



Effect of Poor Living Conditions of Orphan Children in Acquiring Education in Singida Municipality, Tanzania

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Abstract: Education is a fundamental human right for all children, as recognized by the Committee on the Rights of the Child in 1989 in the Convention on the Rights of the Child. The aim of this study is to examine the poor living conditions of orphan children in acquiring education in Singida Municipality. The target population for this study comprises orphaned children and their guardians residing in Singida Municipality. A non-probability sampling method was used to select a sample size of 190 orphaned children as respondents to the study. The primary data collection instrument utilized in this study was a questionnaire, chosen for its ease of administration and its ability to gather substantial information from a large number of respondents. The study adopts a quantitative approach and employs both descriptive and inferential statistics for data analysis using SPSS. The linear regression model was used to assess the effect of poor living conditions of orphan children on acquiring education in Singida Municipality. In cases where there are multiple independent variables, a multiple linear regression model is employed. To ensure the validity of the data and the appropriateness of the linear regression model, several tests were conducted. The study's findings indicate that orphaned children in Singida Municipality face a number of difficulties in getting an education. The difficulties include shelter, food, clothing, and access to water. The findings could help inform policymakers and educators on strategies to improve educational opportunities and outcomes for orphaned children, ultimately promoting their well-being and future prospects. Therefore, the study recommends that the government must look for marginalized populations, such as orphans, who are falling behind in gaining possession of crucial social services. Also, the management of the school ought to be prepared to recognize the orphaned

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children that are falling behind in receiving a high-quality education. Also, as a way to create a local registry for this, the community must work together to recognize the orphaned children living in their midst, understand the difficulties they face, and have the ability to provide for them in a variety of ways.

Keywords: poor living conditions; orphan children; municipality; Tanzania

1. Introduction

A child who has the opportunity to receive an education has a better chance of succeeding in life. Children who enter the world with the ability to read, write, and perform simple arithmetic operations have a strong foundation for lifelong learning. Furthermore, it is extremely important for the children's overall psychosocial health and social integration. Children whose lives have been turned upside down as a result of traumatic experiences benefit from going to school because it helps them regain a sense of normalcy and recover from the psychosocial effects of the experiences. Education is a critical tool for both social and economic development, Simon (2023), benefiting not only individuals but also entire nations. A child is considered an orphan if he or she has lost one or both parents; according to Lekule (2014), death of a parent is a traumatic experience for the child, according to the 2014 Report on the World's Orphans. Children who are orphaned are more likely to experience a variety of negative emotions, including anxiety, rejection, aggression, idealization, and guilt. According to Jentzel (2021), the death of the parents causes a disruption in the living system that the children had previously experienced. According to the study's findings, orphaned children are those who lack access to the emotional support needed for their protection, well-being, and overall development.

Orphaned children who do not have access to a high-quality education, according to Ntuli et al. (2020), are at a disadvantage in terms of income, health, and opportunities around the world. This is particularly true in Asia. One of the most important needs for orphaned children in India, according to Thomas et al. (2020), is the opportunity to receive an education. Education equips people with the knowledge, skills, and competencies they need to be productive members of society and contribute to their communities. Access to education, according to Hoffman and Miller (2020), is an important factor in reducing the likelihood of orphaned children living in poverty and vulnerability. However, orphaned children may struggle to receive an education due to a lack of financial, social, and material resources. Orphaned children are denied an education due to a lack of resources (Holden, 2023; Miller and Beazley, 2022). Food, clothing, uniforms, medication, and school fees are examples of these

resources. Orphaned children face a slew of obstacles that prevent them from reaching their full educational potential. Orphaned children have lower academic achievement than non-orphaned children, according to Smith (2021). Their low school attendance can be attributed to a lack of resources that enable them to meet their medical and nutritional needs. As a result, being an orphan reduces a child's chances of enrolling in school, as well as their attendance, performance, and overall success. Furthermore, orphans' sense of agency is diminished when their educational needs are not met. These children experience psychological disorientation, which leads to a lack of confidence (Reuge et al., 2021). Despite the fact that they are orphans and vulnerable children, they still deserve a good education.

According to Ngwacho (2020), orphan students in Africa face the following academic challenges: high demands for labour at home; stigmatization at school due to insufficient uniforms and learning materials; low attention span due to hunger; girls being at high sexual risk; and those children who work (child labour) who become tired during classes, resulting in erratic school attendance. Furthermore, girls are more likely to be sexually exploited. When it comes to academic performance, orphaned students face significant challenges (Abate, 2022). These difficulties include a lack of support from home or household, which can provide encouragement (motivation) to pursue an education, as well as social exclusion due to the marginalization of HIV/AIDS-affected children. According to Peters et al. (2022), there are an estimated 153 million orphaned children worldwide, with an additional 10,000 children becoming orphans every day. 15.1 million of these 153 million children have lost both parents. Asia has 61 million orphans, Africa has 52 million orphans (45 million of whom are in Sub-Saharan Africa), Latin America and the Caribbean has 10 million orphans, and Eastern Europe and Central Asia has 7.3 million orphans. The majority of these orphans are from developing countries.

A child who receives an education stands a better chance in life. Children who know how to read, write, and do basic math have a solid foundation for lifelong learning. Orphan children who do not have access to education face economic, health, and educational disadvantages. Education is one of the most critical needs of orphan children in Tanzania. Individuals gain knowledge, skills, and competencies through education. It allows people to be productive and contribute to their communities. Cookson et al. (2022), orphaned children face numerous challenges in achieving their educational goals. They outperform non-orphaned children in academics (Diachok et al., 2020). Due to a lack of resources to meet their healthcare and food needs, their school attendance is also low. As a result, being an orphan has a negative

impact on children's enrolment, attendance, performance, and achievement in school. Furthermore, orphans feel less empowered when their educational needs are not met. Such children may experience psychological disorientation, which can lead to the development of low self-esteem (Diachok et al., 2020). Regardless of their status as orphans or vulnerable children, they deserve a good education.

However, the Tanzanian government has been working for a long time to mitigate these challenges. In 2007, the government identified more than 390,000 vulnerable children in the country, with approximately 100,000 of them receiving assistance (Diachok et al., 2020). These efforts are consistent with Tanzania's implementation of free education in public secondary schools, which began in 2016. As a result of a case study conducted at the Singida Municipal Council in the Singida Region, this study focused on the persistent nature of the challenges faced by orphaned children. The study proposed measures that can be used to address the education situation for orphan children/students.

2. Literature Review

Cookson et al. (2022), structuration theory emphasizes the concepts of "structure" and "agency" and how they interact to recreate and reshape each other. The duality between "agency" and "structure" is the main goal of structuration theory; structures shape practices and actions, which can then create and re-create social structures academics (Diachok et al., 2020). Giddens' structure framework differs from the classic theory. Peters et al. (2022) propose three types of structure in a social system. The first is signification, in which meaning is encoded in language and discourse practice. The second is legitimacy, which is comprised of normative perspectives embedded as societal norms and values. Domination is Giddens' final structural element, and it is concerned with how power is applied, particularly in the control of resources. One of its flaws is that it does not pay as much attention to the negative aspects of society as other theories, such as conflict theory, do. Furthermore, structural functionalism fails to recognize the contributions of other social institutions academics (Diachok et al., 2020).

Furthermore, the structuration theory seeks to comprehend human social behaviour by reconciling the opposing viewpoints of structure-agency and macro-micro perspectives. This is accomplished by investigating the processes that occur at the interface between the actor and the structure. Structuration theory holds that neither

structure nor agency theories can fully explain social action. Instead, it recognizes that actors operate within the context of social structures' rules and that only by acting compliantly are these structures reinforced. As a result, because social structures are socially constructed, they have no inherent stability outside of human action. Alternatively, by exercising reflexivity, agents modify social structures by acting outside the constraints imposed by the structures.

After controlling for socio-demographic factors such as age, gender, formal versus informal housing, and age at orphanhood, Peters et al. (2022) discovered that children who had lost a parent to AIDS were more likely to report symptoms of depression, peer relationship issues, post-traumatic stress, delinquency, and conduct issues than both children who had lost a parent to AIDS. Anxiety levels were identical. Suicidal thoughts were more likely to be reported by AIDS orphans. When compared to Western norms, AIDS orphans had higher levels of internalizing issues and delinquency but lower levels of conduct issues. Orphaned children affected by AIDS may be especially vulnerable to emotional and, to a lesser extent, behavioural issues. Intervention programs are needed to lessen the psychological impact of losing a parent to AIDS.

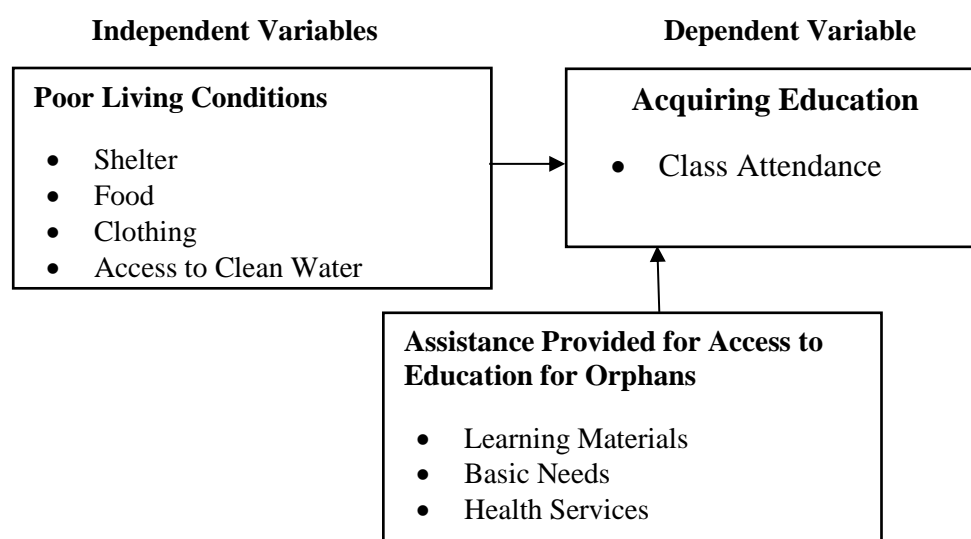
Jentzel (2021) investigated the barriers to secondary education faced by orphans in the Makete district of mainland Tanzania. The main findings revealed that barriers to secondary education for orphans included parental involvement, high educational costs, and psychological trauma, in addition to a lack of basic necessities such as food, clothing, uniforms, medications, school fees, and other contributions. According to additional research, the orphans' problems have a negative impact on their enrolment, retention, and completion of secondary school. According to the study's findings, orphans' difficulties in obtaining a secondary education should be addressed. The District Government Authority must establish the Education Trust Fund (ETF) so that contributions from educators can be used to fund students' education. To provide the necessary support to these orphaned students, the surrounding communities must act as guardians.

Ntuli et al. (2020) investigated the barriers to orphans receiving care through an extended family system in northern Uganda's Lira district. They discovered that 48% of orphan care households are headed by extremely poor widows earning less than fifty cents per day. Elderly household heads were three times more likely to have all of their children enrolled in school than younger heads. Furthermore, widowed and single heads of households were more likely than married heads of households to

have all orphans enrolled in school, and households that received outside assistance provided better educational opportunities. Poverty severely limits orphans' ability to attend school, as evidenced by their inability to eat while in school and their extensive participation in domestic work. In addition to the current Universal Primary Education initiatives, there is an urgent need in northern Uganda to support orphans' education. It is necessary to target the most vulnerable households, and communities must be made aware of child labour, sex abuse, and school lunch.

2.1. Conceptual Framework

The conceptual framework is a model that explains how a theory logically connects various factors considered important to a problem. It presents a narrative outline of the variables to be studied and the hypothetical relationships between them. Its purpose is to highlight the key areas that will be covered in the study. The study focused on two main variables that formed the conceptual framework: the independent variable and the dependent variable. The interrelationship between these model variables is conceptualized as shown in the following Figure 1.



Source: Researcher own construct, 2024

2.2. Link between Poor Living Conditions and Acquiring of Education

Jentzel (2021) conducted a study on the issues affecting orphans and vulnerable children (OVCS) in Embu County. This analysis shows that over 90% of OVC are cared for by families, and that unless governments and foreign development partners step up their efforts, the quality of life of foster children, poor academic performance, and all children in vulnerable homes will continue to deteriorate. Ntuli et al. (2020), on the other hand, assessed the constraints on educational opportunities of orphans cared for within the extended family system in Lira district, northern Uganda, and found that poor performance of orphan children in school is a result of the hardship environment that surrounds them. Furthermore, 48% of orphanage families are headed by widows living on less than a dollar a day. The elderly were three times more likely to have all of their children in school than the young. Widowed and single parents were more likely than married parents to have all orphans in school, and households with outside help had better educational prospects. Poverty impedes orphans' education, as evidenced by a lack of food at school and extensive home labour.

3. Research Methodology

The target population for this study comprises orphaned children and their guardians residing in Singida Municipality. A non-probability sampling method was used to select a sample size of 190 orphaned children as respondents to the study. The primary data collection instrument utilized in this study was a questionnaire, chosen for its ease of administration and its ability to gather substantial information from a large number of respondents. The study adopts a quantitative approach and employs both descriptive and inferential statistics for data analysis using SPSS. The linear regression model was used to assess the effect of poor living conditions of orphan children in acquiring education in Singida Municipality.

3.1. Model Specification

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large number of respondents. The study adopts a quantitative approach and employs both descriptive and inferential statistics for data analysis using SPSS. The linear regression model was used to assess the effect of poor living conditions of orphan children on acquiring education in Singida Municipality. In cases where there are multiple independent variables, a multiple linear regression model is employed. To ensure the validity of the data and the appropriateness of the linear regression model, several tests were conducted. The general equation for multiple linear regressions is as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \mu \dots \dots \dots (i)$$

Whereby:

Y: Acquiring Education (AE); X1: Shelter; X2: Clothing; X3: Access to Water; X4: Food

β_1 to β_8 : Coefficients of determination (as regression coefficients) representing the effect of each independent variable on the dependent variable.; α : Constant value (the intercept of the regression line) μ : Stochastic error term (representing the unexplained variation in the dependent variable

4. Results and Discussions

4.1. Demographic Information

The age distributions were considered to establish the age composition of the respondents in the Singida Municipality. This information revealed the age categories of respondents who participated in the study. Table 1 presents the demographic information of the orphaned children in primary and secondary schools in Singida Municipal, focusing solely on the age and sex of the respondents.

Table 1. Demographic Data of Respondents

Variable	Category	Frequency (n)	Percentage (%)
Age	Less than 11	60	31.57
	11 - 14	95	50
	15 - 18	35	18.43
Sex	Male	147	77.3
	Female	43	22.6

Orphan status	Single Parent	90	47
	Both Parents	100	53

Source: Field Data, 2023

Findings from Table 1 revealed that 31.57% ($n = 60$) were less than 11 years of age. Also, 50% ($n = 95$) were in the age group of 11–14 years, and 18.43% ($n = 35$) (18.43%, $n = 35$) were in the age group of 15–18 years. Therefore, the study included all the groups as far as orphaned children are concerned. Therefore, opinions on the challenges facing orphaned children access to education were sought from a range of age groups. With regard to respondents' sex, the study sought to obtain opinions from both male and female orphaned children. According to the findings, the study had 77.3% ($n = 147$) males. Also, the study included 22.6% ($n = 43$) females. Therefore, the study included a huge number of males compared to females. This could be that there are more male orphaned children in schools compared to females. The study also assessed the orphaned children's status in terms of whether they have a single parent or don't have any of them. According to the findings, it was revealed that 53% ($n = 100$) have lost both parents, while 47% ($n = 90$) have lost just one parent. Therefore, the challenges that orphaned children are facing regarding access to education originate from both the ones who have lost one parent and those who have lost both of them. The findings are indicated in Table 1.

4.2. The Effect of Poor Living Conditions for Orphan Children in Acquiring Education in Singida Municipality

On the second specific objective, the study examined the effect of poor living conditions for orphaned children in acquiring education in Singida Municipality. The study looked at the living conditions in terms of shelter, clothing, and water access. In terms of poor living conditions, 84.9% ($n = 160$) strongly agreed that shelter is a barrier to education. Also, 62.5% ($n = 119$) strongly agreed that clothing is a challenge for acquiring education, and 73% ($n = 139$) strongly agreed that access to clean water is also a barrier to education.

The findings were also consistent with those obtained from the principals. Respondents raised different challenges related to shelter, clothing, and access to water in relation to poor living conditions. Regarding shelter (88%, $n = 45$), head teachers and teachers agreed that shelter is a significant impediment to obtaining an education. With regard to clothing, 71% ($n = 36$) of head teachers and teachers agreed that orphaned children's access to education is hampered by a lack of

adequate clothing. Considering access to clean water (57%, $n = 27$), head teachers and teachers agreed that limited access to clean water has hampered orphaned children's educational pursuits.

Also, the guardians shared similar views on poor living conditions; in this regard, (88%, $n = 45$) guardians agreed that shelter is a challenge for orphaned children acquiring education (71%, $n = 36$) agreed that clothing is a challenge, and (57%, $n = 27$) agreed that access to clean water is a challenge for orphaned children acquiring education.

Table 2. Poor Living Conditions

Respondents	Poor Living Conditions	Strongly agreed n (%)	Strongly disagreed n (%)	Neutral n (%)
Orphaned Children	Shelter	160 (84.9)	30 (15.3)	0 (0.0)
	Clothing	119 (62.5)	72 (37.5)	0 (0.0)
	Access to water	139 (73.0)	20 (10)	0 (0.0)
Head Teachers	Shelter	45 (88)	5 (10)	0 (0.0)
	Clothing	36 (71)	14 (28)	0 (0.0)
	Access to clean water	27 (57)	23 (46)	0 (0.0)
Guardians	Shelter	45 (88)	5 (10)	0 (0.0)
	Clothing	36 (71)	14 (28)	0 (0.0)
	Access to clean water	27 (57)	23 (46)	0 (0.0)

Source: Field Data, 2023

Additional barriers were obtained from the open-ended questions. It was revealed that apart from the shelter, clothing, and access to clean water, orphaned children face additional challenges in terms of lack of parental care and lack of family support, as explained hereunder.

4.2.1. Lacking Parental Care

The research also identified the absence of parental attention as a problem. For children to take part completely in education, parents must provide care. However, due to missing them, the bulk of the orphaned children do not have parental care.

One child stated that:

“Unlike our fellow students who are not orphaned, we lack parental care and guidance in the whole life. As children, we could have been given a right direction in our studies; however, since we don't have

parents, we are unable to get a right direction with regard to our studies.” (Male Orphan, 16 years, Singida Municipality, July 2024)

Additionally, the issue of bad parenting came up throughout the interview; several single-parented kids were uninterested in their academics as a result of bad parenting; instead, they preferred to conduct small-scale business alongside their parents. Some of the children made the following observation:

“There are parents who occasionally discourage their kids from continuing their education because they motivate them to get involved in business instead of education. A great deal of orphaned children has faced this, leading them to believe that education serves no purpose in their life and that business is of more importance. They genuinely require an effective leader because people who should be in charge of them are either absent or have a limited understanding of the value of education.” (Female Orphan, 14 years, Singida Municipality, July 2024)

Most of the orphaned children are housed with family members, while others live with their mothers. The majority of moms discourage their children from attending school since they are struggling financially. As a result, they are developing into bad parents and discourage their kids from attending school. This is due to their inability to supply all the necessary educational materials. Nevertheless, many orphans reside with their guardian’s family, where the importance of the orphans’ education compared to that of other family members is quite low.

4.2.2. Lack of Family Support

Support from the family is essential for a child’s education. Nevertheless, nearly all orphaned children do not receive parental support for their schooling. These children complained that their family’s lack of assistance jeopardized their ability to attend school. In response to these concerns, it was mentioned that poverty was a major problem for the majority of orphaned families. These remarks were consistent with those made by other respondents, including school administrators and orphaned children who had also been questioned about their experiences. Among the participants, orphaned children provided the following information:

“Many single-parent children experience such severe financial difficulties that they are unable to meet basic needs like food. Orphaned children lack school necessities like uniforms and books,

including bus tickets. A child who doesn't have important educational necessities constantly loses the motivation and self-assurance to study." (Male Orphan, 13 years, Singida Municipality, July 2024)

4.2.3. Child Labor

According to the findings of the study, orphaned children must work as children. They are doing this to help them get out of poverty. An interview with a guardian revealed the issue of orphaned children dropping out of school due to child labor. Furthermore, several orphans attending school must continue to care for themselves as well as their younger siblings. This was observed by a B school teacher: "Overall, orphaned children's access to and involvement in secondary education is impacted by the various difficulties they face." A critical evaluation of orphaned students' school attendance, for example, usually reveals unsatisfactory attendance. This could be related to other difficulties mentioned, such as not having enough money for school supplies, having homework assigned to them at home, and being concerned about stigma.

The study's findings also revealed that orphaned children perform poorly in school due to the difficulties they face. These children face numerous challenges, which I believe contribute to their low academic achievement as well as their frequent absences from school." Overall, orphaned children continue to face a slew of issues that have long gone unresolved. Given these obstacles, few orphans are able to pursue an education, making survival of the fittest their lot in life. As a result, the majority of people live in substandard housing, and the poverty cycle eventually affects their offspring. This is a true social disaster that must be considered.

4.3. Correlation and Regression Analysis

4.3.1. Correlation Analysis

Correlation analysis was conducted to assess the degree of association between variables, specifically focusing on the relationship between orphan challenges and acquiring education. The correlation coefficient, ranging from -1 to +1, was used to categorize the results. The correlation coefficients revealed that the relationship between orphan challenges and acquiring education is highly significant and positive (ranging from 0.62 to 0.69, $p < 0.001$). This indicates that changes in orphan challenges are closely related to changes in the ability to acquire education. Upon

examining the individual subscales, it was found that the “Learning Materials” subscale exhibited the strongest correlation coefficient ($r = 0.694^{**}$). Additionally, the subscales for “school fees” and “school uniform” showed substantial correlations with values of $r = 0.658$ and $r = 0.680$, respectively.

Furthermore, correlations for “Access to Clean Water” ($r = 0.647^{**}$), “Medicines” ($r = 0.639^{**}$), “Health Education” ($r = 0.639^{**}$), and “Clothing” ($r = 0.639^{**}$) were also found to be significant, emphasizing their association with orphan challenges and acquiring education.

Lastly, the correlation for the “Shelter” subscale was determined to be strong, with a coefficient of $r = 0.629^{**}$. In summary, the findings suggest that orphan challenges are closely linked to the ability to acquire education, and various aspects such as access to learning materials, school-related expenses, and basic necessities significantly contribute to this relationship. The results highlight the importance of addressing these challenges to enhance educational opportunities for orphaned children.

Table 3. Correlation of Orphan Challenges and Acquiring Education

	Acquiring Education	Food	Shelter	Clothing	Access to water
Acquiring Education	1.000				
Schools Fees	0.684**				
Learning Materials	0.694**				
School Uniforms	0.685**	1.000			
Shelter	0.629**	0.869**	1.000		
Clothing	0.639**	0.852**	0.909**	1.000	
Access to water	0.647**	0.821**	0.907**	0.890**	1.000

Source: Field Data, 2024

Table 3 presents the correlation matrix, which shows the relationships between various elements related to orphan challenges and acquiring education. The values in the table represent the correlation coefficients (r) between the different elements, with values ranging from -1 to +1. The table reveals the following:

- **Correlation with Acquiring Education:** The diagonal entries in the table have a correlation of 1.000 with themselves, as expected. This indicates that each element has a perfect correlation with itself, which is a common observation in correlation matrices.

• Shelter and Basic Necessities: The element “Shelter” shows a strong positive correlation with acquiring education ($r = 0.629^{**}$), indicating that a stable living environment is crucial for educational attainment. Similarly, “clothing” ($r = 0.639^{**}$) and “access to water” ($r = 0.647^{**}$) also have positive correlations, emphasizing the importance of addressing basic needs for better educational outcomes. Similarly, “access to water” has a correlation of 0.890^{**} , indicating their interrelatedness. Furthermore, the correlation matrix provides valuable insights into the relationships between various elements related to orphan challenges and acquiring education. Policymakers and educators can use this information to develop targeted interventions and support systems to enhance educational opportunities for vulnerable populations.

4.4. Regression Analysis

4.4.1. Normality Test

The normality test was done through a Kolmogorov-Smirnov test to determine if the data on the variables are normally distributed before running multiple regression. Findings indicated that all the variables had a p-value of 0.000, thus significant and normally distributed.

Table 4. Kolmogorov-Smirnov Test of Normality

Variables	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Shelter	0.346	190	0.000
Clothing	0.245	190	0.000
Access to Water	0.279	190	0.000
Acquiring Education	0.256	190	0.000

Source: Field Data, 2024

4.4.2. Multicollinearity Test

Multicollinearity happens when independent variables are highly correlated with each other to the extent that they can affect the accuracy of regression analysis results in the model and becomes a challenge to rely on the results obtained (Sdenmund, 2011). Variance Inflation Factor (VIF) was used to measure the extent to which independent variables are correlated to the extent that they can adversely distort the results. The variance inflation factor (VIF) was used to support the validity of the

regression results. According to Gujarati (2004), VIF below 10 suggests that there is no multicollinearity. Therefore, there was no multicollinearity problem since all the variables had VIF values less than 10. Table 5 shows the results that were used to test multicollinearity among the independent variables.

Table 5. Multicollinearity Statistics

Variables	Collinearity Statistics	
	Tolerance	VIF
Shelter	0.304	3.290
Clothing	0.223	4.483
Access to Water	0.427	2.341

Source: Field Data, 2024

4.4.3. Heteroscedasticity Test

Heteroscedasticity was tested using a White Test for Heteroscedasticity. The findings revealed that the test was significant at 0.05 with a p-value 0.001 indicating that there was no heteroscedasticity problem in the data.

Table 6. White Test for Heteroscedasticity

Chi- Square	df	Sig.
30.034	189	0.001

Source: Field Data, 2023

4.4.4. Regression Model Summary and Coefficients

In this study, a regression analysis was conducted to examine the relationship between orphan children's challenges and their ability to acquire education. The analysis aimed to determine whether orphan children's challenges significantly affected their educational outcomes.

Table 7. Regression Analysis for OC and Acquiring Education (N=50)

Predictor: (Constant)	B	SE B	Beta
Total OC Questions	0.694	0.058	0.701

Source: Field Data, 2024

Simple linear regression was used to investigate the association between orphan child challenges and educational attainment. The findings revealed that orphan children's challenges were a robust predictor of educational outcomes for orphans ($B = 0.694$, $t = 6.722$, $p < 0.001$). The regression analysis suggests that for each additional unit increase in "Total OC Questions" (the independent variable), "Acquiring Education" (the dependent variable) is expected to increase

approximately 0.694 units. However, the standard error of 0.058 indicates that there is some uncertainty associated with this estimate. The beta value of 0.701 indicates that “Total OC Questions” has a relatively strong positive impact on “Acquiring Education,” even after standardizing the variables.

Table 8. Multiple Regression Analysis

Predictor	B	SE B	Beta
Constant	0.213		
Shelter (SL)	0.216	0.184	0.226
Clothing (CL)	0.232	0.149	0.247
Access to Water (AW)	0.035	0.145	0.037

Source: Field Data, 2024

Multiple Regression Analysis for Specific Orphan Children Challenges further explored the impact of specific orphan children difficulties on education acquisition. A multiple regression analysis was performed. The focus was on investigating the influence of various sub-scales of orphan child challenges. The results of the multiple regression analysis indicated that the “School Fees” trait had a strong predictive power on orphan children’s ability to acquire education ($B = 0.394$, $t = 5.377$, $p < 0.007$). The research’s findings confirmed and validated the existence of orphan children in acquiring education, as well as a significant link involving these challenges and orphan children in acquiring education. Therefore, from the regression equation,

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mu \dots \dots \dots (i)$$

Whereby:

Y: Acquiring Education (AE); X1: Shelter; X2: Clothing; X3: Access to Water; X4: Food

β_1 to β_8 : Coefficients of determination (as regression coefficients) representing the effect of each independent variable on the dependent variable.; α : Constant value (the intercept of the regression line) μ : Stochastic error term (representing the unexplained variation in the dependent variable)

$$Y = 0.213 + 0.394 (S) - 0.109(C) - 0.030(AW) + 0.216(C) + 0.232(S) + 0.035(AW) - 0.031(S) + 0.218(AW)$$

Poor living conditions on orphan children's ability to access education and achieve academic success was investigated in the second objective. Orphan children frequently face difficult living conditions, such as inadequate shelter, nutrition, and healthcare. Such unfavorable living conditions can have a significant impact on their educational achievement and overall well-being. Explore relevant theories and related studies that shed light on the relationship between poor living conditions and orphan children's educational outcomes to gain a better understanding of this issue.

According to Urie Bronfenbrenner's ecological systems theory, a child's development is influenced by various interconnected systems, including the microsystem and the macrosystem. In the case of orphan children, their living circumstances are an important aspect of the microsystem. Poor living conditions, such as overcrowding and a lack of proper nutrition, can have a direct impact on their physical and emotional well-being, affecting their academic engagement and performance. Albert Bandura's social cognitive theory emphasizes the role of observational learning and social interactions in shaping human behavior. Growing up in impoverished living conditions, orphan children may lack positive role models and supportive social networks, both of which are critical for fostering a positive attitude toward education. As a result, their motivation to pursue academic goals may be compromised, resulting in poor academic outcomes.

According to Ntuli et al. (2020), a study investigated orphan children's living conditions in various institutional settings and how these conditions influenced their access to education. According to the findings, those who live in substandard facilities face greater barriers to regular attendance and have lower academic performance. Peters et al. (2022) investigated orphaned children's nutritional status and its impact on cognitive development and learning abilities. The study discovered a link between poor nutrition and lower academic achievement among orphaned students. Researchers followed a group of orphan children for several years to assess the effects of unstable living conditions, such as frequent changes in carers or foster homes, on their educational trajectories (Holden, 2023; Miller and Beazley, 2022). According to the findings, such insecurity had a negative impact on their school attendance and academic progress. Ntuli et al. (2020), on the other hand, investigated the effects of overcrowded living conditions on orphaned students' psychological well-being and educational outcomes. The study found that living in cramped quarters contributed to increased stress and decreased academic engagement.

Furthermore, the theoretical framework and related studies emphasize the importance of addressing poor living conditions when attempting to improve the educational experiences of orphan children. Inadequate shelter, nutrition, and stability can all have a negative impact on their cognitive development, motivation to learn, and overall academic achievement.

5. Conclusion and Recommendations

The study's findings indicate that orphaned children in Singida Municipality face a number of difficulties in getting an education. The difficulties include shelter, food, clothing, and access to water. The findings could help inform policymakers and educators on strategies to improve educational opportunities and outcomes for orphaned children, ultimately promoting their well-being and future prospects. Therefore, the study recommends that the government must look for marginalized populations, such as orphans, who are falling behind in gaining possession of crucial social services. Also, the management of the school ought to be prepared to recognize the orphaned children that are falling behind in receiving a high-quality education. Also, as a way to create a local registry for this, the community must work together to recognize the orphaned children living in their midst, understand the difficulties they face, and have the ability to provide for them in a variety of ways. The future research should expand the sample size.

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