Contribution of Non-Governmental Organizations in Promoting Access to Education by Learners Who Are Orphans in Primary Schools in Kenya

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Abstract: Orphans are an integral part of the society many of whom face a myriad of challenges as a result of being orphans. Many individuals and organizations, including Non-governmental Organizations (NGOs), assist orphans in various aspects of their lives. The purpose of this study was to establish the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools in Bondo sub-county, Kenya. The objective of the study was to establish the challenges faced by learners who are orphans, which hinder their access to education in regular primary schools in Bondo Sub-county, Kenya. The study employed concurrent triangulation research model within the mixed method research approach. The study was guided by the theoretical underpinnings of Maslow's theory of hierarchy of needs. Schools were clustered according to the divisions and selected using simple random sampling method in each cluster. The target population was 129 schools, 129 head teachers, 543 grade 4 to 7 Class teachers, 135 guardians, 784 orphans and 125 NGO staff. The sample size included 52 class teachers, 13 head teachers, 78 orphans, 13 NGO workers and 13 guardians. The head teachers were chosen through saturation. Class teachers, NGO staff and guardians were purposively chosen. Six orphans, (3 boys and 3 girls) were selected per school using stratified sampling method for the focus group discussion. Questionnaires were used to collect data from the class teachers while interview schedules were used to collect data from the head teachers, caregivers and NGO staff. Focus group discussion interview schedules were used to get data from the orphans. Piloting was done in 5 schools outside the sample to ascertain reliability. Validity of the instruments was determined by the expert judgment of the supervisors who scrutinized items on the instruments. Quantitative data was analyzed using descriptive statistics including percentages and frequency counts. Qualitative data was processed and analyzed thematically. The findings of the study may enable the NGOs to better understand their contribution on the orphans' access to education.

Keywords: Non-Governmental Organisation, access to education, learners who are orphans.

INTRODUCTION

Children of the world are innocent, vulnerable and dependent. They are curious, active and full of hope. However for many reasons they find themselves orphaned. According to UNICEF (2018), it is estimated that 140 million children worldwide are orphans. By the year 2015, UNICEF states that the number of orphans in Asia was estimated to be 61 million. Latin America and the Caribbean had 10 million orphans. Eastern Europe had 7.3 million. In Africa the figure was 52 million. In the developing world, 132 million children had lost one or both parents and 25 million children had been orphaned by HIV alone by 2010 (Global Action for Children, 2010). This shows the magnitude with which HIV/AIDS had negatively impacted on the global adult population and also indicates that the disease is one of the biggest killer diseases. In Cambodia, thousands of children under the age of 17 years had lost one or both parents due to AIDS by the year 2007 (Action Aid Cambodia, 2007). Extreme poverty, food insecurity and HIV pandemic threaten the survival of children in Cambodia and many countries in South East Asia. The AIDS epidemic and lack of access to anti-retroviral treatment is a major cause of Orpanhood in Africa. Other factors also have a major impact on mortality including war, poverty, famine and diseases such as malaria (Bailey, 2012).

In Kenya, by 2012 it was estimated that the total number of orphans was 3.6million and were vulnerable, 15% of these were total orphans (Kenya AIDS Indicator Survey, 2012). According to UNESCO (2013) Kenya had 1,100,000 HIV/AIDS orphans by the year 2013. In Siaya County, in the year 2013, the number of adults who died of HIV related diseases was 2728 (Kenya National Bureau of Statistics, 2012), 6062 households in Siaya county had at least an orphan in 2014 (KNBS 2015). In the age group of 5-9 years, 21.4% had lost one or both parents. In the group of 10-14 years, this figure reached 31%. These figures were confirmed during an appraisal when data was obtained on the number of orphans in Bondo Sub-county primary schools in 2007. These orphans were in most cases more than 20% of all pupils (United Nations Human settlement programme, 2008). According to Kenya National Bureau of Statistics (KNBS, 2020) there were 11248 orphans eligible for primary school education in Bondo sub-county by the year 2019. The Bondo sub-county Education office indicates that 7663 orphans in Bondo sub-county attend primary school within the sub-county. This means that approximately 32% of orphans in the sub-county don't access primary school education. Orpanhood coupled with poverty makes the children vulnerable to obtaining less education thereby worsening life chances as well as long

term economic prospects of the countries in which they reside (UNICEF, 2007). Orphaned children face conditions that hinder their normal learning and development. This may be temporary or lifelong. Orphaned children face all kinds of risk after the death of their parents. Added to the emotional and material vulnerability is the destruction of family and psychological stress that affect any orphan (Williamson, 2007). Williamson further states that they face economic problems, difficulty accessing education, health problems and stigmatization of HIV orphans among other problems. These conditions or factors enable us to categorize orphans as people with special needs because of their vulnerability (Mwaura and Wanyera, 2007). Mwaura and Wanyera categorize orphans as children living under difficult circumstances therefore regarded as children with special needs.

Historically, orphans have been treated differently from society to society. Some like the Cathagians embraced ancient Phoenician practices such as killing children as religious sacrifices to their gods. Infants of the poor and orphaned babies were frequently used for this purpose (Grober, 2011). Ancient Egypt however forbade infanticide and abandoned babies were rescued from manure heaps, a common method of infanticide by Greeks and Romans. Athenians viewed care of certain orphans as an economic and patriotic duty decreeing that children of citizens killed in war were to be educated up to 18 years by the state (Grober, 2011). In some parts of China, male orphans were adopted solely to perform duties of ancestral worship. Among the Maya of Central America, a child could become a slave if born to a slave, if purchased for that purpose or if orphaned. Orphans could also be purchased for sacrifice (Joanie & Gruber, 2011). This clearly shows how much orphans have suffered over the years.

Since every child has a right to free and compulsory basic education (The Constitution of Kenya 2010, Article53b), orphans are at times given support by various organizations including NGOs to supplement the governments' and guardians' efforts. The NGOs mandate is to alleviate the challenges faced by the orphans while at the same time complement government efforts in the same direction (Ndlovu, 2011).

Around the world, NGOs that support orphans include; The Miracle Foundation. This is an American NGO that takes care of orphans. Their mission is to stand for orphaned children and help

them thrive in real time. They ensure orphans are educated, fed and are safe. They also reunite orphans with their families where possible (Miracle Foundation, 2018). This should reinforce the access to education by orphaned children. The Steven Lewis Foundation works with community level organizations which are turning the tide on HIV/AIDS in Africa by providing care and support to women, orphans, the elderly, and people living with disabilities who are either infected or affected by HIV/AIDS (Steven Lewis Foundation, 2018). This also helps improve access to education by orphans because they provide the basic physiological, security and education needs

Statement of the Problem
The world today has got millions of orphans as a result of various causes including war, HIV/AIDS, other diseases and insecurity among other reasons. In Kenya in particular, orphans who are needy are at the mercy of people who may be unable to support them. The government of Kenya in partnership with civil society, NGOs and faith based organizations has made significant efforts to address the plight of orphans in Kenya and Bondo sub-county in particular. The NGOs have also provided help to institutions catering for the needs of orphaned children. Some provide direct assistance to the orphans themselves. Despite the involvement of NGOs, learners who are orphans still have challenges in accessing education. Out of 11248 orphans in Bondo sub-county, only 7663 orphans attend school. This means that approximately 32% of orphans in Bondo sub-county lack access to education. This is contrary to the Kenyan constitution which states that basic education in Kenya is free and compulsory. The contribution of assistance provided by NGOs in promoting access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya has not been established. It is on this basis that a study was done to determine the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools in Bondo Sub-county.

Purpose of the Study
The purpose of this study was to establish the contribution of NGOs in promoting access to education by learners who are orphans in regular primary schools in Bondo sub-county, Kenya.

Research Objective
The study was guided by the following research objectives. To establish the challenges faced by orphaned learners that hinder their access to

education in regular primary schools in Bondo sub-county, Kenya.

Research Question
The study was guided by the following research question. What are the challenges faced by orphaned learners that hinder their access to education in regular primary schools in Bondo Sub-County, Kenya?

Significance of the study
The study findings may be useful in providing information to the Kenyan government on the contribution of NGOs in promoting access to education by learners who are orphans in regular primary schools. The Ministry of Education planners and policy makers may have a better understanding of the challenges faced by orphaned learners in regular primary schools. They may come up with better policies on what assistance should be channeled to the orphans and how to do so. The findings of the study may not only contribute to the body of knowledge on the role of NGOs in education but also provide information to education policy makers especially the ministry of education on the support needs for orphans that NGOs need to focus on. The NGO world may better understand their influence on the academic lives of the orphans they assist. Teachers may be able to establish the challenges of orphans in their schools. They may also be able to facilitate the NGOs access to the orphans in their schools.

Scope of the Study
The study of the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools was done in public primary schools in Bondo sub-county, Kenya. This involved the head teachers, class teachers, guardians, NGOs and the learners who are orphans. Questionnaires, focus group discussion and interview schedules were used as data collection tools.

THEORETICAL FRAMEWORK
This research was anchored on the theoretical underpinnings of Maslow's theory of hierarchy of needs. This theory was developed by Maslow, (1954). According to Maslow, people have needs that follow a hierarchy and once we have satisfied needs at lower levels, we seek satisfaction of needs at higher levels. Mulwa, (2008) states that Abraham Maslow's' theory of hierarchy of needs is specifically built on the idea that human behavior is really motivated by the simple desire to meet specific human needs in the society. Once

one level of needs is met, human desire is to work hard to meet other higher level needs. Aruma and Hanachor, (2017) states that Maslow focuses on exploration of human desire to address people's needs in order to improve their living conditions in the human environment The theory guides the study as human beings have got needs that have to be met in a hierarchical order and this may affect their everyday activities. The current study was guided by the above mentioned theory on hierarchy of needs by showing the influence of provision of the orphan's basic human needs like provision of food on the orphans' access to education.

Maslow's first level addresses basic physiological needs such as food, water and oxygen. If we do not have these needs, our lives are threatened immediately. No child can attend school when he/she has no access to food. A hungry child simply cannot concentrate in class. The second level addresses the need for safety, security, shelter and protection. A homeless child will simply be unable to attend school to access academics until the issue of shelter is addressed. No one sleeps on the streets and go to school the following day. It's simply untenable. Insecure environments cannot be conducive for academics. When there's no assurance for the future, no child can be motivated to work hard and pass the academic tests. The third level is the need to belong, feel other people's love and care and to be part of a meaningful group. The importance of this is reflected in the bond between children and their parents. Orphans are unfortunate because of their state of lack of parents. They lack parental love and care. Parents do motivate their children to work hard in school. They are also disciplinarians to the children. Therefore orphanhood denies children the motivation that presence of parents provides. The fourth level is the need for self-esteem, to feel worthwhile. It affects thinking and causes ones thinking to be either positive or negative. Prejudices, social exclusions, denial of schooling, healthcare and inheritance rights always results in psychological torture. These psychological effects are likely to lower self-esteem of the orphans.

If the orphans are facilitated to have what they lack for example, basic needs like food, clothes, shelter, medication, love and an assurance for the future, according to this theory, the orphan may be able to achieve the higher needs and actualize his/her potential. The acquisition of lower levels of needs facilitates the learner to acquire success in acquiring education.

Operational Definition of Terms

Access- To obtain education.

Contribution- The ability of assistance provided by NGOs to make orphans access education.

Education – The systematic process of acquiring knowledge, skills and attitudes in a school set-up to be useful members of the society.

Efficient- How well a system works.

Enrolment – Refers to the number of orphans who register as members of the school learning programme

Family. - Caregiver or any person with whom the orphan lives.

Guardian. - A person who has the primary responsibility of providing care to the orphan at home.

Influence – To attract or be attracted towards success.

Orphan- Any person under the age of 18 years who has lost one or both parents due to death.

Total Orphan- Any person under the age of 18 years who has lost both parents due to death.

Truancy- Intentional unauthorized absence from school by the orphans.

LITERATURE REVIEW

In Bangladesh, Chowdhry, Wasiullah, Haque, Muhammad, Hasan and Ahmed, (2017) carried out a study on nutritional status of children in an orphanage in Dhaka city. The study was purely quantitative and semi-structured questionnaires were used to collect data. Systematic sampling was used to get the sample. The study took nine months collecting data. The study found that 60% of orphans in the study were malnourished. It also found that orphans suffered neglect by the society. The study concluded that malnutrition was highly prevalent among children and adolescent orphans in institutional care. The study utilized convenient sampling only while the current study utilized cluster, purposive, saturated, stratified, and simple random sampling to get the sample. The above study targeted orphans living in an orphanage while the current study targeted orphans living in and out of orphanages. The study was on nutritional status of children in an orphanage in Dhaka city while the current study is on the contribution of NGOs in promoting access to education by orphaned learners in regular primary schools in Kenya.

In Syria, Ammar, Vivienne and Wildes, (2018) carried out a study on Syrian refugee children: A study of strengths and difficulties. The study was purely quantitative. The study utilized questionnaires to collect data. The study found that orphans who are refugees suffer depression, post-traumatic stress disorder, lack of food, medication and education among others things. These children were not allowed to attend Turkish public or private schools yet they were refugees there. The above utilized questionnaires to collect data while the current study used questionnaires and interviews to collect data. The study was purely quantitative while the current study utilized both qualitative and quantitative designs. The above study was on refugees in refugee camps in a foreign country while the current study was on orphans living in their home country.

In Mexico, Gallegos, Rodrigues, Gomez, Rabello and Monica, (2008) carried out a study titled 'Friends for life program for Mexican girls living in an orphanage.' The study was purely quantitative. Questionnaires were used to collect data. It targeted girls aged between 9-10 years. The study found that many orphans had been abandoned by their families, some suffered physical and psychological abuse. Many suffered from depression and anxiety. The study recommended that early intervention programs be implemented and more caregiver involvement in the orphans' life should be encouraged. The study used purely quantitative method while the current study utilized both quantitative and qualitative methods. The above study utilized questionnaires to collect data while the current study used questionnaires and interview schedules to collect data. The above study engaged girls only while the current study engaged both boys and girls.

Ghanaians follow matrilineal kinship (Voyk, 2011). One's linage is defined through their mother's bloodline. The matrimonial system is crucial to the definition of Ghanaian society. It guarantees social support, benefit, care, property rights and freedoms (Gyimah, 2007). Under institutional care, orphans are typically removed from the matrilineal system and become wards of the orphanage and are potentially rendered as outsiders in their natal communities (Oleke, Christopher, Astrid, Moland, Rekdal & Heggenhougen, 2006). These orphans are effectively disinherited off their property. They are left at the mercy of donors. These donors include NGOs. The above report highlights the plight of orphans who are disinherited off their property as a result of culture while the current study focused on the orphan's challenges as a result of being orphans and how it influenced their access to education.

Orphaned children in poor rural communities in Tanzania sometimes have no adults to take care of them (Daniel & Angela, 2012). Loss of parents, lack of money and the need to balance school attendance with food production are chronic stressors for these orphans who are forced to head their households. (Daniel & Angela, 2012). This will definitely lead to emergence of child headed households. Truancy as a result of search for food at the expense of academics makes good academic performance among these child parents a non-priority. These children require to be assisted to attend school. In the above report, children are indeed heading households while in the current study, most of the children came from homes headed by adults. The above report focuses on orphans who are forced to carry out the roles of adults as child parents while the current study focused on the influence of these challenges on the orphan's access to education.

Zhou, (2012) carried out a research on understanding the psychosocial well-being of orphans and vulnerable children; the intersection of research and policy, in Kenya and Tanzania. The researcher used quantitative design. The research employed 2 stage random sampling survey method. The study sample included 1544 community based orphaned and abandoned children with 307 non orphans. The research found that child labour is a significant predictor of psycho-social distress. It also found that living with a close relative can be a protective factor against psychosocial harm. The study also found that orphans have higher levels of psychosocial distress than non-orphans. The study recommended that government policies should encourage placement of orphans with care givers who can provide the best care instead of giving preferences to those who are closer in kinship. It also recommends the forging of an international framework for psychosocial programing and tailoring country level programs to address the individual, social and cultural predictors of psycho-social distress. The study on understanding the psychosocial well- being of orphans and vulnerable children (OVC) was done across 6 sites in Kenya and Tanzania. The target population in the above study included orphans and non-orphaned children while the current study targeted orphans, teachers, guardians and NGOs. The above study used quantitative analysis while the current study used both quantitative and qualitative analysis in analyzing data. The above study used the 2 stage random sampling survey method while

the current study employed purposive, saturated, stratified, cluster and simple random sampling techniques. The current study was done in Kenya alone and not only focused on child labour as a challenge facing orphans but also other challenges facing orphaned children.

Odera, (2007) carried out a study on the participation of orphans and vulnerable children in regular public primary schools in Kobala Location, Kisumu District, revealed that some of the challenges facing orphans and vulnerable children in participating in free primary education include participation in economic activities in search for money. In Kobala location where the study was carried out, children participate in fishing and small scale farming. The study found that many orphans and vulnerable girls are sexually exploited by fishermen who lure them with money. This ensures that they drop out of school. Some end up in child marriages while some end up as child prostitutes. The above study was on factors that keep orphaned children out of school while the current study was on challenges faced by learners who are orphans in regular primary schools in Bondo sub-county, Kenya.

HIV/AIDS and poverty are the prevalent reasons for child vulnerability. These two influence others such as child headed families and child labor. Poor orphaned children who cannot afford to buy uniform, pay school fees and upkeep end up working on farms, hawking in the market and doing other activities which can make them earn money (Oriwo, 2012). These children end up not attending school. The above report focus on factors that keep orphans out of school while the current study focused on factors that keep orphans in school.

Kinai, (2017) carried out a study on disenfranchised grief and challenges of orphans in Kibwezi Township and its environs. The study used a sample size of 20 orphans (10 boys & 10 girls) aged between 13 and 18 years all going to school. Survey research design was used. The orphans were interviewed while being observed by the researcher. Data was analyzed using SPSS and presented in frequency distributions and percentages. The study found that 80% of orphans on the study were still grieving their parents. 5% were living with their pastors and exhibited traces of unattended grief. They had problems of poor nutrition, poor housing, and frequent absenteeism from school, poor health, being overworked, lack of recreation, poor hygiene, poor grooming,

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inappropriate and dirty torn uniforms was observed. Not a single orphan had a birth certificate. The study recommended that the orphans who manifested traces of unattended grief receive appropriate counseling. It also noted that the orphans needed someone to talk to and also be listened to therefore urging orphans to be listened to by the society. The study recommended that the local community and NGOs to give emotional and social support to orphans. The study targeted orphans only while the current study targeted orphans, guardians, teachers and NGOs. The current study will be both qualitative and quantitative in approach. Kibwezi Township is in an arid area and sparsely populated. Bondo sub-county is a densely populated (compared to Kibwezi) semi-arid region bordered by the largest fresh water lake in Africa.

Togom, (2009) carried out a study to investigate the challenges faced by HIV orphans in Kibera slums in Nairobi. The study was qualitative in nature. Semi-structured interviews were used to collect data. The study found that orphaned children and their families were facing economic, psychological and social problems which hinder them from accessing basic needs and services. It also found out that AIDS orphans, especially girls heading their households were most vulnerable to various kinds of problems (e.g. sexual exploitation) and they are overburdened by shouldering adults' responsibility of caregiving to the siblings. The study recommended that AIDS orphans needs to be given support service and care. Family and communities should enable orphans build up their capacity to confront AIDS. The study was qualitative but the current study was both qualitative and quantitative in approach. The study used semi-structured interviews to collect data while the current study used interview schedules, focus group discussion schedules and questionnaires to collect data. The above study used qualitative approach while the current study utilized both qualitative and quantitative methods. The study was on challenges facing AIDS orphans in Kibera, Nairobi while the current study was on the contribution of NGOs in promoting access to education by orphans in regular primary schools and was carried out in Bondo sub-county. Kibera slums are in Nairobi city while Bondo sub-county is found in the rural Kenya approximately 400km away from Nairobi.

Orphans are a common target for abduction. The abducted orphans from Busia are taken to Nairobi, Mombasa and Malindi. Others are taken to the Middle East where they are employed as domestic workers. They live in intolerable conditions and are treated as slaves (Ngure, Daily Nation, and June, 2006). A survey conducted in Siaya, Suba and Busia revealed that relatives are involved in the trafficking. They lure orphans out of their rural homes with promises of better life and education in towns. These orphans are denied parental love and affection .The orphans become withdrawn and somehow show antisocial behavior for which they are punished (Ngure, Daily Nation. June 2006). This shows the level of suffering amongst orphans. It justifies the need for assisting the orphans and the need to ensure that aid given to them actually benefits them as this study sought to do. The above report focused on orphans who are abducted and therefore out of school while the current study focused on challenges that influence their access to education.

Nyakenanda, (2017) carried out a study on the church response to the situation of children orphaned by HIV/AIDS in Kericho County, Kenya. The research adopted descriptive survey as its research design. In this design, information is collected from the environment. The variables are not manipulated as the research is carried out in the normal environment. This was ideal for this study because in-depth data was collected from the respondents within a short time. It also strengthened the presentation and analysis of the obtained data. The sample population included 9 pastors, 180 church members, 2 founders of individual homes and one head teacher and 10 regular teachers. The study used purposive and simple random sampling. The data collection instruments were questionnaires, observation and interviews. The researcher conducted oral interviews in churches, homes and schools. Pastors/priests, a head teacher, orphans and founders of private homes were interviewed. Open and close ended questionnaires were also used to collect data. Nonparticipant observation was also used especially on orphans who were too young to be interviewed.

The study found that orphans in secondary schools needed school fees. Some orphans were found to be emaciated a sign of malnutrition. Their fingernails were dirty and unkempt. Some looked scared and withdrawn. Majority of the orphans had worn out clothes. Some orphans did not have shoes while some had worn-out shoes. The study found out that the orphans had needs including need for food, shelter, clothing and education. They had challenges which include dis inheritance,

stigmatization and discrimination. The study targeted pastors, church members, founders of children's homes and teachers. The current study targeted orphans, teachers, caregivers and NGOs. Kericho County is in the rain rich and fertile rift valley highlands where tea farming, horticulture and forestry are the main economic activity while Bondo sub-county is in a semi-arid region where fishing and subsistence farming is the economic mainstay of the people. The above study used purposive and simple random sampling techniques while the current study used purposive, saturated, cluster, stratified and simple random sampling techniques. While the above study was on the church response to the situation of children orphaned by HIV/AIDS, the current study focused on the challenges of children orphaned by all factors that make children orphans and not restricted to HIV/AIDS.

RESEARCH METHODOLOGY

Research Design
The study used concurrent triangulation design in the mixed method research approach. In this design, the researcher collected both forms of data (qualitative & quantitative) at the same time during the study and then integrated the information in the interpretation of results. Mixed method research approach was chosen for this study because it gave the researcher the opportunity to cross validate information through a variety of research tools. Using the mixed methods approach had the advantages in that the researcher was able to answer a range of questions which could not be adequately addressed by either quantitative or qualitative research alone. This strengthened the findings of both qualitative and quantitative approaches and made the researcher be self-confident that the results were a true reflection of what was actually happening and not a reflection of the method being used to gather data.

Burke, (2009) highlights that mixing research provides findings with strengths that offset the weaknesses of both quantitative and qualitative research. If triangulation provides similar findings, it makes the data superior to evidence obtained by only one method. Mixed methods informed the present findings in that the findings obtained addressed the same phenomenon on the contribution of NGOs in promoting access to education by orphans in primary schools in Kenya.

Location of Study
The study was conducted in primary schools in Bondo sub-county in Siaya County, The study was guided by the following research objectives Kenya.

Target Population
The study targeted schools in Bondo sub-county within the 3 divisions of Usigu, Nyangoma and Maranda. The target population of the study comprised of 129 schools, 784 orphans, 129 head teachers, 543 class teachers, 125 NGO staff and 135 guardians.

Sampling Techniques and Sample Size:
Sampling Techniques
The study used cluster, saturation, stratified, purposive and simple random sampling techniques to get the sample.

Sample Size
The sample size was made of 13 schools, 13 headteachers, 52 class teachers, 78 orphans, 13 guardians and 13 non-governmental organizations.

Research Instruments
The instruments that were used for data collection for this study included questionnaires, interview schedules and focus group discussion for orphans.

Validity and Reliability of Research Instruments
Validity
In this study, face validity and content validity of the data collection tools was established by exposing the tools to experts at Jaramogi Oginga Odinga University of Science and Technology to critique and make corrections in such a way as to ascertain validity

Reliability of Research Instruments
In order to find out the reliability of the research instruments, the researcher employed the use of test-retest reliability test. The data collected was analyzed by the Pearson product moment co-relation coefficient formulae and found a coefficient (r) of 0.73. A coefficient(r) of more than 0.7 will be considered reliable (Orodho 2004).

Trustworthiness of Qualitative Instruments
The study adopted Shelton's, (2004) qualitative paradigm; transferability, conformability, credibility and dependability to ensure trustworthiness of the findings.

Data Analysis
Quantitative data was analyzed using descriptive statistics including percentages and frequency counts while qualitative data was processed and analyzed thematically.

Ethical Considerations

The researcher upheld the ethics of research such as accessibility, acceptability, protecting participants from harm, obtaining informed consent from participants, anonymity, and confidentiality and respecting participant's privacy.

FINDINGS, INTERPRETATION AND DISCUSSION

Objective of the Study

The study investigated the challenges faced by orphaned learners that hinder their access to education in regular primary schools in Bondo sub-county, Kenya.

Challenges Faced by Orphaned Learners

In the objective, the researcher sought to establish the challenges faced by orphaned learners that hinder their access to education in regular primary schools in Bondo sub-county, Kenya. The data collected were coded, analyzed and presented as shown on table 1 below.

Indicate with a tick ($\sqrt{}$) what is applicable to you where SA = Strongly Agree, A= Agree, UD = Undecided, D= Disagree and SD = Strongly Disagree. (N=47)

Table 1- Challenges faced by learners who are orphans

STATEMENT	SA	A	UD	D	SD
Orphans in your school face challenges	37(79%)	10(21%)			
The orphans' challenges that hinder their access to education.	31(66%)	16(34%)			
Orphans facing challenges regularly attend school.				21(45%)	26(55%)
These challenges can be mitigated through assistance.	24(51%)	21(45%)	2(4%)		
Teachers keep a record of needy orphans in school	11(23%)	20(43%)	6(13%)	10(21%)	
Teachers help NGOs identify orphans in the school.	15(32%)	22(47%)	10(21%)		
Rate of school dropout among orphans assisted by NGOs is high.	5(11%)	1(2%)	6(13%)	26(55%)	9(19%)
There's a lot of indiscipline among learners who are orphans.		2(4%)	14(30%)	21(45%)	10(21%)
Learners who are orphans actively participate in class.		21(45%)		26(55%)	

Orphans and Challenges

The study wanted to find out whether orphans face challenges. The study found out that indeed orphans faced challenges. The results above indicated that 47 (100%) of the teachers sampled agreed that orphans in their schools do face challenges. The above results were supported by head teachers who were interviewed during the research. For example, one of the head teachers said;

"Orphans in our school face fundamental challenges as a result of being orphans. Most of them come from homes where poverty is rife and cannot afford basic needs like regular meals. They also lack parental guidance, love and care. Some have various health problems including HIV/AIDS and suffer from stigma. Others are temporary heads of their homes as their guardians live far away. This makes them attend school irregularly"
(Head teacher 3).

A student had this to say:
"Children who are orphans like me do face a lot of challenges. Some orphaned girls that I know are now working as maids because they don't have
anyone to sponsor their education. Others are working as boda boda riders to earn some money and feed their families" (FGD1).

One guardian posited that;
"The orphans that we take care of have a lot of challenges including diseases of the children themselves and the guardians who take care of them. Poverty is also a major problem. Low income and high cost of goods among other things makes it difficult to provide for the needs of these orphans" (Guardian 6).

The above finding concurs with Nyakenanda, (2017) who indicated that the orphans face stigmatization, discrimination and inheritance challenges. The study also concurs with Lincoln, *et al.*, (2015) who observed that these challenges translate into a substantial hindrance to accessing education by the orphans. This clearly indicates that orphaned children need assistance due to the challenges that they face so as to access education.

Orphans Challenges affect their Access to Education

The study wanted to find out whether the challenges orphans do face affect their access to education. The study found that the challenges orphans face significantly affect their access to education. The statement on whether the challenges orphans face affect their access to education was supported by 47(100%) of the teachers. This indicates that all teachers were in agreement with the above statement. One head teacher stated;

"Many orphans miss school because of challenges in their day to day life. Many cannot afford a regular meal back at home and are less motivated to come to school. Some engage in money making activities so as to buy basic needs like food otherwise hunger makes them attend school irregularly"   (Head teacher 1).

Guardians also gave their opinion which supported the statement that challenges affect orphans access to education. A guardian posited;
"The orphans living with me face a lot of problems when it comes to their education. I cannot afford to provide food, school uniform and other needs because I am poor. The problems that I have can make these orphans drop out of school because i cannot afford to take them to school and pay for all that is needed by the teachers "
(Guardian 4)

An NGO officer had the following to say;
"Many orphans do come from families which are desperately poor. They can't afford to provide the basic necessities to the orphans on a regular basis. This situation has forced some orphans to seek employment as maids and therefore drop out of school"   (NGO8).

The above findings agreed that these challenges actually affect the orphan's access to education. This is also in agreement with Carley, (2010) who posits that it is difficult to obtain education by children living in poverty although education is a key factor in overcoming poverty. The above findings are also in concurrence with Zhou, (2012) who states that some orphans end up not accessing education because of the challenges they face. They end up engaging in child labour instead of schooling.

Orphans Facing Challenges Regularly Attend School

The study wanted to find out whether orphans facing challenges regularly attend school. It found that they don't regularly do so. All the respondents, 47(100%) of the disagreed. This was also confirmed by some orphans during the focus group discussion who made the following statement.

"Sometimes we are forced to miss school in order to find ways of providing for our basic needs. We have to get casual jobs in order to get money for buying bags, books, food, uniform and others things. Some of us girls end up in early marriages or working as maids in order to cater for our needs. Boys end up being boda boda riders"
(FGD 4).

One head teacher had the following to say.
"Many orphans do come from very poor background. Some live with their old grandparents who are unable to provide the basic necessities like food and medication. They largely depend on subsistence farming. Poverty is a way of life for these orphans" (Head teacher 10).

A guardian stated that;
"The girl orphan under my care sometimes miss going to school because she has to take care of her siblings whenever I fall sick. She has to cook for the family as she is now old enough to help in doing the housework" (Guardian 10).

This is because of the challenges they face as they don't have the basic needs a child would need to attend school. The findings of the current study also concurs with that of Oriwo, (2012) who stated that poor orphans who cannot afford to buy uniform and pay fees, end up working in farms, hawking and engaging in other income generating activities. The findings are also in agreement with Nthenya & Mutie, (2018) who states that orphans often leave school to attend to ill family members, work or look after their young siblings. This clearly indicates that the challenges orphans face has a negative impact on their access to education.

Orphans Challenges can be mitigated through Assistance

The study sought to find out whether challenges facing orphans can be mitigated through assistance. The study found out that these challenges can be mitigated through assistance. The above statement was supported by 45(96%) of the class teachers who responded to it. Two

teachers (4%) were undecided. On the above matter, one head teacher stated that;

"These orphans go through a lot of challenges which need to be mitigated if there is to be any hope for them finishing their primary school education. They need to be assisted by anyone or any organization that is willing to do so. This will enable them attend school and even do well academically" (Headteacher 9).

An NGO official had the following to say;
"In our experience, orphans challenges are normally mitigated through assistance provided to them or to their guardians. This enables those who had dropped out of school to go back to school and have some education"   (NGO 7).

In a focus group discussion, one orphan made the following contribution.
"I used to have the problem of wearing torn worn out school uniform. This used to make me feel ashamed of myself. Nowadays I walk with confidence because I have new school uniform bought for me by the sponsor" (FGD 8).

This indicated that when orphans receive assistance, they may end up getting access to education. This matches the work of Gibson (2009) who states that orphans challenges can be mitigated by providing food, healthcare and education among other things. The overwhelming majority were in agreement that orphan's challenges need mitigation. The findings also goes in tandem with Togom (2019) who states that orphans need to be given support and care to boost their capacity to confront challenges. Head teachers in many schools had the same opinion.

Teachers Keep a Aecord of Needy Orphans in School
The study wanted to find out whether teachers keep a record of needy orphans in school.

It found that most teachers keep a record of needy orphans in school. These records are important for the purpose of accountability. This enables the teachers give accurate information to authorities interested in the welfare of orphans. At least 31(66%) of the respondents affirmed the above statement while only 10(21%) disagreed. Those who were undecided were 6(13%). This was confirmed by one of the head teachers who made the following observation,

"We have a record of needy orphans sponsored by NGOs. This enables easy transaction and monitoring between the NGOs, the school and the

orphans. It facilitates further assistance for orphans in need"
(Head teacher 11)

An NGO official had the following to say.
"We normally get the orphans records from schools. The teachers give us their records which we use to update our data base" (NGO 4).

The findings of the study concurs with Asabe, (2013) who states that records are used to capture, manipulate and organize orphans data and generate timely, accurate and regular information. This enables the school to update the NGOs and any other well-wisher on the number of orphans who are needy in the school for easy identification for mitigation.

Teachers Help NGOs Identify Orphans in the School
The study sought to find out whether teachers help NGOs identify orphans in the school. It found out that teachers indeed help NGOs identify orphans in the school. This statement was affirmed by 37(79%) of the respondents while 10(21%) were undecided. An NGO officer had the following to say.

"We identify the orphans we assist through the village elders, religious organizations and school teachers among others. This enables us to give assistance to the correct orphans in need"   (NGO 1).

A head teacher stated that;
"Orphans are identified by the school by going through old records of orphans in the school. We also use informers in the society like the village elders to get information on which children are orphans in need of assistance" (Head teacher 2).

An orphan posited;
"I was identified by my class teacher as a needy orphan and she gave my details to the NGO that sponsors my education in this school" (FGD 2).

This affirms the role of teachers as crucial in identifying the orphans. Since most of the teachers 38 (81%) have spent more than five years teaching in the same school, they have the knowledge about the orphans they teach and can easily identify needy orphans. It is crucial to identify correct orphans by working with trustworthy stakeholders. The idea of teachers helping NGOs to identify needy orphans is supported by Ndlovu, (2012) who indicates that NGOs should work with all stakeholders in the community to identify orphans and their vulnerabilities which need to be

addressed. This made part of the intent to conduct the current study.

Rate of School Dropout among Learners Who Are Orphans

The rate of school dropout among learners who are orphans was one of the areas studied in the current work. Data was collected and analyzed. From the analysis, the study found out that the rate of school dropout among the learners who are assisted by NGOs is low. About 35 (74%) of the respondents denied the statement that the rate of dropout among learners assisted by NGOs is high while only 6(13%) agree. Those who were undecided were 6(13%). One head teacher had the following to say;

"Most orphans receiving assistance from NGOs do not drop out of school instead they are motivated to finish school. This is so because their material needs are catered for" (Head teacher 13).

One NGO official posited;
"The rate of school dropout among the orphans we assist is low due to the mitigating effect of the assistance we provide to them" (NGO 5).

A guardian stated;
"The NGOs assistance has enabled the orphans under my care leave the jobs that they were doing to concentrate on their school work. The assistance has stopped early marriages because of desperation" (Guardian 8).

This shows how crucial the assistance provided by NGOs is for learners who are orphans to access education. On the contrary, orphans who do not receive assistance are highly likely to drop out of school as indicated by Lincoln, Hlatywayo, *et al.*, (2015) who states that inadequate funding and delays in receiving assistance may make children to drop out of school. This is also in concurrence with Bromide, (2011) who states that orphans who don't receive assistance to help them overcome the challenges that they face may end up dropping out of school. This shows the importance of mitigating against challenges that orphans do face.

Discipline among Learners Who Are Orphans

This item was concerned with the level of discipline among learners who are orphans. The study found out that the level of indiscipline among orphaned learners is low. Among the respondents, 16(34%) agreed that there's a lot of indiscipline among learners who are orphans while

the vast majority, 31 (66%) disagreed. This was supported by a head teacher who said;

"The level of discipline among orphans in this school is high. This may be partly because the amount of assistance they receive from NGOs and other well-wishers helps to mitigate a lot of the challenges orphans face. This may also be as a result of the culture of discipline inculcated by the teachers and the guardians" (Head teacher 6).

A guardian stated the following;
"The level of indiscipline among the orphans under my care is quite low. My children are much disciplined. I guide them according to strict Christian values" (Guardian 7).

An NGO official posited;
"We normally guide and counsel the orphans so that they may lead a positive disciplined life. We have people who are trained in life skill and how to impart it to the orphans" (NGO3).

This shows that the level of indiscipline among orphans is not high. This may be due to the strictness in instilling discipline by the teachers. This is in agreement with Tuu, (2012) who states that a disciplined attitude creates a conducive learning atmosphere at school. This enables learning to take place.

Learners Who Are Orphans and Their Active Participation in Class

The study sought to find out whether learners who are orphans actively participate in classroom. It found that almost half actively participate in class. Orphans can be actively engaged in class as indicated by 45% of the respondents but a big number, 55%, as the results indicate, have issues that hinder their active participation in class. The above statement was supported by 21(45%) while the majority, 26(55%) had a contrary opinion. One head teacher said;

"Some orphans may still be grieving especially the newly orphaned children. This means that they are in a state of trauma. They cannot therefore be expected to carry out their duties yet they are mourning. Some orphans actively participate in the classroom while others just sit down and are passive" (Head teacher4).

One orphan stated;
"Sometimes my mind is carried away by memories of my mother. When I remember her, I cry a lot. I remain sad the whole day. No one seem to understand that I am in low spirits. The teacher scolds me for being absent minded and calls me

names but only I know what I'm going through" (FGD6).

This matches with the work of Kinai, (2012) who states that grieving being a process can be psychologically depressing and if one is not helped through, he/she may end up not becoming a fully functional member of the society. Another issue as to why orphans can be inactive in class is the emotional and psychological effect of death. This is in tandem with Meintjes & Giese, (2006) who states that orphans are particularly vulnerable because they do not have the emotional and physical maturity to adequately address and bear psychological trauma associated with parental loss.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Findings
The study investigated the challenges faced by orphaned learners that hinder their access to education. The study found that orphans do face a lot of challenges that hinder their access to education. From the quantitative findings, 47(100%) of the respondents indicated that orphans in their schools face challenges which hinder their access to education. Majority of the class teachers also indicated that learners who are orphans are not active participants in class. This was indicated by 26(55%) of the respondents. Most of the respondents, 45(96%) also indicated that these challenges can be mitigated through assistance. The qualitative findings revealed that some orphans dropped out of schools and are working as household maids as indicated by one orphans during the focus group discussions. One guardian also indicated that poverty and diseases have affected their ability to ensure orphans under their care access education. Further study findings revealed that some orphans are forced to miss school in order to find ways of providing for their basic needs due to high levels of poverty among their guardians.

CONCLUSIONS
Based on the study findings, the study concluded that;
Orphans do have real challenges that hinder their access to education. These challenges vary from one orphan to the other. The assistance provided by NGOs also mitigate the challenges orphans face at home. Guardians do face a lot of challenges that hinder them from providing education to orphans under their care.

RECOMMENDATIONS
From the study findings, the following recommendations were made;
i. The society should assist orphans whenever possible because most of them face challenges that hinder their access to education.
ii. The NGOs should consult the orphans they assist so as to know exactly what challenges the orphans need to be mitigated.
iii. Assistance from NGOs should be consistent, prompt and adequate in terms of quantity and quality.
iv. NGOs should review their processes of provision of assistance in order to alleviate the orphans from the burden of pilferage.
v. Guardians should be assisted to alleviate challenges that hinder the orphans under their care from accessing education.

Suggestions for Further Studies
The following are areas suggested for further research.
- The influence of NGOs in promoting access to education of street children.
- The influence of NGOs in promoting access to education by children who are refugees.
- The contribution of NGOs in enabling expectant school girls' access education after giving birth.

ABBREVIATIONS
FGD Focus Group Discussion
HIV Human Immuno-Deficiency Virus.
KCPE Kenya Certificate of primary Education.
NGO- Non-Governmental Organization working for a charitable purpose.
SPSS Statistical Package for Social Sciences.
UK United Kingdom
UNDP United Nations Development Program
WHO World Health Organization

ACRONYMS
AIDS Acquired Immuno-Deficiency Virus.
JOOUST Jaramogi Oginga Odinga University of Science and Technology.
NACOSTI National Commission for Science, Technology and Innovation.
UNESCO United Nations Education Scientific and Cultural Organization.
UNICEF United Nations Children Emergency Fund
USAID United States of America International Development

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