AN ASSESSMENT ON THE CHALLENGES FACED BY ORPHANS IN EDUCATION IN TANZANIA

MOROGORO DISTRICT

BY

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A DISSERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES IN PARTIAL FULFILMENT FOR THE REQUIREMENT OF THE AWARD OF BACHELOR OF ARTS SOCIAL WORK AND SOCIAL ADMINISTRATION AT KAMPALA INTERNATIONAL UNIVERSITY.

2008
DECLARATION

I Isolide Sylvester Massawe declare that this dissertation has never been submitted for a degree award in this university or any other institution of high learning. All the information in this report is based on my findings and observations and where I have used to work of other persons due acknowledgement has been given.

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Date .................................................. 26/05/08
APPROVAL

This dissertation has been submitted for examination and acceptance with my approval as the supervisor.

Signature ........................................

MS. SIDONIA ANGOM

SUPERVISOR

Date ........................................

26/05/08
DEDICATION

This research study is dedicated to the following persons; My father Sylvester Kyomon Massawe, my Mummy Christine Tarimo, they have been a source of conceived the original vision for my education, encouragements, love and inspiration. Without them by my side this course would have remained a nightmare. Because of their encouragement and prayers, I have managed to complete this study and also the whole course.

My brother, Ivor Sylverster who struggled to see to it that I attain my first Degree as well as for his love, encouragement and prayers, also my young sister Osyth Sylvester for her love and patience.
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Lastly, special thanks go to all my family members, for their patience, love and encouragement while carrying out this challenging research and studies.

May God bless you all.
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>FAO</td>
<td>Food and Agricultural Organization</td>
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<td>HIV</td>
<td>Human Immune Virus</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>MOH</td>
<td>Ministry Of Health</td>
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<td>MOE</td>
<td>Ministry Of Education</td>
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<td>MOES</td>
<td>Ministry of Education and Sports</td>
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<td>NGOs</td>
<td>Non - Governmental Organizations</td>
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<td>TBDS</td>
<td>Tanzania Bureau of Development and Statistics</td>
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<td>TNHS</td>
<td>Tanzania National Household Survey</td>
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<tr>
<td>UN</td>
<td>United Nation</td>
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<tr>
<td>UNDP</td>
<td>United Nations of Development Programme</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>UWESO</td>
<td>Uganda Women’s Efforts to Save Orphans</td>
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<tr>
<td>WAVUMO</td>
<td>Waishisho na Virusi Vya Ukimwi Morogoro (people living with HIV / AIDS in Morogoro)</td>
</tr>
<tr>
<td>WB</td>
<td>Worlds Bank</td>
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<td>XBF</td>
<td>Xavier Bangnould Foundation</td>
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ABSTRACT

The study focused on the challenges orphans faced in education in selected secondary schools in Morogoro District, specifically to find out those common challenges which they faced in education, through investigate their fellow students who are not orphans but they used to study with orphans. Students, also to investigate teachers, patrons or matrons to know if their aware of challenges orphans faced in education as well as if they have possible solutions for those challenges orphans faced in their schools, and also to suggest possible solutions and generate possible rehabilitation measures on how orphans can be handled to over come those challenges which they faced in education.

The study was conducted in Morogoro District. The researcher used random sampling to select five secondary schools both government secondary schools and private secondary schools. The study employed interviews, questionnaires and focus groups discussion to collect data from respondents. The researcher found out various challenges orphans faced in education and the identified challenges were; problem of school fees, inferiority, discrimination both from their students and teaches, poor performance and among others. The study came up with a number of conclusions, for example due to those challenges orphans faced in their education, it end up for orphans to drop out from schools, others become street children, increased number of child labour, psychological problems among others.

The study recommended that all stakeholders in education such as guardians, teachers, churches, local councils, elders, community leaders, Non Governmental Organizations (NGOs) and entire community should be involved at all level of support such as to provide school fees, uniforms, shelter, food and many others to orphans who faced challenges in education. Also education manages to endeavour to encourage teachers, other students who are not orphans and society to develop a positive attitude towards orphans through encourage, support them either in cash or in kind.
CHAPTER ONE:

1.0 BACKGROUND TO THE STUDY:
An orphan can be defined as a child below 18 years of age who has lost one or both parents. This definition matches that being used by most (but not all) governmental and other organizations in Tanzania concerned with orphans and other vulnerable children and it include potential, maternal, and double orphans. This definition is also in line with the one used by the UN connection on the rights of the child.

Children become orphans because one or both of their parents dies at a relatively early age. As in all countries, there have always been orphans in Tanzania, and a larger and larger proportion of the orphans in the Sub Sahara countries are the result of the AIDS pandemic that is afflicting not only Tanzania but also all of Africa.

Different estimates of current (as of the year 2000) number of orphans in Tanzania have been reported, with a low of 1.1 million to a high of 2.35 million children in a total population of 23 million people. The Tanzania National Household Survey (TNHS) of 1999 – 2000 estimates that 330,000 (20%) children have lost both parents, 330,000 (20%) have lost their mother and 990,000 (60%) have lost their father, we can see that the total number of orphans amount to 1.65 million (Tanzania Bureau of Statistics (TBDS, 2001). These numbers are based on a survey of 10,700 households, out of a total of 4.2 million in Tanzania carried out in all but four districts (Morogoro, Bukoba, Iringa and Mbeya) of the country.

Whether orphans are living with a widowed mother, grandparents, other relatives, in child-headed situations or in institutions, their caregivers and households face significant challenges due to the extreme poverty.
Orphans faced various challenges including in social-economic impacts on education sector. In education sector, orphans faced challenges such as inadequate food, lack of clothing, lack of access to medical care, inadequate resources for schooling or materials and generally financial scarcity, while inadequate food, health care and education support were particular problems for other caregivers of orphans (Ministry of Health MOH, Brazil, 2001, Former et al, 2001).

Clearly, however, many orphans families in Tanzania that need assistance are not receiving it. Much has been written about approaches to providing support for orphan caregivers (UNDP, 2001, Drew et al 1998). The studies tends to focus on both the direct provision of basic needs to orphan like food, shelter, clothing, educational support as well as on developing broader anti-poverty mechanism such as income-generating projects and revolving funds, also this survey specifically asked caregivers for their suggestion on how they could best be assisted in raising orphans in education, the most common responses were provided education-related support, including school fees, scholastic materials and uniforms (47%), provide credit for income-generating project (37%), give food (31%), provide clothing (23%). These responses broadly shows orphans also have the right of education like others who are non-orphans. “I want to be a teacher when I finish school. I do not know whether I will finish. It is very expensive. I need a uniform, books, pencils and a school bag” (Musing-u2I, Age Eight, Mbarara District in Uganda).

1.1 STATEMENT OF THE PROBLEM:
Orphans are living with a widowed mothers, grand parents, other relatives, in child-headed situation, or in institutions, their care givers and households faced significant challenges. As new orphans are created and the absorptive capacity of the extended family system become over taxed, orphans and their caregivers will face exceedingly strained circumstances, whether it is due to extreme poverty, HIV status, abuse or a combination of factors. Moreover because of the seriousness of the pressure and the growing numbers of orphans who need care in education we expect that more and
more children will overflow into the street orphanages, and into a variety of circumstances that we view as “especially difficult”.

We consider the following circumstances in which many orphans live to be especially difficult; orphans in households separated from their siblings, orphans in grandparents headed households, orphans in child-headed households, orphans who have become street children, orphans in institutional care, including orphan villages of various kinds, orphans in especially impoverished households, orphans in abusive households and orphans who are being used as a child labourers away from their households.

In Tanzania under part II of the children statute 1996, “a child has the right not to be made to work or take part in any activity whether fore pay or not which is likely to injure the child’s health, education, mental, physical and moral development”. “I am orphan child who needs to be attended to like other children in education” (Child head of household, Katakwi District in Uganda, 2002).

1.2 RESEARCH OBJECTIVES:

1.2.1 GENERAL OBJECTIVE OF THE STUDY:
The general purpose of research is to find out those challenges which orphans faced in education.

1.2.2 SPECIFIC OBJECTIVES OF THE STUDY:
The following were the main objectives of the study, which aims at reducing challenges faced by orphans in education:

(i) To determine how society responds about education to orphans in Morogoro district.
(ii) To determine the number of orphans in school (secondary schools).
(iii) To find out those various challenges faced by orphans in education sector.
(iv) To establish strategies by orphans to improve on their education challenges.
1.3 SCOPE OF THE STUDY:
The research was carried out in Tanzania within Morogoro district and was sought to find out the general reactions and views society have towards the education to orphans, assess whether society has positive or negative attitudes towards orphans in education especially the challenges which they faced.

The research was carried out in the five secondary schools namely, Forest Hill secondary school, Kigurunyembe secondary school, Mzumbe secondary school, Morogoro secondary school and Junior seminary secondary school those are private and public secondary schools.

Also this research mainly focused on finding solutions which could be used in reducing challenges faced by orphans in education, in order to help them in academically as well as to improve their knowledge and skills in their lives.

Thirty respondents were randomly selected using the sample method. Five key informants, twelve orphans and six students who are not orphans, seven guardians focused group discussion will be help plus some field reports, intrene as well as text books.

1.4 SIGNIFICANCE OF THE STUDY:
The research became interested in the study because of the out cry about the challenges faced by orphans in education among Tanzanians and the whole world at large.

The result of this study used to supplement on already existing efforts to combat orphans among Tanzanians. This can be done through educating society about the importance of education in orphans to all Tanzanians including the youth, since they are the future nation.
The research will help the community members, relatives and guardians of orphans to understand the nature and the challenges experienced by orphans in education and thereafter will be able to offer a helping hand to them, but not looking at them as misfortunes that can not be of any use to the community and the country as a whole.

Also the research study will benefit the policy makers to understand the challenges experienced by orphans in education and as a result will be able to design a good policy that will favour them.

The research will help the public to understand, acquire more knowledge and skills about how to carry out researches and emulate issues in the right manner.

The research will also help responsible people responsible (such as relatives, guardians as well as community at large of the orphans) to provide equality education to orphans, to undermine the implications of refusing to take care of orphans in education and thereafter will be able to handle them so well, like any other person who hasn’t orphans.

The research will also be of great help to researchers to understand clearly the nature of problems experienced by orphans in education, causes and impacts of those challenges to them.

The research will be useful to the Ministry of Education in determining the underlying problems that are still facing orphans in education.

The study will provide information and recommendations that may bring a change in the implementation approach of orphans in education.

And finally, the study will be very important because it will help to investigate the different groups such as head masters / head mistresses, households, students,
education officers towards orphans in education. This is because people have divergent views and attitudes about it.
CHAPTER TWO
LITERATURE REVIEW:

2.1 INTRODUCTION:
This chapter emphasizes on the main challenges faced by orphans in education, it will start by looking at the general challenges orphans faced in education while reviewing the available literature on challenges faced by orphans in education and acknowledging the authors who have studied the challenges faced by orphans in education among society. This view will be both national and international.

2.2 LACK OF FOOD:
Orphans in education run a greater risk of being malnourished than children have healthy parents to care for them. Some of the children (orphans) Goromonzi in Zimbabwe have been eating grass when there is no other food at all (The Goromonzi project, 2006 – 2007).

2.3 HOMELESSNESS:
Traditionally, upon the death of a man, all his property will go to his brothers and not to his wives and his children. This can lead to homelessness for his grieving family cases the boys are turned out from their birth home to find other abodes for themselves. More often taken in by their relative, but are often used as household grudges and in most cases, denied their rights and chances to be educated. (The Goromonzi project, 2006 – 2007).

2.4 THE LACK OF EMOTIONAL SUPPORT:
With adult dying prematurely, orphans children are forced into early adulthood without the guidance they need to survive. They then have to adjust to that crisis, with little support and may suffer exploitation and abuse. Anxiety, depression and anger were found to be more common among orphans than other children who are not orphans particularly in education.
2.5 WORK LOAD:
Children (orphans) who have lost one parent continue to live in the core of surviving
parent of member, but often have to be on the responsibility of doing the housework,
looking after siblings and caring the sick or dying parent. As their parents become
increasingly ill due to HIV and are no longer able to work and care for the children,
they must take on the adult responsibility of care givers. They are forced to be
sufficient enough long before they are able to succeed it.

2.6 POOR ENROLLMENT OF ORPHANS IN SCHOOLS:
Orphans are likely to be in families where finances are limited and poverty extreme.
Education for the orphans in the household is unpredictable and children may take
long to be enrolled in schools or not at all. The increasing numbers of orphans will
pose a challenge for the achievement of the goals of education for all (EFA) and may
lead to increasing poverty for the orphans when they reach adulthood.

2.7 ABSENCE OF LIFE SKILLS AND PRACTICAL KNOWLEDGE:
Orphans miss out valuable life-skills and practical knowledge that would have been
passed on to them by their parents had they not been ill or deceased. Without
education are more likely to face social, economic problems in their adulthood (The

2.8 REDUCED SCHOOL ATTENDANCE:
According to a World Bank publication on AIDS, the 1995 school enrolment rate to
Uganda orphans was 70% compared with nearly 80% among non-orphans (World
Bank, 1997). Other survey found that following the death of a parent, a Uganda
child’s chances of attending school fall by one-half, while those who stay in school do
so only sporadically (International Labour Organization ILO, 2000). There is also
evidenced that all children in the households with orphaned children and not just
orphans suffered a problem of attendance. Interviews with orphans suggest that
access to education remains a critical issue for many orphans especially those of
secondary school age. The cost of uniforms, school fees and materials and labour
demands continue to affect orphan’s school attendance (Bollinger et al, 1999, FAO, 1995).

2.9 LACK OF SCHOOL FEES:
In Kampala, Uganda, 47 percent of households assisting orphans lacked money for education, compared with 10% of those households similarly placed but not charged with the responsibility for caring for orphans (Muller and Abbas 1990). Lack of money was a major problem mentioned by orphans in Northern Uganda, especially among school age orphans.

2.10 GENDER INEQUALITY:
On school attendance and completion by gender and age groups. As for gender issues, evidence based on cross-country data suggests that, for school enrollment, female orphans are not disproportionately affected compared with male orphans (Ainsworth and Filmer 2002; case, Paxson, and Ablidinger 2002) country-specific studies, by contrast, show that female orphans are at a significant disadvantage. In Rwanda, for example, a much higher proportion of female orphans than boys are not in school and female orphans are also engaged in paid and unpaid work for much longer hours than boys (Sirot, Subbarao and Wodon, 2003).

2.10.1 THE GIRL ORPHAN:
The girl orphan in Tanzania lives in a precarious environment where economic, social and cultural factors are biased against the female child in general. For the female orphan, the basic tenets of human rights are challenged by her gender. The female orphan is more often withdrawn from school earlier than the male when resources dwindle to help at home, work in the field, and/or to care for a sick member of the family (Foster and Williamson, 2000). In communities where bride wealth is a continuing cultural custom requiring men to provide the family of bride-to-be with cows and other assets, the female orphan may be encouraged to marry early to provide her family with a windfall of animals and other assets that may be used for
the sons in the family to marry. In Uganda, as many Ugandan traditional customs evolve, this practice is becoming less common.

2.10.2 THE BOY ORPHAN:
The boy orphan in Uganda especially as a young adolescent between the age of 10 and 18, face particular challenges as a result of his gender. Field survey interviewed 310 orphans of whom 35% were males and 45% were females. Among the 60 non-orphans who were living in the orphan households and were interviewed as part of this study, 43% were male and 57% were female. This preponderance of males among the orphans were interviewed and females among the non-orphans were interviewed was not borne out in the larger sample of all children in 326 households visited. (Barton and Wamai, 1994).

2.11 DISCRIMINATION AND STIGMA:
At schools, orphans may singled out or rejected by the schoolmates (AIDS orphans), which can create barriers to health care, education and access to social events. In the study conducted in Nshamba and Kagera, Tanzania, all orphans interviewed reported harassment by schoolmates and peers (Humuliza / Terredes Hommes Switzerland, 1999). Similar funds were reported in Malawa, where some orphans described having stones thrown at them, being insulted, or having less aces among other things, to food, material items and school opportunities than other children in the households (Mann, 2002).

2.12 RISK OF HUMAN CAPITAL EROSION:
Erosion of human capital is probably the biggest challenge risk orphans face in much of Africa. Exposure to multiple risks has critical impacts on school enrollments, health and the health and nutritional status of several million vulnerable children. The probability of not attaining the millennium development goals is particularly high for orphans located in countries experiencing risk compounding – that is an orphan in a country emerging out of years of civil conflict and subjected to a severe covenanted shock such as drought might face multiple risks and be very vulnerable to dropping
out of school compared with another orphan placed in a country facing fewer overall challenges (Scaens, Subbaroa, and Wodon 2003). In the similar case, the survey was conducted in close association in with the international association for the education achievement, which has 40 years experience with international comparative studies on education achievement (Wobmann, 2000).

The result indicate that students in the middle schools years living with both parents performed better than those who haven’t parents, children in schools where parents play a part in curriculum development were better performers and, those who are orphans were poor performer (Gilborn et al 2001).

2.13 POVERTY AND STATUS:
Some attempts have been made to disentangle orphan status from poverty status, both for a cross-section of countries and for some individual countries. Data drawn from 10 countries suggest that orphans in African on average live in poorer households than non orphans (case, Paxson and Ableidinger 20002). Indeed, the death of a father can have a disastrous impact on the welfare (wealth / income) because of the cost of a funeral, the loss of income and the risks of losing one’s property (World Bank 1997, cited by Foster and Williamson 2000). Evidence also shows that orphans’ care tends to full more and more on the poorest homes – for example, those headed by the elderly or women.

Moreover in some cases the death of one or both parents is followed by the dissolution of the family, leading to the integration of orphans into a new household, which make the dependency ratio less favorable (Urassa and others 1997). Evidence from Rwanda also shows due to higher level of dependency ratio to orphans makes it to difficult for them to access education (Siaens, Subbarao and Wodon 2004). Calestina Adongo, at age 15 years was in class four in Kenya. She could have already been in high school but poverty and her status as an orphan kept her behind. Only when free primary education was announced did she see hope on the horizon.
However, she feared her dream would be unfulfilled because her guardians could not afford the exercise books and writing equipment she needed.

2.14 LACK OF SPONSORSHIP:
Tertiary education at Makerere University in Uganda is fully subsidized by the government, including tuition, room and board for those who qualify for priority admission through high grades, other students may be admitted with lower grades but are fully subsidized. Yet another set of children can enroll as private students and assume the cost of tuition, room, and board. When primary education became a priority of the country, tertiary education was in danger of becoming fully privatized (Ministry of Education and Sports (MOES, 1998), Orphans would have been hit particularly hard by this policy, for without sufficient financial support many would be unable to attend secondary let alone tertiary education. A few exists of orphans who were exceptional students and gained sponsorship for their tertiary education both in Uganda and abroad (interview with Uganda Women's Effort to Save Orphans (UWESO) and Francois – Xavier Bagnould Foundation (XBF), Luwero, May 2001.

2.15 LACK OF CHOICE IN EDUCATION:
Many orphans or their guardians choose vocational training after primary education because it is less expensive, the course is of shorter education, and it allows the child to acquire marketable skills. The Ugandan government is considering the expansion of available opportunities within primary schools for vocational training that would allow a P.7 graduate to leave with a skill that is desired by the labour market. (AIDS Orphans Education Trust Uganda, 2001).

2.16 INEQUALITY IN EDUCATION:
In Uganda still instead education is free (UPE) and most of the orphans are involved in Universal Primary Education but those orphans faced with various problems such as those schools face lack of adequate classrooms, desks, chairs, blackboards and other supplies. More classes need to be built to accommodate the increased enrollment of students at the primary level. Minimum students that are not necessarily onerous but
are creative in utilizing locally available resources need to be set to ensure that classrooms are conducive to learning (MOE, Education Abstracts, 2001).
CHAPTER THREE

METHODOLOGY:

3.0 INTRODUCTION:
This chapter contains methods and procedures that were used by a researcher to obtain the research data. It gives the population used to obtain data. The study is an assessment on the challenges faced by orphans in education among society in Morogoro district.

3.1 RESEARCH DESIGN:
In this research, the researcher intends to use both the qualitative and quantitative methods.

The quantitative method was used to determine the percentage of orphans who faced challenges in education, regarding the age and sex group mostly affected.

The qualitative method was used to investigate on key informants (teachers, patrons or matrons) who are closely in education with orphans.

3.2 SAMPLE SELECTION AND SIZE:
The researcher used a sample of 30 respondents who were randomly selected. 12 orphans who were in schools, 7 guardians (focused group discussion), 6 other students who were not orphans and 5 teachers, matrons or patrons (key informants). This was done in that way to avoid obtaining biased information.

3.3 DATA COLLECTION METHODS:
The researcher used the questionnaires. The questionnaires were both in the closed and open ended questions. This made it possible for the researcher to capture as many ideas and views as possible from respondents. Direct observation was also
carried out by the researcher to observe the conditions of the orphans and their challenges they faced in education.

3.4 DATA ANALYSIS:
The qualitative technique was used to analyze the data that were collected from the opinions, ideas and feelings of the respondent. Tables, graphs and pie charts were used since they were easy to interpret. The quantitative data frequencies and percentages were used by the researcher when interpreting the data from the field.

3.5 LIMITATIONS OF THE STUDY:
The study was affected by financial resources. The funds were limited due to the continuous movement from one place to another in search of the respondents because some of secondary schools were too far from town, while administering questionnaires, printing of report and many other petty problems that were not likely to be transport and other logistics things. However, the researcher tried to work hard to overcome these constraint and produced quality work.

Also some respondents were suspicious as to why the researcher wanted information about challenges faced by orphans in education. Because of this, it was probably possible that some relevant information was not captured or may have been exaggerated. However, the researcher was tried to overcome that situation by assuring the respondents of confidentiality of information and the assured them that the study was for academic purposes only.

A lot of time was spent on interviews mainly because people to be interviewed wanted to do it at their convenience and feared, to be penalized if they concede their ideas or awareness about challenges faced by orphans in education. This, at times forced the researcher to revisit particular respondents notably during the evening and weekends especially households. Some respondents were asking for money in order to give relevant information they had about challenges face by orphans in education among society in their respective areas.
CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF RESEARCH FINDINGS:

4.0 INTRODUCTION:
This chapter presents the results of the study, in relation to the study objectives. Data was presented in the beginning with the respondents background information, in this case which is orphans students, students who are not orphans, guardians, teachers (matron or patron). The descriptive statistics of the study are also presented, analyzed and interpreted.

Presentation and analysis of the collected data was completed by using percentages in order to show the distribution of the respondents on the various questions items. Table and graphs were used in the presentation of data.

The percentage (%) was obtained using the formula;

\[
(\%) = \frac{n}{N} \times 100
\]

Where; \(n\) = number of respondents

\(N\) = Total population

4.1 DATA ANALYSIS:
The researcher explored the respondents background because it has implications to the results of the study which portrays the respondents that anticipated in the study were of the different background. Characteristics range from their social and economic situation. The researcher was interested in establishing the distribution of respondents. The results are presented in table (1).
TABLE 1: DISTRIBUTION OF RESPONDENTS:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORPHANS STUDENTS</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>GUARDIANS</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>STUDENTS WHO ARE NOT ORPHANS</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

In the above table (1), it is indicated that the study involved different categories of respondents in the area of study. The majority of the respondents (40%) were orphans students who faced challenges in education. Respondents from guardians were (23%), another category of respondents were students who are not orphans but they used to study with orphans at the same school with (20%).

Also (17%) of the respondents were teachers which included both the matrons and the patrons who used to deal closely with orphans students at school. The results indicated that the respondents were taken from all corners of the school administration as well as outside the school and this made it possible to gather adequately the challenges orphans faced in education.
The researcher further explored the age of respondents in the area of study. Table 2 shows the descriptive distributions of the age of respondents. A large number of respondents (43%), were between the age category of 15-24, and by the fact that the majority of them were students who were not orphans were willing to participate during study.

Another category (20%), of the age 25-34 were teachers respondents, who used to receive different problems from orphans at school. The Guardians were (10%) in the age group 35-44 years. Followed by (20%) of the respondents were in age group 45-55. The fact that minority of the respondents about the challenges orphans faced in education were not well knowing to them.
TABLE 3: THE GENDER OF THE RESPONDENTS:

<table>
<thead>
<tr>
<th>SEX</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEX</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td>MALE</td>
<td>16</td>
<td>53</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

From table (3), regarding the sex composition of the respondents (53%) of respondents were females. This implies that majority of females responded to this interview than male because male were in most case unavailable at the time of this questionnaire.

Also the above picture indicates that in the selected schools there were more females than males.

TABLE 4: MARITAL STATUS OF RESPONDENTS:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGLE</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>MARRIED</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>DIVORCED</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Table 4 above indicates marital status of respondents. (60%) were majority which among them were orphans and students who are not orphans, this shows how orphans preferred education before they got married, the following respondents were
The researcher also discovered that the reason for those orphans to get married early, it was due to various reasons such as lack of school fees, advisors and as a matter of fact poverty. Also (7%) were divorced respondents.

**TABLE 5: RELIGIOUS AFFILIATION OF RESPONDENTS:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSLIM</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>CHRISTIAN</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Table 5 indicates that the majority of the respondents (77%) were Christians, this happens due to the selected schools which were under Christian church, it also implies that within the selected areas of research Christians were many as compared to Muslims (23%).

**TABLE 6: LEVELS IN AWARENESS OF CHALLENGES OF ORPHANS FACED IN EDUCATION:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORPHANS</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>STUDENTS WHO ARE NOT ORPHANS</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>GUARDIANS</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data
According to table six above, respondents had different levels of awareness about the challenges orphans faced in education, (40%) were students who used to study with orphans at the same schools, these students were aware of the challenges which their fellow students (orphans) faced. This is because, orphans they were free to talk with their friends about challenges they faced.

Also (23%) were orphans who faced various challenges in their education, the interval of percentages between it differ this is because a researcher discover that not all orphans who were in schools had faced challenges, some of them did not faced any challenges due to the good care from their guardians, schoolmates, classmates, as well as from people who supported them. Guardian’s respondents were (20%), this implies that they had responsibilities to orphans in education.

Another category of respondents were teachers (17%), which shows they had little awareness about challenges orphans faced in education, this is because of the poor record keeping concerning the total number of orphans in their schools, carelessness and irresponsibility to orphans students particularly in private schools because they are in most cases after money or business.

**TABLE 7: HOW ORPHANS STUDENTS EXPRESS THEIR VIEW ON DIFFERENT STAKEHOLDERS TO OVERCOME THEIR CHALLENGES WHICH FACED IN EDUCATION:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOVERNMENT</td>
<td>14</td>
<td>47</td>
</tr>
<tr>
<td>NGOS</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>GUARDIANS</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>INDIVIDUALS</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data
According to the content of analysis from table (7), (47%), of the respondents to the challenges faced by orphans in education suggested to the government should overcome these challenges as it has power and access to link with different stakeholders.

And also because it has a variety of enabling potentials and resources of which could be used to empower these people. (23%) were respondents who suggested individuals should as well assist in alleviating or reducing challenges that these orphans face in education, (20%) of respondents argued guardians to have full responsibilities in the bid to overcome these challenges because, they are the ones who stay and take care of these orphans.

Also they should create conducive environment which will allow these orphans to express the inner feelings. (10%), argued that through some of Non-Governmental Organizations had funds to support orphans in education but the services does not reach to the right targeted groups (orphans).

**TABLE 8: SERVICES WHICH ORPHANS RECEIVED FROM STAKEHOLDERS TO OVERCOME THEIR CHALLENGES THEY FACED IN EDUCATION:**

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>SCHOOL FEES</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>ACCOMMODATION</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>CLOTHES</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>RECEIVE ALL SERVICES</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>OTHER SERVICES</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary data
From table 8 above, illustrates the respondents’ view about the services which received from stakeholders to help them to overcome challenges they face in education. The majority of respondents were (30%), who received accommodation services from different stakeholders, while (20%), were received services of school fees, (20%), received both services such as food, school fees, accommodation and clothes.

Also (23%), received clothes like uniforms, (7%), were respondents who received food. This implies that due to the low percentage of student who received food, the rest of them they suffer due to lack of food and this caused unto them among others, to low thinking capacity, poor health and among others which led to poor performance in education and psychological problems.

**TABLE 9: SOCIAL AND ECONOMIC CHALLENGES ORPHANS FACED IN EDUCATION:**

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACK OF FOOD</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>LACK OF EMOTIONAL SUPPORT</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>WORKLOAD</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>POOR PERFORMANCE</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>LACK OF SCHOOL FEES</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>DISCRIMINATION AND STIGMA</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>LACK OF CHOICE IN EDUCATION</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data*

From table 9 above, majority of orphans in education faced the problem of lack of school fees the respondents were (33%), the researcher discovered that, this problem
creates other various problems such as a large number of drop outs, a greater number of street children, early marriage, child labour and others.

Other respondents were (17%), this implies respondents had a challenge of discrimination and stigma at schools both from their fellow students and teachers, (10%), of respondents were overwhelmed by a heap of tasks at home after school hours, for example, many children used to work from the time they came back from school up to mid night and they get a very little time to study or non at all at home and this led them to perform badly due to the lack of enough time to revise on their studies.

(10%) respondents had problem of food which affected them in thinking capacity. (10%), were had a challenge of choice in education, (7%), of respondents were had a problem of poor performance and this resulted from various challenges which they faced in education.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

5.0 INTRODUCTION:
This chapter wraps up the general findings of the study while in the field. It gives a baseline of the study proposal after data collection and analysis by finding answers to the research questions. It also constitutes the conclusions and followed by recommendations that are generated from the study findings.

5.1 SUMMARY:
In here, the researcher made a clear summary of the research findings as follows;
The study revealed that the challenges faced by orphans in education creates big challenges to most of the government, guardians, and individuals as well as orphans themselves. Orphans are the people who need education since they are found of being lost one parent or both parents, because of various reasons, they become victims of discrimination, street children, poor performance, workload yet most of such children are having highly capacity in academic the same with those who have parents.

If the challenges of orphans in education is to reduce then government should have sustainable plans or strategies of providing school fees to almost every orphan in the areas concerned, also government and schools administrators should be a relevant censer so as toe have exact number of those children in need (orphans), teachers and other stakeholders should give orphans students (special training programmes) which will help them to do and perform well in their studies, fellow students used to study with orphans should give orphans students moral and necessary material support which will help them to boost or regain confidence that was once lost.
The study revealed that government has opportunity to respond immediately to the needs of orphans in education that any other actor(s) do, government had opportunity to help orphans in education through introducing government loans to orphans who study in the university level, this helped them to continue with their studies and also introduced free education to orphans from senior one to four and result they are able to finish their studies.

The other stakeholders such as individuals communities and other well-wishers need to take a greater interest in as far as the financial assistance to the government is concerned. This will give a chance to the government to help better the orphans who faced challenges in education.

The bit proportion of the orphans in education revealed that most of them faced various challenges in their education such as lack of school fees, inferiority, discrimination and stigma, lack of choice in education. All of these make to perform badly academically. Therefore, some of these challenges contribute much for orphans to drop out of school, child labour, street children and among others.

The study revealed that the delay of the other stakeholders to contribute to solve those challenges orphans faced in education, this led at the future Morogoro district to become a production of child labour, street children, robbers because most of them are not educated and also this led underdevelopment to Morogoro district.

Many orphans who are in schools, they used to work in informal sectors as part timers, in order to get money for school fees, during the morning up to afternoon they were at work place, and the attend evening classes which government of Tanzania provide free education to them, on other side this system led to perform badly because most of them when the attend classes were already tired from their work.
Also orphans faced the problem of choice in education, the researcher found many orphans are studying in the schools which are cheap in terms of school fees, that means many sponsors, guardians send them (orphans) to the schools which orphans are not willing to study, researcher found those schools provide education which quantity instead of quality education.

5.2 CONCLUSIONS:

The conclusions drawn are judged from the research questions and research findings. The research questions were used to derive the actual challenges orphans faced in education, therefore the researcher came up with the following conclusions.

Psychological problems such as discrimination and stigma, inferiority lack of basic needs affects the performance of orphans in education.

It is important to note that, although there are many challenges faced orphans in education but they have tried to overcome those challenges through hard working and they came up with good performance and number of students who are orphans increase in schools.

Some of the orphans seem to be overwhelmed by huge responsibilities both at home and school. They have to take care of their siblings at the same deal with their academic matters, such situation hinders them from concentrating on their studies effectively.

The study shows that some of these orphans are keen to study but they don’t get any kind of motivation or enough support from their relatives, when they go back from school there is nobody to make even a thorough checkup of what they do at school hence become demoralized.
Not all the children including the orphans are capable of following the studies and this is because either of the low income or, for the orphans, because of the trauma they suffered soon after losing their parents.

The children suffer not only from the psychological effects but also from other poverty-related causes and this aggravates their trauma, distort their mental capacity and makes them become more depressed as they compare themselves with those privileged ones.

5.3 RECOMMENDATIONS:
From the results obtained, the researcher would like to make the following recommendations:

It is recommended that government should have sustainable plans or strategies of providing schools fees to almost every orphan in the area concerned, and there should be a relevant center so as to have exact number of these children (orphans) in need.

The findings indicate that government should offer free education to all orphans at all levels of education so that they can be educated just like other ordinary students who have parents and support.

It is recommended that government should provide reliable and enough textbooks in schools to help those students (orphans) who cannot afford to buy them.

It is recommended that NGOs tirelessly cooperate with government to provide free, relevant and necessary assistances to the orphans.

The study findings established that fellow students who used to study with orphans and other people should give these children (orphans) moral and necessary material support which will help them to boost or regain confidence that was once lost.
Furthermore the study revealed that teachers and other stakeholders should give students (orphans) special training programmes which will help them to do well in their studies.

For the kids who cannot follow ordinary subjects or studies, the government could look for other viable options so as to boost their talents, for example, by sending them to certain technical or vocation training centers where they could get some different training / skills such as cookery, plumber, masonry, carpentry, motor mechanics, etc.

Instead of only dealing with serving the orphans, the government should voraciously try to initiate some sustainable and feasible campaigns of curbing and eliminating all the major causes that contribute in breeding orphans such as AIDS, Chronic Matrimonial conflicts, unplanned families, rape, etc. For it is said that, prevention is better than cure.

Government should also introduce special training for the teachers particularly those dealing with these orphans on how to deal with them in a humble manner so that they don’t fell isolated by the society.

5.4 AREAS FOR FURTHER RESEARCH:

The researcher recommends the following areas for further research;
Other researchers should also look at challenges orphans faced in education at different districts rather than Morogoro District.

The findings generalized all categories of orphans, so future researchers should pay attention to orphans who lost one parent or orphans lost both parents in Morogoro District.
There is need for interested researchers to carry out a study on relationship between orphans students historical background of his or her family. This was because this factor was identified by the researcher as among of factors, which causes various challenges of orphans in education among the selected secondary schools in Morogoro District.

The study has mainly concentrated on challenges orphans faced in education at five secondary schools in Morogoro District as representative of other secondary schools. Therefore there is need to seriously consider a study, of this some nature in other secondary schools within and outside Morogoro district. This will establish similarities or differences in results.

Also researcher focused only on challenges faced by orphans in education in Tanzania.

There is need for other researchers to focus in different levels of social aspects such as challenges orphans faced in health.
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A. RESEARCH QUESTIONNAIRE FOR STUDENTS WHO ARE ORPHANS

Dear Respondent,

This questionnaire is designed by MS. ISOLIDE SYLVESTER, a student of Bachelor of Arts Social Work and Social Administration of Kampala International University.

This instrument is meant to gather data about the challenges faced by orphans in education among society and the information will be used in the dissertation. Kindly assist to fill in this questionnaire faithfully as you could. It is not meant to test your knowledge but rather gather necessary information about the above mentioned subject under study. It is for academic purposes and any information given will be treated with confidentiality.

Socio-economic / background information
1. Age: ..............................................................................................................

2. Education level attained ............................................................................

3. Sex: □ Female □ Male □

4. Marital status: Single □ Married □ Divorced □

5. Religion: Christian □ Muslim □ Others □

6. Occupation .................................................................................................

7. Deceased parent: Both □ Father □ Mother □
8. Number of sister and brother: Brother □ Sister □

9. Do you face any challenge in your education?

Any other challenge(s) ...................................................................................................................

10. (a) Has any one helped you to overcome these challenges

Yes □ No □

(b) If yes, Government □ Non governmental Organization (NGOs) Guardian □ Individual (private) □

(c) How have they helped you to overcome the challenges

Food □ School fees □ Accommodation □ Clothes □

(d) Is the assistance extended to your brother and sister?

Yes □ No □

11. How better do you think you can be helped to solve the challenges

Guardians □ Any other □

12. What do you think government / Non Governmental Organization / guardians / any other should do to help you to overcome challenges you faced in education?

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

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

13. Do you like education

Yes □ No □

THANK YOU FOR COMMITTING YOUR VALUABLE TIME IN RESPONDING TO THIS QUESTIONNAIRE
B. RESEARCH QUESTIONNAIRE FOR STUDENTS WHO ARE NOT ORPHANS

Dear Respondent,

This questionnaire is designed by MS. ISOLIDE SYLVESTER, a student of Bachelor of Arts Social Work and Social Administration of Kampala International University.

This instrument is meant to gather data about the challenges faced by orphans in education among society and the information will be used in the dissertation. Kindly assist to fill in this questionnaire faithfully as you could. It is not meant to test your knowledge but rather gather necessary information about the above mentioned subject under study. It is for academic purposes and any information given will be treated with confidentiality.

**Socio-economic / background information**

1. Age: .....................................................................................................................

2. Education level attained ......................................................................................

3. Sex: ☐ Female ☐ Male ☐

4. Marital status: Single ☐ Married ☐ Divorced ☐

5. Religion: Christian ☐ Muslim ☐ Others ☐

6. Occupation ...........................................................................................................

7. Do you know any of your fellow student who is an orphan?
   Yes ☐ No ☐
8. What challenges do you think they face in education?

9. What solutions do you think can be put in place to help orphans overcome these challenges

THANK YOU FOR COMMITTING YOUR VALUABLE TIME IN RESPONDING TO THIS QUESTIONNAIRE
C. RESEARCH QUESTIONNAIRE FOR TEACHERS (teachers, matrons / patrons)

Dear Respondent,

This questionnaire is designed by MS. ISOLIDE SYLVESTER, a student of Bachelor of Arts Social Work and Social Administration of Kampala International University. This instrument is meant to gather data about the challenges faced by orphans in education among society and the information will be used in the dissertation. Kindly assist to fill in this questionnaire faithfully as you could. It is not meant to test your knowledge but rather gather necessary information about the above mentioned subject under study. It is for academic purposes and any information given will be treated with confidentiality.

Socio-economic / background information

1. Age: ..........................................................................................................

2. Education level attained ...........................................................................

3. Sex: □ Female □ Male □

4. Marital status: Single □ Married □ Divorced □

5. Religion: Christian □ Muslim □ Others □

6. Occupation / any source of income ..........................................................

7. Do you have orphan students in your school?
   Yes □ No □

8. What do you think are the challenges face by orphans in education?
9. Do you think these challenges affect their studies?

10. How do you think the orphans can be helped in order to solve these challenges?

THANK YOU FOR COMMITTING YOUR VALUABLE TIME IN RESPONDING TO THIS QUESTIONNAIRE
APPENDIX D

A MAP OF TANZANIA SHOWING ITS DISTRICTS
APPENDIX E

A MAP OF MOROGORO DISTRICT (RESEARCH AREA)
December 12, 2007

TO WHOM IT MAY CONCERN

RE: ISOLIDE SLYVESTER REGNO.BSW/7376/51/DF

The above named person is a bonafide student of Kampala International University currently in her third year first semester pursuing a Bachelor’s Degree in social work and social Administration.

She is interested in carrying out her research from your community as required that she presents a research paper for the award of a degree.

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

Dr. Ongora Jerome
Associate Dean

"Exploring the Heights"