

**AN INVESTIGATION OF SCHOOL SUPPORT ACTIVITIES AND ITS INFLUENCE
ON PARTICIPATION OF LEARNERS AFFECTED BY ACQUIRED IMMUNO
DEFICIENCY SYNDROME: A CASE OF PRE-SCHOOLS IN BARINGO CENTRAL
SUB COUNTY**

ROBERT KANDIE KIBOWEN

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ABSTRACT

HIV/AIDS was declared a national disaster and health emergency in Kenya in the year 1999 and it has caused a lot of effects on education for children in the country. The purpose of the study was to determine the effects school support activities on participation of learners affected by HIV/AIDS a case of Baringo central sub-county. The existing literature indicates that children affected by Acquired Immune Deficiency Syndrome, require support activities in their institutions. The study sought to achieve the following objectives: To examine the effects of school feeding programme on participation of learners affected by HIV/AIDS; to identify the effects of psychosocial support on participation of learners affected by HIV/AIDS; to determine the effects of supporting and protecting child-headed families on participation of learners affected by HIV/AIDS and to identify ways of improving participation of learners affected by HIV/AIDS in Baringo central sub-county. The study adopted mixed methodology, and Descriptive Survey research design as an overall plan for collecting data in order to answer the research questions. The study was guided by General Systems Theory. A theory which states that each an every concept is a system. The theory stresses that a system cannot work without all parts functioning. The function of any system is to convert or process energy, information, or materials into a product or outcome for use within the system, or outside of the system (the environment) or both. The study employed Stratified random sampling to select teachers from both private and public pre-schools. In this case, eight teachers from private schools and 94 teachers from public schools were selected. The target population was 507 pre-school teachers and head teachers. The researcher took a sample of 102 pre-school teachers and head teachers. A total of 34 head teachers and 68 pre-school teachers participated in the study. Data was collected was coded and analyzed through Statistical Package for the Social Science (SPSS) version. The study yielded both quantitative and qualitative data. The qualitative data were presented through tables. The study yielded both primary and secondary data where primary data were obtained through questionnaires while secondary data were collected from books and internet sources. The instruments were piloted in three pre-schools. The collected data was analyzed using descriptive statistical technique which includes mean, mode percentages and frequencies. Data was presented using tables and pie charts. The findings of this study revealed that it would be useful to the policy makers to develop policy intervention measures that will ensure that there are redress mechanism to enhance access to education among children affected by HIV/AIDS. The policy makers were to take action that will ensure that the country achieves the Education for All (EFA) goals by 2015. The study will also benefit the community and the Head teachers, teachers and learners for it will contribute to the body of knowledge. The study concluded that school support activities were found to be the basic help to pre-school children and especially those affected by HIV/AIDS. It helps them to progress well in education like their counterparts without the effects of HIV/AIDS.