THE ROLE OF THE SEVENTH DAY ADVENTIST CHURCH IN HELPING ORPHANS IN THEIR ACADEMIC PERFORMANCE IN PRIMARY SCHOOL EDUCATION

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ABSTRACT

This study was carried out to determine the role of the Seventh-day Adventist church in helping orphans in their academic performance in primary education in Getembe Division. The key findings revealed that orphanhood negatively affects the academic performance of the learners especially through lack of concentration in class caused by thinking about their deceased parents. The findings showed that the physical needs of orphans, such as nutrition and healthcare, can often appear to be the most urgent. But the emotional needs of children who have lost a parent should not be forgotten. The findings show that Government support is necessary to carry out necessary legal reforms and to enforce existing mandates concerning property rights, birth registration and equitable access to education.

Keywords: Seventh-day Adventist, orphans, academic performance

1.1 Background Information

A survey was done some years ago to study the feasibility of developing an Adventist rural development agency (ADRA) in Kisii Division. The Seventh-day Adventist church believes that

except the Lord builds the school they labour in vain that build it Psalms 127:1. So whether it is a Christian school, public school or whatever, the underlining factor is that the lord must be the foundation of that institution. If He is not, then ultimately all the work and all the buildings are in vain. The Seventh-day Adventist development Agency expressed the need for raising awareness in the community about the orphans living on their own and about the challenges that orphans experience "How can they help them? Since they don't know what all the problems are" It actually becomes quite clear that some people exploited the orphan girls and boys many of whom are continuously staving by giving them a little money or some food as payment for sexual favor hence they decided to build a school in which those who have no caretakers can be accommodated and for those who have caretakers but they are not treated well they can be supported by one way or the other. One of the schools which they have built is at Nyanchwa Seventh-day Adventist church they also work hand in hand with the government in helping the Kisii Children Home for the orphans. This agency is non-profit making and non-governmental Christian Agency which work hand in hand with the Seventh Day Adventist churches. They support orphans by caring them, offer them academic, psychological, and spiritual support, and also identify and nurture their talents. The Christian teachings are meant to assist orphans in dealing with long grief that may affect their educational performance. They are visited in their various schools in the Division and supported materially and financially (Irwin, 1990). Seventh-day Adventists believes that knowledge of this person God can never be divided by human reason alone but that God has communicated his nature purposes, and plans through divine revelation.

The old scriptures of the old and new testaments were given by inspiration of God and contain a revelation of his will to men, and they constitute for the church the only unnerving rule of faith and practice. The church accepts the counsel and writing of Ellen White as a spiritual gift to the

church. Her specific counsels on education have become a major guiding principle in formulating the church's philosophy of education (Martin, 2002). They ensure that its children and young people may receive a balanced physical, intellectual, social and spiritual education in harmony with denominational standards and ideas, with God as the source of all moral value and truth proverbs 22:6. His revealed mind and will are the criteria for right and wrong. The stated interest of the church is in the optimum development of the whole child for the purpose of glorifying God in every aspect of his/her life.

An orphan is defined by the United Nations as a child who has lost one or both of their parents. Orphans are often forced to care for younger siblings or sick relatives, meaning that they must forgo school or give up any jobs they may have. Further compounding their situation, children who have lost parents due to AIDS are often stigmatized and face discrimination. The issue of nurturing and educating children who are orphaned is a sociological and humanitarian concern. In case of inappropriately addressed, then the problem can extensively threaten the security and the commitment to the development of the country (Pong, 2000) states that decline in school investments that result from parental death have the potential to reduce the living standards of large numbers of African children throughout their lives, and to further slow African growth. In addition, because school enrollment is child-specific, we sidestep the problems associated with attributing expenditures recorded at the household level to the consumption of particular members such as orphans. According to Irish Aid Education Policy and Strategy OF 2008, education helps expand the choices and opportunities people have, thus enabling them to take greater control of their lives and escape the vicious cycle of poverty".

The Handbook of School Management defines education as the Life-long endeavour concerned with the ongoing exploration of new knowledge, skills, Insights and attitudes and their implications for daily life. In its openness to 'truth' to people in relationships and to the future,

education is profoundly ethical undertaking. Qualitative studies tend to support the finding that orphans face barriers to educational participation that are different from those of non-orphans, including stigma and frequent migration between households, but also point to the need for an expanded definition of child vulnerability that encompasses all children whose lives are affected by the AIDS pandemic (Oleke, 2007). Orphaned children have increased due to the political and social unrest that include; diseases pandemic, civil wars, domestic violence in homes, hunger and poverty. Due to inadequate safety nets, it is often up to Christian organization, local leaders, NGOs and the Government to carry out necessary legal reforms and to enforce existing mandates concerning property rights, birth registration and equitable access to education. Education performance means when a child does well in school that is a child is average or above average in his school work. There are some factors which contribute to the higher academic performance of learners such as pupils factors including pupil school attendance, physical and mental health and emotional wellbeing. Family and household environment factor which includes unexplained absence from school and school suspension. School environment factor includes teacher-pupil ratio and removal of the pupil from formal instructions.

1.2 Statement of the Problem

The acquisition of knowledge and skills and other things that are important and meaningful in life are transmitted to persons through formal and informal education. They determine his/her potential in future. Lack of good academic performance has been as a result of neglect and low attitude towards academic work of pupils and parents. Lack of basic needs, guidance and counseling and parental love seriously impedes intellectual development of a child hence reducing personal's long term productivity and thus there is need to understand the perceptions of orphans regarding the nature of the support that Seventh-day Adventist church gives to orphaned children in support of their academic performance in schools. The researcher was thus

interested in finding out the role of the church in addressing the challenges faced by orphans in their academic performance in primary education.

1.3 Objectives of the Study

The study seeks to address the following objectives;

i) To establish the extent to which basic needs influence academic performance of orphans.

ii) To determine the extent to which self-esteem and spiritual nourishment influence academic performance of the orphans

iii) To assess the extent to which guidance and counseling help orphaned pupils in their academic performance

2.1 Literature Review

2.1.1 The Roles of the Seventh-day Adventist Church in Addressing Problems Encountered by the Orphans in Their Academic Performance

Seventh-day Adventist church is a denomination or a faith-based congregation group who rest on the Seventh-day of the week that is Saturday. They have effectively dealt with stigma and discrimination among their members, by encouraging their members to provide support and care to orphans. Most of the orphans have adjusted fairly well and are able to cope with the loss of parents due to material support, grief therapy counselling, and psychosocial support. Therefore the Seventh-day Adventist church desires through all its educational programmes to help prepare children and youths for effective citizenship on this earth and for rewarding citizenship in the new earth. Moreover, it makes abundant provision for acquisition and interpretation of that which is appropriate from the store of secular knowledge and skills for mental, social vocational and physical development which are all the common long-term effect of orphanhood. They make sure the orphans have access to quality education psychosocial support and community-based

care for children and families affected by HIV/AIDS. They have mobilized and managed internal and external resources needed for quality care and support for orphans. They have created a supportive environment in which families, communities-based organization, civil society and the government advocates for the provision of essential services and reduce stigma and discrimination related to HIV/AIDS (Coolins, 2004). The church enhances self-esteem either as a means to the end of academic achievement or as an educational end itself. The churches also teach and encourage pupils to develop a healthy lifestyle, enabling them to enjoy personal health so that they can be of service to God and man.

2.1.2 The Extent to Which Basic Needs Influence Academic Performance of Orphans

Material support, grief therapy counseling, pre-primary education, psychosocial support, grassroots moral education and social activism are some of the services that FBOs provides to show their sense of care and in playing the critical role in supporting the healing process and in nurturing children so that they can cope with orphanhood to the needs of the (Olson, & Sand, 2005). In particular, less than 40 percent of orphans are likely to have missed school due to lack of food since starting primary, compared to only 23 percent of non-orphan in Botswana (Ainsworth, 2006). Due to this phenomenon HIV/AIDS, orphans have been affected psychologically. Abrams (1999) points out that the death of a parent marks an emotional and psychological watershed in a child's life. Orphans are always worried by the loss of parents and even fear to live in the house left by their parents since they find the environment very strange and intimidating due to the absence of the parents (Dwaine, 2000) As a result of various hardships, orphans lose hope in life as they grieve for the dead parents. Grieving is a process some children never stop, in addition, they are also stigmatized by the society because they are associated with the disease. Loss of parents always affects their school work and attitudes towards education and unfortunately, there would be no one available to readily help orphans

with their school work, and this leads to the decline of their academic performance. (Case & Ardington, 2006) Since the natural caring structure is facing several challenges ADRA has actively come up to help the orphans in order to continue with their education effectively. Increased medical costs associated with HIV AIDS reduce the level of domestic savings and investments that are crucial capital formation (Setswe & Skinner, 2008). The combination of chronic poverty and the HIV/AIDS epidemic have greatly stressed and drained community resources of wellbeing. Reports have emerged of orphaned children receiving less food, denied school fees, and forced to do more work. Most orphans are often hungry making them vulnerable to most of the common diseases.

Childhood nutrition is potentially one of the most severe and lasting consequences of prime-age parents' death. Nutritional status is lowered on surviving children because household income and food expenditure are reduced and less attention given to the child rearing. Childhood malnutrition serious impedes intellectual development hence reducing a person's long-term productivity (Crawford, 1990). A child who lacks sufficient food develops food efficient deficiency disorders such as kwashiorkor, marasmus, anaemia and night blindness. These disorders may affect to death or weak child who cannot attend school nor do any productive work at home. Many orphans in all spheres of life are struggling to survive on their own in child-headed households while others are compelled to live on the streets (Janssens, 1993). The Seventh Day Adventist church has come out with an organization known as Adventist Rural Agency (ADRA). They go round in orphan schools in the Division and support them materially. They have a medical care at Nyanchwa Mission Hospital where they are treated at low prices. They have Day Care Center and home-based care at Kisii Children Home where they support them with spiritual therapy by instilling good morals and accepted behaviour. The church supports them with learning facilities which enable pupils to have more materials for reference.

The church offers a relaxed learning environment, through which the child has enough time in concentration on school work. The girls are given good sanitation towels which give them comfort to work at their fullest potential skills that enable girls to increase their concentration and improve their academic performance.

2.1.3 The Extent to Which Self-Esteem Help Orphans to Achieve Their Academic Performance

This study investigated the self-esteem and academic performance of orphans. The main factors determining the formation of self-esteem of an individual are environment as well as people with whom the individual lives, who play a very crucial role in the moulding of the concept. These people are called the significant; others include parents, teachers, peers, Christians and sibling. Daniel (1982) claims that people describe a given individual in terms of various personality traits and when these traits are consistently applied the person often accepts them as descriptions of him or her. The church has come up with the first hand in giving out teachings on the self-concept so that the orphans can be self-content and feels as one with those with parents. According to Demo (2001), self-esteem is how one characteristically feels about oneself. Self-view is important in determining how one learns and behaves. He further reported that success or failure in schoolwork or life appear to depend as much on how a person feels about the qualities and attributes he or she possesses as on these qualities themselves. Formation of self-esteem starts in early childhood stages where the family socializes and shapes the child's self-esteem. Research in Kenya has suggested that there is a strong relationship between academic achievement and self-concept and this means that a learner with a higher self-concept will perform better in academic tasks than a learner whose self-concept is low, and it is further stated that self-concept has a strong relationship with academic performance. A pupil with a positive self-concept stands a better chance of performing better than a pupil with negative self-esteem

and thus pointed out that educators have become increasingly interested to enhance self-esteem either as a means to the end of academic achievement or as an educational end itself. Few studies have dealt with self-concept and its effect on school achievement in Kenya.

2.1.4 The Extent to Which Guidance and Counseling Help Orphaned Pupils in Their Academic Performance

According to Whiteside & Desmond (2001) children that have lost one or both of their parents to the virus HIV/Aids often experience psychological and social distress. Children are not immune from stigmatization. In cases of stigma, children begin to be rejected early as their parents fall ill with AIDS. Some children may be teased because their parents have AIDS, while others may lose their friends because it is assumed that proximity can spread the virus. Harsh cases of discrimination have been reported in many countries, including India and Trinidad & Tobago, particularly for HIV-infected children. They also experience various forms of stigmatization and discrimination. Orphaned children are also more likely to suffer from malnutrition. They often also lack the basic emotional and physical security that parents provide their children as they are growing up. Orphaned children often lack parental guidance. They also have less access to healthcare and medication. They have fewer opportunities to access education and schooling. They often lose their inheritance and other material possessions when they are placed with relatives. Orphaned children are more likely to become homeless and suffer from hunger, and they are also more likely to be forced to resort to crime in order to survive (Plenum & Carroll, 2003). If they are living with extended family members, they may be uncertain about their role within the existing family, and how much of a burden they are playing upon the family. They may also be uncertain about their education, and whether the family will be able to pay the fees to send them to school. On the other extreme, some orphans either fall outside of the extended family safety net and end up as street children, or they become heads of households, where they

are responsible for looking after their siblings and taking on the roles that their parents used to have. Such children often must face the everyday uncertainties of life on their own (Freshman, 2001). They are expected to forego their childhood and to assume the responsibilities of adults, which may include caring for younger siblings, growing their own food, and engaging in income-generating activities. Often, these young children are poorly prepared for their new adult roles. For example reported that " In Namibia, children left with small livestock – chicken and goats – saw many of their animals die, simply because they did not have the experience to care for them properly (UNAIDS, 2000).

A study carried out in Kenya found out that four out of five orphans who were learning in the rural area said they did not know where to go for information about their achievement in academic performance. Such uncertainties can severely affect the psychological and physical health of these children, and hinder their opportunities to become loving, caring, socially developed individuals (Ogina, 2007). In schools, there is an obvious lack of appropriate training of teachers in identifying psychological and social problems and therefore offering individual or group attention. In recognition of these problems, ADRA has a part to play in investigating the nature and extent of emotional problems among its sponsored schools and give advice on how to nurture their stress and continue with their education smoothly. There are other Christians Missionaries schools which offer free education and hospital care to attract converts such as Anglican Church of Uganda which operates over 969 primary schools. The Roman Catholic church which runs more than 1,146 primary schools, and there are 200 Muslim schools. There are also schools of higher learning, Roman Catholic seminaries, the Bishop Tucker Theological College, Bugema Seventh Day Adventist College which illustrate the range of institutions of higher education that are faith-based. These schools promote moral and ethical values, as well as patriotism, self-reliance, reading, writing and arithmetic. Orphans are helped by the Seventh-day

Adventist churches in the following ways: Mentally the churches help pupils to develop habits of accuracy, diligence, and sound judgment, based on Christian principles and provide academic training in a variety of subjects which allow pupils to move successfully to other learning institutions. According to (Mitchel & Collom, 2001), they help pupils to know how to learn as well as how to speak, read, write, and compute. Socially the churches help pupils to develop a desirable personality while learning to value, respect and relate to others in loving and considerate ways. The school wants to produce young people with sound interpersonal skills, with the ability to contribute to social progress, fairness and justice, and who can make a difference in the next generation. The churches also teach and encourage pupils to develop a healthy lifestyle, enabling them to enjoy personal health so that they can be of service to God and man. It also encourages and helps pupils to have a personal relationship with Jesus Christ, a true knowledge of God, and a desire to do His will.

3.1 Research Design

According to (Cresswell, 2003) research design ends at providing answers to research questions and control valuables. The research adopted is qualitative and quantitative survey design. It was appropriate because the researcher was to seek the opinion of participants with the aim of describing the nature of the existing phenomenon and establish the role played by Seventh-day Adventist church in helping orphans in order to succeed in their academic performance in schools.

3.2 Location of the Study

The study was carried out in Getembe Division, Kisii Central Sub-County, Kisii County in the former Nyanza Province of Kenya. The town is a driving distance of 309 km from the capital

city of Nairobi. Other major urban center's distances from Kisii town are Kisumu City, which is 114 km to the northwest; Nyamira at 23 km to the immediate north; Keroka at 25 km to the east; Kericho at 101 km to the northeast; Kilgoris at 46 km to the southeast; Narok at 165 km to the east; and Migori to the south-west 67 km which otherwise connects the town to the Kenya /Tanzania border at Isebania town a further 31 km south. The economy of Kisii town is derived from commerce and agriculture, with crops and fruit cultivated around the area include maize, managu, beans, bananas, pineapples, avocados, pawpaw's etc. Kisii town is dotted with tall commercial buildings and is ever-bustling with activity. Kisii is the fastest growing town in western Kenya thanks mainly to its high population, political stability and general tranquillity.

3.3 Target Population

The target population of this study is church leaders, orphaned pupils, teachers and other stakeholders. Orphaned pupils is used in this study because they are the one who is expected to have more information about the assistance they get from the Seventh-day Adventist church in learning process, the church leaders are the ones who play a great role in helping orphans and teachers are also used in this study because they spend much of their time with orphaned pupils during teaching and learning process. The target population for the research includes 175 respondents.

3.4 Sampling Procedure

In this study, a simple random sampling technique was adopted for data collection. The researcher sampled 50 church leaders, 90 orphans, 20 teachers and 15 other stakeholders that comprised of standard one to standard eight orphaned pupils, church leaders, teachers, and stakeholders in Getembe Division, Kisii County.

3.5 Research Instruments

According to Mugenda & Mugenda (1999), in social science research, the most commonly used instruments are questionnaires, interview schedules, observation forms and standardized tests. In the study, the researcher used questionnaires and interview schedules to collect data from the respondents.

3.6 Data Analysis

Data analysis deals with the process of data coding, data entry and analysis in order to make interpretation possible. Data analysis deals with the statistics to be used to analyze data, that is, the organization, interpretation and presentation of collected data (Miles & Huberman, 1994). Data in this study was collected by the use of both closed-ended and open-ended questionnaire items quantitative data is presented by the use of frequency tables and analyzed by use of percentages in consideration of the research questions. The qualitative data is read and categorized into distinct themes as shown by the responses of the respondents. These contributions are presented by the use of frequency tables and interpreted by use of percentages.

3.7 Ethical Considerations

To have the output of this type of research admissible in both academia and industry, it is necessary to obtain ethical approval from the University under which the research is being undertaken. An ethical approval will, therefore, be sought and obtained from the Ethical Committee, Kenya Methodist University. A research permit is also obtained from National Council for Science and Technology. The participants were asked not to write their names on the questionnaires to ensure anonymity and confidentiality on part of the respondents. This was important to protect them from any psychological harm or public embarrassment of identifying with the information given to researcher (Orodho, 2005).

4.1 Research Findings

4.1.1 Questionnaire Return Rate

A total of 230 questionnaires were given out to the respondents. Out of 230 questionnaires, 175 were received back. This resulted in a rate of 87.0%. The data from the questionnaires were then analyzed and presented in tables.

4.1.2 The Extent to Which Basic Needs Influence Academic Performance of Orphans

Table 4.1 Basic Needs

Statement	Frequency	Percentage
Improves their mental health	9	10.00
High concentration in learning	8	08.88
Enough reference material	12	13.33
Balanced diet enables one to remember faster	5	05.55
Relaxed and safe learning environment	10	11.11
Good understanding	2	02.22
Committed in learning situation	5	05.55
Reduces school absence	9	10.00
Improved access to education and retention	6	06.66
Promoting safe environment for learning	10	11.11
Provision of health and nutrition services	14	15.55
Total	**50**	**100.00**

Data in Table 4.2 above shows that most orphans (15.55%) responded positively on the effects of basic needs on their academic performance of orphans. This finding shows that most orphans were able to identify the effect of basic needs on their academic performance. The finding shows that 10% of the orphans said food improves their mental health. 5.55% of the orphaned said that they have reduced school absence due to most of them are in the orphanage. 2.22% said that they have a good understanding of the lesson because they are attending classes and thus they are engaged in fully learning situation. 5.55% said that the Balanced diet they are given enables

them to remember faster since a pupil with an empty stomach cannot be able to concentrate on learning.

4.1.2 The Extent to Which Self-Esteem Help Orphans to Achieve Their Academic Performance
Table 4.3 Self-Esteem

Table 4.2 Self Esteem

Statement	Frequency	Percentage
Potentiality to achieve what one most desires	18	20.00
Self-love and positive self-talk	9	10.00
Help one Set realistic goals	13	14.44
Encouraging sports or other physical activities	7	7.77
Supporting their pursuit of a passion	9	10.00
Enables one to have sense of belonging	15	6.66
Instill higher hope	12	13.33
Instill positive self-concept	7	7.77
Total	**90**	**100.00**

Data in Table 4.3 revealed that 20% of orphaned pupils participated in the study they agreed on the self-esteem as one of the means of achieving what one most desire, 14.44% of orphaned pupils said that self-esteem helps them set realistic goals. 07.77% said that high self-esteem instill positive self-concept that maintains emotional well-being and protect them against depression and anxiety. 16.66% said that self-esteem enables one to have sense of belonging and contends that children who like themselves tend to be cheerful, confident, curious and independent, trusts his/her own ideas, approaches challenges and initiates new activities with confidence, describes herself/himself positively and is proud of her/his work. 10.00% said that self-esteem supports their pursuit of a passion which arises automatically from within based on a person's beliefs and consciousness. 10.00% of the participants said that self-esteem occurs in

conjunction with a person's thoughts, behaviours, feelings it enables one to have self-love and positive self-talk. 13.33% said that self-esteem instils higher hope and tolerates frustration, perseveres in pursuing a goal and can handle criticism enhancing academic performance. 07.77% said that self-esteem encourages sports or other physical activities it occurs in conjunction with a person's thoughts, feelings and actions.

4.1.4 The Extent to Which Guidance and Counseling Help Orphaned Pupils in Their Academic Performance

Table 4.3 Guidance and Counseling

Statement	Frequency	Percentage
Help pupils gain insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over their feelings and actions	18	20.00
Assists pupils in moving towards the direction of fulfilling their potential or in achieving an integration of previously conflicting parts of themselves	12	13.33
Provides pupils with skills, awareness and knowledge this enables them to confront social inadequacies	15	16.66
Helps pupils gain some insight into the world of work, the realities therein and the relationships to their education and specialization	9	10.00
Helps pupils develop decision-making skills. Helps pupils to alter maladaptive behaviours	16	17.77
To help pupils' who are not working up to class Level to cope with their problems	20	22.00
Total	**90**	**100.00**

Data in Table 4.3 revealed that 16.66% of orphaned pupils participated in the study they agreed on the effort done by teachers especially on providing them with skills, awareness and knowledge this enables them to confront social inadequacies. 20% of orphaned pupils said that to take rational control over their feeling and actions guidance and counselling help them gain insight into the origins and development of emotional difficulties, leading to an increased

capacity. 22% said that counselling helps those who are not working up to class level to cope with their problems even when their teachers become harsh towards their problems and they don't listen to them. 17.77 of the pupils said that guidance and counselling have helped them to alter maladaptive behaviours and now they have a positive human relationship as a means of managing conflicts. 13.33% said that guidance and counselling assist them in moving towards the direction of fulfilling their potential or in achieving an integration of previously conflicting parts of themselves. 10% of orphaned said that they are helped to gain some insight into the world of work, the realities therein and the relationships to their education and specialization.

5.1 Conclusions

The faith congregation group and religious leaders have effectively dealt with stigma and discrimination among orphaned pupils, by encouraging their members to provide support and care to vulnerable children through their support groups. Most of the orphans have adjusted themselves well and are able to cope with the loss of their parents. The school feeding programmers' has also changed the perception of the orphaned pupils in the rest of the community and further reduced stigma and discrimination by uniting guardians and clans. The findings indicate that orphanhood affects the academic performance of the learners especially through lack of concentration in class caused by thinking about their deceased parents. The study also highlighted that Seventh Day Adventist church is helping the orphaned children to cope with their academic needs in terms of assignments and through tutoring offered by their local staff. In addition, and more importantly, the guidance and counselling combined with spiritual therapy offered by the SDAs to the orphans helped to address their psychosocial and emotional needs leading them to cope with orphanhood as well as improve their academic performance. However, the study has also shown that due to a limitation in terms of both human and material resources, the SDAs are only focusing on orphans within the division. The limited resources denied the

SDAs the opportunity to reach out to the majority of orphans. SDAs need increased government support in terms of capacity building in order for them to enrol as many orphans as possible. Lastly, there tends to be lack of emphasis on advocacy for the rights of orphans by both the government and SDAs. Also, necessary support in terms of teaching and learning materials should be provided to enhance the academic performance of orphaned pupils. Based on the findings of the study and data analysis it was found out that most of the church leaders in the division did not have a well-established scheme to identify and provide academic and financial support to orphaned pupils in their respective homes. The Seventh Day Adventist churches desire through all its educational programmes to help prepare children and youth for effective citizenship on this earth and for rewarding citizenship in the new earth. The government maintains a highly developed state system for making citizens; but in addition to being patriotic, law-abiding citizen, Seventh-day Adventists want their pupils to be loyal conscientious Christians in every sphere of life.

5.2 Recommendation

In line with the conclusions stated above, the following recommendations are suggested: The other religious organization should join SDAs to provide necessary support especially psychological help related to the trauma of parental death. Teachers in primary schools should educate nonorphaned pupils about God's love towards a human being that is by saying all we are equal on God's side and nobody should undermine the orphaned pupils. This will also eliminate any trace of discrimination among pupils. Head of schools should establish a scheme to identify the needy orphaned pupils in their schools and take necessary actions to ensure that orphaned pupils are learning like any other pupils. There should be improved access to quality education psychosocial support and community-based care for orphaned children and families affected by HIV/AIDS. The church should mobilize and manage internal and external resources needed for

quality care and support for children and families affected. The orphaned pupils in public primary schools should be encouraged to learn and participate fully in the learning process and be involved in the whole lesson. Teachers should play their roles to encourage the orphaned pupils to learn and provide necessary academic support when it is inappropriate. Also, necessary support in terms of teaching and learning materials should be provided to enhance the academic performance of orphaned pupils. Finally, it is advisable that schools initiate and establish feeding programmes at least to help those children who are not able to meet breakfast and lunches.

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