

**ORPHAN HOOD AND ACADEMIC PERFORMANCE IN SELECTED
DAY PRIMARY SCHOOLS A CASE OF KAPTUMO
SOUTH ZONE, KAPTUMO DIVISION,
NANDI SOUTH DISTRICT
KENYA**

BY

**DANEIL KIPKIRUI
BED/13350/61/DF**

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DECLARATION

I do hereby declare that this Dissertation is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.


Signature: .....

Date: 17-08-09.....

DAIEL KIPKIRUI YEGO

APPROVAL

This dissertation has been submitted to me for supervision as the University supervisor.

Signature.....

MR. KIMWISE ALONE

Date: 17/08/09

DEDICATION

I dedicate this dissertation to my entire family members, friends and most especially to my Dad and Mum for their tireless effort to see me at school and their financial help to complete this research work.

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CHAPTER 1

INTRODUCTION

1.0 Overview

This chapter covers the background information, rationale of the study, objectives, research questions and significance of the study.

This study was carried out in Machakos Districts in Nairobi Province, Kenya. This division is situated at the lakeshores of Victoria being served with 4 administrative divisions, namely; Kathiani, Maranda, Usigu, Raneda and Nyang'oma.

The uniqueness of Kathiani division as far as orphan hood is concerned lies in the fact that major beaches where commercial sex is rampantly practiced are located in Kathiani. This has sustained many deaths out of HTV7AIDS related illness (CDC report 2001 to MOH Kenya). Many orphans and vulnerable children have been left behind who lack parental love, care, and guidance.

1.1 Background Of The Study

Children growing in this lakeshore environment were found to be in state of apathy. Often emotionally imbalanced subjected to abusive child labour to eke out daily living (FLEM, JOURNAL, POSTED HADI ON JUNE 2006). Mental strains and stress sets in at an early age. This retards developments of some of the faculties of the brains which could later enable acquisition of learning at school be poor. Poor academic performance of such a child could emanate from the argument.

The indiscipline in Kathian day primary schools could also be attributed to lack of role models as these orphans lack the significant others/persons inform of parents to mould them. The large population of Kathiani people is generally poor and mostly relies on fishing and peasantry farming. Schools like these are poorly resourced and equipped. The division has 9day primary schools with enrolment of 1,989. An average of 310 candidates sat for KCPE in 2006. Ten (10) out of these candidates scored B+ and above to qualify for admission government schools.

Quality passes has been lacking in the division especially among the day primary school candidates.

These observations inspired the proposing researcher to propose this project in order to catch the attention of the school administrators, civil society organizations and the government for possible interventions.

1.2 Purpose of the Study

The study aimed at exploring the impact of orphan hood on discipline and academic performance among orphans in selected day primary schools Kaptumo Division, Nandi South District - Kenya.

1.3 Statement Of The Problem

The researcher being a seasoned teacher within Kathiani division, also Head of Guidance and Counseling department of one of the research environment schools, had Learnt the following during the course of work:

The division experiences only one rainy season with peasant farming widely practiced. Fishing remains the mainstay of this division. Thus poverty is quite a household gust in many households.

Due to such poverty, illiteracy and hunger, irresponsible sex and commercial sex has led to high prevalence of HIV/AIDS. The scourge has killed many young energetic people leaving behind weak old people and orphans. The orphan population is therefore alarming. Many NGO's also exist in the area to address the challenges posed by the situation. Academic performance in the division is also poor by RDEC ratings.

1.4 Objectives

The following were the objectives

1.4.1 General objective

To investigate the impact of orphan hood on discipline academic performance in selected day primary schools in Kaptumo Division ,Nandi South District - Kenya.

1.4.2 Specific objectives:

- 1) To identify the causes of orphan hood in Kaptumo Division
- 2) To identify the role of guardians in imparting discipline in orphans in Kaptumo Division.
- 3) To find out the problems encountered by the orphans in Kaptumo Division

1.5 Research Questions

These were gauged by finding answers to the following questions

1. Is there a significant impact of orphan hood on discipline and academic performance of students in Kaptumo Division.
2. What are the major causes of orphan hood in Kathiani Division?
3. What is the role of guardians in imparting discipline in orphans in Kaptumo i Division?
4. What are the problems encountered by the orphans in Kaptumo Division?

1.6 Significance Of The Study

The findings from the study is intended to benefit a variety of stakeholders like the, parents, orphans, NGO's the researcher and future researchers.

To the orphans, their problems, both social and academic problems facing them are exposed to the local NGO's and schools administrations. This is intended to attract attention by the said bodies.

To the parents there, their failure to provide parenting roles to the children has been challenged by the children.

This, having allowed for indiscipline among such children, needs to be addressed. In order to curb indiscipline in schools parents have realized their roles in parenting as a prerequisite to schools discipline and academic performance.

The NGO's working in the area has identified their themes from these findings. They could craft activities to solicit for and mobilize funds. The researcher has achieved his objectives and the expected facts validated by the findings. Future researchers need to carry out another survey on the same area to validate the findings.

CHAPTER 2

LITERATURE REVIEW

2.0 Overview

This chapter discusses the definitions and applications of the term orphan hood within the context of its effects to student discipline and academic performance as is elaborated by previous studies done.

It further illuminates on major causes of orphan hood like HIV/AIDS prevalence, the role of guardians in imparting discipline to students from childhood, childcare and reinforcement punishment in cases of juvenile delinquency and truancy. The general socio- economic factors that influence child's behavioral characteristics.

2.1 Introduction

The word orphan is an English word that does not have an exact translation in many languages. The concept of orphan is a social construct so the meaning assigned to it varies from one society to another. In the United States of America and Africa, typically the term is understood to mean a child who has lost either or both parents. UNAIDs report that orphans are children to be below age 15. The UN convention on the rights of the child defines children as being below 18, unless the age of majority (adulthood) is reached under national law. This further complicates the meaning of the word orphan because orphans are generally considered to be children.

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Beginning 2003 of the 13 million AIDS related orphans, 95% live or have lived in Africa. The problem of AIDS related orphans will be much greater over the next 10 to

15 years. AIDS orphans present as chilling illustration of the far-reaching effects of the AIDS pandemic. Orphans are often referred to as the silent legacy of AIDS.

2.2 Prevalence Of HIV/Aids

According to UNDP, Kenyan National Human Development Report, “ Poverty, environment, crime and illiteracy is chopping the life expectancy to slightly over 40 years “. People live and die young. People succumb to malaria, HIV/AIDS and TB and many never live to see their 40th Birthday.

High poverty index has led to lack of income earning opportunities due to illiteracy and poverty. 4 in 10 people are likely to die out before 40 years old. Poverty has lead to lack of access to medical care, ill health and malnutrition.

Households headed by secondary school and above level of education are less poor as compared to those household heads with education levels below secondary education. Illiteracy is a prima to high poverty incidences. Poverty indicators are lack of employment, poor health infrastructure and mediocre housing.

There is high rate of neonatal mortality in the province. A child born in Machakos District is four times more likely to die before its 5th birthday.

2.3 Causes Of Orphan Hood

According to the February issues of Timers, AIDS is wiping out not only the frailest but the fittest, farmers, teachers, Administrators, politicians and all.

Africa with about 10% of the World's population now accounts for about 90% of all new HIV infections. Beginning 2003, about 83% of all AIDS deaths have occurred in

Africa. The United Nations in 2002 reported that in Africa's 25 worst affected countries: 7 million Agricultural workers had died from AIDS since 1985 and 16 million more could die by 2020. Also unless, there is, some immediate relief, by 2006, reports out of South Africa where as many as 20 million people are affected by hunger or malnutrition reveal that this region of Africa is experiencing the worst of food shortage in nearly 60 years, and HIV /AIDS is deepening the misery. Hunger is accelerating the onset of HIV/AIDS related illnesses and death among household breadwinners. As a result, the AIDS epidemic is compounding the food problems by leaving the elderly and children to care for the sick, plant and harvest the crops and take odd jobs for extra income. It is estimated that each day there are 11,000 new infections each day in Africa. From 1988 through 2002 AIDS killed, on average 2. million annually or even 6000 per day. With such an overwhelming numbers, it is important to remember that the data is about people not numbers and not facts but figures. The contributions of the factors that facilitate transmission are high prevalence of STD's low rate of male circumcision, the unequal status of women migration, poverty and patterns of social mixing.

The February 2007 issue of Times Magazine labels AIDS in Africa of "Darisia perversion" that is wiping out not the frailest but the fittest of it's human species farmers, miners, laborers, teachers, truck drivers, doctors, nurses, administrators, parliamentarians while leaving societies " saturated with orphans" without the capacity to care for themselves.

Richard Holbrooke the former USA Ambassador to United Nations campers Africa's AIDS crisis to the black death that annihilated a quarter of Europe in the 14th century. Children orphaned by AIDS add another complex dimension to Africa's epidemic because most orphans drop out of school: suffer malnutrition, ostracism, psychic and distress – girls fall into prostitution. According to Henry Kaiser (July 2002), the projected impact on life expectancy in selected countries, 2010 is alarming.

According to Vincent. N. Parillo 5th Edition: PP'33 over 3 million people worldwide are HIV infected. The great majority, about 25 million live in Sub – Saharan Africa, with one in five in Southern core of the continent. The second greatest concentration of HIV infected case is in South & South Asia, where United Nations identifies 6 million cases. India has the highest number of infected people of all infected people of all Asian countries, almost 4 million cases.

According to Joel M. Charon 2002. PP 448; A visitor to rural Uganda in 1991 could peer through the portals of hell and glimpse the holocaust to come. It took a little work then, to hire a jeep and drive off from the capital Kampala to the Rakai district in the southern part of Uganda, then the epicenter for the burgeoning AIDS epidemic. There would enter a world of private horrors. A skeletal man with festering sores on his skin, hidden away in a shack only slightly then an ant house. A grandmother who had lost all her 4 sons and 4 daughters left with 20 grandchildren under her care in a house without electricity or running water.

According to J. Macionis 2002. PP.217; AIDS is fast becoming a medical catastrophe. Indeed in 2002, President Bill Clinton declared that the death toll from AIDS is now so great that it threatens to undermine national economies and destabilize political systems. Thus, he concluded, global AIDS is now a threat to the national security of the United States. Global map shows that Africa (specifically countries south of Sahara) has the highest HTV infection rate and accounts for 70% of global case. Countries like Kenya, Uganda, Rwanda, and Burundi have roughly one fifth of all young adults being infected (Scommegan 1996; Singer, 2001).

2.4 Role Of Guardians In Imparting Discipline In Orphans (Parenting)

According to Dianso E. Paalia at al; 9th edn. 2002. PP. 278. - 280.

As children gradually become their own persons, their up bringing can become a complex challenge. Parents must deal with small people who have minds and wills of their own, but who still have a lot to learn about the kinds of behavior that work well in a civilized society. How do parents discipline children and teach them self discipline? Are some ways of parenting more effective than others?

2.5 Forms Of Discipline

Discipline refers to methods of teaching children character, self control and acceptable behavior it can be a powerful tool for socialization. Researchers have looked at a wide range of techniques that makes discipline work best. Thus;-

a) Reinforcement and Punishment.

Parents at times punish children to stop undesirable behavior but children usually learn more from being reinforced for good behavior. External reinforcements might be tangible or intangible (smile, word of praise, a hug). Whatever the reinforcement the

child must see it as rewarding and receive it fairly consistently after showing the desired behavior.

Still at times punishment is necessary. Children may have to be prevented from hitting at another child. At times they are willfully defiant. In such situations, punishment, if consistent, instant, immediate and clearly tied to the offense, may be effective.

It should be administered calmly, in private, and aimed at eliciting compliance not guilt.

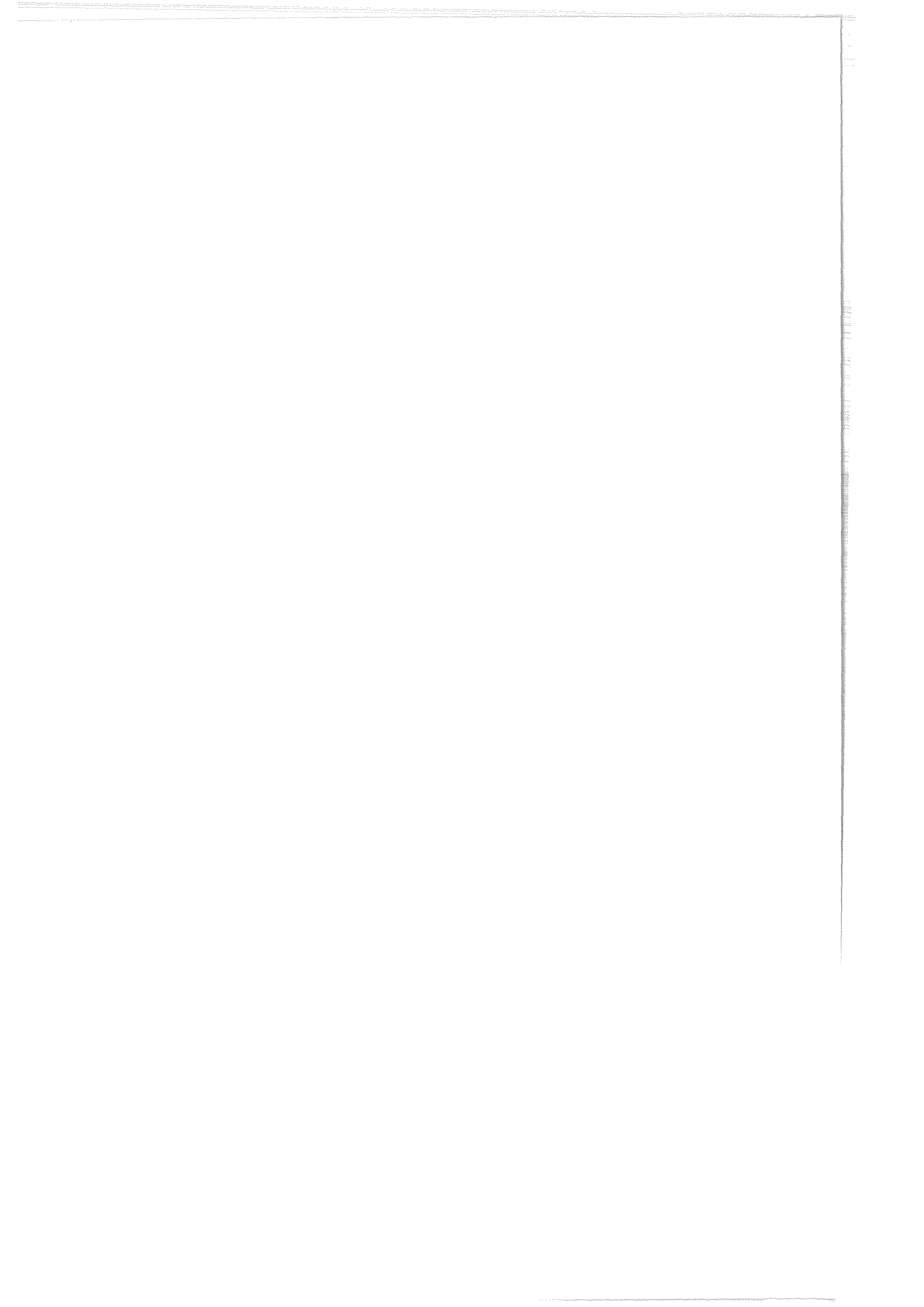
and better if accompanied by a short simple explanation (AAP committee on

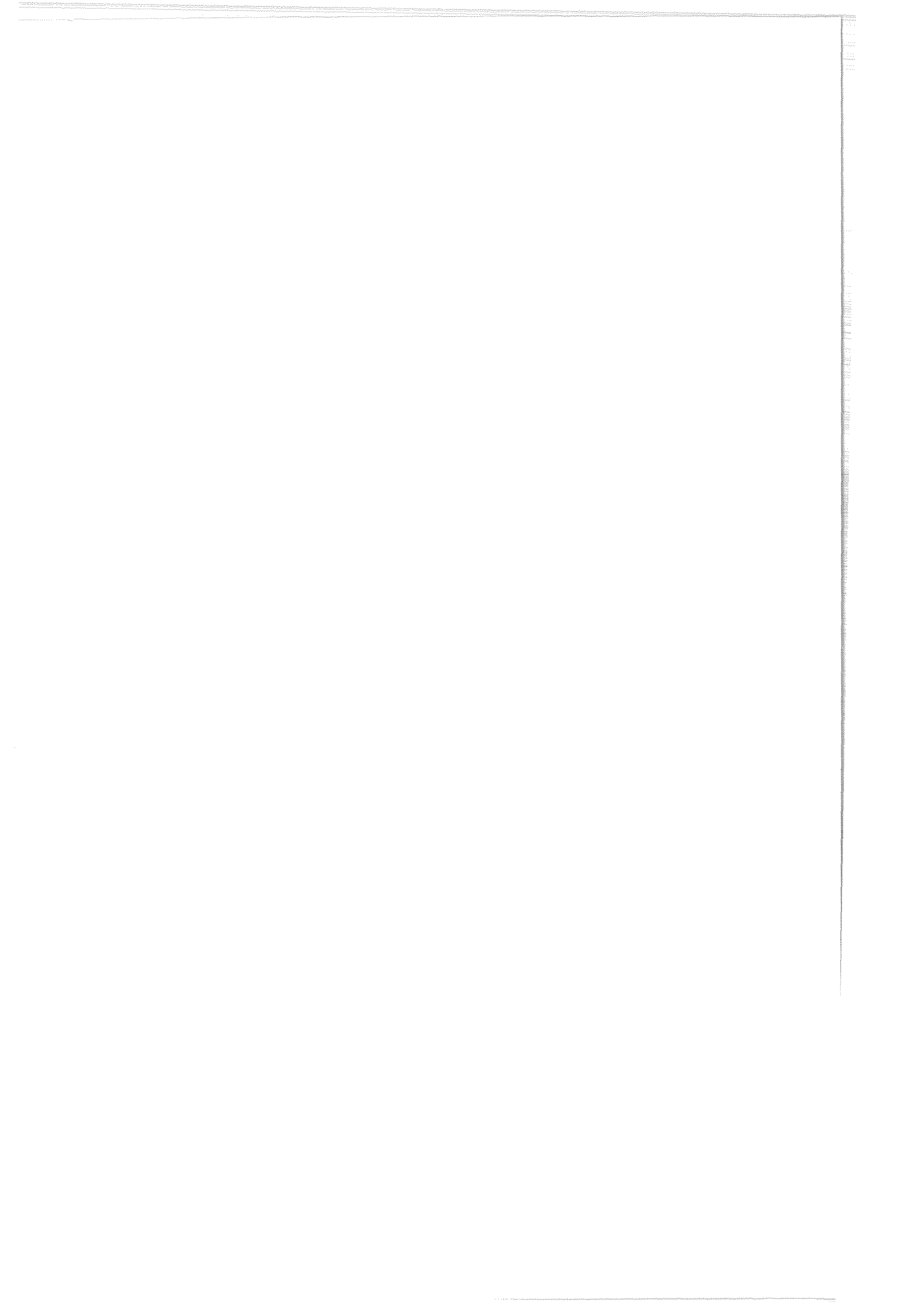
Psychosocial Aspects of child and family Health, 1998; Baumrend, 1996 a, 1996 b).

Imprudent punishment can be counter productive. Children who are punished harshly and frequently may have trouble interpreting other peoples actions and words; they may attribute hostile intentions where non-exist (B. Weiss, Dodge, Bats 1992). Young children who have been punished harshly may later act aggressively, even though the punishment is intended to stop what a parent sees as purposely aggressive behavior (Nix et al. 1999).

On such children may become passive because they feel helpless. They may become frightened if parents lose control and eventually try to avoid a punitive parent, undermining the parent's ability to influence behavior (Grusec & Goodnow, 1994).

Corporal punishment is popularly believed to be more effective than other remedies and to be harmless if done in moderation by loving parents. However, a growing body of evidence suggests that these believe one untrue that corporal punishment can have serious negative consequences and that it should not be used (Straus, 1999; Straus & Stewart, 1999). Contemporary research has focused on three broader categories of discipline. Power Assertion induction power assertion is intended to stop or discourage undesirable behavior through physical or verbal enforcement of parental control. It includes demands, threats withdrawal of privileges, spanking and others. Inductive techniques are designed to





induce desirable behavior by reasoning with a child; they include setting limits, demonstrating logical consequences of an action, discussing and getting ideas from the about what is fair, Withdrawal of love, may take the form of ignoring, isolating or showing a dislike to the child.

The choice and effectiveness of a disciplinary strategy may depend on the personality of the parent, personality and age of the child, and the quality of relationship, as well as on culturally based customs and expectations (Grusec & Goodnow 1994). Most parents apply more than one strategy depending on the situation. In one observations study of parental handling of sibling conflicts mothers were more likely to use inductive techniques, while fathers were more likely to use power - assertive strategies. Still, what both fathers and mothers did most often was not to intervene at all (Perozynski & Kramer, 1999).

All these are aimed at helping a child internalize parental teachings in the form of self-discipline. One point on which experts agree is that a child interprets and responds to discipline in the context of an ongoing relationship with a parent.

b) Child Care

According to D. Stanley & others 8th edn.p.356-358; the probable biggest problem facing working parents is finding accessible and acceptable childcare. (Baca Zinn and Eitzw, 1999: 462-463).

Each of these variables is important but the most immediate concerns are availability and cost. Childcare is very expensive, it is the largest single work related expense for working mothers in USA (Aldow and Dumon, 1991.475)

This means of course, that more affluent parents can take advantage of higher quality facilities that emphasize child development and other learning facilities. Those less well off are more likely to use childcare facilities that are overcrowded, unlicensed and perhaps unhealthy. Aside from the issue if availability of good childcare there is the crucial question of he effects

of childcare on children, the following is from (Bacca Zinn and Eitzn, 1999: 317-319). The common assumption is that a pre-school child deprived of maximum interaction with his/her parents, especially the mother ("maternal deprivation"), will be harmed.

The relationship between childcare and child development is complex, involving source within the child (for example temperament, and impairment) factors in child's immediate environment (such as quality of relationships with parents), and factors in the child's larger social environment (for example neighborhood and the broader culture).

Although this complexity prevents us from understanding the relationship between the childcare and child development, the cumulative evidence from empirical studies does permit us to draw some conclusions (the following is thorough research review by a panel on childcare of the National Research Council as reported in Hays, palmer, Zaslow, 1990: 47-144;Belsky, 1999)

1. Young children used to develop enduring relationships with a limited number of specific individuals-relationships characterized by affection, reciprocal interaction and responsiveness to the individualized and of young children.
2. There is normal tendency for children to form multiple, simultaneous attachments to care givers.
3. Children can benefit from "multiple parenting" if it provides affection; warmth, responsiveness and stimulation in the context of enduring relationships with a reasonably small number of care givers.
4. Children reared in the childcare orient more strongly to peers and somewhat less strongly to adults than do their home-reared counterparts.
5. Children who experience quality care in their families and childcare environments have the strongest cognitive and social development. Children from low-income families are the most likely to be found in lower -quality care settings thus they experience double jeopardy from encountering stresses at home and stress in their care environments.

Conclusively, childcare under right conditions can be positive experience for children.

2.6 Problems Faced By Orphans

Research has shown consistently that children from single-parent homes are more likely the children from intact families to have behavioral problems such as mental illness, drug abuse, & delinquency. Mchennah and Booth's (1991). Review of the recent research on children from mother-only families compared to children from the parent's family, shows that; -

- They have poorer academic achievements and more likely to have higher rate at school drop out.

2.7 Problems of Children Of Single Parents

According to Robert H. et al. 3rd edn. 1997p.p 28-29. The child of a single parent and particularly the male child are more likely to be depressed (Huntley, Phelps, 1986). In the first years of after the loss of the parent, the children are likely to have higher rate of antisocial behavior, aggression, anxiety and school problems then those in intact families. (Fine and schwelsed .1987 Downey 1994). A study reported by the National center for the statistics noted that the prevalence of learning disabilities among children was 5.5 percent in intact families, 7.5 percent in mother only families, 9.1 percent in mother-stepmother families, and 8.3 percent in other family situations (Zill and schodson 1999). The same study also reported the prevalence of emotional and behavioral problems as 8.3 percent in intact families, 19.1 percent in mother only families, 23.6 percent in father stepmother families and 22.2 percent in other family situations.

The children in single-parent families have more difficulties within the family as well as within themselves and they're outside relationships. Because the bulk of single-parent families are by female, it's not surprising mat school children in single-parent homes report

less support, control and punishment than do other children (Amato 1987). They also report more conflict with siblings less family cohesion and more family stress. Growing up with two parents appears to increase other level of motivation to achieve. Perhaps the worried single parent simply cannot give the attention to the child's achievements that is necessary to motivate the child to higher and higher levels.

2.8 Low Socio-Economic Status Adolescents

According to F. Phillips Rice,(1975) p.p. 418-425.These are youths who are both in lower social class and low income and educationally deprived. These youths are more often in rural farm areas in cities and less often rural-urban areas. They are also culturally deprived with only limited access to leisure facilities, educational advantages, health and medical care, proper living conditions.

2.9 Limitations Of Socio-Economic Status

The total results of these circumstances are to impose four important limitations upon their lives.

1. **Limited alternative** - This is evident in a number of ways. They have not been exposed to a variety of social and cultural settings; they experienced only a narrow range of situations and elements. Socially, they are non-joiners, seldom going beyond the borders of kingship and neighborhood groups. Limited vision and experience limit the possibility in their lives.
2. **Helplessness, powerless** - In the society, they can exercise little autonomy or influence in improving their conditions; they have little opportunity or knowledge to improve themselves. They lack legal protection of their rights as citizens.
3. **Deprivation** - They are aware of the influence around them, of the achievement of others, and benefit received by others, but their own situation is such that are constantly aware of their own object status and "failure" a fact which leads to bitterness, embarrassed withdrawal and isolation or to social deviation and rebellion.

4. **Insecurity** - They are at mercy of life's unpredictable happenings: - sickness, injury and others. Because the poor adolescent has few resources he's unable to protect himself against these happenings, so any minor crisis can become an emergency, a missed rent payment by his parents end in eviction, a problem with the police winds up in juvenile court. The poor strive to stay out of trouble "they strive for security because they never feel certain about their own lives".

2.10 Peer Orientation

Because adolescents from low socioeconomic status families tend to maintain weaker ties with parent than do youths from middle class families, they form stronger, more lasting peer relationships. Those parents who report a low evaluation of their parents tend to be more peer oriented than those who have a high evaluation of parents. This may be for at least two reasons;

1. The adolescent do not gain status through his familial identification. His father may be a nobody or long dead, the mother may have a bad reputation in the eye of adult society therefore, the only status the adolescent can find is that which he established in relationship to his friends; by being tougher, wilder, sexier, funnier, more daring, or more "something" than others. It has been found that adolescent boys with inadequate fathers have a special need to find peer approved as good guys or tough guys. Juvenile gang's evolve partly out of the need for status, identity recognition. In an achievement – oriented society, where a group cannot gain status in socially acceptable ways, it may turn to theft, extortion narcotics, assault, sex, vandalism or other antisocial expressions as a means of gaining status and recognition.
2. Is the need for security, physically, and psychologically, perhaps the adults have left them. He turns to his peers for physical protection, mutual security and emotional satisfaction.

2.11 Social Outcasts

Low self-esteem, sometimes shyness and withdrawal, keep him away from many social functions and groups. Inappropriate clothing and too little attention paid to neatness and cleanliness label him as tough or her as a tramp. Ordinarily, school is a very important part of the social world of the adolescent. But academic failure and prejudicial treatment by fellow students make low socioeconomic status adolescent a social outcast. He is apt to find himself being more and more socially isolated as he proceeds through the grade. This breeds the tendency to seek friendships with out-of-school youths.

Ostracized both at home and at school peer associations become more significant to him. This negatively affects his school performance. According to S. K. Kochair 22nd edn. 1970. P. p 324-330. The modern concept of discipline is to teach the children to obey, but we want this obedience to be thinking obedience, not merely reliance upon authority. Children are led gradually to discipline themselves. They are taught there are a time to converse and a time to listen, time to work and a time to relax. Teachers nowadays realize that it is not possible to teach by version. The goodwill of the pupil is always essential.

Discipline is essential for helping the child in the growth of individual personality, giving him the feeling of security, a sense of confidence and the knowledge of the boundaries of his freedom

2.12 Student Indiscipline

Student indiscipline is that breach of social order, good moral behavior, self-accepted and self-maintained social value of life (S. K. Kochair 22nd edn. 1970. pp 339).

Indiscipline in educational institutions are usually two namely;- individual indiscipline and collective or mass indiscipline.

Causes of indiscipline in most educational institutions include; student unrest being part of the wider unrest of the contemporary world, Examinations fever and lack of teacher - parent cooperation among others.

According to Andrew J. Charlin 3rd edn. 1996. pp 439-440. Loss of a parent sets in a period of crisis following a Freudian model, the writer's theorized that a boy would have difficulty adopting the adult male role if he could not see how his father behaved and authority. Nevertheless many observers believe that the loss of a parent of either gender will make the tasks of the remaining parent more difficult for other reasons.

2.13 Gap In Knowledge

Though the literature reviewed has given us sufficient information on causes of orphan hood in society, role of guardians and parents in imparting child discipline and the problems faced by orphans (read children of low socioeconomic status and of single parent-families). The literature failed to give us sufficient information on the level of orphans' discipline in schools and influence of orphan hood on discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

Overview

This chapter covers the methodology used in the research including the design, research environment the targeted respondents, the sampling method used, research instruments deployed, data collection procedures and data treatment and analysis.

3.1 Design

Quantitative and qualitative techniques were used in the design of the experiment. Duly filled up questionnaires were collected by the researcher at the spot through guidance and counseling teachers of the respective respondent schools.

3.2 population

The questionnaires were administered in Kisyoka Academy, Kipkuti and Chebui primary schools.

The questionnaires were self administered by the students and the guidance and counseling teachers of the respective schools.

The personal information like names were not captured to blind the analyst for fairness and unbiased analysis

3.3 RESPONDENTS

The targeted population was fourth form orphans of the above mentioned schools.

The sampled population was a total of 120 respondents categorized as 90 orphans and teachers.

Inclusion criteria of respondents were:-

- a) Machakos District Mock Examination results of 2007.
- b) Class eight candidates within Kisyoka Academy, Kipkuti and Chebui primary schools.
- c) Partial and total orphans.

The following characteristics were used to exclusion the respondents:-

- a) Candidate within these schools who had not done Machakos District Mock Examination for the year 2007.
- b) Class four to eight within these schools were excluded.
- c) Non orphans
- d) Teachers within and without these schools named above and who were not in charge of guidance and counseling.

3.4 Sampling Method

Systematic sampling method was used to eliminate biased ness in selecting the respondents; and to attain homogeneity of the sample.

3.5 Research Instrument

Data was analyzed by use of simple frequency and percentage tables.

3.6 Data Collection Procedures

The researcher wrote a letter of intent to the principals of the schools where the study was done requesting for permission and to schedule for questionnaire administration.

The letters were hand delivered. Reconnaissance visits to the schools were made by the researcher for familiarization with the research environments.

Letter of acceptance to proceed with the survey from the schools were obtained after which an action plan was drafted.

The survey then began, questionnaires were distributed and data collected for

Onward transmission to computer systems for data cleaning and analysis

3.7 Treatment Of Data Analysis

Frequency counts were used and percentage modes were obtained.

modes were obtained.

CHAPTER FOUR

PRESENTATION, PRESENTATION AND ANALYSIS OF DATA

4.0 Overview

This chapter deals with the findings of the research, background information and Presentation of data.

4.1 Background Information

A total number of 115 questionnaires were distributed by the researcher and that represented 100%.

115 questionnaires were equally returned giving a response rate of 100%.

35 questionnaires were responses from female constituting 30%.

80 questionnaires were response from males, which constituted 65% of the total respondents.

4.2 Presentation Of Data

4.2 (a) What were the major causes of Orphan hood in Kaptumo south Division?

TABLE 1.0: Major Causes of Orphan hood in kaptumo Division

	Count	%
HIV/AIDS and Related Illnesses	89	78
Separations and Divorce cases	18	15
Accidents and unexplained deaths of parents	8	7
TOTALS	115	100

- HIV/AIDS and Related Illnesses were found to contribute 78% of all the deaths. This was the leading cause of orphan hood and parent-less-ness of the children in the division.

- Separations and divorce cases contributed to 15% of the total number of children who were parentless. A significant number of single parenthood was those where the parents taking care of the children were mothers.
- Accidents and unexplained deaths of parents contributed to 7% of the total causes of single parenthood.

4.2 (b) What was the role of guardians in imparting discipline in orphans in Kaptumo south Division?

Table 2.0: Who the orphan share problems/happiness with

	Count	%
Friends	92	80
Parents	10	9
Guardians	13	11
Others	0	0
TOTAL	115	100

- The orphans were found to prefer confiding in their friends than their parents or guardians

Table 3.0: Whom the orphan live with and level of discipline

	Discipline Level	Count	%
Mother	Good	28	30
	Average	4	
	Poor	3	
Father	Good	4	5
	Average	1	
	Poor	1	
Guardian	Good	10	52
	Average	10	
	Poor	40	

Others	Good	2	13
	Average	5	
	Poor	7	
TOTAL		115	100

- 40 out of 60 orphans who were living with guardians were found to be indisciplined.
- 7 out of 14 orphans who lived with others were also found to be of poor discipline.
- 1 out of 6 who were found to be staying with the father were found to be of poor discipline.
- 3 out of 35 who were staying with the mothers were of poor discipline.

4.2 (d) What were the problems encountered by orphans in Kaptumo south Division?

Table 4.0: Problems encountered by orphans, please use font 12

	Available		Unavailable		TOTAL	
	COUNT	PERCENT	COUNT	PERCENT	COUNT	PERCENT
School fee	10	9	46	40	56	48
Food	13	11	20	18	33	29
Personal effects	8	7	18	16	26	23
TOTAL	31	27	84	73	115	100

- 73 % of 115 respondents were found to lack essential needs like food, school fee and personal effects.
- School fee was found to be the most lacking need at 48 % of total respondents.

4.2 (e) What were the level of discipline and academic performance of orphans in Kaptumo south Division?

Table 5.0: Discipline and academic performance compared

	Yes		No		Total	
	Count	%	Count	%	Counts	%
Good disciplined	35	30	80	70	115	100
Good academic performance	50	44	65	56	115	100

-70% of the respondents were found to be of no good discipline

-56% of the orphans were also found to be of no good academic performance

Reasons that were given by teachers

- Frequent absenteeism from school due to lack of fee
- Frequent punishments therefore missing lessons
- Lack of self esteem
- Lack of role models at home

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

The chapter looks at discussions, of the data presented and analyzed, conclusions from the discussions, recommendations to the stakeholders and areas of further research for future researchers.

5.1 Discussions

The major causes of orphan hood in Kaptumo south division were found to be HIV/AIDS related deaths accounting for 78% for the total orphan hood, separation and divorce cases accounted for 15%, while accidents and unexplained deaths accounted for only 7%. This conforms to other studies reported in the Times Magazine of feb2007 labeled “AIDS in Africa” that said “Aids is working out not the frailest but the fittest of its human species, farmers, miners, teachers track drivers, doctors, administrators and parliamentarians while leaving societies saturated with orphans without the capacity to take care for themselves.”

The study shows that 40 out of 60 orphans who were living with guardians were found to be indiscipline; 7 out of 14 orphans who lived with others were also found to be of poor discipline. Therefore, the role of guardians in imparting discipline in orphans was found to be of great significance.

Those who were living with mother or father were found to be of good discipline as is shown by the study that; only 1 out of 6 who were found to be staying with the farther were found to be of poor discipline, and only 3 out of 35 who were staying with the mothers were of poor discipline.

According to Kramer 1999, mothers were more likely to use inductive techniques in handling sibling conflicts while fathers were more likely to use assertive strategy all aimed at helping a child to internalize parental teachings in the form of self discipline.

The problems that were found to be encountered by orphans in Kaptumo south division were that; 73 % of 115 respondents were found to lack essential needs like food, school fee and personal effects in effect, School fee was found to be the most lacking need at 48 % of total respondents. These were due to low socio-economic status of the caretaker of the child. HIV/AIDS have killed virtually all the young and productive persons in the society leaving behind the helpless widows and the age grand parents to be caretakers.

The orphans felt deprived. Being aware of the affluence around them, and of the achievements of others, but their situation is such that they are constantly aware of their abject status and failure.

A fact, which leads to bitterness, withdrawal, isolation or social deviation and rebellion. Lack a responsible caretaker makes them feel insecure. They feel that they are at the mercy of lives unpredictable happenings like sickness injury and others.

According to SK. Kochar 1979, the orphan being ostracized both at home and school get negatively affected and his school performance declines. This could explain the poor academic performance of the children in this division where most of the students are orphaned.

There was a significant relationship between discipline level and academic performance. 70% of the respondents were found to be of no good discipline, while 56% of the orphans were also found to be of no good academic performance. This implied that a higher ratio of indiscipline was also contributing to a higher ration of low academic performance among the orphans. This meant that there is a significant impact on the level of discipline and academic performance of orphans.

Kochar in 22nd 1970 argued that low self esteem sometimes shyness and withdrawal; inappropriate clothing and academic failure make low socio economic status adolescents social outcasts. He is apt to find himself being more and more socially isolated as he

proceeds through the grade. This breeds the tendency of being a deviant. Ostracized both at home and at school peer association becomes more significant to him and this negatively affect his school performance.

5.2 Conclusions

The rate of orphan hood in Kaptumo south Division Primary Schools is high and the single most cause is HIV/AIDS related deaths. The level of discipline and academic performance are both low in Kathiani divisions Primary schools and this are attributed to the high rate of orphan hood and low socio economic status.

5.3 Recommendations

- a) There is need for more interventions in HIV/AIDS control to minimize the loss of productive lives of the residence of Kaptumo south division.
- b) An integrated approach to counseling and discipline should be reinforced among students in Kaptumo Primary Schools to curb widespread indiscipline and low academic performance.
- c) More teachers should be given comprehensive counseling trainings to better equip them with skills and knowledge to handle the low esteemed, ostracized orphan students.

5.4 Areas For Future Research

- a) Efficiency of guidance and counseling department in restoring discipline
- b) Influence of boarding facility on secondary schools strike in Kaptumo south division

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APPENDIX A

RESEARCH STUDY QUESTIONNAIRE (Student Questionnaire)

The researcher is a KIU (Kampala International University) student researching on impact of orphan hood and academic performance in selected day secondary schools in Kaptumo south division - Kaptumo -Kenya. In partial fulfillment for the award of Bachelor arts in education.

INSTRUCTIONS

- Kindly fill this form completely by the teacher only
- The teacher should legibly write his/her brief comments in the spaces provided.
- Must remain attached to form la (student questionnaire)
- Use a pencil to tick only one box that is applicable to you
- Tick as appropriate the boxes provided
- Don't write your name in this form

III. BIODATA

(Tick only one box applicable)

1. Parent status

Only mother alive

Only father alive

Both parents' dead

2. Gender

Male

Female

3. What was the case of your parent's death? (State the cause in the blank space below)

.....

.....

.....

.....

.....

4. The parent die

Abruptly

After along illness

In an accident

II . SOCIO – ECONOMIC STATUS

1. I live with

Mother

Father

Guardian

Others (specify)

2. Who I share my problems or happiness with

Friends

Parent

Guardian

Others (specify).....

3. My school fees is paid by

Parents

Sponsor / Church

Well-wishers

4. Payment of my school fees is

Always in time

Always late

At time late

5. How often I take breakfast and lunch on school weekdays

Daily

Occasionally

Not at all

6. My personal effect like pens, exercise books, paraffin for night preps and the likes are bought by

Parents

- Guardian
- Sponsor
- Myself

7. List major problems(s) you face as an orphan

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

III RELATIONSHIP WITH SCHOOL COMMUNITY

3.0 I have been summoned to the guidance and counseling teacher or discipline master

- Once
- Twice
- Many times
- Not at all

3.1 I have been in problem with the school prefects(s)

- Occasionally
- Often
- Not at all

IV ACADEMIC PERFORMANCE

1.0 My K.C.P.E marks score was

- Below 250 marks
- Above 250 marks
- Above 400 marks

1.1 My mean grade achieved in the last end term exams was

- A
- B
- C
- D
- E

Thanks for correctly form

RESEARCH STUDY QUESTIONNAIRE
(Teachers's Questionnaire)

The researcher is a KIU (Kampala International University) student researching on impact of orphan hood on discipline and academic performance in selected day primary schools in Kaptumo south division - Kaptumo -Kenya. In partial fulfillment for the award of Bachelor arts in education.

INSTRUCTIONS

- Kindly fill this form completely by the teacher only
- The teacher should legibly write his/her brief comments in the spaces provided.
- Must remain attached to form la (student questionnaire)
- Use a pencil to tick only one box that is applicable to you
- Tick as appropriate the boxes provided
- Don't write your name in this form

III. BIODATA

(Tick only one box applicable to you)

1. Gender of the teacher

Male

Female

2. Teacher's position in school

HOD guidance and counseling

Members' guidance and counseling

Any other

3. What are the major possible causes of orphan hood in your school (list in order of priority)

.....

.....

.....

.....

4. Discipline: what is the level of the students discipline

Good

Average

Poor

Very poor

5. Academic Performance: What is the level of the student's academic performance over the years.

Very weak

Weak

Average

Above average

6. Do you feel there is a relation between

i) Orphan hood and discipline?

Yes

No

Give reasons for your choice above

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

ii) Orphan hood and performance

Yes

No

Give Reasons for your choice above

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

iii) Discipline and performance

Yes

No

Give reasons for your choice above

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

Thanks very much for your cooperation