Orphan Children's School Performance, Hindering Challenges and the Role of the School (In The Case of Some Selected Primary Schools in Iluababor Zone, Ethiopia)

Bonsa Shume Tefera*; Aschalew Terefe Refu

Psychology Department, Jimma University, Ethiopia

*Email: bbshume@gmail.com

Abstract

The study investigated Orphan Children's School Performance, Hindering Challenges and the Role of the School in primary schools of Ilubabor zone. In this study, descriptive survey design with mixed method was employed. The primary source of the data were 50 orphan children's, 50 non orphan children's, 70 subject matter teachers, seven school principals and were selected using simple random sampling and purposive sampling techniques respectively. Questionnaire, interview, observation and class test were major data gathering tools in this study. The collected data were analyzed quantitative using percentage, frequency, mean and standard deviation and t-test. On the other hand, the qualitative data were presented by using descriptive narration. The finding of the study revealed that, there was statistically significant school performance difference between orphaned and non- orphaned children in primary schools of Iluababor zone, t (100) = -0.169, p < .05. The challenges identified were lack of food, high labor demand from those who are living with them, lack of parental love, lack of school uniforms and learning materials, behavioral and emotional problems, feelings of isolation, rejection, unhappiness and shame, poor self-esteem and lack of confidence, high levels of sensitivity when playing with other learner, sickness and become weak as well, not attending school regularly and come to school with dirty clothes. The result also indicated that, 1) there were no efforts are made by schools, educational stakeholders and the government to eradicate the challenges facing orphaned students and to foster academic performance of orphaned children, 2) No academic and financial support provide to orphaned students in their respective classes, 3) No plan of action for the enhancement of a good school performance to orphaned children and 4) No established strategies to support the orphaned children financially or make close connection with educational stakeholders and Non-Governmental Organizations to support the orphaned children 5) No identified person in school to help, follow and monitor orphaned learners, 6) No remedial actions designed for Orphaned children attending education in your school, 7) No regular meeting with parents to discuss about Orphaned children's related issues, and 8) No mechanisms put in place to ensure an equal and friendly environment for all the children in the school irrespective of their unique characteristics. Finally, based on the major findings the following recommendations were forwarded by the researcher.

Keywords: Orphan Children's; School Performance; Hindering Challenges and the Role of the School

1. Introduction

1.1. Background of the Study

Education is a basic human right for all children as recognized in the convention on the rights of the child (Committee on the Rights of the Child, 1989). All children or learners ought to have quality education regardless of their status that will equip them with knowledge, skills and competencies to increase personal earnings and contribute to economic productivity (Robeyns, 2006). Therefore, schools besides benefiting the child can serve as important resource centers to meet the broader needs of the community (PEPFAR, 2006). In this regard schools can provide children with a safe structured environment, the emotional support and supervision of adults and the opportunity to learn how to interact with other children and develop social networks.

Many scholars seem to have agreed on the definition of orphan though there are some who views it slightly different from others. Accordingly, an orphan is a child who lost both parents and one of his or her parents (UNICEF, 2015 & Ogina, 2007). Moreover, orphan is a child has his/ her parent(s) dead and left either alone to fend for her life, or depend on a relative, friend or care givers (Beegle & Weerdt, 2006). In Sub- Sahara Africa, the prevalence of orphan hood among children has been greatly made worse by the HIV/AIDS pandemic and other problems (Beegle & Weerdt, 2006). Therefore, orphan hood is expected to influence health outcomes and schooling. It has been noted further that orphan hood can be associated with an increased value of the child's time in home production (as a substitute for adult labor) which results in less schooling.

The immediate detrimental impact of losing a parent on a child is very bad, but the loss of a parent may also have a series of long-term consequences that prolong its negative impacts far into the future. A number of researchers, policy makers and practitioners have expressed considerable concern that parental deaths may lead to lower educational investment with the increasing number of orphans, and the destruction of human capital would contribute to poverty persisting over generations (World Bank 2002, UNAIDS/UNICEF/USAID 2004).

Many previous researchers have noted that beyond financial constraints of adult deaths and implications of a loss of parental involvement, children who become orphans may suffer trauma which, in turn, affect their academic achievements and retention in school. They may also be stigmatized and this may affect them negatively in achieving their Education (Crampin, Floyd, & Glynn, 2003). Case, Paxon, and Ableidinger (2004) argued that orphans are educationally disadvantaged relatively to other children within the same household.

Hargreaves and Glynn (2002) postulate that the consequences of orphan hood focus greatly on the educational achievements of a child orphaned. They further argue that orphan hood creates a state of hopelessness among students who are orphaned, especially when they realize that little quality would be realized in their educational endeavors. Similarly, Case, Paxon and Ableidinger (2004) indicated that orphaned children in sub-Saharan Africa are less likely to be enrolled in schools than are non-orphaned with whom they live. They further conclude that academic achievements for orphans depend on the relationship of the orphans to their household heads. This argument indicates that the lower enrolment of orphans in schools is largely explained by the greater tendency of orphans to live with distant relatives or unrelated caregivers. Therefore, it is very important to determine an orphan's schooling by considering where an orphan is taken care. On the other hand, Beegle (2006) suggested that orphaned children whose

parents died of HIV/AIDS are stigmatized and suffer trauma in schools due to lack of confidentiality and privacy in handling them. Perhaps this is possible only in schools where there are no trained teacher-counselors to handle orphaned children.

Moreover, the loss of a parent is highly likely to cause psychological trauma and may negatively affect orphans' school participation and performance. Socio-economic hindering challenges or factors associated with the death of a parent could also adversely impact on the progress of orphans' school performance or achievement. Ainsworth et al. (2005) report three major hindering challenges. Firstly, a decline in family income after the death of a parent and the subsequent liquidity constraints may lead to lower educational investment in orphans. Secondly, a surge in opportunity costs of children's time after a parental death could also be a restriction. Due to the parental death and even preceding sickness, the shadow wage of children might be raised and the increased opportunity costs could prevent orphans from spending sufficient time in educational activities either at school or at home. Thirdly, orphans' schooling might be less appreciated by caregivers within the household and their school performance could be lower than those who live with both biological parents.

Additionally, Rubaha (2008) indicated that neglect, abuse, lack of parental love, lack of food, high labor demand at home, stigmatized at school because of lack of school uniforms and learning materials to mention but a few are some of the challenges facing orphaned students. Kafwa (2005) argued that compared to non-orphans, orphaned students are more likely to be malnourished, more likely to drop out of school and have limited access to health social services as well as being prone to exploitation. These challenges create emotional stress making the pupils difficult to concentrate and learn in the classroom due to suffering. Hewlett (2006) argued that motivation is the drive of learning and in the case of orphans, since they lack basic needs such as love from parents, good shelter, food and clothes then they will be less motivated to perform well in class.

According to Tadesse (2008), challenges faced by orphans and vulnerable children are as follows; they experience negative health, social and developmental outcomes resulting in poor school attendance and school performance, they struggle to concentrate during lessons due to stress, they have a lack of resources to meet their basic needs of food, shelter, education and health care, they experience higher levels of stigma and bullying at school, they are at a greater risk of abuse and mistreatment and they have poor psychological and physical well-being. Kolthari (2012) argued that one of the major influences affecting orphans and vulnerable children is their access to the child grant. Every child is entitled to a child grant however; many orphans and vulnerable children don't have the correct paperwork in place in order to access it. According to Griffiths (2005) the childcare advocates work with the families to gain their grants and ensure that their rights are understood.

According to a joint report by UNAIDS, UNICEF and USAID (2004), at least 12.3% of all children in Sub-Saharan Africa or 43 million children are orphans (who have lost one or both parents). Besides the data of orphan children mentioned in Sub- Saharan countries, Ethiopia has also huge problem related to orphanage. Ethiopia with population of 82 .8% million peoples is the home of an estimated 4.6 million or 13% of children to be orphaned (UNICEF, 2004). Many of the orphan children in the countries are reported to be living on the street finding occasional care around the churches and dropping in center place where they may or they may not find support they need. Hence, the current study was intended to investigate Orphan children's school performance, hindering challenges and the role of the school in primary schools of Ilubabor zone.

1.2. Statement of the Problem

The family being the cradle of a child's development provides the child with emotional and educational support. Orphans suffer a double tragedy of losing their parent and missing social services such as health and education which are critical to their survival, Bilegoetal(2003). Recent data from UNICEF suggest that there are around 23million orphans in Africa, a many of them are result of the global epidemic HIV/AIDS, UNICEF (2008). In the case of the Ethiopia, during national, survey on the health of school children in the country, substantial number, during children have been reported that they had lost one or both parents (Hailelat, 2008), according to the federal ministry of health (MOH, 2005), Ethiopian has 4.6 million Orphan children. In principal all orphan children (as any normal children) are supported to have physical, material, educational, intellectual and psychological, but this cannot be accommodated all orphan in Ethiopia.

Except very few studies like a research conducted in 2004 by Mesfen Tsefaye about the problem of eight female orphans in Dire Dewa town which reported shortage of food, lack of shelter and money, discrimination and stigmatization no other research was conducted to address the issue under study particularly in Ilubabor zone primary schools. The document from Ilubabor education bureau in 2009 E. C. indicates that out of primary schools students took regional examination, about 40% failed to pass to grade nine (9). Therefore, this study was intended to assess Orphan Children's School Performance, Hindering Challenges and the Role of the School in Ilbababor zone Primary schools. Generally, the following question was to answered in the study

1. Is there a difference between orphan and non-orphan children in school performance in primary schools of Ilubabor zone?
2. What Are the challenges faced by orphaned children at primary schools in Ilubabor zone?
3. What are the roles played by the school (principals and teachers) in dealing with challenges facing orphaned children on academic performance in primary schools of Ilubabor zone?

1.3. Objective of the Study

➢ *1.3.1. General objective*
The general objective of the study was to assess Orphan Children's School Performance, Hindering challenges and the Role of the School in Iluababor zone primary schools.

➢ *1.3.2. Specific objective the study*
Specifically, the objectives of the study were to:

- Investigate the challenges faced by orphaned children at primary schools in Ilubabor zone.
- Examine difference in school performance between orphan and non-orphan children in primary schools of Ilubabor zone.
- Identify the role of school administrator and teachers in tackling challenges and poor academic achievement of the orphan children in primary schools of Ilubabor zone.

1.4. Significance of the Study

This study is believed to have some significance. To start with, it may give some insight to teachers and school principals who want to know about the current condition of orphan in Iluababor zone primary schools and provide some suggestion so as to minimize the problem that

the orphan student faced. Moreover, this study is expected to give some ideas for researchers who may wish to conduct study on related areas, government and non-governmental organization working in this area.

1.5.   Delimitation of the Study

Geographically, this study was delimited to Iluababor zone primary schools. To make the study manageable and to appropriately address the basic questions, the researcher decided to limit the target population and sample to grade 7 in the specified zone. With regard to its conceptual scope, this study was delimited to Orphan Children's School Performance, Hindering Challenges and the Role of the School.

1.6.   Definition of Key Terms

Child: any young person attending school and still relying on the care, support and guidance of either a parent or guardian.
Orphaned child: a child under 18 years of age without a father, mother or both parents.
Non-orphaned child: a child who still has both biological parents alive and live under their custody.
School performance: pupils' involvement in the learning process, concentration and academic competence such as reading, writing and attending to school tasks and the marks they attain in school.

2.   Literature Review

2.1. Concept of Orphan

Definition of the term orphan varies from the given cultural and socio economic context of one country to another. in their joint publication entitled children on brink UNICEF and UN AIDs(2002) they have categories orphan into four Maternal orphan, orphan who are children under the age of eighteen whose mother and perhaps father have dead; paternal orphan, orphan who are children under the age of eighteen whose father and perhaps mother has dead; double orphan, children who are under the age of eighteen whose both parent have dead, and totally orphan, children who are under the age of eighteen whose mother or father or both have dead. For Ennew (2005), orphan children are parentless children who are socially and materially depend on the wider society for save passage through childhood.

According to Meintjes and Bray (2006), the term orphan is only applicable to child who has no biological parent and no substitute or who has lost sight of person. In this study, orphan mean child below the age of eighteen years who has lost both parent due to different factors and remained without extended family. Based on national and international interaction of orphan and society, orphan hood is not a new phenomenon, ensuring the care and protections of parentless children that defend to a large extend on the relative development of government structure, availability of resources, altitudes of different stakeholders and the social construction of orphan hood. Ennew (2005) argues that, throughout the western history orphan have played pivotal role in two domain; mythology and social welfare provision. Those are related to culture, politic of development as well as the ideology of nation state, for which orphan children fulfill multiple narrative role.

2.2.   Challenges of Orphan Children

According to national survey report, MOLSA and UNICEF, (2003), orphan children faced a number of social problems such as discrimination, sexual abuse, negligence and labor exploitation by their relatives and neighbors. Orphan children are growing up with extended families faced challenges and deprivation such as lack getting food, home, money, serious threat to their education because of poverty, higher risk of being sexual abuse by relative, child labor and more likely hood of persuading life on the thread, nelson, (2004). Study show that orphan children in Rwanda are voiceless, unable to play a part in the society as a whole and belief that they are powerless to change their fate. They feel excluded from the community which neither acknowledge nor fill their need for love, sanctuary and recognition (Machellan, 2005) likewise, different literature show children who live in difficult circumstances in Ethiopia.

Hence, orphan children are more likely to be facing multifaceted social, economic, legal and psychological problems compared to other children (MOLSA, 2004). According to Sweden (2003;7) study on HIV/AIDs orphan children faced different abuse such as physical violence, sexual violence, dismissal from home and verbal abuse by their relatives, care-givers and neighbors. Therefore, lack of social protection increase the vulnerability of orphan to abuse and risk of exploitation. The above problems show that low awareness level of the society have lead the orphan to many problem such as poor academic performance in this competitive contemporary world.

2.3.   International and National Policies Perspectives

The issue of orphans and children without parental care have been recognized as a major concern at national and international level the UN convention on the right of the child (1989) and African carter on the right and welfare of the child (1991) are the international and regional human right treaties which have comparative set of guide line for the provision of basic necessities, education, health care and protection from all form of abuse. Convection on the right of child and African charter on the right and welfare of the child have emphasized that government should have the primary responsibility for protecting, preparing and supporting orphan children (MOLSA, 1996).

The transitional government of Ethiopia endorsed and ratified the UN convention on the right of the child (CRC) on the nine of December 1989 an African carter on the right and welfare of the child (ACRWC) on two of October 1991. Both document advanced the important of orphan children care shelter, nutrition, education and various models that provide these basic needs for children of all ages (MOLSA, 2004). The constitution of federal democratic republic of Ethiopia (1995) obliges the state to accord in special protection to orphans and encourages the establishment of institutions, which ensure and promote their adaptation and education. Proclamation number 5.1.8 conditions that will enable orphanage and abandoned children to get assistances they need to have eventually be a self-sufficient.

2.4.   The Role of School in Alleviating Orphan Children's Challenges in Their School Performance

In supporting orphan children, life orientation skills are critical especially for those taking care of their ailing parents/guardians. However this support was missing as 54% of the teachers and 31% of the Orphan children indicated that they are not taught how to care for sick persons at home, implying the children struggle on their own. This may have indirect influence on their participation in education as they may not attend school regularly or do homework (Mwoma & Pillay, 2015).

Among the strategies identified that could be used to improve support for Orphan children with school work is the need for government to employ more teachers to support orphan children after school hours. Home visits and having information for Orphan children is another strategies that could be used to establish the challenges Orphan children go through while at home and how best they can be helped(Teresa & Jace, 2016). Besides, orphan children needs educational support since all learners deserve quality education regardless of their status that will equip them with knowledge, skills and competencies to increase personal earnings and contribute to economic productivity (Baxen, Nsubuga & Botha, 2014; Robeyns, 2006).

Children and society who lack access to quality education are disadvantaged in terms of income, health and opportunity (USAID & CRS, 2008). Behavioral problems among Orphan children coupled with lack of well-established counseling structures (Mwoma & Pillay, 2015) may negatively influence children's performance in education. Thus Orphan children need educational interventions as they are at risk of becoming infected with HIV due to economic hardships, reduced parental care and protection and increased susceptibility to abuse, and exploitation. These factors contribute to the barriers Orphan children's face when pursuing education (USAID & CRS, 2008).

3. Methodology

3.1. Research Design and Methods

A research design refers to a plan and structure of investigation used to obtain evidence to answer research question/s (Borg & Gall, 2004; Polit & Beck, 2004 and Smith, 2007). In this study cross-sectional survey design was employed because this method is appropriate to obtain current and relevant information from a relatively large number of respondents (Creswell, 2003). In this case, a mixed method involving both quantitative and qualitative approaches was used as architectural backbone of the study (Creswell, 2008). A mixed methods design normally seeks to ascertain respondents' perspective or experiences on a specified subject (Andres, 2012).

3.2. Research Site and Population

This study was conducted in Ilubabor Zone in Oromia regional state. Ilubabor Zone contains 14 Weredas. Mettu town is by now serving as a seat and administrative center of the Zone. It is located at a distance of 600 kilometers from the capital of the country, Addis Ababa and 265 kilometers away from Jimma to ward Gambela regional state. Hence, the site of this study was Ilubabor Zone selected Primary schools and the duration of the survey was 2018/2019 academic year. The population of this was primary school teachers', orphaned children and school principals teaching second cycle primary school in the zone.

3.3. Sample and Sampling Techniques

As aforementioned, Ilubabor zone is organized in to 14 Weredas. By considering Mettu town and Mettu Wereda as a center of the zone, the Weredas and hence the schools are geographically dispersed to different corners. As a result, the researchers decided to use cluster sampling technique in order to manage the study and to select schools that represent the zone for this study purpose. In line with this fact, first, the researchers clustered the zone in to three based on their geographical locations by considering or taking Mettu town and Mettu wereda as a center. Hence, cluster (A) contained Weredas located to the North side (Hurumu, Yayo and Dorani Weredas), cluster (B) contained Weredas located to the West side (Nopa, Darimu and Alge Sachi), cluster (C) contained weredas located to South side (Nono sale, Bure, Hallu, Didu, Alle, and Bacho weredas).

The researchers decide to take seven Weredas (at least 50%) for the study. Alreck and Settle (2004) wrote that a sample larger than 10% of the target population is necessary, because as sample size increases, sampling error decreases. The weredas were selected by simple random sampling technique through the use of lottery method. A simple random sample represents the target population more accurately than a sample chosen using other sampling procedures (Alreck & Settle, 2004). Therefore, Nono Sale, Bure, Alle, Mettu town, Darimu & Hurumu were selected Weredas to represent the zone for this study. Furthermore, from each wereda the researcher selected to primary schools by simple random sampling and hence 14 primary schools were included in this study. The researcher also selected one grade level from second cycle by simple random sampling and accordingly grade seven was selected. Out of the subject thought at grade seven slevels in order see achievement difference the researcher selected one subject by the same method and English subject was selected. In those 14 primary schools there were 120 orphaned children and by lottery method 50 were taken as source of data (about 41.67%) and the same amount of non-orphaned children were included in this study. Finally out of 140 teachers teaching different subjects in the school 50% were taken by simple random sampling and the principals of each school were also involved.

3.4. The Source of Data

The necessary data for the study were obtained from primary school teachers, orphan students and the school principals. Hence, the researchers made use of the primary source mentioned above in order to investigate and examine the issue under study.

3.5. Data Collection Instruments

In carrying out this research, the questionnaire, interviews, observations and class test were used to facilitate soliciting of information on the effects of the challenges facing orphaned students in school performance.

Questionnaire

Questionnaires are a widely used instrument in educational research to obtain information about certain conditions, practice inquiry in to opinion and attitudes of individuals or groups (Best, 2004). In this study, both open ended and close ended questionnaires were prepared and administered to teachers.

Interview

Face to face interviews were conducted with the 14 principals of the school during the administering of questionnaires at the schools. Therefore, using interview data on the performance, number, challenges facing orphan children's or challenges affecting their school performance and the role of school principals and teachers in alleviating challenges facing orphaned in their respective school.

Observation

The researcher used direct observation whereby behavior of students that relates to problem situation was directly observed. It was simply purposive reflection while teaching a lesson of 40 minutes. During sporting activities time researcher also managed to observe the behavior of the students when outside the classroom. This enabled the researcher to understand the extent of socialization of the orphaned students. All observations were recorded without the knowledge of the students.

Class Test

The researchers collected test results conducted after an instruction in order to compare the performance of the orphaned and non-orphaned students to verify whether there is a significant difference in the students' school performance using a t-test statistical analysis technique.

3.6. Method of Data Analysis

Data analysis refer to the method by which data collected through one or more data collecting instrument have been properly edited and then organized in the form of table and analyzed by applying various well defined statistical formula based on the competition of various percentage derivatives, coefficient etc. (Kothari, 2004). Descriptive statistics and t-test were used to analyze quantitative data and qualitative data obtained from open ended items and interview was analyzed qualitatively and presented in the form of narration.

4. Results and Discussions

The purpose of this study was to assess Orphan children's school performance, hindering challenges and the role of the school. Thus, this study (1) investigated the challenges faced by orphaned children (2) Examine difference in school performance between orphan and non-orphan children and (3) Identified the role of school administrators and teachers in tackling challenges and poor academic achievement of the orphan children in primary schools of Ilubabor zone. The data obtained through questionnaire, interview, observation and class test were analyzed, interpreted and presented in this chapter. In the first section, the quantitative data analyses and findings are presented. In the final section of the chapter, the data obtained from analyses of questionnaire and interview items are stated. Accordingly, in the following pages, the data is systematically presented and analysis and discussion given under each. The three basic research questions that were investigated in this study were:

1. Is there a difference between orphan and non-orphan children in school performance in primary schools of Ilubabor zone?
2. What Are the challenges faced by orphaned children at primary schools in Ilubabor zone?
3. What are the roles played by the school (principals and teachers) in dealing with challenges facing orphaned children on academic performance in primary schools of Ilubabor zone?

4.1. Major Quantitative Results

Table 1: Characteristics of Respondents (Teachers) By Sex, Teaching Experience Qualification and Teaching Load.

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Sex	Male	48	62.3	68.6	68.6
	Female	22	28.6	31.4	100.0
	Total	70	90.9	100.0	
	Missing System	7	9.1		
Service	1-5	15	19.5	21.4	21.4

years	6-10	20	26.0	28.6	50.0
	>10	35	45.5	50.0	100.0
	Total	70	90.9	100.0	
Qualification	TTI	3	3.9	4.3	4.3
	Diploma	45	58.4	64.3	68.6
	Degree	22	28.6	31.4	100.0
	Total	70	90.9	100.0	
Work load	below 10	5	6.5	7.2	7.2
	10-15	17	22.1	24.6	31.9
	16-21	15	19.5	21.7	53.6
	above 22	32	51.9	51.9	100.0
	Total	70	100.0	100.0	

The descriptive report in the above table elaborated that 48 (62.3%) male and 22 (28.9%) female teachers were participated. With regard to service years, 19.5% of the respondents have 1-5years experience, 26.0% of the respondents have 6-10 years' experience and 45.5% of the respondents of this study had above 10 years' experience. This directly implies that, as there are more productive work forces in the second cycle primary school level.

Furthermore, as far as educational qualifications of the respondents are considered shows that 3.9% of the respondents were at TTI level and 58.4% were Diploma holders. The remaining 28.6% of the respondents have first degree. This indicates that insignificant number of teachers was below the required qualification (3.9%) to teach at primary school. So, speaking from the point of view of the requirement stated by Ethiopian ministry of education, the result indicated that almost all respondents fulfill the criteria to teach at second cycle primary school.

In terms of work load, 6.5% the respondents work load was below 10 periods per week. Another 22.1% of the respondents work load was between 10-15 periods per week. Whereas the reaming 19.5 % and 51.9 % of the respondents work load was 16 - 21 periods & above 22 periods per week respectively. This shows that 51.9 % of the teachers were loaded and this condition could affect their work negatively. From the result of the current study, it is possible to conclude and forward that teachers are overloaded and since such burden can influence their teaching effectiveness, government must take assignment to fulfill the human resource required for improving effectiveness of teachers in general and the effectiveness of primary schools in particular.

Table 2: Demographic characteristics of students which were involved in the study

	Orphaned children						**Non- Orphaned children**					
Number	M	%	F	%	T	%	M	%	F	%	T	%
	27	54%	23	46%	50	100%	33	66%	17	34%	50	100%

As indicated in table above, in terms of sex of orphaned children, 54% were male and 46% were female. Whereas 66% of non- orphaned children were male and 34% were female.

Table 3: Demographic characteristics of school principals which were involved in the study

School principals	**Sex**			**Service Year**			**Qualification**			
	M	F	T	1-5	6-10	>10	TTI	Diploma	1st degree	2nd degree
	5	2	7	1	4	4	-	3	4	-

The above table provides information about school principals in terms of their sex, service years they have in teaching profession and their qualification.

Basic Research Question 1: Is there any difference between orphan and non-orphan children in school performance in primary schools of Ilubabor zone?

Table 4: T-test difference between scores of orphaned children and non-orphaned children

	N	Mean	Std. Deviation	t-value
Orphaned	50	6.72	3.22	-0.169
Non-orphaned	50	16.30	2.53	

(*p < 0.05).

The Descriptive Statistics displayed in table 4 above to show whether there is significant difference in school achievement between orphaned and non- orphaned children in primary schools in Iluababor zone revealed that, non-orphaned children shared the highest mean score among the participants of the study (M = 16.30, SD = 2.53), followed by the mean score of Orphaned children (M = 6.72, SD = 3.22). This clearly indicates the difference in school performance between orphaned and non-orphaned children in primary schools of Iluababor zone. The statistical analysis by independent samples t-test summarized in Table 4, above revealed that there was statistically significant school performance difference between orphaned and non-orphaned children in primary schools of Iluababor zone, $t (_{100}) = -0.169$, $p < .05$. The current study result is consistent with (Oyedele, Chikwature & Manyange, 2016) in which they clearly indicated the school performance difference between orphaned and non- orphaned children.

Basic Research Question 2: What Are the challenges faced by orphaned children at primary schools in Ilubabor zone?

Table 5: Teachers response to questionnaire items

Items	Strongly agree		Agree		Disagree		Strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%
Orphan children's are challenged by lack of food	40	57.14	25	35.71	5	7.14	-	-	-	-
Orphan children's are challenged by high labor demand from those who are living with them	38	54.28	19	24.28	13	21.42	-	-	-	-
Orphan children's are challenged by lack of parental love	55	78.57	15	21.42	-	-	-	-	-	-
Orphan children's are challenged by lack of school uniforms and learning materials	32	45.71	20	28.57	11	15.71	7	10	-	-

Orphaned children display behavioral and emotional problems when compared to non-orphaned learners	22	31.43	15	21.43	24	34.28	9	12.85	-	-
Feelings of isolation, rejection, unhappiness and shame, Poor self-esteem and lack of confidence	30	42.85	10	14.28	18	25.71	12	17.14	-	-
Orphaned learners are quite sensitive when playing with other learners (high levels of sensitivity).	30	42.85	-	-	27	38.57	13	18.57	-	-
Orphaned children are sickly and weak as well	20	28.57	14	20	22	31.43	14	20	-	-
Orphaned children are not attending school regularly	31	44.28	8	11.42	21	30	10	14.28		
Orphaned children are not clean or rather come to school being dirty and some come to school with dirty clothes.	38	54.28	-	-	18	25.71	14	20	-	-

Table 5 above, with regard to whether Orphan children's are challenged by lack of food shows that, 65(92.85%) though the degree vary agreed whereas only 5(7.14%) disagree. With regard to whether Orphan children's are challenged by high labor demand from those who are living with them, 57(78.56%) responded as they agree and strongly agree and 13(21.42%) of the respondents responded that they disagree with this concept.

Moreover, 100% of the respondent of the study responded that Orphan children's are challenged by lack of parental love. The same table also shows that, 52(74.28%) of the respondents agree and strongly agree and 18(25.72%) of the respondents disagree and strongly disagree with regard to whether Orphan children's are challenged by lack of school uniforms and learning materials. Additionally, 37(52.86%) of the respondents of the questionnaire responded agree and strongly agree and 33(47.14%) disagree and strongly disagree with regard to Orphaned children display behavioral and emotional problems when compared to non-orphaned learners. On the other hand, 40(57.13%) of the respondents of the questionnaire responded agree and strongly agree and 30(42.87%) disagree and strongly disagree with regard to feelings of isolation, rejection, unhappiness and shame, poor self-esteem and lack of confidence. The table also shows that, 30(42.85%) of the respondents of the questionnaire responded agree and strongly agree and 40(57.15%) disagree and strongly disagree with regard to Orphaned learners are quite sensitive when playing with other learners (high levels of sensitivity). It is also clear from the table that, 34(48.57%) of the respondents of the questionnaire responded agree and strongly agree and 36(51.43%) disagree and strongly disagree with regard to Orphaned children are sickly and weak as well. The analysis result also indicated that, 39(55.7%) of the respondents of the questionnaire responded agree and strongly agree and 31(44.3%) disagree and strongly disagree with regard to Orphaned children are not attending school regularly.

Finally, the analysis in table 5 above indicates that, 38(54.28%) of the respondents of the questionnaire responded agree and strongly agree and 32(45.72%) disagree and strongly disagree

with regard to Orphaned children are not clean or rather come to school being dirty and some come to school with dirty clothes.

The same as the current study, the study by Gondwe, (2005), indicated that though many governments provide free education through the public schools, many children especially orphans cannot afford to buy the required school uniforms, shoes, books and other requisites.

Table 6: Teachers response to questionnaire

Items	Always		Sometimes		Rarely		Not at all	
	F	%	F	%	F	%	F	%
To what extent orphaned children behave well in the class and outside the school environment?	-	-	20	28.57	15	21.43	35	50%
To what extent orphaned children attentive in their school activity	-	-	18	25.71	30	42.86	22	31.42
including performance and regular attendance?								
To what extent do orphaned children do write both home works and class works given to them?	-	-	23	32.85	9	12.85	38	54.28
To what extent do orphaned children are discriminated by non-orphaned children when they are doing different activity?	35	50%	20	28.57	15	21.43	-	-
To what extent challenges do orphaned children face challenges that affect their school performance?	42	60	15	21.42	13	18.57		
To what extent efforts are made by schools, educational stakeholders and the government to eradicate the challenges facing orphaned students and to foster academic performance of orphaned children?	-	-	-	-	13	18.57	57	81.43
To what extent you provide academic and financial support to orphaned students in their respective classes?	-	-	-	-	20	28.57	50	71.42
To what extent you have a plan of action for the enhancement of a good school performance to orphaned children?	-	-	-	-	17	24.28	53	75.71
To what extent you and your school establish a strategy to support the orphaned children financially or make close connection with educational stakeholders and Non-Governmental Organizations to support the orphaned children?	-	-	-	-	25	35.71	45	64.28

Analysis result in table 6 above with regard to; to what extent orphaned children behave well in the class and outside the school environment, indicated that 20(28.57%), 15(21.83%) and 35(50%) responded sometimes, rarely and not at all respectively indicating that they have behavior problem. On the other hand, for the second item (To what extent orphaned children attentive in their school activity including performance and regular attendance), 18(25.71%), 30(42.86%) and 22(31.42%) of the respondents responded sometimes, rarely and not at all respectively indicating that there is a problem in attending regularly their education and there is lack of attentiveness.

The same table also indicated that, 23(32.85%), 9(12.85%) and 38(54.28%) responded sometimes, rarely and not at all respectively with regard to; to what extent do orphaned children do write both home works and class works given to them indicating Orphan children do have problem in writing home works and class works given to them. Fourthly, 35(50%), 20(28.5) and 15(21.43%) of the respondents responded sometimes, rarely and not at all respectively with regard to; to what extent do orphaned children are discriminated by non-orphaned children when they are doing different activity indicating the presence of discrimination in schools. Fifthly, 42(60%), 15(21.42%) and 13(18.57%) of the questionnaire respondents responded always, sometimes and rarely respectively with regard to; to what extent do orphaned children face challenges that affect their school performance.

Furthermore, 13(18.57%) and 57(81.43%) of the respondent responded rarely and not at all with regard to; to what extent efforts are made by schools, educational stakeholders and the government to eradicate the challenges facing orphaned students and to foster academic performance of orphaned children indicating absence of effort in helping Orphan children in their school. It is clear from table 6 above also that 20(28.57%) and 50(71.42%) of the respondents responded as rarely and not at all respectively with regard to; to what extent you provide academic and financial support to orphaned students in their respective classes indicating no academic and financial support to Orphan children.

Additionally, 17(24.28%) and 53(75.71%) of the respondent responded as rarely and not at all with regard to; to what extent you have a plan of action for the enhancement of a good school performance to orphaned children indicating no plan of action for the enhancement of a good school performance to orphaned children. Finally, 25935.71%) and 45(64.78%) of the respondents responded as rarely and not at all respectively with regard to; to what extent you and your school establish a strategy to support the orphaned children financially or make close connection with educational stakeholders and Non-Governmental Organizations to support the orphaned children indicating no established strategy to support orphaned children.

The current study goes in line with, a survey by UNICEF (2006), and reports that there was lower prioritization of orphan children's education over other children within the household and lack homework support and encouragement in their education.

Basic Research Question 3: What are the roles played by the school (principals and teachers) in dealing with challenges facing orphaned children on academic performance in primary schools of Ilubabor zone?

From teacher respondents it was identified that: 1) there were no efforts are made by schools, educational stakeholders and the government to eradicate the challenges facing orphaned students and to foster academic performance of orphaned children, 2) No academic and financial support provide to orphaned students in their respective classes, 3) No plan of action for the enhancement of a good school performance to orphaned children and 4) No established strategies to support the orphaned children financially or make close connection with educational stakeholders and Non-Governmental Organizations to support the orphaned children.

From interview with school principals, it was identified that 1) No identified person in school to help, follow and monitor orphaned learners, 2) No remedial actions designed for Orphaned children attending education in your school, 3) No regular meeting with parents to discuss about Orphaned children's related issues, 4) No strategy at school level that aimed at helping or supporting Orphaned children academically and financially and 5) No mechanisms put in place to ensure an equal and friendly environment for all the children in the school irrespective of their unique characteristics.

5. Summary, Conclusion and Recommendation

In this chapter summary of the major finding of the study, conclusion, draw on the basis of the finding and recommendation that are assumed to be use full in alleviating Orphan Children's School Performance problem, Hindering challenges and the Role of the School in Iluababor zone primary schools

5.1. Summary of the study findings

The main purpose of this study was to assess Orphan Children's School Performance, Hindering challenges and the Role of the School in Iluababor zone primary schools. The respondents of this study were students, teachers and school principals. The data were collected by questionnaire, test, interview and observation.

The finding of the study revealed that, Orphaned learners perform poorly academically when compared to non-orphaned learners in primary schools of Iluababor zone, $t_{(100)} = -0.169$, $p < .05$. The challenges identified were lack of food, high labor demand from those who are living with them, lack of parental love, lack of school uniforms and learning materials, behavioral and emotional problems, feelings of isolation, rejection, unhappiness and shame, poor self-esteem and lack of confidence, high levels of sensitivity when playing with other learner, sickness and become weak as well, not attending school regularly and come to school with dirty clothes.

Quantitative data were collected through questionnaire from teachers and Qualitative data from interviews with school principals in order to the roles played by the school (principals and teachers) in dealing with challenges facing orphaned children on academic performance in primary schools of Ilubabor zone. The result indicates that: 1) there were no efforts are made by schools, educational stakeholders and the government to eradicate the challenges facing orphaned students and to foster academic performance of orphaned children, 2) No academic and financial support provide to orphaned students in their respective classes, 3) No plan of action for the enhancement of a good school performance to orphaned children and 4) No established strategies to support the orphaned children financially or make close connection with educational stakeholders and Non-Governmental Organizations to support the orphaned children 5) No identified person in school to help, follow and monitor orphaned learners, 6) No remedial actions designed for Orphaned children attending education in your school, 7) No regular meeting with parents to discuss about Orphaned children's related issues, and 8) No mechanisms put in place to ensure an equal and friendly environment for all the children in the school irrespective of their unique characteristics.

5.2 . Conclusion

Based on the major finding of the study the following conclusion were draws.

1) Quantitative results suggest that there is a difference in academic performance between orphan and non-orphan children ($t_{(100)} = -0.169$, $p < .05$.)

2) There are challenges faced by Orphan children in primary schools Ilubabor zone. The challenges include; lack of food, high labor demand from those who are living with them, lack of parental love, lack of school uniforms and learning materials, behavioral and emotional problems, feelings of isolation, rejection, unhappiness and shame, poor self-esteem and lack of confidence, high levels of sensitivity when playing with other learner, sickness and become weak as well, not attending school regularly and come to school with dirty clothes.

3) The current study clearly indicated that, there were no mechanisms used by teachers, school principals and other stakeholders in supporting Orphaned children to be successful in their school.

5.3. Recommendation

1). At School Level

- They often need additional support to cope with the emotional demands of having lost their parents.
- Orphans and vulnerable children are less likely to attend school or miss it so it is vital for the childcare advocates to maintain consistency within their schooling and educational needs.
- The teachers should carefully identify orphaned children in their classes so that they provide necessary support especially psychological help to improve their emotional wellbeing.
- Teachers should also educate non-orphaned students about the challenges normally faced by orphaned children to create awareness to other students about the t feeling and bad pain resulting from being an orphan.
- School principals should establish a system or a plan to identify needy orphaned students in their schools and take necessary actions to ensure that orphaned are learning better without any restrictions.
- Teachers should also play their roles to encourage the orphaned children to learn and provide necessary academic support when appropriate.

2). At the Government Level

- The ministry of education and other stakeholders should plan and establish regular seminars to enable teachers to be equipped with skills and tactics to deal with the challenges facing orphaned children's in their school performance.

3). At Community Level:

1. The Ethiopian values that tended to view "every child as every parent's child" should be restored and encouraged. Such positive Ethiopian values could help minimize the negative impact of Orphan learners.

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