

Evaluating the Influence of Group Guidance and Counseling Services on the Self-Efficacy of Children Living In Orphanages in Bungoma County

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ABSTRACT:

The purpose of this study was to establish the influence of group guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. The researcher adopted the *ex-post facto* research design. The population of the study was 2132 orphans in the 20 orphanages. 280 of the orphans in all the 20 orphanages were interviewed. One (1) caregiver and one (1) administrator (again per orphanage) were interviewed. Out of a total of 20 Children's Homes in Bungoma County, the researcher purposively sampled 280 orphans that were interviewed. Questionnaires and interview schedules were used to collect data from the respondents who included the orphans, orphanages administrators and caregivers. The self-efficacy scale of 1-4 was converted to between 0-100. The data was prepared, coded and analysed using the Statistical Package for Social Sciences (SPSS) version 20. Strict ethical considerations were observed during the study. The study established that there was a positive and significant relationship between self-efficacy of orphaned children and group guidance and counselling services. The study's recommendations for policy was that the government should come up with policies to guide all the orphanages in Kenya, including the process of guiding and counselling. Recommendations for practice were that group guiding and counselling services should be encouraged in orphanages as they create confidence among orphans. By way of confiding into each other, they realise that they have shared challenges, and this builds their resilience.

Key Terms: group guidance and counselling, destitute, self-efficacy, therapy, vulnerable children

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Introduction

Lack of Self-efficacy among orphans in Kenya where guidance and counselling service is a relatively new profession would be disastrous. Formal guidance and counselling in Kenyan schools were officially recognised in 1970 (Osanloo, & Boske, 2015). The Ministry of Education under its inspectorate division established the Guidance and Counseling Unit. The responsibility of the unit was charged with dealing with educational and psychological counselling, and vocational guidance in schools (Ministry of Education, Science and Technology, [MoEST], 2005). This initiative was, however, not well supported; hence, the implementation did not occur as intended (Oketch, & Kimemia, 2012). The government policy document later made a recommendation for the guidance and counselling service in schools. The Report of the National Committee on Educational Objectives and Policies of 1976 which stated that guidance and counselling be taught in some of the subjects such as social education, ethics and religious education this will enhance growth of self-discipline among students in institutions (Carey, Harris, Lee, & Aluede, 2017). Despite these recommendations, guidance and counselling services failed to meet the needs of students. Furthermore, the government did not show a commitment to ensuring the policy was followed (Oketch, & Kimemia, 2012). It is therefore vital to note that the orphaned children in orphanages are in need of self-efficacy since they are not any better. An emphasis on guidance and counselling programs in their respective children's homes would be a very realistic idea geared to strengthening their self-efficacy and placing them in positions of self-reliance (Maddux et al., 2011).

In order to achieve self-efficacy, the call for the establishment of guidance and counselling in Kenyan schools was renewed with more vigour in the 1980s and 1990s after the worst arson cases in the country ever to be committed in the schools. In 1999 girls killed were 17 while

70 others raped in a co-educational boarding school. Also, in March 2000, 26 girls were murdered in an arson attack at Bombolulu Girls' secondary school (Daily Nation, 2000). In 2001, boys burnt to death were 67 in a boarding school. They were burnt by their fellow students while sleeping (East African Standard Team, 2001). These are among the incidents that captured the attention of all stakeholders and the government. Investigation of the causes of the rising spate of unrest began by setting a commission. Considering the findings of the commission, Report of the Task Force concerning Student Discipline and Unrest in various Secondary Schools, the government set a recommendation for guidance and counselling programs be implemented in all schools (Government of Kenya [GoK], 2001). Many children and youths in orphanages are struggling with challenges related to, but not limited to anxiety, depression, grief and loss, anger, low self-esteem, bullying, self-harm, among others. To achieve self-efficacy, they obviously need Guidance and counselling programs to support them with coping skills to accept their condition and live on (Hohenshil, Amundson, & Niles, 2015).

Also, several other organisations and authors never cease in making similar calls (Equal Rights Trust, & Kenya Human Rights Commission, 2012). Following recommendations by human rights organisations like African Network for the Prevention and Protection against Child Abuse and Neglect in Kenya, the government abolished corporal punishment in all schools by making Legal Notice, No. 95 of the Kenya Gazette (Government of Kenya, 2013). On behalf, the government recommended that counselling and guidance departments to be established in all schools. Since that period, the Ministry of Education continued developing counselling and guidance programs. Unfortunately, these programs are mostly run by teachers designated as the counsellors but with very minimum or no training in counselling (Wambu & Fisher, 2015). Furthermore, these teachers continue performing duties such as regular classroom teachers in addition to counselling and guiding

with little time off for their regular teaching duties, this scenario similar to one that was witnessed in the United States in the 1920s (Gysbers, & Henderson, 2015).

To achieve self-efficacy, further support of guidance and counselling services in schools has been evidenced in a policy document detailing the government's plan for education, and guidance and counselling as one of the areas requiring support (MoEST, 2005). Among the issues identified that need to be addressed through counselling are increasing numbers of HIV/AIDS orphans in many schools, drug and substance abuse among students, the many family problems that impact students' academic performance and inadequate career opportunities ((MoEST, 2005). The government responded to these needs, by suggesting measures to strengthen the counselling and guidance section at the headquarters of the MoEST, to in-service primary school teachers, and to ensure schools work with the National Agency for the Campaign Against Drug Abuse (NACADA) and other partners to sensitise teachers and parents about substance abuse. Despite the government's support for the provision of guidance and counselling services in schools, competing forces from various stake-holders seem to be slowing down the pace (Cheloti, 2014). To date, there are no comprehensive and structured guidance and counselling programs in place to catapult this essential service.

To get self-efficacy for the young and the youth, recently, the Ministry of Education has responded to student's needs by introducing a new subject, called "Social Skills," into the curriculum (Maddux et al., 2011). This subject is supposed to be taught once a week in every class. The subject aim is to equip students with skills for daily living with the hope that students will learn to self-regulate their emotions and behaviour and eventually reduce the rate of discipline cases. The orphans learning in those schools were not left out. They will definitely be equipped with the desired life skills and values that will enhance their self-

efficacy. Although the intentions of teaching this subject are well meaning, the ministry did not administer training to teachers in the curriculum; thus, most teachers are not willing to teach the subject. In the discussion above, it is very clear that the guidance and counselling in Kenya have grown out of the need to address discipline problems in schools (Ajowi, & Simatwa, 2010). While addressing discipline issues is essential, designating school counselling for this one purpose is a great disservice to the profession and a waste of human resources. The recognition that guidance and counselling programs are meant to address the holistic developmental needs of all students (United Nations Educational Scientific and Cultural Organisation (UNESCO, 2014), is yet to be realised in learning institutions in Kenya.

The challenge of orphaned and vulnerable children is taking centre stage all over the world in general and Kenya in particular. Whereas orphanhood is as old as Man is, the despicable state of life that the current orphans lead leaves a lot to be desired! In developing countries such as Kenya, best practices in orphanages are not a priority. Since clients of orphanages lack the psychosocial support that is key to the successful negotiation of developmental milestones, majority of the children end up vulnerable to relapse once they are released from their care homes. The primary focus of many orphanages in Kenya is the provision of shelter and food without much investment in primary psychological care. This has led to low self-esteem among children brought up in orphanages, which could persist into their adulthood. Most orphanages have an age limit for orphans who live in their orphanages, after which the support program is discontinued. However, a significant percentage of these orphans are graduated before achieving the self-efficacy for successful re-integration to mainstream life in society. Many of them end up living as destitute and engaging in anti-social and maladaptive behaviours. Several variables have been identified in research as the cause for the high cases of relapse of

rehabilitated children who are released back to society. However, the role of psychological behaviour management strategies such as guidance and counselling has not received adequate attention in research in Kenya. Therefore, little is known about the influence of psychological interventions in building self-efficacy for orphaned children in managed care. This research aimed at bridging this gap by investigating the impact of guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County.

METHODOLOGY

This research adopted the survey research design. The researcher endeavoured to investigate the influence of individual guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. The study was done in Bungoma County, Kenya. The target population was the entire 20 Children's homes/orphanages within Bungoma County. There are 2000 orphans in the 20 orphanages put together. 250 of the orphans in all the 20 children's homes were involved. One (1) caregiver and one (1) administrator (again per orphanage) were interviewed. 290 respondents formed the accessible population of this study. These homes were under different arms of management. A majority were under NGOs, CBOs and FBOs. However, philanthropic organisations, trusts and even independent individuals and families ran other orphanages. Purposive sampling technique was used to select the most affected orphans regarding poor self-efficacy of its children. The sample comprised of all the 20 orphanages spread across the 9 Sub-counties within Bungoma County. Twelve children (preferably 6 boys and 6 girls), a caregiver and an administrator were selected from each of the 20 orphanages. In total, 250 respondents were used in this study. Two instruments were used in the collection of data for this study. These were an interview schedule and a questionnaire. The questionnaire consisted of both open-ended and closed-ended questions. Two sets of

questionnaires were applicable, one for the orphans and the other set for the orphanage management and caregivers. A pilot study was undertaken in two (2) orphanages from the neighbouring Trans-Nzoia County in the North Rift Region of this country. The researcher administered the questionnaire through the drop personal administration. The data that was collected was further processed and analysed to facilitate answering the research objectives and questions. The data was first edited, coded, entered into the Statistical Package for Social Sciences (SPSS), which also aided in the data analysis. This study was expected to generate qualitative and quantitative data. Descriptive statistics were adopted for this study. Quantitative data was analysed using descriptive statistics. Descriptive statistics included frequency distribution tables and measures of central tendency (the mean), measures of variability (standard deviation) and measures of relative frequencies. Quantitative data was presented using tables, charts and graphs. Qualitative data was analysed by the use of content analysis technique. The analysed data was then presented in the form of narratives, where verbatim reports of respondents were quoted.

LITERATURE REVIEW

Guidance and Counselling and Self-Efficacy

In the world today, the Human Immune Deficiency Virus (HIV), which causes HIV and Aids has become a global pandemic with Sub-Sahara Africa severely affected by it. The UNAIDS Report (2010) also reveals that Aids claims young adults just as they start forming their families, thus causing orphan prevalence to rise steadily in many countries. Orphaned children are increasingly facing an uncertain future; they are faced with prejudice and increased poverty, which can, further, jeopardise their chances of completing school and may lead to the adoption of survival strategies that further increase vulnerability to HIV. This argument is supported by the study of Kimani et al. (2008) who found that the HIV

Pandemic has increasingly become a significant factor in the emergence of orphans in developing countries (including Kenya) and that these orphans are usually traumatised due to having suffered multiple losses, isolation, stigma and grief. Development of self-efficacy becomes a sure avenue to prepare these children to face the future with renewed hope and high expectations (Tewan, 2013).

Counselling and Self-Efficacy

The construct of counselling self-efficacy is defined as an individual's beliefs about his or her ability to effectively counsel a client successfully (Shukulaku, 2013). The structure and influence of this concept have been investigated in a variety of mental health professions including counselling trainees, masters-level counsellors and psychologists and school counsellors. Some counsellor characteristics have been found to be minimal to moderately associated with self-efficacy, including but not limited to counsellor personality, aptitude, achievement and social desirability and counsellor age (Watson, 2014). In addition to numerous counsellor specific qualities, research has shown that CSE is also closely related to external factors such as perceived and objective work environment, supervisor characteristics and level or quality of supervision.

The Concept of Guidance

Guidance may be defined as a process through which a person is assisted to better their lives (Koos, & Kefauver, 1932). In most of the cases, a person who needs guidance does not know much about what they are doing and thus do things in a way they deem best, but it often turns out to be the wrong way. There have been various views from different authorities regarding the concept of Guidance. Kobugube (2013) looks at guidance as a systematic profession where an individual is assisted through an interpretive and educative procedure to have a better understanding of his/her potentialities and characteristics

and relate to the social opportunities and requirements satisfactorily. Kobugube (2013) has cited the opinions of Fall (2011) on guidance as for the use of professional school personnel and materials to provide a developmental climate that would promote pupils to understand themselves, direct themselves, exercise and utilise their potential to their satisfaction and to that of the society. Lunenburg (2010) defines guidance as a set of organised specialised services that are established as an integral part of the school environment and are designed to promote the development of the students and help them to realise a wholesome sound adjustment and maximum accomplishment that commensurate with their potential. A close study of these definitions will reveal that Guidance is a discipline that is designed with the aim of helping individuals to make useful and diligent decisions in life and relate well to the rest of society.

The Concept of Counselling

To a layman, counselling may mean consultation, discussion, exchange of ideas, advice or deliberation of issues (Williamson, 1950). Others also assume counselling and advice to be the same thing, and consequently, many do not agree with professionals that try to differentiate them. Counselling is any effort from someone to help another person in distress to make an informed decision to solve his or her problem. Fall (2011) states that counselling is not focused on giving information, but information may be offered during the counselling process. It is also not about providing recommendations, suggestions or advice, i.e. concepts that many people associate with counselling. He sees counselling as a discipline that constitutes an interview where the counsellor listens, tries to understand the client in privacy, and holds whatever the clients communicate to him in confidence. The outcome of this interview would be a change in the clients' behaviour in a way they choose but within specified limits. Fall's definition of counselling is a confidential discussion between a counsellor and a client where the counsellor helps the

client to identify their problem and find alternative solutions.

Lunenburg (2010) defines counselling as a developing interaction between a counsellor and a person who is in distress or a temporary state of indecision or confusion. This interaction is to help the individual make their own decision and choices to resolve his confusion or to cope with their distress in a meaningful manner. This means counselling arms a person to identify their problems and find solutions for them. Destitute children need to be equipped with essential counselling skills to help them solve their problems. Counselling is also defined as the skill of assisting individuals to cope with their issues through interviews and procedures with the intention of helping them in arriving at solutions.

Counselling is a helping profession (Kobugube, 2013). He defines counselling as a concept that forms the basis for the role and function of the counsellor in today's society. He further states that it is a helping profession because counsellors are trained, licensed and certified to perform unique and needed services to fellow members of their society, and they begin with the very foundation of human existence: human beings. He further states that counselling is a relationship between a professionally trained and competent counsellor and an individual seeking help in gaining greater improved decision -making, self-understanding, behavioural change skills for problem solution and developmental growth. The scholar is of the view that individuals with problems can only consult trained and professional counsellors for help.

Neukrug (2011) says that counselling is a service that is designed to help an individual to analyse himself by relating his capabilities, achievements, interests and mode of adjustment to whatever new decision he has made or has to make. He further expounds that counselling is the heart of the work of guidance and counselling and is mainly

concerned with the feelings, attitudes and emotional dispositions of an individual about themselves and the situation they are facing. Lunenburg (2010) regards counselling as a means of helping a person to utilise his/her psychological resources by focusing on their particular strengths for development and by concentrating on their personality behaviour and emotional assets that can be mobilised. The American Personnel and Guidance Association defines counselling as the application of procedures and other related areas of behavioural sciences to help in learning and how to solve problems or make decisions related to careers, marriage, personal growth, marriage, family or other intersperse issue.

Group Guidance and Counseling

Group guidance and group counselling are two current approaches of interest (Hughes, Law, & Meijers, 2017). The consensus in recent writings defines group guidance as a process concerned with the study of interpersonal issues and intergroup relations, personal and social adjustment, educational and vocational planning, and orientation to school. Group guidance involves teaching and informational processes, which help students, grow towards goals considered worthwhile. Counselling groups are smaller than guidance groups (usually five to eight members). Cohn and his associates have defined group counseling as 'a dynamic, interpersonal process through which individuals within the normal range of adjustment work within a peer group and with a professionally trained counselor exploring problems (Shertzer, & Herman, 1965) and feelings in an attempt to modify their attitudes so that they are better able to deal with developmental problems. In short, group counselling is used for clarifying feelings and attitudes of members. This is about counselling individuals with multiple issues or concerns. The strength with group counselling is that if you have 2, 3 or 4 members having a common phenomenon, then it is easier to put them together for them to support each other in navigating over the shared concern. This type of therapy

builds up group cohesion and enables the concerned to quickly discover their strengths (Rowell, & Hong, 2013).

While individual counselling provides the opportunity to meet with clients on a one to one basis, group counselling offers a unique chance for group members to share similar situations for mutual growth. The negative portrayal of group therapy may have suggested otherwise, it's actually a positive and reliable experience for several people since the therapist and members of the group are able to construct a safe place to explore the challenges surrounding their relationship. Through this sharing process, members can develop a trust level that allows members to be honest, accepting towards each other and open with one another despite any existing faults. Group counselling is always effective because members can support each other through changing these unproductive ways through feedback. Group counselling is also very helpful for providing opportunities to practice alternative ways like interacting with others who are caring and providing encouragement on the journey of recovery (Walton, 2014).

Within an atmosphere of trust, the group counselling sessions typically involve members speaking openly about their feelings and talking actively to one another about their personal challenges. Although none will be compelled to divulge their inner and deepest secrets, counsellors expect members of the group to feel free, relate openly and be honest with each other in discovering that they are not alone in their challenges. Along with allowing group members observe one another for emotional growth, counsellors also will model healthy behaviours to develop more effective problem- solving skills. Most groups will meet for approximately one to two hours once a week for a pre-determined number of weeks with the same group members for optimal consistency. Overall individuals may decide to join group therapy since they are having struggles with their current relationships and are seeking

for help with concerns in their inter-personal life. Walton (2014) postulates that group counselling sessions are usually the most effective for addressing various interpersonal concerns, including loneliness, shyness, excessive dependence, frequent arguments, difficulty trusting others, discomfort in social situations and lack of intimacy. Group counselling therapy is ideal for orphans living in orphanages because they share a common phenomenon of orphanhood. This therapy method provides orphans with a platform to open up on a myriad of issues where they get support and encouragement from each other under the guidance of professional counsellors.

FINDINGS AND DATA ANALYSIS

influence of group guidance and counselling services on the self-efficacy of orphaned children

The objective of this study was to establish the influence of group guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. To achieve this objective, the respondents were asked questions with the aim of establishing how group guidance influences the self-efficacy of orphaned children. Data collected was analysed under the hypothesis;

“There is no statistically significant influence of group guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County.”

The respondents were required to respond to the statement “There is a permanently employed counsellor who offers group guidance and counselling services in the children's home, and their responses are shown in table 1.

Table 1: If permanently employed counsellor who offers group guidance and counselling services?

		Frequency	Per cent
There is a permanently employed counsellor who	true	104	40.5
	false	112	43.6

offers group guidance and counselling services in the children's home	do not remember	41	16.0
	Total	257	100.0

The results in table 1 show that 104 (40.5%) of the respondents agree that there was a permanently employed counsellor who offers group guidance and counselling services in the children's home, 112(43.6%) disagree and 41(16.0%) did not remember if there was a permanently employed counsellor who offers group guidance and counselling services in the children's home.

The respondents were required to respond to the statement “The children's home brings in part-time counsellors to offer Group Counseling Services”, and their responses are shown in table 2.

Table 2: Part-time counsellors to offer Group Counseling Services²

		Frequency	Per cent
The children's home brings in part-time counsellors to offer Group Counseling Services.	true	216	84.0
	false	27	10.5
	do not remember	14	5.4
	Total	257	100.0

The results in table 2 show that 216 (84.0%) of the respondents agree that the children's home brings in part-time counsellors to offer Group Counseling Services, 27(10.5%) disagree and 14(5.4%) did not remember if the children's home brought in part-time counsellors to offer Group Counseling Services.

The respondents were required to respond to the statement “I have been at ease to open up freely to the specialists brought in by the management of the Children's home to offer group Guidance and Counseling services” and their responses are shown in table 3.

Table 3 Ease to open up freely to the specialists

		Frequency	Per cent
I have been at ease to open up freely to the specialists brought in by the management of the Children's home to offer group Guidance and Counseling services	true	149	58.0
	false	85	33.1
	do not remember	23	8.9
	Total	257	100.0

The results in table 3 show that 149 (58.0%) of the respondents agree to have been at ease to open up freely to the specialists brought in by management of the Children's home to offer group Guidance and Counseling Services, 85 (33.1%) disagree and 23 (8.9%) did not remember if they had been at ease to open up freely to the specialists brought in by management of the Children's home to offer group Guidance and Counseling services.

The respondents were required to respond to the statement “I can confirm that group Guidance and Counseling Services are offered in the Children's home” and their responses are shown in table 4.

Table 4: confirmation that group Guidance and Counseling Services are offered in the Children's home

		Frequency	Per cent ²
I can confirm that group Guidance and Counseling Services are offered in the Children's home	true	212	82.5
	false	30	11.7
	do not remember	15	5.8
	Total	257	100.0

The results in table 4.37 show that 212 (82.5%) of the respondents agree can confirm that group Guidance and

Counseling Services are offered in the Children’s home, 30 (11.7%) disagree and 15 (5.8%) did not remember that group Guidance and Counseling Services are provided in the Children's home

The respondents were required to respond to the statement “I have had confidence in the counsellors who provide group Guidance and Counseling Services in the Children's Home” and their responses are shown in table 5.

Table 5: Confidence in the counsellors who provide group Guidance and Counseling Services

	Frequency	Per cent	
I have had confidence in the counsellors who provide group Guidance and Counseling Services in the Children's Home	true	182	70.8%
	false	61	23.7%
	do not remember	14	5.4%
	Total	257	100.0%

The results in table 5 show that 182 (82.5%) of the respondents agree that they have ever had confidence in the counsellors who provide group Guidance and Counseling Services in the Children's Home, 61 (23.7%) disagree and 14 (5.4%) did not remember having confidence in the counsellors who provide group Guidance and Counseling Services in the Children's Home.

The respondents were required to respond to the statement “The counsellors brought in by the orphanage management have been professional”, and their responses are shown in table 6.

Table 6: Counselors brought in by the orphanage management have been professional

	Frequency	Per cent	
The counsellors brought in by the orphanage management have been professional	true	167	65.0%
	false	50	19.5%
	do not remember	39	15.2%
	Total	1	.4%
Total	257	100.0%	

The results in table 6 show that 167 (65.0%) of the respondents agree that the counsellors brought in by the orphanage management have been professional, 50 (19.5%) disagree and 39 (15.2%) did not remember whether the counsellors brought in by the orphanage management were been professional. 1 (0.4%) did not respond to the statement.

The respondents were required to respond to the statement “I have noted that my life’s challenges are similar to those of my fellow orphans living in this children’s home” and their responses are shown in table 7.

Table 7: Life’s challenges

	Frequency	Per cent	
I have noted that my life’s challenges are similar to those of my fellow orphans living in this children’s home	True	140	54.5%
	False	102	39.7%
	do not remember	15	5.8%
	Total	257	100.0%

The results in table 7 show that 140 (54.5%) of the respondents agree that they had noted that their life’s challenges are similar to those of fellow orphans living in this children’s home, 102 (39.7%) disagree and 15 (5.8%) did not remember whether noting if their life’s challenges are

similar to those of my fellow orphans living in this children’s home.

The respondents were required to respond to the statement “There has been a high turnover of professional counsellors brought in by management to take us through group guidance and counselling programs”, and their responses are shown in table 8.

Table 8: Turnover of professional counsellors

		Frequency	Per cent
There has been a high turnover of professional counsellors brought in by management to take us through group guidance and counselling programs	true	95	37.0
	false	129	50.2
	do not remember	33	12.8
	Total	257	100.0

The results in table 8 show that 95 (37.0%) of the respondents agree that there is a high turnover of professional counsellors brought in by management to take them through group guidance and counselling programs, 129 (50.2%) disagree and 33 (12.8%) did not remember whether there is a high turnover of professional counsellors brought in by management to take them through group guidance and counselling programs.

The respondents were required to respond to the statement “The orphanage management has kept changing the counsellors brought in to handle group guidance and counselling programs”, and their responses are shown in table 9.

Table 9: Orphanage management changing the counsellors

		Frequency	Per cent
The orphanage management has kept changing the counsellors brought in to handle group guidance and counselling programs	true	204	79.4
	false	39	15.2
	do not remember	14	5.4
	Total	257	100.0

The results in table 9 show that 204 (79.4%) of the respondents agree that the orphanage management has kept changing the counsellors brought in to handle group guidance and counselling programs, 39 (15.2%) disagree and 14 (5.4%) did not remember whether the orphanage management has kept changing the counsellors brought in to handle group guidance and counselling programs.

The respondents were required to respond to the statement “I have noted that most of us (orphans) tend to relapse into our day-to-day challenges even after going through group guidance and counselling sessions” and their responses are shown in table 10.

Table 10: Most of us (orphans) tend to relapse into our day-to-day challenges

		Frequency	Per cent
I have noted that most of us (orphans) tend to relapse into our day-to-day challenges even after going through group guidance and counselling sessions	true	150	58.4
	false	78	30.4
	do not remember	29	11.3
	Total	257	100.0

The results in table 10 show that 150 (58.4%) of the respondents agree that “Most of us (orphans) tend to relapse into our day-to-day challenges even after going through group guidance and counselling sessions”, 78 (30.4%) disagree and 29 (11.3%) did not remember noting that most of them (orphans) tend to relapse into their day-to-day challenges even after going through group guidance and counselling sessions.

To test if there was any relationship between individual counselling and self-efficacy of the orphans, a chi square analysis was performed to test the hypothesis “There is no statistically significant influence of group guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County” and the results are shown in Table 11.

Table 11: Chi-Square Tests between group counselling and self-efficacy of orphans

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	994.221 ^a	182	.000
Likelihood Ratio	269.040	182	.000
Linear-by-Linear Association	45.819	1	.000
N of Valid Cases	255		

a. 198 cells (94.3%) have expected count less than 5. The minimum expected count is .00.

In table 11, the significance value (Asymp. Sig.) Has the information we're looking for. The lower the significance value, the less likely it is that the two variables are independent (unrelated). In this case, the significance value is so low that it is displayed as .000, which means that it

would appear that the two variables are, indeed, related, i.e. group counselling and self-efficacy of orphans are significantly related. We, therefore, reject the null hypothesis and accept the alternative hypothesis. To establish the type and magnitude of the relationship, a correlation analysis was done between group counselling and self-efficacy of orphans and results shown in table 12.

Table 12: A correlation analysis was done between group counselling and self-efficacy

		efficacy of the orphans	Group guiding and counselling services
efficacy of the orphans	Pearson Correlation	1	.425**
	Sig. (2-tailed)		.000
	N	256	255
Group guiding and counselling services	Pearson Correlation	.425**	1
	Sig. (2-tailed)	.000	
	N	255	256

** . Correlation is significant at the 0.01 level (2-tailed).

The analysis results in table 12 show that there is a positive and significant relationship between group guiding and counselling and self-efficacy of orphans at $r=.425^{**}$, $P<.001$ considerable level. The coefficient of determinant $R= r^2$ established that group guiding and counselling contributes 18.1% variability to self-efficacy of orphans when other factors are held constant.

These findings are in agreement with many scholars. Group guidance and group counselling are two current approaches of interest (Hughes, Law, & Meijers, 2017). The consensus in recent writings defines group guidance as a process concerned with the study of interpersonal and intergroup relations, personal and social adjustment, educational and vocational planning, and orientation to

school. Group guidance involves teaching and informational processes, which help students, grow towards goals considered worthwhile. Counselling groups are smaller than guidance groups (usually five to eight members). Cohn and his associates have defined group counseling as 'a dynamic, interpersonal process through which individuals within the normal range of adjustment work within a peer group and with a professionally trained counselor, exploring problems (Shertzer, & Herman, 1965) and feelings in an attempt to modify their attitudes so that they are better able to deal with developmental problems. In short, group counselling is used for clarifying feelings and attitudes of members. Some studies have been conducted to show the relationship between guidance and counselling and children performance in schools. Devaki, Renuka, Madhanika, and Saikumar (2013) conducted a study to explore the effect of counselling on the academic performance of college students. The study showed that there was an increase in average marks among students. The study showed that counselling services in colleges had been effective in easing out the students' difficulties. The constructive support received from individual counselling seemed to have positive influence on the performance academically and the session's number correlated positively with the achievement in academic.

The findings conclusively aver that students who attended counselling showed improvement grades as compared to those who did not. Students who participated in some sessions showed a better response than those who attended fewer sessions. The authors concluded that counselling is beneficial in improving the students' performance as well as their confidence. Social Learning Theory has argued the place of group counselling. The theory contends that Learning is a process where behaviours are learnt or acquired from the environment (Bandura, 1977). Imitation and observation is one way of learning. This theory is advanced by Albert Bandura (1986). This theory explains delinquency as a behaviour learnt

through the complicated process of socialisation. The theory postulates that behaviour is reflective of people observing and imitating others and imagining the consequence of their behaviour.

The theory advocates that human behaviour be modified using learning principles to change behaviour (Omulema, 2000). The behavioural approach emphasises that the client define goals in providing resources, behavioural terms, provide resources and encouragement in helping clients move towards goals and helps clients with different problems. Teacher counsellors can, therefore, apply this to students concerning their academic performance. Makinde (1984) notes that the effectiveness of behaviour is assessed by changes in the specific student's behaviour. This implies that they can use behavioural techniques to create a conducive environment for the students to modify their behaviours to solve their academic problems through the creation of learning conditions.

Teacher counsellors can use behavioural techniques like self-management programs and self-directed behaviours, which may deal with studying, learning and time management skills in schools. This will foster the students' academic performance. The student will drive towards growth, adjustment and health (Makinde, 1984). Therefore, the right environment created by the teacher counsellor can provide room for functional self-efficacy that will boost success in academic performance and one's overall life after exiting the orphanage. With a heavy emphasis on which way the child's environment influences him and directs his learning, the theory is weak when it comes to the accountability of the child for his own actions. Focusing on how setting influences behaviour places more emphasis on the community and people the child is part of, rather not enough emphasis on how the child handles and processes new information. The child's accountability is neglected and this may go too far to state that society directs how the individual acts and behaves.

CONCLUSION

The objective of this study was to establish the influence of group guidance and counselling services on the self-efficacy of orphaned children living in orphanages in Bungoma County. Data analysis and interpretation of questionnaire responses from the orphaned boys, orphaned girls, Administrators and Caregivers revealed that group guidance and counselling services is an assurance to the self-efficacy of orphaned children. The study established that there was a positive and significant relationship between group guidance and counselling services and the self-efficacy of orphaned children at $r=.425^{**}$, $P<.001$ significant level contributing 18.1% variability to the self-efficacy of orphaned children when other factors are held constant. These findings indicate that group guidance and counselling services is a significant factor for the self-efficacy of orphaned children. The study established that there was a positive and meaningful

relationship between self-efficacy of orphaned children and group guidance and counselling services. This means that for improved efficacy of orphaned children to be realised, guidance and counselling referral services are essential. The researcher recommends that the government formulate policies to guide all the orphanages in Kenya, including the process of guiding and counselling. In addition, group guiding and counselling services should be encouraged in orphanages as they create confidence among orphans. Group counselling is used for clarifying ideals and attitudes of the members for purposes of dealing with their day-to-day life's upheavals. By sharing the challenges, they realise their challenges are similar, hence making their burden to appear lighter. The strength of group counselling is that it builds up group cohesion and enables the concerned to discover their immense talents and skills quickly.

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