THE SOCIOLOGICAL CHARACTER OF THE SCHOOL ON THE EDUCATION OF ORPHANS IN SELECTED SECONDARY SCHOOLS IN GEM SUB COUNTY, SIAYA COUNTY, KENYA.

BY

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MOI UNIVERSITY

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DECLARATION

Declaration by the Candidate

The thesis is my original work and has not been presented or produced anywhere in any university for any degree.

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DEDICATION

This work is a special dedication to all the orphans who are striving to achieve their academic goals despite the challenges, to my loving mum Monica Ochieng and my late dad, Mr. Ochieng Boyi. I profoundly thank them for the firm academic foundation they laid in me.

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ABBREVIATIONS

AIDS	Acquired Immuno- deficiency Syndrome
BOM	Board of Management
CDF	Constituency Development Fund
CSH	Child Survival and Health Fund
GOK	Government of Kenya
HIV	Human Immuno Deficiency Virus
HOD	Head of Department
IEC	Information Education Communication
KCSE	Kenya Certificate of Secondary Education
KDHS	Kenya Demographic Health Survey
KIHBS	Kenya Intergrated Household Budget Survey
KNBS	Kenya National Bureau of Statistics
MCA	Member of County Assembly
MOE	Ministry of Education
NACC	National Aids Control Council
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PTA	Parents and Teachers Association
SADC	Southern African Development Community
SCEO	Sub County Education Office
SESBAF	Secondary School Bursary Fund
STD	Sexually Transmitted Diseases
UNESCO	United Nations Education, Scientific and Cultural Organization
NASCOP	National Aids & STD Control Programme
UNICEF	United Nations Children’s Education Fund
USAID	United States Agency for International Development

ABSTRACT

Secondary schools in Gem Sub - County have increasingly experienced the challenge of orphans and vulnerable children arising from deaths especially occasioned by HIV / AIDS scourge. Education is an important intervention for orphans since it provides a safety net and enables them to be productive and responsible members in the society. The purpose of this study was to determine the sociological character of the school on the education of orphaned learners in selected secondary schools in Gem Sub - County, Siaya County, Kenya. The study objectives were: to determine the social responsibility of the schools towards the education of orphaned learners in selected secondary schools in Gem Sub - County ; to establish ways in which secondary schools related with other agents to cater for the education of orphaned learners in selected schools in Gem Sub - County; to establish ways in which secondary schools dealt with the psycho-social development of the orphaned learners in selected secondary schools in Gem Sub - County and to assess the extent to which HIV/AIDS mainstreaming policy had been implemented in selected schools in Gem Sub- County. The study used a mixed methodology and adopted a descriptive study design. The study was

guided by the Social Capital Theory. The scope of the study was 39 public secondary schools in Gem Sub - County. The target population comprised of 1460 orphans in secondary schools, 39 Principals, 39 Guidance and Counseling teachers, 39 co-curricular masters, 39 Board of Governors (BOM) members, 39 Parents Teachers Association (PTA) members and 39 church leaders from selected secondary schools in Gem Sub - County, the Sub - County Education Officer, Constituency Development Fund officer, 6 Members of County Assembly (MCA) and 6 Non-Governmental Organizations (NGO) in Gem Sub - County. Multi stage sampling technique was used to select the 13 schools. Purposive was used to select 13 Principals, 13 Guidance and Counseling teachers, 13 co-curricular masters, 13Board of Management (BOM), 13 Parents Teachers Association (PTA) members and 13 church leaders, the Sub - County Education Officer, Constituency Development Fund officer ; stratified sampling was used to select orphaned learners and simple random sampling was used to select the MCAs. A pilot study was conducted to establish the reliability of the research instruments whereas validity was ascertained by presenting the instruments to experts in the educational foundations department of Moi University. Qualitative data was collected through interview schedules and document analysis while quantitative data was collected through questionnaires. Qualitative data was organized thematically and reported in text form. Quantitative data was analyzed using descriptive statistics such as frequency counts and percentages. The study established that majority of secondary schools were socially responsible despite challenges, support from the agents promoting education was inadequate, there were few professionally trained Guidance and Counseling teachers and inadequate resources in the department. Further, there was very little implementation of HIV mainstreaming policy in secondary schools. The study recommended that the Ministry of Education (MoE) should ensure that there was adequate teaching staff in schools and mobilize resources for infrastructural development; government should reduce school fees , increase bursary allocation for orphans and solicit for more donor funding in secondary education; the MOE should invest in capacity building of personnel in Guidance and Counseling and enhance the implementation of HIV/AIDS mainstreaming policy by revising the delivery mode. These would contribute significantly to the development of appropriate policy for the holistic education of orphaned learners in Kenya.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presents an introduction to the study. It includes sub-sections of the introduction to the study on the following: background of the study, statement of the problem, purpose of the study, research objectives, research questions, assumptions of the study, justification of the study, significance of the study, scope and limitations of the study, theoretical framework and the operational definition of terms.

1.1 Background of the Study

Globally, the education of children and the youth is given priority and this necessitated the initiation of the Education for All (EFA) movement launched in 1990 in Jomtien (Thailand) (UNESCO, 2008; UNICEF, 2009). However, in developing countries, there are many orphans and vulnerable children (OVC) who may miss out on this goal due to poverty, social instability, need for domestic labor, need for income-generating activities, stigmatization, and parental sickness or death(Smart, 2003; Mhlanga,Welch, Nyabanyaba & Moleni, 2008; Kalaba, 2010).

Education is important for normal child development (Adejuwon & Oki, 2011; Kombo, 2005) since it affords children the opportunity to socialize with peers. It is strongly related to employment and earning potential in adulthood. According to Irish Aid Education Policy and Strategy (2008), education helps expand the choices and opportunities for learners, thus enabling them to take greater control of their lives and escape the vicious cycle of poverty. Children and youths were considered to be the present and the future of any country therefore their education should be given priority (Smart, 2003).

According to Mhlanga et al (2008), education had been termed as a “social vaccine” and was one of the most important interventions for orphaned learners since it provided them with opportunities for the development of skills, knowledge, emotional support, interaction with other children as well as the acquisition of values, beliefs and behavior patterns of the society (Godana & Kalili, 2003; Kombo, 2005; Kelly, 2008). As a result, the Kenyan government formulated the National Policy on Orphans and Vulnerable Children (OVC) (GOK, 2005). This policy aimed at addressing the plight of the disadvantaged orphaned learners in the country.

In the United States of America the Federal government supports public education. The government is empowered by the constitution welfare clause, Article 1 section 8, to levy taxes and collect revenues for the support of education (Nyaga, 2005). This afforded all learners an equal opportunity to achieve their potential and hence become productive members in the society.

Empirical research from developed countries like the United States of America, United Kingdom, Argentina, Japan and Indonesia showed that vulnerable youths had educational needs which if met would empower them to act as agents of change within their own lives and the lives of those around them (Loening-Voyse & Wilson, 2001; Catalano, Berglund, Ryan, Lonczak & Hawkins, 2002 ; Battistich, 2012). Further, in these countries the youth represented a dynamic population, and were provided with appropriate opportunities to develop and exercise their livelihoods and leadership skills. This made them to be agents of their own welfare and enabled them to make significant contributions to their communities.

Orphanhood is common in many countries in Sub-Sahara Africa, with a surge in countries such as Kenya, Malawi, Namibia, Zambia and Zimbabwe and these countries have a high prevalence of HIV/AIDS (Beegle, Filmer, Stokes & Tiererova, 2009; Kalaba, 2010). Other causes of orphanhood included wars, tribal clashes,

border conflicts, accidents, natural calamities, other diseases such as malaria, tuberculosis among others (UNICEF, 2003). Sub-Sahara Africa has been hit the hardest as it is home to over 48 million orphans of which 17.8 million were orphaned as a result of HIV/AIDS pandemic (UNICEF, 2006; Avert, 2012) and this was likely to rise to 25 million by 2015. This overwhelming figure has been increasing steadily over the past ten years and this led to concern on the welfare of orphaned children in the world (Beegle et al, 2009; Kalaba 2010) and Kenya was not an exception.

The burden of educating the youth in Kenya is ideally supposed to be the responsibility of the parents and guardians. However, the government also plays a vital role in educating them. A report by UNESCO and UNICEF showed that there were 2.5 million orphans in Kenya and majority of them were HIV positive (UNESCO, 2008).According Salaam (2005), without education and skills training, orphaned children were more likely to fall deeper into the cycle of poverty. Further, they may engage in high-risk behaviour that perpetuates the cycle of HIV transmission negatively hence affecting their emotional well being. Therefore special attention needed to be focused on the education of orphaned learners and their integration into the society.

The family is a key social institution that gives stability and sustenance to its individual members as well as to the community collectively but in cases where parents are ill or deceased, other social structures like community organizations and the school needed to provide a safety net for the affected children (Pridmore 2007, Mhlanga et al, 2008). Unlike in other developed countries where the vulnerable youth are provided with appropriate opportunities for their holistic development (Loening-Voyse & Wilson, 2001;Battistich, 2012),orphaned learners in Kenya suffered social isolation, distress, shame, fear, rejection and extreme poverty (Nyambedha, 2004;

UNICEF, 2008; Kigotho, 2012). In this regard, there was need to establish the role of Kenyan schools in the psycho-social development of such orphaned learners.

Social structures in schools were known to cultivate distinctive patterns of students behavior (Kombo, 2005; Battistich, 2012) which were adapted to the functions they were expected to execute in the society. In Kenya, English is the language of instruction in the implementation of the school curriculum. Other languages used are Kiswahili, French languages among others and these promote both the formal and informal socialization. The school combines both the formal (classroom teaching) and informal (peer influence, co-curricular activities) process of socialization. The socialization process in school is a deliberate process and of importance to all learners including the orphaned learners.

Studies showed that schools not only took students through school activities to teach them on life skills but also on socially accepted behaviour such as respect, obedience, responsibility, cleanliness, punctuality among others (Kombo,2005; Battistich, 2012). School events such as academic forums, science congress and debates encouraged critical thinking in students. Schools further helped in the development of talents in athletics, football, rugby, drama, music which were instrumental in the holistic development of the orphaned learners. Similarly, enforcement of school rules and regulations enabled the orphaned learners to become responsible members in the society. The school promoted both formal and informal socialization which were critical for the holistic development of orphaned learners. It is probable that through education the orphaned learners would be able to develop their full potential.

A study by Loening-Voyse & Wilson (2001) showed that all children had physical, emotional, social, spiritual and intellectual needs which had to fulfill if they were to enjoy life, develop their full potential and develop into productive adults. If any one of these basic needs was not met or was inadequately met, then their development was

likely to be affected negatively. Therefore, special attention needed to be focused on the education of orphaned learners in order to achieve their full potential. This required steady support from the school, the government and other stakeholders.

The government of Kenya formulated the National Policy on Orphans and Vulnerable Children (OVC) whose goal was to ensure that every Kenyan child who was orphaned or vulnerable was protected and supported in order to achieve their physical, cognitive, social, emotional and spiritual development (GOK, 2005). The National Policy on OVC (2005) therefore formed the basis of this study. The policy indicated that child development would involve a holistic approach. Therefore the current study viewed the role of the school as critical in the development of an all-round, responsible and well socialized individual.

The strategies of the OVC policy included: strengthening support programmes, including extending the provision of bursaries for attendance at secondary schools; improving institutional capacity of existing schools to accommodate and offer psycho-social support to these groups of learners; supporting HIV/AIDS mainstreaming into the school curriculum and improving HIV/AIDS information access (GOK, 2005). According to the national policy on OVCs, programs were put in place to prepare teachers to handle the special needs of OVCs and would provide counseling support services for OVCs. Therefore, the current study sought to establish the extent to which this policy had been implemented in secondary schools in Gem Sub - County of Siaya County.

In efforts to implement the OVC policy, the Kenyan government initiated bursary schemes for secondary education such as Secondary School Bursary Fund (SESBAF) and Constituency Development Fund (CDF) in order to cushion households from the rising impact of poverty and unstable economy (Nduva, 2004). The Constituency Development Fund (CDF) was aimed at enhancing student access to and retention in

secondary schools, by supporting the needy students (GOK, 2005). This portrayed that the Kenyan government was committed to ensuring that orphaned learners would access and complete their education through bursary schemes. However, the reality was that secondary school education was not free of charge and these secondary schools charged very high fees making it unaffordable to many learners (Mhlanga, 2008; Kalaba, 2010; Oketch & Shilitsa, 2014). School enrolment and retention in public secondary education were directly related to family income (Central Bureau of Statistics, 2004). The study therefore sought to establish ways in which schools related with other agents to promote the education of orphaned learners.

According to Kenya Demographic Health Survey (2014) and KIHBS2005-2006 reports, Nyanza regioncompared to other regions had a high rate of orphanhood and prevalence of the child-headed household which was at 12.5% (KDHS, 2014). This had led to high dropout rate (11.6%), repetition and absenteeism. Statistics indicated that the poverty index in Kenya was estimated at 46 % (KNBS, 2007).The poverty index of Gem District was reported at 42 %, while that of Nyanza region was at 46.5% with about half of the population in the region living below poverty line(KIHBS, 2005/2006). The poverty index in Gem Sub - County was among the highest in Kenya and this had negative effects on the education of the orphaned learners within the Sub - County. Previous research conducted in Siaya Sub-County on child-headed households (Ayieko, 2003) and orphans and vulnerable children (Ambasa-Shisanya, 2007) indicated poor psycho-social adjustment amongst the orphans. Therefore there was need to establish how secondary schools dealt with psycho-social development of orphaned learners.

Increasing adult mortality due to HIV/AIDS in Sub-Saharan Africa affected the welfare of surviving youths. Studies found substantial variability across countries on the negative impacts of orphanhood on the education of youths (Nyambedha, 2004;

Beegle et al, 2007; Kalaba, 2010).This raised considerable concerns about their plight in Kenya. It is in this regard that the National OVC Policy also aimed at supporting HIV/AIDS mainstreaming into the school curriculum in order to improve HIV/AIDS information access.

The KDHS, (2014) report revealed that only 55% all youth (15- 24 years) in Kenya had comprehensive knowledge on HIV/AIDS. Further, the UNAIDS (2014) report showed that Kenya had the fourth highest prevalence / infection rate in the world. Further, Siaya County of which Gem Sub - County is a constituent, ranked third highest HIV/AIDS prevalence area in the country at 23.7% while Nyanza region was at 25.7% (UNAIDS, 2012) and Gem Sub County had 17.7 % prevalence rate (SCHIS, 2014). This had led to an increase in the number of child headed households and OVC in the county (SCIDP, 2014). Research studies showed that where poverty and HIV co-existed, the youth were at great risk of deprivation (UNICEF, 2006). It is also argued that children in areas with high levels of HIV / AIDS are vulnerable to the epidemic (Boler and Carroll, 2003). This therefore raised concern on the levels of awareness and sensitization among the youth in secondary schools in Kenya.

Therefore, if orphaned learners were to successfully overcome both developmental challenges and academic demands, they would require resourceful relationships and strong social networks of social agents, mentors, pro- academic peers and institutional agents (Stanton Salazar, 2011). Through this strong network, the orphaned learners would be able to receive support that would in turn contribute to their physical, psychological, social, intellectual and spiritual development. This study therefore, sought to determine the sociological character of the school on the education of orphaned learners in Gem Sub - County of Siaya County, Kenya.

1.2 Statement of the Problem

The major challenge facing secondary schools in Gem Sub - County has been the higher number of orphans and vulnerable children arising from the high mortality rates mainly occasioned by the prevalence of HIV/AIDS. This had significantly put pressure on resources to support the OVCs and the burden was shouldered by the care givers. Consequently, the education of orphans was likely to be affected negatively. Siaya County, of which Gem Sub - County is a constituent, had a high secondary school dropout rate of (11.6 %) compared to Nyanza region (9.5 %) and nationally (6.6%) (Mudemb, 2013; KNBS 2009 Census).This raised the concern over the social responsibility of the school and how the school related with other agents to support the education of such orphaned learners. There was need to establish how secondary schools dealt with the psycho-social development of the orphaned learners and further assess the extent to which HIV/AIDS mainstreaming policy had been implemented. This study therefore sought to determine the sociological character of the school on the education of orphaned learners.

1.3 Purpose of the Study

The purpose of this study was to determine the sociological character of the school in the provision of education to orphaned learners in selected secondary schools in Gem Sub - County.

1.4 Research Objectives

The following specific objectives guided this study:

i. To determine the social responsibility of the schools towards the education of orphaned learners in selected secondary schools in Gem Sub - County.

ii. To establish ways in which secondary schools related with other agents to cater for the education of orphaned learners in selected schools in Gem Sub - County.

iii. To establish ways in which secondary schools dealt with the psycho-social development of the orphaned learners in selected secondary schools in Gem Sub - County.

iv. To assess the extent to which HIV/AIDS mainstreaming policy had been implemented in selected schools in Gem Sub - County.

1.5 Research Questions

This study sought to answer the following questions:

i. What was the social responsibility of the school towards the education of orphaned learners in selected secondary schools in Gem Sub - County?

ii. In which ways did secondary schools relate with other agents to cater for the education of orphaned learners in selected schools in Gem Sub - County?

iii. How did selected secondary schools deal with the psycho-social development of the orphaned learners in Gem Sub - County?

iv. To what extent had the HIV/AIDS mainstreaming policy been implemented in selected secondary schools in Gem Sub - County?

1.6 Assumptions of the Study

This study was guided by the following assumptions:

The degree of orphanhood and vulnerability of students was higher in all public schools Secondary schools in Gem Sub - County. The Sub - County recognized the challenges faced by such orphaned learners and had put deliberate structures in place to promote their education. Similarly, the Sub - County recognized the support from

other relevant stakeholders and therefore worked closely with them to enhance the education of orphans in the area. The implementation of HIV / AIDS mainstreaming policy was also compulsory in all secondary schools.

1.7 Justification of the Study

According to statistics in Kenya, there are 2.5 million orphaned children and majority of whom are HIV positive (UNESCO, 2008). High rate of orphanhood was one of the major challenges in Gem Sub - County hence the need to undertake this study. Failure to educate and have orphaned learners integrated into the society, challenges such as alcohol and drug abuse, violent behaviour, suicidal tendencies, unwanted pregnancies, immorality, Sexually Transmitted Diseases (STD) and HIV/AIDS were likely to increase (Smart, 2003; Salaam, 2005). Threats to the well-being of such youth would have a lasting impact and would also lead to cognitive difficulties, behavioral, social and emotional problems, as well as general inability to engage with those around them (Salaam , 2005). The choice of secondary school was important since Gem Sub - County had a high secondary school dropout rate and high poverty levels which negatively affected the education of orphaned learners. It was evident that where poverty and HIV/AIDS coexisted, youths were at risk of great deprivation (UNICEF, 2006; Serey, Many, Sopheak, Sokkalyan, Sela, Chanravuth & Sophal, 2011). This study therefore sought to determine the sociological character of the school in the provision of education to orphaned learners in selected secondary schools in Gem Sub - County.

1.8 Significance of the Study

The study on the education of orphaned students was very important and its findings would be of significance to various stakeholders in the education sector. The findings would serve as resource information on the social responsibility of the school in the

education of orphaned learners and hence help orphaned learners realize their full potential. The study would also help reveal useful information for policy makers in the Ministry of Education on the ways and levels of support given by other agents to enhance the education of orphaned learners. The findings would further guide the stakeholders in developing better understanding of psycho-social needs of the orphaned learners and hence help the learners adjust psychologically and socially. This study would reveal useful information to the Ministry of Education on the extent to which HIV/AIDS mainstreaming policy had been implemented in schools hence develop programs that would enhance the implementation of the policy.

1.9 Scope of the Study

The scope of this study was based on a boy's boarding school, a girl's boarding, a girl's day, a mixed day/boarding and nine mixed day secondary schools. The study was delimited to public secondary schools. The study was delimited to orphans, Principals, Heads of Guidance and Counseling department, co-curricular master/mistress, the Board of Management (BOM), church leaders representing the sponsor, the Parents and Teachers Association (PTA) from selected public secondary schools in Gem Sub - County, the Sub - County Education office, the Constituency Development Fund (CDF) office, Members of the County Assembly (MCAs) and on-Governmental Organizations (NGOs) in Gem Sub - County.

The participants were selected by the researcher based on the fact that the Principal was the Chief Executive Officer who directed the implementation of policies initiated by the school management and the government. The Guidance and Counseling department was responsible for the Guidance and Counseling of students in the school. The BOM were the policy makers while on the other hand the Parents Teachers Association were key stakeholders in the school and were concerned with the development of the school. The CDF office disbursed bursaries to orphaned learners

and so as an agent of the government they played a role in the education of orphaned learners in the Sub -County. The Members of County Assembly (MCAs) played a key role since they represented the interests of the ward members and the general development of their areas while the church promoted the spiritual development in the society. The NGOs were selected based on the fact that they offered various support in promoting education in the Sub - County.

1.10 Theoretical Framework

This study adopted the social capital theory by Stanton Salaazar (2011) to examine the role played by the school on the education of orphaned learners. In playing this role, the school had to work with other stakeholders. Ideally, the OVC policy concerns the psychological, social, physical, intellectual / cognitive and spiritual development of orphaned learners. The school as a social institution is expected to provide social networks that present a conducive environment for the holistic development of such group of learners.

According to Stanton Salaazar (2011), social capital consisted of resources and key forms of social support embedded in one's network or associations and accessible through direct or indirect ties with institutional agents. According to, Pridmore, Thomas, Havemann, Sapag & Wood (2007), social capital refers to "the stock of active connections among people (including the trust, mutual understanding, and shared values and behaviours) that binds members of human networks and communities and that also empowers them to make cooperative action and participation possible". In Coleman's view, social capital is distinct from other forms of capital in that it "inheres in the structure of the relationships between actors and amongst actors" (Coleman, 1988 cited in Van Wyk & Lemmer, 2007).

It is on the basis of this understanding that Stanton Salazar's (2011) Social Capital theory was adopted in this research to provide a conceptual lens in the examination of

the role played by the school in the education of orphaned learners through its networks. Thus, Social capital consisting of resources and key forms of social support embedded in one's network or associations and was accessible through direct or indirect ties with institutional agents.

In this study the institutional agents included the school, the Ministry of Education, the Constituency Development Fund office, community leaders, the church and the alumni of the school. The institutional agents would directly transmit or negotiate the transmission of highly valued resources. The orphaned learner would therefore be able to access valued resources like bursaries, formal and informal curriculum implementation, spiritual, psychological and social development through the school system and its networks. In this case the schools were best positioned to empower the orphaned learners. The capacity of institutional agents to empower others was largely dependent upon the structure and resourcefulness of their social networks (Stanton Salazar, 2011).

This study suggested that the school had the capacity to empower the orphaned learners through their social networks with the other stakeholders such as the PTA, the BOM, the Ministry of Education, the CDF, the alumni of the school, non-governmental organizations, community leaders and the church. In order to realize their full potential, the orphaned learners required resourceful relationships and strong social networks of social agents, mentors, pro- academic peers and institutional agents (Stanton Salazar, 2011; Battistich, 2012). Through this strong network, the orphaned learners were able to receive support that would in turn contribute to their psychological, social, intellectual, physical and spiritual development.

In school, the positive interactions between the student and the teachers would have positive consequences on all the students and the orphaned learner was not exceptional. In this case, the teacher was seen as a role model (Battistich, 2012). The

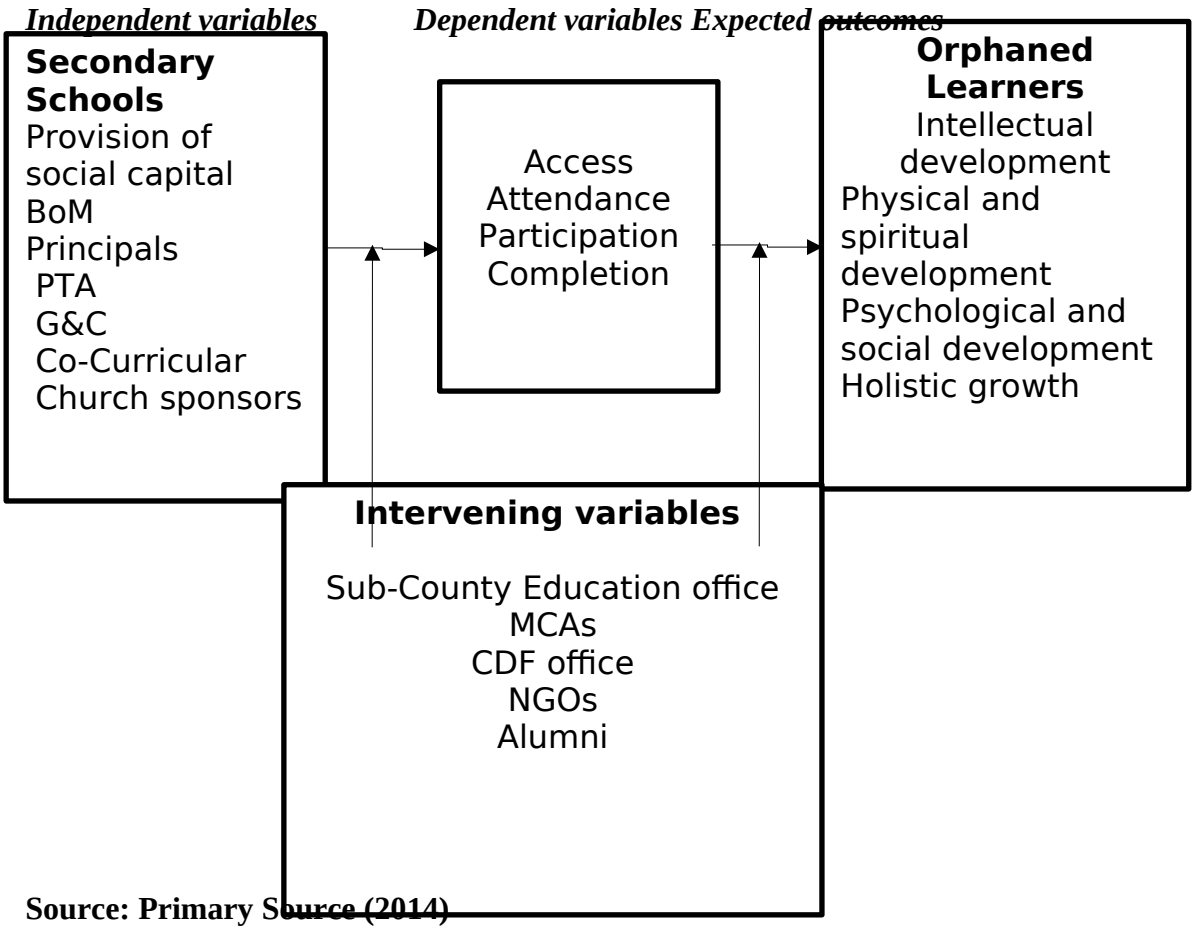
status attainment model emphasized how connections manifested between adolescents and non-family adult agents (in this case the teachers) in the context of socialization and educational attainment (Mhlanga, 2008; Stanton Salazar, 2011). In the status attainment model, adolescents became deeply influenced by perceptions and evaluation of both teachers and classroom peers towards the self as well as educational aspirations. This would help the orphaned learners to adjust well psychologically and socially as well as the development of the cognitive / intellectual, spiritual and physical being.

This theory propounds that the school was in the best position to empower the orphaned learner through acquisition of bursaries, mentorship, advice, Guidance and Counseling, offering knowledge, academic and social support, and supporting HIV/AIDS mainstreaming into the school curriculum. According to Stanton Salazar (2001), teachers often took on the latent and informal roles of surrogate parent, advocate, counselor, informal social worker, knowledge agent and informal mentor. Such interactions would positively impact on the life and education of the orphaned learner. Close relationships/ connections with parents, school personnel and pro-academic peers played a potentially key role through socialization processes that helped to shape a pro- academic identity and future educational aspirations (Mhlanga, 2008; Battistich, 2012). In the absence of parents, the orphaned learners would benefit from the school personnel and peers to realize their academic identity and educational aspirations. Thus, social capital allows for a sense of collective responsibility among community members and social concern for the welfare of others. This strong social network would provide a safety net to those who lost their normal source of psycho-social, intellectual, physical and spiritual support (Smart, 2003, Pridmore, 2007).

Effective institutional agents exhibit an effective network (Stanton Salazar, 2011) and this positive network orientation would translate into initiatives that build strong networks for the orphaned learners. In a school system these networks can be built through personal and positional resources. These networks could be initiated by the school and the government, with the PTA, BOM, non-governmental organizations, community leaders and the alumni of the school.

The theory of social capital was used in this study to highlight essential features in the education of the orphaned learners in secondary schools. The sociological character of the school and other agents included the ability to facilitate the implementation of the formal curriculum and co-curriculum activities, provision of boarding facilities, feeding programme, medical services, Guidance and Counseling services, mentorship programmes and spiritual programmes which ultimately would produce an all-round, well-adjusted individual. The study focused that the school had the capacity to empower the orphaned learners through their social networks. Through this conceptualization of the social capital theory, against the notion of socialization at the school level, the study determined the social responsibility of the schools towards the education of orphaned learners , established ways in which secondary schools related with other agents to cater for the education of orphaned , established ways in which secondary schools dealt with the psycho-social development of the orphaned learners and assessed the extent to which HIV/AIDS mainstreaming policy had been implemented in selected schools in Gem Sub- County.

Figure 1.1: Conceptual Framework



Source: Primary Source (2014)

The conceptual framework perceived that secondary schools as sources of social capital would ensure that through their agents, the orphaned learners would access quality education and attend school regularly. They would also participate in school activities and ultimately complete their cycle of secondary education successfully. This would enable them to acquire psycho-social, intellectual, physical and spiritual development. The resources that should be mobilized by schools in this case included teaching materials, adequate teaching personnel, mentors, medical services, feeding program, school infrastructure such as classrooms, dormitories, laboratories, playing fields and games equipment.

Components which were conceptualized as independent variables included provision of social capital by the school agents thus, the principals, the BOM, PTA, guidance and counseling department, co-curricular department and church sponsors. The researcher considered schools as being in a position to mobilize and collaborate with other stakeholders through their networks in order to acquire teaching and infrastructural resources.

The dependent variables constituted the ability by orphaned learners to access education in a conducive environment, attend school regularly, participate in schools activities, are retained in school, adjust psychologically and socially, complete secondary education and eventually achieve their full potential. The effectiveness of social responsibility of the school on the education of orphaned learners depended on the resourcefulness of the social networks of the institutional agents.

The intervening variables included the Sub - County Education office, the MCAs office, the CDF office, the NGOs and the alumni of the respective schools. The intervening variables interplayed with the independent variable to produce the desirable outcomes. Thus achieve intellectual, social, physical and spiritual development and psychosocial adjustment of the orphaned learner. Depending on how all these variables interplayed, the orphaned learner would either achieve their full potential and become productive in the society or fail to achieve their full potential and hence become less productive in the society. This study therefore, sought to determine the sociological character of the school on the education of orphaned learners.

1.11 Operational Definition of Terms

Orphan - an orphan is defined as a child who has lost one or both parents and therefore deprived of parental care and is under 18 years of age and has no sufficient support from the extended family.

Sociological character - Refers to the formal and informal role of the school in the socialization of the orphaned learner.

Social responsibility -Refers to the contribution of the school in the development of an orphaned learner to be an all-round, responsible and well-adjusted individual in the society.

Institutional agent - Refers to an individual who occupies a position of authority.

Psycho-social development - Refers to the individuals' ability to suitably adjust and adapt psychologically and socially to circumstances in the environment.

Social capital - Refers to forms of social support embedded in one's network or associations.

Intellectual development - refers to the individuals' ability to acquire knowledge, skills, critically think and understand the world around them.

Spiritual development - refers to the process of inner awakening, and becoming conscious in the inner being and awakening to some universal truths.

Participation -refers to the process in which individuals take part or are involved in programs in the school.

Completion - refers to the act of finishing an activity in its entirety.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of relevant literature related to the social responsibility of schools in the education of orphaned learners. It focused on the existing studies on the sociological character of the school in the education of orphaned learners.

2.1 Social Responsibility of Schools in Education of Orphaned Learners

Globally, the social responsibility of schools in the education of learners is perceived as making learners to become socially and morally responsible towards that in authority and to each other (Catalano, R. F., Berglund, M.L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. 2002; Battistich, 2012). It also actively involved learners in the concerns of the community and being effective in public life through acquisition of appropriate knowledge, skills and values.

A study in America showed that teachers use a wide array of strategies and instructional practices in schools to help create a school wide community of learning that integrates academic, social and emotional development in preparing each student to succeed (Battistich, V. A. 2012). The study also indicated the promotion of positive relationships, collaborations among and between students and staff members as well as to provide the learners with an opportunity to make their contributions. This study considered all learners while the current study had only focused on the orphaned learners who might be considered as a special case and therefore, needed special attention.

In the United Kingdom and USA orphaned children were taken care of in foster care systems while some were adopted within family structures (Christen, 2010; AFCARS, 2011). This had helped to provide moral and material support to vulnerable learners who would continue with their education without disruption. In Scotland, research related to social responsibility of schools in the education of learners indicated that schools modeled the kind of society in which active citizenship was encouraged (LTS, 2002).It further indicated that the school curriculum prepared learners for the roles and responsibilities of adulthood by equipping them with knowledge, skills, values and attitudes ; promoting critical and creative thinking for development, promoting a sense of fair play, a respect for diversity and concern for the future giving them opportunities for participation. This study therefore sought to establish mechanisms which had been put in place to promote the education of orphans and vulnerable learners in Gem Sub - County.

In Africa, Dibinga (2006) researched on the importance of rural schools in establishing the character of orphans during early childhood development and adolescent stage. The study conducted in rural areas of African countries realized that different school programmes provided an opportunity for holistic growth of a child by providing life survival skills. These results could not be generalized for all African countries due to regional differences. Thus the need to establish the social responsibility of schools in the education of orphaned learners in Gem Sub-County of Kenya

According to Kwachi & Glass (1999), the school was well positioned to play a crucial role in the education of orphaned learners through collective efficacy, psychological sense of community and neighborhood. This study examined the social role of schools in promoting collective actions by allocating and mobilizing resources to ensure that orphaned learners were educated and were psychosocially well adjusted. It also

examined the social role of the school in promoting a friendly environment to learners that would make them participate in school activities, have friends and feel a sense of belonging, participate in class activities, school leadership, games, clubs and spiritual matters. This study therefore, sought to establish the situation in secondary schools in Gem Sub- County.

School feeding programmes had been effectively used in Southern Africa, Zambia and Kenya. This enhanced the nutritional status of the learners and also retained them in school (UNICEF, 2006; UNICEF, 2009). This study therefore, sought to establish the situation in Gem Sub - County, Siaya County, Kenya.

In the United States, a study by Schulabs and Gelfman (2010) on their study on legal issues in school health services recommended massive allocation of resources to school administrators to deal with the provision of health services to orphaned learners. A study in Cambodia showed that the impact mitigation for orphans and vulnerable children (OVC) had continued to be prioritized as an immediate measure and action was clearly stated in a comprehensive National Strategic Plan III (2011 - 2015). The plan enabled OVCs to gain wider access to health services (Serey et al, 2011).This study sought to find out how cases of orphaned learners who were sick in Gem Sub - County were handled.

Studies involving adolescents in America found that those who participated in extracurricular activities, including sports, demonstrated improved skills in goal setting, time management, emotional control, leadership, wisdom, social intelligence, cooperation, and self-exploration (Hedstrom & Gould , 2004; Dworkin, Larson & Hansen, 2003; Hansen, Larson & Dworkin , 2003) . Studies further revealed that teenagers who participated in team sports were happier, had increased self-esteem, and were less anxious, with a decreased risk of suicidal behavior (Malina & Cumming, 2003; Taliaferro, Rienzo & Miller, 2008). Extra-curricular participation

had other beneficial effects on youths, including increased involvement in social activities. These findings could not be generalized due to regional differences and therefore, the current study sought to establish the situation in Gem Sub - County.

A study conducted by Musyoka (2013) in Kiambu, Kenya indicated that school infrastructure which included: buildings, science laboratories, libraries play grounds, and school compound were found to play an important role in facilitating the holistic development of a learner. Laboratories were essential to the teaching of sciences and the success of any science course depended greatly on the laboratory provision since it afforded the learners the basic skills and scientific method of problem solving. On the other hand, the influence of libraries was also an essential factor in the teaching-learning process. The findings of the study indicated that schools did not have adequate physical facilities. Such physical facilities included classrooms, laboratories, library, desks, toilets which negatively impacted on the academic performance. The study recommended the mobilization of resources for infrastructural development in schools. The current study therefore sought to establish the situation in Gem Sub – County.

In Kenya, the monitoring and evaluation of Free Secondary Education (FSE) team of the Ministry of Education (2010), reported that there was serious congestion in the classrooms, acute shortage of teachers and inadequate infrastructure such as laboratories, libraries and class rooms. This study therefore sought to establish the social responsibility of the schools in the provision of infrastructure and adequate teachers in promoting the holistic development of orphans

2.2 Relation of the School with Other Agents in Catering for the Education of Orphaned Learners

The role of the school is vital in the holistic development of an orphaned learner. The school is in a better position to use its networks and relationship with other stakeholders to offer valuable education to the orphaned learners. Dibinga (2006) indicated in a study that by entering into a social contract with the school, governments and international organizations alike are able to reach and promote the holistic growth of orphaned learners. This therefore, calls for a close collaboration between school administration and various governmental and non-governmental organizations. This study sought to establish how schools collaborated with other agents to cater for the education of orphaned learners in secondary schools in Kenya.

In England, the Children Act 2004 made it a statutory requirement for local authorities to co-operate with other agencies in the provision of children's services including education. As a key aspect of this reform, the director of children's services was responsible for the orphan and vulnerable children's education services especially pre-primary, primary and secondary (Euryclide, 2006). The current study sought to establish the situation in Gem Sub - County.

In the United States of America the Federal government supported public education. The government is empowered by the constitution welfare clause, Article 1 section 8, to levy taxes and collect revenues for the support of education (Nyaga 2005). This afforded all learners an equal opportunity to exploit their potential and hence become productive in the society.

In Singapore, the government through the Ministry of education had a bursary scheme in place known as Edusave Merit Bursary that was meant for students whose household income was less than $4000 a month. They provided $300 for secondary

education (MOE, 2012). In Japan, the government policies provide for free Education up to secondary school level (Nyaga, 2005). This effectively promoted the holistic development of the vulnerable learners. This study therefore sought to establish how effectively the schools and other stakeholders had supported the education of orphans in secondary schools.

Studies in Zambia and Malawi showed that close to 70% of secondary school students were entitled to bursary schemes which were supposed to cover 75% tuition fees for most beneficiaries and up to 100% for vulnerable groups such as double orphans. Bursary schemes were also favored to improve retention of girls in the schools (Sutherland-Addy, 2008; World Bank 2006). This therefore, created the need to establish the adequacy of the bursary scheme in Kenya.

A report by USAID shows that it offers support for a number of programs that offer material and other support to orphans and vulnerable children, mostly through its Child Survival and Health Fund (CSH) programs. USAID used a combination of funding sources to support school feeding programs that reduce hunger, malnutrition and diseases (USAID, 2001). The current study therefore, sought to establish how schools related with other agents to promote the education of orphaned learners in Gem Sub - County.

Other support agencies that operated in Gem Sub - County to promote the education of the vulnerable included World Vision, which focused on helping children, families and their communities reach their full potential. It did this by providing tuition, uniforms, and learning supplies to ensure children’s ability to attend school; offering health check-ups for boys and girls and also aimed at alleviating child poverty, vulnerability and deprivation. This study sought to establish how adequate such support was in promoting the education of orphans in secondary schools in Gem Sub - County.

A study conducted by Onyango & Njue (2004) showed that the amount awarded by the Constituency Development Fund (CDF) was not adequate considering the school fees requirements in Kenyan secondary schools. According to Oyugi (2010), an estimated 83 percent of the bursary beneficiaries got ksh.5, 000 or less as bursary. This is way below the government approved fees for day schools, boarding provincial secondary schools and national schools which is kshs.10,500 , kshs.22,900, and kshs.28,900 respectively. This study was therefore necessary to establish the adequacy of bursary funds to OVCs in promoting their education.

A report from the Ministry of Education indicated that the student - teacher ratio had become worse in both primary and secondary schools since the inception of FPE (MoE, 2010; Otieno, 2014). In Kenya, learning institutions raised school fees in order to cover the cost of paying teachers they recruited (Oketch & Shilitsia 2014). High fees charged by schools posed a serious challenge in the education of orphaned learners since majority were needy. Therefore the current study sought to establish how schools related with other agents to effectively promote the education of the orphaned learners in Gem Sub - County.

A study by IPAR (2008) indicated that needy students were likely to be absent from school many times or dropped out of school due to inadequate bursary funds in comparison to the high school fees charged annually by schools. The study further indicated that inconsistent and fluctuating funding allocations from the national level and inconsistent support to needy students was also likely to disrupt the learning programme when students were sent home to collect fees. This made many students supported by the scheme to be absent from school or dropped out from school altogether therefore created the need to establish the situation in Gem Sub - County.

Strong alumni were other avenues for promotion of OVC education. A strong alumnus was compared to an extended family for a student and was a very powerful

source of inspiration, aspiration, guidance and mentorship hence an asset to schools (Griffins, 1996). Alumni raised funds for student bursaries, organized student mentorship programs and workshops and offered a wide network of resources and expertise for the school to tap on. Through mentoring programs, alumni offered students real world perspectives (MOE, 2008). In Singapore, Riverside secondary schools established a joint venture with British Petroleum to conduct a mentoring programme. The objective was to reach out to the at 'risk students' by developing bonds of friendship resulting in trust and understanding and finally leading to character building (MOE,2008). The mentoring program allowed students to be themselves, build confidence and leadership qualities. In China, Bedok South Secondary School the teachers noted that alumni served as role models to the students; their sharing of personal experiences when they were engaged as teacher-aides or volunteers added value to students' lives and work in the school. Nanyang high school in Singapore also noted that the alumni showed their deep love for their school by raising funds for school building projects as well as bursary for the needy students (MOE, 2008). This study therefore sought to find out the situation in Gem Sub - County on how schools related with the alumni to promote the education of orphans.

According to Griffin (1996), schools which developed qualities of integrity and habits of service in its pupils found that academic success was easily achieved. He further stated that old boys having enjoyed happy school days were really appreciative of what they gained and so wished to remain permanently in touch with the school and gave it support. He further stated that over two hundred Old Boys of Starehe centre donated part of their salaries each month to the endowment/education fund.

In Kenya, The Parents Teachers Association considers projects and programmes in support of quality education (JKF, 1999). The PTA also responded to the needs of the

school and in particular to raise funds, to facilitate school projects and was interested in the delivery of the curriculum. This was key for the orphaned students who would be able to access better facilities and enjoy effective delivery of the curriculum. Therefore this study sought to find out ways by which schools related with other agents to cater for the education of orphans.

2.3 Ways Schools Dealt With the Psycho-Social Development of Orphaned Learners

A study by Ngwerume (2008) showed that the Mexican government initiated a programme that would promote a conducive learning environment in and outside school where orphans would excel. Some of the supports outlined to be provided included provision of basic physical needs and provision of group and individual psychological therapy (FAO, 2010). While this study considered the learning environment in and outside school, the current study focused on the school environment.

According to a report by UNESCO (2008) on provision of psycho-social support, in a study conducted in South Africa on HIV/AIDS care and support, recommended that teachers should be aware of psychological needs of orphans like dealing with trauma, loss and bereavement so that they can assist students to live free from stigma and discrimination. This study therefore sought to find out the capacity of the schools in dealing with the psycho-social development of the orphaned learners.

A study by Nyabanyaba (2009) showed that in Lesotho, it was realized that provision of psychosocial needs in secondary schools accounted for 44% retention of students within the school. On the side of teachers, Chitiyo (2010) realized a positive response from teachers to participate in a training programme to train them on provision of psychosocial support to students. These findings showed the crucial role of the school

in catering for the psychosocial development of orphaned learners and retention of students in school. Therefore, it created the need to establish the situation in Kenya.

Maunder (2006), in his findings in Botswana, showed that children orphaned by HIV/ AIDS, experienced emotional turmoil prior to the death of a parent as they were exposed to parents' distress and progressive illness. Such vulnerable learners therefore needed a safety net in order to fit well in the society. Ntseane & Solo (2007) also found out that orphans were in a state of emotional instability. The study showed that most OVC projects were focused on provision of materials assistance but little had been done to take care of psychological support which the current study had addressed.

Research had indicated that the overall relationship between a parent and his or her child is likely to affect the psychological well-being and ultimately educational outcomes of the child (Park, 2008; Kraynak, 2006). In Cameroon, the government partnered with the Global Fund to provide both material and psycho-social support to orphans in schools (REO, 2009). This study sought to establish how schools dealt with the psychosocial development of the orphaned learners.

Findings from a study conducted by Ruland (2005) in Zimbabwe showed that orphans who were not given proper psycho-social support would have impaired emotional growth since their needs were similar to others. They therefore needed proper social support and education. It was also noted that most psychosocial provision programs targeted orphans, but rarely focused attention on age groups 12-19 where adolescents/ secondary school students fall in which the current study had addressed.

A study conducted in Zimbabwe by Nyamukapa (2009) on causes and consequences of psychological distress among orphans in eastern Zimbabwe, showed that regular school attendance was seen as a way of minimizing orphans psychological distress.

Orphaned children viewed school as a safe haven for grieving (through sharing experiences with others in similar situations) and for creating social network. The school environment offered children opportunity to be children (Nyamukapa, 2009). This created the need to establish the situation in Kenyan schools.

Wakabi (2002) in a study conducted in Uganda to investigate problems faced by orphans and to establish available resources in school to help them cope with the death of their parents realized that orphans face multivariate problems yet there were limited resources open to the students to help them cope with loss of their parent (s). Such students were found to be at risk of dropping out or failing in school and hence access to one of the most important chance in life is denied. This study examined how schools in Gem Sub - County dealt with the psychosocial development of orphaned learners.

In Kenya, it was noted that psychological trauma experienced by orphaned children began way before their parents' die of AIDS and continue even after parental death and recommended an establishment of counseling units within the school and community to attend to psychological needs of children (Guide Star, 2011; Serey et al, 2011). Vulnerability and school dropout has been on the increase as a result of orphan hood in this Nyanza region and it has been overwhelming for teachers to cope with it. A study by Ndegwa (2012) showed that Guidance and Counseling services though offered in schools, most of the Guidance teachers had a vague understanding of what it really entailed. The students also did not fully utilize the services. The findings showed that there was an urgent need for effective Guidance and Counseling in schools due to the increasing number of orphans. This therefore created the need to establish the capacity of teachers in dealing with the psycho-social development of orphaned learners in Gem Sub - County.

In Kenya, the Ministry of Education set up mechanisms to provide support to orphans in school. The strengthening of this support started with training of teachers and administrators of institution to build their capacity to handle complex orphans' problems (UNICEF, 2006). This study therefore sought to establish the capacity of teachers to deal with the psycho-social development of orphaned learners.

2.4 The Implementation of HIV/AIDS Mainstreaming into the School Curriculum

A study by Coombe (2000) showed that one of the principles to guide HIV /AIDS awareness strategic planning in the education sector required local responses and national programs relating to life skills curriculum in schools and support for young children and support for orphaned learners. This created the need to establish the situation in schools in Gem Sub - County on the effectiveness of the strategies of creating HIV awareness and implementation in the schools.

In Thailand, success in reducing HIV incidence rates had been attributed to school based Information Education Communication (IEC) programs (Coombe, 2000). This study indicated that the teaching and learning materials had to be available in all learning institutions. Further, in Thailand, teachers and other educators had succeeded to overcome customary challenges of addressing issues which were otherwise a taboo (Life Skills Development Foundation, 2001). Therefore, the current study sought to establish the availability of IEC materials in the implementation of life skills programs and to assess the extent to which the capacity of teachers and educators had been built to implement HIV / AIDs policy in secondary schools in Gem Sub - County.

Beegle et al (2007), while studying the orphan hood and the living arrangements of children in Sub-Saharan Africa confirmed that orphan hood through adult mortality

due to HIV/AIDS is increasing. Further the study indicated that this increasingly affected the welfare of surviving youths with substantial negative impact on their education. The negative impact on their education exhibited variability across countries thereby raising a concern about the situation in Kenya. The study did not consider how the HIV/AIDS policies were implemented in the schools which the current study has addressed with a focus on the youth.

A value based alternative had been employed internationally in Botswana and Pakistan on HIV awareness and had yielded sustainable behavior change. The study revealed that the involvement of key stakeholders such as the learners, parents, teachers, community leaders was critical (Save the children UK, 2001). This created a need to establish the extent of the involvement of key stakeholders in creating HIV awareness in secondary schools in Kenya.

A recent survey by UNAIDS (2005) indicated that HIV/AIDS curriculum had been developed in most African countries. However Global Campaign showed that the implementation was limited and had proved challenging (Boler & Jellema, 2005). Further studies by Carr Hill (2001) indicated that mainstreaming, strengthening and extending life skills programs were essential in schools. The study further noted that despite the fact that the current life skills would not be working well in the SADC region, they would be made to work. This created a need to establish the extent to which it had been implemented in secondary schools in Gem Sub - County.

In a study examining the educational needs of HIV-Positive learners in Namibia one counselor in a focus group discussion admitted being inadequate and recommended proper training for teachers in handling problems of HIV/AIDS victim and orphans (UNESCO, 2009; Aids Focus, 2005).

A report by World Bank (2000) indicated that in Uganda the school and teacher oriented programmes had not been particularly strong in implementing HIV programmes. It further indicated that the ministry was now 'looking to strengthen programmes so the sector would play a more active role in addressing the HIV/ AIDS epidemic' (World Bank 2000). This therefore created the need to assess the extent to which the HIV awareness program had been implemented in Gem Sub - County.

According to Hunter & Williamson (2000), in order to counterattack HIV/AIDS, there was need to develop education strategic plans based on sound policy and had a realistic assessment of available capacity. In developing countries, in - service structures were rarely robust (Coombe, 2000) but there was success reported in India and Western Cape Province in South Africa to prepare large number of serving teachers to deal with HIV awareness creation in schools. This created the need to establish how prepared the teachers were to deal with HIV awareness creation in secondary schools in Kenya.

According to Coombe (2000), the adolescents needed to be involved in the design and delivery of HIV prevention programmes through peer school health teams, local and international NGO programmes, and Anti - AIDS clubs. UNAIDS reported that where HIV prevention had been successful, young people had been at the fore front of change. This current study sought to find out how involved the young people are HIV awareness creation.

According to Coombe (2000) evidences from many sources indicated that unless life orientation curricula was taught in all schools, to all learners, before children became sexually active, by teachers who were adequately prepared, with suitable resource materials, a great deal of money would be wasted. Statistics showed that Siaya County was the fourth highest HIV/AIDS prevalent area in Kenya (UNAIDS, 2012). This therefore created the need to conduct the current study to determine the extent to which HIV/AIDS mainstreaming policy had been implemented in schools.

An exploratory study conducted by (Githaiga, Gathanwa & Thinguri, 2014) of Teachers' Attitude towards Life Skills Education in Thika West Sub - County, Kiambu County, Kenya showed that majority of secondary schools in Thika West Sub - County were offering life skills education but allocating a single lesson in a week implying that very little time was spent on it and thus the coverage was very little. The conclusion was that learners were not well prepared and equipped with psychosocial competencies that would help them to manage their social-moral lives in a healthy and productive manner. The research findings also revealed that some schools had no time allocation for the subject. This implied that life skills education was not given enough attention as it should to equip the learners with adaptive skills that would enable them to deal effectively with the demands of everyday life. According to the majority of the teachers, this was due to heavy workloads due to understaffing and had too much pressure to produce good results. As a result, they utilized the lesson to teach other examinable subjects. Therefore this created the need to establish the situation in secondary schools in Gem Sub - County.

A study by Abobo (2015) on the Influence of instructional facilities on teaching of life skills on HIV/AIDS in secondary schools in Gucha South District, Kenya revealed that 14 (93.3%) of the schools were inadequately prepared for the implementation of teaching Life Skills in terms of resources for teaching Life Skills on HIV and AIDS (charts and pictures, magazines, newsletters, pamphlets and video tapes) and that teachers were not prepared professionally as most of them had not been trained on Life Skills on HIV / AIDS. This was an indication that schools did not have enough resources for the teaching and learning Life Skills on HIV and AIDS. Therefore this study sought to assess the availability of teaching and learning materials as well as the preparedness of the teachers in the implementation of HIV/ AIDS curriculum in secondary schools in Gem Sub - County.

A study conducted in Kisumu County on the assessment of the implementation of HIV/ AIDS curriculum by Omollo (2013) indicated that HIV education was not given the kind of emphasis it deserved by the government and most learning institutions. This therefore created the need to undertake the current study to assess the extent of implementation of HIV/AIDS mainstreaming policy in secondary schools in Gem Sub - County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design and methodology used in gathering data employed by the study in order to answer the research objectives. The sub-sections in this chapter include; location of the study, research design, study population, sample size and sample selection, data collection instruments, data collection procedure and data analysis procedure.

3.1 Area of Study

The study was conducted in Gem Sub-County, Siaya County of Kenya. The administrative headquarters is at Nyangweso. It has got two administrative divisions namely; Yala and Wagai divisions. According to the Kenya Population and Census Report of 2009 (GOK, 2009) the total urban population was 80,457 while the rural population was 346,276. The total number of public secondary schools was 39. Gem Sub-County was chosen due to the fact that it had a high number of orphans and vulnerable children and high dropout rates (Mudemb, 2013; KNBS 2009 Census).

3.2 Research Design

The study adopted descriptive survey research design utilising both qualitative and quantitative approaches. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. It is an excellent vehicle for the measurement of characteristics of large population (Orodho, 2003; Oso & Onen, 2005).It maintains a high level of confidentiality; it is convenient and enables data to be collected faster. It also gives the researcher an opportunity to get accurate views of response to issues (Kothari, 2008).Descriptive research methodology enabled the

researcher to investigate and describe the current phenomena on focus (Mugenda and Mugenda 2003). The approach was appropriate because it enabled the researcher to describe situations, perceptions and opinions; it enabled rapid data collection and gave the ability to understand populations from a part of it (Oso & Onen, 2005). It also enabled the collection and analysis of both qualitative and quantitative data. On quantitative approach the study used the close ended sections of the questionnaires to collect data on the sociological character of the school on the education of orphans in secondary schools. On qualitative methodology, the study employed structured interviews, use of document analysis and Key Informant Interview sessions. This gave deeper insights and better understanding on the sociological character of the school in the education of orphans in secondary schools in Gem Sub-County.

3.3 Target Population

The target population comprised of orphaned learners in selected public secondary schools in Gem Sub-County, school administrators and the stakeholders in the same area. There are 39 public secondary schools Gem Sub-County according to official records at the Sub-County Ministry of Education official records (2012). These schools included boys' boarding, girls' boarding, mixed day and mixed day and boarding and girls' day as shown in table 3.1. The sampling frame included 1460 orphaned learners in selected secondary schools in Gem Sub-County, 39 Principals, 39 Heads of Guidance and Counseling, 39 Heads of Co-Curricular, 39 members of BoM, 39 members of PTA of the selected schools and a Sub-County Education Officer, a Constituency Development Fund Officer in Gem Sub-County, 6 members of County Assembly / ward representatives, 39 church leaders representing sponsors and 6 NGOs representatives which aim at promoting education in Gem Sub-County. This gave a target population of 1704 as presented in table 3.3.

3.4 Sampling Techniques and Sample Size

A sample is a small group obtained from the accessible population that has been procedurally selected to represent it (Mugenda and Mugenda, 1999; Oso & Onen, 2005). The study utilised the following sampling techniques and sample size.

3.4.1 Sampling Techniques

The study employed multi stage sampling to select the thirteen schools. Stratified sampling enabled the researcher to group the schools into homogeneous sub - sets and ensured that the sub groups were proportionately represented (Oso & Onen, 2005). The study employed stratified sampling technique to select the respondents from a list of orphaned learners which was obtained from the selected schools. Purposive sampling was used to select the Principal, the Head of Guidance and Counseling, the Head of Co - Curricular, BOM and PTA representatives of the selected schools. The study also used purposive sampling to select the Sub - County Education officer, the Constituency Development Fund officer in the Sub - County and the church representative. Purposive sampling only selected typical and useful cases and this method also saved time. According to Oso & Onen (2008), purposive sampling is a technique whereby the researcher consciously decides who to include in the sample. The study used simple random sampling to select the Members of County Assembly (MCAs) and the NGOs in Gem Sub- County.

3.4.2 Sample Size

This study used the one third rule formula (Kothari, 2008) to select the sample of the secondary schools in Gem Sub-County, the administrators and stakeholders in the education field while the ten percent rule was used to select the orphans (Mugenda &

Mugenda, 2003) .In a cluster sampling, the best technique to use was the selection of one third of the population to produce a representative sample (Kothari, 2008).

Total population of schools = 39

Sample size = $^1/_3$ x 39

= 13 secondary schools

This was distributed as per table 3.1 according to the schools distribution in the area. In each school category selected, sample elements were drawn purposively (Principals, Heads of Co-curricular, Heads of Guidance and Counseling, members of BOM and PTA and church sponsors' representatives). This gave a total of 78 elements.

Table 3.1: Types of Schools

Type of School	Population	Sample Size
Boys boarding	3	1
Girls boarding	3	1
Girls day	1	1
Mixed day	30	9
Mixed day/boarding	2	1
Total	**39**	**13**

Source: Gem District Education Office Statistics Department (2012)

3.4.3 Sample Size for Orphans

Sample elements for orphaned learners was selected by way of stratified sampling from a list of orphaned learners obtained from the schools through using the ten percent rule (Mugenda & Mugenda, 2003) as shown in table 3.2.

Table 3.2: Target Population of Orphaned Learners

No	Type	School	Total number of orphaned learners	%	Sample Size
1	Boys' Boarding	A	163	10%	**16**
2	Girls' Boarding	B	146	10%	**15**
3	Girls' Day School	C	92	10%	**9**
4	Mixed Day &				
	Boarding	D	152	10%	**15**
5	Mixed Day School	E	39	10%	**4**
6		F	196	10%	**20**
7		G	121	10%	**12**
8		H	81	10%	**8**
9		I	169	10%	**17**
10		J	34	10%	**3**
11		K	71	10%	**7**
12		L	32	10%	**3**
13		M	164	10%	**16**
		Total	**1460**	**10%**	**145**

Source: Gem Sub - County Education Office, Statistics Office (2013)

3.4.4 Total Sample Size

Total sample size comprised of 145 orphaned learners selected from a list of orphaned learners obtained from the school through stratified sampling , 78 purposively selected schools' leaders , administrators and four other stakeholders in education working in the same area purposively selected as shown in table 3.3.

Table 3 3: Sample Elements

Type of School	Target Population	Sample Size
Orphaned learners	1460	145
Principals	39	13
BoM	39	13
PTA	39	13
G&C	39	13
Games Master	39	13
Church Leaders	39	13
MCAs	06	02
NGOs	02	02
Sub County Education Office	01	01
Constituency Development Funds Officer	01	01
Total	**1704**	**229**

Source: Primary Data (2013)

3.5 Research Instruments

This researcher utilised four research instruments namely: questionnaires, interview schedules, Key Informant interview sessions and document analysis to collect data from the selected secondary schools in Gem Sub-County.

3.5.1 Instruments

The researcher used four instruments to collect data from the selected sample. These included questionnaires administered to orphaned learners, Heads of Guidance and Counseling and Heads Co-curricular departments. Interview schedules were used to gather information from school leaders, members of BOM, PTA, church sponsors. Key Informant interview sessions were conducted to gather information from the Sub - County officer, MCAs, CDF officer and representatives from the NGOs sampled. Document analysis as source of secondary data was also used to collect data.

i. Questionnaire

A questionnaire was used to collect data from the orphans, Heads of Guidance and Counseling and co-curricular. A questionnaire is a collection of items which a respondent is expected to react to in writing (Orodho, 2005). If delivered and supervised by a researcher, it is one method that guarantees a high response rate. It has a greater reliability because it allows the selection of all areas and representative sample (Orodho, 2008). According to Oso & Onen (2005), information about views, opinions, perceptions, feelings and attitudes can be best collected through the use of questionnaires.

ii. Interview schedule

A structured interview schedule were used to gather information from the 13 principals, 13 members of BOM, 13 members of PTA, 13 church leaders representing sponsors of the selected secondary schools to solicit information on how they cater for the education of orphaned learners. Similar tool and approach was used to gather information from the Sub-County Education Office. An interview schedule is a person to person verbal communication in which one person asks the others questions intended to elicit information that cannot be directly observed (Orodho, 2005).

iii. Key Informant Interview (KII)

Key Informant Interview was used to collect data from the Sub-County Education officer, Constituency Development Fund officer, two MCAs and representatives from two NGOs which promoted education in Gem Sub - County. KII is a qualitative in-depth interview with people who know what is going on in the community. It is used to collect information from a wide range of people including community leaders, professionals, or residents who have first-hand information from knowledgeable persons.

iv. Document analysis

Documents analysis was used to collect secondary data. Documents such as the admission registers, enrolment statistics at MoE offices, school programs, attendance registers, record of orphans and KCSE results were to obtain information about the sociological character of the school in the education of the orphaned learners. Document analysis is the critical examination of public recorded information related to the issue under study (Oso & Onen, 2005). It enables the researcher to collect unobtrusive information, obtain the language of the informants, obtain data that are thoughtful and it saves time.

3.5.2 Reliability and Validity

Reliability is the consistency with which instruments give same results every time they are used (Kombo & Tromp, 2006). It refers to the extent to which a measuring instrument contains variable errors. It is important that reliability be established in order to ascertain consistency of the measuring instruments. A pilot study was conducted in a school in Ugenya Sub - County which is a neighboring Sub - County for three days. The pilot study was done outside the Sub-County to avoid contamination of data that was to be collected. One school was considered sufficient enough to conduct a pilot study. The interview schedule was administered to the Principal, Head of Guidance and Counseling, Head of Co-curricular department, BOM member, PTA member, the Sub - County Education office and the CDF officer, one NGO, a Member of County Assembly/ ward representative and a church leader representing the sponsor. A questionnaire was administered to 14 orphans who represented 10% of the orphan population in the school, Head of guidance and Counseling and the head of Co-curricular department. This helped to ascertain reliability of the data collection instruments by reducing and clearing the vague and ambiguous test items in the instruments.

Validity is concerned with how well a measuring instrument measures what it is supposed to measure (Kombo & Tromp, 2006). Face and content validity of the instruments was ascertained by experts in the area from the Department of Educational Foundations of Moi University. Their comments after perusing through the document were used to improve on the instruments. This ensured that the results of the study could be generalized to schools outside the study and that the items measured in the study represented the ideas in the study.

3.6 Data Collection Procedure

The researcher obtained an introductory letter from the school of Graduate studies of Moi University and presented to the National Commission for Science, Technology and Innovation. Subsequently, the researcher obtained a research permit from the National Commission for Science, Technology and Innovation who wrote a Notification letter to the County Director of Education, Siaya. The County Director then granted permission for the research to be conducted in Gem Sub-County schools. The researcher then visited the thirteen schools to request the principals for permission to carry out research in their schools and also to familiarize with the students and teachers. Consent was sought from the parents through the school Principals in order to obtain information concerning the sociological character of the school in the education of orphans in the respective schools. Appointments were then made with respondents in advance. Thereafter, the researcher administered the questionnaires to the respondents and also conducted in-depth interview schedules in the thirteen secondary schools in Gem Sub - County. The researcher further conducted interviews to collect data from the BoM, PTA members, church sponsors, Sub - County Education Officer, CDF Officer and two MCAs after securing appointments with the respondents.

3.7 Data Analysis Technique

The data collected was sorted out and placed under themes. The themes were coded and the data was analysed using the Statistical Package for Social Sciences (SPSS) software program version 17. Coding of data is the formal representation of analytic thinking (Creswell, 2009). It allows the researcher to communicate and connect with the data in order to facilitate the comprehension of the emerging phenomena and generate theory grounded in the data, (Basit, 2003). Data from interviews, Key Informant interview sessions and document analysis was transcribed, organized into various emerging themes and reported. Quantitative data was presented through percentages of face value of figures, frequency distribution and cross tabulations where applicable.

3.8 Ethical Consideration

The researcher assured the participants of the confidentiality of their responses and that there would be no leakage of their identities should they wish to state it. Confining to the ethical issues of confidentiality and free will, the study sought consent of the participants to participate and did so voluntarily. The relevant authorities also granted permission before any research commenced.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.

4.0 Introduction

This chapter presents the study findings; analyzed, interpreted, discussed and presented under various thematic areas in line with the sociological character of the school in the education of orphaned learners and the study objectives. The thematic areas included questionnaire response return rate, general demographic characteristics of the respondents, social responsibility of schools towards the education of orphaned learners in secondary schools, relation of the school with other agents in promoting the education of orphaned learners, how schools dealt with psycho-social development of orphaned learners and the implementation of the HIV/AIDS mainstreaming policy into the school curriculum.

4.1 Questionnaire Response Rate

Questionnaires were administered to 145 orphaned learners in the selected secondary schools in Gem Sub-County after seeking the consent from the school and the OVCs indicating their willingness to participate in the study. Questionnaires were also administered to thirteen Heads of Co-Curricular, thirteen Heads of Guidance and Counseling. Interviews were carried out to gather data from thirteen Principals, thirteen PTA members, thirteen BOM members, thirteen church sponsors' representatives and other education stakeholders (representatives of two NGOs, one CDF officer, two Members of County Assembly (MCA)/ Ward representatives and one Sub-County Education officer).The response rate for participants was 94.4% as summarized in table 4.1. The data from the questionnaires were statistically analyzed using the SPSS version 17.00 while data from interview schedules, Key Informant

interview sessions and document analysis was transcribed, organized into various emerging themes and reported.

Table 4.1: Response Rates

Respondents	Sample Size	Responses Rate (%)	
Orphaned learners	145	145	100.0
Principals	13	11	84.6
Guidance & Counseling teachers	13	13	100.0
Co-curricular teachers	13	13	100.0
PTA Members	13	11	84.6
BOM Members	13	11	84.6
Church sponsor	13	10	76.9
MCAs	02	02	100.0
NGO Representatives	02	02	100.0
CDF officer	01	01	100.0
Sub County Education office	01	01	100.0
Total	**229**	**225**	**94.4**

Source: Primary Data (2013)

4.2 Demographic Characteristics of the Respondents

This section presented the data findings for the period respondents had served in leadership position in the schools which helped in contextualizing the recommendations.

Table 4.2: Duration in Leadership Position in the School

Duration in Leadership	Frequency	Percent
Less than 2 years	19	27.5

Between 2-4 years	12	17.3
Between 5-7 years	12	17.3
over 8 years	31	44.9
Total	**69**	**100.0**

Source: Primary Data (2013)

The findings from table 4.2 showed that out of 68 respondents (institutional agents) 31 (44.9%) had been in position of authority for over 8 years. This period was long enough to operationalize and institutionalize policies and procedures related to sociological character of schools in the education of orphaned learners. The findings revealed that 19 (27.5%) of the respondents had been in position of authority for less than 2 years, while period between 2-4 years and 5-7 years were 12 (17.3%) each. In overall, 43 (62.3%) had been in position of authority for over 4 years. This was a good period that supported the implementation of policies in schools. According to the Ministry of Education enrolment statistics (2012) in Gem Sub-County, there were 1460 orphans learning in the selected 13 secondary schools. This represented 38.6% of the orphaned learners' population in secondary schools within Gem Sub-County.

4.3 Social Responsibility of the School in Education of Orphaned Learners in Selected Secondary Schools in Gem Sub-County.

Different school programmes provide an opportunity for holistic development of a child. In regard to this, the study sought to determine the social responsibility of schools in implementing the curriculum and promoting a friendly environment to orphaned learners that would make them participate in school activities, have friends and feel a sense of belonging, participate in class activities, school leadership, games, clubs and spiritual matters. The section discussed the implementation of the curriculum in promoting the education of orphans, availability of programs that

promoted orphaned learners' well-being in schools and participation in leadership and co- curricular activities

4.3.1 Implementation of the school curriculum

This sub-section presented the findings of how schools promoted the education of orphaned learners through the implementation of the school curriculum. The study sought to establish ways through which schools identified the orphaned learners. The identification of orphaned learners was a key step towards understanding their unique needs and therefore helped to promote their formal and informal socialization. To explore this, the respondents in an interview were asked the question "*How does the school identify orphaned learners in the school?*"Findings from the study showed that schools identified orphans during the time of admission. This was also supported by the Sub County Education officer who said that schools filed returns of admissions every year after the deadline of admissions for form ones. The returns contained details of each learner admitted in the school. Findings from 6 (46%) principals indicated that orphaned learners were also identified by class teachers in the schools especially those who lost their parents in the course of their study. However 5 (38%) did not have proper ways of identifying such learners This showed that not all schools had accurate data of the orphaned learners and this would negatively affect such orphaned learners psychologically, socially and academically.

Findings from interviews with Principals from the thirteen schools indicated that the schools did not have adequate TSC personnel and this situation had forced the management board to hire some teachers on BOM to cater for the deficit. This situation had led to high fees charged hence a serious challenge in the education of orphaned learners since majority are very needy. These findings were in agreement with the report from the Ministry of Education which indicated that the student teacher ratio had become worse in secondary schools (MOE, 2014).

Findings from the study also revealed that the infrastructure in the schools was inadequate. The response from a Principal on the statement *"Does the school have enough learning and teaching facilities?" was*

"The learning and teaching facilities are quite inadequate as there were no facilities such as a library where the students could have their own private studies and further reading".

This view was supported by nine other principals. More response from four principals revealed that:

"The schools had inadequate laboratories in five schools while in 2 schools there was no laboratory where the students would have exposure on the practical aspects of the science related subjects.

The findings showed that majority of the schools 9(69 %) that had a high number of the orphaned learners Gem Sub- County had inadequate infrastructure. This posed a challenge on the implementation of the curriculum hence negatively affected the promotion of the education of orphaned learners.

Response from eleven principals also indicated that:

"*The teaching facilities were a challenge due to financial constraints".*

Further response from 8 principals was:

"There was lack of a dining hall, playing field and they had inadequate toilets.

Findings therefore showed that the infrastructure in most of the schools that had the highest number of orphaned learners in Gem Sub-County were not very condusive for the promotion of the formal and informal education of the orphaned learners. These findings were in agreement with the study by Musyoka (2013) conducted in Kiambu which indicated that schools did not have adequate physical facilities. Such physical facilities included classrooms, laboratories, library, desks and toilets. This negatively affected the implementation of the curriculum hence affecting the education of orphans in Gem Sub - County.

4.3.2 Programs promoting the education of orphaned learners

This sub-section helped to explore the existence of various programmes in secondary schools in Gem Sub-County that supported and promoted the education of orphaned learners enrolled in these schools. Programs were the instruments through which orphaned learners could be supported throughout their secondary education.

Findings revealed that 13(100%) of the principals agreed that there were school bursaries which were channeled either through CDF or Ministry of Education which promoted fee payment for the orphans. However, the amount awarded to students was far less as compared with the approved fee guidelines by the Government. Document analysis of disbursement records at the CDF office revealed that the applicants received Kshs. 3,000for those in day schools and Kshs.5, 000 for those who were in county boarding schools. Records of fee structures from the selected secondary schools showed that the fees charged was high above the amounts offered by the CDF. This showed that the set minimum bursary awarded was far below the fees charged, leading to some beneficiaries being absent from school for a long period or some dropped out of school. These findings were in agreement with the study that was carried out by Onyango & Njue (2004); IPAR (2008) which showed that the amount awarded by the Constituency Development Fund (CDF) was not adequate and as a result, the orphaned learners were likely to be absent from school many times or dropped out of school.

Majority of orphaned learners through administered questionnaire were in agreement that there were various programs in schools. The responses of the orphaned learners on the statement "*The school has special programs for the orphaned learners*" are presented in table 4.3.

Table 4.3: Provision of Special Programs for the Orphaned Learners

Students' Level of Agreement	Frequency	Percent
Strongly Agree	51	35.2
Agree	75	51.8
Undecided	4	2.7
Disagree	10	6.9
Strongly Disagree	5	3.4
Total	**145**	**100.0**

Source: Primary Data (2013)

Findings from table 4.3, showed that 126 (87%) of the respondents agreed that there were special programs for the orphaned learners. The results revealed that 145 (87%) orphaned learners were in agreement that schools had special programs for orphaned learners while 19 (13%) disagreed with the statement. This group that disagreed maintained that the programs were there, but not special for the orphans alone. Most of these programs were for the benefit of all students except for school fees bursary programs. The programmes included Guidance and Counseling services, medical services, feeding program, spiritual services, games programs and academic programs. This showed that schools had integrated all learners into their systems and this was beneficial to orphaned learners. These findings were in agreement with Battistich (2012) which showed that a wide array of strategies and instructional practices in schools aimed at preparing each student to succeed and promoting a positive relationship with other members in the society.

In an attempt to establish the existence of bursary programs for orphaned learners, the researcher asked orphans to indicate their opinions on the statement "*the school assists orphaned learners to obtain school fee bursaries*" and their responses were presented in table 4.4.

Table 4.4: The School Assists Orphaned Learners to Obtain School Fee Bursaries

Students' Level of Agreement	Frequency	Percent
Strongly Agree	70	48.3
Agree	50	34.5
Undecided	5	3.5
Disagree	20	13.6
Total	**145**	**100.0**

Source: Primary Data (2013)

Findings from table 4.4 showed that schools supported orphaned learners to obtain bursaries however it was inadequate. Through the questionnaire, the orphaned learners were asked to indicate their opinions on the statements "*the school has a feeding programme which is affordable to all the students*" and "*the school offers medical services to the sick students*" and their responses were summarized in table 4.5 and 4.6.

Table 4.5: The School has a Feeding Programme and is Affordable to all Students

The school has a Feeding Programme	Frequency	Percent
Strongly Agree	71	49.0
Agree	56	38.5
Disagree	18	12.4
Total	**145**	**100.0**

Source: Primary Data (2013)

Out of 145 orphaned learners, respondents from the 13 secondary schools in Gem Sub - County, 127 (87.5%) were in agreement that there were feeding programmes in these schools which were very affordable to students and this helped to retain them in school. These findings were in agreement with the report by UNICEF, 2006, which indicated that the feeding program was beneficial to nutritional status of the learners and also helped to retain them in school. However, there were 18 (12.4%) of the respondents who disagreed with this statement. This required closer evaluation of the feeding programmes in these schools as no learners would comfortably be in class without proper provision of food.

Table 4.6: The School Offers Medical Services to the Sick Students

The School offers Medical Services	Frequency	Percent
Agree	26	18.0
Undecided	0	0
Disagree	119	82
Total	**145**	**100.0**

Source: Primary Data (2013)

Findings in table 4.6 revealed that 119 (82%) of the orphaned learners disagreed that there were medical services offered to sick students. The day scholars were allowed to go home and seek medical attention. Those who were in boarding schools sought for treatment in the nearest dispensary and the costs were settled by the parents. Similar views were held by most of the respondents interviewed. The Principals of the seven schools out of eleven schools held the view that day scholars were advised to seek medical attention at home. The responses from interviews with school Principals on the statement *"How does the school handle cases of orphans in the school when they are sick?"* The response of one Principal from a day school was:

"Being a day school, sick students mostly sought medical attention before they came to school. Those who fell sick in school were either allowed to go home unless the student is critically ill then one would be taken to the nearest health centre before being allowed to seek for further treatment at home".

Another respondent observed vividly that:

"The sick students stayed at home while seeking for treatment."

This view was supported by six other Principals in different interview sessions.

In another interview session, a Principal from a boarding school stated that:

"The school had a Sanatorium and employed a nurse to attend to the sick students. All students were free to visit the Sanatorium irrespective of their status. Serious cases were referred to the Sub-County Hospital and sometimes they would be referred to seek further treatment at home if the situation got worse".

The findings were summarized in table 4.7.

Table 4.7: How the School Handles Cases of Sick Orphans

Ways of Handling Sick Orphans in School	Frequency	Percent
They go to dispensary catered for by medical fees	23	31.1
Allowed to seek treatment at home	51	68.9
Total	**74**	**100.0**

Source: Primary Data (2013)

From the interviews with school administrators, 51 (68.9%) said that students were allowed to seek treatment at home; while 23 (31.1%) said that students were sent to the nearest dispensary for medication and is catered for by medical fees as show in table 4.7. These findings show that schools did not have adequate resources to support the health care of the learners. These findings were in agreement with the study conducted by Schulabs & Gelfman (2010) which indicate that health services were inadequate in schools and therefore recommended massive allocation of resources to school administrators to be able to deal with the provision of health services to learners in schools. On the other hand these findings were contrary to the study conducted in Cambodia by Serey et al (2011) which indicated that the impact mitigation for orphans and vulnerable children (OVC) had been prioritized and had a plan which enabled OVCs to gain wider access to health services hence securing their health.

4.3.3 Cases of drop out and absenteeism among orphaned learners in secondary schools in Gem Sub-County

The sub-section sought to explore if there were cases of orphans dropping out of school, cases of absenteeism and how schools dealt with them. To gather this information the respondents (orphaned learners) were asked their opinions on the

statements, "*How often are you absent from school in a term*?" and "*Are there cases of drop out by the orphans and what was the rate if any*?" The responses were summarized and presented in tables 4.8

Table 4.8: Rate of Absenteeism

Rate of Absenteeism	Frequency	Percent
Rarely	106	73.1
Often	14	9.7
Quite often	25	17.2
Total	**145**	**100.0**

Source: Primary Data (2013)

Out of 145 orphaned learners, 106 (73.1%) indicated that they were rarely absent from school. This showed an indication of an attempt by secondary schools in Gem Sub - County towards fulfilling their social obligation of supporting the education of orphaned learners by ensuring that they did not miss to attend school frequently. Fourteen (9.7%) responded that they were often absent from school while 25 (17.2%) were absent from school quite often. These few cases of absenteeism were caused by lack of school fees, sickness and other interferences from home as expressed by Principals and Guidance and Counseling teachers.

Response from the questionnaire administered to Heads of Guidance and Counseling showed that most of Heads of Guidance and Counseling department affirmed that there was low rate of absenteeism in the schools although there were cases of students absenteeism for a long period due to lack of school fees. The findings showed that schools were trying to meet their social obligations of supporting the orphaned learners. The researcher further sought to establish reasons why orphaned learners would be absent from school. It emerged that learners would be absent due to lack of school fees, sanitary towels for girls, indiscipline cases, interferences from home, cases of pregnancy and sickness. However, in all the interview sessions with

principals, 11(85%) cited lack of school fees as the leading cause of absenteeism. These findings were in agreement with the study conducted by IPAR (2008) which indicated that high school fees charged in secondary schools disrupted learning as learners were sent home to look for school fees. However, in all the eleven schools, there were low rates of orphaned learners dropping out of school as per the records of completion available in schools.

4.3.4 Participation in leadership and co-curricular activities

The researcher sought to find out whether the orphans participated in leadership and extra-curricular activities. Responses from orphaned learners on the question *"I am actively involved in student leadership?"* were presented in table 4.9.

Table 4.9: Involvement in Student Leadership

Involvement in leadership	Frequency	Percent
Strongly Agree	35	24.1
Agree	49	33.8
Disagree	26	17.9
Strongly Disagree	35	24.1
Total	**145**	**100.0**

Source: Primary Data (2013)

Responses in table 4.9 showed that 84 (57.9%) of the orphaned learners interviewed participated in leadership in schools and were actively engaged in active democratic process of election of their prefects. However, there was a group of respondents 61 (42%) who disagreed with this point of view. They held that they did not actively participate in student leadership. Responses from orphaned learners on the statement "*the orphaned learners are actively involved in extra-curricular activities such as drama, music, games and clubs*" were summarized and presented in table 4.10.

Table 4.10: Involvement in Extra-Curricular Activities Such as Drama, Music, Games and Clubs

Involvement in Extra-Curricular	Frequency	Percent
Strongly Agree	52	35.9
Agree	70	48.2
Disagree	8	5.5
Strongly Disagree	15	10.3
Total	**145**	**100.0**

Source: Primary Data (2013)

From the results in table 4.10, it was deduced that orphans were actively involved in extra-curricular activities such as drama, music, clubs and games. These findings were

in agreement with the studies that were conducted by (Hedstrom & Gould , 2004; Dworkin, Larson& Hansen, 2003; Hansen, Larson & Dworkin , 2003) which indicated that those who participated in extracurricular activities demonstrated improved skills in goal setting, time management, emotional control, leadership, wisdom, social intelligence, cooperation, and self-exploration. The findings also agreed with studies by (Malina & Cumming , 2003; Taliaferro, Rienzo & Miller, 2008) which further revealed that teenagers who participated in team sports were happier, had increased self-esteem, and were less anxious, with a decreased risk of suicidal behavior. Out of 145 orphaned learners, 112 (84.1%) agreed that orphans actively participated in extra-curricular activities while 23 (15.8%) disagreed. The fact that majority of the orphans participated in extra-curricular activities was supported by responses from Guidance and Counseling teachers, Co-curricular teachers and Principals as presented in table 4.11.

Table 4.11: Involvement of Orphans in Extra-Curricular Activities

Orphans Involvement in Extra-Curricular Activities	Frequency	Percent
Involved in co-curricular activities	28	71.8
Undecided	11	28.2
Total	**39**	**100.0**

Source: Primary Data (2013)

Majority of orphaned learners were actively involved in extra-curricular activities as indicated by 28 (71.8%) of the respondents. There were 11 (28.2%) who disagreed with this view. However, the questionnaire administered to the Heads of Co - curricular teachers revealed that inadequate games facilities was among the causes of non-involvement in extracurricular activities by some of the orphans. Some schools lacked playing grounds and had to share the fields with neighboring primary schools.

These non-stimulating environments discouraged some students from participating in games activities. This view was also supported by 8 principals who stated that they had no playing fields and used the fields of the neighbouring primary schools. Therefore there is need for mobilization of resources to promote active participation of all learners in co-curricular activities.

In an attempt to establish the benefits of participation of orphaned learners in extra-curricular activities to academic performance, the respondents (school administrators) were asked to comment on the academic performance for this group of learners and their responses presented in table 4.12.

Table 4.12: Academic Performance of Orphans

Academic Performance	Frequency	Percent
Above average	5	12.8
Average performance by orphans	12	30.8
Below average	22	56.4
Total	**145**	**100.0**

Source: Primary Data (2013)

From the result in table 4.12 out of 39 respondents majority of the school administrators indicated that majority of orphaned learners had exhibited below average academic performance both at KCSE examinations and internal exams. Some of the respondents commented on average performance by the orphaned learners. However these findings are contrary to the views held by (Hedstrom & Gould, 2004) which indicated higher educational attainment by learners who participated in extracurricular activities.

Further findings from interviews with the BOM and PTA from the eleven schools showed that there were strategies put in place to ensure that the academic

performance in the schools were improved. Response from these schools indicated that the major bottleneck in achieving this was inadequate infrastructure and teachers employed by the Teachers Service Commission (TSC). This situation had forced these schools to hire teachers on BOM. They held the view that employing teachers on BOM was challenging due to financial constraints hence affecting curriculum implementation. Findings from majority of the schools interviewed also indicated that the PTA had development projects every year and this was aimed at improving the infrastructure in the respective schools. Some of the projects included construction of laboratories in four schools, a library in one school, purchase of school buses in three schools among others.

Further findings from the interviews with the BOM and PTA from the eleven schools indicated that there was no PTA bursary fund in any of the schools. This showed that the PTA in Gem Sub – County schools had not established a fund to assist needy students in their schools. Majority of the PTA members interviewed said;

"Many parents are overburdened by the high school fees charged and so it is not possible to maintain such a fund".

This showed that majority of these schools were facing challenges in promoting the education of orphaned learners.

4.4 Collaborations with other Agents

Schools stand at a very advantageous social point in promoting collective actions by allocating and mobilizing resources to support the education of orphaned learners. The school would ensure this by using its networks and relationships with other stakeholders to offer valuable education to the orphaned learners. This section examined the social role of the school in promoting collective actions by allocating and mobilizing resources to ensure that orphaned learners were educated and was psychologically and socially well adjusted. It presents how schools related with

various agents to promote the education of orphans in secondary schools, established the extent of the support in promoting the education of orphans and the level of such aid to the orphans in Gem Sub-County.

4.4.1 Network of alumni in secondary schools in Gem Sub-County

To gather information on this the researcher interviewed the principals of the selected schools. The respondents were asked questions "*Does the school have a network with the former students?*" and "*does the school get any support from other agents such as the community, church, NGOs and politicians to support the education of orphans?*"

From the responses, 4 (36%) alluded to the fact that they had a network of former students though it was not very strong while 7 (72.7%) did not have any network with the alumni of their schools. From the interviews, the nature of support that these schools got from these networks included bridging teachers' deficit gap. A Principal from one school mentioned other support such as motivational and career talks, fees payment for needy but bright students and contribution in the building of the school library. However, this support was done to a small extent. These findings were in agreement with the report by Griffin (1996), which indicated that the alumni who had enjoyed happy school days were really appreciative of what they had gained and therefore wished to remain permanently in touch with the school and gave it support.

However, Principals from the other schools 7 (72.7%) indicated that they did not have a network with their alumni. Findings from the interview with these Principals who did not have a network with the alumni indicated that these schools were started at the inception of Constituency Development Funds (CDF) around 2003 and therefore had not established a link with the alumni. However, they needed to be encouraged to embrace this concept as the schools matured and their former students got job placement in the world of work.

4.4.2 Support from other agents such as the community, church, NGOs and politicians towards education of orphaned learners in Gem Sub-County

Community, churches, NGOs and politicians are agencies through which education of orphaned learners can get to be supported. The researcher sought to explore the existence of such collaborations in the selected secondary schools in Gem Sub-County. In an interview, principals were asked, "*Does the school get any support and what kind of support from other agents such as the community, church, NGOs and politicians to support the education of orphans?* "Findings showed that secondary schools in Gem Sub-County got different support from other agents including construction of physical facilities. For example, the BOM and PTA from the eleven schools indicated that CDF had helped in constructing classrooms, dormitories and laboratories. Records available at the CDF office also showed that between the years 2012 and 2013, most secondary and primary schools received disbursement from CDF to help in the construction of classrooms. This was further espoused by the CDF officer who remarked:

"The CDF fund had greatly supported the construction of physical learning facilities to help meet the ever increasing demand for secondary education in the Sub-County. Over the past years, CDF had helped build better classrooms, laboratories, administration blocks and dormitories in some schools. However the fund was inadequate as the needs were still too high"

The MCAs and CDF office had also supported the construction of physical facilities through fundraisings in most of the schools. These contributions were instrumental in the education of the orphaned learners as it provided a conducive learning environment.

Findings through Key Informant Sessions with representatives from the two NGOs sampled showed that they mainly got to sponsor the identified students who applied for sponsorship immediately after the KCPE results were out. Therefore those learners who lost their parents in the course of their secondary study got so disadvantaged in as far as such sponsorships were concerned since such opportunities were not so many for the ongoing secondary category. The interviewed representatives of these NGOs indicated that they promoted the education of sponsored orphaned learners by offering school fees bursaries/ sponsorship, mentorship, Guidance and Counseling programs. They also provided sanitary towels to girls which had helped in retaining girls in schools during their menses. This also boosted their self-image and confidence and improved their participation in school activities. The two NGOs which were interviewed alluded to the fact that they had mentorship programs and Guidance and Counseling services offered to students in these schools. Both respondents indicated that other forms of support extended to orphaned learners included provision of uniforms and learning supplies which ensured that they were able to attend school throughout. All the support began with needs assessments by the various agents. One respondent from the NGO sector noted that they gave full sponsorship for the identified learners up to the end of secondary education life cycle depending on merit. Interviews with another NGO indicated that they gave 75% sponsorship and this would be extended up to college level depending on academic performance. Existence of different linkages activities in schools within Gem Sub-County were in agreement with Dibinga (2006) study which indicated that by entering into a social contract with the school, governments and international organizations alike were able to reach and promote the holistic growth of orphaned learners.

Key Informant Interview Sessions with other stakeholders which involved two MCAs, one CDF officer and representatives from two NGOs also revealed closer linkages and collaborations in supporting education of the orphaned learners in the area. The two

MCAs/ ward representatives and CDF officer also held the view that there were bursaries from Constituency Development Funds awarded to deserving cases even though it was not enough. For instance one MCA remarked:

"The issue of school fees in this ward is a very big problem. It is indeed overwhelming with cases of fundraising requests almost throughout the year. The problem is not facing the orphaned learners only as there as so many needy cases from among those had parents as well. The poverty level in this sub county is generally high"

Through KII sessions with the two MCAs, findings showed that the County had also introduced a ward bursary fund to help the needy students since the issue of school fees posed a serious challenge to the education of many learners in the county.

Responses obtained from orphaned learners on the statement through the administered questionnaire, "*the needy students obtain school fee support from different agencies collaborating with the schools*", is as presented in table 4.13.

Table 4.13: School Fee Support from different Agents collaborating with the schools in the area

School Fee Support from Agents	Frequency	Percent
Strongly Agree	45	31.0
Agree	75	51.7
Disagree	25	17.2
Total	**145**	**100.0**

Source: Primary Data (2013)

Out of 145 orphaned learners, 120 (82.7%) were in agreement that needy students obtained school fee support from different agencies working in the area. There were 25 (17.2%) of the orphaned learners who disagreed with this statement. This was a pointer towards the need to have an inclusive program that supported all and created an awareness of its existence among students and all education stakeholders.

A comparative analysis to determine the adequacy of bursary awarded to students against fee structures per school category based on available records in CDF office and schools indicated that the bursary allocation was still very low as shown in table 4.14.

Table 4.14: Adequacy of the Bursary Scheme: Annual Fee against Bursary Allocation

The Annual Fee per School in Kshs	Frequency	Percent	Bursary Allocation per yr
12000	3	23.1	3000
13500	5	38.4	3000
15300	1	7.7	5000
44000	1	7.7	5000/8000
50000	1	7.7	5000/8000
63000	1	7.7	5000/8000
Total	**13**	**100.0**	

Source: Fee Structures and CDF Records (2013)

Findings from the interviews with the principals presented in table 4.14showed that 3 (23.1%)of the schools charged ksh12,000 fees annually, 5(38.4%) charged kshs.13,500 , 1(7.7%) charged kshs.15,300, 1(7.7%) charged kshs.44,000, 1(7.7%) charged kshs.50,000 while 1 (7.7%) charged kshs.60, 000 fees annually. What the bursaries offered was far below what each student was supposed to pay per year. For instance the CDF officer commented:

"There are so many applications for bursary received by the CDF office from Gem Sub- County but the funds are not adequate at all. Quite a number still miss out on this fund because it is inadequate".

On the issue of school fees problems, one MCA remarked:

"The issue of school fees in the ward is a big problem there are so many needy cases and cases of fundraising or just requests for financial support for school fees is overwhelming in the ward"

The findings showed that the issue of school fees was a challenge to many learners including those with parents. The Key Informant Interviews with the CDF, MCAs and NGOs showed that bursary schemes were indeed inadequate in meeting the students fees with the CDF giving only kshs.3, 000 for day scholars and kshs.5, 000 to learners in boarding schools; while SESBAF gave kshs.8, 000 to learners in boarding schools only. These findings were in agreement with the study that was conducted by Onyango & Njue (2004) which showed that the amounts awarded by the Constituency

Development Fund (CDF) was not adequate considering the school fees requirements in Kenyan secondary schools. The balance was still too high and had to be met by guardians or parents in the case of such orphaned learners. This would lead to absenteeism among such needy orphans or stayed away from school for long.

4.5 How Secondary Schools in Gem Sub-County Dealt with Psycho-Social Development of Orphaned Learners

This section sought to find out how schools catered for the psycho-social needs of orphaned learners. The respondents were asked whether there were programmes initiated to cater for the psycho-social development of orphaned learners, whether the orphans participated in co-curricular activities, student leadership in the school and also to comment on the academic performance of the orphans in their schools.

Findings from the study revealed that four schools had programmes such as invitation of external speakers, establishment of Guidance and Counseling department, mentorship, peer educators and peer counselors, spiritual services and established clubs where students met and shared ideas and life experiences; all these were to cater for psycho-social needs of orphans and other needy students. This findings were in agreement with Kwachi & Kennedy (1999), whose study indicated that the school was well positioned to play a crucial role in the education of orphaned learners through collective efficacy, psychological sense of community and neighborhood. However, eight schools out of the eleven selected schools did not have a strong well developed Guidance and Counseling department, strong clubs, mentorship programs as well as strong peer educators program. One of the guidance teachers indicated:

“The school program is too academic oriented and teachers endeavour to get high performance indices and pay very little attention on non-academic activities. Besides this, the school program is too congested with academic programs and that there is very little time for counseling programs”.

This view was supported by eight other Guidance and Counseling teachers. These extracts indicated the most schools in Gem Sub - County did not have well developed Guidance and Counseling departments and some lacked offices. Findings also indicated that there was inadequate time for handling students due to biasness on academic oriented programs. Therefore there was need to promote and strengthen counseling programs in schools.

Through the questionnaire the orphaned learners were asked to indicate their opinions on the statement "*I frequently visit the guidance and counseling office for counseling services*", "*the guidance and counseling department offers programmes that promote the psycho-social development of orphaned students"* and the responses were presented in table 4.15.

Table 4.15: Visits to the Guidance and Counseling Office for Counseling Services

Visits to Guidance &Counseling	Frequency	Percent
Strongly Agree	45	31.0
Agree	81	55.9
Disagree	19	13.1
Total	**145**	**100.0**

Source: Primary Data (2013)

Most of the students voluntarily visited the Guidance and Counseling departments for counseling related services as indicated by their responses in table 4.15. However, there was a number 19 (13.1%) who disagreed with this perspective**.**

Table 4.16: Programmes Promoting Psycho-Social Development of Orphaned Learners

Programmes by Guidance & Counseling Department	Frequency	Percent
Strongly Agree	47	32.4
Agree	27	18.6
Disagree	71	48.9
Total	**145**	**100.0**

Source: Primary Data, 2013

From the findings 74 (51%) were in agreement that the Guidance and Counseling department offered programmes that promoted the psycho-social development of orphaned students; while 71(48.9%) disagreed with this view. Further, the researcher sought to explore if there were trained Guidance and Counseling teachers in the schools and the responses from school were represented in table 4.17.

Table 4.17: Capacity of Guidance & Counseling Teachers

Guidance and Counseling Teachers	Frequency	Percent
Trained	03	23.0
Untrained	10	69.2
Total	**13**	**100.0**

Source: Primary Data (2013)

Through a questionnaire administered to Guidance and Counseling teachers , out of the 13 respondents, 3 (23%) indicated that there were professionally trained Guidance and Counseling teachers in their schools while 10 (69.2%) of the respondents did not have trained Guidance and Counseling teachers. Findings also revealed that some schools did not have a Guidance and Counseling office. Response from the questionnaire to the Guidance and Counseling department, 7(53.8%) did not have office space and only 6 (46%) had office space. This showed that majority of the schools in Gem Sub - County did not have strong Guidance and Counseling departments.

Findings from the interview with the principals indicated that most secondary schools did not have the capacity to deal with psycho-social needs of orphaned learners due to the challenge of inadequate teaching staff. The results in table 4.17were in agreement with the findings of studies by Ruland et al, (2005) and Ndegwa (2012), which showed that Guidance and Counseling services though offered in schools, most of the Guidance teachers had a vague understanding of what it really entailed. The students also did not fully utilize the services. The studies recommended a well elaborate structure to provide psycho-social support in schools.

4.6 Implementation of the HIV/AIDS Mainstreaming Policy in the School Curriculum

The National Policy on OVC was intended among other issues to strengthen support programmes such as supporting HIV/AIDS mainstreaming policy into the school curriculum and improving HIV/AIDS information access. This thematic area therefore sought to assess the extent to which schools in Gem Sub-County had implemented HIV/AIDS mainstreaming policy into the school curriculum, improving and supporting HIV/AIDS information access. To gather information regarding this, the researcher asked respondents the question *"Are you aware of the National Policy on Orphans and Vulnerable Children which was adopted by the Government in 2005?"* The responses are summarized in table 4.18.

Table 4.18: Awareness of the National Policy on Orphans and Vulnerable Children as Adopted by the Government In 2005

OVC Policy, 2005	Frequency	Percent
Not Aware	43	58.1
Aware	24	32.4
Yes, but details are scanty	7	9.5
Total	**74**	**100.0**

Source: Primary Data (2013)

The findings in table 4.18above revealed lack of awareness about the existence of the OVC policy of 2005 by 43 (58.1%) of the respondents; 24 (32.4%) were aware while 7 (9.5%) of the respondents were aware but the details on implementation was very scanty. This made the implementation of this policy unattainable and the orphaned learners might not have benefited from it as was intended by the Government. An interview with Sub-County Education officer underscored the significance of this

policy, but agreed that implementations in schools had remained a great challenge. These findings were in agreement with the study that was carried out by Carr Hill et al(2001), which indicated that mainstreaming, strengthening and extending life skills programs are essential in schools but noted that the current life skills might not be working well in developing countries.

The study sought to find out how well equipped and prepared the selected secondary schools in Gem Sub-County were in creating awareness about HIV/AIDS information to students. To gather information, sought the opinion of orphaned learners on the statements *"The school had created awareness and sensitized students on HIV/ AIDS"* The responses are presented in table 4.19.

Table 4.19: Sensitization and Creation of Awareness on HIV/ AIDS

Awareness of Creation	Frequency	Percent
Strongly Agree	25	17.2
Agree	31	21.4
Disagree	30	20.6
Strongly Disagree	59	40.8
Total	**145**	**100.0**

Source: Primary Data (2013)

Out of the 145 orphaned learners, 89 (61.4%) disagreed that schools had created awareness and sensitized students on HIV/ AIDS, while 56 (38.6%) agreed. Findings in table 4.19 revealed that the implementation of HIV/ AIDS awareness creation had not been effective in the schools. According to a report by UNICEF (2006), strengthening of this support starts with training of teachers and administrators of institution to build their capacity to handle complex orphans' problems. In various interview sessions, the Principals, Guidance and Counseling and co-curricular teachers were asked, *"In which ways does the school make information about HIV/ AIDS accessible to students?"*The responses were summarized in table 4.20.

Table 4.20: Ways in which Schools made Information about HIV/ AIDS Accessible to Students

Information Dissemination Methodologies	Frequency	Percent
External speakers are invited;	3	8
Guidance and Counseling ; Assemblies	9	23
Clubs;	24	61
Curriculum; Life skills lessons	3	8
Total	**39**	**100.0**

Source: Primary Data (2013)

Schools used different ways to make information about HIV/ AIDS accessible to students. Findings in table 4.20 showed that clubs were the leading ways 24 (61%) through which schools made the information about HIV/ AIDS available to students. Some schools made it available through the Guidance and Counseling department and during assemblies 9 (23%). There were also those who made use of external speakers at 3(8%). These findings were in agreement with the study that was carried out by (Coombe, 2000) which indicated that teacher and school oriented programs had not been particularly strong in implementing the HIV awareness creation in schools. The findings also agreed with the findings of Carr Hill et al (2001) which indicated that the current life skills were not working well in schools despite the fact that it had been mainstreamed in the school curriculum.

The researcher sought to establish whether schools had adequate resource materials to implement HIV/ AIDS awareness creation programs, and asked orphaned learners of their opinions through administered questionnaires on the statement "*The school has resource materials that give information about HIV/ AIDS.*"The responses presented in table 4.21.

Table 4.21: Availability of Resource Materials on Information about HIV/ AIDS

Resource Materials	Frequency	Percent
Strongly Agree	8	5.5
Agree	8	5.5
Disagree	68	46.8
Strongly Disagree	61	42.0
Total	**145**	**100.0**

Source: Primary Data (2013)

From table 4.21 above, schools had not provided resource materials that gave information about HIV/ AIDS adequately. Out of 145 respondents, 129 (88.9%) disagreed with the view that schools had resource materials on information about HIV /AIDS while 16 (11.1%) agreed. These findings were in agreement with the study that was carried out by (Coombe, 2000) which also indicated that teacher and school oriented programs had not been particularly strong in implementing the HIV awareness creation in schools due to lack of relevant teaching and learning materials in schools.

Through a questionnaire administered to the Guidance and Counseling department, the respondents were asked the question *"To what level has it impacted on the students' behavior?*" The responses were presented in table 4.22.

Table 4.22: Level of Impact on the Students' Behavior

Level of impacts	Frequency	Percent
Positive behavior change	25	33.8
Undecided	49	66.2
Total	**74**	**100.0**

Source: Primary Data (2013)

From the findings, there were 25 (33.8%) of the respondents who had taken note of positive impacts created by the HIV/ AIDS awareness creation in schools. However, majority of the respondents were undecided on the impact of the implementation of HIV/ AIDS awareness creation in school as shown in table 4.22 which revealed that 49 (66.2%) of the respondents were undecided on the impact of the sensitization and awareness creation on HIV / AIDS information among the orphaned learners. These findings were in agreement with the study that was carried out by (Carr Hill et al, 2001) which indicated that the current life skills programs in schools were not working well. However, Hill noted that they could be made to work if there were strategies and mechanisms laid done on how to monitor and evaluate the programs.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the main findings of the study. This is followed by conclusions arising from the findings, and the recommendations for policy action aimed at enhancing the sociological character of the school in the education of orphaned learners in secondary schools. The chapter also explored areas for further research envisaged in contributing towards the education of orphans and vulnerable learners.

5.1 Summary of Findings and Conclusions

The study examined the social responsibility of the schools towards the education of orphaned learners; how secondary schools in Gem Sub - County related with other agents to cater for the education of orphaned learners; how secondary schools dealt with the psycho-social development of the orphaned learners and how secondary schools in Gem Sub-County implemented the HIV/AIDS mainstreaming policy.

5.1.1social Responsibility of the School in the Education of Orphaned Learners

Findings revealed that schools had to a large extent managed to be socially responsible in promoting the education of orphaned learners through implementation of the curriculum, feeding programs, supporting acquisition of fee bursaries for orphaned learners, promotion of co- curricular and leadership abilities of orphaned learners.

Findings further revealed that schools had inadequate teachers employed by the Teachers Service Commission (TSC), a situation that had forced all the thirteen schools to hire teachers on Board of Management. The burden of employing such teachers was shouldered by parents and guardians. This posed a serious challenge in the education of orphans since majority are needy. Findings also showed that majority of the schools did not have adequate infrastructural facilities such as laboratories, libraries, dining halls, adequate toilets, and playing fields. This negatively affected the implementation of the formal and informal curriculum.

Findings from the study further showed that although schools were helping orphaned learners to access bursaries, the amounts disbursed was insufficient. This had caused some of the learners to stay out of school for long causing them to miss learning.

Findings of the study revealed that majority of the schools 9 (82%) did not cater for the medical services of sick students who were in day schools. Such sick students were allowed to seek for treatment at home.

Findings also showed that most of the day schools in the region did not have strong spiritual programs since most of the schools were day schools and therefore, the learners were not sufficiently catered for in their spiritual development. Majority 8 (72%) of the schools did not have a strong spiritual program for learners. Therefore, findings showed that most orphaned learners in Gem Sub - County might have had inadequate spiritual development.

Therefore it was concluded that majority of secondary schools were socially responsible despite financial constraints and inadequate resources.

5.1.2 Collaboration between Secondary Schools in Gem Sub-County with other Agents in the Education of Orphaned Learners in Secondary Schools

Findings showed that there were different forms of support in Gem Sub - County that schools obtained from the other agents. They included school fees bursaries/ sponsorship, mentorship, Guidance and Counseling services, career guidance and provision of basic needs to orphans. However, findings indicated that support from the agents was not adequate due to inadequate resources. Findings also showed that the CDF had been instrumental in supporting the development of school infrastructure and provision of school fees bursaries. However the resources were inadequate and insufficient to meet the demands of the schools in terms of infrastructural development as well as provision of bursaries.

The findings further revealed that the NGOs identified students for sponsorship from primary level based on KCPE results. This therefore, did not cater for learners who lost their parents in the course of their secondary schooling hence limited the chances of such needy orphaned learners from obtaining resources and social support to continue with their education with little disruption.

The study findings also showed that majority 7 (64%) of the schools did not have networks with the alumni of their schools. Minority 4 (36%) showed that they got assorted support from the networks with former students. The few schools which got support from the alumni indicated that the support was not reliable and it was also very minimal since they were not strong.

The study concluded that there was inadequate support from the agents to promote the education of orphans.

5.1.3 How Secondary Schools Dealt with Psycho-Social Development of Orphaned Learners

The study findings revealed that majority 10 (77%) of the respondents indicated that there were few professionally trained Guidance and Counseling teachers in their schools. Accordingly, the poorly resourced schools admitted many orphaned learners and did not have the capacity to offer effective Guidance and Counseling services. Findings also revealed that most schools were biased on academic oriented programs and therefore paid little attention on psycho-social development of orphaned learners.

Therefore, it was concluded that there were few professionally trained Guidance and Counseling teachers in secondary schools in Gem Sub - County; there was inadequate resources in the department and little time for Guidance and Counseling services due to biasness on examinable subjects.

5.1.4 Implementation of HIV/AIDS Mainstreaming Policy in the School Curriculum

It was observably noted that the teaching and school oriented programs were not strong in implementing HIV/ AIDS mainstreaming policy. More emphasis had been laid on the examinable subjects. Findings indicated that there was very little capacity to implement the program since schools in Gem Sub - County did not have trained personnel. It was also evident that secondary schools did not have adequate teaching and learning materials to implement the programs. It was concluded that there was very little implementation of HIV / AIDS mainstreaming policy due to inadequate trained personnel, inadequate teaching and learning materials.

5.2 Recommendations

The following recommendations were made from the foregoing discussions in the light of the findings:

1. The study recommended that the Ministry of Education should ensure adequate teaching staff in schools; mobilise resources for infrastructural development in order to create a conducive learning environment; the schools should facilitate the establishment of strong alumnus to motivate and inspire orphaned learners as well as develop strong spiritual programs.
2. Since there was a high rate of orphanhood in the region, the researcher recommended that the government should reduce school fees and increase CDF allocation for orphaned learners. The government should further solicit for more donor funding
3. Since majority of the schools lacked adequate facilities and trained Guidance and Counseling teachers, the researcher recommended that each school should invest in Guidance and Counseling facilities and capacity building of the Guidance and Counseling teachers for effective delivery of services in schools.
4. The researcher recommended that the implementation of HIV/AIDS mainstreaming policy delivery mode be revised, be taught independently and placed under the Guidance and Counseling department for effective delivery and content coverage. The researcher recommended that the MoE in collaboration with the schools should ensure capacity building of teachers and acquisition of adequate teaching resources in the implementation of HIV policy in secondary schools.

5.3 Suggestions for Further Research

The researcher therefore, suggested that some studies should be conducted in the following areas:

1. A research study on the social role of the school in the mentorship of orphans in secondary schools.
2. A research study on the impact of education agents in promoting the education of orphans.
3. A research study on the effectiveness of the Guidance and Counseling services as an avenue for provision of holistic development of learners in public secondary schools in Kenya.
4. A research study on the assessment of life skills education implementation in secondary schools in Gem Sub - County.

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APPENDIX I: TRANSMITTAL LETTER

MOI UNIVERSITY
P.O. BOX 3900,
ELDORET, KENYA.
07/01/2014

TO
MR/MRS/ MISS----------
Dear Sir/Madam,

RE: SOCIOLOGICAL CHARACTER OF THE SCHOOL ON THE EDUCATION OF ORPHANS IN PUBLIC SECONDARY SCHOOLS IN GEM SUB - COUNTY, SIAYA COUNTY, KENYA

I am currently a student pursuing a Master of Education in Sociology of Education at Moi University.

I am interested in carrying out the above study in your school as part of the requirements for the fulfilment for the Degree of Masters in Education (Sociology of Education).

The purpose of this letter is to humbly request you to participate in the study by completing the attached questionnaire. All the information collected will be treated with utmost confidentiality.

Your cooperation and support in this study will be highly appreciated.

Yours faithfully,

MILLICENT OCHIENG

APPENDIX II: CONSENT FORM

MOI UNIVERSITY

CONSENT FORM

TITLE OF THESIS: A SOCIOLOGICAL CHARACTER OF SCHOOL ON THE EDUCATION OF ORPHANS: A CASE OF SELECTED SECONDARY SCHOOLS IN GEM SUB - COUNTY, SIAYA COUNTY, KENYA

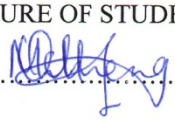
NAME OF RESEARCH STUDENT: MILLICENT OCHIENG

I have read and understood the information provided in the letter to participants. All questions will be answered to my satisfaction. I agree that the research data collected for this study may be published or may be provided to other researchers in a form that does not identify me in any way.

SIGNATURE OF PARTICIPANT

.....

SIGNATURE OF STUDENT RESEARCHER



.....

APPENDIX III: STUDENTS QUESTIONNAIRE

The purpose of this study is to examine the sociological character of the school on the education of orphans. All responses provided will be considered correct and will be treated with utmost confidentiality.

Read each statement carefully, decide how you feel about it then put a mark (√) against only one answer or write down an answer in the space provided.

For each of the statements, please indicate your level of agreement Please give your answers on the basis of how things have been for you over the last one year.

Where SA= strongly agree A = Agree U= Undecided D= Disagree SD= strongly Disagree

	SA	AU	DSD
1. The school has special programs for the orphaned learners( )	( )	( )	( ) ( )
2. There are few cases of absentism among the orphans in the school( )	( )	( )	( ) ( )
3. There are few cases of drop out among the orphaned learners in the school( )	( )	( )	( ) ( )
4. The school assists orphaned learners to obtain school fee bursaries( )	( )	( )	( ) ( ) ( )
5. The school has a feeding programm and it is affordable to all the students( )	( )	( )	( ) ( )
6. The school offers medical services to the sick students( )	( )	( )	( ) ( )
7. The school has created awareness and sensitized students on HIV AIDS( )	( )	( )	( ) ( )
8. The school has resource materials that give information about HIV/AIDS about HIV AIDS( )	( )	( )	( ) ( )

9. HIV/AIDS awareness creation topic is effectively taught in all the subjects taught in class . Yes ( ) No ( )

10. The needy students obtain school fee support from the ;-

    a) community ( ) ( ) ( ) ( ) ( )

    b) church ( ) ( ) ( ) ( ) ( )

    c) NGOs( ) ( ) ( ) ( ) ( )

    d) Politicians( ) ( ) ( ) ( ) ( )

11. Which bursary scheme have you benefitted from? CDF ( ) SESBAF ( ) BOTH ( )
12. Was the bursary adequate for total fees throughout the year? YES ( ) NO ( )
13. I frequently visit the guidance and counseling office for counselling services . ( ) ( ) ( ) ( ) ( )
14. The guidance and counseling department offers programmes that promote the psycho- social development of orphaned students. ( ) ( ) ( ) ( ) ( )
15. The department invites speakers/ specialists ie proffessionals, career guidance, motivational speakers, alumni etc to mentor or address students on topical issues. ( ) ( ) ( ) ( ) ( )
16. The department has active peer counsellors and they have had a positive impact on the student's behaviour ? ( ) ( ) ( ) ( ) ( )
17. How often are you absent from school in a term?

    Rarely ( ) Often ( ) Quite often ( )

18. I am actively involved in student leadership?( ) ( ) ( ) ( ) ( )
19. I am actively involved in co curricular activities such as drama, music, games and clubs.( ) ( ) ( ) ( ) ( )

APPENDIX IV: QUESTIONAIRE FOR HEAD OF GUIDANCE AND COUNSELLING DEPARTMENT

1. How long have you served as Head of Guidance and Counselling in the school? Less than 2years, between 2 - 4years ( ), between 5- 7 years ( ) or over 8 years ( )
2. How does the school identify orphans in the school?
3. In your view, how do you rate the percentage of orphaned learners in the school? High ( ) Average ( ) Low ( )
4. Which special programs have been initiated by the school to promote the education of orphans?
5. Comment on the rate of absenteeism of orphans in your school? High ( ) Average ( ) Low ( )
6. How does the school get to follow up on cases of absenteeism?
7. What are some of the reasons for this absenteeism?

8. Does the school have a Guidance and Counseling office? Is its location coducive for counselling?
9. What percentage of the students who visit the office for counselling services are orphaned?
10. Are there special programmes initiated by the department to cater for psychological and social needs of orphans?
11. How many qualified guidance and counseling teachers does the department have?
12. Does the department have planned programs for their activities every term? Is the time adequate for these activities?
13. How often do teachers inthe department provide collective / individual counseling services to the students body? What are some of the issues addressed by the department?
14. How often does the department invite speakers/ specialists ie proffessionals, career guidance, motivational speakers and alumni to mentor or address students on topical issues ? list some of these topics?
15. Does the department have trained peer counsellors? Is it having an impact on the orphaned students?
16. What is the rate of drop out of orphans in your school? High ( ) Average ( ) Low ( )
17. If Yes, what are some of the reasons for this? Does the school follow up on such cases?
18. In your view are the orphaned learners actively involved in student leadership?
19. In your view are the orphaned learners actively involved in co - curricular activities?

APPENDIX V: QUESTIONNAIRE FOR HOD CO-CURRICULAR ACTIVITIES

1. How long have you served as HOD co-curricular in the school? Less than 2years, between 2 to 4years, between 5- 7 years or over 8 years
2. Which special programs have been initiated by the schools to promote the education of orphans?
3. Comment on the rate of absenteeism of orphans in your school?
4. In your view, are the orphaned learners active in co-curriculum activities in your school?
5. How many clubs does the school have? How active are the clubs?
6. Which are some of the activities they participate in?
7. Comment on their level of involvement?
8. Does the department /school further the talents of the exceptional students?
9. In the last three years(since 2010) how many orphans have benefited from the talent development?
10. In your view how well do the orphaned students perform compared to the others?
11. In your view are the orphaned learners actively involved in co-curricular leadership?
12. Does the school have a playing field? YES ( ) NO ( ). If YES, is it adequate to accommodate all activities provided for the learners

APPENDIX VI: INTERVIEW SCHEDULES

SECTION A: Secondary School Principals

This Interview Schedule Contains 4 Sections.

1. How long have you served as a Principal? Less than 2years, between 2 to 4years, between 5- 7 years or over 8 years.
2. Does the school have adequate teaching personnel to implement the curriculum? YES ( ) NO ( ). If No, how many TSC employed teachers Does the school have? How many BOM teachers has the school contracted?
3. Does the school have adequate infrastructure? YES ( ) NO ( ). If NO which are some of the facilities that are needed by the school?
4. How does the school identify orphans in the school?
5. Which special programs have been initiated by the schools to promotethe education of orphans?
6. Comment on the rate of absenteeism of orphans in your school?
7. How does the school get to follow up on cases of absenteeism?
8. What are some of the reasons for this absenteeism?
9. Are there cases of drop out by the orphans? What is the rate if any?
10. Does the school have the feeding programme? YES ( ) NO ( ). If yes, how many cases of orphaned students go without lunch due to inability to pay?
11. How does the school handle cases of orphaned students who are sick?
12. Does the school assist orphaned and needy students to obtain bursaries? Does the school go out of its way to seek for other agents to support orphans education or it is the initiative of the student?

13. What is the school annual fee against the bursary allocation?

    Annual fees ……..

    CDF allocation …….

    Ministry of Education/ SESBAF allocation …….
14. What are your comments about adequacy of the bursary funds to cater for student's school fee?

15. Does the school have any programme that supports the psychological and social development of the orphaned learners?
16. Are you aware of the National Policy on Orphans and Vulnerable Children which was adopted by the government in 2005?
17. In your view, how effective is the implementation of HIV/AIDS awareness and sensitization program to the orphaned students? To what level has it impacted on the students' behavior?
18. In your view, to what level is the HIV/AIDS mainstreaming policy and awareness creation being implemented in your school?
19. Has the HIV/AIDS mainstreaming policy and awareness creation had an impact on the students' behavior? Yes ( ) No ( ). If yes how has it impacted on the learners?
20. Are life skills lessons taught in the school?
21. Does the school have a network with the former students? What kind of support has the school obtained from the alumni?
22. Does the school get any support from other agents such as the community, church, NGOs and politicians to support the education of orphans? If yes, what kind of support do they offer?
23. Comment on the academic performance of orphans in your school at KCSE level?

SECTION B: Board of Management (BOM), Parents Teachers Association (PTA) and Church Sponsors Representative

1. How long have you served as BOM/ PTA/ Church sponsor representativein the school? Less than 2years, between 2 to 5 years, between 5- 7 years or over 8 years

2. Are there ways in which you assist promote the education of orphaned learners in secondary schools in the district?
3. Does the BOM/ PTA/ Church have any program that supports the education of orphans in the school? If yes, briefly explain how the program is implemented in the school.
4. How many orphaned students have been supported by the BOM, PTA and the church since 2010?
5. Does the Board of Management (BOM), PTA and the church have any program that supports the psycho-social development of the orphaned students in the school? How is it implemented?

SECTION C: Constituency Development Fund Officer, MCAs and NGOs Representatives

1. What are the criteria for awarding the CDF bursary/ NGO scholarship to learners in secondary schools?
2. What is the highest and lowest amount allocated per individual student?
3. What percentage of the CDF bursary/ scholarship is allocated to education of orphans annually?
4. How does this fund promote the psychological and social development of the orphaned students in secondary school?
5. Are there ways in which you assist promote the education of orphaned learners in secondary schools in the district? If yes, list them.
6. How do you identify the orphans to be assisted?
7. What kind of assistance do you offer and to what level.
8. Are all identified orphaned students supported adequately throughout their secondary education?
9. Approximately, how many do you support in a given year since 2010?
10. How often do you offer this support?
11. Are there conditions that govern continual support of the orphans up to Form 4?

SECTION D: Sub-County Education Officer

1. What policies have been initiated by the ministry to support the education of orphaned learners in the Sub- County?
2. What role does the Ministry play in the education of orphans in secondary schools in the Sub - County?
3. What criteria does the ministry use to disburse bursaries to learners in boarding schools?
4. What is the highest and lowest amount given?
5. Does the Ministry have programmes that support the psychological and social development of the orphaned learners?
6. How does the Ministry ensure that the school implements the programs that support the psychological and social development of orphaned learners?
7. How does your office ensure that the HIV/ AIDS mainstreaming policy is implemented effectively in the schools?

APPENDIXVII: RESEARCH PERMIT

NACOSTI

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

17th February, 2014

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:
17th February, 2014

NACOSTI/P/14/9405/671

Millicent Anyango Ochieng
Moi University
P.O.Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The sociological perspective on the role of the school in education of orphaned students: A case of selected secondary schools in Gem District, Siaya County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **21st April, 2014.**

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

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Siaya County.

APPENDIX VIII : LETTER OF AUTHORIZATION

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

State Department of Education

Telephone:
Fax:

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
P.O. BOX 564
SIAYA

When replying please quote

Ref: SCA/10/VOL I (21)

Date: 18rd March, 2014

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
MILLICENT ANYANGO OCHIENG

The above named who a student at Moi University had been granted authority by NACOSTI Ref. NACOSTI/P/14/9405/671 dated 17th February, 2014 to do a research in Gem sub-county. The title of the research is "The sociological perspective on the role of the school in Education of orphaned students: A case of selected secondary schools in Gem District, Siaya County, Kenya"

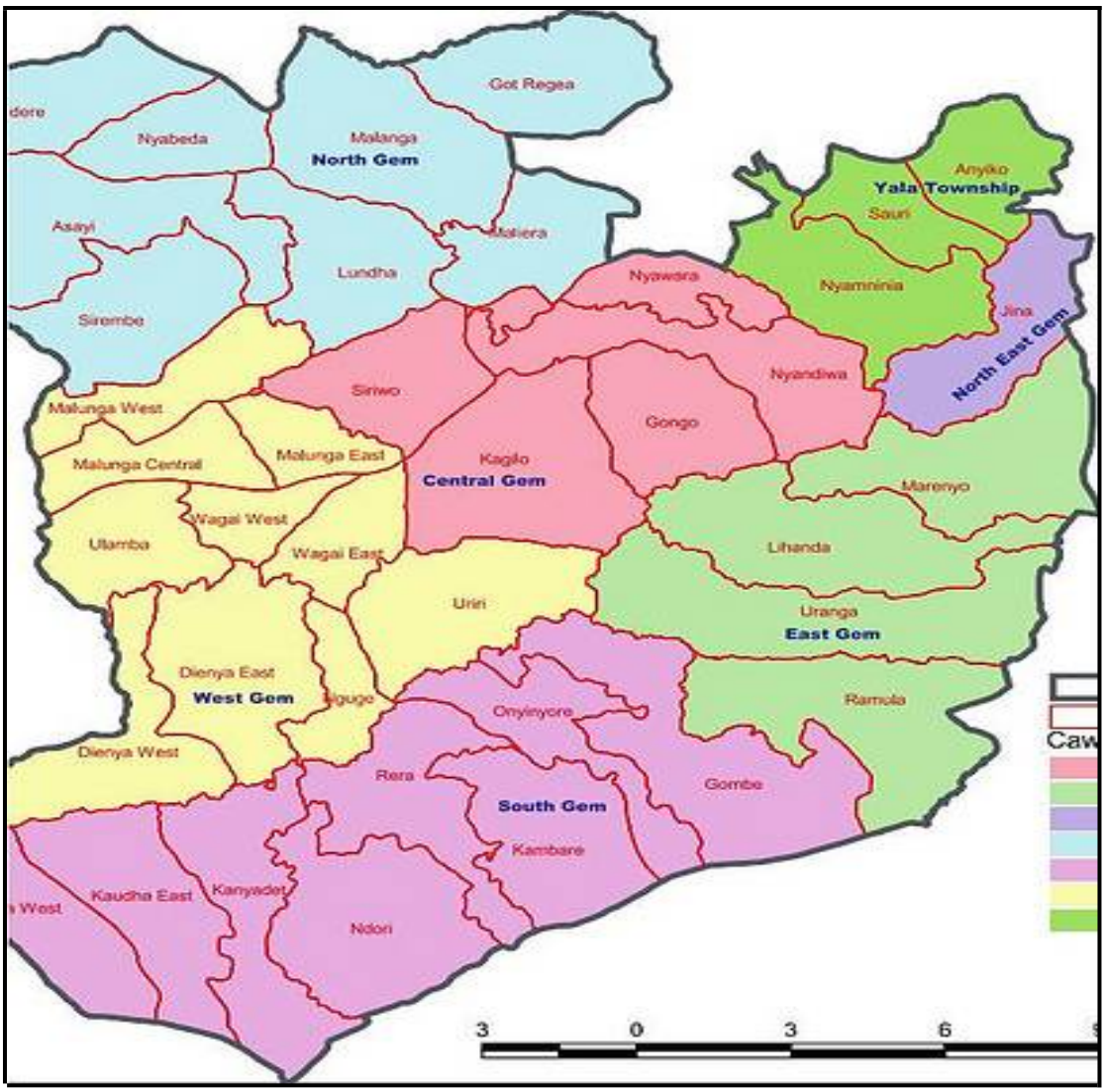
By a copy of the letter you are requested to accord her the necessary assistance to enable her complete her studies.

COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY
16 MAR 2014
P.O Box 199-40603 SIAYA

NERREAH OLICK
COUNTY DIRECTOR OF EDUCATION
SIAYA COUNTY

APPENDIX IX : MAP OF GEM SUB – COUNTY, KENYA

THE BORDERING WARDS


Got Regea
Nyabeda
Malanga
North Gem
Anyiko
Yala Township
Sauri
Asayi
Maliera
Lundha
Nyawara
Nyamninia
Jina
Sirembe
North East Gem
Nyandiwa
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Malunga West
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Malunga Central
Malunga East
Kagilo
Central Gem
Marenyo
Wagai West
Ulamba
Wagai East
Lihanda
Uriri
Uranga
East Gem
Dienya East
West Gem
Onyinyore
Ramula
Dienya West
Rera
Gombe
South Gem
Kambare
Kaudha East
Kanyadet
Ndori
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