10 years ()
11-15 years () 16-20 years () over 20 years ()

Section B: Information on head teacher related factors influencing Orphans and vulnerable Children participation in primary education

Indicate with a tick your level of agreement or disagreement with each Statement, where

SA = Strongly Agree, A = Agree, UD = Undecided, D=Disagree, SD = Strongly Disagree

Guidance and counselling and participation of OVC

No.	SN Influence	SA	A	UD	SD	D
5.	If a head teacher organizes teachers to provide Guidance and counselling for orphaned and vulnerable children it enhances their attendance rates.					
6.	Organization of guidance and counselling programme for OVC in school gives them opportunity to cope better in school					
7.	Peer counselling and participation of OVC Peer counselling programmes are organized by the headteacher to support the needs of OVC which enhances their attendance in school					
8.	Organization of peer counsellors training for OVC in the school enhances ovc attendance					
9.	If OVC are mentored on issues of reproductive health, HIV/AIDS & abstinence it enhance enrolment and Attendance in school					
10.	Resource mobilization and participation of OVC					

	Mobilization of stakeholders and NGOs support OVC Readiness in learning					
11.	Distribution of resources fairly enhances OVC Enrolment in school					
12.	Organization of adequate resources guarantees OVC an opportunity for learning readiness					
13.	Sustainability of stakeholder and NGO programmes lead to enrolment and attendance of OVC in school					

SECTION C: Guidance and Counselling and Participation of OVC

14. Teachers' view on most suitable qualification to provide guidance and Counselling to OVC

Certificate in guidance and counselling ()

Diploma in guidance and counselling ()

Degree in guidance and counselling ()

Undecided ()

15. Teachers' view on head teachers 'organization of guidance and counselling gives them opportunity to cope better hence enhancing Learning readinesses

Sometimes () regularly () Uncertain () Availability of time ()

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

Good relationship with teachers ()

Good relationship with peers ()

Uncertain ()

17. Are you sensitized on OVC by head teachers?

Yes () No ()

If yes, how does it affect the participation of OVC in education?

.....
.....

No.	SN Influence	SA	A	UD	SD	D
18.	<p>Peer counselling and participation of OVC</p> <p>Teachers' view organization of peer counsellors' training for OVC as enhancing their attendance in school</p>					
19.	<p>Head teacher creation of networks for provision of basic needs teachers' view creation of networks that address hunger and health of OVC as an important head teacher's duty</p>					

Thank you for your cooperation

APPENDIX IV: FOCUS GROUP DISCUSSION FOR OVC

SECTION A: Personal Details of OVC year 2017

- 1) Gender: Male () Female ()
- 2) What is your age bracket? 10-11(); 12-13 (); 14-15(); Above 16()
- 3) In which class are you? 4() 5() 6 (), 7 (), 8()
- 4) Which category of orphan are you? Partial (); Total () Vulnerable ()
- 5) In what type of a home do you live? Orphanage (), Rehabilitation () Well Wishers ()
- 6) In what type of family do you live? Nuclear () Extended () Child headed ()
Other (specify e.g. aunt, uncle, grandparents)

SECTION B: Head teacher Factors influencing academic performance of OVC in public primary schools

Guidance and counselling and participation of OVC

- 7) Do you have guidance and counselling in your school to enhance your learning readiness? yes () no()
- 8) Which people provide guidance and counselling in your school to enhance your school attendance?
- 9) Is there a particular time meant for guidance and counselling session in your school to enhance your participation?
- 10) When guidance and counselling is being provided which one are you comfortable with? Is it group or individual counselling?

11) Which problems would like to discuss during guidance and counselling?

Resource mobilization and participation of OVC

12) Who pays for your school requirement to enhance your learning readiness?

Parent (), Sponsor (), Guardian ()

13) Are you sponsored by any NGO to enhance your school attendance?

14) If yes, do the resources given by NGOs make you come to school regularly?

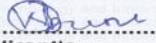
Thank you

APPENDIX V: RESEARCH CLEARANCE PERMIT


THIS IS TO CERTIFY THAT:
MR. WICKLIFFE OTIENO OBURU
of **UNIVERSITY OF NAIROBI**, 248-40300
HOMA BAY, has been permitted to
conduct research in **Homabay County**

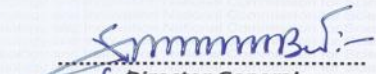
on the topic: **HEADTEACHER FACTORS
INFLUENCING PARTICIPATION OF
ORPHANS AND VULNERABLE CHILDREN
IN PUBLIC PRIMARY SCHOOLS IN
NDHIWA SUB COUNTY, KENYA**

for the period ending:
4th January, 2019


Applicant's
Signature


Permit No : **NACOSTI/P/18/50448/20614**
Date Of Issue : **4th January, 2018**
Fee Received : **Ksh 1000**





Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No.A **17029**
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APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/50448/20614**

Date: **4th January, 2018**

Wickliffe Otieno Oburu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Headteacher factors influencing participation of orphans and vulnerable children in public primary schools in Ndhwa Sub County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for the period ending **4th January, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homabay County.

The County Director of Education
Homabay County.

APPENDIX VII: NDHIWA DISTRICT MAP

