



**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF SOCIOLOGY**

**ASSESSMENT OF SOCIOECONOMIC PROBLEMS OF ORPHAN  
STUDENTS IN CASE OF WOLKITE UNIVERSITY**

**SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY IN  
PARTIAL FULFILLMENT FOR THE REQUIREMENT OF BACHELOR OF  
ART (BA) DEGREE IN SOCIOLOGY**

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**WOLKITE; ETHIOPIA**

**January; 2021 G.C**

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Approved by: Board of examiners

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WOLKITE, ETHIOPIA

JANUARY, 2021 G.C

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## **Acknowledgment**

First and for most, I would like to express our heart fully to our almighty God, Who helped us to accomplish our study successfully through various ups and downs until the completion of this study. As follows I would like to thank my adviser Ms. Shalom Ali (MA) who did not hesitate to take me as her advice though, late in the course of this thesis work. I am grateful for her unreserved advice, comment and encouragement. Her critical comments and genuine concern was great in bringing this thesis into being. Beside to that, I would like to extend our heart full thanks towards our family for their family hood treatment. I would like to acknowledge all survey participants for their great input to the research. Last but not the least, our special thanks goes to the all staffs of department of sociology for their guidance and providing needed materials to accomplish this research paper.

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## **Acronym**

**CBO** - Community based organizations

**FBO** - Faith- based organizations

**NGO** - Nongovernmental organization

**OVS** - Orphan vulnerable students

**UNICEF** - United Nation Institute Children Emergency Fund

## *Abstract*

*The main focus of the study was to examine the socioeconomic problems faced by orphaned students in Wolikite University. The research design used in this study was descriptive research design incorporated both the quantitative and qualitative approaches. The orphan sampled employed 64 of respondents that were interviewed and gave response for this study. The research instruments were questionnaire and interview. The findings were that the orphaned students the socioeconomic problem they face in their lives. It was also found that the support from the university to deal with the socioeconomic problem of orphan student was very minimal in relation to the existing number of orphan students. This can be taken into account that the academic performance of orphaned students does not rely on the provision of school fees only but also depend much on the availability of basic needs like food, clothing, and psychological help relating to alleviation of traumas of their parental death. The study employed a simple random sampling was used to select the participate in the study because of population was homogeneous. Frequency tables were used to present the research findings. From the findings it shows that lack of full filling learning material and financial shortage which had socioeconomic impacts on orphan students. Data were be collected from both primary and secondary source. The findings were be analyzed both quantitatively and qualitatively by using descriptive statistical tools. Finally the researcher were give conclusions and recommendations based on the findings that the orphaned students' socioeconomic problems. The findings was provide useful information for the university institution to help the orphans and to sponsor to other governmental and non governmental organizations.*

*Keywords: Orphan, Academic performance, Orphan student, problems.*

## CHAPTER ONE

### 1 INTRODUCTION

#### 1.1 Background of the study

Millions of students around the world have been orphaned by different causes of death to their parents. Tenagne (2006) notes that in many developing countries all over the world, “man-made and natural” events, “including war, disease, and poverty” brought about millions of students who lost their parents and remain alone.

Statistics on orphans are always unreliable, they are consistently alarming (Heidi and Theresa, 2001; & UNICEF 2012). However, UNICEF (2012) estimated that Africa was home to over 53 million orphans from all causes. Tenagne (2006) confirmed that “most African orphans who lost their parents due to different calamities including suffer severe psychological trauma and great socio- economic challenges”.

Ethiopia counts one of the largest populations of orphan and vulnerable children in the world (Zewdineh, 2008). The problem under contemporary economy is fast rise in the cost of living. Due to this, orphans are the first portion of the society failed under a greater risk because they have no job to support themselves as well as to utilize themselves to get better income (Tanta, 2000 cited in awoke, 2014).

Alliance (2003) contends that many orphan caretaker households are unable to pay for schools fees and materials. Subbarao and Coury (2004) also posit that financial hardship is a key factor to the orphan disadvantage in school enrolment and could be eliminated through sector policies that minimize or totally abolish school fees and clothes.

Ethiopia, like many signatories to the United Nations Millennium Goals, pledged to waive all school fees for primary school student by 2015, meeting the MDG, but has not yet made significant steps to do so. The United Children's Fund (2006) noted that only 25% of orphaned student attend school compared with 58% nonorphaned student in Ethiopia. The sad reality is that 75% of orphaned student do not attend school. In Ethiopia student must pay a yearly fee to enroll in public school but they must also have a compulsory clothes, shoes and school supplies.

This may seem like a nominal amount but for many students it is the barrier that prohibits their being able to attend school.

The UNESCO (2007) contends that serious barriers to enrollment include the direct cost to households, which is not just school fees but textbooks, school supplies, and compulsory clothes. Recent statistics from Oxfam GB shows that there are 123,000 school aged student missing out of education. Many of those in school attend low quality education due to school dropout, availability of learning resources and inadequate financial resource of education resources. With these types of problems from the students it becomes hard for them to acquire quality education. When student are not given an equal opportunity to education they cannot compete favorably Therefore, this study aims to assess the socioeconomic problem of orphan students in Wolkite university.

## **1.2 Statement of the problem**

The problem of orphans is becoming one of the biggest challenges facing the whole world. In many countries of the world, socioeconomic problem of orphan students happens undoubtedly. Many researchers have been conducted study on orphan children

Namiti (2013) conducted the study on the title socioeconomic factors influencing orphans' quality education in public primary schools in kibera slums, NairobiCounty. From the findings it shows that school dropout affects the quality of education among orphans. Orphaned pupils drop out of school often due to lack of school uniform. They lack guidance and counseling to help them to face their problems and therefore eventually drop out. The findings led the researcher to conclude that availability of learning resources affects the quality of education among orphans.

Dorcas (2018) conducted study on the challenges affecting orphans and vulnerable students (ovs) in Embu County in Kenya. The findings of the study indicate that the situation of orphans and vulnerable students is escalating.

Oyedele (2016) conducted the study on the challenges facing orphaned students and the effects on academic performance in o – level commerce at samaringa cluster secondary schools in Zimbabwe. It was found that the support from the Government and other stakeholders to deal with the challenges facing orphaned students in academic performance is very minimal in relation to the existing number of orphaned students.

Endris (2011) conducted the study on the socio-economic situation of orphans and vulnerable students in Dessie town. Specifically the study assessed the educational attainment and the characteristics of the caregivers of (orphans and vulnerable students) OVS and the support systems for (orphans and vulnerable students) OVS.

As shown on the above there are gaps that the researcher going to fill in this study: Most of studies were conducted in abroad on challenges and socioeconomic factors and situations orphan students facing and its effect on academic performance, quality of education. But now this study will intends to assess the socio-economic problems of orphan students which is not studied by the prior in Wolkite University.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

The general objective of this study was to assess the socio-economic problems of orphan students in Wolkite University

#### **1.3.2 Specific objective**

- ✓ To assess the economic problem of orphan student in wolkite university
- ✓ To assess the interpersonal relationship of orphan student in wolkite university.
- ✓ To investigate the services that is being offered for orphan students by university.

### **1.4 Research question**

- ✓ What are the economic problems of orphan student in Wolkite University?
- ✓ What are the interpersonal relationships of orphan student in Wolkite University?
- ✓ What are the services that are being offered for orphan students by university?

### **1.5 Significance of the Study**

This study helps to identify and assess the socioeconomic problems that are affecting orphan. In addition to this it was be helpful as a source of data for persons who will conduct research regarding the same topic). This study may give the following information. The study may serve as source of information for other researcher who wants to study this issue. The study was providing useful information about socioeconomic problem of orphan. It was also very significant for the researcher to fulfill the academic requirement for graduation. The findings

provide useful information for the National policy-makers, civil society, research organizations and the public as they focus on quality of education as a topic of discussion and enquiry. The findings of the study may assist in providing data and information for proper planning and decision in the Ministry of Education, local leadership, CDF administration and NGOs. Other researchers will apply the recommendation. In general, this study was expected to be useful for the government, non government's organizations etc.

## **1.6 Scope of the study**

Geographically, the study was being conducted in Wolkite University particularly. Due to time and financial constraints, the study was being limited to only wolkite main campus, those who lost their parents. Conceptually, study was mainly focused on the assessment of socioeconomic problems of orphan students. The study were cover time from November to January 2013 E.C

## **1.7 Organization of the theses (paper)**

The study were be organized under five parts. The first part was the introductory section that deals with the background, statement of the problem, the research questions, and objectives of the study, significance, scope of the study and organization of the study. The second parts were the review of the related literature. The third were be methodology and part four were present the analysis, and the last were be conclusion and recommendation

## CHAPTER TWO

### 2 REVIEW OF LITREATURE

#### 2.1 Definition of orphan students

Orphan has several meaning and defining by different organizations and institution. According to UNICEF and USAID (2004) defined orphan is a student's above 18 years who lost one parent or both and means a student who lost one or both of his or her parents. One of the leading international agencies defined an orphan as a student who lost one or both parents, and this technique definition has been adopted widely and at many levels for policy, programming and research worldwide (for example, children on the brink 2002). The attention given to orphans in the international students protection discourse suggests that orphan hood is a major, if not the major factor affecting student's vulnerability in sub-Saharan Africa.

#### 2.2 Types of orphans

According to UNICEF, there is no clear cut classification or segmentation of an orphan and other classification. Single orphan is an orphan who has lost only either mother or father and double orphan is an orphan who loss both mother and father (UNICEF; 2004) this classification exclude the partial orphan /father loss of student/.

Orphans can be classified in to three. Maternal orphan is a student whose mother has died: a paternal is a student whose father as died and a double orphan is a student who lost both father and mother (UNICEF and USAID, 2004). When student lose their parents at early age and become either orphans or father less or mother less, no one to take care of them and sometime they grow up with their guidance, relatives and in the orphanage of in the community. The orphan is defined by the deprivation parents , and is commonly understand to be student who has lost both parents to death, However, historians and organization such as UNICEF include the student who has lost one parent often termed as a "half" or "single orphans" in the definition of orphans the category of orphan can thus encompass numerous types of parent less student ranging from student who have lost both parents to student who have living parents but live separate from them such as the founding (typically in abandoned student found and cared by non-kin or an institution), the ward (typically an orphaned cared by a legal guardian), the pauper apprentice (typically an orphaned or abandoned student consigned to labor and cared by

apprentice master) and the street student (typically a child who has left his or her family to live and work on streets). Another classification of orphan is classified by the student to be orphan through different causes such as famine orphan, war orphan, material orphan and social orphan.

## **2.3 Orphan abuse**

Orphan abuse includes psychological and mental injuries, sexual abuse and negated treatment of orphan those who above 18 ages, orphan abuse not only share psychological abuse but also malnutrition and emotional abuse by the community, orphan abuse by community is difficult to nurturing (Olson, 1991). Shared the positive attitude about the value, norms sanitation, folkways, rules, regulation and the law of the society because they were abuse and discrimination before than they are freely ignore the community means to achieve the goal and the system, it leads to vicious circle problem between the community and orphan and leads to orphan abuse in the community and reverse is true (Olson; 1991).

## **2.4 The social Experiences of Orphans**

The lack of caring adults or significant others led to incomplete socialization for the orphan student in sibling-headed household (Dalen, et al. 2009). Obtaining psychological, social and cultural competences required for these student's new way of life is been seriously limited (Dalen, et al. 2009). In their conclusion (Dalen, et al. 2009) stated that psychosocial obstructions of orphan student are the consequences of many and multifaceted problems they face such as survival anxiety, lack of information from village members, lack of understanding and capacities to support the orphan students. Research undertaken by Todres (2007) reported that when students lose their parents, they lose what is usually their greatest source of protection. As a result, orphans are typically more susceptible to human violation than students whose parents are alive. Todres (2007) reported an estimated 250 million students between the ages of eighteen and twenty eight work for a living; almost half work fulltime. He added that in Ethiopia more than 75% of student domestic workers are orphan, working on average of eleven hours a day, seven days a week.

### **2.4.1 The Interpersonal Experience of Orphans**

Humans are social beings, each student's sense of well-being relays on a greater extent on interpersonal relationships. Practically, in interpersonal relationship, students set up a firm basis

for their personal identity, express their thoughts, feeling and engage in collaborative activities with others both within their community and outside.

Beatric, et al. (2010) suggested the need to create an emotional and caring climate that is conducive for quality learning. Such climate will only be possible when there is a good quality student-caregiver and student relationships.

Globally, orphan hood has been on the increase due to the high death rate of parents (Ibid). These deaths are caused by terminal disease among them cancer, malaria, and tuberculosis. Other parents are brutally murdered, others die from natural calamities such as landslides, moreover, terrorists' attacks through bomb blasts, road marine and airplane accidents, child birth and old age have also left children orphaned. Therefore, the relationship between parental death on student's conduct and peer relationship problems is well documented (SG, Kumar, Ramgopal, Sriniva&Dandona, 2016). The possibility of psychopathic behavior among studdentraised without supervision relating to unknown psychosocial effects of orphan hood by violent and death is significantly associated with increased peer relationship problems (Ibid).

## **2.5 Social support**

Student in much of Africa today require protection from exposure to war, abduction; conscription; physical, sexual and emotional abuse; psychosocial trauma; neglect; separation, abandonment; malnutrition and poverty. According to Subbarao, et al. (2001) the consequence of losing a parent differ among student; some live in families with only one surviving parent, some live with grandparents and some live with no support from any source be it financial, emotional, psychosocial or psychological. When we think of the nature of risks that made student vulnerable whatever the cause, orphans and vulnerable student face the heightened risk of malnutrition, mortality, morbidity, and psychosocial damage among others (Subbarao, et al. 2001).

## **2.6 Strategies to support orphan children**

Attention must be given to both immediate survival needs and the longer term issues of improving the ability of households and families to cope including economic strengthening and psychological support. Improving access to basic services such as health care and education is essential and other `critical issues include increasing agricultural productivity, improving access

to employment and markets and providing additional means of income generation for orphan student's (Hunter, 2007).

Keeping orphaned students in school is the first line of defences. This provides them a secure environment to learn skills that help them, provide for their own needs as they grow into adulthood. Intervention must address key factors that fuel the dropout rate, school expenses, caring for relatives and compensation for lost income (Hunter, 2002).

Government have crucial role in ensuring student's families and communities are able to cope and often have signed international agreements and national laws to take action. Governments facing epidemics which need to further develop and reinforce laws and policies to protect increasing number of orphan students.. Moreover they need to implement and enforce these policies through ministries, agencies and other governmental structures (Hunter, 2002).

Governments also have ultimate responsibility to ensure that students who fall through the safety net of both family and community are protected and have access to essential social services. Strategies for government to pursue include: developing national action plan to guide programming, reviewing, strengthening and developing law and protection services and strengthening delivery of education, health and other essential services. These efforts require widespread governmental collaboration with international organizations, donors, NGO, Religious groups, community association and the private sector (Hunter, 2002).

Orphan students in much of Africa today require protection from exposure to war, abduction; conscription; physical, sexual and emotional abuse; psychosocial trauma; neglect; separation, abandonment; malnutrition and poverty. According to Subbarao, et al. (2001) the consequence of losing a parent differ among students; some live in families with only one surviving parent, some live with grandparents and some live with no support from any source be it financial, emotional, psychosocial or psychological. When we think of the nature of risks that made students vulnerable whatever the cause, orphans and vulnerable students face the heightened risk of malnutrition, mortality, morbidity, and psychosocial damage among others (Subbarao, et al. 2001).

Despite the loss experienced by orphan students, it is still possible to live well, as long as the extended families, communities, community-based organizations (CBOs), faith-based

organizations (FBOs), non-government organizations (NGOs) and the government are playing their role in supporting orphan students. The wellbeing of orphan students depends on the extent that the students who lost their parents adjust to and cope with the loss and changes they experience where the roles of extended families, the community and its CBOs, FBOs, NGOs and the government become critical. In Sub-Saharan Africa, 1 family in 6 households is taking care of an OVS. Although most caretakers are blood relatives, a study of extended family networks in Ethiopia by Abebe and Asase (2007) found that close friends and “fictive kinsmen” are gradually taking on care giving duties at the request of the student's parent, usually the mother. Nevertheless, not all extended family support structures have the capacity to adequately care for these students. Abebe and Asase (2007) note that “rupturing families “characterized by chronic poverty and “transient families,” which lack a principal breadwinner, are unable to provide for the physical, medical, and educational needs of the OVS, and often rely on the students to supplement the household income.

In Ethiopia there are a number of policies, plans of action and guidelines that define the framework action and create enabling environment for partners involving in program implementation, some of which are important for orphan students. These outlined in (ESSSWA, 2007) as follow: Developmental Social welfare policy; National Plans of Action for Children; National OVS Plans of Action; and Guide line on Alternative Child Care program.

The document contains seven core service areas which are considered critical components of a set of services for programming targeting vulnerable orphan students. The seven service areas include the following: shelter and care, economic strengthening, legal protection, health care, education, psychosocial support, food and nutrition. Nevertheless, food, shelter, health care and education are basic issues to be considered for the survival of and development of students. Psychosocial play therapy and counseling are other essential areas of for orphan students physical, social, emotional and psychosocial rehabilitation. Life skill training and recreational services are areas that should not be ignored in searching for alternative intervention for orphan students (ESSSWA, 2007).

## 2.8 Conceptual Framework

The cause of orphans is several in numbers. Such as natural, war orphan, material orphan famine orphan, economic and other factor contribute to the students to be orphan. But now the researcher will assess the socioeconomic problems of orphan. As indicated on the literature review, orphan students are facing many problems such as psycho-social problems, social problems and economic problems. Therefore these problems affect orphan students in every aspect.

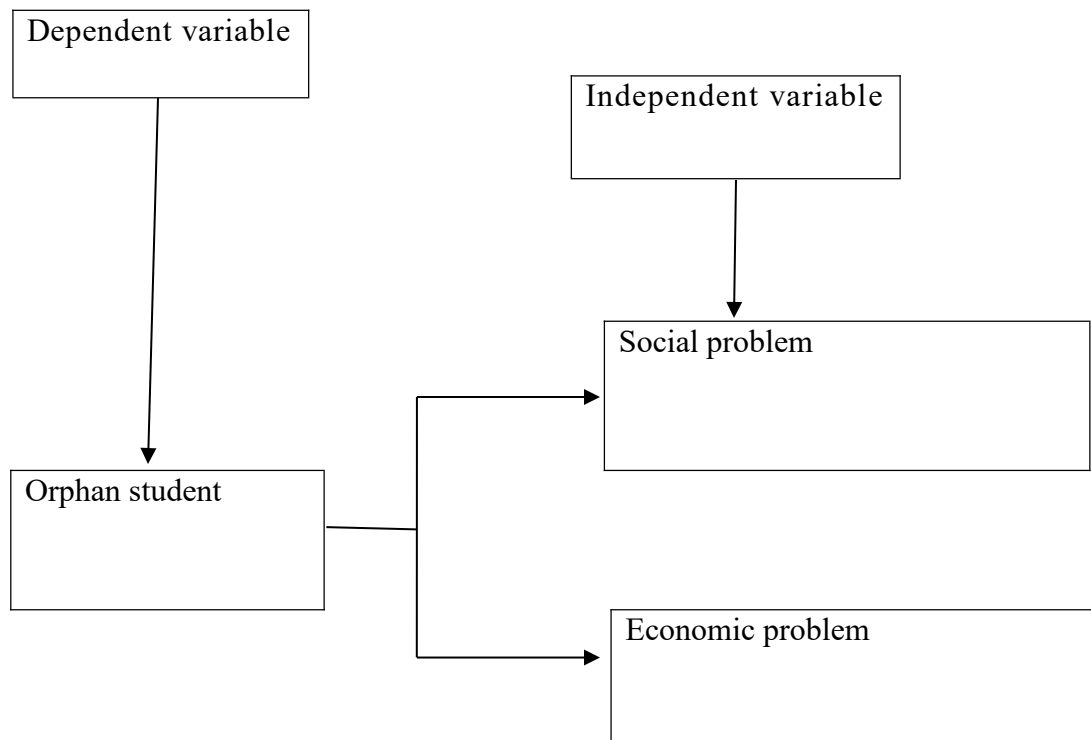


Fig 2.1 Conceptual frame work

## CHAPTER THREE

### 3 METHODOLOGY

#### 3.1 Background of the study area

Historical Background of the University Wolkite University (WKU) is one of the third generation higher institutions that have been founded in 2012. It is established for the purpose of providing and promoting higher education learning, research, and outreach programs in the country to ensure the realization of the national vision of reaching the level of middle income countries by 2020. The University is located in the Southern Nation Nationalities Regional State, in Guraghe zone, 158 km southwest of the capital city, Addis Ababa , on the way to Jima. In November 2009 the late prime minister, his Excellency Mr. MelesZenawi, laid the foundation stone of the University in a plain landscape which is quite ideal for academic pursuit. It is situated at Gubreye sub -city, 14 km away from Wolkite town, of the Gubrye - Butajira road. The major link road to the University is a direct route to Wolkite- Jimma, Wolkite- Hossana and Wolkite- Butajira .

The University began its formal activities at Wolkite town with the appointment of the first president, Dr. AdmasuShibru , in February 2012 , while other key officials of the University were appointed later . Thanks to the local community who agreed to give away their lands ( 196 hectares ) to the University without any form of exchange for compensation, the main campus 's preparations had begun as early as 2010 the first phase of construction ( 36 blocks ) that includes buildings for cafeterias , student dormitories , various academic buildings and other infrastructures were begun in may 2010 . During the establishment phase, the construction was administered by Wolkite town housing development project office. After July 2012 administration of the construction was fully transferred to the University project office. Since then, construction of additional facilities and various academic buildings has been conducted in rapid succession. The University's command - post was stationed at Wolkite town until September 2013 but moved to the main campus then. The University commenced the learning - teaching activities on the premises of the Wolkite polytechnic college at Wolkite town. The first 543 students joined the University in 2011 / 12 academic years. Enrolling the assigned students, the University started its academic journey with 13 academic programs under three Colleges of

Engineering and Technology, College of Computing and Informatics, and College of Natural and Computational science . Currently, the number of colleges has reached seven with one additional school in which a total of 32 academic programs are running. It is the intention of the University to gradually increase the number of students to a target of 15, 000 total enrolment at the end of the first 5 years and 40000 to 50000 total enrolments by the end of the third 5years. Wolkite University board is the University’s governing body whose broad responsibilities are supervising , coordinating , managing and regulating the university as provided by ministry of education . Currently, the board is chaired by his excellence Mr. MekuriaHaile, state minister for ministry of urban development and construction. The president and three vice presidents of the University, along with the college / school deans, directors / department heads and other staff, ensure that the university meets its goals and targets as outlined in the university’s strategic concept paper.

### 3.2 Research Design

To carry out this study, descriptive type research design were be used. The study were uses descriptive type, because it helps to review the theories and concepts and the data already in narrative forms and it involves gathering data that describes them. It were be used because it is a fact finding study with adequate and accurate interpretation of the finding. It describes what the reality is. It describes what actually exists within a situation, such as current practices, situations, etc. of different aspects of the research. Since the present study were be concerned with assessing socio economic problems of orphan students the researcher is assumed that the descriptive type of research is the most appropriate method to be used.

### 3.3 Population and Sampling

The populations of this study were consisting of 180 orphaned students at Wolkite University. The total population of the study is 180 so the researcher will determine sample size from whole population as follows:

$$\text{Sample size (n)} = \frac{N}{1+N(e)^2} \quad (\text{Taro Yamane formula})$$

Where N = Population size                      e =Sampling error

$$\text{Sample size (n)} = \frac{180}{1+180(0.1)^2} n = 64$$

Therefore the researcher were select respondents by using simple random sampling technique because the population was homogenous

### **3.4 Data Type and Source**

Primary and secondary data were be used in the study. The primary data were be conducted using questionnaire for the respondents and also in addition to that using an interview. For comprehensive coverage of the subject matter researches on the area were be examined and books, journal and Internet resources will be reviewed.

### **3.5. Data Collection Instruments**

In carrying out this research, the questionnaire, interviews, were be used to facilitate soliciting of information on the problems facing orphaned students. The questionnaire will administer to all the respondents with the orphaned students.

#### **3.5.1 Questionnaire**

The questionnaire was be very suitable for the study because information could be sourced from the respondents at the same time. It therefore were save time as compared to other methods questionnaires were be used because some of the data required could not be gathered through face to face interviews. The questionnaires were be used to source data from caregivers of the orphans, orphaned students themselves.

#### **3.5.2 Interviews**

Face to face interviews were be conducted with the students during the administering of questionnaires at the university. The interviews were be made the collection of primary data possible and any areas which are not clear were be explained in the process which improves the prospects of quality information.

### **3.6 Method of Data Analysis**

As it was stated under the sub topic of 'type of research', this research is of descriptive type. Accordingly, for realization and successful accomplishment of the study, data that were be collected from different primary and secondary sources were be recorded, edited, organized,

analyzed, interpreted and presented in relation to research questions. This were be done both quantitatively and qualitatively by using descriptive statistical tools such as tables, percentages for data collected through questionnaires, where as description of finding were be used for data that were be collected through interview.

### **3.7 Ethical consideration of the study**

This study were be respecting the respondent's dignity and maintaining their privacy. And would value objectivity and confidentiality for personal information. The participants of the study were be asked to give their consent voluntarily and unforced, carefully about sensitivity of respondents in seeking information. And were also make sure that anything related such devaluing subjects of the research such as; bias, incorrect reporting and inappropriate use of information were be avoided utmost.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of data gathering through questioners and interview. This instrument was vital role for the accomplishment of the study and to get appropriate data to show what response from the informant about the concerning issue that is the social and economic problem of orphan.

#### 4.1 Demographic Characteristics of Respondents

Table 1: Demographic Characteristics

Characteristics	Option	frequency	percentage
Sex	Male	34	53
	Female	30	47
	Total	64	100
Age			
	18-23	22	34.3
	24-29	22	34.3
	29-33	22	34.3
	Total	64	100
Educational background			
	Unable to write	-	-
	Second year	34	53
	Third year	30	47
	Total	64	100
Religious background			

	Orthodox	34	57
	Islam	30	43
	Protestant	-	-
	Catholic	-	-
	Total	64	100
Orphan status			
	Father	22	34.3
	Mother	22	34.3
	Both	22	34.3
	Total	64	100

Source, own survey (2013E.C)

Regarding to age distribution of respondent said that the table 22(34.3%) of respondent were found under the categories of 18-23 years, 22(34.3%) were in the age category of 24-28, 22(34.3%) in the category between 29-33 years. From this data most orphan in the study area the age between 18-23 age categories. The above table, educational background of 34(53%) currently in second year and 30(47%) were third year and from the respondent there is no unable to write and reading in the study area. As the above table regarding to the distribution of religious background in the study area indicates 34(53%) of respondent were the follower of orthodox religion and the rest 30(47%) were Islam. From the above table the status of orphan are indicate as follow 22(34.3%) of the respondent were father is died, 22(34.3%) were mother died and the rest 22(34.3%) were both died that means mother and father.

## 4.2 The economic problem in line with orphan student in Wolkite university

In this sub section of the study deals with the main economic problems that faced on the orepan students that studied at the university level.

Table 2 : The experience of economic hardship on orphan student

Variable	Categories	Frequency	Percent
Did you experience economic hardship as an orphan student?	Yes	54	84.37
	No	10	15.63
	Total	64	100

Source, own survey (2013E.C)

Based on the data obtained from respondent responses majority of respondent 54(84.37%) were faced high economic hardship on the orphan students. Least number of respondents 10(15.63%) were faced less experience in line with the economic hardships.

**Table 3: the economy impact on the quality of education**

Variable	Categories	Frequency	Percent
Does the economy have an impact on the quality of education?	Yes	58	90.62
	No	6	9.38
	Total	64	100

Source, own survey (2013E.C)

Table 3 indicated that 58(90.62%) of respondents reported that they have an economic impacts related with the quality of education. Thus, the majority of respondents were agreed on the effects of economy on quality and effective achievement on education. Further more, the data obtained from key informant interview majority of orphan student had faces the impacts that can influences/ affect of economy on the quality of education as such on limited access of educational facility.

**Table 4: The economic problem mostly faced in educational life**

Variable	Categories	Frequency	Percentage
Which economic problem mostly faced in your educational life?	Inadequate learning resource	28	43.75
	Lack of financial support	7	10.94
	Lack of fulfilling basic need	11	17.18
	Others	18	28.13
	Total	64	100

Source, own survey (2013E.C)

The above, table 4 show us 28(43.75%) the majority of respondents faced inadequate learning resources such as handout ,pen, exercise book and other materials, 7(10.94%) of respondents had lack of financial supports, 11(17.18%) of respondents had faced lack of fulfilling basic needs and 18(28.13%) of respondents had other related economic problems.

**Table 5: the economic problems was faced on orphans life**

Variable	Categories	Frequency	Percentage
Which economic problems was faced on your life?	Shoe	9	14.06%
	Shirt	7	10.94%
	Pens	14	21.88%
	Handouts	15	23.43%

	Soaps	15	23.43%
	Others	4	6.26%
	Total	64	100%

Source, own survey (2013E.C)

As the above table 5 indicate that 9(14.06%) of the respondent facing shoe problem, 7(10.94%) of respondent facing shirt problem, 14(21.88%) of the respondent facing lack of pen, 15(23.43%) of the respondent facing handouts problem, 15(23.43%) of the respondent were facing lack of soaps and the remaining 4(6.26%) of respondent facing other economic problem, Therefore this implies that majority of respondents are unable to full fill economic meetings because of finical constrain.

According to respondents in interview, orphan students challenged by various economic problem. As the respondents revealed that, orphan students faced lack of full filling learning materials, such as pen, exercise book, money to take handout, cloths and other related materials that are important for their educational process,

The respondents in interview stated that, even though they gate some financial support from the university, that is not sufficient for their necessary things and they could not gate the financial support on the time they want and when they faced economic problems. As interviewee explained that orphan students in university could not gate recreation equally with others students because of financial shortage .

### 4.3 The interpersonal relationship of orphan students

In this section focused on the interpersonal relationship of orphan students with others non orphan students.

**Table 6: misunderstandings that faced in orphans in university life**

Variable	Categories	Frequency	Percent
Did you face any misunderstandings in	Yes	44	68.75
	No	20	31.25

university life?	Total	64	100
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Source, own survey (2013E.C)

As indicated from table 6, 44(68.75%) of respondents responds on the misunderstanding faced on orphan in the university life of students. Thus, majority of respondents were faced so many misunderstanding on their university life. The rest of respondents 20(31.25%) responds that less faced misunderstanding on their life.

**Table 7: the disagreement of orphan student to compound keeper or guards.**

Variable	Categories	Frequency	Percent
Have you faced disagreements with compound Keepers or guards as an orphan student?	Yes	17	26.56
	No	47	73.44
	Total	64	100

Source, own survey (2013E.C)

Table 7 shows that less 17(26.56%) of respondents agreed from the total respondent faced disagreements with guards because of feels of orphans , they were see them selves as a loneliness and non supporter in the compound.

**Table 8 The disagreements of orphan with other students**

Variable	Categories	Frequency	Percent
Did you faced disagreements with other students?	Yes	31	48.43
	No	33	51.57
	Total	64	100

Source, own survey (2013E.C)

As the above table 8 indicate, 31(48.43%) of respondents reported that they less faced disagreements with other students, while, majority 33(51.57%) of respondents reported that they faced disagreements/tussle with other students.

According to interviewer respondents, the relation ship of orphan students Wolkite university faced some uncomfortable environment. The orphan students dually carried some responsibility alone it could be full fill their own need by own selves and by the support of others. As to them, this kind of responsibility might be after the relation ship with other students and that cannot be smoothly related to the university compound.

Another respondents responded that on the bases of relationship that being orphan were “highly linked with the relations with social economic back grounds. If you have good economic stands, it could be positively affected the relationships.” the orphans being support less made them to become morally drop out and they become socio economically dependent on others. As the result of this, it create fear, stigmatization and discrimination in service givers office. In line with this their relationship were distorted and might face some disagreement with others as such on office workers and guards.

As key interview informants, *“at the university level there interpersonal relationships with entirely good particularly to this university. The orphans students were integrate or interrelate/ personal relation with others in the university, the office of special support guidance were help and not the orphans students disclosed to others.”*

#### 4.4 Questions related to services provided to orphan students

**Table 9: the supervised support for the need of orphans in university.**

Variable	Categories	Frequency	Percent
Are you supervised by the support you need to find in the university as an orphan?	Yes	51	79.68
	No	13	20.32
	Total	64	100

Source, own survey (2013E.C)

As has shown in table 9, the entire number 51(79.68%) of respondents informed that they were supervised every time and get support from university. While,13(20.32%) of respondents responded that they were least supervised.

**Table 10: the access of orphan support in the learning process in university**

Variable	Categories	Frequency	Percent
Are you supported in learning process in the university compound?	Yes	49	76.56
	No	15	23.44
	Total	64	100

Source, own survey (2013E.C)

Table 10 clearly indicates that 49(76.56%)orphan support the learning process in university, as well 15(23.44%) replied on not get the access of support related with learning process in the university compound. This shows that majority of respondents were get an access that supports their learning process, among thous supports included financial support and material supports.

**Table 11: special supports for orphan students in the university**

Variable	Categories	Frequency	Percent
Are there special supports for orphan students in the university?	Yes	49	76.56
	No	15	23.44
	Total	64	100

Source, own survey (2013E.C)

Results from table 11 revealed that 49(76.56%) of orphan students were get a special supports from or the university, such as psychological training and some job opportunities, like,shoe shinning and men hair saloon. The remaining other orphan students, 15(23.44%) of respondents were not get special support form the university.

**Table 12: the protection that endangers of orphans well being**

Variable	Categories	Frequency	Percent
Have you be protected from things that endanger your well-being in the university?	Yes	43	67.19
	No	21	32.81
	Total	64	100

Source, own survey (2013E.C)

As the above table 12 shows, 43(67.19%) respondents have been protected from things that endanger their well being and the remain 21(32.81%) respondents have been not protected from things that endanger their well being. Protection that orphans gate in the case of their sex based violence because of orphans students. The informants revealed that they have an access of protection to safe guards to their well being. However, they access protection about their well being through any university compound guard if the problem which intended to harm their well being. As the interviewee the orphans students must gate a safe guard if their were be a verbal abuse or violence up on themselves and they also apply for those closest to help their problems.

As interview respondents informed the university had a good supporting service for orphan students. Although, they were get supporting in cases of learning process services, and in addition this they were also get special supports like psychological training mens hair salon work and shoe shining.

Based on the key informants interview those orphans who have no parents as single or both they face lack of economic capacity in order to lead their life or to have an quality of academic learning achievement (quality of educational performance). in regarding to the economic problem of the university complain some guarantee, but not necessary it lacks some up following.

## CHAPTER FIVE

### 5. Conclusions and Recommendation

#### 5.1 Conclusion

Based on the major findings of this study, the following conclusions are drawn and recommendations forwarded. The findings further indicated that, even though high gross and net enrollment are recorded in school but wrong attitudes towards being orphan, indirect costs of education, social factors, inadequate supply of basic services such as textbooks and teaching or learning materials, absence of separate latrines for boys and girls, absence of easily accessible services for orphans, and weak partnership with orphans in addressing problems of orphans and lack of quality of education can be found and as barriers for achievement of low education. This indicates that the issue of excluded orphan is not fully addressed in our education system.

The findings led the researcher to conclude that availability of learning resources affects the quality of education among orphans. The orphaned students face a challenge of learning resources. They cannot afford the learning resources and this affects the quality of education.

The study concludes that regular school attendance has effect on quality of education among orphans. The orphaned students miss school due to lack of school fees and learning material. This led to missing classes and therefore affects the quality of education. Inadequate financial resource affects the quality of education among orphans. The orphaned students have fewer finances for education. They do not pay school fees on time and are forced to divert finances to cater for other needs other than education. This eventually affects the quality of education they attain.

## 5.2 Recommendation

In order to assess the social and economic problem of orphan the researcher suggested the following recommendation.

The institution should prioritize the orphan needs and providing equitable service via consist level of support until the orphan support themselves. The orphan students and institution should do collaboratively by appreciate and encourage the orphan to interacting and participating in discussing on their issues. An institution should give psychological training and other cares for orphan as non orphan students. The institution should decrease discrimination and stigmatization of orphan and actively involved in care and initiation can be build a sense of self-esteem and efficiency and increasing skill they can make use in the future. Institution should organized with other institution or government and nongovernmental organizations and working hardly to reduce their social and economic problems. The University should make sure they support the orphaned students through availing learning resources to them. This will make their studies comfortable and easy and therefore will lead to improved performance. The quality of education will therefore be positively affected.

The head teachers should enhance the guiding and counseling for the orphaned students in the schools. This will encourage the orphaned students to stay in to school and attend the school regularly. This can lead to improved quality of education among the orphaned students.

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## Appendixes

# WOLKITE UNIVERSITY

## College of Social Sciences and Humanities

### Department of Sociology

Dear respondents: I am regular undergraduate students in Wolkite university, faculty of social sciences and humanities; Department of sociology. At this time I am conducting a senior essay for the partial fulfillment of BA degree in sociology program. The objective of this questionnaire is to gather information about the actual socio-economic problem of orphan student in Wolkite University. So taking this in consideration, I am kindly requested you to fill the questionnaire in a proper manner. All point will be raised in the questionnaire could be secure and you are not expected to write your name. Thank you very much for your willingness. Please, encircles for each of your choices and write your answers in the blank space for each question that needs your explanation.

Thank you for your cooperation!!!

### I. Demographics related questionnaire

1. Sex      A . Male

B. Female

2. Age      A. 18-23

B. 24-28

C. 29-33

D. Over 34

3. Which orphanage do you have?

A. The parent of the parent

B. The mother of the mother

C. Both orphans

4. Which religious institution are you?

A. Orthodox

B. protestant.

C. Muslim.

D. non religious

## II. Questionnaires related to the economic problems of orphans

1. Did you experience economic hardship as an orphan student?

A. Yes

B. No

2. If yes, what economic problems did you face?

.....  
.....

3. Does the economy have an impact on the quality of education?

A. Yes

B. No

4. If yes to Question 3, what are the problems?

.....  
.....

5. Which economic problem mostly faced in your educational life?

A. Inadequate learning resource

B. Lack of fulfilling basic need

C. Lack of financial support

D. others

## III. Questions related to orphans' students interpersonal relationships

1. Did you face any misunderstandings in university life?

A. Yes

B. no

2. If yes to question 1, what are the disagreements?

.....  
.....

3. Have you had disagreements with compound Keepers or guardians as an orphan student?

A. Yes

B. No

4. If yes to Question 3, what are the disagreements?

.....  
.....

5. Do you have any disagreements about the learning situation as a orphan student?

A. Yes                       B. No

6.If yes to question 5, What disputes are there?

.....  
.....

A. Yes                       B. No

**Iv. Questions related to services provided to orphan students**

1. Are you supervised by the support you need to find in the university as an orphan?

A. Yes                       B. No

2. If yes to Question 1, what are follow ups?

.....  
.....

3.If you answered No to Question 1, what are the non follow-ups?

.....  
.....

4. Are you supported in learning process in the university compound?

A. Yes                       B.No

5. If you answer yes to question 4, what are assistance advanced to you

.....  
.....

6. Have you be protected from things that endanger your well-being in the university?

A. Yes                       B. No

7. If yes to Question 6, what kind of protection?

.....  
.....

8. Are there special supports for orphan students in the university?

A.Yes                       B.No

9.If yes to Question 8, what special incentives have you received?

.....  
.....

**V. Semi- structured interview for key informants (officer in Wolkite University)**

The objective of this interview is to gather information about the socio- economic problem of orphan students in Wolkite University. All points raised during the interview will be kept confidentiality and the name of the interviewee will not be mention when the findings of the study are writing.

Thank you very much for your will of interview!!!

1. What are the economic problems that are facing orphaned students?
2. What are the measures to be taken to reduce the economic problem of orphan students?
3. What are the special supports for orphaned students?
4. What safeguards are available to keep orphan students?
5. what are the protection you get from things that endanger well being in the university compound?